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English Plus

3

**Teacher's
Book**

Second edition

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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 Resource Disk** 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.

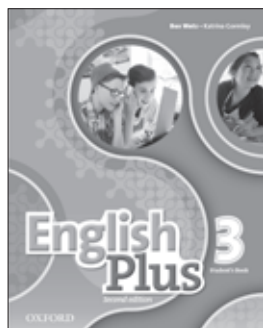
In the classroom

The **classroom presentation tool** 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

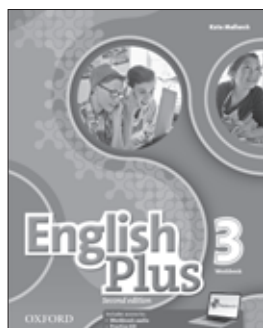
The **Practice Kit** offers students online self-study activities which teachers can monitor and track. Carefully aligned to CEFR levels, it is designed to consolidate and extend the four skills, grammar and vocabulary relevant to the level. The **Practice Kit** also provides access to the Workbook audio.

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** sections which review all the language studied so far in the book.
- eight **Story in English** sections which provide an engaging eight-part story.
- 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.



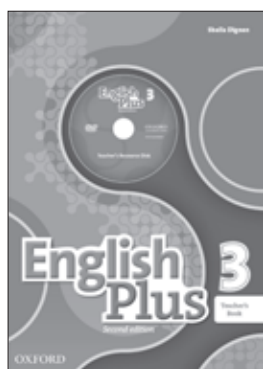
The **Workbook** contains:

- 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, curriculum extra and drama 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:

- 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.



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

Fads and fashions

1 VOCABULARY • Popular interests
 • Talk about people (actors, athletes and so on)
 • Talk about things (fashions, activities and so on)

2 Extra listening and speaking jobs
 • Curriculum notes jobs
 • Culture jobs
 • Writing jobs

3 Extra listening and speaking jobs
 • Curriculum notes jobs
 • Culture jobs
 • Writing jobs

4 Extra listening and speaking jobs
 • Curriculum notes jobs
 • Culture jobs
 • Writing jobs

5 Extra listening and speaking jobs
 • Curriculum notes jobs
 • Culture jobs
 • Writing jobs

6 Extra listening and speaking jobs
 • Curriculum notes jobs
 • Culture jobs
 • Writing jobs

7 Extra listening and speaking jobs
 • Curriculum notes jobs
 • Culture jobs
 • Writing jobs

8 Extra listening and speaking jobs
 • Curriculum notes jobs
 • Culture jobs
 • Writing jobs

9 Extra listening and speaking jobs
 • Curriculum notes jobs
 • Culture jobs
 • Writing jobs

10 Extra listening and speaking jobs
 • Curriculum notes jobs
 • Culture jobs
 • Writing jobs

11 Extra listening and speaking jobs
 • Curriculum notes jobs
 • Culture jobs
 • Writing jobs

12 Extra listening and speaking jobs
 • Curriculum notes jobs
 • Culture jobs
 • Writing jobs

13 Extra listening and speaking jobs
 • Curriculum notes jobs
 • Culture jobs
 • Writing jobs

14 Extra listening and speaking jobs
 • Curriculum notes jobs
 • Culture jobs
 • Writing jobs

15 Extra listening and speaking jobs
 • Curriculum notes jobs
 • Culture jobs
 • Writing jobs

16 Extra listening and speaking jobs
 • Curriculum notes jobs
 • Culture jobs
 • Writing jobs

17 Extra listening and speaking jobs
 • Curriculum notes jobs
 • Culture jobs
 • Writing jobs

18 Extra listening and speaking jobs
 • Curriculum notes jobs
 • Culture jobs
 • Writing jobs

19 Extra listening and speaking jobs
 • Curriculum notes jobs
 • Culture jobs
 • Writing jobs

20 Extra listening and speaking jobs
 • Curriculum notes jobs
 • Culture jobs
 • Writing jobs

21 Extra listening and speaking jobs
 • Curriculum notes jobs
 • Culture jobs
 • Writing jobs

22 Extra listening and speaking jobs
 • Curriculum notes jobs
 • Culture jobs
 • Writing jobs

23 Extra listening and speaking jobs
 • Curriculum notes jobs
 • Culture jobs
 • Writing jobs

24 Extra listening and speaking jobs
 • Curriculum notes jobs
 • Culture jobs
 • Writing jobs

25 Extra listening and speaking jobs
 • Curriculum notes jobs
 • Culture jobs
 • Writing jobs

Let's go

1 A lot or a small amount? Is it usually what happens very popular for a short time. Which of these items came from Japan?
 a. Sushi b. Ketchup c. Karaoke d. Anime

2 When a lot of people 'have' and share a photo or video on social media, it gets a lot of 'likes'. Which of these items came from Japan?
 a. Sushi b. Ketchup c. Karaoke d. Anime

3 Games and action figures can become quite valuable. Which of these items came from Japan?
 a. Sushi b. Ketchup c. Karaoke d. Anime

4 Which of these items came from Japan?
 a. Sushi b. Ketchup c. Karaoke d. Anime

5 Which of these items came from Japan?
 a. Sushi b. Ketchup c. Karaoke d. Anime

6 Which of these items came from Japan?
 a. Sushi b. Ketchup c. Karaoke d. Anime

7 Which of these items came from Japan?
 a. Sushi b. Ketchup c. Karaoke d. Anime

8 Which of these items came from Japan?
 a. Sushi b. Ketchup c. Karaoke d. Anime

9 Which of these items came from Japan?
 a. Sushi b. Ketchup c. Karaoke d. Anime

10 Which of these items came from Japan?
 a. Sushi b. Ketchup c. Karaoke d. Anime

11 Which of these items came from Japan?
 a. Sushi b. Ketchup c. Karaoke d. Anime

12 Which of these items came from Japan?
 a. Sushi b. Ketchup c. Karaoke d. Anime

13 Which of these items came from Japan?
 a. Sushi b. Ketchup c. Karaoke d. Anime

14 Which of these items came from Japan?
 a. Sushi b. Ketchup c. Karaoke d. Anime

15 Which of these items came from Japan?
 a. Sushi b. Ketchup c. Karaoke d. Anime

16 Which of these items came from Japan?
 a. Sushi b. Ketchup c. Karaoke d. Anime

17 Which of these items came from Japan?
 a. Sushi b. Ketchup c. Karaoke d. Anime

18 Which of these items came from Japan?
 a. Sushi b. Ketchup c. Karaoke d. Anime

19 Which of these items came from Japan?
 a. Sushi b. Ketchup c. Karaoke d. Anime

20 Which of these items came from Japan?
 a. Sushi b. Ketchup c. Karaoke d. Anime

21 Which of these items came from Japan?
 a. Sushi b. Ketchup c. Karaoke d. Anime

22 Which of these items came from Japan?
 a. Sushi b. Ketchup c. Karaoke d. Anime

23 Which of these items came from Japan?
 a. Sushi b. Ketchup c. Karaoke d. Anime

24 Which of these items came from Japan?
 a. Sushi b. Ketchup c. Karaoke d. Anime

25 Which of these items came from Japan?
 a. Sushi b. Ketchup c. Karaoke d. Anime

craze-y!

1 What are some media look at their favourite celebrity trends and acts. Which celebrity was the first to get 100 million Facebook 'likes'?

2 Which celebrity was the first to get 100 million Facebook 'likes'?

3 Which celebrity was the first to get 100 million Facebook 'likes'?

4 Which celebrity was the first to get 100 million Facebook 'likes'?

5 Which celebrity was the first to get 100 million Facebook 'likes'?

6 Which celebrity was the first to get 100 million Facebook 'likes'?

7 Which celebrity was the first to get 100 million Facebook 'likes'?

8 Which celebrity was the first to get 100 million Facebook 'likes'?

9 Which celebrity was the first to get 100 million Facebook 'likes'?

10 Which celebrity was the first to get 100 million Facebook 'likes'?

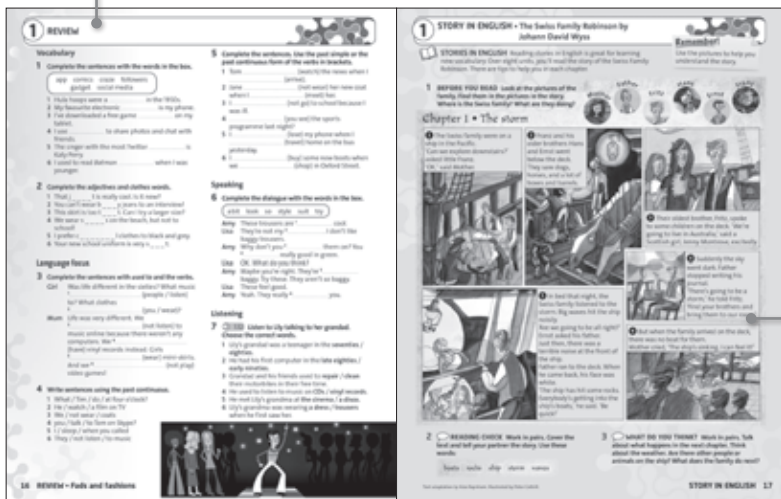
11 Which celebrity was the first to get 100 million Facebook 'likes'?

- 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.

[illegible]

- 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.

- 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.



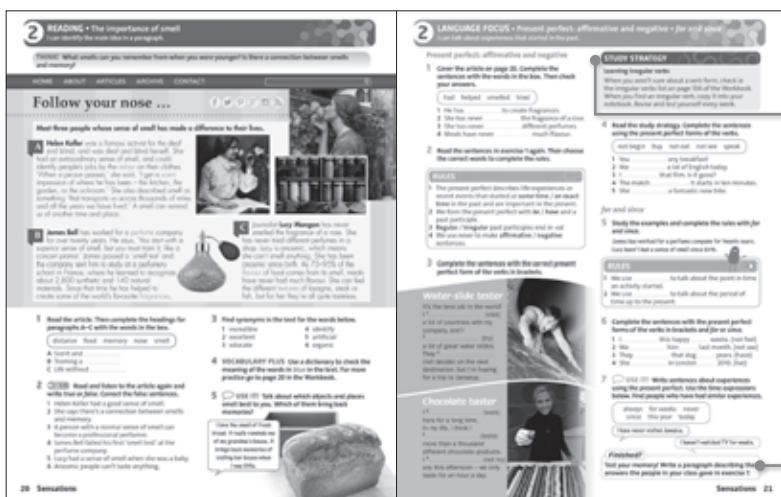
Lesson 8

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

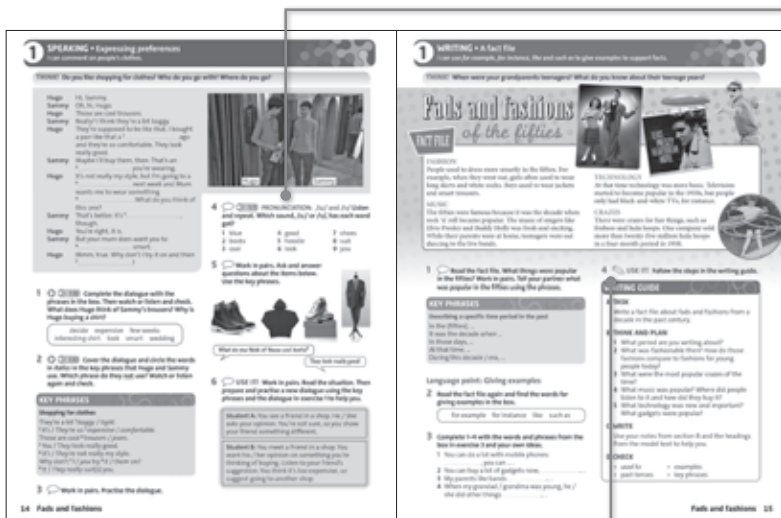
Lesson 9

- There is a **Story in English** section at the end of each unit.
- These sections provide an engaging eight-part story to motivate students to read in English.

Other features of the Student's Book



- The **Finished?** activity provides support for mixed-ability classes.
- The **Study strategy** builds students' study skills and encourages autonomous learning.



- The **pronunciation exercises** allow students to practise and improve their pronunciation. There is a pronunciation exercise in each unit of the Student's Book.
- A final **Use it!** exercise allows students to use the new language in a more productive, personalized, or creative way. This is the **productive aim** of the lesson as described by the *I can ...* statement.

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

Workbook 3 at a glance

1 Fads and fashions

VOCABULARY • Popular interests

1. Choose the correct word.

1. My friends are always going to the club. They like to go to the club.

2. I like to go to the club. I like to go to the club.

3. I like to go to the club. I like to go to the club.

4. I like to go to the club. I like to go to the club.

5. I like to go to the club. I like to go to the club.

6. I like to go to the club. I like to go to the club.

7. I like to go to the club. I like to go to the club.

8. I like to go to the club. I like to go to the club.

9. I like to go to the club. I like to go to the club.

10. I like to go to the club. I like to go to the club.

1 LANGUAGE FOCUS • used to

1. Complete the sentences with the correct form of 'used to'.

1. I used to go to the club. I used to go to the club.

2. I used to go to the club. I used to go to the club.

3. I used to go to the club. I used to go to the club.

4. I used to go to the club. I used to go to the club.

5. I used to go to the club. I used to go to the club.

6. I used to go to the club. I used to go to the club.

7. I used to go to the club. I used to go to the club.

8. I used to go to the club. I used to go to the club.

9. I used to go to the club. I used to go to the club.

10. I used to go to the club. I used to go to the club.

- 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.

1 PROGRESS REVIEW

1. Complete the crossword.

1. I like to go to the club. I like to go to the club.

2. I like to go to the club. I like to go to the club.

3. I like to go to the club. I like to go to the club.

4. I like to go to the club. I like to go to the club.

5. I like to go to the club. I like to go to the club.

6. I like to go to the club. I like to go to the club.

7. I like to go to the club. I like to go to the club.

8. I like to go to the club. I like to go to the club.

9. I like to go to the club. I like to go to the club.

10. I like to go to the club. I like to go to the club.

1 LANGUAGE FOCUS • used to

1. Complete the sentences with the correct form of 'used to'.

1. I used to go to the club. I used to go to the club.

2. I used to go to the club. I used to go to the club.

3. I used to go to the club. I used to go to the club.

4. I used to go to the club. I used to go to the club.

5. I used to go to the club. I used to go to the club.

6. I used to go to the club. I used to go to the club.

7. I used to go to the club. I used to go to the club.

8. I used to go to the club. I used to go to the club.

9. I used to go to the club. I used to go to the club.

10. I used to go to the club. I used to go to the club.

- 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.

1 LANGUAGE FOCUS REFERENCE • Unit 1

1. Complete the sentences with the correct form of 'used to'.

1. I used to go to the club. I used to go to the club.

2. I used to go to the club. I used to go to the club.

3. I used to go to the club. I used to go to the club.

4. I used to go to the club. I used to go to the club.

5. I used to go to the club. I used to go to the club.

6. I used to go to the club. I used to go to the club.

7. I used to go to the club. I used to go to the club.

8. I used to go to the club. I used to go to the club.

9. I used to go to the club. I used to go to the club.

10. I used to go to the club. I used to go to the club.

1 LANGUAGE FOCUS PRACTICE • Unit 1

1. Complete the sentences with the correct form of 'used to'.

1. I used to go to the club. I used to go to the club.

2. I used to go to the club. I used to go to the club.

3. I used to go to the club. I used to go to the club.

4. I used to go to the club. I used to go to the club.

5. I used to go to the club. I used to go to the club.

6. I used to go to the club. I used to go to the club.

7. I used to go to the club. I used to go to the club.

8. I used to go to the club. I used to go to the club.

9. I used to go to the club. I used to go to the club.

10. I used to go to the club. I used to go to the club.

1 CUMULATIVE REVIEW • Starter • Unit 2

1. Complete the sentences with the correct form of 'used to'.

1. I used to go to the club. I used to go to the club.

2. I used to go to the club. I used to go to the club.

3. I used to go to the club. I used to go to the club.

4. I used to go to the club. I used to go to the club.

5. I used to go to the club. I used to go to the club.

6. I used to go to the club. I used to go to the club.

7. I used to go to the club. I used to go to the club.

8. I used to go to the club. I used to go to the club.

9. I used to go to the club. I used to go to the club.

10. I used to go to the club. I used to go to the club.

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



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



The online **Practice Kit** provides additional self-study practice:

- A specially designed set of online materials provide flexible and systematically-developed skills practice, and consolidate and extend the Grammar and Vocabulary syllabus.
- Structured activities reflect the themes and topics in the Student's Book and Workbook.
- Media-rich content makes it a stimulating self-study resource for students.
- The codes in the access cards at the back of the Workbook and Teacher's Book allow separate access for students and teachers.
- Activities in the **Practice Kit** are marked automatically and graded so the teacher can check students' progress online.
- **Practice Kit** activities are suggested at the end of each lesson in the teacher's notes.
- The Workbook audio is available via the **Practice Kit** link.

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.

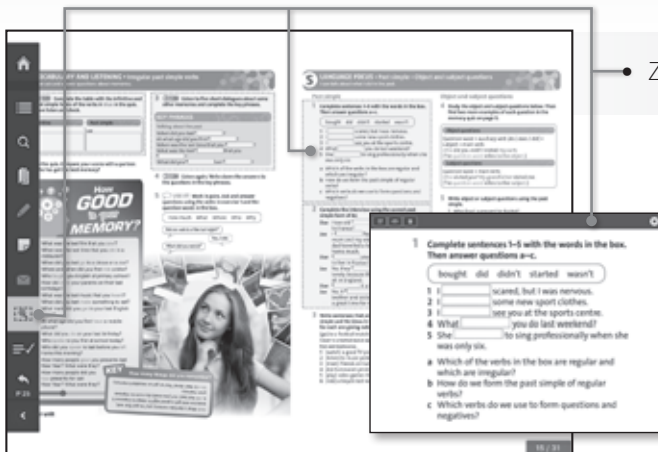
Engage your students in your blended learning classroom with digital features that can be used on your tablet or computer, and connected to an interactive whiteboard or projector.

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.

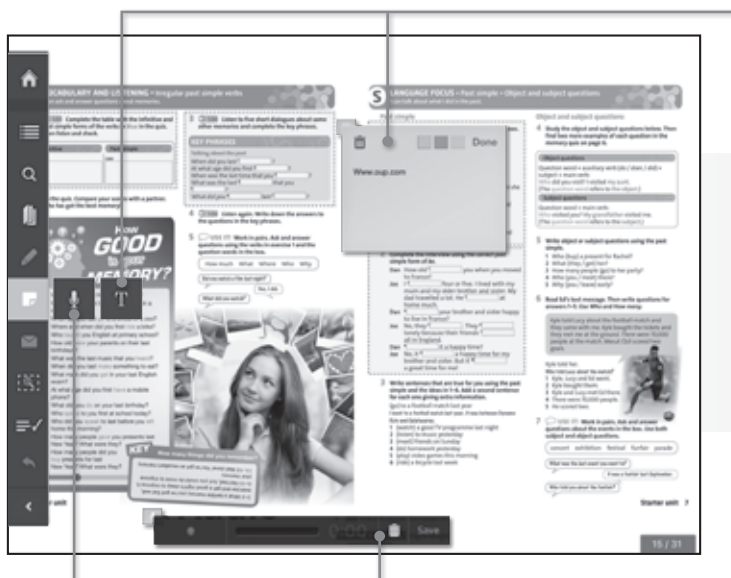
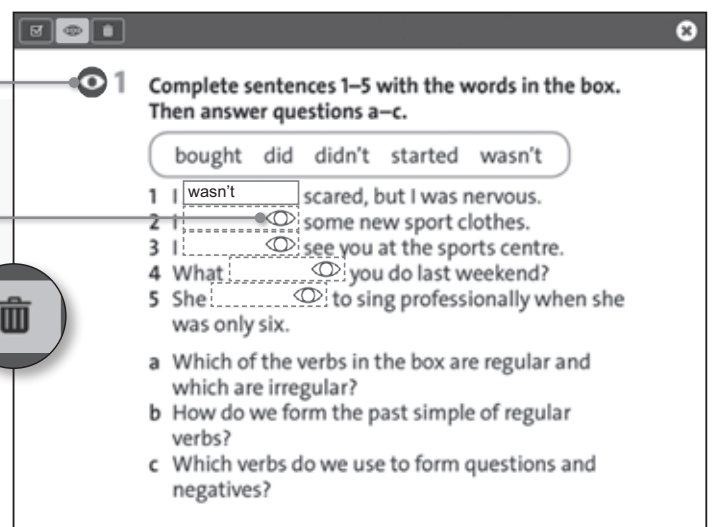


- Zoom in to focus your students' attention on a single activity.

- 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 Routines <i>cook, do my homework, finish school, etc.</i>		p5 Present simple and present continuous	

UNIT	VOCABULARY	READING	LANGUAGE FOCUS	VOCABULARY AND LISTENING
1 Fads and fashions	p8–9 Popular interests <i>fad, craze, social media, etc.</i> Key phrases: Talking about free time and interests	p10 Crazes Vocabulary plus: <i>generally, obviously, amazingly, etc.</i>	p11 <i>used to</i>	p12 Fashion <i>baggy, blouse, boots, etc.</i> Study strategy: Listening for specific information
Review Unit 1 p16 Story in English: <i>The Swiss Family Robinson</i> , chapter 1 p17				
2 Sensations	p18–19 Senses <i>hearing, sight, smell, etc.</i> Key phrases: Talking about likes and dislikes	p20 The importance of smell Vocabulary plus: <i>odour, scent, perfume, etc.</i>	p21 Present perfect: affirmative and negative; <i>for</i> and <i>since</i> Study strategy: Learning irregular verbs	p22 Sensations and experiences <i>delicious, disgusting, wonderful, etc.</i>
Review Unit 2 p26 Story in English: <i>The Swiss Family Robinson</i> , chapter 2 p27				
3 Adventure	p28–29 Natural features <i>valley, river, mountain, etc.</i> Key phrases: Talking about preferences	p30 An epic adventure Vocabulary plus: <i>set off, leave behind, stop off, etc.</i>	p31 Present perfect simple and present perfect continuous Pronunciation: /æ/ and /ə/	p32 Extreme adventures <i>jump out of, parachute down, sail around, etc.</i> Study strategy: Learning through English
Review Unit 3 p36 Story in English: <i>The Swiss Family Robinson</i> , chapter 3 p37				
4 Material world	p38–39 The environment and consumerism <i>pollute, damage, produce, etc.</i> Key phrases: Expressing opinions	p40 The future of food Vocabulary plus: <i>solution, convince, persuade, etc.</i>	p41 Quantifiers	p42 Adjectives: describing objects <i>automatic, digital, ecological, etc.</i> Study strategy: Marking word stress Key phrases: Expressing purpose
Review Unit 4 p46 Story in English: <i>The Swiss Family Robinson</i> , chapter 4 p47				
5 Years ahead	p48–49 Uses of <i>get</i> <i>get a driving licence, get a degree, get rich, etc.</i> Key phrases: Making predictions about the future	p50 Future humans Vocabulary plus: <i>adapt, destroy, process, etc.</i>	p51 First conditional with <i>if</i> and <i>unless</i> ; <i>might</i> vs. <i>will</i> Pronunciation: Linking	p52 Lifestyle choices <i>enjoy myself, earn money, travel around, etc.</i> Study strategy: Remembering new vocabulary Language point: Reflexive pronouns
Review Unit 5 p56 Story in English: <i>The Swiss Family Robinson</i> , chapter 5 p57				
6 Learn	p58–59 Schools and exams <i>go to lessons, get good marks, obey rules, etc.</i> Key phrases: Expressing opinions	p60 Reviews Vocabulary plus: <i>creative, ordinary, unusual, etc.</i>	p61 <i>can, could, be able to</i>	p62 Courses and careers <i>construction, engineering, entertainment, etc.</i>
Review Unit 6 p66 Story in English: <i>The Swiss Family Robinson</i> , chapter 6 p67				
7 Big ideas	p68–69 Verbs: taking action <i>donate, volunteer, sign, etc.</i> Key phrases: Suggesting changes	p70 Being kind Study strategy: Finding specific information Vocabulary plus: <i>award, reward, benefit</i>	p71 <i>can / may / might / could; must / can't; perhaps</i>	p72 Talking about personal qualities <i>brave, clever, confident, etc.</i> Pronunciation: /ə/ and /e/
Review Unit 7 p76 Story in English: <i>The Swiss Family Robinson</i> , chapter 7 p77				
8 On screen	p78–79 Film and book genres <i>adventure, comedy, animation, etc.</i> Key phrases: Talking about films and books	p80 Film trivia blog Vocabulary plus: <i>terrible, classic, unbelievable, etc.</i> Study strategy: Reading out loud	p81 Present and past passive: affirmative and negative	p82 Films and books: verbs and nouns <i>director / directed, award / awarded, etc.</i> Pronunciation: /ɔ:/ and /ɑ:/
Review Unit 8 p86 Story in English: <i>The Swiss Family Robinson</i> , chapter 8 p87				
English Plus Options: p88 Extra listening and speaking p96 CLIL p104 Culture p112 Project p116 Song				

VOCABULARY AND LISTENING		LANGUAGE FOCUS	
p6 Irregular past simple verbs <i>saw, ate, went, etc.</i> Key phrases: Talking about the past		p7 Past simple; object and subject questions	
LANGUAGE FOCUS	SPEAKING	WRITING	ENGLISH PLUS OPTIONS
p13 Past continuous; Past simple and past continuous	p14 Expressing preferences Key phrases: Shopping for clothes Pronunciation: /u:/ and /ʊ/	p15 A fact file Key phrases: Describing a specific time period in the past Language point: Giving examples (<i>for example, for instance, like, such as</i>)	p88 Extra listening and speaking: Buying clothes p96 Curriculum extra: Science: Textiles p104 Culture: Hairstyles p116 Song: A Craze
p23 Present perfect: questions; Present perfect and past simple	p24 Planning free time Key phrases: Making plans for free time Pronunciation: Stress for emphasis	p25 A competition entry Language point: Intensifiers Key phrases: Expressing recommendations	p89 Extra listening and speaking: Discussing a picture p97 Curriculum extra: Art: Colours p105 Culture: Sounds of Britain p112 Project: An advert
p33 Present perfect simple + <i>just, still, yet and already</i>	p34 Exchanging news Key phrases: Exchanging news	p35 A FAQ page Key phrases: Describing an activity Language point: Relative clauses	p90 Extra listening and speaking: Planning a trip abroad p98 Curriculum extra: Geology: The water cycle p106 Culture: Award for adventure p117 Song: On an Adventure
p43 Question tags Pronunciation: Intonation	p44 Comparing products Key phrases: Comparing products Language point: Fillers	p45 A product review Key phrases: Advantages and disadvantages Language point: Clauses of purpose (<i>so that, in case, to, in order to</i>)	p91 Extra listening and speaking: Explaining what you want to buy p99 Curriculum extra: Society: Fairtrade p107 Culture: Car boot sales p113 Project: A survey
p53 <i>will and be going to</i> ; Future continuous	p54 Making arrangements Key phrases: Talking about plans	p55 A reflective letter Key phrases: Speculating about the future Language point: <i>so</i>	p92 Extra listening and speaking: Choosing a new hobby p100 Curriculum extra: Science: Genetic engineering p108 Culture: Time capsules p118 Song: What It's All About
p63 <i>have to / need to / must / should</i> Pronunciation: Silent letters Study strategy: Improving your English	p64 Asking for and giving advice Key phrases: Asking for and giving advice	p65 An opinion essay Key phrases: Giving your final opinion Language point: Ordering information (<i>Firstly ..., Secondly ..., Lastly ... / Finally ...</i>)	p93 Extra listening and speaking: Talking about summer jobs p101 Curriculum extra: Sport: Physical education p109 Culture: Work experience p114 Project: School profile
p73 Second conditional	p74 Supporting a point of view Key phrases: Building an argument	p75 A discussion essay Language point: Contrasting ideas Key phrases: Considering all options	p94 Extra listening and speaking: Interviewing a campaigner p102 Curriculum extra: History: People power p110 Culture: Youth projects p119 Song: If I Ruled the World
p83 Present and past passive: questions	p84 Recommending and expressing preferences Key phrases: Recommendations and preferences Pronunciation: Intonation	p85 Film or book review Key phrases: Writing a review	p95 Extra listening and speaking: Interviewing someone about a film p103 Curriculum extra: Literature: <i>The War of the Worlds</i> p111 Culture: Book days p115 Project: A film poster

Unit summary

Vocabulary

Routines: cook, do my homework, finish school, get home, get up, go shopping, go to bed, go to school, go to work, have breakfast, listen to music, relax, tidy my room, wake up, watch videos

Language focus

Present simple and present continuous

Past simple

Object and subject questions

Vocabulary • Routines

Aim

Talk about routines and say when you do things.

Warm-up

Ask: *What time do you usually get up at the weekend? Do you like to get up early and do lots of things? Do you like staying in bed until midday?* Elicit a few answers, and point out that some people prefer to get up earlier than others. Elicit the meaning of *be a morning / evening person*. Students then discuss the questions in pairs.

Exercise 1

Read through the phrases and check that students understand them all. Read out the questions, and allow students time to prepare their ideas individually. Put students into pairs to compare their ideas. Ask some students to tell the class something they and their partner both do every day.

ANSWERS

Students' own answers.

Exercise 2 1.02 page 145

Students read the gapped interviews and complete them with the correct form of the phrases. Allow students time to compare their answers in pairs, then play the audio for them to listen and check. Check answers with the class.

ANSWERS

1 go shopping 2 get up 3 wakes (me) up 4 goes to work 5 have breakfast 6 go to school 7 finish 8 do my homework 9 get home 10 relax 11 listen to music 12 watch videos 13 tidy your room 14 cooks 15 go to bed

Exercise 3

Focus on the blue words and elicit that they are all adverbs of frequency. Check that students understand the meanings. Students work in pairs to look at the position of adverbs of frequency in a

Starter unit

VOCABULARY • Routines

I can talk about routines and say when I do things.

1 Study the phrases in the box. Which of these things do you do every day? What other things do you do in a typical day?

cook do my homework finish get home
 get up go shopping go to bed go to school
 go to work have breakfast listen to music
 relax tidy my room wake up watch videos

2 1.02 Complete the interviews using the correct form of the verb phrases in exercise 1. Then listen and check.

Kate Excuse me. I'm asking people about their morning routines. Have you got a minute?

Dylan Yes, sure.

Kate What are you doing in town this morning?

Dylan I'm looking for a present for my mum.

Kate Do you always ¹ _____ on Saturday mornings?

Dylan No, I don't. I normally play football, but I'm not playing this morning.

Kate Oh, right. What time do you ² _____ in the morning?

Dylan It depends. My mum usually ³ _____ me ⁴ _____ at seven o'clock, before she ⁵ _____?

Kate Do you ⁶ _____?

Dylan Yes, I have some cereal or toast. Then my sister and I ⁷ _____.

Kate What time do you start school?

Dylan I start school at nine.

Kate Thanks for your help! Have a good day.

3 Look at the words in blue in the dialogues in exercise 2. Where do adverbs of frequency go in a sentence? Think of more adverbs.

Remember!

on Mondays / on Tuesday evenings
 on weekdays
 at the weekend / at night / at (about) seven o'clock
 in the morning / in the afternoon / in the evening
 once or twice a day / week / month
 every Saturday

4 **USE IT!** Work in pairs. Ask and answer questions to compare your daily routines. Use time expressions, adverbs of frequency and the words and phrases in exercises 1 and 2. Are your routines similar?

What time do you get up?

I usually get up at seven o'clock on weekdays. I get up later at the weekend.

5 **USE IT!** Use the information about your partner in exercise 4 to write a paragraph about their daily routine.

Kate Hello. Do you have a minute to answer some questions? I'm asking people about how they spend their evenings.

Lucy OK.

Kate Do you usually go home straight after school?

Lucy Usually, yes. I ¹ _____ school at four and I like to ² _____ when I ³ _____. Then I can relax in the evening.

Kate How do you ⁴ _____? I see you've got some headphones. Do you ⁵ _____?

Lucy Yes, I like hip hop. I also go on my laptop and chat online or ⁶ _____.

Kate Do you help at home much after school? Does someone ⁷ _____ and cook your meals?

Lucy I don't often tidy my room. My mum does it. My dad always ⁸ _____ dinner and I sometimes help him.

Kate And what time do you ⁹ _____?

Lucy Around ten o'clock. Sometimes a bit earlier if I'm tired.

Kate OK, great. Thanks very much.

sentence and think of more adverbs.

Check answers with the class. With **weaker classes**, you could do this exercise with the whole class.

ANSWERS

Adverbs of frequency go after the subject and before the verb in a sentence.

Other adverbs of frequency: often, never

Language note

Adverbs of frequency come before the main verb (*I usually go shopping*), but they come after the verb *be*: *I am usually late*. (NOT *I usually am late*.)

Exercise 4 USE IT!

Read through the Remember! box with the class and make sure students understand all the time expressions. Read out the example question and answer, and elicit some more answers from individual students. Encourage them to use adverbs of frequency and other time expressions in their answers. Elicit some more questions

that students could ask, e.g. *What time do you usually have breakfast? When do you usually do your homework?* Allow students time to prepare some questions individually, then put them into pairs to ask and answer their questions. Ask them to make notes on their partner's answers.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Students write a paragraph about their partner's daily routine. Encourage them to use adverbs of frequency and time expressions from the Remember! box. Students can swap paragraphs with their partner and correct any details their partner has remembered wrongly. Ask some students to read their paragraph to the class.

ANSWERS

Students' own answers.

More practice

Workbook page 4

1 Study sentences 1–5 from the interviews on page 4. Then answer questions a–d.

- I'm asking people about their morning routines.
- I'm looking for a present for my mum.
- I start school at nine.
- I have some cereal or toast.
- You've got some headphones.

- Which sentences are present simple and which are present continuous?
- Which sentences refer to actions happening now?
- Which sentences refer to repeated actions?
- Which sentence contains a verb that we can't usually use in the present continuous?

2 Write the negative forms of sentences 1–5 in exercise 1.

3 Read the interviews on page 4 again. Find examples of:

- negative forms of the present simple and present continuous.
- question forms of the present simple and present continuous.
- third person singular forms of the present simple.

4 Order the words to make present simple and present continuous sentences. There is one extra word in each sentence.

- what / time / you / are / do / leave / house / the / ?
- her / does / shopping / with / brother / she / is / ?
- now / not / I'm / watching / TV / have
- Sarah / school / to / where / go / going / does / ?
- like / likes / your / does / football / sister / ?
- she / room / doesn't / her / tidy / isn't

5 Complete the phone conversation on the right using the correct present simple and present continuous forms of the verbs.



6 Work in pairs. Match 1–8 with a–h. Then ask and answer the questions with your partner.

- | | |
|----------------|--------------------------|
| 1 What are | a you sitting next to? |
| 2 Where does | b the lesson finish? |
| 3 Who are | c you usually get up? |
| 4 Why are | d you feeling today? |
| 5 How are | e you doing now? |
| 6 How often do | f you studying English? |
| 7 What time do | g your best friend live? |
| 8 When does | h you play sport? |

7 USE IT! Work in pairs. Write another six questions using the question words in blue in exercise 6. Then ask and answer the questions with your partner. What do you both have in common? What are the differences?



Language focus • Present simple and present continuous

Aim

Talk about repeated actions and things happening now.

Warm-up

Refer students back to the interviews on page 4. Ask: *What does Dylan usually do on Saturdays?* Write on the board: *He usually plays football.* Ask: *What is he doing in town this morning?* Write on the board: *He's looking for a present for his mum.* Underline the verbs and elicit which verb is in the present simple and which is in the present continuous.

Exercise 1

Students work in pairs to read the sentences and answer the questions. Discuss the answers with the class and check students understand everything.

ANSWERS

- Sentences 3, 4 and 5 are present simple and sentences 1 and 2 are present continuous.
- Sentences 1 and 2 refer to actions happening now.
- Sentences 3 and 4 refer to repeated actions.
- Sentence 5 – 'have got'

Exercise 2

Read out the first sentence and elicit the negative form. Point out the use of *some* in sentences 4 and 5, and remind students that we use *any*, NOT *some* in negative sentences: *There's some cheese. / There isn't any cheese.* Students then write the negative sentences. Check answers with the class.

ANSWERS

- I'm not asking people about their morning routines.
- I'm not looking for a present for my mum.
- I don't start school at nine.
- I don't have any cereal or toast.
- You haven't got any headphones.

Exercise 3

Students work in pairs to find the examples in the interviews. Check answers, and make sure students know the rules for forming the two tenses.

ANSWERS

- I'm not playing, I don't (often) tidy
- Have you got, What are you doing, Do you go shopping, What time do you get up, Do you have breakfast, What time do you start school, Do you have a minute, Do you go home, How do you relax, Do you listen to music, Do you help, Does someone tidy, What time do you go to bed
- It depends, My mum (usually) wakes me, she goes to work, Does someone tidy your room, my mum does it, my dad (always) cooks

Exercise 4

Students order the words and write the sentences. Check answers with the class.

ANSWERS

- What time do you leave the house? (are)
- Is she shopping with her brother? (does)
- I'm not watching TV now. (have)
- Where does Sarah go to school? (going)
- Does your sister like football? (likes)
- She doesn't tidy her room. (isn't)

Exercise 5

Students read the gapped conversation and complete it with the correct verb forms. Check answers with the class.

ANSWERS

- I'm sitting
- Do you want
- I'm doing
- are you doing
- I don't usually do
- They always finish
- Miss Macken doesn't usually check
- She always checks
- I'm not coming

Exercise 6

Students work in pairs to match the halves of the questions. With **weaker classes**, go through each of the sentence beginnings first and elicit whether the matching answer will be in the present simple or the present continuous. Allow students time to prepare their answers individually, then put them into pairs to ask and answer the questions.

ANSWERS

- 1 e 2 g 3 a 4 f 5 d 6 h
7 c 8 b

Exercise 7 USE IT!

Elicit a few possible questions that students could ask, e.g. *What are you wearing today? How often do you go to the cinema?* Allow students time to write their questions individually. Put them into pairs to ask and answer their questions and discuss what they have in common and what things are different about them.

More practice Workbook page 5

Vocabulary and listening • Irregular past simple verbs

Aim

Ask and answer questions about memories.

Warm-up

Ask: *When is your mother's birthday? What's your phone number? What's your best friend's phone number?* See how many students can answer all the questions accurately.
Ask: *Do you find it easy or difficult to remember facts and figures?*

Exercise 1 1.03 page 145

Ask students to read the quiz quickly. Elicit that the blue verbs are all in the past simple form. Students work in pairs to write the infinitive and past simple forms. Point out that a lot of common verbs in English are irregular, and students need to learn all the irregular forms.

ANSWERS

Infinitive: eat, go, ride, teach, be, hear, make, get, have, do, speak, leave, give, buy

Past simple: ate, went, rode, taught, were, heard, made, got, had, did, spoke, left, gave, bought

Exercise 2

Explain that students should read the questions and answer them honestly. If they don't remember an answer, they shouldn't give themselves a point for that answer. Set a time limit of three minutes. Students add up their scores and read the key, then work in pairs to compare their scores.

Exercise 3 1.04 page 145

Read through the key phrases with the class and ask students to find some of them in the quiz in exercise 2. Make sure students understand all the phrases. Play the audio for students to listen and complete the key phrases. Allow students time to compare their answers in pairs and, if necessary, play the audio again for students to check and complete their answers.

ANSWERS

1 wear sports clothes
2 swim in the sea 3 lost something
4 thing 5 bought 6 do 7 weekend



VOCABULARY AND LISTENING • Irregular past simple verbs

I can ask and answer questions about memories.

- 1 1.03 Complete the table with the infinitive and past simple forms of the verbs in blue in the quiz. Then listen and check.

Infinitive	Past simple
eat	saw

- 2 Do the quiz. Compare your scores with a partner. Who has got the best memory?

How GOOD is your MEMORY?

- What was the last film that you saw?
- When was the last time that you ate in a restaurant?
- When did you last go to a circus or a zoo?
- Where and when did you first ride a bike?
- Who taught you English at primary school?
- How old were your parents on their last birthdays?
- What was the last music that you heard?
- When did you last make something to eat?
- What mark did you get in your last English exam?
- At what age did you first have a mobile phone?
- What did you do on your last birthday?
- Who spoke to you first at school today?
- Who did you speak to last before you left home this morning?
- How many people gave you presents last New Year? What were they?
- How many people did you buy presents for last New Year? What were they?

KEY

How many things did you remember?

11-15 Well done! You've got an excellent memory.
8-10 Not bad, but you could do more to improve it.
0-5 What a terrible memory you've got! Eat well, exercise and get a good night's sleep to improve it.

6 Starter unit

- 3 1.04 Listen to five short dialogues about some other memories and complete the key phrases.

KEY PHRASES

Talking about the past

When did you last ¹ _____ ?
At what age did you first ² _____ ?
When was the last time that you ³ _____ ?
What was the last ⁴ _____ that you ⁵ _____ ?
What did you ⁶ _____ last ⁷ _____ ?

- 4 1.04 Listen again. Write down the answers to the questions in the key phrases.

- 5 USE IT! Work in pairs. Ask and answer questions using the verbs in exercise 1 and the question words in the box.

How much What Where Who Why

Did you watch a film last night?

Yes, I did.

What did you watch?



Exercise 4 1.04 page 145

Elicit what students can remember about the answers, then play the audio again. Students listen and write the answers, then compare their answers in pairs.

ANSWERS

- I bought some new sports clothes on Saturday and I wore them yesterday at the gym.
- I first swam in the sea when I was six. I remember I wasn't scared, but I was nervous.
- I lost my sunglasses in the park last month. I was really annoyed because they were expensive.
- I bought an app for my smartphone last night.
- I went to a concert with my friends to see my favourite singer. She was amazing, but it's no surprise. She started to sing professionally when she was only six.

Exercise 5 USE IT!

Read out the example questions and answer. If necessary, review how to form questions in the past simple. Point out that in question forms in the past simple, we use the infinitive form of the verb, not the past simple form: *What did you see?* (NOT *What did you saw?*)
Elicit some more questions that students could ask, e.g. *Where did you go last summer? Who gave you the best present for your birthday? What did you eat last night?* With **weaker classes**, elicit one or two questions with each question word and write them on the board. Allow students time to think about the questions they are going to ask, then put them into pairs to ask and answer their questions. Ask some students to tell the class something they learned about their partner.

More practice

Workbook page 6

Past simple

- 1 Complete sentences 1–5 with the words in the box. Then answer questions a–c.

bought did didn't started wasn't

- 1 I _____ scared, but I was nervous.
 - 2 I _____ some new sport clothes.
 - 3 I _____ see you at the sports centre.
 - 4 What _____ you do last weekend?
 - 5 She _____ to sing professionally when she was only six.
- a Which of the verbs in the box are regular and which are irregular?
b How do we form the past simple of regular verbs?
c Which verbs do we use to form questions and negatives?

- 2 Complete the interview using the correct past simple form of *be*.

Dan How old ¹ _____ you when you moved to France?

Joe I ² _____ four or five. I lived with my mum and my older brother and sister. My dad travelled a lot. He ³ _____ at home much.

Dan ⁴ _____ your brother and sister happy to live in France?

Joe No, they ⁵ _____. They ⁶ _____ lonely because their friends ⁷ _____ all in England.

Dan ⁸ _____ it a happy time?

Joe No, it ⁹ _____ a happy time for my brother and sister. But it ¹⁰ _____ a great time for me!

- 3 Write sentences that are true for you using the past simple and the ideas in 1–6. Add a second sentence for each one giving extra information.

(go) to a football match last year
I went to a football match last year. It was between Dynamo Kyiv and Galatasaray.

- 1 (watch) a good TV programme last night
- 2 (listen) to music yesterday
- 3 (meet) friends on Sunday
- 4 (do) homework yesterday
- 5 (play) video games this morning
- 6 (ride) a bicycle last week

Object and subject questions

- 4 Study the object and subject questions below. Then find two more examples of each question in the memory quiz on page 6.

Object questions

Question word + auxiliary verb (*do / does / did*) + subject + main verb:
Who did you visit? I visited my aunt.
(The question word refers to the object.)

Subject questions

Question word + main verb:
Who visited you? My grandfather visited me.
(The question word refers to the subject.)

- 5 Write object or subject questions using the past simple.

- 1 Who (buy) a present for Rachel?
- 2 What (they / get) her?
- 3 How many people (go) to her party?
- 4 Who (you / meet) there?
- 5 Why (you / leave) early?

- 6 Read Ed's text message. Then write questions for answers 1–5. Use *Who* and *How many*.

Kyle told Lucy about the football match and they came with me. Kyle bought the tickets and they met me at the ground. There were 70,000 people at the match. Mesut Özil scored two goals.

Kyle told her.
Who told Lucy about the match?

- 1 Kyle, Lucy and Ed went.
- 2 Kyle bought them.
- 3 Kyle and Lucy met Ed there.
- 4 There were 70,000 people.
- 5 He scored two.

- 7 USE IT! Work in pairs. Ask and answer questions about the events in the box. Use both subject and object questions.

concert exhibition festival funfair parade

What was the last event you went to?

It was a funfair last September.

Who told you about the funfair?

Starter unit 7

Object and subject questions

Exercise 4

Read through the information on object and subject questions, and use the colour coding to explain the grammar point. Students work in pairs to find examples of the question types in the quiz.

ANSWERS

Object questions: When did you last go, Who did you speak to

Subject questions: Who taught you, Who spoke to you, How many people gave you presents

We omit the auxiliary verb in a subject question, when the question word refers to the subject.

Language note

In subject questions, we use a question word and the main verb. We don't use *do, does* or *did*. In past simple subject questions, we use the past simple of the main verb: *Who ate all the cake? Who sang at the concert?* (NOT *Who did eat all the cake? Who did sing?*) In object questions in the past simple, we use *did*: *What did you eat? What songs did she sing?*

Exercise 5

Students work in pairs to write object or subject questions. With **weaker classes**, do the exercise with the whole class, eliciting the questions and writing them on the board. Use the questions and answers on the board to reinforce the rules. Check answers with the class.

ANSWERS

- 1 Who bought a present for Rachel?
- 2 What did they get her?
- 3 How many people went to her party?
- 4 Who did you meet there?
- 5 Why did you leave early?

Exercise 6

Check that students understand *match* and *ground*. Students read the message and write the questions.

ANSWERS

- 1 Who went to the match?
- 2 Who bought the tickets?
- 3 Who did Kyle and Lucy meet at the ground? / Who met Ed at the ground?
- 4 How many people were there at the match?
- 5 How many goals did Mesut Özil score?

Exercise 7 USE IT!

Read out the words in the box and the example questions and answer. Then elicit some more possible questions, e.g. *When did you last go to a funfair?* Students ask and answer questions in pairs.

More practice

Workbook page 7

Language focus • Past simple • Object and subject questions

Aim

Talk about what you did in the past.

Warm-up

Write affirmative and negative sentences on the board, e.g. *(Sam) went to a restaurant at the weekend. He didn't go with his friends. He ate pasta. He didn't eat fish.* Underline the verbs in the sentences and elicit that they are in the past simple.

Past simple

Exercise 1

Put students into pairs to complete the sentences with the correct words. Check answers, then discuss questions a–c.

ANSWERS

- 1 wasn't 2 bought 3 didn't 4 did
- 5 started
- a regular: started
irregular: wasn't, bought, did / didn't
- b Add -ed to stem / base form
- c did, didn't

Exercise 2

Read out the first question and elicit the correct form of *be*. Students complete the interview with the remaining forms of *be*.

ANSWERS

- 1 were 2 was 3 wasn't 4 Were
- 5 weren't 6 were 7 were 8 Was
- 9 wasn't 10 was

Exercise 3

Students work individually to write their sentences. Allow students time to compare their sentences in pairs, then ask some students to read their sentences to the class.

Unit summary

Vocabulary

Popular interests: *app, comic, craze, fad, fan, follower, gadget, games console, post (n, v), social media, toy, tweet (n, v), views*

Fashion: *baggy, blouse, boots, colourful, cool, dress, hat, hoodie, jacket, jeans, patterned, plain, shirt, short-sleeved, shorts, skirt, smart, socks, tight, top, trainers, trousers*

Language focus

used to

Past continuous

Past simple and past continuous

Speaking

I can comment on people's clothes.

Writing

I can use *for example, for instance, like* and *such as* to give examples to support facts.

Vocabulary • Popular interests

Aim

Talk about popular interests, activities and fashions.

THINK!

Read the questions with the class. Give some examples of clothes that are in fashion at the moment and games that are popular, e.g. *computer games*. Elicit other ideas from individual students. Alternatively, students discuss the questions in pairs. Ask pairs to report back to the class.

ANSWERS

Students' own answers.

Exercise 1

Ask students to read the quiz and find the words in the box. They read the words in context, then use their dictionaries to check the meaning. With **weaker classes**, students could work in pairs. With **stronger classes**, encourage students to guess the meaning from the context before they check in their dictionaries. Students then work in pairs to do the quiz. Encourage them to guess answers they are not sure about.

ANSWERS

Students' own answers.

1 Fads and fashions
VOCABULARY • Popular interests
I can talk about popular interests, activities and fashions.

THINK! What's in fashion at the moment?
What songs, films and games are popular?

1 Check the meanings of the words in the box. Then work with a partner and do the quiz.

app comic craze fad fan follower
gadget games console post (n, v)
social media toy tweet (n, v) views

2 1.05 Listen and check your answers to the quiz. Which answer surprised you the most?

Let's go

1 A fad or craze is an activity which becomes very popular for a short time. Which of these crazes came from Japan?
a Loom bands b Pokémon
c Beanie Babies

2 When a lot of people 'like' and share a photo or video on social media, it gets a lot of ...
a sees b views c looks

3 Comics and action figures can become quite valuable. What's the first *Marvel* comic worth now, approximately?
a \$370 b \$3,700
c \$370,000

4 iPods are small gadgets that you can play music on. They became popular around ...
a 1995 b 2005
c 2015

Exercise 2 1.05

Play the audio for students to check their answers to the quiz. Check that students understand all the words.

ANSWERS

- b Pokémon came from Japan.
- b When a lot of people 'like' and share a photo or video on social media, it gets a lot of views.
- c The first *Marvel* comic is now worth approximately \$370,000 / three hundred and seventy thousand dollars.
- b iPods became popular around 2005 / two thousand and five.
- a Cristiano Ronaldo was the first footballer to get 100 million Facebook followers.
- a Pac-Man had a hungry yellow hero.
- a Tetris is the best-selling game app of all time.
- a The fastest time to solve the puzzle is 4.9 seconds (Lucas Etter).

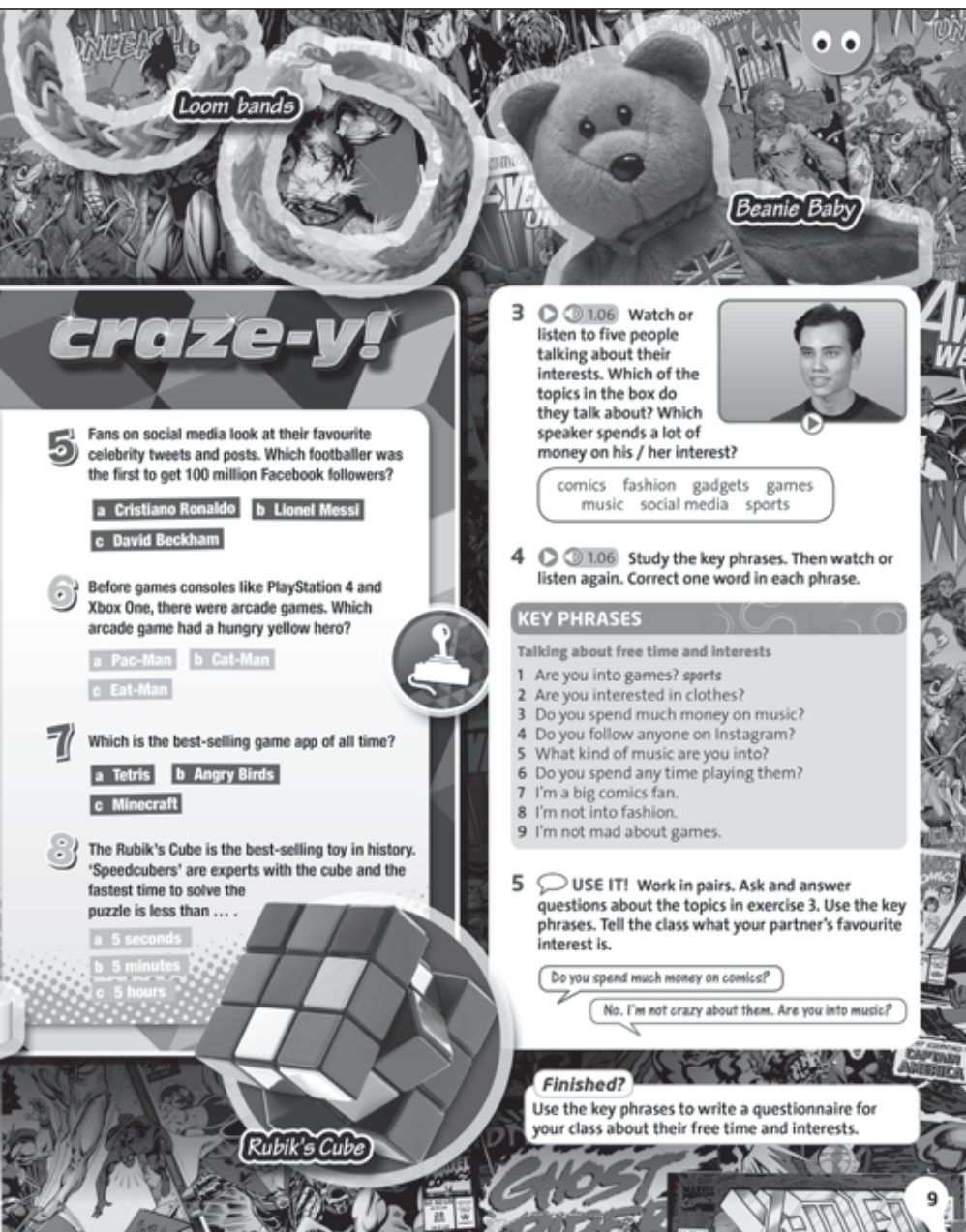
Optional activity: Vocabulary

Put students into pairs and ask them to write three questions to ask their classmates, using vocabulary from exercise 1. Elicit a few examples first, e.g. *What's your favourite app? Are you a fan of Manchester United? What gadget would you like to have?*

Put pairs together into groups of four to ask and answer their questions. Ask some students to tell the class something they learned about their classmates.

Exercise 3 1.06 page 145

Read out the questions and allow students time to read through the topics in the box. Then play the video or audio for students to watch or listen and answer the questions. Check answers with the class.



craze-y!

5 Fans on social media look at their favourite celebrity tweets and posts. Which footballer was the first to get 100 million Facebook followers?

- a Cristiano Ronaldo b Lionel Messi
c David Beckham

6 Before games consoles like PlayStation 4 and Xbox One, there were arcade games. Which arcade game had a hungry yellow hero?

- a Pac-Man b Cat-Man
c Eat-Man

7 Which is the best-selling game app of all time?

- a Tetris b Angry Birds
c Minecraft

8 The Rubik's Cube is the best-selling toy in history. 'Speedcubers' are experts with the cube and the fastest time to solve the puzzle is less than ...

- a 5 seconds
b 5 minutes
c 5 hours

3 Watch or listen to five people talking about their interests. Which of the topics in the box do they talk about? Which speaker spends a lot of money on his / her interest?



comics fashion gadgets games
music social media sports

4 Study the key phrases. Then watch or listen again. Correct one word in each phrase.

KEY PHRASES

Talking about free time and interests

- Are you into games? sports
- Are you interested in clothes?
- Do you spend much money on music?
- Do you follow anyone on Instagram?
- What kind of music are you into?
- Do you spend any time playing them?
- I'm a big comics fan.
- I'm not into fashion.
- I'm not mad about games.

5 USE IT! Work in pairs. Ask and answer questions about the topics in exercise 3. Use the key phrases. Tell the class what your partner's favourite interest is.

Do you spend much money on comics?

No, I'm not crazy about them. Are you into music?

Finished?

Use the key phrases to write a questionnaire for your class about their free time and interests.

ANSWERS

sports, music, fashion, social media, games

Speaker 3 (Mitchell) spends a lot of money on clothes.

Optional activity: Video / Listening

Write these sentences on the board:

- Speaker 1 (Max) only likes football.
- Speaker 2 (Elizabeth) mentions two different kinds of music.
- Speaker 3 (Mitchell) finds ideas for new clothes in magazines.
- Speaker 4 (Yana) only follows celebrities on Twitter.
- Speaker 5 (Joe) spends a lot of time playing games on his phone.

Students work in pairs to decide from memory whether the sentences are true or false. Play the video or audio again for students to check their answers.

ANSWERS

- 1 false 2 true 3 true
4 false 5 false

Exercise 4 1.06 page 146

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

ANSWERS

- Are you interested in ~~clothes~~ music?
- Do you spend much money on ~~music~~ clothes?
- Do you follow anyone on Instagram social media?
- What kind of ~~music~~ games are you into?
- Do you spend any much time playing them?
- I'm a big comics football fan.
- I'm ~~not~~ really into fashion.
- I'm not ~~mad~~ crazy about games.

Optional activity: Key phrases

With books closed, write the following gapped sentence on the board:

I spend a lot of time ___ games.

Elicit the missing word *playing*. Point out that after the phrase *spend time* we can use a phrase such as *with friends* (I spend a lot of time with friends.) or we can use an -ing form of a verb (I spend a lot of time playing games.).

Write these structures on the board:

interested ___ music

spend money ___ clothes

crazy ___ games

Elicit the missing prepositions (*interested in, spend money on, crazy about*).

Remind students that the prepositions which follow adjectives and verbs may not be the same as in their language, so they need to learn them.

Point out to students that they will use these structures in the next exercise.

Exercise 5 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 their questionnaire individually or in pairs. Ask them to read their questions to the class. Elicit answers from individual students, and see what the questionnaire discovers about the class.

More practice

Workbook page 8

Assessment

Five-minute test, Teacher's Resource Disk

Reading • Crazyes

Aim

Identify the purpose of a text.

THINK!

Read out the title of the text and check that students understand it. Focus on the photos and ask students if they recognize any of the crazyes they show. Read the questions with the class and elicit answers from individual students. Ask more questions, if necessary, to encourage students to say more, e.g. *Do you think that companies sometimes start crazyes? Would it help them to sell things? Is it possible to deliberately start a crazye? How? Could you use TV or the internet?*

ANSWERS

Students' own answers.

Exercise 1

Read out the question and the possible answers. Point out to students that for this task they do not need to understand every word in the text, but they just need to understand what the writer is trying to achieve. Students then read the interview and choose the correct answer. Check the answer with the class.

ANSWER

a to give information

Exercise 2 1.07

Read out the first answer and ask students to scan the text quickly to find the date 1924. Ask them to read that section of the interview carefully and write the question for answer 1. Discuss the answer with the class. (*When did the crazye of pole-sitting start?*)

Students read the interview again and write the remaining questions. With **weaker classes**, students could work in pairs for this. Check answers with the class.

ANSWERS

- 1 When did the crazye of pole-sitting start?
- 2 For how long did Alvin Kelly sit on a pole?
- 3 Where do crazyes often start these days?
- 4 What did Gary Dahl do / sell in the 1970s?
- 5 What did each pet rock come in?
- 6 How many pet rocks did he sell?

Exercise 3 VOCABULARY PLUS

Students use a dictionary to check the meaning of the blue words. Check that students understand the words and elicit or point out that they are all adverbs, and they all comment on the whole sentence or express the writer's opinion in some way.

1 READING • Crazyes

I can identify the purpose of a text.

THINK! How do crazyes start? Who can make money from them?

CRAZY CRAZES

An interview with Miley Jones, an expert on the history of crazyes

HOW DO CRAZES START?

Well, crazyes generally interest us when we're young, and they often start in the playground. We see someone doing something fun and obviously we want to be part of the crowd.

WHAT WAS THE STRANGEST CRAZE YOU DISCOVERED?

Pole-sitting, probably. It started in 1924 when Alvin Kelly sat on a pole for thirteen hours. Amazingly, it became a popular hobby, and people used to go and watch some of the best pole-sitters. The record was twenty-one days.

THAT IS CRAZY! HOW DO CURRENT CRAZES DIFFER FROM PAST CRAZES?

Things like toys and card-collecting used to be popular. But crazyes now often start online, when people see funny ideas for photos or videos on social media and they copy them.

IS THAT HOW CRAZES BECOME SO POPULAR SO QUICKLY?

Absolutely! In our digital age, things can go viral and become a crazye very quickly. Before, people didn't use to have smartphones, but now we can post online games scores or photos immediately.

WHAT'S YOUR FAVOURITE CRAZE OF ALL TIME?

My favourite is pet rocks. In the 1970s, an American called Gary Dahl started selling small rocks from a beach as the perfect pet. Each pet rock came in a special box with instructions.

DID PEOPLE REALLY USE TO BUY PET ROCKS?

Yes, they did. Apparently, he sold millions of them and became incredibly rich. No one really knows what the next crazye will be.

1 Read the interview with an expert on crazyes. What is the purpose of the article?

- a to give information
- b to sell digital products
- c to help people start a new crazye

2 1.07 Read and listen to the interview again. Write questions for answers 1–6.

- 1 In 1924. (When _____?)
- 2 For thirteen hours. (For how long _____?)
- 3 On social media. (Where _____?)
- 4 He sold pet rocks. (What _____?)
- 5 In a special box. (What did _____?)
- 6 Millions. (How many _____?)

3 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.

4 USE IT! Work in groups. Say what you think of the crazyes in the interview. Take a vote on which is the silliest, the strangest and the most fun.

10 Fads and fashions

ANSWERS

Students' own answers.

Workbook page 12 exercise 5

Optional activity: Reading

With books closed, write the following on the board:

- 1 Gary Dahl
- 2 twenty-one
- 3 1970s

Students discuss from memory what the name and numbers refer to. They then open their books and scan the text quickly to check their ideas. You could do this as a race to motivate students. Check answers with the class.

ANSWERS

- 1 Gary Dahl started the pet rocks crazye.
- 2 The record for sitting on a pole was twenty-one days.
- 3 The pet rock crazye started in the 1970s.

Exercise 4 USE IT!

Allow students time to prepare their ideas individually. They then discuss their ideas in small groups. Ask some students to tell the class about their discussions. Take a class vote to decide on the silliest and strangest crazye, and the most fun.

ANSWERS

Students' own answers.

More practice

Workbook page 12

Practice Kit Reading 1

1

LANGUAGE FOCUS • *used to*

I can talk about past habits and states.

- 1 Study the sentences from the interview on page 10. Then choose the correct answers to complete the rules.

People *used to* go and watch some of the best pole-sitters.
Before, people *didn't use to* have smartphones.
Did people really *use to* buy pet rocks?

RULES

- We use *used to* + infinitive when we talk about a regular action or state in the past which we *do* / *don't* do now.
- The negative form is *didn't use to* / *didn't used to*.
- The question form is *Did ... use to* / *Did ... used to*.

- 2 Complete the online article with the words in the box.

didn't to use used used

HOME | ABOUT | CONTACT | ARCHIVES

In the 1920s, dance marathons *used to* be popular in the USA. People ¹ _____ to compete for prizes in competitions which lasted for weeks. People ² _____ *use to* dance perfectly all the time, but they always moved their feet. And they *didn't* ³ _____ to dance twenty-four hours a day. They rested for fifteen minutes every hour. The competitors *used* ⁴ _____ eat twelve times a day for energy.



- 3 Look at the pictures of Michael in the past and Michael now. Use the ideas in 1–6 to write sentences about his life ten years ago. Use affirmative and negative forms of *used to*.

live in London
He *didn't use to* live in London.



Michael, at home in New York, 2006



Michael, at work in London, 2016

- work in an office
- live longer hair
- live in the USA
- wear smart clothes
- wear glasses
- like playing Nintendo

- 4 USE IT! Write true and false sentences about your past habits. Use affirmative and negative forms of *used to* and the words in the box.

be be interested in cry go
have like play watch

I *used to* watch cartoons with my sister when I was little.

Work in pairs. Read out your sentences. Guess whether your partner's sentences are true or false.

I *used to* watch cartoons with my sister when I was little.

What cartoons did you *use to* watch?

SpongeBob Squarepants.

I think that's true!

Finished?

Write questions to ask a partner about his / her past habits using *Did you use to ... ?* and the categories in exercise 3 on page 9.

Fads and fashions 11

Language focus • *used to*

Aim

Talk about past habits and states.

Warm-up

Ask students what they can remember about the crazes in the interview on page 10. Elicit a few answers from individual students. Ask: *Do people buy pet rocks now?* (no). Write on the board: *People used to buy pet rocks.* Underline the verb and ask students to translate the sentence into their own language.

Exercise 1

Students study the sentences and choose the correct answers to complete the rules. With **weaker classes**, students could work in pairs for this. Check answers with the class.

ANSWERS

- don't do
- didn't use to
- Did ... use to

Language note

We use *used to* for things we did regularly in the past: *I used to go swimming every week.* We use the past simple, NOT *used to*, for something that we did only once in the past: *I went swimming last Saturday.* (NOT *I used to go swimming last Saturday.*)

Exercise 2

Students complete the online article with the correct words. Check answers with the class and use the answers to reinforce the rules for using *used to*.

ANSWERS

- used
- didn't
- use
- to

Exercise 3

Focus on the pictures and elicit which shows the present and which shows the past. Students write sentences about what Michael *used to* do. With **weaker classes**, students could work in pairs for this. Check answers with the class.

ANSWERS

- Michael *didn't use to* work in an office.
- He *didn't use to* have longer hair.
- He *used to* live in the USA.
- He *didn't use to* wear smart clothes.
- He *used to* wear glasses.
- He *used to* like playing Nintendo.

Exercise 4 USE IT!

Focus on the words in the box and check that students understand *cry*. Read out the example sentence and elicit one or two more examples from the class. Students then write their true and false sentences about their past habits. Encourage them to use both affirmative and negative forms. With **stronger classes**, students could use their own ideas as well as the ideas in the box.

Ask two students to read out the example dialogue. Point out to students that they can ask their partner for more information before they decide if each sentence is true or false. Students then work in pairs to read their sentences and decide if their partner's sentences are true or false.

Ask who guessed all the true and false sentences correctly. Ask some students to tell the class something they learned about their partner.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their questions individually and ask and answer them with another fast finisher. Alternatively, ask them to read their questions to the class. Ask other students to answer the questions.

More practice

Workbook page 9

Practice Kit Grammar 1

Assessment

Five-minute test, Teacher's Resource Disk

Vocabulary and listening • Fashion

Aim

Give and understand descriptions of people's clothes.

THINK!

Read the questions with the class and elicit responses from individual students. Ask more questions to encourage longer answers, e.g. *What kinds of people like wearing very smart clothes? What kinds of people like wearing very relaxed clothes? What do you think when you see someone wearing jeans?*

ANSWERS

Students' own answers.

Exercise 1

Focus on the word-web and check that students understand *top half* and *bottom half*. Students complete the word-web with the correct words, using their dictionaries to help. With **weaker classes**, students could work in pairs.

ANSWERS

Top half: blouse, dress, hat, hoodie, jacket, shirt, top

Bottom half: boots, dress, jeans, shorts, skirt, socks, trainers, trousers

Adjectives: baggy, colourful, cool, patterned, plain, short-sleeved, smart, tight

Exercise 2 1.08

Play the audio for students to listen and check their answers. Check that students understand all the words. Students think of more words to add to the web. With **weaker classes**, students could work in pairs. Bring students' ideas together on the board and check that they understand all the words.

ANSWERS

Students' own answers.

Exercise 3

Students work in pairs to describe the clothes of the people in the photos. Encourage them to use adjectives as well as nouns, e.g. *They're wearing smart jackets*. Elicit sentences from individual students.

SUGGESTED ANSWERS

- A They're wearing smart blouses and shirts with jackets. They're wearing trousers and skirts.
- B The girl is wearing a blue top and the woman is wearing a white top.
- C The girl on the left is wearing a patterned dress with white socks and a plain white blouse; the boy on the right is wearing smart trousers, a baggy shirt and a hat.

1 VOCABULARY AND LISTENING • Fashion

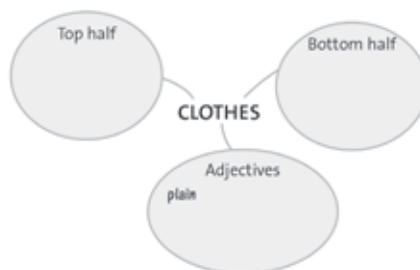
I can give and understand descriptions of people's clothes.

THINK! Do you think that you can identify someone's personality or interests by the clothes they wear? Why / Why not?



- 1 Copy and complete the word-web with the words in the box.

baggy blouse boots colourful cool dress hat hoodie jacket jeans patterned plain shirt short-sleeved shorts skirt smart socks tight top trainers trousers



- 2 1.08 Listen and check your answers to question 1. Think of more words to add to the web.

- 3 Work in pairs. Use the words in exercise 1 to describe the clothes of people in photos A–C. Where are they?

12 Fads and fashions

- 4 1.09 Listen to Sam talking to his friend Chloe about his holiday. Put photos A–C in the order you hear them.

STUDY STRATEGY

Listening for specific information

When you need to listen for answers to specific questions, it helps to read the questions carefully and underline the important words.

- 5 1.09 Read the study strategy. Listen again and answer the questions.

- 1 What country did Sam visit?
- 2 Who did Sam and his sister visit there?
- 3 Which person in the photo is Yuki?
- 4 Which person in the photo is Satomi?
- 5 What type of restaurant did they go to?
- 6 Did Sam have a good holiday?

- 6 USE IT! Work in pairs. Choose a photo of a person from anywhere in this book and write a description of their clothes. Read the description to your partner. Can they guess which person you chose?

This person is wearing a cool hoodie, red shorts and new trainers.

Exercise 4 1.09 page 146

Read out the task, then play the audio. Students listen and order the photos. Check answers with the class.

ANSWERS

C, A, B

Exercise 5 1.09 page 146

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

ANSWERS

- 1 He visited Japan.
- 2 They visited their dad.
- 3 Yuki is the boy on the right in photo C.
- 4 Satomi is the girl on the left in photo C.
- 5 A sushi restaurant.
- 6 Yes, he said it was great.

Exercise 6 USE IT!

Allow students time to prepare their descriptions individually, then put them into pairs to read their descriptions to

each other and find the people. If students find the activity too difficult, or if you are short of time, tell students to tell their partner which unit of the book their photo is in. Ask who found the right person quite quickly.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

If students have photos on their phones, they could choose a photo of someone they know to show to a partner and describe what the person is wearing.

More practice

Workbook page 10

Practice Kit Vocabulary 1

Assessment

Five-minute test, Teacher's Resource Disk

1 LANGUAGE FOCUS • Past continuous • Past simple and past continuous

I can talk about what people were doing in the past.

Past continuous

- 1 Complete the sentences from the listening on page 12 with the words in the box. Then choose the correct option in the rule.

doing was were weren't

- We _____ visiting my dad for a couple of weeks.
- I _____ walking down the street with my sister.
- No, most people _____ wearing clothes like that.
- What were you _____ in Japan?

RULE

We use the past continuous to describe short actions / long actions in the past.

- 2 Look at the picture. What were the people doing? Complete the sentences using the past continuous form of the verbs in the box.

carry listen
not look shop
steal wear



- Two friends _____ at a market.
- Kat _____ three bags.
- She _____ a blue dress.
- She _____ at her handbag.
- A man _____ her purse.
- Her friend didn't notice because she _____ to music.

- 3 Complete the questions using the past continuous form of the verbs in the box. Then ask and answer the questions with a partner.

do feel shine sit talk wear

- What clothes _____ you _____ three days ago?
- What _____ your parents _____ at six o'clock yesterday evening?
- Who _____ you _____ to this time last week?
- _____ the sun _____ last Sunday?
- Where _____ you _____ this time yesterday?
- How _____ you _____ last Friday?

Past simple and past continuous

- 4 Study sentences 1–4. Then match them with rules a–d. Which tenses do we use in each sentence? How do you say *when* and *while* in your language?

- We were waiting for a bus when I took this photo.
- The girl was wearing a colourful dress.
- They saw my Manchester United shirt.
- While I was talking to him, my sister was learning Japanese words.

RULES

We use these past tenses to talk about:
a a long action in the past (past continuous).
b a shorter action in the past (past simple).
c two simultaneous, longer actions.
d a longer, continuous action interrupted by a shorter action.

- 5 Complete the sentences using the correct forms of the past simple and past continuous.

- I _____ (listen) to the radio when I _____ (hear) my phone.
- My friends and I _____ (chat) when the bus _____ (arrive).
- I _____ (see) an accident while I _____ (cycle) to school.
- My mum _____ (not shop) when I _____ (phone) her.
- When I _____ (take) the photo my cousins _____ (wear) the same clothes.

- 6 USE IT! Work in pairs to ask and answer questions about a celebration you remember. Take turns to ask and answer questions 1–5 and invent answers. Then change roles.

- What were you celebrating at the event?
- How were you feeling before you went?
- Did you enjoy the event?
- What did you do after this?
- Can you remember what you were wearing?



Finished?

Look at the photos on page 12. Imagine you are one of the people in the photos. Use the questions in exercise 6 to write a paragraph about what was happening and what you were doing.

Fads and fashions 13

- 3 was wearing 4 wasn't looking
5 was stealing 6 was listening

Exercise 3

Students complete the questions with the correct verb forms. With **weaker classes**, students could work in pairs. With **stronger classes**, students could write one more question with their own ideas. Ask one or two students to read some of their questions to the class. Correct any errors. Students then ask and answer the questions in pairs. Ask some students to tell the class something they learned about their partner.

ANSWERS

- 1 were, wearing 2 were, doing
3 were, talking 4 Was, shining
5 were, sitting 6 were, feeling

Past simple and past continuous

Exercise 4

Students study the sentences and match them with the rules. With **weaker classes**, do this with the class. Check answers with the class and make sure students understand everything. Ask the questions to the class and discuss the answers.

ANSWERS

- 1 d past continuous, past simple
2 a past continuous
3 b past simple
4 c past continuous

Exercise 5

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

ANSWERS

- 1 was listening, heard 2 were chatting, arrived 3 saw, was cycling 4 wasn't shopping, phoned 5 took, were wearing

Exercise 6 USE IT!

Allow students time to prepare their answers individually. They 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.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their paragraph individually, then compare with another fast finisher. Alternatively, ask them to read their paragraphs to the class. Encourage other students to ask more questions about what they were doing and what was happening.

More practice

Workbook page 11

Practice Kit Grammar 2

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • Past continuous • Past simple and past continuous

Aim

Talk about what people were doing in the past.

Warm-up

Refer students back to photo A on page 12. Ask: *Where were the people when Sam saw them?* (in Japan) *What were they wearing?* *Why were they wearing these clothes?* (because they were at school) Write on the board: *They were wearing their school uniform.* Underline the verb and elicit or explain that it is in the past continuous form.

Past continuous

Exercise 1

Students complete the sentences with the correct words. Students then choose the correct words to complete the rule. Check answers. With **weaker classes**, read

through the rule with the class and elicit the answers.

ANSWERS

- 1 were 2 was 3 weren't 4 doing
Rule: long actions

Language note

We use *wasn't* / *weren't* in negative forms of the past continuous: *I wasn't eating that day.* (NOT *I didn't eating that day.*)

In questions, we invert the subject and auxiliary verb: *Were they wearing school uniform?* (NOT *They were wearing school uniform?*)

Exercise 2

Read out the first gapped sentence and elicit the answer as an example. Students complete the sentences, then compare their answers in pairs. Check answers with the class. With **stronger classes**, students could write one more sentence about the picture, using the past continuous.

ANSWERS

- 1 were shopping 2 was carrying

Speaking • Expressing preferences

Aim

Comment on people's clothes.

THINK!

Read the questions 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 1.10

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 questions about Hugo and Sammy and elicit the answers.

ANSWERS

1 few weeks 2 interesting shirt
3 wedding 4 smart 5 expensive
6 look 7 decide

Hugo likes Sammy's trousers. Hugo is buying a shirt because he's going to a wedding (and his mum wants him to look smart).

Exercise 2 1.10

Students cover the dialogue, then choose the correct words in the key phrases and decide which one is not in the dialogue. Play the audio for students to watch or listen and check their answers. Check answers and check that students understand the key phrases.

ANSWERS

1 baggy 2 They're 3 comfortable
4 trousers 5 They 6 It's 7 I 8 it
9 phrase not used

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 1.11 PRONUNCIATION:

/u:/ and /ʊ/

Model pronunciation of the two sounds in isolation, then play the audio for students to listen and note down which sound each word has got. Check answers with the class. Play the audio again, pausing for students to repeat individually and chorally.

1 SPEAKING • Expressing preferences

I can comment on people's clothes.

THINK! Do you like shopping for clothes? Who do you go with? Where do you go?

Hugo Hi, Sammy.
Sammy Oh, hi, Hugo.
Hugo Those are cool trousers.
Sammy Really? I think they're a bit baggy.
Hugo They're supposed to be like that. I bought a pair like that a ¹ ago and they're so comfortable. They look really good.
Sammy Maybe I'll buy them, then. That's an ² you're wearing.
Hugo It's not really my style, but I'm going to a ³ next week and Mum wants me to wear something ⁴. What do you think of this one?
Sammy That's better. It's ⁵, though.
Hugo You're right, it is.
Sammy But your mum does want you to ⁶ smart.
Hugo Mmm, true. Why don't I try it on and then ⁷?



4 1.11 PRONUNCIATION: /u:/ and /ʊ/ Listen and repeat. Which sound, /u:/ or /ʊ/, has each word got?

1 blue	4 good	7 shoes
2 boots	5 hoodie	8 suit
3 cool	6 look	9 you

5 Work in pairs. Ask and answer questions about the items below. Use the key phrases.



What do you think of these cool boots?

They look really good!

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

Student A: You see a friend in a shop. He / She asks your opinion. You're not sure, so you show your friend something different.

Student B: You meet a friend in a shop. You want his / her opinion on something you're thinking of buying. Listen to your friend's suggestion. You think it's too expensive, so suggest going to another shop.

1 1.10 Complete the dialogue with the phrases in the box. Then watch or listen and check. What does Hugo think of Sammy's trousers? Why is Hugo buying a shirt?

decide expensive few weeks
interesting shirt look smart wedding

2 1.10 Cover the dialogue and circle the words in *italics* in the key phrases that Hugo and Sammy use. Which phrase do they not use? Watch or listen again and check.

KEY PHRASES

Shopping for clothes

They're a bit ¹ baggy / tight.
² It's / They're so ³ expensive / comfortable.
Those are cool ⁴ trousers / jeans.
⁵ You / They look really good.
⁶ It's / They're not really my style.
Why don't ⁷ I / you try ⁸ it / them on?
⁹ It / They really suit(s) you.

3 Work in pairs. Practise the dialogue.

14 Fads and fashions

ANSWERS

/u:/ blue, boots, cool, hoodie, shoes, suit, you
/ʊ/ good, look

Optional activity: Key phrases

With books closed, write these comments on the board:

- 1 It's bit tight.
- 2 It not really my style.
- 3 Why you don't try them on?
- 4 That shirt really suits for you.

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

ANSWERS

- 1 It's a bit tight.
- 2 It's not really my style.
- 3 Why don't you try them on?
- 4 That shirt really suits you.

Exercise 5

Check that students know the word *suit* (a jacket and trousers, usually worn with a shirt and tie). Students work in pairs to ask and answer questions about the items. Monitor while students are working and give general feedback at the end.

ANSWERS

Students' own answers.

Exercise 6 USE IT!

Students work in pairs to prepare a new dialogue. Students swap roles and practise again. Ask some students to perform their dialogues for the class.

ANSWERS

Students' own answers.

More practice

Workbook page 15

Practice Kit Speaking 1

1

WRITING • A fact file

I can use *for example*, *for instance*, *like* and *such as* to give examples to support facts.

THINK! When were your grandparents teenagers? What do you know about their teenage years?

Fads and fashions of the fifties

FACT FILE

FASHION

People used to dress more smartly in the fifties. For example, when they went out, girls often used to wear long skirts and white socks. Boys used to wear jackets and smart trousers.

MUSIC

The fifties were famous because it was the decade when rock 'n' roll became popular. The music of singers like Elvis Presley and Buddy Holly was fresh and exciting. While their parents were at home, teenagers were out dancing to the live bands.



TECHNOLOGY

At that time technology was more basic. Television started to become popular in the 1950s, but people only had black-and-white TVs, for instance.

CRAZES

There were crazes for fun things, such as frisbees and hula hoops. One company sold more than twenty-five million hula hoops in a four-month period in 1958.



- 1 Read the fact file. What things were popular in the fifties? Work in pairs. Tell your partner what was popular in the fifties using the phrases.

KEY PHRASES

Describing a specific time period in the past

In the (fifties), ...
It was the decade when ...
In those days, ...
At that time, ...
During this decade / era, ...

Language point: Giving examples

- 2 Read the fact file again and find the words for giving examples in the box.

for example for instance like such as

- 3 Complete 1–4 with the words and phrases from the box in exercise 3 and your own ideas.

- You can do a lot with mobile phones: _____, you can ...
- You can buy a lot of gadgets now, _____.
- My parents like bands _____.
- When my grandad / grandma was young, he / she did other things _____.

- 4 USE IT! Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write a fact file about fads and fashions from a decade in the past century.

B THINK AND PLAN

- What period are you writing about?
- What was fashionable then? How do those fashions compare to fashions for young people today?
- What were the most popular crazes of the time?
- What music was popular? Where did people listen to it and how did they buy it?
- What technology was new and important? What gadgets were popular?

C WRITE

Use your notes from section B and the headings from the model text to help you.

D CHECK

- used to
- past tenses
- examples
- key phrases

Fads and fashions 15

ANSWERS

For example, when they went out, ...
... the music of singers like Elvis Presley ...
... only had black-and-white TVs, for instance.
... crazes for fun things, such as frisbees and hula hoops.

Exercise 3

Students complete the sentences with the correct words and phrases and their own ideas. Check answers with the class.

ANSWERS

- 1 for instance / for example 2 for example / for instance 3 such as
4 like

Students' own answers.

Optional activity: Writing

Ask students to write three more sentences about fads and fashions now, giving examples with the words and phrases in exercise 2. Elicit a few examples from the class first, e.g. *People wear more relaxed clothes now, like jeans and trainers.* With **weaker classes**, students can work in pairs for this. Ask some students to read their sentences to the class.

Exercise 4 USE IT!

Read the task with the class. Brainstorm some ideas for decades that students could write about, e.g. the 1960s or 1980s, and elicit what students know about them. If students are struggling for ideas, suggest that they could do some research online. Students answer the questions and plan their fact file. Students answer the 'Think and plan' questions and prepare their ideas.

Read through the headings in the fact file with the class and explain to students that they should use the same headings in their fact file. Students write their fact file.

This can be set for homework. Remind students to check their grammar and spelling carefully.

ANSWERS

Students' own answers.

More practice

Workbook page 13

Practice Kit Writing 1

End-of-unit activities

Progress Review, Workbook page 14

* Vocabulary and language focus worksheet,

Teacher's Resource Disk

** Vocabulary and language focus worksheets,

Teacher's Resource Disk

*** Vocabulary and language focus

worksheets, Teacher's Resource Disk

Speaking worksheet, Teacher's Resource Disk

Writing • A fact file

Aim

Use *for example*, *for instance*, *like* and *such as* to give examples to support facts.

THINK!

Read out the questions and elicit answers from individual students. If students are struggling for ideas, ask more questions to prompt them, e.g. *Where did your grandparents live when they were teenagers? Did they go out to work or stay at school? Have you seen any photos of them when they were young? What did they look like? What were they wearing?*

ANSWERS

Students' own answers.

Exercise 1

Use the photos to teach *frisbee* and *hula hoop*. Students read the fact file and find things that were popular in the 1950s. Check answers with the class, then ask

students to find the key phrases in the fact file. Check that students understand all the phrases. Students then work in pairs and use the key phrases to tell their partner what was popular in the 1950s. With **weaker classes**, allow students time to prepare their ideas before they work in pairs.

ANSWERS

Students' own answers.

Language point: Giving examples

Exercise 2

Students read the fact file again and find the words and phrases for giving examples. Read out the words and phrases in context and elicit or point out that *for example* (and *for instance*) are used at the beginning of a clause or sentence, whereas *like* and *such as* are used before a noun.

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 craze 2 gadget 3 app
4 social media 5 followers 6 comics

Exercise 2

Students read the sentences and complete the adjectives and clothes words. With **weaker classes**, students can look back through the unit to help them. Check answers with the class.

ANSWERS

- 1 jacket 2 baggy 3 tight 4 shorts
5 colourful 6 smart

Language focus

Exercise 3

Students complete the sentences with the correct form of *used to* and the verbs. Check answers with the class.

ANSWERS

- 1 did people use to listen 2 did you use to wear 3 didn't use to listen 4 used to have 5 used to wear 6 didn't use to play

Exercise 4

Students write the sentences in the past continuous. Check answers with the class.

ANSWERS

- 1 What was Tim doing at four o'clock?
2 He was watching a film on TV.
3 We weren't wearing coats.
4 Were you talking to Tom on Skype?
5 I was sleeping when you called.
6 They weren't listening to music.

Exercise 5

Students complete the sentences with the past simple or past continuous forms of the verbs. Check answers with the class.

ANSWERS

- 1 was watching, arrived 2 wasn't wearing, met 3 didn't go 4 Did you see 5 lost, was travelling 6 bought, were shopping

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 sentences with the words in the box.

app comics craze followers
gadget social media

- 1 Hula hoops were a _____ in the 1950s.
2 My favourite electronic _____ is my phone.
3 I've downloaded a free game _____ on my tablet.
4 I use _____ to share photos and chat with friends.
5 The singer with the most Twitter _____ is Katy Perry.
6 I used to read *Batman* _____ when I was younger.

2 Complete the adjectives and clothes words.

- 1 That j _____ t is really cool. Is it new?
2 You can't wear b _____ y jeans to an interview!
3 This skirt is too t _____. Can I try a larger size?
4 We wear s _____ s on the beach, but not to school!
5 I prefer c _____ I clothes to black and grey.
6 Your new school uniform is very s _____. t.

Language focus

3 Complete the sentences with *used to* and the verbs.

- Girl Was life different in the sixties? What music _____ (people / listen) to? What clothes _____ (you / wear)?
Mum Life was very different. We _____ (not listen) to music online because there weren't any computers. We _____ (have) vinyl records instead. Girls _____ (wear) mini-skirts. And we _____ (not play) video games!

4 Write sentences using the past continuous.

- 1 What / Tim / do / at four o'clock?
2 He / watch / a film on TV
3 We / not wear / coats
4 you / talk / to Tom on Skype?
5 I / sleep / when you called
6 They / not listen / to music

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

- 1 Tom _____ (watch) the news when I _____ (arrive).
2 Jane _____ (not wear) her new coat when I _____ (meet) her.
3 I _____ (not go) to school because I was ill.
4 _____ (you see) the sports programme last night?
5 I _____ (lose) my phone when I _____ (travel) home on the bus yesterday.
6 I _____ (buy) some new boots when we _____ (shop) in Oxford Street.

Speaking

6 Complete the dialogue with the words in the box.

a bit look so style suit try

- Amy These trousers are ¹ _____. cool.
Lisa They're not my ² _____. I don't like baggy trousers.
Amy Why don't you ³ _____ them on? You ⁴ _____ really good in green.
Lisa OK. What do you think?
Amy Maybe you're right. They're ⁵ _____. baggy. Try these. They aren't so baggy.
Lisa These feel good.
Amy Yeah. They really ⁶ _____ you.

Listening

7 Listen to Lily talking to her grandad. Choose the correct words.

- 1 Lily's grandad was a teenager in the seventies / eighties.
2 He had his first computer in the late eighties / early nineties.
3 Grandad and his friends used to repair / clean their motorbikes in their free time.
4 He used to listen to music on CDs / vinyl records.
5 He met Lily's grandma at the cinema / a disco.
6 Lily's grandma was wearing a dress / trousers when he first saw her.



16 REVIEW • Fads and fashions

ANSWERS

- 1 so 2 style 3 try 4 look
5 a bit 6 suit

Listening

Exercise 7 1.12 page 146

Allow students time to read the sentences. Play the audio for students to listen and choose the correct words. Check answers with the class.

ANSWERS

- 1 seventies 2 early nineties 3 clean
4 vinyl records 5 a disco 6 a dress

Optional activity: Consolidation

Refer students back to the holiday photos on page 12. Ask them to think back to a holiday they had in the past, and something interesting that they saw. Tell them they are going to tell a friend about it.

Ask students to prepare their ideas. Tell them they should:

- 1 say where they used to go on holiday when they were younger, and what they used to enjoy doing
2 say what interesting thing they saw one day while they were on holiday
3 say what they were doing when they saw it
4 describe what they and other people were wearing that day

Tell students they should use vocabulary from page 12 and verbs in the past continuous, past simple and *used to*.

Put students into pairs to tell each other about their experiences. Encourage them to ask each other questions to learn more about their partner's experiences. Ask some students to tell the class what they learned from their partner. Correct any typical errors in a feedback session at the end.

Assessment

Unit 1 tests, Teacher's Resource Disk

1

STORY IN ENGLISH • The Swiss Family Robinson by Johann David Wyss

STORIES IN ENGLISH

Reading stories in English is great for learning new vocabulary. Over eight units, you'll read the story of the Swiss Family Robinson. There are tips to help you in each chapter.

Remember!

Use the pictures to help you understand the story.

1 BEFORE YOU READ

Look at the pictures of the family. Find them in the pictures in the story. Where is the Swiss family? What are they doing?

Mother

Father

Fritz

Hans

Ernst

Franz

Chapter 1 • The storm

1 The Swiss family were on a ship in the Pacific. 'Can we explore downstairs?' asked little Franz. 'OK,' said Mother.

2 Franz and his older brothers Hans and Ernst went below the deck. They saw dogs, horses, and a lot of boxes and barrels.

3 Their oldest brother, Fritz, spoke to some children on the deck. 'We're going to live in Australia,' said a Scottish girl, Jenny Montrose, excitedly.

4 Suddenly the sky went dark. Father stopped writing his journal. 'There's going to be a storm,' he told Fritz. 'Find your brothers and bring them to our room.'

5 In bed that night, the Swiss family listened to the storm. Big waves hit the ship noisily. 'Are we going to be all right?' Ernst asked his father. Just then, there was a terrible noise at the front of the ship. Father ran to the deck. When he came back, his face was white. 'The ship has hit some rocks. Everybody's getting into the ship's boats,' he said. 'Be quick!'

6 But when the family arrived on the deck, there was no boat for them. Mother cried, 'The ship's sinking. I can feel it!'

2 READING CHECK

Work in pairs. Cover the text and tell your partner the story. Use these words:

boats rocks ship storm waves

3 WHAT DO YOU THINK?

Work in pairs. Talk about what happens in the next chapter. Think about the weather. Are there other people or animals on the ship? What does the family do next?

Text adaptation by Alex Raynham. Illustrated by Peter Cottrell.

STORY IN ENGLISH 17

story again and make a note of two or three more words they need to help them retell the story.

Students work in pairs to tell each other the story. Encourage them to help each other if they get stuck or forget something. You could also do this as a whole-class activity. Ask a student to give the first sentence of the story, then go around the class, with each student adding a sentence.

ANSWERS

Students' own answers.

Exercise 3 WHAT DO YOU THINK?

Students work in pairs to discuss what happens next. Encourage them to use their imagination and think about different possibilities. Discuss students' ideas, but don't confirm them. Tell them they will find out at the end of the next unit.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

Ask students to read the story again and find five or six words that are new to them and that they think might be useful to them. They can use their dictionaries to check the meaning, and record the words in their vocabulary notebooks.

Encourage them to write an example sentence to illustrate each word, and remind them that they should note down any irregular forms the word has and any collocations, e.g. at the verb *sink* they should record the irregular forms *sank* and *sunk*, and at the word *deck* they might record: *They were on the deck. Ernst went below the deck.*

ANSWERS

Students' own answers.

Story in English: The Swiss Family Robinson by Johann David Wyss

Background

The book *The Swiss Family Robinson* by Johann David Wyss was first published in German in 1812, and translated into English in 1879. The book tells the story of a Swiss family of six (two parents and four boys) who are shipwrecked in a storm. They manage to reach a desert island and survive there for several years. The story has remained popular since it was written, and has been made into several film versions.

STORIES IN ENGLISH

Read through the explanation with the class. Ask students if they have tried reading any other stories in English, or watching films in English.

Exercise 1 BEFORE YOU READ

Read out the Remember! box which asks students to think about a reading study strategy. Students find the family members in the pictures. Ask: *Where is the family? What are they doing?* Encourage students to look carefully at the pictures and guess where the family is and what they are doing.

Pre-teach *deck* (of a ship) and *to sink*. Students then read the story. With **weaker classes**, you could ask students to read one or two parts of the story at a time, and check they have understood the gist of the story before they continue.

ANSWERS

They're on a ship.

Students' own answers.

Exercise 2 READING CHECK

Read through the words in the box with the class and make sure students understand them all. Ask students to find the words in the story. With **weaker classes**, allow students time to read the

Unit 1 T31

Unit summary

Vocabulary

Senses: colour-blindness, feel, have a good ear, hearing, hold, listen, look, lose sensation, see, sight, smell, sound, taste, tone-deafness, touch, watch

Sensations and experiences: amazing, awful, delicious, disgusting, exhausted, fascinating, furious, miserable, terrifying, wonderful

Language focus

Present perfect: affirmative and negative

for and since

Present perfect: questions

Present perfect and past simple

Speaking

I can discuss ideas about how to spend free time.

Writing

I can use intensifiers to add interest to my writing.

Vocabulary • Senses

Aim

Ask and answer questions related to the senses.

THINK!

Check that students understand *senses*. Put them into pairs to discuss the questions. Ask some pairs to tell the class which sense they and their partner use the most, and which is their strongest sense. Ask more questions to encourage students to think about their senses, e.g. *What can you remember more easily – things you have seen, things you have heard or things you have smelled or tasted? Do you use different senses to help you remember things for exams, e.g. do you record things and listen to them, or do you draw things so you can see them?*

ANSWERS

Students' own answers.

Exercise 1

Students match the photos with the senses in the box. With **weaker classes**, students could work in pairs for this. With **stronger classes**, students could do it as a race. Check answers with the class and model pronunciation of the words.

ANSWERS

1 sight 2 touch 3 hearing
4 smell 5 taste

2

Sensations

VOCABULARY • Senses

I can ask and answer questions related to the senses.

✚ Extra listening and speaking p89

✚ Curriculum extra p97

✚ Culture p105

✚ Project p112

THINK! How many senses are there? Which do you think you use most? Which is your strongest sense?

1 Look at photos 1–5 and match them with the senses in the box.

hearing sight smell taste touch

2 1.13 Read the magazine quiz and complete the table with the words and phrases in blue. Listen and check.

Hearing	Sight	Smell	Taste	Touch
sound				

3 Do the quiz. Which sense is the most important for you? Compare your result with a partner.

What's your strongest sense?

Are you a visual person, who likes looking at things? Perhaps you prefer to use your sense of hearing and listen to things? Do our quiz and make a note of your choices to see which senses are most important to you.

1 You are in a restaurant and you ask the waiter to bring you the most unusual dish on the menu. When the dish arrives, what do you do first?

Smell it.
 Feel it.
 Look at it closely.

Ask someone about it.
 Taste it.

2 Which two of these things do you prefer?

- The taste of a delicious meal.
- The sight of a beautiful sunset.
- The smell of flowers in the summer.
- The feel of a warm bed on a winter's night.
- The sound of beautiful music.

3 What do you think about books?

- I like to hold and smell them when they're new.
- I like the covers and photos.
- I really like recipe books. I can almost taste the food when I read them.
- I prefer audio books or listening to stories.

4 Choose the two conditions which you think are most difficult.

- Colour-blindness, when you can't see some colours.
- Tone-deafness, when you can't sing or play instruments very well because you don't have a 'good ear'.
- 'Anosmia', when you can't smell anything or taste very little.
- Losing sensation in some of your toes or fingers.

Exercise 2 1.13

Students read the quiz and add the blue words and phrases to the table. They can use their dictionaries to help. Play the audio for students to check their answers. Check that students understand all the words.

ANSWERS

Hearing: sound (n), tone-deafness (n), have a good ear (ph), listen (v)

Sight: look (v), colour-blindness (n), see (v), watch (v)

Smell: smell (n)

Taste: taste (v)

Touch: feel (n, v), hold (v), losing sensation (v)

Exercise 3

Students answer the questions in the quiz individually and decide which sense is the most important for them. Students then compare their results in pairs. Ask some students to tell the class which sense is the most important to them and their partner.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

Put students into pairs and ask them to look at the words to do with senses again in the quiz. Ask: *Which three words are both a verb and a noun?* Check the answers with the class and elicit examples of the three words as verbs and nouns.

ANSWERS

feel, smell and taste

Optional activity: Vocabulary

Write these sentence beginnings on the board:

- 1 I love the feel of ...
- 2 I don't like the taste of ...
- 3 I would like to hold ...
- 4 I enjoy the sound of ...
- 5 I would love to see ...



5 Which two of these activities do you prefer to do to relax?

- Watch TV
- Have a warm drink
- Listen to music
- Exercise and then have a shower or a bath



Finished?
Think of your typical day. What do you see, smell, taste and feel after you wake up and before you go to school?

Ask students to complete the sentences with their own ideas. Put them into pairs to compare their ideas. Ask some students to read their sentences to the class.

ANSWERS

Students' own answers.

Exercise 4 1.14 page 146

Focus on photos A–E and elicit what they show. Play the video or audio for students to watch or listen and match the speakers with the photos. Check answers with the class.

ANSWERS

Speaker 1 (Alicia): B
Speaker 2 (Emma): C
Speaker 3 (Will): D
Speaker 4 (Paul): E
Speaker 5 (Zara): A

4 1.14 Watch or listen. What is each person talking about? Match speakers 1–5 with photos A–E.



5 1.14 Study the key phrases. Watch or listen again. Choose the correct words.

KEY PHRASES

Talking about likes and dislikes

What are your favourite ¹smells / sounds?
It reminds me of ²holidays / the summer.
I love the ³sight / smell / taste of coffee in the morning.
Are there any ⁴smells / sounds that you dislike?
I ⁵can't stand / hate the smell of our school canteen.
It ⁶looks / smells / tastes like old vegetables.
Is there anything that you don't like ⁷looking at / touching?
I can't stand the ⁸feel / sight / smell of blood.

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

- 1 What are your favourite sights, sounds and tastes? What do they remind you of?
- 2 What are your least favourite sights, sounds and tastes? How do they make you feel?
- 3 Is there anything that you like or don't like to feel or touch? Why?

Optional activity: Video / Listening

Ask: Which sense does each person talk about? Play the video or audio again for students to watch or listen and note down the sense that each person talks about. Check answers with the class, then ask: Do you agree that the sound of the countryside is relaxing? Do you hate the smell of hospitals? Do you like the smell of coffee and toast? Do you hate the sight of blood? Do any photos make you feel happy? Why?

ANSWERS

- 1 hearing 2 smell 3 smell
- 4 sight 5 sight

Exercise 5 1.14 page 146

Allow students time to read the key phrases. Play the video or audio again for students to watch or listen and choose the words they hear. Check answers with the class, and check that students understand all the phrases. You could ask them to

translate the phrases into their own language to check understanding.

ANSWERS

- 1 sounds 2 holidays 3 smell
- 4 smells 5 can't stand 6 smells
- 7 looking at 8 sight

Optional activity: Key phrases

With books closed, write the following sentences on the board:

- 1 The smell reminds me from home.
- 2 I love the taste for coffee.
- 3 I don't stand the smell of petrol.
- 4 It sounds of a phone ringing.
- 5 I don't like touch ice.

Put students into pairs and ask them to correct the mistakes in the sentences. Check answers with the class.

Point out to students that they will use these structures in the next exercise.

ANSWERS

- 1 The smell reminds me of home.
- 2 I love the taste of coffee.
- 3 I can't stand the smell of petrol.
- 4 It sounds like a phone ringing.
- 5 I don't like touching ice.

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 about their typical day individually and compare with another fast finisher. Alternatively, ask some fast finishers to tell the class about their experiences. Ask other students if they have had similar experiences.

More practice

Workbook page 16

Assessment

Five-minute test, Teacher's Resource Disk

Reading • The importance of smell

Aim

Identify the main idea in a paragraph.

THINK!

Read the questions with the class and elicit answers from individual students. Prompt students with more questions, if necessary, e.g. *What about the smell of someone's perfume? What about the smell of food cooking?*

ANSWERS

Students' own answers.

Exercise 1

Read out the title of the article and explain that *follow your nose* is an expression meaning to trust your own feelings or instincts. Focus on the three headings (A–C) and check that students understand *scent*. Point out that students need to understand the general topic of each paragraph, but they don't need to understand every word. Students read the article and complete the headings with the correct words. Check answers with the class.

ANSWERS

A memory B nose C smell

Exercise 2 1.15

Allow students time to read through the sentences, then play the audio. Students read and listen, then decide if the sentences are true or false and correct the false sentences. Check answers.

ANSWERS

1 true 2 true 3 false (You must start with a superior sense of smell.) 4 false (He passed the test.) 5 false (She has been anosmic since birth.) 6 true

Exercise 3

Students find the synonyms in the article. With **weaker classes**, you could help students by telling them that the first word is in paragraph A, and all the others are in paragraph B. Check answers with the class and make sure students understand all the words.

ANSWERS

1 extraordinary 2 superior 3 train 4 recognize 5 synthetic 6 natural

Optional activity: Reading

Put students into pairs and ask them to think of an alternative title for the article. Elicit possible titles from students and discuss as a class which titles would be best and why.

POSSIBLE ANSWERS

The importance of smell, Different experiences of smell, Can you smell it?

2 READING • The importance of smell

I can identify the main idea in a paragraph.

THINK! What smells can you remember from when you were younger? Is there a connection between smells and memory?

HOME ABOUT ARTICLES ARCHIVE CONTACT

Follow your nose ...

Meet three people whose sense of smell has made a difference to their lives.

A Helen Keller was a famous activist for the deaf and blind, and was deaf and blind herself. She had an extraordinary sense of smell, and could identify people's jobs by the odour on their clothes. 'When a person passes,' she said, 'I get a scent impression of where he has been – the kitchen, the garden, or the sickroom.' She also described smell as something 'that transports us across thousands of miles and all the years we have lived.' A smell can remind us of another time and place.



B James Bell has worked for a perfume company for over twenty years. He says, 'You start with a superior sense of smell, but you must train it, like a concert pianist.' James passed a 'smell test' and the company sent him to study at a perfumery school in France, where he learned to recognize about 2,800 synthetic and 140 natural materials. Since that time he has helped to create some of the world's favourite fragrances.



C Journalist Lucy Mangan has never smelled the fragrance of a rose. She has never tried different perfumes in a shop. Lucy is anosmic, which means she can't smell anything. She has been anosmic since birth. As 75–95% of the flavour of food comes from its smell, meals have never had much flavour. She can feel the different textures of lasagne, steak or fish, but for her they're all quite tasteless.



1 Read the article. Then complete the headings for paragraphs A–C with the words in the box.

distance food memory nose smell

- A Scent and _____
B Training a _____
C Life without _____

2 1.15 Read and listen to the article again and write true or false. Correct the false sentences.

- Helen Keller had a good sense of smell.
- She says there's a connection between smells and memory.
- A person with a normal sense of smell can become a professional perfumer.
- James Bell failed his first 'smell test' at the perfume company.
- Lucy had a sense of smell when she was a baby.
- Anosmic people can't taste anything.

3 Find synonyms in the text for the words below.

- | | |
|--------------|--------------|
| 1 incredible | 4 identify |
| 2 excellent | 5 artificial |
| 3 educate | 6 organic |

4 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.

5 USE IT! Talk about which objects and places smell best to you. Which of them bring back memories?

I love the smell of fresh bread. It really reminds me of my grandma's house. It brings back memories of visiting her house when I was little.



20 Sensations

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 20 exercise 5

Optional activity: Vocabulary

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

- She had an extraordinary sense of smell.
- There was a strange odour on her clothes.
- I get a scent impression of where he has been.
- Ninety-five per cent of the flavour of food comes from its smell.

Check answers by writing the sentences on the board. Ask students what they notice about the spelling of the words *extraordinary*, *odour*, *scent* and *flavour*. Elicit that they all have an extra letter that isn't pronounced. Remind students that English spelling is not predictable, and they need to learn the spellings of difficult words.

Exercise 5 USE IT!

Allow students time to prepare their ideas individually. They then discuss their ideas and experiences in pairs. Ask some students to report back on their discussions.

More practice

Workbook page 20

Practice Kit Reading 2

2 LANGUAGE FOCUS • Present perfect: affirmative and negative • *for* and *since*

I can talk about experiences that started in the past.

Present perfect: affirmative and negative

- 1 Cover the article on page 20. Complete the sentences with the words in the box. Then check your answers.

had helped smelled tried

- 1 He has _____ to create fragrances.
- 2 She has never _____ the fragrance of a rose.
- 3 She has never _____ different perfumes.
- 4 Meals have never _____ much flavour.

- 2 Read the sentences in exercise 1 again. Then choose the correct words to complete the rules.

RULES

- 1 The present perfect describes life experiences or recent events that started at some time / an exact time in the past and are important in the present.
- 2 We form the present perfect with *be* / *have* and a past participle.
- 3 Regular / Irregular past participles end in *-ed*.
- 4 We use *never* to make affirmative / negative sentences.

- 3 Complete the sentences with the correct present perfect form of the verbs in brackets.

Water-slide tester

It's the best job in the world!

- 1 _____ (visit) a lot of countries with my company, and I _____ (try) a lot of great water slides. They _____ (not decide) on the next destination, but I'm hoping for a trip to Jamaica.

Chocolate taster

- 4 _____ (work) here for a long time. In my life, I think I _____ (taste) more than a thousand different chocolate products. I _____ (not try) any this afternoon – we only taste for an hour a day.



STUDY STRATEGY

Learning irregular verbs

When you aren't sure about a verb form, check in the irregular verbs list on page 104 of the Workbook. When you find an irregular verb, copy it into your notebook. Revise and test yourself every week.

- 4 Read the study strategy. Complete the sentences using the present perfect forms of the verbs.

not begin buy not eat not see speak

- 1 You _____ any breakfast!
- 2 We _____ a lot of English today.
- 3 I _____ that film. Is it good?
- 4 The match _____ . It starts in ten minutes.
- 5 She _____ a fantastic new bike.

for and *since*

- 5 Study the examples and complete the rules with *for* and *since*.

James has worked for a perfume company for twenty years.
Lucy hasn't had a sense of smell since birth.

RULES

- 1 We use _____ to talk about the point in time an activity started.
- 2 We use _____ to talk about the period of time up to the present.

- 6 Complete the sentences with the present perfect forms of the verbs in brackets and *for* or *since*.

- 1 I _____ this happy _____ weeks. (not feel)
- 2 We _____ him _____ last month. (not see)
- 3 They _____ that dog _____ years. (have)
- 4 She _____ in London _____ 2010. (live)

- 7 USE IT! Write sentences about experiences using the present perfect. Use the time expressions below. Find people who have had similar experiences.

always for weeks never
since this year today

I have never visited Jamaica.

I haven't watched TV for weeks.

Finished?

Test your memory! Write a paragraph describing the answers the people in your class gave in exercise 7.

Sensations 21

Language focus • Present perfect: affirmative and negative • *for* and *since*

Aim

Talk about experiences that started in the past.

Warm-up

Refer students back to the article on page 20. Ask what they can remember about James Bell. Ask: *Does he still work for a perfume company now?* (yes) Ask: *What has he done, as part of his job?* Elicit a few ideas and write on the board: *He has created a lot of perfumes.* Underline the verb and elicit or explain that it is in the present perfect tense.

Present perfect: affirmative and negative

Exercise 1

Students cover the article and complete the sentences with the correct words, then check their answers in the article. With **weaker classes**, students could work in pairs. Check answers.

ANSWERS

- 1 helped 2 smelled 3 tried 4 had

Exercise 2

Students choose the correct words to complete the rules. Check answers.

ANSWERS

- 1 some time 2 have 3 Regular 4 negative

Language note

We use *never* with an affirmative form of the verb: *She has never smelled flowers.* (NOT *She hasn't never smelled flowers.*)

Exercise 3

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

ANSWERS

- 1 have visited 2 have tried 3 have not / haven't decided 4 have worked 5 have tasted 6 have not / haven't tried

Exercise 4

Read through the study strategy. Point out that for some irregular verbs, the past simple and past participle forms are the same, e.g. *bring – brought – brought*, but for others they are different, e.g. *sing – sang – sung*. Students complete the sentences with the correct verb forms. Check answers.

ANSWERS

- 1 have not / haven't eaten 2 have spoken 3 have not / haven't seen 4 has not / hasn't begun 5 has bought

for and *since*

Exercise 5

Students study the examples and complete the rules with the correct words.

ANSWERS

- 1 since 2 for

Language note

We use the present perfect, NOT the present simple with *for* and *since* for actions that started in the past and continue in the present: *I have lived here since 2010.* (NOT *I live here since 2010.*)

We use *for* with periods of time: *I have lived here for ten years.* (NOT *I have lived here since ten years.*)

Exercise 6

Students complete the sentences with *for* or *since* and the correct verb forms. Check answers with the class.

ANSWERS

- 1 haven't felt, for 2 haven't seen, since 3 have had, for 4 has lived, since

Exercise 7 USE IT!

Allow students time to write their sentences individually, then put them into small groups to read out their sentences and find people who have had similar experiences.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their paragraphs individually, then compare them in their groups to see who remembered the best.

More practice

Workbook page 17

Practice Kit Grammar 3

Assessment

Five-minute test, Teacher's Resource Disk

Vocabulary and listening • Sensations and experiences

Aim

Use prediction skills when listening for specific information.

THINK!

Read out the questions and elicit a few answers. Ask more questions to encourage students to say more, e.g. *Where were you on your memorable day? Who were you with? Why was it memorable?*

ANSWERS

Students' own answers.

Exercise 1 1.16

Ask students to read through the questionnaire quickly. Point out the blue adjectives and explain that they are all extreme adjectives, which means that they have strong meanings.

Students match adjectives 1–10 with the extreme adjectives, using their dictionaries to help. With **weaker classes**, students could work in pairs. Play the audio for students to listen and check their answers. Check answers with the class, and check that students understand all the extreme adjectives.

ANSWERS

2 fascinating 3 furious 4 delicious
5 amazing 6 awful 7 miserable
8 terrifying 9 disgusting
10 exhausted

Optional activity: Vocabulary

Write the normal adjectives from exercise 1 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, state the extreme adjective with a similar meaning, and give an example sentence using the extreme adjective. If their answer is correct, they get a point and the adjective is crossed off the board. If their answer is incorrect, don't give away the correct answer, and leave the adjective on the board. Continue until all the adjectives have been crossed off. See which team has got the most points.

Exercise 2 1.17 page 146

Focus on the photos and elicit what they show. Teach the words *alpaca* and *durian* fruit. Play the audio. Students listen and order the photos. Check answers, then ask: *Which question from the questionnaire is each person answering?* Play the audio again, if necessary, for students to answer the question. Check answers.

2 VOCABULARY AND LISTENING • Sensations and experiences

I can use prediction skills when listening for specific information.

THINK! When was the last time that you had a memorable day? What did you do?

Feelings questionnaire

1 Name the two most delicious and the two most disgusting things that you've ever eaten.

2 What's the most wonderful place that you can remember?

3 Match adjectives 1–10 with the extreme adjectives in blue in the questionnaire. Then listen and check.

- | | |
|------------------|------------|
| 1 nice | 6 bad |
| 2 interesting | 7 sad |
| 3 angry | 8 scary |
| 4 tasty | 9 horrible |
| 5 good | 10 tired |
| 1 nice wonderful | |

2 Listen and order photos A–D. Which questions from the questionnaire are the people answering?



22 Sensations

3 Have you ever felt totally exhausted? Why?

4 What are the most amazing and most awful films you've seen this year?

5 Have you ever touched a weird or fascinating animal? What was it like?

6 Have you ever been on a really terrifying ride at a theme park?

7 Is there anything which makes you feel really furious?

8 Have you ever felt really miserable after an exam?

3 Read sentences 1–6 in exercise 4. Decide what type of answer you should be listening for.

- Nina rode an alpaca when she was ...
age
- Her friend thinks that alpacas probably smell ...
adjective

4 Listen again and complete the sentences. Were your answers in exercise 3 correct?

- Nina rode an alpaca when she was ...
- Her friend thinks that alpacas probably smell ...
- The furthest that Jo has ever cycled is ...
- A durian is a type of ...
- People can't take durians on buses because ...
- Zoe's brother hasn't tried the rollercoaster because ...

5 USE IT! Work in pairs. Read the Feelings questionnaire again and answer the questions for you. Then ask and answer the questions with a partner.

ANSWERS

B, C, D, A

- 5 Have you ever touched a weird or fascinating animal? What was it like?
- 3 Have you ever felt totally exhausted? Why?
- 1 Name the two most delicious and the two most disgusting things that you've ever eaten.
- 6 Have you ever been on a really terrifying ride at a theme park?

Background

The durian is a fruit native to south-east Asia. It has got a very distinctive smell, which some people describe as sweet, but others describe as disgusting.

Exercise 3

Students read the sentences and decide what type of answer they will be listening for. Discuss the answers as a class.

ANSWERS

- distance
- a noun
- a reason
- a reason

Exercise 4 1.17 page 146

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

ANSWERS

- six years old
- disgusting
- 100 kilometres
- fruit
- they smell so bad
- he was way too scared

Exercise 5 USE IT!

Students work in pairs to read the questionnaire again and answer the questions for them. Discuss the answers with the class. Students then ask and answer the questions in pairs.

More practice

Workbook page 18

Practice Kit Vocabulary 2

Assessment

Five-minute test, Teacher's Resource Disk

2 LANGUAGE FOCUS • Present perfect: questions • Present perfect and past simple

I can ask people about their experiences.

Present perfect: questions

- 1 Complete 1–5 with the words in the box. How do you say *ever* in your language?

ever have haven't has hasn't

- Have you _____ ridden a horse?
- No, I _____.
- _____ you guys been to a theme park?
- _____ your brother been on a rollercoaster?
- No, he _____.

- 2 Read the sentences in exercise 1 again. Then choose the correct answer to complete the rule.

RULE

We use questions in the present perfect when we are asking ...

- a if a person experienced something at some time.
b an exact time when a person experienced something.

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

- a frightening film / you / have / lately / seen / ?
- this year / has / improved / your English / ?
- cooked a meal / ever / for you / your friends / have / ?
- what / you / today / eaten / have / ?
- you / ever / has / bitten / an animal / ?
- in the last five years / countries / have / visited / you / what / ?

- 4 Write questions for the answers using the present perfect and the words in brackets.

- Yes, I've often cooked spaghetti. (ever)
- I've bought a Ferrari. (What)
- They've moved to Los Angeles. (Where)
- He's invited six people. (How many)
- Yes, it finished at two o'clock. (meeting)



Present perfect and past simple

- 5 Study examples a–d. Then answer questions 1–3.

- I've eaten a few interesting things since we've lived in Asia.
- I ate some last year at a market.
- I've ridden an alpaca.
- I rode the alpaca when I was six years old.

- Which verbs are in the present perfect and which are past simple forms?
- Which sentences describe a finished action at an exact time in the past?
- Which sentences describe an action in the past when we don't know the exact time, or it isn't important?

- 6 1.18 Read the dialogue and choose the correct words. Then listen and check.

Zoe 1 Have you been / Did you go anywhere exciting recently?

Sam No, not recently. We 2 have been / went to a water park last month though.

Zoe Really? 3 Did you enjoy / Have you enjoyed it?

Sam Yes, it was awesome. What's the most amazing ride that you've ever tried?

Zoe It was called *The Tower of Power* at Siam Park. 4 Did you try / Have you tried it?

Sam No, 5 I've never been / I didn't go there. What was it like?

Zoe It looked terrifying and at first 6 I didn't want / I haven't wanted to go on it, but I enjoyed it. 7 I haven't experienced / I didn't experience anything like it since then.

- 7 USE IT! Practise the dialogue in exercise 6 with a partner. Then prepare and practise new dialogues using either idea A or B. Use the present perfect and past simple forms.

A be / anywhere interesting

B see / any good films

Have you been anywhere interesting recently?

Yes, I went to the mountains at the weekend.

Finished?

Prepare and practise the dialogue you didn't use in exercise 7.



ANSWERS

- Have you seen a frightening film lately?
- Has your English improved this year?
- Have your friends ever cooked a meal for you?
- What have you eaten today?
- Has an animal ever bitten you?
- What countries have you visited in the last five years?

Exercise 4

Read out the first answer and elicit the question. Students then write the remaining questions. Check answers.

ANSWERS

- Have you ever cooked spaghetti?
- What have you bought?
- Where have they moved to?
- How many people has he invited?
- Has the meeting finished?

Present perfect and past simple

Exercise 5

Students study the examples and answer the questions. Check answers.

ANSWERS

- 1 Present perfect: I've eaten, we've lived, I've ridden

Past simple: I ate, I rode, I was

- 2 b and d 3 a and c

Language note

We use the past simple, NOT the present perfect, when we say when something happened: *I ate durian fruit last year.* (NOT *I've eaten durian fruit last year.*) We use the present perfect, NOT the past simple, when we don't mention the time: *I've seen that film.* (NOT *I saw that film.*)

Language focus • Present perfect: questions • Present perfect and past simple

Aim

Ask people about their experiences.

Warm-up

Refer back to the questionnaire on page 22. Ask: *Which questions use the present perfect?* Elicit answers and write on the board: *Have you ever felt totally exhausted?* Underline the verb and point out the word order, with *have* before the subject.

Present perfect: questions

Exercise 1

Students complete the questions with the correct words. Elicit how students say *ever* in their own language.

ANSWERS

- 1 ever 2 haven't 3 Have
4 Has 5 hasn't

Exercise 2

Students choose a or b to complete the rule. Check answers with the class. With **weaker classes**, read out the rule and elicit the correct answer.

ANSWER

a

Language note

As with questions in other tenses, we invert the subject and auxiliary verb: *Have you eaten durian fruit?* (NOT *You have eaten durian fruit?*)

We use *ever* after the subject: *Have you ever ridden a horse?* (NOT *Have you ridden a horse ever?*)

Exercise 3

Students order the words to make questions. Check answers, then put students into pairs to ask and answer the questions.

Exercise 6 1.18

Students read the dialogue and choose the correct verb forms. Play the audio and check answers with the class.

ANSWERS

- 1 Have you been 2 went 3 Did you enjoy 4 Have you tried 5 I've never been 6 I didn't want 7 I haven't experienced

Exercise 7 USE IT!

Students practise the dialogue in pairs. They then prepare and practise a new dialogue.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students work in pairs to prepare and practise a second dialogue.

More practice

Workbook page 19

Practice Kit Grammar 4

Assessment

Five-minute test, Teacher's Resource Disk

Speaking • Planning free time

Aim

Discuss ideas about how to spend free time.

THINK!

Ask the question to the whole class and elicit some answers. Ask more questions to encourage students to say more, e.g. *How often do you spend an evening at home with friends? How many people do you usually get together with? What do you usually do? Do you have food together? What kind of food do you have?*

ANSWERS

Students' own answers.

Exercise 1 1.19

Students read the dialogue and choose the correct words to complete it. 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 Louise and Grace and elicit the answers.

ANSWERS

1 been 2 been 3 been 4 had
5 eaten 6 have

Louise wants to go bowling; Grace suggests a great restaurant near here.

Exercise 2 1.19

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 boring 2 much fun 3 eating
4 have fish and chips 5 something different 6 you'll enjoy it

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.

2

SPEAKING • Planning free time

I can discuss ideas about how to spend free time.

THINK! What do you like doing in the evening and at the weekend?

Louise Have you ¹been / seen to Bowl You Over, the new bowling club?
Grace Actually, I've never ²been / had bowling. I've heard it's a bit boring.
Louise You've never ³been / made bowling? Seriously? Let's try it next weekend. We can invite Lori and Jack, too.
Grace It doesn't sound much fun to me, but we'll see what they say. I'm hungry. Have you ⁴had / taken lunch?
Louise No, I haven't ⁵ate / eaten since breakfast. Let's have lunch together.
Grace What do you fancy eating?
Louise I don't know. Fish and chips, I suppose.
Grace Wait a second. There's a great restaurant really near here. Come on.
Louise OK.
Grace Here it is.
Louise Can't we ⁶had / have fish and chips?
Grace Why not try something different? The food here is delicious. I think you'll enjoy it.
Louise OK. I'll give it a try.
Grace Great.



5 Work in pairs. Read situations 1–5. Take turns to suggest doing something after school. Use the key phrases.

- 1 watch a scary film
- 2 have a pizza
- 3 go for a bicycle ride
- 4 play a video game
- 5 buy a baggy shirt

What do you fancy doing?

Let's watch a scary film after school.

It doesn't sound much fun to me.

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

Student A: You want to go out for a walk in the mountains at the weekend. Listen to what your friend suggests instead and respond.

Student B: You don't want to go for a walk in the mountains at the weekend. You fancy watching a film then having dinner. Suggest what type of film and food you want.



24 Sensations

Exercise 4 1.20 PRONUNCIATION: Stress for emphasis

Play the audio once for students to listen. Play the audio again, pausing after each question for students to repeat. Encourage them to copy the pronunciation and intonation on the audio. Elicit which sentence has more stressed words and elicit why.

ANSWER

The second question has more stressed words because Louise is surprised, and we use stress to express surprise.

Exercise 5

Ask two confident students to read out the example dialogue. Elicit some other possible responses, e.g. *Can't we go to the park? OK.*

Students work in pairs and take turns to suggest something and respond. Monitor while students are working and give feedback at the end.

ANSWERS

Students' own answers.

Exercise 6 USE IT!

Students work in pairs to prepare and practise 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 individually to think of something they would like to do at the weekend. Then put them into pairs to discuss their ideas and agree on an activity they will both enjoy, using the key phrases. Monitor and help while students are working. Ask some students to perform their dialogues for the class.

ANSWERS

Students' own answers.

More practice

Workbook page 23

Practice Kit Speaking 2

2 WRITING • A competition entry

I can use intensifiers to add interest to my writing.

THINK! What do you like about the place where you live? Has it got any special sights and sounds?



- 1 Read the magazine advert and last year's winning entry about Ireland. What do you have to do to enter the competition? What's the prize? What do we learn about Irish people?

Language point: Intensifiers

- 2 Find the words in the box in the *Experience Ireland* text. What type of word (adjective, noun or verb) do they always come before?

absolutely really very

- 3 Study the examples and answer the questions.

very loud ✓ very amazing X
really loud ✓ really amazing ✓
absolutely loud X absolutely amazing ✓

- 1 Which adjective is an extreme adjective (it describes a strong opinion): *loud* or *amazing*?
 - 2 Do we use *very* with normal or extreme adjectives?
 - 3 Can we use *really* with both normal and extreme adjectives?
 - 4 What other intensifiers can we use with adjectives? Find examples in the text.
- 4 Read the key phrases and find them in the *Experience Ireland* text. Think of how to complete the first two phrases about your town.

KEY PHRASES

Expressing recommendations

Don't forget to try ...
It's one of the most ... in the world.
It's quite an experience.
They're (all) worth seeing.
We're looking forward to (seeing you).



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

WRITING GUIDE

A TASK

Write an entry for the 'You haven't lived until ...' competition. Use information about a place you like and know well. Include some of the key phrases.

B THINK AND PLAN

Brainstorm ideas and decide whether they belong in the paragraph on sights, sounds, tastes or feelings.

C WRITE

Use your notes from B to write a first draft of your description.

D CHECK

- use of adjectives and intensifiers
- you have organized your ideas in a logical way

Sensations 25

Check answers and elicit or point out that the intensifiers make the meaning of the adjectives stronger.

ANSWER

They always come before adjectives.

Exercise 3

Remind students of what they learned about extreme adjectives on page 22. Elicit a few examples of normal and extreme adjectives, e.g. *good* – *wonderful*, *interesting* – *fascinating*. Students read the examples. Read out the questions one at a time and elicit the answers.

ANSWERS

- 1 amazing
- 2 normal adjectives
- 3 yes
- 4 extremely, too

Optional activity: Writing

Write the following sentence beginnings on the board:

- 1 The food in my country is ...
- 2 People in my country are usually ...
- 3 The weather in my country is ...

Put students into pairs and ask them to complete the sentences using intensifiers and normal or extreme adjectives and their own ideas.

ANSWERS

Students' own answers.

Exercise 4

Ask students to find the key phrases in the text about Ireland. Check that students understand all the phrases. Students then work in pairs and complete the first two phrases about their town.

Exercise 5 USE IT!

Read the task with the class. Elicit some places that students could write about, if they prefer not to write about their own town or city. With **stronger classes**, put students into pairs to brainstorm ideas. Bring their ideas together on the board. With **weaker classes**, brainstorm ideas for each sense with the whole class and make notes on the board. Students then write their description. This can be set for homework. Remind students to check their grammar and spelling carefully.

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 language focus worksheets, Teacher's Resource Disk

** Vocabulary and language focus worksheets, Teacher's Resource Disk

*** Vocabulary and language focus

worksheets, Teacher's Resource Disk

Speaking worksheet, Teacher's Resource Disk

Writing • A competition entry

Aim

Use intensifiers to add interest to your writing.

THINK!

Read out the questions and elicit answers from individual students. If students are struggling for ideas, ask more questions to prompt them, e.g. *What places can you visit in your area? Are there any national parks, mountains, beaches, etc.? Is there any music that is typical of your area?*

ANSWERS

Students' own answers.

Exercise 1

Focus on the photos and ask: *What do you know about Ireland?* Elicit a few ideas. Students then read the advert and the winning entry and answer the questions. Check answers with the class.

ANSWERS

To enter the competition, you have to describe the sights, tastes, sounds and feelings that visitors to your country can experience. The prize is a two-week trip to Australia. We learn that the Irish people are very warm.

Background

'Ireland' usually refers to the Republic of Ireland. It is an independent country and not a part of the UK. The smaller country of Northern Ireland is a part of the UK. Ireland is known especially for its traditional music, for its slow pace of life, especially in the rural areas and for the warmth and friendliness of the people.

Language point: Intensifiers

Exercise 2

Teach the meaning of *spectacular*. Students find the words in the text and decide what type of word they always come before. With **weaker classes**, students work in pairs.

Review

Vocabulary

Exercise 1

Students complete the sentences with the correct form of the words. With **weaker classes**, students can look back through the unit to help them. Check answers and check that students understand all the words.

ANSWERS

- 1 hearing 2 smell 3 sight
4 Watching 5 sensation 6 tasty

Exercise 2

Students reorder the letters to make extreme adjectives. With **stronger classes**, you could do this as a race. Check answers, and check that students understand all the adjectives. Elicit normal adjectives with a similar meaning to the extreme adjectives.

ANSWERS

- 1 furious 2 exhausted 3 miserable
4 delicious 5 terrifying 6 fascinating

Language focus

Exercise 3

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

ANSWERS

- 1 haven't met 2 has bought
3 haven't done 4 has had
5 haven't decided 6 have sprained

Exercise 4

Students reorder the words to make sentences. With **weaker classes**, students could work in pairs. Check answers. If students struggle with sentence 2, write on the board: *She has been to the USA. / She has gone to the USA.* Explain the difference in meaning (*has been* = visited at some time in the past; *has gone* = is there now).

ANSWERS

- 1 We have lived in Rome since 2014. (for)
2 She has never been to the USA. (gone)
3 Have you ever met my cousin? (never)
4 I have had a laptop since my birthday. (for)
5 He has worked at the shop for a week. (since)
6 How many biscuits have you eaten today? (ate)
7 How long have you studied English? (since)

Exercise 5

Students complete the dialogues with the correct form of the verbs. With **weaker classes**, remind students that they can look at the time adverbs and phrases to help them choose the correct verb forms. Check answers with the class.

2 REVIEW

Vocabulary

1 Complete the sentences with the correct form of the words in brackets.

- 1 Beethoven started losing his _____ in his twenties. (hear)
2 I love the _____ of roses. (smell)
3 My granddad lost his _____ in an accident. (see)
4 _____ TV is a great way to relax. (watch)
5 You should call a doctor if you lose _____ in your arm or leg. (sense)
6 Is kangaroo meat _____? (taste)

2 Order the letters to make extreme adjectives.

- 1 rifusuo
2 suatehdex
3 relbimsea
4 sidcuoeli
5 yigfiterm
6 scfaitinang

Language focus

3 Complete the sentences using the present perfect form of the verbs.

- 1 You don't know Harry. You _____ him. (not meet)
2 Jamie loves rollercoasters. He _____ a ticket for the highest one in the world. (buy)
3 I _____ my maths 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 Reorder the words to make sentences. There is one extra word.

- 1 have / for / 2014 / lived / we / since / in Rome
2 been / to / has / the USA / never / gone / she
3 ever / my cousin / met / you / have / never / ?
4 had / a laptop / have / for / I / my birthday / since
5 a week / worked / for / he / at the shop / has / since
6 have / biscuits / how / eaten / today / ate / many / you / ?
7 studied / long / you / how / have / English / since / ?

5 Complete the mini-dialogues with the correct form of the verbs in brackets.

- 1 A What is Tim's girlfriend like?
B I don't know. I _____ her. (not meet)
2 A _____ to Italy? (they / ever / be)
B Yes, they _____. They _____ last year. (go)
3 A _____ a car? (your brother / ever / drive)
B No, _____. He's too young.
4 A _____ a snake? (you / ever / touch)
B No, I _____ one! (never / see)
5 A _____ to Tom recently? (you / speak)
B No, I _____. I _____ him for ages. (not see)

Speaking

6 Complete the dialogue with the phrases in the box.

can't we fancy fun heard
let's sound try

- Claire Shall we eat out?
Stuart What do you ¹ _____?
Claire There's that new Japanese place. Why not ² _____ that? I've ³ _____ it's very good.
Stuart I hate sushi. ⁴ _____ get a pizza?
Claire That doesn't sound much ⁵ _____.
Stuart OK. ⁶ _____ go to the Indian restaurant.
Claire I like the ⁷ _____ of that. I'll call them.

Listening

7 1.21 Listen to a conversation. Write true or false.

- 1 Logan spent two weeks in South America.
2 He saw alpacas on a farm.
3 Mia has never seen an alpaca.
4 Logan didn't take any photos on his trip.
5 Mia fell off when she went horse riding.
6 Logan wants to try horse riding.

26 REVIEW • Sensations

ANSWERS

- 1 haven't met
2 Have they ever been, have, went
3 Has your brother ever driven, he hasn't
4 Have you ever touched, have never seen
5 Have you spoken; haven't, haven't seen

Speaking

Exercise 6

Students complete the dialogue with the correct words and phrases. Check answers.

ANSWERS

- 1 fancy 2 try 3 heard 4 Can't we
5 fun 6 Let's 7 sound

Listening

Exercise 7 1.21 page 147

Allow students time to read the sentences. Play the audio for them 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.

ANSWERS

- 1 true 2 false (He saw alpacas in the mountains.) 3 true 4 false (He took photos and posted them on his Facebook page.) 5 false (She didn't fall off.) 6 false (He has never tried it and he doesn't want to try it.)

Optional activity: Consolidation

Tell students they are going to interview a partner about their experiences. Ask them to write five or six questions using *Have you ever ...*? Tell them the questions should relate to the senses, e.g. *Have you ever tasted sushi?* *Have you ever touched a snake?* Put students into pairs to ask and answer their questions. Tell them to: 1) ask follow-up questions to learn more, using the past simple, e.g. *When did you do this?* *How did you feel?* 2) use extreme adjectives and intensifiers to describe their experiences

Assessment

Unit 2 tests, Teacher's Resource Disk

2 STORY IN ENGLISH • The Swiss Family Robinson

- 1 **BEFORE YOU READ** Work in pairs. The family is on the ship which has hit some rocks in a storm. Imagine you are with them. Answer these questions:
What do you see? What do you hear? What do you smell? How do you feel?

Remember!

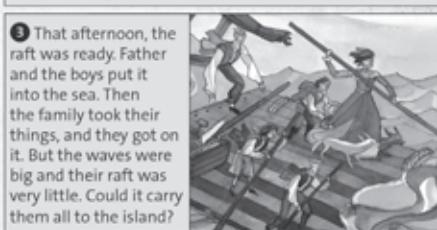
Use your dictionary to help you understand words you don't know.

Chapter 2 • The raft

1 The next morning, the weather was better. The Swiss family went up onto the deck. The front of the ship was under the water, but they were near an island. There was nobody else on the ship, but there were two friendly dogs.



2 The older boys brought some barrels up from below deck. Father brought some tools and made the barrels into a raft with ropes and wood.



3 That afternoon, the raft was ready. Father and the boys put it into the sea. Then the family took their things, and they got on it. But the waves were big and their raft was very little. Could it carry them all to the island?

4 When they moved away from the ship, Franz said, 'Look! The dogs are in the water behind us.' Ernst quickly pulled them on to the raft. 'Rocks!' Father cried suddenly. 'Go left!' Big waves hit them, and water went over the raft. But slowly the island came nearer.



5 Mother was very happy when they arrived at the beach. The boys wanted to explore the cliffs and tall trees near them. 'OK,' said Father, 'but don't go far.'



- 2 **READING CHECK** Work in pairs. Cover the text and tell your partner the story. Use these words:

barrels beach island raft
rocks tools waves

- 3 **WHAT DO YOU THINK?** Talk about what happens in the next chapter. Think about what they do on their first day on the island. What do they see? Do they go back to the ship?

STORY IN ENGLISH 27

Exercise 3 WHAT DO YOU THINK?

Students work in pairs to discuss what happens next. Encourage them to use their imagination and think about different possibilities. Discuss students' ideas, but don't confirm them. Tell them they will find out at the end of the next unit.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

Ask students to read the story again and find five or six words that are new to them and that they think might be useful to them. Encourage them to think about what words might be used in the next chapter of the story, e.g. *ropes, raft, cliff*. They can use their dictionaries to check the meaning, and record the words in their vocabulary notebooks.

Encourage them to write an example sentence to illustrate each word, and remind them that they should note down any irregular forms the word has and any collocations, e.g. at the word *raft* they might record: *They got on the raft*.

ANSWERS

Students' own answers.

Story in English: The Swiss Family Robinson

Exercise 1 BEFORE YOU READ

Ask students what they can remember about the Swiss Family Robinson. Elicit a few ideas, then read out the task and the questions. Allow students time to prepare their ideas individually, then put them into pairs to discuss the questions. Discuss the answers with the class. Ask students what useful vocabulary they can remember from the previous chapter. Elicit *storm, rocks, deck* and *waves*.

Read out the Remember! box and encourage students to use their dictionaries to check important words as they read, but point out that they should also try to guess the meaning of new words from the context.

Students then read the story. With **weaker classes**, you could ask students to read one or two parts of the story at a time, and check they have understood the gist of the story before they continue.

ANSWERS

Students' own answers.

Exercise 2 READING CHECK

Read through the words in the box with the class and make sure students understand them all. Ask students to find the words in the story. With **weaker classes**, allow students time to read the story again and make a note of two or three more words they need to help them retell the story.

Students work in pairs to tell each other the story. Encourage them to help each other if they get stuck or forget something. You could also do this as a whole-class activity. Ask a student to give the first sentence of the story, then go around the class, with each student adding a sentence.

ANSWERS

Students' own answers.

Unit summary

Vocabulary

Natural features: *beach, cave, cliff, desert, dune, falls, lake, mountain, ocean, rainforest, river, sea, valley, volcano, waves*

Extreme adventures: *climb up, cycle down, dive off, hike across, jump out of, kayak over, parachute down, sail around, surf, swim under*

Language focus

Present perfect simple and present perfect continuous

Present perfect simple + *just, still, yet* and *already*

Speaking

I can request and respond to personal news.

Writing

I can use relative clauses to describe a sport or adventure activity.

Vocabulary • Natural features

Aim

Express your preferences about places and activities.

THINK!

Focus on the photos and elicit a few words for natural features that students already know, e.g. *sea, mountain*. Teach the phrase *natural features*.

Read out the questions and elicit answers from individual students. Ask more questions to encourage students to say more about places they have visited, e.g. *What was it like? What did you see and do there? What other natural features would you like to visit in your country? Why?*

ANSWERS

Students' own answers.

Exercise 1

Read out the example answer and elicit an answer for the 'Land' column. Students then complete the table. They can use their dictionaries to help, if necessary. Check answers with the class, and check that students understand all the words. Model the pronunciation of words that your students might find difficult, e.g. *ocean, volcano*.

ANSWERS

Land: valley, mountain, volcano, cave, rainforest, beaches, cliffs, dunes, desert
Water: sea, river, lake, falls, waves, ocean

3 Adventure

VOCABULARY • Natural features
I can express my preferences about places and activities.

THINK! Can you name two natural features that your country is famous for? Which ones have you visited?

1 Complete the table with the words in blue in the quiz. Then compare your answers with a partner.

Land	Water
	sea

2 1.22 Do the quiz with a partner. Then listen and check your answers.

Extra listening and speaking p90
 Curriculum extra p98
 Culture p106
 Song p117

WORLD of ADVENTURE

WE'VE FOUND SOME OF THE BEST PLACES IN THE WORLD FOR ADVENTURES. DO OUR COMPETITION QUIZ FOR A CHANCE TO WIN THE ADVENTURE OF A LIFETIME!

1 The Red Sea is a great place for scuba-diving. Which of these is not a sea?

a the Yellow Sea
b the Black Sea
c the Blue Sea

2 The Grand Canyon is an enormous, deep valley. The river which made it is the ...

a Nile
b Colorado
c Congo

3 Kilimanjaro is a 6,000-metre mountain which has a dormant volcano. It's the highest point in ...

a Africa
b Asia
c Europe

4 In Namibia, there is an enormous cave called 'Dragon's Breath'. It holds the world's biggest underground lake. How deep is it?

a 10 metres
b 100 metres
c 1,000 metres

5 Brazil is a fantastic place for adventure. You can visit the spectacular falls at Iguazu, or watch the wildlife in the Amazon rainforest, which is bigger than ...

a the USA
b South America
c Western Europe

Exercise 2 1.22

Students do the quiz in pairs. Encourage them to guess answers that they don't know. With **stronger classes**, you could set a time limit for this to make it competitive. Play the audio for students to listen and check their answers. Check answers with the class, and see who got the most correct answers.

ANSWERS

1 c 2 b 3 a 4 b 5 c 6 b
7 c 8 a

Optional activity: Vocabulary

Ask students to close their books and write on the board a name or clue for each of the words in the quiz, e.g. *Red* (sea), *Grand Canyon* (valley), *Nile* (river), *Everest* (mountain), *Kilimanjaro* (volcano), *Dragon's Breath* (cave), *Titicaca* (lake), *Niagara* (falls), *Amazon* (rainforest), *Pacific* (ocean), *surf* (waves), *holidays* (beach), *penguins* (cliffs), *Atacama* (desert), *Gobi March* (dunes). Divide the class into teams. Teams take

it in turns to choose one of the words on the board and make a sentence using the correct natural features word, e.g. *The Grand Canyon is a valley in the USA*. If their answer is correct, award them a point and cross the word off the board. If their answer is not correct, don't give the correct answer, but move on to the next team. Continue until all the words are crossed off the board. See which team has the most points.

Exercise 3 1.23 page 147

Read out the question, then play the video or audio for students to watch or listen and note down which place each person would like to visit. Check answers.

ANSWERS

Speaker 1 (Joe): Iceland / volcanoes
Speaker 2 (Mitchell): A mountain / walking somewhere
Speaker 3 (Max): The sea / beach
Speaker 4 (Alicia): The Sahara Desert
Speaker 5 (Elizabeth): A forest

THE GOBI DESERT

DRAGON'S BREATH

IGUAZU FALLS

MT KILIMANJARO

6 You can surf some of the world's biggest waves in the Atlantic ocean off the beaches of Ireland and Portugal. Which of these is not an ocean?

- Indian
- North
- Pacific

7 Beautiful cliffs of ice are home to penguins in ...

- Iceland
- the Arctic
- the Antarctic

8 In the Gobi March, competitors run 250 kilometres through the dunes of the Gobi Desert. The race is part of a four-race desert challenge which also includes the ...

- Sahara, Atacama and the Antarctic
- Alps, Andes and Himalayas
- Islands, Highlands and Lowlands

3 Watch or listen to five people talking about places and activities. What place would each person like to visit?

4 Study the key phrases. Then watch or listen again and complete the responses.

KEY PHRASES

Talking about preferences

Would you rather ... ?
Which would you prefer: ... or ... ?
I'd love to ¹ ...
I'd rather ² ...
I'd much prefer to ³ ...
It's my dream to ⁴ ...

5 Watch or listen again. What reasons does each person give for his / her choices?

6 USE IT! Work in pairs. Ask and answer questions 1–5. Explain your answers. How many of your answers are the same?

Would you prefer to ... ?

- see the Sahara Desert or Antarctica
- explore the Grand Canyon or a rainforest
- go scuba-diving or surfing
- visit a volcano or a cave
- travel to Africa or Australia

Finished?

Think about two natural features in your country or two features in the world that aren't in the quiz. Using the key phrases, prepare a paragraph about which one you'd prefer to see and why.

29

Exercise 4 1.23 page 147

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

ANSWERS

- visit Iceland (and do a tour of the volcanoes)
- climb up a mountain
- go to the sea
- go on an adventure holiday

Optional activity: Key phrases

With books closed, write the following sentences on the board:

- Do you rather visit a desert or a mountain?
- I much prefer to see the rainforest.
- It's my dream for going to Africa.
- Which place would you prefer visit?

Put students into pairs and ask them to correct one mistake in each sentence. Check answers with the class. Remind students that when they learn new phrases, they should pay attention to the details of each phrase, and the verb forms it is used with.

ANSWERS

- Would you rather visit a desert or a mountain?
- I'd much prefer to see the rainforest.
- It's my dream to go to Africa.
- Which place would you prefer to visit?

Exercise 5 1.23 page 147

Play the video or audio again for students to watch or listen and note down each person's reason for their choices. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

Joe: His friend went on a tour inside a volcano.

Mitchell: He's not so keen on getting cold and wet.

Max: He loves the water, he does a lot of swimming and surfing, and he likes walking along the beach.

Alicia: It's her dream to go on an adventure holiday and ride through the desert on a quad bike or maybe even a camel.

Elizabeth: You'd see more wildlife and you'd be protected by the trees.

Exercise 6 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 questions. Remind them to give reasons to explain their answers, and encourage them to ask their partner more questions to learn more about their answers. Ask some pairs how many of their answers were the same, and ask some students to tell the class something their partner would like to do and why.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their paragraphs individually and then compare with another fast finisher. Alternatively, ask some fast finishers to read their paragraph to the class. Ask other students if they agree about which natural features they would like to visit.

More practice

Workbook page 24

Assessment

Five-minute test, Teacher's Resource Disk

Reading • An epic adventure

Aim

Identify an author's audience and intention.

THINK!

Read the questions with the class and elicit answers from individual students. Ask more questions to encourage students to say more about their experiences, e.g. *Where did you travel to? Who with? What did you most enjoy about the trip?* Encourage as many students as possible to join in and talk about their experiences, and encourage them to ask each other questions to find out more about their journeys.

ANSWERS

Students' own answers.

Exercise 1

Focus on the photos and ask: *Who do you think the person is? What do you think her blog is about?* Elicit a few ideas and encourage students to speculate. Read through the task and the three questions with the class and check that students understand *purpose*. Elicit some different kinds of purpose that a writer might have when they write, e.g. to inform or entertain people, persuade them of their point of view or advertise a product or an event. Point out to students that it is useful to understand a writer's purpose in order to get a better understanding of the text. Students then read the blog post and answer the questions. Check answers with the class.

ANSWERS

- 1 Rachel Ridley, she's recommending a blog
- 2 her blog audience
- 3 Does anyone else want some adventure?

Exercise 2 1.24

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

ANSWERS

- 1 For over ten years.
- 2 One of her old university professors lent her his yacht.
- 3 She surfs, does yoga and writes her blog.
- 4 She has adverts on her blog.
- 5 Because she wants some adventure.

3

READING • An epic adventure

I can identify an author's audience and intention.

THINK! What's the longest journey you've ever done? What's the longest time you've been away from your home?



Rachel Ridley

HOME ABOUT CONTACT FOLLOW

Follow the dream

Hey! Do you dream of exotic places? Of trips to distant deserts and mountains? Do you dream of adventure? Well, Liz Clark has been living that dream, and I've been following her inspirational blog.

When Liz finished university in California, she wasn't sure about her future. Then one day she met one of her old professors and he offered to lend her his yacht for as long as she wanted it.

Over the next three years, Liz learned to sail – and in October 2005, she set off on her journey. It was hard for Liz to leave behind her friends and family, but over ten years and more than 25,000 miles later, she's still travelling. She's been to so many fascinating places. Among other countries, she has stopped off in Mexico, Costa Rica, Panama and the Galapagos Islands.

During the day, Liz sails, cooks and maintains the yacht. When she stops somewhere, she surfs, does yoga and writes her blog. Adverts on Liz's blog have been paying for her trip, and from her photos it looks like she's been having a fantastic time. There are beautiful beaches, and there's crystal clear water and perfect surf.

But life on the ocean can also be difficult. 'It feels so great to inspire others to live their dreams,' says Liz, 'but it's impossible to explain to them what this life is really like; I've worked hard and it hasn't always been easy or fun.'

She also gets very lonely, and though the kindness of strangers helps her to keep going, she's looking for some company on the boat to stay with her as she carries on her journey around the world. Liz, I think I'll join you! Does anyone else want some adventure?



- 1 Read the blog post and answer the questions to identify the purpose of the text.
 - 1 Who is writing? Why?
 - 2 Who is the author writing for?
 - 3 What question does she want her readers to answer?
- 2 1.24 Read and listen to the text again and answer the questions.
 - 1 How long has Liz Clark been travelling?
 - 2 How did she get her yacht?
 - 3 What does Liz do when she stops somewhere?
 - 4 How does Liz pay for her trip?
 - 5 Why does Rachel offer to join Liz on her journey?
- 3 VOCABULARY PLUS Use a dictionary to check the meaning of the phrases in blue in the text. For more practice go to page 28 in the Workbook.
- 4 USE IT! Work in pairs. Think of three advantages and three disadvantages of going on a trip on your own.

30 Adventure

Optional activity: Reading

Write these sentences on the board:

- 1 Liz spent two years learning to sail.
- 2 She found it difficult to say goodbye to her friends and family.
- 3 There are sometimes problems when Liz is at sea.
- 4 Liz never feels alone.

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

ANSWERS

- 1 false (three years)
- 2 true
- 3 true
- 4 false (She gets very lonely.)

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

Exercise 4 USE IT!

Allow students time to prepare their ideas individually. They then discuss their ideas in pairs and agree on three advantages and three disadvantages of travelling alone. Have a brief class discussion and end by having a class vote to see who would like to go on a trip on their own.

ANSWERS

Students' own answers.

More practice

Workbook page 28

Practice Kit Reading 3

3 LANGUAGE FOCUS • Present perfect simple and present perfect continuous

I can talk about actions which have been in progress.

- 1 Study the examples of the present perfect simple and continuous from the blog on page 30. Then complete rules 1–3.

Present perfect simple

She has stopped off in Mexico ...
She's been to so many fascinating places ...
'I've worked hard' ...

Present perfect continuous

Liz Clark has been living that dream ...
I've been following her inspirational blog ...
Adverts on Liz's blog have been paying for her trip ...
She's been having a fantastic time ...

RULES

- The present perfect continuous is formed by:
subject + *have(n't)* / *(n't)* +
+ verb + *-ing*.
 - The present perfect simple / continuous describes general life experiences or recent events that are still important now.
 - The present perfect simple / continuous also describes events in the past that are still important now or are still happening now. It emphasizes the duration of the activity.
- 2 1.25 PRONUNCIATION: /æ/ and /ə/ Listen to the examples. How do we pronounce *have* and *has* when they are weak forms?
Have (/ə/) you been travelling?
Yes, I have (/æ/).
Has (/ə/) it been fun?
Yes, it has (/æ/), but it hasn't (/ə/) been easy, and the weather has (/ə/) been terrible.

Remember!

Some verbs that aren't possible in the continuous form:
be have got know like love hate

- 3 Read the text and choose the correct forms of the verbs.

- 4 Complete the sentences with the correct present perfect form of the verbs in brackets.

- I _____ (swim) in the Atlantic. I remember it clearly.
- They _____ (run) for hours, so they're feeling tired.
- We _____ (visit) Argentina a couple of times.
- _____ (you / sit) in the sun for long? Your face is very red.
- They _____ (climb) that mountain for eight hours now.
- I _____ (buy) a new kayak. They're sending it from Canada.

- 5 USE IT! Work in pairs. Imagine you are strangers and you want to find out about each other. Ask and answer questions using the present perfect continuous, the words in the box and the ideas below. Then find another pair and interview them.

do feel listen live speak use

... English recently? What music ... to recently?
... in this town for long? How ... lately?
What ... all day? How long ... this book?

Have you been speaking a lot of English recently?

Yes, I have. I've been talking to my English cousin online.

Finished?

Test your memory! Write a paragraph about your partner's answers to the questions in exercise 5.



21 likes

Sophie Hey George, how are you? Have you ¹been / been being well? We're still on our trip in Kenya and ²it's been / it's been being fantastic. ³I've been sitting / I've sat in a jeep for the last three hours and the animals don't seem shy. ⁴I haven't been using / I haven't used binoculars because they come very close. Look at this photo which ⁵I've been taking / I've taken from the jeep. This is such a great experience – ⁶we've had / we've been having a great time. I don't want it to end!

Adventure 31

Language focus • Present perfect simple and present perfect continuous

Aim

Talk about actions which have been in progress.

Warm-up

Refer students back to the blog on page 30. Ask what students can remember about Liz. Ask: *What places has she visited? How long has she been travelling?* Elicit a few ideas and write on the board: *She's visited Mexico. She's been travelling for (over) ten years.* Underline the verbs and elicit or explain that they are the present perfect simple and continuous forms.

Exercise 1

Students study the sentences and complete the rules with the correct

words. Check answers with the class. With **weaker classes**, do this exercise with the whole class.

ANSWERS

- 1 *has, been* 2 *simple* 3 *continuous*

Language note

The present perfect simple and present perfect continuous have quite similar meanings, but the present perfect simple emphasizes actions or events, and the present perfect continuous emphasizes the duration of an event, e.g. *She has travelled a lot* = she travelled a lot at some point in the past, and this is still important now. *She's been travelling for over ten years* = this has continued for all this time and is still continuing.

We cannot use continuous forms with stative verbs: *How long have you known Tom?* (NOT *How long have you been knowing Tom?*)

Exercise 2 1.25

PRONUNCIATION: /æ/ and /ə/

Model the two sounds in isolation, then play the audio for students to listen and decide how *have* and *has* are pronounced when they are not stressed. Check the answer with the class, then elicit that the weak pronunciation is used in questions, but the strong pronunciation is used in negatives and short answers. Play the audio again, pausing after each question and answer for students to repeat.

ANSWER

We pronounce *have* and *has* with the /ə/ sound when they are weak.

Exercise 3

Read out the Remember! box and elicit one or two more verbs that are not used in continuous forms, e.g. *think* and *believe*. Students read the text and choose the correct verb forms. Check answers with the class.

ANSWERS

- 1 *been* 2 *it's been* 3 *I've been sitting*
4 *I haven't been using* 5 *I've taken*
6 *we've been having*

Exercise 4

Students complete the sentences with the correct present perfect forms. Check answers with the class.

ANSWERS

- 1 *have swum* 2 *have been running*
3 *have visited* 4 *Have you been sitting*
5 *have been climbing* 6 *have bought*

Exercise 5 USE IT!

Put students into pairs to prepare their questions. Ask some pairs to read their questions to the class. Correct any errors in the question formation, and check that students understand all the questions. Allow students time to prepare their answers to the questions individually. They then work in pairs to ask and answer the questions. Put pairs together into groups of four to ask and answer their questions again. Ask some students to tell the class something they learned about their classmates.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their paragraph individually, then compare with their partner to see how well they remembered.

More practice

Workbook page 25

Practice Kit Grammar 5

Assessment

Five-minute test, Teacher's Resource Disk

Vocabulary and listening • Extreme adventures

Aim

Give your opinion on adventure activities and describe activities you have done.

THINK!

Ask: *What are extreme adventures and sports? What makes them 'extreme'? Elicit or explain that extreme adventures or sports involve speed, danger or very difficult physical challenges. Read out the questions and elicit answers from individual students. Ask more questions to encourage students to say more, e.g. Was the video exciting to watch? Why? Would you like to try any extreme adventures or sports? Why / Why not?*

ANSWERS

Students' own answers.

Exercise 1 1.26 page 147

Read out the example answer and elicit another example from the class. Put students into pairs to match the prepositions with the actions and say what each person is doing. Check answers with the class and check that students understand all the prepositions.

ANSWERS

- A He's walking **through** the forest. She's walking **around** the forest.
 B He's walking **out of** the cabin.
 C He's swimming **across** the river. She's cycling **along** the path.
 D He's pushing the snowball **up** the hill. She's skiing **down** the hill.
 E He's jumping **over** the puddle. He's stepping **on** a rock.
 F He's jumping **off** the fence. He's going **under** the garage door.

Exercise 2

Students read the text and check the meaning of the verbs. They then choose the correct prepositions. Check answers and make sure that students understand all the verbs.

ANSWERS

- 1 out of 2 down 3 around
 4 up 5 off 6 over 7 under 8 –
 9 across 10 down

Optional activity: Vocabulary

Mime swimming underwater and ask: *Which extreme adventure is this?* Elicit the answer. Ask students in turn to mime one of the extreme adventures. Other students can guess the answers.

3

VOCABULARY AND LISTENING • Extreme adventures

I can give my opinion on adventure activities and describe activities I have done.

THINK! Have you ever watched any videos of extreme adventures or sports? What sport was it?

YOUR TOP TEN ...

EXTREME ADVENTURES

Take a look at these amazing achievements and choose 'like' on your favourite to vote.

Jump ¹out of / onto a space capsule and parachute ²down / along to Earth. (Felix Baumgartner) ♥
 Sail ³around / off the world alone at the age of fourteen. (Laura Dekker) ♥
 Climb ⁴through / up Everest at the age of thirteen. (Jordan Romero and Malavath Poonma) ♥
 Dive ⁵out of / off a 27-metre-high cliff into a lake. (Gary Hunt) ♥
 Kayak ⁶over / around 56-metre falls – higher than Niagara. (Tyler Bradt) ♥
 Swim ⁷over / under ice for seventy-six metres. (Stig Severinsson) ♥
 Surf ⁸ – / off a thirty-metre wave. (Garrett McNamara) ♥
 Hike ⁹across / under the USA from Mexico to Canada and then hike back again. (Olive McGloin) ♥
 Cycle ¹⁰down / out of a mountain at 222 kilometres per hour. (Eric Barone) ♥

1 1.26 Look at pictures A–F below. Match the prepositions in the box with the actions. Say what each person is doing. Then listen and check.

across along around down off on
 out of over through under up

He's walking through the forest.

A B C

D E F

2 Read Your Top Ten Extreme Adventures and check the meaning of the sports verbs in blue. Then choose the correct prepositions.

3 1.27 Listen to a TV programme about the achievements in exercise 2. Which of these sports are mentioned?

cycling hiking kayaking mountain climbing
 sailing scuba-diving skydiving surfing

4 1.27 Listen again and answer the questions.

- What record did Eric Barone break?
- What did he cycle over?
- How old was Laura Dekker when she finished sailing around the world?
- Has anyone younger beaten her record?
- Where were the teenage Everest climbers from?
- According to the presenter, which person has the most votes?

32 Adventure

Exercise 3 1.27 page 147

Check that students understand all the sports in the box. Play the audio for students to listen and note down the sports. Check answers with the class.

ANSWERS

skydiving, cycling, sailing, mountain climbing, surfing

Exercise 4 1.27 page 147

Allow students time to read the questions. 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

- He broke the cycling speed record.
- He cycled over a volcano.
- She was sixteen.
- No
- The boy was from the USA, and the girl was from India.
- The surfer, Garrett McNamara, has the most votes.

Exercise 5

Read the study strategy with the class. Students then make their notes individually. Put students into pairs to compare their answers. Ask some pairs: *Did you remember the same things or different things?*

Exercise 6 USE IT!

Elicit one or two example questions. Point out that all the questions need the *-ing* form of the verb, e.g. *Do you like the look of diving off a cliff?* Allow students time to prepare their questions. They then ask and answer them in pairs. Encourage them to give reasons for their answers, e.g. *No, I'm terrified of heights.* Ask some students to tell the class which activities they and their partner would both like to try and why.

More practice

Workbook page 26

Practice Kit Vocabulary 3

Assessment

Five-minute test, Teacher's Resource Disk

Present perfect simple + *just*

- 1 Study these sentences from exercise 3 on page 32. Then answer the questions.

We've just seen the videos about them.
I've just finished a sailing trip.

- Do we use the present perfect with *just* to talk about recent events or events a long time ago?
 - What's the position of *just* in an affirmative present perfect sentence?
- 2 Complete the sentences with *just* and the present perfect simple form of the verbs in brackets. Then write the question form.
- I've just done my first parachute jump. (do)
Have you just done your first parachute jump?
- I _____ something funny. (see)
 - They _____ home. (arrive)
 - Sam _____ into the lake. (dive)
 - We _____ past my friend's house. (drive)
 - He _____ the world record again. (break)
- 3 Explain the situations with your own words. Use the correct present perfect simple form with *because* and *just*.
- My left ski is broken ...
My left ski is broken because I've just had an accident.
- The team are celebrating _____.
 - I haven't got any money now _____.
 - We're covered in snow _____.
 - My room is tidy _____.
 - He looks frightened _____.

Present perfect simple + *still, yet and already*

- 4 Study sentences 1–3. Then match them with rules A–C.

- Have you decided yet?
- I still haven't decided.
- He's already decided.

RULES

- A This describes an action which happened sooner than we expected.
B This emphasizes an expected action which hasn't happened.
C This asks if an expected action has happened or not.

- 5 Complete the rules with *still, yet or already*.

RULES

- We use _____ with negative forms of the present perfect. It goes before *hasn't* or *haven't*.
- We use _____ in affirmative sentences. It goes between *has* / *have* and the main verb.
- We use _____ in questions and negative sentences. It goes at the end of the sentence.

- 6 Order the words to make sentences.

- my friends and I / our next adventure / decided on / already / have
- yet / our parents / we / asked / haven't
- I've / a surfboard / already / borrowed
- still / transport / organized / haven't / we
- we / bought / yet / any food / haven't

- 7 Read Naomi's wish list. Write sentences about what she has and hasn't done. Use *still, yet and already*.

★ ★ My wish list ★ ★

- parachute over the desert ✓
- see Iguazu Falls X
- try surfing ✓
- sail along the Costa del Sol ✓
- climb up Kilimanjaro X
- fly over the Amazon X

- 8 USE IT! Think about what you have and haven't done today, this year and in your life. Write sentences about each time period with the present perfect and *still, yet or already*.

I've already had two classes today.

I still haven't been skiing this year.

I haven't been abroad yet.

Finished?

Look at the photos on pages 28–33. Write sentences about what each person (or animal) has just done, or hasn't done yet.

Adventure 33

Exercise 3

Read out the example. Students write the sentences. Check answers with the class.

Present perfect simple + *still, yet and already*

Exercise 4

Students study the sentences and match them with the rules. Check answers.

ANSWERS

1 C 2 B 3 A

Exercise 5

Students complete the rules with the correct words. Check answers.

ANSWERS

1 still 2 already 3 yet

Exercise 6

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

ANSWERS

- My friends and I have already decided on our next adventure.
- We haven't asked our parents yet.
- I've already borrowed a surfboard.
- We still haven't organized transport.
- We haven't bought any food yet.

Exercise 7

Point out that there may be more than one correct answer for some sentences. Students write the sentences. With **weaker classes**, students could work in pairs. Check answers with the class.

ANSWERS

- She has already parachuted over the desert.
- She still hasn't seen Iguazu Falls. / She hasn't seen Iguazu Falls yet.
- She has already tried surfing.
- She has already sailed along the Costa del Sol.
- She still hasn't climbed up Kilimanjaro. / She hasn't climbed up Kilimanjaro yet.
- She still hasn't flown over the Amazon. / She hasn't flown over the Amazon yet.

Exercise 8 USE IT!

Students then write their own sentences. Put students into pairs to compare answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their sentences, then compare them with another fast finisher.

More practice

Workbook page 27

Practice Kit Grammar 6

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • Present perfect simple + *just, still, yet and already*

Aim

Talk about what you have and haven't done.

Warm-up

Remind students about the programme they listened to on page 32. Write on the board: *We've just seen the videos about them. / We've seen the videos about them.* Underline *just* in the first sentence and ask: *What's the difference in meaning between the two sentences?* Elicit a few ideas.

Present perfect simple + *just*

Exercise 1

Students study the sentences and answer the questions. Check answers with the class.

ANSWERS

- We use the present perfect with *just* to talk about recent events.
- Just* goes between *have* and the past participle.

Language note

In questions, we use *just* after the subject: *Has he just left?*

Exercise 2

Students complete the sentences and questions. Check answers with the class.

ANSWERS

- I've just seen; Have you just seen something funny?
- have just arrived; Have they just arrived home?
- has just dived; Has Sam just dived into the lake?
- have just driven; Have we just driven past my friend's house?
- has just broken; Has he just broken the world record again?

Speaking • Exchanging news

Aim

Request and respond to personal news.

THINK!

Ask the question to the whole class and elicit some answers. Ask more questions to encourage students to say more, e.g. *Do you talk about school / hobbies? Do you talk about other friends or family members? Do you ask questions to find out what your friend has been doing? What questions might you ask?*

ANSWERS

Students' own answers.

Exercise 1 1.28

Students read the 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 questions about Daisy and Neil and elicit the answers.

ANSWERS

1 away 2 adventure holiday
3 kayaking 4 photos 5 hundreds
6 every day
Daisy has just been on an adventure holiday in Zambia. Neil has got exams all week.

Exercise 2 1.28

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 N 2 N 3 D 4 N 5 D 6 N

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 • Exchanging news

I can request and respond to personal news.

THINK! Imagine that you haven't been in contact with a friend for a month. What do you talk about?

Daisy Oh, hey, Neil!
Neil Oh, hi, Daisy. I haven't seen you for ages.
Daisy I know. I've been ¹
Neil Really? What have you been up to?
Daisy I've just got back from an ² in Zambia.
Neil Wow! Was it good?
Daisy It was amazing! I've done a lot over the last few weeks. I went ³ on the Zambezi River and I saw the Victoria Falls.
Neil That sounds great. Did you take many ⁴?
Daisy Yes, I've already posted ⁵ I What about you? Have you been doing anything special?
Neil Not really. I've been studying ⁶ We've got exams all week.
Daisy Oh. Good luck with that.
Neil Thanks. Bye, Daisy. It was good to see you again.



- 1  1.28 Complete the dialogue with the phrases in the box. Then watch or listen and check. Where has Daisy just been? What has Neil got all week?

adventure holiday away every day
hundreds kayaking photos

- 2  1.28 Study the key phrases. Cover the dialogue and try to remember who says the phrases, Daisy (D) or Neil (N). Watch or listen again and check.

KEY PHRASES

Exchanging news

- 1 I haven't seen you for ages.
- 2 What have you been up to?
- 3 Have you been doing anything special?
- 4 We've got exams all week.
- 5 Good luck with that.
- 6 It was good to see you again.

- 3  Work in pairs. Practise the dialogue.

- 4  Work in pairs. Match the phrases. Then ask and answer the two questions with your partner.

- | | |
|-----------------------|---------------------|
| 1 What have you | a anything special? |
| 2 I haven't seen you | b been up to? |
| 3 I've been studying | c to see you again. |
| 4 Have you been doing | d for ages. |
| 5 It was good | e all week. |

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

Student A: You meet a cousin who you haven't seen for a few months. Ask him / her what they've been up to. You've got exams next week, so you've been busy, too.

Student B: You've just finished a summer job in an adventure centre. Tell Student A about it. Ask him / her what they've been up to.



Exams in progress

34 Adventure

Exercise 4

Students match the phrases. Check answers with the class and check that students understand all the phrases. Students then work in pairs to ask and answer the two questions. Ask some students to tell the class what their partner has been up to.

ANSWERS

- 1 b What have you been up to?
- 2 d I haven't seen you for ages.
- 3 e I've been studying all week.
- 4 a Have you been doing anything special?
- 5 c It was good to see you again.

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 imagine something exciting they have done recently. They could look back through the unit for ideas, e.g. they have visited the Antarctic and seen penguins, or kayaked over some falls. Allow students time to prepare their ideas individually, then put them into pairs to ask and answer questions about what they have been doing. Encourage them to use some of the key phrases from page 34, and to ask more questions to find out more information. Ask some students to tell the class about their partner's adventures. The class could decide who has had the most fun.

More practice

Workbook page 31

Practice Kit Speaking 3

THINK! What does FAQ mean? Where do you see FAQs?



- 1 Look at the photo. Then check the meaning of the words in blue in the SUP FAQs and read the text. Do you stand or lie on the surfboard when you do SUP? Do you think it's a difficult sport? Would you like to do it? Why / Why not?

KEY PHRASES

Describing an activity

It's a (water sport) which has become very popular.
It involves (standing on a board).
It's easy / difficult to learn.
When you're learning, it's best to ...
Check out (online communities).

- 2 Which paragraph in the SUP FAQs tells readers ... ?

- 1 the ideal location to do this sport
- 2 what they need to buy to practise the sport
- 3 where the sport began
- 4 how to paddle-board
- 5 a skill that will help them to learn quickly

Language point: Relative clauses

- 3 Match the words in blue in the SUP FAQs with the words in the box.

an idea an object a person a place

- 4 Complete sentences 1–5 with *who*, *which* or *where*.

- 1 That's the shop _____ I bought my board.
- 2 Mike's the friend _____ lent me his life jacket.
- 3 Equipment _____ is expensive isn't always the best.
- 4 I watched a video _____ showed the best techniques.
- 5 I don't know anybody _____ has tried it.

What is SUP?

- 1 SUP is Stand Up Paddle-boarding. It's a water sport which has become very popular recently. It involves standing on a board and using a paddle to move.

How long has it been a sport?

- 2 It probably started in Hawaii in the 1960s. Instructors who were teaching surfers used to stand on their boards.

Is it similar to any other sport?

- 3 SUP is easy to learn if you've already stood on a surfboard, but it requires different skills.

What equipment do I need?

- 4 A lifejacket, a board, a paddle, and a leash which attaches to your ankle so that you don't lose your board. Have a lesson before you buy any equipment.

What are the best places for SUP?

- 5 On a lake, a river or the sea. When you're learning, it's best to find a place where there's calm water.

Where can I find out more?

- 6 Check out online communities for SUP events.

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

WRITING GUIDE

A TASK

Write an FAQ section for a website about an adventure sport. Research a sport to find out what it involves. Choose from:

coasteering orienteering sandsurfing

B THINK AND PLAN

Think of questions which can help give useful information about the sport. Choose from these topics, or think of your own.

- origins
- how to do it
- courses
- equipment
- best places to do it
- clubs and information

C WRITE

Write at least five questions and answers. Use the model text and the key phrases to help you.

D CHECK

- question words
- sports verbs
- natural features vocabulary
- relative clauses

Adventure 35

refers to, which comes before it in the text. Read out the first blue word in context (*It's a water sport which ...*). Read through the words in the box and elicit that *water sport* is an idea. Explain the meaning of *leash*, which occurs before *which* later in the text. Students then do the matching task. Check answers with the class.

ANSWERS

an idea – which; an object – which; a person – who; a place – where

Exercise 4

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

ANSWERS

- 1 where 2 who 3 which
4 which 5 who

Optional activity: Writing

Write these sentence beginnings on the board:

- 1 For kayaking, you need a place ...
- 2 Skydiving is a sport ...
- 3 Surfing is great for people ...

Put students into pairs. Ask them to complete the sentences using *who*, *which* or *where* and their own ideas. Ask some students to read their sentences to the class.

ANSWERS

- 1 where 2 which 3 who
Students' own answers.

Exercise 5 USE IT!

Read the task with the class, and read out the three sports. Ask: *What do you think you do in these sports?* Elicit a few ideas. Students could work in pairs to do the research in class, or you could set the research and writing for homework. Point out to students that they could visit YouTube to see videos of the sports. Brainstorm some ideas for questions with the class and make notes on the board. Students then write their FAQs. 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 language focus worksheets,

Teacher's Resource Disk

** Vocabulary and language focus worksheets,

Teacher's Resource Disk

*** Vocabulary and language focus

worksheets, Teacher's Resource Disk

Speaking worksheet, Teacher's Resource Disk

Writing • A FAQ page

Aim

Use relative clauses to describe a sport or adventure activity.

THINK!

Read out the questions and elicit or explain that *FAQ* stands for 'frequently asked questions'. Elicit where you see FAQs. If students are struggling for ideas, ask more questions to prompt them, e.g. *What about on websites? What about in information leaflets?*

ANSWERS

Students' own answers.

Exercise 1

Focus on the photo and ask: *What sport does it show? Have you ever seen this sport? When? Where?* Students read the FAQs and check the meaning of the blue words. Check that students understand the blue words, then ask them to answer the

questions. Allow students time to compare their answers in pairs, then check answers with the class. Discuss with the class how difficult students think the sport is, and if they would like to try it. Encourage them to give reasons for their answers.

ANSWERS

You stand on the surfboard when you do SUP.

Students' own answers.

Exercise 2

Students read the FAQs again and answer the questions. Check answers.

ANSWERS

- 1 Paragraph 5 2 Paragraph 4
3 Paragraph 2 4 Paragraph 1
5 Paragraph 3

Language point: Relative clauses

Exercise 3

Point out that students need to match each blue word with the kind of noun it

Review

Vocabulary

Exercise 1

Students complete the sentences with the correct prepositions. 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 prepositions.

ANSWERS

- 1 around 2 out 3 – 4 across
5 up 6 over

Exercise 2

Students match the words in the box with the sentences. 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 lake 2 volcano 3 dune 4 cliff
5 wave 6 cave

Language focus

Exercise 3

Students complete the dialogue with the correct words. With **weaker classes**, students could work in pairs. Check answers with the class.

ANSWERS

- 1 yet 2 still 3 yet 4 already / just
5 still 6 just / already 7 yet

Exercise 4

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

ANSWERS

- 1 I haven't visited the USA yet.
2 He has just swum under the ice.
3 You still haven't replied to my email.
4 Has she spoken to your parents yet?
5 We have already seen this film twice.

Exercise 5

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

ANSWERS

- 1 've read 2 've been climbing
3 has he been learning 4 've visited
5 've been working

Speaking

Exercise 6

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

3 REVIEW

Vocabulary

1 Complete the sentences with the correct prepositions.

- 1 My ambition is to sail _____ the world.
2 Parachuting isn't for me. I couldn't jump _____ of a plane.
3 Tahiti is fantastic for surfing _____ huge waves.
4 It takes about six months to hike _____ the USA.
5 Over six thousand people have climbed _____ Everest.
6 Nobody has kayaked _____ Niagara Falls and survived.

2 Match the words in the box with the sentences. There are two extra words.

cave cliff dune falls lake
ocean volcano wave

- 1 An area of water surrounded by land.
2 A dangerous mountain.
3 A sandy hill in the desert or on the beach.
4 A high rock face, often on the edge of the sea.
5 Moving water on the sea.
6 A hole in the side of a hill or underground.

Language focus

3 Complete the dialogue with the words in the box.

just yet (x3) already still (x2)

- Martin Have you finished your homework?
Sammy No, there's too much! I started it at six o'clock, but I _____ haven't finished.
Martin Have you done the maths exercises?
Sammy Yes, I've _____ finished them, but I _____ haven't written my English essay.
Martin Well, I've _____ finished the essay, but I haven't started the maths _____ I haven't had time.

4 Order the words to make sentences.

- 1 visited / yet / I / the USA / haven't
2 under / he / just / has / swum / the ice
3 you / haven't / replied / to my email / still
4 to / she / yet / spoken / your parents / has / ?
5 already / we / twice / seen / have / this film

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

- 1 I _____ four of his books, but not recently. (read)
2 We _____ for hours. How much longer will it take? (climb)
3 His English is good. How long _____ it? (learn)
4 I _____ Rome three times. I love it there. (visit)
5 I'm tired because I _____ since six a.m. (work)

Speaking

6 Complete the dialogue with the sentences in the box.

I've got a swimming competition this weekend
What have you been up to
Good luck with that
It was good to see you again
I haven't seen you for ages

- May Hi, Tom. 1 _____
Tom That's because I've been away.
May Really? Where?
Tom I've been hiking in Scotland.
May That sounds fun.
Tom What about you? 2 _____?
May I've been training. 3 _____
Tom Really? 4 _____
May Thanks. 5 _____
Tom Yes, you too. See you around.

Listening

7 1.29 Listen to four people talking about adventures. Match speakers 1–4 with sentences a–e. There is one extra sentence.

- Speaker 1 _____ Speaker 3 _____
Speaker 2 _____ Speaker 4 _____
a We haven't enjoyed hiking because of the weather.
b I saw a shark when I was diving.
c I don't want to do another jump.
d It's a dangerous place for camping.
e I haven't got to the top of the mountain yet.

36 REVIEW • Adventure

ANSWERS

- 1 I haven't seen you for ages
2 What have you been up to
3 I've got a swimming competition this weekend
4 Good luck with that
5 It was good to see you again

Listening

Exercise 7 1.29 page 148

Allow students time to read the sentences. Play the audio for students to listen and match the speakers with the sentences. Check answers with the class.

ANSWERS

- Speaker 1 d
Speaker 2 e
Speaker 3 a
Speaker 4 c

Optional activity: Consolidation

Refer students back to the quiz on pages 28–29. Ask them to imagine they are on holiday, visiting a famous natural feature somewhere. Ask them to write a short diary entry. They should:

- say where they are, and what natural features there are in the area
- say what exciting activities they have been doing
- use vocabulary from pages 28, 29 and 32
- use relative clauses

Students can either write their diary entry or record it on their phones as a video diary. Students can swap written or video diaries in pairs or small groups and learn about their classmates' experiences. Ask groups in turn whose holiday sounds the most fun.

Assessment

Unit 3 tests, Teacher's Resource Disk

3 STORY IN ENGLISH • The Swiss Family Robinson

- 1 **BEFORE YOU READ** Work in pairs. Answer these questions about the family's time on the island.
- a What do they eat? b Where do they sleep? c What are the dangers?

Remember!

Read the text to understand the general sense. Then read it more carefully again to focus on words you don't know.

Chapter 3 • On the island



1 Mother put her hands under the water, and quickly pulled a big blue lobster off Franz's leg. 'Here's our dinner!' she cried happily. The family ate it hungrily. Franz thought of names for the two dogs: 'Bello' and 'Juno'.



2 In the evening, Father put up ropes between three trees. He put cloth from the ship over them. 'Here's a tent for us,' he said.



3 The next morning, Father and Fritz left the beach for the forest. They found a river. Near the river were tall coconut trees, but how could they bring the coconuts down?

4 Suddenly, the monkeys in the trees began throwing coconuts at them! 'They're angry with us,' Fritz laughed. Then he and Father began hitting the trees, and the monkeys threw more coconuts down.



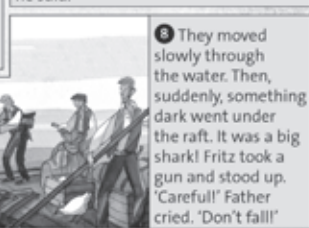
5 Just then, a little monkey fell from a tree. 'Catch it, Fritz!' Father cried.



6 Fritz caught the little monkey and carried it in his arms. 'Let's call him Knips,' he said. From the hill, they could see most of the island. 'We're the only people from the ship here,' Father thought.



7 The next day, Father, Fritz, and Hans took the raft to the ship. They found seeds and guns. And the animals were alive, too. Father tied barrels to the animals. Then he tied ropes from these to the raft. 'Now they can swim easily behind us,' he said.



8 They moved slowly through the water. Then, suddenly, something dark went under the raft. It was a big shark! Fritz took a gun and stood up. 'Careful!' Father cried. 'Don't fall!'

- 2 **READING CHECK** Work in pairs. Correct six mistakes in the chapter summary.

Mother pulled a big lobster off Franz's ^{leg} ~~arm~~. Later that night, Father put wood between two trees, and made a tent for them. In the morning, monkeys threw apples at Father and Fritz. One monkey fell from the trees, and Father caught it. The next day, Father, Fritz, and Hans took animals from the ship, and tied them to boxes. The animals swam behind the raft. Suddenly, they saw something dark in the water. It was a very big rock!



- 3 **WHAT DO YOU THINK?** Work in pairs. Talk about what happens in the next chapter. Think about any other dangerous animals they meet and if they find somewhere on the island to live.

STORY IN ENGLISH 37

Exercise 3 WHAT DO YOU THINK?

Students work in pairs to discuss what happens next. Encourage them to use their imagination and think about different possibilities. Discuss students' ideas, but don't confirm them. Tell them they will find out at the end of the next unit.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

Ask students to read the story again and find five or six words that are new to them and that they think might be useful to them. Encourage them to think about what words might be used in the next chapter of the story, e.g. *seeds, gun, shark, throw*. They can use their dictionaries to check the meaning, and record the words in their vocabulary notebooks. Encourage them to write an example sentence to illustrate each word, and remind them that they should note down any irregular forms the word has and any collocations, e.g. at the word *throw* they should record the irregular forms *threw* and *thrown*.

ANSWERS

Students' own answers.

Story in English: The Swiss Family Robinson

Exercise 1 BEFORE YOU READ

Ask students what they can remember about the Swiss Family Robinson. Elicit a few ideas, then read out the questions. Put students into pairs and encourage them to look at the pictures to help them guess the answers to the questions. Discuss students' answers with the class, but don't confirm them.

Ask students what useful vocabulary they can remember from the previous chapter. Elicit *raft, barrel, waves* and *ropes*.

Read out the Remember! box and encourage students to read the story right through once, then read it more slowly and use their dictionaries to check words that they don't know. Point out that they should also try to guess the meaning of new words from the context.

With **weaker classes**, you could ask students to read one or two parts of the story at a time, and check they have understood the gist of the story before they continue. Check the answers to the questions.

ANSWERS

a They eat lobster. b They sleep in a tent. c Sharks

Exercise 2 READING CHECK

Students read the summary and correct the mistakes. With **weaker classes**, students could work in pairs. Check answers with the class.

ANSWERS

ropes, not wood
three trees, not two trees
coconuts, not apples
Fritz caught the monkey, not Father
They tied them to barrels, not boxes
shark, not rock

Unit summary

Vocabulary

The environment and consumerism:
afford, damage, destroy, develop, increase, pollute, power, produce, protect, provide, recycle, reduce, run out of, save, throw away, use, waste

Adjectives: describing objects:
automatic, digital, ecological, electronic, hi-tech, home-made, multi-functional, natural, recycled, second-hand, smart, solar, useful, waterproof

Language focus

Quantifiers

Question tags

Speaking

I can express my preference when comparing things.

Writing

I can use *to, in order to, so that* and *in case* to explain the purpose of an object.

Vocabulary • The environment and consumerism

Aim

Give your opinion on world issues.

THINK!

Focus on the photos and ask: *What types of pollution do they show?* Elicit a few ideas. If students are struggling for ideas, focus on one of the photos and ask more questions, e.g. focus on the children wearing masks and ask: *Where are they? Why are they wearing masks?* Elicit the idea of air pollution and write this on the board.

Put students into pairs to discuss the questions and think of three more problems. Ask some students to tell the class their ideas, and discuss the answers as a class. Encourage students to give detailed answers. Ask more questions, if necessary to prompt them, e.g. *Why is pollution of the seas a problem? Who is it a problem for? How does it affect people? Is there pollution in your town or city?*

ANSWERS

Students' own answers.

Exercise 1

Students read the fact file quickly and check the meaning of the blue words. They can use their dictionaries to help. Check that students understand all the verbs. Model the pronunciation of verbs

4 Material world

VOCABULARY • The environment and consumerism
 I can give my opinion on world issues.

✚ Extra listening and speaking p91

✚ Curriculum extra p99

✚ Culture p107

✚ Project p113

THINK! What types of pollution do the photos show? Can you think of three more problems in the world today?

- 1 Check the meaning of the words in blue in the eco-intellect fact file.
- 2 1.30 Read the fact file and complete the sentences with the words and phrases in the box. Then listen and check. Which fact is the most surprising to you?

4% seventeen twenty-five minutes £700 100
 1993 every year hours minutes weeks

Check your eco-intellect!

THE EARTH PROVIDES EVERYTHING WE NEED, BUT HOW MUCH DO YOU THINK ABOUT IT? DEVELOP YOUR ECO-INTELLECT BY LEARNING HOW YOUR ACTIONS CAN AFFECT THE WORLD WE LIVE IN.

A

The UK produces more than 1 million tonnes of rubbish ². On average, each person in the UK throws away their own weight in rubbish every seven ³.

B

Plastic bags damage the environment and kill marine animals. They pollute our towns and cities. We use each plastic bag for an average of only twelve ⁴.

C

The use of plastic in Western Europe is increasing by about ⁵ each year. We produce and use twenty times more plastic today than we did fifty years ago.

D

The energy saved by recycling one glass bottle will power a computer for ⁶!

your students might find difficult, e.g. *damage, recycle*.

ANSWERS

Students' own answers.

Exercise 2 1.30

Focus on the words in the box and check that students understand the meaning of 4% (*four per cent*). Students read the fact file again and complete the sentences with the correct words and phrases. Allow students time to compare their answers in pairs, then play the audio for students to listen and check their answers.

Check answers with the class and ask: *Which fact is the most surprising to you? Why?* Elicit a range of answers from individual students.

ANSWERS

- 1 100
- 2 every year
- 3 weeks
- 4 minutes
- 5 4%
- 6 twenty-five minutes

7 hours

8 seventeen

9 £700

10 1993

Students' own answers.

Optional activity: Vocabulary

Give a few examples of opinions using the verbs in the fact file, e.g. *I think people shouldn't throw away their old clothes. They should recycle them. I think everyone should try to use less water.*

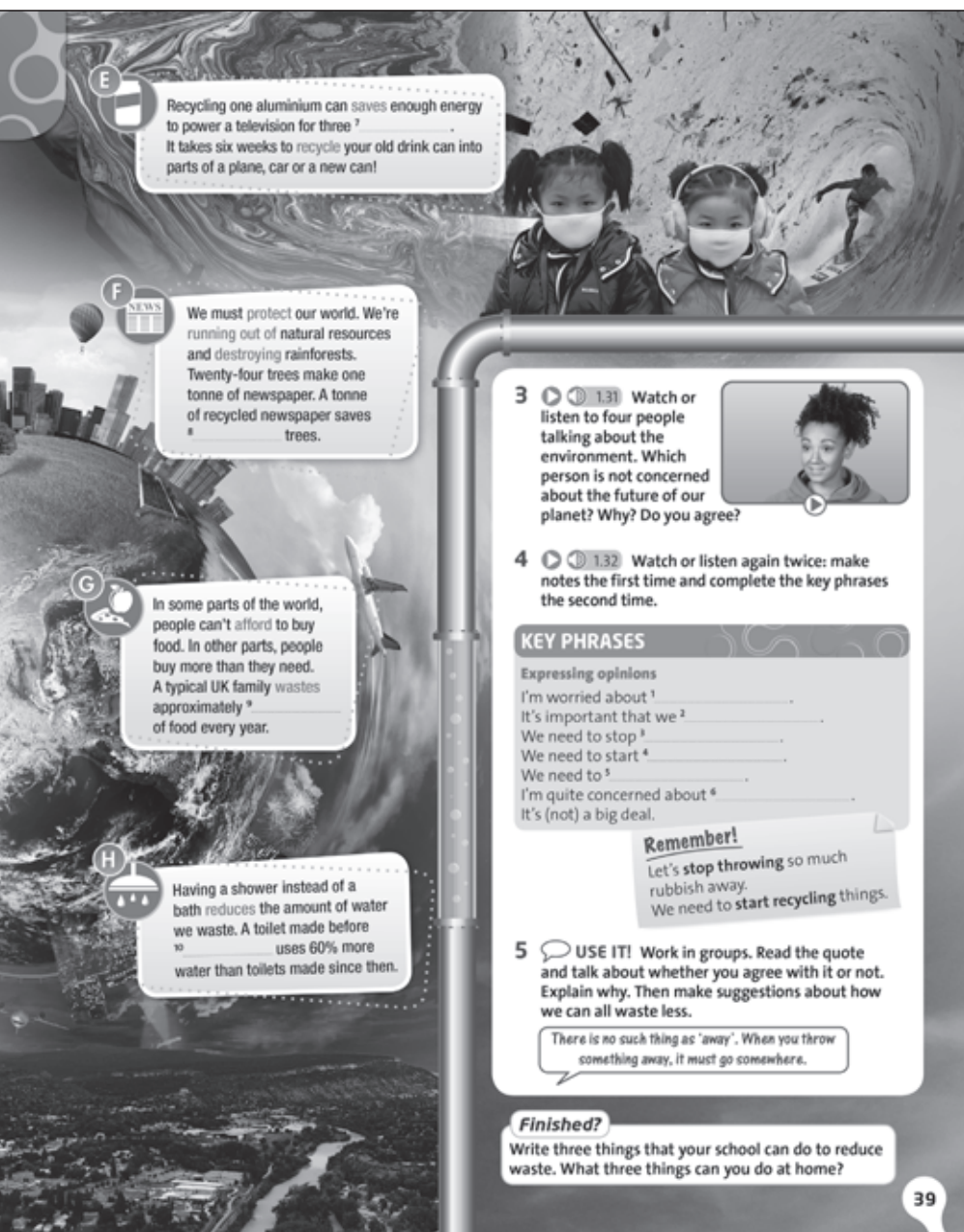
Put students into pairs to write three opinions about the environment using the verbs in the fact file. Monitor and help while they are working.

Put pairs together into groups of four to compare their sentences and decide which ones they all agree with.

Ask groups in turn to read out the sentences they all agree with.

ANSWERS

Students' own answers.



Exercise 3 1.31 page 148

Read out the questions, then play the video or audio. Students watch or listen and decide which person is not concerned about the future of our planet. Discuss with the class which person is not concerned and why, and ask students if they agree. Encourage them to give reasons for their answers. Encourage as many students as possible to join in and express their opinions.

ANSWERS

Speaker 4 (Will) isn't worried about the environment because the Earth's been around for a long time and the weather's always changing. 'That's just the way things are.'

Optional activity: Video

Write these questions on the board:
Which speaker thinks that ...

- 1 healthy food is too expensive?
- 2 people should buy less?
- 3 we should do something about pollution and climate change?

Play the video or audio again for students to listen and answer the questions. Check answers with the class.

ANSWERS

- 1 Speaker 3 (Paul) 2 Speaker 1 (Yana) 3 Speaker 2 (Mitchell)

Exercise 4 1.31 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 make notes to help them complete each key phrase. Allow students time to compare their answers in pairs, then play the audio again for them to

complete the phrases. Check answers with the class.

ANSWERS

- 1 the damage we're doing to it
- 2 realize we shouldn't just buy something (and then throw it away when we get bored)
- 3 buying so much
- 4 thinking about what causes these things (and take action)
- 5 recycle more
- 6 our food, (where it comes from and how far it travels to get to us)

Optional activity: Key phrases

Ask students to complete the key phrases with their own ideas. Put them into pairs to compare their ideas, then ask some students to share their ideas with the class. With **weaker classes**, students could work in pairs to complete the phrases, then in groups of four to compare their ideas.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Read the Remember! box with the class and point out that we use the *-ing* form after the verbs *stop* and *start*. Elicit a few more sentences beginning *Let's stop ...* and *Let's start ...* to practise the structure.

Read through the quote with the class and check that students understand it. Put students into small groups to discuss whether they agree with the quote or not, and why. Monitor and help while they are working. Ask groups in turn to tell the class about their discussions. Discuss as a class how individuals can waste less, e.g. by recycling or reusing things, not using plastic bags, etc.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their ideas individually, then compare with another fast finisher. Alternatively, ask students to read their ideas to the class. Discuss as a class which ideas students think are the best and what changes they could most easily make in their lives.

More practice

Workbook page 32

Practice Kit Vocabulary 4

Assessment

Five-minute test, Teacher's Resource Disk

Reading • The future of food

Aim

Understand what pronouns refer to.

THINK!

Read the questions with the class and elicit some ideas about what *superfood* might mean. Explain that a superfood is a food that is very good for you because it contains a lot of nutrients. Elicit some possible examples of superfoods.

ANSWERS

Students' own answers.

Exercise 1

Check that students understand *resources*, *farming* and *crime*. Ask students to read the title of the article and look at the photos and guess which problems the texts will mention. Students then read the texts quickly to check their ideas. Remind students that for this type of task they don't need to understand every word, they just need to understand the general meaning of the texts. Check answers with the class.

ANSWERS

resources, farming

Exercise 2 1.32

Allow students time to read the questions, then play the audio for students to listen and answer the questions. Check answers.

ANSWERS

- seventy-five per cent
- 9.7 billion
- We will have to produce enough protein for billions more mouths.
- Insects are a great source of protein and don't need as much space or water as farm animals.
- Asia, Africa and South America

Exercise 3

Focus on the words in bold. Elicit or explain that they are all pronouns, and we use pronouns to avoid repeating nouns. Focus on the first word in bold in the text (**These**). Elicit what it refers to. Students then find the remaining bold words and decide what they refer to. With **weaker classes**, students could work in pairs for this. Check the answers with the class, and point out to students that it is important to understand what pronouns refer to in order to understand the meaning of the text.

ANSWERS

They refers to the chefs from the Nordic Food Lab.

These refers to the twelve types of plant and the five types of animal that produce 75% of the world's food.

4

READING • The future of food

I can understand what pronouns refer to.

THINK! What does 'a superfood' mean? Can you think of any superfoods?

The food of the FUTURE

INSECTS

The superfood of the future

There are a lot of hungry people in the world, so how do we deal with it? In the next thirty years, we'll need to provide enough protein for billions more mouths, and with all these extra people there will be even less space for farming. One solution is for us to eat insects. They are a great source of protein and they don't need as much space or water as farm animals.

So why don't we eat insects regularly? The fact is that many people in Asia, Africa and South America already do. The problem is that Europeans and North Americans don't want to. Some governments are now trying to convince them why it is a good idea. The Nordic Food Lab in Copenhagen, for example, developed the 'Insect Deliciousness' project. Its chefs have been to five continents to discover an incredible world of insect flavour. In Australia, they tasted honey ants. **They** ate fried caterpillar in Tanzania, and in Mexico, they enjoyed desert-ant eggs. Will they and other similar organizations persuade Europeans and Americans to take a bite from a caterpillar or an ant? What's your view? How many people will eat insects in the future? How much food made with insects will you eat?

[read more]

WORLD FOOD FACTS

Did you know that ...

- ... seventy-five per cent of the world's food comes from only twelve types of plant and five types of animal? **These** are only a few of the hundreds of thousands of types of plants and animals on Earth.
- ... when we farm animals for meat, we need huge amounts of water and land? **This** kind of farming is seriously damaging the environment and we're running out of resources.
- ... the Earth's population will be about 9.7 billion by 2050? That's almost two billion more people than today.
- ... 165 million children are hungry because their parents haven't got enough money for food? That's too many hungry children.

- Read the online article and the food facts. Which problems do the texts mention?

pollution resources farming crime

- 1.32 Read and listen to the article again and answer the questions.

- How much food does the world get from twelve types of plant and five kinds of animal?
- How many people will there be on Earth by 2050?
- What problem will that cause?
- Why are insects the solution?
- In what parts of the world do people eat insects?

- Read the article again. What do each of the words in bold refer to? How do you know?

40 Material world

This refers to animal farming which uses huge amounts of water and land.

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

Exercise 5 USE IT!

Allow students time to prepare their answers to the questions individually. Refer students back to the key phrases on page 39 and encourage them to use some of the phrases in their discussions. Students then discuss the questions in pairs. Ask some students to tell the class their ideas.

ANSWERS

Students' own answers.

- 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.

- USE IT! Work in pairs. How worried are you about world hunger? Is it a good idea to eat insects? Why / Why not?

I'm not too worried about world hunger because there are many kinds of food we can eat.

I agree, but I think it's important that we start eating different things.

Optional activity: Vocabulary

Brainstorm some names of insects with the class and write them on the board, e.g. *ant*, *bee*, *wasp*, *grasshopper*. Put students into pairs and ask them to think of a recipe for the future, using insects. Elicit one or two ideas first, e.g. *bee soup*, *grasshopper ice cream*. Encourage students to use their imagination and think about how they would make their dish. Ask them to include some vocabulary from the text, e.g. *flavour*, *taste*, *protein*, and to explain why people should try their recipe. Ask pairs in turn to present their ideas to the class. The class could vote for the most imaginative recipe!

ANSWERS

Students' own answers.

More practice

Workbook page 36

Practice Kit Reading 4

- 1 Complete the sentences with the quantifiers in the box. There is one extra quantifier.

a few a little a lot of enough (x2)
many (x2) much (x2)

- 1 A hundred and sixty-five million children haven't got _____ food.
- 2 That's too _____ hungry children.
- 3 There are _____ hungry people in the world, but only _____ people are trying to do something about it.
- 4 We'll need to provide _____ protein.
- 5 Insects don't need as _____ space or water.
- 6 How _____ people will eat insects in the future?
- 7 How _____ food made with insects will you eat?

- 2 Answer the questions in the rules with the words in exercise 1.

RULES

- 1 Which quantifiers can we use with countable nouns?
- 2 Which quantifiers can we use with uncountable nouns?
- 3 Which quantifiers can we use to say there are small quantities of something?
- 4 Which quantifiers can we use to say there are large quantities of something?
- 5 Which quantifier means 'sufficient'?

- 3 Read the tips for reducing waste. Then choose the correct options.

- 4 Complete the dialogues.

A
Myra How ¹ _____ meat do you eat each week?
Pete I love meat, so I eat a ² _____ of it. Twice a day in fact.
Myra That's ³ _____ much meat!

B
Simon Do you eat ⁴ _____ fruit?
Maria I think so. I eat a ⁵ _____ pieces of fruit every evening. But my mum says it's ⁶ _____ enough.

- 5 USE IT! Work in pairs. Write and practise new dialogues. Use the dialogues in exercise 4, replace the words in blue with the words in the box and a time phrase. Change the quantifiers if necessary.

chocolate / eat milk / drink
rubbish / recycle water / waste

How much water do you drink each day?

How much rubbish does your family throw away each week?

Finished?

Write some rules for your class about how everyone can help reduce waste. Use quantifiers wherever possible.

Does your family throw away too 'much / many food? Here are a few tips you can follow to reduce waste.

- TIP 1 Make a shopping list before going shopping.
¹A lot of / A few food goes in the bin as 'not enough / a little people write down exactly what they need to buy at the shops.
- TIP 2 Check the fridge and food cupboards before you shop and buy only what you really need.
It's amazing 'how many / how much things we buy that we already have. We throw away 'too many / enough things just to make room for new products.
- TIP 3 Buy the freshest food you can.
You may spend 'a little / a few pounds more, but fresh food is much better for you.
- TIP 4 Take 'a lot of / a little time to create a menu for the week. You can do it quickly, and it means that you won't buy things you don't need.

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Language note

Enough comes before a noun, not after it: *There isn't enough food.* (NOT *There isn't food enough.*)

We can use *too much* and *too many* to mean 'more than we need or want': *I've got too much homework! You shouldn't buy too many cans of drink.*

Exercise 3

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

ANSWERS

- 1 much 2 A lot of 3 not enough
4 how many 5 too many 6 a few
7 a little

Exercise 4

Students read the dialogues and complete them with the missing words. With **weaker classes**, students could work in pairs for this. Check answers with the class.

ANSWERS

- 1 much 2 lot 3 too 4 enough
5 few 6 not

Exercise 5 USE IT!

Read out the example questions and elicit some answers from individual students. Students then work in pairs to write and practise their dialogues. Encourage **stronger students** to use their own ideas, as well as the ideas in the box. Ask some students to perform their dialogues for the class.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their rules individually, then compare their ideas in pairs. Alternatively, ask them to read their rules to the class. Ask other students which rules they agree with and why. You could build up a list of students' favourite rules on the board.

More practice

Workbook page 33

Practice Kit Grammar 7

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • Quantifiers

Aim

Give information about the amount or quantity of nouns.

Warm-up

Ask what students can remember about the article on insects. Elicit a few ideas, then ask: *Do we use a lot of different plants and animals for food?* Write on the board: *We only use a few plants and animals for food.* Ask: *How much land and water does it take to produce meat?* Elicit some answers, and write on the board: *It takes a lot of land and water.*

Underline *a lot of* and *a few* on the board and ask: *Which one is a large quantity?* (a lot of) *Which is a small quantity?* (a few). Ask students to translate the sentences into their own language.

Exercise 1

Students complete the sentences with the correct words from the article on page 40. Check answers with the class. Elicit which quantifier isn't used and elicit or give an example of its use, e.g. *Insects only need a little food each day.*

ANSWERS

- 1 enough 2 many 3 a lot (of), a few
4 enough 5 much 6 many 7 much
(a little isn't used)

Exercise 2

Check that students understand *sufficient*, then put them into pairs to answer the questions. With **weaker classes**, focus on the nouns in exercise 1 first, and elicit which are countable and which are uncountable. Check answers with the class.

ANSWERS

- 1 many, a few, a lot of, enough
2 enough, much, a little, a lot of
3 a few, a little
4 a lot of, much, many
5 enough

Vocabulary and listening • Adjectives: describing objects

Aim

Distinguish between facts and opinions.

THINK!

As a class, brainstorm some examples of world problems, e.g. *climate change, world hunger, poverty, terrorism*. Ask: *Who do you think should be responsible for finding solutions to these problems?* Elicit a few answers. If students are struggling for ideas, ask more questions to prompt them, e.g. *Are governments responsible? What can they do? What about scientists? How can they help? What about individuals? Can they help?*

ANSWERS

Students' own answers.

Exercise 1

Read out the first one or two adjectives in the box and elicit how to say them in the students' own language. Students work in pairs to study the remaining adjectives and decide how to say them in their language. They can use their dictionaries to help. Check answers with the class and check that students understand all the adjectives.

ANSWERS

Students' own answers.

Exercise 2 1.33

Read the study strategy with the class. If necessary, model the pronunciation of a few simple words (e.g. *European, discover*) to get across the idea of stressed syllables. Play the audio for students to listen and underline the stressed syllables. Check answers with the class, then play the audio again, pausing after each word for students to repeat.

ANSWERS

automatic, digital, ecological, electronic, hi-tech, home-made, multi-functional, natural, recycled, second-hand, smart, solar, useful, waterproof

Exercise 3

Focus on the photos and elicit what each one shows. Students work in pairs to look at the objects and choose adjectives from exercise 1 to describe them. Discuss the answers with the class.

SUGGESTED ANSWERS

A automatic B digital, smart
C electronic, solar D recycled
E second-hand F waterproof

Exercise 4 1.34 page 148

Read out the question, then play the audio. Students listen and answer the question. Check the answer.

4 VOCABULARY AND LISTENING • Adjectives: describing objects

I can distinguish between facts and opinions.

THINK! Who do you think should be responsible for finding solutions to world problems?

1 Study the adjectives in the box. How do you say them in your language?

automatic digital ecological electronic
hi-tech home-made multi-functional
natural recycled second-hand smart
solar useful waterproof

STUDY STRATEGY

Marking word stress

To help you pronounce words more easily, listen for the stressed syllable in each word.

2 1.33 Read the study strategy. Then listen to the adjectives in exercise 1. Underline the stressed syllable in each word.

3 Look at photos A–F. Use the adjectives in exercise 1 to describe the objects.



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4 1.34 Listen to a radio programme about unusual shoes. Why are the shoes unusual?

5 1.34 Listen again and complete the sentences with the correct adjectives in exercise 1.

- Murray talks about special shoes that can help children and are _____ at the same time.
- A lot of children have problems because they wear _____ shoes which are not the right size for their feet.
- Murray says that the shoes are very simple and not _____ at all.
- The shoes are practical and useful, but they aren't _____.
- The next story will be about clothes made from _____ and natural materials.

6 Which of these statements taken from the listening are fact (F) and which are opinion (O)? How do you know?

- There are millions of children in the world who don't have shoes. ☐
- That sounds a bit hi-tech. ☐
- That's really useful, isn't it? ☐
- At the moment, people are wearing them in Ecuador. ☐

7 1.34 Listen to the radio programme again and complete the key phrases.

KEY PHRASES

Expressing purpose

That sounds a bit hi-tech / useless / cool / silly / etc.
How does it ¹ _____?
It works by ² _____ simple changes to the shoe.
How's that ³ _____?
Can the kids use them for ⁴ _____?
Children can use them to ⁵ _____.

8 USE IT! Work in groups. Think of an invention that can help people. Then ask and answer questions using the key phrases. Whose object is the most useful?

My object's an electronic skateboard.
We invented it to get to places quickly.

That sounds cool. Can you use it for getting to school?

Yes. You can use it to go ...

ANSWER

Because they get bigger or smaller, so poor children who can't afford new shoes can wear them.

Exercise 5 1.34 page 148

Allow students time to read the gapped sentences. Play the audio again. Students listen and complete the sentences with the correct adjectives. Check answers.

ANSWERS

1 ecological 2 second-hand
3 hi-tech 4 waterproof 5 recycled

Exercise 6

Students read the sentences and decide if they are facts or opinions. Check answers with the class, and discuss what in each sentence tells us if it is an opinion.

ANSWERS

1 F 2 O (That sounds ...)
3 O (the adjective *useful* expresses an opinion) 4 F

Exercise 7 1.34 page 148

Allow students time to read the key phrases. Play the audio again for students to listen and complete the phrases. Check answers with the class, and check that students understand all the phrases.

ANSWERS

1 work 2 making 3 possible
4 running around 5 walk / run / play

Exercise 8 USE IT!

Allow students time to think of their inventions. With **weaker classes**, students could work in pairs for this. Put students into small groups to compare their ideas and decide which is the most useful. Ask groups in turn to tell the class about the invention they chose. Hold a class vote to decide on the most useful invention overall.

More practice

Workbook page 34

Assessment

Five-minute test, Teacher's Resource Disk

1 Underline the question tags in sentences 1–5 and the verbs they refer to.

- 1 That sounds a bit hi-tech, doesn't it?
- 2 So, children can use them for several years, can't they?
- 3 One shoe won't fit everyone, will it?
- 4 That's really useful, isn't it?
- 5 People are wearing them in ... , aren't they?

2 Read the sentences in exercise 1. Then choose the correct options to complete rules 1–5.

RULES

We use question tags to check information. In the question tag, we use:

- 1 a positive / negative verb for negative sentences.
- 2 a positive / negative verb for affirmative sentences.
- 3 the same / different auxiliary verb as in the sentence.
- 4 a form of *do* / *will* when there is no auxiliary verb in the sentence.
- 5 modal verbs when there is / isn't a modal in the statement.

3 Choose the correct options.

- 1 The bottles go in the recycling bin, *do* / *don't* they?
- 2 You can help us, *can* / *can't* you?
- 3 Pollution is a huge problem, *doesn't* / *isn't* it?
- 4 They won't pollute the air, *will* / *won't* they?
- 5 I'm right, *am* / *aren't* I?
- 6 We can reduce waste, *can't* / *don't* we?

4 Complete the sentences with the phrases in the box.

aren't they can't you does it
shouldn't we won't it

- 1 We should exchange books with each other, _____?
- 2 They're using too much water, _____?
- 3 The company doesn't waste water, _____?
- 4 You can recycle this phone, _____?
- 5 The population of the city will increase in the next ten years, _____?

5 Complete the dialogue with the correct question tag.

- Megan That's not another new bag, _____?
- Alex It looks great, _____?
- Megan Yes, but those aren't sweet packets, _____?
- Alex They are! The whole bag is made with recycled packets. It's really clever, _____?
- Megan Yeah. I want one, too!
- Alex I'll get you one for your birthday.
- Megan Really? You won't forget, _____?
- Alex Don't worry. I won't.



6 1.35 PRONUNCIATION: Intonation Listen to these sentences. Does the speaker's voice go up or down in the question tag? Practise saying them.

- 1 The bag wasn't expensive, was it?
- 2 They can buy them online, can't they?
- 3 You'll call me, won't you?

7 USE IT! Work in pairs. Check personal information using question tags and the ideas in the box.

abilities birthday family last weekend
likes / dislikes next holiday

Your birthday is in June, isn't it?

Yes! You went to the cinema last weekend, didn't you?

No, I didn't. You've got two sisters, haven't you?

Finished?

Write some positive sentences about your partner that you believe to be true. Then say the sentences using question tags to check that you're right.

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Language note

If there is no auxiliary or modal verb in the statement, we use *do* / *don't* in question tags with verbs in the present simple: *You like shopping, don't you?* We use *did* / *didn't* in question tags with verbs in the past simple: *You enjoyed the shopping trip, didn't you?* The question tag for *I am* is *aren't I*: *I'm good at football, aren't I?*

Exercise 3

Students choose the correct options. Check answers with the class and review any rules that students are unsure of.

ANSWERS

- 1 don't 2 can't 3 isn't 4 will
5 aren't 6 can't

Exercise 4

Students complete the sentences with the correct question tags. Check answers.

ANSWERS

- 1 shouldn't we 2 aren't they
3 does it 4 can't you 5 won't it

Exercise 5

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

ANSWERS

- 1 is it 2 doesn't it 3 are they
4 isn't it 5 will you

Exercise 6 1.35

PRONUNCIATION: Intonation

Play the audio for students to listen and decide if the speaker's voice goes up or down. Check answers, and point out that if the intonation goes down, it shows that you are checking information, but if it goes up, you are asking a question. Play the audio again, pausing after each question for students to repeat.

ANSWERS

- 1 down 2 down 3 up

Exercise 7 USE IT!

Read the words in the box and elicit some examples, e.g. *You can play tennis, can't you?* (abilities), *Your birthday's in August, isn't it?* (birthday). Allow students time to prepare some questions, then put them into pairs to check information with their partner.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their sentences individually. Ask some fast finishers to read their sentences to the class.

More practice

Workbook page 35

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • Question tags

Aim

Use question tags to check information.

Warm-up

Ask what students can remember about the shoes on page 42. Ask: *They're ecological, aren't they? They aren't waterproof, are they?* Elicit the answers, and write the questions on the board. Ask students to translate the questions into their own language. Underline the main verbs and the question tags in the questions, and ask students what they notice about them. Elicit a few ideas, but don't confirm them at this stage.

Exercise 1

Students underline the question tags and the verbs they refer to. With **weaker classes**, students could work in pairs for this. Check answers with the class.

ANSWERS

- 1 That sounds a bit hi-tech, doesn't it?
- 2 So, children can use them for several years, can't they?
- 3 One shoe won't fit anyone, will it?
- 4 That's really useful, isn't it?
- 5 People are wearing them in ... , aren't they?

Exercise 2

Check that students understand *auxiliary verb* (*do*, *be*, *have*) and *modal* (*can*, *should*, etc.). Students work in pairs to read the rules and choose the correct options. Check answers, and make sure that students understand everything.

ANSWERS

- 1 positive 2 negative 3 same
4 do 5 is

Speaking • Comparing products

Aim

Express your preference when comparing things.

THINK!

Read out the title of the lesson and check that students understand *products*. Elicit some examples of products students might buy, e.g. *a computer game, a piece of clothing*. Ask the question to the whole class and elicit some answers.

ANSWERS

Students' own answers.

Exercise 1

Check that students understand *pendant*, *silver* and *gold*. Students complete the gapped dialogue 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 question about Sammy to the class and elicit the answer.

ANSWERS

1 mum 2 small 3 expensive 4 nice
5 cheaper 6 less (He buys the silver one.)

Exercise 2

Students work in pairs. Ask them to cover the dialogue in exercise 1. Students read the key phrases and choose the correct words to complete 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 this 2 it 3 a bit 4 as
5 that one 6 cheaper

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.

Language point: Fillers

Exercise 4

Read the information on fillers with the class. Students look at the two uses of

4

SPEAKING • Comparing products

I can express my preference when comparing things.

THINK! When you're buying someone a present, how do you decide what to buy?

Sammy I'm looking for jewellery for my
Grace What do you think of this
pendant? It's real gold.
Grace Oh, it's nice, but it's quite
Sammy I like the size of it, but it's a bit too
Grace Wow! It's, like, £70! I mean, it's not as
as that silver one.
Sammy Oh yes, I much prefer that one. It's
Mum's style.
Grace Which one is
Sammy OK, let's see. Right, the silver one is much
expensive. It's only £30.
Grace Well, get that one then.



1 Complete the dialogue with the phrases in the box. Then watch or listen and check. Which pendant does Sammy buy?

cheaper expensive less
mum nice small

2 Cover the dialogue and read the key phrases. Choose the words that Sammy and Grace use. Watch or listen again and check.

KEY PHRASES

Comparing products

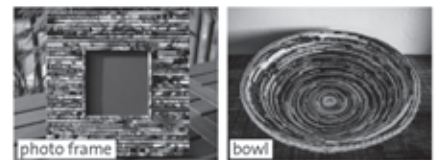
What do you think of ¹this / these ... ?
I like the ... of ²it / those.
It's ³a bit / much too ...
It's (not) ⁴as / so ... as ...
I much prefer ⁵that one / those ones.
Which one is ⁶better / cheaper?

3 Work in pairs. Practise the dialogue.

Language point: Fillers

4 We use fillers to give us time to think. Study the two uses of like in the dialogue in exercise 1. Which one is a filler?

5 Work in pairs. Look at the two objects recycled from magazines. How many key phrases can you use to describe and compare them?



6 USE IT! Work in pairs. You want to buy a present for a friend. Compare these products and decide which one you'll buy. Use the key phrases and the dialogue in exercise 1 to help you.

	WATER CLOCK £19.99 No need for batteries. This clock works using water! Colours: red, silver, blue
	WIND-UP RADIO £35.50 No need for batteries. Wind this radio up for one minute to listen for twenty minutes. Colours: black and white, grey

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like in the dialogue and decide which is a filler. Check the answers, then ask students what fillers they use in their language.

ANSWERS

Wow! It's, like, £70!

Exercise 5

Elicit a few example phrases from the class, e.g. *I prefer that one because it's more colourful*. Students work in pairs to think of phrases to describe and compare the objects. Ask some students to share their phrases with the class.

ANSWERS

Students' own answers.

Exercise 6 USE IT!

Read through the product information with the class and make sure that students understand everything. Students work in pairs to prepare their dialogue. With **weaker classes**, students can write their dialogue before they practise it. With **stronger classes**, students can go straight into the role-play. Students swap roles

and practise again. Ask some students to perform their dialogues for the class. Discuss which product most students decided to buy and why.

ANSWERS

Students' own answers.

Optional activity: Speaking

Students work in pairs and write brief descriptions of two more products they might like to buy. Ask them to include a price for each product. Monitor and help while they are working. Ask pairs to swap descriptions with another pair. Students then compare the two products they have been given and decide which one they would buy. Ask some students to tell the class what they decided and why.

ANSWERS

Students' own answers.

More practice

Workbook page 39

Practice Kit Speaking 4

THINK! Where can you read product reviews? Do you read or write them? Why / Why not?

Search

LOGIN



SHOP | DEPARTMENT | SPECIAL OFFERS | BEST BUY



CUSTOMER REVIEWS

DOME TENT

£199.99 ★★★★★

Two-person tent

You like moving from place to place when you go camping, don't you? This dome tent pops up in seconds. They've made it so that it's very easy to put back down, too. It's also extremely light to carry, and we found it really comfortable to sleep in. Our only problem was that it nearly blew down in the wind.



[more reviews]

SWISS ARMY KNIFE

£295 ★★★★★

The best Swiss army knife in the world!

This knife has got every kind of tool possible. I always take it with me in case I need it. You can use it to cut your nails, to open cans or to fix any machine that breaks. It weighs almost half a kilo, so it's quite heavy. But you won't need to carry other tools with you. The biggest disadvantage is the price. It's very expensive, so you might need to save first in order to afford it.



[more reviews]

SIGN UP FOR OUR NEWSLETTER

Receive the latest offers and news direct to your inbox

your email address

SIGN UP



1 Read the product reviews. What things are good about each product? What things are bad about each product?

2 Work in pairs. Think of something you have bought recently and use the key phrases to talk about its advantages and disadvantages.

KEY PHRASES

Advantages and disadvantages

It's very ... to ...

We found it really ...

My only problem was that ...

The biggest disadvantage is ...

Language point: Clauses of purpose

3 Find the words in blue in the two reviews. What form of the verb follows *to* and *in order to*? When do we use clauses of purpose?

4 Complete the sentences with clauses of purpose and your own ideas.

1 I went to town

2 She studied hard

3 We saved money

4 You called me

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

WRITING GUIDE

A TASK

Write a short review of the two products in exercise 6 on page 44.

B THINK AND PLAN

- 1 What are the advantages of each product?
- 2 What are the disadvantages of each product?
- 3 How many stars will you give each product?
- 4 Will you recommend them?

C WRITE

Your reviews should include:

- product title, price, and a description
- your opinion of the product
- star rating

D CHECK

- appropriate vocabulary
- key phrases
- clauses of purpose

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Language point: Clauses of purpose

Exercise 3

Ask students to find the blue words in the reviews. Check that students understand them all. Elicit what form of the verb follows *to* and *in order to*. Discuss why we use clauses of purpose.

ANSWERS

The infinitive follows *to* and *in order to*.

We use clauses of purpose to explain why.

Exercise 4

Read out the first sentence beginning and elicit some possible endings, using different clauses of purpose. Students then complete the sentences with their own ideas. With **weaker classes**, students could work in pairs for this. Check answers with the class.

ANSWERS

Students' own answers.

Optional activity: Writing

Write the following clauses of purpose on the board:

1 ... so that you don't get lost.

2 ... in case you need it.

3 ... in order to save money.

Put students into pairs. Ask them to think of sentence beginnings for the clauses of purpose. Encourage them to use their imagination. Ask pairs in turn to read their completed sentences to the class. See whose sentences are the most imaginative or the most fun.

ANSWERS

Students' own answers.

Writing • A product review

Aim

Use *to*, *in order to*, *so that* and *in case* to explain the purpose of an object.

THINK!

Read out the questions and discuss the answers with the class. Ask more questions to encourage students to say more, e.g. *What products do you read reviews of? What information do they contain? How can they help you decide whether to buy something or not? Are reviews sometimes wrong?*

ANSWERS

Students' own answers.

Exercise 1

Students read the reviews and decide what is good and bad about each product. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

Good: The tent pops up in seconds, it's very easy to put back down, it's also extremely light to carry and it's really comfortable to sleep in.

The Swiss army knife has got every kind of tool possible and can be used for many things.

Bad: The wind almost blew down the tent.

The knife is quite heavy and it's very expensive.

Exercise 2

Read through the key phrases and check that students understand them all. Elicit some examples of how to complete each phrase. Students work in pairs to choose a product they have bought recently and talk about its advantages and disadvantages. Monitor and help while students are working, and encourage them to use a range of key phrases. Ask some pairs to tell the class about the advantages and disadvantages of the products they discussed.

Exercise 5 USE IT!

Read the task with the class. Students answer the 'Think and plan' questions and plan their text. Read through the notes on what the reviews should include with the class. Students write their review. 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 language focus worksheets,

Teacher's Resource Disk

** Vocabulary and language focus worksheets,

Teacher's Resource Disk

*** Vocabulary and language focus

worksheets, Teacher's Resource Disk

Speaking worksheet, Teacher's Resource Disk

Review

Vocabulary

Exercise 1

Students complete the sentences with the correct verb forms. With **weaker classes**, students can look back through the unit to help them. Check answers and check that students understand all the verbs.

ANSWERS

- 1 throw away, recycle 2 save
3 damage 4 waste 5 produce
6 running out of

Exercise 2

Students complete the text with the correct words. With **weaker classes**, students could work in pairs for this. Check answers and check that students understand all the words.

ANSWERS

- 1 ecological 2 recycled 3 natural
4 hi-tech 5 electronic
6 automatic 7 solar

Language focus

Exercise 3

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

ANSWERS

- 1 many 2 much 3 many 4 a lot of
5 a few 6 enough 7 a little 8 many

Exercise 4

Focus on the first sentence and elicit the correct quantifier. Students then complete the remaining sentences with the correct words. Put students into pairs to compare their answers, then check answers.

ANSWERS

- 1 a little 2 much / a lot of 3 a lot of
4 much 5 a few 6 many / a lot of
7 a little 8 enough

Exercise 5

Students complete the questions with the correct question tags. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

- 1 have you 2 don't they 3 can you
4 did you 5 will you 6 does it

Speaking

Exercise 6

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

4 REVIEW

Vocabulary

- 1 Complete the sentences with the correct form of the verbs in the box.

damage produce recycle run out of
save throw away waste

- We shouldn't _____ bottles – it is better to _____ them.
- You can _____ energy by using public transport.
- Plastic bags _____ the environment and kill sea animals.
- You _____ energy when you leave the window open in winter.
- We can use solar and wind energy to _____ clean electricity.
- We are _____ natural resources.

- 2 Complete the words.

EcoHome the 'e' _____ house of the future.
EcoHomes are built only with 'r' _____ materials and 'n' _____ products like wood. These are 'h' _____ houses that are full of 'e' _____ devices to save energy. Everything is 'a' _____, so you save time, too. On the roof are 's' _____ panels to produce electricity.

Language focus

- 3 Choose the correct words.

- Does your family recycle much / many bottles?
- Do you eat too much / many chocolate?
- How much / many hours do you study every day?
- We throw away a lot of / many rubbish.
- There are only a few / a little apples left.
- There isn't enough / many fuel to heat the house.
- I only eat a few / a little meat each week.
- I ate too much / many sweets and now I feel sick.

- 4 Complete the sentences with *much*, *many*, *a lot of*, *enough*, *a few* or *a little*.

- I've only got _____ money. Can you lend me some?
- There isn't _____ food in the fridge.
- We eat _____ pasta – it's our favourite food.
- How _____ time have you got?
- I've only got _____ minutes.
- There weren't _____ people on the bus.
- Sugar is bad for you, but _____ in your diet is OK.
- There's not _____ food for nine billion people.

46 REVIEW • Material world

ANSWERS

- 1 do you think 2 does it work
3 This green one is more 4 the colour
5 I much prefer 6 Which one
7 much too

Listening

Exercise 7 1.37 page 148

Play the audio for students to listen and decide if the sentences are true or false. Check answers with the class.

ANSWERS

- 1 true 2 false 3 false 4 true
5 false 6 true

Optional activity: Consolidation

Write the environment words from pages 38–39 and the quantifiers from page 41 on the board. Also write on the board the following phrases from page 39: *We need to stop ...*, *We need to start ...*, *It's important that we ...*

- 5 Complete the sentences with question tags.

- You haven't bought more chocolate, _____?
- They love spending money, _____?
- You can't lend me ten euros, _____?
- You didn't throw the bottles away, _____?
- You won't be late again, _____?
- The house doesn't have solar panels, _____?

Speaking

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

does it work do you think I much prefer
much too the colour
This green one is more Which one

- Liz Let's get Dad a torch for his birthday.
Harry OK. What ¹ _____ of this solar torch?
Liz It's cool. How ² _____?
Harry It uses the power of the sun.
Liz That's no good indoors.
³ _____ practical. It's got batteries.
Harry I like ⁴ _____ of that one. But ⁵ _____ the solar torch. It's more original.
Liz ⁶ _____ is cheaper?
Harry The green one is only twelve euros. The solar torch is ⁷ _____ expensive.
Liz OK. We'll get the green one.

Listening

- 7 1.37 Listen to Joe and Clare talking about a class environment project. Write *true* or *false*.

- Joe is talking about a class project.
- His class wants the school to use recycled paper.
- They have given families recycling bins.
- They want people to change their habits.
- Clare has showers at home.
- There is a lot of food wasted at the school canteen.

Tell students they are going to make a poster to persuade young people to do more to help the environment. Elicit some useful sentences for a poster using the words on the board, e.g. *A lot of natural resources are running out. We need to reduce the amount that we waste. We don't recycle enough. We need to start recycling more.* Put students into pairs to make their poster. Tell them they should:

- use vocabulary from the board and from page 42
- use quantifiers and question tags
- make their poster attractive and persuasive

Put students into small groups to present their posters to each other and choose one to present to the class. Ask groups in turn to present their poster to the class. Discuss as a class which posters would help to persuade people and why.

Assessment

Unit 4 tests, Teacher's Resource Disk

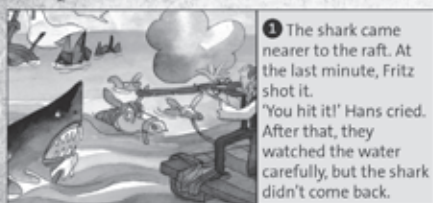
4 STORY IN ENGLISH • The Swiss Family Robinson

Remember!

Before you use your dictionary, try to guess the meaning of the words you don't know. Then use your dictionary to check.

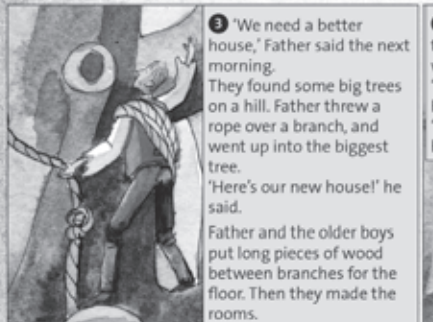
- 1 **BEFORE YOU READ** Work in pairs. What can you recycle on an island? Think about what materials there are and what you can make from them.

Chapter 4 • The tree house

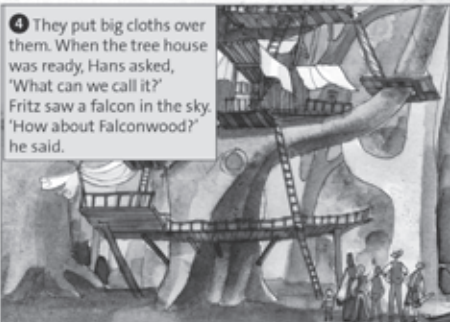


1 The shark came nearer to the raft. At the last minute, Fritz shot it. 'You hit it!' Hans cried. After that, they watched the water carefully, but the shark didn't come back.

2 That night, the family heard a noise, and looked out of the tent. Yellow eyes watched them in the dark. 'Jackals!' Ernst cried. Just then, Bello and Juno attacked, and all of the jackals ran away.



3 'We need a better house,' Father said the next morning. They found some big trees on a hill. Father threw a rope over a branch, and went up into the biggest tree. 'Here's our new house!' he said. Father and the older boys put long pieces of wood between branches for the floor. Then they made the rooms.



4 They put big cloths over them. When the tree house was ready, Hans asked, 'What can we call it?' Fritz saw a falcon in the sky. 'How about Falconwood?' he said.



5 In the autumn, Mother made a garden with their seeds. The boys looked for food in the forest. They put it in barrels for the winter. Father made a room for their animals under the tree house. Then he put his tools in the beach tent.



6 When the winter came, the family stayed in their tree house. And their animals stayed in their home at the foot of the tree. It rained for weeks. 'We haven't got much food,' Father wrote in his journal one day. 'Will our animals live? Will our seeds grow?'

- 2 **READING CHECK** Work in pairs. Cover the text and tell your partner the story. Use these words:

animals jackals tree branches
tree house seeds

- 3 **WHAT DO YOU THINK?** Work in pairs. Talk about what happens in the next chapter. Think about how they get food.

STORY IN ENGLISH 47

class, with each student adding a sentence.

ANSWERS

Students' own answers.

Exercise 3 WHAT DO YOU THINK?

Students work in pairs to discuss what happens next. Encourage them to use their imagination and think about different possibilities. Discuss students' ideas, but don't confirm them. Tell them they will find out at the end of the next unit.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

Put students into pairs. Ask them to choose one of the pictures in the story and imagine a short conversation between some of the people in the picture, using vocabulary from the story. Students prepare and practise their conversations in pairs. Ask some pairs to perform their conversations for the class. Other students can listen and guess which picture each conversation relates to.

ANSWERS

Students' own answers.

Story in English: The Swiss Family Robinson

Exercise 1 BEFORE YOU READ

Ask students what they can remember about the Swiss Family Robinson. Elicit a few ideas, then read out the questions.

Put students into pairs. Encourage them to look at the pictures to help them think of what materials there are on an island. Encourage them to use their imagination to think of things they could make from these materials. Discuss students' ideas with the class.

Ask students what useful vocabulary they can remember from the previous chapter. Refer students back to page 37 if necessary and elicit *shark*, *rope*, *seeds* and *barrel*.

Read out the Remember! box and encourage students to use the context around new words to help them guess the meaning, then check in their dictionaries.

Students then read the story. With **weaker classes**, you could ask students to read one or two parts of the story at a time, and check they have understood the gist of the story before they continue.

ANSWERS

Students' own answers.

Exercise 2 READING CHECK

Read through the words in the box with the class and make sure students understand them all. Also check that they understand *falcon*. Ask students to find the words in the story.

With **weaker classes**, allow students time to read the story again and make a note of two or three more words they need to help them retell the story.

Students work in pairs to tell each other the story. Encourage them to help each other if they get stuck or forget something. You could also do this as a whole-class activity. Ask a student to give the first sentence of the story, then go around the

Unit summary

Vocabulary

Uses of *get*: *get a bank account, get a boyfriend / girlfriend, get a degree, get a driving licence, get a job, get a new hobby, get a pension, get a phone, get a social media account, get married, get old, get rich*

Lifestyle choices: *earn money, enjoy yourself, get involved with a charity, have a family, have fun, look after yourself, make a million dollars, retire young, settle down, spend some time abroad, start up your own business, take some time out, take up a sport, tie yourself down, travel around, waste time*

Language focus

First conditional with *if* and *unless*

might vs. *will*

will and *be going to*

Future continuous

Speaking

I can make plans and future arrangements.

Writing

I can link ideas to show reason and cause.

Vocabulary • Uses of *get*

Aim

Talk about different ages and life events.

THINK!

Ask the questions to the class and elicit a range of answers. Ask more questions to encourage students to say more, e.g. *What things were easier or harder when you were younger? What things will be better in the future?* Elicit a range of answers.

ANSWERS

Students' own answers.

Exercise 1

Read through the phrases in the box with the class and check that students understand them. Point out the different age groups, then ask students to work individually to decide in which age group you are most likely to do the things in the box.

Put students into pairs to compare their answers, then discuss the answers with the class. Encourage students to give reasons for their choices where there are differences of opinions.

5 Years ahead

VOCABULARY • Uses of *get*
I can talk about different ages and life events.

✦ Extra listening and speaking p92

✦ Curriculum extra p100

✦ Culture p108

✦ Song p118

THE GENERATIONS QUIZ

1 Check the meaning of the phrases in the box. Decide in which age group you are most likely to do each one.

10-16	16-20	20-30	30-40	40-50	50+
-------	-------	-------	-------	-------	-----

get a bank account get a boyfriend / girlfriend
get a degree get a driving licence
get a job get a new hobby get a pension
get a phone get a social media account
get married get old get rich

2 2.02 Do the quiz. Compare your answers with a partner. Then listen and check.

0-5 years

Which two of these things can children normally do before they're five?

a get a new hobby
b read and write a 200-word story
c get a bank account

13-19 years

Around 78% of teenagers have got a phone and over 80% have got a social media account. How old do you usually need to be to get a social media account?

a thirteen b fourteen c fifteen

6-12 years

Surveys show we are happiest around nine to ten years old. Why?

a It's when we get rich.
b It's when we get a pension.
c It's when we have the most fun and the fewest worries.

20-29 years

When they have got a degree or finished their studies, people in their twenties often get a job. Which of these things can't you do in the UK until you're twenty-one?

a get a driving licence
b adopt a child
c get a boyfriend or girlfriend

ANSWERS

Students' own answers.

Exercise 2 2.02

Focus on the quiz and check that students understand *generations* in the quiz title. Students work in pairs to read the quiz and choose their answers. Play the audio for students to listen and check the answers to the quiz. See who got the most correct answers, and ask students which answers they find most surprising and why. With **weaker classes**, you could play the audio again, pausing after the phrases from exercise 1 with difficult pronunciations for students to repeat, e.g. *get a pension, get a social media account*.

ANSWERS

1 a, c 2 c 3 a 4 b 5 c 6 b
7 b 8 a

Optional activity: Vocabulary

Say: *This is what you do when you go to university.* Elicit the correct phrase (*get a degree*). Put students into pairs and ask them to write five more clues for phrases from exercise 1. Ask students to close their books, then put pairs together into groups of four to read their clues to each other and guess the phrases. See which pairs guessed all the phrases correctly.

ANSWERS

Students' own answers.

Exercise 3 2.03 page 149

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.

ANSWER

Mitchell thinks he'll get a good job.

T62 Unit 5



30–49 years 5

At this age, many people are married. According to scientists, if you get married, you'll probably ...

a be happy
b die younger
c live longer

70–100 years 8

People are getting older. In 1900, the average life expectancy in Europe was forty-three. What is it now?

a about seventy
b about eighty
c about ninety

50–59 years 6

People often become grandparents at this age. What is the record number of grandchildren to one grandparent in the world?

a 99 b 140 c 247

60–79 years 7

When people get a pension they often lead a quiet life, but not always! In the Senior Olympics event in the USA, for example, older people compete in every Olympic sport. What's the world record for the women's 100 metres for women over seventy?

a 10.6 seconds
b 14.6 seconds
c 20.6 seconds

3 **2.03** Watch or listen to five people talking about their opinions on different ages. Which person thinks they will get a good job?



4 **2.03** Watch or listen again. Which key phrases do you hear? Then complete the phrases with your own ideas about the different stages of your life.

KEY PHRASES

Making predictions about the future

1 Hopefully, I'll
2 I'll definitely
3 I definitely won't
4 I'm pretty sure that I'll
5 I might
6 Maybe I'll
7 I doubt that I'll
8 I don't think I'll

5 **USE IT!** Work in pairs. Complete the questions with phrases from this page and your own ideas. Then ask and answer the questions. Use the key phrases in your answers.

1 What's the best age to?
2 Do you think that you'll one day? Why (not)?
3 What do you want to do when?
4 When do you think you'll

Finished?

Look again at the age groups in exercise 1. Which one do you think is the best age? Why?

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.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Allow students time to prepare their questions individually, then put them into pairs to ask and answer their questions. Ask pairs in turn to tell the class two things they and their partner agree on, and two things they disagree on.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. They can prepare their ideas individually, then compare with another fast finisher. Alternatively, ask fast finishers to explain their ideas to the class. Ask other students if they agree or disagree, and why.

More practice

Workbook page 40

Assessment

Five-minute test, Teacher's Resource Disk

Optional activity: Video

Write these questions on the board:
Which person ...?

- 1 is happy not to be married
- 2 believes that people will live longer in the future
- 3 expects to have a car by the age of twenty-two
- 4 doesn't think that having a lot of money is important

Play the video or audio again for students to watch or listen and answer the questions. Check answers with the class.

ANSWERS

1 Emma 2 Paul 3 Mitchell 4 Joe

Exercise 4 **2.03** page 149

Allow students time to read through the key phrases. Play the video or audio again for students to watch or listen and note down the phrases they hear. Check answers with the class and check that students understand all the phrases.

You could ask students to complete the phrases with their own ideas. Ask some students to read some of their sentences to the class. Ask if other students agree.

ANSWERS

We hear phrases 2, 4, 5, 6, 7, 8
Students' own answers.

Reading • Future humans

Aim

Match visual information to a text.

THINK!

Read out the questions and elicit a few ideas from individual students. Ask more questions, if necessary, to help students think of ideas, e.g. *How are things different for your generation in education? What about people's working lives? What about their social lives? What about technology?*

Put students into pairs and give them two minutes to think of as many differences as possible between their generation and their parents' and grandparents' generations. Bring students' ideas together into a brief class discussion.

ANSWERS

Students' own answers.

Exercise 1

Ask students to read the title of the article. Then focus on the pictures and ask: *What do they show? Why do you think people might look like this in the future?* Elicit a few ideas.

Ask students to read the introduction and first paragraph of the text (*Homo Informaticus*). Ask: *Which picture matches this paragraph?* Elicit the answer (E) and ask students to tell you why they chose this picture.

Ask students to read the rest of the article quickly and match the paragraphs with the pictures.

Allow students time to compare their answers in pairs, then check answers with the class. Discuss any paragraphs that students found difficult to match to.

ANSWERS

1 E 2 C 3 B 4 A 5 D

Exercise 2 2.04

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

- Children born now might live to be 150 years old.
- Using computers and screens more and more will probably cause our brains to get bigger.
- People will possibly leave cities and live in caves as the result of an epidemic or war.
- Children of the future might be better looking, healthier and more intelligent.
- If Earth gets overcrowded, humans will colonize other planets.
- Neo-humans and Cyborgs will have more strength than we have today.

5 READING • Future humans

I can match visual information to a text.

THINK! How are you different from your parents and grandparents? Will people in the future be different? Why?

FACES OF THE FUTURE

Humans have adapted and changed through the ages and, unless a catastrophe destroys the Earth, we'll probably survive and continue to change. Scientists are already saying that children born now might live until they're 150. Further into the future, perhaps people won't die but simply buy new body parts as they get older!

What other changes are possible in the years ahead?



1 **Homo Informaticus** If we continue to use computers and screens more and more, our eyes and brains will probably get bigger in order to process more information.

2 **Neo-humans** If there's a terrible war or an epidemic, survivors might leave the cities and live in caves. They'll become stronger, hairier and more agile.

3 **Homo Perfectus** If scientists manipulate human genes, will some people pay to have children who are better looking, healthier and more intelligent than 'normal' humans?

4 **Cyborgs** Soldiers of the future might be part human, part machine, with super-strong body parts, auto-zoom eyes and a brain connected by Wi-Fi to super computers.

5 **Space humans** If Earth gets too crowded, humans will colonize other planets. If they adapt to a different atmosphere and gravity on another planet, they won't look the same as humans on Earth.

Which possibilities do you think are most likely?

Comments

1 Read the article on the future of human beings. Match paragraphs 1–5 with pictures A–E.

2 2.04 Read and listen to the text again and answer the questions.

- Who might live to be 150 years old?
- What will probably cause our brains to get bigger?
- What will people possibly do as the result of an epidemic or war?
- What are the possible ways the children of the future will be different from now?
- What might happen if Earth gets overcrowded?
- What two types of future humans will have more strength than we have today?

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!** Work in pairs. Which of the ideas in the article do you think will happen in the future? Compare your ideas.

I doubt that we'll look the same.

I think computers will do everything for us.

50 Years ahead

Optional activity: Reading

Write the following sentences on the board:

- In the future, our body parts will last for longer.
- Neo-humans will be better at climbing than humans now.
- Cyborgs will carry powerful computers with them.
- Space humans will only live on planets with the same atmosphere as Earth.

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 (We will be able to buy new ones.)
- true
- false (Their brains will be connected to super computers.)
- false (They might live on planets with a different atmosphere and gravity.)

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

Exercise 4 USE IT!

Allow students time to read through the text again individually and decide which ideas they think will happen. Put them into pairs to compare and discuss their ideas. Ask some pairs to tell the class which ideas they agree on. With **stronger classes**, you could elicit students' own ideas about things they think will happen in the future.

ANSWERS

Students' own answers.

More practice

Workbook page 44

Practice Kit Reading 5

First conditional with *if* and *unless*

1 Match 1–3 with a–c using the article on page 50.

Situation

- 1 Unless a catastrophe destroys the Earth,
- 2 If scientists manipulate human genes,
- 3 If humans adapt to conditions on another planet,

Result

- a will people pay to have healthier children?
- b the human race won't look the same.
- c we will probably survive.

2 Choose the correct options to complete the rules.

RULES

- 1 We use the first conditional to talk about a possible event and its result in the future / past.
- 2 We introduce the situation with *if* or *unless* + present / past simple.
- 3 We describe the result with *will* and *won't* / *do* and *doesn't* + infinitive without *to*.
- 4 We use *unless* to say *if ... not* / *if ... when*.
- 5 When the *if* clause is first / second, we use a comma. When the *if* clause comes first / second, we don't need a comma.
If Earth gets too crowded, we'll colonize other planets.
We'll colonize other planets if Earth gets too crowded.

3 Complete the sentences with the first conditional form of the verbs in brackets. Then rewrite sentences 4–6 using *if*.

If we (survive), our brains (get) bigger.

If we survive, our brains will get bigger.

- 1 If people _____ (live) on other planets, they _____ (miss) the Earth.
- 2 He _____ (get tired) if he _____ (not rest).
- 3 We _____ (not look) the same if we _____ (live) on Mars.
- 4 Her teacher _____ (get angry) unless she _____ (do) her homework.
- 5 You _____ (miss) the bus unless you _____ (get up) now.
- 6 There _____ (be) a catastrophe unless we _____ (protect) the environment.

4 Match 1–6 with a–f. Use *I won't* and *unless*.

I won't pass my exams unless I study hard.

- | | |
|-------------------------|--------------------------|
| 1 pass my exams | a run |
| 2 get a driving licence | b have a lot of problems |
| 3 get the bus | c make a lot of money |
| 4 get rich | d study hard |
| 5 get stressed | e meet someone nice |
| 6 get married | f have some lessons |

5 2.05 PRONUNCIATION: Linking Listen and repeat the sentences.

I won't get a job unless I study hard.

Computers will do everything for us.

might vs. *will*

6 Study the examples and read the rules. Which situation does the writer think is more likely?

Children born now might live until they're 150.

People will continue to change.

RULES

We use *might* to make predictions when we aren't certain.We use *will* to make predictions when we are certain.

7 Choose the correct options.

- 1 Lauren won't / might not get a new bank account. She's happy with the one she has now.
- 2 I'll / I might live to be 100.
- 3 One thing's for sure – people will / might continue to write about the future.
- 4 I won't / might not buy that. I'm not sure.
- 5 Liverpool will / might win. You never know!

8 USE IT! Work in pairs. Ask and answer the questions with your own ideas.

- 1 If I tell you a secret, _____?
- 2 What will happen if _____?
- 3 If you're rich in the future, will you _____?
- 4 Will you be unhappy if _____?
- 5 If there are trips to other planets, will _____?

What will happen if you learn to speak English perfectly?

I might move to Australia.

Finished?

Write a paragraph about twenty years in the future. Think about what you'll look like, your job, your house, etc. Use *if*, *unless*, *will* and *might*.

Years ahead 51

ANSWERS

- 1 live, will miss
- 2 'll / will get tired, doesn't rest
- 3 will not / won't look, live
- 4 will get angry, does
- 5 'll / will miss, get up
- 6 'll / will be, protect
- 4 Her teacher will get angry if she doesn't do her homework. / Her teacher won't get angry if she does her homework.
- 5 You won't miss the bus if you get up now. / You will miss the bus if you don't get up now.
- 6 There won't be a catastrophe if we protect the environment. / There will be a catastrophe if we don't protect the environment.

Exercise 4

Students match the sentence halves and then join them using *I won't* and *unless*.

ANSWERS

- 2 f I won't get a driving license unless I have some lessons.
- 3 a I won't get the bus unless I run.
- 4 c I won't get rich unless I make a lot of money.
- 5 b I won't get stressed unless I have a lot of problems.
- 6 e I won't get married unless I meet someone nice.

Exercise 5 2.05

PRONUNCIATION: Linking

Play the audio, pausing after each one for students to repeat.

might vs. *will*

Exercise 6

Elicit which situation the writer thinks is most likely. Check understanding.

ANSWER

People will continue to change.

Exercise 7

Students read the sentences and choose the correct options. Check answers.

ANSWERS

- 1 won't
- 2 I might
- 3 will
- 4 might not
- 5 might

Exercise 8 USE IT!

Students complete the questions with their own ideas. Ask some pairs to read their questions to the class. Correct any errors.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their paragraphs individually, then swap with another fast finisher to read.

More practice

Workbook page 41

Practice Kit Grammar 8 and 9

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • First conditional with *if* and *unless* • *might* vs. *will*

Aim

Talk about possibilities in the future.

First conditional with *if* and *unless*

Warm-up

Refer to the text on page 50. Ask: *Does the writer think our brains will get bigger?* (yes). Ask students to find a sentence in paragraph 1: *If we continue to use computers ...* Write it on the board. Underline the *if* clause and ask: *Is this a situation that might happen?* (yes). Underline the result clause and ask: *Is this a result of the situation?* (yes).

Exercise 1

Students match the sentences using the article to help them. Check answers.

ANSWERS

- 1 c
- 2 a
- 3 b

Exercise 2

Students work in pairs to read the rules and choose the correct options.

ANSWERS

- 1 future
- 2 present
- 3 will and won't
- 4 if ... not
- 5 first, second

Language note

Unless means the same as *if ... not*: *We won't survive if we are not careful.* = *We won't survive unless we are careful.* Write these on the board for students to refer to when completing exercise 3.

Exercise 3

Students complete the sentences, then ask students to rewrite sentences 4–6 using *if*. Check answers with the class.

Vocabulary and listening • Lifestyle choices

Aim

Talk about lifestyle choices for the future.

THINK!

Read out the questions and elicit a few answers. Ask more questions to encourage students to say more, e.g. *Do you think you will have a job? Will you have a car? Do you think you will be married?*

ANSWERS

Students' own answers.

Exercise 1 2.06

Read out the header of the online forum and elicit what the question means (*What do you imagine your life will be like ten years from now?*). Ask students to read the forum and check the meanings of the phrases in blue. Discuss the meanings with the class. Students then work individually to read the forum again and decide which ideas they think are good. Discuss the ideas with the class.

ANSWERS

Students' own answers.

Exercise 2

Read the study strategy with the class. Students work individually to complete the sentences with their own ideas. They compare their sentences in pairs and decide which are the best sentences to remember. Ask students to close their books, and ask some students to say one of their sentences from memory.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

Ask students to close their books and write on the board one word for each phrase in exercise 1, e.g. *tie, family*, etc. Divide the class into teams. Teams take it in turns to choose one of the words on the board and make a sentence using the correct phrase. If their answer is correct, award them a point and cross the word off the board. If their answer is not correct, don't give the correct answer, but move on to the next team. Continue until all the words are crossed off the board. See which team has the most points.

Exercise 3 2.07 page 149

Focus on the names in exercise 1 and tell students they will hear four of these people speaking. Play the audio. Students listen and note down the order of the speakers.

ANSWERS

DeeLee33, Marcus, Earlybird, Decklen

5 VOCABULARY AND LISTENING • Lifestyle choices

I can talk about lifestyle choices for the future.

THINK! How old will you be in ten years' time? Where do you think you will be?

Where do YOU see YOURSELF in ten years' time?

LOVE

FUN

MONEY

TRAVEL

HEALTH

Decklen

I see myself finishing university first. Then I'm going to get a good job, settle down and have a family. Can't wait! 😊

Earlybird

Why do people tie themselves down? Why not take some time out? Go travelling while you're young!

DeeLee33

That's what I think! I don't want a good job. I want to have fun. I'll take up a sport like karate or skydiving and enjoy myself. In two years, I hope that I'll be doing my black belt, and I'll be happy.

Earlybird

Me, too! I'm going to travel around Australia and teach myself to surf.

Marcus

Where are you going to earn money to get to Australia? 🇦🇺

Earlybird

I'm going to start up my own business, make a million dollars in two years, and then I'll retire young and travel the world. Why waste time working all your life?

Marcus

I think it's important to look after yourself – but what about others? I'd like to get involved with a charity and spend some time abroad helping people.

DeeLee33

I totally agree. Good luck with that, Marcus! 🍀

- 2.06 Read and listen to the online forum. Check the meaning of the phrases in blue. Which do you think are good ideas for a healthy life?

STUDY STRATEGY

Remembering new vocabulary

Remember new vocabulary, like the phrases in exercise 1, by writing your own examples. If you make sentences that are true for you, it's easier to remember the new phrases.

- Read the study strategy. Complete the sentences with your own ideas. Compare your ideas with a partner and try to remember the best sentences.
 - I enjoy myself when I _____.
 - When I'm older, I'm going to travel around _____ and other countries.
 - I want to take up a sport like _____.
 - Don't waste time _____.
 - I'd like to get involved with a charity, for example, _____.
 - To look after yourself, you should _____.
- 2.07 Listen to the four people from exercise 1 talk about their future plans and lifestyle choices. Which order do they speak in?

- 2.07 Listen again and write true or false. Correct the false sentences.

- Speaker 1 thinks that having money is the most important thing.
- Speaker 2 has been to university.
- Speaker 3 is ambitious.
- Speaker 4 thinks education is important.

Language point: Reflexive pronouns

- Find five sentences with reflexive pronouns in the online forum. Then complete sentences 1–3 with the reflexive pronouns in the box. There is one extra pronoun.

himself myself ourselves yourself

- I saw _____ in the mirror.
- He sent _____ an email.
- We always enjoy _____ on holiday.
- USE IT! Work in pairs. Tell each other about your plans and ideas for the future. Use the phrases in blue in the online forum to help you.

I'd like to take time out and travel around the world.

I think it's a good idea to take up a sport and enjoy yourself.

52 Years ahead

Exercise 4 2.07 page 149

Allow students time to read the sentences. Play the audio again. Students listen and decide if the sentences are true or false, and correct the false sentences. With **stronger classes**, students could decide from memory, then listen to check. Check answers with the class.

ANSWERS

- false (Speaker 1 thinks that life is about enjoying yourself.)
- false (Speaker 2 hasn't been to university, but he is going to take some time out before he goes.)
- true
- true

Language point: Reflexive pronouns

Exercise 5

Ask students to find five sentences with reflexive pronouns in the online forum. Check answers, and check that students understand all the reflexive pronouns. Students then complete the sentences with the correct reflexive pronouns. Check answers with the class.

ANSWERS

I see myself finishing university ...
Why do people tie themselves down?
I'll take up a sport ... and enjoy myself.
... teach myself to surf.
... it's important to look after yourself.
1 myself 2 himself 3 ourselves

Exercise 6 USE IT!

Ask a confident student to read out the examples. Elicit one or two more plans or ideas that students have for their future. Allow students time to prepare their ideas individually. Remind them to use phrases from exercise 1. Put students into pairs to talk about their ideas and plans. Ask some students to tell the class something they learned about their partner.

ANSWERS

Students' own answers.

More practice

Workbook page 42

Practice Kit Vocabulary 5

Assessment

Five-minute test, Teacher's Resource Disk

will and be going to

- 1 Complete the sentences from the online forum on page 52. Then answer questions 1 and 2.

a I'm _____ start up my own business.
b _____ retire young.

- 1 What are the negative and question forms of the examples?
2 Which sentence refers to a general prediction and which refers to a definite plan or intention?

- 2 Choose the correct options. Then ask and answer the questions with a partner.

- 1 Do you think you will / are going to travel into space?
2 How many people will / are going to live on Earth in 2100?
3 Do you think that one day you'll / you're going to be famous?
4 Who will / is going to take up a new sport this summer?
5 Will you / Are you going to watch TV tonight?

- 3 Complete the dialogue with the correct form of will and be going to and the verbs in brackets.

Joe I've decided that ¹ _____
(I / teach) myself the guitar.
Sam Great! That ² _____ (be) fun.
When ³ _____ (you / start)
learning?
Joe I'm not sure. I don't think that
⁴ _____ (my mother / buy) me a
guitar, so first of all ⁵ _____
(I / buy) myself a cheap guitar. Then
⁶ _____ (I / visit) the
outdoor music festival next month
to practise with other people.
Sam Oh, that's a good idea. I'm sure
⁷ _____ (you / enjoy)
yourself there.
⁸ _____ (the weather /
be) good, do you think?
Joe I've no idea, but
⁹ _____ (I / not change)
my plans.
Sam I'm sure ¹⁰ _____
(you / learn) quickly.
Joe I hope so.



Future continuous

- 4 Study the sentence from the online forum on page 52. Then complete the rules.

In two years, I hope that I'll be doing my black belt and I'll be happy.
NOT I'll be-being-happy.



RULES

- 1 The future continuous predicts or describes an action which we think will be finished / will be in progress at a specific point in the future.
2 We use / don't use continuous tenses with state verbs such as be.

- 5 Order the words to make sentences. There is one extra word in each sentence.

- 1 watching TV / you / be / will / been / this time tomorrow / ?
2 the match / won't / don't / we / be / watching / on Sunday
3 will / staying / you / are / in a hotel / be / this time next week / ?
4 studying here / I / be / won't / to / when I'm older
5 humans / living / live / be / will / in the future / on Mars / ?

- 6 USE IT! Work in pairs. Write questions using the future continuous and words from the boxes. Ask and answer the questions about your future.

What
Where
How
Do

do
feel
live
study
watch
wear
work

in fifty years' time
this time tomorrow
on Saturday morning
on TV tonight
later
next year

What do you think you'll be doing on Saturday morning?

Do you think humans will be living longer in fifty years' time?

Finished?

Write what you'll be doing at 7.30 p.m. this evening, and at 7.30 p.m. this Saturday.

Years ahead 53

Language focus • will and be going to • Future continuous

Aim

Talk about what you will be doing in the future.

Warm-up

Ask: *What are you going to do after this class?* Elicit answers and write one or two on the board, e.g. *I'm going to have lunch.* Ask: *Do you think you will get married one day?* Elicit some answers and write one or two sentences on the board, e.g. *Ana thinks she'll get married one day.* Underline the verb forms.

will and be going to

Exercise 1

Students complete the sentences with the correct verb forms, then answer the questions. Check answers.

ANSWERS

- a going to b I'll
1 I'm not going to start up my own business. Are you going to start up your own business? I won't retire young. Will you retire young?
2 Sentence b refers to a general prediction, and sentence a refers to a definite plan or intention.

Language note

We use *be going to*, NOT *will* for plans and intentions: *I'm going to go to the cinema on Friday.* (NOT ~~I'll go to the cinema on Friday.~~)

Exercise 2

Students choose the correct options. Check answers. Students then work in pairs to ask and answer the questions.

ANSWERS

- 1 will 2 will 3 you'll 4 is going to
5 Are you going to
Students' own answers.

Exercise 3

Students complete the dialogue with the correct verb forms. Check answers.

ANSWERS

- 1 I'm going to teach 2 will be / 'll be 3 will you / are you going to start 4 my mother will buy 5 I'm going to buy 6 I'm going to visit 7 you'll enjoy 8 Will the weather be 9 I'm not going to change 10 you'll learn

Future continuous

Exercise 4

Students choose the correct words to complete the rules. Check answers.

ANSWERS

- 1 will be in progress 2 don't use

Language note

We form the negative form of the future continuous with *won't*: *I won't be doing exams in three years.* In short answers we use just *will* or *won't*: *Will you be living here in five years? Yes, I will. / No, I won't.*

The future continuous focuses on an action in progress at a particular time in the future: *When I'm in my twenties, I'll be making lots of money.*

Exercise 5

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

ANSWERS

- 1 Will you be watching TV this time tomorrow? (been)
2 We won't be watching the match on Sunday. (don't)
3 Will you be staying in a hotel this time next week? (are)
4 I won't be studying here when I'm older. (to)
5 Will humans be living on Mars in the future? (live)

Exercise 6 USE IT!

Read out the two example questions and point out how they have been formed from the words in the boxes. Students write down more questions in pairs. Ask some students to read their questions to the class. Correct any errors. Students then ask and answer the questions in pairs.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their sentences individually then compare with another fast finisher.

More practice

Workbook page 43

Practice Kit Grammar 10 and 11

Assessment

Five-minute test, Teacher's Resource Disk

Speaking • Making arrangements

Aim

Make plans and future arrangements.

THINK!

Ask the questions to the whole class and elicit some answers. If students are struggling for ideas, ask more questions to start them thinking, e.g. *Are you going to do any sport? Are you going to meet your friends? Are you going to watch any films? How much time are you going to spend on homework?*

ANSWERS

Students' own answers.

Exercise 1

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 Pamela to the class and elicit the answer.

ANSWERS

1 crazy 2 important 3 earlier
4 on time 5 new

Pamela is going to auditions for the new show, meeting the TV executives about plans for the TV show, and meeting the TV director for lunch.

Exercise 2

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 busy day 2 meeting 3 auditions for the new show 4 about the new plans

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.

5 SPEAKING • Making arrangements

I can make plans and future arrangements.

THINK! Are you busy over the next few days? What are your plans?

Aldo So, Pamela, you've got a busy day ahead.
Pamela I know, it's ¹boring / crazy.
Aldo That's what happens when you're ²important / fun! Don't forget you've got a meeting this afternoon with the television executives. They're going to be asking about your new plans for the TV show.
Pamela Yes, what time does that start?
Aldo The meeting starts at 12.30 in the city centre, so you have to be there a little ³earlier / later. I'll try to book your taxi for 11.45.
Pamela But I have auditions for the new show today, remember? The auditions start at ten.
Aldo Yes, I know. We're going to make sure you'll be ⁴late / on time.
Pamela I hope so. We'll see ... Oh, by the way, I'm meeting the director for lunch today at 2.00 p.m.
Aldo What? Why didn't you tell me?
Pamela I'm telling you now! Can you remind me to tell him about the ⁵fun / new plans, too?
Aldo OK, whatever you say!



Remember!

We use the present simple to talk about future events if they happen regularly:
My maths class is at 2.00 p.m.

1 Choose the correct words in the dialogue. Then watch or listen and check. What three things is Pamela doing today?

2 Cover the dialogue and complete the key phrases. Watch or listen again and check.

KEY PHRASES

Talking about plans

You've got a ¹_____ ahead.
Don't forget you've got a ²_____ this afternoon.
I have ³_____ today, remember?
Can you remind me to tell him ⁴_____, too?

3 Work in pairs. Practise the dialogue.

4 Work in pairs. Take turns to remind each other to do these things this evening. Use the key phrases.

- 1 history homework
- 2 guitar lesson
- 3 help with dinner
- 4 go to bed on time

You've got your history homework this evening, remember?

Remind me to help with dinner.

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: Tell Student B about everything you have to do today: exams, then a football match.

Student B: Listen to Student A talk about his / her plans. Remind him / her that there is an end-of-term party after the exams this evening.

Exercise 4

Read the Remember! box with the class. Ask students to find examples of the present simple for future events in the dialogue in exercise 1. Also review the use of the present continuous for arrangements, and ask students to find an example in the dialogue in exercise 1 (*I'm meeting the director for lunch today*).

Read out the example answers, then put students into pairs to practise reminding each other about future plans. With **weaker classes**, allow students time to prepare their sentences first. With **stronger classes**, students can go straight into the spoken practice. Ask some students to say their sentences to the class.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Students work in pairs to prepare their dialogue. With **weaker classes**, students can write their dialogue before they

practise it. With **stronger classes**, students can go straight into the role-play. Students can 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 in pairs and make notes on their plans for this weekend. They can then prepare and practise a new dialogue with their own ideas. Ask some students to perform their dialogues for the class. Ask: *Whose weekend sounds like fun?*

ANSWERS

Students' own answers.

More practice

Workbook page 47

Practice Kit Speaking 5

THINK! When you're older, what will you remember about being a teenager?

A letter to my 25-year-old self

16th June

Hi there,

My teacher has asked me to write a letter to the future me, so here goes! I'm fifteen and I'm living in Cork. I don't see myself leaving Cork, but we'll see. I wonder what you're doing now? I'd like to go to university, but I'm not 100% sure about that. I'm good at maths, so maybe I'll be an engineer in the future. I'm teaching myself to play the piano, too, so who knows – I might become a pop star.

I guess that in ten years' time the world will be different. I suppose that robots will be doing more jobs. I don't imagine that people will be living in colonies on the moon or Mars. Overall, I'm optimistic about the future, so I'm looking forward to it.

I hope your life is going well.

Bye for now,

Niall



- 1 Read the letter. Where is Niall and what is he doing? Then put a–c in the order they appear. Is the writer very sure about the future? How do you know?

- a ambitions and skills
b present situation
c predictions about the world and technology

KEY PHRASES

Speculating about the future

I (don't) see myself + verb + -ing I guess that ...
I'm not 100% sure about ... I suppose that ...
I wonder what ... I don't imagine that ...
I hope ... Who knows ...

- 2 Read the key phrases and underline them in the text.

Language point: so

- 3 Study the examples of so in blue in the text. When we use so to describe cause and effect, does it go at the beginning, middle or end of a sentence?

- 4 Match 1–3 with a–c using so.

- 1 It's raining ... a we'll go again soon.
2 I feel terrible ... b let's stay indoors.
3 We love London ... c I'm going to bed.

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

WRITING GUIDE

A TASK

Write a letter to your 25-year-old self.

B THINK AND PLAN

Make notes on the following topics:

- 1 How will your situation change?
- 2 What skills and ambitions do you have? What job would you like to do?
- 3 What will the world be like when you are twenty-five? Think about the environment and technology.
- 4 Are you optimistic or pessimistic about the future? Why?

C WRITE

Use your notes to write your letter.

Paragraph 1: About you

I'm ...

Paragraph 2: Your career

I wonder what you're doing now ...

Paragraph 3: The world

I guess that in ten years' time ...

D CHECK

- present continuous
- be going to and will
- lifestyle phrases
- so
- future continuous

Years ahead 55

Optional activity: Writing

Ask students to complete five of the key phrases with their own ideas. Put students into pairs to compare their sentences, then ask some students to read their sentences to the class. Check that they are using the phrases correctly.

Language point: so

Exercise 3

Ask students to find the examples of so in the text. Check that they understand the meaning. Read out the question and elicit the answer. Point out the use of a comma at the end of the clause before so.

ANSWER

It goes in the middle of a sentence.

Exercise 4

Students match the sentence halves and then join them using so. Check answers.

ANSWERS

- 1 b It's raining, so let's stay indoors.
- 2 c I feel terrible, so I'm going to bed.
- 3 a We love London, so we'll go again soon.

Optional activity: Writing

Write the following sentence stems on the board:

- 1 I love ... , so ...
- 2 I'm good at ... , so ...
- 3 I'm learning to ... , so ...

Elicit a few complete sentences, e.g. *I love animals, so maybe I'll become a vet.*

Ask students to complete the sentences using their own ideas about the future. Allow students time to compare their answers in pairs.

Writing • A reflective letter

Aim

Link ideas to show reason and cause.

THINK!

Ask the question to the class and elicit answers from individual students. Ask more questions to encourage students to say more, e.g. *Will you remember things you do with your friends? What will you remember about school? What about your interests and hobbies?*

ANSWERS

Students' own answers.

Exercise 1

Focus on the text and read out the title (*A letter to my 25-year-old self*). Check that students understand the concept of writing a letter to yourself in the future. Read out the question, then ask students

to read the letter and find the answers. Check the answers with the class.

Read out a–c and check that students understand *ambitions and skills*. Ask students to read the text again and put a–c in the order they appear. Check answers, then ask: *Is the writer very definite about the future? How do you know?* Elicit that Niall is not very definite, and elicit some words and phrases that show this.

ANSWERS

He is in Cork at home, writing the letter for homework.

b, a, c

He is not very sure about the future because he uses phrases like *I'm not 100% sure, I might, I guess that* and *I don't imagine*.

Exercise 2

Ask students to read the key phrases and underline them in the text. Check that students understand all the phrases.

Exercise 5 USE IT!

Read out the task. Students answer the 'Think and plan' questions and plan their letter. Read through the paragraph plan with the class and remind students to use this structure in their own letter. Students then write their letters. This could be set for homework. Remind them to check their grammar and spelling carefully.

More practice

Workbook page 45

Writing 5

End-of-unit activities

Progress Review, Workbook page 46

* Vocabulary and language focus worksheets,

Teacher's Resource Disk

** Vocabulary and language focus worksheets,

Teacher's Resource Disk

*** Vocabulary and language focus

worksheets, Teacher's Resource Disk

Speaking worksheet, Teacher's Resource Disk

Review

Vocabulary

Exercise 1

Students complete the sentences 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 present 2 job 3 married 4 up
5 bank account 6 degree

Exercise 2

Students complete the dialogue with the correct verbs. With **weaker classes**, students could work in pairs for this. Check answers with the class and check that students understand all the phrases.

ANSWERS

- 1 take 2 earn 3 spend 4 travel
5 travel 6 start 7 settle 8 have

Language focus

Exercise 3

Read out the first gapped sentence and elicit the correct first conditional form. Students then complete the remaining first conditional sentences. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

- 1 won't go, pays 2 won't pass, revises
3 don't eat, will be 4 will go, rains
5 leave, will arrive

Exercise 4

Students read the sentences and choose the correct options. Allow students time to compare their answers in pairs, then check with the class.

ANSWERS

- 1 won't 2 will 3 might not
4 'll 5 might

Exercise 5

Students read the email and choose the correct words to complete it. Check answers with the class, and discuss with the class why the other options are not possible.

ANSWERS

- 1 b 2 b 3 a 4 a 5 b 6 a 7 b
8 a 9 b 10 a

Speaking

Exercise 6

Students read the questions and sentences and choose the correct responses. Check answers with the class.

ANSWERS

- 1 b 2 a 3 a 4 b 5 c

5 REVIEW

Vocabulary

1 Complete the sentences with the words in the box.

bank account degree job
married present up

- Emily's getting married. I must get her a _____.
- Dad got his first _____ when he was sixteen.
- My sister got _____ in church last Saturday.
- I can't get _____ early in the mornings.
- My big sister got a _____ when she got a weekend job and earned some money.
- If you get a _____, you'll get a good job.

2 Complete the dialogue with the verbs in the box.

have earn settle spend
start take travel (x2)

- Are you going to university after school?
- Yes, but first, I'm going to _____ some time out. I need to _____ money to help me through university. I also want to _____ some time abroad. So I'll _____ around and get jobs in different countries.
- I don't want to _____ the world without money. I want to _____ up my own business and get rich fast. Then I can _____ down and _____ a family.

Language focus

3 Complete the sentences in the first conditional with the verbs in brackets.

- I _____ go to the festival unless Dad _____ for my ticket. (not go / pay)
- She _____ her exams unless she _____ for them. (not pass / revise)
- If you _____ something, you _____ hungry later. (not eat / be)
- We _____ to the beach tomorrow unless it _____ (go / rain)
- If you _____ early, you _____ on time. (leave / arrive)

4 Choose the correct option.

- Evie hates rap. She **won't** / **might not** go with you.
- Everything **will** / **might be** OK – don't worry.
- We **won't** / **might not** have enough money for a taxi. Let's ask how much it is.
- I'm sure you **'ll** / **might** enjoy the film.
- It **will** / **might** rain later. Who knows?

5 Choose the best words to complete the email.

Hi Ali,
I'm going to the USA with my family next week! We've got an early flight, so we ¹ _____ get a taxi to the airport. I'm so excited! This time next week, we ² _____ walking down Hollywood Boulevard. I hope we ³ _____ see some celebrities! I want to visit a movie studio, but I don't know if we ⁴ _____ have time. Hotels are expensive, so we ⁵ _____ stay just two nights there. After Los Angeles, Dad ⁶ _____ rent a car and drive to San Francisco. Maybe I ⁷ _____ go surfing there. Next we ⁸ _____ visit the Grand Canyon. We ⁹ _____ camping there for a few days. I ¹⁰ _____ post photos on Facebook.
Bye,
Teddy

- 1 a will be b are going to 6 a is going to b will be
2 a will b will be 7 a am going to b will
3 a will b are going to 8 a are going to b will
4 a will b will be 9 a are going to b will be
5 a will b are going to 10 a will b will be

Speaking

6 Choose the correct answers.

- What will you do if you fail your driving test?
a Sure. b I'll take it again. c I hope so.
- We've got a busy day tomorrow.
a I know! b Who knows? c It's great.
- Are you coming with us to the concert?
a I don't know. b Don't forget. c Cool!
- The bus leaves at six.
a Yes, definitely. b Right. c Don't forget.
- Can you remind me to buy the tickets?
a I think so. b It's right. c OK, I'll text you.

Listening

7 2.09 Listen to an interview with a scientist, Dr Smith, and complete the notes.

Dr Smith thinks that the world will be a ¹ _____ place in the future. More people will work from ² _____ and robots will do a lot of the ³ _____ jobs. People won't have flying ⁴ _____ cars. People probably won't ⁵ _____ on other planets for a very long time. Dr Smith doesn't know what ⁶ _____ people will be listening to. These things are ⁷ _____ to predict.

Listening

Exercise 7 2.09 page 149

Allow students time to read the notes. Point out that students need to add one word in each gap. Play the audio for students to listen and complete the notes. Check answers with the class.

ANSWERS

- 1 better 2 home 3 boring
4 cars 5 smart 6 live 7 music
8 impossible

Optional activity: Consolidation

Put students into pairs and tell them that they are going to make predictions about their partner's future. Write the following sentence beginnings on the board:

- You'll definitely
- I think you might
- I doubt that you'll
- You'll ... if you
- I think in ten years you'll be

Ask students to complete the sentences with their predictions about their partner. Tell them to use vocabulary from pages 48–49 and 52.

Remind students of the key phrases on pages 49 and 55. Students take turns to read their predictions to each other. Tell them to respond to their partner's sentences using key phrases from pages 49 and 55, e.g. *You'll definitely get a degree. Yes, you're right. I'm pretty sure that I'll get a degree.*

Monitor and help while students are working, and encourage them to use a range of verb forms and phrases to make their predictions. Ask some students to tell the class about which of their partner's predictions they agree with, and which they disagree with.

Assessment

Unit 5 tests, Teacher's Resource Disk

5 STORY IN ENGLISH • The Swiss Family Robinson

1 **BEFORE YOU READ** Imagine you've got your own space at home. What are you going to put in it? What are you going to use it for?

Remember!

Look at the pictures before you read the story and try to decide what happens.

Chapter 5 • The cave house

1 After winter, spring came. All their animals were alive, and little green plants grew in the garden. 'Very good!' Father said. 'Let's go to the beach for my tools.'



2 When they arrived, they couldn't see the ship any more, but they found pieces of wood by the sea. Their tent was in pieces – with Father's tools, cloth, and barrels all over the beach.

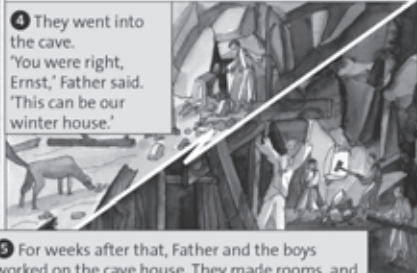


6 One hot day, the family were near the river. Their thirsty animals began drinking. Suddenly a very big snake came out of the water. 'Quick! Move the animals to the cave!' Father cried.

7 They stayed in the cave all day. Father and the boys stood at the windows with guns, but the snake didn't come. 'Perhaps it went away,' Father said that evening. 'I'm going to look.' When he opened the door, their horse ran out into the swamp. Fritz went after it before Father could stop him.



3 Knips went into a hole in the cliffs. 'Where is he?' thought Ernst. He looked into the hole. 'Hey, everyone!' he called. 'There's a big cave behind this cliff! What a good new home for us!'



5 For weeks after that, Father and the boys worked on the cave house. They made rooms, and cut windows in the rock.



8 Fritz wanted to catch the horse. But the snake waited out in the swamp. And now it saw Fritz. It moved nearer.

2 **READING CHECK** Work in pairs. Cover the text and tell your partner the story. Use the words below.

cave snake spring swamp tent

3 **WHAT DO YOU THINK?** Work in pairs. Talk about what happens in the next chapter. What happens to Fritz? What do the other members of the family do?

STORY IN ENGLISH 57

Story in English: The Swiss Family Robinson

Exercise 1 BEFORE YOU READ

Ask students what they can remember about the Swiss Family Robinson. Elicit a few ideas, then read out the questions. Explain that their own space at home might be a room, a cellar below the house or a shed outdoors that is just for them. Put students into pairs to discuss what they will use their space for. Ask some students to tell the class their ideas.

Focus on the pictures and ask students what useful vocabulary they can remember from previous chapters. Elicit *cliff*, *rope*, *gun* and *tent*.

Read out the Remember! box and put students into pairs to look at the pictures and discuss what they think happens in this chapter. Discuss students' ideas with the class.

Students then read the story. With **weaker classes**, you could ask students to read one or two parts of the story at a time, and

check they have understood the gist of the story before they continue.

ANSWERS

Students' own answers.

Exercise 2 READING CHECK

Read through the words in the box with the class and make sure students understand them all. Model the pronunciation of *swamp*.

With **weaker classes**, allow students time to read the story again and make a note of two or three more words they need to help them retell the story.

Students work in pairs to tell each other the story. Encourage them to help each other if they get stuck or forget something. You could also do this as a whole-class activity. Ask a student to give the first sentence of the story, then go around the class, with each student adding a sentence.

ANSWERS

Students' own answers.

Exercise 3 WHAT DO YOU THINK?

Students work in pairs to discuss what happens next. Encourage them to use their imagination and think about different possibilities. Encourage them to use phrases they have learned in this unit for predicting the future. Discuss students' ideas, but don't confirm them. Tell them they will find out at the end of the next unit.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

Put students into groups of four and ask them to each choose a character from the story.

Ask them to imagine it is their first night in the cave and prepare a conversation talking about how they feel now and what their plans and predictions are for the future. Encourage students to use their imagination and think about how the characters feel.

Monitor and help while students are working. Ask groups in turn to perform their conversation for the class. They could act it out too, if they like. Discuss as a class which conversations students enjoyed listening to, and which are the most likely.

ANSWERS

Students' own answers.

Unit summary

Vocabulary

Schools and exams: *boarding school, school holidays, homeschool, school leavers, mixed school, primary school, school rules, secondary school, single-sex school, school uniform; do homework, enrol in, fail exams, get a qualification, get good marks, get into college, go to lessons, obey rules, pass exams, take classes*

Courses and careers: *apply for a job / a course / a position, attend university / college / school, do a course / an apprenticeship / a degree, get the right qualifications / a job / good marks, study engineering / science / management, train to be an engineer / a physicist / a lawyer; construction, engineering, entertainment, journalism, IT, law, management, nursing, science, teaching*

Language focus

can, could, be able to
have to / need to / must / should

Speaking

I can ask for and give advice.

Writing

I can order opinions in an essay.

Vocabulary • Schools and exams

Aim

Express opinions by agreeing or disagreeing.

THINK!

Ask: *Do you like school? What do you like about it? What things do you dislike?* Elicit a range of answers from individual students. Read out the question and put students into pairs to discuss it. Set a time limit and ask them to agree on the three best and three worst things about school. Ask pairs in turn to report back to the class, and bring students' ideas together on the board.

ANSWERS

Students' own answers.

Exercise 1 2.10 page 149

Remind students that in English we can combine nouns to make new words, e.g. *maths teacher* (= a teacher who teaches maths). Read out the first two words in the box and elicit how they can combine with *school* (*boarding school, school holidays*). Students work in pairs to combine the words, then decide which ones they can see in the photos. Play the audio for students to listen and check their answers.

6 Learn

VOCABULARY • Schools and exams
I can express opinions by agreeing or disagreeing.

✚ Extra listening and speaking p93

✚ Curriculum extra p101

✚ Culture p109

✚ Project p114

THINK! What are the best and worst things about going to school?

1 2.10 Use the word *school* and the words in the box to make compound nouns (two nouns that together make another noun). Listen and check. Which types of school can you see in the photos?

boarding school

boarding holidays home leavers mixed
primary rules secondary single-sex uniform

2 2.11 Check the meaning of the phrases in the box and use them to complete the questionnaire. Listen and check. Then ask and answer the questions with a partner.

do homework enrol in fail exams
get a qualification get good marks
get into college go to lessons
obey rules pass exams take classes

1 Type of school

What kind of school do you decide to ¹ yourself in?

a single-sex school

b mixed school

c boarding school

d homeschooling

2 Subjects

Traditional school subjects are a bit boring, so you want a school where you can take ² in:

a dance, theatre and singing.

b skateboarding.

c graffiti art.

d sailing.

e other (please tell us what!)

3 Timetable

What hours do you choose to go to ³ ?

a from 8.30 a.m. to 3.30 p.m.

b from 9.00 a.m. to 4.00 p.m.

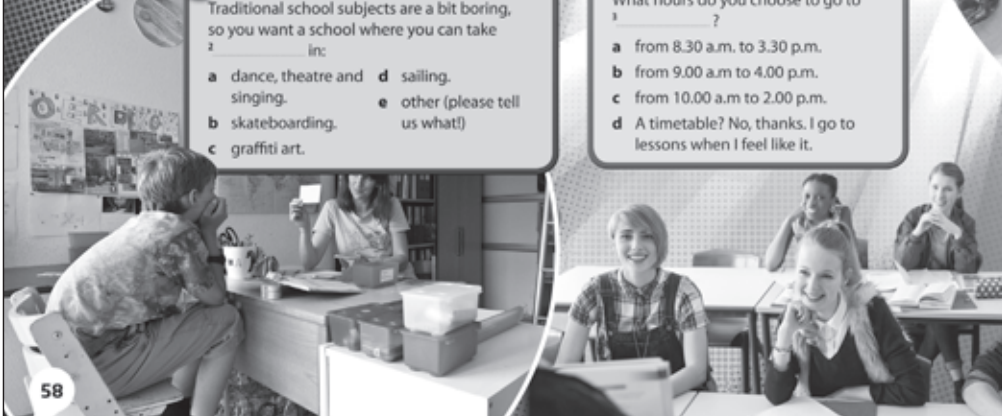
c from 10.00 a.m. to 2.00 p.m.

d A timetable? No, thanks. I go to lessons when I feel like it.

Plan your ideal school!

What is your ideal school like? Choose from these ideas.





Check that students understand all the compound nouns.

ANSWERS

Compound nouns boarding school, school holidays, homeschool, school leavers, mixed school, primary school, school rules, secondary school, single-sex school, school uniform

Photos mixed school, single-sex school, primary school, boarding school, homeschooling, school uniform

Exercise 2 2.11

Read out the title of the questionnaire and make sure students understand they can choose answers to create their own ideal school. Read through the phrases and check students understand them. Students read the questionnaire and complete it with the correct phrases. With **weaker classes**, students can work in pairs. Play the audio for students to listen and check. Check answers, and check that students understand everything in the questionnaire. Students work in pairs

to ask and answer the questions in the questionnaire.

ANSWERS

1 enrol **2** classes **3** lessons
4 homework **5** obey **6** pass
7 a qualification **8** fail **9** good marks
10 into college

Optional activity: Vocabulary

Ask students to close their books and write on the board one word for each phrase in exercise 2, e.g. *homework, marks*, etc. Divide the class into teams. Teams take it in turns to choose one of the words on the board and make a sentence using the correct phrase. If their answer is correct, award them a point and cross the word off the board. If their answer is not correct, don't give the correct answer, but move on to the next team. Continue until all the words are crossed off the board. See which team has the most points.



4 Study

It's important to do ⁴ _____. How much would you do at your ideal school?

- a 2-3 hours a day
- b 4-5 hours a week
- c more than ten hours a week
- d Homework is so old-fashioned. We don't have it at my ideal school!

5 Rules

What happens if you don't ⁵ _____ rules at your school?

- a You get extra homework.
- b Nothing.
- c You stay at home for a week.
- d You spend your lunchtime in class.

6 School-leavers

You're finally in your last year. The most important thing for you is to:

- a ⁶ _____ exams so you can get ⁷ _____ and find a job.
- b not ⁸ _____ exams.
- c get ⁹ _____ and get ¹⁰ _____ to study for your future career.
- d enjoy your last year with your friends.

3

2.12 Watch or listen to three people talking about school and answer the questions.

- What type of school does Emma prefer?
- Why does she like this type of school?
- Does Max agree with Emma's opinions? Why / Why not?
- What does Max say is more important than getting good results?
- Why does Elizabeth think some people cheat?
- What is Elizabeth's opinion of homeschooling?



4

2.12 Watch or listen again and complete the key phrases.

KEY PHRASES

Expressing opinions
 I definitely think that ¹ _____.
 I'm not sure I agree ² _____.
 It all depends on ³ _____.
 I feel that's much ⁴ _____ getting good results.
 That's a good point.
 I like the idea of ⁵ _____.

5

USE IT! Work in pairs. Give your opinions on these statements using the key phrases. Decide on the best and the worst idea.

Age of school-leavers to increase to 19

All secondary schools will have uniforms by September

SCHOOL HOLIDAYS WILL BE REDUCED TO THREE WEEKS IN SUMMER

All schools will become single-sex schools

Some people aren't interested in doing exams and going to college, so I definitely think that changing the school-leaving age to nineteen is a mistake.

That's a good point.

Finished?
 Write sentences using the key phrases and the ideas you chose in the questionnaire. Then tell a partner about your ideal school.

59

Exercise 3 2.12 page 150

Allow students time to read through the questions. Check they understand everything. Play the video or audio for students to watch or listen and answer the questions. Allow students time to compare their answers in pairs and, if necessary, play the video or audio again for students to check and complete their answers. Check answers with the class. Ask: *Which speaker do you agree with most? Why?* Elicit a range of answers.

ANSWERS

- single-sex schools
- Because in the UK, students at single-sex schools usually get better exam results.
- No, he doesn't. He thinks it depends on how hard you study.
- Helping students become good people.
- Because getting good results is the only thing that some people think about.
- She thinks it's good because you don't get distracted by noisy students.

Exercise 4 2.12 page 150

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

- single-sex schools are the best
- with that
- how hard you study
- more important than
- homeschooling

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.

ANSWERS

Students' own answers.

Exercise 5 USE IT!

Read through the statements with the class and make sure students understand everything. Read out the example answers and point out that students should give reasons for their opinions.

Allow students time to prepare their ideas individually, then put them into pairs to discuss their opinions. Remind them to use some of the key phrases. Ask some students to tell the class what things they and their partner agreed and disagreed about and why.

As a class, discuss which is the best idea and which is the worst. If students are reluctant to speak, ask individual students: *Which idea do you think is the best? Why?* When they express their opinion, ask another student: *Do you agree with (Paul)? Why / Why not?* Ask other students: *What do you think about this, (Ana)?* Encourage as many students as possible to join in and express their opinions. Repeat the process to discuss the worst idea.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

Put students into pairs and ask them to write another statement about a change to the school system, using vocabulary from exercises 1 and 2. You could brainstorm some ideas with the class first, e.g. *All students will take classes in cooking. All schools will become boarding schools.* Put students into small groups to discuss their statements and decide which is the best and worst idea. Encourage them to use the key phrases in their discussions. Ask groups in turn to tell the class about their best and worst idea.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their sentences individually, then compare with another fast finisher. Alternatively, ask them to tell the class about their ideal school. Encourage other students to agree and disagree using some of the key phrases.

More practice

Workbook page 48

Practice Kit Vocabulary 6

Assessment

Five-minute test, Teacher's Resource Disk

Reading • Reviews

Aim

Find and rephrase information in a text.

THINK!

Ask: *What's your school like? What kind of school is it?* Elicit a few ideas and encourage students to use vocabulary from page 58, e.g. *It's a mixed school / secondary school.* Read out the questions and put students into pairs to discuss them. Ask them to agree on three things they would like to change and think about the reasons why. Ask some students to tell the class about their discussions, and bring students' ideas together on the board. See if you can come up with a list of five things that most students agree they would like to change.

ANSWERS

Students' own answers.

Background

There is a range of specialist schools in Britain for children who are particularly talented in singing, dancing, music or drama. Pupils usually join these specialist schools at the age of eleven or fourteen, and usually have to board, as the schools may be some distance from their home. Schools in Britain must follow the National Curriculum and teach subjects such as maths, English and science, so children who go to specialist schools often work very hard to fit in their normal academic work and their specialist training and performing.

Exercise 1

Focus on the texts and explain that they are reviews of two schools. Read out the questions and ask students to read the texts quickly to find the answers. Check answers with the class.

ANSWERS

The River Plate School used to be single-sex.

You can attend the BRIT school at age fourteen; the River Plate School from five years old until university age.

Exercise 2 2.13

Allow students time to read through the sentences, then play the audio. Students read and listen and complete the sentences. Encourage them to use their own words where possible, rather than just copying chunks from the text. Check answers with the class.

ANSWERS

- 1 technology and performing arts like dance, singing, music and drama, plus English, maths, science and foreign languages
- 2 take part in performances and exhibitions

6

READING • Reviews

I can find and rephrase information in a text.

THINK! Which things would you change about your school? Why?

BRIT School, London



Are you looking for a secondary school with a creative atmosphere? You'll be able to find it at the BRIT School.

BRIT School students can take special classes in technology and performing arts like dance, singing, music and drama. However, they also do ordinary subjects, such as English, maths, science and foreign languages. After they graduate, many students will be able to have very successful careers as singers or actors.

Young people can join the school from the age of fourteen. Its unusual curriculum means students do exams and take part in performances and exhibitions. The timetable is challenging: they have to practise at break time and after school, but they can't forget to do their homework on time! If you study hard and have a passion for performing arts, you won't be able to resist the BRIT School.



RIVER PLATE SCHOOL
Buenos Aires, Argentina

This is definitely a school with a difference. The school has over 2,000 students, and is located in the stadium of one of South America's most important football teams.

River Plate is unique because it's the only sports institution in the world that's got its own kindergarten – with students as young as five years old – school, college and university. If you get good marks at the school, you can get into college or university at the same location. Students can watch football matches and see famous players practise. But they can also do other sports, like swimming in the indoor pool and playing basketball on the school court.

The school started in 1928 for young football players, but in those days, girls couldn't attend the classes. People believed that girls couldn't play football as well as boys. Now the school and its ideas have changed and everyone has the chance to be part of this historic institution.



1 Read the reviews about two unusual schools. Which school used to be single-sex? At what age can you attend these schools?

2 2.13 Read and listen to the reviews again. Complete the sentences using information from the reviews in your own words.

- 1 BRIT School students go to lessons in _____
- 2 As well as doing exams, BRIT School students also _____
- 3 The BRIT school is ideal for students who _____
- 4 River Plate School is unusual because _____
- 5 River Plate School is a good place for not only football, but also _____
- 6 Girls couldn't attend River Plate School _____

3 VOCABULARY PLUS Use a dictionary to check the meaning of the words in blue in the texts. For more practice go to page 52 in the Workbook.

4 USE IT! Work in pairs. Make a list of the advantages and disadvantages of each school. Which school would you prefer to go to?



60 Learn

- 3 work hard and have a passion for performing arts
- 4 it's the only sports institution in the world that has its own kindergarten – with students as young as five years old – school, college and university
- 5 swimming and basketball
- 6 because people believed that girls couldn't play football as well as boys

Optional activity: Reading

Write the following sentences on the board:

- 1 It first opened in 1928.
- 2 You must do your homework on time.
- 3 There are more than 2,000 students.
- 4 You have to do activities after school.

Students work in pairs to read the texts again and decide which school each sentence is about. Check answers with the class.

ANSWERS

- 1 River Plate
- 2 BRIT
- 3 River Plate
- 4 BRIT

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

Exercise 4 USE IT!

Put students into pairs to discuss the advantages and disadvantages of each school and decide which they would like to go to. Ask some pairs to tell the class their ideas.

ANSWERS

Students' own answers.

More practice

Workbook page 52

Practice Kit Reading 6

1 Study the sentences from the texts on page 60. Do they talk about ability in the past, present or future?

- After they graduate, many students **will be able to** have very successful careers as singers or actors.
- Young people **can** join the school from the age of fourteen.
- They **can't** forget to do their homework!
- If you study hard and have a passion for performing arts, you **won't be able to** resist the BRIT school.
- People believed that girls **couldn't** play football as well as boys.

2 Match sentences 1–5 in exercise 1 with rules a–c.

RULES

- We use **can** and **can't** to talk about ability in the present.
- We use **could** and **couldn't** to talk about ability in the past.
- We use **will** / **won't be able to** to talk about ability in the future.

3 Choose the correct options.

- 'Will you be able to / Can you hear the bell in your classroom?'
'Yes, we can. It's really loud!'
- In the future, we **could** / **will be able to** do all our exams online.
- At my last school, we **won't be able to** / **couldn't** use tablets in class.
- These days, many students **can** / **could** find out what their homework is from the school's website.
- 'In the past, will students be able to / could students use computers in class?'
'No, they couldn't.'
- Turn the music down. I **can't** / **couldn't** study.



4 Complete the report with the words and phrases in the box. You can use them more than once.

can can't couldn't will be able to



Many people think that homeschooling is much easier than going to school. They think homeschoolers ¹ get out of bed at any time they like and simply have a relaxing day. The truth is that homeschoolers ² do whatever they like: they have a timetable like students at ordinary schools. In the past, teachers or parents taught children at home who ³ go to school. This was often because they lived too far away from the nearest school. Today, many parents choose to homeschool their children. They believe that if they teach their children at home, they ⁴ learn better this way. They also think their children ⁵ get better exam results in the future.

5 USE IT! Work in pairs. Which of these school issues are the same now as in the past? Which will be different in the future? Use *can, can't, could, couldn't* or *will* / *won't be able to*.

- | | |
|----------------------|--------------|
| 1 choice of subjects | 4 class size |
| 2 ways of learning | 5 rules |
| 3 school uniform | |

The issues we think are the same now as in the past are ...

In the past, students couldn't choose unusual subjects. In the future, they will be able to make more unusual choices.

Finished?

Write three things you couldn't do when you were three years old and three things you'll be able to do when you're twenty.

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Language note

We use *will be able to*, NOT *can* to talk about ability in the future: *In the future, more students will be able to attend this school.* (NOT *In the future, more students can attend this school.*)

Exercise 3

Read out the first sentence and elicit the answer as an example. Students choose the correct words to complete the sentences. With **weaker classes**, students could work in pairs for this. Check answers with the class.

ANSWERS

- 1 Can you 2 will be able to
3 couldn't 4 can 5 could students
6 can't

Exercise 4

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

ANSWERS

- 1 can 2 can't 3 couldn't
4 will be able to 5 will be able to

Exercise 5 USE IT!

Read through the five issues with the class and check that students understand everything. Focus on the first issue and read out the example comment. Ask questions to prompt students to think more about this issue in the past, present and future, e.g. *What subjects could students study in the past? Can they study more subjects now? Do you think they will be able to study more subjects in the future?*

Allow students time to prepare their ideas individually, then put them into pairs to discuss the issues and decide which issues they think are the same now as in the past, and which ones they think will be different in the future. Ask pairs in turn to tell the class their ideas, and hold a brief class discussion.

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 49

Practice Kit Grammar 12

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • *can, could, be able to*

Aim

Talk about past, present and future ability.

Warm-up

Refer students back to the reviews on page 60. Ask: *Can students at the BRIT School study dance?* (Yes, they can.) *Could girls go to River Plate School in 1928?* (No, they couldn't.)

Write on the board: *Students at the BRIT School can study dance. Girls couldn't go to River Plate School in 1928.* Underline *can* and *could* and ask students to translate the sentences into their own language.

Ask students to find the parts of the reviews that give the information in the sentences on the board. Point out the use of *be able to*: *BRIT School students are able to take classes ...*, *Girls weren't able to attend the classes.* Elicit that the meaning of *be*

able to is the same as *can* and *could*, and explain that we also use it to talk about ability in the future.

Exercise 1

Students read the sentences and decide if they are talking about the past, present or future. Check answers with the class and check that students understand all the sentences.

ANSWERS

- 1 future 2 present 3 present
4 future 5 past

Exercise 2

Students work in pairs to match the sentences with the rules. With **weaker classes**, read through the rules with the class, then read through the sentences and elicit which rule each one matches.

ANSWERS

- 1 c 2 a 3 a 4 c 5 b

Vocabulary and listening • Courses and careers

Aim

Distinguish between certainty and doubt.

THINK!

Read out the questions and elicit a few answers. Ask more questions to encourage students to say more, e.g. *Why do you want to do this job? Is it well-paid? How long do you have to study for it? Where can you do this job?*

ANSWERS

Students' own answers.

Exercise 1 2.14

Read out the first phrase and elicit the correct word to add to the list. Students then read the remaining phrases and add the correct words. With **weaker classes**, students could work in pairs. Play the audio for students to listen and check their answers. Check answers, and check that students understand all the phrases.

ANSWERS

- 1 school 2 a degree 3 management
- 4 a lawyer 5 good marks
- 6 a position

Exercise 2 2.15

Students match the words with the photos. They can use their dictionaries to help. Play the audio for students to check their answers. Check answers, and check that students understand all the words.

Ask students to rate the careers individually, then put them into pairs to compare their answers. Ask some students to tell the class which of their answers were the same, and which were different.

ANSWERS

- A nursing B science C engineering
D teaching E management
F construction G entertainment
H journalism I IT J law

Exercise 3

Students work in pairs to write the jobs for each career. They can use their dictionaries to help. Check answers with the class.

ANSWERS

nursing – nurse, science – scientist, engineering – engineer, teaching – teacher, management – manager, construction – builder, entertainment – entertainer, journalism – journalist, IT – IT worker, law – lawyer

6

VOCABULARY AND LISTENING • Courses and careers

I can distinguish between certainty and doubt.

THINK! What job do you want to do when you leave school? What qualifications are necessary for this job?



- 1 2.14 Complete the phrases with the words in the box. Then listen and check.

a degree good marks a lawyer
management a position school

- 1 attend university / college /
- 2 do a course / an apprenticeship /
- 3 study engineering / science /
- 4 train to be an engineer / a physicist /
- 5 get the right qualifications / a job /
- 6 apply for a job / a course /

- 2 2.15 Match the words in the box with photos A–J. Listen and check. Which careers would you like to do a course in? Rate them from 1 to 10 (1 = like the least, 10 = like the most).

construction engineering entertainment
journalism IT law management
nursing science teaching

- 3 Find out the job titles of the people who do the jobs in exercise 2. Can you add other jobs and people to the list?

nursing – nurse

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Optional activity: Vocabulary

Ask students to write three questions to ask a partner using vocabulary from exercises 1 and 2, e.g. *Do you want to attend university one day? Would you like to train to be a teacher?* Students then work in pairs to ask and answer their questions.

Exercise 4 2.16 page 150

Allow students time to read the sentences, then play the audio. Students listen and decide if the sentences are true or false. Remind them to correct the false sentences. If necessary, play the audio again for them to check and complete their answers. Check answers.

ANSWERS

- 1 false (She wants to do something she'll enjoy, like a surfing instructor.)
- 2 false (She doesn't think she'll get good enough marks.)
- 3 false (Her friends say she should be a nurse.)

- 4 2.16 Listen and write true or false. Correct the false sentences.

- 1 Aisha wants to be an engineer.
- 2 Aisha thinks that she will get good marks in her exams.
- 3 Mia used to want to be a nurse.
- 4 Mia doesn't want to go to university.
- 5 Max's mum says he should be a professional sleeper.
- 6 Max has applied for an apprenticeship in computing.

- 5 2.16 Listen again and decide who is the most certain about their future. What words help you to identify this?

- 6 USE IT! Work in groups. Ask and answer questions 1–5 about the jobs in exercises 2 and 3. Then tell the rest of the class which jobs are most popular in your group.

- 1 Which careers involve helping people?
- 2 Which careers are more physical?
- 3 Which careers can make you more money?
- 4 Which careers involve studying for many years at university?
- 5 Which job would you like to do?

- 4 false (She wants to go to university.)
- 5 true
- 6 false (He hasn't applied yet.)

Exercise 5 2.16 page 150

Play the audio again for students to listen and decide who is certain about their future. Allow students time to discuss their answer in pairs, then check the answer with the class and discuss which words helped them decide.

ANSWER

Aisha is the most certain. She uses verbs like *have to*, *must*, *mustn't*, which express certainty.

Exercise 6 USE IT!

Students prepare their answers individually, then put them into small groups to ask and answer the questions and decide which jobs are most popular in their group.

More practice

Workbook page 50

Assessment

Five-minute test, Teacher's Resource Disk

1 Study these sentences. Then complete rules 1–4.

You **have to** be a really strong swimmer.
 I **must** get really good marks.
 I **don't have to** make a decision right now.
 My friends say I **should** become a nurse.
 You **mustn't** do something you aren't sure about.
 I **don't need to** do an apprenticeship.

RULES

- We use _____ to say something is necessary because of a situation or a rule.
 We use _____ and *need to* when the speaker feels that it is very important to do something, or when we talk about written rules.
- We use _____ and its negative form _____ to give advice, or to say something is a good or bad idea.
- We use _____ to talk about something that is prohibited.
- We use _____ and _____ to say something isn't necessary.

2 Complete the school rules using the verbs in exercise 1.

SCHOOL RULES

- Students _____ arrive at school before the bell rings.
- Students _____ wear a school uniform, but they _____ dress smartly.
- Students _____ cheat in exams.
- Students _____ do their homework on time.
- Students _____ ask for help if they feel they're not making progress.

3 Study these situations. Write sentences describing the solution using the verbs in brackets.

- Lee wants to be a doctor. He spends all his time watching TV. (need to)
 Lee **needs to** study more.
- Chad has an interview for college on Monday. He has a busy weekend planned with his friends. (shouldn't)
 - Rea is studying to be a physicist. She isn't very good at maths. (have to)
 - Marina talks too much in class. She failed her last history test. (mustn't)
 - Aidan is a homeschooled. He wants to have more friends. (should)
 - It's the summer holidays. Nicola's still studying. (don't have to)

4 2.17 PRONUNCIATION: Silent letters Listen. Which letters are silent? Practise saying the sentences.

- You **mustn't** speak during the exam.
- Jo **should** apply for this course.

STUDY STRATEGY

Improving your English

Think of ways you can improve your English when you're in class and when you aren't in school. What **must** you do? What **should** you do? What **shouldn't** you do?

5 Work in pairs. Read the study strategy. Think of ways to improve your English.

We **must** try to watch YouTube videos in English.

We **shouldn't** chat in class.

6 USE IT! Work in pairs. Talk about the rules at your school. Which rules would you change? Would you add any? Decide which two rules are the most important.

At our school, we **don't have to** do homework.

I think more people actually **do** their homework because they know it helps them to learn better.

The two rules we think are most important are ...

Finished?

Imagine there's a new person in your class. Write a list of your school rules for them.

Learn 63

ANSWERS

- 1 **must** 2 **don't have to, must**
 3 **mustn't** 4 **must** 5 **should**

Exercise 3

Read out the example situation and sentence. Put students into pairs to read the remaining situations and write sentences. Check answers with the class.

POSSIBLE ANSWERS

- Chad **shouldn't** go out with his friends.
- Rea **has to** practise maths.
- Marina **mustn't** talk in class.
- Aidan **should** go to school.
- Nicola **doesn't have to** study.

Exercise 4 2.17

PRONUNCIATION: Silent letters

Play the audio once for students to listen and decide which letters are silent. Check answers with the class, then play the audio again, pausing after each sentence for students to repeat.

ANSWERS

- 1 First 't' in **mustn't** 2 'l' in **should**

Exercise 5

Read the study strategy with the class, then read out the example sentences. Elicit one or two more examples, then put students into pairs to write more sentences. Discuss the answers with the class and see if the class can agree on the top tips.

ANSWERS

Students' own answers.

Exercise 6 USE IT!

Read the task with the class and check that students understand everything. Elicit a few rules at the students' school as examples. Put students into pairs to discuss which rules at their school they would change, and which are the most important. Discuss as a class which school rules are the most important and why.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their rules individually, then compare them with another fast finisher. Alternatively, ask some fast finishers to read their rules to the class. Ask other students which of the rules they would change, and which are important.

More practice

Workbook page 51

Practice Kit Grammar 13

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • *have to / need to / must / should*

Aim

Talk about obligation and necessity.

Warm-up

Refer students back to the jobs on page 62. Ask: *What do you have to do to become a scientist?* Write on the board: *You have to do a degree to become a scientist.* Ask: *What about to become a builder?* Elicit the answer and write on the board: *You don't have to do a degree to become a builder.* Underline the modal verbs and ask students to translate the sentences into their own language.

Write *must* and *should* on the board and elicit examples using these modal verbs.

Exercise 1

Students read the sentences, then read the rules and complete them with the correct verbs. Check answers with the class and check that students understand

the sentences. With **weaker classes**, do the exercise with the whole class.

ANSWERS

- have to; must**
- should; shouldn't**
- mustn't**
- don't have to; don't need to**

Language note

Must, have to and need to have similar meanings in the affirmative: *To apply for this job, you must / have to / need to have a degree.* In the negative, however, they have different meanings: *You don't have to / don't need to have a degree.* (= it isn't necessary) *You mustn't be under eighteen.* (= it is prohibited)

Exercise 2

Read out the first rule and elicit the correct verb. Students then complete the remaining rules. Check answers with the class.

Speaking • Asking for and giving advice

Aim

Ask for and give advice.

THINK!

Ask the question to the whole class and elicit some answers. Ask more questions to encourage students to say more, e.g. *Do you always talk to the same person about your problems? Do you like people to give you advice when you have a problem? Who gives the best advice?*

ANSWERS

Students' own answers.

Exercise 1 2.18

Students read the dialogue and complete it with the correct words. 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 Daisy and Neil to the class and elicit the answers.

ANSWERS

1 matter 2 upset 3 difficult
4 anyone 5 worse 6 late 7 right
Neil thinks he isn't going to pass his engineering course; Daisy says he should talk to someone about it.

Exercise 2 2.18

Read out the first speech in the dialogue and elicit that Daisy says 'You look really upset' to express feelings. Put students into pairs to read the rest of the dialogue and underline the phrases. Check answers with the class and check that students understand all the phrases.

ANSWERS

1 I'm really concerned ... ; I'm really not enjoying ... ; I'm so worried ...
2 What would you do (if you were me)?
3 Don't panic.; My advice is ...

Exercise 3

Put students into pairs and ask them to cover the dialogue in exercise 1. Students read the key phrases and decide from memory which two aren't in the dialogue, and which category they should go in from exercise 2. Play the video or audio for students to check their answers. Check answers with the class and check that students understand all the key phrases.

ANSWERS

What should I do?, Can you give me any advice?
Both category 2

6 SPEAKING • Asking for and giving advice

I can ask for and give advice.

THINK! Who do you ask for advice about problems at school and friendships?

Daisy Hi, Neil. Is anything the ¹ _____? You look really ² _____.
Neil I'm really concerned about the engineering course I'm doing. It's too ³ _____ and I'm really not enjoying it. I know I'm not going to pass.
Daisy Have you spoken to your teachers about it?
Neil No. I'm so worried, I haven't told ⁴ _____. What would you do if you were me?
Daisy My advice is to get help now. If you don't, things will only get ⁵ _____.
Neil I don't know what to do. I think an apprenticeship would be better for me, but it's too ⁶ _____ now.
Daisy Don't panic. It's never too late, but you need to speak to someone about it.
Neil You're ⁷ _____. I'll go and talk to my teacher now. Thanks, Daisy.
Daisy No problem.



4  Work in pairs. Practise the dialogue.

5  USE IT! Work in pairs. Ask for and give advice for each situation. Which piece of advice was the best?

- 1 I cheated in a test.
- 2 Another student is bullying my best friend.
- 3 I'm always late for school.

I cheated in a test. What should I do?

You need to tell your teacher.

6  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: Ask your partner what the problem is: he/she looks tired. Listen, find out some more information, then offer some advice.

Student B: You're not sleeping well and you're always tired. You're worried that your school work is getting worse. You listen to music and text your friends when you should be asleep.

KEY PHRASES

Asking for and giving advice

What should I do?
What would you do if you were me?
Have you spoken to (your teachers) about it?
Can you give me any advice?
Don't panic.
You need to (speak to someone).
My advice is to (get help now).

64 Learn

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 4

Students work in pairs to practise the dialogue.

Exercise 5 USE IT!

Read through the three situations with the class and check that students understand everything. Students work in pairs to read the situations and give advice. Ask some students which piece of advice was the best.

ANSWERS

Students' own answers.

Exercise 6 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

Brainstorm a few more ideas for problems with the class and make notes on the board. Students work in pairs to practise a new dialogue using the ideas on the board or their own ideas. Ask pairs in turn what advice their partner gave for each situation. Discuss as a class the best advice for each situation.

ANSWERS

Students' own answers.

More practice

Workbook page 55

Practice Kit Speaking 6

THINK! What ways can people learn outside the classroom?

Is school the best place to learn?

There are many alternatives to school, such as homeschooling or studying online. But is school the best place for young people to learn?

In my opinion, it's better to learn in school for several reasons. Firstly, in school, students often have to work together, so they learn from each other and become sociable. Secondly, school students must obey rules. This provides a structured day where students attend classes in a wide variety of subjects. They learn the importance of doing work on time and preparing for exams. This teaches them how to behave in society and future jobs. Finally, at school, students have the chance to participate in team sports and other projects that involve a group of people.

To conclude, students learn many things and in many ways at school. All in all, I think school is the best place to learn.

- 1 Study these ways of learning. Which ones help you to learn? Why?

doing things I enjoy drawing pictures
listening to teachers making notes
moving around reading on my own
talking to my classmates

- 2 Read the essay. What is the writer's conclusion about school?

- 3 Which key phrases can you find in the essay?

KEY PHRASES

Giving your final opinion

All in all, ...

As a result, ...

I feel / believe / think ...

In my opinion, ...

To conclude, ...

So, ...

Language point: Ordering information

- 4 Study the words in blue in the text. Which word can *lastly* replace?

- 5 Write three sentences on school that express a different opinion from those in the model essay. Use the ordering words.

Firstly, ...

Secondly, ...

Lastly, / Finally, ...

- 6 Use the key phrases to write:

- 1 an opening sentence to come before your three sentences in exercise 5.
- 2 a conclusion to come after your three sentences in exercise 5.

- 7  USE IT! Follow the steps in the writing guide.

WRITING GUIDE

A TASK

Write an opinion essay with this title: *Should school holidays be shorter?*

B THINK AND PLAN

- 1 How long are school holidays in your country?
- 2 Why do we have school holidays?
- 3 What do you do in the holidays?
- 4 Do the holidays create any problems? If so, what are they?
- 5 Would you like the holidays to be longer or shorter? Why?

C WRITE

Paragraph 1: Introduce the question in the title.

Many people think ...

Paragraph 2: Give your opinion.

In my opinion, ... Firstly, ... Secondly, ... Finally, ...

Paragraph 3: End the essay by answering the question directly.

All in all, ...

D CHECK

- number of paragraphs
- ordering of information
- key phrases
- *can, could, be able to*
- *have to, need to, must, should*

Learn 65

Language point: Ordering information

Exercise 4

Focus on the blue words in the essay and check that students understand them. Point out the comma after each word. Elicit which word *lastly* can replace.

ANSWER

'Lastly' can replace 'Finally'.

Exercise 5

Students write sentences with their own ideas. With **weaker classes**, students could work in pairs. Ask some students to read their sentences to the class.

Exercise 6

Students use the key phrases to write an opening sentence and a conclusion to go before and after their sentences in exercise 5. Point out that they have now written a very basic opinion essay with an introduction, three ordered opinions and a conclusion.

Optional activity: Writing

With books closed, write the following words on the board in a jumbled order:

a all as my conclude all in to in result opinion

Put students into pairs and give them one minute to sort the words into four phrases to use in an essay. Check answers.

ANSWERS

all in all, in my opinion, as a result, to conclude

Exercise 7 USE IT!

Read the task with the class, and ask: *Do you agree with this idea? Why / Why not?* Elicit a few ideas. Students answer the 'Think and plan' questions and prepare their ideas. With **weaker classes**, you could do this with the whole class. Read through the paragraph structure with the class and make sure students understand everything. Students then write their opinion essay. This can be set for homework. Remind students to use some of the key phrases, and to check their grammar and spelling carefully.

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 language focus worksheets,

Teacher's Resource Disk

** Vocabulary and language focus worksheets,

Teacher's Resource Disk

*** Vocabulary and language focus

worksheets, Teacher's Resource Disk

Speaking worksheet, Teacher's Resource Disk

Writing • An opinion essay

Aim

Order opinions in an essay.

THINK!

Ask the question to the class and elicit a range of answers. Ask more questions to encourage students to think about how they can learn outside school, e.g. *What can you learn by doing sports? What can you learn by doing drama or music? What can you learn by volunteering for a charity?* Encourage students to think about qualities they can learn such as patience, understanding and maturity, as well as skills.

ANSWERS

Students' own answers.

Exercise 1

Read through the ideas in the box and check that students understand them all.

Point out to students that different people learn in different ways, and each of them should be aware of what helps them to learn. Allow students time to prepare their ideas individually, then put them into pairs to compare their ideas. Ask some students to tell the class about their discussion.

Exercise 2

Students read the essay quickly and answer the question. Check the answer with the class.

ANSWER

Students learn many things and in many ways at school, and it is the best place to learn.

Exercise 3

Students read the essay again and find some of the key phrases. Check answers, and make sure that students understand all the phrases. Point out the use of a comma after the phrases.

ANSWERS

All in all, In my opinion, To conclude

Review

Vocabulary

Exercise 1

Students match the words with the definitions. 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 school uniform 2 primary school
3 secondary school 4 boarding school
5 mixed school 6 single-sex school
7 school rules

Exercise 2

Students match the verbs with the words to make phrases. With **weaker classes**, students could work in pairs for this. Check answers with the class and check that students understand all the phrases. As an extension, students could write an example sentence for each phrase.

ANSWERS

- 1 h 2 a 3 c 4 b 5 g 6 e 7 f 8 d

Language focus

Exercise 3

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

ANSWERS

- 1 can't 2 will be able to 3 couldn't
4 can 5 won't be able to 6 could
7 couldn't 8 will be able to

Exercise 4

Students read the sentences and choose the correct words. Allow students time to compare their answers in pairs, then check with the class.

ANSWERS

- 1 should 2 shouldn't 3 doesn't have to
4 mustn't 5 should 6 have to
7 must 8 don't need to

Exercise 5

Read out the first set of prompts and elicit some sentences with *have to* or *don't have to*. Students write the remaining sentences so they are true for them. Allow students time to compare their answers in pairs, then ask some students to read their sentences to the class.

ANSWERS

Students' own answers.

Speaking

Exercise 6

Students read the questions and sentences and choose the correct answers. Check answers with the class.

6 REVIEW

Vocabulary

1 Match the words in the box with definitions 1–7.

boarding school mixed school
primary school school rules school uniform
secondary school single-sex school

- 1 Special clothes you must wear to school.
- 2 School for children from four to eleven years old.
- 3 School for children over eleven years old.
- 4 Students live at this school.
- 5 Boys and girls go to this school.
- 6 Only girls go to this school.
- 7 Students must follow these.

2 Match 1–8 with a–h.

- | | |
|------------|------------------------|
| 1 obey | a to be an engineer |
| 2 study | b an apprenticeship |
| 3 pass | c an exam |
| 4 do | d lessons |
| 5 enrol | e college |
| 6 get into | f for a job |
| 7 apply | g yourself in a course |
| 8 go to | h rules |

Language focus

3 Complete the sentences with *could*, *couldn't*, *can*, *can't*, *will be able to* and *won't be able to*.

- 1 It's a terrible film because the hero _____ act.
- 2 She's having French lessons, so she _____ study in Paris next year.
- 3 When I was younger, I _____ dance at all.
- 4 Now I _____ dance and sing very well.
- 5 I'm afraid we _____ come to the course next week. We're going away.
- 6 I _____ run very fast when I was young, but I'm too old now.
- 7 I _____ understand the film because it was in French.
- 8 Students _____ take exams online in the future.

4 Choose the correct words.

- 1 It's a great film. You *should* / *don't have to* see it.
- 2 You *mustn't* / *shouldn't* leave your motorbike there. It isn't safe.
- 3 He's lucky because he *mustn't* / *doesn't have to* wear a uniform.

- 4 We *mustn't* / *don't need to* use mobile phones. It's against the rules.
- 5 She *should* / *have to* respect other people.
- 6 I *have to* / *should* walk to school because there isn't a bus.
- 7 Young people *must* / *should* go to school until the age of sixteen. It's the law.
- 8 You *mustn't* / *don't need to* go to the library if you don't want to.

5 Write true sentences with *have to* and *don't have to*.

- 1 I / walk to school
- 2 wear / school uniform
- 3 best friend / leave home early
- 4 mum / drive to work
- 5 I / learn Spanish
- 6 friends and I / help at home

Speaking

6 Choose the correct answers.

- 1 What should I do?
a That's for sure. b Yes, definitely.
c My advice is to speak to a teacher.
- 2 What's the matter?
a That's right. b Nothing.
c Are you OK?
- 3 You should tell your parents.
a Are you sure? b What's up?
c What should I do?
- 4 Have you spoken to anyone about it?
a Yes, you're right. b Don't panic.
c No, I haven't.
- 5 I know I'm going to fail the exam. I don't know what to do.
a Don't panic. b Are you sure?
c I should work harder.
- 6 What would you do?
a That's right. b I'd ask for help.
c I'm really worried.

Listening

7 219 Listen to four people talking about school. Match speakers 1–4 with sentences a–e. There is one extra sentence.

- Speaker 1 _____ Speaker 3 _____
Speaker 2 _____ Speaker 4 _____
- a The school-leaving age should be sixteen all over the USA.
 - b Our secondary school isn't very good.
 - c I only go home in the holidays.
 - d I don't want to wear a school uniform.
 - e I study at home.

ANSWERS

- 1 c 2 b 3 a 4 c 5 a 6 b

Listening

Exercise 7 219 page 150

Allow students time to read the sentences. Play the audio for students to listen and match the speakers with the sentences. Check answers with the class.

ANSWERS

Speaker 1: c Speaker 2: a Speaker 3: e
Speaker 4: d

Optional activity: Consolidation

Put students into pairs and ask them to write a checklist of advice for someone new starting at their school. Tell them they should include:

- 1 information about the type of school it is (mixed, secondary, etc.), using vocabulary from page 58
- 2 information on lessons, school uniform and school holidays, using vocabulary from page 58

3 information on things students can and can't do at the school, and things they will be able to do in the future, using verbs from page 61

4 information on important school rules, using verbs from page 63

5 advice on how to make friends once they arrive, using key phrases from page 64

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

Unit 6 tests, Teacher's Resource Disk

6 STORY IN ENGLISH • The Swiss Family Robinson

Remember!

Use your own words when you tell the story.

1 **BEFORE YOU READ** Work in pairs. Discuss if you think you're able to do the following:

fish for food hunt in a forest make a boat sail a boat

Chapter 6 • A message

1 Fritz heard Father and Hans behind him. 'Don't move!' they cried. Then he heard their guns, and when he looked down, the snake was dead at his feet. 'Hooray! We killed it!' Hans cried excitedly. 'This winter, we can be safe from storms and snakes in the cave house!' Father said.

2 When the rains came, Father made some cloth from plants and animal hair. Mother made new clothes from this for everyone.

3 Over many years, the family changed their garden into a little farm. They grew food on the farm, and had lots of animals.

4 Little Franz was twelve now, and he liked to explore the island with his older brothers. They often went away for days. 'I worry about them,' Mother said. 'I worry sometimes, too,' Father answered, 'but they must learn to be men.'

5 The next summer, Fritz made a new boat with Father. They made it from wood and animal skins. When the boat was ready, Fritz took his boat out across the bay to explore the island. Mother and Father watched from the beach. 'Is he going to be OK?' Mother asked. 'Elizabeth, he's twenty-one,' Father answered. 'I was twenty-one when I met you – remember?' Mother smiled at that, but she didn't feel better about Fritz.

6 For many days, Fritz explored the island by boat. He swam in the sea, and he hunted in the forest. One afternoon, Fritz caught lots of fish. Suddenly, lots of birds came down from the sky, and they began to take all the fish from his boat.

7 Fritz caught one of these birds. Just then, he saw a piece of cloth on its leg. 'It's a message!' he thought excitedly. He quickly took the piece of cloth off the bird's leg, and opened it.

2 **READING CHECK** Work in pairs. Cover the text and tell your partner the story. Use these words:

birds boat explored farm new clothes

3 **WHAT DO YOU THINK?** Work in pairs. Talk about what happens in the next chapter. Who is the message from? Who does Fritz find on the beach?

STORY IN ENGLISH 67

Exercise 3 WHAT DO YOU THINK?

Students work in pairs to discuss what happens next. Encourage them to use their imagination and think about different possibilities. Discuss students' ideas, but don't confirm them. Tell them they will find out at the end of the next unit.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

Ask: *What do you think Fritz, Hans and Franz would write in a message to send out to sea?* Elicit a few ideas. Put students into pairs and ask them to write a message from one of the boys to the outside world. Tell them the message should include information about why they are on the island and what their life is like there. Tell students they can use vocabulary from this chapter, and also look back at previous chapters of the story to find useful vocabulary, e.g. *ship, storm, raft*.

Ask some pairs to read their message to the class.

ANSWERS

Students' own answers.

Story in English: The Swiss Family Robinson

Exercise 1 BEFORE YOU READ

Ask students what they can remember about the Swiss Family Robinson. Ask: *What do they eat on the island? Where do they sleep?* Elicit that they have managed to find and grow food, and have made a home in a cave.

Ask students to look at the pictures and think about useful vocabulary they can remember from the previous chapter. Elicit the words *snake, gun, boat, fish and bird*.

Read out the ideas in the box. Put students into pairs to discuss which they think they can do. Ask some students to tell the class their ideas.

Students then read the story. With **weaker classes**, you could ask students to read one or two parts of the story at a time, and check they have understood the gist of the story before they continue.

ANSWERS

Students' own answers.

Exercise 2 READING CHECK

Read through the words in the box with the class and make sure students understand them all. With **weaker classes**, allow students time to read the story again and make a note of two or three more words they need to help them retell the story.

Read out the Remember! box and put students into pairs to tell each other the story, using their own words. Encourage them to help each other if they get stuck or forget something. You could also do this as a whole-class activity. Ask a student to give the first sentence of the story, then go around the class, with each student adding a sentence.

ANSWERS

Students' own answers.

Unit summary

Vocabulary

Verbs: taking action: *an aim, a ban, a belief, a boycott, a campaign, a donation, an end, a proposal, a protest, a signature, a supporter, a volunteer*

Personal qualities: *brave, clever, confident, fair, generous, heroic, honest, kind, organized, patient, sympathetic, thoughtful*

Language focus

can / may / might / could

must / can't

perhaps

Second conditional

Speaking

I can give reasons to support my opinions.

Writing

I can contrast ideas and give my opinion.

Vocabulary • Verbs: taking action

Aim

Talk about suggestions for change.

THINK!

Ask: *What can people do if they want to change something in their country?* Elicit the idea of campaigning and check that students understand the word *campaign*. Read out the questions and elicit a few answers. Ask more questions to encourage students to say more, e.g. *How did you campaign? How many people took part? What effect did it have? What things would you like to campaign about? What things make you feel angry? What things do you think your government should do?* Elicit a range of answers.

ANSWERS

Students' own answers.

Exercise 1 2.20

Check that students understand *petition*. Read out the phrase *Petition power!* and elicit what it might mean (if a lot of people sign a petition, together they have the power to bring about a change). Use the photo to check that students understand *orca*. Put students into pairs to read the petitions quickly and match the nouns with the verbs. Play the audio for students to listen and check their answers. Check answers with the class, and check that students understand all the nouns and verbs.

7 Big Ideas

VOCABULARY • Verbs: taking action
I can talk about suggestions for change.

✚ Extra listening and speaking p94

✚ Curriculum extra p102

✚ Culture p110

✚ Song p119

THINK! Do you believe strongly in something? Have you, or someone you know, ever campaigned about an issue? What was the campaign about?

- 2.20** Match the verbs in blue in the text with the noun forms in the box. Listen and check.

an aim a ban a belief a boycott a campaign
a donation an end a proposal a protest
a signature a supporter a volunteer

campaign – a campaign

- Read the online petitions and decide if you support the ideas. Then work with a partner and explain why you agree or disagree with each.
- Use the verbs in exercise 1 to create your own petition. It can be serious or funny. Can you persuade anyone in the class to sign it?

BAN SCHOOL UNIFORMS!

SUPPORT OUR CAMPAIGN FOR FREE ICE CREAM!

ANSWERS

campaign – a campaign, donate – a donation, volunteer – a volunteer, sign – a signature, ban – a ban, believe – a belief, boycott – a boycott, protest – a protest, aim – an aim, propose – a proposal, end – an end, support – a supporter

Exercise 2

Students read the petitions again and decide if they agree or disagree with the ideas they express. Allow students time to prepare their ideas individually, then put them into pairs to compare and discuss their ideas. Ask some pairs to tell the class about their discussions.

ANSWERS

Students' own answers.

Exercise 3

Read out the task, and read out the example petitions.

Put students into pairs or small groups to create their own petition and prepare some notes to explain it to the class.

Ask pairs or groups in turn to present their petitions to the class. After each presentation, ask: *Would you sign this petition?* See which petition would attract the most signatures.

Optional activity: Vocabulary

With books closed, write the following gapped sentences on the board:

- They're campaigning ___ animal rights.
- She donates money ___ a charity.
- They want a boycott ___ the shows.
- There was a protest ___ the photos.
- I'm a supporter ___ this charity.

Students work in pairs to complete the sentences with the correct prepositions. Check answers with the class, and remind students that when they learn new nouns and verbs, they should also learn the prepositions that go with them.

ANSWERS

- 1 for 2 to 3 of 4 about 5 of

BEFORE

REAL photos of REAL people!

We want to protest about magazines which never show real photos of real people. When editors only use altered photos of models, they don't help people to feel good about their looks. We aim to send a clear message to the fashion industry.

[learn more >](#)

SIGN THE PETITION

72% of target reached

AFTER

we ♥ ugly fruit!

How supermarkets see fruit and vegetables:

PERFECT **UGLY**

Supermarkets reject 20–40% of fruit and vegetables because they aren't 'perfect.' We propose that supermarkets sell 'ugly' fruit and vegetables at a lower price. Help us end food waste and allow more people to buy cheap, healthy food. Please support our campaign.

[learn more >](#)

SIGN THE PETITION

47% of target reached

4 2.21 Watch or listen to four people. Which petitions have they just signed? Yana has just signed a petition about ...

5 2.21 Watch or listen again. Which verbs in exercise 1 do Yana and Mitchell use?

6 2.21 Read the key phrases. Watch or listen again. Who says each phrase: Yana (Y), Zara (Z), Will (W), or Mitchell (M)? Which three phrases don't they use?

KEY PHRASES

Suggesting changes

- I think people should (support victims more)
- We need to ...
- We must ...
- I think it's the best thing to do.
- I hope they introduce (a law against it soon).
- I'd like people my age to be able to (vote).
- Let's create a petition.

7 **USE IT!** Work in pairs. Make suggestions for the problems below. Use the words in exercise 1 and the key phrases to help you. Decide which two changes you would make.

- Your nearest swimming pool is closing.
- People don't use the bins on the street.
- There's too much traffic in the town centre.
- The local park wants to ban dogs.

Finished?

Write a letter to your local newspaper to request a change in the law to one of the problems in exercise 7. Explain what the problem is and what you think they should do.

Exercise 4 2.21 page 150

Read out the question, then teach the words *bullying*, *shark* and *homeless*. Play the video or audio for students to watch or listen and answer the question.

Allow students time to compare their answers in pairs, and, if necessary, play the video or audio again for them to check and complete their answers. Check answers with the class.

ANSWERS

Yana: an anti-bullying petition

Zara: to end shark fishing

Will: to persuade local councils to let homeless people live in empty houses

Mitchell: to propose a new law to let people vote from sixteen on

Exercise 5 2.21 page 150

Read out the question, then play the video or audio again for students to watch or listen and note down the verbs the speakers use. Check answers with the class.

ANSWERS

Speaker 1 (Yana): support, campaign

Speaker 4 (Mitchell): propose

Exercise 6 2.21 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, and note down the three phrases they don't use. Check answers with the class.

ANSWERS

1 Y 2 not used 3 not used 4 W
5 Z 6 M 7 not used

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.

ANSWERS

Students' own answers.

Exercise 7 USE IT!

Read through the problems with the class and check that students understand everything. Elicit a few suggestions for the first problem, e.g. *We need to protest about this. We must save our swimming pool.*

Allow students time to prepare their ideas individually, then put them into pairs to discuss their ideas and decide which two changes they would make. Ask some pairs to tell the class about the changes they would make. Ask other students: *Do you agree? Why / Why not?*

ANSWERS

Students' own answers.

Optional activity: Vocabulary

Write the following sentence beginnings on the board:

- I think the government should ban ...
- I support the idea of ...
- I'd like to donate money to ...
- I think everyone should boycott ...
- I believe we should end ...

Students work individually or in pairs to complete the sentences with their own ideas. Monitor and help while they are working. Put students together into small groups to compare and discuss their ideas. Ask pairs or groups in turn to tell the class which ideas they agreed about and why. Briefly discuss as a class any ideas students are interested in.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their letters individually, then compare with another fast finisher. Alternatively, ask some students to read their letters to the class. Ask other students if they agree or disagree, and why.

More practice

Workbook page 56

Assessment

Five-minute test, Teacher's Resource Disk

Reading • Being kind

Aim

Scan a text to locate information.

THINK!

Read out the questions and elicit a few answers from individual students. Ask more questions to encourage them to say more, e.g. *Who was the person who helped you? Did you know them? Why do you think they helped you? Ask: Do you ever do things to help other people? What do you do? What other things could you do?*

ANSWERS

Students' own answers.

Exercise 1

Read the study strategy with the class. Read out the task and elicit that when we scan a text, we don't read every word, but move our eyes over it quickly, looking for specific information. If students are not familiar with the idea of scanning, explain that it is the same technique that we use when looking for our own name in a list of names.

Elicit what words students can scan for here, e.g. the names of jobs or phrases such as *works as a ...*. Students then scan the article to find the jobs. Check answers with the class.

ANSWERS

Daniel Black was a musician. Sarah Hoidahl was a waitress. Glen James was an office worker.

Exercise 2 2.22

Ask students to scan the article quickly to find the numbers. You could do this as a race to encourage students to scan quickly. Play the audio. Students read and listen, then note down why the numbers are mentioned. Check answers with the class.

ANSWERS

- £22,000 – the amount of money saved by Daniel Black
- \$27.75 – the cost of the lunch Sarah bought for the soldiers
- \$10,000 – the amount of money Ellen DeGeneres gave Sarah
- \$42,000 – the amount of money Glen James found
- \$160,000 – the amount of money raised by Ethan Whittington for Glen

Exercise 3 2.22

Allow students time to read through the sentences, then play the audio again. Students read and listen and decide if the sentences are true or false. Remind them to correct the false sentences. Check answers with the class.



READING • Being kind

I can scan a text to locate information.

THINK! When did someone last do something kind for you? What was it?

CHANGING THE WORLD WITH KINDNESS

Sometimes a spontaneous act of kindness can change another person's life. Read about these incredible people and their actions that helped to make the world a better place for someone else.

DANIEL'S STORY



Life can't be easy for musician Daniel Black. After a cycling accident in 2009, he couldn't walk or play the guitar any more. Doctors thought that with expensive surgery he might walk again. He had saved £22,000 when he heard about a young boy with a serious illness who also needed surgery to allow him to walk. Daniel decided to donate all the money he had to the boy's family. The result? The little boy was able to get his surgery. Daniel received a special award at the Pride of Britain Awards.



Waitress Sarah Hoidahl bought lunch for two soldiers in her restaurant when she heard they didn't get paid due to government problems. She wanted to support and thank them for serving their country. On her TV show, talk show host Ellen DeGeneres gave a reward to Sarah for her kindness: the lunch money (\$27.75) and an extra \$10,000!

GLEN'S STORY

Glen James was an unemployed office worker and homeless when he did something both honest and kind. When he found a bag with \$42,000 in it, Glen decided to do what most people wouldn't do: he gave it to the police to return to its owner. A man called Ethan Whittington, who must be very kind himself, read about Glen and started a campaign to collect money for him. The campaign raised an amazing \$160,000 and Glen's life hasn't been the same since.



These stories may persuade you that when you spread a little kindness, there may not be a personal benefit, but you'll feel good about yourself and you could encourage people to be kind to you, too. Perhaps your kindness will help someone to be kind to another person!

- 1 Read the study strategy below. Then scan the online article above to find out what jobs Daniel Black, Sarah Hoidahl and Glen James had.

STUDY STRATEGY

Finding specific information

To find specific information, don't read the text in detail. Follow these steps:

- 1 Identify the type of information, or key words, you're looking for.
- 2 Read the text quickly. Look out for the key words. Don't stop at difficult words.
- 3 Read the text around the key words again and check.

- 2 2.22 Read and listen to the online article again. Why are these numbers mentioned?

- | | | |
|-----------|------------|-------------|
| 1 £22,000 | 3 \$10,000 | 5 \$160,000 |
| 2 \$27.75 | 4 \$42,000 | |

70 Big Ideas

ANSWERS

- 1 false (Sometimes a spontaneous act of kindness can change another person's life.)
- 2 false (Daniel gave all the money he had saved for his own surgery to the boy so that the boy could afford to have surgery.)
- 3 true
- 4 false (Glen decided to do what most people wouldn't do.)
- 5 true

Optional activity: Reading

Put students into pairs. Ask them to think of a suitable heading for each paragraph of the article. Elicit answers from the class and discuss as a class the best heading for each paragraph.

POSSIBLE ANSWERS

Helping a child, A free lunch, Honesty pays

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 60 exercise 5

Exercise 5 USE IT!

Allow students time to prepare their ideas individually, then put them into pairs to discuss the questions. Encourage them to express their own opinions and listen to their partner's opinions. Ask some pairs to tell the class their opinions and ideas. You could have a class vote to decide who should get the award. Ask students if they know any similar stories of kindness.

More practice

Workbook page 60

Practice Kit Reading 7

1 Complete the sentences with the modal verbs from the article on page 70. Which sentences suggest a) possibility and b) certainty?

- 1 A spontaneous act of kindness _____ change another person's life.
- 2 Life _____ be easy for musician Daniel Black.
- 3 With expensive surgery, he _____ walk again.
- 4 Ethan Whittington, who _____ be very kind himself ...
- 5 You _____ not benefit personally, but you'll feel good about yourself.
- 6 You _____ encourage people to be kind to you, too.

2 Choose the correct options to complete the rules.

RULES

- 1 We use modal verbs *could*, *may* and *might* + infinitive without to to talk about things that are possible in the present and the past / future.
- 2 We use *can* to say that something is possible now / in the future.
- 3 We can use *can't* and *must* for deduction in the present. We use *can't* / *must* when we are sure something is true and *can't* / *must* when we are sure something is not true.

Remember!

Spread kindness to others today, *perhaps* it'll change their lives!
Spread kindness to others today, it *could* / *may* / *might* change their lives.

3 Find and correct the mistakes in the sentences.

- 1 You might changed Jo's day by smiling at her.
- 2 Being kind could the answer to society's problems.
- 3 Perhaps people can't be kinder in the future.
- 4 Glen, Daniel and Sarah must being very kind people.
- 5 You perhaps give money to a homeless person in your area instead of giving it to charity.
- 6 You can be hungry! You have just eaten a whole pizza!

4 Rewrite the sentences using the words in brackets.

- 1 It's possible he'll give the money to charity. (might)
- 2 She could get an award next week. (perhaps)
- 3 It's possible to learn a lot from kind people. (can)
- 4 Jane's not answering her phone, so obviously she's asleep. (must)
- 5 Jason is ill, so there's no way he'll be playing football tomorrow. (can't)

5 USE IT! Work in pairs. Look at the photos. Take turns to suggest possible explanations for the people in these situations. Use *can*, *can't*, *may*, *might*, *could*, *must* and *perhaps*.

He might be helping them find their way.

The girls may be friends.

He can't be afraid of heights.

She must be his grandma.



Finished?

Look at the four photos on page 109. Write sentences about the photos using *might*, *may*, *must* and *can't*.

Big Ideas 71

We use *can't*, NOT *mustn't* when we are certain that something isn't true: *Life can't be easy for Daniel.* (NOT *Life mustn't be easy.*)

Exercise 3

Read out the first sentence and elicit the error. Students then find and correct the remaining errors. With **weaker classes**, students could work in pairs. Check answers.

ANSWERS

- 1 You might **change** Jo's day by smiling at her.
- 2 Being kind **could be** the answer to society's problems.
- 3 Perhaps people **may / might / could** be kinder in the future.
- 4 Glen, Daniel and Sarah **must be** very kind people.
- 5 You **could** perhaps give money to a homeless person in your area instead of giving it to charity.
- 6 You **can't** be hungry! You have just eaten a whole pizza!

Exercise 4

Read out the first sentence and elicit another way of saying the sentence using *might*. Students rewrite the remaining sentences. Allow them time to compare their answers in pairs, then check answers.

ANSWERS

- 1 He might give the money to charity.
- 2 Perhaps she'll get an award next week.
- 3 You can learn a lot from kind people.
- 4 Jane's not answering her phone, so she must be asleep.
- 5 Jason is ill, so he can't be playing football tomorrow.

Exercise 5 USE IT!

Ask students to read the examples and match them with the photos. Discuss as a class which examples match each photo. Students then work in pairs to suggest possible explanations for the situations. Ask them to try and use all the different modal verbs at least once in their sentences. Ask pairs in turn to tell some of their explanations.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their sentences individually and then compare them with another fast finisher. Alternatively, ask all students to turn to page 109. Ask fast finishers to read out their sentences, and ask other students to match them with the four photos.

More practice

Workbook page 57

Practice Kit Grammar 14

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • can / may / might / could • must / can't • perhaps

Aim

Talk about possibility in the present and future.

Warm-up

Look at the final paragraph of the article on page 70 and ask students to find examples of modal verbs (*may*, *may not*, *could*). Ask: *Does this paragraph refer to the present or future? (the future) Do we use 'may' and 'could' to talk about things that will definitely happen, or things that are possible? (things that are possible)*

Exercise 1

Students work in pairs to complete the sentences with the modal verbs from the article. They then discuss which sentences suggest possibility and which suggest certainty. Check answers.

ANSWERS

- 1 can 2 can't 3 might 4 must
- 5 may 6 could
- a) Possibility: sentences 1, 3, 5, 6
- b) Certainty: sentences 2, 4

Exercise 2

Students read the rules and choose the best options. Check answers and check that students understand everything.

Read the information in the Remember! box. Elicit that *perhaps* + *will* has the same meaning as *could* / *may* / *might*.

ANSWERS

- 1 future 2 now 3 must, can't

Language note

Although *can*, *may*, *might* and *could* are used in similar ways in the affirmative, they have different meanings in the negative: *It can / could / may / might be true* = it's possible it is true. *It may / might not be true* = it's possible it isn't true. *It can't be true* = it's impossible that it's true.

Vocabulary and listening • Personal qualities

Aim

Understand people talking about qualities they admire.

THINK!

Read out the question and elicit a few possible adjectives from the class. If necessary, ask more questions to give students ideas, e.g. *Is it important to be honest and tell the truth? What about being kind and helping other people? What about being good fun?*

ANSWERS

Students' own answers.

Exercise 1 2.23

Students use their dictionaries to check the meaning of the adjectives and match them with the explanations. Play the audio for students to check their answers. Check answers, and check that students understand all the adjectives.

ANSWERS

- 1 fair 2 thoughtful 3 confident
4 brave 5 sympathetic 6 clever
7 heroic 8 organized 9 generous
10 patient 11 kind 12 honest

Exercise 2

Allow students time to prepare their ideas individually, then put them into pairs to compare their ideas. Ask some students to tell the class their ideas.

ANSWERS

Students' own answers.

Exercise 3 2.24 page 151

Read out the task and question, then play the audio. Students listen and answer the question. Check the answer.

ANSWER

They're talking about change-makers – people who make the world a better place.

Exercise 4 2.24 page 151

Play the audio again. Students listen and write the adjectives to describe each person. Check answers with the class.

ANSWERS

- 1 Robert: clever, thoughtful
2 Edwin: brave, heroic, fair, sympathetic, generous
3 Marilyn: kind, patient

Exercise 5 2.24 page 151

Ask students to read the questions and try to answer them from memory. With **weaker classes**, students could work in pairs. Play the audio again for students to listen and check their answers.

7 VOCABULARY AND LISTENING • Personal qualities

I can understand people talking about qualities they admire.

THINK! What personal qualities are important?

- 1 2.23 Check the meanings of the adjectives in the box. Match the adjectives with explanations 1–12. Listen and check.

brave clever confident fair
generous heroic honest kind
organized patient sympathetic thoughtful

Someone who ...

- 1 considers both sides equally
2 remembers your birthday
3 is the opposite of *shy*
4 does dangerous things but doesn't seem scared
5 listens to your problems
6 is intelligent
7 does very brave things
8 plans things carefully
9 gives people more than they need
10 waits for others
11 cares about other people
12 returns a lost wallet

- 2 Which words can you use to describe yourself? Which adjectives do you think are important qualities for these people?

a police officer your friend your mother

- 3 2.24 Listen to three students having a discussion with their teacher. What are they talking about?

- 4 2.24 Listen again. Write the adjectives the students use to describe each person.

- 1 Robert
2 Edwin
3 Marilyn

- 5 2.24 Answer the questions. Listen again and check.

- 1 Where does Robert Lee get the unwanted food from?
2 Why is it a clever idea?
3 What animals was Edwin Sabuhoro trying to protect?
4 How does his eco-tour company provide a good solution to problems in Rwanda?
5 What opportunities do the bike trips give to city kids?
6 In what countries can you find Marilyn Price's programmes?

- 6 2.25 PRONUNCIATION: /ə/ and /e/ Listen and repeat.

- 1 clever 3 friend
2 heroic 4 generous

- 7 USE IT! Work in groups. Using the ideas below, talk about people you admire. Use adjectives in exercise 1. Decide which person you'd give a Special Person Award to.

- a member of your family
- a famous person
- someone from your town

I really admire my cousin because he's so clever.

Remember!

She / He's so kind.

She / He's *such* a generous person.

I admire him because he's *really* / *very* / *extremely* brave.



Donating unwanted food



Edwin Sabuhoro



Marilyn Price

ANSWERS

- 1 from New York restaurants
2 It helps people in need, and it also stops restaurants from wasting food.
3 mountain gorillas
4 It gives work to people and protects the wildlife.
5 They can see different places, make new friends, and become healthier and more confident.
6 the USA, Canada, Israel and Africa

Optional activity: Listening

Write the following questions on the board: Which person ... ?

- 1 aims to educate people and improve their health
2 uses volunteers for their project
3 donated their own money

Students answer the questions from memory, then listen again to check. Check answers with the class.

ANSWERS

- 1 Marilyn 2 Robert 3 Edwin

Exercise 6 2.25 PRONUNCIATION:

/ə/ and /e/

Model the pronunciation of the two vowels. Explain that /e/ is used in stressed syllables, and /ə/ is used in unstressed syllables. Play the audio, pausing after each word for students to repeat.

Exercise 7 USE IT!

Read through the task with the class and make sure students understand everything. Read through the Remember! box with the class. Elicit one or two more examples with *so* and *such*. Allow students time to prepare their ideas individually, then put them into small groups to talk about people they admire. Ask groups to choose one person from each category to tell the class about. Ask groups to tell the class which people they chose and why.

More practice

Workbook page 58

Practice Kit Vocabulary 7

Assessment

Five-minute test, Teacher's Resource Disk

1 Read these sentences from exercise 3 on page 72. What tense are the bold verbs?

- 1 If more people **were** like Robert, the world **would** be a better place.
- 2 If those people **had** jobs, they **wouldn't** need to sell baby gorillas.
- 3 If I **had** to choose just one person, it'd be a grandmother ...
- 4 If I **were** you, I'd start thinking of other ideas.

Remember!

If I **were** you, I'd start thinking of other ideas. (not 'If I **was** you...')



2 Study the rule and choose the correct options.

RULE

We use **if + present / past simple** to describe a(n) likely / unlikely situation, then **would** with a verb without **to** to describe the result / location.

Remember!

If I **became** a volunteer, would I **have to** work in the evening?
Would I **have to** work in the evening if I **became** a volunteer?

3 Complete the text. Use the second conditional to write the verbs in the correct form.

If I ruled the world ...

What changes ¹ _____ (you / make) if you ruled the world? Here's what some people said:

'If I ² _____ (be) a member of the government, I ³ _____ (support) the poor.'	Ana, 16
'I ⁴ _____ (stop) bullying in schools if I ⁵ _____ (have) the power.'	Jez, 15
'If I ⁶ _____ (be) president of the world, I ⁷ _____ (stop) teachers giving homework!'	Kara, 14
'I ⁸ _____ (allow) young people to vote if I ⁹ _____ (can) make changes.'	Andreas, 16
'If it ¹⁰ _____ (be) up to me, I ¹¹ _____ (introduce) taxes on junk food.'	Fin, 15

4 2.26 Listen and check your answers. Then tell a partner which changes you would make.

5 Complete the sentences. Use your own ideas.

- 1 If I did nothing all day, ...
- 2 If they closed all schools, ...
- 3 I would help my neighbour if ...
- 4 My parents would support me if ...
- 5 The world would be a better place if ...

6 USE IT! Work in pairs. Take turns to ask and answer questions using situations 1–6 and your own ideas. Use the second conditional.

What would you do or say if you ...

- 1 found money?
- 2 saw someone in danger?
- 3 met anybody in the world?
- 4 desperately needed help?
- 5 suddenly became rich?
- 6 found chocolates on your desk?

If you found £50 in the street, what would you do?

If I found £50 in the street, I'd give it to the police.

Finished?

Think of other situations like the ones in exercise 6, e.g. forget / do homework, have the money, buy a computer game, have a superpower, etc. Ask your partner what he / she would do in each situation.

Big ideas 73

Language note

We use the past simple, NOT *would*, in the *if* clause of second conditional sentences: *If I had a lot of money, I would give more to charity.* (NOT ~~If I would have a lot of money, I would give more to charity.~~)

Exercise 3

Students read the text and complete it with the correct second conditional verb forms. With **weaker classes**, students could work in pairs for this.

Exercise 4 2.26 page 151

Play the audio for students to listen and check their answers to exercise 3. Students then work in pairs to discuss which changes they would make. With **stronger classes**, students use their own ideas as well as the ones in exercise 3. Ask some pairs to tell the class what changes they would make.

ANSWERS

1 would you make 2 were 3 would support 4 would stop 5 had 6 were 7 would stop 8 would allow 9 could 10 were 11 would introduce
Students' own answers.

Exercise 5

Read out the first sentence beginning and elicit some possible endings. Students then complete the sentences using their own ideas. With **weaker classes**, students could work in pairs. Ask some students to read their sentences to the class.

ANSWERS

Students' own answers.

Exercise 6 USE IT!

Allow students time to prepare their answers to the questions individually, then put them into pairs to ask and answer the questions. Ask some pairs to tell the class about some of their partner's answers.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their situations individually then ask and answer questions with another fast finisher. Alternatively, ask some fast finishers to read their questions to the class. Ask other students to answer the questions.

More practice

Workbook page 59

Practice Kit Grammar 15

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • Second conditional**Aim**

Talk about impossible and unlikely situations in the present.

Warm-up

Refer students back to the three people on page 72. Ask: *If you had to choose one person for an award, who would it be?* Write the question on the board and elicit answers from a few students. Focus on the question and ask: *Does it refer to a real or imaginary situation?* (imaginary – i.e. you are imagining that you could choose someone). Explain that this type of sentence is called the second conditional. Ask students to translate the question into their own language.

Exercise 1

Students work in pairs to study the sentences and decide what tense the

bold verbs are. Check answers with the class and check that students understand the sentences. Read the information in the Remember! box with the class. Point out to students that this structure is an exception, and students need to learn it.

ANSWER

The verbs in bold are all past simple.

Exercise 2

Students study the rule and choose the correct options to complete it. Check answers with the class. With **weaker classes**, read out the rule and elicit the answers from the class. Read out the information in the Remember! box with the class. Point out that either clause can come first in second conditional sentences, but if the *if* clause comes first, there is a comma between the clauses.

ANSWERS

past, unlikely, result

Speaking • Supporting a point of view

Aim

Give reasons to support your opinions.

THINK!

Read out the questions and elicit some answers and some reasons. If students are struggling for ideas, ask more questions to start them thinking, e.g. *What would happen if everyone recycled their rubbish? What would happen if no one did?*

ANSWERS

Students' own answers.

Exercise 1 2.27

Students read the dialogue and complete it with the correct words. 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 Louise and Hugo to the class and elicit the answers.

ANSWERS

1 survey 2 rubbish 3 everyone
4 organize 5 work 6 effort
Louise wants the government to make it necessary for people to recycle. Yes, Hugo agrees with her in the end.

Exercise 2 2.27

Put students into pairs and ask them to cover the dialogue in exercise 1. Students try to complete the key phrases 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 recycle our
2 make it necessary everywhere
3 recycling their rubbish
4 recycling
5 save the planet
6 definitely worth

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.

7

SPEAKING • Supporting a point of view

I can give reasons to support my opinions.

THINK! Do you think we should recycle our rubbish? Why / Why not?

Louise Hi, there. Would you mind helping me with a ¹ _____?
Hugo What's it about?
Louise It's about what types of recycling people do every day. We believe we must recycle our ² _____ and we want the government to make it necessary everywhere.
Hugo But don't people already recycle?
Louise Unfortunately, not ³ _____ does, as people can choose not to recycle. If the government made it necessary, this would lead to everyone recycling their rubbish.
Hugo But won't this perhaps be too difficult to ⁴ _____?
Louise The main reason for recycling is to save the planet. It might need a lot of ⁵ _____, but it's definitely worth the ⁶ _____.
Hugo I suppose you're right. OK, I'll answer your questions.



1  2.27 Complete the dialogue with the words and phrases in the box. Then listen and check. What does Louise want the government to do? Does Hugo agree with her in the end?

effort everyone organize
rubbish survey work

2  2.27 Cover the dialogue and complete the key phrases. Watch or listen again and check.

KEY PHRASES

Building an argument

We believe we must ¹ _____ rubbish.
We want the government to ² _____.
This would lead to everyone ³ _____.
The main reason for ⁴ _____ is to
⁵ _____.
It's ⁶ _____ the effort.

3  Work in pairs. Practise the dialogue.

4  Work in pairs. You want to start a campaign for a three-day school week. Think of three reasons why it would be a good idea. Then compare your ideas with the class.

One reason for a three-day school week is ...

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

Student A: You want your school to give its unwanted food to homeless people. Present your argument to Student B.

Student B: Listen to Student A. You're not convinced – you think it will be very difficult to organize. Respond with questions.



74 Big Ideas

Exercise 4

Read out the task and elicit one or two reasons for a three-day school week, e.g. students wouldn't get so tired. Put students into pairs to think of more reasons and express them using the key phrases. Elicit ideas from the class and make notes on the board. Have a brief class discussion about which reasons are the most convincing and why. Encourage students to use the key phrases to give reasons for their opinions.

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. 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 another change they would like to make at their school. Ask them to think of reasons to support their idea. Put pairs together into groups of four. Ask pairs in turn to present their ideas to their classmates. Their classmates should not be convinced, and should respond with questions. Ask some students if their classmates managed to convince them of their idea.

ANSWERS

Students' own answers.

More practice

Workbook page 63

Practice Kit Speaking 7

THINK! What ways can people help in their community?

EVERYONE SHOULD JOIN A NEIGHBOURHOOD WATCH SCHEME. DISCUSS.

1 If everyone joined a neighbourhood watch scheme, fewer crimes might happen. But is it right to expect everyone in a community to join such a scheme?

2 On the one hand, people may feel frightened that they would be in danger if they tried to stop a crime in progress.



3 On the other hand, it's important to take action to protect our communities. I'm not in favour of people doing anything that could be dangerous. However, anybody can safely help to prevent a crime by calling the police when they see something suspicious. Also, if criminals realized that a community had such a scheme, they would not commit crimes in that neighbourhood.

4 All things considered, I would encourage everyone to join a neighbourhood watch scheme. The main reason I am for this is to make criminals less likely to commit crimes. As a result, neighbourhoods will be much safer for everyone.

- 1 Read the essay. Is the writer for or against neighbourhood watch schemes?

Language point: Contrasting ideas

- 2 Study the phrases in blue in the text and answer the questions.

Which phrase ...

- introduces the writer's final opinion?
- rephrases the original argument in a question?
- introduces ideas for one side of the argument?
- introduces ideas for the other side of the argument?

- 3 Add the writer's arguments to the chart.

For	Against

- 4 Study the key phrases. Which one doesn't appear in the text? Write sentences using the key phrases and your own ideas about neighbourhood watch schemes.

KEY PHRASES

Considering all options

People may ...	I'm against ...
It's important to ...	However, ...
I'm (not) in favour of ...	I would encourage everyone to ...

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

WRITING GUIDE

A TASK

Write a discussion essay on one of the topics below:

- The government should make all rich people donate money to charity. Discuss.
- Anyone accused of cyberbullying must not be allowed to attend school. Discuss.

B THINK AND PLAN

- Explain the essay title in other words.
- What are arguments to support the title?
- What are arguments against the title?
- Are you for or against the idea in the title? Why?

C WRITE

Paragraph 1: Introduce the title by rephrasing the question it asks.

Paragraph 2: Present ideas for one side of the argument.

Paragraph 3: Present ideas for the other side of the argument.

Paragraph 4: Give your opinion and say why.

D CHECK

- all ideas are related to the title
- verb forms in second conditional
- the use of modal verbs of possibility and deduction
- phrases introducing contrasting ideas
- phrases introducing reasons
- your opinion is clear

Big ideas 75

ANSWERS

For: Fewer crimes might happen; it's important to take action to protect our communities; anybody can safely help to prevent a crime by calling the police when they see something suspicious; if criminals realized that a community had such a scheme, they would not commit crimes in that neighbourhood; it would make criminals less likely to commit crimes.

Against: People may feel frightened that they would be in danger if they tried to stop a crime in progress.

Exercise 4

Students find the key phrases in the essay and decide which one doesn't appear. Check answers, and check that students understand all the phrases. Students then work in pairs to write sentences using the key phrases and their own ideas.

ANSWERS

'I'm against' doesn't appear in the text. Students' own answers.

Optional activity: Writing

Ask: Which paragraph in the essay gives reasons against neighbourhood watch? (paragraph B) Which paragraph gives reasons for neighbourhood watch? (paragraph C) What does paragraph A do? (gives an introduction) What does paragraph D do? (gives a conclusion and the writer's opinion). Explain that this is a standard paragraph structure for discussion essays.

Exercise 5 USE IT!

Read the two topics with the class and check that students understand everything. Students answer the 'Think and plan' questions and plan their essay. With **weaker classes**, do the planning stage together, eliciting arguments for and against each topic and listing them on the board. Read through the paragraph structure with the class. Students then write their essay, using their ideas and following the paragraph structure. This can be set for homework. Remind students to use some of the key phrases, and to check their grammar and spelling carefully.

More practice

Workbook page 61

Practice Kit Writing 7

End-of-unit activities

Progress Review, Workbook page 62

* Vocabulary and language focus worksheets, Teacher's Resource Disk

** Vocabulary and language focus worksheets, Teacher's Resource Disk

*** Vocabulary and language focus worksheets, Teacher's Resource Disk

Speaking worksheet, Teacher's Resource Disk

Writing • A discussion essay

Aim

Contrast ideas and give your opinion.

THINK!

Read out the question and elicit different ways in which people can help in their community. If students are struggling for ideas, ask more questions to help them, e.g. *How can people help older people in their community? How can they help with activities for younger children?*

ANSWERS

Students' own answers.

Exercise 1

Elicit or teach the meaning of *neighbourhood watch*. Students read the essay quickly and decide if the writer is for or against these schemes. Check the answer with the class.

ANSWER

The writer is for the schemes.

Language point: Contrasting ideas

Exercise 2

Ask students to find the blue phrases in the text and answer the questions. Check answers and check that students understand all the phrases. Point out the use of a comma after some of the phrases.

ANSWERS

- All things considered
- But is it right to
- On the one hand
- On the other hand

Exercise 3

Students read the essay again and write the arguments for and against. With **weaker classes**, students could work in pairs for this. Check answers with the class.

Review

Vocabulary

Exercise 1

Students match the words with their synonyms. Students can look back through the unit to help them. Check answers and check that students understand all the words.

ANSWERS

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

Exercise 2

Students match the words in the box with the sentences. With **weaker classes**, students could work in pairs. Check answers and check that students understand all the words.

ANSWERS

1 generous 2 confident 3 honest
4 patient 5 thoughtful 6 brave
7 fair 8 organized

Language focus

Exercise 3

Read out the first sentence and elicit the new sentence using *may*. Students then rewrite the sentences. Allow them time to compare their answers in pairs, then check answers with the class.

ANSWERS

- Things may get better in the future.
- They could ban junk food in schools.
- Perhaps they will become volunteers.
- You can make people feel good by being kind.
- She might make a big donation to our charity.
- He could help them.

Exercise 4

Students complete the sentences with the correct second conditional forms. Students compare their answers in pairs, then check with the class.

ANSWERS

- 'd become, had 2 wouldn't encourage, was 3 were, 'd tell 4 had, 'd donate 5 found, 'd take 6 were, 'd allow

Exercise 5

Read out the example question. Students write the remaining questions. With **weaker classes**, students could work in pairs for this. Check answers with the class.

POSSIBLE ANSWERS

- Would you encourage me / us to take part in the protest if it was dangerous?
- What would you do if you were me?
- If you had a lot of money, would you donate more to charity?
- If you found a bag in the street, would you take it to the police station?
- If you were President, would you allow people to vote at sixteen?

7 REVIEW

Vocabulary

1 Match verbs 1–6 with their synonyms a–f.

- | | |
|------------|------------|
| 1 allow | a give |
| 2 donate | b support |
| 3 campaign | c prohibit |
| 4 help | d let |
| 5 suggest | e fight |
| 6 ban | f propose |

2 Match the words in the box with sentences 1–8.

brave confident fair generous honest
organized patient thoughtful

- She always gives things to her friends.
- He never doubts that he will do well in life.
- My best friend always tells the truth.
- Our maths teacher spends time explaining things.
- He never forgets his friends' birthdays.
- She climbed up the tree to get the cat.
- Our head teacher treats everyone exactly the same.
- His desk is tidy and he can find things easily.

Language focus

3 Rewrite the sentences using the words in brackets.

- It's possible things will be better in the future. (may)
- Perhaps they will ban junk food in schools. (could)
- They could become volunteers. (perhaps)
- It's possible to make people feel good by being kind. (you can)
- Perhaps she will make a big donation to our charity. (might)
- Perhaps he will help them. (could)

4 Complete the second conditional sentences with the correct form of the verbs in brackets.

- We _____ (become) volunteers if we _____ (have) more time.
- I _____ (not encourage) you to take part in the protest if it _____ (be) dangerous.
- If I _____ (be) you, I _____ (tell) your parents.
- If we _____ (have) a lot of money, we _____ (donate) more to charity.

- If I _____ (find) a bag in the street, I _____ (take) it to the police station.
- If I _____ (be) President, I _____ (allow) people to vote at sixteen.

5 Write six questions for the sentences in exercise 4.

- If you had more time, would you become a volunteer?

Speaking

6 Complete the dialogue with the phrases in the box.

Could you It's due to The main reason is
That's why This could lead
What's it about? Where do I sign?

- Tim Excuse me. ¹ _____ sign our petition?
- Girl ² _____
- Tim We want two hours more sport at school.
- Girl Why?
- Tim ³ _____ that students don't get enough exercise. ⁴ _____ to health problems.
- Girl You may be right.
- Tim Obesity is also a problem.
- ⁵ _____ bad food, but also not enough exercise.
- Girl OK. You've convinced me. ⁶ _____

Listening

7 2.28 Listen to a conversation about the school canteen and complete the blog post.



Healthy Food Campaign

We are fed up with the horrible ¹ _____ food at the school. ² _____, We've decided to ³ _____ for healthier meals. We have planned two actions:

We are starting a ⁴ _____ which all students can sign, even if they bring ⁵ _____ or go home for lunch.

We want students to stop eating at the canteen for one ⁶ _____.

We are organizing a ⁷ _____ tomorrow at 12.30 in the ⁸ _____ to discuss these actions and any other ideas you might have.

Speaking

Exercise 6

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

ANSWERS

- Could you 2 What's it about? 3 The main reason is 4 This could lead 5 It's due to 6 Where do I sign?

Listening

Exercise 7 2.28 page 151

Allow students time to read the blog post. Put them into pairs to predict the missing words. Play the audio for students to listen and complete the text. Check answers.

ANSWERS

- junk 2 canteen 3 campaign 4 petition 5 sandwiches 6 week 7 meeting 8 canteen

Optional activity: Consolidation

Tell students they are going to make a poster to promote their new campaign. Brainstorm some ideas for campaigns students might like to support, e.g. to ban the use of animals in circuses, to ban junk food in schools, etc. Put students into pairs to make their posters. They should include:

- vocabulary from page 68
 - key phrases from page 74 to build their argument
 - modal verbs from page 71 to say what might or could happen in the future
 - a second conditional sentence to say what would happen if their campaign was successful
- Ask pairs to present their posters to the class.

Assessment

Unit 7 tests, Teacher's Resource Disk

7 STORY IN ENGLISH • The Swiss Family Robinson

1 **BEFORE YOU READ** Work in pairs. If you were on an island and had only two books with you, which two books would you have? Why?

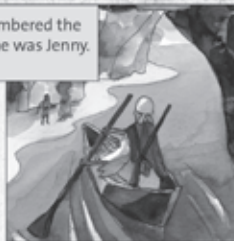
Remember!

Think about how Jenny feels about being alone. How do you know?

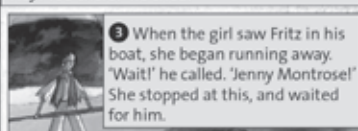
Chapter 7 • A new member of the family

1 Fritz read the message. He remembered the Scottish girl from the ship. 'Her name was Jenny. I must find her,' he thought.

My name's Jenny. My father's a Scottish captain - James Montrose. Please find me! I'm living on an island near Australia - in a bay to the north-west.



2 Fritz looked for Jenny for two days. In the end, he found a sea cave, and he took his boat far into it. After some time, he came out of the cave into a little bay. There were tall cliffs all around it. He saw a girl in animal skins on the beach near these cliffs. 'Hey! You there!' he cried.



3 When the girl saw Fritz in his boat, she began running away. 'Wait!' he called. 'Jenny Montrose!' She stopped at this, and waited for him.



4 In Jenny's cave home, they talked about their last night on the ship... 'I got into a boat, but it sank near the cliffs,' Jenny said. 'So I swam into the cave, and found this bay.'



5 'We couldn't see it from our hills,' Fritz told Jenny. 'And I couldn't climb the cliffs,' Jenny answered. 'So I wrote messages.' 'But why did you run away from me?' Fritz asked her. 'Pirates came here last year,' Jenny said. 'I ran away from them. When I saw you, I thought, "More pirates are here!"' Jenny had some books with her. 'They're from the ship,' she said.



7 Fritz's brothers were excited when they met Jenny. They asked her lots of questions, and took her around the farm. Father made a room for Jenny in the cave. She was happy. 'I've got a family again,' she thought.



8 When the winter came, the boys read books for the first time in years. 'Fritz's English is very good now,' Father said one day. 'Jenny's books are helping him.' Mother laughed. 'It's not the books,' she said. 'It's Jenny.'



6 The next day, Ernst ran to the cave house. 'Fritz is coming. And there's somebody with him!' he told Mother and Father.

2 **READING CHECK** Work in pairs. Cover the text and tell your partner the story. Use these words:

bay cave cliffs Jenny pirates

3 **WHAT DO YOU THINK?** Work in pairs. Talk about what happens in the next chapter. What does the family hear? Who do Fritz and Father meet? Who leaves the island?

STORY IN ENGLISH 77

Exercise 3 WHAT DO YOU THINK?

Students work in pairs to discuss what happens next. Encourage them to use their imagination and think about different possibilities. Discuss students' ideas, but don't confirm them. Tell them they will find out at the end of the next unit.

ANSWERS

Students' own answers.

Optional activity: Speaking

Ask students to read paragraph 7 of the story again. Ask: *What questions do you think Fritz's brothers asked Jenny?*

Put students into pairs to think of some questions, e.g. about how she got to the island, where she slept, what she ate, how she felt, etc.

Elicit possible questions from the class and write them on the board, then read out each question in turn and ask: *How do you think Jenny answered this question?* Elicit a few ideas.

Put students into pairs and ask them to decide who will be Jenny and who will be one of Fritz's brothers. Ask them to role-play a conversation using some of the questions on the board.

ANSWERS

Students' own answers.

Story in English: The Swiss Family Robinson

Exercise 1 BEFORE YOU READ

Ask students what they can remember about the Swiss Family Robinson. Ask: *What did Fritz find on a bird's leg?* Elicit that he found a piece of cloth with a message. Ask students to look at the pictures and think about useful vocabulary they can remember from previous chapters. Elicit the words *cave*, *cliffs*, *ship*, *boat* and *sink*. Read out the questions. Put students into pairs to discuss which books they would choose. Point out that they could choose practical books to help them survive, or story books to keep them entertained. Ask some students to tell the class about their books and their reasons for choosing them.

Students then read the story. With **weaker classes**, you could ask students to read one or two parts of the story at a time, and check they have understood the gist of the story before they continue.

ANSWERS

Students' own answers.

Exercise 2 READING CHECK

Read through the words in the box with the class and make sure students understand them all. With **weaker classes**, allow students time to read the story again and make a note of two or three more words they need to help them retell the story.

Read out the Remember! box and ask students to read the story again to find out how Jenny felt about being alone. Discuss the answer as a class.

Put students into pairs to tell each other the story, using their own words. Encourage them to help each other if they get stuck or forget something. You could also do this as a whole-class activity. Ask a student to give the first sentence of the story, then go around the class, with each student adding a sentence.

ANSWERS

Students' own answers.

Unit summary

Vocabulary

Film and book genres: *action, adventure, animation, comedy, crime, drama, fantasy, graphic novel, horror, manga, musical, mystery, romance, science fiction, thriller*

Films and books: verbs and nouns: *act, actor, adapt, adaptation, award, direct, director, nominate, nomination, star, win, winner, written*

Language focus

Present and past passive: affirmative and negative

Present and past passive: questions

Speaking

I can recommend films and books and say which ones I prefer.

Writing

I can identify and use details to support ideas.

Vocabulary • Film and book genres

Aim

Discuss different types of films and books.

THINK!

Read out the unit title and explain the meaning (*on screen* refers to films, TV and video sites such as YouTube, etc.). Teach the word *genre*. Focus on the photos on pages 78 and 79 and ask students if they recognize any of the films. Read out the statement and elicit answers from individual students. Ask questions, if necessary, to help students with ideas, e.g. *What about scary films? What about films with music and singing?*

ANSWERS

Students' own answers.

Background

The films are: A *Avengers: Age of Ultron* (2015), B *The Wolfman* (2010), C *The Age of Adaline* (2015), D *Bridget Jones: The Edge of Reason* (2004), E *The Martian* (2015), F *Mamma Mia!* (2008), G *Fast and Furious 6* (2013).

Exercise 1



2.29

Put students into pairs to check the meaning of the words in the box. They can use their dictionaries to help. Students then complete the table with the words. Play the audio for students to listen and

8

On screen

VOCABULARY • Film and book genres
I can discuss different types of films and books.

THINK! Name three types of books or films that are popular in your country.

1 2.29 Study the words in the box. They describe books, films, or both. Complete the table with the words. Listen and check.

action adventure animation comedy crime
 drama fantasy graphic novel horror manga
 musical mystery romance science fiction thriller

Films	Books	Books and films
action		

2 Look at film photos A–G. Choose the correct words in exercise 1 to describe each film.

3 Do the quiz. Then compare your answers with a partner. Do you agree with the result?










Extra listening and speaking p95
 Curriculum extra p103
 Culture p111
 Project p115

check their answers. Check answers with the class, and check that students understand all the words.

Point out that some of the genre words are used in combination with another noun such as *book, novel, film* or *story*, e.g. *a horror film / novel / story*, but other words are used on their own, e.g. *an animation, a comedy*.

ANSWERS

Films: action, animation, musical

Books: graphic novel, manga, mystery

Books and films: action, adventure, comedy, crime, drama, fantasy, horror, romance, science fiction, thriller

Exercise 2

Focus on film poster A and elicit some words to describe it, e.g. *adventure, fantasy*. Allow students time to prepare their ideas individually, then put them into pairs to compare and discuss their ideas. Discuss the answers with the class, encouraging students to give reasons for their answers.

ANSWERS

A fantasy, adventure

B horror

C romance

D comedy

E science fiction

F musical

G action

Exercise 3

Ask students to quickly read through the quiz title and the statements and questions. Check that they understand everything. Students work individually to do the quiz and read the results for their answers in the key. Put students into pairs to compare their answers and say whether they agree with the results. Ask some pairs to tell the class whether their results were similar or different, and why.

ANSWERS

Students' own answers.

WHICH BOOK AND FILM GENRES DO YOU PREFER?

1 You've had a long day. Choose an activity to help you relax.

a doing puzzles b doing sport or exercise
c listening to music

2 If you could be somewhere else, which of these places would you choose?

a the moon b the top of a mountain
c a beach at sunset

3 Which of these qualities do you value most?

a imagination b intelligence
c humour

4 Choose the best combination of school subjects for you.

a history / science b PE / maths
c art / music

5 Which of these jobs would you like to try for a day?

a private detective b Formula One driver
c dance instructor

6 Which of these are you most likely to see when you go to the cinema?

a zombies b spies
c princes and princesses

KEY

Mostly a answers: Mystery and fantasy are your favourite genres. You like reading horror stories and watching science fiction films.

Mostly b answers: Adventure and drama are your genres. You enjoy reading thrillers and you love watching action films.

Mostly c answers: Comedy and romance are your genres, and you love watching a good musical.

4 Watch or listen to four people talking about their favourite books. What genre(s) is each book?

5 Study the key phrases. Then watch or listen again. Who says each phrase: Will (W), Emma (Em), Elizabeth (E), or Alicia (A)?

KEY PHRASES

Talking about films and books

1 The films are really good, but they're not quite as good as the books.
2 It's very (exciting).
3 It's really (original and entertaining).
4 It's a (crime novel).
5 It's about (a missing woman).
6 In the end ...

6 **USE IT!** Work in groups. Take turns to describe a famous book or film using the key phrases. Guess other people's books and films.

It's an animation and a musical. It's fantastic. It's about a princess who goes on a long journey to find her sister. In the end she finds her sister and saves her country.

Is it Frozen?

Finished?

Look at the film posters on page 95. Write a description of one of the films. If you haven't seen any of them, imagine what one of the films is about. Read your description to your partner for him / her to guess.

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.

ANSWERS

Students' own answers.

Exercise 6 USE IT!

Give an example of a description of a famous book or film, using some of the key phrases, e.g. *It's a science fiction film. It's very entertaining and sometimes quite scary. It's about a Jedi called Luke Skywalker ... (Star Wars).*

Allow students time to prepare their ideas individually, then put them into groups to describe their films or books and guess the ones their classmates are describing. Point out that they should wait until their classmates have finished their descriptions before they guess. Ask some students which of the films or books they would most like to read or see and why.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

Put students into pairs to think of a film or book that they know and that they can mime to the class. Pairs take turns to tell the class if it is a film or book, and say what genre it is. They then mime the film for their classmates to guess.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

Put students into pairs and ask them to think of an idea for a new film. They should think of a title and decide what type of film it is, and what it is about. They could also decide on the main actors if they like. Put pairs together into groups of four to present their film ideas to each other and discuss which would be more successful. Ask some students to present their film ideas to the class.

ANSWERS

Students' own answers.

Exercise 4 2.30 page 151

Read out the question, and point out that three of the people mention the genre, but one does not, so students will need to deduce the genre from the information they hear. Play the video or audio for students to watch or listen and note down the genre of each book. Allow students time to compare their answers in pairs, and, if necessary, play the video

or audio again for them to check and complete their answers. Check answers with the class.

ANSWERS

Will: crime

Emma: science fiction

Elizabeth: science fiction graphic novel / romance

Alicia: drama

Exercise 5 2.30 page 151

Read through the key phrases with the class and check that students understand them all. You could ask students to translate the phrases into their own language to check understanding. Play the video or audio again, pausing after each speaker to allow students time to write the phrases that each speaker uses. Check answers with the class and ask: *Have you read any of the books they talk about? Which one would you most like to read? Why?*

ANSWERS

1 Em 2 W 3 E 4 W 5 W 6 A

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their descriptions and then compare with another fast finisher. Alternatively, ask some fast finishers to read their descriptions to the class, without giving the title or the poster. Ask other students to guess which poster it matches.

More practice

Workbook page 64

Practice Kit Vocabulary 8

Assessment

Five-minute test, Teacher's Resource Disk

Reading • Film trivia blog

Aim

Identify the opinion of the author of a text.

THINK!

Ask: *Who is the fastest runner in the world? What's the highest mountain? What is the most popular film of all time?* Elicit a few answers. Read out the questions and explain that the Guinness World Records is a list of world records, including standard ones such as the fastest runner, but also more unusual records such as the longest hair ever recorded. Elicit some examples of records that students know.

ANSWERS

Students' own answers.

Exercise 1

Teach the word *trivia* (small, unimportant facts). Read out the task and emphasize that students need to find the author's opinion on each topic, not facts about it. Students read the blog to find the author's opinion on each topic. Allow students time to compare their answers in pairs, then discuss the answers with the class and discuss how students know the author's opinions.

ANSWERS

- 1 The author thinks the amount Robert Downey Jr. was paid is huge.
- 2 The author thinks *Gone with the Wind* sounds terrible.
- 3 The author thinks Ashish Sharma's record is truly unbelievable.
- 4 The author thinks that the poster is an extraordinary size.
- 5 The author thinks it's really clever how some special effects are made.

Exercise 2 2.31

Allow students time to read through the sentences and possible answers. Point out that for this exercise they will be looking for details in the text. Play the audio. Students read and listen and choose the correct answers. Check answers.

ANSWERS

1 b 2 a 3 c

Exercise 3

Read the study strategy with the class. Students could work in pairs and take turns to read a paragraph out loud to their partner. Alternatively, you could go around the class, asking each student in turn to read out a short section of the text. Encourage students to focus on pronunciation and speaking clearly.

ANSWERS

Students' own answers.

8

READING • Film trivia blog

I can identify the opinion of the author of a text.

THINK! Have you heard of the Guinness World Records? Do you know any film records?

FILM RECORDS

The record books are full of great film trivia, but we usually only hear about awards and gossip about the stars. I like the gossip, but what about the film trivia we aren't told about? Some film records are much more interesting. For example, did you know that Robert Downey Jr. was paid more than any other actor for his role as Iron Man in the Avengers films (the huge sum of eighty million US dollars)? And I bet you can't guess which film has the record for the most tickets sold. I was amazed! Well, apparently more cinema tickets were sold for *Gone with the Wind*, a 1930s romance, than for any other film. I haven't even seen it but it sounds terrible! The classic science fiction film *Star Wars* comes a close second, and I'm sure that it's a much better movie.

One truly unbelievable film record was set by a man called Ashish Sharma in Mathura, India, in 2008. He sat in a cinema and watched films for an incredible 120 hours and twenty-three minutes – that's forty-eight films in total. As for the longest film ever made, a Swedish director is

working on one at the moment that will be 720 hours – or thirty days – long. I don't know what genre it is – maybe all genres! Not even Mr Sharma will be able to watch all of that in one go!

Another film-related record from India is about the world's largest film poster. It was made to advertise India's biggest action film of 2015, *Bahubali*. The size of it is extraordinary! At nearly 5,000 square metres, it's more than half the size of a professional football pitch! It wasn't made in the usual way. It was designed by the film's director S. S. Rajamouli and it was made by a team of thirty people who worked around the clock for three days.

It seems that I could spend a lifetime researching film records – there's so much to find out! Next, I'm going to take a look at special effects. It's really clever how some effects are made. I wonder what the best ever special effects were ... ?

1 Quickly read the blog and find the author's opinion on the following:

- 1 the amount of money earned by Robert Downey Junior
- 2 *Gone with the Wind*
- 3 Ashish Sharma's record
- 4 the size of the film poster
- 5 special effects

2 2.31 Read and listen to the blog again. Choose the correct answers.

- 1 The writer believes that gossip about film stars ...
 - a is usually only about awards that stars win.
 - b is less interesting than some other film facts.
 - c isn't interesting.
- 2 *Gone with the Wind* ...
 - a is not a modern film.
 - b doesn't hold any film records.
 - c made eighty million dollars.
- 3 Ashish Sharma ...
 - a plans to watch the film that will be 720 hours long.
 - b has watched forty-eight films in his lifetime.
 - c has had a film record for several years.

80 On screen

STUDY STRATEGY

Reading out loud

Reading out loud will improve your pronunciation and speaking.

3 Read the study strategy. Practise reading the blog out loud.

4 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.

5 USE IT! Work in pairs. Which record did you find the most interesting? Why? What do you think about the huge amounts of money some actors receive?

Optional activity: Reading

Write the following on the board:

- 1 three days
- 2 720
- 3 S. S. Rajamouli
- 4 *Star Wars*

Ask students to scan the text quickly and write a sentence saying what the text says about each person or number. Check answers.

SUGGESTED ANSWERS

- 1 People worked for three days to make the poster for the film *Bahubali*.
- 2 A Swedish director is making a film that is 720 hours long.
- 3 He is the director of *Bahubali*.
- 4 *Star Wars* is the film that has sold the second most tickets, after *Gone with the Wind*.

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. Elicit that the words are all adjectives that writers can use to express their opinion about films or books.

ANSWERS

Students' own answers.

Workbook page 68 Exercise 5

Exercise 5 USE IT!

Allow students time to prepare their answers individually, then put them into pairs to ask and discuss their ideas.

Ask some students to tell the class which of their opinions were similar, and which were different.

More practice

Workbook page 68

Practice Kit Reading 8

8 LANGUAGE FOCUS • Present and past passive: affirmative and negative

I can talk about films using the passive in the present and past.

- 1 Complete the sentences with the correct form of **be** or **not be**. Check your answers in the film records text.

- What about the film trivia we _____ told about?
- It _____ designed by the film's director S. S. Rajamouli.
- It _____ made in the usual way.
- It's really clever how some effects _____ made.



- 2 Study the sentences in exercise 1. Complete rules a–d with the words in the box. Then find more passive sentences in the blog on page 80.

am, are or is by not was or were

RULES

We use the passive when we are more interested in the action, rather than the person doing the action.

- In the present, we form the passive with the subject + _____ + the past participle.
- In the past, we form the passive with the subject + _____ + the past participle.
- We form the negative passive with the subject + **be** + _____ + past participle.
- We use _____ to talk about the person / thing that does an action in the passive.

- 3 Correct the mistakes in the sentences. Then decide if they are true or false. Discuss your answers with a partner.

- More films are make in India than in any other country each year.
- In 1923, a sign is put up in the Hollywood hills which said 'Hollywoodland'.
- The Academy Awards wasn't called 'Oscars' until 1939.
- The *Big Bang Theory* showed on TV for the first time in 2009.
- Emmy Awards are gave to film directors.
- Films aren't seen their directors until the premiere.

- 4 Complete the review with the correct passive form of the verbs in the box.

award (x2) set play show watch

Reviews

The Big Bang Theory

Monday 7.30 p.m.

The *Big Bang Theory* is a successful TV comedy series which _____ for the first time in 2007. The show was created by television writers Chuck Lorre and Bill Prady. It _____ in Pasadena, California. The main male characters are scientists and fans of science fiction, fantasy and comic books. Sheldon Cooper _____ by Jim Parsons. In 2014, he _____ his fourth Emmy for Best Actor in a Comedy Series. In 2011, he _____ a Golden Globe for Best Actor in a TV Comedy Series. Some of the most popular episodes _____ by over twenty million viewers in the USA when they were first shown.

- 5 USE IT! Work in pairs. Use the information in the box to tell each other about two films you've seen recently. Use passive forms where possible. Which film would you enjoy most?

actor / character / director
film title genre plot

It's a ... and it was made in ...

It's about ...

The main characters are ...,
who's played by ..., and ...

It's an entertaining / funny /
exciting / original film.

Finished?

Think about the first film you ever saw. Write a description of it using the ideas in exercise 5. Read it to a partner for him / her to guess the film.

On screen 81

ANSWERS

- More films are **made** in India than in any other country each year. (true)
- In 1923, a sign **was put up** in the Hollywood hills which said 'Hollywoodland'. (true)
- The Academy Awards **weren't** called 'Oscars' until 1939. (true)
- The Big Bang Theory* **was shown** on TV for the first time in 2009. (false) It was shown in 2007.
- Emmy Awards are **given** to film directors. (false) Emmy awards are for the TV industry.
- Films aren't seen **by** their directors until the premiere. (false) Films aren't seen by the public until the premiere.

Background

Over 1,000 films per year are made in Bollywood, compared to only around 500 per year in Hollywood.

The original 'Hollywoodland' sign was first put up to advertise a new housing development.

The first Academy Awards ceremony took place in 1929, but the name 'Oscars' wasn't coined until 1939.

The director sees the film during the editing process, but the film company may have the final say over the content of the film, so they may make changes after the director's involvement has stopped.

Exercise 4

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

ANSWERS

- was shown
- is set
- is played
- was awarded
- was awarded
- were watched

Exercise 5 USE IT!

Tell the class about a film you have seen recently, using the ideas in the speech bubbles. Allow students time to prepare their ideas individually, then put them into pairs to share their ideas. Ask some students to tell the class about a film they have seen recently.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their description and then compare it with another fast finisher. Alternatively, ask them to read their descriptions to the class, without saying the film title. See if other students can guess the films.

More practice

Workbook page 65

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • Present and past passive: affirmative and negative

Aim

Talk about films using the passive in the present and past.

Warm-up

Ask: *How much was Robert Downey Jr. paid for his role in the Avengers films? (\$80 million) When was Gone with the Wind made? (the 1930s). Write on the board: He was paid \$80 million. The film was made in the 1930s. Underline the verbs and ask: Are they in the present or past? (past) Are they in the active or passive? (passive)*

Exercise 1

Students complete the sentences and check their answers in the film records text on page 80. Check answers with the class.

ANSWERS

- aren't
- was
- wasn't
- are

Exercise 2

Students work in pairs to complete the rules with the correct words. Check answers.

ANSWERS

- am, are or is
- was or were
- not
- by

Language note

A lot of common verbs have irregular past participles. These are sometimes the same as the past tense, e.g. *make / made / made*, but sometimes different, e.g. *see / saw / seen*. Remind students that they need to learn all the forms of irregular verbs.

Exercise 3

Students find the errors and correct them, then decide if the sentences are true or false. Allow students time to compare their answers in pairs, then check answers with the class.

Vocabulary and listening • Films and books: verbs and nouns

Aim

Ask and answer questions about films and books.

THINK!

Read out the question and, as a class, brainstorm the jobs associated with each industry. If necessary, ask more questions to give students ideas, e.g. *Who holds the camera and does the filming? Who helps the actors with costumes? Who does the dangerous scenes in a film?* See how many different jobs you can think of as a class, and write them on the board. Ask: *Which job would you like to do? Why?*

ANSWERS

Students' own answers.

Exercise 1 2.32

Students work in pairs to write the noun and verb forms for each word in the quiz. They can use their dictionaries to help. Play the audio for students to listen and check their answers. Check answers.

ANSWERS

director (n), direct (v); award (v), award (n); writer (n), write (v); actor (n), act (v); adaptation (n), adapt (v); winner (n), win (v); star (n), star (v); nomination (n), nominate (v)

Exercise 2

Students do the quiz. With **weaker classes**, students could work in pairs for this. Encourage students to use their general knowledge to guess any answers they are not sure about. Do not check answers at this point.

Exercise 3 2.33

Play the audio for students to listen and check their answers to the quiz. See who got the most answers right.

ANSWERS

1 c 2 b 3 b 4 a 5 c

Exercise 4 2.33

Read through the questions with the class and check that students understand everything. Point out that each question asks for specific information. With **weaker classes**, elicit the kind of information (a number or date) required for each question. Play the audio again. Students listen and answer the questions. Check answers with the class.

ANSWERS

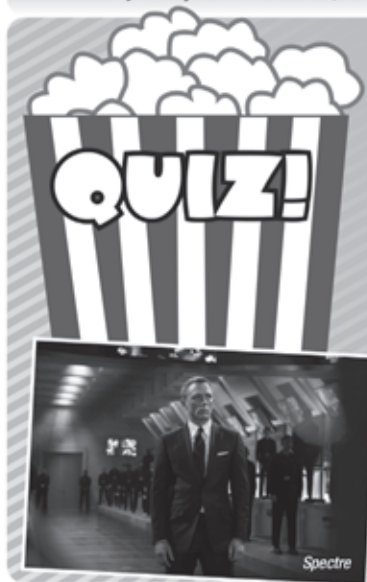
1 eleven 2 1987 3 2014
4 two times 5 six

8

VOCABULARY AND LISTENING • Films and books: verbs and nouns

I can ask and answer questions about films and books.

THINK! What jobs do you associate with a) the film industry and b) writing fiction?



- 1 Which film was director James Cameron awarded an Oscar for?
a *Avatar*
b *The Terminator*
c *Titanic*
- 2 Who was the graphic novel series *The Dark Knight* written by?
a Stan Lee
b Frank Miller
c Neil Gaiman
- 3 The spy James Bond was played by which actor in *Spectre*?
a Jude Law
b Daniel Craig
c Matt Damon
- 4 Veronica Roth wrote a series of books that was adapted for films. What is the name of the series that was a winner of many awards?
a *Divergent*
b *Matched*
c *Maze Runner*
- 5 These three stars have received Oscar nominations for Best Actor / Actress. Which one of them has actually won an Oscar?
a Bradley Cooper
b Robert Downey Jr.
c Jennifer Lawrence



- 1 2.32 Study the words in blue in the quiz. Which are nouns and which are verbs? Write the noun and verb forms for each word. Listen and check.
director (n) direct (v)
- 2 Do the quiz.
- 3 2.33 Listen to the recorded quiz to check your answers. Correct any wrong answers.
- 4 2.33 Listen again and answer the questions.
 - 1 How many Oscars was *Titanic* awarded?
 - 2 When was the first story in *The Dark Knight* graphic novel series published?
 - 3 When was the first film in the *Divergent* series released?
 - 4 How many times has Robert Downey Jr. received an Oscar nomination for Best Actor?
 - 5 How many Oscar nominations have Jennifer Lawrence and Bradley Cooper received in total?

5 2.34 PRONUNCIATION: /ɔ:/ and /ɑ:/ Listen and repeat.

- | | |
|----------|--------|
| 1 award | 3 star |
| 2 author | 4 part |

6 USE IT! Work in pairs. Nominate your favourite book, actor, film, director or writer for an award.

I nominate ... for an award because ...

I think that ... should win an award because ...

82 On screen

Exercise 5 2.34 PRONUNCIATION: /ɔ:/ and /ɑ:/

Model the pronunciation of the two vowels. Play the audio, pausing after each word to elicit which vowel students hear. Point out that in standard British English we don't pronounce the 'r' in words such as *award*, *star* and *part*, though it is pronounced in some regional British accents and in American accents. Play the audio again, pausing after each word for students to repeat.

Exercise 6 USE IT!

Allow students time to prepare their ideas individually, then put them into small groups to express their ideas and try to persuade their classmates of their point of view. Ask groups to agree on one actor, film, director and writer to nominate to the class.

Ask groups in turn to tell the class about the people and films they would like to nominate and why. You could end with a class vote for each category.

Optional activity: Vocabulary

Write these categories on the board:

- 1 an American director and a director from your own country
- 2 someone who was awarded an Oscar last year
- 3 an actor in the *Harry Potter* films
- 4 a star of at least five films
- 5 someone who was nominated for an award, but didn't get it

Put students into small groups and set a time limit for them to name people for as many categories as they can. Tell them they cannot use names from the quiz on this page. Check answers, and see which group named the most people correctly. If there are any disagreements, check students' answers online.

More practice

Workbook page 66

Assessment

Five-minute test, Teacher's Resource Disk

1 Underline the verb forms and circle the subjects in these sentences.

- 1 Was the book adapted for film?
- 2 What is the series of books called?
- 3 Where was the film made?
- 4 Is the actor nominated for an award every year?

2 Match the sentences 1–4 in exercise 1 with rules a–d.

RULES

Passive questions in the present are formed with ...

- a *am / is / are* + subject + past participle.
b a question word + *am / is / are* + subject + past participle.

Passive questions in the past are formed with ...

- c *was / were* + subject + past participle.
d a question word + *was / were* + subject + past participle.

Remember!

Who was the film directed by?
Which award was she nominated for?

3 Correct the mistakes in the sentences.

- 1 What he was given as a prize?
- 2 Is this crime novel written last year?
- 3 What was award to the actor?
- 4 Who was the film directed for?
- 5 Were this book written by a man?

4 Read the description on the right. Write questions in the passive about the information in blue.

- When _____ ?
When was the Edible Book Festival started?
1 What _____ ?
2 Where _____ ?
3 Was _____ ?
4 Who _____ ?
5 Are _____ ?

5 Work in pairs. Take turns to ask and answer the questions in exercise 4. Answer in complete sentences.

6 USE IT! Work in groups. Each group writes three questions about films and books using the passive voice. Each group reads out their questions to the other groups to answer. The group with the most correct answers are the winners.

Who was *Star Wars: The Force Awakens* directed by?
Who was *The Maze Runner* written by?

The first question is ...

I think the answer is ...

Finished?

Write three more questions about books or films using the passive voice. Ask people in the class for the answers.

DELICIOUS BOOKS

You've read the books, seen the films, now eat the cakes! The Edible Book Festival was started in 2000. It is held every year around 1st April.

¹The latest books are made into cakes and are displayed ²at events all over the world. We all know *The Hunger Games* is a series of three books that ³was adapted for film. But have you seen the amazing *Hunger Games* trilogy cake? It was made by ⁴Crystal Watanabe. Edible books for *Game of Thrones* and *Wool*, which was written by Hugh Howey, were also made by her for the festival! So what happens at the end of the festival? ⁵The books are eaten, of course!



On screen 83

Language focus • Present and past passive: questions

Aim

Ask questions using the passive in the present and past.

Warm-up

Refer students back to questions 1 and 2 in the film quiz on page 82. Ask: *Do the questions use active or passive verbs? (passive) Do they use the present or past tense? (past)* Ask students what they notice about the word order in the passive question. Elicit that *was* comes before the subject (*director*).

Exercise 1

Students work in pairs to underline the verbs and circle the subjects in the questions. Check answers with the class, and check that students understand the questions.

ANSWERS

- 1 Was the book adapted for film?
- 2 What is the series of books called?
- 3 Where was the film made?
- 4 Is the actor nominated for an award every year?

Exercise 2

Students work in pairs to match the questions to the rules. Read out the information in the Remember! box. Point out that we use *by* to refer to the person or thing that does the action of the verb, but we can use other prepositions to express other ideas, e.g. *He was nominated by the public for an award.*

ANSWERS

- 1 c 2 b 3 d 4 a

Language note

In passive questions, the subject comes between the form of *be* and the past participle: *When was the film made?* (NOT *When the film was made? When was made the film?*)

Exercise 3

Students find the errors in the sentences and correct them. With **weaker classes**, students could work in pairs. Check answers.

ANSWERS

- 1 What **was** he given as a prize?
- 2 **Was** this crime novel written last year?
- 3 What **was** awarded to the actor?
- 4 Who **was** the film directed **by**?
- 5 **Was** this book written by a man?

Exercise 4

Check that students understand *edible*. Focus on the first blue prompts in the text and read out the example question. Students work in pairs to write the remaining questions. Check answers.

POSSIBLE ANSWERS

- 1 What are made into cakes?
- 2 Where are the cakes displayed?
- 3 Was the *Hunger Games* series made into a cake?
- 4 Who were the *Hunger Games* trilogy and *Wool* cakes made by? / were the *Hunger Games* trilogy, *Game of Thrones* and *Wool* cakes made by?
- 5 Are the 'books' eaten at the end of the festival?

Exercise 5

Students prepare their answers to the questions individually. Then put them into pairs to ask and answer. Check answers.

POSSIBLE ANSWERS

- 1 The latest books are made into cakes.
- 2 They are displayed all over the world.
- 3 Yes, it was.
- 4 It was / They were made by Crystal Watanabe.
- 5 Yes, they are.

Exercise 6 USE IT!

Brainstorm some possible passive questions about films and books. You could write some question stems on the board, e.g. *Who was ... written by? / Who was ... directed by? / Who was the role of ... played by in the film ...? / Which award was given to ... for the film ...?* Put students into groups to prepare their questions. If they have access to the internet, they can check facts online. Ask groups in turn to read their questions to the class. The other groups can discuss and write down the answers. Check the answers, and see which group got the most correct answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their questions and then compare them with another fast finisher.

More practice

Workbook page 67

Practice Kit Grammar 16

Assessment

Five-minute test, Teacher's Resource Disk

Speaking • Recommending and expressing preferences

Aim

Recommend films and books and say which ones you prefer.

THINK!

Read out the question and discuss with the class how often students watch films in the different ways. Ask more questions to encourage students to say more, e.g. *Are films more exciting at the cinema? What are the disadvantages of being at the cinema? What are the advantages of watching films at home / on the internet?*

ANSWERS

Students' own answers.

Exercise 1 2.35

Students read the dialogue and choose 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, then ask the questions about Sammy and Daisy to the class and elicit the answers.

ANSWERS

1 How 2 What 3 stars 4 fan

5 fancy 6 fiction 7 reviews

They mention adventure films, science fiction and fantasy. They decide to watch *Karo's Two Dreams*.

Exercise 2 2.35

Put students into pairs and ask them to cover the dialogue in exercise 1. Students try to complete the key phrases 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.

ANSWERS

1 going to the cinema tonight 2 of his
3 fancy 4 rather see 5 might prefer
6 something I haven't seen
7 into that kind of

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.

8

SPEAKING • Recommending and expressing preferences

I can recommend films and books and say which ones I prefer.

THINK! How often do you watch films a) on TV, b) at the cinema and c) online?

Daisy Hi, Sammy.
Sammy Hi, Daisy. ¹How / When about going to the cinema tonight?
Daisy All right. ²What / When about *Extreme Escape*? It ³acts / stars Jack Huston. I'm a big ⁴classic / fan of his.
Sammy I don't ⁵fancy / prefer an adventure film. I'd rather see a science ⁶fantasy / fiction film.
Daisy Well, you might prefer *Beyond Mars*.
Sammy I saw that last week. I'd prefer to see something I haven't seen.
Daisy I fancy *Karo's Two Dreams*. It's a fantasy.
Sammy I'm not really into that kind of thing, but it's had great ⁷results / reviews. I'd prefer that to *Extreme Escape*.



1 2.35 Choose the correct words in the dialogue. Then watch or listen and check. What genres of films do they mention? Which film do Sammy and Daisy decide to watch?

2 2.35 Cover the dialogue and complete the key phrases. Watch or listen again and check.

KEY PHRASES

Recommendations and preferences

How / What about ¹ _____ ?
I'm a big fan ² _____ .
I don't ³ _____ an adventure film.
I'd ⁴ _____ a science fiction film.
You ⁵ _____ *Beyond Mars*.
I'd prefer to see ⁶ _____ .
I'm not really ⁷ _____ thing.

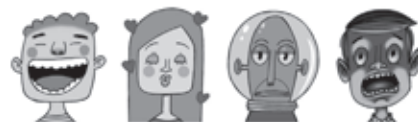
3 Work in pairs. Practise the dialogue.

4 2.36 PRONUNCIATION: Intonation
Listen and write the four sentences.
Does the speaker's intonation go up or down at the end of each sentence? Draw an arrow to show how the speakers end the sentences. Then practise saying them.



84 On screen

5 Work in pairs. Talk about which type of films you prefer watching, and which ones you aren't keen on.



I'm a big fan of comedies. I'm not really into horror films.

Remember!

I prefer watching ... = in general
I'd prefer to watch ... = now

6 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: Suggest watching one of these films:
X-Men: Apocalypse – adventure with Jennifer Lawrence
Finding Dory – comedy with Ellen DeGeneres
London Has Fallen – crime film with Gerard Butler
Note: you don't like crime films.

Student B: Student A suggests you watch a film. Your favourite actor is Jennifer Lawrence. You'd really like to see a funny film today.

Exercise 4 2.36 page 151

PRONUNCIATION: Intonation

Play the audio, pausing after each sentence for students to write. Play the audio again for them to check and complete their sentences and draw arrows to show if the intonation goes up or down. Check answers by writing the sentences on the board. Put students into pairs to practise saying the sentences.

ANSWERS

How about going to the cinema tonight?

Well, you might prefer *Beyond Mars*.

I fancy *Karo's Two Dreams*.

I'd prefer that to *Extreme Escape*.

Exercise 5

Read out the Remember! box, and the example. Students prepare their ideas individually, then, in pairs, talk about the types of film they prefer.

Exercise 6 USE IT!

Students work in pairs to prepare their dialogue. With **weaker classes**, students can write their dialogue before they practise it. With **stronger classes**, students can go straight into the role-play. Students swap roles and practise again.

Optional activity: Speaking

Put students into pairs and ask them to write a list of three or four more films they know. Tell them to include the film titles and some brief information about each one. Students can then swap lists with another pair. They then discuss the films on the list they have been given, make recommendations and express preferences, and decide which film they would like to see. Encourage students this time to go straight into the role-play, rather than preparing the dialogue in advance.

More practice

Workbook page 71

Practice Kit Speaking 8

THINK! Why do people read reviews of films and books?

Finding Audrey

I'd like to talk about a book I read recently called *Finding Audrey*. It was written by Sophie Kinsella. It's a mixture of comedy and romance. The main character is a fourteen-year-old girl called Audrey. The book is about how she is bullied and suffers from anxiety. First, her therapist helps her, but it's only when Audrey is introduced to her brother's friend Linus that she really begins to recover.

The thing I liked most about the book was that it deals with a serious problem, but is funny at the same time.



It shows the effects bullying can have on victims while dealing with the problems teenagers have with their families and friends.

All in all, I'd recommend *Finding Audrey* to all teenagers, and adults too. It's a well-written book with some great characters. I enjoyed it because it really makes you think about issues like anxiety and bullying.



1 What is important to you when choosing a book to read? Put the following ideas in order from 1–5 (1 = most important, 5 = least important).

- the genre
- characters that I can relate to
- famous writer
- easy to read
- ideas that I can learn from
- well written

2 Read the review. Which features in exercise 1 are mentioned?

3 We use details to support our ideas or opinions. Read the six sentences and match the details with the ideas.

- 1 It's a mixture of comedy and romance.
- 2 It deals with a serious problem.
- 3 I'd recommend the book.
- a I think it's well written and has great characters.
- b Audrey falls in love with her brother's friend, but he's in love with her sister!
- c It shows the effects bullying can have.

4 Study the key phrases. Which phrases don't appear in the book review? Why don't they appear there?

KEY PHRASES

Writing a review

I'd like to talk about ...	The main character(s) is / are ...
It was written by ...	The thing I liked most about ...
It was directed by ...	was ...
The book is about ...	All in all, I'd recommend ... to ...
It's a mixture of ...	I enjoyed ... because ...
It stars ...	

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

WRITING GUIDE

A TASK

Write a review of a book or a film you recommend.

B THINK AND PLAN

Complete these ideas for the book or film before you begin writing.

Title:
Author / Director:
Genre(s):
Main character:
Other characters:
Plot:

C WRITE

Paragraph 1: Introduce the title and the author or director / stars.

Paragraph 2: Summarize the story.

Paragraph 3: Say why you liked it.

Paragraph 4: Conclude and make a recommendation.

D CHECK

- present tenses to tell the story
- passive forms
- film and book vocabulary
- clear paragraphs

On screen 85

Exercise 4

Ask students to find some of the phrases in the review, and ask them to translate the phrases into their own language to check understanding. Elicit which phrases don't appear, and elicit that this is because they relate to films rather than books. Put students into pairs to write some sentences using the key phrases.

ANSWERS

It was directed by; It stars

The two phrases don't appear because they are used when writing a film review.

Optional activity: Writing

Tell students you are going to read some sentences to them about a film, and they must guess the film. Read out the following sentences:

It's a science fiction film. It was released in 2015. It stars Matt Damon. Matt Damon plays an astronaut who is left on Mars by accident. There are some amazing special effects. (The Martian)

Write on the board:

It's a ... film. It was released in ...

... plays a ... There are some amazing special effects.

Check that students understand all the phrases and elicit that they can all be used in a film review. Encourage students to use some of these phrases, as well as the key phrases in exercise 4, if they write a film review in the next exercise.

Exercise 5 USE IT!

Read the task with the class and check that students understand everything. Students complete the notes in the 'Think and plan' section. With **weaker classes**, do the planning stage with the class, eliciting some details of one or two popular books or films and making notes on the board. Read through the paragraph structure in section C with the class. Students then write their review, using their ideas in section B and the structure in section C. This can be set for homework. Remind students to use some of the key phrases, and remind them to check their grammar and spelling carefully.

More practice

Workbook page 69

Practice Kit Writing 8

End-of-unit activities

Progress Review, Workbook page 70

Cumulative Review, Workbook page 75

* Vocabulary and language focus worksheets,

Teacher's Resource Disk

** Vocabulary and language focus worksheets,

Teacher's Resource Disk

*** Vocabulary and language focus

worksheets, Teacher's Resource Disk

Speaking worksheet, Teacher's Resource Disk

Writing • Film or book review

Aim

Identify and use details to support ideas.

THINK!

Read out the question and elicit why people might read reviews. If students are struggling for ideas, ask more questions to help them, e.g. *What can you learn in a review? Can you find out if a book or film is good? Can you find out what it is about? What else can you learn?*

ANSWERS

Students' own answers.

Exercise 1

Read out the question and the ideas, then allow students time to put the ideas in order. If your students don't read many books, you could adapt the ideas to relate to films, e.g. famous writers → famous

actors, easy to read → easy to follow, well written → well acted.

Allow students time to compare their answers in pairs, then tell the class in what ways their lists are similar and different.

Exercise 2

Check that students understand *bullying* and *bullied*. Students read the review and decide which features from exercise 1 are mentioned. Check answers with the class.

ANSWERS

the genre; characters that I can relate to; ideas that I can learn from; well written

Exercise 3

Read the information on ideas, opinions and details with the class. Point out that it is not very helpful simply to say that a book is good, but it is more helpful to give details, e.g. explaining that the story is exciting or funny. Students read the ideas and details and match them. Check answers.

ANSWERS

1 b 2 c 3 a

Review

Vocabulary

Exercise 1

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

ANSWERS

- 1 comedy 2 fantasy 3 horror
4 adventure 5 romance 6 science fiction 7 crime 8 musical

Exercise 2

Students complete the film review with the correct words. With **weaker classes**, students could work in pairs. Check answers and check that students understand all the words.

ANSWERS

- 1 director 2 adaptation 3 science fiction 4 writer 5 star 6 actors
7 nominated 8 awards

Language focus

Exercise 3

Read out the first gapped sentence and elicit the correct passive form. Students complete the sentences with the correct passive verb forms. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

- 1 were written 2 was adapted
3 is held 4 was awarded
5 are made 6 is used

Exercise 4

Read out the example active and passive sentences and remind students that we use *by* in passive sentences to mention the person who did the action of the verb. Students rewrite the sentences in the passive. Allow students time to compare their answers in pairs, then check with the class.

ANSWERS

- The astronaut in *The Martian* was played by Matt Damon.
- The landscape of Mars was filmed in Jordan.
- Many special effects are created in the studio.
- The first Academy Awards ceremony was held in 1929.
- Films aren't shown in 3D at our cinema.
- Oscars are awarded to film directors and actors.

Exercise 5

Students write the questions and answers for the sentences in exercise 4. With **weaker classes**, students could work in pairs for this. Check answers with the class.

8 REVIEW

Vocabulary

1 Match the sentences with the words in the box.

adventure comedy crime fantasy horror
musical romance science fiction

- 'I nearly fell off my seat, it was so funny!'
- 'I'm not into magicians and strange talking animals.'
- 'It was really scary. I couldn't sleep.'
- 'I love exciting stories and that one was fantastic.'
- 'It was a lovely story and they were a beautiful couple.'
- 'The setting was on a strange planet in the year 3010.'
- 'I didn't guess who the murderer was until the end, did you?'
- 'The music was good, but the story was terrible!'

2 Complete the film review.

The Martian is a film by the British 'd _____
Ridley Scott. It is an 'a _____ of a
's _____ f _____ novel by
'w _____ Andy Weir. It is the story of how
an astronaut who is alone on Mars survives. The
astronaut is played by the American 's _____
Matt Damon. Other 'a _____ include Jessica
Chastain and Jeff Daniels. The film is very popular
and Matt Damon was 'n _____ for lots of 'a _____
_____. He won the Golden Globe for Best
Actor in 2016.

Language focus

3 Complete the sentences with the present or past forms of the passive.

- The *Hunger Games* books _____ by Suzanne Collins. (write)
- The series _____ for film between 2012 and 2015. (adapt)
- The Oscar ceremony _____ every year in Hollywood. (hold)
- Titanic* _____ fourteen Oscars, more than any other film. (award)
- These days, more films _____ in India than in Hollywood. (make)
- Computer technology _____ to create special effects in modern films. (use)

86 REVIEW • On screen

ANSWERS

- Was the astronaut played by Matt Damon in *The Martian*? Yes, it was.
- Was the landscape of Mars filmed in Jordan? Yes, it was.
- Are many special effects created in the studio? Yes, they are.
- Was the first Academy Awards ceremony held in 1929? Yes, it was.
- Aren't films shown in 3D at our cinema? No, they aren't.
- Are Oscars awarded to film directors and actors? Yes, they are.

Speaking

Exercise 6

Students match the questions with the responses. Check answers with the class. With **weaker classes**, students could practise the questions and responses in pairs for extra practice.

ANSWERS

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

4 Make the active sentences passive.

Justin Lin directed *Fast & Furious 6*.
Fast & Furious 6 was directed by Justin Lin.

- Matt Damon played the astronaut in *The Martian*.
- They filmed the landscape of Mars in Jordan.
- They create many special effects in the studio.
- They held the first Academy Awards ceremony in 1929.
- They don't show films in 3D at our cinema.
- They award Oscars to film directors and actors.

5 Write questions and answers for the passive sentences in exercise 4.

Was *Fast & Furious 6* directed by Justin Lin? Yes, it was.

Speaking

6 Match questions 1–6 with responses a–f.

- What do you fancy doing?
 - How about going to see the new James Bond film?
 - What would you prefer to see, then?
 - Do you prefer comedies or romances?
 - Have you seen any good films recently?
 - Do you like *The Revenant*?
- a Yes, I have – *The Hunger Games*.
b I like them both.
c I don't know. We could go to the cinema.
d I don't know. I haven't seen it.
e I'm not a big fan of James Bond.
f I'd rather see *The Martian*. It's in 3D.

Listening

7 2.37 Listen and choose the correct words.

- Sally has got a detective / spy novel to read for school.
- She hates / loves reading.
- Dan has / hasn't seen the film *Sherlock Holmes*.
- The plot of the film wasn't / was written by Arthur Conan Doyle.
- Dan preferred the film / book.
- Sally would / wouldn't read it if it wasn't for school.



Listening

Exercise 7 2.37 page 151

Play the audio for students to listen and choose the correct words in the sentences.

ANSWERS

- 1 detective 2 hates 3 has 4 wasn't
5 book 6 wouldn't

Optional activity: Consolidation

Play *Twenty Questions*. Tell students that you are thinking about a book, film or TV programme and they must ask questions to guess what it is. Explain that their questions must be *yes / no* questions, and they should include either vocabulary from page 78 or page 82, or use the present or past passive. As students ask questions, keep a count of how many they have asked. Students can guess at any time, but when they get to twenty questions, they must stop and try to guess.

Assessment

Unit 8 tests, Teacher's Resource Disk

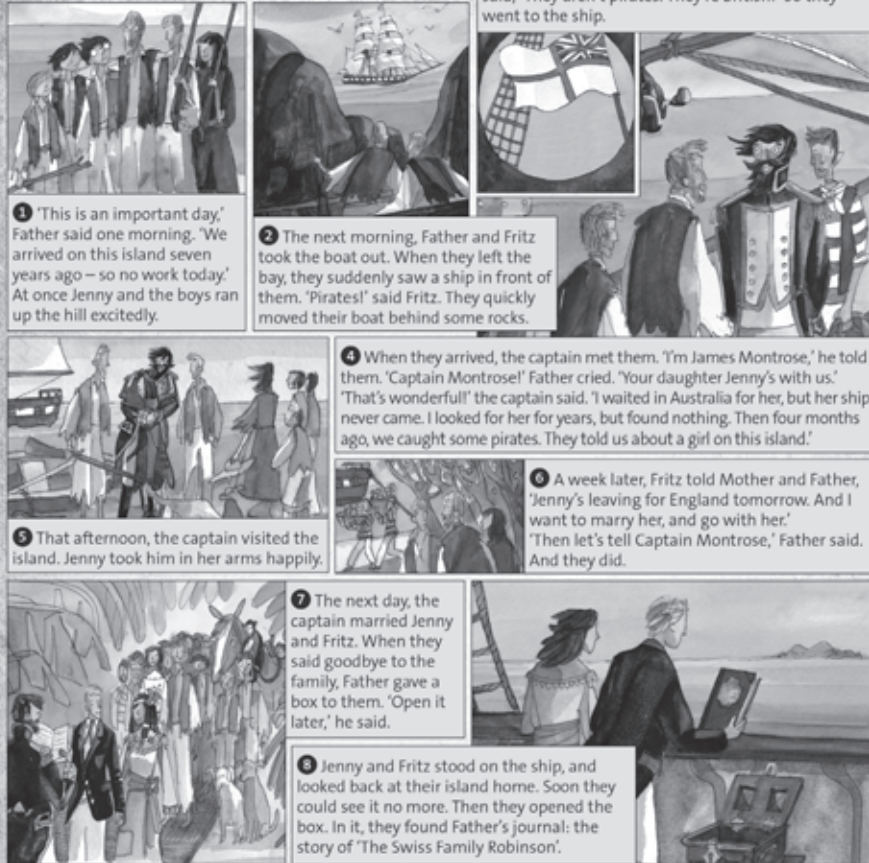
8 STORY IN ENGLISH • The Swiss Family Robinson

- 1 **BEFORE READING** Work in pairs. If the story of *The Swiss Family Robinson* was a film, which genre would it be? Who would star in the film?

Remember!

Read the text out loud to improve your pronunciation.

Chapter 8 • To England



1 'This is an important day,' Father said one morning. 'We arrived on this island seven years ago – so no work today.' At once Jenny and the boys ran up the hill excitedly.

2 The next morning, Father and Fritz took the boat out. When they left the bay, they suddenly saw a ship in front of them. 'Pirates!' said Fritz. They quickly moved their boat behind some rocks.

3 Then Fritz looked out from behind the rocks, and said, 'They aren't pirates. They're British!' So they went to the ship.

4 When they arrived, the captain met them. 'I'm James Montrose,' he told them. 'Captain Montrose!' Father cried. 'Your daughter Jenny's with us.' 'That's wonderful!' the captain said. 'I waited in Australia for her, but her ship never came. I looked for her for years, but found nothing. Then four months ago, we caught some pirates. They told us about a girl on this island.'

5 That afternoon, the captain visited the island. Jenny took him in her arms happily.

6 A week later, Fritz told Mother and Father, 'Jenny's leaving for England tomorrow. And I want to marry her, and go with her.' 'Then let's tell Captain Montrose,' Father said. And they did.

7 The next day, the captain married Jenny and Fritz. When they said goodbye to the family, Father gave a box to them. 'Open it later,' he said.

8 Jenny and Fritz stood on the ship, and looked back at their island home. Soon they could see it no more. Then they opened the box. In it, they found Father's journal: the story of 'The Swiss Family Robinson'.

- 2 **READING CHECK** Work in pairs. Cover the text and tell your partner the story. Use these words:

box captain marry pirates ship

If you enjoyed this story, read *Dominoes One Peter Pan*, or *The Teacher's Secret and Other Folk Tales*.

STORY IN ENGLISH 87

Optional activity: Speaking

Divide the class into eight groups and assign one chapter of the book to each group. Ask groups to look back at their chapter and prepare a brief summary of that part of the story. Monitor and help while they are working.

Ask groups in turn to tell their part of the story to the class, so students get the chance to hear the whole story together. Ask: *What's your favourite part of the story? Why? Which parts of the story do you find hard to believe? Why?* Elicit a range of answers from individual students.

ANSWERS

Students' own answers.

Story in English: The Swiss Family Robinson

Exercise 1 BEFORE READING

Ask students what they can remember about the *Swiss Family Robinson*. Ask: *Who joined the family in the last chapter?* Elicit that Fritz met Jenny, and she joined them in their cave.

Read out the questions. Put students into pairs to discuss which genre of film the story would be, and who might star in it. Discuss students' ideas with the class and see if, as a class, you can agree on suitable actors to play the different characters.

Students then read the story. With **weaker classes**, you could ask students to read one or two parts of the story at a time, and check they have understood the gist of the story before they continue.

Read out the Remember! box and put students into pairs to practise reading the story aloud. Encourage them to read carefully and focus on their pronunciation.

ANSWERS

Students' own answers.

Exercise 2 READING CHECK

Read through the words in the box with the class and make sure students understand them all. With **weaker classes**, allow students time to read the story again and make a note of two or three more words they need to help them retell the story.

Put students into pairs to tell each other the story, using their own words. Encourage them to help each other if they get stuck or forget something. You could also do this as a whole-class activity. Ask a student to give the first sentence of the story, then go around the class, with each student adding a sentence.

ANSWERS

Students' own answers.

1 Extra listening and speaking • Buying clothes

Aim

Talk about clothes and ask for help in a shop.

Warm-up

With books closed, ask: *Where do you usually buy clothes? Do you prefer to go shopping alone or with a friend? Do you always try clothes on before you buy them? Do you find it easy or difficult to find clothes that you like?* Elicit answers from individual students, and encourage as many students as possible to join in and talk about their own experiences of buying clothes.

Exercise 1

Focus on the words in the box and explain that the words are all nouns in this context. Students work in pairs and use their dictionaries to check the meaning of the words, then write them in the correct place. Check answers with the class. With **weaker classes**, do the exercise with the whole class, teaching the meaning of the words and eliciting where to write them. Elicit other words that could be added to each category.

ANSWERS

Parts of clothes: button, sleeve

Design: spots, stripes

In a shop: fitting room, till

Exercise 2 3.02 page 151

Read out the question and check that students understand *shorts*. Play the audio. Students listen and answer the question. Check the answer with the class.

ANSWER

No, he doesn't.

Exercise 3 3.02 page 151

Allow students time to read the questions, then play the audio again. Students listen and answer the questions. 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 S 2 A 3 A 4 S 5 A 6 A

Exercise 4 3.02 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 try 2 fitting 3 sale 4 bargain
5 fit 6 larger

1 + Options

EXTRA LISTENING AND SPEAKING • Buying clothes

I can talk about clothes and ask for help in a shop.

1 Write the words in the correct place.

button fitting room sleeve
spots stripes till



2 3.02 Listen to Sam, who is shopping for some football shorts with his friend, Amy. Does Sam buy anything in the shop?

3 3.02 Listen again and answer the questions. Write A for Amy and S for Sam.

- Who wants to buy some clothes? _____
- Who is helping? _____
- Who doesn't like the black shorts? _____
- Who doesn't like the buttons on the jacket? _____
- Who doesn't like the colour of the jacket? _____
- Who thinks that the cheaper jacket is better? _____

4 3.02 Choose the correct words in the key phrases. Then listen again and check.

KEY PHRASES

Trying on clothes

Can I ¹have / try these on in a smaller size?

Where are the ²fitting / shopping rooms?

Is this in the ³sale / size?

It's a real ⁴bargain / design!

It doesn't ⁵fit / suit.

Do you have this in a ⁶shorter / larger size?

5 3.03 Complete the conversation with the key phrases. Listen and check. Then listen again and repeat.

- Eva Look at this blue dress, Adam. I love the spots, and it's so cheap. ¹ _____!
- Adam What about the red one? You look good in red. ² _____?
- Eva I hope so. OK, I'm going to try them on. ³ _____?
- Adam Over there, near the tills. I'll have a look at those T-shirts while you're there.
- Eva Oh no, ⁴ _____.
- Adam Yes, it's too baggy. What about the red one?
- Eva The same. Have you seen the shop assistant?
- Adam Yes ... she's right behind you!
- Eva Oh, excuse me. ⁵ _____, please? And ... I quite like the yellow T-shirt with the stripes, but it's too short. ⁶ _____?

Shop assistant Yes, of course. What size do you take? We have medium and large.

6 USE IT! Work in groups of three. Imagine you are in a shop. Look at the photos below. Prepare and practise a new dialogue using the model in exercise 5 and the key phrases.

Student A: Help your friend to buy some shoes.

Student B: Help your friend to buy a jacket.

Student C: You are the shop assistant. Listen to students A and B and answer their questions.



88 EXTRA LISTENING AND SPEAKING

Optional activity: Listening

Write the following gapped sentences on the board:

- I never know what _____ me.
- They're much _____ big, though.
- The _____ are too short.
- We have the same _____ in red.

Students work in pairs and complete the sentences from memory. Play the audio again for them to listen and check. Point out that these sentences also contain useful phrases for talking about clothes.

ANSWERS

1 suits 2 too 3 sleeves 4 style

Exercise 5 3.03

Students read through the conversation. Play the audio for them to listen and complete it with the correct phrases. Check answers. Play the audio again, pausing after some of the key phrases for students to repeat.

ANSWERS

- It's a real bargain
- Is this in the sale
- Where are the fitting rooms
- it doesn't fit
- Can I try these on in a smaller size
- Do you have this in a larger size

Exercise 6 USE IT!

Choose a photo and elicit a model dialogue from the class. Students work in groups of three and take turns to buy a piece of clothing. With **weaker classes**, students can prepare their dialogue before they practise. With **stronger classes**, students can go straight into the practice.

Optional activity: Speaking

Put students into new pairs. Ask them to think of a piece of clothing they want to buy. They take turns to help each other buy the thing they are looking for. Encourage them to not prepare their dialogue, but to improvise, referring to the key phrases, if necessary.

Portrait of John Constable
by Daniel Gardner



The Hay Wain by
John Constable



The Tiger by
Franz Marc

- 1 Match the words in the box with definitions 1–8. Then look at the pictures. Which words would you use to describe each picture?

colourful gloomy landscape original
portrait rural traditional urban

- 1 a picture of scenery
 - 2 with a lot of colour
 - 3 quite different from other things
 - 4 of or in the countryside
 - 5 a picture of a person
 - 6 of or in a city or town
 - 7 not very modern
 - 8 dark and depressing
- 2 3.04 Listen to Laura and Simon. Which picture does Laura choose to buy?
- 3 3.04 Listen to the conversation again and write true or false. Correct the false statements.
- 1 Laura is buying a present for her aunt's birthday.
 - 2 The Hay Wain is a painting of an urban scene.
 - 3 Laura and Simon are at the National Gallery in London.
 - 4 John Constable was an English landscape painter.
 - 5 Simon thinks The Hay Wain isn't a very interesting painting.
 - 6 Laura's aunt prefers modern art and unusual pictures.

- 4 3.04 Complete the key phrases with the word pairs in the box. Then listen again and check.

foreground / background left / right
top / bottom Can / Do picture / portrait
bottom / top What's / Who's is / was

KEY PHRASES

Talking about a picture

I _____ it a picture of?
I can see a ... in the _____.
There is a ... on the _____.
It's a _____ of _____.
Who _____ it painted by?
_____ you see the clouds ...?
I like the colour of the ... at the _____.

- 5 3.05 Choose the correct words in the dialogue. Listen and check. Then find the picture in Unit 2 that Rachel and Lewis are discussing.

Rachel 'Who's / What's it a picture of?
Lewis It's a ¹portrait / picture of a beautiful woman with red hair. She is smelling some flowers.
Rachel Who ²is / was it painted by?
Lewis It says here it was painted by the English painter John William Waterhouse. It's called *The Soul of the Rose*.
Rachel 'Can / Do you see the roses on the ³left / right?
Lewis Oh, yes.
Rachel Well, I really like that, and I also like the white building in the ⁴foreground / background. What do you think of it?
Lewis I'm not sure. I think it's a bit too romantic.

- 6 USE IT! Work in pairs. Find another picture in this book. Prepare and practise a new dialogue using the key phrases and the dialogue in exercise 5.

EXTRA LISTENING AND SPEAKING 89

2 Extra listening and speaking • Discussing a picture

Aim

Talk about a picture.

Warm-up

Ask students if they ever go to art galleries to look at pictures. Ask: *What famous pictures do you know? What kinds of pictures do you like? Why?* Elicit a few answers, then tell students they are going to practise talking about pictures in English.

Exercise 1

Students work in pairs to match the words with the definitions. They can use their dictionaries to help. Check answers, and model pronunciation of words that your students might find difficult, e.g. *original*, *rural*. Students then work in pairs to decide which words they would use to describe each picture. Discuss the answers.

ANSWERS

- 1 landscape 2 colourful 3 original
4 rural 5 portrait 6 urban
7 traditional 8 gloomy
A portrait, traditional
B landscape, rural, traditional
C colourful, original

Exercise 2 3.04 page 152

Check that students understand *hay* and *haymakers*. Read out the question, then play the audio for students to listen and decide which picture Laura decides to buy. Check the answer with the class.

ANSWER

Laura buys the traditional landscape *The Hay Wain*.

Exercise 3 3.04 page 152

Allow students time to read the statements. Play the audio. Students listen and decide if the statements are true or false. Remind them to correct the false statements. Check answers with the class.

ANSWERS

- 1 false (It's a present for her aunt's new house.)
- 2 false (It's a painting of a rural scene.)
- 3 false (They are shopping for posters at an art gallery.)
- 4 true
- 5 true
- 6 false (She prefers traditional paintings.)

Exercise 4 3.04 page 152

Allow students time to read through the key phrases. Play the audio again. Students listen and complete the key phrases with the words in the box. Check answers with the class and check that students understand all the key phrases.

ANSWERS

- 1 What's / Who's 2 foreground / background 3 left / right 4 picture / portrait 5 is / was 6 Can / Do
7 bottom / top

Optional activity: Listening

Write the gapped sentences on the board:

- 1 It is a rural ____.
- 2 The haymakers are across the meadow in the ____.
- 3 I also like the ____ of the river at the bottom.
- 4 I think it ____ a bit gloomy.

Play the audio again for students to complete the sentences. Check answers. Point out that the sentences also contain useful phrases for talking about pictures.

ANSWERS

- 1 scene 2 distance 3 colour 4 looks

Exercise 5 3.05

Students read the dialogue and choose the correct words. Play the audio for students to listen and check their answers. Check answers with the class, then ask students to find the picture in Unit 2. You could do this as a race. Check answers with the class. Students could then practise the dialogue in pairs.

ANSWERS

- 1 Who's 2 portrait 3 was 4 Can
5 left 6 background
Page 20 painting of woman with flowers.

Exercise 6 USE IT!

Students work in pairs to find a picture in the book and prepare their dialogues. Students practise their dialogues in pairs, then swap roles and practise again. Ask some pairs to perform their dialogues for the class. Ask them to tell the class which unit their picture is in. Other students can listen and find the picture the dialogue is about.

ANSWERS

Students' own answers.

3 Extra listening and speaking • Planning a trip abroad

Aim

Plan a trip abroad on the phone.

Warm-up

Ask: *What do you enjoy doing on holiday? What things do you need in order to have a good holiday? Sun? The beach? Fun activities?* Elicit a range of answers. Encourage as many students as possible to join in and talk about their own experiences.

Exercise 1

Students match the phrases with the photos. They can use their dictionaries to help. Check answers. Ask: *Which activity would you most like to do? Why?*

ANSWERS

A water park B traditional dishes
C host family D zipline E trips

Exercise 2 3.06 page 152

Play the audio. Students listen and decide which things Carla talks about. Check answers with the class.

ANSWERS

accommodation, transport, food, activities, weather

Exercise 3 3.06 page 152

Play the audio again. Students listen and correct the words in the sentences. Check answers with the class.

ANSWERS

1 first 2 single 3 walk 4 lunch
5 meat 6 dry

Exercise 4 3.06 page 152

Students complete the key phrases with the words in the box. Students compare their answers in pairs. Play the audio again for them to listen and check their answers. Check answers, and check that students understand all the key phrases.

ANSWERS

1 big 2 bedroom 3 about
4 far 5 right 6 food 7 activities
8 weather

Extra words: keen, again

Optional activity: Listening

Write the gapped sentences on the board:

- Hi, _____ is Carla Browning.
- I just _____ to ask you a few questions.
- I've _____ the food in Malaysia is delicious.
- Wow! I like the _____ of that.

Play the audio again for students to listen and complete the sentences.

Study Abroad Holidays

See. Hear. Taste. Experience. So much more than a study holiday!

EXTRA LISTENING AND SPEAKING • Planning a trip abroad

I can plan a trip abroad on the phone.







1 Match the phrases in the box with photos A–E.

host family traditional dishes
trips water park zipline

2 3.06 Listen to Carla calling a travel agency. Which of the things in the box does she talk about?

accommodation activities clothes food
studying a language transport weather

3 3.06 Listen to the telephone conversation again and correct the words in bold.

- This is Carla's second holiday with a host family.
- There's a **double** bed in the bedroom.
- She can **drive** to school in the morning.
- She won't have dinner with the host family.
- She wants to try some traditional dishes, but she doesn't eat vegetables.
- It's hot and rainy in Malaysia in July.

4 3.06 Complete the key phrases with the words in the box. There are two extra words. Then listen again and check.

about activities again bedroom
big far food keen right weather

KEY PHRASES

Checking details

How ¹ _____ is the ² _____?

What ³ _____ transport?

How ⁴ _____ is the school?

Is that ⁵ _____?

What kind of ⁶ _____ is there for dinner?

Are the ⁷ _____ included in the price?

What's the ⁸ _____ like in July?

5 3.07 Complete the dialogue with words from the key phrases. Use three words for each gap. Then listen and check.

Alex Hi, this is Alex Smith. Can I speak to Mr Jones, please?

Mr Jones Hello, Alex. How can I help you?

Alex I'm phoning about the trip to France in June. I'm staying with a host family in Lyon. ¹ _____?

Mr Jones Yes, you and Will Turner are staying with the Dupont family.

Alex Is it a house or a flat? ² _____ the bedroom? And ³ _____ the school?

Mr Jones Let me check. It's a house, the bedroom has a single bed so it's quite small, and it's about three kilometres from the school.

Alex ⁴ _____ then? Is there a bus?

Mr Jones Yes, there is.

Alex And are the bus tickets ⁵ _____ price?

Mr Jones No, sorry.

Alex OK. One more thing – ⁶ _____ food is there for dinner?

Mr Jones Well, you can try some traditional French dishes.

Alex Perfect! Thank you very much.

6 USE IT! Work in pairs. Look at the photos. Prepare and practise a new dialogue using the key phrases and the dialogue in exercise 5.








90 EXTRA LISTENING AND SPEAKING

Check answers. Point out that *This is ...* is used to introduce ourselves on the phone, and point out the use of the past tense *I wanted to ask ...* as a polite way of making a request. Point out the phrase *I like the sound of that* for responding when someone is telling you about something.

ANSWERS

1 this 2 wanted 3 heard 4 sound

Exercise 5 3.07

Students complete the dialogue with the key phrases. With **weaker classes**, students can work in pairs. Play the audio for students to listen and check their answers. Check answers. Students could then practise the dialogue in pairs.

ANSWERS

1 is that right 2 How big is 3 how far is 4 What about transport
5 included in the 6 what kind of

Exercise 6 USE IT!

Focus on the photos and use them to teach *theme park* and *zorbing* (rolling inside a large ball). 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. Students can swap roles and practise again.

Optional activity: Speaking

Students could work individually and think about a country they would like to visit and some activities they would like to try. They could then work in pairs to present their ideas to each other and then practise new dialogues using their ideas. Ask some students to perform their dialogues for the class. Ask whose trip sounds like fun.

ANSWERS

Students' own answers.

4 Options EXTRA LISTENING AND SPEAKING • Explaining what you want to buy

I can ask about and buy things in a shop.

1 Match the words in the table with pictures A–H.

a	tube box bottle can packet bar	of	deodorant shampoo batteries toothpaste soap aspirin washing-up liquid light bulbs
---	---	----	--



2 3.08 Listen to two conversations. Which objects from exercise 1 do the customers buy?

3 3.08 Complete the information in lists 1 and 2. Listen again and check your answers.

Item	1	2
Quantity		
Box size		
Price		

4 3.08 Study the key phrases. Who says them? Write C for Customer and S for Shop assistant. Then listen again and check.

KEY PHRASES

Asking about things in a shop

- Can I help you?
- I need something for ...
- Is this what you mean?
- How many are there ...?
- You use it for ...
- Which type do you want?

5 3.09 Put the dialogue in the correct order. Then listen and check.



- One box, please.
- Yes, I need something for making light. I'm sorry, I can't remember the word!
- Which type do you want? Eleven watt or 13.5 watt?
- Light bulbs? Is that what you mean?
- OK. One box of light bulbs. That's £1.18, please.
- Can I help you?
- Eleven watt, please.
- Yes, light bulbs!
- How many do you need?

6 USE IT! Work in pairs. Choose an object in exercise 1 or use your own ideas. Prepare and practise a new dialogue using the key phrases and the dialogue in exercise 5.

EXTRA LISTENING AND SPEAKING 91

pairs. Play the audio for students to listen and check their answers. Check answers.

ANSWERS

- 1 aspirin 2 twelve / one box 3 small
4 40 pence 5 toothpaste 6 regular
7 large 8 £2.99

Exercise 4 3.08 page 152

Students read the key phrases and decide who says them. Play the audio again for students to listen and check their answers.

ANSWERS

- 1 SA 2 C 3 SA 4 C 5 C 6 SA

Optional activity: Listening

Write the gapped sentences on the board:

- I need something ____ a headache.
- OK. ____ 40 pence, please.
- You use it ____ cleaning your teeth.
- Yes, that's ____.

Students work in pairs to complete the sentences from memory. Play the audio for them to listen and check. Check answers, and make sure students understand the sentences. Elicit which sentences are said by the customer, and which by the shop assistant.

ANSWERS

- 1 for (C) 2 That's (SA) 3 for (C)
4 perfect (C)

Exercise 5 3.09

Students put the dialogue in the correct order. With **weaker classes**, students could work in pairs. Play the audio for students to listen and check their answers. Check answers.

ANSWERS

- a 8 b 2 c 5 d 3 e 9 f 1 g 6
h 4 i 7

Exercise 6 USE IT!

Students prepare and practise a new dialogue using the objects in exercise 1 and the key phrases. With **weaker classes**, students can prepare their dialogue before they practise. With **stronger classes**, students can go straight into the practice. Encourage them to use their own ideas.

Optional activity: Speaking

Ask students to choose another object, and ask them to cover everything on the page except the key phrases in exercise 4. Tell students they are going to practise another dialogue, but this time there will be a time limit, so they must speak quickly. Set a time limit of one or two minutes. Students practise their dialogues in pairs. Ask who managed to complete their conversation and buy the item they wanted in the time available.

4 Extra listening and speaking • Explaining what you want to buy

Aim

Ask about and buy things in a shop.

Warm-up

Focus on the photo in exercise 5 and ask: *Where are the people? Who is the woman? Who is the man? What are they doing?* Elicit that the man is a shop assistant and he is helping the woman find something. Ask: *What kinds of things might you need help with when you are shopping?* Elicit a few ideas.

Exercise 1

Students work in pairs to match the words with the pictures. They can use their dictionaries to help. Check answers, and check that students understand all the words. Model pronunciation of words your students might find difficult, e.g. *deodorant, aspirin, washing-up liquid*.

ANSWERS

- A a box of aspirin B a packet of batteries C a can of deodorant
D a tube of toothpaste E a bar of soap
F a bottle of shampoo G a box of light bulbs H a bottle of washing-up liquid

Exercise 2 3.08 page 152

Play the audio. Students listen and decide which objects the customers buy. Check answers with the class.

ANSWERS

- Conversation 1: a box of aspirin
Conversation 2: a tube of toothpaste

Exercise 3 3.08 page 152

Read through the notes and check that students understand *quantity*. With **weaker classes**, review how to say prices in English. Check they know the words *pounds* and *pence*, and check they understand that *three pounds eighty* means 'three pounds and eighty pence'. Students complete the notes from memory. With **weaker classes**, students could work in

5 Extra listening and speaking • Choosing a new hobby

Aim

Ask for and make suggestions when choosing a new hobby.

Warm-up

With books closed, ask: *What activities do you enjoy doing outside school? Are you a member of any clubs? What kinds of clubs? What new activities would you like to try?* Elicit answers from individual students. Encourage as many students as possible to join in and express their opinions and preferences.

Exercise 1

Students match the words with the activities in the photos. They can use their dictionaries to help, if necessary. Check answers with the class and check that students understand all the words.

ANSWERS

A a sports team B a drama group
C a band D a dance class
E a photography club

Exercise 2 3.10 page 153

Play the audio. Students listen and decide who is making suggestions. Check the answer with the class.

ANSWER

Lucy

Exercise 3 3.10 page 153

Allow students time to read the sentences and possible answers. Play the audio again. Students listen and choose the correct answers.

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 b 2 a 3 c 4 a

Exercise 4 3.10 page 153

Allow students time to read the key phrases. Play the audio again. Students listen and tick the phrases that they hear. Check answers, and check that students understand all the key phrases.

ANSWERS

Why don't you ... ?
It's worth speaking to ...
You could always go ...
You could try ...
Let's ...
You've got nothing to lose by ...
It can't be hard to ...

5 + Options

EXTRA LISTENING AND SPEAKING • Choosing a new hobby

I can ask for and make suggestions when choosing a new hobby.

- 1 Match the words in the box with after-school activities A–E.

a band a dance class a drama group
a photography club a sports team



- 2 3.10 Listen to a conversation between two students. Who is making suggestions, Lucy or Matt?

- 3 3.10 Listen to the conversation again and choose the correct answers.

- Matt is sad because ...
a he hasn't got any friends.
b he didn't get picked for the sports team again.
c he hasn't got sports equipment.
- Lucy's brother needs someone to ...
a play the drums in his band.
b play the guitar in his band.
c be a singer in his band.
- Lucy suggests going to see ...
a her brother's band perform.
b a dancing competition.
c the drama group perform.
- Matt says the photography club is a good idea because ...
a he can decide who joins the club.
b Lucy will be a member of the club.
c it's easy to start a photography club.

- 4 3.10 Listen again and tick (✓) the key phrases you hear.

KEY PHRASES

Making suggestions

Why don't you ... ?
It's worth (verb + -ing) ...
You could always ...
You could try ...
How about (verb + -ing) ... ?
Why not try ... ?
Let's ...
You've got nothing to lose by (verb + -ing) ...
Have you thought of ... ?
It can't be hard to ...

- 5 3.11 Complete the dialogue with words from the key phrases. Then listen and check.

Alan Hey Rosie, have you joined any of the clubs yet? ¹ not try the new photography club? I'm in it!
Rosie Oh yeah, Matt's club. It's ² talking to him.
Alan Or how ³ dancing?
Rosie That's on Fridays, isn't it? I can't do it.
Alan OK. You ⁴ try one of the sports teams then.
Rosie No way! I've never done any sports.
Alan It's never too late. Look, there's a football match on Saturday. ⁵ 's go together. You've got ⁶ to lose by watching!
Rosie Sorry, Alan. I already have plans for the weekend.
Alan Oh, never mind. ⁷ you'll find a club that you like.

- 6 USE IT! Work in pairs. Imagine your friend asks for suggestions about after-school activities. Choose activities in exercise 1 or use your own ideas. Prepare and practise a new dialogue using the key phrases and the dialogue in exercise 5.

92 EXTRA LISTENING AND SPEAKING

Optional activity: Listening

Write this matching task on the board:

- | | |
|--------------|-------------|
| 1 Like | a course! |
| 2 I'll think | b what? |
| 3 No | c way! |
| 4 Oh, | d about it. |
| 5 Of | e yeah. |

Tell students these are all responses that Matt makes. Ask students to match the halves of the responses. Play the audio for students to listen and check their answers.

ANSWERS

1 b 2 d 3 c 4 e 5 a

Exercise 5 3.11 page 153

Students work in pairs to read the dialogue and complete it with words from the key phrases. Play the audio for students to listen and check their answers. Check answers with the class. Students could then practise the dialogue in pairs.

ANSWERS

1 Why 2 worth 3 about 4 could
5 Let 6 nothing 7 Hopefully

Optional activity: Speaking

Write these prompts on the board:

Hey / joined / clubs? / photography?
Matt's club / talk / him
dancing?
Fridays / can't
try / sports teams?
never / try / sports
never / late / match / Saturday /
nothing / lose / watching
already / plans / weekend
never mind / find / club / like

Students work in pairs and use the prompts to recreate the dialogue in exercise 5 and practise it. Play the audio for students to see how well they remembered.

Exercise 6 USE IT!

Students work in pairs to prepare and practise a new dialogue. Students can swap roles and practise again.

6 Options EXTRA LISTENING AND SPEAKING • Talking about summer jobs

I can talk about what I want to do in the future.

1 Match the job titles with the correct category.

Catering	Retail	Tourism



2 3.12 Listen to Monica and Ross talking about what they're going to do this summer. Which two categories from exercise 1 do they talk about?

3 3.12 Listen again and complete the sentences.

- Monica is _____ years old at the moment.
- Monica thinks that working in the summer is a _____ idea.
- Monica is interested in working in a _____ kitchen this summer.
- Monica can do a _____ course if she gets good marks.
- Ross and Monica's dad works in _____.
- Ross isn't going to work as a _____ this year.

4 3.12 Match the two parts of the key phrases that Monica and Ross use. Listen again and check.

KEY PHRASES

Future plans

- I need to start thinking about ...
- I'd like to be able to ...
- I really want to be ...
- You sound like you ...
- We should enjoy ...
- I hope ...

- a chef.
- being young for a while.
- know what you want to do.
- not!
- what I want to do with my life.
- work in catering.

5 3.13 Complete the dialogue using the key phrases. Then listen and check.

Joey I ¹ _____ what I want to do this summer.
 Anna Really?
 Joey Yes. I'd ² _____ work in tourism when I leave school. So I think I should get a summer job to get some experience.
 Anna Is there any job you're particularly interested in doing?
 Joey I really ³ _____ a tour guide.
 Anna ⁴ _____ what you want to do.
 Joey What about you? Will you get a job this summer?
 Anna ⁵ _____ not! I think we ⁶ _____ being young for a while!

6 USE IT! Work in pairs. Prepare and practise a new dialogue about your plans for this summer. Use the topics in exercise 1, the dialogue in exercise 5 and the key phrases.

ANSWERS

Catering: chef; waitress / waiter
 Retail: personal shopper; shop assistant
 Tourism: travel agent; tour guide

Exercise 2 3.12 page 153

Teach the word *apprenticeship*. Play the audio. Students listen and note down the two categories that the people mention. Check answers with the class.

ANSWERS

B, F

Exercise 3 3.12 page 153

Students read the gapped sentences. Play the audio again. Students listen and complete the sentences with the correct words. Check answers with the class.

ANSWERS

1 fifteen 2 good 3 restaurant
 4 catering 5 retail 6 shop assistant

Exercise 4 3.12 page 153

Students match the key phrases from memory. Play the audio again for them

to check their answers. Check answers with the class and check that students understand all the key phrases.

ANSWERS

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

Optional activity: Listening

Write the gapped sentences on the board:

- Well, no, not ____.
- Good ____ with your plans.
- I don't know. I ____ I should.
- I'm ____ sure.

Students work in pairs to complete the sentences from memory. Play the audio again for them to listen and check their answers. Check answers, and check they understand the sentences. Point out that the sentences contain some useful phrases for talking about jobs.

ANSWERS

1 really 2 luck 3 suppose 4 not

Exercise 5 3.13

In pairs, students read the dialogue and complete it with the key phrases. Play the audio for them to listen and check their answers. Check answers with the class.

ANSWERS

- need to start thinking about
- like to be able to
- want to be
- You sound like you know
- I hope
- should enjoy

Optional activity: Speaking

Before students do the freer practice, ask them to close their books. Write these prompts on the board:

think / do / summer

really?

work / tourism / get job

any / job / interested?

tour guide

sound / know / want

you? job?

enjoy / young

Tell students they are going to recreate the dialogue in exercise 5 as a class.

Point to the first prompt and say: *I need to start thinking about what I want to do this summer.* Elicit the next line for the dialogue. Continue around the class, with students in turn contributing a line to the dialogue. Play the audio again for students to see how well they remembered.

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.

6 Extra listening and speaking • Talking about summer jobs

Aim

Talk about what you want to do in the future.

Warm-up

With books closed, ask: *Do you ever get a job in the summer holidays? Would you like to have a job? Why / Why not?* Elicit answers from individual students. Encourage as many students as possible to join in and express their opinions.

Exercise 1

Read the categories with the class and check that students understand them. Students work in pairs to check the meaning of the job titles and add them to the correct categories. Check answers with the class and check that students understand all the job titles.

7 Extra listening and speaking • Interviewing a campaigner

Aim

Talk about protest campaigns.

Warm-up

With books closed, ask students: *What changes do you think there should be in your country?* Elicit a few answers and ask more questions, if necessary, to encourage students to say more, e.g. *What about more jobs for young people? What about better facilities in your town or city? What about the environment?* Elicit a range of answers.

Exercise 1

Students work in pairs to look at the photos and decide what people are campaigning about. Check answers with the class. Teach the meaning of *pacifist*.

ANSWERS

- A banning smoking
B free education
C ending a war

Exercise 2 3.14 page 154

Play the audio. Students listen and decide which campaign the person is supporting. Check the answer with the class.

ANSWER

The person is supporting the campaign to end a war.

Exercise 3 3.14 page 154

Allow students time to read the key phrases. Play the audio again. 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 key phrases.

ANSWERS

- a 5 b 3 c 4 d 2 e 1

Exercise 4 3.14 page 154

Students read the statements. Play the audio again. Students listen and decide if the statements are true or false, then correct the false statements. 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 true
2 false (2,000)
3 false (one of the campaigners)
4 false (No more war)
5 true

7 + Options

EXTRA LISTENING AND SPEAKING • Interviewing a campaigner

I can talk about protest campaigns.

- 1 Look at the placards in photos A–C. What are the people campaigning about?



- 2 3.14 Listen to an interview. Which campaign in exercise 1 is the person supporting?

- 3 3.14 Listen to the interview again. Number key phrases a–e in the order you hear them.

KEY PHRASES

Interviewing a campaigner

- a What are you hoping to achieve?
b What does your placard say?
c Can you explain how you feel about ... ?
d Why are you campaigning?
e Can you tell (our listeners) what you're doing?

- 4 3.14 Listen to the interview again. Write true or false. Correct the false sentences.

- 1 The protest is in the capital of the UK.
2 There are about two hundred protesters in the square.
3 The reporter is interviewing one of the organizers.
4 The placard says 'End wars! Give peace a chance!'.
5 They will protest again if the government doesn't stop the war.

- 5 3.15 Listen to another interview and complete the reporter's questions. Then listen again and repeat.

Reporter Can you tell the ... ?
Francesca Yes, I'm joining in a march through the town centre.

Reporter ... ?
Francesca Our local cinema is going to close next month.

Reporter Can you ... ?
Francesca I think it's unacceptable. If it closes, there won't be anything for teenagers to do here.

Reporter ... ?
Francesca I hope the company will realize how we feel and that it won't close the cinema.

- 6 USE IT! Work in pairs. Prepare answers to the reporter's questions in exercise 5. Use one of the campaigns in exercise 1 or your own ideas. Then practise your new interview with a partner.

94 EXTRA LISTENING AND SPEAKING

Optional activity: Listening

Write the gapped sentences on the board:

- 1 I'm ___ in a protest in Trafalgar Square.
2 We're going to ___ through the streets.
3 We're ___ the government will end the war.
4 We definitely won't ___!

Students can work in pairs and complete the sentences from memory. Play the audio for them to listen and check their answers. Check answers, and check they understand the sentences. Point out that the sentences contain more useful phrases for discussing protest campaigns.

ANSWERS

- 1 joining 2 march 3 hoping
4 give up

Exercise 5 3.15 page 154

Students read through the interview. Play the audio, pausing for students to complete the questions. Play the audio again for students to check and complete

their answers. Check answers, then play the audio again, pausing after each line for students to repeat.

ANSWERS

- 1 listeners what you're doing
2 Why are you campaigning
3 explain how you feel about that
4 What are you hoping to achieve

Exercise 6 USE IT!

Students prepare their answers in pairs, then practise their interviews. Students can swap roles and practise again. Ask some pairs to perform their dialogues.

Optional activity: Speaking

Students work in pairs to think of a campaign and protest they could organize in their school, e.g. to improve school meals. Put students into different pairs to interview each other about their campaigns. Ask some pairs to perform their interviews for the class. Discuss as a class which is the best idea for a campaign.

8 Options EXTRA LISTENING AND SPEAKING • Interviewing someone about a film I can talk about and recommend films I have seen.

- 1 Look at film posters A and B. What types of films are they? Who do you see in the posters?



- 2 3.16 Listen to two interviews about the films in the posters, and check your answers to exercise 1.
- 3 3.16 Complete the key phrases with *in, of, by* or *to*. Then listen to the interviewer's questions again and check.

KEY PHRASES

Talking about films

- Which film have you just been ¹ _____ see?
 Who's ² _____ it?
 Who was the film directed ³ _____?
 What did you think ⁴ _____ the film?
 Who would you recommend it ⁵ _____?
 Who are the main characters played ⁶ _____?

- 4 3.16 Work in pairs. Answer questions 1–5 for each film A–B. Listen again and check.
- Who are the actors?
 - Who are the main characters?
 - What is the nationality of the director?
 - What did the viewer think of the film?
 - Who would the viewer recommend it to?

- 5 3.17 Look at poster C. Complete the dialogue with the key phrases. Then listen and check.



- Interviewer ¹ _____?
 Denise *Sherlock Holmes!* It's a crime film.
 Interviewer OK, and ² _____?
 Denise Robert Downey Jr. plays Sherlock Holmes. Dr Watson is played by Jude Law.
 Interviewer ³ _____?
 Denise A British director, Guy Ritchie.
 Interviewer ⁴ _____?
 Denise The action was amazing, and the plot was a bit confusing, but I was never bored.
 Interviewer ⁵ _____?
 Denise I'd recommend it to people who like action and crime films!

- 6 USE IT! Work in pairs. Choose a film that you have seen recently and prepare answers to the interviewer's questions in exercise 5. Then practise your new dialogue.

EXTRA LISTENING AND SPEAKING 95

ANSWERS

A *Batman v Superman*

- Ben Affleck and Henry Cavill
- Superman, Batman, Lex Luther
- American
- He thought it was boring.
- action film fans

B *The Hunger Games: Mockingjay Part 2*

- Jennifer Lawrence and Josh Hutcherson
- Katniss Everdeen and Peeta Mellark
- Austrian
- She thought it was great. She also thought it was very exciting.
- All teenagers, boys and girls.

Optional activity: Listening

Write the gapped sentences on the board:

- Ben Affleck and Henry Cavill are the _____ actors.
- He _____ Lex Luther.
- The _____ effects and the action _____ were good.
- I'd _____ it to all teenagers.

Students work in pairs and complete the sentences from memory. Play the audio for them to listen and check their answers. Check answers, and check they understand the sentences. Point out that we say *I'd recommend it to ...* (NOT *I recommend it to ...*)

ANSWERS

- main
- plays
- special, scenes
- recommend

Exercise 5 3.17 page 154

Students work in pairs to read the dialogue and complete it with the correct key phrases. Play the audio for students to listen and check their answers. Check answers with the class. Students could then practise the dialogue in pairs.

ANSWERS

- Which film have you just been to see
- who are the main characters played by
- Who was the film directed by
- What did you think of the film
- Who would you recommend it to

Exercise 6 USE IT!

Students prepare their answers to the questions individually. They practise their dialogue in pairs, then swap roles and practise again. Ask some pairs to perform their dialogues for the class.

Optional activity: Speaking

Students work in pairs to prepare another dialogue, using all the key phrases except the first one. (*Which film have you just been to see?*) Ask pairs in turn to perform their dialogues for the class. Other students listen and guess which film they have been to see.

8 Extra listening and speaking • Interviewing someone about a film

Aim

Talk about and recommend films you have seen.

Warm-up

With books closed, ask: *What kinds of films do you like? What are your favourite films? What films have you seen recently?* Elicit a range of answers from individual students, and encourage as many students as possible to join in and talk about their experiences or express their opinions.

Exercise 1

Students work in pairs to look at the posters and answer the questions. Elicit a few possible answers, but don't confirm them at this stage.

Exercise 2 3.16 page 154

Play the audio. Students listen and check their answers to exercise 1. Check answers.

ANSWERS

- A action; Batman (Ben Affleck) and Superman (Henry Cavill)
 B science fiction; Katniss Everdeen (Jennifer Lawrence)

Exercise 3 3.16 page 154

Students read the key phrases and complete them with the correct prepositions. Students compare their answers in pairs. Play the audio for students to listen and check their answers. Check answers, and check that students understand the key phrases.

ANSWERS

- 1 to 2 in 3 by 4 of 5 to 6 by

Exercise 4 3.16 page 154

Students work in pairs to answer the questions from memory. Play the audio for students to listen and check their answers. Check answers with the class.

1 Curriculum extra • Science: Textiles

Aim

Classify and describe textiles, and say what clothes they are suitable for.

Warm-up

Check that students understand *textile* and *fabric* (both words mean a type of cloth). As a class, brainstorm some different kinds of fabrics and write them on the board, e.g. *cotton*, *wool*. Make sure the list includes *cotton*, *wool*, *silk*, *nylon* and *polyester*.

Ask students to look at the clothes they are wearing today and think about the kinds of fabrics they are made of. Put students into pairs to compare their answers. Discuss as a class what fabrics most students are wearing.

Exercise 1

Students work in pairs to check the meaning of the words in the box and answer the questions. Check answers with the class, and check that students understand all the words. Model pronunciation of words your students might find difficult, e.g. *comfortable*, *synthetic*. Elicit which six words are adjectives, and elicit that these adjectives often describe fabrics. Elicit some sentences using the adjectives and different kinds of fabrics, e.g. *Wool is very soft. Cotton is smooth.*

ANSWERS

adjectives: comfortable, delicate, smooth, soft, synthetic, water-resistant
They usually describe clothes / fabrics.

Exercise 2

Ask: *Do you like wearing clothes made of wool? What are the advantages of wool? What are the disadvantages?* Elicit a few ideas.

Focus on the table and check that students understand all the headings. Students read the article and note down the advantages and disadvantages of each fabric. Check answers with the class.

ANSWERS

Natural

wool: warm material (+), hard to wash (-), uncomfortable next to skin (-)

cotton: strong (+), comfortable (+), not expensive (+), can lose its colour (-), dries very slowly (-)

silk: delicate and strong (+), smooth (+), soft (+), very comfortable (+), expensive (-), difficult to clean (-)

Synthetic

nylon and polyester: strong (+), cheap (+), water-resistant (+), uncomfortable if worn for a long time (-)

1 Options

CURRICULUM EXTRA • Science: Textiles

I can classify and describe textiles, and say what clothes they are suitable for.

Harris Tweed

- 1 Check the meaning of the words in the box. Which six words are adjectives? What do they usually describe?

comfortable delicate fabric fibre smooth
soft synthetic water-resistant

- 2 Read the article. What are the advantages and disadvantages of the different types of fabric? Read the text again and complete the table.

	Natural			Synthetic	
Fabric	wool	cotton	silk	nylon	polyester
Advantages					
Disadvantages					

- 3 3.18 Read and listen to the article again. Write *true*, *false* or *doesn't say*.

- Our grandparents used to wear exactly the same types of fabric that we wear today.
- Synthetic fibres came before natural fibres.
- Silk is an example of a natural fibre.
- Cotton is stronger than silk.
- Natural fabrics became less popular after the 1960s.
- New technology can change the clothes we wear.

- 4 USE IT! Write sentences about the type of fabric you can use for different types of clothes. Give reasons for your answers.

A good fabric for (a)	blouse shorts hat socks tracksuit trousers T-shirt hoodie suit	is	wool cotton silk nylon polyester	because it's	warm. water-resistant. strong. cheap. comfortable. smooth. soft.
-----------------------	--	----	--	--------------	--

What are your clothes made of?

The clothes you're wearing today are very different from the clothes your grandparents were wearing when they were your age. When your grandparents were young, many of the fabrics used in modern clothes didn't even exist. Clothes are made mainly of two kinds of fibres: natural and synthetic. Natural fibres come either from plants or animals. In the first half of the 20th century, most clothes were made of natural fibres like wool, cotton and silk.

Wool is used for warm clothes, such as suits and hats. Its disadvantages are that you have to be careful when you wash it and that it can sometimes feel uncomfortable next to the skin. In the past, people used to wear clothes made of wool for sports like golf, skiing and even swimming!

Cotton's main advantages are that it is strong, comfortable and not expensive. However, it can lose its colour and it dries very slowly. Silk is a delicate fabric, but it is also strong. It is smooth and soft, and also very comfortable to wear. However, it is expensive and difficult to clean.

Synthetic fabrics like nylon and polyester didn't become popular until the 1960s. These fabrics are strong, cheap and water-resistant. The disadvantage is that they can be uncomfortable to wear for a long time.

Fashion and technology change all the time. Today, many people are wearing bamboo socks and sweaters. Others are buying clothes made of smart fabrics that can change colour. What materials do you think your grandchildren will wear?

96 CURRICULUM EXTRA

Exercise 3 3.18

Allow students time to read the sentences, then play the audio. Students read and listen and decide if the sentences are true or false, or if the article doesn't say. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

- 1 false 2 false 3 true 4 doesn't say
5 doesn't say 6 true

Exercise 4 USE IT!

Read through the types of clothes in the table with the class and check that students understand them all. Elicit a few example sentences from the class, e.g. *A good fabric for a blouse is silk because it is smooth and comfortable.*

Students work in pairs to write sentences. Ask pairs in turn to read their sentences to the class. You could make this into a game by asking students to omit the fabric from their sentences, e.g. *A good fabric for a hat is ... because it is warm.* Get other students to guess the fabrics.

ANSWERS

Students' own answers.

Optional activity: Speaking

Put students into small groups and ask them to design a new piece of clothing. Tell them it can be any kind of clothing, e.g. a fashionable dress or a piece of sports clothing. Tell them they should think about how the piece of clothing looks, and also what it is for. Ask them to prepare a picture and a description of their piece of clothing, saying what type of fabric it is made of and why.

Ask groups in turn to present their piece of clothing to the class. The class could vote for their favourite design.

ANSWERS

Students' own answers.

More practice

Harris Tweed, DVD with worksheet

- 1 Check the meaning of the words in the box. Do you know any other adjectives to describe colours?

complementary harmonious pastel
primary secondary vibrant

- 2 Read the text. Write the names of colours 1–6 on the colour wheel. Which colours are primary and which are secondary?

1 yellow – primary

- 3 3.19 Read and listen to the text again. Complete the sentences using the words in exercise 1.

- 1 Yellow and purple are _____ colours.
2 Blue and red are _____ colours.
3 A _____ colour is bright and strong.
4 Green and yellow are _____ colours.
5 Orange and purple are _____ colours.
6 A _____ colour is pale and soft.

- 4 USE IT! Work in groups. Look at Wassily Kandinsky's painting *Squares with Concentric Circles*. Choose two squares in the painting and say how the colours in each square are related. Which square do you like best and why?

... and ... are harmonious / complementary colours.

I like ... because it looks ... It reminds me of ...

The COLOUR Wheel



Have you ever thought about how colours are related? Why do some colour combinations look good and others don't?

In the 17th century, the English scientist Isaac Newton was studying light when he made an important discovery. He found out that white light is made up of all the colours of the rainbow. Newton then arranged the rainbow colours in a circle, creating the first colour wheel.

Red, blue and yellow are the three primary colours that sit on the colour wheel. The secondary colours green, orange and purple sit between these colours. Each secondary colour is created by mixing two primary colours.

The colour wheel divides colours into warm and cool categories. Warm colours, like orange and yellow, are on the red side of the wheel, while cool colours, like green and purple, are on the blue side. Colours can also be harmonious or complementary. Complementary colours are any two colours which are directly opposite each other, like red and green. Harmonious colours sit next to each other on the wheel.

Famous artists and decorators have used the colour wheel to help them choose the right colours ever since it was invented. Pablo Picasso, however, didn't believe in it. 'Why do two colours, put one next to the other, sing? Can one really explain this? No.' But everyone agrees that colours can affect our feelings. A vibrant red, for example, is often associated with anger or danger, while yellow is a happy colour. Blue can make people feel calm; pastel pink, which is a gentle pink, sometimes makes them think of romance, and green is the colour of nature. Do you have a favourite colour? What do you associate it with? What does it remind you of?

Exercise 3 3.19

Allow students time to read the gapped sentences. Play the audio. Students read and listen and complete the sentences with the correct words. Check answers with the class.

ANSWERS

- 1 complementary 2 primary
3 vibrant 4 harmonious
5 secondary 6 pastel

Exercise 4 USE IT!

Focus on the painting and ask: *Do you like it? Why / Why not?* Put students into small groups to choose two squares and describe how the colours in them are related, then decide which squares they like best and why.

Ask some pairs to tell the class about the colours in the squares they chose to describe. Ask: *Which square do you like best? Why?* Elicit a range of answers, encouraging students to use words from exercise 1 if possible.

ANSWERS

Students' own answers.

Background

The painting in exercise 4 is by the Russian artist Wassily Kandinsky (1866–1944). Kandinsky was fascinated by the symbolism and psychology of colour, and many of his works are abstract, focusing on colours and shapes. The painting here is called *Colour Study: Squares with Concentric Circles*, and was produced in 1913.

Optional activity: Writing

For homework, ask students to search online and find a picture of another painting, either by Kandinsky or another artist. Ask them to print out a copy of the painting and write a short paragraph about the colours in it, using words from exercise 1.

In the next class, put students into small groups to present their paintings to each other. Groups can discuss which painting they like best and why.

Ask groups in turn to tell the class about the paintings they discussed and the ones they liked best.

ANSWERS

Students' own answers.

2 Curriculum extra • Art: Colours

Aim

Name colours and say how they relate to each other.

Warm-up

As a class, brainstorm words for colours and write them on the board. Make sure the list includes *red, blue, green, yellow, orange* and *purple*.

Ask: *What's your favourite colour? Why? Which colours do you think look nice together? Which colours don't look good together?* Elicit a range of answers from individual students.

Exercise 1

Put students into pairs to check the meaning of the words. Point out that some of the words may have more than one meaning, but students should look for a meaning that can relate to colours.

Discuss the meanings with the class and check that students understand all the words. Model pronunciation of words your students might find difficult, e.g. *harmonious, vibrant*. Elicit other adjectives that can be used to describe colours.

ANSWERS

Students' own answers.

Possible adjectives: *light, dark, bright, dull*.

Exercise 2

Read out the question and the example answer. Point out the remaining numbers in the colour wheel. Students read the text and name the colours, then decide which colours are primary and which are secondary. Check answers with the class, and check that students understand the meaning of *primary colour* and *secondary colour*.

ANSWERS

- 1 yellow 2 orange 3 red 4 purple
5 blue 6 green
primary colours: yellow, red, blue
secondary colours: orange, purple, green

3 Curriculum extra • Geology: The water cycle

Aim

Understand the water cycle and describe the journey of a river.

Warm-up

Focus on the picture and photo and elicit that they are to do with water. Ask: *Where does the water in our taps come from? How does water get into rivers and streams? Where does it go to when it gets to the end of the river? Where does the water in rain come from?* Elicit what students already know about the water cycle.

Exercise 1

Check that students understand *liquid, gas, body of water, ice* and *room temperature*. Put students into pairs to read the text and match the blue words with the meanings. Check answers with the class, and check that students understand all the words. Model pronunciation of words your students might find difficult, e.g. *surface, vapour*.

Elicit one or two example sentences using the words, e.g. *Water is a liquid. Ice is a solid.*

ANSWERS

- 1 evaporates 2 condenses
3 precipitation 4 vapour 5 surface
6 solid 7 liquid

Exercise 2

Read out the question. Students read the fact sheet and find the answer to the question. Check the answer with the class.

ANSWER

Some of the water runs into rivers, lakes and streams and becomes surface water. Some enters the ground and forms underground rivers or lakes.

Exercise 3

Students label the diagram with the correct words. With **weaker classes**, students could work in pairs for this. Check answers with the class and make sure students can understand the diagram.

ANSWERS

- 1 water returns to the sea
2 evaporation
3 condensation
4 precipitation

Exercise 4 ① 3.20

Allow students time to read through the questions, then play the audio. Students read and listen to the fact sheet again and answer the questions. Allow students time to compare their answers in pairs, then check answers with the class.

3 + Options

CURRICULUM EXTRA • Geology: The water cycle

I can understand the water cycle and describe the journey of a river.

Mist catchers

- Match the words in blue in the fact sheet with definitions 1–7.
1 changes from liquid into gas
2 changes from gas into liquid
3 rainfall
4 water when it exists in the air
5 the part of the land or body of water at the top
6 ice is in this state
7 water at room temperature is this

- Read the fact sheet. What happens to water when it falls to the Earth?

THE WATER CYCLE

Now here is a challenge for you. Go and get a glass of water and take a look at it. Can you guess how old it is? Well, your water perhaps fell from a cloud just a couple of weeks ago, but it has been around for the same length of time as planet Earth! That means that your glass of water was around when the first creatures swam in the sea and when the dinosaurs roamed the Earth. But how is this possible?

The fact is that the quantity of water on the Earth remains the same over time and it constantly goes through the water cycle. In the cycle, there is continuous movement of water on, above and below the surface of the Earth. Firstly, the sun heats the water in the rivers, seas and oceans, and it evaporates into the air. Plants and trees lose water, too, and this also goes up into the air. The water vapour then cools and condenses into small drops which form clouds. You can see how condensation happens if you look again at your glass of water on a hot day. After a short time, water from the air condenses onto the cold glass. Back to the sky, though, and the next step is that the clouds gradually get heavier and heavier until they can't hold the water any more, and it falls to Earth as rain, sleet or snow.

Water can change state from liquid to vapour to solid during the cycle, but any form of water that falls from the clouds is called precipitation. When on Earth, some of the water runs into rivers, lakes and streams and becomes surface water. Some enters the ground and forms underground rivers or lakes before eventually flowing back to the seas and oceans. The cycle is complete.

- Label the diagram with the words in the box.

condensation evaporation precipitation
water returns to the sea



- Read and listen to the fact sheet again. Answer the questions.

- What is true about the amount of water on Earth?
- Why does water vapour condense?
- What happens to a glass of water on a hot day?
- Name two forms of precipitation. Do you know any more?
- What are the three states that water can be in?

- USE IT! Work in pairs. Create a poster to show what happens in the water cycle. Include information from this page.

98 CURRICULUM EXTRA

ANSWERS

- The amount of water on Earth doesn't change over time.
- Water vapour condenses when it cools.
- Warm, moist air condenses on the cold glass.
- rain, snow; Students' own answers.
- solid (ice), liquid (water), gas (steam / vapour)

Exercise 5 USE IT!

Read out the task and ask: *What do you need to show on the poster?* Elicit that the poster must show the sea, a river, precipitation and water rising from the sea as water vapour and clouds.

Put students into pairs to create their poster. Monitor and help while they are working. Ask some pairs to present their posters to the class.

ANSWERS

Students' own answers.

Optional activity: Speaking

Tell students they are going to explain the water cycle from memory. Allow them two minutes to study page 98 again, then ask them to close their books.

Put students into small groups to prepare an explanation of the water cycle from memory, using vocabulary from page 98. Ask some groups to give their explanation to the class. Discuss as a class any parts they have forgotten to include.

ANSWERS

Students' own answers.

More practice

Mist catchers, DVD with worksheet

- 1 Read paragraphs 1 and 2 of the text quickly to find the words below. What part of speech are they? Explain their meaning in your own words.

community conditions label movement
plantation price profit

- 2 Read the article. What is Fairtrade?

MAKE BANANAS FAIR

Bananas are the most popular fruit in the world. British people eat thirteen million every day, or five billion a year. Bananas don't grow in the UK. They grow in tropical regions and have to be transported. So how is it possible that a banana only costs eleven pence in supermarkets?

- The reason is that the farmers who produce bananas often get very little money because the companies who buy them want to make big profits. Some farmers earn so little that they can't buy food for their families. Life isn't easy on a banana plantation. The farmers often work long hours. They can get hurt by dangerous pesticides. Sometimes they don't even have clean water.
- Fairtrade is an international movement which tries to help farmers and workers in developing countries. Fairtrade products, which include items like bananas, coffee, sugar, cocoa, rice and cotton, have a special label. When you buy a product with the Fairtrade label, you know that the farmer who produced it received a fair price and worked in good conditions. The farmers also receive some extra money, called a Fairtrade premium, to use in their community.
- Foncho is a Fairtrade banana farmer in Colombia who belongs to a farmers' co-operative. 'We experienced very difficult times when we weren't in Fairtrade,' he says. Today, as a Fairtrade farmer, he gets a minimum price for his bananas and his co-operative also gets the Fairtrade premium. This means that he can build a house and put food on the table for his family. It also means that his children get an education.
- Next time you are shopping in the supermarket, look for the Fairtrade label. If enough people choose to buy Fairtrade goods, more companies will pay the farmers a fair price.

- 3 3.21 Read and listen to the article again. Write true or false. Correct the false sentences.

- People in the UK don't grow bananas.
- The UK's climate is too warm for bananas to grow there.
- Some banana farmers don't earn enough because companies don't pay a fair price.
- Fairtrade only helps banana farmers.
- Foncho buys bananas from farmers and sells them to supermarkets.
- Foncho's co-operative gets extra money to use in their community.

- 4 USE IT! Work in groups. Make a poster about Fairtrade. Include pictures.

Write about workers' conditions like this:

Workers often	work
	earn
	can't
	don't

Write about consumers' actions:

Consumers	don't	buy	more
	should	pay	
			enough

Include a slogan, for example:

Buy ... / Give ... / Pay ... / Help ...



4 Curriculum extra • Society: Fairtrade

Aim

Talk about Fairtrade and design a poster about it.

Warm-up

Focus on the photo and elicit that it shows a banana farmer. Ask: *Do you eat bananas? Do they grow in your country? Which countries do they grow in? Do you think the farmers who grow them are well paid for their work?* Elicit a few answers, but don't confirm them at this stage.

Exercise 1

Students work in pairs to scan paragraphs 1 and 2 to find the words and work out their meanings. Students can use their dictionaries to help, if necessary.

Discuss what part of speech each word is, and discuss the meaning of the words with the class, encouraging students to

use their own words where possible to explain the meanings. Make sure students understand all the words.

Model pronunciation of words your students might find difficult, e.g. *community, label*.

ANSWERS

The words are all nouns.
Students' own answers.

Exercise 2

Read out the question and ask: *Do you know what Fairtrade is?* Elicit a few ideas, but don't confirm them at this stage.

Students read the article quickly to find the answer to the question. Check the answer with the class.

ANSWER

Fairtrade is an international movement which helps farmers and workers in developing countries work in good conditions and receive a fair price for their Fairtrade-labelled goods.

Exercise 3 3.21

Allow students time to read the sentences, then play the audio. Students read and listen to the article again and decide if the sentences are true or false. Remind them to correct the false sentences.

Allow students time to compare their answers in pairs, then check answers.

ANSWERS

- true
- false (The UK is not a tropical region.)
- true
- false (Coffee, sugar, cocoa, rice and cotton are also Fairtrade products.)
- false (Foncho is a banana farmer who belongs to a farmers' co-operative.)
- true

Exercise 4 USE IT!

Read through the task with the class and ask: *What kind of pictures could you include?* Elicit that the poster could show examples of bad conditions, and examples of happy Fairtrade farmers.

Focus on the prompts about workers' conditions and consumers' actions. Elicit some possible sentences, e.g. *Without Fairtrade, workers often work hard and they don't earn much money. They can't send their children to school. Consumers should buy more Fairtrade products.*

Elicit some possible slogans, e.g. *Buy Fairtrade food! Pay a fair price for your food! Help people earn a fair wage!*

Put students into small groups to make their posters. They can draw their own illustrations or download pictures from the internet. Encourage them to make their posters colourful and interesting.

Ask groups in turn to present their posters to the class. Discuss as a class which posters are most likely to persuade people to buy Fairtrade food.

ANSWERS

Students' own answers.

Optional activity: Writing

Ask students to imagine they are a Fairtrade farmer in a developing country. Ask them to write a short letter to a consumer in Britain describing:

- what their life was like before they became a Fairtrade farmer
- how Fairtrade has changed their life
- why consumers should buy Fairtrade products

Students could write their letters for homework.

In the next lesson, put students into small groups to compare their letters and discuss which ones would be most likely to persuade consumers to buy Fairtrade products.

ANSWERS

Students' own answers.

5 Curriculum extra • Science: Genetic engineering

Aim

Understand genetic engineering and give your opinion about it.

Warm-up

Focus on the photos and read out the title of the text. Elicit or explain the meaning of *GM foods* (genetically modified foods) and *GMOs* (genetically modified organisms).

Ask: *What do you know about genetic engineering?* Elicit answers from individual students. Encourage students to share what they know, even if it is only a small amount.

Exercise 1

Point out the gaps in the text. Suggest that students should read each gapped sentence first, then check the meaning of the words in the box and decide which word fits each gap. Put students into pairs to complete the task.

Check answers with the class, and check that students understand all the words. Model the pronunciation of words your students might find difficult, e.g. *genetic engineering*, *herbicides*.

ANSWERS

1 gene 2 alter 3 Genetic engineering 4 crops 5 nutrients 6 diseases 7 herbicides 8 weeds

Exercise 2 3.22

Read through the headings with the class and check that students understand everything. Point out that the text has five paragraphs, and students must match the correct heading to each paragraph. Point out that they should match the headings according to the general meaning of each paragraph. Play the audio for students to read and listen and match the headings with the paragraphs.

Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

1 C 2 D 3 A 4 E 5 B

Exercise 3

Students read the article again and answer the questions. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

- 1 They did it to develop tomatoes which can grow in cold temperatures.
- 2 They determine your eye colour, how tall you are, what skills you have, and so on.

5 + Options CURRICULUM EXTRA • Science: Genetic engineering

I can understand genetic engineering and give my opinion about it.

Genetic engineering

- 1 Check the meaning of the words in the box. Use the words to complete the text below.

alter crops diseases gene
genetic engineering herbicides
nutrients weeds

- 2 3.22 Read and listen to the text. Match headings A–E with paragraphs 1–5.

- A What genetic engineering can do
- B Doubts about genetic engineering
- C An example of genetic engineering
- D Defining genes
- E Genetic engineering and weeds

- 3 Answer the questions.

- 1 Why did scientists genetically modify a tomato?
- 2 What do genes do?
- 3 What are two ways in which GMOs can help us?
- 4 What effect can herbicides have on crops?
- 5 What sort of plants can resist herbicides?
- 6 Why do some people oppose the use of GMOs?

- 4 USE IT! Work in pairs. Ask and answer the questions.

- 1 Do you think GM food is a good idea?
- 2 Are you happy to eat GM vegetables or fruit? Why / Why not?
- 3 Are you happy to eat meat from a GM animal? Why / Why not?
- 4 How much more will you pay for organic food?
- 5 Will we be able to feed the world if we use GM food?
- 6 Will we put our health in danger if we use GM food?

The Fish Tomato and other GM Foods



- 1 Did you know that scientists have put a fish ¹ into a tomato? They did it to develop tomatoes which can grow in cold temperatures.

- 2 So what are genes? Genes are instructions which exist inside every cell of every living thing. Each cell in the human body contains about 25,000 to 35,000 genes which determine your eye colour, how tall you are, what skills you have, and so on. So if you ² a plant gene, you can change a specific characteristic like colour, shape or height.

- 3 ³ changes the genes of plants or animals to make genetically modified organisms (GMOs). Scientists believe that GMOs can help us in many ways. For example, GM ⁴ can produce more food which contains more ⁵. They can also have an engineered resistance to insects and ⁶, and stay fresh for longer. GMOs can make fish grow larger and make cows produce healthier milk. Some people think that if we want to feed the world's population, we will need GMOs.

- 4 But does genetic engineering work? Farmers use ⁷ to kill weeds, but these chemicals can also damage crops. In the USA, farmers use GM crops which resist herbicides, so that they can destroy ⁸ without damaging the crop. However, some 'superweeds' are becoming immune to the herbicides, so the farmers have to use more and more chemicals.

- 5 Food is very important to all of us and many people believe we are what we eat. These people are worried about the overuse of chemicals and the possible effects of eating GMOs. Some governments oppose them. What do you think?



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- 3 GMOs can produce food which contains more nutrients and they can also have an engineered resistance to insects and diseases.
- 4 Herbicides are chemicals which can damage crops.
- 5 GM crops and superweeds can resist herbicides.
- 6 Some people oppose the use of GMOs because they are worried about the overuse of chemicals and the possible effects of eating GMOs.

Exercise 4 USE IT!

Read through the questions with the class and check that students understand everything. Allow students time to prepare their ideas individually, then put them into pairs to compare and discuss their ideas.

Ask some pairs to tell the class what they agreed and disagreed about.

ANSWERS

Students' own answers.

Optional activity: Speaking

Hold a class debate on GMOs. Divide the class in half. Tell one half of the class that they are in favour of GMOs, and tell the other half they are against GMOs. Within each group, put students into small groups to prepare arguments to support their point of view. Point out that they should make their arguments as strongly as possible in order to persuade their classmates.

Ask the group in favour of GMOs to present their arguments first, then ask the group against GMOs to present their arguments. Tell students that while they are listening, they can prepare questions to ask students from the opposing side. Allow time for questions and answers, then hold a class vote. See if the class is for or against GMOs overall.

More practice

Genetic engineering, DVD with worksheet

- 1 Check the meaning of the words in the box. Then match them with pictures A–E.

cross-country running cycling jumping
push-ups swimming



- 2 Check the meaning of the words in blue. Then read the article to find the answer to these questions:

- How much physical activity should children get?
- Why do young people like sport?

- 3 3.23 Read and listen to the article again and answer the questions.

- How does exercise benefit the mind?
- What is the main reason young people in the USA like sport?
- What percentage of UK teenagers don't get enough exercise daily?
- What types of vigorous activity are mentioned?
- What do push-ups and jumping help you to get?
- What life skills can sport teach us?

- 4 Work in pairs. Read the table below, which shows the favourite sports of young people in the UK. Talk about the table and say whether the same sports are popular in your country.

... per cent of children do ...

A lot / some / not many children do ...

In my country more / fewer children do ...

Sport	Percentage
Football	50.0
Basketball	27.3
Swimming, diving or lifesaving	26.6
Gymnastics	24.8
Walking or hiking	22.5
Rounders	20.9
Cycling	20.4
Netball	19.3
Badminton	18.9
Rugby	17.9

- 5 USE IT! Choose a sport from exercise 4. Research and write a short description of it including the following information:

- how long it has been a sport
- where you can play / do it
- how many people can play
- what the rules are
- what equipment you need to have

Read your description to a partner. Can they guess the name of the sport?

This sport became popular in the 1890s. You can do this sport on the road, down mountains, or in special stadiums called velodromes. It is an individual sport, but there are teams for special races ...

The advantages of physical exercise

Did you know that exercise benefits every part of the body, including the mind? Physical exercise causes the body to produce endorphins: chemicals that help a person to feel more relaxed and happier, and even help some people to sleep better. It is an essential part of a healthy lifestyle.

But do young people get enough exercise? In contrast to what many people believe, it seems they do actually like sport. In the USA, young people say that the main motivation for doing sport is to have fun. They also want to improve their skills and to stay in shape. Research in the UK shows that young people like competitive team sports such as football and basketball, but they also enjoy individual sports like swimming and cross-country running. About 80% of British teenagers say they have done competitive sport in the last twelve months. Despite this, however, a recent survey showed that in the UK 16–17% of young people aged twelve to fifteen are overweight, and nearly 75% of teenagers do not get the recommended amount of daily activity outside school. This is very bad news as, to stay healthy, teenagers must do at least sixty minutes of physical activity every day. This should vary between moderate activity, such as walking and cycling, and vigorous activity, like running and tennis.

On three days a week, they should do exercises to build strong muscles, such as push-ups, and strong bones, such as jumping and running. As well as making you fit and healthy, participating in sport teaches important lessons like teamwork, fair play, respect and how to follow rules.

Whatever your age, there is strong scientific evidence that being physically active can help you lead a healthier and happier life. Are you doing enough to stay healthy?



6 Curriculum extra • Sport: Physical education

Aim

Read about sport and talk about young people's sports preferences.

Warm-up

In pairs, students write as many sports as they can. They can use their dictionaries to help. Write their ideas on the board and check that students understand all the words. See which pair wrote the most sports correctly.

Exercise 1

Students work in pairs to check the meaning of the words and match them with the pictures. Check answers, and check that students understand the words. Model the pronunciation of words your students might find difficult, e.g. *cycling*. Ask: *Do you do any of these kinds of exercise?*

ANSWERS

- A jumping B swimming C cycling
D push-ups E cross-country running

Exercise 2

Students work in pairs to check the meaning of the blue words. They can use their dictionary to help. Check that students understand all the words. Students read the article to find the answers to the questions. Check answers with the class. Ask: *Do you find the information surprising? Why?*

ANSWERS

- Children should do at least sixty minutes of moderate or vigorous physical activity every day.
- Young people like doing sport because it's fun, and it helps them to improve their skills and stay in shape.

Exercise 3 3.23

Check that students understand the phrase *stay in shape*. Play the audio. Students read and listen to the article and answer the questions. Encourage them

to use their own words in their answers where possible. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

- Physical exercise causes the body to produce chemical endorphins which help a person feel more relaxed and happier and helps them sleep better.
- Young people in the USA like sport because it is fun, and they improve their skills and stay in shape.
- Seventy-five per cent of UK teenagers don't get enough daily exercise.
- Running and tennis are types of vigorous exercise.
- Push-ups and jumping help develop strong muscles and strong bones.
- Sport can teach us teamwork, fair play, respect and how to follow rules.

Exercise 4

Focus on the table and check that students understand all the sports. Focus on the percentages and elicit how to say them. Point out that we use *point* to give percentages in English, e.g. *twenty-seven point three per cent*.

Elicit some sentences based on the table, e.g. *Fifty per cent of children play football*.

Ask: *Do you think this is the same in your country?* Elicit some possible sentences about the students' own country, e.g. *In my country, more children play football*.

Students discuss the information in the table in pairs and say if the sports are more or less popular in their country. Discuss students' ideas with the class.

Exercise 5 USE IT!

Read through the task with the class. Give an example description and ask students to guess the sport, e.g. *It has been a sport for a long time. You can play it in a park or at a sports centre. Two or four people can play. You have to hit a ball over a net. You need a small ball and a racket.* (tennis)

Students prepare their descriptions individually. They can use their dictionaries. Put students into pairs to read their descriptions to each other and guess the sports. Ask who guessed correctly.

Optional activity: Speaking

In pairs, students prepare a short dialogue between two young people. One doesn't want to do sport, and the other is trying to persuade their friend to do more exercise. Tell them to use ideas from this page to persuade the person to do more exercise. Discuss as a class which arguments are the most likely to persuade someone to take up a sport or do more exercise.

ANSWERS

Students' own answers.

7 Curriculum extra • History: People power

Aim

Talk about political institutions and discuss what you would do if you were in government.

Warm-up

With books closed, ask: *Who is in charge of your country? Who chooses the government? Who can vote? How often can people vote?* Elicit answers from individual students and encourage as many students as possible to join in and share what they know about the way their country is governed.

Exercise 1

Check that students understand the meaning of *democracy*. Students work in pairs to match the words with the definitions. They can use their dictionaries to help. Check answers, and check that students understand all the words.

ANSWERS

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

Exercise 2

Read out the question, and point out the glossary at the bottom of the text. Students read the text and answer the question. Check answers with the class.

ANSWERS

- 1 There were no representatives to make decisions for them, like there are today.
- 2 Only men over thirty could participate.
- 3 The men sometimes voted with pebbles.

Exercise 3 3.24

Allow students time to read the sentences. Check that they understand *representatives*, *proposals* and *administrators*. Play the audio. Students read and listen, then 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 (Citizens participated in the government directly: there were no representatives.)
- 2 false (Only men over thirty could participate.)
- 3 true
- 4 true
- 5 false (Those managing large sums of money and the generals of the army were elected.)
- 6 true

7 Options

CURRICULUM EXTRA • History: People power

I can talk about political institutions and discuss what I would do if I were in government.

The Suffragettes

1 What do you know about politics and democracy? Match words 1–6 with definitions a–f.

- | | |
|----------------|--|
| 1 citizens | a have the same opinion as another person |
| 2 vote | b a game with tickets with numbers on them – you win if your numbers are chosen. |
| 3 slaves | c do dishonest or illegal things in exchange for money |
| 4 agree | d people legally belonging to a country or state |
| 5 be corrupted | e choose a government or public figure |
| 6 lottery | f people who are forced to work without pay |

2 Read about democracy in Ancient Greece. What are the three main ways it was different from modern democracies?



The birthplace of DEMOCRACY

The origin of the word 'democracy' is Greek: it means 'the people's government', and it started in Attica, the region of Greece where Athens is located, in about the 4th century BC. It was the people's government because citizens participated in the government directly: there were no representatives to make decisions for them like there are today. Instead they voted in person about issues that concerned them. This early system wasn't perfect, however, because only men over thirty could take part. Younger men, women, slaves and foreigners couldn't vote. In Ancient Greece, each individual had the opportunity to propose a law and the Assembly voted to accept or reject the proposal. Usually the men in the Assembly voted by raising their hands, but for important votes when they needed to be very accurate, they introduced a pebbles system: each voter used

3 3.24 Read and listen to the text again. Write true or false. Correct the false sentences.

- 1 Citizens in Ancient Greece made decisions through representatives.
- 2 You could have a role in public life if you were a woman over thirty.
- 3 The Assembly considered proposals from individual citizens.
- 4 The pebbles system was easier to count when there were important votes.
- 5 The Ancient Greeks selected all public administrators using a lottery system.
- 6 When they didn't have the correct experience or knowledge, people worked together on different tasks.

4 Work in pairs and discuss the question.

If you were the prime minister of your country, what three things would you change? Say why for each one.

5 USE IT! Find out about three political institutions in your country and write a paragraph about them.

a white pebble to agree with a proposal and a black pebble to disagree. This is very different from what happens today. In democratic systems, where people are elected to public office, there is always a concern that these people will be corrupted by ambition and greed. Ancient Greece tried to solve this problem by selecting public administrators by a lottery system, not by electing them. The only elected people were officials with two specific positions: those managing large sums of money and the generals of the army, where they needed specific experience. Of course, not all citizens had the right qualities for the different tasks, but they solved this problem by creating groups of people who worked together and learned from each other.



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GLOSSARY

pebbles (n) smooth round stones that are found in or near water

Optional activity: Vocabulary

Write these definitions on the board:

- 1 took part in (paragraph 2)
- 2 problems that people are thinking or talking about (paragraph 2)
- 3 a chance to do something (paragraph 3)
- 4 something that makes people feel worried (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, and check that students understand the words.

ANSWERS

- 1 participated in
- 2 issues
- 3 opportunity
- 4 a concern

Exercise 4

As a class, brainstorm some ideas for things that students would like to change in their country, e.g. the school-leaving age or the cost of going to university. Students prepare their ideas individually, then put them into pairs to compare and discuss their ideas. Remind them that they must explain why they would make each change.

Exercise 5 USE IT!

Brainstorm some ideas for political institutions that students could write about, e.g. their parliament or monarchy. Students could do the research and writing in class, if they have access to the internet, or for homework. In small groups they read their paragraphs to each other and discuss any disagreements, or any details they are not sure about. Discuss what they have learned in this lesson, and what they would still like to learn about the political institutions in their country.

More practice

The Suffragettes, DVD with worksheet

1 Match the words in the box with definitions a–e.

author background legacy plot themes

- a ideas that are repeated throughout a story
- b the main events in a story
- c the writer of a book, article or document
- d the conditions or situation at a specific time
- e something that exists now because of events that took place in the past

2 Read the article. Match each word from the box in exercise 1 with one of the paragraphs A–E.

3 **3.25** Read and listen to the article again and answer the questions.

- 1 How old was H.G. Wells when he wrote *The War of the Worlds*?
- 2 Which three historical events influenced the story?
- 3 Who are the main characters?
- 4 What happens to the aliens after they invade Earth?
- 5 Does the book have a happy ending?

4 **USE IT!** Work in pairs. Choose a well-known story from a novel or film. Write two lines to begin a summary. Don't name the story or characters. Give it to another pair and ask them to name the story.

THE WAR OF THE WORLDS

A
The British author H.G. Wells was born in Kent, England, in 1866. In his lifetime, he wrote over 100 books in different genres, but his most famous works are his science fiction novels *The Time Machine* (1895), *The Invisible Man* (1897) and especially *The War of the Worlds* (1898). He was nominated for the Nobel Prize in Literature four times. He is sometimes called 'the father of science fiction' and his novels are still popular today.

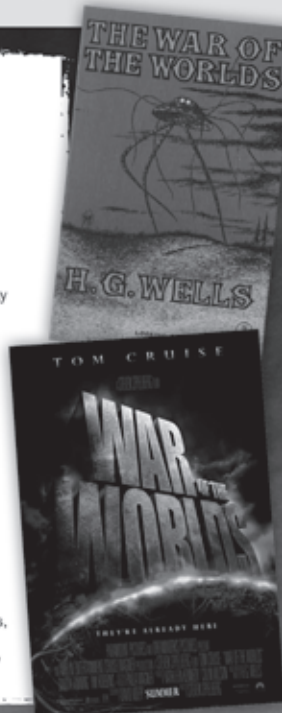
B
The War of the Worlds was written in response to the historical events of the late 19th century when there were many new discoveries and inventions like electricity, X-rays and the radio. There was also a very real danger of war in Europe. In 1894, Mars' orbit brought it close to Earth, and resulted in discussion about the possibility of life on the red planet.

C
In *The War of the Worlds*, aliens from Mars invade Earth. They land in England, where they build war machines to attack humans. The narrator and his wife realize the danger they are in, so they escape and are lucky to survive. Eventually, the aliens are killed by bacteria in the Earth's environment.

The story ends with hope for a new beginning and a better world as the survivors offer kindness and sympathy to each other.

D
The book is about technology and the necessity of scientific research, but H.G. Wells also focuses on the horrors of war and destruction, and the dangers of using technology for power. The book can be seen as both optimistic and pessimistic.

E
About fifty years after its publication, *The War of the Worlds* was adapted for film. Since then, there have been at least ten films, many television shows, radio dramas, games and even an album! The novel has also influenced the work of scientists: a teenager called Robert Goddard read the story in 1908 and was inspired to study outer space. His research eventually led to the landing of robotic probes on Mars.



CURRICULUM EXTRA 103

ANSWERS

- 1 H.G. Wells was thirty-two years old when he wrote *The War of the Worlds*.
- 2 The story was influenced by inventions like electricity, X-rays and the radio, the real danger of war in Europe, and the close orbit of Mars to the Earth in 1894.
- 3 The main characters are the narrator and his wife.
- 4 After they invade Earth, the aliens build and use war machines to attack humans, but are killed by bacteria in the Earth's environment.
- 5 The story ends with hope for a new beginning and a better world as the survivors offer kindness and sympathy to each other.

Optional activity: Vocabulary

Write these definitions on the board:

- 1 the regular movement of one planet around another one (paragraph B)
- 2 creatures from other planets (paragraph C)
- 3 the character telling the story (paragraph C)
- 4 terrible things that happen to people (paragraph D)

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 orbit 2 aliens 3 narrator 4 horrors

8 Curriculum extra • Literature: *The War of the Worlds*

Aim

Talk about genre, theme, character and plot in a story.

Warm-up

Focus on the pictures and elicit that they show a book and film. Ask: *What do you think the story is about?* Elicit a few ideas and elicit that the story is science fiction. Ask: *What science fiction books have you read? What films have you seen? What are the stories usually about?*

Exercise 1

In pairs, students check the meaning of the words and match them with the definitions. Check answers, and check that students understand the words. Model the pronunciation of words your students might find difficult, e.g. *author*, *themes*.

ANSWERS

- a themes b plot c author d background e legacy

Exercise 2

Read out the task and make sure students understand what they have to do. Point out that they must think about the general meaning of each paragraph. Students read the article and do the matching task. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

- A author B background C plot D themes E legacy

Exercise 3 **3.25**

Allow students time to read the questions, then play the audio. Students read and listen to the article and answer the questions. With **stronger classes**, encourage students to write full sentences. Allow students time to compare their answers in pairs, then check answers with the class.

Exercise 4 USE IT!

Read out the task and make sure students understand what they have to do. Point out that they need to give some information about the story in their sentences, but they shouldn't give too much, as they don't want to make it too easy to guess. Put students into pairs to write the beginning of a summary. Pairs exchange summaries with another pair and guess the story. Ask who guessed correctly.

Optional activity: Speaking

In small groups, students think of an idea for a new science fiction book or film and write a brief summary of it. Ask them to think about where it takes place, the plot and the main characters. Encourage them to use their imagination and come up with an exciting new idea! Ask groups in turn to present their ideas to the class. The class could vote for their favourite idea.

1 Culture • Hairstyles

Aim

Report back on a class survey about hairstyles.

Warm-up

Focus on the photos and elicit that they show different hairstyles. As a class, brainstorm some words to describe the hairstyles in the photos, e.g. *long, short, smart, spiky, punk, shaved, curly, straight, Afro, fringe, beard, moustache*.

Ask: *What sort of hairstyles do you like?* Elicit a few ideas, then put students into pairs to discuss the question. Ask some pairs to tell the class how similar or different their opinions were.

Exercise 1

Students work in pairs to read the article and match the photos with the decades. Check answers with the class.

ANSWERS

1970s: C, G 1980s: E, B 1990s: F
2000s: A 2010s: H, D

Exercise 2 3.26

Allow students time to read the questions, then play the audio. Students read and listen to the article, then answer the questions. With **stronger classes**, encourage students to write full sentences for their answers. Allow students time to compare their answers in pairs, then check answers with the class. answers

- 1 Disco fans wore big hair or Afros, while rock fans had long hair.
- 2 The mullet is hair cut short on the top and long at the back.
- 3 Punks used egg whites or glue to make their hair stand up.
- 4 Jennifer Aniston, who played Rachel Green in *Friends*, made 'the Rachel' style popular.
- 5 Unnaturally grey hair became popular in the 2010s.

Exercise 3 YOUR CULTURE

Check that students understand *hair dye*, and check they understand all the words in the boxes.

Allow students time to prepare their ideas individually, then put them into pairs to discuss the questions. Discuss the answers as a class.

ANSWERS

Students' own answers.

Exercise 4 USE IT!

Explain to students that they are going to do a survey on hairstyles. Ask students to read questions 1–4 and write their answers.

Ask: *Who likes hairstyle A the most?* Write the number of students on the board.

1

Options

CULTURE • Hairstyles

I can report back on a class survey about hairstyles.

- 1 Look at the photos. Then read the article. Which photo(s) match(es) each decade?



- 2 3.26 Read and listen to the article again and answer the questions.

- 1 How were disco fans different from rock fans in the 1970s?
- 2 What did the mullet hairstyle look like?
- 3 What did punks put in their hair to create a Mohawk?
- 4 Why was a hairstyle called 'the Rachel'?
- 5 What new hair colour became popular in the 2010s?

- 3 YOUR CULTURE Work in pairs. Answer the questions about your country.

- 1 Which hairstyles are most popular in your country at the moment?
- 2 Which of the following are fashionable for men in your country?

beard long hair moustache shaved head

- 3 What colour hair dye is the most popular in your country?

black blonde brown grey red other

- 4 USE IT! Do a class survey using the questions below. Then report the results.

- 1 Which hairstyle from the text do you like most?
- 2 Which hairstyle from the text do you like least?
- 3 Did you use to have a different hairstyle when you were younger? Describe it.
- 4 What hair colour would you like to try?

The most / least popular hairstyle in the class is ...

The number of people who like / don't like it is ...

The most / least popular hair colour is ...

The number of people who like / don't like it is ...

... people used to have a different hairstyle in the past.

Hair through the decades

Like fashion trends, hairstyles come and go. Here's a look at hair crazes over the past fifty years.

1970s

Afro vs. long

The 1970s was the decade when disco became popular. Followers of the disco scene were more likely to wear big hair or have afros. Rock fans, on the other hand, had really long hair.

1980s

Mullet vs. Mohawk

Pop music fans in the 1980s usually chose the hairstyle worn by their favourite bands: the mullet. It was short on the top and long at the back. For punks in the seventies and eighties, the favourite hairstyle was the Mohawk. Punks shaved their hair at the sides and sometimes used glue or egg whites to make the long hair in the middle stand up!

1990s

The 'Rachel'

This hairstyle was named after Rachel Greene, a character from the 1990s American sitcom *Friends*. The actress Jennifer Aniston, who played Rachel in the show, used to have medium-length hair that was cut in layers at the bottom.

2000s

Extensions

The craze for very long, straight hair in the first decade of the 21st century made hair extensions extremely popular.

2010s

Grey hair

This decade introduced a strange new fashion of young women with grey hair. Not natural grey hair, but a dye to change the colour to silver grey.

The beard and the moustache

OK, so they're not really hairstyles, but the long beard and curly moustache will be remembered as the look of the 2010s. They were so popular that images of moustaches even decorated blouses, hats and all sorts of clothes.

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Continue asking about each hairstyle to see how many students like each one the most, then repeat to find out which one students like the least. Record all the results on the board.

Ask questions 3 and 4 to the class and record the results on the board.

Read out the first sentence beginning *The most / least popular hairstyle in the class is ...* and elicit the answer from the information on the board.

Put students into pairs to report the results of the survey, using the sentence beginnings in exercise 4 and the information on the board. Ask pairs in turn to read some of their sentences to the class. Ask: *Do you find any of these results surprising? Which ones? Why?*

ANSWERS

Students' own answers.

Optional activity: Writing

Divide the class into five groups, and allocate a decade to each group, from the 1970s to the 2010s.

For homework, ask students in each group to find out about hairstyles in their country during that decade. Encourage them to download photos and write a brief description of the popular hairstyles.

In the next lesson, put students together into their groups to share their information and write a brief paragraph about the popular hairstyles during their decade.

Ask groups in turn to present their decade to the class. Ask: *Which hairstyles do you like the most? Which do you like the least?* Elicit a few answers.

ANSWERS

Students' own answers.

- 1 Think of a place you know well. What kind of sounds can you usually hear there? Read the article and say how the sound map is different to other maps.
- 2 **3.27** Read and listen to the article again and answer the questions.
 - 1 When did the sound map project start?
 - 2 Who made the sound map recordings?
 - 3 What kind of sounds can you hear on the map?
 - 4 How do the recordings help us when using the map?
 - 5 What are the two strongest senses connected to memory?
 - 6 What other type of map does the writer suggest?

- 3 **YOUR CULTURE** Work in pairs. Ask and answer the questions about your country.
 - 1 What sounds do you think would make an impression on visitors to your country?
 - 2 What smells that are common in your country do you like most?
 - 3 Which sounds and smells do you dislike?
- 4 **USE IT!** Write a short paragraph about common sounds and smells in your country. Use your answers from exercise 3 to help you.

Sounds of our shores

For thousands of years, maps have been part of human history. From cave paintings to paper maps to GPS, people have created and used maps to help them explain and navigate their way through the world.

In the summer of 2015, the British Library, the National Trust and the National Trust for Scotland made a very special map of the UK coastline based on sound. The project organizers asked members of the public to make short audio or video recordings of their favourite seaside sounds and upload them to the map on their website, with photos, a location and a description. These sounds included noises like rain falling, children laughing, people on a rollercoaster in England and the sound of the wind hitting boats in Scotland.

The organizers wanted a record of how different life is from place to place across 10,800 miles of Britain's beaches, towns and ports. By using our hearing, we get a more complete picture of the country than we do when we just use our sight.

Hearing and smell are the two strongest senses connected to memory. A sound can transport you back in time and help you to remember the exact feelings you had at that moment. Just imagine if we could create a map that included the senses of touch and smell, too! We would be able to smell the delicious aroma of fish and chips and feel the sand running through our fingers. What things would you like to hear and smell?



2 Culture • Sounds of Britain

Aim

Write about typical sounds and smells of your country.

Warm-up

Ask: *What are the five senses?* Elicit them: *sight, hearing, smell, taste and touch.* Ask: *Which of the five senses do you value the most? Why?* Elicit one or two answers, and ask more questions to encourage students to think, e.g. *Which sense do you use the most? Which would be the most difficult to live without?* Put students into pairs to discuss the question. Tell them they should give reasons for their answers. Ask some pairs to report back on their discussions.

Exercise 1

Ask students to think about a place they know well. Tell them it could be anywhere – their home, a sports centre

or a place they visit on holiday. Ask: *What kind of sounds can you usually hear there?* Elicit a few answers.

Read out the title of the article and check that students understand *shores*. Students then read the article and note down how the sound map is different to other maps. Students compare their answers in pairs, then check answers with the class.

ANSWERS

Students' own answers.

The sound map records a location and the sounds and images which have been recorded at that particular location.

Exercise 2 **3.27**

Allow students time to read the questions, then play the audio. Students read and listen to the article, then answer the questions. With **stronger classes**, encourage students to write full sentences in their answers. Check answers.

ANSWERS

- 1 The sound map project started in 2015.
- 2 Members of the public made the recordings.
- 3 Sounds on the map include rain falling, children laughing, people on a rollercoaster and the sound of the wind hitting boats in Scotland.
- 4 The recordings show how different life is from place to place, and give a more complete picture of the country than that seen on a normal map.
- 5 Hearing and smell are the two strongest senses connected to memory.
- 6 The writer suggests a map that includes the other senses too, such as smell and touch.

Exercise 3 YOUR CULTURE

Read through the questions with the class and check that they understand *make an impression*. Students prepare their answers individually, then, in pairs, discuss the questions. Discuss the answers as a class.

ANSWERS

Students' own answers.

Exercise 4 USE IT!

Students write their paragraphs individually. Put them into small groups to compare their answers. Discuss what sounds and smells are the most popular in the class.

ANSWERS

Students' own answers.

Optional activity: Speaking

Write on the board:

- 1 I can hear ...
- 2 I can smell ...
- 3 I can taste ...
- 4 I can feel ...
- 5 I can see ...

Tell students they are going to imagine they are in a place and complete the sentences with ideas about what they can see, hear, smell, etc. around them. They are then going to read their sentences to a partner, and their partner must guess where they are. Give an example by saying the following sentences, pausing after each one to ask *Where am I?*: *I can hear children playing. I can smell sunscreen. I can taste ice cream. I can feel warm sun on my skin. I can see the sea!* (at the beach)

Allow students time to prepare their sentences individually, then put them into pairs to read out their sentences and guess the places. See who managed to guess before the fifth sentence.

ANSWERS

Students' own answers.

More practice

Guide dogs for the blind, DVD with worksheet

3 Culture • Award for adventure

Aim

Write about your adventure holiday plans.

Warm-up

Focus on the map and elicit the words *map* and *compass*. Explain that the Lake District is an area of mountains and lakes in the north-west of England. Ask: *Do you know how to read a map? Could you find your way across an area with mountains using a map and a compass?* Elicit answers.

Background

The Duke of Edinburgh's Award is popular with young people in Britain. Many schools help students to organize events and activities they need to complete to gain each level of the award. Young people feel that the award helps them to develop life skills such as, independence and teamwork, which they cannot gain through school alone.

Exercise 1

Read out the questions, then ask students to read the blog quickly to find the answers. Check the answers with the class.

ANSWERS

The Adventurous Journey, because she learned to work as a team (and she is closer to her friends now than she has ever been before).

Exercise 2 3.28

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

ANSWERS

- 1 fourteen to twenty-four years old
- 2 four
- 3 two days and one night
- 4 978 metres

Optional activity: Reading

Write these questions on the board:

- 1 How long does it take to plan and train for the journey?
- 2 Where did Kelly camp overnight?
- 3 What was the aim of Kelly's expedition?
- 4 What did she have to learn before the expedition?

Put students into pairs to answer the questions. Check answers with the class.

ANSWERS

- 1 It takes months.
- 2 At the bottom of Scafell Pike.
- 3 The aim was to study volcanic rocks.
- 4 She had to learn how to put up a tent, read a map and cook outside.

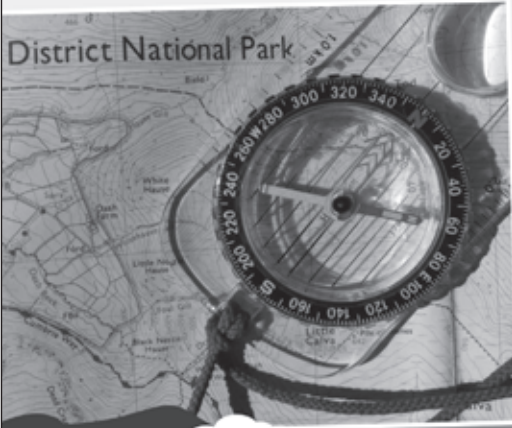
3 + Options

CULTURE • Award for adventure
 I can write about my adventure holiday plans.

1 Read the blog about the Duke of Edinburgh's award. Which part of the experience was the best for Kelly? Why?

2 **3.28** Read and listen to the blog again and answer the questions.

- 1 How old do you need to be to do the award?
- 2 How many sections do you need to complete?
- 3 How many days is the Adventurous Journey?
- 4 How high is Scafell Pike?



3 **YOUR CULTURE** Work in pairs. Plan an Adventurous Journey in your country. The journey can be on foot, by bicycle, boat, or any other kind of physical activity. Decide:

- 1 where to go in your country (e.g. a mountain)
- 2 how to make the journey (e.g. on foot, by bicycle, by boat, etc.)
- 3 what to take (e.g. food, clothes, equipment)
- 4 your project focus (e.g. history, culture, tourism, environment)

4 **USE IT!** Write a short description (35–50 words) of your Adventurous Journey plan. Use your answers in exercise 3 to help you.



The Duke of Edinburgh's Award – my experience

Hi, I'm Kelly from Newcastle. I'm fifteen and I've just finished the bronze Duke of Edinburgh's Award.

What is the Duke of Edinburgh's Award?
 It's an adventure qualification for fourteen to twenty-four-year-olds. There are three levels: bronze, silver, and gold.

What do you have to do?
 It involves four sections:
 * Volunteering: I've been working for a charity helping children with special needs.
 * Physical: I've learned ballet.
 * Skills: I've learned to play the trumpet.
 * An Adventurous Journey: My group climbed two mountains in the Lake District. It usually takes about six months to finish everything.

My Adventurous Journey
 The hardest part was the Adventurous Journey section. The expedition should take two days and one night, but the planning and training takes months. On day one, we hiked to the top of Scafell Pike, the highest mountain in England! It's 978 metres high and it took three hours to get to the top. We camped at the bottom and the next day we climbed another mountain called Helvellyn.

Preparing for the expedition
 You need an aim for your expedition, so my group have been studying volcanic rock. Before the expedition, we had to learn how to put up tents, read maps, and cook our own food outside. The Adventurous Journey was the best part because we learned to work as a team. There were six of us in my group. Now we're closer friends than we've ever been before.

Thanks for checking out my blog. Good luck with your own Adventurous Journey!

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GLOSSARY

award (n) a prize or money that you give to somebody who has done something very well

expedition (n) a journey to find or do something special

hike (v) go for a long walk in the country

adventurous (adj) an adventurous person likes to do exciting, dangerous things

Exercise 3 YOUR CULTURE

Read out the task and brainstorm some places in the students' own country where they could plan an adventurous journey. Read through 1–4 with the class and elicit some examples for each one. Put students into pairs to plan their journey. Ask some pairs to tell the class about their plans. Encourage other students to make suggestions about other things they could take or things they need to think about.

Exercise 4 USE IT!

Write some prompts on the board to help students with their description, e.g.
Destination, Transport, Things we took, Focus of project

With **weaker classes**, you could build up a full model answer on the board for them to refer to. Students work in pairs to write their descriptions. Ask pairs in turn to read their descriptions to the class. Ask: *Which adventurous journey would you most like to go on? Why?*

Optional activity: Writing

Ask students to swap their descriptions from exercise 4 with another pair. Explain that students must now imagine they have been on this journey and write a short blog about their experiences. Write the following questions on the board to help them:

- 1 What was the weather like for your journey?
- 2 What things went well?
- 3 What problems were there?
- 4 What were the best and worst parts?
- 5 What did you learn from the experience?

Students work in their pairs to write their blogs. Put students into groups of six or eight to compare their blogs. Ask: *What do you think you can learn from an experience like this?*

ANSWERS

Students' own answers.

1 Read the article. Match headings 1–6 with paragraphs A–F.

- 1 Time and location
- 2 Advice for buyers
- 3 Have fun and make money
- 4 Advice for sellers
- 5 How to recycle items you don't need
- 6 What car boot sales are

2 3.29 Read and listen to the article again. Then answer the questions.

- 1 What can you buy at car boot sales?
- 2 How much do sellers need to pay for a space at a car boot sale?
- 3 Why is it important to arrive early?
- 4 How is shopping at car boot sales different from going to shops?
- 5 What advantages do car boot sales have for sellers?

3 YOUR CULTURE Work in pairs. Answer the questions about your country.

- 1 Do car boot sales take place in your country? If so, what are they called? Where do they usually take place?
- 2 Is it more common for people in your country to buy and sell second-hand goods at markets or online?

4 USE IT! Work in pairs. Find out how your partner shops using the ideas below. Then write a paragraph about the similarities and differences in the way you both shop.

- where (small shops, large shops, shopping centres, markets, car boot sales, etc.)
- what (only new, second-hand)
- how often (once a week / month, etc.)
- unwanted (throw away, exchange, sell)

Car boot sales

A
How many old toys, books, games and clothes do you have in your room at home? Why can't you throw them away? How about making some money and getting rid of your old things? How? Recycle them at a car boot sale, of course!

B
Car boot sales are events where people can buy, sell, or exchange unwanted possessions. They are called car boot sales because people typically drive to the location and sell their things out of or in front of their cars.

C
Car boot sales normally take place at the weekend during the summer months throughout the UK. Look online for popular car boot sales near you.

D
First of all, check that everything you want to sell is clean and in good condition. That way you'll get a better price. Then decide on a minimum price you're happy to accept for the items. Don't forget to find out how much you need to pay to be a seller. Usually, it costs around £10 to rent a table

or space at a car boot sale. Finally, make sure you arrive early! Give yourself enough time because there are often long queues of cars waiting to get in.

E
Car boot sales are ideal places to pick up second-hand clothes and other products that are as good as new. Buyers can enter for free and, unlike in shops, you can negotiate and ask the seller to reduce the price. Alternatively, if you've got something another seller likes, you can exchange it for an item they have that you want.

F
A car boot sale is a great way to get rid of some unwanted items and have a fun day out during the summer. In just a few hours, you can sell all those old clothes and CDs and earn enough money for cinema tickets!



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4 Culture • Car boot sales

Aim

Talk about shopping habits.

Warm-up

Focus on the photo at the bottom of the page and elicit that it shows people buying second-hand clothes and objects. Make sure that students understand *second hand*. Ask: *Do you buy second-hand things?* Discuss the question as a class, and ask more questions to encourage students to say more, e.g. *What kinds of things do you buy second hand? Where can you buy second-hand things in your town or city? Do you think it is possible to get good quality things second hand? What things would you never buy second hand? Why?*

Exercise 1

Read through the six headings with the class and make sure students

understand them all. Students then read the article and match the headings with the paragraphs. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

1 C 2 E 3 F 4 D 5 A 6 B

Exercise 2 3.29

Allow students time to read the questions, then play the audio. Students read and listen to the article and answer the questions. With **stronger classes**, encourage students to write full sentences for their answers. Check answers with the class.

ANSWERS

- 1 You can buy or exchange unwanted possessions such as second-hand toys, books, games, clothes and other items.
- 2 It usually costs around £10 to rent a table or space at a car boot sale.
- 3 It's important to arrive early to avoid the queues of cars waiting to get in.

- 4 At a car boot sale you can negotiate to reduce the asking price of an item or negotiate to exchange one item for another.
- 5 Sellers can get rid of unwanted items and have a fun day out.

Exercise 3 YOUR CULTURE

Allow students time to prepare their answers individually. Put them into pairs to discuss the questions. Discuss the answers with the class.

ANSWERS

Students' own answers.

Exercise 4 USE IT!

Read through the prompts with the class. With **weaker classes**, brainstorm some questions that students could ask and write them on the board, e.g. *Where do you usually shop? Do you shop in markets or car boot sales? Do you ever buy second-hand things? What do you usually do with things you don't want?*

Put students into pairs to ask and answer questions and write a paragraph about their shopping habits. Put pairs together into groups of four to compare their paragraphs and see whose shopping habits are the most similar. Ask groups in turn to tell the class which people have the most similar and most different shopping habits.

ANSWERS

Students' own answers.

Optional activity: Speaking

Divide the class into two groups. One group will be sellers at a car boot sale and the other group will be buyers.

Put students into pairs within their groups. Tell the sellers to think about six things they could sell. They should write a brief description of each thing, and the price. Tell the buyers to think about six things they would like to buy. Tell them they have €20 to spend, and they must spend it all.

Organize the tables so that the sellers are at their desks and the buyers can move around. The buyers visit the different sellers and decide what to spend their money on. Tell them they can negotiate the prices, and they should note down what they buy and the price. Once an item is bought, the sellers must cross it off their list and note down the final price.

Set a time limit for the activity, and stop the activity after this time. Ask some buyers to tell the class what they bought. See which of the sellers has made the most money! Students could swap roles and repeat.

More practice

Bureo skateboards, DVD with worksheet

5 Culture • Time capsules

Aim

Talk about what to include in a time capsule.

Warm-up

With books closed, ask: *What do you know about India?* Elicit a few ideas and ask more questions to encourage students to say more, e.g. *What languages do people speak? What wild animals can you see there? What is the food like?* Encourage students to join in and share what they know about the country.

Ask students to open their books and read the 'Did you know?' text. Ask: *Are you surprised by this?*

Exercise 1

Read out the title of the lesson: *Time capsules* and ask students to look at the picture at the bottom of the text. Elicit or explain that a time capsule is a collection of objects from the present that are left somewhere to be opened in the future. Read out the question and elicit a few ideas, then ask students to read the article to check their ideas. Check the answer with the class. Check that students understand all the items in the time capsule, e.g. *marbles, slate, chalk, logo, flag*.

ANSWER

Students' own answer.

Exercise 2 3.30

Allow students time to read the sentences and options, then play the audio. Students read and listen to the article and choose the correct options. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

1 a 2 b 3 a

Optional activity: Reading

Write these sentences on the board:

- 1 Hindi is one of the official languages in India.
- 2 There are twenty things in the Shiksha Time Capsule.
- 3 People in the future will need their own computer to look at the documents in the time capsule in Kanpur.
- 4 The students in Kanpur put their time capsule under the ground.

Students read the article again and decide if the sentences are true or false. Ask them to correct the false sentences. Check answers with the class.

5 Options

CULTURE • Time capsules

I can talk about what to include in a time capsule.

- 1 What things do you think are inside a time capsule? Read the article and check your ideas.

- 2 3.30 Read and listen to the article again and choose the correct options to complete the sentences.

- 1 The article is about ...
 - a making time capsules.
 - b opening time capsules from 100 years ago.
- 2 The writer thinks time capsules are a good way to ...
 - a think about what you want in the future.
 - b teach people in the future about the past.
- 3 Inside the time capsule are ...
 - a everyday things.
 - b only official documents.

- 3 YOUR CULTURE Work in pairs. Imagine your school is making a time capsule about life in your country now. What do you include?

Think of five objects that tell people about ...

- 1 school
- 2 nature
- 3 places
- 4 food
- 5 everyday life

- 4 USE IT! Change pairs. Tell your partner about your five objects in exercise 3. Work together to make one list of the five best objects.



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Time travellers

Can you imagine what your school was like 100 years ago? Do you think students 100 years in the future will be able to imagine your life now? They might not, unless you help them. That's why they buried the Shiksha Time Capsule in India. It was the country's first 100-year time capsule. Shiksha means 'education' in Hindi, which is one of the official languages of India, as well as English.

So what's inside the Shiksha Time Capsule? There are ten things to represent education in India today, including a school bag, a uniform, a box of marbles, slate and chalk, and a book with messages from children about what they think school will be like in 100 years.

Time capsule craze

The Shiksha Time Capsule inspired other people to do the same. At the Institute of Technology Kanpur in India, students 100 years from now will find photographs, a movie about the school, the logo from the school jacket, a history book, a map, a copy of a coursebook, a flag and information about everyday life, like a list of birds that fly around the school and a menu from the canteen. All the documents in the time capsule are on a 16GB USB stick. If people

in the future can't put the USB stick in their computers, they'll be able to plug it into a notebook which is also in the time capsule. The students buried their time capsule and put a ten-ton rock on top to show where it is. Now they just have to wait!

Did you know?

India has 122 main languages but 125 million Indians speak English. This means it's the second largest English-speaking country in the world after the USA.



ANSWERS

- 1 true
- 2 false (there are ten things)
- 3 false (there is a notebook computer in the capsule)
- 4 true

Exercise 3 YOUR CULTURE

Students work in pairs to think of five objects they would include in their time capsule. Make sure they each keep a list of their objects. Monitor and help while they are working.

ANSWERS

Students' own answers.

Exercise 4 USE IT!

Put students into different pairs to compare their lists and make a combined list of the best five objects.

Ask pairs in turn to present their time capsules to the class. Discuss as a class which are the best objects and why.

ANSWERS

Students' own answers.

Optional activity: Speaking

Ask pairs to think of five objects to go into a time capsule to reflect young people's lives outside school. You could brainstorm a few ideas first, e.g. a mobile phone, a computer game. Tell them they must be able to say why they have chosen each object.

Ask pairs in turn to present their ideas to the class. Discuss as a class which objects best reflect young people's lives today.

ANSWERS

Students' own answers.

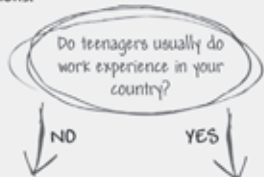
1 Look at the photos and answer the questions. Then read the article and check your answers.

- 1 What job categories can you see?
- 2 Why do you think some teenagers work in their holidays?

2 3.31 Read and listen to the article again and answer the questions.

- 1 What time of year do most teenagers do work experience in the UK?
- 2 Why does the writer think work experience is useful?
- 3 How long are placements?
- 4 What does Paul want to do when he finishes school?

3 YOUR CULTURE Work in pairs and answer the questions.



Why not? Do you think it's a good idea to do work experience? Why / Why not?

Which types of jobs are most popular? How old are people when they do work experience?

4 USE IT! Imagine your country has a new rule: All fourteen-year-olds must do work experience in the school holidays. Prepare a class debate. Follow instructions 1–3.

- 1 Group A: you agree with the rule. Group B: you disagree with the rule. 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.

My work experience:

Hi, I'm Paul, and I've just done two weeks' work experience on a farm near where I live. It was brilliant. I enjoyed giving the animals their food in the morning. I also made sure the animals had exercise and I kept everything clean. At night, I helped to put the animals inside. It was hard work but I loved it. I hope the farm will give me a job when I finish school.

CULTURE 109

The world of work experience

Forget relaxing with friends. The end of the school year is a time for working for most fourteen- and fifteen-year-olds in the UK. Around half a million teenagers in the UK do work experience every summer. This is a useful way to find out which jobs you might enjoy in the future. It is also important if you are applying for university, or to help you get a job in the future. For example, if you want to study to be an engineer, you could do work experience with a car manufacturer. Other popular work experience placements are in teaching, marketing, media, and finance. Placements usually last two weeks.

Some teenagers have no idea what job they want to do. In this case, they need to think about their passions. For example, if you are interested in music, you could work in a music shop. Alternatively, if you love animals, you could work on a farm.

6 Culture • Work experience

Aim

Talk about the benefits of work experience.

Warm-up

With books closed, ask: *What job do you want to do in the future? Why?* Elicit answers from students who know what they want to do. Ask: *If you don't know what you want to do, how can you find out what different jobs are like?* Elicit a few ideas, and elicit the idea of doing work experience.

Exercise 1

Students work in pairs to look at the photos and answer the questions. Elicit a few possible answers and teach the words *media* and *finance*. Students then read the article and Paul's note to check their answers. Check answers with the class.

ANSWERS

- 1 A teaching B engineering
C media D finance
- 2 Students' own answers.

Exercise 2 3.31

Allow students time to read the questions, then play the audio. Students read and listen to the article and Paul's note again, and answer the questions. Allow students to compare their answers in pairs, then check answers with the class.

ANSWERS

- 1 summer
- 2 Because it's a useful way to find out what jobs you might want to do in the future. It can also help you to get a job.
- 3 two weeks
- 4 Go back to work on the farm.

Optional activity: Vocabulary

Write these definitions on the board:

- 1 asking to get or do something
- 2 a company that makes something
- 3 temporary jobs
- 4 things you are very interested in

Students work in pairs to 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 and match them with the definitions. Check answers with the class and check that students understand the words.

ANSWERS

- 1 applying for
- 2 manufacturer
- 3 placements
- 4 passions

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. Encourage as many students as possible to join in and express their opinions.

ANSWERS

Students' own answers.

Exercise 4 USE IT!

Divide the class into two groups, one for the new rule and one against. Within the groups, put students into pairs to prepare a list of reasons to support their opinion. With **weaker classes**, you could brainstorm some ideas with the whole class first.

Ask pairs in turn to present their ideas to the class, starting with all the pairs in favour of the new rule, and then all the pairs against the new rule. As students speak, make brief notes on the board of important arguments.

Refer students to the notes on the board. Put them into small groups to discuss which group presented the best arguments. Hold a class vote to end with, to decide how many students agree with the new rule.

ANSWERS

Students' own answers.

Optional activity: Writing

Ask students to imagine they have just done two weeks' work experience. Refer them back to Paul's note and ask them to write a similar note describing what they did each day and what they enjoyed or didn't enjoy. Put students into small groups to read their notes to each other. Ask some students whose work experience sounded fun.

More practice

Tall Ships, DVD with worksheet

7 Culture • Youth projects

Aim

Research and talk about youth projects.

Warm-up

Focus on the photos and elicit that they show young people doing different activities. Focus on the title of the lesson and elicit or explain that a youth project is an organization that provides activities, help or advice for young people in a particular area. Ask: *What organized activities are there for young people in your area? Are there sports clubs? What about youth clubs? What do young people do if there are no organized activities? Where do they meet?* Elicit a range of answers.

Background

Moss Side in Manchester became known in the 1960s and 1970s for its high levels of crime, especially violent and drug-related crime. Since that time, a lot of money has been spent on redevelopment and youth projects such as the one mentioned in the article, designed to keep young people away from gangs and crime.

Exercise 1

Read out the question and check that students understand *award*. Students read the article and answer the question. Check the answer with the class.

ANSWER

The Hideaway Youth Project won the Youth Work Award for their success in helping young people to be the best that they can be.

Exercise 2 3.32

Allow students time to read the questions, then play the audio. Students read and listen to the article, then answer the questions. With **stronger classes**, encourage students to write full sentences for their answers. Students compare their answers in pairs, then check answers with the class.

ANSWERS

- 1 The young people are aged eleven to twenty-five.
- 2 Hideaway aims to give young people in Moss Side, Manchester a way of expressing their opinions and making positive contributions to society.
- 3 The project opened in 1965.
- 4 Powerhouse and Healthy Living programmes help young people to become healthier.
- 5 Young men and women are encouraged to talk about sensitive topics openly and honestly, in a safe environment that promotes

7 + Options

CULTURE • Youth projects

I can research and talk about youth projects.

- 1 Read the article about the Hideaway Youth project. Why did the project win an award?
- 2 3.32 Read and listen to the article again and answer the questions.
 - 1 How old are the young people who are supported by the Hideaway Youth Project?
 - 2 What are the aims of Hideaway?
 - 3 What happened in 1965?
 - 4 What programmes should young people join if they want to become healthier?
 - 5 What can people learn at the Young Men's Project and the Young Women's Project?
 - 6 Why was 2014 an important year for Hideaway?

3 YOUR CULTURE Work in pairs and answer the questions about your country.

- 1 Are youth projects like Hideaway common in your country?
- 2 Do you think enough is being done in your country to support young people? Why / Why not?

4 USE IT! Research a youth project in your country and write a fact file about it. Find out:

- what the project is called
- where it is
- when it was started
- what its main aims are
- who can join
- what people can do there
- what the benefits of joining are for young people



HIDEAWAY YOUTH PROJECT

Helping young people to make a difference

Aims

Hideaway tries to support young people aged eleven to twenty-five in Moss Side, Manchester. The organization aims to give young people a way of expressing their opinions and making positive contributions to society.

History

In the 1960s, the city of Manchester had problems with crime, violence and unemployment. The founders of the Hideaway Youth Project wanted to provide a safe place and support for young people in the Moss Side area in particular. A 'hideaway' is a place where you can go to hide or to be away from other people.

Since opening in 1965, the project has helped thousands of teenagers of different cultures, religions and races. They can share their stories and get advice, as well as take part in activities that develop skills. Many of these teenagers then go on to become project volunteers themselves. 'It's a second home for a lot of people,' says project leader Julie Wharton. If it didn't exist, many of these people wouldn't have anywhere to go.

Activities

Programmes include:

Powerhouse – fun sports activities such as football and basketball, or specialist sessions on cooking and art.

Healthy Living – young people learn about how important it is to eat well and do regular exercise.

Young Men's Project and Young Women's Project – these two separate projects support and encourage young men and women to talk about sensitive topics. This helps to create a safe talking environment where people learn how to be open and honest. The sessions promote acceptance and tolerance, and help participants to build self-confidence.

Award winners

In 2014, the Hideaway Youth Project won the Youth Work Award for their success in helping young people be the best that they can be.

acceptance, tolerance and self-confidence.

- 6 Hideaway won the Youth Work Award in 2014.

Exercise 3 YOUR CULTURE

Allow students time to read the questions and prepare their answers individually. Students then work in pairs to discuss the questions. Discuss the answers as a class. Ask further questions to encourage students to say more, e.g. *What problems do young people face in your country? Is there a problem with violence and crime? What about unemployment? How could the government support young people more?*

ANSWERS

Students' own answers.

Exercise 4 USE IT!

Elicit some examples of youth projects that students could research. If you cannot think of any, discuss what searches students could do to find examples, e.g. by searching for 'youth project' and a city in their country.

Elicit that a fact file is a set of facts about something, with a bit of discussion and explanation. Put students into pairs to do their research and write their fact file. Students could finish this for homework.

Ask pairs in turn to present the youth project they researched to the class. Discuss as a class which are the best and most interesting projects.

ANSWERS

Students' own answers.

Optional activity: Speaking

Put students into small groups and tell them they are going to plan a new youth project for their area. Ask them to use the checklist in exercise 4 to think of details for their new project. Encourage them to use their imaginations and think of an amazing youth project!

Ask groups in turn to present their youth project to the class. The class could vote for the best one.

- 1 Make compound nouns using the words in the boxes. Then scan the text to find three compound nouns from the list. What do they mean?

best book story work

sellers shop telling worm

- 2 Read the web page to find out which festival is the oldest.

Let's celebrate BOOKS!

Do you want to meet other people who just love a good story? Then check out these perfect festivals for all bookworms!

International Agatha Christie Festival

Agatha Christie, the famous mystery writer, is the best-selling novelist of all time. Her books, translated into over 100 languages, are read and loved by people all over the world. Since 2004, fans of Agatha Christie have been meeting every year at the festival.

Where?

Torre Abbey, Torquay in Devon

When?

September (usually the 11th to the 20th)

What?

Listen to talks on Agatha Christie's books, watch theatre groups perform her plays, take part in writing and drama workshops, go to murder mystery parties and taste food that appears in Agatha Christie's books!

Cape Clear Storytelling Festival

Ireland is a nation of storytellers and the art of oral storytelling goes back over a thousand years. Since 1994, the Cape Clear festival has been allowing writers from all over the world to share their romantic, terrifying, amazing or horrible stories with hundreds of visitors.

Where?

Cape Clear – a small island off the south coast of Ireland

When?

September (usually the first weekend)

What?

Listen to fascinating stories told by master storytellers, tell your own story and listen to good music.

- 3 3.33 Read and listen to the text again and answer the questions.

- Which month is most popular for book festivals?
- You like acting and want to attend a suitable workshop. Which festival would you go to? Why?
- Your neighbours want to take their young children to a book festival. Which one would you recommend? Why?
- You don't like large festivals. Which festival should you not go to? Why not?
- You prefer hearing stories to reading books. Which is the best festival for you? Why?

- 4 YOUR CULTURE Write about a book or film festival in your country. Do research online and complete the table.

Name of the festival	
History of the festival	
Where it takes place	
When it takes place	
What you can do there	

- 5 USE IT! Work in pairs. Tell your partner about the festival you wrote about in exercise 4.

Edinburgh International Book Festival

This festival really is huge – seventeen days, 750 events, 800 authors from forty countries! It has grown so much since it started in 1983. There's something for people of all ages: from graphic novels and manga to classic dramas, as well as action and adventure. If there was a best festival award, we'd nominate this one!

Where?

Charlotte Square Gardens, Edinburgh

When?

August (usually the 15th to the 31st)

What?

Listen to famous writers talk about their best-sellers, attend writing workshops, vote for your favourite books and choose from thousands of titles in the festival bookshop.



CULTURE 111

8 Culture • Book days

Aim

Talk about book festivals.

Warm-up

With books closed, ask: *What sort of books do you enjoy reading?* Elicit a range of answers. Ask further questions to encourage students to say more, e.g. *Do you like reading fiction or non-fiction? Do you prefer watching films to reading books? Why? Do you ever watch a film and then read the book?*

Background

Agatha Christie (1890–1976) is one of Britain's best-known crime writers. She wrote over sixty detective novels. She also wrote the world's longest-running play, *The Mousetrap*, which was first performed in London in 1952 and has been shown there continuously ever since.

Exercise 1

Read out the introduction to the web page and focus on the word *bookworms*. Point out that it is formed by combining *book* and *worm*. Elicit the meaning (someone who loves books).

Students work in pairs to combine the remaining words, find them in the text and work out the meanings. They can use their dictionaries to help, if necessary. Point out that some words in the boxes can be used more than once. Check answers with the class, and make sure that students understand all the compound nouns.

ANSWERS

bestsellers, booksellers, bookshop, bookworm, storytelling, workshop

Exercise 2

Students read the web page to find out which festival is the oldest. Check the answer with the class.

ANSWER

Edinburgh International Book Festival is the oldest – it started in 1983.

Exercise 3 3.33

Allow students time to read the questions, then play the audio. Students read and listen to the text, then answer the questions. With **stronger classes**, encourage students to write full sentences for their answers where possible. Check answers with the class.

ANSWERS

- September is the most popular month for book festivals.
- If you like acting, you could go to the International Agatha Christie Festival – there are theatre groups which perform her plays, writing and drama workshops and murder mystery parties.
- You could take children to the Edinburgh International Book Festival because it has something for people of all ages.
- If you don't like large festivals, don't go to the Edinburgh International Book Festival because it is huge!
- The Cape Clear Storytelling Festival is best, because you can listen to stories there.

Optional activity: Reading

Write these questions on the board: At which festival can you ... ?

- buy books
- eat food that is described in books
- listen to music
- hear well-known writers talking about their books

Check answers with the class.

ANSWERS

- Edinburgh
- Agatha Christie
- Cape Clear
- Edinburgh

Exercise 4 YOUR CULTURE

Elicit some names of book and film festivals in the students' own country. If they cannot think of any, allow students a few minutes to search online for the names of some festivals. Students work individually to choose a festival and complete the table with the correct information. Monitor and help while students are working.

Exercise 5 USE IT!

Put students into pairs to tell each other about the festival they researched and choose the best one to present to the class. Ask pairs in turn to present their festival to the class. Ask: *Which festival would you most like to go to? Why?*

ANSWERS

Students' own answers.

More practice

Book festivals, DVD with worksheet

2 Project • An advert

Aim

Write an advert.

Warm-up

With books closed, ask: *What are your favourite adverts on TV at the moment? Why do you like them?* Elicit a few answers, then ask: *What makes a good advert? Should it be clever or funny, star a famous person or give lots of information?* Elicit a range of answers. Tell students they are going to write an advert.

Exercise 1

Read through the types of information in the box with the class and make sure students understand everything. Students read the advert and match the sections with four of the text types. Check answers with the class, and elicit which type of information isn't in the advert.

ANSWERS

A how they look

B how they feel

C how they sound

D why people like them

'How they smell' is not in the advert.

Exercise 2

Students read the advert again and answer the questions. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

Students' own answers.

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 adverts. Monitor and help while they are working. Students can plan their adverts 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 advert look interesting.

Collect in all the adverts and pin them around the classroom.

ANSWERS

Students' own answers.

Exercise 4

Allow students to walk around the classroom and read all the adverts. Discuss with the class which adverts made them want to buy the product and why.

ANSWERS

Students' own answers.

2

Options

PROJECT • An advert

I can write an advert.

- 1 Read the advert and match sections A–D with the types of information in the box. Which information is not in the advert?

how they feel how they look
how they smell how they sound
why people like them

A _____
For ten years, XG have been making headphones with the best quality sound. The new XG StyleSounds use the newest technology AND are the best-looking headphones we've ever produced. The XG StyleSounds are not just headphones. They're a fashion item, too:

- They come in six different colours – pink, purple, yellow, orange, green and blue.
- The inside comes in black or white.

B _____
They don't just look great; they feel great, too. Headphones used to be heavy and uncomfortable. But the XG StyleSounds are so light that they're comfortable even for hours at a time. So, what about the sound?

C _____
We've mixed sound system technology with cinema audio technology to create headphones that'll make you go 'wow'! The XG StyleSounds have been recommended by all the top music magazines. They're a must-have for teenagers who are serious about music.

D _____
Don't believe us? Here's what our customers say:
Caroline, aged fourteen: 'I used to have small headphones that go in your ears. But I always broke them or lost them. I'll never lose my yellow XG StyleSounds because they're so bright and colourful!'
Nathan, aged fifteen: 'I've always had XG headphones, but the StyleSounds are definitely the best ones XG have ever made. I love them!'
Kyle, aged thirteen: 'I can't stand the feel of in-ear headphones but normally big headphones are so ugly. I like the XG StyleSounds because they feel good and they look cool, too.'

- 2 Would you like to buy the XG StyleSounds? Why / Why not? If yes, which colour would you choose?

- 3 Design and write an advert. Follow the steps in the project checklist.

PROJECT CHECKLIST

- 1 Work in small groups. Choose an object to advertise. It can be clothes, electronics, something for school, or for fun. It can be a real object or something you imagine.
- 2 Decide who will write each section, e.g. 'how it feels', 'how it looks', etc. Then write the texts.
- 3 In groups, check, correct and write the final texts. Find or take photos and place them in your advert.
- 4 Print the advert and present it to your class.
- 5 Put all the adverts on the wall.

- 4 Read the other adverts. Which object would you like to buy? Did the advert make you want to buy it? Why / Why not?

THE
XG StyleSounds
ARE HERE!



112 PROJECT

- 1 Read the survey and the summary. Then answer the survey questions. Are your answers the same as the most popular ones?

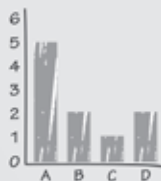
- 2 Write a survey about food and eating habits. Follow the steps in the project checklist.

A survey about shopping habits

by Katrina White

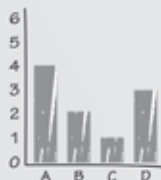
- 1 How often do you go shopping?

A every week ||||
B once or twice a month ||
C hardly ever |
D something different ||



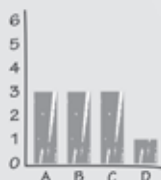
- 2 What do you mainly buy?

A clothes ||||
B computer games ||
C films / music |
D something different |||



- 3 Where do you usually go shopping?

A large chain shops |||
B independent / designer shops ||||
C markets |||
D something different |



- 4 Do you accept a plastic bag from shops?

A No, I always bring my own. —
B Not if I can carry what I buy. |
C Yes, always. |||| ||||
D something different —



PROJECT CHECKLIST

- Read questions 1–4 below. Think of four different answers for each one.
 - How often do you eat fruit and vegetables?
 - How many cans of fizzy drink do you have each week?
 - What's your opinion of organic products?
 - How much local produce do you think you eat?
 - Write each question with the four possible answers.
 - Ask ten people the questions, and note their answers. Then draw charts to represent the results.
 - Write a short summary with conclusions about the results.
 - Stick your questions, answers, results and summary on some paper.
- 3 Exchange your survey with the rest of the class. Who has the most interesting answers and results?

Summary

Here are some conclusions about the shopping habits of the people that I interviewed:

- * Most people go shopping regularly. Half of them go every week.
- * Clothes are the most popular things that people buy.
- * There isn't one type of shop that is the most popular. People like shopping in different places.
- * Not enough people use their own bags. Everyone except one always takes a plastic bag from shops.

PROJECT 113

ANSWERS

Students' own answers.

Exercise 3

With **smaller classes**, students can take turns to present their survey to the class.

With **larger classes**, put students into small groups to present their surveys 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 survey they are referring to. Write some useful phrases on the board and check that students understand them, e.g. *As you can see on this chart, ...*, *On this chart, you can see ...*, *This chart shows ...*

Discuss briefly as a class which surveys were the most interesting and why.

ANSWERS

Students' own answers.

4 Project • A survey

Aim

Write a survey and explain the results.

Warm-up

With books closed, ask: *What is a survey? Why do people carry out surveys? What can they learn from them?* Elicit that a survey asks a lot of people about their habits or opinions, and then presents the conclusions. Ask: *Do you ever answer survey questions online?* Elicit a few answers. Tell students they are going to prepare and carry out a survey of their classmates.

Exercise 1

Students read the survey and answer the questions. They then read the summary and decide if their answers are the same as the most popular ones. Ask whose answers were similar to the popular ones and whose weren't.

ANSWERS

Students' own answers.

Exercise 2

Read through the project checklist with the class and make sure students understand everything.

Students work in pairs to think of four different answers to each question. With **weaker classes**, brainstorm some ideas with the class first. Students then write their questions and possible answers. Tell them that they will each need a copy of the questions.

Allow students to move around the classroom to ask and answer their questions. Pairs can split up and each ask five people their questions. Remind them to note down people's answers. Students then work in their pairs to draw charts to represent their results and write a short summary of their results. They stick their work onto a piece of paper ready to present it to the class.

6 Project • A school website

Aim

Write a school profile for a website.

Warm-up

With books closed, ask: *Does your school have a website? What information can you find there?* Elicit a few ideas, e.g. the dates of holidays, information about lessons, etc. Elicit that you can also find general information about the school. Ask: *How many students are there at your school? What ages are the students? What activities does the school offer? What events does the school organize?* Elicit a range of answers. Tell students they are going to write a school profile for their school website.

Exercise 1

Students read the school website to decide if the sentences are true or false and correct the false sentences. Check answers with the class.

ANSWERS

- 1 true
- 2 false (It is mostly about things that are happening in the future.)
- 3 false (The section called 'About our school' is general information. The Family Fun Day information includes the word 'everyone'. The after-school theatre club is for Years 8 and 9.)
- 4 true

Exercise 2

Allow students time to think about the questions individually, then put them into pairs to discuss the questions. Ask some students to tell the class why they would or wouldn't like to go to this school.

ANSWERS

Students' own answers.

Exercise 3

Read through the project checklist with the class and make sure they understand everything. As a class, brainstorm some information about the students' school, that new students need to know, and some events that are going to happen soon.

Students work in pairs to prepare their school website text. They can plan their websites 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 website look interesting. Encourage them to choose interesting photos of the school and school activities to make their website look attractive.

6

Options

PROJECT • A school website

I can write a school profile for a website.

- 1 Read the school website and write *true* or *false*. Correct the false sentences.
 - 1 The website has useful information for new students.
 - 2 The website is mostly about things that happened in the past.
 - 3 The website is mostly about Year 10.
 - 4 There are fun and serious events on the website.
- 2 Would you like to go to Blanchmount School? Why / Why not?
- 3 Make a school website. Follow the steps in the project checklist.
- 4 Which website is the most interesting? Why?

PROJECT CHECKLIST

- 1 Make a list of information about your school. Think about information new students need to know, and things that are going to happen soon.
- 2 Write an introduction to your school under the heading 'About our school'.
- 3 Choose two events from your list that are happening soon. Write about these under the heading 'Upcoming events'.
- 4 Add any extra sections you want. Find or take a photo for each section of the website.
- 5 Type up your text and insert your photos, or make a poster showing what your website will look like.
- 6 Print out the websites and put them on the wall.

Welcome to Blanchmount School!

ABOUT OUR SCHOOL

Blanchmount School is a mixed school with about 1,200 students. Classes start at 8.30 a.m. and finish at 3.30 p.m. The timetable includes traditional subjects as well as more unusual lessons such as dance, theatre, and even surfing. Our students have about two hours of homework a day. They can't join in fun activities like surfing unless they finish all their homework!

USEFUL INFORMATION

- School exams are from 16th–21st March. Students must arrive on time and should bring a pencil and rubber.
- Year 8 and 9 students will be able to register for Mr Kay's new after-school theatre club from 10th February. Sign up early to get a place.

UPCOMING EVENTS

- Year 10 students are going on a language exchange trip to Germany in May. They are looking forward to staying with host families in Munich and enrolling in language classes.
- The Family Fun Day is happening again this year, on 2nd February. Everyone bakes or cooks something delicious for the food stalls.



Last year's great Family Fun Day

114 PROJECT

Alternatively, students can make a poster showing what their website will look like. They can do this on a computer or by hand.

Collect in all students' work and pin it around the classroom.

ANSWERS

Students' own answers.

Exercise 4

Allow students to walk around the classroom and look at all the websites or posters. Discuss with the class which websites or posters are the most interesting and which would encourage new students to come to their school.

ANSWERS

Students' own answers.

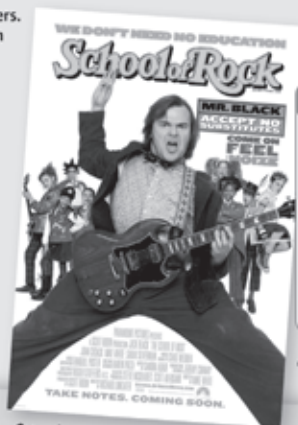
- 1 Look at the film poster and try to answer the following questions:

What genre of film is it?

Who is the main actor?

Read the text to check your answers.

Who was the film directed by?



- 2 Have you seen the film? If you haven't seen it, would you like to? Why / Why not?

- 3 Work in pairs. Think of a film that you would make if you were a film director, which would involve the students in your class in the plot. Make a poster describing the film. Follow the steps in the project checklist.

PROJECT CHECKLIST

- 1 Discuss with your partner what genre of film you'll make.
- 2 Discuss the plot of the film and write a short plot summary, including what your class does in the film.
- 3 Decide which famous actors will be in your film, and who is going to direct it. Find some photos of them online or in a magazine.
- 4 Make a poster for the film. Include information about: the director, the plot and the actors.
- 4 Display your poster in the classroom. Which poster do you like best? Why?

SCHOOL OF ROCK

Genre: Comedy and musical

Plot summary
Dewey Finn is a 'slacker' – someone who doesn't do much with his life: he hasn't got a job and doesn't earn any money. He loves music and plays the guitar in a band, but even his bandmates are tired of him, and they throw him out of the band. So he pretends to be a substitute teacher (a teacher who teaches at a school temporarily when the usual teacher isn't available) at a very traditional local school. When he's there, he realizes that his students have a lot of musical talent, so he creates a rock band for them and enters them into a local talent competition, the *Battle of the Bands*, against the wishes of the school principal. If they win the competition, he'll be able to pay his rent!

Stars
Jack Black as Dewey Finn; Joan Cusack as the principal of the school; and a class of thirteen-year-olds as the school band members.
Jack Black is a famous American comedy actor. He's very funny in films like *Kung Fu Panda* and *Gulliver's Travels*. He's also in a real-life band, so he's perfect to star as Dewey in *School of Rock*.

Director
The film is directed by Richard Linklater. He always has good music in his films and he likes working with young actors. His films are always interesting.

the school band

their poster for homework. Encourage them to find good photos of the actors they have chosen, and some photos to show possible scenes from their film. 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 posters students like best and why.

ANSWERS

Students' own answers.

8 Project • A film poster

Aim

Make a poster describing a film.

Warm-up

With books closed, ask: *What good films have you seen recently? Did you enjoy them? Why?* Elicit a few answers, then ask: *When you go to the cinema, do you ever look at the posters advertising new films? What makes a good poster? What makes you want to go and see a film?* Elicit a range of answers.

Tell students they are going to make a poster describing a film.

Exercise 1

Students work in pairs to look at the film poster and try to answer the questions. They then read the text to check their ideas. Check answers with the class.

ANSWERS

School of Rock is a comedy and a musical. It was directed by Richard Linklater. Jack Black is the main actor.

Exercise 2

Students discuss the questions in pairs. Ask some students to tell the class about their discussions.

ANSWERS

Students' own answers.

Exercise 3

Read through the project checklist with the class and make sure students understand everything.

Students work in pairs to decide on the plot of their film and decide what their class does. You could brainstorm some ideas with the whole class first. Students then decide which actors will be in their film and who will direct it, and find photos to go on their poster.

Students then make their posters. They can work in class, or they can complete

1 Song • A Craze

Aim

Understand a song about a craze.

Warm-up

With books closed, ask: *What things are fashionable now?* Elicit some ideas of clothes and activities that are fashionable now. Ask: *What crazes can you remember from when you were younger?* Elicit some examples of toys, songs or clothes that were crazes when students were younger. Tell students they are going to listen to a song about crazes.

Exercise 1 1.34

Students work in pairs to name the clothes in the pictures. Check answers with the class, then play the audio. Students listen and note down which clothes are not in the song. Check answers with the class.

ANSWERS

The clothes are: hoodie, socks, jeans, shirt, boots, hat, jacket, suit, scarf, shoes
Not in the song: socks, shirt, hat, scarf

Exercise 2 1.34

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 jacket 2 wear 3 craze 4 Smart
5 fine 6 app 7 need

Exercise 3

Students match 1–5 with a–e from the song. They can compare their answers in pairs. Check answers with the class.

ANSWERS

- 1 d What you wear is so last year
- 2 c You don't look good with a hood
- 3 a Buying clothes online is the only way
- 4 e Now she's with me and we shop together
- 5 b I thought of her and I knew what to choose

Exercise 4

Students decide if the sentences are true or false and correct the false sentences. They can compare their answers in pairs. Check answers with the class.

ANSWERS

- 1 true
- 2 false (Is so last year)
- 3 true
- 4 false (He bought some boots from a shop)
- 5 true

1

Options

SONG • A Craze

song

A Craze

So I was feeling good
And looking cool
When she walked by
The girl from school
I was wearing my jacket / top and rocking my jeans
Looking at her
Looking at me
And she says:
Hey, there!
Are you for real?
What you have / wear
Is so last year
It's not cool
To wear that in school
And you don't look good
In a hood
So I'm on a new app
It's the latest craze / fad
Buying clothes online
Is the only way
But I'm asking myself, what can I do?
What can I wear for the girl at school
That she'll really like, that's really cool?
I wasn't feeling good
Or looking cool
When I walked past a shop
Saw some fancy shoes
Guess what else
Blue / Smart suits and boots
I thought of her
And I knew what to choose
Now she's saying: Hey! You're looking cute
In your new fine / plain suit
You're looking good
With your fancy boots
Your look was all wrong
For us to get along
But now I like your style
You're my kind of guy
I used to like that app / gadget
It was the latest craze
Buying clothes online
Was the only way
But now she's with me and we shop together
She helps me choose the clothes we like together
We're a craze for each other
And that's the only craze we need / want
We're a craze for each other, yeah, yeah, yeah
The only craze we need
Craze for each other (craze for each other)
We're a craze for each other (craze for each other)
Yeah, yeah, yeah

- 1 1.34 Work in pairs. Name the clothes in the pictures. Listen to the song. Which clothes are not in the song?



- 2 1.34 Read the song lyrics and choose the correct words in blue. Then listen again and check.

- 3 Cover the song lyrics. Match 1–5 with a–e to make sentences from the song.

- 1 What you wear
- 2 You don't look good
- 3 Buying clothes online
- 4 Now she's with me
- 5 I thought of her

- a is the only way
- b and I knew what to choose
- c with a hood
- d is so last year
- e and we shop together

- 4 Read the song lyrics again and write true or false. Correct the false sentences.

- 1 In the first verse, the boy thinks he looks good.
- 2 The girl from school likes what he's wearing.
- 3 The girl thinks he doesn't suit his hoodie.
- 4 The boy buys some boots that he likes online.
- 5 The boy and girl now go shopping together.

- 5 USE IT! Work in pairs. Ask and answer the questions.

- 1 What's your style?
- 2 What's the latest craze in your country?

116 SONG

Exercise 5 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 something they learned about their partner. Discuss as a class what the latest crazes are in the students' country.

ANSWERS

Students' own answers.

song

On an Adventure

Chorus:

I've just been on an adventure
But I want to go again
I already know where I'm going
And I want to take you
Will you come, too?

1 I've just got back from Mexico
I haven't ¹ _____ all of it yet

While I was there
I went in some caves
My feet got very wet

2 Another day I ² _____
I didn't think I dared
I was in the plane
Then I just ³ _____
And I really wasn't scared

Chorus:

I've been on an adventure too
But I want to go again
I already know where I'm going
And I want to take you
Will you come too?

3 I'd already ⁴ _____
When we went to the USA
But this was much higher up
And a very windy day.

4 From the top you could see a volcano
I haven't seen one before
I wanted to go and visit it
I want to ⁵ _____ so much more!

Chorus:

So we're both going on an adventure
We're going to do everything we want to do
We've already ⁶ _____ where we're going
And we're going together, too.

1 1.35 Look at the photos and listen to the song.
Match the photos with verses 1–4.



2 1.35 Complete the song with the words in the box. Then listen again and check.

been cliff diving decided jumped out
went parachuting seen travel

3 Cover the song lyrics. Complete the sentences with words in the song. Read the song lyrics and check.

- 1 I've _____ been on an adventure.
- 2 I _____ know where I'm going.
- 3 I haven't seen all of it _____.
- 4 I haven't seen one _____.
- 5 And we're going together, _____.

4 Match the verbs, prepositions and nouns to make activities from the song.

1 been
2 jumped
3 seen
4 went

on
to
out of
—

a volcano
an adventure
a plane
the USA

5 USE IT! Work in pairs. Ask and answer the questions.

- 1 Which things in the song have you already done?
- 2 Which things would you like to do? Why?

ANSWERS

1 just 2 already 3 yet
4 before 5 too

Exercise 4

Students work in pairs to match the words to make activities from the song. Check answers with the class, and check that students understand all the phrases.

ANSWERS

- 1 been on an adventure
- 2 jumped out of a plane
- 3 seen a volcano
- 4 went to the USA

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.

SONG 117

3 Song • On an Adventure

Aim

Understand a song about an adventure.

Warm-up

With books closed, ask: *What adventures would you most like to go on?* Elicit answers from individual students and, as a class, brainstorm some ideas for amazing adventures students would like to go on, e.g. bungee jumping, deep-sea diving, paragliding, etc. Tell students they are going to listen to a song about an adventure.

Exercise 1 3.35

With **weaker classes**, focus on the photos and elicit what is happening in each one. Play the audio. Students listen and decide which verse matches the photos. Check answers with the class.

ANSWERS

1 D 2 A 3 B 4 C

Exercise 2 3.35

Read through the words and phrases 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 seen
- 2 went parachuting
- 3 jumped out
- 4 been cliff diving
- 5 travel
- 6 decided

Exercise 3

Students work in pairs to complete the sentences with words from the song. Check answers with the class.

5 Song • What It's All About

Aim

Understand a song about the future.

Warm-up

With books closed, ask: *Where do you think you will be in fifteen years? What do you think you will be doing?* Elicit a few ideas and ask students to note down five things about their ideal life in fifteen years.

Put students into pairs to compare their ideas. Ask some students to tell the class something about their partner's ideal life. Tell students they are going to listen to a song about the future.

Exercise 1

Students work in pairs to identify the life events and lifestyle choices in the photos. Check answers with the class.

ANSWERS

- A take up a sport
- B earn money
- C get married
- D get a driving licence
- E have a family
- F graduate

Exercise 2 3.36

Allow students time to read quickly through the song. Play the audio. Students listen and put the verses in the correct order. Check answers with the class.

ANSWERS

3, 1, 2, 4

Exercise 3 3.36

Read out the question, then play the audio. Students listen again and decide which life event from exercise 1 is not in the song. Check the answer with the class.

ANSWER

Get a driving licence.

Exercise 4

Students work in pairs to complete the definitions with words from the song. Check answers with the class and check that students understand all the words.

ANSWERS

- 1 take up 2 pro 3 work it out
- 4 get involved with 5 charity

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.

5

Options

SONG • What It's All About

song

What It's All About

Chorus:

I'm gonna talk about my future
I wanna know what it's going to be
Unless I think about the future
I won't know what's gonna happen to me

- ☐ One day I'll be on TV
When I'm too old for a tennis court
I'll get involved with a charity
To help young people do sport
- ☐ I'm gonna go to college
And learn what I need to know
To get a good job when I graduate
I know where I want to go

Chorus:

We're gonna talk about our future
We want to work it out
When we think about the future
We'll know what it's all about (yes, we will)

- ☐ I'm gonna take up tennis
I want to be a pro
If I train hard every day
That's the way to go
- ☐ One day I'm gonna get married
Have a baby and a wife
I'll buy a house and be happy
And live with the love of my life

Chorus:

We're gonna talk about our future
We want to work it out
When we think about the future
We'll know what it's all about (yes, we will)
We're gonna talk about our future
We want to work it out
When we think about the future
We'll know what it's all about
Yes, we will

1 Look at photos A–F. What life events and lifestyle choices do they show?



2  1.36 Listen to the song. Put the verses in the correct order.

3  1.36 Listen to the song again. Which life event from exercise 1 is not in the song?

4 Complete the definitions with words from the song.

- 1 To _____ something means to start doing something regularly as a hobby.
- 2 A _____ is the short form of the word 'professional'.
- 3 To _____ means to find the answer to a problem.
- 4 To _____ means to take an active part in something.
- 5 A _____ is an organization that collects money to help people who need it.

5  USE IT! Work in pairs. Ask and answer the questions.

What do you think you are going to be doing in ...

- one year?
- two years?
- ten years?
- twenty years?

song

If I Ruled the World

If I ruled the world
I would do what's right
I would ban all weapons
I would stop all ¹ fights

If I was number one
I'd get rid of hunger
Make a law that's fair
Make the rich people ² poor

If you help me
I could make it
Could you be ³ fine?
Donate your time?

If I was honest with you
I would need you to

Be ⁴ careful and fair
If we're to get anywhere
Be thoughtful and clever
Coz we can't stop, ever!
Be patient and brave
Coz we've got to ⁵ help the world
Be generous and heroic
We'd have to go for it

Let's go for it! (Yeah)
Let's go for it! (Yeah, yeah, yeah)

If I ruled the world
I might introduce a way
To allow everybody
To have their ⁶ pay

If I was in charge
I'd encourage everyone
To give what they can
And create the world they want

If we could change the world
We'd have to go for it
Let's go for it! (Yeah)
Let's go for it! (Yeah)
Let's go for it! (Yeah)
Let's go for it!
Let's go for it!
Let's go for it! (Yeah, yeah, yeah)

- 1 Work in pairs. Look at Amy, Nathan and Bella. They are imagining that they rule the world! What would they do?

Amy



Nathan



Bella



- 2 1.37 Listen to the song. Is the song about Amy, Nathan or Bella?
- 3 1.37 Read the song lyrics and correct the words in blue. Then listen again and check.
- 4 Read the song lyrics again. Write *true* or *false*. Correct the false sentences. Then find phrases in the lyrics which demonstrate your answer.
- The singer isn't sure what she would do if she ruled the world.
 - She can do everything by herself.
 - She says that to change the world will take a few years.
 - She wants to help some people to have a choice, but not all.
 - She wants everybody to help make a better world.
- 5 USE IT! Work in pairs. Ask and answer the questions.
- What would you do if you ruled the world?
 - Would you do the same things as in the song? Why / Why not?

SONG 119

Exercise 4

Students decide if the sentences are true or false. They correct the false sentences and then find phrases in the lyrics which demonstrate their answers. They can compare their answers in pairs. Check answers with the class.

ANSWERS

- false ('I would ban all weapons, stop all fights', etc.)
- false (She says 'If you help me!')
- true ('Coz we can't stop, ever!')
- false ('I might introduce a way to allow everybody to have their say!')
- true ('I'd encourage everyone to give what they can, and create the world they want!')

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 which ideas they and their partner disagreed about. Discuss as a class the most important thing you could do to help people if you ruled the world.

ANSWERS

Students' own answers.

7 Song • If I Ruled the World

Aim

Understand a song about changes you would make if you ruled the world.

Warm-up

With books closed, ask: *What problems are there in your country at the moment? What problems are there in the world?* Elicit a few ideas, then put students into pairs to write the top five problems in their country and in the world. Elicit ideas from pairs in turn and discuss as a class what the most important problems are. Tell students they are going to listen to a song about changes you could make if you ruled the world.

Exercise 1

Students work in pairs to look at the pictures and answer the questions. Discuss the answers with the class.

ANSWERS

Amy: go shopping
Nathan: play computer games
Bella: stop fighting / weapons

Exercise 2 3.37

Play the audio. Students listen and identify the person in the song. Check the answer with the class.

ANSWER

Bella

Exercise 3 3.37

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 fights
- 2 share
- 3 kind
- 4 confident
- 5 save
- 6 say

Workbook answer key

Starter unit

Vocabulary page 4

1 2 d 3 f 4 g 5 a 6 b 7 e

Students' own answers.

2 1 wake up 2 We always relax 3 at the weekend
4 do your homework 5 doesn't listen to music
6 in the morning 7 have breakfast 8 on Fridays

3 1 get up 2 have breakfast 3 do my homework
4 relax 5 go shopping 6 go to school

4 Students' own answers.

Language focus page 5

1 1 Do 2 has 3 doesn't 4 Does 5 'm 6 're
7 having 8 aren't 9 isn't 10 Is

2 1 Does 2 do they want 3 doesn't like 4 am
5 Does Anna have 6 's chatting 7 does the bus leave

3 1 'm staying 2 're having 3 wakes up 4 don't get up
5 go 6 'm going 7 's helping 8 are you doing

4 Students' own answers.

Vocabulary page 6

1

A	D	O	K	B	O	U	G	H	T
E	J	W	A	S	G	C	P	E	G
P	T	D	O	A	H	M	A	L	M
L	A	G	B	W	E	N	T	R	A
E	U	S	E	N	A	F	D	N	D
K	G	M	F	J	R	I	S	G	E
I	H	W	T	R	D	T	E	A	N
A	T	E	H	A	S	L	W	V	E
B	O	R	T	S	P	O	K	E	M
L	H	E	N	C	O	E	J	I	B

2 1 were 2 do 3 rode 4 had 5 were 6 rode
7 hear

3 1 ate 2 rode 3 heard 4 made 5 bought

4 1 was 2 got 3 bought 4 saw 5 taught 6 were
7 spoke 8 left 9 went

5 Students' own answers.

Language focus page 7

1 1 ate / bought 2 ate / bought 3 didn't 4 eat / buy
5 eat / buy 6 Did

2 1 wrote 2 lived 3 moved 4 started 5 was
6 didn't join 7 wanted 8 loved 9 worked
10 taught

3 1 'Did you drink this juice?' 'No, I didn't.'
2 They often went to the cinema.
3 We didn't send many text messages.
4 'Did Jake work there?' 'Yes, he did.'
5 Melisa always wore expensive clothes.

4 1 Who ate all the pasta? 4 Who made this soup?
2 What did you see? 5 What did Victor write?
3 Where did Olivia go?

5 Possible answers:

Who taught you to play the guitar?
When did you win your first award?
How did you meet the singer in your band?
Where did you live before you became famous?

Unit 1 Fads and fashions

Vocabulary page 8

1 1 toy 2 tweet 3 fan 4 view

2 1 games console 2 fan 3 toys 4 fad
5 social media 6 apps 7 views 8 post

3 1 follower 2 social media 3 views 4 post
5 comic 6 tweets

4 1 followers / fans 2 views 3 post 4 apps
5 craze / fad 6 tweets

Language focus page 9

1 1 live 2 didn't use to 3 Did 4 use 5 did
6 didn't 7 use

2 1 Did you often use to visit your grandparents?
2 ✓
3 My sister used to love One Direction!
4 He didn't use to have many gadgets.
5 Did you use to like going to the beach?

3 1 didn't use 2 did they use 3 used to love
4 use to be 5 didn't use to 6 did

4 Students' own answers.

Vocabulary and listening page 10

1 2 a 3 f 4 e 5 c 6 b

2 1 trousers 2 tight 3 baggy 4 patterned
5 colourful 6 skirts 7 blouses 8 short-sleeved

3 1 Tina 2 Dan 3 Dan 4 Tina

4 1 b 2 b 3 a 4 c 5 b 6 c 7 a

5 Students' own answers.

Language focus page 11

1 1 listening 2 were 3 watching 4 was 5 were
6 doing 7 Was 8 was 9 Were 10 were

2 1 What were you studying in class?
2 They weren't listening to the song.
3 Was he eating a sandwich? No, he wasn't.
4 We were playing computer games all evening.
5 Were you working? Yes, I was.
6 Who was wearing a hoodie?

3 1 took 2 was cooking 3 was 4 were chatting
5 was going 6 was getting 7 was 8 ate

4 Students' own answers.

Reading page 12

1 1 b

2 B earliest D 200
C beginning E communication

3 2 E 3 C 4 A 5 B

4 Possible answers:

- 1 They had pictures in them.
 - 2 Because it took a long time to copy books by hand.
 - 3 Many more people learned to read.
 - 4 People could talk to other people over long distances for the first time.
 - 5 Because communication is so easy today.
- 5 1 generally 2 Amazingly 3 obviously
4 apparently

Writing page 13

1 1 like 2 For 3 For 4 as 5 like

- 2 1 Electronic music by artists like Moby was popular.
2 People started to buy electronic gadgets, for instance mobile phones.
3 Flying became cheaper with new airlines, for example, easyJet.
4 People started talking in online chatrooms, such as AOL Instant Messenger.

3 1 this decade 2 such 3 In 1996 4 those days
5 like 6 until years later

4 Students' own answers.

Progress Review page 14

1 1 views 2 gadgets 3 craze 4 post 5 app
6 console 7 tweet

2 1 generally 2 obviously 3 Amazingly 4 apparently

- 3 1 didn't use to like
2 Did your brother use to watch
3 used to go
4 used to take
5 didn't use to have
6 did you use to eat

- | | |
|----------------------|------------------------|
| 4 [L] baggy hoodie | [L] plain white blouse |
| [E] black boots | [E] shorts |
| [E] black trousers | [E] short-sleeved tops |
| [L] colourful hat | [E] summer dresses |
| [L] jeans | [L] tight skirt |
| [L] patterned jacket | [L] trainers |

Progress Review page 15

- 5 1 b created 4 a didn't happen
2 a were asking 5 c celebrated
3 b was selling 6 b were still buying
- 6 1 expensive 2 cool 3 try 4 style 5 suits 6 it
- 7 1 b In those
2 c For example
3 a The sixties was the decade
4 c as
5 a At
6 b In
7 a decade
8 c for instance
9 b like

Unit 2 Sensations

Vocabulary page 16

1 1 touch 2 touch / feel / hold 3 touch / feel / hold
4 touch / feel / hold 5 hearing 6 listen to 7 smell
8 smell 9 sight 10 see / look at 11 see / look at

2 1 looks 2 senses 3 see 4 hear 5 asked
6 listen 7 feels

3 1 tone-deafness 2 smell 3 ask 4 tastes 5 sound
6 sensation 7 hear 8 Look at

4 Students' own answers

Language focus page 17

1 1 written 2 has 3 seen 4 haven't 5 eaten
6 hasn't 7 come 8 has 9 haven't

2 1 have learned 2 has wanted 3 has ever done
4 has made 5 has never cooked 6 haven't tasted

- 3 1 Lucy has bought a new perfume.
2 We haven't listened to rap music.
3 You've eaten a lot of cake.
4 I've heard that joke before.
5 Henry hasn't watched the film.
6 They haven't seen the painting.

4 1 a 2 c 3 c 4 a 5 a

5 Students' own answers.

Vocabulary and listening page 18

1 1 tasty 2 scary 3 sad 4 terrifying 5 disgusting

2 1 fascinating 2 delicious 3 disgusting
4 miserable 5 exhausted

3 1 place 2 number 3 number 4 verb
5 time period 6 adjective

4 1 Dana Point / California 2 20,000
3 (almost) 10,000 kilometres 4 joined
5 a few months 6 furious

5 Students' own answers

Language focus page 19

1 1 you 2 been 3 made 4 Has 5 he 6 finished
7 ever 8 haven't 9 hasn't

2 1 's happened 2 Has; finished 3 hasn't
4 Have; got 5 have 6 've passed 7 've; done
8 Have; celebrated 9 have 10 've; been

3 1 eaten 2 Katy's gone 3 left 4 haven't seen 5 Did

4 1 've never seen; have; saw
2 enjoyed; didn't; read
3 Has he told; he has; talked
4 Have they ever tried; they haven't

- 5 1 Have your parents ever lived in a different town?
Students' own answers.
2 Did you go on holiday last summer?
Students' own answers.
3 Have you eaten a tasty meal in the last week?
Students' own answers.
4 Have you read any good books recently?
Students' own answers.

Reading page 20

1 2 E 3 C 4 D 5 B

2 1 D 2 E 3 E 4 D

3 1 true 2 true 3 false 4 false

4 Possible answers:

- 1 Because they've always seen things this way.
- 2 They have problems seeing reds, oranges and greens.
- 3 The text suggests that they have problems with maths, geography and art.
- 4 Some teachers have learned about their problems and help them.

5 1 perfume 2 flavour 3 odour 4 fragrance
5 texture

Writing page 21

1 1 extreme 2 amazing, terrible 3 amazing, terrible
4 very 5 sad

2 1 very; really 2 absolutely 3 sad 4 really
5 amazing 6 really; absolutely

3 1 is absolutely 2 surprisingly 3 is quite an
4 don't forget 5 looking forward to

4 Students' own answers

Progress Review page 22

1 1 deafness 2 touch 3 hearing 4 sight
5 sensation 6 taste

2 1 flavour 2 texture 3 odour 4 scent 5 perfume
6 fragrance

3 1 haven't eaten; since 2 Has she had; for; has
3 's been; since 4 've taken; for 5 haven't seen; for

4 1 e 2 g 3 c 4 j 5 a 6 f 7 d 8 h 9 l 10 b

Progress Review page 23

5 1 have 2 was 3 dropped 4 hasn't let
5 happened 6 Have you ever met 7 haven't
8 has 9 went 10 wasn't 11 were 12 Has he seen
13 became 14 hasn't

6 1 'll 2 heard 3 fun 4 fancy 5 try 6 Can't

7 1 one of the most 2 visiting 3 really delicious
4 quite an 5 absolutely 6 to stop 7 very
8 to seeing

Unit 3 Adventure

Vocabulary page 24

1 1 dunes 2 rocks 3 falls 4 mountain 5 sea

2 1 Oceans 2 Seas 3 Dunes 4 beaches
5 deserts 6 rivers 7 valleys 8 caves 9 volcano
10 mountain

3 1 volcano 2 the ocean 3 waves 4 a mountain
5 a desert

4 Students' own answers.

Language focus page 25

1 1 have 2 has 3 been 4 haven't 5 working
6 hasn't

2 1 Dan's been playing his guitar all day.
2 We haven't been studying for long.
3 Hannah has been learning Japanese for a year.
4 Where have they been living?
5 George hasn't been sleeping well recently.
6 Have you been having swimming lessons?
Yes, I have.

3 1 c 2 a 3 a 4 c 5 b 6 a 7 b 8 c

4 Possible answers:

She's borrowed my laptop without asking.
He's broken my tablet.
He hasn't been doing his homework.
She's eaten my chocolate!
She hasn't been listening to me.
He's been wearing my clothes.

Vocabulary and listening page 26

1 1 onto; off 2 into; out of 3 over; under
4 around; through 5 across; along

2 1 kayaked 2 sailed 3 swimming 4 surf
5 jumped 6 parachuted 7 hiked 8 climbed
9 cycled

3 1 c 2 c

4 1 true 2 false 3 false 4 false 5 true 6 true

5 Students' own answers.

Language focus page 27

1 1 Has she just beaten her record?
2 I have just seen Natalie at the shops.
3 We have just played a rugby match.
4 Have they just finished the concert?
5 Who has just won the competition?
6 Robin has just climbed up a mountain.

2 1 've just eaten dinner.
2 's just broken his leg.
3 's just opened a present.
4 's just cooked a pizza.
5 've just passed their exams.

3 1 already 2 still 3 yet 4 still 5 already

4 1 yet 2 still 3 already 4 still 5 already 6 yet

5 Students' own answers.

Reading page 28

1 1 b

2 1 You would find the blog on a travel review website.
2 It's for people who like adventure travel.
3 The main purpose is to recommend an exciting travel destination.

3 1 false 2 false 3 true 4 true

4 Possible answers:

- 1 People who love challenges and experienced rock climbers.
- 2 Because he had a different experience there five years later.
- 3 He thinks that the path is less exciting now that it's safer.
- 4 He loves danger and adventure, and he likes to share his experiences.

5 1 set off 2 carry on 3 stop off 4 leave behind

Writing page 29

1 2 f 3 d 4 b 5 a 6 c

- 2 1 The person who takes your money is over there.
- 2 This is a website where you can plan adventure trips.
- 3 That's the hostel where I volunteered last year.
- 4 The player who has scored the most is Jay. / Jay is the player who has scored the most.
- 5 Here's the paddle which I use to go kayaking.

3 1 e 2 a 3 f 4 b 5 d

4 Students' own answers.

Progress Review page 30

- 1 1 falls 2 desert 3 mountain 4 valley 5 lake 6 ocean
- 2 1 set off 2 stop off 3 carry on 4 leave behind 5 stay with
- 3 1 's never done 2 haven't been learning 3 've always wanted 4 have you been 5 've been working 6 's been travelling
- 4 1 J climb up the world's highest mountains 2 L cycle around Australia 3 L dive off cliffs in Hawaii 4 J hike across the Grand Canyon 5 J jump out of a plane with a parachute 6 J kayak down the longest rivers 7 J learn three foreign languages 8 L sail around the world

Progress Review page 31

- 5 1 We have just bought the tickets to Australia. 2 I have already invited Kim to my party. 3 Max still hasn't finished his homework. 4 We have already talked about this problem. 5 I haven't found my phone yet. 6 Have you repaired your bike yet?
- 6 1 a seen 2 c up 3 b doing 4 a all 5 b good 6 c was
- 7 1 become popular 2 involves playing 3 which protects 4 everyone who 5 to learn 6 it's best to 7 check out 8 where you

Unit 4 Material world

Vocabulary page 32

1

L	R	U	N	O	U	T	O	F
N	A	S	H	N	W	E	D	N
P	E	E	Y	C	A	E	E	H
R	E	D	U	C	E	I	S	J
O	A	S	T	W	A	S	T	E
D	A	M	A	G	E	X	R	L
U	G	V	E	W	T	C	O	O
C	L	I	Q	R	V	L	Y	B
E	K	P	S	A	V	E	J	Z
T	H	R	O	W	O	U	T	V

run out of, destroy, damage, waste, throw out

2 1 a 2 b 3 a 4 a 5 a 6 b 7 b 8 c

3 1 throw away; recycle 2 provided; afford 3 developing; power

4 1 recycle 2 provide 3 afford 4 wasting 5 damages 6 run out of Students' own answers.

Language focus page 33

- 1 1 many 2 much 3 a little 4 enough 5 enough 6 a lot of
- 2 1 pounds 2 a few 3 space 4 many 5 much 6 a few 7 too much 8 a little
- 3 1 a little 2 enough 3 a lot of 4 many 5 a few 6 not enough
- 4 Students' own answers.

Vocabulary and listening page 34

- 1 1 second-hand 2 automatic 3 home-made 4 multi-functional 5 waterproof 6 solar 7 smart
- 2 1 electronic 2 natural 3 recycled 4 electric 5 solar 6 ecological
- 3 1 fact 2 fact 3 fact 4 opinion 5 opinion 6 opinion
- 4 1 true 2 don't know 3 don't know 4 true 5 false 6 false
- 5 1 automatic, multi-functional, smart, waterproof 2 ecological recycled, solar 3 digital, electric, electronic, high-tech, smart
- 6 Students' own answers.

Language focus page 35

- 1 1 Those bottles broke, didn't they? 2 The rubbish was recycled, wasn't it? 3 He hasn't finished the project, has he? 4 You can't see your flat from here, can you? 5 It'll be cold tomorrow, won't it? 6 You're feeling tired, aren't you?
- 2 1 wasn't 2 don't 3 didn't 4 was 5 does 6 wasn't 7 will
- 3 1 have you 2 is she 3 hasn't he 4 are they 5 wasn't it 6 don't you

4 Possible answers:

- 1 His best friend can't speak French, can she?
- 2 We haven't seen this film before, have we?
- 3 Their parents don't like swimming, do they?
- 4 You're going on holiday to Greece, aren't you?

Reading page 36

1 1 A 2 C 3 – 4 D 5 B

2 1 false 2 true 3 false 4 true 5 true

3 1 the food in our fridges 2 recipes 3 the meal
4 dinner guests 5 the food we'll grow at home

4 Possible answers:

- 1 It will increase in the future.
- 2 Our fridges will send us shopping lists to tell us which foods we need to buy.
- 3 They'll teach us how to cook meals through virtual reality.
- 4 We'll grow our food at home or use 3D printers to reproduce it.

5 1 billion 2 hundred 3 thousand 4 million

Writing: A product review page 37

1 2 e 3 d 4 a 5 f 6 b

2 1 so 2 order to 3 in 4 so 5 in 6 to

3 1 found 2 to 3 problem 4 exactly 5 something
6 disadvantage

4 Students' own answers.

Progress Review page 38

1 1 rubbish 2 problem 3 environment 4 time
5 money 6 recycling

2 1 solution 2 deal 3 view 4 convinced
5 persuade

3 1 a little 2 not enough 3 many 4 lot of
5 enough 6 few

4 1 false 2 true 3 false 4 false 5 true

Progress Review page 39

5 1 aren't 2 haven't 3 it 4 will 5 shouldn't
6 were

6 1 can they 2 isn't she 3 have they 4 doesn't he
5 are you 6 won't it 7 do we 8 will I

7 1 think 2 a 3 much 4 like 5 cheaper 6 less

8 1 b to 2 c disadvantage 3 a does 4 c finds
5 b to 6 c in case 7 a with it 8 a in order to
9 b so that 10 c You'll

Unit 5 Years ahead

Vocabulary page 40

1 1 get a job 2 get old 3 get a social media account

2 1 got a job 2 get rich 3 got a girlfriend
4 get married 5 get old 6 got a degree
7 got a bank account 8 got a driving licence
9 got a boyfriend 10 got social media accounts

3 1 b 2 c 3 b 4 a 5 b

4 Students' own answers.

Language focus page 41

1 1 we'll 2 arrive 3 leave 4 Unless 5 late

2 1 you wake up early, you'll be exhausted.
2 won't buy a car unless she gets her driving licence.
3 we eat less meat, will we save resources?
4 we reduce waste, we'll destroy the planet.
5 won't use the products unless they're ecological.
6 I get rich if I work hard?

3 1 'll harm 2 ✓ 3 happens 4 ✓ 5 if 6 travel
7 moves 8 ✓

4 1 might not find 2 might be 3 won't like 4 'll get
5 might have 6 won't arrive

5 Students' own answers.

Vocabulary and listening page 42

1 1 out 2 spend 3 earn 4 up 5 settled 6 tie

2 1 enjoying 2 'll travel 3 get 4 look 5 waste
6 start 7 make 8 retire

3 1 true 2 false 3 true 4 false 5 true

4 1 Lena 2 Claire 3 Lena 4 David 5 David
6 Claire

5 Students' own answers.

6 Students' own answers.

Language focus page 43

1 1 PI 2 PI 3 P 4 PI 5 P 6 P

2 1 She's going to be a doctor.
2 We aren't going to get married this year.
3 I'll probably move abroad one day.
4 How will schools change in the future?
5 Alex is going to travel around Europe next month.

3 1 Will ... be watching 2 won't be arriving
3 Will ... be shopping 4 'll be calling 5 'll be taking
6 won't be making

4 1 'll be 2 'll all be sending 3 will have 4 will be
5 won't 6 'll be buying 7 'll be growing

5 Students' own answers.

Reading page 44

1 c

2 1 C 2 A 3 B

3 1 don't know 2 true 3 true 4 don't know
5 false

4 Possible answers:

- 1 Scientists think it will be possible in a decade or two.
- 2 It's extremely expensive.
- 3 He thinks the trips will become cheaper.
- 4 He's worried about not returning to Earth.
- 5 Students' own answers.

5 1 destroy 2 manipulate 3 colonize 4 adapt

Writing page 45

- 1 1 Callum is free tonight, so I'll phone him now.
2 It's getting dark, so let's go home.
3 Our train leaves in five minutes, so we need to hurry!
4 Space travel tickets are very expensive, so not many people can afford to buy them.
5 Those jeans are my style, so I'm going to try them on.
6 She's going swimming after school, so she can't come to your house.
- 2 1 As I enjoy science, maybe I'll be a doctor.
2 They went to a party last night, so they'll be tired today.
3 As my brother wants to go travelling for a year, he's learning English.
4 We're late, so we might miss our train.
5 As she's feeling hungry, she's going to make lunch now.
6 As you have an exam tomorrow morning, you need to go to bed early tonight.
- 3 1 imagine 2 knows 3 wonder 4 sure 5 hope
- 4 Students' own answers.

Progress Review page 46

- 1 1 old 2 account 3 licence 4 pension 5 degree
- 2 1 destroy 2 colonize 3 manipulate 4 process
5 adapt
- 3 1 might 2 unless 3 might not 4 'll 5 won't
6 if
- 4 1 Jasmine 2 abroad 3 weeks 4 August 5 will
6 take up a sport

Progress Review page 47

- 5 1 ✓ This time next week we will be travelling around Italy.
____ This time next week we will travel around Italy.
- 2 ✓ I'm going to take up tennis. It's such a great sport.
____ I'll be taking up tennis. It's such a great sport.
- 3 ____ Tomorrow at 5 o'clock, Callum will get ready for the party.
✓ Tomorrow at 5 o'clock, Callum will be getting ready for the party.
- 4 ____ I think we'll be winning this game.
✓ I think we'll win this game.
- 5 ✓ Jamie says he isn't going to work in the summer.
____ Jamie says he won't work in the summer.
- 6 1 got 2 time 3 hope 4 forget 5 leaves 6 me
- 7 1 I 2 so 3 wonder 4 suppose 5 sure 6 don't
7 that 8 myself 9 who

Unit 6 Learn

Vocabulary page 48

- 1 1 mixed 2 primary 3 secondary 4 single-sex
5 -leavers 6 rules 7 uniform
- 2 1 primary school 2 school uniform
3 boarding school 4 school-leavers
5 single-sex school 6 secondary school
7 school rules 8 mixed school

- 3 1 do 2 pass 3 get 4 get 5 obey 6 get
7 failed 8 take 9 enrol
- 4 Students' own answers.

Language focus page 49

- 1 1 can't 2 couldn't 3 Could 4 able 5 Will
6 won't
- 2 1 Maria couldn't go to her dance class yesterday.
2 Will you be able to come to the concert tomorrow?
Yes, I will.
3 My friends couldn't take the drama class last year.
4 Michael won't be able to get into college next September.
5 Can you do this maths homework?
No, I can't.
6 Tia can't find the car keys.
- 3 1 a 2 c 3 c 4 b 5 c 6 a 7 b
- 4 Students' own answers.

Vocabulary and listening page 50

- 1 1 training 2 management 3 course
4 qualifications 5 go to 6 job
- 2 1 an apprenticeship 2 a course 3 entertainment
4 marks 5 job 6 a position
- 3 1 - 2 ✓ 3 - 4 ✓ 5 ✓ 6 - 7 ✓
- 4 1 media 2 website 3 money 4 interviews
5 useful 6 difficult
- 5 Students' own answers.

Language focus page 51

- 1 1 has to 2 don't have to 3 need to 4 doesn't
need to 5 mustn't 6 must 7 should 8 shouldn't
- 2 1 You mustn't forget.
2 He should do more homework.
3 We don't have to wear a school uniform.
4 James needs to work harder in class.
5 Matilda has to pass the exam.
6 You shouldn't go to bed so late.
- 3 1 don't have to be 2 must do 3 should help
4 doesn't have to be 5 should 6 need to
- 4 Students' own answers.

Reading page 52

- 1 b
- 2 1 wealthy 2 avoid 3 expensive 4 Solar panels
5 floors
- 3 1 False – Makoko is a neighbourhood by the ocean in Nigeria's largest city.
2 False – Water levels change a lot and waves destroy buildings.
3 True
4 False – The school has a play area on one of the floors.

4 Possible answers:

- 1 There are empty barrels under the building that make it float.
 - 2 It has a big square base that prevents the wind from pushing it over.
 - 3 It uses recycled barrels and local materials. It also has solar panels.
 - 4 The children will be able to get qualifications and have a better future.
 - 5 Life is difficult because it is a poor community with dangerous weather.
- 5 1 creative 2 unique 3 historic 4 challenging

Writing page 53

- 1 1 first 2 secondly 3 finally / lastly
- 2 1 Firstly 2 Secondly 3 Finally / Lastly
- 3 1 I feel 2 As a result 3 so 4 All in all
5 To conclude
- 4 Students' own answers.

Progress Review page 54

- 1 1 obey 2 uniform 3 marks 4 primary 5 fail
6 get
- 2 1 c creative 2 a historic 3 c unusual
4 b challenging 5 b ordinary
- 3 1 Can your father speak German?
2 Will they be able to go by train?
3 David couldn't get tickets for the concert.
4 I can't help you with your exam.
5 Could you swim when you were four?
6 Vania won't be able to come tomorrow.
- 4 1 true 2 false 3 false 4 true 5 true 6 false
7 true 8 false

Progress Review page 55

- 5 1 mustn't 2 should 3 don't need 4 don't have to
5 must 6 has
- 6 1 b spoken 2 a advice 3 b don't 4 a What
5 c need 6 a right
- 7 1 In my opinion 2 Firstly 3 Secondly 4 Finally
5 To conclude 6 All in all 7 feel

Unit 7 Big ideas

Vocabulary page 56

- 1 1 boycott 2 donate 3 campaign 4 ban 5 aim
6 sign 7 protest 8 end 9 believe 10 propose
11 volunteer 12 support
- 2 1 campaign 2 protesting 3 support 4 signed
5 volunteer 6 donate
- 3 1 donating 2 support 3 aim 4 ban 5 proposed
6 believed
- 4 Students' own answers.

Language focus page 57

- 1 1 This gift must be for you. N
2 They might sign the petition. F
3 Frances may be tired today. N
4 Perhaps he'll tell you soon. F
5 Raising money can be hard work. G
6 It could rain tomorrow. F
- 2 1 might 2 Perhaps 3 may not 4 could 5 can't
- 3 1 can work 2 It may be 3 They must be
4 You could love 5 must be 6 Perhaps she's
- 4 1 may not 2 might 3 could 4 perhaps 5 could
6 Can 7 may
- 5 Students' own answers.

Vocabulary and listening page 58

- 1 1 organized 2 heroic 3 generous 4 thoughtful
5 confident 6 clever 7 sympathetic
- 2 1 brave 2 heroic 3 fair 4 generous
5 thoughtful 6 patient
- 3 1 historian 2 aren't 3 ordinary 4 website
5 Hundreds 6 knows about
- 4 1 twenty 2 film 3 drawing 4 essay 5 festival
6 awards
- 5 Students' own answers.

Language focus page 59

- 1 1 ran 2 would 3 wouldn't 4 rained 5 loved
6 would 7 wouldn't
- 2 1 got 2 would 3 would raise 4 wasn't 5 would
be 6 had
- 3 1 If I went to the party, I'd have fun.
2 If there was a charity event in my town, I'd help out.
3 If my friend moved to a different town, I'd visit him.
4 If my smartphone broke, I'd buy another one.
5 If there was a new student in my class, I'd talk to her.
- 4 1 'd find 2 were 3 would be 4 could 5 would
take 6 'd look 7 had 8 'd see 9 went
- 5 Students' own answers.

Reading page 60

- 1 b
- 2 1 the number of good deeds Luke did in all
2 the day Luke started his project
3 the money Luke gave away on 31st December
4 the notes Luke gave away to people
5 the money Luke spent on people during the year
- 3 1 b 2 a 3 b 4 c

4 Possible answers:

- 1 Not very often. 'Perhaps, like most of us, you would answer the same.'
- 2 Because his first deed was small, 'he wished the shop assistant ... a Happy New Year'
- 3 He gave money to people in the town centre. 'He gave away £365, in £5 notes, to strangers.'
- 4 No. 'He also gave up his time to help people and become their friend.'

- 5 1 benefit; verb 2 reward; noun 3 awarded; verb
4 benefits; noun 5 rewarded; verb

Writing page 61

- 1 1 On the other hand, 4 On the one hand,
2 I am for 5 I am not in favour of
3 We are against
- 2 1 I am for cheaper books for students.
2 On the other hand, it's important to help.
3 I am not in favour of school uniform.
4 I am against higher taxes on food.
5 I am in favour of extra lessons.
- 3 1 d 2 a 3 f 4 g 5 b 6 e
- 4 Students' own answers.

Progress Review page 62

- 1 1 ban 2 propose 3 protest 4 campaign
5 support 6 donate 7 volunteer 8 sign
- 2 1 award 2 benefit 3 benefits 4 rewarded
5 award 6 reward
- 3 1 a 2 b 3 a 4 b
- 4 1 honest; thoughtful; patient 2 organised 3 clever
4 brave 5 heroic 6 confident

Progress Review page 63

- 5 1 if it wasn't hot.
2 I'd wear a coat.
3 she'd be at school.
4 if he wasn't a student.
5 if she wasn't busy.
6 he could hear you / he would be able to hear you.
7 we would visit another museum.
- 6 1 survey 2 make 3 better 4 reason 5 healthier
6 suppose
- 7 1 c 2 e 3 a 4 b 5 d

Unit 8 On screen

Vocabulary page 64

1

T	A	N	I	M	A	T	I	O	N	K	P
B	S	D	W	L	V	G	Q	I	S	O	R
F	O	H	C	R	I	M	E	X	B	M	Z
O	D	R	O	J	T	U	Z	A	P	U	I
E	R	O	M	A	N	C	E	K	F	S	Y
K	A	L	E	D	Y	O	N	W	C	I	D
I	M	N	D	V	D	Y	E	G	E	C	O
U	A	E	Y	E	R	E	I	S	L	A	E
A	T	G	P	N	U	Q	T	D	Y	L	T
V	R	O	E	T	X	P	W	U	U	N	E
E	Q	E	A	U	I	K	O	X	R	D	H
I	L	T	H	R	I	L	L	E	R	G	Q
S	A	E	C	E	H	O	R	R	O	R	I

animation and musical

- 2 1 graphic novel 2 mystery 3 science fiction
4 fantasy 5 action

- 3 1 graphic novels; thrillers
2 science fiction; fantasy; dramas

- 4 Students' own answers.

Language focus page 65

- 1 1 given 2 are 3 weren't 4 shown 5 isn't
6 was
- 2 1 Many films are downloaded every day.
2 The actors weren't told the plot until the first day of work.
3 Actors aren't allowed to talk about the films until they are released.
4 Film stars are known all around the world.
5 All the food on the set was eaten by the workers.
6 Some critics were paid to write good reviews of the films.
- 3 1 The actors weren't paid on time.
2 These plates were broken in the restaurant.
3 Russian isn't spoken in this shop.
4 Amy wasn't told about this!
5 Special visitors are given a blue ticket.
- 4 1 is spent 2 become 3 are known 4 decided
5 were called 6 was made 7 were posted
8 were viewed
- 5 Students' own answers.

Vocabulary and Listening page 66

- 1 1 directors 2 adapted 3 nominated 4 written
5 awarded 6 Actor
- 2 1 awarded 2 adapted 3 Actor 4 star 5 director
6 nominations
- 3 1 15 2 13 3 film 4 16 5 film 6 14 7 book
- 4 1 S 2 A 3 C 4 L 5 S 6 A
- 5 Students' own answers.

Language Focus page 67

- 1 1 What; are; they; made of
2 Who; was; the book; written by
3 When; were; they; born
4 Are; you; surprised
5 Was; the actor; paid
- 2 1 Are; shown 2 was; awarded 3 were; married
4 are made 5 Was; released 6 is; played
- 3 1 What was the festival called?
2 How many films were chosen?
3 Where were the films shown?
4 Who was the festival directed by?
5 Who was it organized by?
6 Where were the tickets sold?
- 4 1 When is it set?
2 Who was the film adapted by?
3 Was it directed by him, too?
4 are you interested in coming?

Where is the film set?
Where was it filmed?
Who was it directed by?
Who was the script written by?
Who were the costumes designed by?

4 Possible answers:

B The films are not as good as how I imagined the stories in my head.

C I can't use my imagination when I watch a film.

D Watching a film first can make it difficult for me to enjoy the book.

E I prefer to read the story before seeing it on screen.

5 1 extraordinary 2 unbelievable 3 classic

4 terrible

1 1 a literature festival
2 1 literature 2 Hay-on-Wye 3 May
4 ten days 5 talks by authors, films, music
6 250,000 7 30 years ago 8 father and son
9 relaxed atmosphere
3 1 called 2 in; for; every 3 about 4 invited
5 was started; by 6 mixture 7 most
4 Students' own answers.

		'D	R	A	M	A			
2A	D	V	E	N	T	U	R	E	
	3T	H	R	I	L	L	E	R	
	4C	R	I	M	E				
				5A	C	T	I	O	N
	6M	Y	S	T	E	R	Y		
	7M	U	S	I	C	A	L		
			8R	O	M	A	N	C	E
		9F	A	N	T	A	S	Y	

- 142
- Workbook answer key**

Starter – Unit 8 page 75

- 1 Students' own answers.
- 2 Because you can do it with family and friends.
- 3 1 Watching films is **amazing** because you do it with friends.
2 When you read a book, you may feel like you're in a different **world**.
3 The author of the essay can see different **benefits** of reading books and watching films.
4 Books and films aim to **provide** entertainment.
- 4 adventure, science fiction
- 5 1 English 2 classic 3 director 4 graphic
- 6 Students' own answers.

Internet search

The first film version of *Cinderella* was made in 1899 in France. Modern versions of *Cinderella* include *Into the Woods*, *Ever After*, *Ella Enchanted*.

Language focus practice

Starter unit page 77

- 1 1 on 2 every 3 at 4 at 5 in 6 once 7 at
8 On
- 2 1 Are you enjoying this film? Yes, I am.
2 We don't like Indian food.
3 Who is he visiting today?
4 Does Sara want a dog? No, she doesn't.
5 What are you doing now? I'm leaving.
6 Jorge isn't doing much this week.
7 We don't often watch French films.
8 She usually studies at the library.
- 3 1 did 2 fell 3 Did he see 4 wrote 5 went
6 were they 7 begin 8 have
- 4 1 a; b 2 b; a 3 a; b 4 b; a 5 a; b

Unit 1 page 79

- 1 1 They didn't use to speak English.
2 My cousin used to play badminton.
3 We didn't use to eat Japanese food.
4 Did you use to study Italian?
- 2 1 ✓ We didn't use to come here often.
2 –
3 ✓ My dad used to work at that company.
4 –
5 ✓ Did that building use to be a museum?
- 3 1 writing 2 weren't 3 was sitting 4 was 5 were
having a party
- 4 1 didn't answer 2 Were you 3 was listening
4 called 5 didn't know 6 wanted 7 had
8 phoned 9 thought 10 was seeing 11 wasn't
12 were relaxing
- 5 1 so 2 nice 3 a cold day 4 so 5 so long
6 such

Unit 2 page 81

- 1 1 My dad's been to Russia. / My dad hasn't been to Russia.
2 I've touched a snake. / I haven't touched a snake.
3 My friends have studied English this year. / My friends haven't studied English this year.
4 I've watched a film today. / I haven't watched a film today.
5 My best friend has read a Harry Potter book. / My best friend hasn't read a Harry Potter book.
6 My mum's flown in a helicopter. / My mum hasn't flown in a helicopter.
- 2 1 for 2 last week 3 since 4 for 5 June 6 since
- 3 1 Natalie ever eaten 2 been 3 Has Janine
4 he has 5 ever lived abroad 6 has your uncle
- 4 1 haven't 2 've never heard 3 's had / has had
4 've been 5 was 6 did you eat 7 did
8 've ever eaten 9 went 10 had
- 5 1 nice 2 amazing 3 sad 4 bad

Unit 3 page 83

- 1 1 Have; been running 2 've been working
3 've visited 4 've been 5 've been watching
6 's been learning 7 've bought
- 2 1 We've just been on holiday. d
2 Has she just bought a new bike? f
3 She's just said goodbye to her boyfriend. a
4 Someone's just stolen his wallet. e
5 Have they just passed the test? b
- 3 1 She's already bought a new phone. a
2 We still haven't seen that film. b
3 Has the party already finished? a
4 Have you made dinner yet? a
5 I still haven't talked to Andy. b
- 4 1 where 2 which 3 who 4 who 5 which
6 where

Unit 4 page 85

- 1 1 c few little
2 a much many
3 a milk enough enough milk
4 a few lot of / little
- 2 1 There's a little butter in the fridge.
2 Is there enough time?
3 Many people like chocolate.
4 Are there too many bags?
5 You haven't got enough water.
6 There's a lot of noise outside.
- 3 1 did they 2 isn't she 3 can they 4 hasn't he
5 will you 6 do they 7 doesn't she 8 can't he
9 have they 10 didn't you
- 4 1 case 2 order 3 so 4 In 5 in 6 that 7 to

Unit 5 page 87

- 1 1 If; rains 2 'll text; if 3 If; 'll carry 4 unless; speak
5 If; 'll be
- 2 1 might 2 'll 3 might not 4 might 5 'll
6 might 7 'll 8 won't
- 3 1 'm going to 2 'll 3 're going to 4 'll be
- 4 1 will be talking 2 will be making
3 won't be working 4 'll be listening
5 will be playing 6 won't be watching
- 5 1 finishes; 're playing 2 're singing; starts
3 is; 'm staying 4 's seeing; is
5 Is Josh working; starts
- 6 1 She's lonely, so she's going to call a friend.
2 I want to be a dentist, so I'm studying science.
3 He's hurt his leg, so he's stopped playing football.
4 This glass is broken, so I'm throwing it away.

Unit 6 page 89

- 1 1 'll be able to win 2 won't be able to come
3 couldn't read 4 can play 5 could cook
6 can't hear
- 2 1 can 2 couldn't 3 couldn't 4 can't
5 will be able to 6 be able to 7 can
- 3 1 need to be 2 we go 3 mustn't be 4 Do you
have to wear 5 shouldn't talk 6 Do you have to do
- 4 1 should 2 don't have to 3 mustn't 4 shouldn't
5 mustn't 6 must
- 5 1 Firstly 2 Secondly 3 finally / lastly

Unit 7 page 91

- 1 1 Concert tickets can be quite expensive.
2 We may not see the show tonight.
3 Perhaps he's not very well.
4 Might she be late?
5 Love songs can be sad.
6 Perhaps it'll rain tomorrow.
- 2 1 a 2 a 3 b 4 b 5 a 6 b
- 3 1 We won't invite / haven't invited Ollie to the picnic.
We don't have / haven't got his mobile number.
2 My sister comes home late / doesn't come home on
time. Mum gets angry with her.
3 Evan won't buy / hasn't bought that tablet. He doesn't
have / hasn't got enough money.
4 You work hard. You don't find maths very difficult.
5 Deena isn't very generous. We're not friends.
6 We won't all go out tonight. We're busy tonight.
- 4 1 would have; was 2 didn't have; 'd relax
3 would you do; told 4 didn't have to; 'd spend
5 wouldn't know; saw 6 won; would you celebrate

Unit 8 page 93

- 1 1 P 2 A 3 P 4 P 5 A 6 P 7 P 8 A
- 2 1 were taken 2 isn't sold 3 was written
4 are taught 5 was served 6 isn't given
- 3 1 was damaged in the accident.
2 is used by all the students.
3 isn't used every day.
4 were given by Lucas.
5 weren't made very well.
6 are played at the sports centre.
- 4 1 When was this meat cooked?
2 Is this room used on Mondays?
3 How much are actors paid?
4 When were they told the news?
5 Was the film adapted from a book?
6 Were these novels written by Cervantes?
- 5 1 was painted 2 got 3 Did you do 4 looks
5 was done 6 did 7 aren't 8 were bought
9 're pleased 10 Is it decorated

Student's Book audio scripts

Starter unit

Page 4 Exercise 2 1.02

K = Kate, D = Dan, L = Lucy

- K** Excuse me. I'm asking people about their morning routines. Have you got a minute?
- D** Yes, sure.
- K** What are you doing in town this morning?
- D** I'm looking for a present for my mum.
- K** Do you always go shopping on Saturday mornings?
- D** No, I don't. I normally play football, but I'm not playing this morning.
- K** Oh, right. What time do you get up in the morning?
- D** It depends. My mum usually wakes me up at seven o'clock, before she goes to work.
- K** Do you have breakfast?
- D** Yes, I have some cereal or toast. Then my sister and I go to school.
- K** What time do you start school?
- D** I start school at nine.
- K** Thanks for your help! Have a good day.
- K** Hello. Do you have a minute to answer some questions? I'm asking people about how they spend their evenings.
- L** OK.
- K** Do you usually go home straight after school?
- L** Usually, yes. I finish school at four and I like to do my homework when I get home. Then I can relax in the evening.
- K** How do you relax? I see you've got some headphones. Do you listen to music?
- L** Yes, I like hip hop. I also go on my laptop and chat online or watch videos.
- K** Do you help at home much after school? Does someone tidy your room and cook your meals?
- L** I don't often tidy my room. My mum does it. My dad always cooks dinner and I sometimes help him.
- K** And what time do you go to bed?
- L** Around ten o'clock. Sometimes a bit earlier if I'm tired.
- K** OK, great. Thanks very much.

Page 6 Exercises 3 and 4 1.04

B1 = Boy 1, G1 = Girl 1, B2 = Boy 2, G2 = Girl 2, B3 = Boy 3, G3 = Girl 3

1

- B1** When did you last wear sports clothes?
- G1** I bought some new sports clothes on Saturday and I wore them yesterday at the gym. I didn't see you at the sports centre. Don't you usually go there on Monday afternoons?

2

- G2** At what age did you first swim in the sea?
- B2** I first swam in the sea when I was six. I remember I wasn't scared, but I was nervous.

3

- B3** When was the last time that you lost something?
- G3** I lost my sunglasses in the park last month. I was really annoyed because they were expensive.

4

- G1** What was the last thing that you bought?
- B2** I bought an app for my smartphone last night. Here, let me show you!

5

- B1** What did you do last weekend?
- G2** I went to a concert with my friends to see my favourite singer. She was amazing, but it's no surprise. She started to sing professionally when she was only six.

Unit 1

Page 9 Exercises 3 and 4 1.06

I = Interviewer, M = Max, E = Elizabeth, MI = Mitchell, Y = Yana, J = Joe

1 Max

- I** Are you into sports?
- M** Yes, I like a lot of sports, I like football in particular. I'm a big football fan. I support Manchester United.

2 Elizabeth

- I** Are you interested in music?
- E** Yes, I like music.
- I** What kind of music do you like?
- E** Dance music, mainly, and hip hop. I like Nicki Minaj and Missy Elliott – they're cool.

3 Mitchell

- I** Do you spend much money on clothes?
- MI** Um, yeah, I spend quite a lot. I'm really into fashion and I like to buy new things. I'm always reading magazines and looking out for the latest styles.

4 Yana

- I** Do you follow anyone on social media?
- Y** Yes, I'm on Twitter and Instagram and I follow quite a few people. Some are celebrities, some are people I know.

5 Joe

- I** What kind of games are you into? And do you spend much time playing them?
- J** I'm not crazy about games, to be honest. I've got one or two games on my phone, but that's all. I don't play them much. I'm more into comics and action figures. You know, Batman, X-Men, that sort of thing.

Page 12 Exercises 4 and 5 1.09

C = Chloe, S = Sam

- C** Hi, Sam. I thought you were in Tokyo! When did you come back?
- S** I came back yesterday.
- C** I loved the photos you posted. What were you doing in Japan?
- S** We were visiting my dad for a couple of weeks – he's working there for six months. Check out this photo.
- C** Wow, those clothes are so strange. Did you make friends with these people?
- S** No, I was walking down the street with my sister when we saw them. They saw my Manchester United shirt and they

said a few words in English about football, so we started talking to them.

C What did you talk about?

S Well, see the boy in the smart trousers, black hat and baggy shirt. His name was Yuki and he was really into football, so we talked about Japanese footballers. While I was talking to him, my sister was learning some Japanese words from the girl. The girl was wearing a plain, baggy blouse and a colourful, patterned dress. Her name was Satomi, I think. My sister thought her clothes were really cool.

C She looks nice ... So can you speak some Japanese now?

S A little bit, yeah.

C How do you say 'hello' then?

S Konnichiwa!

C Kon-ni-chi-wa. Did you meet anyone else? Not all the kids you met were wearing clothes like that, right?

S No, most people weren't wearing clothes like that. Only in the Harajuku district. Look at this. We were waiting for a bus outside a school when I took this photo.

C They're wearing uniforms. They look very smart. Hey, is that a photo of your sister? Where was that?

S Oh, we were in a sushi restaurant. I wasn't eating that day because I had a bad stomach ache, but I was laughing at my sister because there weren't any knives and forks and she was having problems with the chopsticks.

C Looks like you were having fun ... I'd love to go to Japan.

S Yeah, it's great. Hey, I need to go. Sayonara.

C Ha! Sayonara, Sam!

Page 16 **Exercise 7** 1.12

L = Lily, G = Grandad

L Is it true that you didn't have mobile phones when you were a teenager, grandad?

G Yes. There were only landlines in the seventies. And there were no computers until the late eighties. I had my first one in the early nineties, but I didn't have the internet until 1998.

L So what did you use to communicate?

G Well, I used to phone my friends, and we used to write letters instead of emails.

L What did you use to do in your free time?

G Well, we had TV, of course. And at weekends, I used to get together with my friends. We all had motorbikes and we used to spend hours cleaning them.

L Did you listen to music?

G Yes, we spent many evenings listening to music. And we had vinyl records back then. We also loved dancing and we went to discos. That's how I met your grandma.

L You met Grandma at a disco!

G Yes. I remember it clearly. She was wearing a long red dress, not trousers like the other girls. Your gran was into fashion.

L Did you dance with her?

G Not that evening. But I phoned her a few days later and invited her to the cinema, and she said yes.

L And you've been together since then?

G That's right!

L That's a lovely story!

Unit 2

Page 19 **Exercises 4 and 5** 1.14

I = Interviewer, A = Alicia, E = Emma, W = Will, P = Paul, Z = Zara

1 Alicia

I What are your favourite sounds?

A My favourite sounds? Mmm ... my favourite sounds are the sounds of the countryside. Oh yes, and the sounds of the sea. It's very relaxing. It reminds me of holidays.

2 Emma

I What smells do you really like?

E Breakfast smells. I love the smell of coffee in the morning ... and toast. They're both great morning smells.

3 Will

I Are there any smells that you dislike?

W Um, yes ... hospital. I was in hospital once and I hated the smells in there. Oh, and I can't stand the smell of our school canteen. It always smells like old vegetables.

4 Paul

I Is there anything that makes you feel happy when you see it?

P Yes, I've got a photo of my wife and kids in my wallet. I like looking at that and having it close.

5 Zara

I Is there anything that you don't like looking at?

Z Yes, that's easy – I can't stand the sight of blood. It reminds me of the time I fell off my bike and I hurt my leg.

Page 22 **Exercises 2 and 4** 1.17

N = Nina, J = John, JO = Jo, S = Sam, W = Woman, M = Man, Z = Zoe, P = Paul

1

N No, I haven't, but I've ridden an alpaca.

J You've ridden an alpaca, Nina? Seriously? When was that?

N Erm ... let me think. Yes, I rode the alpaca when I was six years old.

J Weren't you scared? What are they like to touch? Did it smell really disgusting?

N They are so soft to touch, it's incredible. And they don't smell bad at all. This was a really friendly alpaca.

J Friendly?

N Yes, it was on the farm of my parents' friends. It loved people.

J Whoa! Weird!

2

JO Erm, I did a 100-kilometre cycle ride with my dad last week and I was totally exhausted after that. It's the furthest I've ever cycled.

S Huh! That's amazing, Jo. I think the furthest I've ever cycled was to school when my mum's car wasn't working.

JO So, you've cycled three kilometres, Sam.

S It was about four kilometres, actually. And I was really tired after that – I could hardly walk! I am not a big fan of cycling, but I like climbing. Have you ever climbed a mountain?

3

W I've eaten a few interesting things since we moved to Asia. Here – look at this. Definitely the most unusual food I've ever eaten! It smelled soooo bad!

M Well, that looks really weird. What is it?

W It's called a durian. It's a fruit.

M Durian? I've never heard of it.

W I ate some last year at a market in Singapore. You can't take it into buildings or onto trains or buses because it smells so bad.

M Eeugghh! Gross!

4

Z We've been to Thorpe Park. It's in England. We went two years ago and we went again last summer. You should go and try the rollercoaster there. Here, watch this, Paul – it isn't the longest ride, but it's absolutely amazing.

P No, Zoe, you know I hate that sort of thing. I don't even want to watch it. Has your brother been on that?

Z No, he hasn't. He was way too scared.

P Oh, no. That's too scary for me, too!

Page 26 Exercise 7 1.21

M = Mia, L = Logan

M Hi, Logan. I haven't seen you for ages. Where have you been?

L Hi, Mia. I've been in South America for two weeks.

M South America? Did you do anything exciting?

L Yes. I went to Peru. It was amazing. I saw alpacas in the mountains.

M Amazing! I've never seen an alpaca. You're so lucky! Did you take any photos?

L Yes, I've posted them on my Facebook page.

M Right. I'll have a look.

L How about you, Mia? Have you done anything exciting recently?

M Erm, not really. Well, I went horse riding last month with some friends. It was the first time and I was a bit scared. But I didn't fall off. Have you ever been horse riding?

L No, I've never tried it, and I don't want to. I rode a camel once and it was terrifying. I prefer bicycles.

Unit 3

Page 29 Exercises 3, 4 and 5 1.23

I = Interviewer, J = Joe, MI = Mitchell, M = Max, A = Alicia, E = Elizabeth

1 Joe

I What place would you most like to visit?

J I'd love to visit Iceland and do a tour of the volcanoes. My friend went on a tour that took her down inside a volcano.

2 Mitchell

I What kind of adventure activity would you like to do? Would you like to try surfing?

MI Not really, no! I'm not so keen on getting cold and wet! I'd rather climb up a mountain or maybe go walking somewhere.

3 Max

I Which would you prefer: a trip to the mountains, or a trip to the sea?

M Oh, I'd much prefer to go to the sea. I love the water. I do a lot of swimming and surfing. I also like walking along the beach.

4 Alicia

I Is there anywhere in the world that you'd like to visit?

A I'd love to visit the Sahara Desert. It's my dream to go on an adventure holiday and ride through the desert on a quad bike or maybe even a camel!

5 Elizabeth

I Would you rather trek through a desert or a forest?

E I think both are probably fantastic experiences. Maybe the forest would be more interesting because you'd see more wildlife ... yeah, and you'd be protected by the trees.

Page 32 Exercise 1 1.26

1

A He's walking through the forest. She's walking around the forest.

B He's walking out of the cabin.

C He's swimming across the river. She's cycling along the path.

D He's pushing the snowball up the hill. She's skiing down the hill.

E He's jumping over the puddle. He's stepping on a rock.

F He's jumping off the fence. He's going under the garage door.

Page 32 Exercises 3 and 4 1.27

P = Presenter, L = Lauren, D = Dom

P OK, welcome back to our top ten countdown of the most amazing sporting achievements ever. We've just seen the videos about them – in the first part of our programme – and we've learned a bit about these amazingly brave sportspeople. So, Lauren, what do you think?

L Well, the skydiving looked really scary and the guy who cycled down mountains ... was it Éric Barone? He was amazing. What I didn't understand is why he wanted to break his own cycling record. He's already broken the record, why do it again?

D Oh yes, that was incredible. You know, as well as the speed record, he actually cycled over a volcano.

P Mmm ... sounds a little dangerous! What's your favourite achievement, Dom? Have you decided yet?

D No, I still haven't decided, but I've just finished a sailing trip and I know that the ocean is a difficult, dangerous place. So I really admire Laura Dekker.

P The young girl who sailed around the world?

D Yes. She started her journey when she was fourteen and finished when she was sixteen. She was the youngest person to do that. Nobody has beaten that record yet, I think.

L Hey, and what about those teenagers who climbed Everest? There was a thirteen-year-old American boy and then a few years later a thirteen-year-old girl from India.

P Amazing achievements. But there are critics who say that all these teenagers were too young for the physical and mental stress, and it actually wasn't them that decided to climb Everest or sail around the world, it was their parents who pushed them to do it. Anyway, some results have just come in. Our leader at the moment is the surfer Garrett McNamara, but the voting hasn't finished yet, so you can ...

Page 36 Exercise 7 1.29

S1 = Speaker 1, S2 = Speaker 2, S3 = Speaker 3, S4 = Speaker 4

1

S1 We've been travelling around Australia since the 3rd of August. We haven't been camping because Dad says there

are too many dangerous snakes. I've tried surfing, but I'm no good! And I've been diving three times. There are sharks in the sea here, but I still haven't seen one. Maybe tomorrow!

2

S2 I arrived on Saturday and spent the night at a hotel. I started climbing the next day. I've been climbing for four days now. It's getting very cold, especially at night. I hope to reach the top of Kilimanjaro in three days' time. I'll send you a photo when I get there!

3

S3 I'm in Wales at an activity centre for two weeks. I've been hiking and camping this week. But it's been raining all the time, so it hasn't been much fun. Anyway, we got back to the centre an hour ago, and guess what? The sun has just come out!

4

S4 My friends gave me a parachute jump for my birthday, and I've just done it! It was the scariest thing I've ever done in my life. I closed my eyes when they pushed me out of the plane, I was so scared! It was a great experience, but I'm very pleased it's over. I won't do it again!

Unit 4

Page 39 Exercises 3 and 4 1.31

I = Interviewer, Y = Yana, MI = Mitchell, P = Paul, W = Will

I What worries you most about the planet?

Y I'm worried about the damage we're doing to it. Every day on my way home from work I see people with bags and bags of stuff. It's important that we realize we shouldn't just buy something and then throw it away when we get bored. We need to stop buying so much.

2 Mitchell

I Are you worried about the planet?

MI Yeah, I am actually, about things like pollution and climate change. We need to start thinking about what causes these things and take action. Also, I think we need to recycle more.

3 Paul

I What worries you about the planet?

P I'm quite concerned about our food, where it comes from and how far it travels to get to us. A lot of healthy food is becoming hard to afford for many families.

4 Will

I Are you worried about the planet?

W No, I'm not particularly worried. The Earth's been around for a long time and the weather's always changing, isn't it? That's just the way things are – it's not a big deal.

Page 42 Exercises 4, 5 and 7 1.34

J = Julie, M = Murray

J Welcome back to Material world. Now, today we won't be talking about the latest electronic equipment, multi-functional gadgets, smart fabrics, automatic cars or even solar cars. Instead, we'll be looking at very special ecological shoes. These could help children in the developing world, in addition to helping the environment. Let's find out more with our consumer correspondent, Murray Roberts.

M Hello, Julie.

J Hello, Murray. Tell us a little about the problem first.

M Well, it's a sad fact that there are millions of children in the world who don't have shoes. And there are lots of children who do have them but still have problems. That's because the shoes are second-hand, and too big or too small for their feet.

J But you have found a solution, haven't you?

M Yes. Inventor Kenton Lee is the director of a company that produces shoes that can increase or decrease in size.

J That sounds a bit hi-tech, doesn't it? How does it work?

M It's not hi-tech at all really. You don't always need digital technology to solve a problem. It works by making simple changes to the shoe. If you change the position of the front and side parts, they will either get bigger or smaller.

J So, children can use them for several years as their feet grow, can't they?

M Yes, for up to five years.

J But how's that possible? One shoe won't fit everyone, will it?

M The shoes have two sizes. Small is for children between five and ten years of age. Large is for older children between ten and fifteen.

J That's really useful, isn't it? These kids can probably do a lot more in their lives than they could before ... go to school, play, that kind of thing.

M Yes, exactly!

J Can the kids use them for running around as well? I mean, are they practical?

M Yes. Well, they aren't waterproof, but children can use them to walk, run, play ... whatever they want.

J At the moment, people are wearing them in Ecuador, Haiti, Ghana and Kenya, aren't they?

M Yes, that's right. And the company is planning to get them to many more countries, too.

J Murray, thank you very much. Now on to our next story, about clothes made from recycled and natural materials, which you can ...

Page 46 Exercise 7 1.37

C = Clare, J = Joe

C Tell me about your class environment project, Joe. What is it?

J We're trying to get students and their families to change their habits so they don't waste so much. There are a lot of things we can all do.

C Can you give some examples?

J Well, things like recycling rubbish instead of throwing it away can make a big difference. At school we've introduced paper and drinking can recycling bins.

C And you hope students will do the same at home?

J That's right. We can't force people to change their lifestyle, but we can point to problems and suggest a few things they can do.

C What can I do at home, for example?

J If you want to save water, you can have a shower instead of a bath.

C Oh, dear! We've only got a bath at home.

J That's a problem.

C What about food? I read that people waste a lot of food, too.

J Yes, they buy too much and then throw it away. It's crazy. At school it's the same. You should see the food they throw away in the canteen!

Unit 5

Page 49 Exercises 3 and 4 2.03

I = Interviewer, M = Mitchell, E = Emma, Z = Zara, J = Joe, P = Paul

1 Mitchell

I What's the best age, do you think?

M The best age? Erm ... I think maybe around twenty-one or twenty-two because at that age I'll probably have a bit of money and a car. I work hard so I'm sure I'll get a good job. I'll definitely be living in my own place, that's for sure.

2 Emma

I What's the best age to get married?

E I think the best age to get married is probably around twenty-seven, something like that. I doubt that I'll get married though because I like being single. You've got the freedom to do what you want to do.

3 Zara

I What do you want to do when you're older?

Z I'm pretty sure that I'll go to university and I might study engineering. After that, who knows? Maybe I'll go travelling.

4 Joe

I Do you think that you'll get rich in the future?

J You never know. I doubt it though. I don't think I'll be the boss of a company or anything like that. I don't mind if I'm rich or not, as long as I'm happy and healthy and all my friends and family are, too.

5 Paul

I Would you like to live to be 100?

P Yeah, I would. But I'd like to be healthy and have someone to look after me when I get older. I think in the future most people will live until they're 100 anyway.

Page 52 Exercises 3 and 4 2.07

1

DeeLee33 I think people are too serious. Life is about enjoying yourself! I want to get a job in a shop or something, then I can earn a bit and enjoy myself a lot! I'm really looking forward to doing karate. But I want to try other stuff, too – basketball, football – maybe even extreme sports!

2

Marcus I'm definitely going to take some time out before I go to university, and the first place I'd like to go is Africa. There are lots of different charities there and I want to work with one of them. I think it's important to help others and make a difference.

3

Earlybird In ten years' time? Well, I'm not going to study any more when I've left school. I want to get a job and start earning money straight away. I'm hoping to work for myself. I've been teaching myself computer coding. I've got a couple of really good apps which I think I can make a lot of money with. Just wait and see ...

4

Decklen I know most boys of my age think I'm strange, but I really like kids – I come from a big family, you see – and I'm hoping I'll have a large family of my own one day. I want to get a good education first, that's important. Then I want to work hard with a good company and hopefully settle down.

In ten years' time, I'll be happy. I'm feeling pretty optimistic about the future.

Page 56 Exercise 7 2.09

L = Liam, DS = Dr Smith

L Are you optimistic about the future, Dr Smith?

DS In many way, yes. I think the world will be a better place. There will be treatments for serious diseases and people will live longer and healthier lives. Many people will live to be over 100.

L What about technology? How will that change our lifestyle?

DS Faster and better technology will continue to change the way we work. More people will work from home. And robots will do a lot of the boring jobs.

L What about transport? Will people be driving flying cars in 100 years' time?

DS I don't think so. But there'll be a lot more smart cars that drive themselves, and the roads will be safer.

L Will people live on other planets?

DS Well, I think humans will travel to other planets but I don't think they'll live there. Well, not for thousands of years.

L What free time activities and music will be popular in 100 years' time?

DS That's impossible to predict. I've got no idea what type of music people will be listening to or what gadgets they'll have. Anyway, you may be around then to find out!

Unit 6

Page 59 Exercises 3 and 4 2.12

I = Interviewer, E = Emma, M = Max, EL = Elizabeth

1 Emma

I What kind of school do you think is best for teenagers?

E I definitely think that single-sex schools are the best, because in the UK, students at single-sex schools usually get better exam results than students at mixed schools.

2 Max

I Does the type of school you attend help you get good results?

M I'm not sure I agree with that. It all depends on how hard you study. But schools need to be more about helping students to become good people. I feel that's much more important than getting good results and obeying the rules about school uniform.

3 Elizabeth

I Do you agree that schools need to help students to become good people, rather than just help them to do well academically?

EL Yeah, I do and I think that's a good point. Learning is much more than maths, history and geography, and doing your homework. Getting good results shouldn't be the only thing people think about and if it is, people will cheat.

I So, what kind of school do you want?

EL Well, I think that many head teachers don't really understand what young people today need. I like the idea of home schooling. And one of the advantages is that you don't get distracted by noisy students.

I = Interviewer, A = Aisha, MI = Mia, MA = Max

I So, what do you all want to do when you leave school?

Aisha, what do you think?

A My mum and dad want me to do a degree in engineering. But I know I won't get good enough marks in my exams. Also, I feel I need to choose a career that I'll enjoy, like a surfing instructor, for example.

I That's an interesting idea, Aisha! Would you need to train to do that?

A Well, you must be a really strong swimmer as you'll have to spend a long time in the water. I've been swimming for years now, so I don't have to worry about that. But you mustn't think you can do it without training. You have to do a course that teaches you all the emergency procedures. You mustn't surf if you don't know the procedures. It's a dangerous sport!

I What about you, Mia?

MI Erm, I'm not sure what I want to do, to be honest. My parents and teachers are putting a lot of pressure on me to decide. I want to do something that helps others. My friends say I should become a nurse because I like looking after people. I want to do something more exciting, like ... well, train to be a paramedic helicopter pilot. But I must get really good marks, and I need to save a lot of money or get a scholarship before I can apply for a course. I really want to go to university, but university courses are sometimes very expensive.

I Sounds like a good idea ... What about you, Max?

MA Mum says I should become a professional sleeper so that I don't need to get up early in the morning! No, really. Universities and research centres actually pay people to sleep while they do tests on them! But anyway, I'm really interested in computers and I saw an advert for an apprenticeship in computing. I think being a video game tester would suit me – I just love playing video games, so why not get paid for doing it? I've got until March to apply for the apprenticeship, so I don't have to make a decision right now.

I Hmm, I see. Thanks, Max.

S1 = Speaker 1, S2 = Speaker 2, S3 = Speaker 3, S4 = Speaker 4

1

S1 I don't often miss home because I'm always busy. There are a lot of activities after school and at weekends. My parents sent me to boarding school because they have to travel a lot for work. I only see them in the holidays, but I don't mind. Everyone here is friendly.

2

S2 Where I live, we have to stay on in school until we're seventeen. It isn't fair. In some states in America, students can leave school at sixteen. I think the school-leaving age should be the same everywhere. I don't want to stay at school until I'm seventeen. I want to get a job.

3

S3 Well, I do feel lonely sometimes. I don't see people my age during the day, that's the big difference. But in the evening, I go to basketball practice and meet my friends. My

parents chose home schooling for me because they don't like the secondary school in our area, but I don't agree.

4

S4 The head teacher sent me home once because I wasn't wearing a tie! It isn't fair. At my brother's school they don't have to wear a school uniform. He can wear his own clothes. OK, I agree that students shouldn't wear expensive designer clothes to school, but our uniform is terrible!

Unit 7

I = Interviewer, Y = Yana, Z = Zara, W = Will, M = Mitchell

1 Yana

I Can you tell me what petition you've just signed?

Y Sure. It's an anti-bullying petition. I think people should support victims more and campaign for change on social media.

2 Zara

I Was that a petition you just signed?

Z Yeah. It was to end shark fishing. Disgusting! I hope they introduce a law against it soon.

3 Will

I What's the petition for?

W It's to try to persuade the local council to use empty houses and let homeless people live in them. I think it's the best thing to do.

4 Mitchell

I Can I just ask you what the petition you signed was for?

M Oh, yeah, it was to propose a new law for the government to let people vote from sixteen on. I'd like people my age to be able to vote. After all, it's our future.

T = Teacher, S = Scarlett, L = Lena, A = Asim

T Now let's move on to our topic about change-makers. Scarlett, which real hero did you choose to research?

S I chose a man called Robert Lee. He's such a clever and thoughtful person! He had a great idea to donate unwanted food from New York restaurants to homeless people. He found organized and honest volunteers to collect and deliver the food. It's a simple idea, but one that helps people in need, and it also stops restaurants from wasting food. I really admire him. If more people were like Robert, the world would be a better place.

T That's lovely. Lena, which real hero do you admire?

L My hero is Edwin Sabuhoro from Rwanda. He started working to protect mountain gorillas. He's brave and heroic. He helped to catch people selling baby gorillas and put them in prison. But he is also very fair and sympathetic. He saw that if those people had jobs, they wouldn't need to sell baby gorillas. He did something incredibly generous. He gave them all his money so they could start farming. Now he has an eco-tour company which gives work to people and protects the wildlife.

T Wow! Anyone else? Um, Asim?

A If I had to choose just one person, it'd be a grandmother called Marilyn Price. She's a kind and patient woman who works with city children and takes them on bike trips to the countryside. This gives the children an opportunity to see different places, make new friends, and become healthier

and more confident. She also organizes programmes teaching children how to make and fix bikes. There are programmes in the USA, Canada, Israel and Africa.

T Thanks everyone! Those are some great change-makers! If I were you, I'd start thinking of other ideas to make the world a better place.

Page 73 Exercise 4 2.26

N = Narrator, A = Ana, J = Jez, K = Kara, AN = Andreas, F = Fin

N If I ruled the world ...

What changes would you make if you ruled the world?

Here's what some people said:

A If I were a member of the government, I would support the poor.

J I would stop bullying in schools if I had the power.

K If I were president of the world, I would stop teachers giving homework!

A I would allow young people to vote if I could make changes.

F If it were up to me, I would introduce taxes on junk food.

Page 76 Exercise 7 2.28

S = Steve JE = Jenny J = Joe

S Yuk! I'm fed up with this horrible food! Why can't they serve healthy food at the school canteen? I really object to eating junk food every day. If I lived near here, I'd go home at lunchtime.

JE Me too. Why don't we campaign for better food? We could start a petition.

S Good idea. Let's do that. But I think we need to find out if other students feel like we do first. I mean, there's no point in organizing a protest if nobody will support us.

JE OK. Look, here's Joe. Let's ask him what he thinks.

J Hi there. You two look unhappy. Mmm, those sausages look horrible! I'm glad I've got sandwiches.

JE That's exactly what we want to talk to you about. Horrible junk food.

S Some of us have to eat here every day and the food is awful. That's why we want to do something about it. What about a petition, Joe?

J Sure. A petition is a good idea, but maybe not enough.

Why don't you stop eating at the canteen for a week? If a lot of students did that, they'd have to do something.

S That's not a bad idea.

JE I agree. But we need to persuade people not to eat here. I'll post a message on the school website.

S And we must have a meeting.

JE OK, but when and where?

S At 12.30 tomorrow, here, in the canteen.

J Good idea! This is going to be fun. If you want, I can ...

Unit 8

Page 79 Exercises 4 and 5 2.30

I = Interviewer, W = Will, E = Emma, EL = Elizabeth, A = Alicia

1 Will

I What's your favourite book?

W The Girl on the Train's the best book I've read in a long time. It's about a missing woman. It's a crime novel and it's very exciting. The author's Paula Hawkins.

2 Emma

I What's your favourite book?

E I absolutely love the Divergent trilogy. It's basically a science fiction story about a society where young people are separated into different groups at the age of sixteen. The films are really good, but they're not quite as good as the books.

3 Elizabeth

I What's your favourite book?

EL My favourite's Mangaman by Barry Lyga. It's a science fiction graphic novel, but it's also a romance. It's really original and entertaining. I've never read anything quite like it.

4 Alicia

I What's your favourite book?

A The novel I've just finished reading's about a young woman who has to manage the family business when her parents die. She has a lot of problems with the people who work for her and almost loses the business as a result. In the end, she wins everyone's respect when she manages to save the company.

Page 84 Exercise 4 2.36

How about going to the cinema tonight?

Well, you might prefer *Beyond Mars*.

I fancy *Karo's Two Dreams*.

I'd prefer that to *Extreme Escape*.

Page 86 Exercise 7 2.37

D = Dan, S = Sally

D Is that a film you've got there?

S Yes, it's called *Sherlock Holmes*. I have to read a Conan Doyle detective novel for school. I hate reading, so I've got the film instead.

D I've seen the film and it's not bad. It's quite old, though. It was directed by Guy Ritchie. Sherlock Holmes is played by Robert Downey Jr. and Dr Watson is played by Jude Law.

S I know. I'm a big fan of Jude Law. He's a great actor and he's really good-looking.

D The problem is that the film plot isn't exactly the same as the book because it wasn't written by Conan Doyle.

S What do you mean? It's called *Sherlock Holmes*, isn't it?

D Yes, it is, and you'll really enjoy watching it. But it isn't the same as the book you've got for school.

S Oh no! So I'll have to read the book, then!

D I'm afraid so. But I'm sure you'll love it. I liked it better than the film. It's quite scary.

S Well, if it wasn't a school book, I wouldn't read it.

D It isn't very long and it won't take you long to read.

S Well, that's good.

Plus Options Unit 1

Page 88 Exercises 2, 3 and 4 3.02

S = Sam, A = Amy, SA = Shop assistant

S Oh look, there's a sports shop. I need to get some new football shorts, but I hate shopping. I never know what suits me.

A Don't worry. I can help. Come on, let's go and have a look ... What about these, Sam? The stripes are so cool.

S Nah, they're not my style.

A OK. How about the white ones?

S I need a dark colour. Look at these black ones.

A They're so boring!

S I don't care. They're much too big though ... Excuse me, can I try these on in a smaller size?

SA I'm sorry. Those are the last black ones. Would you like to try on a different colour?

S No, thanks ... Oh look, Amy. What do you think of this jacket?

A Erm ... the design is ... unusual. And I'm not sure that orange is your colour. What about this jacket instead?

S Hmm, maybe. I like the spots, but I'm not a big fan of the buttons. Is this in the sale?

A Yes, look at the price. It's a real bargain!

S Well, I still prefer the orange one. I'm going to try it on. Where are the fitting rooms? Have you seen them?

A Just over there, next to the tills.

S Look, it's such a cool jacket, but it doesn't fit.

A Yeah, the sleeves are too short. What a shame.

S Excuse me, do you have this in a larger size?

SA I'm sorry. We only have small and medium.

A Phew.

SA But we have the same style in red.

A Err, red doesn't suit you either, Sam.

S This is the worst shopping trip ever!

A It really is!

Plus Options Unit 2

Page 89 Exercises 2, 3 and 4 3.04

S = Simon, L = Laura

S Laura! Hi. Where are you going?

L I'm going shopping ... to the art gallery. They sell posters of paintings there, and I want to buy one for my aunt.

S Is it her birthday?

L No, it's a present for her new house.

S Nice idea!

L Why don't you come with me?

S OK, but I don't know much about art ...

L No, I don't like that. No ... no ... no ... Oh, hang on. I quite like that.

S The portrait? Who's it a picture of?

L No, this landscape here. It's great!

S This one? Really? What's it a picture of?

L Well, it's called The Hay Wain and it's a rural scene. Look, there's a large farm cart drawn by horses standing in the river, and a group of haymakers are at work in the field.

S I can see a cart in the foreground, and there is a cottage on the left, but where are the haymakers?

L Across the meadow, in the distance, on the right. Do you see them now?

S Hmm, they're really small. Who was it painted by?

L Let's see ... it says here that you can see this painting in the National Gallery in London. It was painted by John Constable, a famous English landscape painter.

S I've never heard of him, have you?

L I have, actually! Mmm ... can you see the clouds in the background, at the top?

S Oh, yes.

L I really like that, and I also like the colour of the river at the bottom. What do you think of it?

S I'm not sure. It's pretty, but I think it looks a bit gloomy and boring. Shall we look for another one? Something more unusual and original like the colourful animal painting over there? It looks like a tiger ...

L No, I'm going to buy this one. I think my aunt'll like it. She's got very traditional taste.

S OK, well, you know your aunt better than I do! But let's go and see that picture. Who is it painted by?

L It looks modern. Actually, I think ...

Plus Options Unit 3

Page 90 Exercises 2, 3 and 4 3.06

C = Carla, MM = Mrs Megat

C Hi, this is Carla Browning. Can I speak to Mrs Megat, please?

MM Hello, Carla. This is Mrs Megat, the coordinator for Study Abroad Holidays. How can I help you?

C Well, I'm phoning about the trip to Malaysia in July. I have been abroad before, but it's the first time I've ever stayed with a host family, so I just wanted to ask you a few questions.

MM Of course! What would you like to know?

C How big is the bedroom and do I have to share?

MM Let me check. OK, so you have your own bedroom and bathroom. There's a single bed and a wardrobe with a mirror.

C Great! What about transport? Will they drive me to school every morning or do I have to take the bus? And how far is the school?

MM The house is very near the school, so you can walk actually.

C OK. I think I have lunch at school, but dinner and breakfast with the host family. Is that right?

MM Yes, exactly.

C What kind of food is there for dinner?

MM They can cook whatever you like. Would you like to try some traditional dishes?

C Yes, I've heard the food in Malaysia is delicious. But I'm vegetarian. Is that OK?

MM That's not a problem. Oh, and have you looked at the optional activities on our website yet, Carla?

C Only quickly.

MM There's lots to do in Kuala Lumpur. Do you like the look of the water park?

C I'm not so keen on swimming.

MM OK. Have you ever tried a zipline?

C No, what's that?

MM You fly through the tops of the trees on a wire.

C Wow! I like the sound of that. Are the activities included in the price?

MM No, sorry.

C That's OK. One more thing – what's the weather like in July?

MM It'll be hot – about thirty degrees – but it'll be dry.

C Perfect! Thank you so much.

MM You're welcome. Call us any time. We're looking forward to ...

Plus Options Unit 4

Page 91 Exercises 2, 3 and 4 3.08

SA = Shop assistant, C = Customer

1

SA Can I help you?

C Yes, I need something for a headache.

SA Painkillers?
C Er ... I think so.
SA Is this what you mean? We've got aspirin or paracetamol.
C Oh, aspirin, please.
SA How many do you need?
C How many are there in that box?
SA There are twelve in this small box, or we've got a larger box with twenty-four.
C Just one small box, please.
SA OK. That's forty pence, please.

2

C Excuse me?
SA Yes?
C Have you got any ... I'm sorry, I can't remember the word. You use it for cleaning your ...
SA Teeth? You mean toothpaste?
C Yes, toothpaste!
SA Of course, which type do you want?
C Er ... which type have you got?
SA Whitening, er ... toothpaste for sensitive teeth ... or just regular.
C Regular, please. Can I have a large, er ...
SA Tube. A large tube. Is this one OK?
C Yes, that's perfect. How much is it?
SA £2.99.

Plus Options Unit 5

Page 92 Exercises 2, 3 and 4 3.10

L = Lucy, M = Matt

L Hey Matt, what's wrong? You look so down.

M Oh, hi, Lucy. I didn't get picked for any of the sports teams again this year. They're all so serious. I just want to do something for fun.
L Why don't you try something different after school?
M Like what?
L My brother's in a band. He spends all weekend playing the guitar.
M I definitely won't be good at that. I can't even sing!
L You won't know unless you try! I think my brother's band is looking for a new drummer. It's worth speaking to him about it.
M Hmm, I'll think about it. Thanks, Lucy. But I'm not completely sure that music is for me.
L You could always go to dance classes.
M No way!
L OK ... you could try the drama group.
M Oh, yeah. I think they're doing a show this weekend, aren't they?
L Yes, they are. Let's go together! You've got nothing to lose by watching. You never know, you might be able to speak to them about joining.
M I doubt that I'll be good enough. They look really professional.
L Right ... what do you really enjoy doing, Matt? What are you good at?
M Hmm ... I like taking photos.
L Oh. I've never heard of a photography club. But it can't be hard to start one.
M That's a great idea! And if I start my own club, I'll be able to decide who can join!
L Can I join?

M Of course! Wait a second ... it's time for our first photography club selfie. Say 'cheese'.

L and M Cheese!

Page 92 Exercise 5 3.11

A = Alan, R = Rosie

A Hey Rosie, have you joined any of the clubs yet? Why not try the new photography club? I'm in it!
R Oh yeah, Matt's club. It's worth talking to him.
A Or how about dancing?
R That's on Fridays, isn't it? I can't do it.
A OK. You could try one of the sports teams then.
R No way! I've never done any sports.
A It's never too late. Look, there's a football match on Saturday. Let's go together. You've got nothing to lose by watching!
R Sorry, Alan. I already have plans for the weekend.
A Oh, never mind. Hopefully you'll find a club that you like.

Plus Options Unit 6

Page 93 Exercises 2, 3 and 4 3.12

I = Interviewer, M = Monica, R = Ross

I I'm with brother and sister, Monica and Ross ...
M and R Hi!
I ... and I'm going to ask them about what they're doing in the summer holidays. Let's start with you, Monica. What are your plans?
M Well, I'll be sixteen in June and I need to start thinking about what I want to do with my life. So I think that getting a summer job is a good idea to get experience of the world of work.
I Is there any job you're particularly interested in doing this summer?
M I'd like to be able to work in catering.
I Ah, so you want to be a waitress in a restaurant?
M Well, no, not really. I love cooking, so I was thinking more of working in a restaurant kitchen.
I Oh.
M If I like it, and if I get good marks in my exams, I can try to do a catering course. Or maybe even get an apprenticeship in a kitchen. I really want to be a chef.
I Well, good luck with your plans. You sound like you know what you want to do. Ross, what about you?
R I'm not sure. My dad wants me to work in his shop over the summer, as a shop assistant. He thinks I should get experience in retail. But I'm a bit younger than Monica – I'm fourteen. I haven't really thought about my future.
I Do you think you should?
R Umm, I don't know. I suppose I should. But I'm still young, and we should – my friends and I – we should enjoy being young for a while.
I That's a good point. So, what are you going to do this summer?
R I'm not sure. Go swimming, play football ...
I But not work in your dad's shop?
R I hope not!

Plus Options Unit 7

Page 94 Exercises 2, 3 and 4 3.14

P = Presenter, R = Reporter, C = Campaigner

P Now, I understand there's a march in the capital today. Let's go over to our reporter in central London and find out what's going on. Katie? Can you hear me?

R Yes! Yes, I can, Marcus.

P Katie, where are you and what's happening? It's very noisy.

R Well, I'm in Trafalgar Square and there are about 2,000 people here today. Let's talk to one of the campaigners. Hi, there. Have you got a minute?

C Sure.

R You're live on local radio. Can you tell our listeners what you're doing?

C Yeah, I'm joining in a protest in Trafalgar Square. We're waiting for the organizers at the moment. They're going to speak to us at twelve o'clock and then we're going to march through the streets.

R Where to?

C To Parliament. To the government.

R And why are you campaigning?

C Because of the war. We're pacifists, and we're really unhappy about the war.

R Now, our listeners can't see, but you're holding something. What does your placard say?

C It says 'No more war'.

R Can you explain how you feel about the war?

C I think it's completely unnecessary and unacceptable. If it carries on, more innocent people will die.

R What are you hoping to achieve?

C We're hoping the government will end the war. If the politicians don't listen this time, we'll protest again. We definitely won't give up!

R Thanks for talking to me. Marcus, back to you.

P Thanks, Katie. So, if you try and drive through central London today, you might have some problems ...

Page 94 Exercise 5 3.15

R = Reporter, F = Francesca

R Can you tell the listeners what you're doing?

F Yes, I'm joining in a march through the town centre.

R Why are you campaigning?

F Our local cinema is going to close next month.

R Can you explain how you feel about that?

F I think it's unacceptable. If it closes, there won't be anything for teenagers to do here.

R What are you hoping to achieve?

F I hope the company will realize how we feel and that it won't close the cinema.

Plus Options Unit 8

Page 95 Exercises 2, 3 and 4 3.16

I = Interviewer, B = Boy, G = Girl

1

I Hi, there. Which film have you just been to see?

B *Batman versus Superman*. It's an action film.

I OK, and who's in it?

B Ben Affleck and Henry Cavill are the main actors. Henry Cavill plays Superman and Ben Affleck is Batman. Jesse

Eisenberg is in the film, too. He plays Lex Luther, the enemy of Superman.

I So, what's the plot?

B Well, basically Batman leaves Gotham City and goes to Metropolis, where Superman lives, to fight him. Batman doesn't think Superman is a superhero. In fact, he thinks he's dangerous. But then there's another problem that the two superheroes have to solve to save the Earth.

I Hmm ... who was the film directed by?

B An American director called Zack Snyder.

I And what did you think of the film?

B The special effects and the action scenes were good. But I thought the film was a bit boring.

I Who would you recommend it to?

B I'd recommend it to action film fans, but I wouldn't recommend it to some of my friends!

2

I And which film have you just been to see?

G *The Hunger Games: Mockingjay Part 2*. I've read all the books and now I've seen all the films!

I What's the film about?

G It's a science fiction film that happens in the future, in a country where all the citizens are poor. Boys and girls between twelve and eighteen are chosen by lottery to take part in the dangerous Hunger Games, which are shown on TV as entertainment. The winner gets food for the district where they live.

I Who are the main characters played by?

G Well, the main characters are Katniss Everdeen, played by Jennifer Lawrence – she's one of the contestants in the Games. And Peeta Mellark, who is another contestant. He's played by Josh Hutcherson.

I Who was it directed by?

G I think it was Francis Lawrence, who's from Vienna, in Austria. Three of the four Hunger Games films were directed by him.

I So, did you enjoy the film?

G It was great! Very exciting!

I Who would you recommend it to?

G I'd recommend it to all teenagers. Boys and girls. They'd love it.

Page 95 Exercise 5 3.17

I = Interviewer, D = Denise

I Which film have you just been to see?

D *Sherlock Holmes*! It's a crime film.

I OK, and who are the main characters played by?

D Robert Downey Jr. plays Sherlock Holmes. Dr Watson is played by Jude Law.

I Who was the film directed by?

D A British director, Guy Ritchie.

I What did you think of the film?

D The action was amazing and the plot was a bit confusing, but I was never bored.

I Who would you recommend it to?

D I'd recommend it to people who like action and crime films!

Workbook audio scripts

Starter Unit

Unit 1

Page 10 Exercises 3 and 4 02

P = Presenter, T = Tina, D = Dan

P Excuse me. Could you tell me about the fashions when you were young?

T Sure. When I was a teenager, there used to be a lot of fashions, probably more than today. It was the 1980s, and I used to like the punk style. It was probably because of my brother and his friends. They were four years older than me and they were all punks. They used to wear very tight trousers, long boots, old T-shirts and short jackets. A lot of them had colourful hair, you know, red and orange and green. My parents used to hate it. So of course, I thought it was fantastic. When I was about fifteen, I started listening to different music, and my style changed completely. Teenage fashions change so fast. I used to like that.

P Thank you. And how about you?

D Well, I wasn't into fashion in my early teens. My clothes were really plain - I can't even remember what styles I used to wear. All that changed around 1992, when I started listening to hip hop music. Suddenly, everybody was wearing big, baggy trousers and sports shirts, and expensive trainers. And I did too. It was also cool for girls and boys to have long, untidy hair. I think I used to brush mine about once a month. I saw my daughter with her friends recently and I couldn't believe it. They're into those same nineties styles. As a parent, I laugh at the fashions now, but then, they were an important part of my identity.

Page 14 Exercise 4 04

E = Ethan, L = Lena

E How was your trip to Italy?

L It was really great! Italy is such a beautiful country.

E Did you spend a lot of time at the beach?

L A little, but the weather wasn't too good. It was only hot and sunny on the first day. Then, it got colder and windy. Sometimes it even rained.

E What bad luck!

L It wasn't that terrible. We went sightseeing a lot, but we had to buy some new clothes first. I only took summer dresses, shorts and short-sleeved tops.

E So what did you get?

L Luckily, I had my trainers with me so I didn't need to buy any new shoes. I bought a baggy hoodie, a pair of jeans and this patterned jacket.

E It looks nice. I like it.

L Thanks! I really enjoyed buying clothes in Italian shops. They've got a lot of beautiful smart blouses and skirts. My sister bought a plain white blouse and a tight skirt. She looks like a TV presenter when she puts them on! She promised to lend me the skirt for Sarah's birthday party next week.

E Great!

L Do you want to see some photos?

E Sure.

L This is my favourite one. We're all standing by the Trevi Fountain in Rome.

E I can see your dad and mum, but who's the woman in the colourful hat with your mum?

L Are you kidding me? You don't recognize her? It's my sister, Amy.

E She looks so different in the hat, black trousers and black boots. Did you buy them in Italy, too?

L Only the hat. Check out this next photo.

Unit 2

Page 18 Exercise 4 05

P = Presenter, A = Anna

P I'm here today with travel blogger Anna Blake. So Anna, you've been to a lot of wonderful places around the world, but tell us about your most memorable experience.

A Probably the most amazing thing I've ever seen was the grey whales in Dana Point, California. Around 20,000 of them travel from Alaska to Mexico every year and then back again. That's almost 10,000 kilometres! It is one of the most amazing wildlife migrations and it's not difficult for humans to see. If you are lucky, you can see orcas and even hear the songs of the giant blue whales! It is fascinating. I joined a guided whale-watching cruise. I think it's easier to find them if you travel with experts. On the way there some people got seasick and they looked miserable! But then we saw something moving in the distance and we saw a grey whale! Then suddenly there were four or five of them swimming beside the boat. You could almost touch them! It was the most amazing sight and everyone was smiling!

P That sounds wonderful! So when's the best time to go?

A Well, the whales are only there for a few months every year so make sure you go from December to April. Imagine how awful it is to travel there and find out that you've missed them! You can read more about it on my blog, but unfortunately there aren't many photos. I was furious with myself at first because I hadn't taken any. It all happened so fast I didn't have time. But then I thought I don't really need them. I'll never forget the sight and the sounds of the grey whales!

Page 22 Exercise 4 07

R = Radio Presenter, G = Grace, J = James

R Today on Radio 5, we're talking about a birthday party you won't forget. Have you been to a memorable birthday party? Call in and tell us about it. We've got the first caller.

G Hi! I'm Grace. My friend Megan had the most amazing birthday party last year. It was her thirteenth birthday and she invited us to a spa. It was a nice place. We felt like celebrities! They looked after us all the time. First, the hairdresser did our hair, then someone painted our fingernails and finally they did our make-up. We looked wonderful. One thing that made me miserable, though, was the food. I was so hungry but they only served cupcakes. I'm sure they were delicious, but I can't eat anything with eggs in.

R Oh dear! Thank you, Grace. We've got James on the line. Hello, James.

J Hello! I'm calling to tell you about an awful birthday party I went to. My friend Nathan invited a few friends to an amusement park for his fourteenth birthday. It was a hot day and there were lots of people. We had to wait in a queue for

a long time before we could take a ride. After a few hours we were exhausted. How long can you stand in the sun and wait? Besides, the rides weren't terrifying at all! They were small and good for eight-year-olds. Finally, we decided to go to a 3D cinema. It was one of the attractions, but Nathan had to pay extra for the tickets and it made him really furious. I was more upset about the popcorn. It was disgusting – so much salt! The good thing about the cinema was that we didn't have to wait in a queue once.

R Thank you, James. What a party ...

Unit 3

Page 26 Exercises 3 and 4 08

P = Paddy, S = Sylvia

P What do you think of when you hear the words 'adventure travel'? If you're like me, you probably expect young guys jumping out of planes or climbing Mount Kilimanjaro. Not anymore! So, today, I'm at the Adventures Abroad Fair in Manchester and I've been talking to travel expert Sylvia Williams. So, Sylvia, what can you tell us about current trends in adventure travel?

S Well, I think the biggest change is who is travelling. Ten years ago, it was mainly men in their early twenties. But now around 55% of our customers are actually women, and the average age is forty-seven!

P Wow, that's a surprise! And are people travelling with their friends, in couples, or in larger family groups?

S That's changing, too. In the last few years, we've noticed more groups of parents, children and grandparents together. And there are more women travelling alone, too.

P And how have these changes affected the holidays you offer?

S Maybe the biggest difference is that we've started organizing trips with a larger variety of activities. I mean, if you're travelling with grandad, he probably won't want to ski down mountains or surf on five-metre-high waves, will he?

P Ha ha, no, I suppose not!

S So now you can go on an adventure cruise, for example. When the ship stops, there are challenging activities such as horse riding, hiking and rock climbing for mum, dad and the children. But if the grandparents just want to go shopping or relax on the boat, they can do that, too.

P Yes, that makes sense. So which destinations are hot this year?

S Well, that's changed, too. You see, ...

Page 30 Exercise 4 10

L = Lily, O = Oscar

L Hi, Oscar! How was school today?

O Quite good. We were learning about John Goddard. **L** Who?

O John Goddard, an American adventurer and explorer. When he was fifteen years old, he made a list of 127 things he wanted to do in his life.

L Lots of people do lists like that.

O I know, but John Goddard was different. He wasn't much older than you are now and his goals weren't easy. He wanted to climb up the world's highest mountains, kayak down the longest rivers from beginning to end, jump out of a plane with a parachute and hike across the Grand Canyon. And among all these extreme adventures he also planned to read the whole *Encyclopedia Britannica* or learn to speak three foreign languages.

L Wow! Did he do it all?

O He did over 100 things from the age of fifteen until he died. He inspired many people to be like him – to dream, make lists and explore the world.

L Oh! I want to be like John Goddard. I want to sail around the world, cycle around Australia and dive off beautiful cliffs in Hawaii.

O Really? Wouldn't you be scared?

L I don't think so. Remember last summer in Spain when we learned to surf on those huge waves? I wasn't scared at all!

O Maybe a little ...

Unit 4

Page 34 Exercises 3 and 4 11

G = Gemma, J = Jamal, N = Nadine, Z = Zain

G I'm in Birmingham today at this year's Gadget Show to find out about some of the best new products on offer! We've seen a lot of crazy gadgets already, from smart dog collars that check how much exercise your dog does ... to paper aeroplanes that you control with your smartphone! But let's hear about some of your favourite gadgets. What do you have there, Jamal?

J This is the Eco Media Player. It's multifunctional so you can listen to music, watch films and more. And it fits in your pocket. But what makes it special is that it's ecological! You don't need batteries because it has wind-up technology.

G Ooh. So you power it with your finger?

J Yes. And you don't need to worry about running out of power!

G That's great. How about you, Nadine?

N I've found a really useful gift today. It's the Automatic Parked Car Finder. You leave it in your car and it connects to your smartphone. Then later, you can use a free app to see where you parked your car on a map.

G Are you going to buy it?

N Yes! It's perfect for my dad. He can never find his car in a car park!

G What do you have there, Zain?

Z It's the Logbar Ring. It's exciting, but quite expensive. You wear this digital ring on your finger and then you point to electric objects at home to turn them on and off, like the TV or lights.

G Wow, very hi-tech. It makes you look like a superhero, too!

Z Not sure about that, but it's great for lazy people like me. You don't need to move from the sofa!

Page 38 Exercise 4 13

W = Woman, F = Felix, A = Amy, J = Jimmy

W Welcome to the Inventions Show in Northville Secondary School. Every year students present products of the future. Get ready to see some multi-functional and useful things! Our first inventor is Felix Gibson.

F My project is an electronic gadget called Buyer's Choice. It's a hi-tech digital solution for people who buy clothes online. When you shop for clothes online you never know how they're going to fit. Buyer's Choice are virtual reality glasses which help you see yourself in the new clothes. Sit or walk to check how you look in these clothes when you move.

W Great idea, Felix! Here's Amy Parker. What have you prepared, Amy?

A It's a Smart Present app. Instead of buying a present for someone, you download the app and create a home-made gift using the Smart Present app. How does it work? You take pictures of the unwanted things you have at home and the app gives you ideas for the recycled presents. When there's something extra you need to buy, the app shows you the

nearest second-hand shop. Your present will be unique and personal.

W I like it! And now over to Jimmy Wilcox.

J This is a solar phone charger which you attach to your bike. It charges your phone when there's sun. This ecological charger has got an automatic waterproof cover which protects your phone when it rains. It's a simple solution which doesn't harm the natural environment.

W I love it! Thank you, Jimmy.

Unit 5

Page 42 Exercise 3 14

Here at Youth Today, we're making a time capsule, and we're asking you what to put inside it! We're going to bury it under the TV studio, and no one will open it for 100 years. It's going to contain objects that will tell young people in the future about today's lifestyles. We've got a smartphone, a games console, films and TV programmes in there. Now, we'd like to hear your predictions about life in 100 years for our competition. Phone in and tell us your ideas, and tell us which object you want to put in the time capsule. If you win, your object will go into our capsule.

Page 42 Exercises 4 and 6 15

D = David, L = Lena, C = Claire

D I'm a bit worried about the future. I don't think we'll be leaving our houses much. For example, I think we'll be working and studying from home, using the internet. I worry that we won't see other people any more. What would I put into a time capsule? A laptop, maybe – but not mine!

L I don't think people will want to tie themselves down in the future, by settling down and having a family when they're still young. We'll be spending more time enjoying ourselves, and robots will be doing the work we do today! It'll be great! If I win this competition, I'll put my favourite books into the time capsule. People will always want to take time out with a book!

C Technology will change a lot in the future, I'm sure, but I can't see people being different. When I imagine myself in thirty years, I still see myself working hard, going out, playing sports. I think all those things are important. I'd put information about all our leisure and sporting activities into the time capsule, so people in 100 years can take up 'old' sports that we have now.

Page 46 Exercise 4 17

J = Jasmine, L = Liam

J Hi, Liam! It's Jasmine.

L Hi, Jasmine! How are you?

J I'm great. I'm calling from the airport.

L Wow! Where are you going?

J Brazil. My parents have decided to spend the summer holidays abroad. We're going to travel around South America for a few weeks.

L Amazing!

J I know! I'm sure we'll have so much fun. What are your plans for the summer?

L I don't know yet. My dad wants to take some time out in August, but he's really busy at work now doing an important project. Mum says he'll earn a lot of money so we can have a great holiday soon.

J That sounds great!

L I know, but I don't want to waste time before we go anywhere. I definitely don't want to just sit at home and watch TV.

J You could do some extra homework? Why don't you take up a sport at the local club? They're offering tennis and volleyball.

L I didn't know about that! I've always wanted to learn to play tennis. Great idea! Thanks.

J No problem! I'll speak to you when I get back from Brazil.

L Sure – enjoy yourself in Brazil. Send me some photos.

J I will. Take care.

L Bye!

Unit 6

Page 50 Exercises 3 and 4 18

When I found out that there are full-time jobs in social media, I immediately knew that's where I wanted to make my career. So I made a lot of effort to get involved in media projects at university, you know – writing articles for the university website, doing shows on our student radio station, that sort of thing. But it was at least a year before I made any progress with finding a career. And that was when I did two months of summer work as an intern at a tech website.

So, my first piece of advice is that you should try to do work experience or find an internship, even if it's hard work and unpaid. Because without real work experience, it's hard to know what the job is about, or what you're good at. I thought I loved blogging and writing articles, you know, working on my own. But in fact, I found I enjoyed interviewing people and working in a team far more, so that was a surprise!

The other really good thing about those eight weeks was all of the people I met and worked with. I've kept in contact with some of them and it's been really useful. You should always keep in contact with people that you meet, because you never know when one of them could help you!

And the final piece of advice I'd give is something I always do: it's to write a new CV for every job you apply for. Don't just send out the same thing to everyone. Do your homework, find out about the position, and make sure you edit your CV to fit the exact thing they need. It's not so easy to get the job you want these days, but when you do, you'll be pleased that you made the effort. Good luck!

Page 54 Exercise 4 20

C = Careers advisor, J = Joshua

C Joshua, what do you want to do when you finish school?

J I don't really know.

C That's OK. It's my job as a careers advisor to help you think about the options. Can you tell me about your family? What do they do?

J My dad is an engineer – he works in a construction company. They build new roads. My mum studied nursing and she works in a hospital. I've got an older sister, Sophie. She's at university in London and she's applying for jobs with some big law companies. I'm not really interested in any of those things, though.

C Well, what do you like doing in your free time?

J I usually hang out with my friends, play video games, go to the cinema, or listen to music.

C Are you good at singing or acting? You could have a career in entertainment.

J No, it's not for me.

C How about journalism? You could write film or game reviews.

J I'm not into writing. I prefer maths and science.

- C** How about doing a course in computing? There are lots of options there for students who are good at maths and science.
- J** It's great, but my uncle studied IT and he ended up teaching IT in an elementary school. I don't want that.
- C** I'm sure you can get a job in an IT company if you get the right qualifications.
- J** Will I be earning a lot of money?
- C** It depends. Some IT work is very well-paid, even more than jobs in law.
- J** That sounds great! Thank you for your help!

Unit 7

Page 58 Exercises 3 and 4 22

P = Presenter, D = Dr Hook

- P** This week on *Young World*, we're taking a look at heroes. It can be hard to find news stories about brave and kind people. So where should we look? Today, I'm with social historian, Dr Maggie Hook. So, do we have enough positive role models and heroes in the world today?
- D** Well, there are certainly lots of positive role models, but we don't always hear about them. I think if we saw more positive stories in the news, we'd all feel better about the world we live in.
- P** And what can we do to change that?
- D** One important way is to share stories of ordinary people who do special things. People often imagine you have to be rich or famous for people to admire you, and that's not true at all.
- P** So, how can we discover stories about ordinary heroes?
- D** There's a website, myhero.com, where you can make a film, draw a picture or write an essay about someone you admire. In fact, the project has been going for twenty years, so there are hundreds of stories already.
- P** Wow! So, what personal qualities do people admire?
- D** All sorts, really. There are famous people on there, like Malala Yousafzai – the brave teenager who's fighting for education for girls.
- P** Oh yes, I've heard of her, of course.
- D** But there are also lots of personal accounts. For example, a student who wouldn't pass his exams without the help of a patient and kind teacher who's giving him after-school lessons. In addition to the website, they have a film festival every year and awards for heroism, too!
- P** Wow, it all sounds really positive. And can you tell me about ...

Page 62 Exercise 4 24

G = Grandma, M = Molly

- G** How was your day at school?
- M** It was good thanks, Grandma. We had an interesting psychology test during our PSHE class. The teacher gave us ten minutes and asked us to write as many adjectives as possible to describe our positive qualities. We couldn't write what other people think about us. It should be how we see ourselves.
- G** How did it go?
- M** Most of my friends wrote about twelve things, but I had only five qualities on my list. I couldn't think of anything else!
- G** I'm sure you have more than five positive qualities. What was on your list?
- M** Sympathetic, honest, thoughtful, generous and patient.
- G** I agree, you always think about others first. What else? You're organised, you plan all your studies and extra activities.
- M** Only because Mum and Dad ask me to.

- G** You're very clever.
- M** I'm not. Think about Ruby in my class, she's clever.
- G** Honey, she might be clever, but so are you. You're also brave, aren't you? Remember when you saved your brother from that angry dog last year?
- M** Maybe, but I could never be as heroic as Katniss Everdeen in *Hunger Games*.
- G** Katniss is an extreme example, Molly! You're also kind to other people and fair. You always treat everyone equally.
- M** Not always, but I do try.
- G** Molly, there is one thing I'm sure you're not.
- M** What?
- G** Confident! You are such a great girl and you don't believe in yourself.

Unit 8

Page 66 Exercises 3 and 4 25

L = Les, A = Angela, S = Sean, C = Caroline

- L** For me, it has to be *The Outsiders*. I think I was fifteen when my older brother first gave it to me. It's a real coming-of-age novel. I remember reading it so many times that in the end, some of the pages fell out. I know it was written by S.E. Hinton, but I only found out years later that she wrote the whole thing when she was still in high school, which is quite amazing. I think they adapted it for cinema later, but I never saw the film.
- A** That's easy, I really loved *Stand by Me*. It came out in 1986, when I was just thirteen, and I went to the cinema with my cousin to watch it. The stars of the film were only teenagers themselves when it was made. The sad thing is that one of them, River Phoenix, died just seven years later. The others must be in their forties now, like me!
- S** I thought I wouldn't like it. I mean, the original *Romeo and Juliet* was written by Shakespeare, so I thought it would be this big historical production. But the film adaptation wasn't like that at all. Leonardo DiCaprio and Clare Danes were the stars, and the direction and costumes were really good. I think it came out in, err, 1996 – so I guess I was sixteen when I saw it.
- C** It has to be *The Lord of the Rings*. I was fourteen the first time I read the first book in the series, and it's always been my favourite since. I saw the whole story in my head when I read it, so there was no need for me to go to the cinema when Peter Jackson directed the films.

Page 70 Exercise 4 27

T = Teacher, B = Ben, K = Katie, TO = Tom

- T** Good morning, class. Today, we're continuing our lesson about your favourite films. What genres of films do you usually watch and why? Ben?
- B** I love science fiction films. It's a very popular genre now. I read a lot of science fiction books, too. I prefer the ones which were written a while ago, like Orson Scott Card's *Ender's Game*. It's interesting to think what the world might be like in the future. I especially enjoy watching films which were adapted from a book. It's fun to compare how I saw the story differently from the director. Sometimes I'm disappointed, but usually I love the director's vision.
- T** I hadn't thought of it like that before. Would you rather choose a film because the director is good or because the actors are stars? Katie, what do you think makes a great film?
- K** It's hard to say. I think good actors and directors help films to be great. But I don't like it when the same actors appear in almost every film. They become really famous when they're

the winner of an important award or when they receive an Oscar nomination. Then they're everywhere! It might stop other actors from becoming stars.

T Does anyone agree with Katie? Tom?

TO I do. Hollywood stars are sometimes too much. I love watching foreign films because the actors seem to be less perfect and not like supermodels. They seem more real.

T That's an interesting view. What other types of films would you like to see more of?

Cumulative review, Starter unit to Unit 2

Page 72 Exercises 4 and 5 28

R = Radio presenter, D = Daniel

R I'm here today with Daniel Nold, a chef who specializes in making desserts. Daniel also teaches cookery courses for teenagers and adults. He's got his own restaurant in London and right now he's writing a book about desserts. Daniel, tell us more about your book.

D Actually I haven't started writing it yet. It's my first book and I'd like it to be all about taste.

R Taste?

D Yes, generally people eat quickly and forget to enjoy their food. Sometimes they don't even notice how it tastes. They might say, 'It's great' or 'It's disgusting' without understanding the ingredients and what makes them special.

R I've heard that you organize dessert tasting sessions in your restaurant. What are these?

D We prepare different desserts – cake, cookies, ice cream, everything! People come and try them all. They guess the flavours with our help and we show them all the ingredients and products we used to prepare the desserts. We talk lots about the different smells and tastes.

R Is this just a food fad?

D I hope not! I think people want to learn to be better cooks and discovering flavour really helps with that.

R What's the price of a tasting session in your restaurant?

D They're free, but people need to sign up early. We usually advertise each session on our social media sites a week before they start and often they're full within a day.

Cumulative review, Starter unit to Unit 4

Page 73 Exercises 4 and 5 29

Z = Zara, D = Dad

Z Dad, have you seen the link to the website I sent you this morning?

D I haven't had time to check my emails yet. What was it?

Z I was looking for perfect places for a hiking trip this summer and I found something I like a lot.

D Where?

Z In Iceland. The trail is called Laugavegurinn and it's amazing! It goes across the mountains, rivers and valleys. You go past the active volcanoes and the falls. I'd love to see it! There's no other trail with as many different landscapes as this one in Europe.

D It sounds great! How long is it?

Z About fifty-five kilometres. We can do it in a week, can't we?

D I guess we can. Is there any special equipment we will need?

Z I haven't checked that yet, but I've read about a family who hiked there last year. They said they ran out of water and they couldn't get it anywhere. They carried on hiking, but they had to make water from snow. They used a purifying water bottle.

Check this out. It's got great reviews. We should buy this bottle and a few more things before we set off, shouldn't we?

D I'm not sure what we can afford. We haven't saved too much money. We definitely need new waterproof jackets and ...

Cumulative review, Starter unit to Unit 6

Page 74 Exercises 4 and 5 30

M = Mum, MI = Mike

M Your cousin Patrick is coming from Canada to visit us in the summer.

MI Cool! For how long?

M I'm not sure yet, but probably eight weeks.

MI Eight weeks?! But the summer holiday only lasts for six!

M Not for him. The summer holiday is longer in Canada.

MI Really? How long is it?

M About nine weeks.

MI That's not fair! Why don't we have nine weeks here, too? I want to go to school in Canada!

M Every country has its own rules. Here in Britain, you get a week of holiday in the middle of each term and an extra week at the end of every term. That adds up to a lot. In Canada, they haven't got so many weeks off during the school year.

MI I still prefer the Canadian system.

M Why?

MI You can enjoy yourself more with a long holiday. You can travel and spend time abroad with your family.

M Patrick's mum says he doesn't like it. He misses his friends. Besides, they've got a lot of homework to do in the summer.

MI Why?

M So that they don't forget what they've learned.

MI Ahh, I'll stay here then!

Cumulative review, Starter unit to Unit 8

Page 75 Exercises 4 and 5 31

L = Librarian, J = Joe

L How can I help you?

J I'm looking for something to read. Our English teacher has asked us to go to the library, choose something that we like and read it.

L That shouldn't be difficult. What kind of books do you like?

J I don't really know. I only read books for school. They're usually classic stories and I find them a bit boring. I prefer to watch films.

L I see. What films do you like the most?

J I like lots of different films, but if I had to pick one genre I'd choose adventure films. Or science fiction. I like them, too. Sometimes I watch all the films that were made by the same director, or when I like one actor, I watch all the films they've played in. Generally, I love stories about characters that save the world in the most extraordinary ways.

L Have you ever read any graphic novels? Many of them are adapted for films. You must know *Superman*, *The Avengers* and *X-men*.

J They're my favourite films!

L Why don't you go to shelf number twelve? We've got a huge selection of graphic novels there. I'm sure you'll find something interesting.

J Thank you very much.

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