

TRẦN CAO BỘI NGỌC (Chủ biên) – TRẦN KIM DUYÊN – TRẦN NGUYỄN THỤY THOẠI LAN

TIẾNG ANH 8

Friends

Plus

Teacher's
Guide



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

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Introducing *Tiếng Anh 8 Friends Plus*

Description of the course

Tiếng Anh 8 Friends Plus 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. Extra material covering culture and CLIL 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 personalise 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 Culture and CLIL, so you can easily locate the most appropriate ways to extend each lesson.

The Student Book follows a carefully designed system of colour coding in each section, so both you and your students will recognise 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 Site** are all clearly linked to each lesson, so you can find the relevant worksheet straight away.

To keep students interested and involved

Tiếng Anh 8 Friends Plus 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 **Culture and CLIL** at the back of the Student 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

Tiếng Anh 8 Friends Plus has been designed to be flexible, so that it can be used in streamed school systems, mixed-ability classes, and varying teaching loads. With *Tiếng Anh 8 Friends Plus* you can choose the most appropriate material for your class and for individual students. The **Culture and CLIL** at the back of the Student 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

Tiếng Anh 8 Friends Plus 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. The **Culture** and **CLIL** pages provide a variety of additional challenging reading material.

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

Tiếng Anh 8 Friends Plus 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 **Progress Review** section follows every two units and there are further opportunities to consolidate and check progress in the **Workbook**.

To incorporate the latest developments in teaching methodology

Tiếng Anh 8 Friends Plus 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 **CLIL** in the Student Book and the **Curriculum extra worksheets** on the **Teacher's Site** will enable you to experiment with Content and Language Integrated Learning (CLIL) in a structured way.

To provide a comprehensive digital solution

Tiếng Anh 8 Friends Plus offers the facility to incorporate interactive teaching and learning in the classroom.

The **Classroom presentation tool** contains digital versions of the Student Book and Workbook, which you can use to bring the Student Book to life with fully interactive activities on the interactive whiteboard.

Components of the course



The **Student Book** contains:

- a **Starter unit** to revise basic vocabulary and grammar.
- eight **teaching units**; each unit has two vocabulary sections, two grammar presentations, and one 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.
- four **Progress Review** sections after every two units with **self assessments** and *I can ...* statements and eight **CLIL and Culture** sections which provide revision of all the language studied up to that point in the book, as well as additional cultural information.
- a **Reference section** which includes: a **Language focus reference** for each grammar point; an **Irregular verbs list**, and an alphabetical **Wordlist**.



The **Workbook** contains:

- six pages of **additional practice** for each of the Student Book units. The Starter unit has four pages. This comprises exercises for vocabulary, grammar, reading and writing at three levels of difficulty.
- four pages of **Cumulative review** which provide revision of all the language and skills studied up to a particular point in the Student Book.
- a **Reference section** which includes: additional **Language focus practice** exercises for each grammar point; a **Key phrases** section with Key phrases from the Student Book.



The **Teacher's Guide** contains:

- an introduction with information on ***Tiếng Anh 8 Friends Plus* methodology**.
- **teaching notes** and **answers** for all the Student Book material.
- ideas for **extra optional activities** and mixed-ability classes.
- **background notes**, **cultural information**, and **language notes**.
- the **audio scripts** for the Student Book and the Workbook.
- the Workbook **answer key**.

The **Teacher's Site** www.phuongnam.edu.vn provides:

- **photocopiable language focus and vocabulary worksheets** at three levels: basic, revision and extension.
- **photocopiable speaking worksheets**
- **diagnostic tests** to use at the beginning of the school year.
- **end-of-unit tests**, including listening, vocabulary, grammar, reading and writing activities at three levels: basic, standard and higher. There is also a **speaking test** for each unit.
- **end-of-term** and **end-of-year tests** at three levels: basic, standard and higher.
- **five-minute tests** covering language from the vocabulary and language focus lessons.
- **parallel (A/B) tests** are also offered to prevent copying.
- All the tests are available as editable Word files and PDFs.
- **Audio mp3s** for Student Book and Workbook.

The **classroom presentation tool** contains:

- digital versions of the Student 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 site** www.phuongnam.edu.vn provides:

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

Tiếng Anh 8 Friends Plus - Student Book at a glance

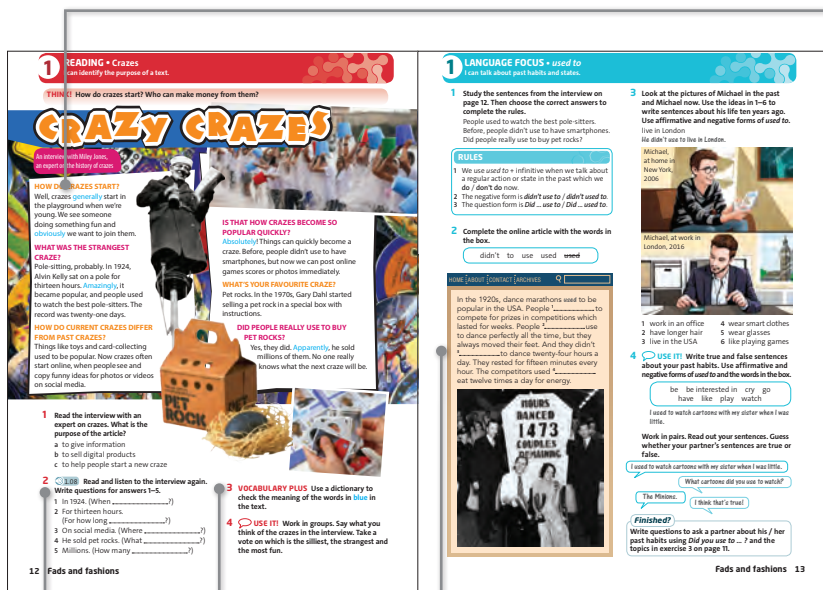
There are **eight units** and a *Starter unit* in the Student Book. Each unit has **seven lessons**. Each lesson provides material for one classroom lesson of approximately 45 minutes.

Core teaching units



Lesson 1

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



Lesson 2

- A **reading text** contextualises the first vocabulary set and models grammar structures which students will study in the following lesson.
- A **comprehension** exercise practises the vocabulary and develops reading sub-skills.
- The **Vocabulary plus** section highlights key new vocabulary from the reading text and encourages dictionary use. This vocabulary is practised in the Workbook.

Lesson 3

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

Lesson 4

- The **second vocabulary set** is presented and practised.
- A variety of **comprehension** exercises practises the vocabulary and develops listening **sub-skills**.
- The **listening activities** contextualise the vocabulary set and model grammar structures which students will study in the following section.

Lesson 5

- The **second grammar section** presents and practises one or more grammar structures.

Lesson 6

- There is a double page of **productive skills practice** in every unit, which further recycles and consolidates language practised in the unit.
- A whole page is devoted to **speaking skills** with a functional focus.
- The **speaking model** presents the target dialogue and language.
- The **functional video** allows students to watch the speaking model being used. The video also has an **audio version** on the Class audio CD.
- The **Key phrases** section highlights useful structures which students can use in their own speaking dialogue.
- Speaking activities** lead students step-by-step towards producing their own dialogues. This 'presentation, practice and production' approach is suitable for mixed-ability classes and offers achievable goals.

Lesson 7

- A whole page is devoted to **writing skills**.
- The lesson always begins by looking at a **writing model** and studying the language, structure and format.
- The **Key phrases** section highlights useful structures which students can use in their own writing task.
- The **Language point** presents and practises useful writing skills and structures, such as punctuation and paragraphs.
- The **Writing guide** encourages students to think and plan before writing a specific task. This supported approach increases students' linguistic confidence.

1 VOCABULARY AND LISTENING • Fashion

Can you 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?

HOME ABOUT CONTACT

Sa Pa Spring Holiday

Can't believe we were there! Check out some of these photos...

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

baggy blouse miniskirt shorts indigo trainers hat jacket patterned shirt knee-length skirt scarf leggings trousers

Top half Bottom half

CLOTHES

Adjectives colourful

2 Listen and check your answers to exercise 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?

14 Fads and fashions

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

Can you talk about what people were doing in the past?

Past continuous

1 Complete the sentence from the listening on page 14 with the words in the box. Then choose the correct option in the rule.

was wearing were doing

1 What were you _____ in a pair of jeans?

2 What _____ visiting my dad for a couple of weeks?

3 I _____ walking down the street with my sister.

4 The girls were _____ long indigo blouses over knee-length shorts.

RULE

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

Past simple and past continuous

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

1 We were waiting for a bus when I took this photo.

2 The girl was wearing a colourful dress.

3 They saw my Manchester United shirt.

4 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

b a shorter action in the past

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.

1 I _____ (listen) to the radio when I _____ (hear) my phone.

2 I _____ (watch) TV while the children _____ (play) outside.

3 I _____ (be) in an accident while I _____ (cycle) to school.

4 My mum _____ (not shop) when I _____ (phone) her.

USE IT! Work in pairs to ask and answer questions about a celebration you remember. Take turns to ask and answer questions 1-4. Then change roles.

1 When and where did the event happen?

2 What were you celebrating at the event?

3 Can you remember what you were wearing?

4 How did you feel at that time?

15 Fads and fashions

1 SPEAKING • Expressing preferences

Can you 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 few weeks ago and they're so comfortable. They look really good.

Sammy Maybe I'll buy them, then. That's an idea.

Hugo You're wearing a really nice shirt. It's not really my style, but I'm going to a party next week and Mum wants me to wear something like that.

Sammy What do you think of this one? That's better. It's a bit baggy, though.

Hugo You're right, it is. But your mum does want you to buy something smart.

Sammy Mmm, true. Why don't I try it on and then I'll decide.

1 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

KEY PHRASES

Shopping for clothes

They look really 'good' / 'well'.

They're a bit 'baggy' / 'loose'.

What do you think 'about' / 'of' this one?

It's (just) really my 'interest' / 'style'.

It's 'expensive' / 'comfortable', though.

Why don't you try 'them' / 'out'?

2 Work in pairs. Practise the dialogue.

16 Fads and fashions

1 WRITING • A fact file

Can you write a fact file about fads and fashions?

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

Fads and fashions of the eighties in Viet Nam

FACT FILE

FASHION

During this decade, the most common outfit for Vietnamese people was a loose shirt and flared trousers. Especially rich girls used to wear shirts with lace collar or fringe details.

MUSIC

The eighties was the decade when Vietnamese pop music developed. The songs of musicians like Nguyễn Ngọc Thiên and Nguyễn Văn Tý played a new life. For example, Of Color, Sing Along, and Rủi Rắn Nào Tàn were about the nation building.

TECHNOLOGY

At that time technology was more basic. Television started to become popular in the 1980s, but people only had black and white TVs, for instance.

CEAZES

There were crazes for fan things, such as bag of rice, bamboo sticks and blind man buff. In those days, they were a massive trend for teenagers.

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

KEY PHRASES

Describing a specific time period in the past (in the eighties)...

It was the decade when... / In those days... / At that time... / During this decade / etc...

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 from the box in exercise 2 and your own ideas.

1 You can do a lot with mobile phones. _____ you can _____.

2 You can buy a lot of gadgets now, _____.

3 My parents like bands _____.

4 When my grandpa / grandma was young, he / she did other things _____.

17 Fads and fashions

Progress review

- There is a four-page **Progress review** at the end of every two units.
- The exercises check understanding of all the vocabulary, grammar and skills presented in the units. They also provide a record of what has been learned in the units.
- 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 are two **listening exercises** in every Progress review.

- 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 Book.
- A final **Use it!** exercise allows students to use the new language in a more productive, personalised, or creative way. This is the **productive aim** of the lesson as described by the *I can ...* statement.

There are extra lessons for each unit which review and extend the language: **CLIL and Culture**.

There are extra lessons for each unit which review and extend the language: **CLIL and Culture**.

- There are four **CLIL** 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 four **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.

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

There is a **Language focus practice** section for each unit, which **reviews** all of the grammar structures in the unit.

- This section provides corresponding exercises to **check** and **consolidate** understanding of each grammar structure.

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

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

Tiếng Anh 8 Friends Plus methodology

Vocabulary

Two vocabulary sets are presented in each unit of *Tiếng Anh 8 Friends Plus*. 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 contextualised in the Vox pops videos. There is a variety of practice exercise types. Students are often asked to use language either in a personalised 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.

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 Site also provides photocopiable worksheets at three levels to give further consolidation and extension of the vocabulary sets.

The Wordlist in the Student Book provides students with an extensive vocabulary resource, which can be utilised 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 *Tiếng Anh 8 Friends Plus* 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.

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, personalised 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 Student Book. 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 Site also provides photocopiable language focus worksheets at all three levels.

Reading

In *Tiếng Anh 8 Friends Plus* 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 CLIL 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 CLIL 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 Guide 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 *Tiếng Anh 8 Friends Plus* 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.

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.

Pronunciation

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

Writing

Tiếng Anh 8 Friends Plus 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.

Tiếng Anh 8 Friends Plus Options

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

- CLIL
- Culture

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 Site**. These include general *teaching tips*, and an *Introduction to CLIL*. 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 *Tiếng Anh 8 Friends Plus*.

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

Evaluation and testing

Tiếng Anh 8 Friends Plus 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 Book

Progress review There is a Progress review for every two units, which focuses on all the lessons from the units. 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.

In the Workbook

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** in the Student Book and **Key phrases bank** in the Workbook before doing these sections.

Evaluation

A wide range of tests is available on the **Teacher's Site**. 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 Book all require students to produce a dialogue or text that could be used for assessment purposes. The Speaking worksheets on the Teacher's Site 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.



Classroom Presentation Tool

Deliver heads-up lessons with the classroom presentation tool.

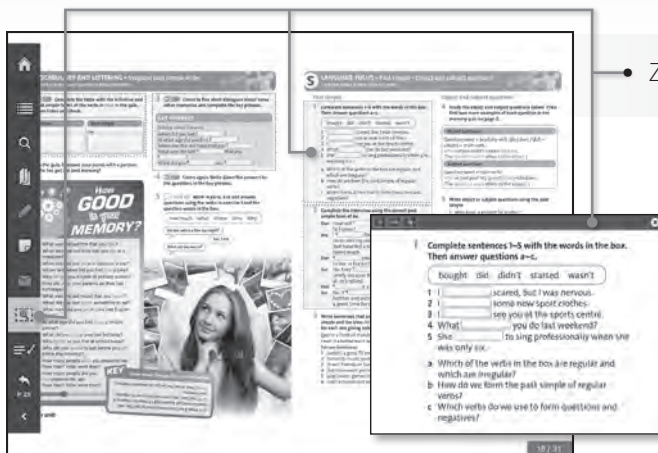
Engage your students in your blended learning classroom with digital features that can be used on your tablet or computer, and connected to an interactive whiteboard or projector.

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.

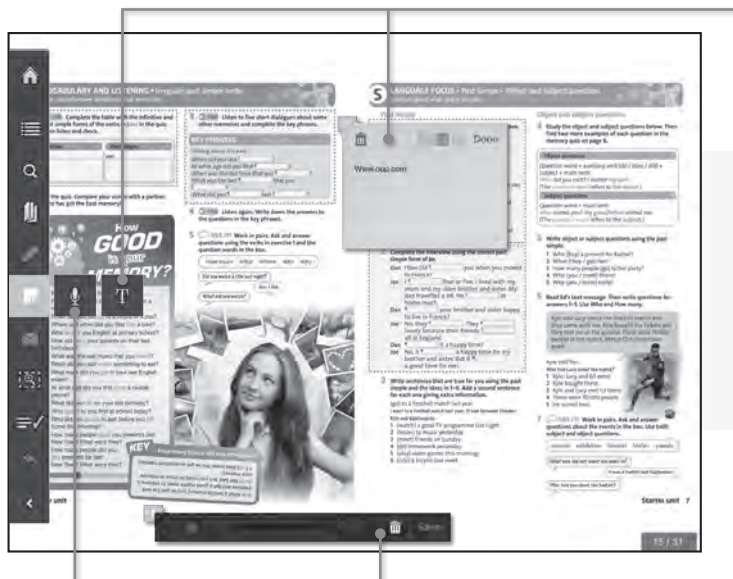
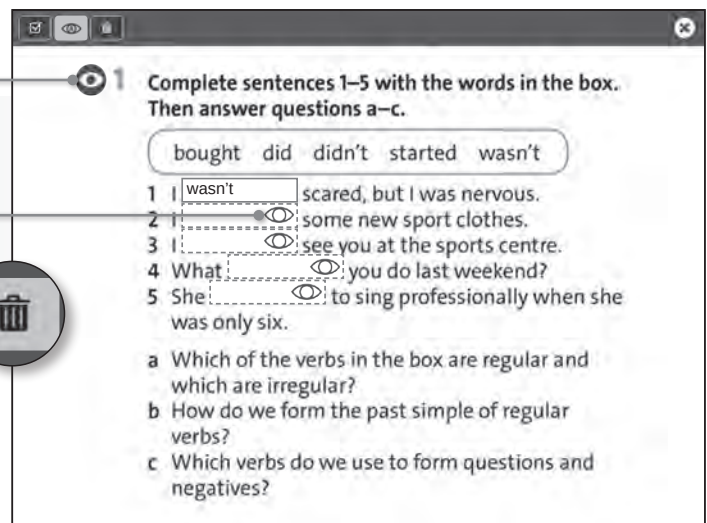


- Zoom in to focus your students' attention on a single activity.

- 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 *Tiếng Anh 8 Friends Plus* audio.

Student Book contents

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3 Adventure	p30–31 Natural features <i>valley, river, cave, etc.</i> Key phrases: Talking about preferences	p32 An epic adventure Vocabulary plus: <i>set off, leave behind, stop off, etc.</i>	p33 Present perfect simple and present perfect continuous Pronunciation: /æ/ and /ə/	p34 Extreme adventures <i>sail around, climb up, dive off, etc.</i> Study strategy: Learning through English	
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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>historic, ordinary, unusual, etc.</i>	p61 <i>can, could, be able to</i>	p62 Courses and careers <i>construction, engineering, entertainment, etc.</i>	
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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 words 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 111

Students read the gapped interviews and complete them with the correct form of the verbs. 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.

Language Focus Reference p98

1 Study the words in the box. Which of these things do you do every 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 verbs 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 6.....
Kate What time do you start school?
Dylan I start school at nine.
Kate Thanks for your help! Have a good day.



6 Starter unit

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 7..... school at four and I like to 8..... when I 9..... Then I can relax in the evening.
Kate How do you 10.....? I see you've got some headphones. Do you 11.....?
Lucy Yes, I like hip hop. I also go on my laptop and chat online or 12.....
Kate Do you help at home much after school? Does someone 13..... and cook your meals?
Lucy I don't **often** tidy my room. My mum does it. My dad always 14..... dinner and I **sometimes** help him.
Kate And what time do you 15.....?
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

S LANGUAGE FOCUS • Present simple and present continuous

I can talk about repeated and scheduled actions and things happening now.

1 Study sentences 1–5 from the interviews on page 6. Then answer questions a–d.

- What are you doing in town this morning?
- I'm looking for a present for my mum.
- I start school at nine.
- I have some cereal or toast.
- Do you always go shopping on Saturday mornings?

- Which sentence refers to a scheduled action?
- Which sentences refer to actions happening now?
- Which sentence refers to a repeated action?
- 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 6 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 1.03 PRONUNCIATION: Consonant clusters

A consonant cluster is a group of consonants without any vowels between them. A consonant cluster can be at the beginning (*school* /sku:l/), in the middle (*describe* /dis'kraib/), or at the end of a word (*fact* /fækt/).

Underline consonant clusters in the words below and pronounce them. Listen and check.

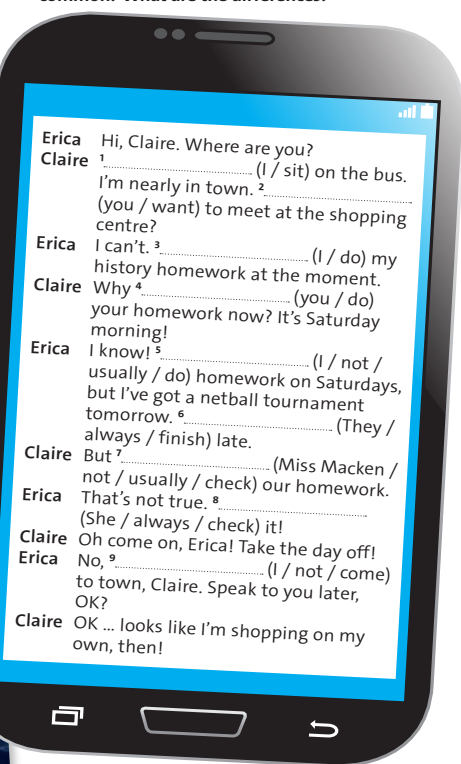
break extra gift cold scholar history text discover planet

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?



Starter unit 7

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 1.03 page 111

Explain to students what consonant cluster is. Model pronunciation of the three examples (*school*, *describe* and *fact*). Ask students to underline the consonant clusters. Play the audio for students to listen and check answers with the class. Play the audio again, pausing for students to repeat individually and chorally.

ANSWERS

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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

- e
- g
- a
- f
- d
- h
- c
- 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

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 6. 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
- Sentences 1, 2
- Sentences 5
- Sentence 4 – 'have'

Exercise 2

Read out each sentence and elicit the negative form. Point out the use of *some* in sentence 4, and remind students that we use *any*, NOT *some* in negative sentences: *There's some cheese. / There isn't any cheese.*

ANSWERS

- What aren't you doing in town this morning? / What are you not doing in town this morning?
- 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.
- Don't you always go shopping on Saturday mornings?

Exercise 3

Students work in pairs to find the examples in the interviews. Check answers, and make

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 1.04 page 111

Ask students to read the quiz quickly. Elicit that some 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 1.05 page 111

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 1.04 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
see	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 year? What were they?
- How many people did you **buy** presents for last year? What were they?

KEY How many things did you remember?

0-5 What a terrible memory you've got! Eat well, exercise and get a good night's sleep to improve it.
6-10 Not bad, but you could do more to improve your memory.
11-15 Well done! You've got an excellent memory.

8 Starter unit

- 3 1.05 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 1.05 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 see a film last night?

Yes, I did.

What did you see?



Exercise 4 1.05 page 111

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 Hoàng Anh Gia Lai and Hà Nội FC.

- 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 8.

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 9

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.

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

Unit summary

Vocabulary

Popular interests: *app, craze, fad, follower, gadget, post (n, v), social media*

Fashion: *baggy, blouse, colourful, shorts, indigo, trainers, hat, jacket, patterned, shirt, knee-length, skirt, scarf, leggings, 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.

Culture p90

Language Focus Reference p99

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

1 Work with a partner and do the quiz.

app craze fad follower
gadget post (n, v) social media

2 1.06 Listen and check your answers to the quiz. Which answer surprised you the most?

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 Bluetooth speakers are small gadgets that you can play music on. They became popular around ...

- a 1999 b 2009
c 2019



Pac-Man

10

Exercise 2 1.06

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

ANSWERS

- 1 b Pokémon came from Japan.
- 2 b When a lot of people 'like' and share a photo or video on social media, it gets a lot of views.
- 3 a Bluetooth speakers became popular around 1999.
- 4 a Cristiano Ronaldo was the first footballer to get 100 million Facebook followers.
- 5 a Tetris is the best-selling game app of all time.
- 6 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.



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

- a Cristiano Ronaldo
- b Lionel Messi
- c David Beckham

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

- a Tetris
- b Angry Birds
- c Minecraft

6 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. Match the speakers with the topics. Which speaker spends a lot of money on his / her interest?



- | | | |
|-------------|--------------|------------|
| a Max | comics | c Mitchell |
| b Elizabeth | social media | d Yana |
| | sports | e Joe |
| | music | |
| | games | |
| | fashion | |

KEY PHRASES

Talking about free time and interests

- 1 I'm interested in ...
- 2 I'm (not) really into ...
- 3 Do you spend much money on ...?
- 4 Do you spend any time playing ...?
- 5 I'm (not) crazy about ...
- 6 I'm a big ... fan.

4 USE IT! Work in pairs. Ask and answer questions about the topics in exercise 3 using 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.

Exercise 3 1.07 page 111

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

ANSWERS

Max: sports

Elizabeth: music

Mitchell: fashion

Yana: social media

Joe: comics

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

Optional activity: Video / Listening

Write these sentences on the board:

- 1 Speaker 1 (Max) only likes football.
- 2 Speaker 2 (Elizabeth) mentions two different kinds of music.
- 3 Speaker 3 (Mitchell) finds ideas for new clothes in magazines.
- 4 Speaker 4 (Yana) only follows celebrities on Twitter.
- 5 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

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 4 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 recognise 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 1.08

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 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** start in the playground when we're young. We see someone doing something fun and **obviously** we want to join them.

WHAT WAS THE STRANGEST CRAZE?

Pole-sitting, probably. In 1924, Alvin Kelly sat on a pole for thirteen hours. **Amazingly**, it became popular, and people used to watch the best pole-sitters. The record was twenty-one days.

HOW DO CURRENT CRAZES DIFFER FROM PAST CRAZES?

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

IS THAT HOW CRAZES BECOME SO POPULAR QUICKLY?

Absolutely! Things can quickly become a crazye. Before, people didn't use to have smartphones, but now we can post online games scores or photos immediately.

WHAT'S YOUR FAVOURITE CRAZE?

Pet rocks. In the 1970s, Gary Dahl started selling a pet rock in a special box with instructions.

DID PEOPLE REALLY USE TO BUY PET ROCKS?

Yes, they did. **Apparently**, he sold millions of them. 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 1.08 Read and listen to the interview again. Write questions for answers 1–5.

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

- 3 **VOCABULARY PLUS** Use a dictionary to check the meaning of the words in blue in the text.

- 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.

12 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 rock 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 12. Then choose the correct answers to complete the rules.
- People used to watch 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

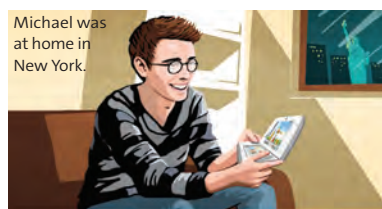
HOME ABOUT CONTACT ARCHIVES

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.



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

- 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?

The Minions.

I think that's true!

Finished?

Write questions to ask a partner about his / her past habits using *Did you use to ... ?* and the topics in exercise 3 on page 11.

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 games.

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

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 12. 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

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, hat, jacket, shirt, scarf

Bottom half: shorts, trainers, skirt, leggings, trousers

Adjectives: colourful, baggy, indigo, patterned, knee-length

Exercise 2 1.09

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 red scarves*. Elicit sentences from individual students.

SUGGESTED ANSWERS

A They're wearing long blouses over short trousers with red scarves.

B The girls are wearing long indigo blouses over knee-length shorts and long scarves around their legs; the boy is wearing a black shirt, a long jacket and baggy trousers.

C The girl is wearing a pink T-shirt with a dark-blue jacket and blue jeans.

1

VOCABULARY AND LISTENING • Fashion

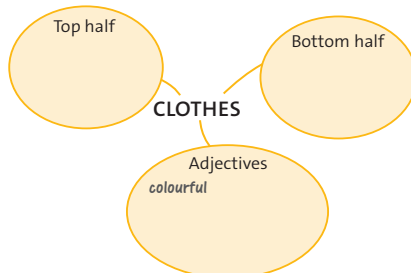
I can give and understand descriptions of people's clothes.

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 colourful shorts indigo
trainers hat jacket patterned shirt
knee-length skirt scarf leggings trousers



2 1.09 Listen and check your answers to exercise 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?

4 1.10 Listen to Sam talking to his friend Chloe about his holiday. Which photo is mentioned in the recording?

STUDY STRATEGY

Listening for specific information

- 1 Read the questions carefully.
- 2 Underline the important words.

5 1.10 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 What was the boy wearing?
- 4 What were the girls wearing?

6 USE IT! Work in pairs. Choose a photo of a person in this unit and describe his / her clothes. Can your partner guess who he / she is?

This person is wearing glasses, a T-shirt, and blue jeans.

14 Fads and fashions

Exercise 4 1.10 page 111

Read out the task, then play the audio. Students listen and decide the photo mentioned in the recording. Check answers with the class.

ANSWERS

Photo B

Exercise 5 1.10 page 111

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 Việt Nam.
- 2 They visited their dad.
- 3 The boy was wearing baggy trousers, a long jacket and a black shirt.
- 4 The girls were wearing long indigo blouses over knee-length shorts.

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. 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

Past continuous

- 1 Complete the sentences from the listening on page 14 with the words in the box. Then choose the correct option in the rule.

was wearing were doing

- What were you in Sa Pa?
- We visiting my dad for a couple of weeks.
- I walking down the street with my sister.
- The girls were long indigo blouses over knee-length shorts.

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



- Two friends at a market.
- Kat three bags.
- 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 shine sit talk

- What your mother at six o'clock yesterday evening?
- Who you to this time last week?
- the sun last Sunday?
- Where you this time yesterday?

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 Vietnamese?

- 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 long action in the past.
- a shorter action in the past.
- two simultaneous, longer actions.
- 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.
- I (watch) TV while the children (play) outside.
- I (see) an accident while I (cycle) to school.
- My mum (not shop) when I (phone) her.

- 6 USE IT! Work in pairs to ask and answer questions about a celebration you remember. Take turns to ask and answer questions 1–4. Then change roles.

- When and where did the event happen?
- What were you celebrating at the event?
- Can you remember what you were wearing?
- How did you feel at that time?



Fads and fashions 15

- 3 wasn't looking 4 was stealing
5 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 was, doing 2 were, talking
3 Was, shining 4 were, sitting

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 was watching, were playing 3 saw, was cycling
4 wasn't shopping, phoned

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.

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 B on page 14. Ask: *Where were the people when Sam saw them? (in Sa Pa) What were they wearing?* Write on the board: *They were wearing their traditional costumes.* 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 doing 2 were 3 was 4 wearing
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 uniforms?* (NOT *They were wearing school uniforms?*)

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 1.11

Students read the gapped dialogue and complete it with the key phrases. With **weaker classes**, students could work in pairs for this. Play the video or audio for students to watch or listen and check their answers. Check answers with the class, then ask the 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 1.11

Students cover the dialogue, then choose the correct words in the key phrases. 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 good 2 baggy 3 of 4 style
5 expensive 6 on

Optional activity: Key phrases

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

Exercise 3

Students work in pairs to practise the dialogue.

Exercise 4 1.12 PRONUNCIATION:

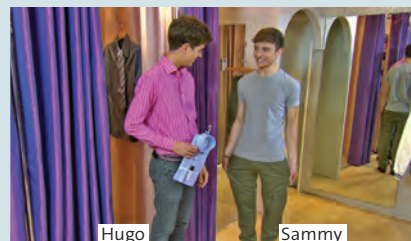
/u:/ and /ʊ/
Model pronunciation of the two sounds in isolation, then play the audio for students to listen and note down which sound each word has got. Check answers with the class. Play the audio again, pausing for students to repeat individually and chorally.

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.....
Sammy What do you think of this one? 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 1.12 PRONUNCIATION: /u:/ and /ʊ/

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

1 blue 3 cool 5 good
2 look 4 shoes 6 suit

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



What do you think of these boots?

They look really good!

1 1.11 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 1.11 Cover the dialogue and circle the words in *italics* in the Key Phrases that Hugo and Sammy use. Watch or listen again and check.

KEY PHRASES

Shopping for clothes

They look really ¹*good* / *well*.
They're a bit ²*baggy* / *tight*.
What do you think ³*about* / *of* this one?
It's (not) really my ⁴*interest* / *style*.
It's ⁵*expensive* / *comfortable*, though.
Why don't you try it ⁶*on* / *out*?

3 Work in pairs. Practise the dialogue.

16 Fads and fashions

ANSWERS

/u:/ blue, cool, shoes, suit
/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

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 eighties in Việt Nam



FASHION

During this decade, the most common outfit for Vietnamese people was a loose shirt and flared trousers. Especially, rich girls used to wear shirts with lotus collars or vintage dresses.

MUSIC

The eighties was the decade when Vietnamese pop music developed. The songs by musicians like Nguyễn Ngọc Thiện and Nguyễn Văn Tý praised a new life. For example, *Ơi Cuộc Sống Mến Thương* and *Bài Ca Năm Tấn* were about the nation building.

TECHNOLOGY

At that time technology was more basic. Television started to become popular in the 1980s, but people only had black-and-white TVs, for instance.

CRAZES

There were crazes for fun things, such as tug of war, bamboo jacks and blind man's buff. In those days, they were a massive trend for teenagers.



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

KEY PHRASES

Describing a specific time period in the past

In the (eighties), ...
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 from the box in exercise 2 and your own ideas.**

- 1 You can do a lot with mobile phones:, you can ...
- 2 You can buy a lot of gadgets now,
- 3 My parents like bands
- 4 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

- 1 What period are you writing about?
- 2 What was fashionable then? How do those fashions compare to fashions for young people today?
- 3 What were the most popular crazes of the time?
- 4 What music was popular? Where did people listen to it and how did they buy it?
- 5 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
- examples
- past tenses
- key phrases

Fads and fashions 17

ANSWERS

The songs by musicians like Nguyễn Ngọc Thiện and Nguyễn Văn Tý... For example, *Ơi Cuộc Sống Mến Thương* and *Bài Ca Năm Tấn*...

... only had black-and-white TVs, for instance.

... crazes for fun things, such as tug of war, bamboo jacks and blind man's buff.

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 1970s or 1990s, 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

* 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 photos to teach *tug of war, bamboo jacks* and *blind man's buff*. Students read the fact file and find things that were popular in the 1980s. 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 1980s. 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.

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.

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

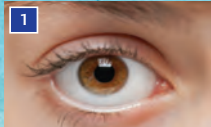
1 Look at photos 1–5 and match them with the senses in the box.

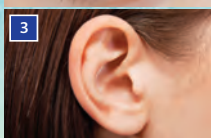
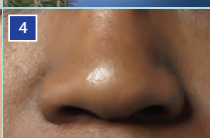
hearing sight smell taste touch

2 1.13 Read the magazine quiz and complete the table with the words 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's.




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.

Ask someone about it.

Feel it.

Taste it.

Look at it closely.

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.

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

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
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 ...



4 1.14 Watch or listen. What is each person talking about? Match speakers: Alicia, Emma, Will, Paul and Zara with photos A–E.



KEY PHRASES

Talking about likes and dislikes

What are your favourite ...?
It reminds me of ...
I love ...
Is there anything that you don't like ...?
Are there any ... that you dislike?
I hate / can't stand ...

5 **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?

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?

19

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 112

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

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

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 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 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 14

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.)

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 recognise
3 synthetic 4 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** – a famous activist – was deaf and blind herself. With an extraordinary sense of smell, she 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.' For her, 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, 'To develop a superior sense of smell, you must train it, like a concert pianist.' After passing a 'smell test', James studied perfumery in France, where he learned to recognise about 2,800 synthetic and 140 natural materials. Since then he has helped to create the world's favourite **fragrances**.



C Journalist **Lucy Mangan** has been anosmic since birth. So she can't smell anything, even the fragrances of roses. She has never tried different perfumes in a shop. As 75–95% of the food **flavour** comes from its smell, meals haven't had much flavour. Although she can feel the different **textures** of lasagne, steak or fish, 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 could smell everything when she was a baby.

3 Find synonyms in the text for the words below.

- | | |
|--------------|--------------|
| 1 incredible | 3 artificial |
| 2 identify | 4 organic |

4 VOCABULARY PLUS Use a dictionary to check the meaning of the words in blue in the text.

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

I love the smell of bánh xèo. 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 18 exercise 5

Optional activity: Vocabulary

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

- She had an extraordinary sense of smell.
- There was the odour on their clothes.
- I get a scent impression of where he has been.
- Ninety-five per cent of the food flavour 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 18

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 been tried

- He has to create fragrances.
- She has anosmic since birth.
- She has never different perfumes.
- Meals haven't much flavour.

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

RULES

- The present perfect describes life experiences or recent events that **started / finished** in the past and continue up to the present.
- We form the present perfect with **be / have** and a past participle.
- Regular / Irregular** past participles end in **-ed**.
- We use **not** or **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 an amazing job in the world! I ¹ (visit) a lot of cities with my company, and I ² (try) a lot of great water slides. They ³ (not decide) on the next destination, but I'm hoping for a trip to Hồ Chí Minh City.



STUDY STRATEGY

Learning irregular verbs

- Check irregular verbs in a dictionary.
- Revise them and test yourself every week.

- 4 Read the Study Strategy. Complete the sentences using the present perfect form of the verbs.

not begin buy not eat not see speak

- You any breakfast!
- We a lot of English today.
- I that film. Is it good?
- The match It starts in ten minutes.
- 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

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

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

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

- 7 USE IT! Talk about experiences using the present perfect. Use the time expressions below.

always for weeks never
since this year today

I have never visited Huế.

I haven't watched TV for weeks.

Finished?

Talk about an unforgettable experience using the present perfect.

Sensations 21

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

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 *Live here since 2010.*)

We use *for* with periods of time: *I have lived here for ten years.* (NOT *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 prepare their ideas individually. They then discuss their ideas and experiences in pairs. Ask some students to report back on their discussions.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can talk about their unforgettable experience using the present perfect in their groups.

More practice

Workbook page 15

Practice Kit Grammar 3

Assessment

Five-minute test, Teacher's Resource Disk

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 been 3 tried 4 had

Exercise 2

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

ANSWERS

- 1 started 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.*)

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 delicious 4 terrifying
5 disgusting 6 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 112

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 Have you ever felt totally **exhausted**? Why?

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

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

1 1.16 Match adjectives 1–6 with the extreme adjectives in **blue** in the questionnaire. Then listen and check.

- | | |
|-----------------------|------------|
| 1 fantastic | 4 scary |
| 2 interesting | 5 horrible |
| 3 tasty | 6 tired |
| 1 fantastic wonderful | |

2 1.17 Listen and order photos A–C. Which questions from the questionnaire are the people answering?



22 Sensations

ANSWERS

B, A, C

- 1 4 Have you ever touched a weird or fascinating animal? What was it like?
2 3 Have you ever felt totally exhausted? Why?
3 1 Name the two most delicious and the two most disgusting things that you've ever eaten.

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

- 2 adjective 3 distance 4 noun
5 reason

Exercise 4 1.17 page 112

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

1 six years old 2 disgusting 3 100 kilometres 4 fruit 5 they smell so bad

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 16

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 Vietnamese?

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 to ask ...

- if a person experienced something at some time.
- 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 / ?
- 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 cooked spaghetti. (ever)
- I've bought a tablet. (What)
- They've moved to Los Angeles. (Where)
- He's invited six people. (How many)
- Yes, it finished at two o'clock. (meeting)

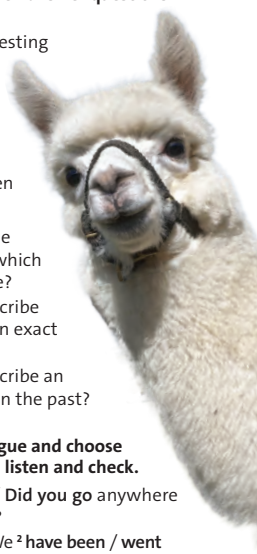


Present perfect and past simple

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

- I've eaten a few interesting things since we came to 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 in the past simple?
- Which sentences describe a finished action at an exact time in the past?
- Which sentences describe an action at some time in the past?



- 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 the roller coaster at Sun World Bà Nà Hill. 4 Did you try / Have you tried it?

Sam No, 5 I've never been / I didn't go there.

- 7 USE IT! Make a dialogue with a partner on 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 Cần Thơ at the weekend.

Sensations 23

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?
- 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

- Present perfect: I've eaten, we've lived, I've ridden
Past simple: I ate, I rode, I was
- 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 Vietnamese.

ANSWERS

- ever 2 haven't 3 Have
- 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

- Have you been 2 went 3 Did you enjoy
- Have you tried 5 I've never been

Exercise 7 USE IT!

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

More practice

Workbook page 17

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 Vietnamese 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 ¹ been / seen to Bowl You Over, the new bowling club?
Grace Actually, I've never ² been / had bowling. I've heard it's a bit boring.
Louise You've never ³ been / 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 ⁴ had / taken lunch?
Louise No, I haven't ⁵ ate / 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 ⁶ had / 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 1–3. Take turns to suggest doing something after school. Use the key phrases.

- 1 watch a scary film
- 2 go for a bicycle ride
- 3 play a video game

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 camping in the countryside at the weekend. Listen to what your friend suggests instead and respond.

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

1 Choose the correct words in the dialogue. Then watch or listen and check. What does Louise want to do next weekend? Where does Grace suggest going for lunch?

2 Cover the dialogue and complete the Key Phrases. Watch or listen again and check.

KEY PHRASES

Making plans for free time

I've heard it's a bit ¹
It doesn't sound ² to me ...
What do you fancy ³?
Can't we ⁴?
Why not try ⁵?
I think ⁶

3 Practise the dialogue with your partner.

4 PRONUNCIATION: Stress for emphasis Listen and repeat the sentences. Which sentence has more stressed words? Why?
Have you been to Bowl You Over?
You've never been bowling? Seriously?

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

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 the Mekong Delta. What do you have to do to enter the competition? What's the prize? What do we learn about the residents in southern Việt Nam?

Language point: Intensifiers

- 2 Find the words in the box in the *Experience the Mekong Delta in Southern Việt Nam* 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 soft ✓ very delicious X
really soft ✓ really delicious ✓
absolutely soft X absolutely delicious ✓

- 1 Which adjective is an extreme adjective (it describes a strong opinion): *soft* or *delicious*?
- 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 the Mekong Delta in Southern Việt Nam* 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 ...
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

- adjectives and intensifiers
- ordering your ideas in a logical way

Sensations 25

interesting – fascinating. Students read the examples. Read out the questions one at a time and elicit the answers.

ANSWERS

- 1 delicious 2 normal adjectives
3 yes 4 extremely, quite

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 the Mekong Delta in southern Việt Nam. 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 19
Practice Kit Writing 2

End-of-unit activities

Cumulative Review, Workbook page 56
* 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 the Mekong Delta?* 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 residents in southern Việt Nam are very warm.

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. 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*,

Progress review 1 page 26

- 1 1 app 2 followers 3 craze
4 post 5 views 6 media
7 gadgets
- 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 [I] baggy hoodie
[E] black boots
[E] black trousers
[I] colourful hat
[I] jeans
[I] patterned jacket
[I] plain white blouse
[E] shorts
[E] short-sleeved tops
[E] summer dresses
[I] tight skirt
[I] trainers
- 5 1 b created
2 a were asking
3 b was selling
4 a didn't happen
5 c celebrated
6 b were still buying
- 6 1 There are some nice clothes
2 it looks really good
3 It isn't really my style
4 it really suits you
- 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

PROGRESS REVIEW 1

MY EVALUATION Check your progress. Do the exercises and then complete your own evaluation.



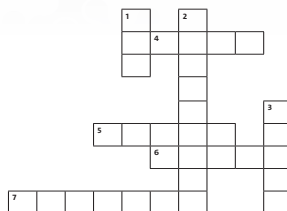
I need to try this again.
I could do this better.



I am happy with this.
I can do this very well.

VOCABULARY Popular interests

1 Complete the crossword.



- 1 It's a new smartphone.
- 2 She's got 100,000 on Twitter.
- 3 It's only a short. People will forget about it soon.
- 4 a comment on my blog.
- 5 How many does that video have?
- 6 Social are changing ways of communication.
- 7 We use electronic, such as tablets.

I can talk about popular interests, activities and fashions.

MY EVALUATION

READING Crazes

2 Choose the correct words.

- 1 Jack is in a basketball team. They **generally** / **obviously** play about once a week.
- 2 It **generally** / **amazingly** takes more time to get from London to Rome by car than by plane.
- 3 **Obviously** / **Amazingly**, some people spend over two hours on social media every day.
- 4 I thought this app was free, but **apparently** / **amazingly** I have to pay £3 for it.

I can talk about how I spend my time.

MY EVALUATION

LANGUAGE FOCUS used to

3 Complete the sentences using the correct form of *used to* and the verb in brackets.

- 1 She (not like) hip hop music, but she loves it now.
- 2 (your brother / watch) a lot of cartoons?
- 3 They (go) to the cinema often. Now, they watch films online.
- 4 I (take) that bus, but I don't any more.
- 5 He (not have) a laptop, but he bought one last year.
- 6 What time (eat) dinner when you were younger?

I can talk about past habits and states.

MY EVALUATION

VOCABULARY AND LISTENING Fashion

4 Listen to Lena telling her friend Ethan about their trip to Italy. Which clothes did Lena and her family bring from England and which ones did they buy in Italy? Write E for England or I for Italy.

- baggy hoodie
- black boots
- black trousers
- colourful hat
- jeans
- patterned jacket
- plain white blouse
- shorts
- short-sleeved tops
- summer dresses
- tight skirt
- trainers

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

MY EVALUATION

26 PROGRESS REVIEW 1

LANGUAGE FOCUS Past continuous; Past simple and past continuous

5 Choose the correct answers.

Japanese inventor Satoshi Tajiri ¹..... *Pokémon*, or pocket monsters, in 1995. By 1999, children ²..... their parents for *Pokémon* games all over the world, and the *Pokémon* company ³..... thousands of games every day! Many crazes stop being popular quite quickly, but this ⁴..... with *Pokémon*. When the company ⁵..... its tenth anniversary, millions of people ⁶..... *Pokémon* computer games, cards and toys. Today, it is one of the most successful game companies in the world.

- | | |
|--------------------|---------------------|
| 1 a used to create | 4 a didn't happen |
| b created | b wasn't happening |
| c was creating | c doesn't happen |
| 2 a were asking | 5 a was celebrating |
| b asked | b used to celebrate |
| c asking | c celebrated |
| 3 a sold | 6 a still buying |
| b was selling | b were still buying |
| c used to sell | c still bought |

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

MY EVALUATION

SPEAKING Expressing preferences

6 Complete the conversation with the phrases. Then practise with your partner.

it really suits you it looks really good
It isn't really my style There are some nice clothes

- Molly Hey, Hannah. What are you up to?
Hannah Oh, hi, Molly. I'm looking for some jeans.
Molly Did you find anything?
Hannah Not really. ¹..... in here, but they're expensive.
Molly Mmm, you're right. Look – that's a really cool jacket.
Hannah Yeah, ²..... Why don't you try it on?
Molly ³.....
Hannah I think ⁴..... Go on, try it on!

I can comment on people's clothes.

MY EVALUATION

WRITING A fact file

7 Choose the correct words.

Fact file: **Flared trousers**

The beginnings

American sailors were the first to wear flared trousers in the 19th century. ¹..... days, trousers with a wide leg below the knee were practical for many reasons. ²....., they were easy to roll up when cleaning the ship or to take off when they got wet.

Craze of the 1960s and 1970s

³..... when flared trousers became popular. Many singers, such ⁴..... Sonny and Cher, wore them. ⁵..... that time, young people made their own flared trousers because shops weren't selling them. ⁶..... the seventies, you could buy them in almost every shop. Hardly anyone chose a different style of trousers during this ⁷.....

A comeback

There were a few times when flared trousers came back, ⁸....., throughout the 1990s and in 2015. Although fashion designers, ⁹..... Balmain and Gucci, presented them during fashion shows, they didn't become as popular as in the 1970s.



- | | | |
|--------------------------------|------------|----------------|
| 1 a In these | b In those | c On these |
| 2 a Such as | b Like | c For example |
| 3 a The sixties was the decade | | |
| b In the sixties | | |
| c These days | | |
| 4 a like | b of | c as |
| 5 a At | b When | c For |
| 6 a On | b In | c At |
| 7 a decade | b times | c days |
| 8 a example | b such | c for instance |
| 9 a such | b like | c instance |

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

MY EVALUATION

VOCABULARY Senses

8 Complete the words.

- 1 Tone-d..... makes it difficult to play a musical instrument well.
- 2 We can't t..... the objects in the museum.
- 3 Beethoven lost his h..... when he was thirty, and was deaf for the rest of his life.
- 4 You need to have near-perfect s..... to be an airline pilot.
- 5 We lost s..... in our toes when we were walking in the snow.
- 6 Can you t..... the sugar in your tea?

I can ask and answer questions related to the senses.

MY EVALUATION () () () ()

READING The importance of smell

9 Choose the correct words.

- 1 'What's your favourite chewing gum flavour / fragrance?' 'I love mint and strawberry.'
- 2 This cake has a creamy texture / scent.
- 3 When we walked into the gym, we noticed a strong flavour / odour of sweat.
- 4 Mia opened the window and the texture / scent of garden flowers filled the room.
- 5 I got my first scent / perfume as a birthday present from my parents.
- 6 I love the odour / fragrance of flowers in nature.

I can identify the main idea in a paragraph.

MY EVALUATION () () () ()



LANGUAGE FOCUS Present perfect: affirmative and negative; for and since

10 Complete the sentences using the correct present perfect form of the verbs and for or since.

- 1 They (not eat) ice cream last summer.
- 2 '..... (she / have) problems with her hearing long?'
'Yes, she
- 3 He (be) colour-blind he was born.
- 4 I (take) this bus every day six months.
- 5 We (not see) our cousins ages.

I can talk about experiences that started in the past.

MY EVALUATION () () () ()

VOCABULARY AND LISTENING Sensations and experiences

11 1.22 Listen to a radio programme about people's experiences at birthday parties. Match Grace's and James's experiences 1-10 to adjectives a-j.

- Grace:
- 1 the birthday party
 - 2 the place
 - 3 the girls looked
 - 4 the food
 - 5 the cupcakes
- James:
- 6 the birthday party
 - 7 waiting in a queue
 - 8 the rides weren't
 - 9 the cinema tickets
 - 10 the popcorn
- a delicious
b disgusting
c wonderful
d exhausted
e amazing
f awful
g nice
h terrifying
i furious
j miserable

I can use prediction skills when listening for specific information.

MY EVALUATION () () () ()

28 PROGRESS REVIEW 1

LANGUAGE FOCUS Present perfect: questions; Present perfect and past simple

12 Complete the dialogues with the present perfect or past simple form of the verbs in brackets.

- Ruth Have you ever broken (you / ever / break) something really expensive?
- Oscar Yes, I¹ It²
(be) three or four years ago.
I³ (drop) my dad's laptop.
He⁴ (not let) me use his tablet or smartphone since it⁵ (happen)!
- Alex⁶ (you / ever / meet) a celebrity?
- Sara No, I⁷ but my uncle⁸ He⁹ (go) to school with Keira Knightley, the actress. But she¹⁰ (not be) famous then, of course. They¹¹ (be) only six years old!
- Alex¹² (he / see) her since she¹³ (become) famous?
- Sara No, he¹⁴

I can ask people about their experiences.

MY EVALUATION () () () ()

SPEAKING Planning free time

13 Choose the correct words. Then practise with your partner.

- Zach Hey, Dan. Have you seen this horror film, *Zombies Attack*?
- Dan I've never seen a horror film.
- Zach You've never seen a horror film? Seriously? I think you 'll / are / have enjoy this. I've² hear / hearing / heard it's good.
- Dan It doesn't sound much³ great / fun / interesting to me. I don't like scary films. Can we have dinner first?
- Zach OK. What do you⁴ want / fancy / try eating?
- Dan Why not⁵ try / want / fancy something different? What about some Indian food?
- Zach⁶ Can't / Will / Are we have pizza? I've never had Indian food.
- Dan Really? It's delicious.

I can discuss ideas about how to spend free time.

MY EVALUATION () () () ()

WRITING A competition entry

14 Read the advert and complete the text with the words.

absolutely one of the most quite an
really delicious to seeing to stop
very visiting

WIN £500

Tell us about a place where you like to spend time. Write about the sights, smells and feelings you can experience there. Encourage others to visit this place. The winner will receive £500 and their entry will be published in **VISIT Britain** magazine.

St Nicholas Market

My favourite place in Bristol is St Nicholas Market. It's¹ amazing markets in Britain, and you can almost feel its long history. It's definitely worth² When you enter, you see hundreds of colourful products, from vintage clothes and jewellery to local arts and crafts. You can smell³ street food like Indian curry or Algerian falafel. I love walking between the stalls, watching people and seeing what they buy. It's⁴ experience. But what makes this place really special is an⁵ wonderful glass roof over the stalls. If you ever come to Bristol, don't forget⁶ by at St Nicholas Market and have lunch. Take time to look for souvenirs (or up at the sky) with a cup of⁷ good coffee in your hand. We're looking forward⁸ you there.



I can use intensifiers to add interest to my writing.

MY EVALUATION () () () ()

- 8 1 deafness 2 touch 3 hearing
- 4 sight 5 sensation 6 taste
- 9 1 flavour 2 texture 3 odour
- 4 scent 5 perfume 6 fragrance
- 10 1 haven't eaten; since
- 2 Has she had; for; has
- 3 's been; since
- 4 've taken; for
- 5 haven't seen; for
- 11 1 e 2 g 3 c 4 j 5 a 6 f 7 d
- 8 h 9 l 10 b
- 12 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
- 13 1 'll 2 heard 3 fun
- 4 fancy 5 try 6 Can't
- 14 1 one of the most
- 2 visiting
- 3 really delicious
- 4 quite an
- 5 absolutely
- 6 to stop
- 7 very
- 8 to seeing

PROGRESS REVIEW 1 29

Unit summary

Vocabulary

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

Extreme adventures: climb up, cycle down, dive off, sail around, surf

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.

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, cave, rainforest, beaches, dunes, desert

Water: sea, river, falls, waves, ocean

3 Adventure

VOCABULARY • Natural features

I can express my preferences about places and activities.

CLIL p92

Language focus reference p101

THINK! Can you name two natural features that Việt Nam 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's.

Land	Water
	sea

2 1.23 Do the quiz with a partner. Then listen and check your answers.

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 In Quảng Bình, Việt Nam, there is an enormous cave called Sơn Đoòng. It holds the world's largest natural cave with a volume of ...

- a 28.5 million m³
- b 38.5 million m³
- c 48.5 million m³

4 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 1.23

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 b 4 c 5 b 6 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), Sơn Đoòng (cave), Niagara (falls), Amazon (rainforest), Pacific (ocean), surf (waves), holidays (beach), 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.

3 1.24 Watch or listen to Max, Alicia and Elizabeth talking about places and activities. What place would each person like to visit?

KEY PHRASES

Talking about preferences

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

4 **USE IT!** Work in pairs. Ask and answer questions 1–4 using the key phrases.

Would you prefer to ... ?

- 1 explore Cát Tiên National Park or a rainforest
- 2 go scuba-diving or surfing
- 3 visit a volcano or a cave
- 4 travel to America or Australia

Finished?

Think about two places of interest in Việt Nam. Use the key phrases to talk about which one you'd prefer to see and why.

5 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?

- a Indian
- b North
- c Pacific

6 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 ...

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

31

Exercise 4 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.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students think about two places of interest in Việt Nam, then use the key phrases to talk about which one they prefer to see and why. Ask other students if they agree about which natural features they would like to visit.

More practice

Workbook page 20

Assessment

Five-minute test, Teacher's Resource Disk

Exercise 3 1.24 page 113

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 (Max): The sea / beach

Speaker 2 (Alicia): The Sahara Desert

Speaker 3 (Elizabeth): A forest

Optional activity: Key phrases

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

- 1 Do you rather visit a desert or a mountain?
- 2 I much prefer to see the rainforest.
- 3 It's my dream for going to Africa.
- 4 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

- 1 Would you rather visit a desert or a mountain?
- 2 I'd much prefer to see the rainforest.
- 3 It's my dream to go to Africa.
- 4 Which place would you prefer to visit?

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 1.25

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 fifteen 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.

23rd March, 3.29 p.m.

After finishing university, Liz learned to sail as one of her old professors offered to lend her his yacht for as long as she wanted it. In October 2005, she **set off** on her journey. Liz found it hard to **leave behind** her friends and family, but she's been travelling to many fascinating places for over fifteen years. Among other countries, she has **stopped off** in Mexico, Costa Rica, Panama and the Galapagos Islands.

When she stops somewhere, she surfs, does yoga and writes her blog. Adverts on Liz's blog have been paying for her trip. There are beautiful beaches, crystal clear water and perfect surf in her photos.

But life on the ocean can also be difficult. 'It feels so great to inspire others to live their dreams,' says Liz, 'I've worked hard and it hasn't always been easy or fun.'

She also gets very lonely, but she keeps 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 1.25 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.

4 **USE IT!** Work in pairs. Think of three advantages and three disadvantages of going on a trip on your own.

32 Adventure

Optional activity: Reading

Write these sentences on the board:

- 1 Liz learned to sail before finishing university.
- 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 (after finishing university)
- 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 24 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 24

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 32. Then complete rules 1–3.

Present perfect simple

She has stopped off in Mexico ...

'I've worked hard.'

'It hasn't been always easy or fun.'

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.

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.
- The present perfect **simple** / **continuous** also describes events in the past that are still happening now. It emphasises the duration of the activity.

- 2 **1.26 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 form of the verbs.

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

1 I (swim) in the Atlantic.

I remember it clearly.

2 They (run) for hours, so they're feeling tired.

3 We (visit) Argentina a couple of times.

4 (you / sit) in the sun for long? Your face is very red.

- 5 **USE IT!** Work in pairs. Ask and answer questions using the present perfect continuous, the words in the box and the ideas below.

do feel listen live speak use

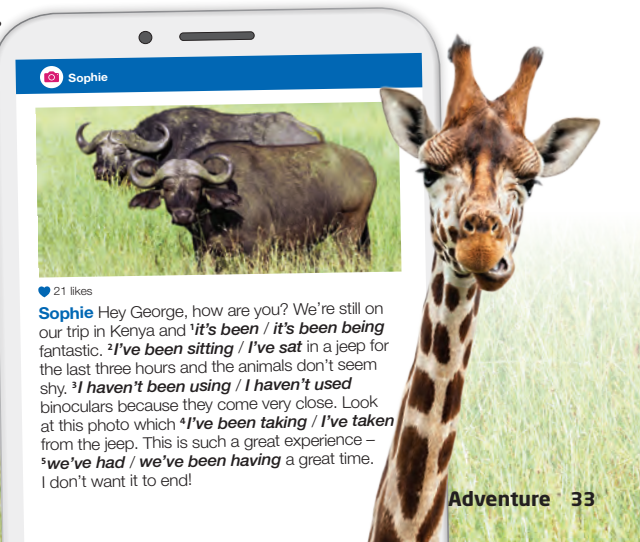
... English recently? What music ... to recently?

... 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 pen pal online.



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 32. 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) fifteen 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 fifteen 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 1.26

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 *it's been* 2 *I've been sitting*

3 *I haven't been using* 4 *I've taken*

5 *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*

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.

More practice

Workbook page 21

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 1.27 page 113

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 pushing the snowball **up** the hill. She's skiing **down** the hill.
- C He's jumping **over** the puddle. He's stepping **on** a rock.
- D 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 around 2 up 3 off 4 – 5 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.

Exercise 3 1.28 page 113

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.

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 FIVE ...

EXTREME ADVENTURES

Take a look at these amazing achievements and choose 'like' on your favourite to vote.

Sail ¹around / on the world alone at the age of fourteen. (Laura Dekker) ♥

Climb ²through / up Everest at the age of thirteen. (Jordan Romero and Malavath Purna) ♥

Dive ³over / off a 27-metre-high cliff into a lake. (Gary Hunt) ♥

Surf ⁴ – / off a thirty-metre wave. (Garrett McNamara) ♥

Cycle ⁵down / under a mountain at 222 kilometres per hour. (Éric Barone) ♥

- 1 1.27 Look at pictures A–D below. Match the prepositions in the box with the actions. Say what each person is doing. Then listen and check.

around down off on
over through under up



walk through



He's walking through the forest.

- 2 Read *Your Top Five Extreme Adventures* and check the meaning of the sports verbs in blue. Then choose the correct prepositions.
- 3 1.28 Listen to a TV programme about the achievements in exercise 2. Put the sports that are mentioned in the correct order.

cycling mountain climbing sailing
skydiving surfing

- 4 1.28 Listen again and answer the questions.

- 1 What did Éric Barone cycle over?
- 2 How old was Laura Dekker when she finished sailing around the world?
- 3 Has anyone younger beaten her record?
- 4 Where were the teenage Everest climbers from?
- 5 According to the presenter, which person has the most votes?

STUDY STRATEGY

Learning through English

If you can repeat facts and information in English, you will remember both what you've learned and how you say it in English.

- 5 Read the Study Strategy. Close your book and make a note of three things you learned from the TV programme. Compare your answers with a partner's.
- 6 USE IT! Work with a partner. Ask and answer questions about adventure activities. Use the ideas below.

Do you like the look of ...? Have you ever tried ...? Would you like to try ...? What do you think of ...?

34 Adventure

ANSWERS

- 1 skydiving 2 cycling 3 sailing
4 mountain climbing 5 surfing

Exercise 4 1.28 page 113

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

- 1 He cycled over a volcano.
- 2 She was sixteen.
- 3 No
- 4 The boy was from the USA, and the girl was from India.
- 5 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 22

Practice Kit Vocabulary 3

Assessment

Five-minute test, Teacher's Resource Disk

3 LANGUAGE FOCUS • Present perfect simple + *just, still, yet and already*

I can talk about what I have and haven't done.

Present perfect simple + *just*

1 Study these sentences from exercise 3 on page 34. 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)
 - 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
 - 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

- This describes an action which happened sooner than we expected.
- This emphasises an expected action which hasn't happened.
- 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
- I've / a surfboard / already / borrowed
- still / transport / organised / haven't / we
- we / bought / yet / any food / haven't

7 Read Nam's wish list. Write sentences about what he has and hasn't done. Use *still, yet and already*.



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 swimming this year.
I haven't been abroad yet.

Finished?

Look at the photos on pages 30–35. Write sentences about what each person has just done, or hasn't done yet.

Adventure 35

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.
- I've already borrowed a surfboard.
- We still haven't organised 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

- Nam still hasn't seen Dambri Waterfall. / He hasn't seen Dambri Waterfall yet.
- He has already tried surfing.
- He has already sailed around Hạ Long Bay.
- He still hasn't climbed up Fansipan. / She hasn't climbed up Fansipan 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 23

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 34. 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?
- 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 1.29

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 1.29

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 Vietnamese 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.

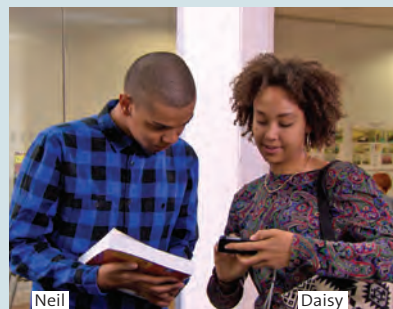
3

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! 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.



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 come back from an adventure holiday in Việt Nam. Tell Student A about it. Ask him / her what they've been up to.

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.

36 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 36, 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

Practice Kit Speaking 3

3 WRITING • An FAQ page

I can use relative clauses to describe a sport.

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 Football FAQs and read the text. Do you pass or throw the ball when you play football? 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 (ball game) which has become very popular.
It involves (passing the ball).
It's a great sport for (kids) who ...
When you're learning, it's best to ...

- 2 Which paragraph in the Football FAQs tells readers ... ?

- 1 the ideal location to do this sport
- 2 what they need to practise the sport
- 3 where the sport began
- 4 how to play football
- 5 a team sport for a variety of fitness levels

Language point: Relative clauses

- 3 Match the words in blue in the Football 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.

Football FAQs

What is football?

- 1 Football is a ball game **which** has become very popular in Viet Nam. It involves passing the ball into the opponent's goal with any part of the body except the hands and arms.

How long has it been a sport?

- 2 Modern football – one of the most beloved team sports – probably started in England in the early nineteenth century.

Do I need to be in good shape to play football?

- 3 It's a great sport for kids **who** just want to participate in a team sport, but **who** may not already have a high level of fitness and skills.

What equipment do I need?

- 4 A team uniform, long stockings, shin guards, and cleats **which** are lightweight, low-top shoes so that you can move over the field without slipping.

What are the best places for football?

- 5 In parks or playgrounds. When you're learning, it's best to find a place **where** there are many youth football clubs to play organised matches.

5 USE IT! Follow the steps in the Writing Guide.

WRITING GUIDE

A TASK

Write an FAQ section for a website about sport. Research a sport to find out what it involves. Choose from:

swimming martial art
badminton basketball

B THINK AND PLAN

Think of questions which can give useful information about the sport. Choose from these topics, or think of your own.

- origins
- courses
- best places to do it
- clubs and information
- how to do it
- equipment

C WRITE

Write at least five questions and answers. Use the model text and the key phrases to help you.

D CHECK

- question words
- natural features vocabulary
- sports verbs
- relative clauses

Adventure 37

context (*Football is a ball game which ...*). Read through the words in the box and elicit that *ball game* is an idea. Explain the meaning of *cleats*, 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 25

Practice Kit Writing 3

End-of-unit activities

- * 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 FAQ page

Aim

Use relative clauses to describe a sport.

THINK!

Read out the questions and elicit or explain that *FAQ* stands for 'frequently asked question'. 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 pass the ball when you play football.
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 refers to, which comes before it in the text. Read out the first blue word in

Unit summary

Vocabulary

The environment and consumerism:
afford, damage, destroy, develop, pollute, 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* and *so that* 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 your students might find difficult, e.g. *damage, recycle*.

4 Material world

VOCABULARY • The environment and consumerism

I can give my opinion on world issues.

CLIL p93

Language focus reference p102

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 in the box. Then listen and check. Which fact is the most surprising to you?

seventeen £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.



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



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

38

ANSWERS

Students' own answers.

Exercise 2 1.30

Focus on the words in the box and check that students understand all the words. 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?* Elicit a range of answers from individual students.

ANSWERS

- 1 100
- 2 every year
- 3 weeks
- 4 minutes
- 5 hours
- 6 seventeen
- 7 £700
- 8 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.

C Recycling one aluminium can **saves** enough energy to power a television for three ⁵..... It takes six weeks to **recycle** your old drink can into parts of a plane, a car or a new can!

D We must **protect** our world. We're **running out of** natural resources and **destroying** rainforests. Twenty-four trees make one tonne of newspaper. A tonne of recycled newspaper saves ⁶..... trees.

E In some parts of the world, people can't **afford** to buy food. In other parts, people buy more than they need. A typical UK family **wastes** approximately ⁷..... of food every year.

F Having a shower instead of a bath **reduces** the amount of water we waste. A toilet made before ⁸..... uses 60% more water than toilets made since then.

3 1.31 Watch or listen to four people talking about the environment. Which person is not concerned about the future of our planet? Why? Do you agree?

Yana Mitchell Paul Will

KEY PHRASES

Expressing opinions

I'm worried about
 It's important that we
 We need to stop
 We need to start
 I'm quite concerned about

Remember!
 Let's **stop throwing** so much rubbish away.
 We need to **start recycling** things.

4 **USE IT!** Work in groups. Read the quote and talk about whether you agree with it or not using the key phrases.

There is no such thing as 'away'. When you throw something away, it must go somewhere.

Finished?
 Discuss three things that your school can do to reduce waste. What three things can you do at home?

39

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 4 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 26

Practice Kit Vocabulary 4

Assessment

Five-minute test, Teacher's Resource Disk

Exercise 3 1.31 page 113

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)

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 text will mention. Students then read the text 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 text. 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

- 1 We will have to produce enough protein for billions more mouths.
- 2 Insects are a great source of protein and don't need as much space or water as farm animals.
- 3 They refers to the chefs from the Nordic Food Lab.
- 4 Asia, Africa and South America

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 30 exercise 5

4

READING • The future of food

I can understand the importance of superfoods.

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 caterpillars in Tanzania, and in Mexico, they enjoyed desert-ant eggs. Will they and other similar organisations 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?



- 1 Read the article. Which problems does the text mention?

pollution resources farming crime

- 2  1.32 Read and listen to the article again and answer the questions.

- 1 What problem will we have in the next thirty years?
- 2 Why are insects the solution?
- 3 What does the word *they* in bold refer to?
- 4 In what parts of the world do people eat insects?

- 3 VOCABULARY PLUS Use a dictionary to check the meaning of the words in blue in the text.

- 4  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.

40 Material world

Exercise 4 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.

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 30

Practice Kit Reading 4

4

LANGUAGE FOCUS • Quantifiers

I can give information about the amount or quantity of nouns.

1 Complete the sentences with the quantifiers in the box. There is one extra quantifier.

a few a little a lot of enough
many (x2) much (x2)

- That's too hungry children.
- There are hungry people in the world, but only people are trying to do something about it.
- We'll need to provide protein.
- Insects don't need as space or water.
- How people will eat insects in the future?
- How food made with insects will you eat?

2 Answer the questions in the rules with the words in exercise 1.

RULES

- Which quantifiers can we use with countable nouns?
- Which quantifiers can we use with uncountable nouns?
- Which quantifiers can we use to say there are small quantities of something?
- Which quantifiers can we use to say there are large quantities of something?
- Which quantifier means 'sufficient'?

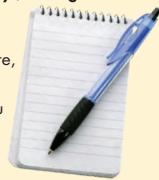
3 Read the tips for reducing waste. Then choose the correct options.

REDUCE your WASTE in 4 easy steps



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.
A 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.



Material world 41

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! Use the dialogues in exercise 4, replace the words in blue with the words in the box and a time phrase.

chocolate / eat milk / drink
rubbish / recycle water / waste

How much milk do you drink each day?

How much rubbish does your family recycle each week?

Finished?

Write some rules for your class about how everyone can help reduce waste. Use quantifiers wherever possible.

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 27

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 Vietnamese.

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 many 2 a lot (of), a few 3 enough
4 much 5 many 6 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 1.33

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 2

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 3 1.34 page 113

Read out the question, then play the audio. Students listen and answer the question. Check the answer.

ANSWER

Because they get bigger or smaller, so poor children who can't afford new shoes can wear them.

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 1.33 Listen to the adjectives in the box then underline the stressed syllable in each word.

automatic digital ecological
electronic hi-tech home-made
multi-functional natural recycled
second-hand smart solar
useful waterproof

2 Look at photos A–F. Use the adjectives in exercise 1 to describe the objects.



3 1.34 Listen to a radio programme about unusual shoes. Why are the shoes unusual?

4 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.

5 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. ☐

KEY PHRASES

Expressing purpose

That sounds a bit hi-tech / useless / cool / silly / etc.

How does it work?

It works by ...

How's that possible?

Can we use them for ...?

6 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 ...

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Exercise 4 1.34 page 113

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 5

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 6 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 28

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,
1?
- Alex It looks great, 2?
- Megan Yes, but those aren't sweet packets,
3?
- Alex They are! The whole bag is made with recycled packets. It's really clever, 4?
- Megan Yeah. I want one, too!
- Alex I'll get you one for your birthday.
- Megan Really? You won't forget,
5?
- 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?

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.

More practice

Workbook page 29

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 Vietnamese. 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 everyone, 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 Vietnamese 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: Comparative adverbs

Exercise 4

Students choose the correct answer then discuss with their friends.

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 mum. What do you think of this pendant? It's real gold.
Grace Oh, it's nice, but it's quite expensive.
Sammy I like the size of it, but it's a bit too small.
Grace Wow! It's like, £70! I mean, it's not as expensive as that silver one.
Sammy Oh yes, I much prefer that one. It's Mum's style.
Grace Which one is better?
Sammy OK, let's see. Right, the silver one is much more expensive. It's only £30.
Grace Well, get that one then.



1 Complete the dialogue with the words 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: Comparative adverbs

4 We can make comparatives with adverbs. Choose the correct option in the following examples.

- Her bag costs **more** / **much** than mine.
- This box is carved **more beautifully** / **more beautiful** than that one.

5 Work in pairs. Look at the two objects recycled from magazines. Use comparative adverbs 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 comparatives 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

44 Material world

ANSWERS

1 more 2 more beautifully

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 comparative adverbs to describe and compare the objects. Ask some students to share their sentences 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

Practice Kit Speaking 4

4

WRITING • A product review

I can use *to*, *in order to* and *so that* to explain the purpose of an object.

THINK! Where can you read product reviews? Do you read or write them? Why / Why not?

Search

Q

LOGIN

SHOP

|

DEPARTMENT

|

SPECIAL OFFERS

|

BEST BUY

0

BASKET

CUSTOMER REVIEWS

BẾN TRE COCONUT SWEETS!

28,000 VND ★★★★★

If you like eating sweets and want to try Vietnamese local specialities, you should visit Bến Tre and get yourselves some coconut sweets. Coconut milk and malt syrup are the main ingredients *to* make this food. They also add some extra flavours *in order to* produce different tastes for different people. Taste one and you can feel it melt in your mouth with all the flavours. However, the biggest problem is that it easily causes tooth decay. I will give it 4 stars.



[more reviews]

COCONUT OIL FOR HAIR

150,000 VND ★★★★★

I bought this bottle of coconut oil a month ago, and I would say it's a fantastic product for hair. They make this with 100% natural ingredients *so that* it's safe and healthy for our hair and skin too. You can apply coconut oil either before or after you wash your hair so as to prevent dandruff and make your hair much smoother. It's really a must-have item, especially for ladies. But this product can be rather sticky.



[more reviews]

- 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

- 5 USE IT! Follow the steps in the Writing Guide.

WRITING GUIDE

A TASK

Write a short review of the two products you like most.

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

Material world 45

Writing • A product review

Aim

Use *to*, *in order to* and *so that* 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:

+ Coconut sweets have different tastes and flavours for different people.
+ Coconut oil made from natural ingredients is safe for hair and skin. It prevents dandruff and makes hair much smoother.

Bad:

+ Coconut sweets cause tooth decay.
+ Coconut oil is rather sticky.

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.

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 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.

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 31

Practice Kit Writing 4

End-of-unit activities

Cumulative Review, Workbook page 57

* 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

Progress review 2 page 46

- 1 1 falls
- 2 desert
- 3 dune
- 4 valley
- 5 cave
- 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
- 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 What have you been up to?
- 2 Was it good?
- 3 Have you been doing anything special?
- 4 Well, good luck with that.
- 5 It was good to see you again.
- 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

PROGRESS REVIEW 2

MY EVALUATION Check your progress. Do the exercises and then complete your own evaluation.



I need to try this again.



I am happy with this.



I could do this better.



I can do this very well.

VOCABULARY Natural features

1 Match the words with the definitions.

desert falls dune cave
ocean valley

- 1 where river water runs over the edge of a cliff
- 2 a place with very little rain
- 3 a sandy hill in the desert or on the beach
- 4 low land, with hills around it
- 5 a hole in the side of a hill or underground
- 6 an extremely large area of salty water

I can express my preferences about places and activities.

MY EVALUATION

READING An epic adventure

2 Complete the words.

- 1 We're planning to s _ _ o _ _ on Sunday morning. There's little traffic at this time.
- 2 Can you s _ _ o _ _ at the next petrol station? I want to buy something to drink.
- 3 The students were talking, so the teacher decided not to c _ _ _ o _ _ until everyone was quiet.
- 4 When we moved out of Brighton, I had to l _ _ _ b _ _ _ all my school friends.
- 5 My grandparents used to s _ _ _ w _ _ _ us when my parents went on business trips.

I can identify an author's audience and intention.

MY EVALUATION

LANGUAGE FOCUS Present perfect simple and present perfect continuous

3 Complete the sentences using the present perfect simple or continuous form of the verbs.

- 1 He _ _ _ _ _ a bungee jump. (never / do)
- 2 We _ _ _ _ _ for long. We started a week ago. (not learn)
- 3 They _ _ _ _ _ to surf. (always / want)
- 4 How many times _ _ _ _ _ to England? (you / go)
- 5 I _ _ _ _ _ all morning, and my homework still isn't finished. (work)
- 6 She _ _ _ _ _ for a month now. She'll be home next week. (travel)

I can talk about actions which have been in progress.

MY EVALUATION

VOCABULARY AND LISTENING Extreme adventures

4 1.37 Listen to Oscar telling Lily about John Goddard. Which of the things below did John Goddard do, and which are Lily's plans? Write J for John Goddard or L for Lily.

- _ _ _ _ _ climb up the world's highest mountains
- _ _ _ _ _ cycle around Australia
- _ _ _ _ _ dive off cliffs in Hawaii
- _ _ _ _ _ hike across the Grand Canyon
- _ _ _ _ _ jump out of a plane with a parachute
- _ _ _ _ _ kayak down the longest rivers
- _ _ _ _ _ learn three foreign languages
- _ _ _ _ _ sail around the world

I can give my opinion on adventure activities and describe activities I have done.

MY EVALUATION

46 PROGRESS REVIEW 2

LANGUAGE FOCUS Present perfect simple + just, still, yet and already

5 Rewrite the sentences using one of the words in brackets.

- 1 We have bought the tickets to Australia. (yet / just)
- 2 I have invited Kim to my party. (still / already)
- 3 Max hasn't finished his homework. (still / already)
- 4 We have talked about this problem. (already / yet)
- 5 I haven't found my phone. (already / yet)
- 6 Have you repaired your bike? (still / yet)

I can talk about what I have and haven't done.

MY EVALUATION

SPEAKING Exchanging news

6 Complete the conversation with the key phrases. Then practise with your partner.

- Was it good?
Well, good luck with that.
What have you been up to?
It was good to see you again.
Have you been doing anything special?
- Joe Hi, Emily. I haven't seen you for ages.
Emily I've just got back from one of those adventure centres with my school.
Joe
Emily It was amazing. I've done a lot over the last few days – kayaking, climbing, even abseiling. What about you?
Joe Not really. I've been at home, studying. We've got exams all week.
Emily Oh.
Joe Thanks, Emily.

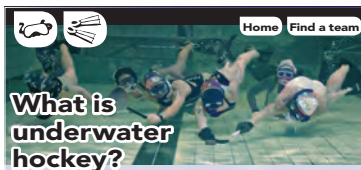
I can request and respond to personal news.

MY EVALUATION

WRITING An FAQ page

7 Complete the FAQ page with the phrases. There are two extra phrases.

become popular check out everyone who involves playing it's best to learning to learn where is where you which protects



What is underwater hockey?

It's a type of water sport which has started to 1. In underwater hockey, like in standard hockey, two teams try to move a puck into a goal. However, underwater hockey 2. at the bottom of the swimming pool.

Q What equipment do you need?

A mask to help you see underwater and a snorkel to help you breathe. You also need fins, gloves and a special hat 3. your head and ears. Each player has also got a short stick to move the puck.

Q Who can play?

Underwater hockey is for 4. can swim. It's easy 5., but to be good, you must be strong, fast and able to hold your breath for a long time! When you're learning, 6. treat it as a fun activity.

Q Where can I find out more?

7. our 'Find a team' page to see if there are any local clubs 8. can join in.

I can use relative clauses to describe a sport.

MY EVALUATION

PROGRESS REVIEW 2 47

VOCABULARY The environment and consumerism

8 Cross out the incorrect word.

- 1 Don't waste your rubbish / time / money!
- 2 I can't afford a car / problem / laptop.
- 3 They're going to run out of environment / time / money.
- 4 It's important that we recycle all our time / plastic / rubbish.
- 5 Pollution can damage our environment / money / health.
- 6 They provided food / water / recycling.

I can give my opinion on world issues.

MY EVALUATION () () () ()

READING The future of food

9 Complete the words.

- 1 This is a perfect s_____ to my problems.
- 2 Before exams you must d_____ with a lot of stress.
- 3 What's your v_____ on eating insects? Do you agree we will eat food made with insects as much as possible in the future?
- 4 Sophie c_____ me of the advantages of healthy eating.
- 5 It took me two days to p_____ Alan to go to the party.

I can understand the importance of superfoods.

MY EVALUATION () () () ()



LANGUAGE FOCUS Quantifiers

10 Complete the dialogue with the words.

- a little enough few lot of many not enough
- Jason How much sugar have we got? I want to make a cake today.
- Adele Only ¹_____, I'm afraid. Maybe 50 g.
- Jason That's ²_____. I need 250 g. How about eggs? How ³_____ are there?
- Adele We've got a ⁴_____ those. I think there are six.
- Jason Great, that's ⁵_____. And have we got any apples? I want to put a ⁶_____ of them into the cake.
- Adele Yes. There are three in the blue bowl.

I can give information about the amount or quantity of nouns.

MY EVALUATION () () () ()

VOCABULARY AND LISTENING Adjectives: describing objects

11 Listen to the radio programme. Read the sentences about the products and write true or false.

- 1 Felix's project helps you to shop for glasses. _____
- 2 The Smart Present app helps you prepare home-made gifts from recycled things. _____
- 3 You can buy a Smart Present app in a second-hand shop. _____
- 4 Jimmy has created a waterproof phone charger which uses energy from the rain. _____
- 5 Jimmy's product is ecological and good for the environment. _____

I can distinguish between facts and opinions.

MY EVALUATION () () () ()

48 PROGRESS REVIEW 2

LANGUAGE FOCUS Question tags

12 Choose the correct words.

- 1 I am taller than you, am / aren't I?
- 2 You've got a new bike, have / haven't you?
- 3 That's an amazing picture, isn't it / that?
- 4 We won't have much time tomorrow, won't / will we?
- 5 They should work harder, shouldn't / don't they?
- 6 We weren't playing video games all day, weren't / were we?

13 Complete the questions with question tags.

- 1 They can't save more resources, _____?
- 2 Maria is leaving soon, _____?
- 3 They haven't solved the problem, _____?
- 4 Jamie loves studying history, _____?
- 5 You aren't having fun, _____?
- 6 The weather will be nice later, _____?
- 7 We don't recycle glass, _____?
- 8 I won't need to tidy up, _____?

I can use question tags to check information.

MY EVALUATION () () () ()

SPEAKING Comparing products

14 Complete the dialogue with the words. Then practise with your partner. There are two extra words.

as cheaper less like more much think want

- Bethany I'm looking for a present for Dad. What do you ¹_____ of this shower-power radio?
- Ollie It looks cool. But it isn't ²_____ nice as this one.
- Bethany I ³_____ prefer this one, too. It's far more modern.
- Ollie I ⁴_____ the colour of it. Dad'll love it, too.
- Bethany Which one is ⁵_____?
- Ollie This one's much ⁶_____ expensive. It's only £30.
- Bethany Wow! Let's get that one, then.

I can express my preference when comparing things.

MY EVALUATION () () () ()

WRITING A product review

15 Choose the correct words.

XXL Beanbag Chair

£29.95

★★★★★

100 REVIEWS

ADD YOUR REVIEW



REVIEWS

I ordered this extra-large beanbag chair for my son Lukas. We were looking for a sofa which Lukas could use ¹_____ relax, but his room is so small that we bought this beanbag chair instead. The price was good, but the biggest ²_____ was the limited number of colours.

The chair ³_____ exactly what the advert says. It fits everywhere, looks good and is the perfect size. Lukas ⁴_____ it really comfortable to sit on. Besides, it's very light ⁵_____ carry, in case you want to move it to a different place.

My only problem ⁶_____ is the cleaning. You have to spend a lot of time ⁷_____ keep it clean. We often cover it with a blanket ⁸_____ it doesn't get dirty.

If you want a big and comfortable beanbag chair, get this one. ⁹_____ love it!

- | | | |
|-----------------|-------------|-----------|
| 1 a so that | b to | c in case |
| 2 a advert | b advantage | |
| c disadvantage | | |
| 3 a does | b makes | c looks |
| 4 a is | b makes | c finds |
| 5 a so | b to | c by |
| 6 a with it | b about it | c of it |
| 7 a in order to | b in case | c so that |
| 8 a in order to | b so that | c in case |
| 9 a You've | b You're | c You'll |

I can use to, in order to and so that to explain the purpose of an object.

MY EVALUATION () () () ()

- 8 1 rubbish 2 problem 3 environment
4 time 5 money 6 recycling
- 9 1 solution 2 deal 3 view
4 convinced 5 persuade
- 10 1 a little 2 not enough 3 many
4 lot of 5 enough 6 few
- 11 1 false 2 true 3 false
4 false 5 true
- 12 1 aren't 2 haven't 3 it
4 will 5 shouldn't 6 were
- 13 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
- 14 1 think 2 as 3 much
4 like 5 cheaper 6 less
- 15 1 b to 2 c disadvantage 3 a does
4 c finds 5 b to 6 a with it
7 a in order to 8 b so that 9 c You'll

PROGRESS REVIEW 2 49

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 myself, 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 express purposes.

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.

ANSWERS

Students' own answers.

5 Years ahead

VOCABULARY • Uses of *get*
I can talk about different ages and life events.

CLIL p94
Language focus reference p103

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's. Then listen and check.

0-5 years

Which 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

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.

13-19 years

Most teenagers have got a social media account nowadays. How old do you usually need to be to get a social media account?

a Thirteen b Fourteen c Fifteen

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

50

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 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.

T58

Unit 5

5

30–49 years

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

6

50–59 years

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

7

60–79 years

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

8

70–100 years

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

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?

Mitchell

Emma

Zara

Joe

Paul

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

4 **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 4 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 32

Assessment

Five-minute test, Teacher's Resource Disk

Exercise 3 2.03 page 114

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.

Optional activity: Video

Write these questions on the board:
Which person ... ?

- is happy not to be married
- believes that people will live longer in the future
- expects to have a car by the age of twenty-two
- 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

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 the Earth gets overcrowded, humans will move to other planets.

5 READING • Future humans

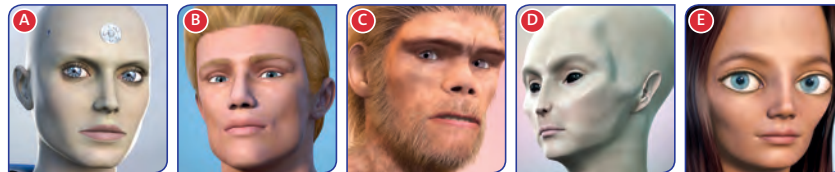
I can match visual information to a text.

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 the Earth gets too crowded, humans will move to 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 the Earth gets overcrowded?

3 VOCABULARY PLUS Use a dictionary to check the meaning of the words in **blue** in the text.

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.

52 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

1 false (We will be able to buy new ones.) 2 true 3 false (Their brains will be connected to super computers.) 4 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 36 exercise 5

Exercise 4 USE IT!

Allow students time to read through the article 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 36

Practice Kit Reading 5

5 LANGUAGE FOCUS • The first conditional with *if* and *unless* • *might* vs. *will*

I can talk about possibilities in the future.

The first conditional with *if* and *unless*

1 Match 1–3 with a–c using the article on page 52.

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 the Earth gets too crowded, we'll move to other planets.
We'll move to other planets if the Earth gets too crowded.

3 Complete the sentences with the first conditional form of the verbs in brackets. Then rewrite sentences 4–5 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 You (miss) the bus unless you (get up) now.
- 5 There (be) a catastrophe unless we (protect) the environment.



4 2.05 PRONUNCIATION: Sentence stress

Listen and repeat the sentences.

I won't get a job unless I study hard.
They did not want to go dancing with us.
How much cheese should we need?

might vs. *will*

5 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.

6 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!

7 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.

Years ahead 53

ANSWERS

- 1 live, will miss
- 2 'll / will get tired, doesn't rest
- 3 will not / won't look, live
- 4 'll / will miss, get up
- 5 'll / will be, protect
- 4 You won't miss the bus if you get up now. / You will miss the bus if you don't get up now.
- 5 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 2.05

PRONUNCIATION: Sentence stress

Play the audio, pausing after each one for students to repeat and recognise the stress in each sentence.

might vs. *will*

Exercise 5

Elicit which situation the writer thinks is most likely. Check understanding.

ANSWER

People will continue to change.

Exercise 6

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 7 USE IT!

Students complete the questions with their own ideas. Ask some pairs to read their questions to the class. Correct any errors.

More practice

Workbook page 33

Practice Kit Grammar 8 and 9

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • The first conditional with *if* and *unless* • *might* vs. *will*

Aim

Talk about possibilities in the future.

The first conditional with *if* and *unless*

Warm-up

Refer to the text on page 52. 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 4–5 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 115

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

Writing your own examples helps you remember new vocabulary more easily.

- Read the Study Strategy. Complete the sentences with your own ideas. Compare your ideas with a partner's 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
 - To look after yourself, you should
- 2.07 Listen to the four people from exercise 1 talking about their future plans and lifestyle choices. Which order do they speak in?

54 Years ahead

- 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.

Exercise 4 2.07 page 115

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 34

Practice Kit Vocabulary 5

Assessment

Five-minute test, Teacher's Resource Disk

5 LANGUAGE FOCUS • will and be going to • Future continuous

I can talk about what I will be doing in the future.

will and be going to

- 1 Complete the sentences from the online forum on page 54. Which sentence refers to a general prediction and which refers to a definite plan or intention?

a I'm start up my own business.
b retire young.

- 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 I
(I / teach) myself the guitar.

Sam Great! That (be) fun. When (you / start) learning?

Joe I'm not sure. I don't think that
..... (my mother / buy) me a guitar, so first of all
(I / buy) myself a cheap guitar. Then
..... (I / visit) the outdoor music festival next month to practise with other people.

Sam Oh, that's a good idea. I'm sure
..... (you / enjoy) yourself there.

..... (the weather / be) good, do you think?

Joe I've no idea, but
(I / not change) my plans.

Sam I'm sure
(you / learn) quickly.

Joe I hope so.



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 in ten years' time.

Future continuous

- 4 Study the sentence from the online forum on page 54. Then choose the correct options in 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, seem...*

- 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 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

Years ahead 55

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 question. Check answers.

ANSWERS

a going to b I'll

1 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 will 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 / I'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 35

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 2.08

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 2.08

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 Vietnamese 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 future plans and 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 are going to ask 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 2.08 Choose the correct words in the dialogue. Then watch or listen and check. What three things is Pamela doing today?

2 2.08 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, 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 talking about his / her plans. Remind him / her that there is an end-of-term party after the exams this evening.

56 Years ahead

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

Practice Kit Speaking 5

5 WRITING • A blog post

I can link ideas to express purposes.

THINK! If our earth gets too crowded, will we move to another planet?



Dave23

Do you think we will move to somewhere else in this vast universe if our 'home' gets too crowded? Here is my thought about an ideal planet **to live** on.

I wonder what it would be like to set foot on an exotic ground. Humans will have to find ways **to adapt** to new environments. I suppose that we will be stronger and more flexible.

I guess there will be more chances **to explore** a new ecosystem, too. What kinds of animals and plants will we discover? Who knows! Will we be making friends and living with the native people?

Moreover, with our intelligence and new resources, I imagine that we will surely thrive. Humans are going to develop new technology and new vehicles, such as flying cars or teleporting portals **to better** our life.

Above are some of my views about ideal life on another planet. What do you think about them? Tell me in the comment section.

Comments

- 1 Read the blog. Do you want to live on another planet when the Earth is too crowded?
- 2 Complete the key phrases with words from the blog.

KEY PHRASES

Speculating about the future

I wonder what
I suppose that
I guess
I imagine that

Language point: to-infinitive to express purposes

- 3 Look at the words in **blue**. What kind of verb does the writer use to express purposes?
- 4 Study the examples. Then match 1–4 with a–d and write the sentences, using **to**.

There will be more chances to explore a new ecosystem.

- | | |
|--------------------------------|-----------------------------------|
| 1 I called my mom | a decorate their classroom. |
| 2 They will go to a restaurant | b help people observe the sky. |
| 3 The students need more time | c tell her the truth. |
| 4 Telescopes were invented | d have dinner with their friends. |

- 5 **USE IT!** Follow the steps in the Writing Guide.

WRITING GUIDE

A TASK

Write a blog (80–100 words) about your ideal planet to live on.

B THINK AND PLAN

- 1 What changes will you probably have in your new life?
- 2 What do you expect to see in the new world?
- 3 What will you be doing there?
- 4 Will human beings invent any new modern technology?

C WRITE

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

D CHECK

- to-infinitive to express purposes
- future simple tense
- future continuous tense
- *be going to*
- key phrases

Years ahead 57

Exercise 4

Students match the sentence halves and then join them using **to**. Check answers.

ANSWERS

- 1 c I called my mom to tell her the truth.
- 2 d They will go to the restaurant to have dinner with their friends.
- 3 a The students need more time to decorate their classroom.
- 4 b Telescopes were invented to help people observe the sky.

Exercise 5 USE IT!

Read out the task. Students answer the 'Think and plan' questions and plan their blog post. Read through the paragraph plan with the class and remind students to use this structure in their own blog. Students then write their blog. This could be set for homework. Remind them to check their grammar and spelling carefully.

More practice

Workbook page 37

Writing 5

End-of-unit activities

* 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 blog post

Aim

Link ideas to express purposes.

THINK!

Ask the question to the class and elicit answers from individual students. Ask more questions to encourage students to say more, e.g. *What do you think about our planet now? What will you do if our earth gets too crowded? Will you move to another planet in the future? Why and why not?*

ANSWERS

Students' own answers.

Exercise 1

Read out the question, then ask students to read the blog post quickly and find the answers. Ask students read the text again then discuss the answer in group. Check the answers with the class.

ANSWERS

Students' own answers.

Exercise 2

Ask students to read the key phrases and underline them in the text. Check that students understand all the phrases.

Optional activity: Writing

Ask students to complete five of the 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: to-infinitive to express purposes

Exercise 3

Ask students to look at the words in blue then read out the question and elicit the answer.

Check the answer with the whole class.

ANSWER

verb follows by to-infinitive

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

2.09

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.

Culture p95

Language focus reference p104

THINK! What are the best and worst things about going to school?

- 1 **2.09** Use the word *school* and the words in the box to make compound nouns. 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 **2.10** Check the meaning of the phrases in the box and 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 c Boarding school
b Mixed 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. d sailing.
b skateboarding. e other (please tell us what!)
c graffiti art.

Plan your ideal school!

What is your ideal school like? Choose from these ideas.

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.



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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

Exercise 2

2.10

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

2.11 Watch or listen to three people talking about school and answer the questions.



- 1 What type of school does Emma prefer?
- 2 What does Max say is more important than getting good results?
- 3 What is Elizabeth's opinion of homeschooling?

KEY PHRASES

Expressing opinions

I definitely think that
 I'm not sure I agree
 It all depends on
 That's a good point.
 I like the idea of

4 USE IT!

Work in pairs. Give your opinions on these statements using the key phrases.

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?

Use the key phrases to tell a partner about your ideal school.

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Exercise 3 2.11 page 115

Allow students time to read through the questions. Check that 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

- 1 single-sex schools
- 2 Helping students become good people.
- 3 She thinks it's good because you don't get distracted by noisy students.

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 4 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 talk 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 38

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 2.12

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



If you study hard and have a passion for performing arts, you won't be able to resist 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!



RIVER PLATE SCHOOL
Buenos Aires, Argentina

This is definitely a school with a difference. The school 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.

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 2.12 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 River Plate School is unusual because
- 4 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.

- 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 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
- 4 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 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 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 42 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 42

Practice Kit Reading 6

6 LANGUAGE FOCUS • can, could, be able to

I can talk about past, present and future ability.

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



HOMESCHOOLING

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 uniforms | |

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.



Learn 61

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.

More practice

Workbook page 39

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 Vietnamese.

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 2.13

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 2.14

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?



Do you want to work in ... ?

1 2.13 Complete the phrases with the words in the box. Then listen and check.

a degree good marks a lawyer
management a position school

- attend university / college /
- do a course / an apprenticeship /
- study engineering / science /
- train to be an engineer / a physicist /
- get the right qualifications / a job /
- apply for a job / a course /

2 2.14 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

4 2.15 Listen and write true or false. Correct the false sentences.

- Aisha wants to be an engineer.
- Aisha thinks that she will get good marks in her exams.
- Mia used to want to be a nurse.
- Mia doesn't want to go to university.
- Max's mum says he should be a professional sleeper.
- Max has applied for an apprenticeship in computing.

5 2.15 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.

- Which careers involve helping people?
- Which careers are more physical?
- Which careers can make you more money?
- Which careers involve studying for many years at university?
- Which job would you like to do?

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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 2.15 page 115

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

- false (She wants to do something she'll enjoy, like a surfing instructor.)
- false (She doesn't think she'll get good enough marks.)
- false (Her friends say she should be a nurse.)

4 false (She wants to go to university.)

5 true

6 false (He hasn't applied yet.)

Exercise 5 2.15 page 115

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 40

Assessment

Five-minute test, Teacher's Resource Disk

6 LANGUAGE FOCUS • have to / need to / must / should

I can talk about obligations and necessity.

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 school uniforms, 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 homeschooler. He wants to have more friends. (should)
- It's the summer holidays. Nicola's still studying. (don't have to)

4 2.16 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.

5 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 him / her.

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

- 1 Chad **shouldn't** go out with his friends.
2 Rea **has to** practise maths.
3 Marina **mustn't** talk in class.
4 Aidan **should** go to school.
5 Nicola **doesn't have to** study.

Exercise 4 2.16

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 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 41

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 Vietnamese.

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

- 1 **have to; must**
2 **should; shouldn't**
3 **mustn't**
4 **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 2.17

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 2.17

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 some advice?

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?

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, 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.

1  2.17 Complete the dialogue with the words in the box. Then watch or listen and check. What's Neil's problem? What does Daisy advise Neil to do?

anyone difficult late matter
right upset worse

2  2.17 Watch or listen again and underline the phrases Daisy and Neil use to:

- 1 express feelings
- 2 ask for advice
- 3 give advice

3 Cover the dialogue in exercise 1 and read the Key Phrases. Which two key phrases aren't in the dialogue?

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 some 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

Practice Kit Speaking 6

6 WRITING • An opinion essay

I can arrange opinions in an essay.

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, ... In my opinion, ...
As a result, ... To conclude, ...
I feel / believe / think ... 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 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.

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 6 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 43

Practice Kit Writing 6

End-of-unit activities

Cumulative Review, Workbook page 58

* Vocabulary and language focus worksheets,

Teacher's Resource Disk

** Vocabulary and language focus worksheets,

Teacher's Resource Disk

*** Vocabulary and language focus

worksheets, Teacher's Resource Disk

Speaking worksheet, Teacher's Resource Disk

Writing • 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

Progress review 3 page 66

- 1 1 old
- 2 account
- 3 licence
- 4 pension
- 5 degree
- 2 1 destroy
- 2 manipulate
- 3 process
- 4 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
- 5 1 This time next week we will be travelling around Italy.
- 2 I'm going to take up tennis. It's such a great sport.
- 3 Tomorrow at 5 o'clock, Callum will be getting ready for the party.
- 4 I think we'll win this game.
- 5 Jamie says he isn't going to work in the summer.
- 6 1 got 2 time 3 hope
- 4 forget 5 leaves 6 me
- 7 1 similar
- 2 quickly
- 3 for
- 4 more
- 5 including
- 6 natural
- 7 take
- 8 than
- 9 create

PROGRESS REVIEW 3

MY EVALUATION Check your progress. Do the exercises and then complete your own evaluation.

- I need to try this again.
 I am happy with this.
- I could do this better.
 I can do this very well.

VOCABULARY Uses of get

- 1 Complete the sentences.**
- 1 Dominic is getting He'll be sixty on his next birthday.
 - 2 I first got a bank when I was twelve years old.
 - 3 You won't get a driving unless you pass your test.
 - 4 My grandma doesn't work any more. She gets a now.
 - 5 Mike studied at university for five years to get a in medicine.

I can talk about different ages and life events.

MY EVALUATION

READING Future humans

- 2 Match the words with the definitions.**
- adapt destroy manipulate process
- 1 damage something so that it can't be used
 - 2 control something so that it behaves as we want it to
 - 3 use and analyse information with the help of a computer
 - 4 slowly change something so that it works better in a new situation

I can match visual information to a text.

MY EVALUATION

LANGUAGE FOCUS The first conditional with if and unless; might vs. will

- 3 Complete the sentences with if, unless or the correct form of might or will.**
- 1 We spend some time in Portugal next summer, but we aren't sure.
 - 2 You'll be exhausted you relax this weekend.
 - 3 I see you later, but I hope I do.
 - 4 He get rich because he works extremely hard.
 - 5 We win the match. The other team is better.
 - 6 Will you go to the party Leo invites you?

I can talk about possibilities in the future.

MY EVALUATION

VOCABULARY AND LISTENING Lifestyle choices

- 4 Listen to Jasmine and Liam talking about their summer holiday. Choose the correct words.**
- 1 Liam / Jasmine is calling his / her friend.
 - 2 Jasmine is going to spend the summer abroad / in England.
 - 3 Jasmine will be travelling around South America for a few months / weeks.
 - 4 Liam's dad wants to take some time out in July / August.
 - 5 Liam's dad will / won't earn a lot of money soon.
 - 6 Jasmine says Liam should take up a sport / watch TV.

I can talk about lifestyle choices for the future.

MY EVALUATION

66 PROGRESS REVIEW 3

LANGUAGE FOCUS will and be going to; Future continuous

- 5 Tick (✓) the correct sentence.**
- 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 five o'clock, Callum will get ready for the party.
☐ Tomorrow at five 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.

I can talk about what I will be doing in the future.

MY EVALUATION

SPEAKING Making arrangements

- 6 Choose the correct words. Then practise with your partner.**

- Mum So, Leah, you've 'have / get / got a busy day ahead.
- Leah I know, it's crazy. And I've got a basketball match tonight, too.
- Mum What 'time / day / hour does it start?
- Leah It starts at six. Are you coming to watch?
- Mum Yes, I 'plan / hope / want so. Don't 'remember / remind / forget that we're going to London tomorrow.
- Leah What? Why?
- Mum Remember – it's your cousin's wedding. The train 'leaves / leaving / left at seven, so we can't be late.
- Leah Cool. Can you remind 'me / I / me to get him a present later?
- Mum Right – I'm reminding you now to get your cousin a present. OK?
- Leah OK. Thanks, Mum.

I can make future plans and arrangements.

MY EVALUATION

WRITING A blog post

- 7 Read the blog and complete it with the correct words. There are two extra words.**

more for than including similar
natural take advanced create
troubles quickly

Dave23

If we were to set off for a new home besides Earth, it would be very likely that the planet must have had a very '1..... atmosphere compared to our homeland. It would not be hard for us to '2..... adapt to the environment there. With the advanced technology nowadays, it is even possible that we can create an artificial sun '3..... lighting, as well as day and night system. Depending on the ecosystem there, we may choose the best ways to develop '4..... in terms of agriculture or industry.

As we are settling down on a new place, our life will be surrounded with lots of work, '5..... growing and finding edible plants and vegetables, exploiting the planet's essential '6..... resources for recreating a new society. It will '7..... a lot of time to rebuild a new society, but with the great intelligence of human beings nowadays, that process will be much shorter '8..... before.

In addition, people may also discover new materials that can be used to '9..... extremely advanced inventions and techniques that can help our lives on a new planet become much more comfortable.

Comments

I can link ideas to express purposes.

MY EVALUATION

PROGRESS REVIEW 3 67

VOCABULARY Schools and exams

8 Complete the words.

- You must o.....the rules at school!
- Do you have to wear a school u.....?
- She got good m.....in her exams.
- I left p.....school when I was eleven.
- You need to study or you'll f.....the exam tomorrow!
- I want to g.....into fashion college.

I can express opinions by agreeing or disagreeing.

MY EVALUATION 😊 😐 😞 😡

READING Reviews

9 Choose the best words to complete the sentences.

- My sister is very..... She makes amazing jewellery.
a unusual b challenging c creative
- Yesterday we visited a / an town in Turkey. I love looking at old buildings.
a historic b ordinary c creative
- This classroom is rather There are no desks or chairs in it.
a ordinary b historic c unusual
- Travelling to a foreign country can be when you don't know the language.
a unusual b challenging c ordinary
- This is just another day. Nothing interesting has happened.
a creative b ordinary c historic

I can find and rephrase information in a text.

MY EVALUATION 😊 😐 😞 😡

LANGUAGE FOCUS can, could, be able to

10 Order the words to make sentences.

- your / can / speak / German / father / ?
- be able / go / by train / they / to / will / ?
- get / David / for / couldn't / the concert / tickets
- exam / I / with / your / you / help / can't
- swim / you / you / when / were / could / four / ?
- won't / come / tomorrow / be / Vania / able to

I can talk about past, present and future ability.

MY EVALUATION 😊 😐 😞 😡

VOCABULARY AND LISTENING Courses and careers

11 2.19 Listen to Joshua talking to a careers advisor. Write true or false.

- Joshua's dad works in a construction company.
- Joshua's sister studied nursing.
- Joshua wants to apply for a job in a law company.
- Joshua doesn't want a career in entertainment.
- The advisor tells Joshua he could try journalism.
- Joshua is interested in writing.
- Joshua's uncle works in a school.
- Joshua has applied for an IT course.

I can distinguish between certainty and doubt.

MY EVALUATION 😊 😐 😞 😡

68 PROGRESS REVIEW 3

LANGUAGE FOCUS have to / need to / must / should

12 Choose the correct words.

- You mustn't / don't have to / don't must cheat in exams.
- If you need help, you should to / need / should talk to your teacher.
- I'm not thirsty, so I shouldn't / don't need / needn't to stop and have a drink.
- You mustn't / don't need / don't have to do this extra homework. It's your choice.
- We must / have / need arrive on time to school every day.
- Rosie has / have / need to catch the next bus.

I can talk about obligations and necessity.

MY EVALUATION 😊 😐 😞 😡

SPEAKING Asking for and giving advice

13 Choose the correct words. Then practise with your partner.

- Raul Hi, Layla. Is everything all right? You don't look very happy.
- Layla I'm really worried about next week's chemistry test. I haven't really understood anything we've done.
- Raul Have you ¹.....to anyone about it?
- Layla No. Can you give me any ².....? It's all such a disaster!
- Raul Listen, ³.....panic.
- Layla But I know I'm going to fail the test. ⁴.....should I do?
- Raul You ⁵.....to speak to Miss Wilson. Teachers are there to help us, you know.
- Layla Yes, you're ⁶..... I'll go and see her right now.

- 1 a speak b spoken c spoke
- 2 a advice b plan c information
- 3 a do b don't c did
- 4 a What b How c Why
- 5 a should b can c need
- 6 a right b true c good

I can ask for and give advice.

MY EVALUATION 😊 😐 😞 😡

WRITING An opinion essay

14 Read the opinion essay and choose the correct words.

Do we need tests at school?

Some students say that tests don't help them learn. As soon as they pass a test, they forget what they've learned. Is it really as simple as this?

¹In my opinion / As a result, tests are necessary for several reasons. ²All in all / Firstly, they motivate students to study. Being successful at school is important for many young people, so they work hard to get good marks. ³Finally / Secondly, tests allow students to check how much they know and which things they still need to work on. During the test, students have to count on their own memory and their own abilities. ⁴Finally / I feel, I believe that tests teach essential life skills which will be useful in the future. For example, before and during a test, students need to plan their work, manage their time, concentrate on the task and deal with stress.

⁵To conclude / Secondly, tests can be helpful in many different ways. ⁶All in all / Firstly, I feel / am feeling that they are one of the most important parts of school life.



I can arrange opinions in an essay.

MY EVALUATION 😊 😐 😞 😡

- 1 obey 2 uniform 3 marks
4 primary 5 fail 6 get
- 1 c creative 2 a historic 3 c unusual
4 b challenging 5 b ordinary
- 10 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.
- 11 1 true 2 false 3 false 4 true
5 true 6 false 7 true 8 false
- 12 1 mustn't 2 should 3 don't need
4 don't have to 5 must 6 has
- 13 1 b spoken 2 a advice 3 b don't
4 a What 5 c need 6 a right
- 14 1 In my opinion 2 Firstly 3 Secondly
4 Finally 5 To conclude 6 All in all 7 feel

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: *confident, generous, heroic, honest, organised, patient, sympathetic, thoughtful*

Language focus

Reported speech

The second conditional

Speaking

I can give reasons to support my opinions.

Writing

I can explore two sides of an argument in a formal essay.

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.

Culture p96

Language focus reference p105

THINK! Do you believe strongly in something? Have you, or someone you know, ever campaigned about an issue? What was the campaign about?

1 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

2 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.

3 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 LITTERING IN STREETS!

SUPPORT OUR CAMPAIGN FOR FREE ICE CREAM!

Petition power!

Do you want to **campaign** for change?

Everyone **CAN** make a difference, and you don't need to **donate** money or **volunteer**. You simply need to **sign** a petition online. Here are a few active campaigns from the internet ...

Say **NO** to orca shows

We should **ban** the use of orcas for entertainment. We **believe** that these intelligent, sociable animals should not be in captivity. We'd like people to **boycott** the shows and sign our petition. Please support our cause!

SIGN THE PETITION

94% of target reached

learn more >

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:

- 1 They're campaigning ___ animal rights.
 - 2 She donates money ___ a charity.
 - 3 They want a boycott ___ the shows.
 - 4 There was a protest ___ the hunting of turtles.
 - 5 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

SAVE sea turtles on CÔN ĐẢO island

We want to **protest** about the commercial hunting of turtles for their shells and the pollution in their natural habitat. We **aim** to raise awareness about sea turtle conservation on Côn Đảo Island, Việt Nam.

[learn more >](#)

SIGN THE PETITION

72% of target reached

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** Listen to four people Yana, Zara, Will and Mitchell talking about petitions they have just signed. Which verbs in exercise 1 do Yana, Zara and Mitchell use?

5 **2.21** Watch or listen again and fill in each blank with ONE word.

Names	Petitions
Yana	An anti- ¹petition
Zara	To end ²fishing
Will	To persuade local ³to let ⁴people live in empty houses
Mitchell	To propose a new law to let people ⁵from ⁶on

KEY PHRASES

Suggesting changes

- I think people should (support victims more)
- We need to ...
- I think it's the best thing to do.
- I hope they introduce (a law against it soon).
- Let's create a petition.

6 **USE IT!** Work in pairs. Use the words in exercise 1 and the key phrases to make suggestions for the problems below. Decide which two changes you would make.

- People litter a lot in Nhiêu Lộc canal.
- People don't use the bins on the street.
- There's too much traffic in the city centre.
- There's a lot of food waste in buffets.

Finished?

Write a letter to the principal to request a change to one of the environmental problems in your school. Explain what the problem is and what you think the school should do.

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 44

Assessment

Five-minute test, Teacher's Resource Disk

Exercise 4 2.21 page 116

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: support, campaign

Zara: end

Mitchell: propose

Exercise 5 2.21 page 116

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

1 bullying 2 shark 3 council

4 homeless 5 vote 6 sixteen / 16

Exercise 6 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 the marine life in the canal.* 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.

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. Students then scan the article to find the jobs. Check answers with the class.

ANSWERS

Daniel Black was a musician. Hoàng Tuấn Anh was an entrepreneur. 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
- \$42,000 – the amount of money Glen James found
- 1.5 kg – the amount of rice distributed each time from the rice dispensing machine

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.

ANSWERS

- false (Sometimes a spontaneous act of kindness can change another person's life.)

7

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.

IN BRITAIN



Life can't be easy for musician Daniel Black. After a cycling accident in 2009, the doctors told him that he couldn't walk or play the guitar. He had saved £22,000 for his intended expensive surgery when he heard about a young boy who also needed surgery to allow him to walk. Daniel told the boy's family that he would donate all his money to the boy's surgery. The little boy was then able to walk again.



In March 2020, Hoàng Tuấn Anh, a Vietnamese entrepreneur in Hồ Chí Minh City invented a 24/7 automatic dispensing machine providing free rice for the poor during the COVID-19 lockdown. The machine distributed a 1.5 kg (3.3lb) bagful of rice from a small silo. The team said that people in need still had **access** to food and resources during the pandemic.

IN VIETNAM

IN THE US

Glen James, an unemployed and homeless office worker, did something both honest and kind. The police said that he decided to return a bag with \$42,000 in it to the owner. A man called Ethan Whittington read about Glen and started a campaign to collect money for him. Ethan said that an amazing \$160,000 was raised 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 could encourage people to be kind to you, too.

- 1 Read the Study Strategy below. Then scan the online article above to find out what jobs Daniel Black, Hoàng Tuấn Anh 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 2 \$42,000 3 1.5 kg

- 3 2.22 Read and listen to the article again. Write **true** or **false**. Correct the false sentences.

- 1 The writer doesn't believe that there are advantages to being kind.
- 2 Daniel Black and the boy both got the medical treatment they needed.
- 3 Receiving money changed Glen James's life.
- 4 The rice ATMs distributed an unlimited amount of rice each time.

- 4 **VOCABULARY PLUS** Use a dictionary to check the meaning of the nouns in **blue** in the text. What is the verb form of each one?

- 5 **USE IT!** Work in pairs. Which story did you like best? Why?

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- 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 (The rice ATM distributed a 1.5 kg bagful of rice each time.)

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, Rice ATMs, 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 48 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. Ask students if they know any similar stories of kindness.

More practice

Workbook page 48

Practice Kit Reading 7

1 Complete each sentence with ONE word from the article on page 72.

- The doctors told him that he walk or play the guitar.
- Daniel told the boy's family that he donate all his money to the boy's surgery.
- The police said that he to return a bag with \$42,000 in it to the owner.
- The team said that people in need still access to food and resources.

2 Choose the correct options to complete the rules.

RULES

- We use indirect speech (reported speech) to report the meaning of what is / was said. We put indirect speech in a noun clause beginning with **that / this**.
- After a reporting verb in the past simple, we usually change present modals to past modals, and present tenses to **past tenses / future tenses**.

3 Study the rules, then complete the following sentences.

- 'You have to rest for 3 months.'
The doctors told me that I to rest for 3 months.
- 'Honey can prevent the growth of bacteria.'
Some scientists said that honey prevent the growth of bacteria.
- 'I am raising some money for my poor students.'
She told me that she some money for her poor students.
- 'When you spread kindness, you may feel good about yourselves.'
Our teacher said that when we kindness, we feel good about ourselves.

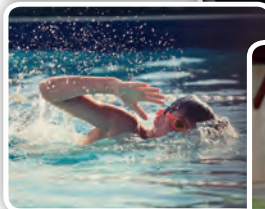
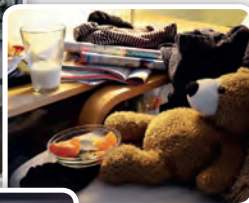
4 Find and correct the mistakes in the sentences.

- He said that it isn't a good idea.
- They didn't tell me that they will visit Hà Long Bay.
- The dentist told that his tooth needed filling.
- Liên said that she may be absent from the meeting.

5 USE IT! Work in pairs. Look at the photos. Take turns to report what your mother said to you in these photos.

My mother said that I needed to do the cleaning.

My mother told me that my room was very messy.



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ANSWERS

- He said that it **wasn't** a good idea.
- They didn't tell me that they **would** visit Hà Long Bay.
- The dentist told **him** that his tooth needed filling.
- Liên said that she **might** be absent from the meeting.

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 statements to report what their mothers said to them in the photos. Ask pairs in turn to tell some of their statements.

More practice

Workbook page 45

Practice Kit Grammar 14

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • Reported speech

Aim

Report what people said.

Warm-up

Look at the first paragraph of the article on page 72 and ask students to find examples of reporting what people said. Ask: *What did the doctors tell Daniel? What tense do we use to report what people said? (Past tenses)*

Exercise 1

Students work in pairs to complete the sentences with one word from the article. Check answers.

ANSWERS

- couldn't**
- would**
- decided**
- had**

Exercise 2

Students read the rules and choose the best options. Check answers and check that students understand everything.

ANSWERS

- was, that**
- past tenses**

Exercise 3

Students study the rules, then complete the sentences. Check answers.

ANSWERS

- had**
- could**
- was raising**
- spread, might**

Exercise 4

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.

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 thoughtful 2 confident
3 sympathetic 4 heroic 5 organised
6 generous 7 patient 8 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 116

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 116

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 116

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 Match the adjectives with explanations 1–8. Listen and check.

confident generous heroic
honest organised patient
sympathetic thoughtful

Someone who ...

- remembers your birthday
- is not shy
- listens to your problems
- does very brave things
- plans things carefully
- gives people more than they need
- waits for others
- 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 teacher a friend a 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.

- Robert Lee
- Edwin Sabuhoro
- Marilyn Price

5 2.24 Answer the questions. Listen again and check.

- Where does Robert Lee get the unwanted food from?

6 2.25 PRONUNCIATION: Diphthongs

Identify the diphthong sounds and put the words in the correct columns. Listen and repeat.

/aɪ/	/aʊ/	/ɔʊ/	/eɪ/

now change chose kind wildlife
wasting mountain homeless

7 USE IT! Work in groups. Using the ideas below, talk about people you admire. Use adjectives in exercise 1.

- a member of your family
- a person during the COVID-19 pandemic
- a person at your school

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.

- Why is it a clever idea?
- What animals was Edwin Sabuhoro trying to protect?
- How does his eco-tour company provide a good solution to problems in Rwanda?
- What opportunities do the bike trips give to city kids?
- In what countries can you find Marilyn Price's programmes?



ANSWERS

- from New York restaurants
- It helps people in need, and it also stops restaurants from wasting food.
- mountain gorillas
- It gives work to people and protects the wildlife.
- They can see different places, make new friends, and become healthier and more confident.
- the USA, Canada, Israel and Africa

Optional activity: Listening

Write the following questions on the board: Which person ... ?

- aims to educate people and improve their health
- uses volunteers for their project
- donated their own money

Students answer the questions from memory, then listen again to check. Check answers with the class.

ANSWERS

- Marilyn 2 Robert 3 Edwin

Exercise 6 2.25 PRONUNCIATION: Diphthongs

Model the pronunciation of the four diphthongs. Ask students to put the words in the correct columns. Play the audio, pausing after each word for students to repeat. Check answers with the class.

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 46

Practice Kit Vocabulary 7

Assessment

Five-minute test, Teacher's Resource Disk

7 LANGUAGE FOCUS • The second conditional

I can talk about impossible and unlikely situations in the present.

1 Read these sentences and find out what tense the bold verbs are.

- If more people **were** like Robert, the world would be a better place.
- If those people **had** jobs, they wouldn't need to sell baby gorillas.
- If I **had** to choose just one person, it'd be a grandmother ...
- 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.

- If I did nothing all day, ...
- If they closed all schools, ...
- I would help my neighbour if ...
- My parents would support me if ...
- The world would be a better place if ...

6 USE IT! Work in pairs. Take turns to ask and answer questions using situations 1–4 and your own ideas. Use the second conditional.

What would you do or say if you ...

- found money in the street?
- saw someone in danger?
- met your idol?
- suddenly became rich?

If you found 5 million VND in the street, what would you do?

If I found 5 million VND in the street, I'd give it to the police.

Finished?

Talk with your partner what changes he / she would do if he / she ruled the world.

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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 117

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. Allow fast finishers time to think about the topic. Then talk with their partner what changes he / she would do if he / she ruled the world. Alternatively, ask some fast finishers to read to the class the changes they would make.

More practice

Workbook page 47

Practice Kit Grammar 15

Assessment

Five-minute test, Teacher's Resource Disk

Language focus • The second conditional

Aim

Talk about impossible and unlikely situations in the present.

Warm-up

Refer students back to the three people on page 74. 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 Vietnamese.

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

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 organise 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

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 Vietnamese 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.



3 Work in pairs. Practise the dialogue.

4 Work in pairs. You want to start a competition on making environment-friendly products at your school. Think of three reasons why it would be a good idea. Then compare your ideas with the class.

One reason for making environment-friendly products is...

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 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 organise. Respond with questions.

1 Complete the dialogue with the words 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 organise
rubbish survey work

2 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.



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Exercise 4

Read out the task and elicit one or two reasons for making environment-friendly products, e.g. to raise students' awareness on protecting their living environment. 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

Practice Kit Speaking 7

THINK! What problems can mobile phones cause?**1 Read the essay and answer the questions.**

- 1 What are the arguments for a ban on mobile phones?
- 2 What are the arguments against a ban?
- 3 In which paragraph does the writer give a personal opinion? What is it?

2 Find the key phrases in the essay. Which phrases ...

- 1 introduce the writer's opinion?
- 2 help to list reasons and arguments?
- 3 help to contrast ideas?

KEY PHRASES**Writing a discussion essay**

One of the arguments for ... is ...
 On the one hand, ... On the other hand, ...
 In addition, ...
 For instance / example, ...
 However, ...
 Personally, I am (not) in favour of ...

Mobile phones should be banned from schools. Discuss.

- 1 Our school plans to ban mobile phones because many teachers complain that **they** are a nuisance. There are arguments both for and against **this** rule.
- 2 One of the arguments for the ban is that people say that phones cause problems at school. Students forget to turn their phones off during class, and if **one** rings, it disturbs the whole class. Outside the classroom, phones can also cause more serious problems, such as cyberbullying. They say that **it** is worse if students have access to the internet at school.
- 3 On the other hand, phones can be a great resource for students. For instance, students use their mobiles in class to research information online. In addition, students can use apps on their phones to help **them** with schoolwork, for example by creating homework reminders.
- 4 Personally, I am not in favour of banning mobiles completely as students need them before and after school. However, I think students should agree to keep their phones on silent and in their bags.

**Language point: References and pronouns****3 Find phrases 1–5 in the essay. What do the pronouns in blue refer to?**

- 1 **they** are a nuisance
- 2 for and against **this** rule
- 3 if **one** rings, it disturbs the whole class
- 4 they say that **it** is worse if students have access to the internet
- 5 students can use apps on their phones to help **them** with schoolwork

4 USE IT! Follow the steps in the Writing Guide.**WRITING GUIDE****A TASK**

Write a discussion essay on this topic:

All young people should do two weeks of compulsory work for the community every year (such as street cleaning, planting trees or helping old people). Discuss.

B THINK AND PLAN

- 1 What will be the consequences of this rule if it is introduced?
- 2 How would young people feel about this rule?
- 3 Do you think that doing compulsory work would make students more responsible? Why?
- 4 Is there a better way to encourage young people to help their community?

C WRITE

Paragraph 1: Introduction

Paragraph 2: Ideas for one side of the argument

Paragraph 3: Ideas for the other side of the argument

Paragraph 4: Conclusion and your opinion

D CHECK

- phrases to present / contrast arguments
- references and pronouns

Big ideas 77**Language point: References and pronouns****Exercise 3**

Point out the blue pronouns in the phrases. Elicit or explain that we use pronouns to replace nouns, to avoid repetition. Students find the phrases in the essay and decide what the pronouns refer to. Check answers.

ANSWERS

- 1 mobile phones.
- 2 to ban mobile phones
- 3 a mobile phone
- 4 cyberbullying.
- 5 students

Optional activity: Writing

Ask students to look at paragraph 3 in the essay again and find two examples of reported speech. Elicit the answers and point out that it is useful to use reported speech in an essay to report opinions that support your arguments.

ANSWERS

One teacher explained that her students used their mobile ...
 Many of my friends told me that they used apps on their phones ...

Exercise 4 USE IT!

Read the task with the class, and make sure students understand the meaning of *compulsory* and *community work*. Ask a few questions to elicit some opinions on the topic, e.g. *Do you think all young people should do community work? Why? / Why not? In what ways could communities and young people benefit from this?* Students read part B and plan their essays. Students then write their essays. This can be set for homework. Remind them to use pronouns to avoid repeating nouns and the key phrases. Remind them also to check their grammar and spelling carefully.

More practice

Workbook page 49

Practice Kit Writing 7

End-of-unit activities

* 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**

Explore two sides of an argument in a formal essay.

THINK!

Focus on the photo and elicit what it shows. Read out the question and elicit a few possible answers. Ask more questions if necessary to prompt students, e.g. *When can phones cause problems? At home? At school? At meal times? In a cinema?*

ANSWERS

Students' own answers.

Exercise 1

Explain the meaning of *ban* and *cyberbullying* if necessary. Students read the essay and answer the questions. Check answers.

ANSWER

- 1 They disturb the class if they ring; cyberbullying.
- 2 They are great resources for students; they need them before and after school.
- 3 The final paragraph; the writer is against banning mobile phones at school.

Exercise 2

Students read the essay again and find the key phrases, then decide which function they match. Check answers, and check that students understand all the phrases.

ANSWERS

- 1 Personally, I am (not) in favour of ...
- 2 One of the arguments for ... is ... ; In addition, ... ; For instance / example, ...
- 3 However, ... On the one hand, ... On the other hand, ... In addition, ...

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 *Em là bà nội của anh* (2015), F *Mamma Mia!* (2008), F *Fast and Furious 6* (2013).

Exercise 1

2.28

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 check their answers. Check answers

8 On screen

VOCABULARY • Film and book genres

I can discuss different types of films and books.

Culture p97

Language focus reference p106

THINK! Name three types of books or films that are popular in your country.

- 1 **2.28** 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–F. Choose the correct words in exercise 1 to describe each film.

- 3 Do the quiz. Then compare your answers with a partner's. Do you agree with the result?

A



B



C



D



E



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 *musical*

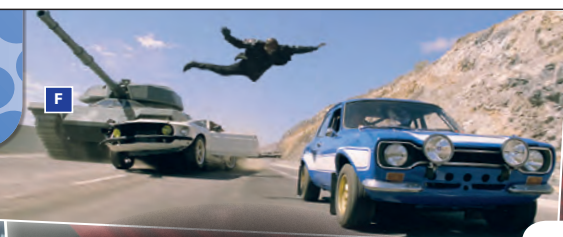
F *action*

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

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.

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Exercise 5 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 using the key phrases 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.

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. Ask other students to guess the ones their classmates are describing.

More practice

Workbook page 50

Practice Kit Vocabulary 8

Assessment

Five-minute test, Teacher's Resource Disk

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 2.29 page 117

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

Alidia: drama

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.

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 emphasise 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 of the film *Bāhubali* is an extraordinary size.

Exercise 2 2.30

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.

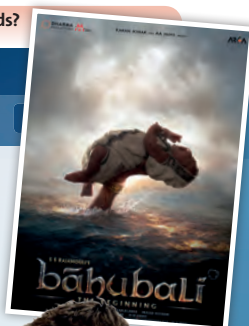
THINK! Have you heard of the Guinness World Records? Do you know any film records?

FILM RECORDS

The record books are full of great film trivia, but only gossip about stars is usually heard. 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.

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, *Bāhubali*. 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.



1 Quickly read the blog and find the author's opinion on the following names?

- 1 Robert Downey Jr.
- 2 *Gone with the Wind*
- 3 Ashish Sharma
- 4 *Bāhubali*

2 2.30 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 holds many film records.
 - c made eighty million dollars.
- 3 Ashish Sharma ...
 - a plans to watch the film that will be 120 hours long.
 - b has watched forty-eight films in his lifetime.
 - c has had a film record for several years.

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.

5 USE IT! Work in pairs. Which record did you find the most interesting? Why?

80 On screen

Optional activity: Reading

Write the following on the board:

- 1 three days
- 2 S. S. Rajamouli
- 3 *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 *Bāhubali*.
- 2 He is the director of *Bāhubali*.
- 3 *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 54 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 54

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.
- Gossip about stars usually heard.



2 Study the sentences in exercise 1. Complete rules a–c with the words in the box. Then find more passive sentences in the blog on page 80.

am (not) are (not) / is (not)
by was (not) / were (not)

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 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.
- Mùa len trâu* is set in northern Việt Nam.
- Mr. Nguyễn Võ Nghiêm Minh was gave Best Director Award at Chicago Film Festival in 2006.
- Films aren't seen their directors until the premiere.

4 Complete the review with the correct passive form of the verbs in the box.

direct remind release award play

Reviews



Mùa len trâu – *Buffalo Boy* is a successful Vietnamese film which ¹ in 2004. The film ² by Nguyễn Võ Nghiêm Minh. It was set in the Mekong River Delta during the 1940s. The land there for half the year is deep underwater. The main character, a 15-year-old farmer, Kim ³ by Lê Thế Lữ. Kim volunteers to take his family's buffaloes inland in search of food. On his journey, he witnesses firsthand the cruelty of man. We also ⁴ of the constant hardship the Vietnamese had to face at that time. In 2004, the film won a Special Award at Film Festival in Locarno in Switzerland, the Grand Prix at Amiens Film Festival, and the Special Award at Amazonas Film Festival in Brazil. Mr. Nguyễn Võ Nghiêm Minh ⁵ Best Director Award at Chicago Film Festival in the same year.

5 USE IT! Work in pairs. Use the information in the box to tell each other about the film you have 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 ...

The main characters are ..., who's played by ..., and ...

It's about ...

It's an entertaining / funny / exciting / original 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)
- Mùa len trâu* **was set** in northern Việt Nam. (false) *Mùa len trâu* **was set** in southern Việt Nam.
- Mr. Nguyễn Võ Nghiêm Minh was given Best Director Award at Chicago Film Festival in 2006. (false) Mr. Nguyễn Võ Nghiêm Minh was given Best Director Award at Chicago Film Festival in 2004.
- 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 released**
- is directed**
- is played**
- are also reminded**
- was awarded**

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.

More practice

Workbook page 51

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**
- is**

Exercise 2

Students work in pairs to complete the rules with the correct words. Check answers.

ANSWERS

- am (not), are (not) / is (not)**
- was (not) / 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 2.31

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 2.32

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 c

Exercise 4 2.32

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.

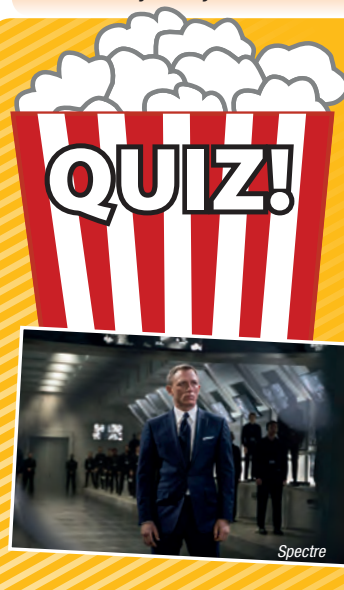
ANSWERS

1 eleven 2 1987 3 two times
4 eleven

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 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 2.31 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 2.32 Listen to the recorded quiz to check your answers. Correct any wrong answers.
- 4 2.32 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 How many times has Robert Downey Jr. received an Oscar nomination for Best Actor?
 - 4 How many Oscar nominations have Jennifer Lawrence and Bradley Cooper received in total?

5 2.33 PRONUNCIATION: /g/ and /dʒ/ Listen and repeat.

- | | |
|------------|----------------|
| 1 manga | 5 largest |
| 2 guess | 6 gossip |
| 3 original | 7 intelligence |
| 4 game | 8 generosity |

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 2.33 PRONUNCIATION: /g/ and /dʒ/

Model the pronunciation of the two consonants. Play the audio, pausing after each word to elicit which consonant students hear. 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 Việt Nam
- 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 52

Assessment

Five-minute test, Teacher's Resource Disk

- 1 Underline the verb forms and circle the subjects in these sentences.
- Was the book adapted for film?
 - What is the series of books called?
 - Where was the film made?
 - 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.

- What he was given as a prize?
- Is this crime novel written last year?
- What was award to the actor?
- Who was the film directed for?
- 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?
- What ?
 - Where ?
 - Was ?
 - Who ?
 - 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 books using passive voice, then reads out for the others to answer. The group with the most correct answers is the winner.

Who was *The last leaf* written by?

When was the poem *Mùa xuân nho nhỏ* written?

The first question is ...

I think the answer is ...

Finished?

Introduce to the class your favourite book using the passive voice.

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!



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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

- Was the book adapted for film?
- What is the series of books called?
- Where was the film made?
- 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

- What was he given as a prize?
- Was this crime novel written last year?
- What was awarded to the actor?
- Who was the film directed by?
- 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

- What are made into cakes?
- Where are the cakes displayed?
- Was the *Hunger Games* series made into a cake?
- Who were the *Hunger Games* trilogy and *Wool* cakes made by? / were the *Hunger Games* trilogy, *Game of Thrones* and *Wool* cakes made by?
- 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

- The latest books are made into cakes.
- They are displayed all over the world.
- Yes, it was.
- It was / They were made by Crystal Watanabe.
- 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. Students can write their description and then compare it with another fast finisher. Then ask them to read their descriptions to the class, without saying the book title. See if other students can guess the books.

More practice

Workbook page 53

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



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



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 something I
haven't seen 6 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 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 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.
I'd prefer to see ⁵.....
I'm not really ⁶..... thing.

3 Work in pairs. Practise the dialogue.

LANGUAGE POINT: like + V-ing or to-infinitive

4 We can use **like** with an **-ing** form or with a **to-infinitive**. Match the examples with the uses. Two examples may match the same use.

Examples	Uses of LIKE
1 I like swimming in my free time.	a A custom
2 I like to swim only when it's hot.	b A preference or a good idea
3 My dad likes to go fishing at weekends.	c An activity you enjoy
4 Asian people like to eat with chopsticks.	

5 Work in pairs. Talk about which type of films you like watching, and which ones you aren't keen on.



I like watching comedies. I'm not really into horror films.

6 **USE IT!** Work in pairs. Read the situation, prepare and practise a new dialogue using 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.

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Exercise 4

Students work in pairs to match the examples with the uses. Check answers with the class. Point out that when we want to talk about an activity as our interest or hobby we enjoy doing in our free time, we can use both **-ing** form and **to-infinitive** after **like**.

ANSWERS

1 c 2 b 3 c 4 a

Exercise 5

Read out the example. Students prepare their ideas individually, then, in pairs, talk about the types of film they like.

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

Practice Kit Speaking 8

8 WRITING • Film or book review

I can identify and use details to support ideas.

THINK! Why do people read reviews of films and books?

Chicken Soup for the Soul

I'd like to talk about a book I read recently called *Chicken Soup for the Soul*. It was written by two motivational speakers Jack Canfield and Mark Victor Hansen. They compiled the best 101 stories they were told in the book.

Chicken Soup for the Soul is a heartwarming and easy-to-read collection of true stories that inspire you to live your dreams. The stories demonstrate the best qualities that are shared as human beings: compassion, grace, forgiveness, generosity and faith.



The thing I like most about the book is the way I am taught to care for others, love myself, and overcome obstacles.

All in all, I'd recommend *Chicken Soup for the Soul* to people of all ages. It comprises inspirational stories that help spread happiness and hope throughout the society.



1 What is important to you when choosing a book to read? Put the following ideas from the most important to the 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. Match the details with the ideas.

- 1 *Chicken Soup for the Soul* is a heartwarming collection of true stories.
 - 2 The thing I like most about the book.
 - 3 I'd recommend the book.
- a The stories demonstrate the best qualities of human beings.
- b The book comprises inspirational stories that help spread happiness and hope throughout the society.
- c The way I am taught to care for others, love myself, and overcome obstacles.

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 ... It was directed by ...
It was written by ... The thing I like most about ...
It stars ... All in all, I'd recommend ... to ...

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: Summarise 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

ANSWERS

1 a 2 c 3 b

Exercise 4

Ask students to find some of the phrases in the review, and ask them to translate the phrases into Vietnamese 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 for 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.

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

Students read the review and decide which features from exercise 1 are mentioned. Check answers with the class.

ANSWERS

the genre; easy to read; ideas that I can learn from

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.

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 55

Practice Kit Writing 8

End-of-unit activities

Cumulative Review, Workbook page 59

* 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

Progress review 4 page 86

- 1 ban
- 2 propose
- 3 protest
- 4 campaign
- 5 support
- 6 donate
- 7 volunteer
- 8 sign
- 2 1 acted
- 2 benefit
- 3 benefit
- 4 access
- 5 action
- 6 accessed
- 3 1 My friend told me that he / she always ate lots of fresh fruit and drank lots of milk.
- 2 The boy said that he could call a taxi very quickly.
- 3 They said that they were going on holiday to Spain.
- 4 The teacher told me that he would think more about my idea.
- 4 1 honest; thoughtful; patient
- 2 organised
- 3 clever
- 4 brave
- 5 heroic
- 6 confident
- 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 b 2 c 3 a 4 b
- 5 c 6 a 7 a 8 c

PROGRESS REVIEW 4

MY EVALUATION Check your progress. Do the exercises and then complete your own evaluation.

- ☐ ☐ ☐ ☐ ☐ I need to try this again.
 ☐ ☐ ☐ ☐ ☐ I am happy with this.
- ☐ ☐ ☐ ☐ ☐ I could do this better.
 ☐ ☐ ☐ ☐ ☐ I can do this very well.

VOCABULARY Verbs: taking action

1 Complete the verbs for the definitions.

- 1 stop something from being allowed b.....
- 2 suggest a plan p.....
- 3 speak or act against something you don't agree with p.....
- 4 organise activities to try to achieve something c.....
- 5 provide help s.....
- 6 give money, clothes, etc. to charity d.....
- 7 help at an organisation or charity v.....
- 8 write your name on a document to show you agree with what it says s.....

I can talk about suggestions for change.

MY EVALUATION ☐ ☐ ☐ ☐ ☐

READING Being kind

2 Complete the sentences with the correct verb or noun form of *action*, *access* or *benefit*.

- 1 Her life was saved because the firefighters promptly.
- 2 I'm sure you will greatly from doing this course.
- 3 Meeting new people is one of the of travelling.
- 4 Students need a password to get to the library internet.
- 5 The father's quick helped his son balance on the bike again.
- 6 The resort is not easily by public transport.

I can scan a text to locate information.

MY EVALUATION ☐ ☐ ☐ ☐ ☐

LANGUAGE FOCUS Reported speech

3 Complete the following sentences.

- 1 'I always eat lots of fresh fruit and drink lots of milk.'
My friend told me that
- 2 'I can call a taxi very quickly.'
The boy said that
- 3 'We are going on holiday to Spain.'
They said that
- 4 'I'll think more about your idea.'
The teacher told me that

I can report what people said.

MY EVALUATION ☐ ☐ ☐ ☐ ☐

VOCABULARY AND LISTENING Personal qualities

4 2.35 Listen to Molly and her grandma. Complete the sentences.

- 1 Molly thinks she is sympathetic,, generous and
- 2 Molly's grandma thinks she's very because she always plans her activities.
- 3 Molly thinks Ruby is
- 4 Molly's grandma remembers that Molly was last year.
- 5 According to Molly, Katniss Everdeen is
- 6 Molly's grandma says that Molly isn't

I can understand people talking about qualities they admire.

MY EVALUATION ☐ ☐ ☐ ☐ ☐

86 PROGRESS REVIEW 4

LANGUAGE FOCUS The second conditional

5 Complete the second sentence so that it means the same as the first sentence.

- 1 It's hot, so we're drinking cold water.
We wouldn't be drinking cold water
- 2 It isn't raining, so I'm not wearing a coat.
If it was raining,
- 3 Clara isn't at school because she's ill.
If Clara wasn't ill,
- 4 He's a student, so he hasn't got a job.
He'd have a job
- 5 She can't text you because she's busy.
She could text you
- 6 Anton can't hear you because he's asleep.
If Anton wasn't asleep,
- 7 We don't have enough time to visit another museum.
If we had more time,

I can talk about impossible and unlikely situations in the present.

MY EVALUATION ☐ ☐ ☐ ☐ ☐

SPEAKING Supporting a point of view

6 Complete the conversation with the words. Then practise with your partner. There are two extra words.

better healthier make problem
reason suppose survey worse

- Katy Excuse me, do you have a moment to help me with a ¹.....?
- Usain What's it about?
- Katy It's about junk food. We want the government to ²..... it more expensive.
- Usain More expensive? Why? Isn't it ³..... if food is cheaper?
- Katy No, it isn't. Junk food is unhealthy. The main ⁴..... for making it more expensive is to make people buy ⁵....., cheaper food.
- Usain I ⁶..... you're right. OK, I'll answer your questions.

I can give reasons to support my opinions.

MY EVALUATION ☐ ☐ ☐ ☐ ☐

WRITING A discussion essay

7 Choose the correct words.

Students should learn about healthy eating at school. Discuss.

My school in London plans to introduce regular lessons about healthy eating. But is it right for a school to teach students about what they should eat?

One of the arguments ¹..... the new lessons ²..... that some young people in the UK have an unhealthy diet and eat too much sugary food. ³....., they sometimes consume too many sugary drinks and this can lead to problems with their teeth. ⁴..... addition, some young people don't do enough exercise so they may put on weight, too.

On the ⁵....., some people say that students should only learn academic subjects in class. They think that school isn't the place to teach young people how to live their lives.

⁶....., I'm in ⁷..... of having a few lessons about healthy eating, but not every week. I ⁸..... suggest that students learn about this as part of their biology lessons and not as a separate subject.



- | | | |
|-----------------|---------------|----------------|
| 1 a to | b for | c with |
| 2 a be | b are | c is |
| 3 a What's more | b What's most | c What more |
| 4 a Of | b In | c On |
| 5 a other part | b other hands | c other hand |
| 6 a All in all | b Overall | c All consider |
| 7 a favour | b favourite | c favours |
| 8 a do | b won't | c would |

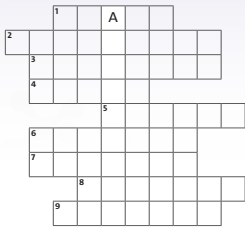
I can explore two sides of an argument in a formal essay.

MY EVALUATION ☐ ☐ ☐ ☐ ☐

PROGRESS REVIEW 4 87

VOCABULARY Film and book genres

8 Complete the film and book words and solve the mystery word.



- 1 film about difficult relationships
 - 2 exciting film with new experiences and places
 - 3 exciting film that can be scary
 - 4 the police try to catch criminals
 - 5 there is often fighting, cars and guns
 - 6 it's difficult to know what's happened
 - 7 the actors sing and dance
 - 8 love story
 - 9 film about unreal worlds and characters
- Mystery word:

I can discuss different types of films and books.

MY EVALUATION 😊 😐 😞 😡

READING Film trivia blog

9 Complete the sentences with the missing letters.

- 1 My new school is h _____. There are three separate buildings and about eighty classrooms.
- 2 I read an i _____ story about a girl who sailed around the world.
- 3 I love c _____ novels like *Oliver Twist*.
- 4 He's a t _____ actor. I don't understand why people like him.

I can identify the opinion of the author of a text.

MY EVALUATION 😊 😐 😞 😡

LANGUAGE FOCUS Present and past passive: affirmative and negative

10 Choose the correct words.

- 1 This film was **awarded** / **awarding** / **won** two Oscars last year.
- 2 This type of Blu-ray disc **don't** / **isn't** / **aren't** sold in the UK.
- 3 Many actors **unemployed** / **don't employ** / **are unemployed** most of the time.
- 4 She **didn't** / **wasn't** / **weren't** given a role in the new film.
- 5 Independent films **don't show** / **aren't show** / **aren't shown** in a lot of cinemas.
- 6 The first *Harry Potter* book was **rejected by** / **from** / **of** many publishers before it was successful.

I can talk about films using the passive in the present and past.

MY EVALUATION 😊 😐 😞 😡

VOCABULARY AND LISTENING Films and books: verbs and nouns

11 2.36 Listen to a lesson about films. Choose the correct words.

- 1 Ben likes science fiction books which were **written** / **popular** a long time ago.
- 2 Ben wants to see how the **director** / **actor** presents the world in the future.
- 3 Ben **likes** / **doesn't like** watching films which were adapted from a book he's read before.
- 4 Katie says actors become **great** / **famous** when they're the winner of an award or when they receive an Oscar nomination.
- 5 Katie **doesn't want** to see the same **actors** / **directors** all the time.
- 6 Tom thinks stars in **Hollywood** / **foreign** films look like supermodels.

I can ask and answer questions about films and books.

MY EVALUATION 😊 😐 😞 😡

8



9 1 huge

2 incredible

3 classic

4 terrible

10 1 awarded

2 isn't

3 are unemployed

4 wasn't

5 aren't shown

6 by

11 1 written

2 director

3 likes

4 famous

5 actors

6 Hollywood

12 1 Where was this film shown?

2 Who were these film cameras made by? / Which company were these film cameras made by?

3 Where is film direction taught?

4 Are audiences scared by this film?

5 When was this book written?

6 How many copies are sold a year?

13 1 about

2 into

3 prefer

4 something

5 stars

6 rather

14 1 talk

2 directed

3 were

4 mixture

5 about

6 liked

7 because

8 in

9 recommend

88 PROGRESS REVIEW 4

LANGUAGE FOCUS Present and past passive: questions

12 Write passive questions about the information in bold.

- 1 They showed this film **at the Lincoln Cinema**.
- 2 **A French company** made these film cameras.
- 3 They teach film direction **at this school**.
- 4 **Yes**, this film scares audiences.
- 5 She wrote this book **last year**.
- 6 They sell about **10,000 copies** a year.

I can ask questions using the passive in the present and past.

MY EVALUATION 😊 😐 😞 😡

SPEAKING Recommending and expressing preferences

13 Complete the dialogue with the words. Then practise with your partner. There are two extra words.

about fan into on prefer rather something stars

- Blake What do you fancy doing?
Cheryl How ¹ downloading a film?
- Blake All right. What about *Love, Rosie*?
Cheryl That sounds like a romantic comedy. I'm not really ² that kind of thing.
- Blake Well, you might ³ *Rogue One: A Star Wars Story*.
Cheryl It's popular, but I'd prefer to see ⁴ more believable.
- Blake I fancy *Race*. It's a drama and it ⁵ Stephan James.
Cheryl Yes, I'd ⁶ watch that, too.
Blake Great!

I can recommend films and books and say which ones I prefer.

MY EVALUATION 😊 😐 😞 😡

WRITING Film or book review

14 Read the book review and complete the text with the words.

about because directed in liked mixture recommend talk were



I'd like to ¹ about a TV miniseries I watched recently called *The White Queen*. It was ² by James Kent, Jamie Payne and Colin Teague. It's based on *The Cousins' War* books, which ³ written by Philippa Gregory.

The White Queen is a ⁴ of historical drama, romance and war. It's ⁵ the lives of three women who fight for the British throne in the 15th century. The three main characters are strong and brave. They'd do anything to achieve their goals.

The thing I ⁶ most about the series was the historical setting. The costumes are wonderful and the characters speak and behave like real kings, queens, lords and ladies. I enjoyed it ⁷ it was like going back in time. It's the best history lesson I've ever had!

All ⁸ all, I'd ⁹ *The White Queen* to everyone who likes historical films. I'd like to warn you, though: you won't be able to stop watching until you finish the whole series!

I can identify and use details to support ideas.

MY EVALUATION 😊 😐 😞 😡

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

1990s: C 2000s: A 2010s: B, D

Exercise 2 3.02

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 Jennifer Aniston, who played Rachel Green in *Friends*, made 'the Rachel' style popular.
- 2 The hairstyle in the 2000s was hair extensions, which made hair very long and straight.
- 3 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. Continue asking about each hairstyle to see how many students like each one

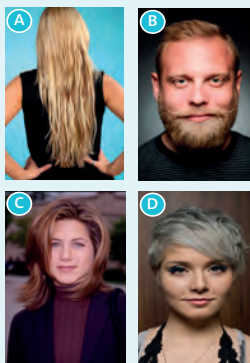
1

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 3.02 Read and listen to the article again and answer the questions.

- 1 Why was a hairstyle called 'the Rachel'?
- 2 What did the hairstyle in the 2000s look like?
- 3 What new hair colour became popular in the 2010s?

- 3 YOUR CULTURE Work in pairs. Answer the questions about Việt Nam.

- 1 Which hairstyles are most popular in Việt Nam at the moment?
- 2 Which of the following are fashionable for men in Việt Nam?

beard long hair moustache undercut

- 3 What colour hair dye is the most popular in Việt Nam?

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 thirty years.

1990s

The 'Rachel'

This hairstyle was named after Rachel Green, 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.

90 CULTURE

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 1990s to the 2010s.

For homework, ask students in each group to find out about hairstyles in Việt Nam 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 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  3.03 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.

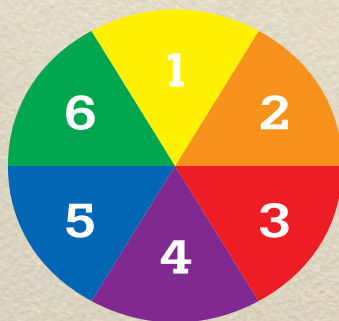
- 4  **USE IT!** Work in groups. Look at Wassily Kandinsky's painting *Squares with Concentric Circles*. Choose two squares in the painting and say how the colours in each square are related. Which square do you like best and why?

... 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?

According to Isaac Newton, white light consists of all the colours of the rainbow. Newton then arranged them in a circle of warm and cool categories.

Red, blue and yellow are the three primary colours on the colour wheel. By mixing two primary colours, we've got the secondary colours green, orange and purple.

Colours can also be harmonious or complementary. Complementary colours 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 choose the right colours ever since then. 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.

What's your favourite colour? What do you associate it with?

Exercise 3 3.03

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 CLIL • 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 CLIL • 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 3.04

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

CLIL

Geology: The water cycle

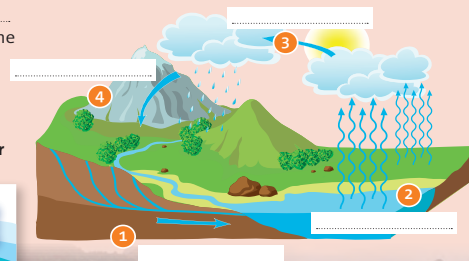
I can understand the water cycle and describe the journey of a river.

- 1 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

- 2 Read the fact sheet. What happens to water when it falls to the Earth?

- 3 Label the diagram with the words in the box.

condensation evaporation precipitation
water returns to the sea



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.

- 4 3.04 Read and listen to the fact sheet again. Answer the questions.

- 1 What is true about the amount of water on Earth?
2 Why does water vapour condense?
3 What happens to a glass of water on a hot day?
4 Name two forms of precipitation. Do you know any more?
5 What are the three states that water can be in?

- 5 USE IT! Work in pairs. Create a poster to show what happens in the water cycle. Include information from this page.

92 CLIL

ANSWERS

- 1 The amount of water on Earth doesn't change over time.
2 Water vapour condenses when it cools.
3 Warm, moist air condenses on the cold glass.
4 rain, snow; Students' own answers.
5 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 92 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 92. 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.

conditions label plantation
price profit

- 2 Read the article. What is Fairtrade?

MAKE BANANAS FAIR

Bananas are the most popular fruit in the world. British people love eating bananas, but they don't grow in the UK and have to be transported. So how it is possible that a banana only costs eleven pence in supermarkets?

- The reason is that the farmers often get very little because the companies who buy bananas want to make big profits. Life isn't easy on a banana plantation. The farmers work long hours and can get harmed by dangerous pesticides.
- Fairtrade is an international movement that tries to help farmers and workers in developing countries. Fairtrade products include items like bananas, coffee, sugar, cocoa and rice. When you buy a product with Fairtrade label, you know the farmers received a fair price and worked in good conditions.
- Foncho, 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 he can build his family a house and support them.
- Therefore, 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 3.05 Read and listen to the article again. Write true or false. Correct the false sentences.

- People in the UK don't grow bananas.
- 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.
- Thanks to the Fairtrade, Foncho's life is getting better now.

- 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 should	buy pay	more enough
-----------	-----------------	------------	----------------

Include a slogan, for example:

Buy ... / Give ... / Pay ... / Help ...



CLIL 93

4 CLIL • 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. *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 3.05

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
- 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 CLIL • 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 3.06

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

CLIL

Science: Genetic engineering

I can understand genetic engineering and give my opinion about it.

- 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 3.06 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

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.

- 3 Answer the questions.

- 1 Why did scientists genetically modify a tomato?
- 2 What do genes do?
- 3 What effect can herbicides have on crops?
- 4 What sort of plants can resist herbicides?
- 5 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?

- 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?



94 CLIL

- 3 Herbicides are chemicals which can damage crops.
- 4 GM crops and superweeds can resist herbicides.
- 5 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.

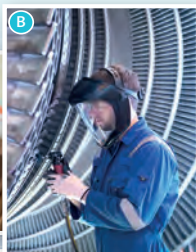
Allow time for questions and answers, then hold a class vote. See if the class is for or against GMOs overall.

More practice

Genetic engineering, DVD with worksheet

1 Look at the photos and answer the questions. Then read the article and check your answers.

- What job categories can you see?
- Why do you think some teenagers work in their holidays?



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 when you apply for university, or 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.

2 3.07 Read and listen to the article again and answer the questions.

- What time of year do most teenagers do work experience in the UK?
- Why does the writer think work experience is useful?
- How long are placements?
- What does Paul want to do when he finishes school?

3 YOUR CULTURE Work in pairs and answer the questions.

Do teenagers usually do work experience in your country?

NO Why not? Do you think it's a good idea to do work experience? Why / Why not?

YES 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.

- 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.
- Take turns to present your reasons.
- 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 95

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

- A teaching B engineering
C media D finance
- Students' own answers.

Exercise 2 3.07

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

- summer
- 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.
- two weeks
- Go back to work on the farm.

Optional activity: Vocabulary

Write these definitions on the board:

- ask to get or do something
- a company that makes something
- temporary jobs
- 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

- apply for
- manufacturer
- placements
- 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 organisation that provides activities, help or advice for young people in a particular area. Ask: *What organised 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 organised 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 3.08

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. The

7

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 3.08 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



96 CULTURE

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 organisation 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 – a 'hideaway' for young people in the Moss Side area in particular.

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.

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 openly and honestly. The sessions promote acceptance and tolerance, and 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.

sessions promote 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 Việt Nam? 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 Việt Nam.

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.

8 CULTURE Book days I can talk about book festivals.

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 one is older, the book festival or the book street.

Let's celebrate

BOOKS!

Do you want to meet other people who just love a good story? Then check out these perfect events 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!



3 3.09 Read and listen to the text again and answer the questions.

- 1 Which one can you attend all year round?
- 2 You like acting and want to attend a suitable workshop. Which one would you go to, the book festival or the book street? Why?
- 3 Your best friend hopes to meet his favourite writer in person. Which one would you recommend? Why?
- 4 You don't like reading about murders. Which one should you not go to? Why not?
- 5 You prefer to have your books signed by the writers. Which one is your first choice? 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.

Nguyễn Văn Bình Book Street

Launched on January 9, 2016, Nguyễn Văn Bình Book Street received 1.5 million visitors and sold more than 500,000 copies of books in the first year. It provides a location for businesses in the publishing sector to organise events and present products, and a cultural space for book enthusiasts. The pedestrian-only street includes more than 20 book stalls featuring books and magazines from domestic and foreign publishers.

Where?

Nguyễn Văn Bình Street, District 1, Hồ Chí Minh City, Việt Nam

When?

8 a.m. to 10 p.m. Daily

What?

Listen to famous writers talk about their best-sellers, take part in writing workshops and talk shows, attend book signings and book releases, and choose from thousands of titles in the festival bookshop.



CULTURE 97

Exercise 3 3.09

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

- 1 I can attend Nguyễn Văn Bình Book Street all year round.
- 2 I'd go to the International Agatha Christie Festival because I can watch theatre group perform her plays, take part in writing and drama workshops.
- 3 I would recommend Nguyễn Văn Bình Book Street because famous writers will be there.
- 4 I shouldn't go to the International Agatha Christie Festival because Agatha Christie is a detective novelist.
- 5 My first choice is going to Nguyễn Văn Bình Book Street because there will be book signing.

Exercise 4 YOUR CULTURE

Elicit some names of book and film festivals in Việt Nam. 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

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 older. Check the answer with the class.

ANSWER

International Agatha Christie Festival – it started in 2004.

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 had 4 were 5 rode 6 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 buy / eat 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? 2 What did you see?

3 Where did Olivia go?

5 What did Victor write?

4 Who made this soup?

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 puzzle 3 fan 4 view

2 1 fan 2 fad 3 social media 4 apps
5 post 6 followers

3 1 follower 2 social media 3 views 4 post 5 app
6 gadget

4 1 followers / fans 2 views 3 post 4 social media
5 apps 6 craze / fad

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 baggy 3 patterned 4 colourful
5 skirts 6 blouses

3 1 Tina 2 Dan 3 Dan 4 Tina

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

Unit 2 Sensations

Vocabulary page 14

- 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 15

- 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 16

- 1 1 angry 2 scary 3 sad 4 terrifying 5 disgusting
2 1 fascinating 2 delicious 3 disgusting
4 wonderful 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 17

- 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 18

- 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 19

- 1 1 loud 2 sad 3 amazing 4 terrible 5 wonderful
2 1 extreme 2 normal
3 1 very; really 2 absolutely 3 sad 4 really
5 amazing 6 really; absolutely
4 1 is absolutely 2 surprisingly 3 is quite an
4 don't forget 5 looking forward to
5 Students' own answers

Unit 3 Adventure

Vocabulary page 20

- 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
3 1 volcano 2 the ocean 3 waves 4 a mountain
5 a desert
4 Students' own answers.

Language focus page 21

- 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 22

- 1 1 on; off 2 around; through 5 over; under
2 1 sailed 2 swimming 3 surf 4 climbed 5 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 23

- 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 24

- 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 25

- 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.

Unit 4 Material world

Vocabulary page 26

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
Q	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	A	W	A	Y

- run out of, destroy, damage, waste, throw away
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 27

- 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 28

- 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 false 2 true 3 don't know 4 don't know
5 true 6 false 7 don't know
- 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 29

- 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 30

- 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 31

- 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.

Unit 5 Years ahead

Vocabulary page 32

- 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 33

- 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 34

- 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 35

- 1 1 P 2 P 3 P 4 P 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 36

- 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 adapt

Writing page 37

- 1 I took the train to town to visit my uncle and aunt.
 - 2 They are going to the café to grab some hot espresso.
 - 3 There will be some costumes for you to wear at the prom next week.
 - 4 She volunteered at the soup kitchen to help the poor.
 - 5 My father works two jobs to support the family.
 - 6 Jeffrey ran outside quickly to see the parade.
- 2 1 My son brushed his teeth at 9.00 p.m. to go to bed early.
 - 2 Emily is borrowing some books from the library to do some research.
 - 3 Denis buys a dozen eggs to make a cake for his wife.
 - 4 We should drink a lot of water to prevent dehydration.
 - 5 We left home early yesterday to avoid traffic jams at rush hours.
- 3 1 enable 2 in 3 rapidly 4 together
5 races 6 ourselves

Unit 6 Learn

Vocabulary page 38

- 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 39

- 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 40

- 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 41

- 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 school uniforms.
4 James needs to work harder in class.
5 Matilda has to pass the exam.
6 You shouldn't go to bed so late.
7 We mustn't use phones in class.
8 They don't have to go to school today.
 - 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 42

- 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 43

- 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.

Unit 7 Big ideas

Vocabulary page 44

- 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 45

- 1 1 He said that this gift was for her.
2 John said to us they might sign the petition.
3 Frances told me he was tired then.
4 He said that raising money could be hard work.
5 Mary told her parents that she didn't like art.
- 2 1 He said that sometimes campaigning worked.
2 My mum told me that maybe it was cold outside.
3 John said that it was dinner time, so they were obviously at home.
4 The manager told me that it was possible I would love that job.
5 The teacher said that he / she couldn't see Peter anywhere.
6 The men told me that they didn't want to have meat for breakfast, but they might have it for lunch.
- 3 1 had 2 felt 3 might / could
4 were 5 might / could 6 was
- 4 1 People said that they would never spend time doing such a thing.
2 People told me that it helped many feel better in life.
3 People told me that it was necessary to share that among my colleagues.
4 People said that the simple thing really improved their performance.
5 People said that it turned out to be a waste of time.
6 People told me that they were spreading the happiness easily and quickly.
- 5 Students' own answers.

Vocabulary and listening page 46

- 1 1 organised 2 heroic 3 generous 4 thoughtful
5 confident 6 honest 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 47

- 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 / weren'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 48

- 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 other 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 49

- 1 2 d 3 a 4 e 5 f 6 c
- 2 1 them 2 these 3 this 4 he 5 it 6 him
- 3 1 one 2 instance 3 arguments 4 hand
5 addition 6 For 7 Personally 8 However
- 4 Students' own answers.

Unit 8 On screen

Vocabulary page 50

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 51

- 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 52

- 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 53

- 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 organised 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?
- 5 Possible answers:
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?

Reading page 54

- 1 c
- 2 1 ✓ 2 - 3 ✓ 4 - 5 - 6 ✓

- 3 1 true
2 don't know
3 false
The writer knows a lot of money was spent
4 false
The writer always downloads the book first.
- 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

Writing: A festival review page 55

- 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.

Cumulative Review

Starter unit – Unit 2 page 56

- 1 Students' own answers.
- 2 Possible answer: He learned to prepare desserts, cakes and ice cream.
- 3 1 amazing 2 breakfast 3 gadgets
4 baggy; patterned 5 delicious
- 4 c
- 5 1 teenagers and adults 2 taste 3 disgusting
4 cooks 5 flavour 6 don't pay
- 6 Students' own answers.

Internet search

Carpigiani Gelato University organises courses to teach people how to make Italian ice cream, gelato. There are courses for beginners, intermediate and advanced students, store management and others.

Starter – Unit 4 page 57

- 1 Students' own answers.
- 2 the price
- 3 1 light 2 light 3 reduce 4 expensive
- 4 waves; damage; natural
- 5 1 false 2 false 3 true 4 false 5 false 6 true

Writing

- 6 Students' own answers.

Internet search

Tower running is a type of sport which involves running up tall man-made structures.

Starter – Unit 6 page 58

- 1 Students' own answers.
- 2 eight
- 3 2 e 3 d 4 a 5 b
- 4 1 cousin 2 Canada 3 eight
- 5 1 M 2 M 3 P 4 M 5 P 6 P
- 6 Students' own answers.

Internet search

The largest school is the City Montessori School in Lucknow, India, which had 39,437 students for the 2010–2011 school year.

Starter – Unit 8 page 59

- 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 60

- 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 61

- 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

Unit 2 page 62

- 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 63

- 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 64

- 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 65

- 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
- 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 Jimmy studied really hard this term to get better marks.
2 Most young people leave their hometown to seek for opportunities in big cities.
3 You must take your raincoat this season to avoid getting a cold.
4 I try all my best to study Japanese to find a better job.
5 Mrs Jenny turned off the radio to take a nap.

Unit 6 page 66

- 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 67

- 1 1 She said to her brother that it would be safer to buy a car than a motorbike.
2 I told my father that the driver was parking across the entrance.
3 The policeman said that further action might be taken.
4 The spokesman told the press that the election result was a victory for democracy.
5 The man said that there might be delays on the railways.
6 The judge said that his explanation was unconvincing.
7 My friend told me that when the snow fell, he couldn't see where to go.
8 Tom said that as it was getting darker, he began to realise his life was in danger.
9 John told me that she took his hands and showed him how to hold the golf club properly.
10 The tourists said that as they were walking over the hills, the guide warned them where the path was dangerous
- 2 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.

- 3 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
- 4 1 him 2 Those 3 this 4 me

Unit 8 page 68

- 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 Book audio scripts

Starter unit

Page 6 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 8 Exercises 3 and 4 1.05

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 11 Exercise 3 1.07

I = Interviewer, M = Max, E = Elizabeth, MI = Mitchell, Y = Yana, J = Joe

1 Max

I Max, 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, Elizabeth?

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 Mitchell, 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, Yana?

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, Joe? 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 14 Exercises 4 and 5 1.10

C = Chloe, S = Sam

C Hi, Sam. I thought you were in Sa Pa! When did you come back?

S I came back yesterday.

C I loved the photos you posted. What were you doing in Sa Pa?

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 path 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 baggy trousers, a long jacket and a black shirt. His name was Giàng A Pó and he was really into football, so we talked about Vietnamese footballers. While I was talking to him, my sister was learning some Vietnamese words from the girls. The girls were wearing long indigo blouses over knee-length shorts. My sister thought their clothes were really eco-friendly.

Unit 2

Page 19 Exercise 4 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

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!

Page 26 Exercise 4 1.21

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.

Page 28 Exercise 1 1.22

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 31 Exercise 3 1.24

I = Interviewer, M = Max, A = Alicia, E = Elizabeth

1 Max

I Which would you prefer, Max: 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.

2 Alicia

I Is there anywhere in the world that you'd like to visit, Alicia?

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!

3 Elizabeth

I Elizabeth, 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 34 Exercise 1 1.27

1

A He's walking through the forest. She's walking around the forest.

B He's pushing the snowball up the hill. She's skiing down the hill.

C He's jumping over the puddle. He's stepping on a rock.

D He's jumping off the fence. He's going under the garage door.

Page 34 Exercises 3 and 4 1.28

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 ...

Unit 4

Page 39 Exercise 3 1.31

I = Interviewer, Y = Yana, MI = Mitchell, P = Paul, W = Will

1 Yana

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 3 and 4 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 4** 🎧 1.37

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 ...

Page 48 **Exercise 11** 🎧 1.38

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 51 **Exercise 3** 🎧 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 54 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.

Unit 6

Page 59 Exercise 3 2.11

I = Interviewer, E = Emma, M = Max, EL = Elizabeth

1 Emma

I What kind of school do you think is best for teenagers, Emma?

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 Max, 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 Elizabeth, 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.

Page 62 Exercises 4 and 5 2.15

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.

Page 66 Exercise 4 2.18

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!

Page 68 **Exercise 11** 2.19

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 71 **Exercises 4 and 5** 2.21

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.

Page 74 **Exercises 3, 4 and 5** 2.24

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 organised 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 75 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.

Unit 8

Page 79 Exercise 4 2.29

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 86 Exercise 4 2.35

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.

Page 88 Exercise 11 2.36

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?

Workbook audio scripts

Starter Unit

Unit 1

Page 10 Exercises 3 and 4 03

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.

Unit 2

Page 16 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!

Unit 3

Page 22 Exercises 3 and 4 07

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, ...

Unit 4

Page 28 Exercises 3 and 4 09

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!

Unit 5

Page 34 Exercise 3 11

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 34 Exercises 4 and 6 12

D = David, L = Lena, C = Claire

1 David

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!

2 Lena

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!

3 Claire

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.

Unit 6

Page 40 Exercises 3 and 4 14

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!

Unit 7

Page 46 Exercises 3 and 4 17

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 ...

Unit 8

Page 52 Exercises 3 and 4 🎧 19

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 Claire 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.

Cumulative review, Starter unit to Unit 2

Page 56 Exercises 4 and 5 🎧 21

R = Radio presenter, D = Daniel

R I'm here today with Daniel Nold, a chef who specialises 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 organise 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 57 Exercises 4 and 5 🎧 22

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 58 Exercises 4 and 5 🎧 23

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 59 Exercises 4 and 5  24

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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