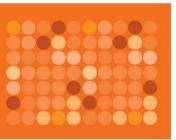
Teacher's Book





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ACHIEVERS

Achievers is a multi-level course aimed at ambitious teachers who want their teenage students to achieve their very best in English. Achievers aims to motivate and challenge students at every step of the learning process.

Achievers has an ambitious vocabulary and grammar syllabus and contains thorough and regular practice of all the key skills – Reading, Listening, Speaking and Writing.

Achievers has a full component package including:

- Student's Book
- Workbook
- Teacher's Bookcontaining complete teaching notes
- and reference material
- for interactive whiteboards

Teacher's i-Book

Teacher's Resource Book

containing a complete pack of photocopiable tests and activities as well as further supplementary worksheets

Teacher's Audio Material Pack

containing all the audio for the course on six CDs

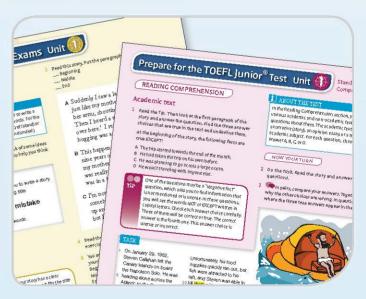
Each **Achievers** unit has a number of key features which make the course unique:

LARGE VOCABULARY SETS



The Vocabulary lessons contain large numbers of items, both revised and new, higher level items, which consolidate and extend students' personal vocabulary.

EXAM PREPARATION



Every unit has Cambridge and TOEFL® exam preparation lessons based on the language learnt in the unit.

FAST FINISHERS



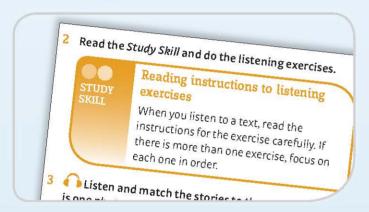
Every Achievers unit contains four varied *Fast Finishers* to keep stronger students busy.

WORD ZONE



Each Reading text features Word Zone, which focuses on a useful vocabulary building area seen in a natural context.

STUDY SKILLS



Each unit contains a fully integrated *Study Skill* which helps students develop good habits in language learning.

LISTENING



A whole page of Listening helps develop this crucial skill, with challenging, substantial listening situations.

FACE 2 FACE



Face 2 Face pulls out common idiomatic spoken language featured in the Listening scripts.

REGULAR SPEAKING ACTIVITIES



All lessons include speaking activities to allow students to share their prior knowledge of topics, to reflect on them afterwards, and to practise new language.

CHALLENGE



The unique *Challenge* lesson gives students the chance to prepare and carry out a variety of enjoyable and ambitious speaking tasks.

Student's Book

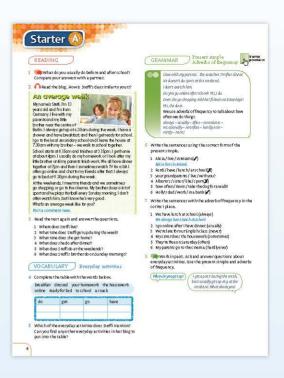
STARTER LESSONS

- There are four optional Starter lessons at the start of the Student's Book – Starter A, B, C, D. They give an introduction to the methodology of the main units, and contain basic grammar and vocabulary that students at this level should be familiar with.
- Use as many or as few of the Starter lessons as you feel necessary for your students, depending on which language areas you wish to revise. The lessons are self-contained, and can be used in any order.

UNIT WALKTHROUGH

Reading

- There are two Reading texts per unit.
- The texts are substantial and cover a variety of modern, relevant text types such as online blogs, websites, articles and stories.
- The Reading texts are exploited with challenging comprehension activities and oral and personalised follow-up activities.



Each Reading lesson contains a Word Zone, which highlights a vocabulary area featured in the text such as phrasal verbs, collocations and set expressions.



Vocabulary

- The two main vocabulary sets per unit are large often consisting of 20–30 items – and contain both familiar and new, higher level items, to consolidate and extend students' personal vocabulary.
- The vocabulary is practised through a variety of activities, including oral and personalised activities.
- 2 Each unit contains a fully integrated Study Skill which helps students develop good habits in language learning.
- 3 Extra interactive practice

Grammar

- There are two Grammar sections, each containing a grammar box with a summary and examples of the grammar area being dealt with. An irregular verb list is also included at the back of the book.
- The Grammar Reference is also available on the Teacher's i-book as Visual grammar presentations - an animated, step-by-step presentation.
- The lessons always contain oral practice to allow students to practise the language in a spoken context and learn the correct pronunciation.
- The language is practised in a variety of carefully staged activities.



- A complete Grammar Reference with detailed explanations of each grammar area can be found at the back of the book
- Extra interactive practice
- 🚼 Common spoken language 🏻 🛂 There is also a freer, is exploited in Face 2 Face - students learn to recognize three idiomatic expressions in each lesson that often occur in spoken English.
 - follow-up interactive activity where students produce their own version of the dialogues or give their opinions on a related topic.

Listening

- Each Listening section contains substantial and challenging listening input to really stretch students and develop their listening skills.
- A variety of real-world situations are featured, including radio interviews, sports commentary, cookery shows and game shows as well as everyday conversations.

Challenge

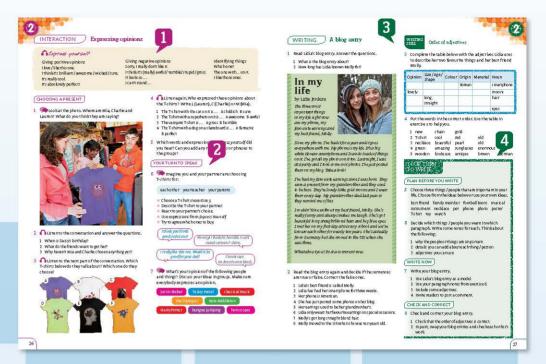
- The Challenge lesson asks students to work in pairs or groups to prepare and carry out an ambitious, fun speaking task that builds on language learnt during the unit.
- Each Challenge lesson has a totally different task. It will feel fresh and motivating.
- The Challenge lessons are in three stages: Preparation, Do The Challenge, and Follow Up. Students have the opportunity to stretch their skills as much as possible.



STUDENT'S BOOK

Interaction

- The Interaction lessons feature three school friends who live in the UK in a variety of everyday situations.
- Students are given prompts or role-cards to stimulate their speaking, rather than entire dialogues. This gives them the autonomy that is necessary in developing the speaking skills.
 - 1 Common expressions from the situations are given in the Express yourself box.
 This features language that students will need to both use and understand in order to interact successfully.



Writing

 In the Writing section, students work through a model written text, and then write their own version. 2 Students listen to the situations, focus on specific language commonly used in each situation, and then have the chance to interact themselves in Your Turn To Speak.

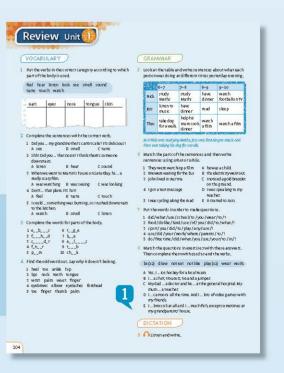
3 Writing skill focuses on an important language area that students need to master, in order to improve their ability to produce good written texts.

4 In Your Turn To Write, students are guided step-by-step through the critical stages of planning, taking notes, writing and checking that are needed to produce their own text.

Unit Reviews

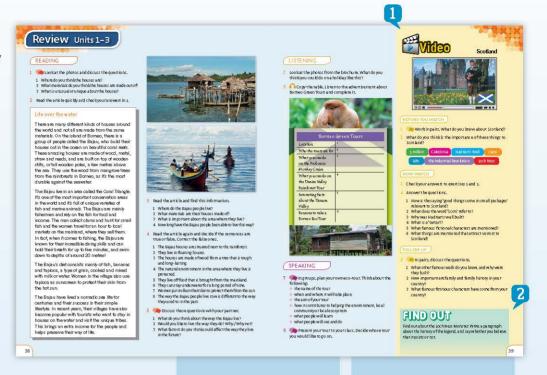
- Each unit has an End-of-Unit Review which revises the key grammar and vocabulary.
- The audio for each Dictation has built-in pauses to allow students to write as they listen.

1 Each End-of-Unit Review finishes with a *Dictation*. This is a paragraph on a subject related to the topic of the unit. Each *Dictation* becomes progressively longer towards the end of the book.



Three-Unit Reviews

- There are Three-Unit Reviews after units 1-3, 4-6 and 7-9. They revise grammar and vocabulary from the previous three units in a fresh context.
- Each Three-Unit Review contains practice of all the key skills. They consist of a substantial reading text, a listening section, and a followup speaking or writing section.



Video

- Each video contains an original short documentary which introduces a different English-speaking country from around the world.
- Students are introduced to some names, places or other cultural information before they watch. They find out the significance of these, and as well as learning more interesting information about each country.
- 1 There is a video lesson after each Three-Unit Review. In this section, students develop their skills in watching and understanding video, which will increase their ability to enjoy English-language films and TV.
- 2 Each video lesson ends with Find Out, where students have the chance to find out more about an intriguing aspect of the country's culture that featured in the video.

Stories

- Each Student's Book contains three original stories. They have been specially written for Achievers, with teenage protagonists, and deal with themes from the Student's Book.
- The stories are rich in new vocabulary. They contain comprehension activities, vocabulary exploitation and follow-up speaking activities in order for students to exploit them as much as possible.





244 200 30% (170) 29/08/05 74 118 38 6 Read the story again and answer the questions.

sead the story against an arewer the questions.

1 Whydid Humba ne Hartina do so much da mage to New Orlsten?

2 Whywere been of the residence still living in the American Can building?

3 What do rigers did the residence face?

4 Whydid mr the helicopter pipe tand on the building at

What can you see in the picture? What do you think has happe red?
 What do you think happens in the story?
 Whydo you think the story is called "leller and list ring?

charcoal drown helicopter humicane layalt loot refugee theCoastGuard wheekhair

why do you think the things in exercise 2 are important in the stony? Compare your ideas with a partner.

How did Heller make the pilots help the residents?
 What elsed id Keller do to help the residents escape?

n pairs, discuss the questions.

Which of ohn lie liers actions impressed you most?
Howwould you describe jo hi le liers character?
How do you think lieller's military experience was unthis students.
What do you think lieller's military experience was unthis students.
What do you think of the title? Canyou think of a bont?

Exam preparation with Achievers

This section is aimed at teachers who are preparing their students for exams from the Cambridge English Language Assessment range or from ETS. Each level of the Achievers series focuses on the most appropriate exams for the level of the book, so Achievers B1 prepares students for the Cambridge Preliminary (PET) exam and for both the Standard and Comprehensive versions of the TOEFL Junior® Test.

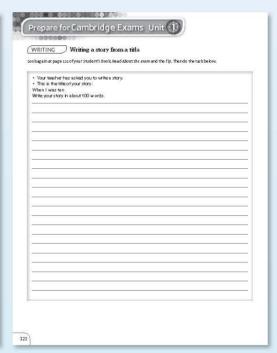
The **Cambridge Preliminary (PET)** exam and the **TOEFL Junior® Test** are internationally recognized qualifications in English.

Prepare for Cambridge Exams

- There are nine lessons in the Student's Book one per unit – covering the Cambridge Preliminary exam. The content of the lessons follows the unit topics, so the lessons feel integrated and can be covered at any point during a unit.
- Each lesson focuses on a particular task from one of the papers of the exam; there is a balance of tasks from all sections of the exam throughout the section. There is a series of activities carefully designed to give them practice in the skills they need to perform the task well, and familiarise them with the format of the task.
- The language level required to complete the activities is the level of the corresponding Student's Book unit.
- The Workbook contains a complete page corresponding to each Student's Book exams lesson, consisting of further practice of the task focused on in the Student's Book.
- There is accompanying audio for Listening tasks.

- 1 An exam-style activity at the end of each lesson. Students attempt this once they have learnt about and prepared for the task. They could do this under exam conditions.
- 2 Help and advice to allow students to maximize their performance

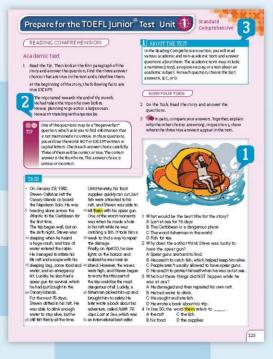


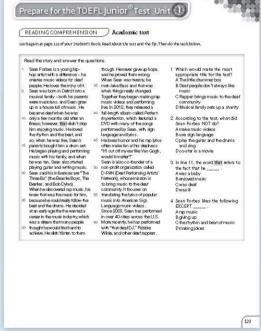


3 Key information about the task focused on in this lesson

Prepare for the TOEFL Junior® Test

- There are nine lessons in the Student's Book one per unit – covering both the Standard and Comprehensive versions of the TOEFL Junior Test®. The content of the lessons follows the unit topics, so the lessons feel integrated and can be covered at any point during a unit.
- Each lesson focuses on a particular task from one of the papers of the Test; there is a balance of tasks from all sections of the exam throughout the section. There is a series of activities carefully designed to give them practice in the skills they need to perform the task well, and familiarise them with the format of the task.
- The language level required to complete the activities is the level of the corresponding Student's Book unit.
- The Workbook contains a complete page corresponding to each Student's Book exams lesson, consisting of further practice of the task focused on in the Student's Book.
- There is accompanying audio for Listening tasks.
- 1 An exam-style activity at the end of each lesson. Students attempt this once they have learnt about and prepared for the task. They could do this under exam conditions.
- 2 Help and advice to allow students to maximize their performance





3 Key information about the task focused on in this lesson

Workbook

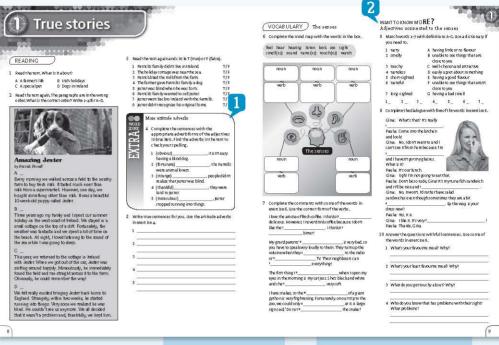
The Workbook provides practice of all the Student's Book material for students to do at home or in class. Every lesson in the Student's Book has a corresponding page of Workbook practice, on the same page number, for easy reference.

Starter lessons

 The grammar and vocabulary from each Starter lesson are consolidated in the Workbook Starter pages.

Units 1-9

- Every language and skills area from the Student's Book including the exams sections, has a corresponding Workbook page, which gives further practice of the language or skill in question.
- Student's audio is provided for Listening and Interaction lessons, for students to continue developing the listening skill at home. Students access the audio material to listen or download on the Achievers website.
- Each unit contains a Webquest, where students can find out more about topics featured in the Student's Book units online.



1 Word Zone Extra: Consolidation and extension of Word Zone in the Student's Book

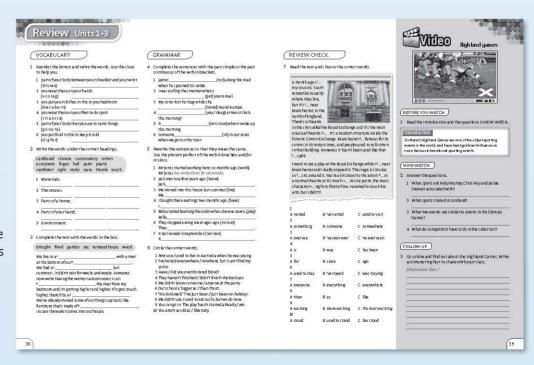
2 Want To Know More?:
A vocabulary extension
section with a new set
ofvocabulary, related to
the Student's Book set,
appearing twice per unit

Three-Unit Reviews

 The grammar and vocabulary from the previous three units is pulled together in a number of activities that provide intensive language revision.

Video

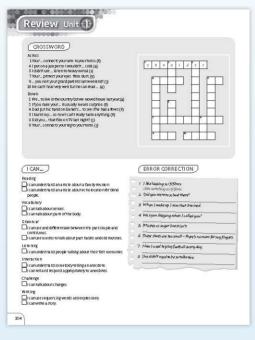
 Students watch a new video related to a cultural aspect of the country featured in the Student's Book Video section. They follow up by researching more interesting aspects of the topic to share with their classmates.





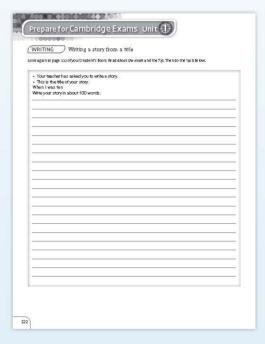
End-of-Unit Reviews

- Students revise grammar and vocabulary from each unit through a fun crossword and an error correction exercise.
- This page also contains I CAN statements which assess students' progress through the Common European Framework.



Exams

- The Exams sections help your students to prepare for Cambridge or TOEFL exams.
- Each Exams lessons in the Student's Book has a corresponding page in the Workbook.
- Each page gives further practice of the exams tasks and skills developed in the Student's Book unit.



Writing Reference

 The Writing Reference contains all the model texts from the Student's Book Writing lessons, with a number of key aspects of the text highlighted and explained, for students to refer to as they write their own texts.



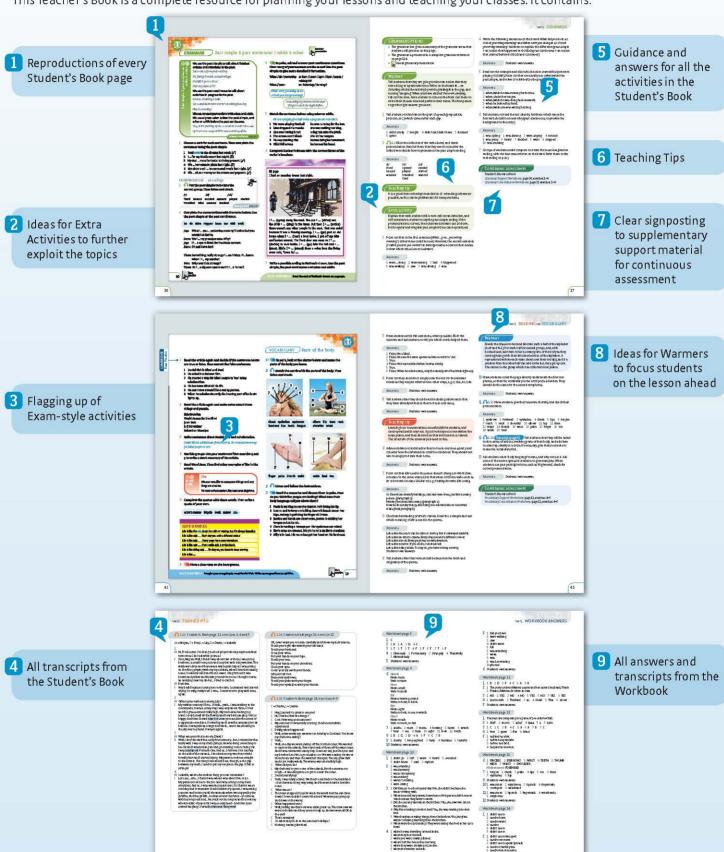
Vocabulary Bank

 The Vocabulary Bank is a convenient unit-by-unit reference with all the key items from the Vocabulary sections in the main Student's Book units.



Teacher's Book

This Teacher's Book is a complete resource for planning your lessons and teaching your classes. It contains:

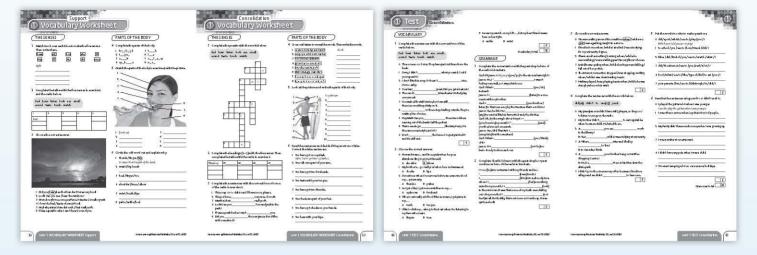


Teacher's Resource Book



The Teacher's Resource Book contains photocopiable worksheets to supplement the material in each Student's Book unit and support students' learning.

The Teacher's Resource Book contains the following sections:



Vocabulary and Grammar Worksheets

- These worksheets provide extra practice of the key vocabulary and grammar from each Student's Book unit.
- They are available at two levels: Support for weaker students and Consolidation for average-level students.

Speaking Worksheets

 The Speaking Worksheets provide fun and varied speaking activities for all students.

Festivals

 These worksheets contain motivating texts and activities about festivals from throughout the English-speaking world for all students.

Tests

- There is a four-page written Test and a Speaking Test for each Student's Book unit that thoroughly covers key language and skills. There are also Tests for the end of every three units, and two End-of-Year Tests.
- The Tests are available at two levels to ensure that all students are challenged. Use the Consolidation level Tests for weaker and average level students, and Extension level Tests for stronger students.
- There is a Diagnostic Test to do with students at the beginning of the course. It will help you identify stronger and weaker students.

See the Introduction of the Teacher's Resource Book for more details on how to use each of the sections.

Teacher's Audio Material Pack



The audio for Achievers is provided on 6 CDs in the Teacher's Audio Material Pack.

- Student's Book CD1: Units 1–3 + Review Units 1–3
- Student's Book CD2: Units 4–6 + Review Units 4–6
- Student's Book CD3: Units 7–9 + Review Units 7–9, End-of-Unit Reviews
- Student's Book CD4: Prepare for Exams, Stories, Pronunciation
- Workbook CD
- Teacher's Resource Book CD



Teacher's i-Book



Bring your teaching to life in the classroom. The Teacher's i-book is a fully interactive version of the Achievers course for interactive white boards, which integrates **all the teaching and learning materials cross-referenced into one single format** for use with a smart board or projector:

- Student's Book
- Workbook
- Teacher's Resource Book
- Teacher's Book
- Interactive Answer key for all the Student's Book and Workbook exercises
- Audio material and transcripts
- Audiovisual material
- Visual grammar presentations
- Extra interactive practice to reinforce the lesson content
- Additional interactive activities



Additional smart board activities provide digital alternatives to the lessons.



2 Interlinked components at page level

3 Extra interactive practice reinforces the lesson content.

4 All course materials included

The one-touch zoom-in feature guarantees the easiest and quickest access to all the exercises, answers, audio material, transcripts and teaching notes. Touch the exercises or links to other books on the Student's Book pages to access:



6 Use the Richmond i-tools to make the most of the interactive activities.

5 Interactive Answer key



Audiovisual material

Touch the video screen on the Student's Book or Workbook pages to access the videos. You can also access all the videos for the level using the main books bottom menu:



7 Direct access to all the videos for the level.

8 Show and hide subtitles.

Visual grammar presentations

Touch on the Student's Book pages to access the grammar animations:



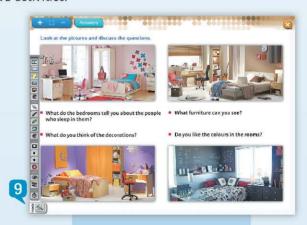
Extra interactive practice

Touch on the Student's Book pages to access the games:



Additional IWB activities

Touch on the Student's Book pages to access the IWB activities:



9 Use the Richmond i-tools to complete the activities.

The Richmond i-tools [58]

Take the book and make it yours by inserting notes, links and external files. It is also possible to write or paint on the i-book and in the zoom windows.

Save all your teaching sessions to meet the needs of each individual class.

Contents

STARTER A pa STARTER B pa		Present simple Adverbs of frequence Quantifiers	y
UNIT	GRAMMAR	VOCABULARY	READING & LISTENING
True stories page 8	Past simple & past continuous when & while used to	The senses Parts of the body WORD ZONE Attitude adverbs like	Lost and found First memories No limits – seeing with sound STUDY SKILL Reading instructions to listening exercises
My style page 18	Present perfect with ever, never, yet, already & just Present perfect with for, since & How long Present perfect & past simple	Home & furniture Clothes & accessories WORD ZONE can't wait	Teenage bedrooms Dream homes My stuff and me
Save the planet page 28	Comparatives & superlatives (not) as as Modifiers Indefinite pronouns	Environment Materials WORD ZONE get big and small	Six easy ideas to help save the planet Coastal Cleanup Day The Great Garbage Patch STUDY SKILL Predicting the content of a text
REVIEW UNIT	The same of the sa		
Hopes and dreams page 40	will / won't may / might First conditional Future plans & intentions would like to	TV programmes Life events WORD ZONE Competitions make and do	Pop Icon grand final The Harpers Live the dream! STUDY SKILL Scanning
Mind and body page 50	Modals: rules, obligation & advice Second conditional	Health Mind verbs WORD ZONE Two-word compound nouns Word-building: verbs & nouns	Dear life coach The London Marathon in figures Super brain STUDY SKILL Adding sentences to a text
Science stuff page 60	Present simple passive Past simple passive	In the science lab Using computers WORD ZONE Chemistry although	Everyday mysteries: the science of our daily lives! The story of our rubbish Computer World! STUDY SKILL Structuring a talk
REVIEW UNIT	S 4–6 page 70 VIDEO page 71		
The big screen page 72	Relative clauses: defining & non- defining Past perfect	Film genres Talking about a film WORD ZONE afterwards and after -ful and -less	Encounters! An exciting new thriller Great movie moments The film that never was
Let's celebrate! page 82	Reported speech say & tell Reported yes / no questions	Phrasal verbs Celebrations WORD ZONE Strong adjectives Talking about quantities	Brilliant birthdays Prom night! Benny's weird festivals STUDY SKILL Multiple choice questions
Teen success page 92	be able to, can & could Question tags Personal & possessive pronouns & adjectives Reflexive pronouns	Abstract nouns Personal development WORD ZONE according to even	Teen tips Get happy! Getting involved – three great initiatives



Section 1997	是 对 "我说,我们还是不是没有一个	中央的证明的特殊。其中在国际的特	
	STARTER C page 6 Landscapes STARTER D page 7 Transport	Present continuous & present simple was / were & past simple	
	CHALLENGE	INTERACTION	WRITING
	Talk about changes	Telling an anecdote Telling an anecdote Responding PRONUNCIATION -ed endings	A story WRITING SKILL Sequencing words and expressions
	Make a time capsule and do a presentation	Expressing opinions Giving positive opinions Giving negative opinions Identifying things PRONUNCIATION /ʤ/and/j/	A blog entry WRITING SKILL Order of adjectives
	Plan an event for Earth Day	Having a discussion Giving your opinion Asking for an explanation Agreeing and disagreeing Adding and contrasting information PRONUNCIATION than as as	An article WRITING SKILL Expressing purpose
-		-	
	Talk about your goals and ambitions	Making offers and requests Requests Offers Accepting Refusing PRONUNCIATION Contracted will won't	An informal email WRITING SKILL Informal expressions
	Solve problems in groups	Going to the doctor's Doctor Patient PRONUNCIATION should / shouldn't and ought to	An opinion essay WRITING SKILL Expressions for giving your opinion
	Create a quiz	Describing objects Describing something Asking for information Useful words PRONUNCIATION /b/ and /v/	A review of a gadget WRITING SKILL Expressing addition
18	-	· · · · · · · · · · · · · · · · · · ·	
2	Plan a film STUDY SKILL Participating in speaking activities	Digital communication Showing things Checking things Responding Problems with phones and computers PRONUNCIATION /w/	A film review WRITING SKILL Referencing words
	Interview an actor	Taking and leaving messages Opening the conversation Taking and leaving a message Checking the message Closing PRONUNCIATION /s/ and /ʃ/	Description of a special celebration WRITING SKILL Adverbs of intensity
	Plan a youth club	Giving surprising news Breaking news Reacting and responding PRONUNCIATION Intonation in question tags STUDY SKILL Listening actively	A formal email WRITING SKILL Formal expressions
**************************************	STORIES Keiler and Katrina page 140 IRREGULAR VERBS LIST page 153	Changes page 142 A night to rememb	ESOURCES: Presson and the second seco
A50 4 4 3		CONTRACTOR STATE	

17

Starter A B C D

Unit overview

Vocabulary

- Everyday activities: do the housework, do your homework, get dressed, get ready for bed, go online, go to school, have breakfast, have a snack
- Places in a town: art gallery, bowling alley, coffee shop, department store, ice rink, internet cafe, police station, post office
- Landscapes: beach, coastline, desert, farmland, forest, hill, island, lake, mountain, mountain range, plain, river, sea, stream, valley, volcano
- Transport: bike, bus, car, coach, ferry, helicopter, hot-air balloon, lorry, minibus, moped, motorbike, plane, ship, taxi, train, tram, underground, van, yacht

Grammar

- Present simple
- Adverbs of frequency
- Quantifiers
- Present continuous & present simple
- was / were & past simple

Pronunciation

• /ŋ/

Language objectives

- To revise vocabulary related to everyday activities (page 4), places in a town (page 5), landscapes (page 6) and transport (page 7)
- To revise the present simple and adverbs of frequency (page 4), quantifiers (page 5), the present continuous and present simple (page 6) and was / were and the past simple (page 7)

Skills objectives

- To read and understand a blog about a teenager's average week (page 4) and an expedition (page 6)
- To listen to and understand a description of places in a town (page 5) and of a journey in Europe (page 7)

Assessment criteria

- Students can use the present simple, adverbs of frequency, quantifiers, the present continuous and present simple, was / were and the past simple correctly.
- Students can recognize and use vocabulary about everyday activities, places in a town, landscapes and transport correctly.
- Students can pronounce / η/ correctly.
- Students can read and understand a blog about a teenager's average week and an expedition.
- Students can listen to understand a description of places in a town and of a journey in Europe.

Resources

- Teacher's i-book
- Student's Book CD 1



READING

- What do you usually do before and after school? Compare your answers with a partner.
- 2 Read the blog. How is Steffi's day similar to yours?

An average week

My name's Steffi. I'm 13 years old and I'm from Germany. I live with my parents and my little brother near the centre of



Berlin. I always get up at 6.30am during the week. I have a shower and have breakfast, and then I get ready for school. I go to the local secondary school and I leave the house at 7.30am with my brother – we walk to school together.

School starts at 8.15am and finishes at 3.15pm. I get home at about 4pm. I usually do my homework or I look after my little brother until my parents finish work. We all have dinner together at 7pm and then I sometimes watch TV for a bit. I often go online and chat to my friends after that. I always go to bed at 9.30pm during the week.

At the weekends, I meet my friends and we sometimes go shopping or go to the cinema. My brother does a lot of sport and he plays football every Sunday morning. I don't often watch him, but I know he's very good.

What's an average week like for you?

Post a comment now.

- 3 Read the text again and answer the questions.
 - 1 Where does Steffi live?
 - 2 What time does Steffi get up during the week?
 - 3 What time does she get home?
 - 4 What does she do after dinner?
 - 5 What does Steffi do at the weekends?
 - 6 What does Steffi's brother do on Sunday mornings?

VOCABULARY

Everyday activities

4 Complete the table with the words below.

breakfast dressed your homework the housework online ready for bed to school a snack

do	get	go	have

Which of the everyday activities does Steffi mention? Can you find any other everyday activities in her blog to put into the table?

GRAMMAR

Present simple Adverbs of frequency





I **live** with my parents. She **watches** TV after dinner. He **doesn't do** sport at the weekend.

I don't watch him.

Do you go online after school? Yes, I do.

Does she **go** shopping with her friends on Saturdays? Yes, she **does**.

We use adverbs of frequency to talk about how often we do things.

always – usually – often – sometimes – occasionally – not often – hardly ever – rarely – never

- 6 Write the sentences using the correct form of the present simple.
 - Alicia / live / in Miami (✔)
 Alicia lives in Miami.
 - 2 Ferdi/have/lunch/at school (X)
 - 3 your grandparents / live / with you?
 - 4 Alberto's / sister / like / sport (X)
 - 5 how often / Kevin / take the dog for a walk?
 - 6 Holly's dad/work/in a bank ()
- Write the sentences with the adverb of frequency in the correct place.
 - 1 We have lunch at school. (always) We always have lunch at school.
 - 2 I go online after I have dinner. (usually)
 - 3 We're late for our English class. (never)
 - 4 My sister does the housework. (sometimes)
 - 5 They're free on Saturday. (often)
 - 6 My parents go to the cinema. (hardly ever)
- 8 Work in pairs. Ask and answer questions about everyday activities. Use the present simple and adverbs of frequency.

When do you get up?

I get up at 7 during the week, but I usually get up at 9 at the weekend. What about you?

4

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Warmer

Ask students to think individually of an activity that they do regularly. Put them in small groups, and have them take it in turns to ask questions in order to find out what the activity is. The questions can only be answered by *yes* or *no*. Continue until the activities of each group member have been guessed correctly.

1 Tell students that they should focus on their daily routine, e.g. what they do at home, how they get to and from school and who they usually meet, rather than on an activity they might do once a week.

Answers

Students' own answers

2 1.2 The text is available to listen to.
Refer to the title of the article and point out that average means typical or normal. Encourage students to use comparative expressions such as I also ..., but I don't

Answers

Students' own answers

3 Point out that we use the plural form at the weekends and on Sunday mornings when we are talking about a routine that happens at those times.

Answers

- 1 She lives in Germany, near the centre of Berlin.
- 2 She gets up at 6.30am.
- 3 She gets home at about 4pm.
- 4 She sometimes watches TV for a bit and she often goes online and chats to her friends.
- 5 She meets friends and they sometimes go shopping or to the cinema.
- 6 He plays football on Sunday mornings.

Extra activity

Write on the board: How old is Steffi? (She's 13.) Ask students individually to write five more questions using the information in the text. Then put them in pairs and have them quiz their partner, with books closed. They must answer in full sentences.

Teaching tip

In preparation for the grammar section, ask students to underline all the adverbs of frequency in the text from exercise 2. With books closed, ask them to create a rule for the position of adverbs of frequency in affirmative and negative sentences (they go before the main verb). Don't mention the position of adverbs of frequency with the verb *be* or modals. Tell them to read the text again to check whether their rule is correct.

4 To avoid students giving alternative answers such as *get a snack*, point out that each of the verbs is used only twice.

Answers

do: your homework, the housework get: dressed, ready for bed go: online, to school have: breakfast, a snack

5 This exercise could be done as a listening activity, if you prefer. Tell students that the other everyday activities in Steffi's blog also use do, get, go and have.

Answers

She mentions: have breakfast, do my homework, go online Other everyday activities to put in the table: get up, have a shower, get ready for school, get home, have dinner, go to bed, go shopping, go to the cinema, do sport

6 Check students understand that the ticks and crosses mean that an affirmative or negative form of the verb is needed. Remind them to be careful with the word order in questions.

Answers

- 2 Ferdi doesn't have lunch at school.
- 3 Do your grandparents live with you?
- 4 Alberto's sister doesn't like sport.
- 5 How often does Kevin take the dog for a walk?
- 6 Holly's dad works in a bank.
- 7 Remind students that adverbs of frequency go before most main verbs, but that they go after the verb be. Refer to item 6, and point out that hardly and ever are never separated.

Answers

- 2 | Lusually go online after I have dinner.
- 3 We're never late for our English class.
- 4 My sister sometimes does the housework.
- 5 They're often free on Saturday.
- 6 My parents hardly ever go to the cinema.
- 8 Read the dialogues. Point out that it is not necessary to use adverbs of frequency with every verb. Tell them that I get up at 7 during the week means that the person always does this.

Answers

Students' own answers



LISTENING

In pairs look at the street plan. Which of the places below can you find? Compare your answers with a partner.

bank cinema library museum newsagent's pharmacy restaurant supermarket theatre



- Listen and answer the questions.
 - 1 Where is Leo from?
 - 2 What's his favourite museum?
- What do you remember? Complete the sentences.
 Then listen and check.
 - 1 He sometimes goes ... in the park at the weekend.
 - 2 There aren't any big ... in his area.
 - 3 There's a lot of ... in Manchester because it's a big city.
 - 4 His favourite coffee shop is near his
 - 5 He usually has a milk shake and some

VOCABULARY

Places in a town

4 Match the words below for places in a town.

A alley 1 art B café 2 bowling 3 coffee C gallery D office 4 department 5 ice E rink 6 internet F shop 7 police G station 8 post H store

- 5 In pairs, read the sentences and decide where to go in a town.
 - 1 You want a cup of coffee and some cake.
 - 2 You need to send an email to a friend and you haven't got a computer.
 - 3 You need to buy three birthday presents quickly.
 - 4 You found a wallet in the street.
 - 5 You want to send a letter to your relatives abroad.

GRAMMAR

Quantifiers



••

With countable nouns:

How many museums are there in your town?
There aren't any museums. There are some.
Are there many parks in this area? Yes, there are lots of / a lot of parks! No, there aren't any.
I go there with a few friends on Friday after school.

With uncountable nouns:

How much traffic is there? There's a lot. There's very little.

Do you have **any** money? I don't have **much**. She has **some**. We don't have **any** money. I have **a little**.

- 6 Read the sentences and choose the correct answer.
 - 1 There isn't any/some traffic in the city centre now.
 - 2 Are there many/much supermarkets in your town?
 - 3 I've got a little / a lot of friends and I see them every day.
 - 4 There isn't much / a lot space at this table. Let's find another one.
 - 5 How many/much students are going on the theatre trip next week?
- 7 Complete the dialogue with the words in the box.

a few a lot a lot of lots of many much (x2) some

Alice: How1... people are coming to the party tonight?

Ben: About ten!

Alice: Ten! That isn't 2 ... people. We need to find some more

and quickly!

Ben: I only know 3 ... students in the other classes.
 Alice: But your brother has 4 ... friends. Let's ask them.
 Ben: I'm not sure. There isn't 5 ... space in my living room.
 Well. OK. maybe one or two more.

Alice: How 6 ... food is there?

Ben: There's 7...!

Alice: Exactly. Right, let's go online. There are 5 ... e-invitations

we can send now.

8 In pairs, ask and answer questions about places in different parts of your town.

Are there any cinemas in your area?

Yes, there are lots. What about in yours?



We often use *loads* (of) to talk about large quantities. It is an informal version of *lots* (of).

There are still loads of cars.

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Warmer

Put students into pairs. Give them three minutes to make a list of the advantages and disadvantages of living in a city compared to a village. Tell them to make notes rather than write full sentences. Have them compare their lists with another pair. Invite individual students to report an advantage or disadvantage, and encourage the class to agree or disagree.

1 Have students read the words in the box, and ask them what they can do or buy in each of the places mentioned.

Answers

museum, bank, cinema, pharmacy, restaurant

2 1.3 Transcripts page 28 Before playing the audio, advise students that they will hear a number of museums mentioned. Ask them how we know that Leo is from Manchester (the interviewer refers to Manchester as 'his town', e.g., Leo's).

Answers

- 1 Leo is from Manchester.
- 2 His favourite museum is the National Football Museum
- 3 1.3 Transcripts page 28 If students can't remember the answers exactly, tell them to complete the sentences with an appropriate word or expression before playing the audio again.

Answers

- 1 skateboarding
- 2 department stores
- 3 traffic
- 4 school
- 5 chocolate cake
- 4 Point out that store and shop have similar meanings, but we don't say coffee store.

Answers

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

Teaching tip

You could increase students' awareness of differences between US and UK English by pointing out that *store* is often used instead of shop in the US, e.g. *grocery store* (US) and *grocery shop* (UK). Emphasize that *department store* is used in both countries (NOT department shop).

5 Check that they understand wallet and abroad. Invite individual students to explain their choices, and encourage the rest of the class to agree or disagree.

Answers

- 1 coffee shop
- 2 internet cafe
- 3 department store
- 4 police station
- 5 post office

Extra activity

Revise countable and uncountable nouns by playing *I-Spy*. Divide the class into two teams and invite a member of each team to say *I spy with my little eye, something beginning with ...*. The student gives the first letter of the item they are thinking of. Encourage them to use a mixture of countable and uncountable nouns. It would be helpful if there were some extra uncountable items visible, e.g. water, money.

6 Remind students that we don't usually use *much* and *many* in affirmative sentences. Point out that we can use *a lot* to refer to both countable and uncountable nouns, e.g. *How many people are there in the garden? There are a lot*.

Answers

1 any 2 many 3 a lot of 4 much 5 many

7 Remind students that a lot of and lots of are followed by a noun, but a lot isn't. Tell them to read the text carefully, e.g. I only know a few students tells us that Ben isn't referring to a large number of students.

Answers

- 1 many 2 a lot of 3 a few 4 lots of 5 much 6 much 7 a lot 8 some
- 8 Draw students' attention to *Word Zone*. Model pronunciation of the sentence and make sure to stress the expression *loads of*. Tell them that they can use it in their dialogues if necessary.

Answers

Students' own answers



READING

- Work in pairs. Write down all the landscape words you remember in English. Which pair has the most words?
- 2 Read the blog. Match the people to the activities they are doing.
 - 1 Hannah, Monday gam
- A sitting at the top of Ben Nevis
- 2 Benji, Monday 2pm
- B kayaking on Loch Linnhe
- 3 Laura, Tuesday 10am
- C climbing Ben Nevis



Year 9 students are doing their Duke of Edinburgh Award expedition this week and they're climbing mountains and kayaking in the Scottish Highlands. They're posting their thoughts here all week. Read on and find out what you're missing!





Usually, we're in a Maths class on a Monday at 9am but today I'm climbing Ben Nevis. It's very high: 1,344 metres! It's part of a mountain range called The Grampians. Look! That's me. Hannah



2pm | Here we are! On a Monday at 2pm, I always have an English lesson but today I'm sitting on the top of Ben Nevis. I'm looking down at a forest and a lake. In Scotland, they call lakes, 'lochs', I'm not sure I'm pronouncing it correctly. I need some practice! It's summer but it's freezing. :-0

......



We're kayaking on Loch Linnhe today. This is my first time in a kayak and it's really hard work but I'm really enjoying it 3. The guides are great and they're helping us. Normally, I'm in my History class on a Tuesday at this time. History or kayaking? That isn't a difficult decision. ;-)

Laura

- 3 Read the blog again. Decide if the sentences are true or false. Correct the false sentences.
 - 1 Year 9 students are on a Geography trip in Scotland.
 - 2 At nine o'clock on Monday mornings, Hannah normally has a Maths class.
 - 3 In Scotland a lake is called a loch.
 - 4 The trip is taking place in summer.
 - 5 Laura has been kayaking before.
 - 6 Laura doesn't like kayaking.

VOCABULARY

Landscapes

4 Look at the words below. Read the blog again. How many of the landscape words can you find?

beach coastline desert farmland forest hill island lake mountain mountain range plain river sea stream valley volcano

5 Choose the correct landscape word to complete the text. Then listen and check.

The Cies Islands are a group of three islands / volcanoes off the Galician coast in northern Spain. You can travel by boat from the mainland across to them every day. You can climb ² mountains / plains, swim in the ³ sea / desert or just lie on one of the most beautiful 4 beaches / valleys in the world and look at the Galician s coastline / farmland and the mainland in the distance. You can stay in the local campsite in the national park and go for a walk in the 6 forest / lake every day if you want. It's one of Spain's best kept secrets.

GRAMMAR

Present continuous & present simple





They're climbing Ben Nevis. Are you sitting here? On Tuesdays at 2pm I have English. He doesn't like kayaking.

PRONUNCIATION /n/

6 Listen and repeat.

carry-carrying kayak - kayaking

climb-climbing sing-singing

- 7 Complete the sentences with the activities in the pictures.
 - 1 Sara/go/skateboard/at the moment
 - 2 Jim/play/basketball/every Saturday
 - 3 Paul and Liam / not / listen to / MP3 players / just now
 - 4 We/go to/the park/every day after school
 - 5 Lidia/have/breakfast/now
 - 6 I/not visit/my relatives/every week
- 8 Imagine you are on an outdoor trip with your school. Write a blog entry about what you are doing and what you usually do at that time.



It's 9am and I'm having breakfast in the hostel. I usually have Science now.

6

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Warmer

Tell students to look at the photos in the blog. Ask what activities they can see (walking / hiking and canoeing) and get them to brainstorm more activities that people can do in regions with mountains and lakes.

Set a time limit for this activity, and tell them to close their books. Invite individual students to write words on the board, and encourage the rest of the class to check the spelling.

Answers

Students' own answers

2 1.4The text is available to listen to.

Have students read the blog, and elicit that Ben Nevis is a mountain

Have students read the blog, and elicit that Ben Nevis is a mountain and that guides are people who introduce us to new places or things. Check they understand that Year 9 students are aged 13-14.

Answers

1 C 2 A 3 B

3 When checking answers, ask how students know the answer to item 6 (Laura's final comment: *That isn't a difficult decision*, followed by an emoticon, shows that she thinks the answer is obvious).

Answers

- 1 False. They are doing their Duke of Edinburgh Award expedition.
- 2 True
- 3 True
- 4 True
- 5 False. This is Laura's first time in a kayak.
- 6 False. She's really enjoying it.
- 4 You could ask students to check the words in the word pool against the ones they listed in exercise 1. If there are any words they don't know, encourage them to guess the meaning initially.

Answers

mountain, mountain range, forest, lake

5 1.5 Point out that the is used before mainland, not a. Tell them that coast and coastline mean the same thing in this text.

Answers

1 islands 2 mountains 3 sea 4 beaches 5 coastline 5 forest

Extra activity

Put students in pairs or small groups. Ask them to choose a place they know, either in their own country or in a different one. Get them to write five sentences describing the place, using some of the natural features listed in exercise 4. Emphasize that the location should not be a town or city. Monitor and help with vocabulary where necessary. Invite students to read out their sentences, and have the class guess where the place is.

- 6 1.6 Point out that the *i* of *climb* is not pronounced in the same way as the *i* of *sing*. Check also that students are not pronouncing the *b* in *climb/climbing*.
- 7 Elicit that they should look at the time expressions when deciding which tense to use in these sentences. Using item 1 as an example, ask which tense we use with at the moment (present continuous).

Answers

- 1 Sara is going skateboarding at the moment.
- 2 Jim plays basketball every Saturday.
- 3 Paul and Liam aren't listening to MP3 players just now.
- 4 We go the park every day after school.
- 5 Lidia is having breakfast now.
- 6 I don't visit my relatives every week.
- 8 Encourage students to think about how the routine of a hostel would be different from that at home. Tell them to consider what kind of activities they might be doing on an outdoor trip.

Answers

Students' own answers



LISTENING

Look at the map. What do you think is the best way to travel from Rome to Corfu? Discuss your answer with a partner.



- 2 Listen to a conversation between Josh and his older brother Sam, who is inter-railing around Europe. Answer the questions.
 - 1 How did Sam travel from Rome to Corfu?
 - 2 How long did the journey take?
- 3 Listen again and answer the questions below.
 - 1 Why didn't Sam ring or text last week?
 - 2 Where was he before he got to Brindisi?
 - 3 Where was the hostel?
 - 4 When did Sam hire a moped?
 - 5 Did he find it easy to ride the moped?
 - 6 What does Sam think of Corfu?

VOCABULARY

Transport

4 Classify the types of transport under the correct heading.

bike bus car coach ferry helicopter hot-air balloon lorry minibus moped motorbike plane ship taxi train tram underground van yacht

Air	Water	Rails	Road	
helicopter				

- 5 Complete the sentences with the correct transport word.
 - Some people don't like travelling on the ... in London because you can't see the city.
 - 2 Crossing the English Channel by ... is the cheapest way to get to France.
 - 3 Sailing in a ... can be difficult if there's no wind.
 - 4 Steve Fossett was the first man to travel solo in the air round the world in a
 - 5 A lot of schools use a ... to take students on school trips.
 - 6 In New York all the ... are yellow and in London they're black.

GRAMMAR

was / were & past simple





Where **were** you yesterday? I **was** in Rome. I **wasn't** worried.

We **travelled** by ferry from Italy to Greece. You **didn't ring** me last weekend. How **did** you **do** that?

6 Complete the conversation with was / were.

Alicia: Hi Jody! Where 1 ... you last night?

Jody: 12 ... at home. Why?

Alicia: Well, you 3 ... at Lisa's party. 14 ... worried about you.

Jody: Oh, thanks, Alicia. Is ... ill. 6 ... it fun?

Alicia: Yeah there?... lots of people there. But it a ... the same without you.

Jody: Oh, thanks, Alicia.

Alicia: That's what friends are for. See you tomorrow. Bye!

Jody: Bye!

7 Complete the email with the past simple of the verbs below.

be buy give go not email not enjoy like not play see watch

Hi Joe!

Sorry I 1 ... you back last week. I 2 ... really busy. So, what's my news?

I 3 ... to the cinema at the weekend with some friends. We 4 ... the new Johnny Depp film. I 5 ... it much but everyone else really 6 ... it.

My grandparents 7 ... me some money for my birthday. I 8 ... some new jeans and a T-shirt.

 $^{9}\ \dots$ you \dots the Liverpool game on TV last night? They $^{10}\ \dots$ very well, but a win's a win!

That's about it really. Email me back when you get a minute. Bye for now,

Kev

8 In pairs, ask and answer questions about what you did last weekend. Find three things you did that your partner didn't do.

What did you do on Saturday?

I played basketball in the park.

So did I! Then I went to the cinema with my sister.

Really? Well that's one thing for you. What did you see?

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Warmer

Put students into two teams and ask them to think of as many words for means of transport as they can in English. Invite individual students to write the words on the board. Give two points for each one that is correctly spelt.

Refer students to the map, and check that they know in which countries the places mentioned are located. Make sure they know that Corfu is an island.

Answers

Students' own answers

2 1.7 Transcripts page 28 Read the rubric and explain that inter-railing is a popular way for young people to travel by train across Europe. Mention that they can use an InterRail ticket to visit up to 30 countries.

Answers

- 1 He travelled by train, ferry and bus.
- 2 It took 10 hours.
- 3 1.7 Transcripts page 28 Write the words Awesome! and Cool! on the board. Ask whether these are positive or negative words. When checking answers, ask who said the words (Sam and Josh, respectively).

Answers

- 1 He couldn't get a signal on his phone and then he didn't have any credit.
- 2 He was in Rome.
- 3 The hostel was right next to the beach.
- 4 He hired a moped in the evening.
- 5 He thinks it's a great place.
- 4 Have students do this activity individually, then get them to compare their answers with their partner.

Answers

Air: helicopter, hot-air balloon, plane Water: ferry, ship, yacht Rails: train, tram, underground Road: bike, bus, car, coach, lorry, minibus, moped, motorbike, taxi, van

Teaching tip

You could mention that some transport words are not the same in the US and the UK. Although *plane* is used in both countries, the longer forms are different: *airplane* (US.) and *aeroplane* (UK.). Point out also that a *lorry* is known as a *truck* in the US.

5 Pre-teach the verb to sail and the expression to travel solo. Make sure that students know where the English Channel is, for item 2.

Answers

- 1 underground 2 ferry 3 yacht 4 hot-air balloon 5 minibus 6 taxis
- 6 Point out that students will need to use was and were in the affirmative, negative and question forms. Tell them to read the dialogue carefully before deciding which is needed.

Answers

- 1 were 2 was 3 weren't 4 was 5 was 6 Was 7 were 8 wasn't
- 7 Advise students to decide which verb is needed for each space before putting the verbs into the appropriate past simple form. If necessary, point out that see and watch can both be used when talking about films or shows on TV, but that see is more common when talking about films at the cinema.

Answers

- 1 didn't email
- 2 was
- 3 went
- 4 saw
- 5 didn't enjoy
- 6 liked
- 7 gave
- 8 bought
- 9 Did... watch
- 10 didn't play

Extra activity

Play 'Past Simple Tennis'. Ask each student to think of three verbs. Divide the class into two teams, and invite a student from team A to shout out their verb. Nominate a student from team B to give the past simple form, and to spell it. Then repeat. Teams lose a point when they can't give the past simple form or spell it incorrectly. Make sure that the game moves quite swiftly, and continue until all students have participated.

8 Revise expressions for responding to information (Really? That sounds great!) and for expressing agreement (So / Neither did I).

Answers

Students' own answers

1.3 Student's Book page 5, exercise 2-3

I = Interviewer, L = Leo

- We're here today in the centre of Manchester. This is Leo and he's going to tell us all about his town. Hi, Leo.
- Hi. Welcome to Manchester.
- Thanks. So, first of all can you tell us how many museums there
- Well, there are a lot here in the city centre. There's the Science Museum and the Museum of Transport but my favourite museum is the National Football Museum.
- A football museum?!
- Yes, it's brilliant and the building is amazing too.
- So, what else is there in Manchester? Are there any nice parks, for example?
- Yes, there are lots. I often go skateboarding in my local park at the weekend and sometimes I meet my friends there. In winter, there's an ice rink in the park here in the town centre. I'm not very good at ice skating though!
- What about shopping?
- Well, in the area where I live, there aren't any big department stores but in the town centre, there are two huge shopping centres and there are some great shops.
- How much traffic is there?
- Manchester is a very big city and there are lots of people so there's a lot of traffic. A lot of people use the trams now but there are still loads of cars.
- Okay, one final question. Are there any nice coffee shops?
- Yes, of course, there are lots! I think the best one is Home Sweet Home near my school. I sometimes go there with a few of my friends on Fridays. We usually have a milk shake and some chocolate cake. You should try some. You won't regret it!
- Sounds great! Thanks, Leo. Can you ...

1.7 Student's Book page 7, exercise 2 – 3

S = Sam, J = Josh

- S Hi losh, It's Sam,
- Sam! Where are you? You didn't ring or text last weekend.
- I'm in Greece. Were you worried?
- I wasn't, but Mum was really worried.
- Tell her I'm sorry. I was actually in about three different places last week. I couldn't get a signal on my phone and then I didn't have any credit!
- Oh well. So, what's inter-railing like?
- Awesome! Yesterday I travelled by ferry, bus and moped all in one day!
- No way! How did you do that?
- Well, we caught the midnight train from Rome to Brindisi in the south of Italy. That took about eight hours. Then we took a ferry across to Corfu, and we got on a bus and went to our hostel. We were there in time for late breakfast at ten o'clock. And the hostel was right next to the beach!
- Cool! What about the moped?
- Well, we went straight to the beach but in the evening we hired some mopeds and did a little tour of the island. It was a bit scary at first because I didn't really know how to ride a moped. It's nothing like riding a bike! Hearned pretty quickly though! It's a great place. We should all come here for a holiday one year.
- Yeah, sounds good. I'll tell Mum. Actually, I'll go and get her now ... MUM! See you when you get home!

Workbook page 4

- 1 1 up 2 go 3 a 4 get 5 have
- 2 1 B 2 C 3 B 4 A 5 B
- 3 1 online 2 shower 3 dressed 4 dinner 5 sport
- 4 1 goes 2 don't live 3 watches 4 starts 5 don't do 6 doesn't have
- 5 1 Do you live in Spain? Students' own answers
 - 2 Do you and your friends meet after school? Students' own answers
 - 3 Do your parents go online? Students' own answers
 - 4 Do you do your homework every night? Students' own answers
 - 5 Does your mum speak English? Students' own answers
- 6 Suggested answers
 - 1 My mum often goes shopping on Fridays.
 - 2 I usually have a snack after school.
 - 3 My dad hardly ever does sport.
 - 4 Our English teacher is rarely late.
 - 5 School always finishes on time.

Check

7 1 gets 2 does 3 has 4 sometimes watch 5 have 6 don't 7 has 8 Does 9 does 10 's always

Workbook page 5

- 1 1 restaurant 2 cinema 3 library 4 newsagent's 5 museum 6 theatre
- 2 1 supermarket 2 pharmacy 3 post office 4 coffee shop 5 bank 6 police station
- 3 1 B 2 A 3 C 4 B 5 A
- 4 1 many 2 much 3 any 4 many 5 some
- 5 1 lots of 2 a lot of 3 a few 4 loads of

Check

6 1 town 2 cinema 3 a lot of 4 any 5 some 6 bowling 7 few 8 How much 9 How many 10 Loads

Workbook page 6

- 1 1 lake 2 beach 3 forest 4 plain 5 desert 6 stream 7 island 8 volcano
- 2 1 beach 2 island 3 desert 4 stream 5 lake 6 volcano 7 plain 8 forest
- 3 1 mountain range 2 mountain 3 coastline 4 sea 5 valley 6 river
- 4 1 He isn't watching TV. He's listening to music
 - 2 They aren't climbing a mountain. They are sitting at the top.
 - 3 He's not walking along a river. He's swimming in a lake.
 - 4 She's not sleeping. She's talking to Petra.
 - 5 We aren't studying. We are reading a magazine.
 - 6 It's not raining. It's snowing.
- **5** 1 'm visiting 2 visit 3 watches 4 's watching 5 lose 6 aren't losing 7 're winning 8 is

Check

6 1 are you doing 2 'm watching 3 visit 4 beach 5 go 6 do you do 7 mountains 8 rivers 9 's raining 10 rains

Workbook page 7

- 1 1 TRAM 2 COACH 3 TAXI 4 HELICOPTER 5 FERRY 6 MINIBUS 7 TRAIN 8 BIKE 9 MOPED Hidden word: motorbike
- 2 1 ship 2 plane 3 yacht 4 car 5 lorry 6 underground 7 hot-air balloon 8 van
- **3** 1 were 2 were 3 was 4 was 5 weren't 6 was 7 wasn't 8 was 9 Was 10 was
- 4 1 went 2 didn't go 3 had 4 didn't have 5 Listened 6 didn't listen 7 played 8 didn't play 9 watched 10 didn't watch
- **5** 1 didn't go 2 played 3 did **4** didn't have 5 didn't watch 6 listened

Check

6 1 Didyou have 2 went 3 Was 4 didyou get 5 went 6 wasn't 7 weren't 8 didn't sit 9 Didyou go 10 were

True Stories

Unit overview

Vocabulary

- The senses: feel, hear, hearing, listen, look, see, sight, smell, sound, taste, touch, watch
- Parts of the body: ankle, cheek, elbow, eyebrows, eyelashes, finger, forehead, heel, hip, lips, knee, neck, palm, shoulder, teeth, thumb, toe, tonque, waist, wrist
- Attitude adverbs: amazingly, incredibly, luckily, sadly, suddenly, unfortunately,
- like
- Face 2 Face: the funniest thing ever kind of mad about

Grammar

- Past simple & past continuous
- while & when
- used to

Pronunciation

-ed endings

Recycled language

Starter unit content

Language objectives

- To learn vocabulary related to the senses (page 9) and parts of the body (page 13)
- To learn and use the past simple & past continuous, (page 10), while & when (page 10) and used to (page 14) to talk about experiences in the past
- To use sequencing words and expressions in writing (page 17)

Skills objectives

- To read and understand a text about an Indian boy's incredible story (page 8)
- To discuss our senses (page 9) and bodies (page 13)
- To listen to and understand an interview with people talking about their earliest memories (page 11)
- To read and understand a text about blind people using advanced mobility techniques (page 12)
- To role play an interview between an elderly person and a journalist (page 15)
- To tell an anecdote and respond (page 16)
- To write an interesting story (page 17)

Assessment criteria

- Students can use the past simple & past continuous, while & when and used to correctly.
- Students can recognize and use vocabulary about the senses and parts of the body correctly
- Students can correctly pronounce -ed endings.
- Students can read and understand a text about an Indian boy and mobility techniques used by blind people.
- Students can listen to and understand an interview with people talking about their earliest memories.
- Students can role play an interview between an elderly person and a journalist.
- Students can tell an anecdote and respond in an appropriate way.
- Students can write an interesting story.

Resources

- Teacher's i-book
- Student's Book CD 1
- Teacher's Resource Book:

Vocabulary Support Worksheet Unit 1, page 12
Vocabulary Consolidation Worksheet Unit 1, page 13
Grammar Support Worksheet Unit 1, page 36
Grammar Support Worksheet Unit 1, page 37
Speaking Worksheet Unit 1, page 60
Test Consolidation Unit 1, page 82
Test Extension Unit 1, page 86
Speaking Test Unit 1, page 217

Prepare for Cambridge Exams

Writing page 122

Writing a story from a title

Prepare for the TOEFL Junior® Test

Reading Comprehension page 123

Academic text

Go Digital!

Teacher's i-book [-book]

Use the **Richmond i-tools** 15 to complete the activities with the students on the IWB.

offers additional IWB practice to reinforce the lesson content:

Reading

The **IWB Reading activities** are designed to focus on real language in use within the reading texts.

The **hot spots** are designed to highlight potentially difficult words or cultural information before doing the reading activities.

• Reading extra, pages 8 and 12

Listening

The **IWB Listening activities** are designed to help students explore the listening dialogues in greater depth.

Listening extra, page 11

Writing

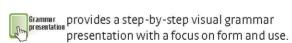
The **IWB Writing activities** are designed to give students controlled practice in building a text before they do the free writing tasks in *Your turn to write*.

Writing extra, page 17

More provides extra interactive practice which can be used for fast finishers or as a wrap-up activity.

Alternatively, it can be used as homework.

- Grammar, pages 10 and 14
- Vocabulary, pages 9 and 13
- Pronunciation, page 10



Grammar, pages 10 and 14



Past simple & past continuous | when &

while | used to

Challenge Writing

The senses | Parts of the body Talk about changes Interaction Telling an anecdote

Astory

READING

1 You're going to read what happened to a boy of five who lived in India. What were you like at age five? Discuss the questions below in pairs.

- Could you read and write?
- Did you go to school?
- Did you have any brothers and sisters to play with?

- Who did you play with?
- What were your favourite toys?
- What did you do during the day?

LOST AND FOUND

aroo was a five-year-old boy from a town in central India. His family was poor so he didn't go to school as he had to work instead, cleaning trains. One night in 1986, he was working on a train with his older brother when he felt very tired. So he got off the train, sat down and fell asleep.

When he woke up, he rushed back to the train and looked for his brother. Unfortunately, he couldn't find him anywhere. He sat down on the train and fell asleep again. He woke up 14 hours later when the train stopped. He heard the roar of traffic and people shouting. This was the sound of Calcutta, India's third largest city. Saroo was in trouble. He couldn't read or write and he didn't know the name of his hometown. He just had a photo of himself.

Luckily, an orphanage took him in, and an Australian couple adopted him and took him to Tasmania, in Australia. He grew up, took a business degree, and worked for an engineering company.

30-year-old Saroo was happy, but he often thought about his lost family in India. How could he find them again? He only had his childhood memories. Suddenly he had an idea. He calculated that in 14 hours a train could travel about 1,200 km. So he drew a circle on a map around Calcutta. And then he used Google Earth™ to search for train stations.





Incredibly, while he was looking at the photos on his screen, he saw a waterfall where he used to play as a child. He zoomed into the town, which was called Khandwa, and he recognized his family home.

He flew to Khandwa. The sounds and the smells were so familiar. Sadly, his old home was empty - but he showed his photo to people and told his story. Luckily, they knew his mother. So amazingly after 25 years, Saroo and his mother were reunited.

Warmer

Write the following on the board: City life, Transport, Customs. Ask students to discuss in groups what they know about these aspects of Indian life. Elicit ideas from the class and write them on the board.

1 Get students to take it in turns to ask their partner the questions. Encourage them to expand their answers to yes/no questions, e.g. Did you go to school? No, I started school when I was six. Monitor to ensure that they are giving full answers.

Answers

Students' own answers

Teaching tip

You could refer students to the map, photo and title which accompany the reading text. Point out that it can be helpful to use these to predict the topic or content of the text.

Extra activity

In groups, have students compile a list of past simple forms and their opposite meanings, e.g. lost/found, bought/sold, came/went, started/stopped, caught/threw, gave/received, arrived/left. Set a time limit, then get groups to test each other by shouting out a past simple verb form. A student in another group must write the verb and its opposite on the board correctly.



- Read the first two paragraphs about Saroo, and answer the questions about his early life.
 - 1 Where did he live? He lived in India.
 - 2 Did he go to school?
 - 3 What job did he do?
 - 4 Could he read and write?
- 3 Read the whole article and complete this summary of the story.

Saroo was a poor 1...-year-old boy. He was from central 2.... He worked as a cleaner on 3.... One day he fell 4... on a train. It took him to 5... — a city about 5... km away. A couple adopted him and took him to live in 7.... He got a 8... degree and worked in an 9... company, but he wanted to find his real 10.... He used 12... to look at maps, saw a photo of a 12... and recognized it. It was near a town called 13.... He went to India and found his mother after 14... years.

4 Read Word Zone and find four more adverbs in the article.



Attitude adverbs

Use attitude adverbs such as unfortunately to communicate attitudes or feelings or to introduce new ideas. Remember, adverbs usually end in -ly.

5 Complete the sentences with an appropriate adverb below. Sometimes more than one adverb is possible.

amazingly luckily sadly suddenly unfortunately

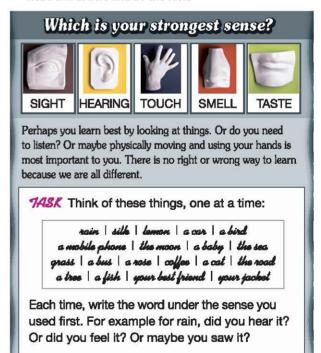
- 1 ..., Saroo's family were very poor, so he had to work.
- 2 ..., he still had strong images of his childhood in his mind.
- ..., he remembered the route from the train station to his home.
- 4 ..., when Saroo found his home, it was empty.
- 5 ..., he woke up and heard the noise of a big city.
- 6 In pairs, write four more questions to ask Saroo about what happened.

What's the first thing you said to your mother?

7 Work in groups. Take it in turns to be Saroo. Ask your questions. Be inventive with your answers. 8 Complete the sentences with the correct form of the verbs.

feel hear listen look see smell sound taste touch watch

- 1 This drink tastes delicious. Try some.
- 2 ... to the rain on the windows. It's so loud.
- 3 We all sat down together and ... a DVD last night.
- 4 The music you're playing ... beautiful.
- 5 Don't ... anything in my room while I am out!
- 6 Your perfume ... nice.
- 7 Excuse me. I can't ... the whiteboard.
- 8 ... at that aeroplane. It's flying very low.
- 9 Shhh. Did you ... a noise?
- 10 He opened the door and ... a cold wind on his face.
- 9 Read this article and do the task.



10 Compare your answers in groups. Are your learning styles similar or different?

11 Ask and answer the questions with your partner.

What's your favourite...?

smell sound view taste thing to touch

What's your favourite smell?

I think it's new books. They smell so fresh.



TRANSIT TRANSITIONS Write Saroo's diary for the day he met his real mother.

2 1.8 The text is available to listen to.

Encourage students to use short answers for questions 2 and 4, rather than simply *yes* or *no*. Remind them that we don't use the verb *do* in answer to question 3.

Answers

- 2 No, he didn't. 3 He cleaned trains.
- 4 No. he couldn't.
- 3 Remind students that they don't need to know every word. Encourage them to try to understand meaning from the context.

Answers

- 1 five 2 India 3 trains 4 asleep 5 Calcutta 6 1,200 7 Australia 8 business 9 engineering 10 family 11 Google Earth™ 12 waterfall 13 Khandwa 14 25
- 4 Refer students to Word Zone and ask them whether unfortunately expresses a positive, negative or neutral attitude. Do the same for the other adverbs in the text. Ask students which adverb is most similar in meaning to incredibly (amazingly).

Answers

Any four of the following: luckily, suddenly, incredibly, sadly, amazingly

Extra activity

Write the following sentence on the board: Marco walked out of the shop and started to cross the road. Underneath this, write Suddenly, Unfortunately, Luckily, Sadly, Amazingly. In small groups, have students write five more sentences, each beginning with a different adverb, to make a story. Tell them that they don't have to follow the order of adverbs on the board.

Ask students to read out their stories, and have a class vote on the best one.

5 Tell students that they should read the sentence and decide whether a positive, negative or neutral adverb is needed.

Answers

- 1 Sadly, Unfortunately 2 Amazingly, Luckily 3 Amazingly, Luckily
- 4 Sadly, Unfortunately 5 Suddenly
- 6 Tell students that they can look back at the text while preparing their questions. However, they should write questions that require an imaginative answer, and not ask for information that is already there.

Answers

Students' own answers

7 Remind students to think about Saroo's attitude and feelings about the situation, not their own.

Answers

Students' own answers

Warmer

Tell students to write a food diary with their partner. Tell them to note down everything they ate and drank the previous day, or, if early in the week, what they had on Saturday or Sunday. Have them compare their ideas in groups.

8 Elicit the five verbs in the word pool which we use to describe senses. Remind students that we don't use the verbs feel, look, smell, sound and taste in continuous tenses when using them to describe senses.

Answers

2 Listen 3 watched 4 sounds 5 touch 6 smells 7 see 8 Look 9 hear 10 felt

Extra activity

Write the sentence stem *it tastes* ... on the board. Elicit or preteach a list of adjectives to describe how food tastes (*sweet*, *sour*, *spicy*, *salty*, *bitter*, *hot*, *fishy*). Then, in pairs or small groups, have them write a list of food items that could be described by the adjectives. A student in each group describes the food, using the above stem, and others must guess what it is.

9 Emphasize that there are no right or wrong answers, but that they should do the task quickly in order to record their true first impressions.

Answers

Students' own answers

10 Before doing this task, ask students to count how many times they used each sense in exercise 9, to give them a basis for comparison.

Answers

Students' own answers

11 Point out the use of the singular form it's before both a singular and plural object in the response to this question, i.e. I think it's new books NOT I think they're new books.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 12, exercises 1–3 Vocabulary Consolidation Worksheet: page 13, exercises 1–3

GRAMMAR

Past simple & past continuous | while & when



simple & past continuous while & when

We use the past simple to talk about finished actions and situations in the past.

Saroo was a five-year-old boy.

His family lived in a small village.

He didn't go to school.

Did they have a TV?

We use the past continuous to talk about activities in progress in the past.

He was cleaning a train.

Saroo and his brother weren't working in a shop.

Was it snowing?

We can connect past actions with when and while. We usually use when before the past simple, and when or while before the past continuous.

They were putting up the tent when it started to rain.
I aot a text messaae while I was watchina a film.

Grammar reference page 113

- 1 Choose a verb for each sentence. Then complete the sentences using the past simple.
 - 1 Saul went to the cinema last week. (
 - 2 | I... for my Maths exam last night. (X)
 - 3 My dad ... me a fantastic birthday present. (
 - 4 We ... homemade pizza last night. (X)
 - 5 My sister and I ... to some cool music last night. (1)
 - 6 We ... all our money on ice cream and popcorn. ()

PRONUNCIATION -ed endings

2 Put the past simple verbs into the correct group. Then listen and check.

/t/ /d/ /rd/
fixed missed needed opened played started
travelled tried wanted washed

More practice? page 147

3 Complete the conversations with the verbs below. Use the past simple or the past continuous.

be do drive happen have see visit walk

Jay: What¹... you ... yesterday evening? I called but you

weren't at home.

Zara: We 2... my grandparents. Why?

Jay: 13 ... a spare ticket for the Adele concert.

Zara: Oh no! I love her!

Theo: Something really strange 4 ... on Friday. I 5 ... home

when I 6 ... my teacher.

Ben: Why was that strange?

Theo: He?... a big new sports car! It 8 ... a Ferrari!

More

In pairs, ask and answer past continuous questions.

How many of your answers are the same? Use the past simple to give more detailed information.

What/do/yesterday at 6am/10am/2pm/6pm/10pm/

midnight?

What/wear on Saturday/Sunday?

What were you doing at six o'clock yesterday morning?

I was doing my homework because I forgot to do it the night before.

5 Match the sentence halves using when or while.

We were playing football when a dog ran onto the pitch.

1 We were playing football he was running for the bus.

2 Max dropped his mobile she was writing her blog.

3 Lisa was having lunch a dog ran onto the pitch.

4 The screen went blank she bit her tongue.

5 He was cooking rice he was doing his homework.

6 Nikki fell asleep he burned his hand.

6 Complete Nathan's dream with the correct forms of the verbs in brackets.



I had an amazing dream last night.



 $I^1\ldots$ (cycle) along the road. The sun $^2\ldots$ (shine) and the birds $^3\ldots$ (sing) in the trees. But then $I^4\ldots$ (notice) there weren't any other people in the road. That was weird because it was a Monday morning. $I^5\ldots$ (go) past an old house when $I^6\ldots$ (hear) a loud noise. I got off my bike and looked around. The front door was open so $I^7\ldots$ (decide) to look inside. $I^8\ldots$ (go) into the hall and $^9\ldots$ (stop). While $I^{10}\ldots$ (stand) there a voice from the living room said, 'Come in.' ...

Write a possible ending to Nathan's dream. Use the past simple, the past continuous and when and while.

FAST FINISHERS Read the end of Nathan's dream on page 150.



GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 114.
- Image: Visual grammar presentation

Warmer

Tell students that they are going to mime an action that they were doing at a particular time. Write on the board At ... on Saturday. Model the activity by writing midnight in the gap, and miming 'sleeping.' When you have elicited You were sleeping, rub out the time. Ask a student to come to the front. Get them to write their chosen time and perform their mime. The first person to get the right answer goes next.

1 Tell students to think about the part of speech (preposition, pronoun, etc.) which comes after each gap.

Answers

- 2 didn't study 3 bought 4 didn't eat / didn't have 5 listened 6 spent
- 2 1.9 Elicit the infinitive of the verbs listed, and check pronunciation. Remind them that they need to consider the infinitive to decide how to pronounce the past simple ending.

Answers

/t/ /d/ /id/
fixed opened needed
missed played started
washed travelled wanted

Teaching tip

It is a good idea to check pronunciation of *-ed* endings whenever possible, as this can be problematic for many students.

Extra activity

Explain that each student will in turn call out an infinitive, and will nominate a student to say the past simple ending. If the pronunciation is correct, the nominated student can sit down. Both regular and irregular past simple forms can be practised.

3 Point out that in the first sentence (What ... you ... yesterday evening?), either tense could be used. However, the second sentence (I called you but you weren't at home) provides a context that makes it clear which tense is more suitable.

Answers

1 were ... doing 2 were visiting 3 had 4 happened 5 was walking 6 saw 7 was driving 8 was

4 Write the following sentences on the board: What did you do at six o'clock yesterday morning? and What were you doing at six o'clock yesterday morning? Ask them to explain the difference (past simple = an action that happened at 6 o'clock; past continuous = an action that started before 6 o'clock and continued).

Answers

Students' own answers

5 Read out the example and elicit which action started first (we were playing football). Point out that we usually use *when* before the past simple, and *when* or *while* before the past continuous.

Answers

- 2 when/while he was running for the bus.
- 3 when she bit her tongue.
- 4 when/while he was doing his homework.
- 5 when he burned his hand.
- 6 when/while she was writing her blog.
- 6 Tell students to read the text silently. Ask them which tense the first verb should be in and why (past continuous, to provide the background to the story).

Answers

- 1 was cycling 2 was shining 3 were singing 4 noticed 5 was going 6 heard 7 decided 8 went 9 stopped 10 was standing
- 7 Groups of students could compete to create the most imaginative ending, with the best ones written on the board. Refer them to the real ending on p.123.

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 36, exercises 1–4
Grammar Consolidation Worksheet: page 37, exercises 1–4



Understand people talking about memories



- Some people are going to talk about their earliest memories. Look at the photos. What do you think happened?
- 2 Read the Study Skill and do the listening exercises.



Reading instructions to listening exercises

When you listen to a text, read the instructions for the exercise carefully. If there is more than one exercise, focus on each one in order.

- 3 Listen and match the stories to the photos. There is one photo you don't need. Did you guess what happened?
- 4 Listen again and answer the questions. Sometimes more than one name is possible.





David



- 1 Who felt happy?
- 2 Who heard a noise?
- 3 Who was with a parent?
- 4 Who got hurt?
- 5 Who laughed a lot?
- 6 Who started crying?

- 5 Listen again and answer these questions.
 - 1 Why did Fred get stung by the bee?
 - 2 What did Lily see?
 - 3 What is David's strongest memory of the day?
 - 4 Why does Isabella think it was a cold day?
- 6 Read the expressions in Face 2 Face. Go to page 146 and put them into the dialogues. Listen and check.



- 7 Think about an early memory and make notes of your answers to the questions below.
 - How old were you?
- Where were you?
- Who were you with?
- What happened?
- What did you see and hear?
- How did you feel?
- 8 Talk about your memories in small groups. Ask questions to get more information.

I was walking home when I heard a terrible noise. What was it?

Did you feel scared?

Warmer

Have students work in pairs comparing their favourite smell, taste, sound or sight. Elicit ideas and write the more unusual ones on the board.

Elicit a brief description of each photo first. In pairs, ask students to suggest a possible memory for each photo. Encourage them to use different senses when describing the memories, such as how the person felt, what they saw or heard, or what they could smell.

Answers

Students' own answers

Teaching tip

Students can feel overwhelmed by longer listening texts. Remind them that they will always hear the track more than once if there is more than one listening exercise. When first hearing the text, they don't need to understand every word, but should focus on the general meaning.

- 2 Tell students that the listening text will be played once for each exercise.
- 3 1.10 Transcripts page 52 Refer students to the names of the students in exercise 4, and ask them to write the names in their notebook. Tell them to make notes about each person's dream as they listen.

WORDS TO KNOW

Check that students know the following verbs: buzz, sting, float. Read out the verbs and ask which senses are used for each one.

Answers

1 C 2 B 3 E 4 A

4 1.10 Transcripts page 52

Answers

- 1 Lily and Isabella 2 Fred and Lily 3 Lily, David and Isabella
- 4 Fred and David 5 Isabella 6 Fred and David

Teacher's tip

Students usually write their answers to listening exercises in note form. However, when going over the exercise in class, they should be encouraged to express their answers in full sentences. This helps to highlight any errors in verb forms or sentence structure.

Extra activity

Write on the board *The funniest thing ever*. In groups, have students write a joke or an amusing true story. Tell them they can use their dictionaries. Monitor to correct any errors, and to ensure that the anecdotes will sound as natural as possible.

5 1.10 Transcripts page 52 See how much students understood by asking them to do this exercise in pairs, before playing the listening text again.

Answers

- 1 He got stung by the bee because he tried to catch it.
- 2 She saw a hot air balloon.
- 3 His strongest memory is that he had a gap between his teeth.
- 4 She thinks it was a cold day because she was wearing a pink coat.
- 6 1.11 These expressions are all common idiomatic expressions in spoken English. They are highlighted in the audio script. Before students go to page 126, ask students which one means: extremely amusing (the funniest thing ever) type of (kind of) very interested in (mad about)

Answers

- 1 kind of 2 mad about 3 the funniest thing ever!
- 7 Tell them they should plan to use both the past simple and past continuous, with when and while.

Answers

Students' own answers

8 Emphasize that this discussion will take the form of a conversation rather than individual monologues. Monitor to ensure that students give information in short bursts and that appropriate follow-up questions are asked.

Answers

Students' own answers

Fast finishers

Following the group discussion, ask fast finishers to write a description of another person's memory. They can later check with the relevant student that their version is correct.



- - Do you know anyone who is blind?
 - What things are difficult if you can't see?
 - Could you cycle or play football with your eyes closed? Why / Why not?

2 Read the text quickly to find out the amazing things these blind people can do.

NO LIMITS

SEEING WITH SOUND

An American, Daniel Kish – 'the real life batman' – has changed the way we think about blindness. He became blind when he was a baby, but when he moves it's as if he can see. He uses echolocation like bats and dolphins. By making clicking noises with his tongue he finds out about obstacles. The echo tells him their size and distance from him. Which ear the sound reaches first tells him the object's position. So Daniel can identify buildings, cars and even trees, just like a seeing person.

With echolocation, blind people can go mountain biking, tree climbing, or skateboarding, and they can even score goals in basketball! Scientists studied Daniel's brain with a brain scan and they discovered that when he echolocates, the visual part of his brain lights up. Hearing becomes like seeing.

Daniel calls his method Flash Sonar, and he is President of World Access for the Blind. This association has already helped over 2,500 blind people in 18 countries, teaching them the techniques of echolocation and other mobility skills such as using a cane.

One of Daniel's students is Sebastian Mancipe. He was born blind and he didn't use to leave the house, he just used to sit in his room. Then he learned echolocation and now he feels free. He can ride a skateboard and a scooter and plays soccer, too.

Juli Schweizer is from Berlin and was born blind. She learnt echolocation from the age of two. At first Juli used to forget to click and hit obstacles. But she learnt quickly and now she can ride her bike outside safely.





A Flash Sonar mobility teacher, Juan Ruiz from the USA is completely blind. He used to be happy with his own methods before he met Daniel. But he realized that echolocation was better. Now he does risky things, like riding a mountain bike on mountain trails. And he holds a Guinness World Record for the fastest blind bike slalom - you can see him on the internet.

'If you guys can see with your eyes, we can see with our ears.' - Juan Ruiz

Warmer

Write Paralympics on the board and elicit a definition from the class. Underneath, add the phrases being disabled and people with disabilities. Get students to discuss in groups what public life is like for those with disabilities, e.g. in work, education or on transport. Elicit ideas from the class and write them on the board.

Point out that we say 'a seeing person' to talk about someone who
is not blind.

Answers

Students' own answers

2 1.12 The text is available to listen to.
Ask students to describe the two photos. Read out the title and ask them what kind of sound might help someone who is blind (an echo).

Answers

They can go mountain biking and tree climbing, ride a scooter, do skateboarding and play basketball and soccer. They can also take part in bike slaloms.

Teaching tip

If you are not using the audio, you could set a time limit for the first reading of a reading text. This will encourage students to read quickly for general meaning. You can gradually reduce the time limit as students' reading skills improve.

VOCABULARY

Parts of the body

- Read the article again and decide if the sentences below are true or false. Then correct the false sentences.
 - 1 Daniel Kish is blind and deaf.
 - 2 He acted in a Batman film.
 - 3 He created a way for blind people to 'see' using echolocation.
 - 4 He has been blind all his life.
 - 5 He can move around like a seeing person.
 - 6 When he echolocates only the hearing part of his brain lights up.
- 4 Read the article again and make notes about these things and people.

Echolocation World Access for the Blind luan Ruiz Juli Schweizer Sebastian Mancipe

5 Write sentences about Daniel Kish and echolocation.

Daniel Kish is a blind man from America. He created a new way for blind people to 'see'.

- 6 Work in groups. Use your sentences from exercise 4 and 5 to write a short summary of the article.
- 7 Read Word Zone. Then find other examples of like in the article.



We can use like to compare things and say they are similar.

He uses echolocation like bats and dolphins.

8 Complete the quotes with these words. Then write a quote of your own.

artist's canvas bicycle book mirror sea

LIFE OUOTES

Life is like the sea. It can be calm or stormy. But it's always beautiful.

Life is like a(n) Each day you add a different colour.

Life is like a(n) Every page has a new adventure.

Life is like a(n) If you smile at it, it smiles back.

Life is like riding a(n) To stay on, you have to keep moving.

Have a class vote on the best quotes.

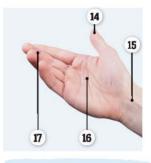
- 10 In pairs, look at the photos below and name the parts of the body you know.
- 11 Match the words with the parts of the body. Then listen and check.



8

cheek eyelashes eyebrows forehead lips teeth tongue

elbow hip knee neck shoulder waist





finger palm thumb wrist

ankle heel toe

- 12 Listen and follow the instructions.
- 13 Read the scenarios and discuss them in pairs. How do you think the people are feeling? What does their body language tell you about them?
 - 1 Paolo is waiting to see the dentist. He's biting his lip.
 - 2 Emma and Antony are talking. Emma's hands are on her hips. Antony is pointing his finger at Emma.
 - 3 Jessica and Sarah are classmates. Jessica is sticking her tongue out at Sarah.
 - 4 Clara is reading a newspaper. Her eyebrows are raised.
 - 5 Ken's arms are crossed. Mary's hand is on Ken's shoulder.
 - 6 Billy is in bed. His mum has got her hand on his forehead.



3 Have students write full sentences, where possible. Elicit the answers and ask students to tell you which words helped them.

Answers

- 1 False. He is blind.
- 2 False. He uses the same system as bats in order to 'see'.
- 3 True
- 4 False. He became blind when he was a baby.
- 5 True.
- 6 False. When he echolocates, only the visual part of his brain lights up.
- 4 Point out they should not simply scan the text for the relevant words as they may be referred to in other ways, e.g. it, this, he / she.

Answers

Students' own answers

5 Tell students that they should avoid including information that they have already written in their notes in exercise 4.

Answers

Students' own answers

Teaching tip

Learning how to summarize is a useful skill for students, and can be practised in any text. A good technique is to underline the main points, and then decide how that information is related. The structure of the summary is based on this.

6 Advise students to look back at their notes in exercises 4 and 5 and consider how the information could be combined. They should not aim to simply recreate their notes.

Answers

Students' own answers

7 Point out that like used in this sense doesn't change. In Word Zone, it means 'in the same way as', but that when it follows verbs such as be or become it means 'similar to', e.g. Hearing becomes like seeing.

Answers

So Daniel can identify buildings, cars and even trees, just like a seeing person. (paragraph 1)

Hearing becomes like seeing. (paragraph 2)

Now he does risky things, like riding a mountain bike on mountain trails. (final paragraph)

8 Check understanding of *artist's canvas*. Read the example and ask which meaning of *like* is used in the quotes.

Answers

Life is like the sea. It can be calm or stormy. But it's always beautiful. Life is like an artist's canvas. Every day you add a different colour.

Life is like a book. Every page has a new adventure.

Life is like a mirror. If you smile, it smiles back.

Life is like riding a bike. To stay on, you have to keep moving.

Students' own answers

9 Tell students that their vote should be based on the truth and originality of the quotes.

Answers

Students' own answers

Warmer

Divide the class into two and allocate each a half of the alphabet (A-M and N-Z). Put each half into small groups, and, with books closed, ask them to list as many parts of the body as they can beginning with their allocated section of the alphabet. A representative from each team shouts out their word(s), and if a student from the other half can add to the list, they get a point. The winner is the group which has collected most points.

10 Have students cover the page directly underneath the first two photos, so that the vocabulary in the word pools is hidden. They should do the same for the second two photos.

Answers

Students' own answers

11 1.13 Have students give their answers chorally, and check their pronunciation.

Answers

1 eyebrow 2 forehead 3 eyelashes 4 cheek 5 lips 6 tongue 7 teeth 8 neck 9 shoulder 10 elbow 11 hip 12 knee 13 waist 14 thumb 15 wrist 16 palm 17 finger 18 toe 19 ankle 20 heel

- 12 1.14 Transcripts page 52 Tell students that they will be asked to do a series of actions involving parts of their body, and ask them to stand up, ideally in a circle. If necessary, give them a minute to revise the vocabulary first.
- 13 Ask students what 'body language' means, and why we use it. Ask some of the more expressive students to give examples. When students use past participle forms such as 'frightened', check for correct pronunciation.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 12, exercises 4–6 Vocabulary Consolidation Worksheet: page 13, exercises 4–6



used to





We use *used to* to talk about past habits and old routines. We use it when ...

- the state or action lasted for some time, or happened repeatedly.
- the state or action doesn't happen now.
- it happened a long time ago.

I used to walk to school, but now I cycle.
He used to go to that restaurant a lot.
Did you use to swim every day?
I didn't use to like cheese, but now I love it.

Grammar reference page 1

- 1 Read the article and write the correct names. Then complete the article with used to or didn't use to and the verbs in brackets.
 - ... wrote the Harry Potter novels.
 - ... started Starbucks.
 - ... founded the famous Cirque du Soleil.

Inspirational people







These three inspirational people had a dream – to change their lives. But what did their lives use to be like? Read on and find out!

Howard Schultz's family 1 ... (have) much money. But Howard 2 ... (dream) of a different kind of life. Fortunately, he was good at sports and he won a scholarship to go to university. Then he started work at a coffee company.

JK Rowling 3 ... (be) one of the richest women in the UK or an important supporter of charities. In fact, she 4 ... (live) in a small apartment in Edinburgh, Scotland. And there she created the character of a young wizard.

Guy Laliberté ⁵ ... (manage) a famous company. In fact, he ⁶ ... (play) the accordion on the streets. And he ⁷ ... (perform) tricks such as eating fire and walking on stilts. Read and unscramble the questions.





Hi guys,

This is my interview with my granddad about his early life. He lived in Italy until he was 16. Then his family moved to London in 1964. His name's Giacomo, but we call him Granddad Jack! Tilly

- 1 did/Italy/where/use to/you/live/in/?
 Where did you use to live in Italy?
- 2 use to / your parents / what / do / did /?
- 3 live/a house/you/did/in/use to/?
- 4 you/did/a musical instrument/play/use to/?
- 5 did/music/you/what/listen to/sort of/use to/?
- 6 did/free time/use to/you/what/in/your/do/?
- 3 Match the questions in exercise 2 with these answers. Then complete them with used to or didn't use to and the verbs below.

hang out listen to live (x2) play (x2) send work

- A No, we We ... in an apartment in the city centre.
- B Well, I liked classical music when I was a boy, so I ... that. But my tastes changed later on!
- C Well, I ... video games all the time. And I ... text messages to my friends! I ... with my friends a lot and have fun. We were boys!
- D My dad ... in a bank. My mum did all the work at home!
- E We ... in Genova, a city in the north of Italy.
- F | ... the piano. When | got to London, | bought an electric guitar!
- 4 Think of when you went to primary school. How are you different now? Write eight sentences with used to or didn't use to. Choose from the verbs below.

draw

drink

eat

read

have

go

like listen to

wear

I used to wear shorts to school.

I didn't use to eat much cheese but now I do.

5 Tell your partner how you have changed. Are any of your sentences the same?

(I used to watch The Simpsons on TV.)

Me too! It used to be my favourite programme.



FAST FINISHERS Write as many of your partner's sentences from exercise 5 as you can remember.

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 114.
- Jh Visual grammar presentation

Warmer

Write on the board the heading *Inspirational people*, and ask students what this means (people whose actions make a big impression on others). Divide the class into groups and get them to decide on an inspirational person that everyone knows. Ideally this should be someone from the past in order to practise past simple and introduce *used to*. Each group should write a justification of why their choice is the best. These are then read out, and a class vote is taken.

Before reading, ask students if they recognise any of the three people in the photos. Ask students to read the text, using a dictionary if necessary. Get them to underline all examples of used to and didn't use to. Elicit that we use this structure to describe habitual actions in the past.

Answers

JK Rowling Howard Shultz Guy Laliberté

- 1 didn't use to have
- 2 used to dream
- 3 didn't use to be
- 4 used to live
- 5 didn't use to manage
- 6 used to play
- 7 used to perform

Extra activity

Tell students to close their books, and see what they can remember from the text. Individually, ask them to write sentences about the three people, using used to and didn't use to.

2 Refer students to the two photos and ask them to guess the connection between them.

Answers

- 2 What did your parents use to do?
- 3 Did you use to live in a house?
- 4 Did you use to play a musical instrument?
- 5 What sort of music did you use to listen to?
- 6 What did you use to do in your free time?

3 Check understanding of *hang out* (socialize, go out) and ask which preposition follows this verb (with). Point out that many of the dialogues A-F use both the past simple and *used to*. This is because *used to* can be monotonous when repeated too much.

Answers

- A didn't; used to live (3)
- B used to listen to (5)
- C didn't use to play; didn't use to send; used to hang out (6)
- D used to work (2)
- E used to live (1)
- F used to play (4)
- 4 Point out that *used to* implies that the activity described does not happen now. However, we can emphasize the difference between the past and present situation by saying 'but now I do'. Teach the negative form 'but I don't now'.

Answers

Students' own answers

5 Elicit that 'Me too!' expresses agreement, and ask how we express disagreement in the past.

'I used to love reading comics'. – I didn't. 'I didn't use to like going for walks'. – I did.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 36, exercises 5–6
Grammar Consolidation Worksheet: page 37, exercises 5–6

CHALLENGE Talk about changes



PREPARATION

1 Look at the pictures of Woodgreen today and in 1950. How has it changed? Write as many sentences as vou can.

There used to be fields and animals. There didn't use to be lots of houses. There was a little stop but now...





DO THE CHALLENGE

- Work in pairs. Think about these questions and complete the table.
 - How was life different when your grandparents and great-grandparents were young?
 - What did people use to do?
 - What were their lives like? Think about:

clothes communication education entertainment food home transport

	In the 1960s	Now	
Entertainment	56 To 100	We download music to listen to on our phones.	

- 3 You are going to work in pairs to role play an interview between an elderly person and a journalist for an article in Woodgreen's local newspaper. Follow the instructions below.
 - First work in small groups of elderly people and journalists. Read your role cards and prepare your questions and answers together.

JOURNALISTS

ROLE CARL

Use your answers in exercise 2 to help you with your ideas.

Plan your questions. Use the past simple and used to.

Don't forget to ask simple personal information such as names, age, and number of children and grandchildren.

ELDERLY PEOPLE

ROLE CARD

Use your answers from exercise 2 to help you with your ideas.

Plan how you are going to answer. Use the past simple and

Make sure you prepare some personal information, for example your name, age, number of children and grandchildren, etc.

 Now find a partner with a different role card from you and do your interviews.

Where did people use to live?

A lot of people used to live in the country. We had small houses and we grew our own vegetables.

(How did people use to cook?)

We didn't use to have microwaves. We used to spend more time cooking.

- The journalist writes notes about the answers.
- The elderly person can sometimes say 'I don't remember!'
- You can change partners after the first four or five questions.

FOLLOW UP

Write about your interviews. Follow the instructions

Journalists: Write a 100–150 word news report for Woodgreen News. Choose the information you think is most important. Make sure you give it a headline.

Elderly people: Write a letter to Woodgreen News telling readers about how the village has changed.

In this lesson, students compare pictures of a town and role-play an interview between an elderly person and a journalist. Then they write about their interviews in the form of either a news report or a letter, depending on the role adopted.

Warmer

Brainstorm the name of places or structures in a city or town, e.g. park, bridge, block of flats, railway station, car park, school, leisure, shopping centre, cinema. Then, tell students to imagine that a company wants to knock down a beautiful old house in the local park and build a big supermarket and car park there. In groups, get them to write some arguments for and against the plan. Write the following structures on the board: There's ..., There are ..., There isn't ..., There aren't Give students a time limit of five minutes, then get them to express their ideas.

Students can work individually or in pairs. Elicit the negative and plural forms of:

There was a ... but now there isn't.

There wasn't a ... but now there is.

There were (some) ... but now there aren't.

There weren't any ... but now there are.

Teach but there isn't / aren't anymore as a negative alternative.

Answers

Students' own answers

2 Have students copy the table. Tell them to leave enough room to make notes about the six other categories in the word pool. Make sure that each partner is contributing equally. If they aren't sure about the way things have changed, ask them to make a guess. Encourage them to use used to / didn't use to. Set a time limit then discuss as a class.

Answers

Students' own answers

3 If done as a group exercise, there should be equal numbers of 'elderly people' and 'journalists' in each group, ideally labelled A and B. This could also be done as a pair activity. Ask the A students to stay in their place, and B students to move. Monitor to check that each person is participating in the question and answer preparation stage, and correct any errors. After five to ten minutes, tell the B students to find new partners, and so on. Write on the board useful expressions such as:

We used to ... but now we don't / but we don't anymore. There didn't use to be a / any ... but now there is / are.

Answers

Students' own answers

4 Tell students to keep the same roles they had for exercise 3. Ask them how a news report differs from a letter (a news report is more impersonal and factual, and has a headline; a letter includes the address and a greeting and ending).

Answers

Students' own answers

Fast finishers

Fast finishers could take the opposite role and write up their interview from the other person's perspective.

INTERACTION

Telling an anecdote

DExpress yourself

Telling an anecdote

Guess what happened to me!
I had an incredible experience.
One day / A few weeks ago / Last year ...
Then / Next / Finally ...
Luckily / Amazingly / Unfortunately / Sadly / Happily ...
So / But / Well ...

Responding

Really?
Did you? / Were you?
What happened next?
Sounds terrifying!
That's amazing!

ON THE WAY TO SCHOOL

1 Imagine you are seeing a friend for the first time after the summer holiday. What questions do you ask? Write them down.

Did you have a good summer? Did you go abroad?

2 Now ask your questions to your partner.

Did you have a good summer?

Yeah, it was good fun. I had a great time.

3 Look at the photo. Lauren and Charlie are talking about their summer holidays. What do you think they are saying? How do they feel?



4 Listen and answer the questions.

- 1 When did Lauren go on holiday?
- 2 Where did she go?
- 3 Who was she with the day she went sailing?
- 4 What happened on the sailing trip?
- 5 How did Lauren feel?
- 6 How did they get to safety?
- 5 Listen again. Note the expressions from Express yourself that you hear. What other expressions can you use?
- 6 Imagine you are Lauren and Charlie. Take it in turns to tell Lauren's story. Try to use the phrases from Express yourself.

YOUR TURN TO SPEAK

7 Think about your last summer holiday. Make notes about an interesting thing that happened. If you can't remember anything, invent a story! Think about:

when it happened

where you were

who you were with

wnat nappened

how you felt

how the story ended

8 Work in small groups and tell your stories.
Remember to show interest and ask questions.

Guess what happened to me this summer!

What happened?

Well, last month we went camping in the mountains.

Really? Who did you go with?

The Interaction lessons in this Student's Book feature Charlie, Lauren and Mia, three school friends who live in the UK. In this lesson, Charlie and Lauren are telling each other what they did during the summer holidays.

Warmer

Elicit words for feeling fear, such as scared, frightened, terrified, afraid. Write these on the board and ask which are the strongest and weakest adjectives (terrified and afraid). Point out the difference between terrified and Sounds terrifying. Ask students What did you used to be scared of? and get them to discuss the question in pairs. Compare students' experiences as a class.

1.15 Express yourself contains a variety of useful phrases for the situations in the dialogue. Some of them (but not all of them) are used in the dialogue. They are available on the audio if you want students to hear how they are pronounced.

1 Tell students to think of questions that they would be able to answer themselves, in preparation for exercise 2.

Answers

Students' own answers

2 Encourage students to expand upon their answers to yes / no questions. When listening to their partner's answers, students should be prepared to ask follow-up questions.

Answers

Students' own answers

3 Ask students questions about the photo, such as What are the students wearing? Where are they? What's the weather like? Elicit students' ideas about the body language displayed by the two people.

Answers

Students' own answers

4 1.16 Transcripts page 52 Tell students that the answers appear in the same order as the questions, but that they need to listen carefully to ensure that they have all the information they need

Check that students understand *sail* and *mast* (the large pole that the sail is attached to).

Answers

- 1 Lauren went on holiday a few weeks ago.
- 2 She went to Scotland.
- 3 She was with her father and her brother, Leo.
- 4 The mast broke and the sea was too rough to go too near the coast.
- 5 She was really scared.
- 6 A boat that was nearby came to help them.

5 1.16 Transcripts page 52 Ask students to tell which of the Express yourself expressions are in the dialogue, then check against the recording. Write on the board other variations: That's incredible / terrifying, You'll never guess what happened to me!, Did you? and other suitable alternatives suggested.

Answers

I had an incredible experience.

One day...

Luckily, ...

So ...

Well...

Really?

What happened next?

Sounds terrifying!

That's amazing!

Students' own answers

Extra activity

Write terrifying and amazing on the board. Underneath, add terrified and amazed. Ask students to explain the difference (the -ing form describes what something is like, the -ed form describes how we feel). In pairs, have students think of other adjectives that work like this, e.g. bored / boring, frightened / frightening, surprised / surprising, interested / interesting, tired / tiring, annoyed / annoying.

6 Elicit the rules for forming reply questions (auxiliary / form of do + subject), and encourage students to use these in their responses.

Write the following useful expressions on the board: Nothing interesting. / Nothing much. Sounds terrifying. / Sounds amazing.

Answers

Students' own answers

Extra activity

Practise 'reply questions' (*Did you? Was it?* etc) by having each student prepare a statement. This could be about themselves, other people or a situation. Everyone stands up to begin with. Ask one student to stand up and read their sentence, then nominate a person to answer with a reply question. The first student then sits down, and the second student reads their statement. This process continues until everyone is sitting down.

7 Refer students to the tabs and elicit that these are indirect questions. Have students give the direct question form, as a class.

Tell students to work on their stories in pairs. They can either decide between them whose holiday to describe, or invent one.

Answers

Students' own answers

8 Elicit from students ways of showing interest (reply questions, use of expressions like *Really?* and *That's ... / Sounds ...*, and the use of follow-up questions). Remind them to use linking words such as *Well ...* and *So ...* to make the dialogue appear more natural.

Answers

Students' own answers

WRITING

A story

1 Read Ben's story. What is he writing about?

My lucky escape

by Ben Thomson

Last summer, I was camping with my parents on the north coast of Spain.



It was the second day

of our holiday and I was sitting outside our tent playing on my phone. But things were about to change. First, I heard a loud noise. It sounded like a large animal. I ignored it. Next, I smelt a strange smell. Then I saw a bright orange light. After that, my neck and my shoulders started to feel very hot. Suddenly, I realized what was happening: it was a forest fire and the trees were burning all around us.

We were absolutely terrified and we ran to the beach. While we were waiting patiently with all the other people from the campsite, planes dropped water on the burning forest. Finally, after hours and hours, we went back to our tent but we couldn't stay on the campsite because it was too dangerous. Luckily, we were able to spend the night at a nearby school.

In the end, we had to go back home to England the next day. We were relieved and grateful to be alive.

2 Read the story again and answer the questions.

- 1 Where was Ben on holiday?
- 2 Who was he with?
- 3 What kind of holiday was it?
- 4 What was Ben doing when he heard the noise?
- 5 What did he think the noise was?
- 6 What was happening?
- 7 What did Ben and his parents do?
- 8 Where did they spend the night?

WRITING SKILL

Sequencing words and expressions

3 Find the sequencing words and expressions below in Ben's story. Put them in the order he uses them.

after that finally first in the end next then

4 Complete the text below with the sequencing words and expressions from exercise 3.

1..., I heard a very loud noise outside the aeroplane window. I didn't think it was anything to worry about. 2..., I noticed some black smoke. 3... I heard the captain's voice. 4..., I don't remember a lot. I shut my eyes tight and waited and waited. 5..., the plane started to descend and I felt a huge bump when it landed. 4..., all the passengers got off the plane safely. We never found out what the problem was.



PLAN BEFORE YOU WRITE

5 Decide what your story is about. Choose from one of these ideas or use your own:

a terrifying / interesting / exciting / funny experience a memorable occasion a strange dream

- 6 Make notes of your answers to the questions below.
 - 1 When and where did it take place?
 - 2 Who were you with and what happened?
 - 3 How did you feel?
 - 4 What happened in the end and how did you feel afterwards?

WRITE NOW

- 7 Write your story.
 - 1 Use Ben's story as a model.
 - 2 Use your notes from exercise 6 to write a plan.

 Paragraph 1: When Last summer, Where London
 - 3 Use sequencing words and expressions.
 - 4 Use the past simple and past continuous and some attitude adverbs.

CHECK AND CORRECT

- 8 Check and correct your story.
 - Check that the sequencing words and expressions are correct.
 - 2 In pairs, swap your stories and check each other's work.

Warmer

Ask: Have you ever been in a situation in which you felt very lucky? Do you know anyone else who has had a lucky escape? What happened? Did it change you or that person in any way? Have a brief class discussion.

Teaching tip

During class discussions in which students compare experiences, encourage them to use expressions for telling an anecdote, such as the linkers *well* and *so*, attitude adverbs, and expressions which set the scene, e.g. *Last year*. If necessary, write suitable expressions on the board.

1 Refer students to the title and the photo, and ask them to predict what the story is about. Check that they understand tent before they read.

Answers

He is writing about a forest fire that came near to the campsite where he and his parents were staying.

2 Encourage students to answer in full sentences. Read question 6 and point out that *happen* is not used in the answer.

Answers

- 1 He was on the north coast of Spain.
- 2 He was with his parents.
- 3 It was a camping holiday.
- 4 He was sitting outside the tent, playing on his phone.
- 5 He thought it was a large animal.
- 6 The trees were burning all around them.
- 7 They ran to the beach and waited there.
- 8 They spent the night at a nearby school.
- 3 Point out that sequencing words and expressions give structure to our writing, and make it more interesting to read. Tell students that finally and in the end do not have the same meaning: finally refers to the last action in a series, whereas in the end describes the outcome of a situation.

Answers

first, next, then, after that, finally, in the end

4 Tell students they can use the order of the sequencing words from the text in exercise 1 as a guide. However, point out that the order of next, then and after that is not fixed, as their meanings are similar.

Answers

1 First 2 Next 3 Then 4 Afterthat 5 Finally 6 In the end

Extra activity

Ask students to shut their books and ask them in pairs to re-write as much of the story as they can remember from exercise 4. Advise them to leave out the sequencing words for the time being. Get them to compare answers with another pair. Elicit a version of the story and write this on the board. Ask them where the sequencing words from exercise 3 might go. As this is likely to be a shorter story than the original, it may not be necessary to use all the sequencing expressions.

5 Tell students that they can invent a story if they can't think of a suitable true experience.

Answers

Students' own answers

6 Encourage students to make notes about what happened before the main events of the story, as well as the main events themselves.

Answers

Students' own answers

- 7 Give students the following checklist to help them complete their stories:
 - Does your story set the scene by describing the location and people?
 - Does your story describe what was happening at the start?
 - Have you used the correct tenses for each event in the story?
 - Does your story explain how you felt and why?
 - Does your story explain what happened in the end?

Answers

Students' own answers

8 When students check each other's work, encourage them to give positive feedback as well as pointing out errors.

Answers

Students' own answers

Fast finishers

Fast finishers could choose another of the ideas from exercise 5 to write about.

1.10 Student's Book page 11, exercises 3, 4 and 5

M = Megan, F = Fred, L = Lily, D = David, I = Isabella

- M Hi, Fred. Listen. I'm doing a school project about people's earliest memories. Can I ask what yours is?
- Sure, Megan. Well, I think I was about two or three. I was in my bedroom, a small room, nice and cosy but with a big window. The walls were blue and there was a warm pink carpet. I was sitting on the floor, playing with my toy soldiers, when I heard a buzzing noise. I looked around and then I saw it. A big fat bee! It was brown and yellow and buzzing round the room. I thought it was an amazing new toy. And er... I tried to catch it.
- Very bad! Because it stung me on the arm. I screamed and started crying. It really, really hurt. I erm... I never tried to play with bees again.

2

- M What's your earliest memory, Lily?
- L My earliest memory? Erm... I think... yeah... I was walking in the countryside. It was a sunny day. I was only about three or four and the grass seemed really high. My mum was holding my hand. I could smell all the flowers and hear birds singing. I felt so happy. And then I heard a kind of strange noise, like the sound of a cappuccino machine. I looked up and I saw this amazing hot air balloon. It was yellow, orange and black... and it was floating in the sky over my head. It was magical.

- M What was your first memory, David?
- Well, I don't know if this is my first memory... but, I remember this really well. I was in my dad's garage. He was doing something to his car and I was running around, pretending to be a racing car. I was mad about Formula One. And er... I fell over. I hit my face on the side of the car and... I knocked out my two front teeth! It really hurt and I started crying. My parents took me straight to the dentist. The thing I remember best, though, is the gap between my teeth. I used to put my tongue in the gap. It felt so strange!

- M Isabella, what's the earliest thing you can remember?
- Let's see... erm... I think it was when I was about five or six. My parents took me to the zoo and I was sitting on my dad's shoulders. And er... I was wearing a pink coat. So I think it was a cold day. And I remember I had a bucket of popcorn. I was eating popcorn and looking at all the animals when we stopped by the giraffes. And this giraffe... he leaned over the fence – you know, with his long neck and... He stuck out his tongue and he took my whole bucket of popcorn! I was so surprised – and then I just started laughing. It was the funniest thing ever!

1.14 Students book page 13, exercise 12

OK, now I want you to listen carefully and follow my instructions. Touch your right elbow with your left hand.

Touch your forehead.

Cross your arms.

Put your hands on your hips.

Touch your toes.

Put your hands on your shoulders.

Close your eyes.

Cover your ears with your hands.

Lift your left foot.

Raise your evebrows.

Touch your palm with your finger.

Touch your eyelashes with your thumb.



1.16 Student's Book page 16, exercises 4-5

C = Charlie, L = Lauren

- C Hey, Lauren! It's great to see you!
- L Hi, Charlie. How are things?
- C Cool. How was your summer?
- My summer? It was really exciting. I had an incredible experience!
- Really, what happened?
- Well, a few weeks ago we went on holiday to Scotland. You know my dad loves sailing?
- Yeah...
- Well, one day we went sailing off the Scottish coast. We wanted to explore the islands. There are loads of them off the west coast. And it was a beautiful sunny day. So we set sail, just Dad, me and my brother Leo. He's a good sailor, too. We were sailing for about three hours and then the weather changed. The sky grew dark and it got really windy. The waves were incredibly high.
- What did you do?
- My dad tried to get to one of the islands. But the sea was too rough – it was dangerous to get too near the coast.
- C Sounds terrifying!
- Yeah, I was really scared. We tried to sail back to the mainland - but that was a long way away. And then we heard a horrible noise.
- What was it?
- The mast snapped. It just broke in the wind! And the sail came down! So we couldn't control the boat! We were just going up and down in the water.
- What happened next?
- Well, luckily, another boat was sailing near us. The crew saw we were in trouble and they came to help us. And we were all OK in the end!
- That's amazing!
- So what did you do in the summer holidays?
- C Nothing exciting like that!

Workbook page 8

- 1 C
- 2 1 B 2 A 3 D 4 C
- 3 1 T 2 T 3 T 4 F 5 F 6 F 7 T 8 F
- 4 1 Obviously 2 Fortunately 3 Strangely 4 Thankfully 5 Miraculously
- 5 Students' own answers

Workbook page 9

- 6 Mouth
 - Noun: taste
 - Verb: to taste
 - Nose
 - Noun: smell
 - Verb: to smell
 - Ear
 - Nouns: hearing, sound
 - Verbs: to hear, to listen
 - Eye
 - Noun: sight
 - Verbs: to look, to see, to watch
 - Hand
 - Noun: touch
 - Verb: to touch, to feel
- 7 1 smells 2 taste 3 tastes 4 hearing 5 listen 6 watch 7 hear 8 see 9 feels 10 sight 11 look 12 touch
- 8 1 E 2 G 3 D 4 A 5 F 6 C 7 B
- 9 1 smelly 2 long-sighted 3 tasty 4 tasteless 5 tasteful
- 10 Students' own answers

Workbook page 10

- 1 1 didn't go 2 left 3 went 4 heard 5 sounded 6 didn't know 7 said 8 replied
- 2 1 was standing
 - 2 was listening
 - 3 wasn't imagining
 - 4 was making
 - 5 weren't stealing
 - 6 were eating
- 3 1 Did Kate go to school yesterday? No, she didn't because she wasn't feeling well.
 - 2 What time did her parents leave home? Her parents left home at 8am because they went to work.
 - 3 Did she see any animals in the kitchen? Yes, she saw two cats in the kitchen.
 - 4 Was Kate reading a book in bed? Yes, she was reading a book in bed
 - 5 Were burglars stealing things from the kitchen? No, burglars weren't stealing anything from the kitchen.
 - 6 What were the cats eating? They were eating the food in her cat's bowl.
- 4 1 while he was travelling around India.
 - 2 when they lost the ball.
 - 3 while you were making dinner.
 - 4 when I left the house this morning.
 - 5 while they were studying in London.
 - 6 when the teacher came in.

- 5 1 Did you have
 - 2 were walking
 - 3 saw
 - 4 didn't want
 - 5 fell
 - 6 was watching
 - 7 woke
 - 8 was
 - 9 was Leo waiting
 - 10phoned
- 6 Students' own answers

Workbook page 11

- 1 1 E 2 D 3 F 4 C 5 A 6 B
- 2 1 The story is about Marina's sister and her sister's husband, Frank.
 - 2 Frank is Marina's brother-in-law.
- 3 1 NO 2 YES 3 NO 4 NO 5 YES 6 NO 7 YES 8 YES
- 4 1 Last month 2 Thailand 3 10 4 Small 5 Thai 6 1 hour
- 5 Students' own answers

Workbook page 12

- 1 The men are competing in a game of 5-a-side football.
- 2 1 1896 2 10,000 3 4,847 4 1944 5 5 6 1920
- 3 1 C 2 C 3 B 4 C 5 A 6 A 7 B 8 C
- 4 1 free 2 quiet 3 flat 4 blind
- 5 1 as blind as a bat.
 - 2 as flat as a pancake.
 - 3 as free as a bird.
 - 4 as quiet as a mouse.

Workbook page 13

- 6 1 FINGERS 2 EYEBROWS 3 WRIST 4 TEETH 5 THUMB
 - 6 NECK 7 WAIST 8 SHOULDER Hidden word: FOREHEAD
- 7 1 tongue 2 cheek 3 palm 4 lips 5 toe 6 knee 7 eyelashes 8 hip
- 8 Students' own answers
- 10 1 waistcoat 2 earphones 3 lipstick 4 fingernails
 - 5 toothpick 6 wristband
- 11 1 waistcoat 2 lipstick 3 fingernails 4 wristbands 5 earphones
- 12 Students' own answers

Workbook page 14

- 1 1 didn't use to
 - 2 used to have
 - 3 used to want
 - 4 used to
 - 5 didn't use to
 - 6 didn't use to
- 2 1 didn't use to like sport
 - 2 used to eat meat
 - 3 didn't use to speak Spanish
 - 4 used to travel by bus
 - 5 used to live in London
 - 6 used to have a desktop computer
- 3 1 used 2 use 3 use 4 used 5 use 6 use

UNIT 1 WORKBOOK ANSWERS

- 4 1 Did you use to live in a different town?
 - 2 Which primary school did you use to go to?
 - 3 Who did you use to play with?
 - 4 Did you and your friends use to walk to school?
 - 5 What toys did you use to play with?
 - 6 Did your mum use to read to you at night?
 - 7 What food did you use to hate?
- 5 Students' own answers

Workbook page 15

Extra Challenge

Students' own answers

Webquest

- 1 Giraffes are native to Africa.
- 2 The Bumblebee Bat is the smallest mammal in the world. It comes from Thailand.
- 3 The average dolphin has between 80 and 100 teeth.
- 4 The capital of India is New Delhi.
- 5 Bollywood is India's version of Hollywood.
- 6 The Montgolfier brothers invented the hot-air balloon.

Puzzle

- 1 Did you study last night?
 - Students' own answer
- Were you sleeping at midnight? Students' own answer
- 3 What did you dream?
 - Students' own answer
- 4 When did you wake up? Students' own answers
- Workbook page 16

Suggested answers

- 1 Guess what happened to me?
- 2 Happily
- 3 Incredibly
- 4 Really? Tell me more.
- 2 1 what 2 What? 3 Did 4 ago 5 Sounds 6 Happily
 - 7 Were 8 Next 9 That's
- **3** 1 F 2 F 3 T 4 F 5 T 6 T
- 4 Suggested answers
 - 1 Did you have a good weekend in London?
 - 2 Really? What did you do?
 - 3 That's incredible!
 - 4 Really? What happened next?
 - 5 Sounds amazing!
- 5 Students' own answers

1.2 Workbook page 11, exercises 2-3

- R = Robert, M = Marina
- R Why are you laughing, Marina?
- M I was just talking to my sister, Sarah, and she told me such a funny story. You know she got married last month?
- R Yeah, to Frank?
- M That's right. Well, they've just come back from their honeymoon.
- R Where did they go?
- M Thailand.
- R Fantastic!
- M Well, they're both mad about scuba-diving and apparently Thailand is one of the best places in the world for it. They dived ten times when they were there. One time they were exploring a shipwreck when they saw a kind of grey triangle.
- R Oh, no! Was it a shark?
- M Yes, it was!
- R What happened?
- M Obviously they felt scared, but they didn't panic and luckily the shark swam away.
- R That wasn't the funny story, was it?
- M No! That happened at the beginning of the holiday when Sarah and Frank were at the airport in Bangkok. They were sitting on the plane but it was still on the ground. It was a small plane and Frank was sitting next to the emergency exit.
- R And ...?
- M Well, the flight attendant was a Thai woman whose English wasn't great and she was talking to Frank about the emergency
- R It's part of the safety procedure, isn't it?
- M That's right. Anyway, Frank couldn't understand her very well. Her English was really bad but she kept talking and moving her hands. She was pretending to open the door. Anyway, suddenly, Frank stood up and opened the door!
- R I don't believe it! What happened?
- M It was OK because the plane wasn't flying, but everyone was really angry with him. The flight took off an hour late because of Frank and his misunderstanding!
- R Your poor brother-in-law! That's the funniest thing ever.

1.4 Workbook page 16, exercise 5

- 1 Did you have a good holiday?
- I had an incredible experience last week.
- 3 Amazingly, I won some money.
- 4 Unfortunately, I was completely lost.

2 My style

Unit overview

Vocabulary

- Home & furniture: basin, bath, block of flats (UK) / apartment block (US), bungalow, coffee table, cooker, cottage, detached house, dishwasher, fridge, microwave oven, shower, sink, sofa, terraced house, wardrobe, washing machine
- Clothes & accessories: belt, boots, bracelet, cardigan, coat, dress, earring, gloves, hat, hoodie, jeans, leggings, necklace, ring, sandals, scarf, shirt, shoes, shorts, skirt, slippers, socks, sunglasses, sweater, swimsuit, tie, trainers, trousers, T-shirt, watch
- I can't wait (to do something)
- Actually
- Face 2 Face: How cool is that? Not exactly.
 What have you been up to?

Grammar

- Present perfect with ever, never, yet, already & just
- Present perfect with for, since & How long
- Present perfect & past simple

Pronunciation

/dz/ and /j/

Recycled language

- Past simple
- used to

Language objectives

- To learn vocabulary related to home and furniture (page 19) and clothes and accessories (page 23)
- To learn and use the present perfect with ever, never, yet, already & just (page 20), with for, since & How long (page 24) and to use the present perfect & past simple (page 24) to talk about experiences in the past
- To use adjectives in the correct order in writing (page 27)

Skills objectives

- To read and understand a text about teenage bedrooms (page 18)
- To discuss our home and furniture (page 19) and clothes and accessories (page 23)
- To listen to and understand an interview with someone talking about different homes (page 21)
- To read and understand a text about people's favourite possessions (page 22)
- To make and present a poster about a time capsule (page 25)
- To express an opinion and choose a present (page 26)
- To write a blog entry (page 27)

Assessment criteria

- Students can use the present perfect with ever, never, yet, already & just.
- Students can use the present perfect with for, since & How long. Students can compare the present perfect & past simple correctly.
- Students can recognize and use vocabulary about the home & furniture & clothes and accessories correctly
- Students can correctly pronounce /dz/ and /j/.
- Students can read and understand a text about teenage bedrooms and people's favourite possessions.
- Students can listen to and understand an interview with someone talking about different homes.
- Students can make and present a time capsule.
- Students can express an opinion and choose a present.
- Students can write a blog entry.

Resources

- Teacher's i-book
- Student's Book CD 1
- Teacher's Resource Book:

Vocabulary Support Worksheet Unit 2, page 14 Vocabulary Consolidation Worksheet Unit 2, page 15 Grammar Support Worksheet Unit 2, page 38 Grammar Consolidation Worksheet Unit 2, page 39 Speaking Worksheet Unit 2, page 61 Test Consolidation Unit 2, page 90 Test Extension Unit 2, page 94 Speaking Test Unit 2, page 218

Prepare for Cambridge Exams

Reading page 124

Reading for overall meaning

Prepare for the TOEFL Junior® Test

Listening Comprehension page 125

Classroom instruction

Go Digital!

Teacher's i-book Flook



Use the **Richmond i-tools** (1881) to complete the activities with the students on the IWB.

(1) offers additional IWB practice to reinforce the lesson content:

Reading

The IWB Reading activities are designed to focus on real language in use within the reading texts.

The **hot spots** are designed to highlight potentially difficult words or cultural information before doing the reading activities.

Reading extra, pages 18 and 22

Listening

The IWB Listening activities are designed to help students explore the listening dialogues in greater depth.

Listening extra, page 21

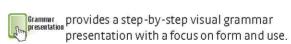
Writing

The **IWB Writing activities** are designed to give students controlled practice in building a text before they do the free writing tasks in Your turn to write.

Writing extra, page 27

More provides extra interactive practice which can be used for fast finishers or as a wrap-up activity. Alternatively, it can be used as homework.

- Grammar, pages 20 and 24
- Vocabulary, pages 19 and 23
- Pronunciation, page 20



Grammar, pages 20 and 29

My style

Grammar

Present perfect with ever, never, yet, already & just | Present perfect with for, since & How

long | Present perfect & past simple

Challenge

Vocabulary Home & furniture | Clothes & accessories Make a time capsule and do a presentation

Interaction Expressing opinions Writing Ablogentry

READING

n pairs, discuss your ideal bedroom. Think about:

colour decoration furniture walls

Read the text. Which bedroom do you like best? Why?

Have you just decorated your room? Or do you simply love your space and want to share it with us? Post a photo and description on this site!



Hey, this is my newly decorated room. We've just finished it. I love it - pink's my favourite colour. As you can see, I love flowers – I've got them on my duvet and walls. And check out my office chair - it's so cool! I haven't put up my photos yet. I'm going to put them on the wall next to my desk. My friends haven't seen the room yet, but I'm going to have a sleepover. Silvia



Here's an exclusive pic of my room! We've just decorated it and I've already put in all my things. Guess what my favourite colour is. It's purple! This is the first time I've had my own bedroom - I've shared a room with my sister all my life. I can't wait to have my own space. What's the best thing? The picture above my bed! Laura



I designed the room myself and chose the furniture. There's a new bookcase, desk and bed. Have you ever built flat pack furniture? It's really hard. There are lots of pieces and complicated instructions. But I did it, with a bit of help. I've already slept here - the bed's really comfy. Luckily I haven't wrecked it yet! Not too many dirty socks. Hove hanging out here playing my guitar! Will



Have you guessed my favourite subject at school? Yes, it's Science. The thing I like best is the blackboard. It was a surprise present – I came back from a weekend away and there it was! It's awesome! I've also got three lamps, and cushions on my bed so I can sit on it and read. Science fiction, of course. Ashley

18

Warmer

Brainstorm words for items of bedroom furniture and bedroom accessories, such as *wallpaper*, *posters*, *cushions*. Write the items of vocabulary on the board.

1 Write on the board: My ideal bedroom has got a ..., some ... and There's a ..., There are some Tell students they can also use the conditional (My ideal bedroom would have ..., There would be ..., etc.) During the students' discussions, monitor and assist with pronunciation and vocabulary.

Answers

Students' own answers

2 1.17 The text is available to listen to.

It would be a good idea to listen to the audio so that students can hear the chatty tone used by the teenagers in the text. Elicit different ways to express preferences, e.g. I prefer ..., I like ... best, My favourite is Monitor, and check that students are giving reasons for their preferences, e.g. I like it best because

Answers

Students' own answers

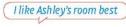
Teaching tip

There are many colloquial expressions in the text, such as *comfy*, hang out, wreck, pic, awesome, cool. You could ask students to note these down and get them to think of the more standard equivalents (comfortable, spend time, ruin, picture / photo, great, stylish). This will build their vocabulary and ensure that they can adapt their language in different situations.

Point out that another way of achieving a chatty style is to address the reader directly, e.g. Check out, Have you ever ...?, Guess what ..., Have you guessed ...?



- 3 Search the website and write the names of the people.
 - 1 Silvia has an office chair.
 - 2 ... loves purple.
 - 3 ... built the furniture.
 - 4 ... can play the guitar.
 - 5 ... didn't decorate the room.
 - 6 ... loves Science.
 - 7 ... loves pink.
 - 8 ... used to share a room.
 - 9 ... reads science fiction books.
- 4 Read the website again and answer the questions.
 - 1 What does Silvia say she loves? Silvia loves ...
 - 2 What is she going to put next to her desk?
 - 3 Who designed Will's room?
 - 4 Has Will slept in his room?
 - 5 Has Laura slept in her room?
 - 6 What does she like best?
 - 7 What did Ashley get as a surprise present?
 - 8 How many lamps does he have?
- Work in groups. Discuss which bedroom you like most and which least, and why.



Why?

Because I think the idea of a blackboard's cool. But I wouldn't use it for Science.

6 Read Word Zone and find another example of I can't wait in the text.



I can't wait

We use I can't wait when we talk about things in the future that we're excited about.

I can't wait to move in.

Write some sentences about you using I can't wait.

I can't wait to watch the next Olympics.

8 Write a description of your bedroom. Use ideas in the article and the words below to help you.

bedside lamp bedside table bookcase chest of drawers cushion duvet wardrobe

9 Match the types of homes and locations with the photos.

block of flats (UK) / apartment block (US) bungalow cottage detached house terraced house











10 Read the Study Skill. Then complete the spidergrams with the furniture that you typically find in each room. Add more words to each category.

basin bath coffee table cooker dishwasher fridge microwave oven shower sink sofa wardrobe washing machine



Grouping vocabulary into categories

A useful way to learn new words and expressions is to group them into categories. Try spidergrams.



11 Look at the description. Write a description of your home.
Use the words below to help you.

balcony conservatory garage garden (UK)/yard (US) hall study stairs terrace utility room

We live in a flat in the suburbs. We've got a nice open-plan living room with a big leather sofa.

More practice

19

3 Encourage students to scan the text to find the information. Remind them used to (in question 8) refers to habits in the past, not the present.

Answers

- 2 Laura 3 Will 4 Will 5 Ashley 6 Ashley 7 Silvia 8 Laura 9 Ashley
- 4 Point out that in question 3 we don't use did after Who because who here refers to the subject of the sentence. Encourage them to answer in full sentences. Point out that questions 4 and 5 require the present perfect short answer form (Yes, she / he has or No, she / he hasn't).

Answers

- 1 Silvia loves flowers.
- 2 She's going to put her photos next to her desk.
- 3 Will designed it (himself).
- 4 Yes, he has.
- 5 No, she hasn't.
- 6 She likes the picture above her bed.
- 7 He got a blackboard.
- 8 He has three lamps.
- 5 Encourage students to reuse some of the colloquial words and expressions from the text, where appropriate. Monitor and check pronunciation. Remind them that they need to include their opinions on which room(s) they don't like, and why. Write on the board: I don't like ... / I really hate ... / I like ... least because

Answers

Students' own answers

6 Refer students to Word Zone and point out that we use the to-infinitive after I can't wait. (NOT I can't wait for move / moving in)

Answers

I can't wait to have my own space.

Model the example sentence, and practise chorally, making sure that students sound enthusiastic. Give them a time limit to write their sentences, then invite individual students to give their own examples.

Answers

Students' own answers

8 Students can also use negative forms: My bedroom hasn't got a ..., any ... and There isn't a ..., There aren't any

Answers

Students' own answers

Extra activity

After swapping their descriptions with a partner, give students two minutes to read the descriptions of each other's bedrooms. Then, students must try to describe their partner's room from memory.

Warmer

Play Twenty Questions. Invite a student to think of an item of furniture, then invite students to ask questions to find out what the word is, e.g. Do you put food in it? Is it sometimes hot/cold/wet? Is it made of wood? The first student to guess the word correctly takes a turn to think of a word.

9 Model the pronunciation of each of the words and expressions. Write them on the board and underline the stressed syllables. Pay particular attention to students' pronunciation of detached /dr'tæt ft/ and terraced /'terast/.

Answers

- 1 terraced house 2 cottage 3 block of flats (UK) / apartment block (US) 4 bungalow 5 detached house
- 10 Refer students to the Study Skill. Elicit that a spidergram consists of a topic that has lines which link it to related vocabulary items, like a spider's legs. Have them work in pairs or small groups, and encourage them to think about whether there are any differences between vocabulary items used in the UK and the US, e.g. UK tap, US faucet; UK toilet (as a separate room), US bathroom.

Answers

Kitchen: dishwasher, fridge, microwave oven, sink, washing machine, students' own answer

Living room: coffee table, students' own answers Bathroom: basin, shower, students' own answers Bedroom: students' own answers

11 Have individual students read out the words in the box and read out the example sentence. Elicit the meaning of open-plan (part of a house that doesn't have walls, e.g. a combined living room and kitchen) and suburbs (the residential area on the edge of a town).

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 14, exercises 1–3 Vocabulary Consolidation Worksheet: page 15, exercises 1–3



Present perfect with ever, never, yet, already & just



Present perfect with ever, never, yet, already & just We use the present perfect to talk about experiences in our lives. We often use it with ever and never

We've never shared a room before. Have you ever built flat pack furniture? Yes, I have. No, I haven't.

We also use the present perfect to talk about events that have a result in the present.

I've decorated my room. It looks great!

We can use *yet*, *already* & *just* with the present perfect.

I haven't put up my photos yet. (But I'm planning to.)
I've already slept in my new bed. (It only arrived this morning.)

Use just for something that happened recently. We've just built the furniture. (We finished five minutes ago.)

Grammar reference page 114

1 Complete the dialogues with ever or never and the correct form of these verbs in the present perfect.

drive eat learn ride see (x2)

- A: Have you a double rainbow?
 B: No. I haven't. But I've ... lots of normal rainbows.
- 2 A: Have you a camel?
 - B: B Yes, I have.
- 3 A: I've Japanese food.
 - B: Really? I have.
- 4 A: Have your parents ever ... a foreign language? B: No, they
- 5 A: My mum's a car in her life!
 - B: That's unusual. I thought most people drive nowadays.
- 2 Look at the pictures and say what people have just done. Then write sentences.

They've just come back from their holiday.













3 Complete the sentences with just, yet or already.

- 1 Oh dear. Look at my room. I haven't tidied it yet.
- 2 'You look tired.' 'Yes, I've ... been for a run.'
- 3 That was quick. Have you finished your homework ...?
- 4 'Shall we go for lunch? It's two o'clock!' 'No thanks, I've ... had lunch.'
- 5 Have you ... taken my pencil? I need it!
- 6 We haven't found a new flat They're very expensive.
- 7 Paul has ... bought a new car. He's very pleased with himself!
- 8 Are we too late to see the programme? No, it hasn't started
- 4 Listen to Neil. Say what he's already done and what he hasn't done yet.



5 Write sentences about Neil.

He hasn't won a chess game yet. He's already been to the theatre.

PRONUNCIATION /dz/ and /j/

6 Listen and repeat the sentences.



- 1 l've just eaten some yoghurt.
- 2 We haven't been to Jane's house yet.
- 3 She's just bought a new yellow dress.
- 4 They haven't booked their July summer holidays yet.

More practice? page 148

7 Write the questions that Ella asked Neil in exercise 4.

Have you ever won a chess game?

8 In pairs, ask and answer the questions from exercise 7.



20

FAST FINISHERS Write three more questions for the questionnaire in exercise 4. Then ask and answer with a partner.

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 115.
- Visual grammar presentation

Warmer

Put the class into teams and have them test each other. One student from each team gives an infinitive form, and a member of another team has to come to the board and write the past participle. Teams earn a point for each correct spelling.

1 Remind students that the present perfect is formed with have and the past participle. Elicit that ever and never refer to any time in a person's life up to now. Point out that ever is used in questions, and never in negative sentences.

Answers

1 ever seen ... seen 2 ever ridden 3 never eaten 4 ever learnt ... haven't 5 never driven

Teaching tip

Tell students that although some past participles are the same as the past simple form, they have to be learnt individually. Write *Infinitive*, *Past simple* and *Past participle* on the board. Encourage them to keep a list at the back of their notebooks, and to add all three forms when they come across a new verb.

2 Focus on the first picture, and model the example sentence. Ask students if the sentence refers to something that happened a long time ago (no), and elicit that we use just to talk about something that happened a few moments ago.

Answers

- B He's just won / finished the race.
- C She's just walked into the house / opened the door / arrived home.
- D He's just switched/turned on the computer.
- E He's just cooked a meal.
- F He's just dropped / broken a plate.
- 3 Dictate the following to the class and tell them to write it down and underline yet and already:

Tom usually has breakfast at 7 o'clock. It's 6.30 now. He hasn't had breakfast yet.

Carla usually has breakfast at 7 o'clock, but today she had breakfast at 6. It's 6.30 now. She's already had breakfast.

Answers

2 just 3 already 4 already/just 5 just 6 yet 7 just 8 yet

4 1.18 Transcripts page 78 Before listening to the audio, go through the activities 1-10 and ask students to give the past participle form of each of the verbs.

Answers

- 1 No 2 Yes 3 No 4 Yes 5 Yes 6 No 7 No 8 Yes 9 No 10 No
- 5 Monitor while students are working, pointing out errors and encouraging students to self-correct.

Answers

- 3 He hasn't swum with dolphins yet.
- 4 He's already learnt to play a musical instrument.
- 5 He's already been skiing.
- 6 He hasn't visited New York yet.
- 7 He hasn't got a certificate in a foreign language yet.
- 8 He's already learnt a martial art.
- 9 He hasn't donated blood yet.
- 10He hasn't been camping yet.
- 6 1.19 As students listen and repeat, point out the difference in sound made by the letters j and y in each sentence.
- 7 Remind students to think about the correct past participle form before working on their sentences in pairs.

Answers

- 2 Have you ever been to the theatre?
- 3 Have you ever swum with dolphins?
- 4 Have you ever learnt to play a musical instrument?
- 5 Have you ever been skiing?
- 6 Have you ever visited New York?
- 7 Have you ever got a certificate in a foreign language?
- 8 Have you ever learnt a martial art?
- 9 Have you ever donated blood?
- 10Have you ever been camping?
- 8 Tell students that they should answer using a short answer (Yes, I have / No, I haven't). Before they begin, model the activity with two of the stronger students.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 38, exercises 1–3
Grammar Consolidation Worksheet: page 39, exercises 1–3



LISTENING Understand information about different houses

SAMOH MY Fallingwater The Tower Place Container City Fallingwater The Tower Place Container City Fallingwater The Tower Place Container City

- Look at the photos of the three buildings and discuss the questions.
 - Where do you think the houses are?
 - What's special about each house?
- 2 Listen to the programme and complete the factfile. Were your ideas in exercise 1 correct?



- Listen again and decide if the sentences are true or false. Correct the false sentences.
 - 1 Fallingwater is a house in the middle of a forest.
 - 2 It isn't old-fashioned.
 - 3 It has beautiful views of a waterfall.
 - 4 The Tower Palace is 274 m tall.
 - 5 Angela found the height of the building quite frightening.
 - 6 Container City is a block of flats.
 - 7 The flats are on big boats.
 - 8 Nick isn't impressed by Angela's description of Container City at first.

4 Read the expressions in Face 2 Face. Go to page 146 and put them into the dialogues.



5 Which home do you prefer? What are the good and the bad things about each one? Discuss your ideas.

I really like the Tower Palace. I love tall buildings.

I hate them! I can't stand heights.

Yeah, but think of the views!

6 In pairs, design your dream home. Make notes:

Our dream home

- Name
- Location
- Size
- Type of home
- Special features
- 7 Present your dream home to the class.

21

Warmer

Refer students to pictures 2 and 3 on page 19. Have a class discussion about the good and bad points about living in a country cottage or a block of flats. Write on the board Advantages and Disadvantages.

Remind students that they can use might and could to speculate before discussing in pairs. Encourage them to give reasons, using expressions such as I agree and I don't agree because I think it could be Tell them that 'special' here means 'unusual'. Ask the class for their ideas and make notes on the board, but don't say whether their guesses are correct.

Answers

Students' own answers

Extra activity

Ask pairs of students to describe the buildings and location in the three photos. Tell them they can use their dictionaries, and encourage them to use more unusual words than *tall* or *big* in order to expand their vocabulary. Alternatively, allocate each of the photos to different pairs. Ask the class for their suggestions, and write the best ones on the board.

2 1.20 Transcripts page 78 Give students time to look at the factfile and study the pictures before playing the audio. Remind them that they should focus on listening only for the factfile information at this stage. Elicit which of the ideas on the board from exercise 1 were correct.

WORDS TO KNOW

Check that students know the following adjectives: *modern*, *scary*, *recycled*. Elicit a definition of each.

Answers

Falling water	The Tower Place	Container City
located in Pennsylvania	located in Seoul	located in London
built in 1935	built in 2004	built in 2001
floor area of 495 ^{m2}	73 floors	built in 4 days

3 1.20 Transcripts page 78 Read through items 1–8 and answer any questions about vocabulary. Encourage students to use full sentences when correcting the information.

Answers

1 True 2 True 3 False. You can hear the waterfall from the house but you can't see it. 4 False. It's 264m tall. 5 True 6 True 7 False. They are built of large shipping containers. 8 True

Teaching tip

Listening texts can be exploited in other ways. You could take the opportunity to practise the spelling and pronunciation of ordinal numbers by asking which floor Lexi lives on (the 6oth). Write a variety of ordinal numbers on the board, point to individual students and ask them to say and spell the word.

4 1.21 These expressions are all common idiomatic expressions in spoken English. They are highlighted in the audio script. Before students go to page 126, ask them which one means:

That is interesting. (How cool is that?)

That is incorrect. (Not exactly.)

How are you? (What have you been up to?)

Ask students if there's an equivalent in their own language.

Answers

- 1 What have you been up to?
- 2 Not exactly.
- 3 How cool is that?
- 5 Elicit some of the expressions that students used in exercise 1 for exchanging opinions, and give them a few more, e.g. Yes, that's true but ..., I'm not sure about that. I think Encourage them to use a range of expressions during their discussions.

Answers

Students' own answers

6 Advise them to think about the location first, as this is likely to influence the other factors. Tell them not to write out their ideas in a full paragraph, as they will be required to read from their notes in exercise 7. Monitor and give assistance with vocabulary as necessary.

Answers

Students' own answers

7 Advise students to use present tenses when describing their dream home (Our dream home is in ..., It is called ... etc). However, stronger students could be encouraged to use other tenses, such as the conditional (It would have ... etc). Make sure that both students in each pair contribute equally.

Answers

Students' own answers

Fast finishers

Ask fast finishers to write a paragraph describing the dream home they presented, based on their notes.



1 Look at the photos. Which of the things below can you find?

acoustic guitar doll electric guitar fiction books football ticket gold chain gold ring make-up bag pencil case smartphone sweater teddy bear T-shirt

- 2 Do you own any of the things listed in exercise 1?
- 3 Read the interviews quickly. Which possession belongs to which person?

MY Stuff and

Interview of the week















We've just interviewed some teens in Oxford about their favourite things.

JESSICA



What's your favourite thing?

It's this gold chain. It was a present from my grandma. I wear it every day because it reminds me of her.

It's lovely. How long have you had it? I've had it for two years. I'll treasure it forever. Is there anything else you can't do without? Well, I love reading and I've got all the Lemony Snicket books.

MIA



What's your favourite thing, Mia?

It's my smartphone. It connects me to my friends. It's got all my favourite music on it and my photos. I can't live without it.

When did you buy it?

Actually, it was a birthday present from my parents. So I've had it since my birthday on 24th March!

And your most treasured possession?

It sounds a bit childish - but it's my old teddy bear, Dusty. I've had him since I was a baby. I always take him with me on holiday.

DANIEL



Hi. Are you from Oxford?

No, I'm not actually. I'm from Glasgow. I'm here studying music.

What's your most treasured possession, Daniel?

It's my ticket from a Rangers Celtic game. When they play each other it's called the Old Firm Derby and it's very important in Scotland! Cool. How long have you had it, Daniel?

I've had it since December 2011. I'll keep the ticket forever because it's really precious to me. Celtic won - it was brilliant!

Are you carrying anything special with you today?

Yes, I've got my guitar! I'm waiting for some friends and we're going to play in the park.

TOMASZ



What do you always carry with you?

That's easy! My pencil case. It's got my badge collection on it. I've had some of these badges for years!

And tell us about your T-shirt, Tomasz!

It's a Radiohead T-shirt. I went to their concert. They were originally an Oxfordshire band. It's actually my dad's. He's had it since he first went to their concerts. I'm not allowed to wear it. He'll go mad if he finds out!

22

Warmer

With books closed, write My stuff and me on the board and elicit that an article with this title would be about someone's possessions. Discuss what kind of things these might be, e.g. phone, clothes, computer, books, jewellery, make-up, musical instruments, items for school. Ask: Do you think we have too many things? What do you usually spend your money on? What do you want to get for your next birthday?

1 Encourage stronger students to complete the exercise without looking at the words in the box. When going over the answers, check that students understand all the items not shown in the photos.

Answers

acoustic quitar, pencil case, teddy bear, gold chain, smartphone, T-shirt, football ticket, fiction books

Teaching tip

Tell students that it is common in English to use two (or sometimes three) words together to form a compound noun. Sometimes these are written as separate words (acoustic guitar, washing machine) or as one word (smartphone, dishwasher).

Pre-teach I own / I don't own as an alternative to I've got / I haven't got, and encourage students to vary the expressions they use. Elicit used to to talk about a habit in the past, e.g. I used to have a teddy bear.

Answers

Students' own answers

3 1.22 The text is available to listen to.

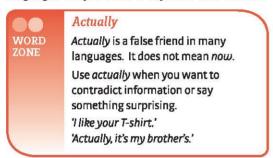
Advise students that the people interviewed talk about more than one favourite possession. Set a time limit of two minutes, and ask if any of the items pictured were not mentioned (no, they were all mentioned).

Answers

Jessica: gold chain, fiction books Daniel: football ticket, guitar Mia: smartphone, teddy bear Tomasz: pencil case, T-shirt 4 Read the interviews again and copy and complete the table.

	Possessions	Interesting information
Jessica	1 a gold chain 2 Lemony Snicket books	a present from her gran

- 5 Find the answers to these questions in the article.
 - 1 How often does Jessica wear her chain?
 - 2 Why is Daniel in Oxford?
 - 3 Why is he carrying his guitar today?
 - 4 When is Mia's birthday?
 - 5 What's her teddy bear's name?
 - 6 Whose T-shirt is Tomasz wearing?
- 6 Read Word Zone. How do you say actually in your language? Can you think of any more false friends?



- 7 Make notes about three of your most treasured possessions. Write:
 - why they are important to you
 - where you got them
 - how long you have had them (e.g. for two years / since 2012)
 - any other interesting information
- Follow the instructions.
 - Write the names of your favourite things on small pieces of paper and fold them up.
 - Work in groups. Put all the pieces of paper onto the table.
 - Ask and answer questions about each thing.

Whose favourite thing is a football?

That's me!

Why is it your favourite thing?

Because I bought it at Wembley Stadium.

How long have you had it?

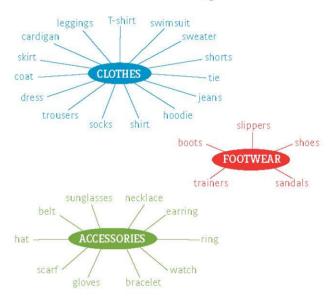
For two months. We were in London last summer.

VOCABULARY

Clothes & accessories

Work in pairs. Look at the spidergrams and find the articles below. Add any other clothes words you know.





- 10 Look at the famous people on page 150. Choose one and write a description of what he / she is wearing.
- 11 Read your description to your partner, but don't say who you are describing. Your partner guesses who it is.
- 12 Imagine you are going out. Decide what you would wear in the following situations. Make notes.

your best friend's party a family party a walk in the country in January the beach

13 Ask and answer questions about the situations in exercise 12 with your partner.

What would you wear to the cinema?

I'd wear something comfortable,

practice

23

like jeans and a T-shirt.

FAST FINISHERS Describe what you are wearing today.

4 Tell students to write their answers in note form, rather than full sentences. Point out that 'interesting information' is not the same as 'additional information', and that they need to decide what is genuinely of interest when completing the table. Remind them that the ability to prioritize information is an important reading skill.

Answers

Name	Possessions	Interesting information
Daniel	1 football ticket 2 acoustic guitar	 He had it since December 2011 and will keep it forever. He is going to play in a park with friends.
Mia	1 smartphone 2 teddy bear	 It is a birthday present from her parents. She's had him since she was a baby.
Tomasz	1 pencil case 2 Radiohead T-shirt	1 His badge collection is on it. 2 It's actually his dad's.

5 Have students write full sentences, where possible. Elicit the answers and ask students to tell you which words helped them. In Tomasz's text, point out that the final two sentences tell us he is wearing the T-shirt against his father's wishes.

Answers

- 1 She wears it every day.
- 2 He's studying music there.
- 3 He's going to play in the park
- 4 Her birthday is on 24th March.
- 5 Its name is Dusty.
- 6 He's wearing his dad's T-shirt.
- 6 Provide some more pairs of false friends for the students' own language, and get students to see if they can provide proper translations for each of the words.

Answers

Students' own answers

Extra activity

Tell the class to write more pairs of sentences with a partner, in which one person makes a comment and the other uses *actually* to contradict or say something surprising. Select students to perform their mini-dialogues.

7 Refer students back to the text, and ask them to find expressions which say how important something is to a person (i'll treasure it forever, it's really precious to me, I can't live without it). Point out that we use these when we feel very strongly about something.

Answers

Students' own answers

8 Monitor and check that students are using the tenses correctly, e.g. past simple to say where they got their possessions and present perfect with *for* and *since*, to talk about how long they have had them.

Answers

Students' own answers

Warmer

Say out loud I got up on Saturday and I put on some socks. Point to a student and have them repeat the sentence and add another clothes item: I got up on Saturday and I put on some socks and some trousers. Encourage students to include accessories as well as clothes, and remind them to use a and some. Continue playing until all the students have participated.

9 Ask students what other expression they could use instead of some before plural clothes items (a pair of).

Answers

Students' own answers

10 Ask students to begin their description with an item that more than one of the people are wearing. Tell them to use the pronoun *they* and the plural form of the verb, e.g. *They are wearing a white T-shirt*. Students can also say what someone isn't wearing.

Answers

Students' own answers

11 Monitor the pairwork activity. Encourage stronger students to vary the structures they use, and to describe the clothes in greater detail.

Extra activity

In pairs, students sit with their backs to each other and make brief notes about what a classmate is wearing. After a given time, they face each other and take it in turns to describe what that person is wearing.

12 Ask students to consider what kind of occasions these are and who else would be there. Elicit words that can be used to describe clothing, e.g. stylish, cool, casual, and write them on the board.

Answers

Students' own answers

13 Point out we often use the conditional would when we are imagining a situation.

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 14, exercises 4–6 Vocabulary Consolidation Worksheet: page 15, exercises 4–5

GRAMMAR

Present perfect with *for*, *since* & *How long*Present perfect & past simple



ssent perfect with *for, since & How* ong | Present perfect & past simple (

We use the present perfect with *for*, *since* and *How long* to talk about activities or situations that started in the past and are continuing in the present.

I've had this T-shirt for three years.

I've collected badaes since I was a child.

How long have you lived in that apartment?

Use the past simple, not the present perfect, to give specific details about a past event.

I **bought** this key ring at JFK airport in New York. (NOT P've bought ...)

We often start a conversation in the present perfect and then give more information with the past simple.

Have you ever done an extreme sport?

Yes, I have. I learnt how to climb when I was on holiday. We started on a training wall and then we tried real mountains.

Grammar reference page 114

1 Complete the sentences with for or since.

- 1 My sister's been at university for two years.
- 2 We've had our new dog ... six months.
- 3 I've played in this band ... October.
- 4 I've lived here ... I was a child.
- 5 There have been strange lights in the sky ... two nights.
- 6 Simon has had toothache ... Wednesday.
- 7 I've had this phone ... ages.
- 8 They've known each other ... 2010.
- Write sentences about Serena.

MYTIMELINE	Serena Boyle	
got my dog Max	2007	
moved to my new home	2008	
met my best friend Guy	2009	
started at my school	2010	
joined the Scouts	2011	
bought my guitar	2012	

- 1 have / Max She's had Max since 2007.
- 2 live/home
- 3 know/Guy
- 4 attend/school
- 5 be/a Scout
- 6 have/guitar
- Serena. Use for and since.

How long has she lived in her home?

She's lived there since 2008.

4 Complete the text with the past simple or present perfect of the verbs below.

arrive be(x2) become(x2) break come discover fall move run see start take win(x2)

Mo Farah A sporting inspiration

Mohamed 'Mo' Farah 1... one of Britain's most popular and best-loved athletics superstars. At the 2012 London Olympics, he 2... a double gold medal in both the 5,000m and 10,000m, and British sports fans instantly 3... in love with him. His unusual victory celebration dance, the 'Mobot', is now famous around the world, and there is even an actual robot named after him!

Things 4 ... always ... so good for Mo. He ⁸ ... to England from Somalia at the age of 8, to be with his father. When he ⁶ ..., his new life ⁷ ... very difficult. But his PE teacher ⁸ ... his athletic talent, and soon he ⁸ ... winning middle- and long-distance races, Mo's first major international success ¹⁰ ... in 2001, when he ¹¹ ... European Junior Champion in the 5,000m.

Since then, Mo ¹² ... thousands of miles. He ¹⁸ ... a large number of gold, silver and bronze medals in long-distance running events, and ¹⁴ ... many British and European records. When he ¹⁸ ... the 5,000m gold at the World Championships in 2011, the former 5,000m world record holder David Moorcroft called him 'the greatest male distance runner that Britain ¹⁶ ... ever ...'. And with his big smile and friendly personality, he'll probably be famous for many years to come.

Write questions for the questionnaire using the ideas below. Then write true answers for you.



the best museum/go to the most exciting trip/go on the nicest person/meet the best birthday/have the scariest thing/happen the best holiday/go on

6 Now do the questionnaire in exercise 5 with your partner. Ask follow-up questions in the past simple.

What's the best museum you've ever been to?

When did you go?

It was the NASA museum in Houston.



FAST FINISHERS Write a summary of your parther's answers in exercise 6.

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 115.
- Visual grammar presentation

Warmer

Write on the board: I've lived here since two years, and ask students to correct the error (since for two years). Elicit an explanation of when to use for and since in present perfect time expressions (for = a period of time up to now; since = from a specific point in the past up to now). In pairs, have students write six examples of for / since time expressions, e.g. for a long time, for a year, since April, since the year 2000. Invite students to give an example of each.

1 When going over the answers, point out that *since* can be followed by a clause: in sentence 4, *I was a child* represents a starting point, and does not only refer to the time when they were a child.

Answers

2 for 3 since 4 since 5 for 6 since 7 for 8 since

2 Ask students what tense the verbs in the timeline are and why (past simple, because they are events that happened in a particular year). Read out the example sentence and elicit that the verb is in the present perfect because it talks about the time between 2007 and now. Check that students understand Scouts (an international organization for young people which does good work in the community).

Answers

- 2 She's lived in her home since 2008.
- 3 She's known Guy since 2009.
- 4 She's attended school since 2010.
- 5 She's been a Scout since 2011.
- 6 She's had a guitar since 2012.
- 3 Tell students it doesn't matter if they don't remember the correct year when the event happened, but that they should focus on using the correct question and answer forms.

Answers

- 1 How long has she had Max? She's had Max since 2007.
- 3 How long has she known Guy? She's known Guy since 2009.
- 4 How long has she attended school? She's attended school since 2010.
- 5 How long has she been a Scout? She's been a Scout since 2011.
- 6 How long has she had a guitar? She's had a guitar since 2012.
- 4 Point out that we often use a time expression with the past simple in order to make it clear when something happened, whereas we often use the present perfect to talk about a recent event, or to refer to a longer period of time in the past up to now.

Answers

- 1 has become 2 won 3 fell 4 haven't...been 5 moved 6 arrived 7 was 8 discovered 9 started 10 came 11 became 12 has run 13 has won 14 has broken 15 took 16 has ... seen
- 5 Refer students to the last four lines of the text in exercise 4 and read David Moorcroft called him 'the greatest male distance runner that Britain has ever seen'. Elicit that the greatest is a superlative form, and point out that we can use the superlative with ever + present perfect to talk about things or people that we feel strongly about. Tell students they are going to use the same structure to ask questions in exercise 5, and model the example.

Answers

What's the most exciting trip you've ever been on?
Students' own answers
Who's the nicest person you've ever met?
Students' own answers
What's the best birthday you've ever had?
Students' own answers
What's the scariest thing that"s ever happened to you?
Students' own answers

What's the best holiday you've ever been on?

Students' own answers

Teaching tip

Students may have come across both past participle forms of the verb go (been and gone). Write the following two sentences on the board: *Joe's been to Canada* and *Joe's gone to Canada*. Ask students if they know the difference in meaning (in the first, Joe has visited Canada and has returned; in the second, he is still in Canada).

6 If necessary, focus students' attention on the final section of the grammar box, about the use of the present perfect and past simple in conversations. Mention that it is often polite to give additional information when answering a yes / no question, and that asking follow-up questions shows interest.

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 38, exercises 4–6 Grammar Consolidation Worksheet: page 39, exercises 4–6

CHALLENGE Make a time capsule and do a presentation

PREPARATION

- 1 Read the text on the right and answer the questions.
 - What is a time capsule and what is it for?
 - When was the Century Safe made? When was it opened? What was in it?
 - When was the Westinghouse Time Capsule I made? What's in it? When is its opening date?
- 2 Work in pairs and write a list of things you could put in a time capsule.

DO THE CHALLENGE

Imagine you are going to make a personal time capsule. It's going to be opened when you are 21 years old. You must put at least 10 things in it. Here are some ideas. You can also choose other things.



CAPSUL TRAVEL



A time capsule is a container with a collection of objects inside it. It shows future generations about your life now. An early time capsule was the Century Safe, made in the USA in 1876. It contained books, photos and autographs, and had an opening date of 1976. President Gerald Ford opened it during celebrations for the US bicentennial celebrations. In 1939 the Westinghouse Time Capsule I, a large, specially-built container, was buried 15 m underground. Its contents include a magazine, a doll, a dollar, examples of textiles and plastics, and seeds such as carrots and cotton. It also contains books and pictures on special microfilm, and news on a newsreel. Its opening date is 6939 - nearly 5,000 years in the future!

- 4 Make a poster about your time capsule. Use drawings and photos. Label all the items. Include your name, today's date and the date when it is to be opened.
- 5 Work in groups. Take it in turns to present your poster to your group. In your presentation, say:
 - why each item is important.
 - how long you've had each item.
 - why you've included each item.

I've included a tennis ball because I love tennis. I've played for 7 years and I play every week. I'd like to be a professional player.

> This is a picture of my best friend, Marta. We've known each other for 5 years. We met when she started at my school.

FOLLOW UP

n groups, plan a school time capsule to be opened in 2050. Choose ten items to include.

In this lesson, students decide what to put into a time capsule and create a poster about it. Then they present their poster to their class mates

Warmer

Have a brief class discussion about time capsules. Check students know what they are, and ask the following questions: What kinds of things are usually put inside time capsules? What do you think this knowledge or information might tell future generations about us? If you were to discover a time capsule, which time in the past would you like it to be from? What would you want to know?

1 Students can work individually or in pairs for this activity. Tell them to try to vary the structures they use when answering these questions, and not to simply copy from the text, e.g. A time capsule contains different objects that tell people in the future about your life now. Check that they understand the words autograph (a person's signature) and bicentennial (two-hundred year anniversary).

Answers

- A capsule is a container with objects inside which shows future generations about your life now.
- The Century Safe was made in 1876. It was opened in 1976. It contained books, photos and autographs.
- The Westinghouse Time Capsule 1 was made in 1939. It's opening date is 6939. It contains a magazine, a doll, a dollar, examples of textiles and plastics, seeds, books, pictures on special microfilm and news on a news reel.
- 2 Ask students to read again about the items that were put inside the time capsules. Tell them to decide whether the items were good or bad choices, and to say why, before beginning their own list.

Answers Students' own answers

3 Working individually, have students look at the ideas in exercise 3, and to decide on a final list of between ten to fifteen objects. They should be thinking about the reasons for their choices, in preparation for exercise 5. Remind them that they can refer back to the favourite items that they listed in exercise 7 on page 23 if they need further inspiration.

Answers Students' own answers

4 Students will need to use a large sheet of paper for their poster, and require time to prepare the drawings and photos in advance. This activity would be done as homework with the rest of the page completed in the following class.

Answers Students' own answers

- 5 Refer students to the example dialogues, and point out that I've included and This is are both good ways of beginning this presentation. Write other expressions on the board, e.g. I'd like to include ..., Here's ... / Here are Monitor the presentations, and invite two or three two students to repeat their presentations to the whole class.
- 6 In the same groups, get students to think about which objects they could include that would represent the school, rather than themselves as individuals. Ask them to think about any achievements or changes that they would like people in 2050 to know about. Encourage students to use expressions of agreement and disagreement.

Fast finishers

Write a summary of why your group chose the list of ten items for the school time capsule.

INTERACTION

Expressing opinions

DExpress yourself

Giving positive opinions

I love / like this one.
I think it's brilliant / awesome / wicked / cute.
It's really cool.

It's absolutely perfect!

Giving negative opinions

Sorry, I really don't like it.
I think it's (really) awful / terrible/ stupid / gross.
It looks so
I can't stand

Identifying things

Which one? The one with ... on it. I like those ones.

CHOOSING A PRESENT

Look at the photo. Where are Mia, Charlie and Lauren? What do you think they are saying?



- 2 Listen to the conversation and answer the questions.
 - 1 When is Daisy's birthday?
 - 2 What do the friends want to get her?
 - 3 Why haven't Mia and Charlie chosen anything yet?
- 3 Listen to the next part of the conversation. Which T-shirts below do they talk about? Which one do they choose?



- 4 Listen again. Who expressed these opinions about the T-shirts? Write L (Lauren), C (Charlie) or M (Mia).
 - 1 The T-shirt with the cat on it is A childish B cute
 - 2 The T-shirt with a superhero on it is A awesome Bawful
 - 3 The vampire T-shirt is ... A gross B horrible
 - 4 The T-shirt with a dog on a skateboard is A fantastic B perfect
- Which words and expressions in Express yourself did you hear? Can you add any more words or phrases to the groups?

YOUR TURN TO SPEAK

6 Imagine you and your partner are choosing T-shirts for:

each other your teacher your parents

- Choose a T-shirt in exercise 3.
- Describe the T-shirt to your partner.
- React to your partner's choice.
- Use expressions from Express Yourself.
- Try to agree which ones to buy.

I think you'd look good in this one!

No way! I think it's horrible. I can't stand cartoon T-shirts.

I really like this one. Would it be good for your dad?

I'm not sure. He doesn't wear black.

What's your opinion of the following people and things? Discuss your ideas in groups. Make sure everybody expresses an opinion.

Iustin Bieber

heavy meta

classical music

the Olympics

Kate Middletor

Harry Potter

bungee jumping

horoscopes

Lauren, Charlie and Mia are three school friends who live in the UK. In this lesson they express their opinions about different T-shirts while out shopping.

Warmer

Ask: Do you like buying birthday presents? Is it better to give or to receive? Why? What do you do if you get a present that you don't like or want? What's the best present you've ever had? Elicit a range of answers.

1.23 Express yourself contains a variety of useful phrases for the situations in the dialogue. Some of them (but not all of them) are used in the dialogue. They are available on the audio if you want students to hear how they are pronounced.

1 Elicit that Mia, Charlie and Lauren are in a clothes shop, and ask students to guess why they are there. Tell them to look at the body language of the three friends before deciding what they are saying or thinking. (Lauren is on the left, and Mia is in the middle.)

Answers

Students' own answers

2 1.24 Transcripts page 78 After going through students' answers, ask what they think Lauren means when she says No worries in answer to Thanks for coming (That's OK). Explain that this is an expression that is commonly used by younger people.

Answers

- 1 It's on Tuesday.
- 2 They want to get her a designer T-shirt.
- 3 They can't agree on what to buy.
- 3 1.25 Transcripts page 78 Give students time to look at the T-shirts before playing the audio. Warn them that they will hear several ways of expressing likes, preferences and opinions before the friends make their choice. Check that students know the words superhero, vampire and skateboard.

Answers

They talk about A, F and C. They finally choose D.

4 1.25 Transcripts page 78 Tell students that they need to write an initial letter for both A and B. Read sentences 1-4 before playing the audio, and elicit which pairs of adjectives have similar meanings (3 and 4). Point out that all of the adjectives have quite a strong meaning.

Answers

- 1 A: C B: M
- 2 A: L B: M
- 3 A: L B: M
- 4 A: C B: M

5 It may be too difficult for some students to do this from memory. If necessary, play the audio again, but ask them to try doing the activity without it first.

Write on the board the following three headings, and elicit further phrases such as the ones underneath.

Positive opinions	Negative opinions	Identifying things
I absolutely love	I really hate	So what / how
I adore	I loathe	about this one?

Answers

I love this one.
I think it's cute / awesome.
It's really cool.
It's absolutely perfect!
Sorry, I really don't like it.
I think it's gross.
They look so ...
I can't stand ...
Which one?
The one with ... on it

6 Read through the example dialogues and draw attention to the second one, which begins No way! Mention that it introduces a strong opinion or disagreement, and is similar to You're joking! Compare this with the final dialogue item: a phrase such as I'm not sure would not be followed by a strong opinion.

Answers

Students' own answers

Extra activity

Ask students in pairs to imagine they are in a department store. Tell them that they are to plan a dialogue in which they're trying to decide on an item to buy for a friend or relative. It can be clothes, jewellery, or something else completely, but they mustn't say what it is. Tell them they can include the price in their discussion if they want, and that they must use some of the phrases from the lesson. Invite pairs to perform their dialogue in front of the class, and ask other students to guess what object the pair are talking about.

7 To check that the class knows who or what the tabs refer to, invite individual students to describe, define or give an example of each. Ask them to consider how strongly they feel about the people or things, and to express their opinions, agree or disagree accordingly.

Answers

Students' own answers

WRITING

A blog entry

- 1 Read Lidia's blog entry. Answer the questions.
 - 1 What is the blog entry about?
 - 2 How long has Lidia known Molly for?

In my life

by Lidia Jenkins

The three most important things in my life right now are my phone, my favourite earrings and my best friend, Molly.



I love my phone. I've had it for a year and it goes everywhere with me. My phone is my life. It's a big white Korean smartphone and I can do loads of things on it. I've got all my photos on it too. Last night, I was at a party and I took some cool photos. I've just posted them on my blog. Take a look!

I've had my favourite earrings since I was born. They were a present from my grandmother and they used to be hers. They're lovely little gold moons and I wear them every day. My grandmother died last year so they remind me of her.

I couldn't live without my best friend, Molly. She's really funny and always makes me laugh. She's got beautiful long straight blond hair and big blue eyes. I met her on my first day at nursery school and we've known each other for nearly ten years. She's actually from Germany but she moved to the UK when she was three.

What about you? Post a comment now.

- 2 Read the blog entry again and decide if the sentences are true or false. Correct the false ones.
 - 1 Lidia's best friend is called Molly.
 - 2 Lidia has had her smartphone for three weeks.
 - 3 Her phone is American.
 - 4 She has just posted some photos on her blog.
 - 5 Her earrings used to be her grandmother's.
 - 6 Lidia only wears her favourite earrings on special occasions.
 - 7 Molly's got long straight blond hair.
 - 8 Molly moved to the UK when she was ten years old.



Order of adjectives

3 Complete the table below with the adjectives Lidia uses to describe her two favourite things and her best friend Molly.

Opinion	Size/Age/ Shape	Colour	Origin	Material	Noun
			Korean		smartphone
lovely					moons
	long, straight				hair
					eyes

4 Put the words in the correct order. Use the table in exercise 3 to help you.

1	new	chain	gold		
2	T-shirt	cool	red	old	
3	necklace	beautiful	pearl	old	Spanish
4	green	amazing	sunglasses	enormous	
5	wooden	bookcase	antique	brown	German

YOUR TURN TO WRITE

PLAN BEFORE YOU WRITE

5 Choose three things / people that are important in your life. Choose from the ideas below or use your own ideas.

best friend family member football boots musical instrument necklace pet phone photo poster T-shirt toy watch

- 6 Decide which things / people you want in which paragraph. Write some notes for each. Think about the following:
 - 1 why the people or things are important
 - 2 details you can add about each thing / person
 - 3 adjectives you can use

WRITE NOW

- 7 Write your blog entry.
 - 1 Use Lidia's blog entry as a model.
 - 2 Use your paragraph notes from exercise 6.
 - 3 Include some adjectives.
 - 4 Invite readers to post a comment.

CHECK AND CORRECT

- 8 Check and correct your blog entry.
 - 1 Check that the order of adjectives is correct.
 - 2 In pairs, swap your blog entries and check each other's work.

Warmer

Ask: Do you have a best friend that you have known for many years? When did you first meet them? What do you remember about them? Why do you think you get on so well? Does he or she look like you? Elicit a range of replies.

1 Check that students understand nursery school before they read. Tell them to answer in full sentences, in order to practise the present perfect with for/since in question 2. After going over the answers, you could ask students to think of an alternative answer to question 2 which uses since (She has known Molly since she was at nursery school).

Answers

- 1 It is about the three most important things in Lidia's life: her phone, her favourite earrings and her best friend, Molly.
- 2 She has known Molly for nearly ten years.
- 2 Ask students to correct the false statements using full sentences. Ask students to give an example of a 'special occasion', in sentence 6 (birthdays, Christmas, etc).

Answers

- 1 True.
- 2 False. She has had it for a year.
- 3 False. Her phone is Korean.
- 4 True
- 5 True.
- 6 False. She wears them every day.
- 7 True.
- 8 False. She moved to the UK when she was three.
- 3 Point out that not every gap in the table needs to be filled. Tell students they just need to find in the text the series of adjectives that come before the nouns listed in the table, and add these to the correct columns.

Answers

Opinion	Size/Age/ Shape	Colour	Origin	Material	Noun
	big	white	Korean		smartphone
lovely	little			gold	moons
beautiful	long, straight	blond			hair
	big	blue			eyes

Extra activity

Ask a student to write a noun on the board. Then invite students to add appropriate adjectives in front of it, in the correct order, until there are four or five. The rest of the class must say whether the order is correct.

4 Mention that it is very unusual to have more than four adjectives in a row. Ask what we can do to avoid long lists of adjectives (make one sentence into two, or use which / that).

Answers

- 1 new gold chain
- 2 cool old red T-shirt
- 3 beautiful old Spanish pearl necklace
- 4 amazing enormous green sunglasses
- 5 antique brown German wooden bookcase
- 5 Tell students to think about things or people that they know well and have strong positive feelings about.

Answers

Students' own answers

6 Encourage students to structure each of their paragraphs in the same way, so that the blog flows well.

Answers

Students' own answers

- 7 Give students the following checklist to help them complete their blogs:
 - Does your blog have an introduction?
 - Have you included information about why each people or thing is important to you?
 - Have you mentioned how long you have had the thing, or known the person?
 - Have you included some interesting information about the person or thing?
 - Does your blog include descriptions, using a variety of adjectives?
 - Does your blog end by inviting readers to post a comment?

Answers

Students' own answers

8 When students check each other's work, encourage them to give positive feedback as well as pointing out errors.

Answers

Students' own answers

Fast finishers

Choose a different thing or person from exercise 5, and write a paragraph as part of a blog entry.

1.18 Student's Book page 20, exercise 4

E = Ella, N = Neil

- E Hi Neil, Can I ask you a few questions for my video diary? I'm asking some friends about their experiences.
- No worries! I'll try my best!
- OK, here are some things to do before you're 21. Let's see if you've already done them or if you haven't done them yet! First question. Have you ever won a chess game?
- N No, I haven't! I can't even play chess.
- E OK... Next guestion. Have you ever been to the theatre?
- N Hey, of course I have. I'm in the school theatre group. I go to the theatre and I've been on stage as an actor! So, I've already done
- Have you ever swum with dolphins?
- N What? No, I haven't swum with dolphins yet. Perhaps I never
- Have you learnt to play a musical instrument yet?
- N Yes, I have. I can already play the guitar, the piano and African drums. And I'm going to learn the flute next year.
- Question number 5. Have you ever been skiing?
- N Yes, I have. I've been lots of times with my family.
- OK. Question 6. Have you ever visited New York?
- N No, no, I haven't. Not yet! But I definitely want to go there before I'm 21! It's such a cool city.
- So... next question. Have you ever got a certificate in a foreign language?
- No, I haven't. Not yet. But I'd like to have one for, like, when I start looking for work when I leave school.
- Sure. Me too.
- And have you ever learnt a martial art? E
- Yes, I have.
- Really? I didn't know that! E
- N Yeah... I've done judo and taekwondo.
- Awesome! OK... have you ever given blood?
- N I think 14 is too young, actually. I don't think you can give blood until you're, like, 17 years old. So I haven't given blood yet.
- OK. Last question. Have you ever been camping?
- N Camping? I can't believe this but... no, I haven't been camping yet. But... we're doing it this summer. I can't wait! OK, Ella, how
- Umm, 1, 2... 3... 4. You haven't done six out of the ten things yet. But don't worry, you've still got seven more years!
- N Not bad!



1.20 Student's Book page 21, exercises 2-3

N = Nick, A = Angela

- N We haven't seen you on The Travel Show for a few weeks, Angela. What have you been up to?
- Well, I've just got back home. I've been to the USA, Korea and here in the UK, looking at dream homes. In the USA, I saw a house called Fallingwater. It's in the middle of a forest in Pennsylvania, about 600 km from New York.
- So it's an old-fashioned country cottage?
- A Well no it's been there since 1935, but it looks really modern.
- N So what's special about it?
- Well, the clue is in the name Fallingwater. It's built on top of a beautiful waterfall.
- Wow! So you can sit in your living room and watch the waterfall?

- Not exactly. In fact, you can't actually see the waterfall from the house – you can only hear it. The original owner wanted a house with a view of the waterfall, but the architect designed it to go right on top. You do get beautiful views of the forest, and it's very big - 495 square metres in total.
- It sounds really relaxing. Now, you also went to Seoul, the capital of Korea...
- That's right. My friend Lexi works in Korea and lives in the Tower Palace. This has been the tallest building in Seoul since 2004. It's 264 m tall and has 73 floors. Lexi lives in an apartment on the 60th floor. She's lived there for just over a year now – and she thinks it's fantastic.
- I guess the view is incredible.
- It is! It's a bit scary too I mean, it is very high. On my first night, there was a heavy rainstorm and I felt the tower move.
- That is scary!
- Yeah, and it's a long journey back to the ground. It takes about two minutes in the lift.
- And finally you went to London, didn't you?
- Yes, I visited a block of flats near the River Thames called Container City. It's made completely out of shipping containers - enormous metal boxes that are used for transporting goods around the world on ships.
- Ah yes, I know the ones. That doesn't sound very pretty. Are you sure this would be someone's dream home?
- Yes, if you care about the environment, Nick! If you live in Container City, you're living in a totally recycled, environmentally friendly home. And it only took four days to build! How cool is that?
- N Yeah, pretty cool, I guess. So has Container City been there for long?
- Only since 2001, and they're now using shipping containers all over the country to build more flats, offices, school classrooms and even restaurants. They're the future!



1.24 Student's Book page 26, exercise 2

M = Mia, C = Charlie, L = Lauren

- M Hi Lauren.
- C Hi.
- Higuys. I got your text. L
- Thanks for coming.
- No worries. So what's the problem?
- Well, we have to get Daisy a nice present for her birthday on
- And what are you thinking of buying?
- M A designer T-shirt.
- That's a great idea. Have you already chosen one?
- That's the problem. We can't agree!
- M I don't think we like the same things. So we hope you'll be able to
- L Hey, no promises. But let's take a look.

1.25 Student's Book page 26, exercises 3-4

- M = Mia, C = Charlie, L = Lauren
- C Any luck?
- M I think so. I love this T-shirt.
- C Which one?
- M The one with the cat on it.
- C You're joking. I can't stand T-shirts with animals on them. They look so childish.
- M Well I think it's cute. What do you think, Lauren?
- L Sorry, Mia. Lagree with Charlie. I really don't like it. But look, I've found this one. I think it's awesome.
- M Awesome? It's awful.
- L I don't agree. It's really cool.
- M Maybe for you, but Daisy's not into superheroes.
- C Hey, I've just found the answer to all our problems. What do you think of this?
- L I think it's gross.
- M Me too. The colours are horrible. And anyway, Daisy isn't interested in vampires anymore.
- L Really? This is incredibly difficult!
- Hang on a minute. Daisy likes dogs, right?
- M Yeah.
- L And she likes skateboarding, too.
- M She loves it.
- L So what about this one? It's a dog with a skateboard.
- C I think it's fantastic.
- L I thought you couldn't stand T-shirts with animals on them.
- C Yeah, but that's different, it's got a skateboard!! And anyway, I like dogs. What about you, Mia?
- M I think it's absolutely perfect!
- L Great. Let's buy it before we change our minds!

Workbook page 18

- 1 1 D 2 A 3 C 4 B
- 2 1 D 2 C 3 A 4 B
- 3 1 C 2 B 3 A 4 D
- 4 1 Noun 2 ing form
- 5 Students' own answers

Workbook page 19

- 6 1 bungalow 2 apartment 3 detached 4 cottage 5 terraced
- 7 1 garage 2 balcony 3 study 4 utility room 5 garden 6 hall 7 terrace 8 stairs
- 1 BASIN 2 DISHWASHER 3 MICROWAVE 4 WARDROBE 5 COOKER 6 FRIDGE

floor	window	tv	bed
beanbag basement rug carpet	curtains	remote control	pillows mattress

11 Students' own answers

Workbook page 20

- 1 1 have never seen
 - 2 Have you ever eaten
 - 3 haven't
 - 4 have never taken
 - 5 has never gone
 - 6 Has she ever had
 - 7 has
 - 8 has visited
- 2 1 Have you ever swallowed a fly? Students' own answer
 - 2 Have you or your friends ever been surfing? Students' own answer
 - 3 Have your parents ever dyed their hair? Students' own answer
 - 4 Has your best friend ever borrowed money? Students' own answer
 - 5 Have you ever stayed up all night? Students' own answer
- 3 1 have heard 2 has run 3 have seen 4 has passed 5 have won
- 4 1 yet 2 just 3 already 4 just 5 yet
- 5 1 have been
 - 2 have already done
 - 3 haven't visited
 - 4 have never seen
 - 5 have tasted
 - 6 have you ever eaten
 - 7 has tried
 - 8 has just knocked
- 6 Students' own answers

Workbook page 21

- 1 1 commentator 2 autograph 3 pitch 4 striker 5 players' tunnel 6 dressing room
- 2 1 doesn't live 2 relative 3 is 4 ran 5 didn't run 6 didn't buy
- 3 1 C 2 A 3 A 4 B 5 B 6 C

UNIT 2 WORKBOOK ANSWERS

- 4 1 Ten days 2 75,000 seats 3 Third floor 4 A sandwich 5 20
- 5 Students' own answers

Workbook page 22

- 1 They are at the Olympic Games and they are waiting for collectors from around the world to come and swap pins with them
- 2 1 B 2 D 3 A 4 C
- 3 1 F 2 T 3 T 4 F 5 T 6 F 7 T 8 F
- 4 Finally
- 5 1 Students' own answers 2 Students' own answers

Workbook page 23

- 6 1 C 2 F 3 D 4 B 5 A 6 E
- 7 1 coat 2 socks 3 shorts 4 dress 5 jeans 6 tie
- 8 1 shoes 2 slippers 3 sandals 4 boots 5 trainers
- 9 1 Trainers 2 Slippers 3 Boots 4 Sandals

10	finger	hand	head	neck	waist	wrist
	ring	gloves	hat	scarf necklace	belt	bracelet watch

- 11 1 flowery 2 striped 3 plain 4 spotted 5 patterned 6 checked
- 12 1 checked shirt
 - 2 spotted top
 - 3 striped socks
 - 4 patterned tie
 - 5 flowery dress
- 13 Students' own answers

Workbook page 24

- 1 1 How long has he been a Real Madrid fan for?
 - 2 How long have your parents known each other for?
 - 3 How long have they lived in a bungalow for?
 - 4 How long has Sara worn glasses for?
 - 5 How long has she played the guitar for?
 - 6 How long have you had that hoodie for?
- 2 1 He has been a Real Madrid fan since he was a child
 - 2 They have known each other for a long time
 - 3 They have lived in a bungalow since last year
 - 4 She has worn glasses for two months
 - 5 She has played the guitar for ten years
 - 6 I have had this hoodie since 2009
- 3 Students' own answers
- 4 1 has been 2 started 3 studied 4 left 5 went
 - 6 has ever done 7 has changed 8 loved 9 hasn't gone 10bought
- 5 1 How long has Ambrin lived in London for? She has lived in London for 6 months
 - 2 When did Ambrin finish school?
 - She finished school when she was 18 What did she do after that?
 - She went travelling around the world for ten months
 - 4 How long has she had the spotted headband? She has had the spotted headband since last week
- 6 Students' own answer

Workbook page 25

Extra Challenge

Students' own answer

Webquest

- 1 Man U
- 2 Sebastian Vettel. He is from Germany.
- 3 Watertower
- 4 Dubai, it's the tallest man-made structure in the world
- 5 Daniel Handler
- 6 Thirteen books

Puzzle

eaten/for

already opened

vet

early

Workbook page 26

- 1 Suggested answers
 - 1 What do you think?
 - 2 That's a great idea!
 - 3 I'm sorry, I don't really like it.
 - 4 What about this one?
- 2 1 What 2 That's 3 about 4 look 5 really 6 can't 7 absolutely 8 Which 9 With
- 3 A 3 B not mentioned C 1 D 2
- 4 Suggested answers
 - 1 Which one?
 - 2 Sorry, I don't really like it
 - 3 I think it's gross
 - 4 I think it's absolutely perfect
 - 5 I think it's a great idea
- 5 Students' own answers

Workbook page 27

- 1 1 bright woollen sweaters
 - 2 fantastic new shops
 - 3 really cool cheap clothes
 - 4 short black mini skirt
 - 5 wicked old things
 - 6 amazing brightly coloured lamp
 - 7 beautiful long silver necklaces
- 2 1 fantastic new shops
 - 2 really cool cheap clothes
 - 3 bright woollen sweaters
 - 4 amazing brightly coloured lamp
 - 5 wicked old things
 - 6 short black mini skirt
 - 7 beautiful long silver necklaces
- 3 1 T 2 F 3 F 4 T 5 T 6 F 7 T
- 4 Students' own answers

1.5 Workbook page 21, exercises 2-3

- C = Chloe, M = Marcus
- C I haven't seen you for ages, Marcus. Have you had a good
- M Yes, I have.
- C What have you been up to? Anything exciting?
- M Well, I stayed with my cousin for ten days. He lives near Manchester, so that was good fun.
- Cool! I've never been to Manchester, but I've heard there are loads of things to do there.
- M Definitely. For me, the best thing was going to the Theatre of Dreams, also called Old Trafford.
- Is that a new theatre?
- M Not exactly. It's a football stadium! It's the home of Manchester United Football Club. We went on a tour of the stadium and it was amazing. You see all the places that fans don't usually see.
- M The players' dressing room, for example. Just think! ... I've stood in the same room as Manchester United's legendary players.
- C Really?
- M I've run along the players' tunnel and out into the stadium. There are over 75,000 seats in it and it's strange when they're all empty! ... Oh, and I've touched the pitch!
- C And have you washed your hands yet?!
- M Yes, I have! I wanted to run onto the pitch, but we couldn't. There's also a really interesting museum in the stadium. I learned all about the history of the football team. Oh, and now I can say I've been a commentator.
- C What do you mean?
- M There's an interactive game where you watch part of a match and record two minutes of your commentary.
- Sounds fun. What did you do after that?
- M We had lunch in a restaurant called the Red Café. It's on the third floor of the stadium. Guess what happened when we were eating our sandwiches?
- C I don't know ... The manager came in?
- M No! Even better. One of the strikers ... Robin van Persie. Anyway, I got his autograph. How cool is that?
- C Great! By the way, is that a new Manchester United football shirt?
- M Yes, it is.
- C Did you buy it at the stadium?
- M No, I've just bought it online. It's got number 20 on the back, van Persie's number!

1.7 Workbook page 26, exercise 5

- I'm thinking of buying Mum a scarf. What do you think?
- What do you think of this checked shirt?
- 3 Which hat do you like?

3

Save the planet

Unit overview

Vocabulary

 Environment: carbon footprint, climate, conservation, drought, ecosystem, endangered species, flood, global warming, pollution, rainforest, recycling, solar energy, wildlife, wind farm

- Materials: cardboard, china, cork, cotton, glass, leather, metal, paper, plastic, rubber, wood, wool
- qet
- **big and small:** enormous, huge, massive, microscopic, minute, tiny
- Face 2 Face: That's such a shame It's a no-brainer. loads of

Grammar

- Comparatives & superlatives
- (not) as ... as
- Modifiers
- Indefinite pronouns

Pronunciation

- than
- as...as

Recycled language

- Past simple
- Clothes & accessories

Language objectives

- To learn vocabulary related to the environment (page 29) and materials (page 33)
- To learn and use comparatives and superlatives, (not) as ...
 as and modifiers (page 30) and to use indefinite pronouns
 (page 34)
- To express purpose in writing (page 37)

Skills objectives

- To read and understand a text about helping to save the planet (page 28)
- To discuss the environment (page 29) and materials (page 33)
- To listen to and understand an interview with people talking about a special event (page 31)
- To read and understand a text about plastic rubbish in the sea (page 32)
- To plan and present an event for Earth Day (page 35)
- To express agreement and disagreement when giving an opinion on a topic (page 36)
- To write an article (page 37)

Assessment criteria

- Students can use comparatives and superlatives, (not) as ... as and modifiers, and use indefinite pronouns correctly.
- Students can recognize and use vocabulary about the environment and materials correctly.
- Students can correctly pronounce than and as ... as
- Students can read and understand a text about helping to save the planet and plastic rubbish in the sea.
- Students can listen to and understand an interview with people talking about a special event.
- Students can plan and present an event for Earth Day.
- Students can express agreement and disagreement when giving an opinion on a topic.
- Students can write an article.

Resources

- Teacher's i-book
- Student's Book CD 1
- Teacher's Resource Book:

Vocabulary Support Worksheet Unit 3, page 16 Vocabulary Consolidation Worksheet Unit 3, page 17 Grammar Support Worksheet Unit 3, page 40 Grammar Consolidation Worksheet Unit 3, page 41 Speaking Worksheet Unit 3, page 62 Test Consolidation Unit 3, page 98 Test Extension Unit 3, page 102 Speaking Test Unit 3, page 219

Prepare for Cambridge Exams

Listening page 126

Listening for specific information

Prepare for the TOEFL Junior® Test

Language Form and Meaning page 127

Go Digital!

Teacher's i-book Flook



Use the **Richmond i-tools** (1881) to complete the activities with the students on the IWB.

(1) offers additional IWB practice to reinforce the lesson content:

Reading

The **IWB Reading activities** are designed to focus on real language in use within the reading texts.

The **hot spots** are designed to highlight potentially difficult words or cultural information before doing the reading activities.

• Reading extra, pages 28 and 32

Listening

The IWB Listening activities are designed to help students explore the listening dialogues in greater depth.

Listening extra, page 31

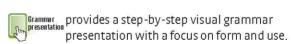
Writing

The **IWB Writing activities** are designed to give students controlled practice in building a text before they do the free writing tasks in Your turn to write.

Writing extra, page 37

More provides extra interactive practice which can be used for fast finishers or as a wrap-up activity. Alternatively, it can be used as homework.

- Grammar, pages 30 and 34
- Vocabulary, pages 29 and 33
- Pronunciation, page 30



Grammar, pages 30 and 34



Save the planet

Comparatives & superlatives | (not) as ... as Modifiers | Indefinite pronouns

Vocabulary Challenge Writing

Environment | Materials Plan an event for Earth Day Interaction Having a discussion

An article

READING

- In pairs, look at the photos on the right and discuss the questions below.
 - Which items of rubbish have you produced this week?
 - How many of them did you recycle?



drinks carton

plastic bottle









glass jar



plastic bag

sweet wrapper



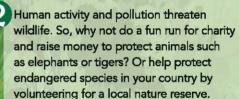
yoghurt pot

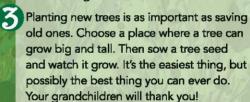


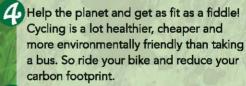
he Earth needs your help. It's warming up, the Arctic is melting, the rainforests are getting smaller and smaller and habitats are disappearing. But there are lots of simple, fun things you can do to save the environment.

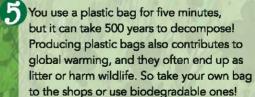
Each year we throw away millions of mobile phones. But when the time comes to kiss your old phone goodbye, why not recycle it? It takes 45 times less CO₂ to recycle an old phone than to make a new one. And you can raise money for charity too.

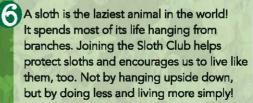






















28

Warmer

Brainstorm words for containers, e.g. bottle, carton, can, box. Write the items of vocabulary on the board. You could divide the class into teams. One team calls out a food or drink item and the other team has to say which container(s) might be associated with it, e.g. milk – bottle, carton.

1 Before students discuss the questions, focus on the labels underneath the photos. Ask students to look at the first word in each of the compound nouns. Elicit that *plastic* and *glass* are materials. Ask which first word is an adjective (*disposable*) and point out that the other first words all define the function of the item, e.g. *crisp packet* (a packet for crisps).

Answers

Students' own answers



2 Read the article and match the six ideas with these headings. There is one heading you don't need.

Say no to plastic bags Become a global citizen

Plant a tree

Help the planet - do nothing

Get on your bike

Help save endangered animals

Recycle your mobile 1

- 3 Read the article again and answer the questions.
 - 1 Why is it good for the environment to recycle mobile phones?

Because it takes 45 times less CO, to recycle an old phone than to make a new one.

- 2 What can you do to help your local wildlife?
- 3 Why will your grandchildren thank you?
- 4 Give one reason why it's good to cycle.
- 5 What are the problems with plastic bags?
- 6 Why is joining the Sloth Club good for the environment?
- 4 Read Word Zone and find another example of get in the article.



- 5 Write sentences with get in the present continuous. Use the words in the box.
 - 1 The climate is getting warmer.

butterflies cities our class the climate electricity the population big crowded expensive good at English rare warm

- 6 Work in groups. Choose one idea from the article for each of these categories.
 - the most interesting
 - the easiest
- the most difficult to organise the ones we'd most like to do
- the healthiest

I love the Sloth Club. I think it's the most interesting!

> I don't agree. I think volunteering is the most interesting.

Look at the photos and find as many of the things below as you can.

carbon footprint climate conservation drought ecosystem endangered species flood global warming pollution rainforest recycling solar energy wildlife wind farm



- 8 Listen. Which words from exercise 7 are the people describing?
 - 1. drought
- 9 Put the words from exercise 7 into the groups below. Then check with a partner. Do you agree?

Positive	Neutral	Negative
		global warming

10 Work in pairs. Add more advice to the Eco tips.



Save the planet

Save energy and slow down global warming. Turn off the lights when you leave a room.

Save water. Don't leave the tap on when you clean your teeth.

Help the rainforests. Print on both sides of paper to save trees.

Re-use resources. Recycle your old batteries and printer cartridges.

practice 29

2 1.26 The text is available to listen to.

Get students to think about the meaning of *global citizen* and agree on a definition, e.g. someone who understands that actions we take as individuals affect the whole world.

Answers

- 2 Help save endangered animals
- 3 Plant a tree
- 4 Get on your bike
- 5 Say no to plastic bags
- 6 Help the planet do nothing (not used: Become a global citizen)

Extra activity

Write on the board *Raising money for charity* and, with books closed, see if students can remember the two activities mentioned in the text that help raise money for charity (*recycle an old phone, do a fun run for charity*). Check understanding of *fun run*, and put students in small groups to think of other ways in which they could raise money for charity.

3 Tell students they can copy phrases from the text, but that they should not give more information than is required. When going over the answers, you may wish to point out the expression A plastic bag / Plastic bags can take (500 years) to

Answers

- 2 You can do a fun run to raise money to protect animals, or you can volunteer for a local nature reserve.
- 3 Because planting new trees is as important as saving old ones.
- 4 It's more environmentally friendly than taking a bus.
- 5 They can take 500 years to decompose and contribute to global warming. Also, they often end up as litter or harm wildlife.
- 6 It protects sloths and encourages us to live more simply.
- 4 Refer students to *Word Zone* and once they have found the answer, ask what other means of *get* they are aware of, e.g. be (especially in passive structures), catch (a train), receive, understand.

Answers

Help the planet and get as fit as a fiddle!

5 Explain that in this exercise, get means become. Quickly elicit the rules for forming the comparative of short and long adjectives. There shouldn't be much variation in the sentences, as it will be obvious which adjectives and nouns go together. Check that the correct comparative forms have been used, particularly for good at English.

Answers

- 2 Butterflies are getting rarer.
- 3 Cities are getting more crowded.
- 4 Our class is getting better at English.
- 5 Electricity is getting more expensive.
- 6 The population is getting bigger.
- 6 Focus on the phrase the most difficult to organize. Ask students to express the second example using the most interesting + infinitive, e.g. I don't agree. I think a fun run is the most interesting to do.

Answers

Students' own answers

Warmer

In a small group students will play a spelling game. Give each team in turn a word from the word box in exercise 7. The chosen team can decide whether they want to try to spell it or pass it on. If they spell it correctly, they get a point. If the other team gets it right, they win a point, but if they give an incorrect answer, Team A wins the point instead.

7 In pairs, ask students to cover the word box and focus on the photos. Ask them to describe each photo in a single sentence.

Answers

Suggested answers:

top row, left to right: wind farm, solar energy, rainforest, ecosystem, pollution, recycling

bottom row, left to right: flood, global warming, climate, drought, global warming, climate, endangered species, wildlife, conservation

8 1.27 Transcripts page 104 Get them to look through the words and expressions in exercise 7, then play the audio through once.

Answers

- 2 climate 3 wildlife 4 ecosystem 5 conservation 6 global warming 7 recycling 8 carbon footprint
- 9 Explain that neutral means that something has neither a positive nor a negative effect. Write two columns on the board:
 Agreement: I agree. / I think so, too. / Yes, I think you're right.

Disagreement: I disagree./I don't agree./I don't think that's right./
I'm not sure about that. I think

Answers

Positive: conservation, recycling, solar energy, wind farm Neutral: climate, wildlife, ecosystem, rainforest Negative: drought, endangered species, flood, global warming, pollution, carbon footprint

10 Ask students to read through the tips and ask for a definition of resources (the money or materials we use on a daily basis). Remind them to use the imperative when writing their tips.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 16, exercises 1–3
Vocabulary Consolidation Worksheet: page 17, exercises 1–3

GRAMMAR

Comparatives & superlatives | (not) as ... as | Modifiers



We can compare two things with comparative adjectives, and three or more things with superlative adjectives.

Cycling is healthier, cheaper and more environmentally friendly than taking the bus.

A sloth is the laziest animal in the world.

It's the most useful thing you can do.

Remember some adjectives have irregular comparative and superlative forms.

good - better - the best bad - worse - the worst far - further - the furthest

Grammar reference page 115

Complete the article with the comparative form of the adjectives in brackets.





here's a strange new fish in Spanish waters. At 1.5 m, it's * longer (long) than the average fish. It's a lot 2 ... (yellow), tool However, it isn't alive - it's a robot called Robo-fish.

Water pollution is becoming a 3 ... (serious) problem every year. Scientists used to take water samples to analyze in laboratories. But Robo-fish is much 4 ... (quick). It detects pollution and swims to its source. This makes it a much 5 ... (effective) way to fight pollution.

Unfortunately, Robo-fish 6 ... (expensive) than other ways of measuring pollution, but it will become 7 ... (cheap) in the future.

2 Choose adjectives from the list below and complete the sentences for you. You can only use each adjective once.

The funniest book I've ever read is Matilda.

beautiful boring dangerous easy exciting expensive funny interesting long polluted strange

book I've ever read threat to the environment English-speaking actor place I've ever been to beach in my country journey I've ever made time I've spent online food I've ever eaten

Discuss your sentences in groups. See if you agree.

The longest book I've ever read is Don Quixote. It's got more than 1,000 pages!

We can also make comparisons with (not) as ... as

Monkeys aren't as lazy as sloths.

We use as ... as ... to show that things are the same. We also use it in idiomatic expressions.

Planting new trees is as important as saving old

Get as fit as a fiddle.

We use (not) much, a lot and a bit to specify bigger and smaller differences in comparatives.

a bit bigger a lot nicer a bit more expensive

Grammar reference page

PRONUNCIATION than | as ... as ...



- 4 Listen and repeat the sentences.
 - 1 July's a lot hotter than June.
 - 2 Coffee's more popular than tea. 3 Your computer's as fast as mine.
 - 4 He isn't as tall as me.

More practice? page 148

- Rewrite the sentences using the words in brackets. Keep the same meaning.
- 1 The film is more boring than the book (interesting) The film isn't as interesting as the book.
- 2 Johnny and Lucas are the same height. (tall)
- 3 The water is less polluted than before. (not)
- 4 Alicia is more talented than the other musicians. (as)
- 5 Silver is lighter than gold. (heavy)
- 6 Living by the sea isn't as stressful as living in the city. (more)
- 6 Write the idioms below with the adjectives and nouns. Then match six of them with the illustrations.

1 Fas auick as a flash



- 3 mouse
- 4 ice
- 5 picture

sheet

- gold 6 7
- 8 ox
- 9 rock





More practice

30

FAST FINISHERS Translate some of the idioms in exercise 6 from your language into English.

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 116.
- Image: Visual grammar presentation

Warmer

Put students into small groups and ask them to write down as many things as they can think of that are:

smaller than a CD

as big as an elephant

more expensive than a car

faster than a bus

You can either dictate the above or write them on the board. Give students a time limit of four minutes to cover all four categories, then bring the class together.

1 Mention that items 1 and 2 both compare the strange new fish to the average fish. Point out that we can also use the comparative form to contrast two situations. Students do the exercise individually or in pairs.

Answers

- 2 yellower/more yellow 3 more serious 4 quicker
- 5 more effective 6 more expensive 7 cheaper
- 2 Quickly elicit the rules for forming the superlative, if necessary. Remind students that we use ever with the present perfect to mean any time in my life up to now. Make sure students are aware that several different combinations of adjective and expression may be possible. Students complete the exercise in pairs.

Answers

Students' own answers

- 3 Read out the example and encourage students to give more information about their choices. This will make the exchanges more natural and will provide a basis for comparison with others' experiences.
- 4 1.28 As students listen and repeat, focus their attention on the weak vowels in the pronunciation of than and as ... as, and on the rhythm of the sentences.

Extra activity

Put students into teams and get them to write simple comparative sentences using (not) as ... as ... and than, e.g. A lion isn't as tall as a giraffe. / A giraffe is taller than a lion. Monitor and check, then invite a member of each team to dictate one of their sentences for the rest of the class to write down. Once each team has dictated a sentence, invite individual students to write the sentences on the board. The rest of the class has to say whether the sentence is written correctly.

5 Ask two students of different heights to stand up. Write on the board:

X is taller than Y

X isn't ______Y. (short)

Yisn't _____X. (tall)

Elicit the correct comparative forms as *short as* and *as tall as*, and draw attention to the position of Student A and Student B in the two sentences. Explain that in the exercise, they may need to change the order of the two items being compared, depending on the words in brackets.

Answers

- 2 Johnny is as tall as Lucas.
- 3 The water isn't as polluted as before.
- 4 The other musicians aren't as talented as Alicia.
- 5 Silver isn't as heavy as gold. / Gold is heavier than silver.
- 6 Living in the city is more stressful than living by the sea.
- 6 Go through the illustrations, and get students to describe what they see. Tell them that they can use their dictionaries for this activity.

Answers

- 2 as light as a feather
- 3 as quiet as a mouse (D)
- 4 as cold as ice (C)
- 5 as pretty as a picture
- 6 as good as gold (B)
- 7 as white as a sheet
- 8 as strong as an ox (A)
- 9 as solid as a rock (E)

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 40, exercises 1–4 Grammar Consolidation Worksheet: page 41, exercises 1–4



LISTENING Understand an interview about a special event



- Imagine you are on a beach in your country. Discuss the questions.
 - What different items of rubbish do you see on the beach? How do you feel when you see rubbish on the beach? Do you ever pick it up?
 - What do you do with your own rubbish? Do you leave it or take it home?
 - What danger can rubbish have for wildlife and for people?
- Read the box below. Which is most common in British English? Which are common in American English?

rubbish = trash = garbage

These three words have a similar meaning. Trash and garbage are more common in ... English, and rubbish is most common in ... English.

- 3 Listen to the beginning of a TV programme and answer the questions.
 - 1 What happens on International Coastal Cleanup Day? People from all over the world clear up the rubbish from the shores of lakes, rivers and oceans.
 - 2 How many people get involved each year?
 - 3 How many countries take part?
 - 4 How much rubbish do they collect each year?
 - 5 How much have they collected in the last 25 years?
- Listen to the next part of the interview and choose the best answers.
 - 1 Julieta is from B.
 - A Japan B Mexico C Kenya
 - 2 The most common item of rubbish is
 - A plastic bottles B plastic bags C cigarettes
 - 3 The strangest thing Julieta has found is a
 A wedding ring B wedding dress C fridge

- 4 Misaki ... at university.
 - A studies ecology B teaches C studies languages
- 5 The size of David's group was ... than last year.
 - A smaller B a bit bigger C a lot bigger
- - 1 Julieta mentions lots of different types of rubbish. Which of these did you mention in exercise 1?
 - 2 What was so unusual about the fridge?
 - 3 Why is rubbish dangerous to wildlife?
 - 4 Who gets involved in the Coastal Cleanup Days?
 - 5 What is the best way to keep the oceans clean?
- 6 Read the expressions in Face 2 Face. Go to page 146 and put them into the dialogues. Listen and check.



7 Imagine there was a Coastal Cleanup Day recently. Divide into groups of volunteers and journalists. Look at the ideas below and follow the instructions.

Volunteers Decide on the details of the event.

Journalists Write questions to ask the volunteers.

- · where · what happened · how many people
- · how much rubbish · reasons for getting involved
- · results · any interesting stories?

Why did you take part in the Coastal Cleanup Day? Was it hard work?

8 Mow work in small groups of journalists and volunteers together. Journalists interview the volunteers.

Warmer

In pairs, ask students to make notes about their favourite or ideal beach. Elicit or pre-teach *sandy* and *pebbly*, and have them decide whether they prefer a natural beach or one with lots of facilities. Bring students' ideas together as a class.

Students can discuss these issues in pairs or small groups. Encourage them to consider why they do / don't pick up rubbish on the beach, or what they should do with their own rubbish. This could be extended to include students' attitudes towards litter in their own town or city.

Answers

Students' own answers

2 Model the pronunciation and elicit the correct answers. You might like to point out that all three words can also be used colloquially to describe something that we don't have a high opinion of, e.g. This book is rubbish.

You may also like to explain to students that in British English, *rubbish* is generally considered as household waste as well as large quantities of waste found in public places, whereas *litter* generally refers to small items of waste found in public places (paper, bottles, cans, etc). In American English, *garbage* is more generally used for kitchen waste and *trash* for waste such as paper and packaging.

3 1.29 Transcripts page 104 Tell students that they will hear several different facts and figures, and that they should make a note of these and what they relate to in order to complete the answers. Students answer in full sentences.

Answers

- 2 Nearly nine million people get involved each year.
- 3 152 countries take part.
- 4 They collect / pick up 61 million kilos of rubbish each year.
- 5 In the last 25 years, they have collected 166 million items of rubbish.

WORDS TO KNOW

Check that students know the following words: *volunteer*, *utensil*, *fridge*, *trapped*. Ask them to use each word in a sentence in such a way that demonstrates its meaning.

Extra activity

Write a variety of random numbers on the board. These can include years, weights, quantities, and large numbers in the thousands and millions, e.g. 1985; 11 kilos; 250; 3,300; 56,000,000. In groups, ask students to write sentences which contain these figures and amounts. Invite students to read out their sentences, and at the same time encourage students in other groups to say whether they think they are true or not.

4 1.30 Transcripts page 104 Remind students that in this exercise they may hear all of the choices A, B and C mentioned, but that they need to make sure they are choosing the correct option for the question.

Answers

2 C 3 B 4 C 5 C

5 1.30 Transcripts page 104 Point out that for question 1, they should make a note of the different types of rubbish Julieta mentions before answering.

Answers

- 1 Students' own answers
- 2 It was full of food.
- 3 They can get trapped and die.
- 4 Everybody gets involved.
- 5 The best way is to stop throwing trash into the sea.

6 1 31

These expressions are all common idiomatic expressions in spoken English. They are highlighted in the adio script. Before students go to page 126, ask them which one means: It's a pity. (That's such a shame.) It's obvious. (It's a no-brainer.) a large quantity (loads of). Ask students if there's an equivalent in their own language.

Answers

- 1 loads of 2 That's such a shame. 3 It's a no-brainer.
- 7 Allocate the role of volunteer or journalist to pairs or small groups of students. The journalists should ask a mixture of wh- questions and yes / no questions, guided by the prompts in the box. Encourage them to think of other questions. The volunteers use the prompts to anticipate the kind of questions they will be asked.

Answers

Students' own answers

8 Check that the journalists are asking follow-up questions rather than simply reading from a list.

Answers

Students' own answers

Fast finishers

Ask fast finishers to write up their interview as though it were for a magazine article.



Write about the things you have used today which contain plastic. Compare your list with your partner.

Pue cleaned my teeth with a toothbrush. I'm wearing clothes with Lycra in them.

2 Read the Study Skill. Then predict the content of this text.



Predicting the content of a text

Before you read a text, look at the title and any pictures. Use this information to help you guess the topic and possible content of the text.

The Great Garbage Patch

Plastic is everywhere. It's incredibly useful and our life wouldn't be the same without it. Now, you probably don't throw anything into the sea, but did you know 10% of all the plastic in the world ends up there? It comes from ships, from litter on beaches, the wind carries it from land and rivers take it out to sea.

In fact, somewhere in the Pacific Ocean there is an enormous area of floating plastic called the Great Garbage patch. Nobody knows exactly how big it is, but some people say it's the size of the USA! It's the world's largest rubbish dump. Why does this happen? The strong ocean currents push everything into a huge vortex of rubbish that stays in one place. Everything that is made of plastic (balls, tyres, syringes, toothbrushes, toys, bottle tops, plastic bags, etc.) ends up in this huge garbage patch.

Charles Moor, the oceanographer who discovered it in 1997, believes it contains 100 million tonnes of plastic. This plastic is dangerous for marine life because fish swallow it, birds feed it to their babies, and animals like sea turtles get trapped in plastic nets. In fact, each year about 1 million sea birds and 100,000 marine animals die because of plastic.

The patch also reduces the amount of microscopic plankton that fish can find to eat. This is because it contains 3 kilos of plastic for each half kilo of plankton. But the most harmful plastic is invisible, because ocean waves and sunlight break up the plastic into tiny pieces. These particles are easily swallowed and they carry manmade chemicals, which get into the food chain. What goes into the ocean goes into animals and onto your dinner plate, says Dr Jon Erikson, a marine researcher.



The environmentalist David de Rothschild took a 12,000-mile journey across the Pacific Ocean in a boat made of 12,500 recycled plastic bottles called the *Plastiki*. He wanted everyone to know about the dangers of plastic and to show practical ways to recycle. We can all do something to help. Use less plastic, recycle more and pick up litter!

Warmer

Point out that people often talk about the problems caused by plastic. Write *Plastic: the good points* on the board and start a class discussion. Ask *Why do you think plastic was invented?*What problems did it solve? What kinds of things do we use plastic in? How does it make these things work better? Write useful vocabulary items on the board as they arise, such as advantage, useful, efficient, thin, light, cheap.

Point out that students can use a range of tenses to refer to something they did at a particular moment this morning: (past simple), to emphasize that they did something recently (present perfect) or to say what they are doing now (present continuous).

Answers

Students' own answers

With books closed, ask students what they think an article with the title The Great Garbage Patch might be about. Encourage them to say I think it might/could be about..... Now refer students to the Study Skill on page 32 and ask them to look at the pictures. Advise them that looking at the title and pictures before reading a text will help them to focus on the content more quickly.

Answers

Students' own answers

Teaching tip

It can be fun for students to be exposed to jokes, word-play and puns. The titles of reading and listening texts are often a good source of these. A good dictionary activity is to give some examples (real, if possible), and ask students to explain what the double meanings are. Stronger students could be encouraged to speculate on the content of the article.



3 Read the article and decide if the sentences are true or false. Correct the false sentences.

- 1 10% of rubbish ends up in the sea. False. 10% of plastic ends up there.
- 2 The Great Garbage Patch is in the Pacific Ocean.
- 3 Charles Moor discovered the Great Garbage Patch.
- 4 100,000 sea birds die because of plastic each year.
- 5 You can't see a lot of the plastic.
- 6 Plastic particles from the sea can end up on your plate.
- 7 David de Rothschild tried to find the Great Garbage Patch in the *Plastiki*.
- 8 The Plastiki was made of plastic bottles.
- 4 Read the article again and decide what these numbers refer to.

 100 million
 tonnes of plastic
 1 million
 100,000

 3
 12,000
 12,500

5 Find the following in the article:

- 1 words that fit these definitions
 - A an expert on the sea oceanographer
 - B a marine reptile with a shell
 - C very small sea plants and animals
 - D someone who's concerned about protecting the environment
- 2 the opposite of these words

A useless B safe C harmless D natural E impractical

3 verbs that mean

A think B make smaller

C divide into parts

6 Read Word Zone and find the missing words in the article.

WORD ZONE big and small There are many words that mean very big and very small. big: massive 1e... 2h... small: minute microscopic 3t...

7 In pairs, look at the map and put these oceans and seas in order of size. Then listen and check.



1 The Pacific Ocean

VOCABULARY Materials

8 Match the words and the pictures.

cardboard china cork cotton glass leather metal paper plastic rubber wood wool



9 Write what these things are made of. Then compare your answers with your partner.

computer mouse - plastic and some metal

basin belt bicycle book computer mouse light bulb mobile phone noticeboard school bag scissors shoes sunglasses T-shirt umbrella watch

10 Can you find something in your classroom made of each material? Write a sentence to describe it.

My trainers are made of plastic and rubber.

- 11 Work in groups. Play a guessing game.
 - One student describes an object. Make your description interesting.
 - The other students can ask questions. They guess what it is.

It used to be made of wood. But now it's made of metal and plastic and a bit of leather.

Do you use it in a sport?

Yes, you do.

Is it a tennis racket?



33

is it a tennis racret!

FAST FINISHERS For each sea and ocean, can you name a country with a coastline on it?

3 1.32 The text is available to listen to.

Have students do the exercise in pairs fairly quickly, and without focusing too much on items of unknown vocabulary.

Answers

- 2 True
- 3 True
- 4 False (100,000 marine animals / 1 million sea birds die because of plastic each year.)
- 5 False (It is an enormous area of floating plastic, and is therefore visible.)
- 6 True
- 7 False (He made the journey because he wanted people to know about the Great Garbage Patch.)
- 8 True (The bottles were recycled ones.)
- 4 Students can do this exercise individually or in pairs. You could extend the exercise by asking them to find the answers to the following questions:

What percentage of all the plastic in the world doesn't end up in the sea? (90 per cent)

How many sea birds and marine animals in total die each year because of plastic? (1,100,000)

How many kilos of plastic are in the patch for each kilo of plankton? (6)

Answers

1 million sea birds 100,000 marine animals 3 kilos of plastic 12,000-mile journey across th

12,000-mile journey across the Pacific 12,500 recycled plastic bottles

5 In item 2, point out that some of the words have a suffix (useless, harmless) or a prefix (impractical) which changes the meaning of the base word. Encourage students to identify the stem (use, harm, practical) and to try to work out the meaning from that.

Answers

- 1 B sea turtle C plankton D environmentalist
- 2 Auseful B dangerous C harmful D man-made E practical
- 3 Abelieve Breduce Cbreakup
- 6 Refer students to Word Zone. Remind them that they should always try to vary their vocabulary and not rely on the same adjectives when writing a description.

Answers

1 enormous 2 huge 3 tiny

7 1.33 Transcripts page 104 Model the stress and pronunciation of the different oceans and seas.

Answers

Pacific Ocean Atlantic Ocean Indian Ocean Southern Ocean Arctic Ocean Mediterranean Sea North Sea

Warmer

Brainstorm words connected with materials. Write suggestions on the board, then add *What is made of (plastic)*? Point to a strong student and elicit *A... is made of [plastic]*. This could be a mingle activity. Get students to stand up and ask each other the same question, using different materials. Continue until all students have participated.

8 Model the pronunciation of the words in the word pool. Tell students to work in pairs, and to match the words they are certain about first.

Answers

- 1 leather 2 glass 3 cardboard 4 cork 5 paper 6 cotton 7 plastic 8 wool 9 metal 10 wood 11 china 12 rubber
- 9 Tell students that they should do this exercise quickly, and to make notes rather than use full sentences. When comparing answers, encourage them to use expressions such as Scissors can be made of .../ Scissors sometimes have ... parts or An umbrella can have ... in/on it.

Answers

Students' own answers

10 Refer students to the list of materials in exercise 8. Ask them to work in pairs, then invite individual students to give their sentences. It would be a good idea to make sure in advance that all the materials are present in the classroom, e.g. a corkboard or a cork in a bottle, or a china plate under a plant pot.

Answers

Students' own answers

11 Have students work individually on their descriptions before putting them into small groups. Make sure each student has a turn at describing an object. Tell them that they can only ask yes/no questions and reply with short answers, e.g. Yes, you do or No, it isn't, without giving away any further information.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 16, exercises 4–5 Vocabulary Consolidation Worksheet: page 17, exercises 4–5



Indefinite pronouns



indefinite pronouns

We can use indefinite pronouns when we don't want to be specific.

Plastic is everywhere.

You probably don't throw anything into the sea.

There's no one in the world that isn't affected by pollution.

We can all do something to help.

For people, we can use -one or -body.

We usually use any + -thing / -one / -where with questions. But when we think the answer is going to be yes, we often use some + -thing / -one / -where.

Can I get you something to eat?

Can someone help me?

Grammar reference page 115

1 Copy and complete the table.

Person	Object	Place
	Something	
		Anywhere
	Everything	
No one / Nobody		

2 Look at the picture and decide if the sentences are true or false. Then correct the false sentences.



- 1 There is nowhere to recycle the rubbish. False. There are three recycling bins.
- 2 Someone is planting a tree.
- 3 Two men are pulling something from behind the bushes.
- 4 Someone has put an old bicycle in one of the bins.
- 5 Everyone is working.
- 6 No one is taking a photo.
- 7 There is a cat somewhere in the park.
- 8 They have picked up and collected everything.

3 Complete the conversation with the indefinite pronouns below.

anyone (x2) anything anywhere everything (x2) everywhere nobody no one nothing someone somewhere



Nick: Can 1 someone help me clear up, please? There's rubbish 2 ... in this flat.

Tom: Does it have to be now?

Nick: Yes, it's recycling day. And you're doing 3 ... at the moment.

Andy: 4 ... told me it was recycling day!

Nick: Well, it is. We have to sort out a ... into plastic, metal, paper and glass.

Tom: What about the food waste? Has a ... sorted it out?

Nick: No, 7 ... has done it yet. It's so smelly! Tom: Why do I have to do * ... in the flat?

Nick: That isn't true. You don't do 9 ... to help.

Andy: Hey! Where's my mobile? Has 10 ... taken it?

Tom: I haven't seen it " Andy: Well, it must be 12 ... !

Nick: Uh oh. Here it is. It's in the trash!

- Complete the sentences for you.
 - 1 Something I always carry with me everywhere is my pen.

My Friday blog

Tell me more about yourself. Post your answers to my blog.

Something I always carry with me everywhere ...

A country I don't know anything about ...

A singer no one in my class likes ...

Somewhere I like hanging out ...

A film everybody I know likes ...

Talk about your answers with your partner.

A pen is something I carry with me everywhere.

Why do you carry a pen everywhere?

Because I'm very forgetful and I have to write things down!



FAST FINISHERS Write as many of your partner's sentences in exercise 5 as you can remember.

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 116.
- Visual grammar presentation

Warmer

Ask students to look back at the vocabulary items in exercise 9 on page 33 and their related sentences in exercise 10. Write on the board:

A book is made of paper.

A book is something that's made of paper.

Ask students to rewrite their sentences from exercise 10 on page 33 using *something*. Point out that the subject must be singular. NOT Trainers are a thing that's made of Point to individual students to read out a sentence. Stronger students can also rewrite the descriptions of an object from exercise 11.

Point out that indefinite pronouns are a way of referring to a person, place or thing without being specific. Have students complete the table individually or in pairs, then correct any mistakes.

Answers

Person	Object	Place
Someone/Somebody	Something	Somewhere
Anyone / Anybody	Anything	Anywhere
Everyone / Everybody	Everything	Everywhere
No one / Nobody	Nothing	Nowhere

2 Get students to complete the exercise in pairs. When going through the answers, point out that all the verbs are in the affirmative. Ask them to express question 1 in the negative (There isn't anywhere to recycle the rubbish.).

Answers

- 2 True
- 3 True
- 4 False. Someone / Somebody is putting an old bicycle in one of the bins.
- 5 False. Someone / Somebody is sitting on the grass.
- 6 False. Someone / Somebody is taking a photo.
- 7 True
- 8 False. They haven't picked up and collected everything.

Teaching tip

Pictures often provide good opportunities to practise other vocabulary or structures. The illustration in exercise 2 could also be used to consolidate prepositions of place and vocabulary for describing people.

3 Elicit that we normally use *some* in affirmative sentences and *any* in negative sentences and questions. Focus on the example and ask why *someone* is used rather than *anyone* in this case (because we can use *some* + -thing /-where /-body /-one in offers and requests, or when we expect the answer to be 'yes'). After checking answers, invite a pair of stronger students to act out the dialogue.

Answers

2 everywhere 3 nothing 4 no one/nobody 5 everything 6 anyone 7 no one/nobody 8 everything 9 anything 10 anyone 11 anywhere 12 somewhere

Extra activity

Have students look again at the dialogue and picture in exercise 3. Ask how they think Nick feels and why (he's annoyed because Andy and Tom aren't helping him). Tell them they are going to summarize the situation in a short paragraph. Write on the board: Nick is annoyed because it's recycling day and Tom and Andy aren't doing anything to help. They have to Let students work in pairs and invite individuals to give a sentence each. Write the best versions on the board.

4 Ask students to complete their sentences individually. Advise them to choose things, people or places that they can give further information about, in preparation for exercise 5. Write on the board the alternative ways of forming the same sentence: Something I always carry with me everywhere is X and X is something I always carry with me everywhere.

Answers

Students' own answers

5 Monitor this activity to ensure that students are asking follow-up questions and answering in full sentences.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 40, exercise 5 Grammar Consolidation Worksheet: page 41, exercise 5

CHALLENGE Plan an event for Earth Day



- 1 Read the website and answer the questions.
 - 1 When is Earth Day? On April 22nd every year.
 - 2 What is it for?
 - 3 How many people participate in it?
 - 4 What do people generally do?
 - 5 Find some examples of activities people have done.



Every year on April 22nd there is an incredible worldwide event - Earth Day. It is the largest environmental event in the world and raises awareness of the world we live in. Earth Day is celebrated by over a billion people in more than 190 countries. Cities, towns and schools organize special events, people take part in parties. sponsored sports events and talks, and organise sales to collect money. They might do things to improve their neighbourhood or clean up local parks. For example, in 2012 more than 1 million students took part in Earth Day activities in Iraq alone; in Salangor, Malaysia, hundreds of people cleaned up a local waterfall; in Boujaad, Morocco, a group of students organized a trash clear-up and a tree planting; and in Washington DC there was a great event with environmental activists, celebrities and music. The aim is to learn more about the environment and help communities take better care of the planet.

DO THE CHALLENGE

2 In pairs, look at the list of Earth Day activities. Choose the five that you like best.



- organize a 'question and answer' treasure hunt
- have a fancy dress party
- sell homemade T-shirts or grocery bags
- plant trees or other plants

- organize a sponsored hike
- odo a sponsored walk or run
- have a poster competition
- organize a contest
- Think about each activity you have chosen. What does it contribute to Earth Day?

Does it ...

- educate people?
- raise money for the environment?
- improve the natural world?
- help people live a greener lifestyle?
- contribute something else?
- 4 Now work in groups. Follow the instructions below.
 - Compare your lists. Make a new list of the Earth Day activities that appear more than once.
 - Your group is planning an event for the next Earth Day. Together, discuss and decide on ONE from your list.

I think that the best idea is selling homemade T-shirts.

I don't agree. I think arranging a fancy dress party is more fun and will raise more money.

- Make a plan.
- Choose a name for your event.
- Decide where and when it will be.
- Create a poster for your event.

FOLLOW UP

Present your event to the class. Use your poster as a visual.

In this lesson, students plan an event for Earth day, then present their ideas to the class.

Warmer

With books closed, ask Have you ever been involved in an event to raise money or educate people about an issue? What was the issue? What did you do? Then tell students to think about what other activities could be organized for a similar event. Give them three minutes to write down as many ideas as they can. Bring their ideas together as a class, and make sure that a 'sponsored' activity is mentioned (one which people pay you to do, for the benefit of a charity).

1 Students can work through the questions individually. Elicit that question 2 (What is it for?) is asking about the reason for the event.

Answers

- 2 It raises awareness of the world we live in.
- 3 Over a billion people participate in it.
- 4 People take part in parties, sponsored sports events and talks, and organize sales to collect money.
- 5 In Salangor, Malaysia, hundreds of people cleaned up a local waterfall. In Boujaad, Morocco, a group of students organized a trash clear-up and a tree planting. In Washington DC, there was a great event with environmental activists, celebrities and music.

Teaching tip

When doing comprehension activities, students will be asked to find information that is expressed in a different way. Encourage them to make a note of any words or expressions that are synonyms, e.g. be involved in / take part in / participate in and raise awareness / educate.

2 Advise students to think carefully about the reasons for their choices, as they will be asked to justify these in exercise 3. Tell them to think about the activities' benefits to the campaign, not just their personal preferences. Monitor and resolve any vocabulary issues.

Answers

Students' own answers

3 Tell students they can change their mind about any of the activities they chose in exercise 2, but remind them to make sure they have a good reason for doing so.

Answers

Students' own answers

4 Have students work in groups of four or six. Tell them that there are no right or wrong answers, but that they need to agree on one activity. Encourage them to use expressions for agreeing and disagreeing, and monitor to make sure everyone participates. One person should create the poster, but everyone needs to contribute ideas regarding the content.

Answers

Students' own answers

5 Tell students that each member of the group is to describe an aspect of the event. Get them to decide between themselves how the presentation will be structured, and who will hold the poster. Encourage them to use expressions such as We chose ..., We decided ... and We agreed ..., to make it clearer that it is a group effort.

Answers

Students' own answers

Extra activity

As a vocabulary test, write a series of collocations on the board, separated into two columns. (The suggested list below will need to be jumbled up.) Ask students to match the words that go together, and to discuss whether more than one verb could go with each of the noun phrases.

do a project

make a vegetable garden

have a party
have a parade

do a sponsored walk

plant a tree

make homemade cakes
clean up your neighbourhood
sell homemade T-shirts
organize a treasure hunt

Fast finishers

Choose one of the activities that was rejected in the exercise 4 discussion, and create a new poster with a different name.

INTERACTION

Having a discussion

DExpress yourself

Giving your opinion
I don't think it's right
I've got a problem with
I don't see a problem with
I reckon

Asking for an explanation What do you mean by ...? Can you give an example?

Agreeing and disagreeing That's right. I feel the same. I'm not sure about / that I'm sorry, but Come off it! Adding and contrasting information

Plus, For example, On the other hand,

FOR

AGAINST

We don't need meat in our diet.

It's natural to eat meat.

AT A CAFÉ

 Lauren, Charlie and Mia are at a café. Listen to their conversation and tick any ideas you noted down in exercise 1, Add extra ideas.



- 3 Listen again and answer the questions.
 - 1 What does Charlie want for lunch? A bacon burger with fries.
 - 2 When did Mia become a vegetarian?
 - 3 Why did she become one?
 - 4 Why does Charlie think eating meat is natural?
 - 5 What is Lauren's attitude to eating meat?
 - 6 What reasons does Mia give for being a vegetarian?
- 4 Which expressions in Express yourself did you hear? Listen again and check.
- 5 Can you add any other expressions to Express yourself?

In my opinion, No way!

- 6 Discuss the questions with your partner.
 - Do you agree with Mia, Charlie or Lauren?
 - Did any of their arguments change your mind?

YOUR TURN TO SPEAK

7 You are going to talk about the following topics. Make notes for and against the ideas.

Cars should be banned from cities
For: cars cause pollution
Against: people need to drive to work

cars should be banned from cities

nobody should wear fur or leather

mobile phones in schools should be banned

8 Work in groups. Use your notes to discuss the topics in exercise 7. Try to use the phrases from Express yourself.

I think cars should be banned from cities. They cause a lot of pollution.

I don't see a problem with cars. People have to travel to work.

That's right. Plus parents have to take their kids to school.

Lauren, Charlie and Mia are three school friends who live in the UK. In this lesson they have a discussion about being a vegetarian.

Warmer

Ask: What is the strangest thing you've ever eaten? Where did you have this? Did you like it? Is there any food you wouldn't try? Why? Elicit a range of answers and write the most interesting food items on the board.

- 1.34 Express yourself contains a variety of useful phrases for the situations in the dialogue. Some of them (but not all of them) are used in the dialogue. They are available on the audio if you want students to hear how they are pronounced.
- 1 Find out first if any students are actually vegetarians, and make sure they are placed in different groups. Write It's natural to ... on the board and encourage them to use this structure with other adjectives, e.g. difficult, essential, important, good.

Answers

Students' own answers

2 1.35 Transcripts page 105 Students can stay in their groups to do this activity. Tell them that you will play the audio once, and have them look back at the ideas they noted down in exercise 1 before you start. Get students to compare their answers.

Answers

Students' own answers

3 1.35 Transcripts page 105 Students do this exercise individually or in pairs. Have them read through the questions and elicit one in question 3 refers to a vegetarian. Also in question 3, point out that eating meat is natural is another way of saying it's natural to eat meat.

Answers

- 2 She became a vegetarian a couple of months ago.
- 3 She doesn't think it's right to eat animals.
- 4 People have eaten animals for thousands of years.
- 5 She doesn't see a problem with eating meat, but on the other hand, she couldn't kill the animals.
- 6 It's healthier to eat beans and vegetables, plus it's better for the environment.

Extra activity

For additional vocabulary practice, put students in pairs or small groups and ask them to create a café or restaurant menu that only serves vegetarian meals. Encourage students to be creative. Write their suggestions on the board and have the class vote on the best dishes.

4 1.35 Transcripts page 105 When checking the answers, ask students if they heard another way of disagreeing politely (Well, I don't know.) and an expression that means I don't understand (I don't get it.) – both spoken by Charlie.

Answers

I don't think it's right
Come off it!
What do you mean by ...?
I don't see a problem with
On the other hand,
That's right.
I'm not sure about
I'm sorry, ... but

5 Ask students to work in pairs. Write the following four headings on the board and elicit further phrases, such as the ones below.

Giving your opinion	Asking for an explanation	Agreeing / disagreeing	Adding and contrasting information
I think / feel In my view,	P2 10 10 10	I (dis) agree. Me too / neither. So / Neither do I. You're joking!	Besides, On top of that

Answers

Students' own answers

6 Tell students to agree with their partner which opinions were expressed by Mia, Charlie and Lauren before discussing the two questions.

Answers

Students' own answers

7 Read through the topics. Point out that these include should, but that students will express most of their arguments in the present tense. Monitor, and check that students are writing notes rather than full sentences to ensure that the following discussion is as natural as possible.

Answers

Students' own answers

8 Encourage students to also use any other expressions from exercise 5. Remind them to give reasons for their views.

Answers

Students' own answers

Fast finishers

Fast finishers make notes for and against a topic that is of interest to them and which is different to the ones discussed in exercise 7.

WRITING

An article

1 Look at the photo and the heading. What do you think the article is about? Read it quickly and check your answer.

Cornhill High School Eco Group

Matt Parker, Year 9

This term the school eco group set up a food waste recycling project to save energy and help the planet.

Our school uses loads of bins for recycling paper and cardboard, but no one used to recycle their waste food.



Schools in the UK throw away more than 110,000 tonnes of food each year: that's as heavy as 18,300 elephants!

We've already done a lot of things this term. For example, we put green, plastic food waste bins everywhere: the staffroom, the canteen, the playground and the school kitchens in order to encourage everyone to put their food waste in them. We have a rota and different classes take turns in taking the waste from the bins to the school garden, where it's used as compost. We monitor the project each week so that we can make sure it is working. We've also given talks in assemblies to tell everyone what we are doing, and we spoke to the local newspaper as soon as we started the project because we wanted as many people as possible to know what we were doing.

So look for an eco project to join so as not to waste any more food. And if you can't find one, start one yourself! It really is the most useful thing I've ever done.

2 Read the article again and answer the questions.

- 1 Why did the eco group decide to set up the project?
- 2 What did Matt's school recycle before the project?
- 3 How much food do UK schools throw away each year?
- 4 Where did the group put the food waste bins?
- 5 How did they decide who was going to empty the bins?
- 6 Who have they talked to about their project?
- 7 What does Matt want other people to do?



Expressing purpose

3 Find the expressions of purpose below in the article.

because for in order to so as not to so that to (x2)

- 4 Which expressions are followed by ...
 - 1 a base verb?
 - 2 an -ing form?
 - 3 a subject and a verb?
- 5 Correct the sentences.
 - 1 We use brown bins for recycle old batteries.
 - 2 We sponsored an endangered animal in order protect the species.
 - 3 We joined the eco group at school to doing something useful.
 - 4 | cycle to school because want to help the environment.
 - 5 We are giving talks to other classes that they can learn more about our work.



PLAN BEFORE YOU WRITE

- 6 Imagine you have set up a project at school to help the environment. Choose a project from the list below or use your own ideas.
 - · recycle other types of rubbish
 - help an endangered species
 - · start a school garden and grow fruit and vegetables
 - stop using plastic bags completely
- 7 Answer the questions below and make some notes.
 - 1 What is the project and why have you set it up?
 - 2 Who and what does the project involve?
 - 3 What can other people do to help?

WRITE NOW

- 8 Write your article.
 - Use Matt's article as a model.
 - 2 Use your notes from exercise 7 to write a plan.
 - 3 Remember to include some expressions of purpose.

CHECKANDCORRECT

- 9 Check and correct your article.
 - 1 Check that the expressions of purpose are correct.
 - 2 In pairs, swap your articles and check each other's work.

37

Warmer

Put students into teams, and ask each team to choose five words from the vocabulary sets on pages 29 and 33. These should be one-word items only. Get them to write the words as anagrams. Teams take it in turns to write an anagram on the board, and the other teams win two points if they both guess the word.

1 Give a time limit of 90 seconds and then elicit the answer.

Answers

Students' own answers
It is about a school eco group's food recycling project.

2 Tell students to underline any words that are unfamiliar, e.g. rota, compost and monitor, and ask them to try to work out the meaning from the context. Remind students not to confuse the verbs use and used to. Students should answer in full sentences.

Answers

- 1 They set up the project to save energy and help the planet.
- 2 They recycled paper and cardboard.
- 3 They throw away more than 110,000 tonnes of food each year.
- 4 They put the food waste bins everywhere.
- 5 They have a rota and different classes take turns to empty the bins.
- 6 They have given talks in assemblies to tell everyone about their project and they have spoken to the local newspaper.
- 7 He wants other people to look for an eco project to join or to start one themselves.
- 3 Point out that students already know that because is used for answering questions and why for giving reasons.

Answers

- ... because we wanted as many people as possible to know what we were doing. (third paragraph)
- ... for recycling paper and cardboard, but no one used to recycle their waste food. (second paragraph)
- ... in order to encourage everyone to put their food waste in them. (third paragraph)
- ... so as not to waste any more food. (fourth paragraph)
- ... so that we can make sure it is working. (third paragraph)
- ... to save energy and help the planet. (first paragraph)
- ... to tell everyone what we are doing... (third paragraph)
- 4 Write I want to go home on the board, and elicit that to go in this sentence is not an expression of purpose. Point out that when they see to + base verb in the text, they need to decide whether it expresses purpose or not.

Answers

- 1 to, in order to, so as not to 2 for 3 so that, because
- 5 Tell students that in some of the sentences, more than one answer is possible. Mention that we tend to use for + -ing to talk about a specific purpose or function, and it would therefore not be possible in item 3.

Answers

- 1 We use brown bins for recycling / to recycle old batteries.
- 2 We sponsored an endangered animal in order to protect the species.
- 3 We joined the eco group at school to / in order to do something useful.
- 4 | Leycle to school because I want to help the environment.
- 5 We are giving talks to other classes so that they can learn more about our work.
- 6 You could brainstorm ideas as a class before students work individually.

Answers

Students' own answers

7 Remind students that they are not to write full sentences at this stage. Encourage them to be original and not try to copy ideas from the article. Tell them they can look back at the activities in exercise 2 on page 35 for ways that other people could help.

Answers

Students' own answers

8 Point out that students should pay attention to the structure of Matt's article when they write their plan. This means including a clear introduction and an ending that invites the reader to do something. Tell them that their article should deal with each of the questions in exercise 7 in a balanced way.

Answers

Students' own answers

9 When students check each other's work, encourage them to give positive feedback as well as pointing out errors.

Answers

Students' own answers

Fast finishers

Make notes about a different project from the list in exercise 6, and write a plan.

1.27 Student's Book page 29, exercise 8

- 1 This is a disaster that's caused by a lack of water because it hasn't
- This word refers to the general weather conditions in a region.
- This refers to all the wild animals that live in a habitat.
- This is a community of plants, trees, fish, birds and other animals.
- This means working to protect the natural environment.
- This is the gradual increase in temperature of the earth's atmosphere.
- This means making rubbish into something useful.
- This refers to the amount of carbon dioxide you produce in your daily life.



1.29 Student's Book page 31, exercise 3

K Hello and welcome to One World. This week we're talking about International Coastal Clean-up Day. Every year, nearly 9 million volunteers from 152 different countries spend a day clearing up over 61 million kilos of rubbish from the shores of our lakes, rivers and oceans. In the last 25 years, they have picked up – and kept records of -166 million items of garbage. So we know what type of rubbish people are leaving all the way from Argentina to Vietnam!



1.30 Student's Book page 31, exercises 4-5

K = Karen, J = Julieta, M = Misaki, D = David

- K Let's talk to just three of the nine million volunteers. Misaki from Japan, David from Kenya, and first, Julieta from Mexico. So, Julieta. What are the most common items the volunteers pick up?
- The most common item of trash we pick up is cigarettes. You find them everywhere. In the last Ocean Cleanup, we collected nearly 2 million worldwide. Plastic bottles come in at number two. We picked up over a million of them. There are also loads of plastic bags. And then come bottle tops and lids, food containers, and eating utensils from plates to spoons. Incredibly, balloons are really common, too. And these are all things that people leave. People like you and me. So it would be so easy to stop!
- K What's the weirdest thing you've found?
- Ha! A wedding dress.
- K A wedding dress?
- Yeah! And someone I know found a fridge a few years ago. And the really weird thing was... it was full of food!
- K Misaki. What do you do in your everyday life?
- M I'm a student. I'm studying languages at university.
- K How does this trash affect wildlife?
- M Well, birds, fish and other animals can get trapped in it.
- K So what happens to them?
- M Well, maybe they can't feed or swim, and they die.
- K That's such a shame.
- M Yes, it's really awful.
- K OK, David. Who gets involved in the big beach cleanup?
- D Everybody! There are whole families, students, young and old. We were quite a small group last year. But this time there were hundreds of us. It was really cool to see so many people.
- K So it's a fun day but also an important day.
- D That's right. We must continue to have cleanup days to keep our oceans clean. But to really solve the problem, we have to stop throwing trash into the sea in the first place. It's a no-brainer. Only then will we have clean, healthy oceans.
- Thank you very much.

1.33 Student's Book page 33, exercise 7

...and thanks for listening today to Green Life. And just before we go. Here's the answer to last week's question:

The oceans and seas, in order of size are:

The Pacific Ocean, the Atlantic Ocean, the Indian Ocean, the Southern Ocean, the Arctic Ocean, the Mediterranean Sea and the North Sea

Lots of you got the answers, but the lucky prize winner is Harry Johnson who wins an e-reader. Well done, Harry!

1.35 Student's Book page 36, exercises 2, 3 and 4

C = Charlie, M = Mia, L = Lauren

- C Hey, so what are you going to have?
- M What are you having?
- A bacon burger with fries. What about you, Lauren?
- Er, I haven't decided yet. I like burgers, but the pizzas look good, too.
- C Mia?
- M Well, I'm definitely not having a burger.
- C Why not? They're really good here.
- M I don't eat meat anymore.
- What? Have you become a vegetarian?
- M That's right.
- C When?
- M A couple of months ago. And I feel a lot better for it.
- I don't get it. You used to like meat. Why have you become a vegetarian?
- M I don't think it's right to eat animals.
- C Come off it! It's natural to eat animals.
- What do you mean by natural?
- People have eaten animals for thousands of years.
- That doesn't make it natural. We don't need to eat meat. Everybody used to be a vegetarian once.
- C When we all lived in caves!
- M What do you think, Lauren?
- Well, I don't see a problem with eating meat...
- C You see!
- T But on the other hand, I couldn't kill the animals.
- M That's right. And if you can't kill animals, you shouldn't eat them.
- I'm not sure about that...
- I'm sorry, I can't make bread, but I still eat it! C
- M That's not the same.
- Well. Hove meat.
- M But there are lots of reasons why we shouldn't eat meat. It's healthier to eat beans and vegetables, plus it's better for the environment.
- C Well, I don't know. I suppose it's your choice what you eat.

Workbook page 28

- 1 D
- 2 1 C 2 A 3 A 4 C 5 B
- 3 "Just think, your school could get better sports equipment or a more modern whiteboard just from a pile of old electronic stuff." buy / obtain
- 4 Students' own answers

Workbook page 29

- 5 1 D 2 A 3 B 4 E 5 C
- 6 1 solar energy
 - 2 global warming
 - 3 carbon footprint
 - 4 endangered species
 - 5 wind farm
- 7 1 RECYCLING
 - 2 FLOOD
 - **3 RAINFOREST**
 - 4 ECOSYSTEM
 - 5 CONSERVATION
 - 6 POLLUTION
 - 7 WILDLIFE

Hidden word: CLIMATE

- 8 Students' own answers
- 9 1 greenhouse
 - 2 gases
 - 3 heat
 - 4 freeze
 - 5 fuels
 - 6 trap
- 10 1 greenhouse 2 heat 3 trap 4 gases 5 freeze 6 fuels
- 11 Students' own answers

Workbook page 30

- 1 1 the coldest
 - 2 colder
 - 3 the scariest
 - 4 scarier
 - 5 more expensive
 - 6 the most expensive
 - 7 farther
 - 8 the farthest
- 2 1 the largest
 - 2 most extensive
 - 3 smaller
 - 4 hotter
 - 5 the worst
 - 6 the most unusual
 - 7 longer
 - 8 more powerful
 - 9 more colourful
 - 10heaviest
- 3 1 tallerthan
 - 2 easiest, geography
 - 3 more tiring than
 - 4 most interesting, my grandfather
- 4 1 as cool as
 - 2 as large as
 - 3 as good as
 - 4 as difficult as
 - 5 as old as
 - 6 as expensive as

- 5 1 cheaper
 - 2 as good
 - 3 more environmentally friendly
 - 4 as reliable
 - 5 easier
 - 6 faster
 - 7 better8 as environmentally friendly
- 6 Students' own answers

Workbook page 31

- 1 1 dump
 - 2 destination
 - 3 bin
 - 4 eco-
 - 5 wrapper
- 2 C
- 3 1 C 2 A 3 B 4 A 5 C 6 B
- 4 1 January 2011
 - 2 12 tons
 - 3 The sea
 - 4 German
 - 5 1000
 - 3 1000
 - 6 No, it was full.
- 5 Students' own answers

Workbook page 32

- 1 Cardboard
- 2 1 Packaging
 - 2 Innovative
 - 3 Shelter
 - 4 Temporary
- 3 1 8 million tons
 - 2 It makes the things we buy more expensive.
 - 3 Because it's much more efficient than producing it.
 - 4 Using it as building material.
 - 5 Cardboard tubes
 - 6 Survivors of the Kobe earthquake in 1995.
 - 7 A cathedral
 - 8 The original one was damaged in an earthquake.
- 4 1 remarkable
 - 2 outstanding
 - 3 appalling
 - 4 dreadful
- 5 1 dreadful
 - 2 remarkable
 - 3 wonderful
 - 4 appalling

Workbook page 33

- 6 1 cotton
 - 2 rubber
 - 3 wool
 - 4 paper
 - 5 cork
 - 6 glass
- 7 1 wool
 - 2 glass
 - 3 paper 4 cork
 - 5 cotton
 - 6 rubber

UNIT 3 WORKBOOK ANSWERS

- 8 1 wood
 - 2 cardboard
 - 3 metal
 - 4 leather
 - 5 china
 - 6 plastic
- 9 1 china
 - 2 plastic
 - 3 wood
 - 4 leather
 - 5 cardboard

10 Students' own answers

- 11 1 woodwind
 - 2 paperwork
 - 3 corkscrew
 - 4 woodwork
 - 5 paperback
 - 6 paperclip
 - 7 rubber band
- 12 1 rubber band
 - 2 woodwork
 - 3 paperback
 - 4 paperwork
 - 5 corkscrew
 - 6 paperclip
 - 7 woodwind

13 Students' own answers

Workbook page 34

- 1 1 something
 - 2 anywhere
 - 3 someone
 - 4 anyone
 - 5 anything
 - 6 nothing
 - 7 Everything
 - 8 Everyone
 - 9 everywhere
 - 10Someone
- 2 1 no
 - 2 every
 - 3 some
 - 4 every
 - 5 any
 - 6 every
 - 7 some
- 3 1 anything
 - 2 nothing somewhere
 - nowhere
 - 3 anyone something
 - everything 4 everywhere
- 4 Students' own answers

Workbook page 35

Extra Challenge

Students' own answer

Webquest

- 1 China, USA, Russia, India, Japan, Germany, Canada, the UK, South Korea, Iran
- 2 Sloths eat leaves and flower petals and are largely herbivores.
- 3 The largest ocean is the Pacific and it covers about 28% of the world's surface.
- 4 Cox's Bazar is in Bangladesh and is 125 kilometers (78 miles) long.
- 5 There are 7 species of sea turtle and they are considered endangered animals.
- 6 The Plastiki boat sailed from San Francisco to Sydney.

Puzzle

endangered

large

amazing

quicker

fastest

cheetah

Workbook page 36

- 1 Suggested answers
 - 1 I reckon
 - 2 Can you give me an example?
 - 3 Plus
 - 4 On the other hand
- 2 1 don't
 - 2 off
 - 3 with
 - 4 feel
 - 5 see
 - 6 sorry
- 3 1 leather
 - 2 Jess
 - 3 Adam
 - 4 meat
 - 5 fashion industry
 - 6 natural
 - 7 example
 - 8 recycled rubber tyres
- 4 Suggested answers
 - 1 What do you mean?
 - 2 Can you give me an example?
 - 3 Lagree.
 - 4 Yes, but they are environmentally friendly.
 - 5 Lagree, for example there is solar energy.
- 5 Students' own answers

Workbook page 37

- 1 1 in order to raise
 - 2 so as not to threaten
 - 3 to advertise the event
 - 4 to do voluntary work
 - 5 for collecting old clothes
 - 6 so that they can go
- 2 1 to do voluntary work
 - 2 so as not to threaten
 - 3 so that they can go
 - 4 in order to raise
 - 5 for collecting old clothes
 - 6 to advertise the event
- 3 1 It is home to half a million species of wildlife.
 - 2 They are going to take part in a wildlife conservation project
 - 3 f1000
 - 4 20 miles
 - 5 They designed leaflets and delivered them in the local area.
 - 6 They sold the clothes to a recycling company.
 - 7 To raise more money for the trip.
- 4 Students' own answers

1.8 Workbook page 31, exercises 2-3

- R = Ruby, D = Dad
- R We're doing a project in our art class at school and we've got to reuse an unwanted item and make it into something better.
- D Really? What are you making?
- R I'm making a handbag from old sweet wrappers!
- D That reminds me of something I saw in Madrid when I was there in lanuary 2011.
- R Was it a handbag?
- D No, it was a hotel, but it was made of rubbish.
- R Rubbish?
- D Yes, you know... trash... garbage. Apparently, they used 12 tons of rubbish to make it.
- R That's incredible. Where did they get it from? All the bins in Madrid?
- D No, it was from the beaches, not just in Spain, but the whole of Europe.
- R I thought our beaches were clean.
- D They aren't as clean as you imagine. People leave loads of rubbish on beaches and the sea leaves rubbish on them, too.
- R The sea?
- D Yes, the sea is the biggest rubbish dump in the world! Anyway, the artist who designed the hotel in Madrid wanted to publicise this huge environmental problem. He called it "the Save the Beach" hotel.
- R Is he Spanish?
- D No, he's a German called HA Schult. He isn't as well-known as someone like Picasso, but he's an eco-artist.
- R So he's environmentally friendly?
- D That's right. Basically, Schult is worried about the environment, so he uses his work to convey important messages. He made "the Save the Beach Hotel" to say we shouldn't pollute the sea and our beaches. It's a no-brainer.
- R Has he done other work?
- D Yeah, he made a thousand 'Trash People' in 1996. They were sculptures of people made out of rubbish. They travelled to famous tourist destinations like the Great Wall of China and the pyramids in Egypt.
- R By the way, Dad, did you stay in the Save the Beach Hotel?
- D No, I didn't. Actually, it was free to stay there, but it was full.
- R Is it still there?
- D No, it isn't.
- R That's such a shame!

1.10 Workbook page 36, exercise 5

- 1 I reckon dogs should be banned from parks.
- 2 I don't think it's natural to eat meat.
- 3 I'm not sure about wind farms.

Review Units 1-3

READING

- 1 Proof at the photos and discuss the questions.
 - 1 Where do you think the houses are?
 - 2 What materials do you think the houses are made out of?
 - 3 What is unusual or unique about the houses?
- 2 Read the article quickly and check your answers in 1.

Life over the water

There are many different kinds of houses around the world and not all are made from the same materials. On the island of Borneo, there is a group of people called the Bajau, who build their houses out in the ocean on beautiful coral reefs. These amazing houses are made of wood, metal, straw and reeds, and are built on top of wooden stilts, or tall wooden poles, a few metres above the sea. They use the wood from mangrove trees from the rainforests in Borneo, as it's the most durable against the seawater.

The Bajau live in an area called the Coral Triangle. It's one of the most important conservation areas in the world and it's full of unique varieties of fish and marine animals. The Bajau are mainly fishermen and rely on the fish for food and income. The men collect clams and hunt for small fish and the women travel for an hour to local markets on the mainland, where they sell them. In fact, when it comes to fishing, the Bajau are known for their incredible diving skills and can hold their breath for up to five minutes, and swim down to depths of around 20 metres!

The Bajau's diet consists mainly of fish, bananas and tapioca, a type of grain, cooked and mixed with milk or water. Women in the village also use tapioca as sunscreen to protect their skin from the hot sun.

The Bajau have lived a nomadic sea life for centuries and their success is their simple lifestyle. In recent years, their villages have also become popular with tourists who want to stay in houses on the water and visit the unique tribes. This brings an extra income for the people and helps preserve their way of life.





- 3 Read the article and find this information.
 - 1 Where do the Bajau people live?
 - 2 What materials are their houses made of?
 - 3 What is important about the area where they live?
 - 4 How long have the Bajau people been able to live this way?
- 4 Read the article again and decide if the sentences are true or false. Correct the false ones.
 - 1 The Bajau houses are situated next to the rainforest.
 - 2 They live in floating houses.
 - 3 The houses are made of wood from a tree that is tough and long-lasting.
 - 4 The natural environment in the area where they live is protected.
 - 5 They live off food that is brought from the mainland.
 - 6 They can stay underwater for a long period of time.
 - 7 Women put milk on their skin to protect them from the sun.
 - 8 The way the Bajau people live now is different to the way they used to in the past.
- 5 Discuss these questions with your partner.
 - 1 What do you think about the way the Bajau live?
 - 2 Would you like to live the way they do? Why / Why not?
 - 3 What factors do you think could affect the way they live in the future?

Warmer

Get students to review and discuss the reading texts in units 1–3. Tell students to look through the reading texts from the last three units and to pick one that they liked the most. Give them ten to fifteen minutes to read through the text and make notes about the following; What is the text about? What did you learn from the text? Why did you like it?

Organize students into groups of three or four and get them to discuss the texts that they liked. Tell them to use their notes to help guide discussions.

If necessary, revise vocabulary related to landscape features and materials. For question 1, invite students to suggest continents and regions as well as countries.

Answers

Students' own answers

If students don't know where Borneo is, tell them to guess. Ask them which words or expressions in the text helped them to decide (mangrove trees, rainforests, coral reef).

Answers

- 1 On the island of Borneo, out in the ocean.
- 2 They are made of wood, metal, straw and reeds.
- 3 They are built on top of wooden stilts.
- 3 Check that students understand the following words: pole, durable, marine, nomadic.

Answers

- 1 The Bajau people live on the island of Borneo.
- 2 Their houses are made of wood, metal, straw and reeds.
- 3 They live in an area called the Coral Triangle. It is one of the most important conservation areas in the world.
- 4 The Bajau people have lived this way for centuries.
- 4 Tell students to be careful with prepositions of place, e.g. next to, on top of and above. In item 2, elicit that the houses are built over the sea, but are not on top of it.

Answers

- 1 False. The Bajau houses are situated in the ocean.
- 2 False. They live in houses on top of stilts.
- 3 True
- 4 True
- 5 False. Their diet consists mainly of fish that they catch.
- 6 True
- 7 False. Women put tapioca on their skin to protect them from the sun.
- 8 False. The Bajau people have lived this way for centuries.

5 For item 2, encourage students to refer back to information in the text when giving their reasons.

Answers

Students' own answers

Extra activity

Get students to write five questions they would like to know about the Bajau people. As a homework activity, tell them to research the Bajau's way of life and to write the answers to these questions in a text similar to the article on the page.

LISTENING

- 5 Look at the photos from the brochure. What do you think you could do on a holiday like this?
- 6 Copy the table. Listen to the advertisement about Borneo Green Tours and complete it.



SPEAKING

- 7 In groups, plan your own eco-tour. Think about the following:
 - the name of the tour
 - when and where it will take place
 - the aim of your tour
 - how it contributes to helping the environment, local community or local ecosystem
 - what people will learn
 - what people will see and do
- 8 Present your tour to your class. Decide whose tour you would like to go on.



Scotland



BEFORE YOU WATCH

- Work in pairs. What do you know about Scotland?
- What do you think is the importance of these things to Scotland?



NOW WATCH

- 3 Check your answers to exercises 1 and 2.
- 4 Answer the questions.
 - 1 How is the saying 'good things come in small packages' relevant to Scotland?
 - 2 What does the word 'Scoti' refer to?
 - 3 Why was Hadrian's wall built?
 - 4 What is a 'tartan'?
 - 5 What famous fictional characters are mentioned?
 - 6 What things are mentioned that attract visitors to Scotland?

FOLLOW UP

- 5 In pairs, discuss the questions.
 - 1 What other famous walls do you know, and why were they built?
 - 2 How important are family and family history in your country?
 - 3 What famous fictitious characters have come from your country?

FIND OUT

Find out about the Loch Ness Monster. Write a paragraph about the history of the legend, and say whether you believe that it exists or not.

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5 Pre-teach *proboscis monkey*, and ask what noticeable feature the animal in the first photo has (a long nose). Elicit that the house in the second photo is built on stilts.

Answers

Students' own answers

6 1.36 Transcripts page 112 Ask students to listen for any words or expressions that relate to the two photos (photo 1: monkey, wildlife; photo 2: rainforest lodge).

Answers

- 1 Sabah, Malaysia
- 2 People who care about conservation and the planet's ecosystems
- 3 Take a relaxing cruise along the Klias River and watch the monkeys play.
- 4 Trek to View Point Cliff and walk through the rainforest.
- 5 It is one of the most important rainforests in the world. There are endangered animals such as orangutans and Borneo's pygmy elephants.
- 6 You'll learn about the rainforest and experience places that are untouched by people.
- 7 Tell students that their tour can be in an urban environment, but that it should be a place that they know enough about in order to cover all the bullet points. Tell them not to decide on a name for their tour until they have decided on the other aspects.

Answers

Students' own answers

Teaching tip

Reinforce practice in forming questions by eliciting the direct questions for each of the bullet points.

8 Tell students to divide the presentation between them, so that each member of the group is allocated a section to speak about.

Answers

Students' own answers

Warmer

Refer students to the photo of Scotland. Put them in pairs or small groups and ask them to write sentences describing the scene. Tell them to include details about both the man and the building. If necessary, write *bagpipes* and *kilt* on the board. Elicit sentences and invite the class to elaborate on these.

Write some topics on the board to stimulate students' ideas: e.g. landscape, famous people, exports, language, events.

Answers

Students' own answers

2 Tell students to work in pairs, then feed back as a class on exercises 1 and 2 together.

Answers

Students' own answers

3 Explain to students that the visuals in the film will provide as much information as the audio. Tell the students to watch the video without writing anything down and to concentrate on what they see and hear.

Answers

5 million: the population of Scotland

Caledonia: another common name for Scotland that comes from one of the Celtic languages

Hadrian's Wall: the wall built in AD122 by the Roman Emperor Hadrian in the north of England to keep the northern tribes away and mark the northernmost part of the Roman Empire.

clans: large family groups in Scotland

kilts: a type of tartan skirt worn by men on special occasions
the Industrial Revolution: Scotland was at the heart of the Industrial
Revolution, being leaders in shipping and engineering
Loch Ness: a large lake in Scotland where a famous monster is
supposed to live

4 In pairs, first get students to answer the questions from memory.
Then play the video again for students to fill in any gaps.

Answers

- 1 Because Scotland has a small population, but is an impressive country.
- 2 The Romans referred to people in the north of Great Britain and Ireland as 'Scoti'.
- 3 It was built by the Romans to control the northern tribes.
- 4 It's a pattern belonging to a clan, or old Scottish family.
- 5 Dr Jekyll and Mr Hyde, Peter Pan, Sherlock Holmes.
- 6 The Edinburgh Festival; the amazing scenery.
- 5 For the final question, encourage students to share their ideas about any famous fictitious characters they know about from other countries.

Answers

Students' own answers

FIND OUT

Encourage students to investigate all the possible explanations for the legend of the Loch Ness Monster.



1.36 Student's Book page 39, exercise 6

Borneo Green Tours offer wildlife and adventure tours around Sabah, Malaysia. If you want to help save the rainforests or care about conservation and the planet's ecosystems, then these tours are for you. Here are just two of the exciting tours on offer.

The Proboscis Monkey Cruise starts at the southern part of the island and takes you along the Klias River. These wetlands are home to rare animals, including the proboscis or long-nosed monkey, which is only found in Borneo. Take a relaxing cruise and watch the monkeys play.

The Danum Valley Rainforest Tour is one for nature lovers. You travel 97 km from Lahad Datu into the Danum Valley conservation area, where you stay in a newly built rainforest lodge. There are more than 100,000 acres of rainforest here and it's one of the most important ecosystems in the world. You'll enjoy trekking to View Point Cliff and walking through the rainforest, where, if you are lucky, you may come face to face with endangered animals such as orangutans or Borneo's pygmy elephants.

Try something different, Try a unique Borneo Green Tour, You'll learn about the rainforest and experience places that are untouched by people. Borneo Green Tours are the most responsible way to see the wildlife. Reduce your carbon footprint and help support local people and communities. Book your perfect tour now!

Video Student's Book page 39, exercise 2

There is an old Scottish saying that goes 'good things come in small packages' and Scotland, with a population of just over 5 million. really is a small but impressive place. The name Scotland comes from the ancient Romans, who used the name 'Scoti' to refer to the people in the north of Great Britain and in Ireland. The other common name for Scotland, Caledonia, comes from one of the Celtic languages and probably means 'hard, tough people'. And the Scots have a reputation for being tough. Indeed the Roman Emperor Hadrian built a wall, near where the English-Scottish border is today, to help control these tough, northern tribes, and also to mark the northernmost part of the Roman Empire. Hadrian's Wall, as it. is called, still stands today. Scottish history after that often appears as one of nearly constant war with England, as shown in films like Braveheart. And there were also fights between family groups, or 'clans', that are still remembered by Scots today.

And family history is still important. Many Scots know what 'clan' they belong to, and each of these clans has its own particular pattern, or 'tartan'. A Scotsman wears his tartan on his 'kilt', a kind of skirt for men. Scots normally only wear kilts on special occasions, like weddings, festivals and the Highland Games. And when they're playing that famous Scottish musical instrument: the bagpipes. What influence has Scotland had on the rest of the world? Well, in the eighteenth century the city of Glasgow was an important trading centre, and Scotland was at the heart of the Industrial Revolution, being leaders in shipping and engineering. And the country's writers have created some of the world's most famous fictitious characters. Dr Jekyll and Mr Hyde, Peter Pan and Sherlock Holmes were all creations of Scottish writers.

So what brings visitors to Scotland? One thing that attracts thousands of people every summer is Scotland's biggest festival. The Edinburgh Festival brings acts from all over the world and includes music, theatre and comedy, loads of comedy. Some shows are enormous and can be quite expensive, but many are cheap or even free, and they say the average audience size is only six people! The other thing that attracts visitors is the amazing scenery. As well as some of the world's most beautiful castles. Scotland has some stunning mountains and lakes, one of which, Loch Ness is supposed to contain a famous monster. And even if you don't see the monster, you can certainly see a range of strange animals. Scotland may be a small package, but it's got a lot going for it.

Workbook page 38

- 1 1 elbow
 - 2 gloves
 - 3 wardrobe
 - 4 trainers
 - 5 tongue
 - 6 fridge
- 2 1 Materials:
- cardboard, cotton, plastic
- 2 The senses:
 - sight, taste, touch
- 3 Parts of a home:
 - conservatory, hall, study
- 4 Parts of a hand:
- finger, palm, thumb 5 Environment:
 - climate, ecosystem, rainforest
- 3 1 terraced house
 - 2 garden
 - 3 drought
 - 4 see
 - 5 flood
 - 6 wood
- 4 1 was running
 - 2 got
 - 3 was travelling
 - 4 Were you sleeping
 - 5 wasn't snowing
 - 6 was sitting
- 5 1 Mr. Jones has worked here for six months.
 - 2 Jack has known Ana for four years.
 - 3 We've lived in this house since last summer.
 - 4 I've had these earrings for two months.
 - 5 Bella has been playing the violin since she was seven.
 - 6 They haven't eaten meat for ages.
 - 7 It hasn't rained since September.
- 6 1 used
 - 2 everywhere
 - 3 Have
 - 4 haven't finished
 - 5 anyone
 - 6 than
 - 7 I've just been
 - 8 use
 - 9 yet
 - 10as

Workbook page 39

7 1 A 2 C 3 C 4 B 5 B 6 C 7 A 8 A 9 B 10 A

Video

- 2 1 Tennis, track cyclist and Formula One racing driver.
 - 2 Golf and curling.
 - 3 The stone put and Scottish hammer throw.
 - 4 Competitors have to throw the caber away from them. The objective is not to see who can throw the furthest. The caber must land on its large end and the small end pointing directly away from them.
- 3 Students' own answers

Video Workbook page 39, exercise 2

You may not think of Scotland as being one of the great sporting nations of the world. However, they have had a few notable individual sports stars, such as Andy Murray, Chris Hoy and Jackie Stewart. And they invented the sports of golf and curling. But perhaps the most typically Scottish of sports are the sports of the Highland Games.

The Highland Games are not a single event, but a series of events held throughout the year. Nobody really knows exactly when they started, but for hundreds of years the strongest and fastest Scots have come together to compete against each other. And some of the events you may recognize from the modern Olympic Games.

The stone put is very similar to the Olympic shot put. Competitors must throw a very heavy stone as far as they can, and the furthest throw wins. The Scottish hammer throw is also similar to the Olympic hammer throw. The main difference is that the metal ball is usually attached not by a chain but by a kind of stick. Then there are several other events, most of which test how strong competitors are. Probably the most famous event of the games is what's called the caber toss. A 'caber' is a large wooden pole, and they can weigh around 80 kilogrammes. Competitors have to 'toss', or throw, the caber away from them. The objective is not to see who can throw the furthest. To get the highest score, the caber must land on its large end and the small end must land pointing directly away from you. The Highland Games have not only influenced the Olympic Games but have also been the inspiration for the World's Strongest Man' competition, held every year in a different country. But perhaps one of their most important purposes is as a celebration of Scottish Highland identity, a reminder to modern Scots and to people everywhere of the origins of this proud, tough people.

4

Hopes and dreams

Unit overview

Vocabulary

- TV programmes: cartoon, cookery programme, crime series, documentary, film, game show, makeover show, nature programme, the news, reality show, sitcom, soap opera, sports programme, talent show, talk show, the weather forecast
- Life events: be born, begin your career, buy a house, decide to become, die, get divorced, get engaged, get married, graduate, grow up, have children, live, meet, move, work
- Competitions: contestants, finalists, judge, prize, vote
- make and do
- Face 2 Face: Get a move on Take it easy it's no big deal

Grammar

- will/won't
- may/might
- First conditional
- Future plans & intentions
- would like to

Pronunciation

Contracted will / won't

Recycled language

- Past simple
- Present perfect

Language objectives

- To learn vocabulary related to TV programmes (page 41) and life events (page 45)
- To learn and use will/won't, may/might and the first conditional (page 42), and ways of talking about future plans & intentions and would like to for wishes (page 46)
- To use informal expressions in writing (page 49)

Skills objectives

- To read and understand a text about a TV talent show (page 40)
- To discuss TV programmes (page 41) and life events (page 45)
- To listen to and understand a scene from a TV programme (page 43)
- To read and understand a text about people's ambitions (page 44)
- To identify important goals and ambitions and present them to the class (page 47)
- To make offers and requests (page 48)
- To write an informal email (page 49)

Assessment criteria

- Students can use will / won't, may / might and the first conditional, and ways of talking about future plans & intentions and would like to correctly.
- Students can recognize and use vocabulary about TV programmes and life events correctly.
- Students can correctly pronounce the contracted form of will/won't.
- Students can read and understand a text about a TV talent show and people's ambitions.
- Students can listen to and understand a scene from a TV programme.
- Students can identify important goals and ambitions and present them to the class.
- Students can make offers and requests.
- Students can write an informal email.

Resources

- Teacher's i-book
- Student's Book CD 2
- Teacher's Resource Book:

Vocabulary Support Worksheet Unit 4, page 18 Vocabulary Consolidation Worksheet Unit 4, page 19 Grammar Support Worksheet Unit 4, page 42 Grammar Consolidation Worksheet Unit 4, page 43 Speaking Worksheet Unit 4, page 63 Test Consolidation Unit 4, page 106 Test Extension Unit 4, page 110 Speaking Test Unit 4, page 220

Prepare for Cambridge Exams

Speaking page 128

Giving personal information

Prepare for the TOEFL Junior® Test

Speaking page 129

Read aloud

Go Digital!

Teacher's i-book Flook



Use the **Richmond i-tools** (1881) to complete the activities with the students on the IWB.

(1) offers additional IWB practice to reinforce the lesson content:

Reading

The **IWB Reading activities** are designed to focus on real language in use within the reading texts.

The **hot spots** are designed to highlight potentially difficult words or cultural information before doing the reading activities.

Reading extra, pages 40 and 44

Listening

The IWB Listening activities are designed to help students explore the listening dialogues in greater depth.

Listening extra, page 43

Writing

The **IWB Writing activities** are designed to give students controlled practice in building a text before they do the free writing tasks in Your turn to write.

Writing extra, page 49

More provides extra interactive practice which can be used for fast finishers or as a wrap-up activity. Alternatively, it can be used as homework.

- Grammar, pages 42 and 46
- Vocabulary, pages 41 and 45
- Pronunciation, page 42



Grammar, pages 42 and 46



Hopes and dreams

will / won't | may / might | First conditional Future plans & intentions | would like to

Vocabulary Challenge Writing An informal email

TV programmes | Life events Talk about your goals and ambitions Interaction Making offers and requests

READING

- Discuss the questions in groups.
 - What TV programmes have you watched in the last two
 - Which programmes do you always try to watch? Which ones do you avoid?
 - What is your favourite TV programme? Why?

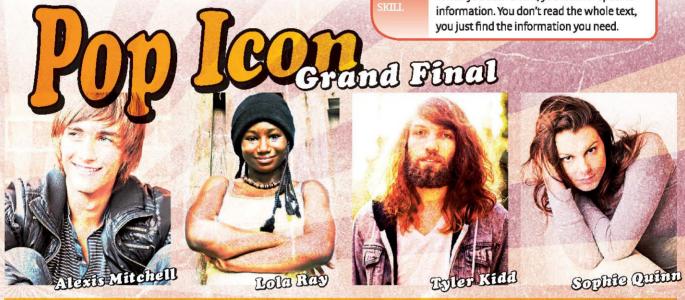
Read the Study Skill. Then read the article quickly and answer the questions.

- 1 What type of programme is it?
- 3 Why is it special?
- 2 When is it on?



Scanning

When you scan a text, you look for specific



Only four contestants remain in this vear's Pop Icon competition. There's a fantastic prize. If they win, they'll get a recording contract with a major record label. But who will the judges vote for? And who will win the Grand Final of the most exciting talent show on TV?

At sixteen, student Alexis Mitchell is the youngest finalist, but he has a big voice. He's wowed the judges at every stage. His dream is to do a gig in New York and meet his biggest inspiration - David Bowie. Alexis says:

'I don't know who'll win tonight. It might be me, it might not. I can only give 100%." 24-year-old Lola Ray is the only rapper to get through to the final. She first performed on stage when she was only seven - playing Mozart on the piano! Her brother taught her some of her amazing dance moves. Lola says:

'If I win tonight, I'll dedicate my victory to my brother. He really is my hero!'

Tyler Kidd lives and breathes music. The 20-year-old sings in the shower, practises after college, and busks at the weekend on the streets of London. How does he relax? He writes songs! Tyler doesn't lack confidence. He says:

'My dream will definitely come true for me tonight. I won't lose."

Sophie Quinn is a singer songwriter. She left school last year and works part-time in a pizzeria. The 19-year-old has never had a singing lesson, but the judges have praised her beautiful voice. You never know, she may win tonight. Sophie says:

'I hope I get to the top. It's the most important thing in my life. I don't know what I'll do if I don't win. I can't work in a pizzeria for the rest of my life."

> The action begins at exactly 8pm this evening. Don't miss it!

40

Warmer

Brainstorm the names of people who became famous when they were young, e.g. *Justin Bieber, Michael Jackson.* This should include both those who are still young and those who are now adults. Point out that the word *celebrity* simply means a famous person, and not necessarily a person who is good at something. Ask: *Do you want to be famous? Would you like to be a star? Why / Why not?* Talk about the good and bad points of being famous and note these on the board.

1 Get students to note down the answers to the questions from their group discussions. One student from each group reports back to the class and the most / least popular TV programmes are revealed. Elicit that show is another word for a light entertainment programme, as in TV show or reality show.

Answers

Students' own answers

2 1 The text is available to listen to.

Elicit that we can use the verbs *begin* and *start* to talk about when a programme is on. Remind students not to be concerned about vocabulary they don't know, as they should still be able to answer the questions.

Answers

1 It's a talent show. 2 It's on at 8pm this evening. 3 It's the most exciting talent show on TV.

Teaching tip

Students may confuse scanning and skimming a text. Point out that while scanning is a technique used to find specific information, skimming means simply understanding the general meaning. To underline this, you could give them a text of about the same length as the one on page 40, but with no title or visual clues, and ask them to summarize in a phrase or short sentence what the text is about.

3 Read the article and answer the questions. Sometimes more than one name is possible.

Who...?

- 1 Lola Ray is the oldest contestant.
- 2 ... feels confident about winning.
- 3 ... is still a student.
- 4 ... has a background in classical music.
- 5 ... really wants their life to change.
- 6 ... writes songs.
- 4 Read the article again and answer the questions. Justify your answers with language from the text.
 - 1 Why does Alexis have a good chance of winning? He's wowed the judges at every stage.
 - 2 Why does Lola say her brother is her hero?
 - 3 Music is important to Tyler. How do we know?
 - 4 Why does Sophie want to win so much?
 - 5 Who do you think is the most likely winner? Why?
- 5 Find words or phrases that mean:
 - 1 to impress to wow
 - 2 a pop or rock concert
 - 3 to say you have done something for another person, often to show your thanks
 - 4 to perform music for money in public places
 - 5 to say good things about somebody or something
- 6 Complete Word Zone with the words below.

contestant finalists judge prize vote



Competitions

A¹contestant takes part in a competition. The ²... watches the performance and gives marks. Often members of the public ³... for their favourite acts. At the end of the competition there are a few contestants — the ⁴.... The winner gets a ⁵....

- 7 Listen to Alexis, Lola, Tyler and Sophie in the Pop Icon final. Make notes about their performances. Who do you think should win?
- 8 You are the judges. In groups, discuss who should win *Pop Icon*. Give reasons for your choices.

I think Sophie should win. Her voice is amazing.

> I don't agree. Alexis is a better singer. He really sounds like a pop star!

VOCABULARY

TV programmes

9 Look at the types of TV programme. Which can you find in the TV guide? Which aren't on tonight?

cartoon cookery programme crime series documentary film game show nature programme the news reality show sitcom sports programme soap opera makeover show talent show talk show the weather forecast

Alpha Channel

3.30pm	Elephant Orphans A new baby arrives at the sanctuary. Will he fit in?
4.30pm	Brilliant Minds Today we look at the life of Albert Einstein.
5.00pm	In The Box! Contestants guess the value of mystery boxes to win the prize of a lifetime.
6.00pm	Alpha Channel News Including weather.
6.30pm	Bailey Street Justin is worried about Gemma Kyle has a surprise and the Connors are in trouble again.
7.00pm	Alpha Cooks Cookery contest is looking for the nation's best chefs.
8.00pm	Star Struck The talented Becky and Sandy are the last two contestants. Don't forget to vote!
9.00pm	Murder Mystery Detective Keith Cline investigates the murder of an airline pilot.
10.00pm	Happy Families More madness from your favourite comedy family.
10.35pm	The Big Match Highlights of Netherlands - Germany match.
11.30pm	Talk Big Jamie's guests tonight are Kristen Stewart and Hugh Grant.

- 10 Listen to five extracts from TV shows and write the genres. How did you decide?
- 11 In pairs, decide which three programmes to watch on Alpha Channel.

I'd like to watch Bailey Street. I love soap operas.

> I'm not keen. I'd prefer to watch Happy Families. It's going to be funny.

12 Make a list of TV programmes that you and your family watch. Imagine you are explaining them to an English person. Write sentences.

Aida is a popular sitcom about a woman and her children. They live in her father's house with her mother and brother.

More practice 41

3 Ask students to read the text more carefully this time in order to answer these questions. Read the title and elicit that icon is similar to star. Have students read through the questions and check their understanding of confident and background by asking for synonyms that fit the context (certain and experience).

Answers

- 2 Tyler Kidd
- 3 Alexis Mitchell and Tyler Kidd
- 4 Lola Ray
- 5 Sophie Quinn
- 6 Tyler Kidd and Sophie Quinn
- 4 Read the example and ask students if they know the meaning of wowed (made a very good impression). Have students do the activity in pairs and encourage them to guess the meaning of any unfamiliar words or expressions. Students answer in full sentences.

Answers

- 2 Her brother taught her some of her amazing dance moves.
- 3 He sings in the shower, practises after college and busks at the weekend on the streets of London.
- 4 She doesn't want to / can't work in a pizzeria for the rest of her life.
- 5 Students' own answers
- 5 Stronger students can try to do this exercise without looking back at the text.

Answers

- 2 gig 3 dedicate 4 busk 5 praise
- 6 Refer students to Word Zone and model the stress and pronunciation of the words in the word box. Mention that three of the words can be used as both verbs and nouns (judge, prize, vote).

Answers

2 judge 3 vote 4 finalists 5 prize

Teaching tip

You could use the Word Zone sections to encourage students to expand their vocabulary. Set a time limit and ask students to use their dictionaries to find as many words as they can connected with a particular topic. Examples in this context include *star*, *icon*, *celebrity*, *idol*, *hero*.

7 2.2 Transcripts page 136 Elicit adjectives that can be used to describe a person's singing voice, e.g. poor, awful, weak, brilliant, amazing, impressive. Tell students not to use full sentences at this stage.

Answers

Students' own answers

8 Model the dialogue. Point out sound like + noun, and remind students about sound + adjective, e.g. He sounds amazing! Encourage them to use adverbs as well as adjectives, e.g. Lola sings well.

Answers

Students' own answers

Warmer

Have students stand up and tell them that they need to find someone else who watched two of the same TV programmes as they did in the previous week. Write on the board *Did you watch/see ... on (Saturday)? No, but I watched ...*. Encourage them to take turns and elicit expressions such as *How about you?*

9 Put students in pairs and tell them that they can use their dictionaries. Encourage them to look at the title of the programmes as well as the descriptions. When going over the answers, check their understanding of orphan, sanctuary, talented and highlights by asking for definitions.

Answers

on: nature programme, documentary, game show, the news, the weather forecast, soap opera, cookery programme, talent show, crime series, sitcom, sports programme, talk show not on: cartoon, film, reality show, makeover show

10 2.3 Transcripts page 136 Tell students to pay attention to the way in which people speak as well as what they're saying, e.g. whether they sound excited, impatient, worried, impressed, etc. Ask students to look through the words and expressions in the exercise 9 word box again, then play the audio through once.

Answers

- 1 crime series 2 nature programme 3 makeover programme 4 game show 5 reality programme Students' own answers
- 11 Model the dialogue and point out that a reason is given to justify a person's choice. Encourage students to do the same, and to use phrases for agreeing, disagreeing and expressing opinions.

Answers

Students' own answers

12 Students can do this exercise individually or in pairs. Once they have finished their sentences, they could read them out loud without mentioning the name of the TV programme. The class then guesses what the programme is from the description.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 18, exercises 1–3 Vocabulary Consolidation Worksheet: page 19, exercises 1–2



will / won't | may / might | First conditional



will / won't | may / might

We use will / won't to make predictions about the future.

That dream will definitely come true for me tonight.
I won't lose.

Who will the judges vote for?

We usually contract will to 'll in spoken English. I don't know who'll win tonight.

We use these adverbs with will / won't to express degrees of certainty and uncertainty.

possibly

probably

definitely

0%=

We use may / might when we are not totally sure what will happen in the future.

It might be me, it might not. She may win tonight. In spoken English, might is a bit more common than may.

Grammar reference page 116

PRONUNCIATION Contracted will / won't



- 1 Listen and repeat the sentences.
 - 1 I think we'll go to a gig.
 - 2 I won't see her this week.
 - 3 They won't go to the cinema.

More practice? page 148

2 Choose the best alternatives and complete the conversations. Use may / might.

be not buy not come not finish go have like not play stay visit

- 1 A: 'What will you do later?'
 - B: 'I'm not sure. We 1 might go to the cinema or we 2 ... at home and watch TV.'
- 2 A: 'Jack, I'm sorry but I 3 ... to your party on Saturday.'
 - B: 'Why not?'
 - A: 'My parents 4 ... my grandparents this weekend.'
- 3 A: 'Harry *... that new mobile phone we looked at in the phone shop.'
 - B: 'Really? What's the problem?'
 - A: 'He thinks it 8 ... too expensive.'
- 4 A: 'Listen, I' ... football this afternoon.'
 - B: 'Are you feeling OK?'
 - A: 'Not really. I * ... a rest and see how I feel later.'
- 5 A: 'I ... this book. It's a bit boring.'
 - B: 'Well, I think Lisa ... it. Why don't you give it to her?'

3 Complete this blog about what your life will be like at 25.

My Life at 25

Where will you live? I may live in the USA! I love America.

Will you get married?

Will you have any children?

What will your job be?

What will you do in your free time?

How will your personality be different?

4 Interview your partner with the questions in exercise 3.

Where will you live?

I'll probably live in another country. It might be Canada or the USA. I'm not sure.



We use the first conditional to talk about things that are likely to happen and their possible consequences.

If they win, they'll get a recording contract.
I don't know what I'll do if I don't win.

Grammar reference page 116

- 5 Complete the sentences with the correct form of the verbs in brackets.
 - 1 If I reach (reach) the final, my parents will have (have) a big party.
 - 2 How ... Lana (celebrate) if she ... (win) the competition?
 - 3 If Mark ... (miss) the game on TV, he ... (watch) it online.
 - 4 They ... (be) very disappointed if they ... (not be able to) buy tickets.
 - 5 Where ... you (have dinner) if you ... (go) out tonight?
 - 6 | ... (text) you if we ... (get) to the station early.
 - 7 If you ... (not give) me the remote control, I ... (tell) Mum.
- 6 Write questions. Then ask and answer them in pairs.

What will you do if you forget your homework?

I'll get into trouble!

- 1 What/do/if/forget/your homework?
- 2 Where/go/if/sunny/at the weekend?
- 3 If/tell/a secret/what/do?
- 4 What/film/see/if/go/to the cinema?
- 5 What/do/if/hear/a strange noise in the night?
- 6 If/nothing on TV/what/do tonight?



FAST FINISHERS Can you remember your partner's answers to question 6? Check if you were right.

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 117.
- Image: Visual grammar presentation

Warmer

In pairs, get students to test each other on types of TV programmes. Tell them to describe the programme or to give an example of it. This could also be a team activity, with groups testing each other.

1 2.4 As students listen and repeat, check that they are not confusing the pronunciation of won't with want.

Teaching tip

Students may have difficulties with the pronunciation of we'll and will. As the contracted form 'll is used very frequently, take the opportunity to have them practise the pronunciation of the full form too, for example in exercise 3.

2 Students can do this exercise in pairs. Ask them to read through the whole dialogue first before deciding which verb to use in each gap. They should also look at any prepositions that come after the gaps to help them.

Answers

- 2 may/might stay
- 3 may/might not come
- 4 may/might visit
- 5 may/might not buy
- 6 may/might be
- 7 may/might not play
- 8 may/might have
- 9 may/might not finish
- 10may/might like
- 3 Have students work individually and ask them to use may / might or will. Refer students to the grammar box at the top of the first column, if necessary. Point out that the position of the adverb changes depending on whether we use will or won't. Write on the board: I'll probably live in Australia and I probably won't live in the UK.

Answers

Students' own answers

4 Monitor and check that students are using adverbs correctly with will and won't. Also make sure that their choice of may / might or will makes sense overall.

Answers

Students' own answers

5 Refer students to the First conditional box and ask them to identify the if-clause and the main clause in both sentences. Point out that we can use a negative verb in one or both clauses. When they have completed the activity, check if they have noticed that the if-clause never contains will.

Answers

- 2 will (Lana) celebrate, wins
- 3 misses, 'll watch
- 4 'Il be, aren't able to
- 5 will (you) have dinner, go
- 6 'll text, get
- 7 don't give, 'll tell
- 6 Point out that we don't generally use the short form 'll in questions. Ask students to think about how they might respond as they are writing the questions.

Answers

- 2 Where will you go if it's sunny at the weekend?
- 3 If I tell you a secret, what will you do?
- 4 What film will you see if you go to the cinema?
- 5 What will you do if you hear a strange noise in the night?
- 6 If there's nothing on TV, what will you do tonight? Students' own answers

Extra activity

As an extension to exercise 6, ask students to write three questions of their own, and then to interview their partner. Their partner must give a plausible answer.

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 42, exercises 1–3 Grammar Consolidation Worksheet: page 43, exercises 1–4



Follow a scene from a TV programme



- In pairs, look at the photos above. Discuss what type of programme this is, and who the people are.
- Read the newspaper articles quickly. Then listen to the start of the scene and choose the correct article.

Teen gangs in fight

Yesterday evening at the Westside Centre teen gangs were involved in a fight. Three boys were hurt and two were arrested and spent the night in jail. Police aren't looking for anyone else.

Westside Centre fight

There was a fight between two teen gangs at the Westside Centre at 9.00pm last night. Nobody was hurt and the police made no arrests, but they expect more violence tonight.

FIGHT OUTSIDE SHOPPING CENTRE

The Westside Centre was the scene of a fight between two 30-year-old men last night. The police have arrested Paul Brady and Jonathon Allen who will appear in court today.

- 3 Listen to the rest of the scene and answer the questions.
 - 1 What did Ruby do the previous evening? She went to a disco.
 - 2 What is she doing at the end of the week?
 - 3 Where does Ruby say she is going?
 - 4 Why does she need to borrow some money?
 - 5 Who does Ruby say she is going to see?
 - 6 Who does she meet at the front door?
- 4 Listen again and answer the questions. Then discuss your ideas with your partner.
 - 1 What do Ruby's parents think about young people? They think they're terrible these days.
 - 2 Why do they seem worried about Ruby?
 - 3 What does Ruby's father think of Johnny? Why?
 - 4 Why was Ruby surprised when she saw Johnny? What do you think happened to him?
- Frace 2 Face. Go to page 146 and put them into the dialogues. Listen and check.



- 6 Work in groups. What do you think happens next? Write the next scene from the soap opera. Think about:
 - how the people feel
 - what will happen
 - how the scene will end
- 7 Act out your scene to the rest of the class. Vote for the best ending.

Warmer

Divide the class into three groups. Write a sentence containing errors of punctuation, spelling or grammar. Give group Athirty seconds to make the necessary changes and allocate a point for each accurate correction. Then allow students from groups B and C to point out any missed or incorrect changes and allocate two points for each correct answer. Continue with a new sentence and allocate this to group B, and so on. Possible sentences are: have you ate ever japanese food in these country (Have you ever eaten Japanese food in this country?); There's lots simple fun things can you do save the environment. (There are lots of simple, fun things you can do to save the environment.); i didn't use like Football, but I watch all the time now.).

1 Take the opportunity to practise the vocabulary for types of homes from Unit 2 by eliciting terraced house. And refer students back to the types of TV programmes on page 41.

Answers

Students' own answers (It's a soap opera)

2.5 Transcripts page 136 Tell students that they will hear a conversation between the mother and father of a teenage girl from the TV programme in exercise 1. Check that students understand the meaning of gang (a group of people with something in common, especially of a criminal or violent nature).

Answers

Westside Centre fight

Extra activity

Ask students what they notice about the newspaper headlines in exercise 2 (there are no verbs or articles). Refer them to the article on page 40 and, in pairs, ask them to think of a suitable newspaper headline for the Pop Icon grand final, e.g. Grand final of TV's most exciting talent show on tonight.

2.6 Transcripts page 136 Point out that the daughter of the couple from exercise 2, Ruby, joins in the next part of the dialogue. Elicit that the tense in question 2 is the present continuous with future meaning. Students answer in full sentences.

Answers

- 2 She's got her exams.
- 3 She's going to see some friends.
- 4 She might need to get a taxi later.
- 5 She says she's going to see some college friends.
- 6 She meets Johnny at the front door.

WORDS TO KNOW

Check that students know the following words: kids, grab, revision. Ask them to give a synonym for each one (children/young people, take something quickly, study for an exam).

4 2.6 Transcripts page 136 Tell students that in this exercise, they need to interpret people's feelings and opinions. Elicit which expressions or phrases helped them find the correct answers.

Answers

- 2 They are worried about her work and exams.
- 3 He doesn't like him because Johnny is always getting into trouble.
- 4 Because he had blood on his face. Students' own answers
- 5 2.7 These expressions are all common idiomatic expressions in spoken English. They are highlighted in the audio script. Before students go to page 126, ask them which one means:

Hurry up. (Get a move on.)

Don't worry. (Take it easy.)

It doesn't matter. (It's no big deal.)

Ask students if there's an equivalent in their own language.

Answers

- 1 Take it easy 2 it's no big deal 3 Get a move on
- 6 Before doing this activity, invite students to summarize what has happened in the story so far. Put them into groups of three to five, so that everyone will have a role to play. Point out that the new scene could include characters not previously mentioned, especially if the scene has changed from the family home. Monitor and help with vocabulary.

Answers

Students' own answers

7 Invite stronger students to act out their scene first. Have other students make notes about what happens in each group's scene, so that they can make an informed choice when they come to vote for the best ending.

Answers

Students' own answers

Fast finishers

Ask fast finishers to write a further scene that follows on from the one they contributed to in exercise 7.



- 1 Finish these sentences about you.
 - I get bored when ...
 - When I leave home I'd like to ...
 - In the future I want to ...
 - In the future I don't want to ...

- Read your sentences to your partner. Give reasons for your choices. Are any of your sentences the same?
- 3 Look at the photos and the title of the article. What do you think it is about? Read it quickly and check your ideas.

Live the dream!

What are your personal ambitions for the future? Do you want to be a journalist or take part in the Olympic Games? Perhaps you're going to do charity work overseas or become an astronaut. Well, remember these two things:

- ✓ If you want to be happy, you must do what you love.
- ✓ If you think positively, you can realize your dreams.

We'd like to hear about your ambitions!



COMMENTS



I do sport, anything from basketball to judo. And when I'm not doing sport, I think about it! I'm going to be a professional football player. I'd like to play for my country. I like being a part of a team, and I love the excitement. I'm not going to do something I hate as a job.

My advice Don't let other people tell you what to do!





I've already planned my whole life! I'm going to pass my exams and go to college. I'm going to study English and meet my future husband. Then we're going to get married and have four children. Oh, we're going to move to the USA, too. And when I'm old I'm going to retire and live in a sweet little house.

My advice You have to work for your dream. I'm studying English this summer in the UK.

Alicia



I'm working part time at an animal hospital next month. Maybe that doesn't sound like much fun to you, but I can't wait! Pets offer companionship and love, and they become a part of the family. When I leave home I'm going to live on a farm with rescue dogs, cats, parrots ... and maybe even Ilamas! So what am I going to do? I think you can guess!

My advice Talk to people who do the job you want. They can give you lots of useful tips. *Maria*



Well, I'm going to finish school and then study at university. When I'm there I'd like to make good friends – friends for life. Because in my opinion, that's the best thing you can have. And after university? I'm going to write a best-selling novel, sell it to Hollywood, make lots of money and be famous for the rest of my life. :-))))

My advice If you care about other people, they'll care about you.

Sammy



Warmer

Play word association. Say a word, e.g. birthday, and ask individual students to give a noun that is connected with it. The aim is to cover a wide variety of vocabulary, such as birthday > present > shop > supermarket, rather than keeping to one theme.

1 Have students read the sentences. Ask what tense is required after when in the first item (present simple). Students complete the sentences individually and without looking at the article.

Answers

Students' own answers

2 Elicit expressions for agreeing, disagreeing and contradicting, e.g. So do I, Neither would I, I do, I don't. When students are comparing their answers in pairs, monitor and check that they are using these expressions. Invite pairs of students to compare their sentences for the class.

Answers

Students' own answers

3 2.8 The text is available to listen to.

Ask students to suggest what the title of the article means (live the best life possible). Before reading, have students focus on the four photos on the right-hand side and ask for a brief description of each one, writing any new vocabulary on the board, e.g. graduate / graduation ceremony, vet / animal hospital etc. Ask how they think the photos link in with the title (they relate to people's ambitions).

Answers

Students' own answers

Extra activity

Use the photos in the article to revise tenses as well as vocabulary. Get students to write three questions about each photo using the present simple, present continuous and present perfect, e.g.

Who are these people?

(They are students.)

What are they doing?

(They are smiling at the camera/posing for a photo.)

What has just happened?

(They have just received their degree certificates.)

Monitor and help with vocabulary, writing any useful items on the board.



- 4 Read the website and decide if the sentences are true or false. Correct the false sentences.
 - 1 David prefers individual sports to team sports. False. He likes being in a team.
 - 2 He believes it is important to do what he loves.
 - 3 Alicia lives in the USA.
 - 4 She is studying English in the summer.
 - 5 Maria is working for a local vet at the moment.
 - 6 She wants to work with animals and have lots of pets.
 - 7 Friends are the most important thing to Sammy.
 - 8 He doesn't want to have a conventional job.
- 5 Read the website again and answer the questions.
 - 1 Who is going to get useful experience? What are they doing? Maria. She's working part time at an animal hospital next month.
 - 2 Who thinks it is important to be true to yourself? Why is that important?
 - 3 Do you think Sammy is serious about writing a novel? Why / Why not?
 - 4 Who do you think has the best chance of living his / her dream?
 - 5 Who do you think gives the best advice?
 - 6 Can you think of any other useful advice?
- 6 Compare your answers in exercise 5 with your partner.
- 7 Read Word Zone. Then work in pairs and decide if we use make or do with the words below.

do a course

an activity a course a drink an excuse some exercise homework a job a meal a mistake noise a phone call the shopping



make and do

Lots of expressions in English go with make or do. You need to learn which expressions go with which verb. make friends, make money do charity work, do sport

- 8 Discuss these questions in groups.
 - What are your ambitions for the future? Why?
 - Are you doing anything to make your dream come true?

I'm going to travel around the world on my own.

Great! Where will you go?

9 In pairs, unscramble the life stories of Michael Jackson and Elvis Presley.





- He was born in 1958 in Indiana, USA. His parents had ten children.
- He graduated from High School in 1953 and decided to become a singer:
- 3) His family moved to Memphis, Tennessee in 1948 when he was 13.
- He began his career at the age of 6 singing in a band with his brothers.
- 5) As a child he **lived** in a small house with his big family. His father **worked** in a steel factory.
- He was born in 1935 in Mississippi. He was an only child. His family was poor and he grew up in a two-roomed house.
- v He **got married to** his second wife in 1997. They had two children, but they **got divorced** in 1999.
- When he was 10, his parents gave him a guitar. He wanted a bicyclel
- In May 1994 he married his first wife, Lisa Marie Presley. They first met in 1975, when he was seven. They got divorced in 1996.
- 19 He died in 2009, and on that day the whole world was sad.
- II In 1957 he **bought** an incredible **house** called Graceland.
- 12 He got engaged to Priscilla and they got married in 1967. They had one daughter, Lisa Marie.
- Is In 1988 he bought a house called Neverland it was a theme park.
- 14 He was only 42 when he died in 1977.
- 15 In 1982 he made the bestselling album of all time Thriller.
- 16 He and his wife Priscilla got divorced in 1973.
- 10 Listen and check your answers.
- 11 Find out about an adult you respect or admire. Make notes. He or she can be famous or someone you know personally.
 - Birth and childhood (birthplace, parents, first home...)
 - Education and teen years (school, interests...)
 - Life events (marriage, children...)
 - Career and achievements
 (jobs and anything else interesting...)
- Write a short biography. Use your notes to write four paragraphs.

More practice 4 Check that students understand the meaning of retire in the article and conventional in item 8. Advise students to look at the time expressions that are used with the present continuous to decide whether an action is happening now or is a future plan, e.g. I'm working part time at an animal hospital next month.

Answers

- 2 True
- 3 False. She is going to move to the USA
- 4 True
- 5 False. She's going to work part time at an animal hospital next month
- 6 Trua
- 7 True
- 8 True
- 5 Read question 1 and the example answer. Point out that *going to* is another way ot talking about plans or intentions. Have students do this activity individually. They answer in full sentences.

Answers

Students' own answers

6 Tell students to focus on their opinions about questions 4–6 in exercise 5, and to discuss their reasons. Make this a class discussion and write the best of the useful advice from question 6 on the board.

Answers

Students' own answers

7 Refer students to Word Zone and explain that we often use do to talk about performing a task or activity and make when we are creating something. However, since many combinations do not follow this rule, their usage cannot always be guessed.

Answers

do: an activity, a course, some exercise, homework, a job, the shopping make: a drink, an excuse, a meal, a mistake, a noise, a phone call

Extra activity

In pairs, ask students to choose six expressions from the exercise 7 word box and Word Zone. Tell them to write six sentences that include each of their chosen expressions. Encourage them to use different tenses. Invite individual students to give their sentences.

8 Read the questions and ask whether the second question is asking about the present or the future (the present). Encourage students to respond to each other's ideas. Elicit appropriate expressions, e.g. Really?, That sounds, and remind them to use follow-up questions.

Answers

Students' own answers

Warmer

Write three sentences about yourself on the board, only two of which are true, e.g. I was born in Costa Rica. I have never had Chinese food. I'm really good at karate. Read them out and ask students to guess which one is not true. Then ask students to write three sentences about themselves, also using the past simple, present perfect and present simple. When they are ready, invite individual students to read out their sentences and invite the class to guess the incorrect one.

9 Before looking at the text, elicit any facts that students know – or think they know – about Michael Jackson and Elvis Presley. Do not write these down or confirm or deny them at this stage. Students work individually, writing down the two names side by side and listing the numbers in the order in which the events happened underneath each name.

Answers

Students' own answers
Correct answers are given in Exercise 10 below.

10 2.9 Transcripts page 136 When playing the audio, pause after each numbered item of information. Tell students that if they have any wrong answers, they should correct these as they listen. Play the first item, then pause and ask who it is about (Elvis Presley).

Answers

Elvis Presley: 6, 8, 3, 2, 11, 12, 16, 14 Michael Jackson: 1, 5, 4, 15, 13, 9, 7, 10

11 This can be done as a homework activity. Tell students not to write full sentences at this stage, as they will be using their notes to write a biography later on.

Answers

Students' own answers

12 Ask students to write one paragraph for each of the bullet points in exercise 11. Ask them which tense they will need to use for most of the verbs (past simple).

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 18, exercises 4–6 Vocabulary Consolidation Worksheet: page 19, exercises 3–5



Future plans & intentions | would like to



Future plans & intentions

We use the present continuous to talk about future arrangements, especially when we say what time or who with.

I'm studying English this summer in the UK.

We use be going to to talk about future intentions.

I'm going to finish school and then study at university.

We can also use be going to for future predictions based on what we can see.

Watch out! That glass is going to fall over.

We use the present simple to talk about timetables and scheduled events.

The train for Paris leaves at 5.35am.

Grammar reference page 116

1 Write I for intentions, A for arrangements, P for predictions or T for timetabled events.

- 1 Melanie is going to make a film this summer. /
- 2 I think I'll live in another country one day.
- 3 What time are you leaving for the airport?
- 4 What time does your plane arrive on Saturday?

Write what the people intend to do next.

- 1 Jake has walked to the side of the swimming pool. Jake is going to dive into the water.
- 2 My parents are reading hotel reviews online.
- 3 A wolf is looking through the window of a cottage at an old woman.
- 4 A man is climbing up the side of a building.
- 5 William and Erica are looking at rings in a jewellery shop.
- 6 Mrs Anderson has taken all her money out of the bank.

3 Complete the sentences with the correct form of the present continuous.

- 1 On Tuesday after school I'm playing football.
- 2 '... (Monica, sing) at the party next weekend?' 'Yes,'
- 3 '... (you, do) German next term?' 'No,'
- 4 '... (we, visit) Lucia and Eric at the weekend? 'No, They ... (come) here!'
- 5 '... (Nick, work) on Saturday?''Yes, He's a busy boy!'
- 6 William and Erica ... (get married) on Saturday afternoon.

4 Write questions about Scarlett's holiday. Use be going to.

1 Where is Scarlett going to go?

1 where/go 5 how/travel 2 when/leave 6 what/read 3 when/come back 7 what/write

4 how long/stay

n pairs, ask and answer the questions in exercise 4. Look at the picture to find the answers.

Where is Scarlett aoina to ao?

She's going to go to Mexico and Peru.



6 Cover the picture in exercise 5 and write everything you can remember about Scarlett's holiday.

rould like

We use would like to for talking about wishes. We often shorten would to'd in spoken English.

I'd like to play for my country.

I wouldn't like to be famous.

Use would / wouldn't in short answers.

Would you like to study languages at university? Yes. I would.

Grammar reference page 116

7 Complete the sentences with would like to or be going to.

- 1 Faith isn't going to go out tonight because she feels ill.
- 2 Louise hasn't got a ticket for the concert but she ... go.
- 3 | ... to leave now because | have to be home early. Bye!
- 4 'Hey, Joe, ... see a film this evening?' 'Good idea!'
- 5 Rocky has bought a new guitar. He ... learn his favourite songs.
- 6 'We ... visit you on Saturday if that's OK, Gran'.
- 8 In groups, talk about your plans, intentions and wishes for this weekend.

What are you doing this weekend?

I'd like to go to the football, but...



GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 117.
- Visual grammar presentation

Warmer

Tell students to imagine that they are going to live on a desert island for a year. In small groups, ask them to make a list of five items they would like to take. Write on the board I'll probably ..., I'll definitely ..., I might ..., I'd like to ..., and encourage them to use expressions for agreeing and disagreeing. Invite a member of each group to give their list, and ask whether the rest of the group agrees with it. This can become a class discussion about the usefulness of the chosen items.

Read the sentences and point out that item 1 expresses Melanie's intention rather than a prediction made by someone else. Refer students to the grammar box, if necessary, in order to complete the activity.

Answers

2 P 3 A 4 T

2 Read the example, and point out that different sentences may be possible, but the answer should express an intention. Ask students to work in pairs, then invite individuals to give their ideas. The rest of the class can decide whether the suggestion is a logical one.

Answers

- 2 They are going to book a hotel room.
- 3 It is going to eat her.
- 4 He is going to break into the building/get onto the roof.
- 5 They are going to get engaged.
- 6 She is going to buy something very expensive.
- 3 Remind students that when we use the present continuous with future meaning, we often use a future time reference. Elicit suggestions, e.g. in summer, tomorrow, later today.

Answers

- 2 Is Monica singing; she is
- 3 Are you doing; I'm not
- 4 Are we visiting; we aren't; are coming
- 5 Is Nick working; he is
- 6 are getting
- 4 Students can do this exercise individually or in pairs. Model the example and point out that we can also use the short form Where's Scarlett going to go?, especially in spoken English.

Answers

- 2 When is she going to leave?
- 3 When is she going to come back? 6 What is she going to read?
- 4 How long is she going to stay?
- 5 How is she going to travel?
- 7 What is she going to write?

Teaching tip

Students may have realized there is some overlap between the use of be going to for intentions and the use of the present continuous for arrangements. Point out that we can sometimes use either form when it is clear that arrangements have been made, e.g. Where is Scarlett going to go? and Where is Scarlett going?

Give students a minute or two to look at the picture before asking and answering the questions. Stronger students could also ask How do you know? and describe in their answers what they can see in the picture.

Answers

- 1 She's going to leave / She's leaving on 21st June.
- 2 She's going to come back/She's coming back on 7th August.
- 3 She's going to stay / She's staying for six weeks / a month and a half.
- 4 She's going to travel / She's travelling by car.
- 5 She's going to read Don Quixote.
- 6 She's going to write a travel blog.
- 6 Tell students to make notes individually. They can look at the questions in exercise 4 if they need prompting, but must have the picture covered. Invite individual students to say what they remember.

Answers

Students' own answers

7 Refer students to the grammar box above exercise 7. Point out that an intention is much stronger and more realistic than a wish. Write on the board:

I'd like to be a pilot. It looks so exciting.

Tim's going to be a pilot. He's starting his training course soon. Elicit that the first sentence is a wish, and the second is an intention.

Answers

- 2 would like to 3 'm going 4 would you like to
- 5 is going to 6 would like to
- 8 Model the dialogue and ask if any part of it could be replaced with be going to (What are you going to do this weekend).

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 42, exercises 4-6 Grammar Consolidation Worksheet: page 43, exercises 5-6

CHALLENGE Talk about your goals and ambitions

PREPARATION

Read the article. Then in pairs, discuss things that you want to do and don't want to do in life.

I want to pass my exams.

I don't want to work in an office!

Your life at the moment is probably quite well organized.

You go to school, you study and do exams, go on holiday and spend free time with your

parents and friends. But it's never too early to start thinking about what you want to achieve in life. The starting point is to list the things that are most important to you. Then you can think about what you can do now to help you achieve those goals. But don't forget, young people change, so it's important to regularly revisit your goals as you grow upl Write two lists about your future life - I want and I don't want. It will help you focus on your goals.

DO THE CHALLENGE

2 Look at the list and identify the five goals that are most important to you. Add one goal of your own.

Compare your goals with your partner's. Discuss your reasons. You may change your mind after the discussion.

DEXPress yourself

This is really important to me. I've ticked ... because ... I'd really like to ... I'm not interested in ...

4 Write something you could do now to help you achieve each goal. It could be a general resolution or a very specific plan.

Action Plan
l'd like to volunteer to help a local charity.
l'm going to study an extra ten minutes a day

FOLLOW UP

- Do a presentation of your goals and plans to the
- 6 Write your list out and decorate it with photos and drawings. Keep it somewhere safe and update it every six months.

My_goals_in_life

- grow and learn new things
- be wealthy
- work with animals or nature
- be successful in my job
- have a big family
- work to help society
- travel the world and learn about other cultures
- * be famous
- ★ do a professional sport
- * have lots of nice things
- ★ get good qualifications and continue learning
- * do something in the performing arts
- * have enough money to buy the things I need
- ★ invent or discover something
- ★ help the environment
- ★ do something related to science or technology
- help people in need
- * have good relationships with people

In this lesson, students discuss their goals in life and give a presentation on their goals and plans to the class.

Warmer

Play *Twenty Questions*. Put students into small groups and ask them to decide on a famous person from the past or present who they feel has achieved an important goal. The class asks *yes / no* questions to a group to find out who the person is. Be sure to keep a note of the number of questions asked.

1 Focus on the dialogue and remind students that they should follow want / don't want with an infinitive here, not a noun. Before reading the article, ask them about the double meaning of goal here, and the context in which we would hear it's a goal! (football).

Answers

Students' own answers

2 Students should do this activity individually. Encourage them to tick goals that they can talk about in more detail. In addition, they could put a cross against any goals that are not at all important to them, for the discussion in exercise 3. Invite students to tell the class which new goal they've added to the list, and write these on the board.

Answers

Students' own answers

2.10 Draw students' attention to the Express yourself box. They are available on the audio if you want students to hear how they are pronounced. Point out that I'm not interested in is followed either by a noun or -ing, e.g. I'm not interested in being famous. Monitor the discussions, then ask the class how many students changed their minds about the goals they chose in exercise 2.

Answers

Students' own answers

4 Read through the information in the table and ask for any other expressions that could be used to talk about intentions, e.g. I want to Elicit that we can't use the present continuous here because we are not talking about arrangements. Students work individually, then compare their plans with their partner.

Answers

Students' own answers

5 Tell students that their presentation should have a structure. Rather than simply reading a list, they should begin with a general statement, such as I have lots of goals in life, but these are the most important. or My goals in life are all very different / all have something in common. They should also link the goals and action plan points, e.g. with because. Encourage students to use phrases for expressing preferences from page 47 and elsewhere.

Answers

Students' own answers

Teaching tip

Some students are not comfortable with giving presentations on their own. Giving them time to reflect on and prepare what they want to say is always helpful.

6 This can be done as a homework activity. Tell students that you will ask them to bring their lists into class at the end of the year. This will also provide a good opportunity to revise key language structures and expressions.

Answers

Students' own answers

Fast finishers

Write a list of goals which are not appealing, and say why. Use expressions from *Express yourself* on page 47, but put them in the negative or opposite form, e.g. *I'd really hate to ...*.

INTERACTION

Making offers and requests

DExpress yourself

Requests

Can I borrow your ...?
Could you lend me your ...?
Could I use your ..., please?

Offers

Shall I open the window? Would you like me to ...? Can I help you? I'll turn on the light.

Accepting

Thank you. That's very kind of you. That would be great. Sure, no problem. Sure, go ahead.

Refusing

No, I'm sorry. I need it. No, thanks. I'm OK. That's very kind of you but I'm all right.

OUT AND ABOUT

1 Look at the photos. What do you think is happening? What are the people saying?





- Listen to the conversations and answer the questions.
 - 1 What is Lauren carrying in her bags?
 - 2 Where is she taking them?
 - 3 Why is she giving them away?
 - 4 Why does Charlie have to call home?
 - 5 What is Mia's problem?
- 3 Look at Express yourself. Then listen again and note the expressions you hear.

4 Listen to the conversations and number the pictures.











- 5 Listen again and complete the sentences.
 - 1 Sure, ... 2 I'll ... 3 Shall I ... ? 4 Can I ... ? 5 I'm sorry, ...
- 6 Look at the following sentences. Are they offers or requests? Where do you think the people are?
 - Could you be quiet, please?
 - Can I help with the washing up?
 - Would you like me to take the penalty?
 - 6 Can you hold the bottom of the ladder?
 - Could you pass me the sugar, please?
 - Shall I take out the rubbish?

YOUR TURN TO SPEAK

7 In pairs, take it in turns to make offers and requests. Remember to give a reason if you refuse. Choose from the situations below. Then invent your own situations.

Could you help me with my suitcase, please? It's really heavy.

i'm sorry, I can't. I've got a bad back.

SITUATIONS: make an offer

- ▶ the room is very cold
- ▶ there's no food in the house
- ▶ your friend is very thirsty
- you have an extra ticket for a pop concert
- ▶ the house is a mess

SITUATIONS: make a request

- your suitcase is very heavy
- ▶ you haven't got any money for an ice cream
- you don't understand your homework
- ▶ the radio is very loud
- you can't find your mobile

Lauren, Charlie and Mia are three school friends who live in the UK. In this lesson they have a conversation that includes offers and requests.

Warmer

Write the following on the board:

A: _

D

A: In the car park, I think

B: _

A:

B: Thirty-seven pounds fifty!

Put students in pairs and get them to complete the dialogue using their imaginations. Then invite pairs to act out their dialogue in front of the class.

2.11 Express yourself contains a variety of useful phrases for the situations in the dialogue. Some of them (but not all of them) are used in the dialogue. They are available on the audio if you want students to hear how they are pronounced.

1 Tell students that the photos show Lauren and her father and Charlie and Mia. Students work in pairs to discuss the questions. Ask which tense they think will be used most in the answers (present continuous).

Answers

Students' own answers

2 12 Transcripts page 137 Have students read the questions. Check that they understand the meaning of *give away* (give something free).

Answers

- 1 She's carrying her old encyclopaedias.
- 2 She's taking them to the charity shop.
- 3 Because she can get all the information online.
- 4 To tell his mother he isn't going home for lunch.
- 5 She left her mobile at home.

Extra activity

As an alternative to exercise 2, put students in pairs and ask them to guess the answers to the questions. Then play the audio and have them check to see if their guesses were correct.

3 2.12 Transcripts page 137 Refer students to the expressions for refusing and ask which one is used to refuse a request (No, I'm sorry, I need it.). Elicit that the other two expressions are used to refuse an offer.

Answers

Would you like me to ... ? That would be great. I'm OK ... Can I borrow your ... ? Sure, no problem. 4 12.13 Transcripts page 137 Give students time to look at the pictures and ask them what the items are. Play the audio once for this exercise.

Answers

1 B 2 E 3 A 4 D 5 C

5 2.13 Transcripts page 137 Now play the audio again, and advise students that this time they need to pay close attention to the expressions used. Point out that items 1-5 are in the same order as the conversations.

Answers

- 1 go ahead.
- 2 take him if you like.
- 3 open the window?
- 4 give you a hand?
- 5 I can't.
- 6 Model the pronunciation and stress, pointing out that the voice goes down at the end of the first and fifth questions on the word please. Invite individual students to read out the questions. Students can work in pairs or small groups to do this exercise.

Answers

Could you be quiet, please? (request) (library)
Can I help you with the washing up? (offer) (kitchen)
Would you like me to take the penalty? (offer) (football pitch)
Can you hold the bottom of the ladder? (request) (garden)
Could you pass me the sugar, please? (request) (dining room / restaurant / café)
Shall I take out the rubbish? (offer) (home)

Extra activity

In pairs, ask students to think of a new situation in which an offer or a request is made. Tell them to write down the question and response and to decide how they could mime the situation. When ready, invite pairs of students to perform their mime. The rest of the class has to guess what the situation is and what is being said.

7 Refer students to the Express yourself phrases and tell them to vary the way in which they make offers and requests. Monitor, and check pronunciation and stress. Invite pairs to perform their own situations for the class. Where a refusal is given, ask the rest of the class if the reason provided is a good one.

Answers

Students' own answers

Fast finishers

Fast finishers think of two more scenarios — one for making an offer and one for making a request — which are not in exercise 7, and write suitable questions to ask other fast finishers.

WRITING

An informal email

- 1 Read the email quickly and answer the questions.
 - 1 What is the relationship between Sofia and Carla?
 - 2 What is the purpose of Carla's email?

From: Carla Millar To: Sofia Millar Date: May 30th Subject: Your visit



Hi Sofia,

Thanks for your message. It's so cool that you can come and stay with us again this summer. What have you been up to recently? Good week?

I've just finished my exams – thank goodness! They were quite hard but I think I've done okay. What else? I'm going to a party and a sleepover this weekend. If I have enough money, I'll buy something new to wear. I've seen a nice top. It's £25 ... maybe a bit too expensive \(\otimes \). Before you come, I'm also going to do some voluntary work in an animal sanctuary for a few hours every day. I'm thinking about working with animals in future and I'd like to get some experience.

When you come over, there are loads of things we can do. If we go to London for the day, we'll go on the London Eye. It's awesome! We'll have to check the weather forecast before we go because there's no point if it's cloudy or wet. You can't see a thing! Oh, is there anything you'd really like to do while you're here? Let me know.

Got to go! Can't wait to catch up face to face with my favourite cousin ©.

See you soon,

Carla

Read the email again and decide if the sentences are true or false. Correct the false sentences.

- 1 Sofia is planning to go and stay with Carla.
- 2 Carla hasn't finished her exams yet.
- 3 Carla is going to a sleepover this weekend.
- 4 Carla would like to buy a new top for the party.
- 5 Carla has already worked as a volunteer in an animal sanctuary.
- 6 Sofia has been on the London Eye before.
- 7 Carla and Sofia are definitely going on the London Eye.
- 8 Carla asks Sofia what she wants to do when she comes.



Informal expressions

3 Complete the following informal expressions from Carla's email.

Ĺ	c	4	L	m_	k
2	t g	 5	g	t_	g_
271	0	6	C	W	

4 Complete the email below with informal expressions from exercise 3.

Hi Sam,

Good week? I'm pretty busy studying just now because I've got loads of exams. They're all quite hard but I think I've done 1... and the last one is on Friday. 2...! Then, I'm going out with my friends on Saturday night to a new pizza place in town. Oh, and I've just discovered this new singer called Izzy Barton – she's really 3...! I'll text you a link to one of her songs. 4... what you think.

My mum's calling me, sorry. 5 ... 8.

 6 ... to hear all your news. Email me back soon.

Cheers,

Dani

YOUR TURN TO WRITE

PLAN BEFORE YOU WRITE

Decide who is coming to stay with you and when, and what ideas you want to include in your email to him / her. Use these ideas or your own to help you.

your long-term plans news about friends and family a reaction to his / her news your weekend plans school news suggestions for what to do together

6 Now prepare a plan from your ideas in exercise 5.

Paragraph 1 – Thank my friend, and react to news that he / she's coming to visit.

Paragraph 2 - Give him / her my news about ...

WRITE NOW

- 7 Write your email.
 - 1 Use Carla's email as a model.
 - 2 Use your paragraph plan from exercise 6.
 - 3 Remember to include some informal expressions.

CHECK AND CORRECT

- 8 Check and correct your email.
 - 1 Check that the informal expressions are correct.
 - 2 In pairs, swap your emails and check each other's work.

Warmer

Put students into pairs or small groups, and ask them to choose a town or city that they know something about. Tell them to describe the place without giving the answer away too obviously. They then read their descriptions and the other students guess what town or city it is. The class can ask questions, if necessary, but should use I think it's / it might be ... when making a guess.

1 Refer students to the photo and ask them where they think it is (London). Give them a time limit of ninety seconds to read the email, then go over the answers.

Answers

- 1 They are cousins.
- 2 Sofia's visit
- 2 Read through sentences 1-6 and point out that many of them relate to plans, intentions and wishes. When going over the answers, elicit the following tenses and structures: present perfect with just, present continuous, be going to, will and first conditional.

Answers

- 1 True
- 2 False. She has just finished her exams.
- 3 True
- 4 True
- 5 False. She is going to work as a volunteer in an animal sanctuary before Sofia arrives.
- 6 False. Carla suggests that they go on the London Eye when Sofia comes over
- 7 False. They won't go on the London Eye if it is cloudy or wet.
- 8 True

Extra activity

Ask: Have you ever been to London? Did you go on the London Eye while you were there? What else did you see / do? Put students into pairs and get them to interview each other about famous places, either abroad or in their own country. Encourage them to expand their answers. Write on the board:

Have you ever...? No, I haven't, but I've ..., No, but I visited ... Did you ...? Yes, and I also ...

What else did you ...?

Ask pairs of students to perform their interviews for the class.

3 Stronger students can do it without looking at the email. After completing the exercise, get students to write the expressions on the board from memory. Have other students check for spelling errors.

Answers

- 4 Before starting, give students time to find the expressions in the exercise 1 email and see how they were used there. Tell them to think about meaning, punctuation and position in the sentence. Point out *Cheers* is a common way of ending, using informal language.

Answers

5 Tell students that they don't need to include all of the suggested ideas. Advise them that what information they choose to include depends on who they are writing to. However, the person needs to be someone they would normally speak to in an informal way.

Answers

Students' own answers

6 Tell students to think about how many paragraphs they will need, and to decide which paragraphs will include their ideas from exercise 5.

Answers

Students' own answers

- 7 Give students the following checklist to help them complete their emails:
 - Have you followed the structure of Carla's email?
 - Does your email start by responding to the other person?
 - Does your email include all the ideas you decided upon in exercise 5?
 - Have you ended your email in an appropriate way?
 - Have you used informal expressions?

Answers

Students' own answers

8 When students check each other's work, encourage them to give positive feedback as well as pointing out errors.

Answers

Students' own answers

Fast finishers

Write an email from the person you wrote to in exercise 7, responding to your news and ideas or suggestions.

2.2 Student's Book page 41, exercise 7

A = Alexis Mitchell, L = Lola Ray, T = Tyler Kidd, S = Sophie Quinn

- A When your world is falling to pieces When you don't know where to go And everyone around you just doesn't want to know You can call me and I'll come running You can say my name and I'll be there Yeah, I'll be by your side, oh yeah, until the end of time.
- I ain't the kind of girl who just wants to sit around I ain't the kind of girl who has her feet stuck on the ground don't want to stay in one place wasting all my life don't want to have a home and be somebody's wife I want to fly, I want to fly so high Change my style And kiss good bye To my old life, my sad life And fly, just fly!
- We were talking, we were only talking It was just a conversation nothing special We were chatting about films, stuff on the TV Stuff that didn't matter to you or to me But something was going on, going on, going on behind your eyes Something that made you look at me and give me a funny smile Why do people do that, why does it always happen to me? Why can't you see who I really am and take me seriously?
- I don't know why I'm scared I have the strength to survive I'm not listening to those voices I don't care about their lives this time it's for me I'm not thinking about the past I have the strength to dream my dream My time has come at last.



2.3 Student's Book page 41, exercise 10

N = Nick, B = Baz, PO = Police officer

Nick Get the stuff. I'll shut that thing up.... Cops! We gotta get out of here.

Baz Just want to get these diamonds -

Nick Come on!

Baz I'll follow you!

Police Come out with your hands up!

Baz No way!

Police Hey! Stop!

Emily If I can just get a little bit closer... I have to be very quiet... and there she is, with her two babies. This is an extraordinary sight. I've never been this close to an orangutan family before. And she's feeding them soft fresh leaves. Oh, what's that? That sounds like dad's coming back. I'd better move away...

James This is what Annie's living room looked like when we arrived. It's dark, crowded, confused – and everything in it looks so old. But this is what it looks like now...

James Now it's a beautiful clean contemporary space. The walls are light, there's a white sofa in front of a new flat screen TV, and cushions add patches of bold colour. Your new living room, Annie. Annie Oh my... look at that! It doesn't look like the same place. It is absolutely beautiful. I don't know what to say!

Presenter ...and you said C, Daniel Radcliffe. For £5,000, the actor who played Harry Potter in the films of the same name was... C, Daniel Radcliffe! Well, Jenny, you've used up all your lifelines and you weren't sure there, for a moment, were you?

Jenny No, I wasn't. I've read the books, but I haven't seen any of the films. I just knew that I've heard the name, and I thought, well, I'll just go with that.

Presenter Well, Jenny, the big question is, are you going to walk away with your £5,000 or are you going to play on?

Jenny I'll play on.

Voiceover It's the tenth day in the house, and Josie isn't happy. losie Where's the milk? Toby?

Toby What?

Josie I said where's the milk?

Toby I don't know.

Josie What are you eating?

Toby Cornflakes.

Josie Have you got milk in your bowl?

Toby I'm eating cornflakes. Of course I've got milk.

losie You've used it all up!

Toby Well that ain't my fault, is it? You should have your own milk! Josie I can't believe this!

Voiceover Craig and Andrew aren't any happier in the games room. They're playing pool and Craig has lost every game so far...



2.5 Student's Book page 43, exercise 2

H = Hazel, N = Nigel

- H Here's a nice cup of tea, Nigel.
- N Thank you, love.
- Anything interesting in the paper?
- There's been trouble again at the Westside Centre.
- H When was that?
- Last night. N
- And what happened? H
- There was a bit of fight. Between two teen gangs.
- Was anybody hurt?
- N I don't think so. But the police are expecting more trouble.
- Н That's terrible.
- The kids these days.
- H Absolutely terrible.



2.6 Student's Book page 43, exercises 3-4

H = Hazel, N = Nigel, R = Ruby, J = Johnny

- N The police are expecting more trouble.
- That's terrible.
- The kids these days. N
- H Absolutely terrible.
- N Ruby was out last night, too.
- H Yes, she went to a disco or something.
- N She stays out too late. And she's got her exams on Friday. Where is she now?
- H In her room.
- N Is she studying?
- I don't know. I heard her talking on the phone a moment ago.
- Oh, there she is now. Н
- R Erm... I'm going out for a while.
- H But it's 10 o'clock, Ruby!

- N Where are you going at this time of night?
- R Just to see some friends.
- N But what about your work? You've got your exams this week.
- R Take it easy, Dad. I've done all my revision.
- N What time will you be home?
- R I should be home by 11. But don't worry. I've got my key.
- N Well, I don't understand it.
- R Oh, can you lend me £50?
- N £50? What do you need that sort of money for?
- R I might need to get a taxi later.
- N And you want £50? I don't think so. I might have £20.
- R Well, it's no big deal, I suppose. £20 will be all right.
- N Hang on a minute... here you are.
- R Thanks.
- R I have to go.
- H Who's that outside?
- N I hope you're not seeing that Johnny.
- R No, no. Just college friends.
- N That boy is always getting into trouble.
- R I'll get it.
- N Ruby? Come back here...
- J Come on, Ruby. We've got to go.
- R What's happened to your face? That's blood.
- N Who's that at the door, Ruby?
- J Have you got the money?
- R Yeah.
- Grab your coat.
- Johnny! What's going on? What are you doing here?
- Get a move on, Ruby!
- R I'm sorry Dad. I've got to go.
- M Ruby!
- N Ruby. Where do you think you're going? Ruby. Ruby! Ruby!!!

2.9 Student's Book page 45, exercise 10

Elvis Presley

He was born in 1935 in Mississippi. He was an only child. His family was poor and he grew up in a two-roomed house.

When he was 10, his parents gave him a guitar. He wanted a bicycle! His family moved to Memphis, Tennessee in 1948 when he was 13. He graduated from High School in 1953 and decided to become a singer.

In 1957 he bought an incredible house called Graceland. He got engaged to Priscilla and they got married in 1967. They had one daughter, Lisa Marie.

He and his wife Priscilla got divorced in 1973.

He was only 42 when he died in 1977.

Michael Jackson

He was born in 1958 in Indiana, USA. His parents had ten children. As a child he lived in a small house with his big family. His father worked in a steel factory.

He began his career at the age of 6 singing in a band with his

In 1982 he made the bestselling album of all time – Thriller. In 1988 he bought a house called Neverland - it was a theme park. In May 1994 he married his first wife Lisa Marie Presley. They first met in 1975 when he was seven. They got divorced in 1996. He got married to his second wife in 1997. They had two children, but they got divorced in 1999.

He died in 2009, and on that day the whole world was sad.

2.12 Student's Book page 48, exercise 2-3

- D = Dad, L = Lauren
- D Lauren?
- L Oh, hi Dad.
- D What have you got in those bags?
- They're my old encyclopaedias.
- D What are you doing with them?
- L I'm taking them to the charity shop. I can get all this information online.
- D They look heavy.
- L They are.
- Well, I'm not going anywhere important. Would you like me to carry your bags?
- That would be great, thanks, Dad. But just take one bag. I'm OK with the other one.
- D OK... oh wow, they are heavy!
- L Itoldyou!
- C = Charlie, M = Mia
- C Ohno.
- M What is it, Charlie?
- C I meant to phone my mum. I need to tell her I'm not going home for lunch. Can I borrow your mobile?
- M Sure, no problem. Just a minute.
- C Oh, thanks, Mia.
- M Uh oh.
- C What is it?
- M I'm sorry Charlie. I think I left it at home!

2.13 Student's Book page 48, exercise 4-5

Simon Jamie?

Jamie Yeah?

Simon Can I borrow your dictionary for a minute?

Jamie Sure, go ahead.

Simon Thanks.

Jim What's up?

Nora I need to take Max for a walk, but I'm feeling so tired. Jim OK, well, I'll take him if you like.

Nora Oh, thanks.

Woman Phew.

Man It's a bit hot in here, isn't it?

Woman Yes, it's very hot.

Man Shall I open the window?

Woman Oh, yes, please.

Woman Thank you very much. That's very kind of you.

Man That's all right.

Eric Hey, Noah!

Noah Oh, hi Eric.

Eric What are you doing?

Noah I'm trying to change the tyre on my bike. But I'm not very good

Eric Can I give you a hand?

Noah Thanks, man. That would be great.

Tina Monica, could you help me with my homework at the

Monica I'm sorry, I can't. I'm going to see my cousins in Manchester. Tina Oh, that's a pity. Well, have a good time!

Monica Thanks, I will!

Workbook page 40

- 1 C
- 2 1 drama school 2 application form 3 Tips 4 Volunteers 5 stage lighting 6 stage 7 West End
- 3 1 F 2 T 3 T 4 T 5 F 6 F
- 4 1 beat 2 win
- 5 1 are winning 2 beat 3 beats 4 won

Workbook page 41

- 6 1 film 2 the news 3 talent show 4 cartoon 5 crime series 6 sitcom 7 reality show 8 soap opera 9 documentary 10 makeover show
- 7 1 The news 2 Cartoons 3 Crime series 4 Talent show 5 Sitcom
- 8 1 A 2 D 3 B 4 E 5 F 6 C
- 9 Students' own answers
- 10 1 interior designer 2 weather forecaster 3 judge 4 celebrity chef 5 sports commentator 6 newsreader
- 11 1 main character 2 celebrity chef 3 newsreader 4 host 5 weatherforecaster 6 interior designer 7 judge 8 sports commentator
- 12 Students' own answers

Workbook page 42

- 1 1 will become 2 will be 3 won't win 4 will see 5 will turn 6 will grow 7 won't have 8 will enjoy
- 2 1 might rain 2 might watch 3 won't do 4 might get 5 might not have 6 may not recognize
- 3 Students' own answers
- 4 1 they will get really dirty
 - 2 my alarm doesn't go off
 - 3 the bus doesn't come soon
 - 4 you will know about current affairs
 - 5 they won't pass their exams
 - 6 he watches that cookery programme
- 5 1 What will your mum do
 - 2 if someone doesn't do their homework
 - 3 Where will you and your friends go
 - 4 if your phone doesn't work anymore
 - 5 if your friend needs some money
 - 6 How will you get into your house
- 6 Students' own answers

Workbook page 43

- 1 1 C 2 D 3 A 4 B
- 2 youth club, gig, talent show, makeover, jumble sale,
- 3 1 Dream Team 2 lead singer 3 talent show 4 makeover 5 walls 6 carpet 7 jumble sale 8 posters
- 4 1 Table tennis 2 Four 3 Decorator 4 Purple
 - 5 Something bright 6 Old books
- 5 Students' own answers

Workbook page 44

- 1 C
- 2 1 B 2 C 3 F 4 F 5 C 6 C
- 3 1 C 2 A 3 C 4 A
- 4 1 Do-C 2 Make-D 3 Do-B 4 Make-A
- 5 1 4 2 2 3 3 4 1

Workbook page 45

6 1 get 2 grow 3 begin 4 graduate 5 be 6 get 7 be 8 decide 9 get

Events connected to children	Events connected to education / jobs	Events connected to love
grow up be born be an only child	begin your career graduate from college / university decide to become a singer	get married get engaged get divorced

- 8 1 moved 2 worked 3 live 4 met 5 bought 6 have 7 died
- **9** 1 funeral 2 house-warming 3 wedding 4 christening 5 prom 6 graduation ceremony
- 10 1 prom 2 wedding 3 funeral 4 house-warming 5 graduation ceremony 6 christening
- 11 Students' own answers

Workbook page 46

- 1 1 am going 2 arrives 3 am meeting 4 starts 5 are having 6 am not staying 7 am returning 8 leaves
- **2** 1 am going to take 2 isn't going to be 3 is going to cook
- 4 am not going to study 5 are going to chat 6 are going to wear 7 am going to ask 8 is going to cry
- 3 1 is Robbie going to bring / Dirty washing
 - 2 is he going to eat / All of his favorite meals
 - 3 is Robbie going to borrow / Ed
 - 4 are the women going to wear/No
 - 5 is Robbie going to stay / The weekend
 - 6 is he going to go / Yes
- 4 Students' own answers
- 5 1 would like to get 2 'd like to watch 3 wouldn't like to have
 - 4 'd buy 5 wouldn't live 6 'd like to eat
- 6 1 Would you like your parents to move house?
 Students' own answers
 - 2 Would you like to be a doctor? Students' own answers
 - 3 Would you and your friends like to appear on a talent show? Students' own answers
 - 4 Would your best friend like to study in England? Students' own answers
- 7 Students' own answers

Workbook page 47

Extra Challenge

Students' own answers

Webquest

- 1 27 January 1756 5 December 1791
- 2 The Magic Flute
- 3 A soap opera
- 4 9th of December, 1960
- 5 Students' own answers
- 6 Children

Puzzle

- 1 makeover show Students' own answer
- 2 buy a house Students' own answer
- 3 nature programme Students' own answer
- 4 the news Students' own answer
- 5 getting married Students' own answer

Workbook page 48

- 1 Suggested answers
 - 1 May I borrow your ruler?
 - 2 Do you need any help?
 - 3 That's good of you.
 - 4 No thank you.
- 2 1 lend 2 sorry 3 Shall 4 Sure 5 borrow 6 problem 7 Would 8 I'll
- 3 1 F 2 T 3 T 4 F 5 F 6 F
- 4 Suggested answers
 - 1 Sure, go ahead
 - 2 Would you like me to look for it?
 - 3 Would you like to borrow one of mine?
 - 4 Could I borrow your rubber?
 - 5 That's very kind of you, but there's no need.
- 5 Students' own answers

Workbook page 49

- 1 1 thank goodness 2 cool 3 okay 4 got to go 5 can't wait 6 let me know
- **2** 1 Thank goodness 2 okay 3 Can't wait 4 cool
- 5 let me know 6 Got to go 3 1 F 2 T 3 T 4 T 5 F 6 T 7 F
- 4 Students' own answers

1.11 Workbook page 43, exercises 2-3

- D = Dad, M = Maddy
- D Hi, Maddy. Did you have a good time at the youth club?
- M Yes, thanks, Dad. We played table tennis and then there was a gig.
- D Agig? Who was playing?
- M You know my friend Howard?
- D Howard? Yes.
- M Well, he's in a band with three other boys. They're called Dream Team and they did the gig. Howard's the lead singer.
- D Are they good?
- M They're really good. I'm sure if they go on a talent show, they'll be really popular.
- D And if they're really popular, they might get a recording contract.
- M And then they'll be rich and famous. Just think! If that happens, I'll know a famous rock band!
- D Take it easy! They aren't famous yet.
- M I know! By the way, we've decided to give the youth club a makeover.
- D Are you going to go on a makeover show on TV?
- M No, we're going to do it ourselves. Howard's dad will help us because he's a decorator.
- D OK.
- M We're going to paint the walls in the games room because they're purple and nobody likes them.
- D What colour are you going to paint them?
- M We're not sure. We may do yellow or red ... something bright. And we're going to get new carpet for the lounge. Oh, and some chairs for the kitchen.
- D That'll be expensive. How are you going to pay for everything?
- M We're going to have a jumble sale to raise money.
- D A jumble sale?! That's hard work
- M It's no big deal! We've got lots of volunteers. I'm going to design some posters to advertise it. And I've got loads of old books in my bedroom and I'm going to donate them.
- D Talking of your bedroom, Maddy. It's time for bed.
- M But Dad!
- D It's late, Maddy, and you've got school tomorrow. Get a move on and go to bed!
- M Night, then.
- D Night, Maddy. Sleep well.

1.13 Workbook page 48, exercise 5

- 1 Could you lend me €10?
- 2 Can I borrow a pen?
- 3 I'll open the door for you.
- 4 Shall I carry your schoolbag for you?

5 Mind and body

Unit overview

Vocabulary

- Health: symptoms, illnesses, be allergic to cats / seafood, feel sick, have an allergy / asthma / a cold / a cough / an earache / flu / hay fever / a headache / a pain in your arm/leg / a sore throat / a stomach ache / a temperature / toothache, injuries: break your leg/arm, bruise your arm, burn yourself/your hand, cut yourself/your finger, graze your knee, hurt yourself/your leg, pull a muscle, sprain your ankle/wrist
- Mind verbs: believe, decide, feel, forget, guess, imagine, know, learn, miss, realize, recognize, remember, understand, want, wonder, worry
- Two-word compound nouns
- · Word building: verbs & nouns
- Face 2 Face: mad at myself Same here. dead tired

Grammar

- Modals: rules, obligation & advice
- Second conditional

Pronunciation

- should/shouldn't
- ought to

Recycled language

- Present simple (to talk about symptoms and illnesses)
- Present perfect (to describe injuries)
- Parts of the body
- Superlatives

Language objectives

- To learn vocabulary related to health (page 51) and mind verbs (page 55)
- To learn and use modals for rules, obligation & advice (page 52) and to use the second conditional (page 56)
- To give your opinion in writing (page 59)

Skills objectives

- To read and understand a text about sports and activities (page 50)
- To discuss health (page 51) and use mind verbs (page 55)
- To listen to and understand a radio show about a marathon (page 53)
- To read and understand a text about the brain (page 54)
- To solve problems in groups (page 57)
- To communicate effectively at the doctor's (page 58)
- To write an opinion essay (page 59)

Assessment criteria

- Students can use modals to express rules, obligation & advice, and use the second conditional correctly.
- Students can recognize and use vocabulary related to health and mind verbs correctly.
- Students can correctly pronounce should / shouldn't and ought to.
- Students can read and understand a text about sports and activities and the brain.
- Students can listen to and understand a radio show about a marathon.
- Students can solve problems in groups.
- Students can communicate effectively at the doctor's.
- Students can write an opinion essay.

Resources

- Teacher's i-book
- Student's Book CD 2
- Teacher's Resource Book:

Vocabulary Support Worksheet Unit 5, page 20 Vocabulary Consolidation Worksheet Unit 5, page 21 Grammar Support Worksheet Unit 5, page 44 Grammar Consolidation Worksheet Unit 5, page 45 Speaking Worksheet Unit 5, page 64 Test Consolidation Unit 5, page 114 Test Extension Unit 5, page 118 Speaking Test Unit 5, page 221

Prepare for Cambridge Exams

Speaking page 130

Making suggestions, agreeing and disagreeing

Prepare for the TOEFL Junior® Test

Writing page 131

Editing

Go Digital!

Teacher's i-book Flook



Use the **Richmond i-tools** (1881) to complete the activities with the students on the IWB.

(1) offers additional IWB practice to reinforce the lesson content:

Reading

The **IWB Reading activities** are designed to focus on real language in use within the reading texts.

The **hot spots** are designed to highlight potentially difficult words or cultural information before doing the reading activities.

Reading extra, pages 50 and 54

Listening

The IWB Listening activities are designed to help students explore the listening dialogues in greater depth.

Listening extra, page 53

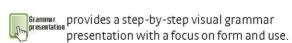
Writing

The **IWB Writing activities** are designed to give students controlled practice in building a text before they do the free writing tasks in Your turn to write.

Writing extra, page 59

More provides extra interactive practice which can be used for fast finishers or as a wrap-up activity. Alternatively, it can be used as homework.

- Grammar, pages 52 and 56
- Vocabulary, pages 51 and 55
- Pronunciation, page 52



Grammar, pages 56 and 57



Modals: rules, obligation & advice Second conditional

Vocabulary Challenge

Writing

Health | Mind verbs Solve problems in groups Interaction Going to the doctor's An opinion essay

READING

Ask and answer the questions with your partner.

- Do you like sport? What sports do you do?
- Why do you do sport?

2 Write down all the sports and activities mentioned in the website.

Tree climbing,...





I want to try tree climbing because it looks exciting. But is it safe?



Tree climbing is fun and it's a great activity to do with friends. But don't get a broken leg or even worse! It is safe, but you should do it with a qualified trainer. And you must use the right equipment - a helmet, a safety harness and a rope. 1



I often hurt myself when I play football. Recently I've had a sprained ankle and pains in my legs. What can I do?



Don't overdo things - you shouldn't get so many injuries. Do you warm up first? Stretch your muscles with warm up exercises, and increase your body temperature by jogging for 5 minutes. 2 But you must see a doctor if you are in a lot of pain.



I hate sport and prefer listening to music. Why do I have to get hot and sweaty to get fit?



You ought to exercise because it keeps you healthy. But it doesn't have to be a sweaty, competitive sport. You could do something different such as skateboarding. And why not try walking more often? 3 Or you could set yourself a fitness goal. When you achieve it, give yourself a treat!



I am I4 and I do a lot of sport. I work out in the gym, play football and go running most days. Am I doing too much?



You are growing and you mustn't overdo things. Go to the doctor for a health check, and make sure you eat healthily, with lots of protein, carbohydrates, fruit and vegetables. Sleep is vital. ⁴ But don't forget to hang out with your friends and relax. It's good to have a healthy body, but you need a healthy mind too!

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Warmer

With books closed, put students into small groups and ask them to write down as many words as possible connected to sports and activities. The results can be drawn on the board as a mindmap.

1 Encourage students to use expressions for communicating preferences, e.g. I prefer ..., I like ... best., My favourite sport is Invite individual students to give information about their partner's preferences.

Answers

Students' own answers

2 Point out that nouns related to activities sometimes end in -ing. Students do the activity in pairs fairly quickly, without focusing too much on items of unknown vocabulary.

Answers

skateboarding, walking, play(ing) football, jogging, exercise(ing), work(ing) out in the gym, running, hang(ing) out with your friends, relax(ing)

Extra activity

Refer students to the photos on the website. Elicit that these show a climber, a skateboarder, some footballers and some runners. Write the headings *Equipment* and *Qualities* on the board. In pairs, ask students to list the equipment that is needed in order to do these activities and to describe the personal characteristics required. Remind them to use a variety of expressions, e.g. A (climber) needs to .../ is good at .../ doesn't mind



3 Read the Study Skill. Then read the webpage and decide where to put the missing sentences.



Adding sentences to a text

Sometimes you are asked to add sentences to a text. Find the gaps in the text, and read what comes before and after each. Then add the sentence that makes sense in the gap.

- A A teenager has to get nine hours' sleep a night more than an adult.
- B It's great exercise, and you can listen to your favourite music at the same time!
- C Enjoy the views from the top!
- D If you hurt yourself, a bag of frozen peas reduces swelling!
- 4 Read the webpage again and answer the questions.
 - 1 What equipment do you need for tree climbing?
 - 2 How can you avoid sports injuries?
 - 3 Why is it important to do exercise?
 - 4 Why is it not OK to just do lots of sport and nothing else?
- 5 Read Word Zone and complete the compound nouns from the website.



Two-word compound nouns

Compound nouns are made of two nouns put together. They usually have a stronger stress on the first word.

1 tree climbing 2 ... harness 3 ... temperature
4 ... boarding 5 ... goal 6 ... check

6 Work in pairs. Ask and answer the questions.

How often do you do exercise?

I usually do exercise three times a week.
I play handball on Monday, I go to salsa class on
Wednesday and I go running
at the weekend. What about you?

- How often do you do exercise?
- How long do you sleep on average?
- How often do you hang out with your friends?
- How many hours a day do you spend in front of the computer?
- How much TV do you watch?
- Do you think you have a healthy lifestyle?
- What could you do to live more healthily?

VOCABULARY Health

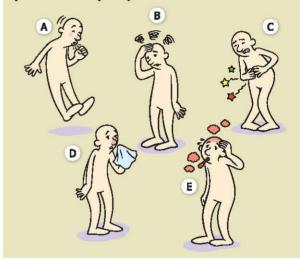
7 Work in pairs. Look at the words and expressions and use them to describe the pictures.

Symptoms and illnesses

have a pain in your arm/leg a sore throat a stomach ache a headache an earache toothache a cough a temperature asthma hay fever an allergy a cold flu **be** allergic to cats / seafood **feel** sick

Injuries

break your leg/arm bruise your arm
burn yourself/your hand cut yourself/your finger
graze your knee hurt yourself/your leg
pull a muscle sprain your ankle/wrist



8 Give these people advice on how to treat their health problems.

Noel should take an aspirin, and he should lie down in a quiet room.

- Noel has a bad headache.
- David has a terrible stomach ache.
- Emily has cut her finger.
- Saul has a bad cold.
- Carolina has a temperature.
- 9 In pairs, imagine you have one of the symptoms, illnesses or injuries in exercise 7. Give each other advice.

I think I've sprained my wrist.

You should put ice on it and try not to move it.



3 12.14 The text is available to listen to.

After reading the *Study Skill*, tell students that they should think about the general meaning of the paragraph before deciding where to place sentences A-D in the text.

Answers

1 C 2 D 3 B 4 A

4 Point out that each question relates to only one of the paragraphs. Tell students to read the website quickly to find the answers and to use words from the text.

Answers

- 1 a helmet, a safety harness and a rope
- 2 You should stretch your muscles with warm up exercises.
- 3 It keeps you healthy.
- 4 Because you need to have a healthy mind, too.
- 5 Refer students to *Word Zone* and encourage them to try to do the exercise without looking back at the text. When completed, point out that compound nouns can consist of two separate words, e.g. *tree climbing*, or a single word, e.g. *skateboarding*.

Answers

- 2 safety harness
- 3 body temperature
- 4 skateboarding
- 5 fitness goal
- 6 health check

Teaching tip

Point out to students that compound nouns do not always consist of two nouns. Tell them that they can be made up of noun + adjective, adverb or preposition. Write *high school* and *outside* on the board, and ask if students can think of any other compound nouns that consist of this type of combination.

6 If necessary, revise adverbs of frequency, including hardly ever, and expressions such as once a day, three times a week. Have a brief class feedback session to find out about students' health and exercise habits.

Answers

Students' own answers

Warmer

Divide the class into two teams. Tell them that each team must name a part of the body beginning with the final letter of the word given by the other team. To start, write *arm* on the board and ask team A to name a part of the body that begins with the letter *m*. As students say the words, write these on the board to avoid repetition.

With books closed, ask students for an example of a symptom, an illness and an injury. Elicit that the present simple is used to talk about symptoms and illnesses, and the present perfect to describe injuries. Before students begin the exercise, remind them that the possessive adjective your needs to be changed, e.g. He has broken his arm

Answers

- A He has a cough.
- B He has a headache.
- C He has a stomach ache. / He feels sick.
- D He has a cold/flu/an allergy/hay fever.
- E He has a temperature / flu.
- 8 Monitor and check that students are not using to after should. In a class feedback session, have a vote on the best treatments for each health problem, and write these on the board.

Answers

Suggested answers:

David shouldn't eat anything / should take some medicine / lie down. Emily should put a plaster / a bandage on her finger.

Saul should drink hot water with honey and lemon / go to bed / take an aspirin.

Carolina should take an aspirin / go to bed.

9 Tell students they can use the advice on the board from exercise 8, where appropriate. Give weaker students a few minutes to look at the symptoms, illnesses and injuries in exercise 7, and to make notes about the advice they would give.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 20, exercises 1–3
Vocabulary Consolidation Worksheet: page 21, exercises 1–3

GRAMMAR

Modals: rules, obligation & advice



We use must / mustn't and have to to tell someone to do or not to do something, to talk about rules or when something is necessary.

You must use the right equipment.

You mustn't overdo things.

Why do I have to get hot and sweaty?

We use don't have to when something isn't necessary.

You don't have to exercise for hours every day.

We use should/shouldn't and ought to for strong

You should do it with a qualified instructor.

You ought to exercise.

Grammar reference page #5

1 Complete the safety advice with must, mustn't or don't have to.





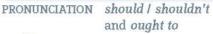
- You¹ must check your skates before you put them on.
- You 2 ... wear a helmet, and you 3 ... check that it fits correctly.
- You 4 ... skate in crowds.
- You 5... hold onto a car or bicycle.
- You 6 ... be a top athlete, but it's a good idea to be fit!



- You⁷... use the correct equipment.
- At a climbing wall, you ⁸... buy your gear you can hire itl
- You 9... take risks or do anything silly safety is very important.
- You 10 ... try to stay calm you need a clear head to think!
- 2 Write three sentences about a sport, using must / have to, mustn't and don't have to. Think about the rules and the equipment.

You have to hit the ball with your racket.

Read your sentences to your partner. Can they guess the sport?





- 4 Listen and repeat the sentences.
 - 1 You should see your friends.
 - 2 You shouldn't work too hard.
 - 3 You ought to relax more.

ore practice? page 148

5 Write two pieces of advice for each of the following problems. Use should / shouldn't and ought to.

I've got stomach ache.

I can't remember people's names.

I eat junk food every day. I want to live in another country.

I never have any money.

I don't like going to parties.

6 Choose the correct modal verbs to complete the question and answers.

- Dear life coach I want to take up running. It looks like a cool sport. How should / must I start?
 - Well, first of all, here's a helpful idea, You 2 should / don't have to get a running buddy and prepare a running timetable. That way you won't give up.
 - You need some decent shoes. They 3 have to / don't have to cost a lot, but they 4 ought to / mustn't be proper running shoes from a sports shop. That will stop you getting injuries.
 - You 5 mustn't / have to try to run too far the first time you go running! You can easily hurt yourself. You 6 shouldn't / should build up the distances slowly.
 - You 7 don't have to / must take a bottle of water with you - it's essential to stay hydrated.
 - And remember: you 8 should / don't have to run a marathon to have fun and get fitter. So just start running - and enjoy yourself!
- Work in groups. Take it in turns to choose a problem from exercise 5 and ask for help. Then choose the best piece of advice.

I can't remember people's names.

You ought to use their names a lot when you talk to them.

You shouldn't worry about it. You can always ask them.



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GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 118.
- Image: Visual grammar presentation

<u>W</u>armer

Brainstorm some games and activities which have rules, e.g. chess. In pairs or small groups, get students to decide on one of the activities (or choose a different one) and write a set of instructions for it. Remind them that they can use the imperative and you + present simple, e.g. Give out / You give out three cards to each player Tell them that they will be asked to read out their instructions, and that the rest of the class will guess the activity. They should therefore not give away its name.

1 Refer students to the heading Be Safe and remind them that we can also use the imperative to give instructions or commands, e.g. Check your skates before you put them on. / Don't take risks. Check that they understand the difference between mustn't and don't have to before completing the activity.

Answers

- 2 must
- 3 must
- 4 mustn't
- 5 mustn't
- 6 don't have to
- 7 must
- 8 don't have to
- 9 mustn't
- 10must

Teaching tip

Although there are differences between *must* and *have to* in the affirmative, it's better not to go into detail at this stage.

2 Remind students that they can use to /in order to for describing a purpose. Point out that they should not include a description of anything other than the rules and the equipment in preparation for exercise 3.

Answers

Students' own answers

3 Encourage students to ask their partner questions before guessing the sport, e.g. Can you pick up the ball? Do you need to / have to ...? Point out that it is more common to use have to than must in the question form.

Answers

Students' own answers

4 2.15 After listening, have students practise pronouncing should, shouldn't and ought to with different verbs.

5 Ask students to work with a partner. Invite different students to say their sentences, and conduct an informal survey to find the most popular piece of advice for each problem.

Answers

Students' own answers

6 Check that students understand the role of a *life coach*. Have them read through the text and elicit that a *running buddy* is a person who runs alongside you, like a training partner.

Answers

- 2 should
- 3 don't have to
- 4 ought to
- 5 mustn't
- 6 should
- 7 must
- 8 don't have to
- 7 Encourage students to expand their answers so that they are relevant to the specific problem, rather than simply saying You shouldn't worry too much.

Extra activity

Extend the activity in exercise 7 by asking students to think of other problems. Tell them to think of three new problems individually, and then to interview their partner.

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 44, exercises 1–3 Grammar Consolidation Worksheet: page 45, exercises 1–3



Understand information about a marathon on a radio show



- Look at the photos and discuss the questions.
 - Have you ever run in a race? Do you know anyone who has run in a sports competition? What's the furthest distance you' ve ever run? How did you feel?
 - Are there any races in your country that anyone can run?
 Why do you think people take part?
- 2 Listen to the radio report and fill in the Factfile.
- 3 Listen again and decide if the sentences are true or false. Correct the false sentences.
 - The London Marathon is longer than most marathons.
 False. It's the same distance.
 - 2 The Paris Marathon is bigger than the London Marathon.
 - 3 A Kenyan athlete set the record for the fastest man in 2011.
 - 4 Lloyd Scott ran the Marathon wearing a business suit.
 - 5 A lot of the runners raise money for charity.
 - 6 About 1 million people around the world watch the event on TV.
- 4 Listen to an interview with Leo and Monica, two runners who have just completed the London Marathon. Make notes of your answers.
 - 1 What were their best moments?
 - 2 What were their worst moments?
 - 3 What tips do they have for future marathon runners?

5 Look at the expressions in Face 2 Face. Go to page 146 and put them into the dialogues. Listen and check.



6 Read the role cards below and prepare your ideas.



7 Do your interviews with a partner. Be prepared to improvise and invent new questions and answers.

When did you start training?

I started months ago. I used to go running in the evening after work.

How often did you go running?

FAST FINISHERS Write an imaginary blog about your experience of the London Marathon.

Warmer

Write the following questions on the board: What's the most dangerous thing you've ever done? What's the happiest moment you've ever had? What's the most boring place you've ever been to? What's the worst thing you've ever eaten? Put students into small groups and ask them to compare their experiences. Have a feedback session on this as a whole class.

Allow students time to discuss the questions in small groups, and have one student report back.

Answers

Students' own answers

2 12.16 Transcripts page 163 Tell students that they will hear a conversation about the London Marathon before the race starts.

Answers

Distance: Over 42 kilometres long

First marathon: 1981

First wheelchair marathon: 1983 Number of runners: over 37,000 Fastest woman: Paula Radcliffe Fastest man: Emmanuel Mutai

Slowest time: Five days and eight hours

WORDS TO KNOW

Check that students know the following nouns: record, diving suit, spectator. Ask them to use each word in a sentence in such a way that demonstrates its meaning.

3 2.16 Transcripts page 163 Have students read through the questions. Elicit that athlete is a synonym for runner, and raise money means make money.

Answers

- 2 False. The London Marathon is bigger than the Paris Marathon.
- 3 True
- 4 False. Lloyd Scott ran the marathon wearing a deep sea diving suit.
- 5 True
- 6 False. There are about 1 million spectators watching the marathon.
- 4 12.17 Transcripts page 163 Point out that it is necessary to listen out for the answers from both runners. Students should make notes quickly, but write their answers in full sentences. Ask students which phrases expressed the similarities or differences between the runners' experiences,
 - e.g. Same here, Mine was ..., I'd say

Answers

- 1 Monica's best moment was crossing the finishing line. Leo's best moment was running over Tower Bridge.
- 2 Leo's worst moment was after two hours when he was feeling tired. Monica's worst moment was after about half an hour, when she fell over
- 3 Monica's tips are to start training early, run regularly and slowly build up your energy levels. Don't go too fast at the beginning and keep a steady pace. Leo's tip is to just enjoy yourself.

2.18 These expressions are all common idiomatic expressions in spoken English, They are highlighted in the audio script. Before students go to page 126, ask them which one means:

angry about something I did (mad at myself)
I had a similar experience. (Same here.)
exhausted (dead tired)
Ask students if there's an equivalent in their own language.

Answers

- 1 Same here. 2 dead tired 3 mad at myself
- 6 Elicit that most of the questions will be in the past simple. Remind students to use should, shouldn't and ought to for the tips and advice. Tell them that Student A should try not to repeat the ideas expressed by the runners in the audio script, but should think of their own where possible.

Answers

Students' own answers

7 Monitor and correct any errors. Invite pairs of students to act out their role-plays in front of the class.

Answers

Students' own answers



In pairs, do the Brain Box quiz. What do you know about your brain?

2 A Listen and check your answers.

Super brain

If your brain stopped working for a few minutes, you would diel It's the control centre for your body. It tells your lungs to breathe, your stomach to digest and your heart to beat. It is where you think, learn and remember, feel, solve problems and imagine things. Your brain is who you are and how you understand the world.



BRAIN BOX

C 75%

C 80%

1 How heavy is the adult brain?

A 1 kilo B 1.4 kilos C 2.4, kilos

2 What percentage of your brain is water?

A 30% B 50%

3 How much fat is in the brain?

A 40% B 60%

4 How many kilometres of blood vessels are there in the brain?

A 16,000 B 60,000 C 160,000

5 What age are you when your brain stops developing?

A 14 B 18 C 25



Your conscious thoughts happen in the largest part of your brain – the cerebrum. It has four parts called lobes, each with a different job. The frontal lobe (A) is linked to your personality and planning. The temporal lobe (B) processes hearing and understanding sounds. The occipital lobe (C) is where your brain interprets what you see. And the parietal lobe (D) specializes in touch, heat, cold and pain.



Deep in your brain is the cerebellum. This contains your emotional brain where you feel anger, fear, pleasure and sadness. This is one of the most primitive parts of your brain, and you share it with reptiles!

The cerebrum is divided into two halves (the left and right hemispheres). Each half controls the opposite side of your body. Usually the right side is the most creative and artistic and the left side is logical.



Only humans have language – without our amazing brains we wouldn't be able to speak! In the 1860s, two doctors discovered specialist language areas in the left hemisphere – Broca's area and Wernicke's area. Did you know scientists believe using more than one language keeps your brain healthy? So don't give up learning English!



In your brain there are billions of nerve cells linked together with trillions of pathways. They send messages and form memories. If you could see inside your brain now, you would see millions of electrical signals. This uses lots of power, so your brain needs 25% of your body's energy.



If you damaged your frontal lobe, your personality would change. And if you injured the Broca's area, you wouldn't be able to speak properly. How do we know this? Because head injuries help scientists understand how the brain works. Doctors can also study healthy human brains by scanning people's brains with MRI machines. The more we learn, the more we can help people in the future.

54

Warmer

Play numbers bingo with the students. Draw a grid on the board containing four squares across and four down. Ask students to copy out the grid and write a number from 1 to 100 in each square. Tell them that you will call out a number, and if they have that number they cross it out. When they have crossed out a line of numbers, they call out *Line!*. When someone has all their numbers crossed out, they call out *House!* and win the game. You will need to either make a note of the numbers you call, or put ticks next to a list of numbers in front of you so that you can check the winner's grid.

1 Have students read through the questions in *Brain Box!* and point out the forms *How* + adjective, *How much / many* + noun and *What* + noun. Tell them not to read the text at this stage.

Answers

Students' own answers Correct answers are given in Exercise 2 below.

2 12.19 Transcripts page 162 After completing the activity, ask Who is Bob Harkner? (the winner of last week's quiz) and What did he win? (a T-shirt).

Answers

1 B 2 C 3 B 4 C 5 C

Extra activity

Divide students into three teams and ask each team to devise questions for a quiz, using <code>How...?</code>, <code>How many/much...?</code> and <code>What...?</code>. They could use facts from a textbook and /or a reading text from a previous English lesson. If the team nominated to respond gets the answer wrong, the question is offered to the opposing team.

3 Read the article and match the headings and the paragraphs.

The reptilian brain

How we learn about the brain

Language and the brain

What does the brain do?

Your thoughts

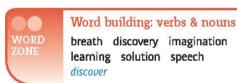
Left and right

The electric brain

- 4 Read the article again and answer the questions.
 - 1 What are the four lobes in the brain? What do they do?
 - 2 Where in your brain do you process heat and cold?
 - 3 Which side of your brain is associated with creativity?
 - 4 How many nerve cells are there in your brain?
 - 5 How much of your body's energy does your brain use?
 - 6 Where in your brain do you process anger and fear?
 - 7 What are the special language centres of the brain called?
 - 8 Why is it a good idea to learn extra languages?
- 5 Match the parts of the body with an appropriate verb to make collocations.

Parts of the body: eye stomach heart brain lung Verbs: beat see digest breathe think Your eyes see.

6 Write the verbs for the nouns in Word Zone. Then check in the article.



- 7 Read the article on page 152. Then match the intelligences and the descriptions below. Which three do you use most?
 - 1 you like abstract ideas and numbers logical / mathematical
 - 2 you like words and language
 - 3 you appreciate music and rhythm
 - 4 you often think in images and like art
 - 5 you are good at sport and physical activity
 - 6 you understand other people and are interested in them
 - 7 you are self-aware and you are in touch with your feelings
 - 8 you like nature and can identify plants and animals



VOCABULARY Mind verbs

8 Look at the photos. What do you think the different people are thinking?

I think he's worrying about an exam.



Complete the status updates with nine of the verbs below in the correct form.

believe decide feel forget guess imagine know learn miss realize recognize remember understand want wonder worry

What's on your mind?

Jason commented: I really like our philosophy classes. We 1 learn something new every week.

Piotr: 2 ... who I saw in the street yesterday - Sam!

Lizzie thanks everyone: 13 ... really happy when I saw my birthday messages.

Olivia: Just back from visiting my cousins on holiday, 14... them all so much!

Samantha: 15 ... that every child has the right to an education.

Cecilia: Does anyone 6 ... Charlie in this photo?! He looks so different with long hair!

Megan: I love my new puppy! I can't 7 ... life without him.

Peter: I am sooo 8 ... about my exam results.

Diana: Strange, there's a police car outside. I 9 ... why!

Jasmine: Woops! I've just 10 ... that I don't have my money!

- 10 Complete the sentences for you.
 - I often wonder why
- I worry about
- I never remember where I always feel happy when
- I think people should
 - I don't want to
- I always forget to
- I really miss
- I don't believe in
- I've decided to

11 Compare your sentences with your partner. Are any of them the same?

FAST FINISHERS Write sentences about your three top intelligences.



3 1 2.20 The text is available to listen to.

Before reading the article, ask students which heading they would expect to come first. Invite them to give reasons. Explain that although the text contains some technical terms, they should understand enough to complete the exercise without using a dictionary.

Answers

- 1 What does the brain do? 2 Your thoughts 3 Left and right
- 4 The electric brain 5 The reptilian brain 6 Language and the brain
- 7 How we learn about the brain
- 4 Refer students to the headings in exercise 3. Ask them to guess in which paragraph they would expect to find the answers to questions 1-8. Students then do the activity and check their answers.

Answers

- 1 The frontal lobe is linked to your personality and planning. The temporal lobe processes hearing and understanding sounds. The occipital lobe is where your brain interprets what you see. The parietal lobe specializes in touch, heat, cold and pain.
- 2 In the parietal lobe
- 3 Usually the right side
- 4 There are billions of nerve cells.
- 5 It uses 25% of your body's energy.
- 6 In the cerebellum
- 7 Broca's area and Wernicke's area
- 8 It keeps your brain healthy.
- 5 Remind students that we say your (eyes) not the (eyes) when talking about parts of the body in general.

Answers

Your stomach digests. Your heart beats. Your brain thinks. Your lungs breathe.

6 Refer students to Word Zone. Model the pronunciation and remind them that in related verbs and nouns, there may be differences in pronunciation or stress, e.g. breath/breathe and imagine/imagination, or the spelling of the stem, e.g. speech/speak. Once students have completed the activity, write the verbs on the board and elicit the differences.

Answers

breathe, imagine, learn, solve, speak

7 Refer students to the descriptions below the sentences. Elicit that the adjective spatial is related to space. Ask: What is the difference between intra-personal and interpersonal? (The first is about how you see yourself, and the second is about how you relate to others).

Answers

2 verbal/linguistic 3 musical 4 visual/spatial 5 body/ movement 6 interpersonal 7 intra-personal 8 naturalist Students'own answers

Warmer

Ask students to think of an adjective that describes feelings, e.g. happy, worried, or which describes a situation, e.g. funny, terrifying. Ask individual students to mime their word and have the class guess what it is. The person who guesses correctly then writes the word on the board. Alternatively, other students tell him or her how to spell it.

8 Tell students to listen to each other's suggestions and remind them to use expressions that indicate agreement or disagreement when giving their own opinion. Encourage them to give a reason for their choices.

Answers

Students' own answers

9 Tell students that they should consider both the meaning of the verbs, the correct tense and whether the verbs are usually followed by a preposition. When going over the answers, point out the colloquial expressions Guess who (or Guess what) and I wonder why!

Answers

- 2 Guess 3 felt 4 miss 5 believe 6 recognize 7 imagine 8 worried 9 wonder 10 realized/remembered
- 10 Point out that I often wonder why ... introduces a situation which someone has thought a lot about. Monitor and make a note of any errors for a subsequent feedback session.

Answers

Students' own answers

If necessary, remind students of expressions for agreeing and contradicting, such as Me too/Me neither and I do/I don't. Once pairs have exchanged sentences, invite individual students to read out a sentence and point to another student to agree or contradict.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 20, exercises 4–5 Vocabulary Consolidation Worksheet: page 21, exercises 4–6



Second conditional



Second conditional

We use the second conditional to talk about situations that are imaginary or not likely.

We use the past simple in the *if* part and *would / wouldn't* in the other part.

If your brain stopped, you would die.

Where would you be if you didn't have language?

We often use *could | couldn't* in the second conditional. We can use it in both parts.

If you could see inside your brain now, you would see millions of electrical signals.

If your brain stopped working, you couldn't survive.

We often use were instead of was in the if part.

If my dad were here now, he'd know what to do.

Grammar reference pag

1 Match the sentence halves then write complete sentences starting with *if*.

If I saw a famous person in the supermarket, I'd ask for an autograph.

- 1 I (see) a famous person in the supermarket
- 2 you (not remember) my birthday
- 3 I (live) in Canada
- 4 the internet (stop) working
- 5 the phone (ring) in the middle of the night
- 6 I (break) my right arm
- A I (not answer) it
- B it (be) a disaster!
- C I (have to) write text messages with my left hand
- D I (ask) for an autograph
- E I (not be) upset
- F I (speak) perfect English
- 2 Complete the sentences with your own ideas. Then compare with a partner.



- 1 If I could drive a car,
- 2 If I forgot to do my homework,
- 3 If I argued with my best friend,
- 4 If I were the president of my country,
- 5 If I lost my most precious possession,
- 6 If I wasn't here now,

Write questions with the second conditional. Use the correct forms of the verbs in brackets.



- 1 What ... you ... (do) if you ... (break) your neighbour's window but nobody saw you?
- 2 If your best friend ... (give) you a birthday present you really didn't like, what ... you ... (say)?
- 3 What ... you ... (say) if a friend ... (fail) an important exam?
- 4 Who ... you ... (tell) first if you ... (hear) some fantastic news?
- 5 If your teacher ... (leave) a copy of an exam on her desk, ... you ... (look at) it?
- 6 If you ... (find) your brother's diary, ... you ... (read) it?
- 4 Ask and answer the questions from exercise 3 with your partner. Give reasons.
- Work in groups. Think about what you could do if you had the things below, and write as many possibilities as you can. Then share your ideas with the class.

If I had an electric guitar, I could join a rock band. I could stop my neighbours from sleeping.



6 Write a piece of advice for each of the problems using If I were you

Ask Angelina

- 1 My cat has gone missing.
 - If I were you, I'd put an advertisement in the local paper.
- 2 I can't stop worrying about my exams.
- 3 I can't find my school bag.
- 4 My best friend looks really unhappy.
- 5 I've forgotten the security password on my laptop.
- 6 I don't understand anything in my Maths classes.



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FAST FINISHERS Write down as many of your partner's answers in exercise 4 as you can remember.

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 118.
- Visual grammar presentation

Warmer

Put students into pairs and ask: Have you ever had an embarrassing or a disastrous experience? Monitor as they exchange anecdotes, then ask them to join up with another pair. In their groups, students agree on whose experience was the most embarrassing or disastrous. End the activity with a class vote.

1 Remind students that the negative form of the verb can be used in both parts of a conditional sentence. Read the example sentence and point out that 'd is the contracted form of would, but mention that we generally use the full form after it in written English.

Answers

- 2 Elf you didn't remember my birthday, I wouldn't be upset.
- 3 F If I lived in Canada, I'd / I would speak perfect English.
- 4 B If the internet stopped working, it would be a disaster.
- 5 A If the phone rang in the middle of the night, I wouldn't answer it.
- 6 C If I broke my right arm, I'd/I would have to write text messages with my left hand.
- 2 Point out that in sentence 6, we could also say If I weren't here now.
 Tell students that they can use either 'd or would, where necessary.

Answers

Students' own answers

3 Point out that in second conditional questions, we use the full form would in written English. Remind students that we don't use would in the if part of the second conditional sentence. Model and practise pronunciation of the questions.

Answers

- 1 would ... do; broke
- 2 gave; would ... say
- 3 would ... say; failed
- 4 would ... tell; heard
- 5 left; would ... look at
- 6 found; would ... read
- 4 Students may be worried about giving truthful answers to some of the questions. Encourage them to focus on grammatical accuracy, even if their responses don't reflect how they would normally act in the situation.

Answers

Students' own answers

5 Check that students can identify items A-F (electric guitar, rope, scissors, money, video camera, hammer). Read the examples and write on the board I could join a rock band if I had an electric guitar. Point out that the if part of the sentence can come first or second.

Answers

Students' own answers

Extra activity

Write on the board *If I could do any job, ..., If I won the lottery, ...* and *If I could live anywhere, ...*. Ask students to complete the sentences individually, and to think about the reasons for their choices. In pairs, get them to interview each other and encourage them to ask follow-up questions. Invite students to express their ideas in a class feedback session.

6 Mention that If I were you is a fixed expression that is used when making a suggestion or giving advice. Read the example and point out that If I were you is followed by I'd or I would, NOT you should.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 44, exercises 4–6 Grammar Consolidation Worksheet: page 45, exercises 4–6

CHALLENGE Solve problems in groups



PREPARATION

1 Work on your own and do the puzzles. Then compare your answers with a partner.

BRAINTEASERS

Use your thinking skills. Get your brain up to speed!

Logical and mathematical

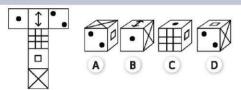
1 Which number is the odd one out, and why? A 25 B 36 C 54 D 81

2 Which number should come next? Why? 25, 24, 22, 19, 15, ...

A9 B10 C11 D12

Visual and spatial

3 Which of the cubes is the same as the unfolded cube below?



4 Which of the symbols follows logically in this sequence?

X, O, E, ...

AT BOO CH DI

Verbal and linguistic

5 Which is the odd one out? Why? A cough B does C rock D soft

6 Which anagram doesn't form an English word?

A LACL B MIWS CATNM DELUB

DO THE CHALLENGE

2 Work in small groups. Discuss the problems together and find the answers.



I haven't got a clue!

Why don't we draw a picture?

If Matt takes out four socks, he is sure to have a matching pair.

Look, if we left the fox on its own, we could go and get the chicken.

STOPWATCH PUZZLES

The team that finishes first wins!

Matthew has six blue socks and six brown ones in his drawer. In the morning he pulls them out of the drawer in the dark. What is the smallest



number he needs to pull out to be sure of getting a pair?

Three teenagers were playing football. The ball accidentally broke a window. 'Who did it?' asked the owner of the house. Hannah said, 'I didn't do it.'



Rick said, 'Edward did it.' Edward said, 'Rick is lying.' Only one of them is telling the truth. The other two are lying. Who broke the window?

Francesca is making cupcakes. Her recipe says she needs 100 ml of water. There are two jugs in the kitchen. One holds exactly 500 ml and the



other holds exactly 400 ml. How can she measure out the correct amount of water?

You have a small boat and you have to get to the other side of a river. You need to get a fox, a chicken and a bag of wheat to the other



side too. However, your boat is only large enough to carry you and one of these things at a time. If you leave the fox alone with the chicken, the fox will eat the chicken. If you leave the chicken alone with the wheat, the chicken will eat the wheat. The fox doesn't eat wheat. How can you get everything across the river safely?

FOLLOW UP

3 In pairs, find a puzzle online. Write it in your own words in English and swap puzzles with another pair. In this lesson students solve problems in groups, then research and rewrite a puzzle to swap in class.

Warmer

Dictate the following puzzle to the class and ask them to write it down:

A man is trying to sleep. He takes the phone and calls 345. A voice says 'Hello'. The man says 'Thank you', and puts the phone down. Now he can sleep. Why?

Ask students to work in pairs or small groups to try to solve the puzzle.

Answers

The man is staying in a hotel. Someone in the room next door was snoring. By waking the person up, he made the snoring stop.

1 Write the words odd one out, unfolded, symbol and anagram on the board. Ask students to raise their hands if they understand all four of them, but don't take any definitions or explanations. Monitor and check that all students are attempting to solve the puzzles individually before they work with their partner.

Answers

- 1 C (the others are square numbers: $25 = 5^2$, $36 = 6^2$, $81 = 9^2$)
- 2 B (the sequence is to subtract one more each time from the previous one: 1, 2, 3, 4 then 5)
- 3 A
- 4 A (they are letters of the alphabet reflected in a mirror: C, D, E and F)
- 5 B (because 'does' has a different pronunciation, the others are /p/)
- 6 C (the others are call, swim, blue)

Teaching tip

To encourage students to reflect upon their own learning experiences, apply the thinking skills mentioned in exercise 1 to learning styles. Point out that we all have our own learning style. Ask: Do you find it easier to learn words or facts if you see them written down? Do you do your homework better with music on? Do you prefer to learn by doing something rather than sitting down? Explain that there are no right or wrong answers.

2.21 Draw students' attention to the Express yourself phrases and play the audio. Remind them that the sentence If Matt takes out four socks, he is sure to have a matching pair. is a type of conditional that describes the logical result of a present situation. Ask them to put this sentence in the second conditional (If Matt took out four socks, he would be sure to have a matching pair.). Explain that they can use either form when discussing a problem or puzzle.

Answers

- 1 3 socks
- 2 Edward is telling the truth. Hannah broke the window.
- 3 She fills the 500 ml jug with water and pours it into the 400 ml jug. She will have 100 ml remaining in her 500 ml jug.
- 4 First, you cross the river with the chicken. You leave the chicken on the other side and cross back. Next, you take the fox across the river, but you take the chicken back across the river with you. Then you leave the chicken and cross the river again with the wheat. You leave the wheat with the fox and cross final time to pick up the chicken.
- 3 This can be done as a homework activity, with students working individually to find a puzzle online. Ask them to bring in a copy of the original puzzle to encourage them to use their own words when rewriting it. In class, tell them to swap puzzles with their partner before changing pairs.

Answers

Students' own answers

Extra activity

In pairs, have students invent a puzzle or problem. Tell them that they should be of a similar type to puzzles 1, 2, 5 or 6 in exercise 1, and should have the correct instruction. Invite students to write their puzzle on the board.

Fast finishers

With books closed, write down as much as you can remember about one of the four puzzles in exercise 2.

INTERACTION

Going to the doctor's

DExpress yourself

How did it happen? When did it start?

What's the problem/matter? Can you put your weight on it? I'm going to give you a prescription* for Have you got a temperature*? You should take this

Patient

My ... is sore. I've got a pain in my It started two days ago. It happened yesterday. I can't move my ... much. It really hurts when I walk.

*You say, 'I've got a temperature,' not 'I've got a fever.'

*A doctor gives you a prescription, not a recipe. A cook uses a recipe to make a cake.

IN THE PARK

Can you lift it?

1 Listen and answer the questions.

- 1 Why are Lauren and Charlie running in the park?
- 2 Why does Lauren enjoy running?
- 3 How does Lauren hurt herself?



AT THE DOCTORS

2 Look at the photos.

What do you think has happened? How does she feel?

Listen and answer the questions.

1 Luckily, Lauren fell on

A her back B the grass C the path

2 Lauren's got a ... and a pain in her leg. A sore ankle

B broken ankle

C sore arm

3 Lauren can't put ... on her foot. A a shoe

B any ice

C any weight

4 The doctor prescribes

A painkillers

B antibiotics

C a cream

5 Lauren will have to ... the marathon.

A run slowly in

B watch

C walkin

4 Listen again. Complete the doctor's notes for Lauren's treatment.

You must take one tablet ... You should walk ... You mustn't do ...

5 Which words and expressions in Express yourself did you hear?

YOUR TURN TO SPEAK

6 Work in pairs. Decide if you are a doctor or a patient and follow the instructions below.

DOCTORS

ROLE CARD

Look at the questions in Express yourself. Write down any other questions you could ask the patient.

PATIENTS

ROLE CARD

Decide on an illness or injury. Make notes about when it started, your symptoms, how you feel now, etc.

Also write down any questions you want to ask the doctor.

Now role play your conversation. At the end, the doctor should give instructions and advice to the patient.

How long have you had your sore throat?

I'm not sure. It started last week ... I think it was Tuesday evening.

Has it got worse since then?

Swap roles and have another conversation at the doctor's.

Lauren, Charlie and Mia are three school friends who live in the UK. In this lesson Lauren injures herself while out running with Charlie. She later visits the doctor's.

Warmer

Write break your leg on the board. With books closed, brainstorm the other injuries listed in exercise 7 on page 51. Ask: Have you ever had an injury like this? and invite individual students to describe their injury. Encourage students to ask questions such as How did it happen? What did you do afterwards?

2.22 Express yourself contains a variety of useful phrases for the situations in the dialogue. Some of them (but not all of them) are used in the dialogue. They are available on the audio if you want students to hear how they are pronounced.

1 2.23 Transcripts page 162 Tell students that they will hear a dialogue between Lauren and Charlie. Check that they understand the verbs to trip (to fall) and to race (to run in competition with someone), and the adjective fit (in good physical condition). Ask them to make notes while they are listening, but to answer in full sentences.

Answers

- 1 They are training for a marathon.
- 2 She always feels good afterwards.
- 3 She trips on something and falls over.
- 2 Ask: Who are the people in the photo? Where are they? When students answer the questions in the book, check that they say She has hurt/injured her leg/knee (NOT the leg/knee).

Answers

Students' own answers

3 2.24 Transcripts page 163 Have the students read the sentences and options first. Tell them they need to listen carefully, as they may hear several of the words or expressions listed in options A-C in the dialogue. Elicit another meaning for prescribe (give a prescription).

Answers

1 B 2 A 3 C 4 A 3 B

4 2.24 Transcripts page 163 Tell students to listen to Lauren's part of the dialogue as well as the doctor's, as they will be asked about the expressions used by both speakers in the next activity.

Answers

You must take one tablet three times a day after each meal. You should walk around the house.

You mustn't do any training at all for the next 72 hours.

5 Ask students to work in pairs. Refer them to the Express yourself box and tell them to list the expressions they think they heard in exercise 4 according to who spoke them.

Answers

Doctor:

What's the problem?

How did it happen?

Can you put your weight on it?

Can you lift ...?

I'm going to give you a prescription for

Laura:

My ... is sore.

I've got a pain in my

It really hurts when I walk.

I can't move my ... much.

6 Once students have decided on their role, get them to work individually on their preparation. Tell the doctors that they should not know in advance what illness or injury their patient has, and should be ready to ask appropriate questions based on what their partner tells them. However, both students need to anticipate what their partner might ask or tell them.

Answers

Students' own answers

7 Give students a minute or two to think about their roles before performing their role-play. Monitor and check that students are looking at and responding appropriately to each other, rather than reading a fixed series of questions.

Answers

Students' own answers

Teaching tip

It is useful for students to learn and practise colloquial expressions requesting repetition, which they could use in any dialogue. Elicit *Can / Could you repeat that?* and any other suitable expressions. If necessary, write on the board *Sorry? I didn't (quite) catch that. Would you mind repeating?*

8 Before asking students to swap roles, brainstorm some illnesses or ailments. As students should be a little more fluent this time round, you could encourage them to do their role-plays without consulting their notes so much.

Answers

Students' own answers

Extra activity

Extend the activity in exercise 7 by asking stronger pairs to act out their role-play in front of the class. Get them to pause before advising treatment, and encourage the rest of the class to suggest an appropriate course of action or medication for the patient.

Fast finishers

Write a description of illnesses and injuries you may have had in the past or suffer from now e.g. I broke my arm when I was eight years old. I've got hay fever and I'm allergic to shell fish. You can refer to exercise 7 on page 51 for guidance, if necessary.

WRITING

An opinion essay

1 Read the essay title. What is your opinion? Read Kevin's essay and compare your opinions. Are they the same or different?

Schools should encourage students to be more active and have a healthier diet

by Kevin de Silva

As I see it, a lot of teenagers spend too much time in front of TV screens and computers and not enough time playing sport and eating well. This means they have more and more health problems. Personally, I think schools should do more to encourage students to be more



active and have a healthier diet.

In my view, there are not enough classes in school to keep students active. In most schools students must do some sport, but there isn't much variety. If students had more choice, they would want to try new sports and do more exercise. For example, schools could offer classes of things like capoeira or bossaball as well as traditional sports.

I also think that a healthy diet is just as important. Many schools do not offer students many healthy meals, and, when they do, students do not always choose them. Schools should offer a healthy range of lunches and educate students on the benefits of healthy eating.

In conclusion, I would say that schools ought to work together more with students to fight inactivity and encourage healthy eating.

2 Read the essay again and decide which of these arguments Kevin makes.

- 1 Students watch too much TV.
- 2 Students don't have enough choice in classes that encourage activity.
- 3 Students at school often don't do any sport.
- 4 Schools should offer more healthy lunches.
- 5 If there were more healthy meals, students would choose them.

WRITING SKILL

Expressions for giving your opinion

3 Find different expressions Kevin uses to give his opinion in the essay. How many can you find?

Personally, I think ...

- 4 Complete the sentences about being healthy and active with your own ideas.
 - 1 In my opinion, children should
 - 2 Personally, I don't like
 - 3 Ithink...is....
 - 4 As I see it. ... is not the answer.



PLAN BEFORE YOU WRITE

- 5 Choose one of the essay titles below or use the same title as Kevin. Remember, you don't have to agree!
 - Doctors should give people prescriptions for exercise and sport, not medicine.
 - · Everyone should exercise their brain every day.
 - Intelligent students and less intelligent students should be in different classes.
- 6 Decide what your opinion is and make notes about your reasons.
 - People who do exercise and sport are usually healthier and don't need as much medicine.
 - · A healthy brain can help people live longer.
 - Less intelligent students could lose confidence if they're put in separate classes.

WRITE NOW

- 7 Write your opinion essay.
 - 1 Use Kevin's essay as a model.
 - 2 Use your notes from exercise 6 and the plan below.
 - 3 Remember to include some expressions for giving your opinion.

Paragraph 1 – introduce the topic and give your opinion.

Paragraph 2 - give a reason for your opinion.

Paragraph 3 - give another reason for your opinion.

Paragraph 4 - write a conclusion.

CHECK AND CORRECT

- 8 Check and correct your essay.
 - Check that the expressions for giving your opinion are correct.
 - 2 In pairs, swap your essays and check each other's work.

Warmer

Practise food vocabulary by asking students to call out the names of different food items beginning with a certain letter of the alphabet. Then put students into small groups and tell them to imagine that a local fast-food restaurant has decided to replace its meals with healthier options. Get them to devise a healthy lunch or dinner menu for the restaurant.

1 Elicit the modals of obligation and advice: must, (don't) have to, should and ought to. Ask: How many hours of PE do you do at school each week? Do you think your school should have more PE classes? Encourage students to use the modals when giving their opinions.

Answers

Students' own answers

Teaching tip

Some students may need more practice in giving their opinion in written or spoken English. You could reinforce their skills by sometimes getting them to give arguments that express the opposite of what they believe.

2 Read through sentences 1-6 and check that students understand too much and not enough.

Answers

Arguments Kevin makes: 1, 2, 4

3 Elicit different expressions for giving an opinion and write these on the board. Add any new expressions from the essay to the list on the board. Point out that some of these are separate phrases that are followed by a comma (As I see it, Personally, In my view.).

Answers

As I see it....

In my view, ...

I also think ...

I would say ...

4 Ask students to complete the sentences individually, and then to compare their answers with their partner.

Answers

Students' own answers

Teaching tip

Activities such as the one in exercise 4 could be opened out for a whole class discussion. If you ask students to think about the reasons for their opinions, weaker or shyer students will feel encouraged to participate because they will already have prepared something to say.

5 As a more controversial alternative to the second essay title, you could write on the board *Playing computer games and using social media does not exercise the brain sufficiently.*

Answers

Students' own answers

6 Point out that the three bullet points each refer to a different essay title from exercise 5. Tell students that they should make notes about their main idea as well as their secondary opinion(s).

Answers

Students' own answers

- 7 Give students the following checklist to help them complete their essays:
 - Have you followed the structure of Kevin's essay?
 - Does your essay begin by expressing your main opinion?
 - Does your essay include all the ideas you decided upon in exercise 6?
 - Have you ended your essay with a conclusion?
 - Have you used a range of expressions for giving your opinion?

Answers

Students' own answers

8 When students check each other's work, encourage them to give positive feedback as well as pointing out errors.

Answers

Students' own answers

Fast finishers

Choose a different essay title from exercise 5 and make notes about your opinions on the topic.

2.16 Student's Book page 53, exercises 2-3

A = Amanda, S = Steve

- A Hello and welcome to the London Marathon! I'm Amanda –
- And I'm Steve
- A Steve, you're a bit of an expert so tell us everything!
- OK! Well, like all marathons, it's over 42 kilometres long. The first London Marathon was back in 1981. And the wheelchair marathon started two years later, in 1983.
- And how many runners are there for this year's London Marathon?
- A lot. Just think about this. The Paris marathon is big and has about 30,000 runners. But here in London we have over 37,000.
- Wow. And what are the fastest times?
- The fastest woman to run the Marathon is Paula Radcliffe. She ran it in 2 hours 15 minutes and 25 seconds. The fastest time set by a man is 2 hours 4 minutes and 40 seconds – that was by the Kenyan Emmanuel Mutai in 2011. And the record for the slowest run ever is held by the American Lloyd Scott. It took him five days and eight hours to complete the course.
- How was that possible?
- He was wearing a 50 kilo deep sea diving suit at the time. He was raising money for charity. That's one of the main reasons people run the marathon. Since it began, runners have raised over £550 million.
- And it's a great spectator event, too.
- Absolutely. There are about a million people here to watch the marathon. And it's shown on TV in 150 countries worldwide.
- Thanks, Steve. Now, I think they're getting ready to start this year's London Marathon! Let's go over to...



2.17 Student's Book page 53, exercise 4

- A = Amanda, L = Leo, M = Monica,
- A OK, I'm standing here with two runners who have completed this year's London Marathon - Monica and Leo! First of all, congratulations! How do you both feel?
- Exhausted! But really good too.
- M Same here. My feet really hurt, but there's a great feeling of achievement.
- So what were your best moments? Monica?
- M Running across the finishing line, knowing I completed the race.
- Mine was running over Tower Bridge. That's the halfway point. Everyone's cheering, and there's the River Thames with London all around you. It was great!
- A And the worst?
- After two hours. I was feeling dead tired and wanted to stop, and then I saw a man dressed up in a penguin costume run straight past me!
- A What about you Monica?
- M After about half an hour, I was looking at the crowd and feeling really good – and then I tripped and fell over, and hurt my knee. I was mad at myself because I wasn't thinking.
- Do you have any advice for people planning to run the marathon next year?
- I'd say start training early. You should run regularly and slowly build up your energy levels. Oh, and you mustn't go too fast at the beginning. The marathon is a long run, so keep a steady pace. That way you'll get to the end.
- Just enjoy yourself! The London Marathon's a big event. And when you finish, you feel like a star!

2.19 Student's Book page 54, exercise 2

Ra = Radio announcer

Ra Bob Harkner of Colchester is the winner of last week's Brain Box Quiz. Well done, Bob! Your Radio 50 T-shirt will be in the post! And here are the answers:

Number 1. How heavy is the adult brain? The adult brain is 1.4 kilos

Number 2. What percentage of your brain is water? Your brain is

Number 3. How much fat is in the brain? There is 60% fat in the brain

Number 4. How many kilometres of blood vessels are there in the brain? There are 160,000 kilometres of blood vessels in the brain. Number 5. What age are you when your brain stops developing? Your brain stops developing at 25.

And this week's quiz is about the Periodic Table so get your pencils ready and we're ready to go...



2.23 Student's Book page 58, exercise 1

C = Charlie, L = Lauren

- C Lauren, can we stop for a minute?
- We've nearly finished, Charlie.
- C Please.
- L OK.
- You know, if you don't train, you won't finish the marathon next L
- Yeah... well... I'm not quite as fit as you.
- Hove running. I always feel so good afterwards.
- I feel better when I've finished, too.
- OK. You've had enough time to rest. Come on, Charlie. I'll race you to the other side of the park.
- C Hey, hang on...
- L Ow!
- Are you all right? C
- I'm not sure. L
- What happened?
- L I tripped on something and fell over. Oh, my leg!
- Can you stand?
- I don't know. Î.
- C Let me give you a hand...
- Owww! That really hurts.
- C I think you need to go to the doctor's.

1 2.24 Student's Book page 58, exercises 3-4

- D = Doctor, L = Lauren
- D Come in.
- L Hello
- D Hello, Lauren. Sit down.
- L Thankyou.
- D Now, what's the problem?
- L Well, I've really hurt my leg.
- D I can see that. How did it happen?
- L Erm... I was running in the park I'm in training for the marathon on Saturday – and I tripped on something and fell over.
- D Did you cut yourself?
- No, I didn't. Luckily I fell on the grass.
- D Where does it hurt?
- L My ankle is really sore. And I've got a pain in my leg.
- D Where exactly?
- L Down the back.
- D Can you put your weight on it?
- L No, not really. And it really hurts when I walk.
- D OK. Can you lift your leg?
- L I can't move my leg much. Look.
- D I see. Have you taken anything for the pain?
- L No, I haven't. But I've put ice on my foot.
- D That's very good. Are you on any medication?
- L No, I'm not.
- D Right, well, you've sprained your ankle and pulled a muscle in your leg. I'm going to give you a prescription for painkillers. I want you to take one tablet three times a day after each meal.
- L OK.
- D Have you got any light boots?
- L Yes, I have.
- D Good. Wear them because they will give your ankle extra support. It's important that you continue to exercise with the foot – so don't just sit down. You should walk around the house...
- L Yeah, but what about training?
- D You mustn't do any training at all for the next 72 hours.
- L But the marathon is in two days' time!
- D I'm sorry, Lauren, but this year you'll have to watch the others. Do you know any other people running?
- There's my friend Charlie...
- D Well, perhaps he'll win it.
- L Charlie? I don't think you've seen him run!

Workbook page 50

- 1 1 B 2 E 3 A 4 D 5 C
- 2 A
- 3 1 B 2 C 3 C 4 A 5 B 6 A
- 4 1 check-up
 - 2 health risk
 - 3 life expectancy
 - 4 painkiller
- 5 Students' own answers

Workbook page 51

- 6 1 ASTHMA
 - 2 SORE
 - 3 TEMPERATURE
 - 4 COLD
 - 5 ALLERGY
 - 6 COUGH.
 - 7 TOOTHACHE
 - 8 HAY FEVER

Hidden word: HEADACHE

- 1 pull
- 2 graze
- 3 cut
- 4 break
- 5 hurt
- 6 sprain
- 7 burn
- 8 bruise
- 8 Students' own answers
- 9 1 a plaster
 - 2 in a sling
 - 3 stitches
 - 4 in plaster
 - 5 flu jab
 - 6 throat sweets
- 10 1 in a sling
 - 2 a flu jab
 - 3 throat sweets
 - 4 in plaster
 - 5 a plaster
 - 6 stitches
- 11 Students' own answers

Workbook page 52

- 1 1 must
 - 2 mustn't
 - 3 must
 - 4 don't have to
 - 5 mustn't
 - 6 must
 - 7 don't have to
- 2 1 Don't you have to wear
 - 2 mustn't forget
 - 3 have to come
 - 4 don't have to bring
 - 5 mustn't visit
 - 6 have to wash
- 3 Suggested answers
 - 1 I have to use crutches at the moment.
 - 2 My mum doesn't have to do homework at the weekends.
 - 3 We mustn't stand on the desks in the classroom.

UNIT 5 WORKBOOK ANSWERS

- 4 1 should tidy my bedroom
 - 2 shouldn't throw away paper
 - 3 ought to drink some water
 - 4 shouldn't take antibiotics
 - 5 should put a plaster
 - 6 shouldn't eat cheese
- 5 1 C 2 B 3 A 4 B 5 C
- 6 Students' own answers

Workbook page 53

- 1 1 hire
 - 2 novice
 - 3 track cyclist
 - 4 elite athlete
 - 5 velodrome
 - 6 taster session

2		Novice	Elite
	Chris	1	
	Victoria	1	

- 3 1 B 2 C 3 A 4 C 5 B 6 B
- 4 1 TV
 - 2 Elbows and knees
 - 3 70 kph
 - 4 7 kph
 - 5 Scared
 - 6 Knee
- 5 Students' own answers

Workbook page 54

- 1 A
- 2 1 16
 - 2 26.2
 - 3 2007
 - 4 2.5
 - 5 130,000
 - 6 43,000
- 3 1 F 2 T 3 T 4 F 5 F 6 F 7 T 8 F
- 4 1 stability
 - 2 mobility
 - 3 independence
 - 4 awareness
- 5 1 independence
 - 2 stable
 - 3 aware
 - 4 mobility

Workbook page 55

- 6 1 miss
 - 2 know
 - 3 feel
 - 4 wonder
 - 5 imagine
 - 6 forget
- 7 1 want
 - 2 worry
 - 3 learn
 - 4 guess
 - 5 believe
 - 6 remember
 - 7 recognize
 - 8 understand
- 8 Students' own answers

9 1 E 2 D 3 F 4 A 5 B 6 C

- 10 1 make
 - 2 on their mind
 - 3 slipped
 - 4 changed
 - 5 in two minds
 - 6 speaks
- 11 Students' own answers

Workbook page 56

- 1 1 Tourists would be surprised if it snowed in Spain in July.
 - 2 If you sprained your wrist, I would put your arm in a sling.
 - 3 If we found 100 euros, we would donate it to charity.
 - 4 I'd take vitamin C if I had a bad cold.
 - 5 We wouldn't eat prawns if we were allergic to seafood.
 - 6 If I didn't feel sick, I would have dinner.
- 2 1 lived
 - 2 would take
 - 3 wouldn't train
 - 4 would ask
 - 5 decided
 - 6 would choose
 - 7 didn't have
 - 8 wouldn't need
 - 9 took
 - 10would/wear
 - 11 would dress
- 3 Students' own answers
- 4 1 Where would you sleep if you didn't have a house?
 - 2 If there weren't any shops what would you eat?
 - 3 How would you feel if you lived on a desert island?
 - 4 If you could invite someone to the island who would it be? 5 If you could take one thing to the island what would it be?
- 5 1 How would you feel if you lived on a desert island?
 - 2 If there weren't any shops what would you eat?
 - 3 Where would you sleep if you didn't have a house?
 - 4 If you could take one thing to the island what would it be?
 - 5 If you could invite someone to the island who would it be?
- 6 Students' own answers

Workbook page 57

Extra Challenge

Students' own answer

Webquest

- 1 22
- 2 4: frontal lobe, parietal lobe, temporal lobe and occipital lobe.
- 3 37 degrees Celsius
- 4 Simple and complex carbohydrates
- 5 November
- 6 The Mall, alongside St. James' palace

Puzzle

- 1 If you were rich and famous, where would you live? Students' own answers
- 2 If you were rich and famous, how would you feel? Students' own answers
- 3 If you were rich and famous, would you worry about money? Students' own answers
- 4 If you were rich and famous, would your friends forget you? Students' own answers

Workbook page 58

- 1 Suggested answers
 - 1 What's the matter?
 - 2 When did its start? And how did it happen?
 - 3 It's difficult to move my leg.
 - 4 It hurts to move my leg when I walk
- 2 1 matter
 - 2 move
 - 3 start
 - 4 ago
 - 5 put
 - 6 hurts
 - 7 happen
 - 8 sore
 - 9 prescription
 - 10painkillers
 - 11 should
 - 12twice
- 3 1 No, because it's 38.5°.
 - 2 His throat hurts when he talks.
 - 3 He recommends paracetamol.
 - 4 He thinks he has a cold.
 - 5 No he doesn't as he has a virus.
 - 6 If his symptoms don't improve after 4 days.
- 4 Suggested answers
 - 1 Hi Ana, how are you?
 - 2 When did the problem start?
 - 3 What happened?
 - 4 Are you taking any medication?
- 5 Students' own answers

Workbook page 59

- 1 1 conclusion
 - 2 would
 - 3 in
 - 4 view
 - 5 also
 - 6 personally
 - 7 as
 - 8 see
- 2 1 Personally, I really enjoy
 - 2 Talso think that studying philosophy
 - 3 In my view, it makes you analyze
 - 4 As I see it, the study of philosophy
 - 5 In conclusion, I would say that all schools
- 3 1 don't have to
 - 2 after
 - 3 recently joined
 - 4 stimulates thought
 - 5 be better at debating
 - 6 teach philosophy
- 4 Students' own answers

1.14 Workbook page 53, exercises 2-3

C = Chris, V = Victoria, O = Official

- C This is so exciting. I've watched loads of track cycling on TV, but I've never actually done it before. Oh no! I feel really silly in this helmet
- V Same here, but you have to wear a helmet. You can't cycle on the track without one. If you didn't have a helmet and you fell off your bike, you'd really hurt your head.
- C | I know! You don't need to tell me. I just feel silly in it.
- V You don't have to wear elbow and knee pads, but I'm going to. I'll probably fall off the bike and I don't want to bruise my elbows and knees!
- C Well, I'm not going to wear any. I'm sure I'll be OK without them. Have you seen the track bike yet?
- V No. It's a normal bike, isn't it?
- C No, it isn't. It's different because it hasn't got any brakes.
- V No brakes!! How do you stop, then?
- C You have to slow down gradually and then you eventually stop.
- V No brakes! That's scary.
- C You don't have to go really fast like the elite cyclists.
- V How fast do they go?
- C When they're cycling as fast as possible, it's about 70 kph.
- V Really?! I'll probably go at about 7 kph!
- C You shouldn't go too slowly because you might lose your balance.
- O OK, you two. Would you like to come over here and get on your bikes now?
- V I'm quite scared now.
- C Good luck! Here goes.
- C That was amazing, but I'm dead tired now.
- V lam too, but I loved it. I imagined that I was in the Olympic Games while I was cycling. I was the gold medallist, of course! Chris, what's the matter?
- C I hurt my left knee when I fell off the bike. I was mad at myself.
- V Really?! You fell off your bike? You ought to wear knee pads next

1.16 Workbook page 58, exercise 5

- 1 What's the matter?
- 2 How did you hurt your leg?
- 3 Have you got a temperature?
- 4 Are you on any other medication?

6 Science stuff

Unit overview

Vocabulary

- In the science lab: accidents, boil, chemicals, container, equipment, experiment, explode, eye wash, fire extinguisher, first aid kit, flame, lab coat, protect, rinse, safety glasses, spill, splash, test tube, tongs, work bench
- Using computers: click, connect, crash, cursor, delete, document, download, drag, drop, file, hard copy, icon, insert, install, memory, paste, print, program, recycle bin, save, scan, scroll, shut down, transfer, turn on / off, update, upgrade, upload, virus, virus software
- Chemistry: chemicals, cool, heat, melt, weight
- although
- Face 2 Face: By the way go ahead over to you

Grammar

- Present simple passive
- Past simple passive

Pronunciation

/b/ and /v/

Recycled language

- Modals for rules, obligation & advice
- may/might
- Present continuous
- materials

Language objectives

- To learn vocabulary related to the science lab (page 61) and using computers (page 65)
- To learn and use the present simple passive (page 62) and past simple passive (page 66)
- To express addition in writing (page 69)

Skills objectives

- To read and understand a text about the science of our daily lives (page 6o)
- To discuss science (page 61) and computers (page 65)
- To listen to and give a talk about a process (page 63)
- To read and understand a text about the history of computers (page 64)
- To create a quiz (page 67)
- To describe objects (page 68)
- To write a review of a gadget (page 69)

Assessment criteria

- Students can use the present simple passive and the past simple passive correctly.
- Students can recognize and use vocabulary about science and computers correctly.
- Students can correctly pronounce /b/ and /v/.
- Students can read and understand a text about the science of our daily lives and the history of computers.
- Students can listen to and understand a talk about rubbish.
- Students can create a quiz and conduct a quiz in groups.
- Students can describe objects to another person in an appropriate way.
- Students can write a review of a gadget.

Resources

- Teacher's i-book
- Student's Book CD 2
- Teacher's Resource Book:

Vocabulary Support Worksheet Unit 6, page 22
Vocabulary Consolidation Worksheet Unit 6, page 23
Grammar Support Worksheet Unit 6, page 46
Grammar Consolidation Worksheet Unit 6, page 47
Speaking Worksheet Unit 6, page 65
Test Consolidation Unit 6, page 122
Test Extension Unit 6, page 126
Speaking Test Unit 6, page 222

Prepare for Cambridge Exams

Writing page 132

Writing an email

Prepare for the TOEFL Junior® Test

Listening Comprehension page 133

Academic talk

Go Digital!

Teacher's i-book Flook

Use the **Richmond i-tools** (1) to complete the activities with the students on the IWB.

offers additional IWB practice to reinforce the lesson content:

Reading

The **IWB Reading activities** are designed to focus on real language in use within the reading texts.

The **hot spots** are designed to highlight potentially difficult words or cultural information before doing the reading activities.

Reading extra, pages 60 and 64

Listening

The **IWB Listening activities** are designed to help students explore the listening dialogues in greater depth.

Listening extra, page 63

Writing

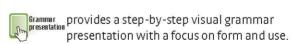
The **IWB Writing activities** are designed to give students controlled practice in building a text before they do the free writing tasks in *Your turn to write*.

Writing extra, page 69

More provides extra interactive practice which can be used for fast finishers or as a wrap-up activity.

Alternatively, it can be used as homework.

- Grammar, pages 62 and 66
- Vocabulary, pages 61 and 65
- Pronunciation, page 62



Grammar, pages 62 and 66



Science stuff

Challenge

Present simple passive | Past simple passive Vocabulary In the science lab | Using computers

Create a quiz Interaction Describing objects A review of a gadget

READING

- Work in groups. How good is your science knowledge? Try to answer these questions before looking at the article.
 - A Why aren't birds on power lines electrocuted?
 - B Why are stars only visible at night?
 - C Why doesn't a huge metal ship sink?
 - D How does sunscreen work?
 - E How does the soft centre get into chocolates?
 - F How is gas put into bottles of fizzy drinks?

2 Read the article quickly and match the questions in exercise 1 with paragraphs 1-6. Did you get the answers right?

Everyday mysteries:

the science of our daily lives!

Electricity wants to reach the ground, and if there is a wire the electrical charge will go down it. Birds aren't touching the ground when they sit on power lines, so they are safe. But be careful, if you are up a metal or wet wooden ladder, you can get a shock from power lines. The electricity is conducted through your body and travels down the ladder to the ground.



The fizz in your drink is caused by carbon dioxide. Water is cooled to below 8°C and then carbon dioxide is forced into the bottle by a machine. Then the bottles are closed quickly so the carbon dioxide can't escape. When you open the bottle, the carbon dioxide rises to the top in the form of bubbles.





The sugary centre is hard at the beginning. First, it's covered in chocolate by a machine. Then it's heated, and an enzyme called intervase is activated. This makes the sugar become soft. However the temperature isn't high enough to melt the chocolate coating, so that stays hard. Delicious!

The ship floats because it is full of 5 air. The combined weight of the ship and the air inside is less than the weight of the water that would occupy the same space. However, if the ship filled with water, it would sink. This is because the ship plus the water inside would weigh more than the

3 It's fun to sunbathe, but the sun also damages the skin. Sunscreen contains chemicals to protect you against the sun's harmful ultraviolet rays. Radiation is reflected away from your body by inorganic ingredients such as titanium oxide. And the radiation is absorbed by organic ingredients such as oxybezone, so it never reaches your skin.



The stars are in the sky 6 both day and night. During the day our star, the sun, makes our sky so bright and blue that the stars can't be seen. At night when our part of the Earth is facing away from the sun, the stars can be seen because the sky is dark.



same volume of water.

60

Warmer

Write the following sentences up on the board:

The / symbol separates individual words and students need to fill in the missing vowels in the words. Arrange them into pairs or small groups, and give a time limit of two minutes to complete the first sentence. Ask if they have any strategies for solving the puzzle, such as looking for patterns of vowels and consonants, or filling in the words they can work out most easily first.

Answers

Science laboratories can be dangerous places. Radiation from the sun damages the skin. Your suitcase is too heavy to take on the plane.

1 Write the words electrocuted, sunscreen and fizzy on the board. Elicit definitions for them from students and add these to the board. Read questions A-F, pointing out the use of the negative form in questions A and C.

Answers

- A Because electricity wants to reach the ground and birds on power lines aren't touching the ground.
- **B** Because during the day the sun makes the sky so bright that the stars can't be seen.
- C Because it is full of air and the combined weight of the ship and the air inside is less than the weight of the water that would occupy the same space.
- D Radiation is reflected away from your body by inorganic ingredients. And radiation is absorbed by organic ingredients, so it never reaches the skin
- E The chocolate is heated and an enzyme is activated. This makes the sugary centre become soft. However the temperature isn't high enough to melt the chocolate coating.
- F Carbon dioxide is forced into the bottle by a machine. Then the bottles are closed quickly so it can't escape.
- 2 2.25 The text is available to listen to.

Ask students to stay in their groups for this activity. Don't answer any questions about vocabulary at this stage, as students may need to work out the meaning of unfamiliar words and expressions in exercise 3.

Answers

A 1 B 6 C 5 D 3 E 2 F 4

Teaching tip

It is possible that students will be able to do the matching activity in exercise 2 by looking at the photos, and therefore may finish the exercise quickly. However, it is important to emphasize that they need to read the text not only to check their answers, but to practise their gist-reading skills.

VOCABULARY

In the science lab

 Read the article again and decide if the sentences are true or false. Correct the false sentences.

- 1 You are safe if you go up a ladder and touch a power line.
- 2 The soft centres in chocolates start as hard centres.
- 3 The sun's rays contain titanium oxide and oxybezone.
- 4 Bubbles in your soft drinks contain carbon dioxide.
- 5 Metal ships float because the metal they're made of is lighter than water.
- 6 We can't see the stars that are in the sky during the day because of the sunlight.
- 4 Find and complete the words in Word Zone used in chemistry.

WORD ZONE

Chemistry

Verbs: ¹h...t ²m...t ³c...l Nouns: ⁴ch...mic...ls ⁵w...ght

5 Complete the sentences with words from Word Zone.

- 1 You can't normally take suitcases with a ... of more than 10 kilos with you on planes.
- 2 Ice usually ... at o°C.
- 3 You ... oil to a high temperature when you want to fry something.
- 4 Let your coffee ... a bit, or it will burn you.
- 5 Be careful in the laboratory there are lots of dangerous
- 6 Work in groups. You only have ten minutes to solve this problem!



An Emperor builds a science laboratory and wants the most brilliant scientist in his kingdom to run it. He shows the candidates his beautiful elephant Bella. He tells them that he wants to know Bella's weight, but that he doesn't have a strong enough weighing machine. He says, 'To be my chief scientist you must tell me how to weigh my elephant without hurting her.' After an hour, one scientist whispers an answer in the Emperor's ear. 'You have the job!' exclaimed the Emperor. What was the scientist's answer?

7 Complete the school safety notice with these words.

equipment flame first aid kit spill safety glasses test tube accidents explode protect boil

SAFETY IN THE SCIENCE LAB

- Don't wear jewellery, scarves or earphones. These can cause
 accidents. Remember to tie back long hair.
- Wear 2 ... and a lab coat . They 3 ... you from dangerous chemicals, heat and broken glass.
- Know the location and use of the eye wash, 4 ... and fire extinguisher.
- Never play in the lab and always remain at your work bench. If not you may break something or cause an accident.
- If you 5 ... chemicals on your skin, ringe it immediately with water.
- Always stay a safe distance from a Bunsen burner when you are using it. If a 6 ... goes out, turn off the gas immediately.
- If you have heated a 7 ..., never touch it with your bare hands.
 Use tongs.
- Never point a heated test tube towards yourself or others, or look directly into a test tube. Chemicals can splash out or 8 ... over.
- Never heat liquid in a closed container. It may produce gas and 9
- When you have finished your **experiment**, put your 10 ... away and clean your work bench. Then wash your hands.
- 8 Listen and check your answers.
- 9 In pairs, look at the pictures. What are the students doing wrong? What might happen?

He isn't wearing safety glasses. Chemicals might get in his eyes.









10 Work in pairs. Can you think of any other rules for the science lab? Make notes of your new rules.

You shouldn't taste chemicals. They may be toxic.

More practice 3 Point out that sentences 1-6 match the order of paragraphs 1-6 in the article. Tell students not to be too concerned by individual scientific words and expressions, but to focus on the different stages of the process that is being described.

Answers

- 1 False. The ladder is touching the ground and you are touching the ladder.
- 2 True
- 3 False. They are the ingredients in sunscreen.
- 4 True
- 5 False. Metal ships float because they are full of air and the combined weight of the ship and the air inside is less than the weight of the water that would occupy the same space.
- 6 True

Extra activity

In pairs, ask students to choose one of the questions A-F from exercise 1 on page 60. Then, with books closed, ask them to try to explain how the process works in their own words. Tell them that they can use their dictionaries, if necessary. Invite students to read out their versions, and get the rest of the class to decide if any important information is missing.

4 Refer students to Word Zone. Take the opportunity to revise the pronunciation of past simple endings, as these are often the same as the past participle endings used in the passive. Ask them to spell the past simple forms of heat, melt and cool (heated, melted, cooled) and check pronunciation.

Answers

- 1 heat 2 melt 3 cool 4 chemicals 5 weight
- 5 Remind students that the present simple tense is commonly used for describing scientific processes. Ask them what form Let is in item 4 (imperative) and elicit that this is a warning.

Answers

- 1 weight 2 melts 3 heat 4 cool 5 chemicals
- 6 Have students read the problem and point out that the present simple is often used to describe a problem which is presented as a story. Tell them that they don't need to have a strong scientific background to find a solution, but that they need to think in a practical way.

Answers

Take Bella to a river where there is a large boat. Mark the level of the water on the boat. Then lead Bella onto the boat and mark the new water level. Take Bella off and load the boat with bricks or stones until it goes down to the same level as when Bella was on it. Then weigh the material bit by bit to find Bella's weight.

Warmer

Ask: Do you think there are too many rules in your school? What about in public places? Why do we need so many rules? Tell students that in an experiment, a region in the Netherlands decided to get rid of traffic lights and white lines on the roads, and found that there were fewer accidents. Ask students why they think this was.

7 Look at the words and expressions in the word box and ask students which ones are verbs (spill, explode, protect, boil). Read the first rule and ask why it says Remember to tie back long hair. (Because long hair might catch fire / fall into a chemical / get in your eyes).

Answers

- 2 safety glasses 3 protect 4 first aid kit 5 spill 6 flame 7 test tube 8 boil 9 explode 10 equipment
- 8 2.26 Elicit that the imperative is commonly used in instructions, rules and warnings. Point out that *can* or *might* are used here to explain possible dangerous outcomes or situations.
- 9 Read the example and ask students which tense is used (present continuous). Elicit that this is because someone is describing a situation as it is happening. Encourage students to use vocabulary from exercise 7, and to add as many sentences as necessary to describe the dangers or possible outcomes of the situations.

Answers

Suggested answers:

- B She is heating liquid in a closed container. It might produce gas and explode.
- C They are both wearing jewellery and don't have their hair tied back. This might cause an accident. Also, he isn't wearing a lab coat. Dangerous chemicals might splash onto him.
- D She isn't using tongs to touch the test tube. She might burn herself. He isn't paying attention and isn't standing at the work bench. He might break something or cause an accident.
- 10 Read the example and ask students if they know the meaning of the word toxic (poisonous or harmful). If they can't think of many more rules for the science lab, tell them to think about safety rules at school in general, e.g. You shouldn't run with scissors in your hand. You might fall and cut yourself.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 22, exercises 1–3 Vocabulary Consolidation Worksheet: page 23, exercises 1–3

GRAMMAR

Present simple passive



Present simple passive

We often use the passive when we talk or write about science, technology and processes.

 ${\it The electricity is conducted through your body}.$

Water is cooled to below 8°C and then carbon dioxide is forced into the bottle under pressure.

In a passive sentence, the subject is <u>not</u> the agent (the person or thing that does the action). The **object** of an active sentence becomes the **subject** of a passive sentence.

We form the passive with *be* and the past participle.

If we want to mention the agent, we use by. ACTIVE A machine forces carbon dioxide into the bottle.

PASSIVE Carbon dioxide is forced into the bottle by a machine.

We often use can / can't in the passive. Stars can't be seen during the day.

Grammar reference pag

1 Complete the sentences with verbs in the correct form.

buy donate not give repair not sell speak



Tickets for tonight's concert can ... from the Box Office.



- Bus tickets ...
 on board.
 Please use
 these machines.
- At the end of each day our left over sandwiches ... to shelters for the homeless.
- 6 Change is ... by this parking machine.

2 Make these active sentences passive.

- 1 They clean our car at the carwash once a week.

 Our car is cleaned at a carwash once a week.
- 2 The teacher marks our homework at the weekend.
- 3 They make my brand of trainers in the USA.
- 4 You can see the city centre from my house.
- 5 They collect rubbish from outside my house every day.
- 6 My mother makes my lunch.

3 Correct the sentences in exercise 2 so they are true for you.

Our car isn't cleaned at a carwash. I have to clean it!

4 Complete the text using the present simple passive.

Guided tour of my factory

We all drink soft drinks or mineral water out of plastic bottles. But did you know plastic bottles start life as small, solid tubes of plastic called pre-forms? These pre-forms 1 ... (transform) into plastic bottles by machines in a factory. In my factory, 70 million plastic bottles 2 ...



(produce) every year. That's a lot of bottles!

So let's see how pre-forms 3 ... (turn into) your soft drink bottles.

First, they 4 ... (carry) by a long conveyor belt into an oven, where they 5 ... (heat) very quickly to 125° C. Then, the extremely hot tubes 6 ... (put) inside two-litre bottle moulds.

After that, a metal rod 7 ... (push) into the tube.

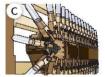
Next, air 8 ... (blow) into the tube at high pressure, and the plastic becomes the shape of the bottle mould.

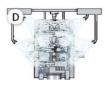
Finally, cold water 9 ... (circulate) around the mould so the bottle 10 ... (cool) instantly. And that's it! The bottles 11 ... (deliver) to a drinks factory, where they're filled with your favourite drinks.

In pairs, put the pictures in order according to the article. Then cover the article and use the pictures to explain how bottles are made.

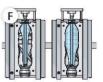












PRONUNCIATION /b/ and /v/

6 Listen and repeat the sentences.



- 1 The conveyor belt is very badly broken.
 - 2 The bottles are delivered everywhere by big vans.
 - 3 Valerie was bitten by a vampire bat.

More practice? page 149

7 Work in groups. Go to page 151 and do the Science Quiz. Then ask your teacher for the answers.



GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 119.
- Image: Visual grammar presentation

Warmer

Have each student write down five infinitives and their corresponding past participles. Tell them they should have a mix of regular and irregular verbs. Nominate a student and ask them to call out the infinitive form of one of their verbs. Anyone who also has that verb written down should put their hand up as quickly as they can. The first person to do so is then invited to say and spell the past participle form of the verb. Both students then tick that verb off their list, and the game continues with the student whose hand went up first calling out another infinitive verb. The first student to tick off all five verbs on their list is the winner.

1 Refer students to the notices and ask where they might expect to see them. Point out that the passive is often used on signs and notices because it is an impersonal structure.

Answers

- 1 are spoken 2 be bought 3 are repaired 4 are not sold
- 5 are donated 6 not given
- 2 Ask students to first focus on the subject of the active sentences, and to decide whether the subject needs to be mentioned when the sentence becomes passive. Elicit that subjects such as they or people are not usually important enough to include in a passive sentence.

Answers

- 2 Our homework is marked by the teacher at the weekend.
- 3 My brand of trainers is made in the USA.
- 4 The city centre can be seen from my house.
- 5 Rubbish is collected from outside my house every day.
- 6 My lunch is made by my mother.
- 3 Refer students to the example and point out that they can change any element of the sentences in exercise 2, e.g. Our car isn't cleaned once a week. Nobody ever cleans it! Advise them that the passive can be used in the second sentence as well, if appropriate, e.g. It is never cleaned!

Answers

Students' own answers

4 Students can do this activity individually or in pairs. Read the title of the text and ask what students expect to read about (a process describing how something is made in the factory). Dictionaries can be used for this activity if necessary.

Answers

- 1 are transformed 2 are produced 3 are turned into
- 4 are carried 5 are heated 6 are put 7 is pushed 8 is blown
- 9 is circulated 10 is cooled 11 are delivered

Refer students to the text in exercise 4 and ask where the description of the factory process begins (First, they 4 ... (carry) by a long conveyor belt ...). Tell students to look at linking words such as then which describe a different stage in the process. They need to work out what the six stages are before matching them to the pictures.

Answers

1 C 2 E 3 F 4 A 5 D 6 B

- 6 2.27 As /b/ and /v/ are commonly difficult for students to pronounce, break these sentences down first. Pause after belt, delivered and bitten before playing the rest of each sentence.
- 7 Point out that we can use can / can't be + past participle to talk about a possible outcome of a process, e.g. The meal can be made in advance and kept in the fridge overnight.

Answers

False. Colds can't be cured by antibiotics. False. The temperature of the Earth is caused by too much carbon dioxide. False. Tsunamis can't be caused by a large group of fish. True. Hydrogen is the most commonly found element in the universe. True. Pluto is no longer considered a planet. True. A GPS navigation system is guided by satellite. False. Less pollution is created when people travel by bike. False. Venus is situated between Earth and Mercury. True. You see grass as green because green light is reflected back to your eyes.

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 46, exercises 1–3
Grammar Consolidation Worksheet: page 47, exercises 1–3



Listen to and give a talk about a process



Discuss the questions in groups.

Do you throw away plastic carrier bags or do you re-use them? Do you turn off your computer / lights / TV? Do you buy recycled paper and notebooks? Do you recycle your paper, plastic and other rubbish?

What do you do with plastic carrier bags?

We re-use them.

 Listen to the first part of the talk and correct the notes.

People in the UK throw away 2 kilos of rubbish every week.

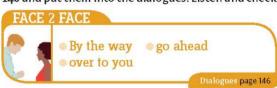
A recycled plastic bottle saves enough energy to run a 6W light bulb for 60 hours. People around the world use 50 billion plastic bags every year.

80% of plastic bottles are recycled.

We can recycle 50% of the things we throw away.

- 3 Put the actions in order. Then listen to the next part of the talk and check if you're right.
 - A The metal is removed by two magnets.
 - B The remaining plastics are separated.
 - C The glass is broken up and removed.
 - D The rubbish is put onto conveyor belts.
 - E The cardboard is removed.
 - F The rubbish is taken to the recycling plant. 1
 - G The rubbish is taken up a steep slope.

- - 1 What does MRF stand for?
 - 2 Where is the rubbish put when it arrives?
 - 3 What do people do in the MRF?
 - 4 What do the magnets do?
 - 5 Maria mentions special scanners. What do they do?
 - 6 What recycled products are mentioned?
- 5 \(\bigcap_{\text{Look}}\) Look at the expressions in Face 2 Face. Go to page 146 and put them into the dialogues. Listen and check.



6 Work in groups. Prepare a talk to give to the class about a process. Choose one of the following ideas or your own and make notes.



7 Read the Study Skill and then give your talk to the class.

STUDY

Structuring a talk

When giving a talk, it's a good idea to use sequencing expressions like *first*, *next*, *then*, *after that* and *finally*. They help you structure your talk and make it easier for listeners to follow.

FAST FINISHERS Write up your notes from exercise 6 to describe a process.

Warmer

Give students one minute to look back at the vocabulary related to containers and the environment on pages 28 and 29. Then, with books closed, invite individuals to come to the board and begin to write a word that they have chosen from those pages. Tell them to write one letter at a time, and encourage the other students to call out the word as soon as they think they know it. The student should still write the whole word on the board, but the class can correct any spelling errors, if necessary.

Encourage students to ask follow-up questions, e.g. How often do you ...?, Why don't you ...? Remind them to use adverbs of frequency where necessary. Elicit a range of responses from the class.

Answers

Students' own answers

2 2.28 Transcripts page 188 Write 3 out of 10 on the board and elicit that this is the same as 30%. Before playing the audio, ask students to read the notes and guess what the correct information might be for each one.

Answers

People in the UK throw away 2 kilos of rubbish every day. A recycled bottle saves enough energy to run a 60W light bulb for 6 hours.

People around the world use 500 billion plastic bags every year. 80% of plastic bottles aren't recycled.

We can recycle 60% of the things we throw away.

WORDS TO KNOW

Check that students know the verb sort and the nouns slope and magnet. Ask them to give a synonym for sort (put in order) and a definition of the nouns (slope = a surface that gradually goes up or down; magnet = something that attracts iron or steel).

3 2.29 Transcripts page 188 Tell students that the next part of the talk will describe the recycling process. Point out that they need to visualize each of the stages A-G in order to decide the correct order. Students can do the activity in pairs.

Answers

2 D 3 E 4 C 5 G 6 A 7 B

4 2.29 Transcripts page 188 Check that students understand the expression stand for by writing BBC on the board and asking What does BBC stand for? (British Broadcasting Corporation). Remind them that they should answer the questions using full sentences.

Answers

- 1 MRF stands for Materials Recycling Facility.
- 2 It is put on huge conveyor belts.
- 3 They take the things out that can't be recycled.
- 4 They separate the metals.
- 5 They identify different types of plastic and separate them.
- 6 The text mentions bottles, paper, plastic, cardboard, glass and cans.

2.30 These expressions are all common idiomatic expressions in spoken English. They are highlighted in the audio script. Before students go to page 126, ask them which one means:

Incidentally (By the way)

continue (go ahead)

it's your turn to speak (over to you)

Ask students if there's an equivalent in their own language.

Answers

1 go ahead 2 overto you 3 By the way

6 Tell students to choose a process that they know well and can describe clearly. Point out that they should use the present simple passive, but can also use the present simple active when they want to focus on who or what performs an action.

Answers

Students' own answers

Teaching tip

Weaker students, or those who are less confident, are likely to find the idea of giving a talk quite challenging. Make it clear that each member of the group is to be allocated a specific part of the talk, but emphasize that they can use their notes. When monitoring students' preparation for the activity in exercise 6, make sure that all students are participating in the decision-making.

7 Refer students to the Study Skill. Remind them that there are other expressions that we can also use to link ideas, such as and, so (to describe the result of an action) and to + bare infinitive (to talk about the purpose of an action).

Answers

Students' own answers



- 1 pairs, try to answer these questions.
 - 1 When was the first real computing machine invented?
 - 2 What do you think 'Giant Brain' was?
 - 3 How many computers were there in the world in 1955?
 - 4 Who was Steve Jobs?

2 Read the article and check your answers to the questions.

COMPUTER WORLD!

We depend on computers to communicate, work, study and travel. We use them everywhere – in our homes, hospitals, offices and airports. So let's take a look at some key moments in computer history.

When were the first computers designed?

The first computer, the Analytical Engine, was designed by the English inventor Charles Babbage in 1834. It was very complicated and he



couldn't afford to build it. His machine was eventually built for the London Science Museum in 1991 – and it worked!

What happened after that?

It took another 100 years for computer technology to take off! In 1937 an American mathematician, George



Stibitz, built a machine called **Model K** in his kitchen. It was the ancestor of the modern digital computer. Three years later, a British mathematical genius, Alan Turing, built a decoding machine called **the Bombe**. This early computer was used to understand secret messages during World War II. The 1940s were exciting times. In 1945, a computer called **ENIAC** was created by two Americans, John Mauchly and J Presper Eckert. Nicknamed the 'Giant Brain', it was very fast.

What were the first computers like?

Although engineers were making rapid progress, the first computers were very large. The 'Giant Brain' was as heavy as five elephants and filled two rooms! In 1943 the chairman of IBM



predicted, 'I think there is a world market for maybe five computers.' By 1955 there were still only 250 computers in the world and they weren't very powerful. A modern mobile phone has more processing power than all the computers used on the 1969 Apollo 11 moon mission!

What made computers improve?

When RAM (Random Access Memory) and transistors were introduced, computers could operate more quickly and process more information. In 1971, the first microprocessors were designed and floppy disks were produced. (They held 100 kB of data – not enough for one digital photo!) Although computers were improving, they were still mostly used by business and governments.



When did computers arrive in our homes?

In 1976 the first user-friendly PC was developed by two American students, Steven Wozniak and Steve Jobs, in a garage. Called Apple I, you built it yourself. It cost a lot – \$666.66 – and only 100 machines were made. Then in 1977, the pre-assembled Apple II was manufactured. It was an instant success and started the home PC revolution!



Warmer

Ask: Do you think that technology has made our lives better or worse? Are there any gadgets that you could not live without? What would you do instead if you couldn't use your phone, MP3 player, etc? Discuss the questions as a class.

1 Tell students not to read the text at this stage. Elicit the meaning of real in the first question (something that actually works). Explain that they don't have to agree with their partner on the answers, and encourage them to guess them if they don't know.

Answers

Students' own answers

2 2.31 The text is available to listen to.

After students have checked their answers, ask which tenses were used most frequently in the text (past simple, past simple passive and past continuous).

Answers

- 1 In 1834
- 2 It was a very fast computer invented in 1945.
- 3 There were 250 computers in 1955.
- 4 Steve Jobs was an American who developed the first user-friendly PC, Apple 1.

3 Read the article again and copy and complete the table.

	Creator/s	Nationality	Date	Extra information
The Analytical Engine	Charles Babbage	English	1834	not built in his lifetime built for Science Museum, London
Model K				

4 Read Word Zone and match sentences 1–2 with A–B using although. Check in the text.



although

We use although to contrast two ideas. Although my computer is old, it still works very well.

- 1 Engineers were making rapid progress.
- 2 Computers were improving.
- A But computers were still only used by business and governments.
- B But the first computers were complicated and very large.
- 5 Look at the pictures and find the things below. Then in pairs, put them in the order of when they first became part of everyday life.

mobile phones television video recorders
MP3 players 45rpm records the internet
audio cassettes text messages home computers



6 🎧 Listen and check.

VOCABULARY

Using computers

7 Choose the correct verbs to complete the sentences. Then listen and check your answers.



- 1 'Don't forget to **save / paste** your work regularly or you might lose it.'
- 2 'Oh no! I've accidentally deleted / downloaded my file.' 'Don't worry, it'll be in your recycle bin.'
- 3 'In this exercise, you have to drag/drop and drag/drop your answers.'
- 4 'Oh no, my computer has **crashed / installed**. I can't do my homework.'
- 5 'My computer isn't working properly.'
 'I've told you before! You must scan / save your computer for viruses and update / turn off your virus software.'
- 6 'My computer says it can't run this graphics program.' 'Maybe you need to upgrade / scroll the memory – it's not difficult.'
- 7 'Why isn't it working?' 'Well, afteryou've printed/installed the software, you have to shut down/turn on the computer and then restart it.'
- 8 'I need a hard copy of this letter.' 'OK, let's print / download it.'
- 8 Complete the sentences with the correct preposition below.

down into on onto (x2) to (x3) up

- 1 You upload or transfer a photo ... your computer.
- 2 You click ... an icon to open an app.
- 3 You connect a cable ... your mobile.
- 4 You scroll ... or ... a document.
- 5 You download an app ... your mobile.
- 6 You insert a picture ... a document.
- 7 You send a file ... another computer.
- 8 To delete text, move the **cursor** ... the left of it and press 'delete'.
- 9 Organize all the words in bold in exercise 7 in the space below.



10 Have you used a computer this week? What did you use it for?

I've uploaded some photos and done some homework.



65

FAST FINISHERS Write about the gadgets you use in your everyday life.

3 Remind students to write in note form and not in full sentences. Refer them to the Extra information column in the table and elicit that the subject and the auxiliary verb be is omitted when making notes.

Answers

	Creator/s	Nationality	Date	Extra information
Model K	George Stibitz	American	1937	ancestor of the modern digital computer
The Bombe	Alan Turing	British	1940	used to understand secret messages in WW2
ENIAC	John Mauchly & J Presper Eckert	American	1945	very fast; as heavy as five elephants; filled two rooms
Apple 1	Steve Wozniak& Steve Jobs	American	1976	first user-friendly PC
Apple 2	Steve Wozniak& Steve Jobs	American	1977	started the home PC revolution

Teaching tip

Make it clear to students making notes requires different skills from answering comprehension questions. When reading the example note in exercise 3, ask students where in the article they can find reference to the phrase not built in his lifetime (the final sentence of the paragraph: His machine was ... in 1991). Point out this is known as paraphrasing, and it is more effective when writing notes than copying out the exact words.

4 Refer students to Word Zone and ask them how the same sentence would be expressed using but instead of although (My computer is old, but it still works very well.). Write this on the board and point out that a subject is always needed in both parts of the sentence.

Answers

- 1 Although engineers were making rapid progress, the first computers were complicated and very large.
- 2 Although computers were improving, they were still only used by business and governments.
- 5 When checking answers, refer students to picture B and elicit that the text message in standard form would read Where are you?.

Answers

Students' own answers (correct answers below)

6 2.32 Tell students that when checking the order, they should also note down the decade mentioned for each item. Ask: Where is Adrian Hooper from? (Edinburgh) and What did he win? (a memory stick).

Answers

F 45rpm records G television C audio cassettes

D video recorders I home computers A the internet

H mobile phones B text messages E MP3 players

Warmer

Have students read the caption and ask them to explain the joke (the girl is laughing because Billy's computer has a cold, not a software virus). Tell them this is a play on words. Write on the board: What do you call a deer with no eyes? Give them a minute to think of an answer, then write the answer: No idea! If students don't immediately understand the play on words (no-eye deer), tell them to say the answer out loud until it becomes clear.

7 2.33 After students complete the activity, ask them to underline where they think the stress falls in the verbs in bold that have more than one syllable. After playing the audio, write the following verbs on the board: delete, download, install, update, upgrade. Model and check pronunciation and understanding.

Answers

- 1 save 2 deleted 3 drag, drop 4 crashed 5 scan, update 6 upgrade 7 installed, shut down 8 print
- 8 Tell students to think about the action that is being described in each sentence, and to decide on the most natural preposition.

Answers

- 1 onto (could also be 'to') 2 on 3 to 4 up, down
- 5 onto (could also be 'to') 6 into 7 to 8 to
- 9 Tell students to use the vocabulary in exercises 7 and 8. Point out that they don't need to write the same word or expression more than once.

Answers

Verbs (Exercise 7) save, paste, delete, download, drag, drop, crash, install, scan, save, update, turn off, upgrade, scroll, print, shut down, turn on (Exercise 8) upload, transfer, click, open, connect, insert Nouns (Exercise 7) file, recycle bin, virus, virus software, program, memory, hard copy (Exercise 8) icon, document, cursor

10 Write Yes, I have. I used it to ... on the board. Tell students the present perfect is used to talk about a situation that covers the past up to the present, and that the past simple describes an event in more detail.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 22, exercises 4–6 Vocabulary Consolidation Worksheet: page 23, exercises 4–6



Past simple passive



Past simple passive

We often use the past simple passive when we talk or write about science, technology and processes. We form the past simple passive with the past simple of *be* and the past participle.

His machine was built for the Science Museum in London.

The Analytical Engine was designed by the English inventor Charles Babbage.

The **object** of an active sentence becomes the **subject** of a passive sentence. We can use by to mention the agent.

ACTIVE John Mauchly and J Presper Eckert created ENIAC.

PASSIVE **ENIAC** was created by John Mauchly and I Presper Eckert.

Grammar reference page 11.

- 1 Find more examples of the past simple passive in the article on page 64. Copy the sentences.
- 2 Complete the sentences with the past simple passive.

build invent kill make play use wear write



- 1 A third of Europeans ... by a terrible disease called the plague in the fourteenth century.
- 2 Football ... in medieval times using a pig's bladder as a ball.
- 3 The ancient pyramids of Egypt ... over 4,500 years ago.
- 4 Miniskirts ... first in the 1960s.
- 5 Cocoa beans ... as money by the Aztecs.
- 6 Bicycles ... in the 1880s.
- 7 The Harry Potter books ... J.K. Rowling.
- 8 The T-shirt ... fashionable by Marlon Brando in the 1950s.
- 3 Write questions and answers in the past simple passive using the words below.
 - 1 Q where / this computer / make? A Japan Where was this computer made?
 It was made in Japan.
 - 2 Q who/the exam/marked/by? A an examiner in Oxford
 - 3 Q why/the door/lock? A it was closing time
 - 4 Q when/you/wake up/by your mum? A six o'clock
 - **5 Q** where / the books / leave? **A** in the classroom
 - 6 Q how/this chicken/cook? A in the oven

4 Rewrite the sentences in *Science This Week* so they are passive.

A dangerous virus was stolen from Hobson Research Lab.

SCIENCE THIS WEEK

- 1 Thieves stole a dangerous virus from Hobson Research Lab.
- 2 The Hubble telescope found a fifth moon on Pluto.
- 3 Scientists warned governments about extreme weather.
- 4 A lack of vitamin D possibly killed Mozart.
- 5 Scientists built a spacecraft to remove rubbish from orbit.
- 6 The Earth sends enormous quantities of heat into space.
- 7 A cameraman filmed a rare snow leopard and cubs in Mongolia.
- 8 Archaeologists found an ancient civilization in the jungle.
- 9 Environmentalists rescued some sea turtles from nets.
- 10 Stephen Hawkins tried a machine that reads minds.
- Work in groups. Choose a word from each group and make funny sentences. The group with the most sentences wins.

The house was blown up by a spy.

the house the thief the car the boy the athlete the school the king the poet the bicycle the mobile phone the grandmother the vase the ball the president the tiger

knock over chase frighten blow up smash rob catch steal burn shoot throw hug bite drop

a mosquito an elephant a bank robber a police officer an alligator a driver a lorry a criminal a naughty boy a student a cyclist a wolf a baby a dog a spy



FAST FINISHERS Write about how different things were done before computers.

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 119.
- Jh Visual grammar presentation

Warmer

Divide the class into small groups. Tell them that they are to use the article on page 64 to write five quiz questions. Set a time limit of four minutes, then have students test each other. Students must answer in full sentences, and they win two points for each correct answer. If they get the answer wrong, the question is offered to the other groups for one point.

Write I was interested in the talk on the board and ask if this sentence contains a passive verb. It doesn't. Point out that some adjectives end in -ed, and can therefore be confused with passive structures when used with the verb be. When checking answers, mention It was very complicated in the first section of the article as an example of this.

Answers

When were the first computers designed?

The first computer, the Analytical Engine, was designed by the English inventor Charles Babbage.

His machine was eventually built for the London Science Museum in 1991 – and it worked!

This early computer was used to understand secret messages during World War II.

In 1945, a computer called ENIAC was created by two Americans, John Mauchly and J Presper Eckert.

When RAM (Random Access Memory) and transistors were introduced, computers could operate more quickly and process more information. In 1971, the first microprocessors were designed and floppy disks were produced.

Although computers were improving, they were still mostly used by business and government.

In 1976 the first user-friendly PC was developed by two American students, Steven Wozniak and Steve Jobs, in a garage.

It cost a lot - \$666.66 – and only 100 machines were made. Then in 1977, the pre-assembled Apple II was manufactured.

2 Ask stronger students to try to do this exercise without looking at the word box.

Answers

- 1 were killed 2 was played 3 were built 4 were worn
- 5 were used 6 were invented 7 were written 8 was made

Extra activity

Ask students to rewrite the sentences in exercise 2 in the active form. If there is no obvious subject, as in sentence 2, they can write *someone*, *people* or *they*, as appropriate. Time expressions can go at the beginning or end of the sentences.

Answers

- A terrible disease called the plague killed a third of Europeans in the fourteenth century.
- 2 People / They played football using a pig's bladder as a ball in medieval times.
- 3 People / They built the ancient pyramids of Egypt over 4,500 years ago.
- 4 People first wore miniskirts in the 1960s.
- 5 Aztecs used cocoa beans as money.
- 6 Someone invented bicycles in the 1880s.
- 7 J.K. Rowling wrote the Harry Potter books.
- 8 Marlon Brando made the T-shirt fashionable in the 1950s.
- 3 Mention that passive questions can end in by or by + agent.

Answers

- 2 Q Who was the exam marked by? A It was marked by an examiner in Oxford. 3 Q Why was the door locked? A It was locked because it was closing time. 4 Q When were you woken up by your mum? A I was woken up by my mum at 6 o'clock. 5 Q Where were the books left? A They were left in the classroom. 6 Q How was this chicken cooked? A It was cooked in the oven.
- 4 Write Criminals broke into my house last week on the board. Elicit My house was broken into last week by criminals and ask if there is any unnecessary information (by criminals).

Answers

- 2 A fifth moon was found on Pluto by the Hubble telescope.
- 3 Governments were warned about extreme weather.
- 4 Mozart was possibly killed by a lack of vitamin D.
- 5 A spacecraft was built (by scientists) to remove rubbish from orbit.
- 6 Enormous quantities of heat are sent into space by the Earth.
- 7 A rare snow leopard and cubs were filmed in Mongolia.
- 8 An ancient civilization was found in the jungle by archaeologists.
- 9 Some sea turtles were rescued from nets by environmentalists. 10A machine that reads minds was tried by Stephen Hawkins.
- 5 Tell students that they can make some of the nouns in the first group plural. Encourage them to include negative and question forms of the past simple passive.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 46, exercises 4–6 Grammar Consolidation Worksheet: page 47, exercises 4–6

CHALLENGE Create a quiz



PREPARATION

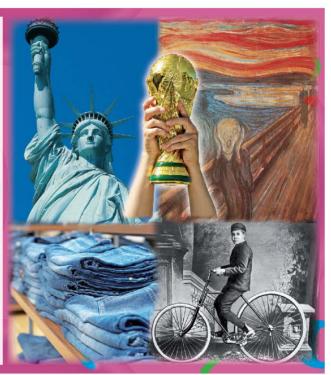
1 In pairs, complete the questions with the verbs in the passive and choose the correct answers.

build design invent(x2) make paint play use

2 Listen and check your answers.

- 1 Where ... the Statue of Liberty ...?
 - A France
 - B the United States
 - C the UK
- 2 Who ... The Scream ... by?
 - A Claude Monet
 - B Edvard Munch
 - C Pablo Picasso
- 3 Who ... jeans ... by?
 - A Levi Strauss
 - B Stephen Lee
 - C Charles Gap
- 4 How long ago ... toothpaste first ...?
 - A 1,000 years ago in Peru
 - B 2,000 years ago in Ancient Rome
 - C 3,000 years ago in Ancient Egypt

- 5 When ... Fantasmagorie, the first animated film, ...?
 - A 1898
 - B 1908
 - C 1928
- 6 Who ... the first bicycle with inflatable rubber wheels ... by?
 - A John Dunlop
 - B Leonardo da Vinci
 - C Henry Ford
- 7 Who ... the World Wide Web ... by?
 - A Stephen Hawking
 - B Tim Berners-Lee
 - C Thomas Edison
- 8 Where ... the first football World Cup ...?
 - A Uruguay
 - B Brazil
 - C Germany



DO THE CHALLENGE

3 You are going to prepare to do a group quiz. First work in pairs. Decide if you are Team A or Team B.

Team A Go to page 150 and follow the instructions. **Team B** Go to page 152 and follow the instructions.

- 4 Now form groups of four consisting of two students from Team A and two from Team B. Follow the instructions below.
 - Take it in turns to ask and answer your quiz questions.
 - You can discuss each question in pairs before you answer. Use the language in Express yourself.
 - Make a note of how many answers the other team gets right.
 - The team that get most questions right wins.

A Express yourself

I know this one. I'm sure
It can't be It must be
I think I'm not sure.
I've got no idea!

What do you think? Are you sure? Do we both agree?

FOLLOW UP

Write three questions of your own. Ask the class your questions.

In this lesson, students do a quiz using the passive, then write questions for their own quiz to play a team game.

Warmer

Ask students to write down three facts about themselves. Two of the facts must be true and one of them false. Invite individuals to read out their sentences and the rest of the class tries to guess which fact is untrue. Tell students not to make their false fact too obvious.

Before looking at the questions, refer students to the photos and ask them to identify the items. If they don't know Munch's painting The Scream, ask them to suggest a title. Ask: How is this bicycle different? Accept all suggestions then ask students to do the activity.

Answers

- 1 was, built; A
- 2 was, painted; B
- 3 were, invented; A
- 4 was, used; C
- 5 was, made; B
- 6 was, designed; A
- 7 was, invented; B
- 8 was, played; A

Teaching tip

As the focus of this lesson is on creating a quiz, it would be a good opportunity to practise *who* as subject and object, as well as other question forms. Write on the board:

who = subject

who = object

what + noun

where

How long ago

Ask students to write five questions about everyday activities to ask their partner, beginning with each of the question words above. Monitor and check.

- 2 2.34 Tell students that they need to listen carefully because they will be checking their answers to the quiz as well as their choice of passive verb. Find out if anyone got full marks, with no corrections.
- 3 Students should be in a different team to their partner, so that there are equal numbers in Team A and Team B. Refer them to the relevant instructions page and give them time to prepare their questions individually. Ask them to read through answers 1–10 on pages 123 or 125 and to decide what kind of information is needed, e.g. Who ...?, Who ... by?, Where?, When ...?. Point out that their questions should be written in the passive form.

Answers

Page 123:

- 2 Who was (the song) 'Blue Suede Shoes' sung by?
- 3 When was stainless steel invented?
- 4 When was the first satellite launched?
- 5 What were the first words spoken in a movie?
- 6 Where was the first underground railway system built?
- 7 What was (the scientist) Isaac Newton hit on the head by?
- 8 When was the first crossword puzzle published?
- 9 Which city in the UK is the world's longest running soap opera set in? 10Where / When were trainers invented? Page 125:
- 2 Who was the Sistine Chapel painted by?
- 3 Where were the first automatic traffic lights installed?
- 4 Where were beach balls invented?
- 5 Where was the mobile phone invented?
- 6 When was the tomb of Tutankhamen discovered?
- 7 When was the world's oldest board game first played?
- 8 When were x-rays accidentally discovered?
- 9 When was the first episode of *The Simpsons* shown? 10Who was the 2010 FIFA World Cup won by?
- 4 2.35 Arrange the groups of four to sit comfortably together, ensuring that a Team A member sits next to another Team A member, with two Team B students sitting facing them. This will be quite a noisy activity, as the quizzes will be conducted at the same time. Emphasize that in each group, the students on the same A or B team will work together to answer the questions. Refer the class to the Express yourself box and elicit that It must be and It can't be express certainty when guessing.
- When listening to each other's questions, tell the class to use expressions from the Express yourself box. Encourage them to give reasons for their deductions, e.g. It can't be 'C' because it was invented during World War Two.

Answers

Students' own answers

Fast finishers

Choose a reading text from Units 1–5 and write five quiz questions about it, with a choice of three answers for each question.

INTERACTION

Describing objects

DExpress yourself

Describing something

It's very heavy.
It's like a small brick.
It's made of
It's got a handle.
You use it for ...-ing.
You use it to
It's used for ...-ing.

Asking for information

How big is it?
How heavy is it?
What shape is it?
What's it made of?
What do you use it for?

Useful words

Colour dark blue pale pink greenish Size tiny medium huge Shape round rectangular curved heart-shaped Substance rubber metal cork concrete
Weight light heavy

IN GRANDDAD'S GARAGE

1 Look at the photo. Where are Charlie and Mia? What do you think they're doing?



- - 1 What are Mia and Charlie doing?
 - 2 How much stuff have they sorted out?
 - 3 Which item does Charlie like?
 - 4 Why does Mia call her father?

ON THE PHONE

- 3 Listen to Mia talking to her dad and answer the questions.
 - 1 How does Mia describe the first object that they find?
 - 2 What's it called?
 - 3 What's it used for?
 - 4 Where has Mia seen a reel-to-reel tape player before?
 - 5 What does Charlie find in a box?
 - 6 Why is Mia's dad happy she has found the tape player?

- 4 Listen again and identify which of the words below you hear.
 - 1 the plane

wood metal plastic big small heavy light round square rectangular

2 the reel-to-reel tape player

huge heavy light plastic cork metal curved round

5 Add more words to the *Useful words* groups in *Express* yourself.

Colour: bright orange

6 Look at Express yourself. Which of the expressions did you hear? Then write a description of a plane and a reelto-reel tape player.

YOUR TURN TO SPEAK

7 Play a guessing game. Follow the instructions.

Student A: Choose an object on page 151. Describe it to Student B.

Student B: Guess what the object is.

8 Swap roles and repeat the activity.

It's made of glass and metal. It's small and straight. There's a liquid inside it. And it's used to measure temperatures.

Is it a thermometer?

Yes, it is. Your turn now.

9 Think of other objects and continue the game.

68

Lauren, Charlie and Mia are three school friends who live in the UK. In this lesson Charlie is helping Mia clean out her grandfather's garage.

Warmer

Put students into two teams. Team A gives a word and Team B has to think of a word that begins with the final letter of that word. Point out that the theme is adjectives related to appearance (colour, size, shape) and nouns to do with materials. Elicit a noun or an adjective from Team A, e.g. big, and ask students from Team B to think of a word beginning with g, e.g. green. Continue the game and set a time of 15 seconds for each word. Award a point for each correct word. If students can't think of anything, the other team has a chance to answer and win an extra point.

- 2.36 Express yourself contains a variety of useful phrases for the situations in the dialogue. Some of them (but not all of them) are used in the dialogue. They are available on the audio if you want students to hear how they are pronounced.
- 1 After eliciting answers to the questions in the book, ask: What do you think Charlie and Mia are saying to each other in the photo? How do they feel? (They might be saying What's this? or What does this do? They look confused).

Answers

Students' own answers

2 12.37 Transcripts page 189 Read the questions and remind students that we use to + infinitive when we talk about the reason someone does something. When checking answers, ask which two words in the audio mean things we want to throw away (junk and rubbish).

Answers

- 1 They are cleaning out Mia's granddad's garage.
- 2 They have sorted out a lot of stuff.
- 3 He likes the old TV.
- 4 She doesn't know what some of the things are.
- 3 2.38 Transcripts page 189 Before playing the audio, check that students understand the words wings, tool and smooth.

Answers

- 1 It is made of wood and metal, it's not very big and it's quite light. It's like a small brick and it's rectangular. It's got a handle on top and there is a sort of knife in it.
- 2 It's called a plane.
- 3 It's used to make wood smooth.
- 4 She's seen them in old detective films.
- 5 He finds loads of tapes.
- 6 He'd like to listen to the tape player again.
- 4 2.38 Transcripts page 189 Check that students understand each of the words in the word boxes by asking them to identify an object in the classroom that matches the adjective.

Answers

- 1 wood, metal, light, rectangular
- 2 heavy plastic, metal, round

5 Ask students to find other ways of expressing colour, e.g. *bright orange*, rather than giving a list of colours. Get students to look around the classroom if they need inspiration.

Answers

Suggested answers:

Colour yellowy, blue-grey Size enormous, massive, smallish, compact Shape square, oval, diamond-shaped Substance wood, plastic, cardboard Weight average

6 Refer them to the Express yourself box and tell them to list the expressions they think they heard in the exercise 4 audio. Focus their attention on the expressions You use it to + infinitive and for + -ing.

Answers

What's made of? It's made of.... How big is it? What shape is it? It's like a small brick. It's got a handle. How heavy is it? It's very heavy. It's made of.... It is used for...-ing. round rectangular metal heavy Students' own answers.

7 Point out we can describe how something feels. Elicit adjectives such as hard, soft, rough, smooth and then write on the board.

Answers

Students' own answers

8 Elicit expressions for guessing answers or, if necessary, refer students to *Express yourself* on page 67.

Answers

Students' own answers

9 Monitor and check that students are using to + infinitive and for + -ing correctly.

Answers

Students' own answers

Fast finishers

Write down the descriptions for two or three objects that you have discussed in exercises 7–9.



A review of a gadget

- 1 Read Sam's review. What is the gadget he reviews? What does he think of it?
- 2 Read the review again. Which paragraphs refer to the following topics?
 - A overall opinion and recommendation
 - B problems with the gadget
 - C the type of gadget
 - D best features
 - E description of the gadget

Review of the Apptabili

by Sam Burke

I was given my first tablet, the AppTabIII, by my parents last week for my birthday. In my view, it really is as good as all the reviews I've read about it.



It's slim and silver with nice curved edges, and it also looks professional. In addition, it's really compact so I can put it in my bag easily. And it's actually lighter than my smartphone.

What's more, it has lots of cool, easy-to-use features. The photo app means I can upload photos onto my blog and share them immediately with my friends. The keyboard is on the screen and it's really easy to use as well. I can't type very well but the auto-correction feature is great for people like me! The battery lasts for ages too. That's very handy when you forget to turn it off!

However, there are two problems: the size of the screen and the price. It's difficult to watch films because the screen is quite small, and it's very expensive.

I would recommend it, but only if you don't want to watch your favourite films on it, and if you have lots of money or it's your birthday soon!

- 3 Read the review again and answer the questions.
 - 1 How long has Sam had his gadget for?
 - 2 Who gave him the gadget and why?
 - 3 How heavy is it?
 - 4 What are his favourite features?
 - 5 What are the main problems with the gadget in Sam's opinion?
 - 6 Would Sam recommend this gadget to other people?

WRITING SKILL

Expressing addition

4 Find these ways of expressing addition in Sam's review and answer the questions.

also and as well in addition too what's more

Which expression(s)...

- 1 go at the beginning of a sentence?
- 2 go at the end of a sentence?
- 3 goes before the main verb (but after be or an auxiliary verb)?
- 5 Rewrite the sentences with the words in brackets.
 - 1 My favourite key ring is small. It's blue. (and)
 - 2 I can download apps on my tablet. I can make videos. (also)
 - 3 My best friend has a new smartphone. She's got a tablet. (too).
 - 4 Sharing photos with friends is cool. It's easy to do. (what's more)

YOUR TURN TO WRITE

PLAN BEFORE YOU WRITE

- 6 Choose a gadget you would like to write about.
- 7 Think about your answers to these questions and make notes.
 - 1 What is the gadget?
 - 2 When did you get it? How long have you had it for?
 - 3 What is it like and what do you like best about it?
 - 4 Are there any problems with it? If so, what?
 - 5 Would you recommend your favourite gadget to other people? Why / Why not?

WRITE NOW

- 8 Write a review of your gadget.
 - 1 Use Sam's review as a model.
 - 2 Use your notes from exercise 7 to write a plan.
 - 3 Remember to include some expressions of addition.

CHECKANDCORRECT

- 9 Check and correct your review.
 - 1 Check that the ways of expressing addition are correct.
 - 2 In pairs, swap your reviews and check each other's work.

Warmer

Tell students to work in pairs and to choose their favourite things, e.g. colour, animal, meal, song, film, etc. They are going to try to persuade their partner that their chosen item is better or more important than the other person's. Tell them to choose carefully, as they need to be able to say positive things about it. Ask them to use comparative adjectives and (not) as ... as in their discussion.

1 Ask students to read through the text as quickly as they can. Point out that they only need to find basic information at this stage, and should not provide too much detail.

Answers

He is reviewing the AppTabIII tablet. He thinks it is very good but says that it has two main problems.

2 Read through A–F and check that students understand the words gadget and features. Point out that we usually talk about the positive points before the negative ones in a review.

Answers

A 5 B 4 C 1 D 3 E 2

Teaching tip

It is sometimes easier to find fault with things and express disappointment than to see the positive side. Point out that a review should aim to be as balanced as possible. It is good practice to ask students to say something positive about a thing they don't like. You could reinforce their persuasive skills by getting them to choose a gadget, meal, book, etc. that they haven't enjoyed. Rather than justifying their dislike, ask them to write three good points about it.

3 Read through questions 1–6 and ask students if they expect to find the answers in the same order in the review. They will. Make sure they answer in full sentences.

Answers

- 1 He has had his gadget for a week.
- 2 His parents gave him the gadget for his birthday.
- 3 It is lighter than his smartphone.
- 4 The photo app and the auto-correction feature are his favourite features.
- 5 The size and the price are the main problems.
- 6 He would recommend it if you don't want to watch your favourite films on it, you have lots of money or it's your birthday soon.
- 4 Ask students to also look at how punctuation is used before or after these expressions. Ask which of them are followed by a comma (in addition and what's more).

Answers

- 1 in addition, and*, what's more 2 as well, too 3 also (*and can also go in the middle of a sentence, to join two parts)
- When checking answers, point out that beginning a sentence with and gives greater emphasis than simply using and to link two sentences, e.g. My key ring is small and blue. Also mention that the expressions what's more and in addition are more emphatic than too and as well.

Answers

- 1 My favourite key ring is small. And it's blue.
- 2 I can download apps on my tablet. I can also make videos.
- 3 My best friend has a new smartphone. She's got a tablet, too.
- 4 Sharing photos with friends is cool. What's more, it's easy to do.
- 6 Students can choose a gadget from this unit, from page 124, or use their own ideas. Advise them to choose something that they have used quite a lot, so that they have enough to say when writing their review.

Answers

Students' own answers

7 Point out that their notes should only include the essential points, and should not include ways of expressing addition at this stage.

Answers

Students' own answers

- **8** Give students the following checklist to help them complete their review:
 - Have you followed the structure of Sam's review?
 - Does your review start by describing the gadget?
 - Does your review include all the good features of the gadget, as well as the negative ones?
 - Have you ended the review with your overall opinion and recommendation?
 - Have you used a range of ways to express addition in your review?

Answers

Students' own answers

9 When students check each other's work, encourage them to give positive feedback as well as pointing out errors.

Answers

Students' own answers

2.28 Student's Book page 63, exercise 2

M = Maria, T = Tareq

- M Hi everyone. Tareq and I are going to talk to you about what we learned on our trip to a recycling plant. You can ask questions during the talk. So if you want to ask something, go ahead!
- First, a few facts we found out before we went. We throw away a lot of rubbish – about two kilos every day. And where does most of it go? It's buried in the ground, in landfills.
- M Did you know that three out of five things we throw away can be recycled?
- Yes, and recycling saves energy. Recycling just one plastic bottle saves enough energy to power a 60-watt light bulb for six hours!
- Every year, 500 billion plastic bags are used by people all around the world. That creates a lot of rubbish!
- And eight out of ten plastic bottles aren't recycled. They are dumped in landfills.



2.29 Student's Book page 63, exercises 3-4

M = Maria, T = Tareq, S1 = Student 1, S2 = Student 2, SS = Students

- M But what happens to the rubbish we recycle? Well, it's taken to an MRF. That's a Materials Recycling Facility, or recycling plant. We visited an MRF last week to see what happens there. It was amazing! OK, over to you, Tareq.
- So, the bottles, paper, plastic, cardboard, glass and cans are all taken to the recycling plant in huge lorries. Then the rubbish is put onto huge conveyer belts - you know, like the belts you see at the checkout at supermarkets, but a lot bigger! And the different materials are separated by computers and machines.
- \$1 Tareq, do people do any of the sorting?
- Yes, they do but not a lot. They take out things that can't be recycled. And plastic bags get everywhere, so they remove them
- M The cardboard is sorted first. It's taken away to its own recycling bin. Next, the glass is separated. It's broken up into pieces which fall through small holes. And then all the glass is removed.
- The rest of the rubbish on the conveyor belt is taken up a steep slope. Anything heavy falls to the bottom and only paper goes over the top. So the paper is removed.
- M Next, all the metal is picked out by two magnets.
- S2 Whytwo?
- M To separate the aluminium cans, which aren't as magnetic as other metals. After most metal has been removed by one magnet, the rubbish is sent over another magnet that pushes the aluminium cans off the belt. And now only the plastic items are left. Special scanners, like lights, identify different types of plastic and separate them. Finally, everything is taken away and made into new products, from books to tables and chairs.
- By the way, do you like my T-shirt? It was made from recycled plastic... So, that's the end of the talk. Thank you for listening.
- SS Wow, Tareq! That's amazing. Cool!

2.32 Student's Book page 65, exercise 6

Well folks, we've had a fantastic response to last week's question. As part of our focus on how our lives have changed, we asked you to put some technological inventions and innovations in order. You had to say when they became part of ordinary everyday life. We stressed that we didn't want to know when they were invented, but I'm afraid that some of you weren't listening! Better luck next time and remember... listen to the rules! Here are the answers: The first item was the 45rpm record, which became popular in the early 1950s. Then came the television in the late 50s, followed by the audio cassette in third place, in the 1970s. Fourth was the video recorder in the 80s, and fifth the home computer in the early 1990s. In the same decade we then had the internet in sixth, the mobile phone in seventh and text messages in eighth. And finally in the early 2000s came the MP3 player.

Our prize of one of our exclusive Radio Forth 8 gigabyte memory sticks goes to Adrian Hooper of Edinburgh, Congratulations, Adrian!

2.34 Student's Book page 67, exercise 2

And here are the answers to our guiz.

- 1 Most of us know that the Statue of Liberty is in New York. But it wasn't built there. It was built in France, and was a gift to the
- 2 The Scream was painted by Norwegian artist Edvard Munch, and in fact there are four versions of the painting, one of which was sold for more than \$US100 million in 2012.
- Jeans were invented by Levi Strauss, a German immigrant to the USA. They were originally worn by factory workers, but by the 1970s they were becoming popular everywhere in the USA and Europe.
- There have been many different types of toothpaste throughout history, but the first toothpaste was used 3,000 years ago in Ancient Egypt. They also had the first toothbrushes, which were made of wood.
- Fantasmagorie, the first animated film, was made in France in 1908. It consisted of 700 drawings, sometimes shown with the artist's hand on camera, and lasted only two minutes.
- The first bicycle with inflatable rubber tyres was designed by John Dunlop. He first designed them for his son's tricycle.
- The World Wide Web was invented by Sir Tim Berners-Lee, a British computer scientist working at a research institute on the border between France and Switzerland in the early 90s.
- The first football World Cup was played in Uruguay. They won it, too, beating Argentina 4-2 in the final in Montevideo.

2.37 Student's Book page 68, exercise 2

- M = Mia, C = Charlie
- M Can you give me a hand with this box, Charlie?
- C Sure... hey, it's heavy!
- M Yeah, it is... there! We've done it.
- C Is that the last thing?
- M I think so. Thanks for helping me clean out Granddad's garage.
- C That's OK. It's been fun... sort of!
- M Yeah. It's been hard work, too. We've sorted out a lot of stuff. I don't think my granddad's ever thrown anything away!
- I think you're right! There are a lot of nice things in here. I love this old TV. It's so cool.
- But there's a lot of junk here, too!
- C Well, yeah, that's true.
- M But what about this stuff? I don't know what to do with it. I mean, I don't know what some of these things are.
- C I've got no idea either.
- M Shall we keep them? Or shall we put them on the rubbish pile?
- C Why don't you ring home? Your parents might know what they
- M Yeah, OK. That's probably a good idea.



2.38 Student's Book page 68, exercises 3-4

- M = Mia, D = Dad, C = Charlie
- D. Hi Mia
- M Hi, Dad. Dad... we've got some stuff here, but we don't know what it is. Do you think you can help?
- D Well, I'll try, Mia.
- M OK, the first thing is kind of weird. Erm... it's really strange!
- D I need more information than that, Mia! What's it made of?
- M It's made of wood. Wood and metal.
- D How big is it?
- M It's not very big. And it's quite light.
- D What shape is it?
- M It's like a small brick. It's rectangular. Oh, and it's got a handle on the top. There seems to be some sort of knife in it, too.
- Hang on. I can't remember the name of it... Oh, yeah. I know what it is. It's a plane.
- M A plane? Where are its wings?
- D Not that kind of plane, silly. It's a tool.
- M What's it used for?
- D It's used to make wood smooth. You know, Granddad used to make furniture and things like that.
- M Oh, OK. I understand. But there's another thing, too.
- D What does it look like?
- M Well, it's big and... it's rectangular.
- D How heavy is it?
- M It's very heavy. It's made of plastic and metal. There are some controls. And it's got two big round things on the top. They seem to move.
- D Has it got a loudspeaker in it?
- M Um... let me see... yes, I think it has.
- D I remember that! It was old-fashioned even in my day! It's an old reel-to-reel tape player. It's used for recording music and things.
- M Oh, of course! I've seen them in the old detective films with those big round reel tapes.
- Your granddad should also have a box of tapes somewhere.
- C Hey, Mia! There are loads of those tapes in this box! We can listen to his old music!
- M That's fantastic! Thanks, Dad!
- D That's all right. I'd like to listen to that tape player again!

Workbook page 60

- 1 1 Like new every time
 - 2 As quick as a flash
 - 3 Bake it yourself
- 2 1 D 2 C 3 A Bis the extra picture
- 3 1 Jamila
 - 2 Jamila
 - 3 Pyrolitic function
 - 4 Alexis
 - 5 Induction hob
 - 6 Magnetic coil
 - 7 Katy
 - 8 Electric bread maker
 - 9 Electric bread maker
- 4 1 smelly
 - 2 greasy
 - 3 spotless
 - 4 efficient
- 5 1 greasy
 - 2 efficient
 - 3 smelly
 - 4 spotless

Workbook page 61

- 6 1 kit
 - 2 tube
 - 3 glasses
 - 4 wash
 - 5 extinguisher
 - 6 bench
 - 7 coat
- 7 1 spill
 - 2 tongs
 - 3 splash
 - 4 chemicals
 - 5 boil
 - 6 rinse
 - 7 container
 - 8 explode

Equipment for experiments	Verbs	Safety equipment
tongs container	spill splash	first aid kit safety glasses
test tube	boil	fire extinguisher
work bench	rinse	eye wash
chemicals	explode	lab coat

- 9 Students' own answers
- 10 1 Hydrogen
 - 2 Chlorine
 - 3 Iron
 - 4 Aluminium
- 11 1 non-flammable
 - 2 magnetic
 - 3 flexible
 - 4 conductive
 - 5 flammable
 - 6 transparent
 - 7 strong
 - 8 opaque
- 12 Students' own answers

Workbook page 62

- 1 1 is made
 - 2 is melted
 - 3 formed
 - 4 puts
 - 5 gets
 - 6 blows
 - 7 is created
 - 8 are used
 - 9 is put
 - 10cools
 - 11 aren't made
 - 12 are manufactured
- 2 1 are used
 - 2 is kept
 - 3 is boiled
 - 4 is cleaned
 - 5 are broken
 - 6 be seen
 - 7 is done
 - 8 betaken
- 3 1 use chemicals in the lab
 - 2 keep fire extinguishers nearby
 - 3 boil water for five minutes
 - 4 cleans his work bench regularly
 - 5 breaks test tubes
 - 6 can see a chemical reaction
 - 7 do homework after school
 - 8 can take notes
- 4 1 are manufactured in China
 - 2 is heated by the sun
 - 3 don't clean the school
 - 4 aren't grown in the UK
 - 5 write prescriptions
 - 6 are worn in the science lab
 - 7 be cooked in a microwave
 - 8 sells chocolate
 - 9 isn't made every day
 - 10 can't touch the liquid glass with bare hands
- 5 1 is known
 - 2 are produced
 - 3 are employed
 - 4 work
 - 5 don't sell
 - 6 is exported
 - 7 wear
 - 8 are made
- 6 1 Oranges are grown in Valencia.
 - 2 Uniforms are worn in my school.
 - 3 Ferraris are manufactured in Italy.
 - 4 English is taught in every school.

Workbook page 63

- 1 1 counterfeit
 - 2 banknote
 - 3 coin
 - 4 magnifying glass
 - 5 quid
 - 6 denomination
- **2** 1 Doing the laundry.
 - 2 There are coins inside the machine.
- 3 1 NO 2 YES 3 YES 4 NO 5 YES 6 YES 7 NO

- 4 1 Lorena
 - 2 His Grandmother
 - 3 At school
 - 4 The Bank of England
 - 5 On the front
 - 6 With a magnifying glass
- 5 Students' own answers

Workbook page 64

- 1 D
- 2 D1 A2 C3 B4
- 3 1 C 2 B 3 D 4 D 5 A 6 D
- 4 different
- 5 1 won two Nobel prizes
 - 2 win medals
 - 3 Students' own answer.
 - 4 Students' own answer.

Workbook page 65

- 6 1 SHUT DOWN 2 STALL 3 DRAG DROP 4 DOWNLOAD
 - 5 CLICK IT 6 BROWSE 7 UPGRADE 8 RECYCLE BIN HARD COPY
- 7 1 update 2 print 3 scan 4 icon 5 software 6 insert
 - 7 drag and drop 8 virus
- 8 1 Students' own answers
- 9 1 C 2 H 3 E 4 B 5 F 6 D 7 A 8 G
- 10 1 hyphen
 - 2 at
 - 3 open bracket, close bracket
 - 4 dot
 - 5 underscore
 - 6 forward slash
- 11 Students' own answers

Workbook page 66

- 1 1 was accepted
 - 2 was introduced
 - 3 were discovered
 - 4 was named
 - 5 were given
 - 6 was killed
 - 7 were invented
 - 8 was caused
- 2 1 The Rubik's cube was invented by a Hungarian professor.
 - 2 The 2010 FIFA World Cup was won by Spain.
 - 3 The first denim trousers were called waist overalls.
 - 4 The Guggenheim Museum in Bilbao was designed by Frank Gehry.
 - 5 Antibiotics were developed in 1945.
- 3 1 When was Marie Curie born?
 - She was born on 7 November 1867.
 - 2 What was Polonium named after?
 - Polonium was named after Poland.

 3 What were The Curies awarded in 1903?
 - The Curies were awarded the Nobel Prize for Physics.
 - 4 How was Pierre killed?
 - He was killed in an accident.
 - 5 Were X-rays invented after Pierre's death? No, X-rays were invented before Pierre's death.
 - 6 Was Marie Curie given the same prize in 1911?No, Marie Curie was given the Nobel Prize for Chemistry in 1911
- 4 Students' own answers

Workbook page 67

Extra Challenge

- 1 be played
- 2 is not used
- 3 were made
- 4 is used
- 5 is played
- 6 are placed
- 7 are chosen
- 8 is placed
- 9 be placed
- 10 is won

R

Webquest

- 1 TiO2
- 2 Sirius, Canis Major
- 3 James Watt, Scottish
- 4 Kilo Watt
- 5 Central Processing Unit a CPU or Central Processing Unit is a piece of electronic equipment that allows the user to operate the other devices on and in the computer.
- 6 1024 Gigabytes = 1 Terabyte

Puzzle

published, decade written, Spanish protagonist considered, literature Don Quixote / Miguel de Cervantes

Workbook page 68

- 1 Suggested answers
 - 1 What size is it?
 - 2 How much does it weigh?
 - 3 What is it made of?
 - 4 What is it for?
 - 5 It's like a small ball
- 2 1 What 2 round 3 made 4 Rubber 5 like 6 huge 7 How 8 light 9 use 10 making 11 What's 12 of
- **3** B
- 4 Suggested answers
 - 1 Its medium size.
 - 2 It's rectangular.
 - 3 It's black and vellow.
 - 4 It's made of plastic.
 - 5 Tuse it for going to the gym.
- 5 Students' own answers

Workbook page 69

- 1 1 and 2 as 3 more 4 also 5 addition 6 too 7 what's
- 2 1 the clothes are displayed attractively too
 - 2 What's more you can add clothes
 - 3 In addition, when you look at
 - 4 accessories are suggested as well
 - 5 you also get 10% discount
 - 6 What's more, delivery is free
 - 7 are fashionable and not too expensive
- 3 1 T 2 T 3 F 4 F 5 T 6 F 7 T
- 4 Students' own answers

1.17 Workbook page 63, exercises 2-3

| = |ames, L = Lorena

- Hi, Lorena, Come in.
- Hi, James.
- I'm doing the laundry for my mum. I've just put the clothes in the washing machine.
- Shall I switch it on for you?
- Go ahead! You can help do the ironing, too!
- By the way, did you check the pockets?
- No. Why?
- Because there are some coins inside the machine. Listen!
- Oh, no! I had some money in my jeans. Stop the machine!
- Calm down! It can't be opened now. You'll have to wait.
- But, Lorena, it's not just coins. I had a fifty-pound note in my jeans.
- You had fifty guid! How come?
- My grandma gave it to me yesterday. I planned to put it in the bank today. Oh, it'll be ruined!
- No, it won't. Banknotes are made of special paper that contains linen. They can't be destroyed if they get wet. We learnt about it at school in science. I know loads of facts about banknotes. Do you want to know some?
- Go on, then. Over to you, the money expert!
- The Bank of England has printed banknotes for over 300 years, but we've only had the monarch's head on our banknotes since 1960. They started doing it then to try and prevent counterfeit notes.
- Is it easy to print counterfeit notes?
- No, it isn't. For a start, the paper is made especially for the Bank of England. And then, there are lots of things on a banknote that are difficult to copy. There's a special hologram on the front, and there's also a metallic line inside the banknote. It looks like a broken line but when you hold the note to the light, it's actually a solid black line.
- I didn't know that.
- Yes, and there's micro-lettering written under the monarch's head, too. You need a magnifying glass to see it!
- Are you going to hang out the washing?
- Yes, but not my banknote. I don't want it to be stolen!

1.19 Workbook page 68, exercise 5

- What shape is your rubber?
- What is your desk made of?
- 3 How heavy is your school bag?
- What do you use a ruler for?

Review Units 4-6

READING

- Look at the photos in the article below. What do you think they show? Read the article quickly and check.
- In pairs, do the mini quiz. Then read the article and check your answers.

Our amazing bodies

1 Did you know that for every pound of fat the body gains, it makes seven new miles of blood vessels? So, if a person is 10 pounds overweight, the heart must pump blood through an extra 70 miles of blood vessels. It's easy to see why being

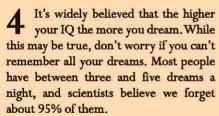


overweight can cause heart problems. However, it also works the opposite way. If a person loses weight, the body breaks down the extra blood vessels. This means the heart will be much healthier.

The largest artery in the human body is the aorta. It's the main supplier of oxygenated blood to the body. It's about the diameter of a garden hose. However, capillaries, the smallest blood vessels, are so small that it takes 10 of them to equal the thickness of a human hair.



Your nose can remember 50,000 different smells. Humans can identify a wide variety of smells and many are linked to memory.





1 What is the main purpose of our heart?

- A to pump blood
- B to store blood
- C to heal injuries

What is the main artery in the human body called?

- A the jugular
- B the capillaries
- C the aorta

3 How many different smells can our brain remember?

- **A** 5,000
- **B** 50,000
- C 500,000

4 How many dreams a night does the average person have?

- A one
- B three to five
- C ten or more

5 On average, how often do humans blink?

- A once every four seconds
- B four times every second
- C once every ten seconds

6 Which part of the body helps us balance?

- A our thumbs
- **B** our little toes
- C our big toes

Humans blink around once every four seconds. The eyelashes are similar to wipers, which clean the eyes and keep dust and dirt from getting into them. If we could save all the times we blink from one lifetime and then use them



all at once, we would see blackness for one and a half years.

Do you know why your big toes are so important? It's because they balance the whole body and help you to move forward when you walk. If we didn't have big toes, we would simply fall over.



3 Read the article again and answer the questions.

- 1 What would happen to your heart if you put on lots of weight?
- 2 What is supplied to the body by the aorta?
- 3 What are the smallest blood vessels called?
- 4 What is your sense of smell linked to?
- 5 On average, how many of our dreams do we remember?
- 6 What would happen to your eyes if you didn't blink?
- 7 What would happen if we didn't have big toes?

4 pairs, discuss your answers to the questions.

- 1 What smells do you like? Are there any smells that bring back memories for you?
- 2 Do you usually remember your dreams?
- 3 What other interesting facts about our bodies do you know?

Warmer

Revise vocabulary from units 4–6. Organize students into four groups and assign one of the topics to each group: *Life events*, *Health*, *In the science lab*, *Using computers*.

Hand out a large piece of paper to each group. Get students to work together to create a mind map with vocabulary from their assigned topic. Encourage them to think about sub-categories for their topic (e.g. relationships and work, symptoms and injuries, equipment and processes).

Get each group to present their mind maps to the class. Ask other students if they can add any more words to the mind maps.

Before students read the text, elicit guesses about what the photos show. Ask further questions to draw out information, e.g. What does this do? Why do we need this / these?

Answers

- 1 blood vessels
- 2 the heart and aorta
- 3 the nose
- 4 somebody sleeping / dreaming
- 5 somebody blinking
- 6 the big toe
- With books closed, elicit the meaning of the verbs blink and balance by inviting a student to mime the actions. When they do the mini-quiz, make sure the article is covered and that the students are not using their dictionaries.

Answers

1 A 2 C 3 B 4 B 5 A 6 C

Teaching tip

In a reading text that describes a technical or scientific process, students may feel discouraged by seeing a large number of technical terms that they don't know. Break the activity down by asking them to underline all words they don't know. Tell them to decide which are technical words, such as *capillaries*, *blood vessels* and *aorta*, and then to list the words that describe the process itself, e.g. *pump*, *store* and *heal*.

3 Invite students to read each of the questions. Elicit that items 1, 6 and 7 are written in the second conditional, and point out that these should be answered in full sentences.

Answers

- 1 Your heart would have to pump blood through extra miles of blood vessels.
- 2 Oxygenated blood
- 3 Capillaries
- 4 Memory
- 5 5%
- 6 Dust and dirt would get into your eyes.
- 7 We would fall over.

Extra activity

In pairs or small groups, get students to write three further quiz questions based on any of the facts in the article, e.g. How wide is the aorta? How many different smells can the nose remember? Tell them they can also rephrase questions from exercise 3, e.g. What do your big toes do? Divide the class into two teams, and invite a student from team A to test a student from team B. The students must answer without looking at the article.

4 Begin by describing a smell that you particularly like, and explain what it reminds you of. When students feed back their own ideas for question 2, ask: Do you often have the same dream? Do you usually dream about people and places you know? Do you or does a member of your family talk in their sleep?

Answers

Students' own answers

Teaching tip

Keeping a dream diary is considered to be a useful activity in its own right. Encourage students to record their dreams in English, as a means of reinforcing their narrative and descriptive skills.

LISTENING

5 Look at the photos. This woman is doing field research into grizzly bears. What do you think life is like for her?



6 Listen to an interview with Alison, a field researcher in Montana, and complete the notes.



What is a field researcher?

Her main duties:

Her living arrangements:

Qualities needed:

- 7 Listen again and answer the questions.
 - 1 Who does the interviewer say might be interested in the job of field researcher?
 - 2 What three things does the interviewer say a field researcher sometimes has to do?
 - 3 Why do they go into their office in town?
 - 4 Why, according to Alison, do you need to be patient?
 - 5 Why does Alison tell the story about the grizzly bear?

WRITING

- 8 Write a description of a field researcher's job or another job you know that involves science. Swap your description with a partner. Can you improve your partner's description?
- 9 Write five pieces of advice you would give to someone who wants to begin a career as a field researcher.



England



BEFORE YOU WATCH

- Work in pairs. What do you know about England?
- What do you think is the importance of these things to England?

fish and chips

India and Pakistan

the Royal Family

Oxford and Cambridge

politeness

NOW WATCH

- 3 Check your answers to exercises 1 and 2.
- 4 Answer the questions.
 - 1 What stereotypes do people have of the English?
 - 2 Apart from fish and chips, what other types of food and drink are mentioned?
 - 3 What examples of English tradition are given?
 - 4 According to the video, in what ways is England not so traditional?
 - 5 What rules of social interaction does the video give?

FOLLOW UP

- 5 In pairs, discuss the questions.
 - 1 What stereotypes do people from other countries have about your country? How true are they?
 - 2 What traditions are important in your country?
 - 3 Imagine an English person is coming to your school.
 What social rules would you tell them are important for young people in your country?

FIND OUT

Find out about a famous scientist. Write a paragraph about their life and their contribution to science.

71

5 Ask the class what is meant by field research. Explain that it is practical work that is done outdoors, away from the laboratory or office, but not necessarily in a field.

Answers

Students' own answers

6 2.39 Transcripts page 196 Give students time to read through the questions. In small groups, get them to predict some of the notes. Then play the track.

Answers

- A scientist who collects data outside the laboratory.
- Observing the bears in their natural habitat and collecting information about their numbers, their distribution and their habits.
- She shares a small cabin in the mountains of Montana.
- You have to work well in a team and you must be quite pragmatic and resourceful. And a lot of patience is needed.
- 7 (2.39 Transcripts page 196) Ask further questions to elicit key vocabulary from the listening text:

What adjective does Alison use to describe her job? (fun)

How long does Alison live in the cabin for? (for months at a time)

What did Alison do to make the bear run away? (she slammed the window shut on its nose)

Answers

- 1 People who have thought about a career in science, but don't want to be stuck in a laboratory.
- 2 Camping in the rainforest, swimming in rivers near alligators or travelling to Antarctica.
- 3 They go there to pick up food and anything else they need, and to keep them up to date about their research.
- 4 You can be waiting a long time to get results from your research.
- 5 Because you must remember you work with wild animals and they can be dangerous.
- 8 Elicit which tense students should mainly use for their descriptions (present simple). Remind them to also use adverbs of frequency when describing the routine. Provide some notes on the board to help students with their descriptions:
 - Explain the main duties of the job. Say where the work is based and who you work with. Describe the qualities and skills you need to do the job. Say what you like or don't like about the job.

Answers

Students' own answers

9 Elicit that students are to use *should / ought to* when giving advice. Remind them that they can use other modal verbs such as *must* or *have to* if they feel it necessary to express stronger obligation. Tell them to use the notes and answers from exercises 6 and 7 as a basis for their advice.

Answers

Students' own answers

Warmer

In small groups, get students to choose a nationality that has a strong stereotype. Tell them to write sentences describing this stereotype, and invite someone from each group to read them out. Ask the rest of the class to guess which country it is, and encourage them to agree or disagree with the stereotyped image.

1 Write some topics on the board to stimulate students' ideas, e.g. landscape, famous people, exports, language, events.

Answers

Students' own answers

2 Tell students to work in pairs, then feed back as a class on exercises 1 and 2 together.

Answers

Students' own answers

3 Explain to students that the visuals in the film will provide as much information as the audio. Tell the students to watch the video without writing anything down and to concentrate on what they see and hear.

Answers

fish and chips: a traditional and very popular dish in England India and Pakistan: many people emigrated from there to England in the twentieth century

the Royal Family: the current ruling monarch is Head of State Oxford and Cambridge: famous universities with strong academic reputation

politeness: a quality that is often associated with English people by those in other countries

4 In pairs, first get students to answer the questions from memory. Then play the video again for students to fill in any gaps. It may help to pause the video after each answer is revealed to give students time to complete their answers.

Answers

- 1 England has terrible weather and food, polite and reserved people who like tradition.
- 2 Curry, sandwiches, desserts, cheeses.
- 3 Drinking tea, the Royal Family, the universities, traditions in TV, film and theatre.
- 4 It's home to famous rock bands, music festivals, cool artists and world-famous designers.
- 5 You should shake hands when you meet someone; you shouldn't talk to strangers unless you are introduced to them.
- For the final question, get students to consider the following topics: home and family life, eating in restaurants, language, clothes, manners, attitudes to older people.

Answers

Students' own answers

FIND OUT

See if students can remember the English scientists mentioned in the video. But tell them they don't have to choose one of these to research.

2.39 Student's Book page 71, exercises 6 - 7

K = Karen, A = Alison

- K Hello, I'm Karen Millar and welcome to Career Central. Have you ever thought about a career in science, but don't want to be stuck in a laboratory? Well, today we're going to talk to someone who does a job that might be exactly what you're looking for. My guest today, Alison Lee, is a field researcher. Field researchers are scientists who collect data outside the laboratory. That could mean camping in the rainforest, swimming in rivers near alligators, or even travelling to Antarctica! Alison is currently doing research into grizzly bears in the hills of Montana, in the USA. Alison, welcome! Can you tell us a bit about your job?
- Thanks, Karen. Well, my job is fun if you love animals. I spend most of my time observing the bears in their natural habitat and collecting information about their numbers, their distribution and their habits.
- K Where do you live while you are working?
- A When I'm working in Montana, I often stay there for months at a time, and I share a small cabin with a few other researchers in the mountains. It's quite a long way from the nearest town, and we have an office there that we stay in contact with. We go there to pick up food and anything else we need, and to keep them up to date about our research.
- K And what skills do you need to have to do your job?
- A You have to work well in a team, and you must be quite pragmatic and resourceful. There are a lot of problems that you can't predict when you're working in the field. And lots of patience is needed. You can be waiting a long time to get results from your research.
- Is there anything you should be careful of when doing this job?
- Well, once while I was cooking breakfast in the cabin, another researcher just happened to look towards the window and saw a grizzly bear putting its head through it. I quickly slammed the window shut on the bear's nose and it ran away. You must remember that you work with wild animals and they can be
- K Wow, how exciting! Well, Alison, thanks for talking to us today.

Video Student's Book page 71, exercise 3

England, like the USA, has had a significant influence on the rest of the world, and, like the USA, it inspires various reactions. Many people think of England as a country with terrible weather and not very nice food, with people who are polite and perhaps a bit reserved, and quite keen on tradition. Are these things true? Well, partly.

With the Atlantic Ocean right at its doorstep. England does get a lot of rain and has a very changeable climate. But this makes for some beautiful gentle, green landscapes, and some stunning gardens, often attached to enormous mansions that are open to the public. As for English food, it is true that fish and chips, often deep fried and not very healthy, used to be considered the national dish. But Indian and Pakistani migration have helped make curry today's national dish, and several types of curry have been invented in England. And we mustn't forget that they invented the sandwich, and that they have a wide variety of tasty desserts and cheeses, as well. Some traditions aren't really observed in modern England. For example, people don't have tea at five o'clock - most drink it throughout the day, and more and more people are drinking coffee instead. However, there are many traditions that are valued by the English. The most obvious is the Royal Family, which divides opinion but brings millions of tourists to the country every year. Then there are the famous universities, above all Oxford and Cambridge, with their beautiful old grounds and very strong academic reputations. Some of the world's greatest scientific discoveries have been made here. Where would we be now without Isaac Newton, Charles Darwin or Stephen Hawking? And there is tradition in its film, TV and theatre as well. Some TV soap operas and West End plays have run for years, and the first James Bond film was released in 1962. But England is not all just about preserving old traditions. England is home to some of the world's greatest rock bands and music festivals, some cool artists and some world-famous designers. And what about that famous English politeness and reserve? That's also partly true. English people generally observe some quite strict rules of social interaction. You should shake hands with someone when you first meet them. You must say 'please' when you ask for something and 'thank you' when it's given to you. And you probably shouldn't talk to strangers unless you're introduced to them. Perhaps these rules are part of living on a densely populated island. Perhaps if they weren't so into rules, we wouldn't have the sports that they invented, including football, tennis, rugby and cricket. And perhaps without the normal reserve of everyday English life, they wouldn't have crazy traditions like these. So maybe the stereotypes are partly true, but if so they exist for a reason and they help make England a fascinating place.

Workbook page 70

- 1 1 first aid kit
 - 2 be born
 - 3 splash
 - 4 recycle bin
 - 5 hard copy
 - 6 begin your
 - 7 yourself
- 2 1 up
 - 2 on
 - 3 down
 - 4 in
 - 5 to
 - 6 off
- 3 1 nature programme
 - 2 safety glasses
 - 3 icon
 - 4 only child
 - 5 sore throat
 - 6 weather forecast
 - 7 tongs
 - 8 wonder
- 4 1 'm going to visit
 - 2 are/going
 - 3 would feel
 - 4 leaves
 - 5 arrives
 - 6 would take
- 5 1 must
 - 2 have to
 - 3 shouldn't
 - 4 mustn't
 - 5 don't have to
 - 6 should
- 6 1 are made in Japan
 - 2 isn't cleaned every week
 - 3 was invented by Charles Goodyear in 1844
 - 4 weren't used a century ago
 - 5 can't be seen
 - 6 that bridge built

Workbook page 71

7 1 A 2 B 3 A 4 B 5 A 6 C 7 A 8 A 9 B 10 C

Video

- 2 1 Double-decker buses, red phone booths, the Rolls Royce, Beefeaters, anything related to the Royal Family, and anything with the Union Jack flag on it.
 - 2 With a three-piece suit, an umbrella and a bowler hat.
 - 3 They have tried to capture the street looks and some famous British models have helped sell the styles to the world.
 - 4 Elegant, quirky, attractively unusual, a little aggressive, not too serious and funny.
- 3 Students' own answers

Video Workbook page 71 exercise 2

Walk into a souvenir shop in London and you'll probably see T-shirts, postcards and all sorts of other tourist items with images of things people think of as being typically British. Things that seem to symbolize Britain include double-decker buses, red phone booths, the Rolls Royce, Beefeaters, anything related to the Royal Family, and anything with the Union Jack flag on it. And people who travel to the United Kingdom will often come back home with bags from Harrods, one of Europe's biggest department stores, or a souvenir from one of the trendy markets. All of these things are considered by people outside of the UK to be very British. But do they really represent British style? And can British style really be defined?

People outside Britain have often associated British with English, and more specifically the image of the typical upper class English gentleman, with a three-piece suit, an umbrella and perhaps a bowler hat. Perhaps you imagine women dressed elegantly, but sometimes with eccentric or unusual touches, like these hats that can be seen at outdoor events like the races at Ascot. But that only represents part of what can be thought of as British style. Another classic British image is 'street cool', which has developed over the years and has many variations. From the 'Swinging Sixties', with pop and rock stars like The Beatles and The Rolling Stones, through to David Bowie and the 'glam' look, and on to punk and then various Indie styles, the British have often pioneered street fashions. British designers have tried to capture these 'street' looks, designers like Vivienne Westwood and Alexander McQueen. And some famous British models have helped sell the styles to the world.

So can British style be defined? Well there have obviously been lots of styles in the UK, and there will be lots more in the future. But a few characteristics can be identified in most examples of British style. It can be elegant, often 'quirky' or attractively unusual and sometimes a little aggressive. But generally there's a sense of not taking things too seriously, and having fun. So if you're in the UK and are looking for a souvenir, why not consider buying something a bit different, something that really reminds you of British style.

7 The big screen

Unit overview

Vocabulary

- Film genres: action film, adventure film, animated film, comedy, crime film, drama, fantasy film, historical film, horror film, musical, sci-fi film, teen film, thriller
- Talking about a film: 3D film, based on, characters, composed, directed by, is set, pace, played by, plot, recommend, sets, sound effects, soundtrack, special effects, stars, tells the story of, was made, we follow
- afterwards and after
- -ful & -less: careful, careless, harmful, harmless, painful, painless, powerful, powerless, thoughtful, thoughtless, useful, useless
- Face 2 Face: don't get me wrong I mean brand new

Grammar

- Relative clauses: defining & non-defining
- Past perfect

Pronunciation

/w/

Recycled language

- Present simple
- Past simple passive
- Adjectives

Language objectives

- To learn vocabulary related to film genres (page 73) and for describing a film (page 77)
- To learn and use defining & non-defining relative clauses (page 74) and the past perfect (page 78)
- To use referencing words in writing (page 81)

Skills objectives

- To read and understand a text about how films are made (page 72)
- To discuss film genres (page 73) and describe films (page 77)
- To follow a radio programme about films (page 75)
- To read and understand a text about the filming of Don Quixote (page 76)
- To plan a film (page 79)
- To talk to another person using forms of digital communication (page 80)
- To write a film review (page 81)

Assessment criteria

- Students can use defining & non-defining relative clauses and the past perfect correctly.
- Students can recognize and use vocabulary about film genres and for describing a film correctly.
- Students can correctly pronounce /w/.
- Students can read and understand a text about how films are made and the filming of Don Quixote.
- Students can follow a radio programme about films.
- Students can plan a film and perform a scene from it.
- Students can talk to another person using forms of digital communication in an appropriate way.
- Students can write a film review.

Resources

- Teacher's i-book
- Student's Book CD 3
- Teacher's Resource Book:

Vocabulary Support Worksheet Unit 7, page 24 Vocabulary Consolidation Worksheet Unit 7, page 25 Grammar Support Worksheet Unit 7, page 48 Grammar Consolidation Worksheet Unit 7, page 49 Speaking Worksheet Unit 7, page 66 Test Consolidation Unit 7, page 130 Test Extension Unit 7, page 134 Speaking Test Unit 7, page 223

Prepare for Cambridge Exams

Reading page 134

Choosing the correct option

Prepare for the TOEFL Junior® Test

Speaking page 135

Picture narration

Go Digital!

Teacher's i-book Flook



Use the **Richmond i-tools** (1881) to complete the activities with the students on the IWB.

(1) offers additional IWB practice to reinforce the lesson content:

Reading

The **IWB Reading activities** are designed to focus on real language in use within the reading texts.

The **hot spots** are designed to highlight potentially difficult words or cultural information before doing the reading activities.

Reading extra, pages 72 and 76

Listening

The IWB Listening activities are designed to help students explore the listening dialogues in greater depth.

Listening extra, page 75

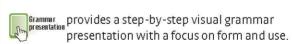
Writing

The **IWB Writing activities** are designed to give students controlled practice in building a text before they do the free writing tasks in Your turn to write.

Writing extra, page 81

More provides extra interactive practice which can be used for fast finishers or as a wrap-up activity. Alternatively, it can be used as homework.

- Grammar, pages 74 and 78
- Vocabulary, pages 73 and 77
- Pronunciation, page 74



Grammar, pages 74 and 78



000000

Grammar Relative clauses: defining & non-defining

Past perfect

Film genres | Talking about a film

Challenge Plan a film

Vocabulary

Interaction Digital communication

A film review

READING

In pairs, discuss what these people do in a film.
Then quickly read the blog and check your answers.

camera operator composer director Foley artist gaffer location manager producer sound recordist

2 Read the blog again and make a note of:

- the people in Gabriella's film and their responsibilities
- the name of their film
- the type of film they are making
- when the filming is going to start

ENCOUNTERS! AN EXCITING NEW THRILLER

Meet the crew

by Gabriella

Do you ever read the credits at the end of a film and think, 'Wow, look at all those people! What do they do?'



On big Hollywood blockbusters, a lot of people are involved. Some jobs are easy to understand. A producer is the person who gets the film made. He or she raises the money, chooses the director and other key people, and checks every stage of the film process. And we know the director directs! But what are some of those other strange jobs?

When you're filming, you often have problems with noise, such as traffic or wind. It's difficult to record all the sounds you need so they are added in the studio afterwards. Foley artists are the people who make those noises on the soundtrack. They can do footsteps, breaking glass... everything!

Lights and lighting are very important in film-making, so the gaffer is a very important person. He or she is the head electrician and is in charge of the lighting crew. Being a location manager can be glamorous. Location managers find the places where you film. They visit lots of places to find the perfect places to film in.

Now it's time to introduce our film crew... and it's a lot smaller. I'm the producer, director and camera operator. Sometimes my step-brother, who loves filming, helps me with the camera.

The screenplay, which Justin wrote in only two weeks, is actually pretty amazing. It's very fast and funny, and has some great action sequences. Justin is also great on computers, so he's our film editor too.

Natalie is our sound recordist and composer. She records the dialogues with a special microphone. She also composes the music and she even plays all the instruments.

And our actors? They are all friends and people that we know.

We start filming tomorrow. So follow our blog and see what happens after I say, 'Action!'



Warmer

Put students into two teams and ask them to think of as many film titles as they can in English. Invite individuals to write the titles on the board. Give two points for each one that is correctly spelt.

Remind students to use expressions for guessing, e.g. I know this one. I'm sure ..., X can't / must be ..., What do you think? Answers should always be checked, even if students are very sure they know what the person does.

Answers

camera operator: films the sequences with a camera composer: writes the music director: directs the film
Foley artist: adds in the sounds effects gaffer: head electrician on set; in charge of lighting location manager: finds the best places to use for filming producer: gets the film made sound recordist: records the film's dialogue

2 13.1 The text is available to listen to. Remind students to look at the title when finding information in a text. Don't answer any questions about vocabulary at this stage, as students will be asked to match vocabulary with definitions in exercise 3.

Answers

the people in Gabriella's film and their responsibilities:
Gabriella: the producer, director and camera operator
Gabriella's step-brother: helps with the camera
Justin: wrote the screenplay and is the film editor
Natalie: sound recordist and composer
friends and people they know: actors
the name of their film:
Encounters!
the type of film they are making:
A thriller
when the filming is going to start:
The next day/tomorrow

Extra activity

Refer students to the title of the blog, *Encounters!* Ask if they know how to say this in their own language. Ask them to think of film titles in their own language which they think might have an English equivalent. Elicit a number of titles and write them on the board. In pairs, have students choose a title and create an English version of it.

3 Find words in the text that mean:

- 1 a best selling film
- 2 all the words, sounds and music in a film
- 3 the place where the filming is done
- 4 the group of people who work on a film
- 5 the dialogue, acting instructions and scene directions of a film.
- 4 Read Word Zone. Then link the two sentences with after and afterwards.



afterwards and after

After is often used to link two sentences. See what happens after I say 'Action!' Afterwards is an adverb and often comes at the end of sentences. It's difficult to record all the sounds you need so they are added in the studio afterwards.

- 1 I did my homework. Then I played tennis. I played tennis after I did my homework. I did my homework and played tennis afterwards.
- 2 We saw a show. We had an ice cream.
- 3 We had a Maths exam. Then we had a break.
- 4 They had lunch. Then they went swimming.
- Work in groups. Look at the first scene from Gabriella's thriller Encounters and follow the instructions.
 - Give the characters names.
 - Decide what is happening.
 - Write the dialogue for the scene.



FAST FINISHERS Write the next scene of the film Encounters.

VOCABULARY

Film genres

6 Look at the film posters. What genres do you think the films are?

action film adventure film animated film comedy crime film drama fantasy film historical film horror film musical sci-fi film teen film thriller



- Listen to the six film extracts and identify the genres.
- In pairs, ask and answer the questions.
 - What is your favourite film genre? Why?
 - Who is your favourite actor?
 - What was the last film you saw? What did you think of it?
 - What is your favourite film?
 - Have you seen Star Wars? [ask about other films]
 - What do you think about Hugh Jackman? [ask about other actors
- n groups, play charades.
 - Each student secretly writes the name of five films on pieces of paper.
 - Fold all the pieces up and put them in a pile on the table.
 - In turns, each student picks a film from the pile and mimes the film. Tell your group the number of words. You can mime each individual word or the whole film.
 - The group must guess the film.



3 Stronger students can try to do this exercise without referring to the text. Elicit that in American English, a film is known as a movie.

Answers

- 1 blockbuster
- 2 soundtrack
- 3 location
- 4 crew
- 5 screenplay
- 4 Refer students to *Word Zone*. Focus on the example answer and mention how the use of *after* changes the order of the sentences.

Answers

- 2 We had an ice cream after we saw a show. We saw a show and had an ice cream afterwards.
- 3 We had a break after we had a Maths exam. We had a Maths exam and had a break afterwards.
- 4 They went swimming after they had lunch. They had lunch and went swimming afterwards.
- 5 Encourage students to use words for describing emotions when they discuss what is happening, and to try to use any appropriate expressions they have learnt from the Face 2 Face and Express yourself sections in their dialogues.

Answers

Students' own answers

Extra activity

Revise the useful words for talking about colour, shape, size, substance and weight from Unit 6. Ask students to write five sentences describing the room in the scene from the film in exercise 5. They can also speculate on the material of the clothes by using ... looks as if it is made of ... / I think ... is made of

Warmer

Ask students to choose four of the roles in the word box from exercise 1 and to write a sentence that describes what each person does. They are not to refer to the text on page 72 for help. Get them to test each other in pairs.

6 Have students read the list of genres and ask them for an example of each. Point out that they don't need to have seen the films in the posters, but should look at the photos carefully before guessing.

Answers

Lincoln: historical film / drama
Pirates of the Caribbean: adventure film / fantasy film
Johnny English: comedy
ParaNorman: animated film / comedy
The Hobbit: fantasy film
The Avengers: action film / adventure film

7 3.2 Transcripts page 220 In identifying the genres, advise students to listen to the tone of people's voices and to how formal or colloquial their language is, as well as the vocabulary used.

Answers

- 1 horror film 2 historical film / drama 3 sci-fi film
- 4 crime film / drama 5 teen film 6 thriller
- 8 Encourage students to make the exchange more conversational by adding further information, e.g. No, I haven't seen Star Wars, but I have seen If necessary, revise expressions used for agreeing, e.g. Me too, So / Neither do I.

Answers

Students' own answers

9 Tell students to be careful when deciding on the names of films. Ask them to choose film titles that they would be able to mime themselves.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 24, exercises 1–3 Vocabulary Consolidation Worksheet: page 25, exercises 1–3



Relative clauses: defining & non-defining



Defining relative clauses

We use relative clauses to give extra information in a sentence.

In defining relative clauses, we link parts of the sentence with which / that, who / that, where or whose.

The woman who / that gave the talk was very interesting.

This is the exercise which / that the teacher gave us.
The set is the place where a film is made.

The student whose painting this is has left the school.

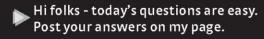
When who, which or that is the object in the relative clause, we can leave it out.

Can you bring me the book (that) I bought yesterday.

The student (who) you saw studies at Oxford University.

Grammar reference page 119

- 1 Complete the sentences with who / that or which / that. In which sentences can we omit the relative pronoun?
 - 1 The DVD ... I bought last week is no good.
 - 2 Sandy can't find the key ... opens this box.
 - 3 The police are looking for the thieves ... stole the statue.
 - 4 I've lost the necklace ... my grandmother gave me.
 - 5 The people ... live next door are American.
 - 6 The shop ... sells the best chocolates is closed.
- 2 Put the words in order to make sentences with defining relative clauses.
 - 1 boy/the/won/the/French/race/is/who
 The boy who won the race is French.
 - 2 cat/sitting/can/see/the/you/which/wall/is/our/
 on/?
 - 3 who/man/we/shopping/is/the/teacher/centre/in/ the/my/met
 - 4 car/was/Mini/stolen/which/was/a/the
 - 5 long/night/was/you/film/the/how/last/that/saw/?
 - 6 going/to/the/wear/dress/l'm/bought/that/l
- 3 In pairs, ask and answer the questions.



Can you name three ...?

- ... films that star Johnny Depp?
- ... countries where people speak English?
- ... animals which only live in Australia?
-) ... famous people whose surnames begin with L?
- ... types of material we use to make clothes?
- ... athletes who come from your country?
- ... words that mean 'big' in English?

4 Complete these sentences about you. Then tell your partner.

- A place where I want to go on holiday is
- The music | listen to most often is
- A book which made me think is
- A film which scared me is
- A person who is my role model is
- A actor whose films I always like is

Non-defining

In non-defining relative clauses, the clause gives optional extra information.

My friend Maria, who went to the same school as me, lives in Madrid.

The car, which can reach speeds of over 300 km an hour, is very expensive.

Non-defining relative clauses must be separated with commas.

Grammar reference page 119

- 5 Insert these non-defining relative clauses into the correct sentences.
 - A which were nominated for a total of 30 Academy Awards
 - B who lived in Oxford
 - C who wrote and conducted the music for the trilogy
 - D who starred as Frodo Baggins in the films
 - E which cost \$285 million
 - F which is famous for its incredible landscapes
- 1 The Lord of the Rings film trilogy, ..., is one of the most ambitious film projects ever.
- 2 Most of the photography for the three films was done in New Zealand.....



- 3 The composer Howard Shore, ... had the biggest success of his career.
- 4 The actor Elijah Wood, ..., is also a well-known DJ.
- 5 The three films, ..., won seventeen a record for any movie trilogy.
- **6** The university professor J.R.R. Tolkien, ... was the author of *The Lord of the Rings* trilogy.

PRONUNCIATION /w/



- 6 A Listen and repeat.
 - 1 Where's the waistcoat which you want me to wash?
 - 2 William is a waiter who whistles while he works.
 - 3 Wendy went to Warsaw, where the weather is windy.

More practice? page 149



FAST FINISHERS Write definitions for the film genres on page 73. Start, 'It's a film that / which / whose....'

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GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 120.
- Image: Visual grammar presentation

Warmer

Write the following sentence on the board:

I went on holiday to Greece for two weeks last summer and found the people very friendly.

Invite a student to the board and ask them to change one word. They should write the new word underneath the one they are changing and cross out the old word, e.g. *summer year*. Any of the words can be changed, including the new ones, but the sentence must still make grammatical sense. Continue the activity with other students, changing the sentence as many times as possible while keeping it grammatically correct.

1 Tell students that they first need to decide whether the pronouns which, who or that refer to the subject or the object of the relative clause. Refer them to the first sentence and elicit that The DVD is the object of the verb bought, and I is the subject.

Answers

- 1 which/that
- 2 which/that
- 3 who/that
- 4 which/that
- 5 who/that
- 6 which/that

The relative pronoun can be omitted in sentences 1 and 4.

Teaching tip

Point out that students may also come across the relative pronoun *whom.* Tell them that this is used in more formal language instead of *who*, when *who* is the object of the relative clause. Ask if *whom* could be used in any of sentences in exercise 1 (no, because in sentences 3 and 5, *who* is the subject of the relative clause and not the object).

2 Tell students that they don't need to add anything to the sentences in this exercise. Advise them to look at whether the sentence ends in a question mark before they put the words in order.

Answers

- 2 Can you see the cat which is sitting on our wall?
- 3 The man who we met in the shopping centre is my teacher.
- 4 The car which was stolen was a Mini.
- 5 How long was the film that you saw last night?
- 6 I'm going to wear the dress that I bought.

Teaching tip

Exercise 2 provides good practice of sentence formation. Take the opportunity to revise any grammar points that are still causing problems for students, e.g. word order in questions, position of time expressions, etc.

3 Refer students to the introductory sentence and ask them where they might read this (a blog). Go through the items and elicit the meaning of whose if necessary.

Answers

Students' own answers

4 Tell students to use expressions for agreeing and contradicting when sharing the information with their partners. Encourage them to ask follow-up questions such as Why is he / she your role model?

Answers

Students' own answers

5 Tell students to decide whether the gap in the sentences refers to a person or a thing. They should then consider which of the relative clauses A-F best fits the context.

Answers

1 E 2 F 3 C 4 D 5 A 6 B

6 3.3

Before playing the audio, point out that there is no difference in pronunciation between w and wh. Because /w/ can often be difficult for students to pronounce, pause after the first clause for them to repeat, before playing the rest. Invite individuals to say the sentences in full.

Answers

Students' own answers

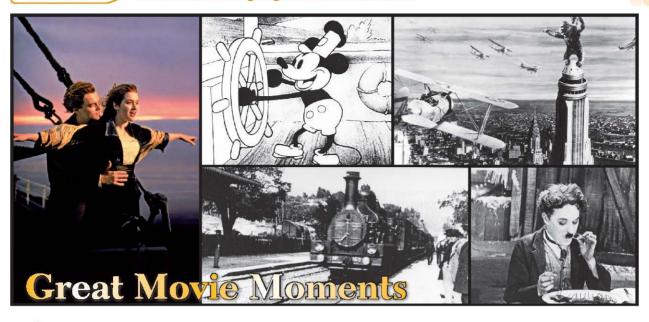
Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 48, exercises 1–4 Grammar Consolidation Worksheet: page 49, exercises 1–4

LISTENING

Follow a radio programme about films



- Look at the photos and discuss the questions.
 - What film genres are they?
 - When do you think the films were made?
 - Can you recognize any of the characters or actors?
 - What do you think is happening in the scenes?
- 2 A Listen to the first part of The Cinema Show and answer the questions.
 - 1 When was the film Titanic made?
 - 2 What did Leonardo DiCaprio say in Titanic?
 - 3 How many Academy Awards did it win?
 - 4 Which other film has James Cameron directed?
 - 5 In Scott's opinion, what's the best thing about Titanic?
- 3 Listen to the next part of the programme and match films, people or characters and years.

The Jazz Singer Steamboat Willie Arrival of a Train King Kong The Gold Rush

Fay Wray Al Joison Charlie Chaplin Mickey Mouse The Lumière Brothers

C hours

Listen again and choose the best answers.

- 1 The film Arrival of a Train lasted 50
 - **B** minutes A seconds
- 2 When it was first shown, the audience
- A applauded B laughed C ran away
- 3 Charlie Chaplin was ... superstar.
 - A a British B an American C a global
- 4 His famous character the Tramp wore
- A a short beard B large boots C a top hat

- 5 The Jazz Singer was the first full-length film
 - B with music A in colour
- C with sound
- 6 The special effects in King Kong were created by
 - A models **B** computers
 - C three men
- 7 The story of King Kong was like the fairy tale
 - A Sleeping Beauty B Jack and C Beauty and the Beanstalk the Beast
- 8 Mickey Mouse's voice was provided by
 - A Charlie Chaplin B Steamboat Willie C Walt Disney
- 5 Read the expressions in Face 2 Face. Go to page 147 and put them into the dialogues. Listen and check.



- 6 Write about your favourite moment in a film. Include this information.
 - title of the film genre the names of the characters/ actors in the scene what happens why you like it

My favourite moment is in the film Jaws. Two men are looking for a dangerous shark. One of them is called Brody. They think the shark is quite small. But it's huge. It's about 12 metres long! Brody says, 'You're going to need a bigger boat.' I like this moment because it's scary and funny at the same time.

Tell the class about your favourite film moment.

Warmer

Ask the class to write down five answers to questions about themselves. Then ask students to form pairs or small groups, and to try to find out the questions to each other's answers. Encourage students to avoid providing answers such as 1 metre 55, which elicit obvious questions, e.g. How tall are you?. You could limit each person to three attempts at guessing the other's question, or continue until someone has guessed it correctly.

1 Students can do this activity in small groups. Encourage them to use expressions for guessing, e.g. I think ..., I'm not sure and Do we all agree? Invite students to report back on the discussion.

Answers

Students' own answers

2 13.4 Transcripts page 220 Before playing the audio, check that students understand the meaning of award (something you win because of an achievement). Write be nominated for an award on the board and ask if it means the same as win an award. It doesn't. Students answer in full sentences.

Answers

- 1 It was made in 1997.
- 2 He said, 'I'm the king of the world!'
- 3 It won eleven Academy Awards.
- 4 He also directed Avatar.
- 5 Scott thinks the best thing about *Titanic* is the ship itself.

WORDS TO KNOW

Check that students know the adjective high-pitched and the nouns gorilla, bowler hat and fairy tale. Ask them to use the adjective in a sentence, and to give a definition of the nouns.

3 (13.5 Transcripts page 220) Model the pronunciation of the film titles and people / characters. Point out that w is not pronounced when it is followed by r, as in Fay Wray.

Answers

The Jazz Singer - Al Jolson - 1927 Steamboat Willie - Mickey Mouse - 1928 Arrival of a Train - The Lumière Brothers - 1895 King Kong - Fay Wray - 1933 The Gold Rush - Charlie Chaplin - 1925

Teaching tip

Students often appreciate being exposed to non-standard language. Ask if they can remember what the first words spoken on film were ('Wait a minute, wait a minute. You ain't heard nothin' yet.'). Write this on the board and elicit that ain't is a colloquial form of isn't in some accents in the USA and the UK. Point out that the omission of the g at the end of -ing is also a feature of some accents. Emphasize that ideally they should not try to copy these as they are slang forms, but it is good to be aware of them so that they understand the meaning if heard in films or TV shows.

4 3.5 Transcripts page 220 Read through the sentences and options. Ask students for a synonym of applauded (clapped).

Answers

1 A 2 C 3 C 4 B 5 C 6 A 7 C 8 C

5 3.6 These expressions are all common idiomatic expressions in spoken English. They are highlighted in the audio script. Before students go to page 127, ask them which one means:

don't misunderstand me (don't get me wrong) specifically (I mean) very new or modern (brand new)

Ask students if there's an equivalent in their own language.

Answers

- 1 brand new
- 2 I mean
- 3 don't get me wrong
- 6 Have students read through the example text. Elicit that present tenses are used here because it makes the story seem more vivid and exciting. Focus on *Brody says* and point out that the use of the present simple to introduce dialogue is very common when telling stories or jokes.

Answers

Students' own answers

7 Ask stronger students to make notes from what they wrote in exercise 6, and to refer to these rather than read word-for-word.

Answers

Students' own answers

Fast finishers

Use the film list in exercise 3 and match to as many photos as you can in exercise 1. Choose the film you would most like to see from this list and write about why it appeals to you.



1 Have you seen any films which were based on books or famous stories? Make a list.

Harry Potter
Alice in Wonderland

Read the article quickly and find the name of the film, the director, the main characters and actors.

THE FILM THAT NEVER WAS

Don Quixote, the story of a Spanish knight and his crazy adventures, is one of the most famous novels in the world. But it isn't easy to turn into a film!

The director Terry Gilliam had dreamt of making a film about Don Quixote for a long time. Finally, in October 2000, he started filming *The Man Who Killed Don Quixote*. Unfortunately, his dream quickly became a nightmare, and after six days the film was abandoned. What went wrong?



Terry Gilliam had chosen a great cast. His Don Quixote was played by the French actor Jean Rochefort, who looked perfect as the old Spanish knight. The scriptwriters, Gilliam and Tony Grisoni, had changed the original story. Instead of Quixote's faithful servant, Sancho Panza, they invented a modern advertising executive who travelled back in time. He was played by Johnny Depp.

The location manager had found a great place for the first day's filming. Unfortunately, it was next to a NATO base. Every fifteen minutes, noisy military planes flew past! There was also a problem with Don Quixote himself. Although Rochefort had had several months of English lessons, his English still wasn't very good. And this film was in English.

There was another problem on that first day

– although the two main actors were ready to
perform, the other members of the cast and crew
hadn't arrived yet. There had been problems with
their contracts.





The next day, disaster struck. The set and their equipment were badly damaged by thunderstorms and flash floods. The rain had another effect, too. The day before, the landscape had looked brown, but now it was green. The first day's filming was useless.

Could anything else go wrong? Rochefort was 70 and not very strong. A few days later, he climbed onto his horse and injured himself. It took 40 minutes to get him back to the ground. He flew back to his doctors in Paris and never came back.

Film making is incredibly expensive, so every film needs investors – people who provide the money. But after all these disasters, the film's investors didn't want to spend any more. And that was the end of *The Man Who Killed Don Quixote* ... for now. Because Terry Gilliam hasn't given up his dream.

Warmer

Write the following on the board: If a story is made into a film, it is a waste of time to read the book. Ask students if they agree with the statement. In pairs or small groups, get them to list the advantages and disadvantages of making a film version of a book. Ask them not to refer to specific books or films at this stage.

1 Check that students understand the difference between fact and fiction. Point out that they can choose books based on a true story or ones that are entirely fictional.

Answers

Students' own answers

2 13.7 The text is available to listen to. Give students a time limit of two minutes to complete this activity. When checking answers, ask them to say what other job title Terry Gilliam had on this film (scriptwriter).

Answers

Name of film: The Man Who Killed Don Quixote Director: Terry Gilliam Main characters: Don Quixote, modern advertising executive Actors: John Rochefort, Johnny Depp

Extra activity

Ask students what they know about the story of Don Quixote. Put them into small groups and ask them to imagine they are writing the new version of the story, as imagined by Terry Gilliam and Tony Grisoni. Refer them to the second paragraph of the article and ask them to write an outline of a story that involves Don Quixote and a modern advertising executive who travels back in time. Tell them to pretend they are selling the idea of the story to possible investors.

3 Read the article again and put the events in order.

- A Rochefort flew to Paris.
- B Noisy planes flew over the set all the time.
- C The investors decided to stop paying for the film.
- D There was a storm.
- E Terry Gilliam wanted to make a film based on Don Quixote, 1
- F Rochefort fell off his horse.
- G The storm caused a sudden flood, damaging the set and equipment.
- H Terry chose his cast, including Jean Rochefort as Don Ouixote.
- I The landscape turned green.
- 4 Read the article again and make a list of the disasters that happened to the film.
 - 1 There were noisy planes where they were filming.
- 5 Read Word Zone. Find words ending in -ful and -less in the article. Then complete the sentences with the correct adjective.



-ful and -less

We often add these suffixes to nouns to make adjectives.

careful careless harmful harmless powerful powerless painful painless thoughtful thoughtless useful useless

- 1 Be ...! The currents in this river are very strong.
- 2 Thanks for your present. It was very ... of you.
- 3 Don't be scared. This spider is
- 4 My new mobile keeps turning itself off. It's
- 5 Don't worry. The vaccination will be
- 6 You need a very ... torch to see in such a dark place.
- 6 Make notes about two of your favourite actors.

Name:

Nationality:

Films:

Interesting facts:

Why you like him / her:

7 Ask and answer questions about your favourite actors.



FAST FINISHERS Write a paragraph about your favourite actor.

VOCABULARY

Talking about a film

8 Complete the film review with the words and expressions below.

based on directed by is set pace played by plot soundtrack stars

Hugo

Last week I saw a fantasy adventure film called Hugo, which was made in 2011. It is 1 ... a graphic novel called



The Invention of Hugo Cabret. It is 2 ... Martin Scorsese and is his first 3D film. It 3 ... Jude Law and is produced by Johnny Depp.

Hugo 4 ... in 1930s Paris. It tells the story of twelve-yearold orphan Hugo, 5 ... Asa Butterfield. Hugo lives alone in a big train station and looks after the station clocks. We follow Hugo as he tries to discover the secret of his father's mechanical robot.

Hugo is funny and exciting. The characters are interesting and the * ... is convincing. The sets are impressive and I loved the special effects. There's a great 7 ... by Howard Shore, who also composed the music for the Lord of the Rings films. It's true that the a ... is a bit slow, but I would definitely recommend this film.

9 Find all the adjectives used to describe the film.

exciting, ...

10 Make notes about a film you've enjoyed recently. Put as many of the details below as you can.

- Name of film
- Year/it was made
- Director
- Genre
- Main actors
- Where it is set
- Main character The basic plot
- Your opinion think about the following things:
 - o the plot o the characters
 - o the pace o the acting
 - o the sets o the special effects
- Your overall opinion

o the music

11 In pairs, tell each other about your film. Ask and answer questions. Try to use the words for talking about a film in exercise 8.

NB Be careful not to provide a 'spoiler' - telling someone who hasn't seen the film too much of the plot!



3 Ask students what they think the set means in a film-making context (the place where specific scenes are filmed, and in which the cameras and other equipment are set up). Point out that this is different from the location, which refers generally to the area or the buildings where filming takes place. The set can be created on location or in a studio.

Answers

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

4 Read the example sentence and refer students to paragraph three of the article. Point out that they should paraphrase rather than copy sentences directly from the text.

Answers

- 2 Rochefort's English was not very good.
- 3 The other members of the cast and crew hadn't arrived on the first day there was a problem with their contracts.
- 4 The set and equipment were badly damaged in a storm.
- 5 The landscape turned green.
- 6 Rochefort injured himself on his horse.
- 7 Rochefort flew back to his doctors in Paris and never came back.
- 8 The investors stopped paying for the film.
- 5 Refer students to Word Zone. Mention that we can't add these suffixes to all nouns in order to make adjectives. Point out that some nouns have only one suffix, e.g. beauty > beautiful (NOT beautiless).

Answers

- 1 careful
- 2 thoughtful
- 3 harmless
- 4 useless
- 5 painless
- 6 powerful

Extra activity

Ask students to write six sentences that illustrate the meaning of the six other adjectives from *Word Zone* which were not used in exercise 5 (careless, harmful, painful, powerless, thoughtless, useful).

6 Elicit that the word for a female actor is actress, but it is now common to use actor to refer to both male and female. Tell students that if they can't think of any interesting facts about their chosen actor, they could add any other information they think they know about them.

Answers

Students' own answers

7 Read the example dialogue and focus on What's she been in? Point out that the expression be in is a common way of talking about acting a role in a film or play.

Answers

Students' own answers

Warmer

Write the title Actors and films on the board. Tell students they are going to play Twenty Questions on the topic. Explain that you will start by thinking of an actor or a film. Students ask you questions to find out who or what it is. Point out that you can answer only yes or no. Keep a note of the number of questions asked. When someone gets the right answer, or all the questions have been asked, nominate a student to have their turn.

8 Allow students time to look at the expressions in the word box. Elicit that is set is a present simple passive form and shouldn't be confused with the noun set. Highlight the fact that the verb star is used in the active (It stars Jude Law, NOT It is starred Jude Law). Check understanding of 3D (3-dimensional).

Answers

- 1 based on 2 directed by 3 stars 4 is set 5 played by 6 plot 7 soundtrack 8 pace
- 9 Ask students which of the adjectives they noted down express a negative feeling (slow).

Answers

fantasy, adventure, funny, interesting, convincing, impressive, great, slow

10 Tell students they can also choose a film they have seen on TV or a film from a less recent time. Point out that they need to know the film well enough to be able to talk about the details listed. Monitor and check that students are making notes rather than writing descriptions in full.

Answers

Students' own answers

11 Tell students that when referring back to exercise 8, they should look at both the expressions in the box and the language structures used in the text to describe the plot.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 24, exercises 4–6 Vocabulary Consolidation Worksheet: page 25, exercises 4–6



Past perfect



Past perfect

We use the past perfect when we talk about two things that happened at different times in the past. We use the past perfect to make clear which action happened first.

He went home because he had injured himself.

injured himself went home

We often use the past perfect to show that the order of verbs in a story is not the same as the order of events.

We **arrived** in London and **realized** we **had left** our cameras at home.

left cameras

arrived realized

We often use *before*, *after* and *already* with the past perfect.

I hadn't seen giraffes before I went on a safari in Africa.

I'd already arrived home when it started to rain.

Grammar reference page 119

1 Complete the sentences using the ideas below. Use the past perfect.

run a marathon the day before pay for the milkshakes not study for his exams rain for a week without stopping arrive from Canada <u>leave my mobile on the bus</u>

- 1 I didn't call you yesterday because
 I didn't call you yesterday because I'd left my mobile on the bus.
- 2 I went to bed late last night because my uncle and aunt
- 3 I could hardly walk because I
- 4 We didn't go camping last weekend because it
- 5 I joined Mia and Kim at the table after I
- 6 Luis felt so nervous on Friday because he
- 2 Combine the sentences into one using the past perfect and the word in brackets.
 - My sister fell off her horse. We took her to hospital. (because)

We took my sister to hospital because she'd fallen off her horse.

- 2 I saw the film last week. I didn't go to the cinema yesterday. (already)
- 3 The first lesson started. Theo arrived at the school. (after)
- 4 My sister borrowed my dress. I couldn't wear my dress to the party. (because)
- 5 Late all the ice cream for my summer party. My friends arrived. (before)
- 6 I lost my bag that morning. I didn't have any money. (because)

3 Choose the correct past tense. Use the past simple when it's possible.

AN EMBARRASSING EXPERIENCE!



Had you studied any Enalish?

I had an audition for a part in a new film, I was really excited because I1didn't act / hadn't acted in a film before. I2 never met / had never met the director either. I really 3 wanted / had wanted the part, so | 4 rehearsed / had rehearsed it for days. As my appointment was early, I s decided / had decided to take the car because it was quicker. But I didn't leave / hadn't left enough time, so I arrived late. The car park was full, but suddenly I spotted a parking space. But just then, another car zoomed in and 7 took / had taken my space! I was really angry, so I shouted at the driver. She got out of the car, just looked at me and walked away. When I finally found another parking space, I * locked / had locked my car and ran. I o joined / had joined the other actors in the waiting area. Most of the actors 10 did / had done the audition already. When my name was called, I walked in and I'saw/had seen the director. She was the woman who took/ had taken my parking space. I didn't get the part!

4 Complete the questions using the past perfect.

Before you came to this school ...

- 1 study any English?
- 2 see any films in English?3 read any books in English?
- 4 learn any English songs?
- 5 go to an English-speaking country?
- 6 learn to speak another language?
- 5 In pairs, ask and answer the questions in exercise 4.
- 6 In pairs, write explanations for these situations.
 - 1 Jack hardly ate anything at dinner.

 He'd already eaten a pizza with friends after school.

 He'd had felt ill all day.
 - 2 Harry and Louise weren't talking to each other.
 - 3 The boat was sinking in the middle of the ocean.
 - 4 Eric was standing in a field. He didn't know where he was.
 - 5 Lots of people were waiting outside the hotel.
 - 6 Laura bought a first class plane ticket to Rio.
- 7 Compare your ideas in groups. Choose the best explanations and share them with the class.



FAST FINISHERS Write your partner's answers to the questions in exercise 4.

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 120.
- Visual grammar presentation

Warmer

Refer students to the article on page 76 and ask them to write down all the examples of past perfect verbs in the text. Give them a time limit of one minute. Without looking at the grammar reference, ask them to work with a partner to invent an explanation for the use of the past perfect tense. Invite a student to write their version on the board. Have the rest of the class comment and suggest changes, if necessary.

Read the example sentence. Ask students to point out in which order the actions happened (1-lleft my mobile on the bus; 2-l didn't call you). Explain that we often use the past perfect after conjunctions such as because or after, as well as other structures.

Answers

- 2 had arrived from Canada.
- 3 had run a marathon the day before.
- 4 had rained for a week without stopping.
- 5 had paid for the milkshakes.
- 6 hadn't studied for his exams.
- 2 Point out that in item 5, students need to think carefully about the order of the clauses. Refer them to the example using before in the grammar box.

Answers

- 2 I didn't go to the cinema yesterday because I had already seen the film last week
- 3 Theo arrived at the school after the first lesson had started.
- 4 I couldn't wear my dress to the party because my sister had borrowed it.
- 5 I had eaten all the ice cream for my summer party before my friends arrived.
- 6 I didn't have any money because I had lost my bag that morning.
- 3 Mention that it is sometimes possible to use the past perfect and the past simple with very little difference in meaning. However, point out that in most cases, the context makes it clear in which order actions or situations occurred.

Answers

- 1 hadn't acted 2 had never met 3 wanted 4 rehearsed/had rehearsed 5 decided 6 hadn't left/didn't leave 7 took 8 locked 9 joined 10 had done 11 saw 12 had taken
- 4 Tell students to work individually. Remind them that *go* has two past participle forms. Ask them to consider which would be more appropriate in question 5.

Answers

- 2 Had you seen any films in English?
- 3 Had you read any books in English?
- 4 Had you learnt any English songs?
- 5 Had you been to an English-speaking country?
- 6 Had you learnt to speak another language?
- 5 Encourage students to use words such as already and never in their answers. Point out that the position of these words is the same as in the present perfect, i.e. after the auxiliary verb (I'd never read any books in English, but I'd already learnt two English songs.).

Answers

Students' own answers

6 Tell students they can use their imaginations when writing explanations. Encourage them to use humour, where appropriate. Point out that in item 2, weren't talking to each other means they were not being friendly with each other.

Answers

Students' own answers

Teaching tip

Encourage students to reflect on language by revising tenses and structures as they occur. In exercise 6, elicit that the verbs in items 2-4 are in the past continuous because the tense describes an action or situation that was in progress in the past, sometimes at the same time as other (past simple) events occurred. Contrast this with the use of the past perfect to describe an action that happened before another event in the past.

7 Mention that the best explanations could be the most interesting, the funniest or the most realistic or unrealistic. Elicit a range of answers and have a class vote.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 48, exercises 5–6
Grammar Consolidation Worksheet: page 49, exercise 5

CHALLENGE Plan a film





PREPARATION

1 Do you know how a film is made? In pairs, make notes of all the steps you can think of.

Choose the actors...

2 Read the text on the right and put the eight steps in order. How many did you think of?

DO THE CHALLENGE

3 Read the Study Skill and do exercises 4 and 5.



Participating in speaking activities

Speaking is a fundamental language skill and only practice makes you a fluent speaker. So try to participate as much as possible. Speaking also gives you a chance to use new vocabulary. You will remember it more easily.

4 You are going to plan a short film in groups. First, decide what your film is about. Choose ideas from below or use your own ideas.











Genres: science fiction horror crime comedy

historical

Locations: New York a museum a spaceship the Antarctic a boat an office a train station the Amazon rainforest

Characters: an old man a business person a sailor a child a pirate an artist a student a police officer a homeless person

a zoo keeper

Beginning: Who is the hero? What do we know about his /

her life? Who are the other characters?

Start: Something happens to change your

character's life. What is it?

Middle: Your hero has an adventure and a series of challenges. Where does he / she go? What

happens?

Your hero achieves his / her goal. What End: happens? Is it a sad ending or a happy ending?

HOW TO MAKEA





> Once you have decided on the basics, write notes about your storyline or plot.

> After editing, add sound effects, music and titles.

> First, decide on a genre, a place, historical period and characters.

> When your screenplay is ready, assemble your film crew and cast your actors.

> Finally, make a trailer and show your

> Find locations for your scenes, or build sets and collect props and costumes.

> Write the screenplay - dialogue with instructions for the filming.

> Using your screenplay, draw a storyboard (pictures of each scene).

You are going to write and perform a scene from your film. Follow the instructions below.

- Choose one important scene from your film.
- Choose actors, a director and a storyboard artist.
- Together, write the screenplay for the scene. Include dialogue and instructions to the actors.

Actors: Learn your lines.

Director: Plan the scene. Decide where in your classroom you are going to perform it, and what props you can use. Storyboard artist: Draw a storyboard for the scene. Together, rehearse your scene. Be creative – use things in the classroom as props and costumes.

FOLLOW UP

6 Perform your scene to the class, and film it. Then if possible, watch the scenes. Have a class film awards ceremony. Give awards for:

the best acting

In this lesson, students plan a short film, then write and perform a scene from it.

Warmer

In small groups, ask students to prepare a short story about one of the members of the group, or someone they know. Tell them that it can be a true story or something that is invented. Have one person in the group tell the story, and ask the rest of the class to guess whether they think the story is fact (true) or fiction (made up). Ask the storyteller to reveal the truth when everyone has guessed, then invite someone from another group to tell their story.

1 Ask students to think about the descriptions they have read about in this unit. Refer them to the example *Choose the actors*, and ask them to discuss whether they think this would be the first step.

Answers

Students' own answers

2 Ask students what they can look for when trying to work out the order of a series of actions, e.g. time expressions such as first. Check that they understand the meaning of trailer (a short promotional film).

Answers

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

3 Refer students to the Study Skill and tell them that they should try not to be too concerned about making mistakes when they speak. Point out that confidence comes from making the attempt to communicate and being understood despite making errors.

Answers

Students' own answers

Teaching tip

Some students are very reluctant to speak English in class because they are afraid of making mistakes. You could encourage shier students to participate by means of a *paper conversation*. In pairs, ask them to write to each other as if they were chatting online, asking and answering questions on the same sheet of paper. The extra thinking time involved may take away some of the pressure they feel.

Extra activity

Ask students in pairs to write four sentences that deliberately contain a grammatical error. After three minutes, have the pairs swap sentences and correct each other's. Alternatively, ask individuals to write one of their sentences on the board and ask for suggested corrections as a class exercise.

4 Put students into groups. Tell them that they all need to agree on what their film is going to be about, and about how the plot and characters develop. Monitor and check that each member of the group is contributing ideas.

Answers

Students' own answers

5 Ask students to decide which scene it would be easiest to recreate in a classroom. Tell them they can use any furniture, equipment or clothing that is in the classroom, or can bring in items if performing the scene on another day. Emphasize that everyone's role will involve communicating. Explain that, although the storyboard artist's main role will involve drawing, they also need to advise on aspects such as where the actors should stand in preparation for a scene.

Answers

Students' own answers

6 Ask each group where in the classroom they intend to perform their scene, and make sure that they have the space to do so. If possible, arrange the chairs in a theatre style. You could have the audience leave the classroom between performances, so that the actors are already in position and in costume.

Answers

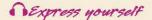
Students' own answers

Fast finishers

Refer back to the preparation in exercise 4 and choose a different scene from your film than was performed in exercise 6. Write a short screenplay for it.

INTERACTION

Digital communication



Showing things

Come and look at this!

Check this out!

You have to look at this video.

Checking things

Did you get my text?

What did you think of the video I posted?

Are they online?

Have you seen that video of ...?

Responding

Let me check my mobile.
I'll get it up on my phone.
I'll open the file now.

It's hilarious / awesome / awful.

Problems with phones and computers

I couldn't open the file you sent me.

I can't get a signal.

My battery was dead.

My phone was turned off.

My phone's so slow!

I ran out of credit.

PHONE PROBLEMS

- 1 Look at the photo. Then discuss the questions in groups.
 - If you want to get in touch with friends, how do you do it? Why?
 - What sort of things can you do with your mobile phone?
 - What problems can you have with mobile phones?



- 2 Listen to Charlie and Mia's conversation and answer the questions.
 - 1 Where is Mia going?
 - 2 What does Charlie want to know?
 - 3 Why didn't Mia know about the video?
 - 4 Why can't Charlie show her the video now?
- Now listen to Charlie, Mia and Lauren. Decide if the sentences are true or false. Correct the false ones.
 - 1 Charlie posted the video last week.
 - 2 Lauren couldn't watch the video.
 - 3 Charlie can't play it because he can't get a signal.
 - 4 Mia thinks the video is awesome.
- 4 Listen again and note all the technical problems they mention.

5 Look at Express yourself. Which of the expressions did you hear? Can you add any other expressions to the groups?

YOUR TURN TO SPEAK

6 In pairs, role play four situations. Then invent your own.

Did you get my text?

No, I didn't. My battery's dead. What was the message?

Student A: Look at the situations below. **Student B:** Go to page 152 and look at the situations.

Situation 1

You've texted your friend something important, but he / she hasn't replied. You start the conversation.

Situation 2

You went walking in the countryside with your family. You took your mobile but there was no signal there. Now you're at home, and your friend phones you.

Situation 3

You want to email your friend a video. It's a big file, and you aren't sure if his / her phone can receive it. You start the conversation.

Situation 4

Your friend sent you a link to a video on a website. You found it very strange, and not funny at all! Your friend starts the conversation.

80

Lauren, Charlie and Mia are three school friends who live in the UK. In this lesson Charlie has problems when he tries to send a video to Lauren and Mia on his phone.

Warmer

Write the following on the board, in three columns:

link recharge avideo run vour send on a mobile outof mobile click uparade credit text post your

Tell students that they should choose the correct words or expressions from each column to make six phrases. Point out that all the items above are used only once. Have students work in pairs or small groups.

Answers

recharge your mobile click on a link send a text post a video run out of credit upgrade your mobile

3.8 Express yourself contains a variety of useful phrases for the situations in the dialogue. Some of them (but not all of them) are used in the dialogue. They are available on the audio if you want students to hear how they are pronounced.

1 After eliciting answers to the questions in the book, ask: What do you think Charlie and Mia are saying to each other in the photo? (They might be saying What's this? or What does this do?) How do they feel? (They are confused).

Answers

Students' own answers

2 3.9 Transcripts page 220 Have students read the questions. Check that they understand the meaning of *link* and *signal* before playing the audio.

Answers

- 1 She's going to a piano lesson.
- 2 He wants to know what she thought of the video he sent her.
- 3 Her mobile was turned off.
- 4 He can't get a signal.

Extra activity

As an alternative to exercise 2, put students in pairs and ask them to guess the answers to the questions. Then play the audio and have them check to see if their guesses were correct.

3 3.10 Transcripts page 221 When checking answers, ask students which word Charlie uses that means the same as awesome (brilliant).

Answers

- 1 False. He posted it last night.
- 2 True
- 3 False. He can't play it because his battery's dead.
- 4 False. She thinks it's awful.
- 4 3.9 & 3.10 Transcripts pages 220–221 Play both tracks again for this exercise. Ask students which two expressions are used to ask if there is a problem (What's wrong? and What's up?). Focus their attention on the final technical problem mentioned and point out that it is usual to talk about a dead battery.

Answers

My phone was turned off.
I can't get a signal.
My phone's so slow! I need to upgrade it.
My battery's dead.

5 Ask students to work in pairs. Refer them to the Express yourself box and tell them to list the expressions they think they heard Charlie, Mia and Lauren use in exercises 2–4.

Answers

Expressions from Express yourself:

What did you think of ...?

Let me check my mobile.

My phone was turned off.

I'll get it up on my phone.

I can't get a signal.

Have you seen ...?

My phone's so slow.

I'll open the file now.

My battery's dead.

That's awful.

Other possible expressions:

Showing things: Take a look at ...

Checking things: What do you think?

Responding: I thought it was ...

Problems with phones and computers: I need to upgrade ...

6 Tell students to decide who will be Students A and B. Student A uses only page 80 and Student B uses page 125. Mention that they should anticipate what their partner might say when preparing their role-plays. Encourage them to use phrases from Express yourself.

Answers

Students' own answers

Fast finishers

Choose one of the situations from exercise 6 and imagine it is being acted out as part of a scene from a film. Write the script for this section of dialogue from the film's screenplay, making it as dramatic as possible.

WRITING

A film review

- 1 Read Amy's review. Answer the questions.
 - 1 What is the name of the film?
 - 2 What genre of film is it?
 - 3 When was it made?
- 2 Read the review again. Which paragraphs refer to the following topics?
 - A Amy's opinion on some parts of the film
 - B Background information on the film
 - C Amy's opinion and recommendation
 - D The setting and the plot

This week's film review

Winner of best film for family audiences at the Movie Guide awards

Soul Surfer is an American drama about a young surfer girl. It was made in 2011, and is based on a true story. It is directed by an American, Sean McNamara, and is his first film. It stars AnnaSophia Robb, who plays



by Amy Wilson

the surfer, with Dennis Quaid and Helen Hunt as her parents.

The film is set in Hawaii, where Bethany Hamilton lives with her surf-mad family. One night, Bethany and her best friend, Alana, go surfing with Alana's father and her brother. At one point, while Bethany has her left arm in the water, a shark suddenly appears and bites it off at the shoulder. Alana's father acts quickly and Bethany is rushed to hospital. The rest of the film shows how Bethany copes and how she is inspired by a visit to Thailand after the 2004 tsunami. This helps her want to surf again competitively.

The soundtrack is fantastic and the camera work is incredible, especially the shots in the water. Those are definitely my favourites. The video at the end, where the real Bethany Hamilton is surfing again, is very powerful. That's actually the best part.

Soul Surfer is a moving and inspirational film. My only criticism is that it sometimes feels like a TV documentary, which makes it a bit slow. However, I would definitely recommend this film. Everyone should see it.

- 3 Read Amy's review again and decide if the sentences are true or false. Correct the false sentences.
 - 1 The director of Soul Surfer is American.
 - 2 The director has made a lot of other films.
 - 3 Bethany's family loves surfing.
 - 4 Bethany's accident happens while she is surfing with her family.
 - 5 Amy thinks the camera work in the film is very good.
 - 6 Amy's favourite part of the film is the video at the end.
 - 7 Soul Surfer is based on a TV documentary.



Referencing words

4 Look at the highlighted words in the review. What do they refer to?

it - the film, Soul Surfer

5 Choose the correct referencing words in the short review below.

Great Expectations is a good film. ¹ He / She / It is based on the Charles Dickens novel of the same name. The director is Mike Newell, ² who / he / that has directed a lot of films, including Harry Potter and The Goblet of Fire. The main actors are Ralph Fiennes, Helen Bonham Carter and Robbie Coltrane. ³ Them / Those / They are all well known for their roles in the Harry Potter films.

The film is set in London and is about a young orphan, Pip, who suddenly becomes rich. The costumes are just how I imagined Victorian clothes, 4 which / it / that makes it all seem so real. 5 That / Those / It is my favourite part. In fact, the only thing I really didn't like was the soundtrack – boring and repetitive.

YOUR TURN TO WRITE

PLAN BEFORE YOU WRITE

- 6 Choose a film you have seen recently.
- 7 Think about your answers to these questions and make notes.
 - 1 Who produced / directed / starred in it?
 - 2 Where is it set and what happens? What do you like and what don't you like about the film?
 - 3 Would you recommend it? Why / Why not?

WRITE NOW

- 8 Write a film review.
 - 1 Use Amy's review as a model.
 - 2 Use your notes from exercise 7 to write a plan.
 - 3 Remember to use some referencing words.

CHECK AND CORRECT

- 9 Check and correct your film review.
 - 1 Check that the referencing words are correct.
 - 2 In pairs, swap your film reviews and check each other's work.

Warmer

Ask: How often do you go to the cinema? Do you sometimes wait to watch the DVD rather than see the film at the cinema? Why? / Why not? What don't you like about cinemas? What rules would you introduce to cinemas if you could? Have a class discussion and elicit a range of responses.

1 Ask students where in the review they would expect to find the answers to questions 1–3 (in the first paragraph). Then ask them to read through the whole review quickly to find the information before confirming the answer.

Answers

- 1 Soul Surfer 2 drama 3 in 2011
- 2 Ask students to read through A-D and to try to do the exercise without reading the review again at this point. Elicit answers and write their suggestions for the correct paragraph order on the board. Students then read the review again to check their answers.

Answers

A: paragraph 3 B: paragraph 1 C: paragraph 4 D: paragraph 2

3 When checking answers, ask students which expression gives them the answer to item 3 (surf-mad family). Point out that we can add -mad to activities to describe someone with a strong interest in something, e.g. football-mad.

Answers

- 1 True
- 2 False. It is his first film.
- 3 True
- 4 False. She is surfing with her best friend Alana and Alana's father and brother.
- 5 True
- 6 True
- 7 False. The film sometimes feels like a TV documentary.
- 4 Point out that the highlighted words are known as referencing words.

Answers

who-AnnaSophia Robb

her-Alana

This - the visit to Thailand

her-Bethany

Those – the soundtrack and camera work

That - the video at the end

which – the fact that the film sometimes feels like a TV documentary

5 Tell students to bear in mind that which and that can refer back to a single item or a whole situation. Point out that they need to be certain which expressions or ideas the referencing word replaces. Mention that in item 5, It is also correct but is less emphatic than That.

Answers

1 lt 2 who 3 They 4 which 5 That/lt

6 Tell students that they can either choose a film that they discussed earlier in the unit or opt for a different one. Advise them to choose something that they have strong feelings about, whether positive or negative.

Answers

Students' own answers

7 Point out that the notes should only include the essential points in answer to questions 1–3, and should not be too detailed at this stage.

Answers

Students' own answers

- 8 Give students the following checklist to help them complete their reviews:
 - Have you followed the structure of Amy's review?
 - Does your review start with background information about the film?
 - Does your review include details of the plot and setting, as well as your opinion about some aspects of the film?
 - Have you ended your review with your overall opinion and recommendation?
 - Have you used referencing words correctly?

Answers

Students' own answers

9 When students check each other's work, encourage them to give positive feedback as well as pointing out errors.

Answers

Students' own answers

Fast finishers

Students could rewrite their review from the opposite point of view, e.g. not recommending the film if they recommended it in their original review.

3.2 Student's Book page 73 exercise 7

1

Woman Stop!

What is it? Man

Woman Did you hearthat?

It's coming from in there. Man

Woman Don't open that door.

Miss Anderson. Man Woman Mr Marriott.

I hope you are enjoying the party. Man

Woman It's most pleasant, Mr Marriott, But I'm afraid my carriage

is outside and my father wishes to leave.

Perhaps another time we might enjoy a dance, Miss Man

Anderson.

Woman Perhaps, Mr Marriott.

Woman Oh, Scott... Could you maybe read in the other room and

turn off the light? The light isn't on. Man

Woman What? Then where's that light coming from?

Scott Up there. In the sky. I don't know what it is. But it's getting

bigger.

And you had a perfect alibi, didn't you, Harrison? Because Man 1 you were seen by everybody at the party at the time Johnson went missing. But you forgot one small detail in

your perfect plan.

Oh yes, and what was that? Man 2

Girl 1 So anyway, this is where we have lunch. These are my friends Brad, Chuck and Naomi. Guys, this is Francine.

Friends 'Hi, Francine!'

Girl 2 Hey Francine, welcome to the most boring school in

California.

Cut it out, Naomi, she's just got here. It's OK here, really. Girl₁

And so's Naomi... when she wants to be.

Friends Ooohh!

Man 1 It was you all along. How stupid of me! You knew that Stephanie was never going to give you that money, and

you set the whole thing up, didn't you, Ryan?

Man 2 You're a smart guy, Tommy. I knew you'd figure it out soon

enough. But now I'm afraid I'm going to have to...



3.4 Student's Book page 75 exercise 2

A = Announcer, K = Kirsty, S = Scott

- A And now, The Cinema Show with Kirsty Maclean.
- Hello. We all have our favourite moments in films. Mine is in the 1997 film Titanic, when Leo DiCaprio spreads out his arms and shouts, 'I'm the king of the world!' Well, with me here today is Scott Parker, author of My 100 Greatest Movie Moments. Welcome, Scott.
- Thanks, Kirsty. And by the way, that's also one of my 100 great moments
- It's a fantastic film.
- Yeah, it was nominated for fourteen Academy Awards and won eleven. And director James Cameron also made the amazing science fiction film Avatar. But back to Titanic - for me, the greatest thing about the movie is the ship itself. It was the same size as the original. And the special effects are amazing.

3.5 Student's Book page 75 exercises 3-4

A = Announcer, K = Kirsty, S = Scott

- K OK, Scott. What about some other magical movie moments?
- Well, there are lots of amazing movies. But I'd like to focus on five movies from the early years of cinema. The first is also the shortest, at just 50 seconds! It was made by the Lumière Brothers in 1895 and was called Arrival of a Train. It was a silent film, and black and white.
 - That doesn't sound very exciting.
- Not to us. But remember, this was in the first days of cinema. The moving image was brand new! They say that when it was first shown, the audience was so terrified at the sight of a train coming towards them, they ran away! My second favourite moment is from another silent movie. The Gold Rush, from 1925. It's one of the funniest films ever made. And it starred worldwide superstar Charlie Chaplin. His character the Tramp, with his bowler hat, big boots and little black moustache, was loved by millions. In one scene, he is so hungry, he cooks and eats his boot lace like spaghetti!
- I love that scene.
- Two years later came the movie *The Jazz Singer*, starring Al Jolson. It isn't particularly good, but it was the first full-length movie with sound! And do you know the first words spoken on film? 'Wait a minute, wait a minute, you ain't heard nothin' yet'! Have you seen King Kong?
- Sure!
- S I mean the original black and white movie from 1933.
- K Uh, no.
- Then go see it! You know the story: a huge gorilla is taken from his island to New York, and falls in love with a beautiful girl - here played by Fay Wray. It's a bit like the fairy tale Beauty and the Beast, but without the happy ending. He climbs the Empire State Building to fight military planes, and falls to the streets below. Tragic, but the special effects were brilliant. They used models, including an enormous head that needed three men to operate
- K What about animated films?
- Now don't get me wrong. I love Shrek and Toy Story. But the greatest animated character ever is Mickey Mouse. Did you know that Walt Disney himself provided his funny high-pitched voice? Mickey made his first appearance in 1928, in Steamboat Willie.
- Thank you, Scott. Now I want to see all those films!

3.9 Student's Book page 80, exercise 2

C = Charlie, M = Mia

- C Hi, Mia.
- M Oh hi Charlie.
- C How are you?
- M Not bad. But I'm in a bit of a hurry. I've got a piano lesson.
- C Right... but what did you think of that video I sent you?
- M What video?
- C I sent you a link. Didn't you see it?
- M Er... I don't think so. When did you send it?
- C Last night.
- M Really? I was doing my homework. Let me check my mobile... oh, my phone was turned off!
- No worries. I'll get it up on my phone.
- M I don't have much time, Charlie.
- C Hang on.... it won't take a minute... I don't believe it.
- M What is it?
- C I can't get a signal!

3.10 Student's Book page 80, exercises 3-4

- C = Charlie, M = Mia, L = Lauren
- C Oh look, there's Lauren. Hey, Lauren.
- Oh, hi!
- C I posted a great video last night. Have you seen it?
- No, I haven't. I'm having real problems with my phone.
- C What's wrong with it?
- L My phone's so slow! I need to upgrade it. It's useless.
- C Well, hang on a minute... I'll open the file now on my phone... Come on...
- L What's up?
- I don't believe it. I couldn't get a signal earlier. And now my battery's dead!
- M Look, why don't you just use mine?
- C Thanks! It won't take a minute ...
- M I hope this is worth it, Charlie!
- C It is, I promise! OK, ready. Watch.
- L Is that it?
- C Yes! What do you think? Brilliant, isn't it!
- L Hmm not really. It's a bit silly.
- M Charlie, that's awful! I can't believe you've made me late for my lesson just to watch that!
- C No way! Well, I thought it was hilarious.
- M Treally do have to go now. Bye guys! And Charlie no more videos, please!

Workbook page 72

- 1 1 reviews
 - 2 London
 - 3 see
 - 4 through the ages
- 2 1 E 2 D 3 A 4 C 5 B
- 3 1 F 2 T 3 F 4 T 5 T 6 T
- 1 up to
 - 2 don't use
- 5 Students' own answers

Workbook page 73

- 6 1 FANTASY
 - 2 TEEN
 - 3 MUSICAL
 - 4 ACTION
 - 5 HORROR
 - 6 COMEDY
 - 7 THRILLER
 - 8 DRAMA
- 7 1 crime film
 - 2 sci-fi film
 - 3 animated film
 - 4 adventure film
 - 5 historical film
- 8 1 historical film
 - 2 animated film
 - 3 adventure film
 - 4 crime film 5 sci-fi film
- 9 1 nominations
 - 2 premiere
 - 3 speech
 - 4 preview
 - 5 Oscar
 - 6 cast
- 10 1 Oscar
 - 2 nominations
 - 3 speech
 - 4 cast
 - 5 premiere
 - 6 preview

Workbook page 74

- 1 1 where
 - 2 which
 - 3 who
 - 4 that
 - 5 which
 - 6 that
 - 7 whose
- 8 that 2, 4, 6, 8
- 3 1 James Bond is a fictional character who was created by author Ian Fleming.
 - 2 Casino Royale was the first novel that he wrote.
 - 3 007 is the code name which Bond uses.
 - 4 Daniel Craig is an actor who is best known for playing James Bond.
 - 5 Khao Phing Kan is the island in Thailand where The Man with the Golden Gun was filmed.
 - 6 I have lots of friends whose favorite films are James Bond films.

UNIT 7 WORKBOOK ANSWERS

- 4 1 which
 - 2 who
 - 3 which
 - 4 whose
 - 5 who
 - 6 which
 - 7 whose
 - 8 where
- 5 1 Daniel Craig, who is British, is my favorite actor.
 - 2 He comes from Chester, which isn't far from where I live.
 - 3 Pinewood Studios, where most of the James Bond films were made, is in a small village 20 miles from London.
 - 4 Universal Studios Hollywood, which I visited last summer, is one of the most famous film studios in the world.
 - 5 Sylvester Stallone, whose films include Rocky and Rambo, lives in Beverly Hills.
 - 6 I visited my cousin Todd, who wants to be an actor, on my last trip to Los Angeles.
- 6 Students' own answers

Workbook page 75

- 1 1 film-maker
 - 2 animator
 - 3 background
 - 4 sound effects
 - 5 voice-over
 - 6 silent film
- 2 animated film, silent film, adventure films
- 3 1 YES 2 NO 3 NO 4 YES 5 NO 6 NO 7 YES 8 YES
- 4 1 Tired
 - 2 Kevin
 - 3 British film awards
 - 4 60 seconds
 - 5 Indiana Frog, after the main character, his dad's favorite films, Indiana Jones.
 - 6 12
- 5 Students' own answers

Workbook page 76

- 1 D
- 2 1 B 2 C 3 A 4 D

E is the extra question

- 3 1 B 2 C 3 B 4 A 5 A 6 C 7 B
- 4 1 fearless
 - 2 successful
 - 3 colourful
 - 4 countless
- 5 1 colourful
 - 2 fearless
 - 3 countless
 - 4 successful

Workbook page 77

- 6 1 PLOT
 - 2 STAR
 - 3 COMPOSE
 - 4 3D FILM
 - 5 QUEST
 - 6 PACE
 - 7 EFFECTS
 - 8 DIRECT
- **7** 1 on 2 by 3 of 4 in 5 by 5 in

- 8 1 chase
 - 2 soundtrack
 - 3 recommend
 - 4 set
 - 5 character
- 9 1 D 2 H 3 F 4 A 5 G 6 B 7 E 8 C
- 10 1 computer geek
 - 2 villain
 - 3 detective; sidekick
 - 4 hero
 - 5 mad scientist
 - 6 goodies, baddies
- 11 Students' own answers

Workbook page 78

- 1 1 He hadn't been abroad.
 - 2 She hadn't driven before.
 - 3 Her alarm clock hadn't gone off.
 - 4 He'd fallen off his bike.
 - 5 We'd seen that film before.
 - 6 We hadn't met before.
- 2 1 her alarm clock hadn't gone off.
 - 2 we hadn't met before.
 - 3 he'd fallen off his bike.
 - 4 we'd seen that film before.
 - 5 she hadn't driven before.
 - 6 he hadn't been abroad.
- 3 1 had heard
 - 2 had fallen
 - 3 hadn't invited
 - 4 had gone
 - 5 hadn't sent
 - 6 had seen
- 4 1 I wasn't hungry because I had already eaten breakfast.
 - 2 They were scared because they had never seen a horror film.
 - 3 He got lost because he hadn't visited London before.
 - 4 She felt happy because she had just passed her driving test.
 - 5 We hadn't eaten sushi until we went to Japan.
 - 6 I hadn't slept all night although I got up early.
- 5 1 happened
 - 2 had missed
 - 3 ran
 - 4 did
 - 5 fell
 - 6 had learned
 - 7 heard
 - 8 hadn't realized
 - 9 had ruined
- 6 Students' own answers

Workbook page 79

Extra Challenge

Students' own answers

Webquest

- 1 Since 1923
- 2 HOLLYWOODLAND
- 3 1912
- 4 It was a silent film
- 5 Captain Jack Sparrow
- 6 Jerry Bruckheimer

Puzzle

Plot, characters, soundtrack, musical, chase, drama, quest, sets, comedy, thriller

Film Genres: Musical, drama, comedy, thriller

Workbook page 80

- 1 Suggested answers
 - 1 Check this out!
 - 2 Did you get my text?
 - 3 I couldn't open it.
 - 4 I didn't get it because my battery was dead.
- 2 1 Have
 - 2 1'11
 - 3 up
 - 4 It's
 - 5 of
 - 6 too

 - 7 on
 - 8 out
 - 9 text
 - 10off
 - 11 50
 - 12 signal
- 3 1 F 2 F 3 T 4 F 5 T 6 T
- 4 Suggested answers
 - 1 It's great.
 - 2 Have you seen the video of jumping penguins?
 - 3 It's great; I'll get it up on my phone now.
 - 4 My phone is so slow!
 - 5 Check it out.
- 5 Students' own answers

Workbook page 81

- 1 1 B 2 C 3 C 4 B 5 A 6 C
- 2 1 It's The Jungle Book, which was produced by Walt Disney in 1967
 - 2 I've seen it lots of times since then!
 - 3 Kipling was born there
 - 4 Bagheera, a black panther, discovers him.
 - 5 That is his home.
 - 6 Baloo sings this while he shows Mowgli how to find food.
- 3 1 Walt Disney
 - 2 1967
 - 3 Rudyard Kipling
 - 4 Mowgli, Baloo, Bagheera
 - 5 Shere Khan, a man-eating Bengal tiger, arrives.
 - 6 He falls in love with a beautiful girl and decides to stay.
- Students' own answers

1.20 Workbook page 75, exercises 2-3

A = Anita, F = Fabio

- A Fabio? Are you tired?
- Yes, I am. I spent the weekend in London.
- A Really?
- Yeah, I went to a film school there. F
- Honestly? Are you going to be an actor?
- No, I'm not. I went to a place where they teach you how to be a film-maker. I did a short course in animated films.
- Really? Was it good? I mean... Did you learn a lot?
- Loads. It was taught by an animator called Kevin.
- A An animator?
- Yeah, someone who uses pictures or models and makes it look as if they're moving.
- Don't get me wrong, but that sounds quite easy.
- It's a very skillful job and Kevin's brilliant at it. He's won awards for his films.
- You mean, Oscars?
- No, BAFTAs. They're special awards which are given by the British Film Industry.
- So what did you learn, then?
- We learned how to construct simple characters and backgrounds and how to film them. Then we learned how to edit the film and add things like the voice-over, sound effects and music.
- Did you make a film in two days?
- Yes, I did, but it's very short! It's only 60 seconds long.
- A What's it about?
- A frog and his adventures in a park. F
- Did you do the frog's voice? Δ
- No, it's a silent film so the characters don't speak. F
- And what's the main character called?
- F Indiana Frog.
- Like Indiana Jones? A
- That's right. The Indiana Jones films were my dad's favourite adventure films. Anyway, do you want to see my animated film?
- I'd love to. Do you know anyone else who has done the course?
- No, it was a brand new course. There were 12 of us and we were the first people to do it.
- Do you think you'll make films in the future?
- F I'd love to. I'd love to win a best director Oscar!

1.22 Workbook page 80, exercise 5

- Did you get my text?
- 2 What did you think of the video I posted?
- 3 Have you seen that video of a dog that can dance?

8 Let's celebrate

Unit overview

Vocabulary

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- Phrasal verbs: break down, carry on, check out, dress up, find out, get back, give up, go away, hold on, look for, make up, put on, save up, show off, take up
- Celebrations: attend, carnival, costumes, crowds, event, fireworks, floats, masks, parades, participants, processions, public holiday, sound systems, specialities, stalls, themed party, traditional food, whistles
- **Strong adjectives:** amazing, brilliant, fabulous, fantastic, incredible, superb, wonderful
- Talking about quantities: about, around, at least, over, up to
- Face 2 Face: Are you kidding? stressed out Result!

Grammar

- Reported speech
- sav & tell
- Reported yes / no questions

Pronunciation

• /s/ and / ʃ/

Recycled language

- Past perfect
- Future plans and intentions
- Superlatives

Language objectives

- To learn vocabulary related to phrasal verbs (page 83) and celebrations (page 87)
- To learn and use reported speech (page 84), say and tell and reported yes / no questions (page 88)
- To use adverbs of intensity in writing (page 91)

Skills objectives

- To read and understand a text about unusual birthday experiences (page 82)
- To use phrasal verbs (page 83) and discuss celebrations (page 87)
- To listen to and understand a conversation about a special event (page 85)
- To read and understand a text about weird festivals (page 86)
- To interview an actor and report what the actor said (page 89)
- To take and leave messages (page 90)
- To write a description of a special celebration (page 91)

Assessment criteria

- Students can use reported speech, say and tell and reported yes / no questions correctly.
- Students can recognize and use phrasal verbs and vocabulary for talking about celebrations correctly.
- Students can correctly pronounce /s/ and /ʃ/ correctly.
- Students can read and understand a text about unusual birthday experiences and weird festivals.
- Students can listen to and understand a conversation about a special event.
- Students can interview an actor and report what the actor said.
- Students can take and leave messages in an appropriate way.
- Students can write a description of a special celebration.

Resources

- Teacher's i-book
- Student's Book CD 3
- Teacher's Resource Book:

Vocabulary Support Worksheet Unit 8, page 26 Vocabulary Consolidation Worksheet Unit 8, page 27 Grammar Support Worksheet Unit 8, page 50 Grammar Consolidation Worksheet Unit 8, page 51 Speaking Worksheet Unit 8, page 67 Test Consolidation Unit 8, page 138 Test Extension Unit 8, page 142 Speaking Test Unit 8, page 224

Prepare for Cambridge Exams

Writing page 136

Writing a letter

Prepare for the TOEFL Junior® Test

Reading Comprehension page 137

Academic text

Go Digital!

Teacher's i-book Flook



Use the **Richmond i-tools** (1881) to complete the activities with the students on the IWB.

(1) offers additional IWB practice to reinforce the lesson content:

Reading

The IWB Reading activities are designed to focus on real language in use within the reading texts.

The **hot spots** are designed to highlight potentially difficult words or cultural information before doing the reading activities.

Reading extra, pages 82 and 86

Listening

The IWB Listening activities are designed to help students explore the listening dialogues in greater depth.

Listening extra, page 85

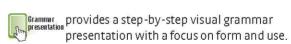
Writing

The **IWB Writing activities** are designed to give students controlled practice in building a text before they do the free writing tasks in Your turn to write.

Writing extra, page 91

More provides extra interactive practice which can be used for fast finishers or as a wrap-up activity. Alternatively, it can be used as homework.

- Grammar, pages 84 and 88
- Vocabulary, pages 83 and 87
- Pronunciation, page 84



Grammar, pages 84 and 88



Let's celebrate!

Writing

Reported speech | say & tell | Reported yes / no

auestions

Vocabulary Challenge

Phrasal verbs | Celebrations

Interview an actor

Interaction Taking and leaving messages Description of a special celebration

READING

- Discuss the questions in groups.
 - How did you celebrate your last birthday? Did you do anything special?

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• How do you want to celebrate your next birthday?

2 Read the article quickly and label the birthday experiences. Choose from the headings below.

Bungee jumping madness Surf safari Paintball battles Racing dreams Scuba diving Flying high Circus skills Pop star

You can forget boring old birthday parties. Why not choose a birthday experience you will never forget? Check out these four fantastic ways to celebrate your special day.

Don't put off your decision any longer. Book a special day today!



Ferrari at high speeds. An instructor will teach you driving techniques and let race track are all yours!

Teen testimony 17-year-old Alex said he had had the greatest birthday ever. He said he had got up to 120 kph. And he hadn't wanted the experience to end!



Have you ever wanted to make your own CD? Then why not spend two hours in a professional studio and record your favourite song! After the session, you can take home a CD of your recording!

Teen testimony Mia, 15, said she had loved the experience. She said that she was planning to take up singing as a career.



brilliant birthday treat? Well, if you are over 14, you can! Just put on the safety harness, climb to the top of the bridge, and jump! Those four seconds of free fall will be the most exciting seconds of your life!

> Teen testimony Nicci, 16, said that she hated heights but she hadn't felt scared. She said she couldn't wait to try bungee jumping again!



Flying is fun, but aerobatics is something else! In your 30-minute lesson, you will perform some incredible stunts from loop-theloop to terrifying spins. But don't worry - an instructor will be with you all the time!

> Teen testimony 14-year-old Theo said that now he could fly a plane, he wanted to become a professional pilot. He said that flying was an amazing experience!

82

Warmer

Play a memory game. It was my birthday recently and I got a new watch. Point to a student and ask them to repeat the sentence and add another item: It was my birthday recently and I got a new watch and some books. Encourage students to include clothes and accessories, and remind them to use a and some. Continue playing until all students have participated.

1 Extend the discussion by asking: If you could do anything, what would your ideal birthday be like? Make sure students use the correct tenses for answering the questions.

Answers

Students' own answers

2 3.11 The text is available to listen to.
Point out that only four of the headings in the word box are used to describe the activities in paragraphs 1–4 of the article. Check that students understand why the headings use words such as madness, battles and dreams.

Answers

- 1 Racing dreams
- 2 Bungee jumping madness
- 3 Pop star
- 4 Flying high

Teaching tip

Encourage students to be aware of the different kind of language they come across in reading texts. Ask them what they notice about the style of the article (*It is chatty and informal*). Point out that each paragraph begins with either a rhetorical question, a *This* statement or an exclamation. Elicit that these all have a persuasive effect.



Phrasal verbs

10 Read the website and match eight of the phrasal verbs in blue with the definitions.

CHATZONE Tell me about any recent challenges or experiences or new things you are planning to do.



I took up windsurfing last year. At first it's quite hard, but when you learn how to hold on it's really exciting!



We went away last weekend on a survival course. We had to build our own shelter, look for food in the forest and cook it over an open fire.



I'd like to do a course in animation. I checked out a few options on the internet and found out that they are very expensive. So I have decided to save up for next year.



We drove to Scotland in August and had a brilliant holiday. Unfortunately, on the way home the car broke down. We didn't get back home until three in the morning!



I've put on plays with my friends. We make up our own stories, write all the words and dress up. My brother thinks we're just showing off, but everyone else really likes it!



We went on a 15-mile hike in the mountains. After 10 miles I wanted to give up, but we were miles from anywhere so we had to carry on. But once we had arrived I was glad we had done it.

- 1 wear special clothes (for a show or party, etc) dress up
- 2 get more information about something
- 3 display your abilities to impress people
- 4 begin doing a new hobby or free time activity
- 5 support yourself with your hands to be safe
- 6 stop working (a car)
- 7 stop making an effort, stop doing an activity
- 8 invent a story or an excuse
- Write definitions for the seven other phrasal verbs that aren't defined in exercise 10.
- 12 Write five things you have done or that happened to you recently. Use the phrasal verbs in exercise 10.

I lost my mobile phone and I looked for it everywhere.

13 Work in pairs. Tell your partner about the things that happened. Ask and answer questions.

(What kind of phone was it?

Did you buy a new one?

- 3 Read the article again and decide if the sentences are true or false. Correct the false ones.
 - 1 You can practise driving techniques in a racing car.
 - 2 Alex drove faster than 120 kph.
 - 3 You can go bungee jumping if you are 14.
 - 4 You have to use special equipment to do a bungee jump.
 - 5 The CD that you record is two hours long.
 - 6 The aerobatics flying lesson lasts less than an hour.
 - 7 You can fly solo in the plane.
- 4 Find words or phrases from the article that mean:
 - 1 rare and special
 - 2 a special belt or set of bands to stop you from falling
 - 3 spectacular movements done in a plane
 - 4 actions that involve unusual skill or daring
 - 5 a person who teaches a sport or practical skill
- 5 Match the following things people said with the speakers.
 - 1 'I can't wait to try bungee jumping again!' Nicci
 - 2 'Now I can fly a plane, I want to become a professional pilot.'
 - 3 'I didn't want the experience to end.'
 - 4 'I loved the experience.'
 - 5 'Flying is an amazing experience!'
 - 6 'I had the greatest birthday ever.'
 - 7 'I hate heights but I didn't feel scared.'
 - 8 'I'm planning to take up singing as a career.'
- 6 Which of the birthday experiences in the article would

I'd choose aerobatics. I'd love to be in control of a plane and perform tricks.

No way! I don't like heights. I think it would be terrifying. I'd go scuba diving.

Read Word Zone and find three more adjectives that mean 'very good' in the article.



Strong adjectives

We use words such as *fantastic* to communicate enthusiasm.

9 Write sentences about you using the words below.

superb fabulous brilliant incredible wonderful amazing fantastic

I watched a superb documentary about penguins last night.

A fabulous ice cream parlour has just opened near my house!

FAST FINISHERS Imagine you have had one of the birthday experiences. Write about what you did and how you felt.



3 When checking the answer to item 2, point out that *get up to* means the same as *reach* in paragraph 1 of the article.

Answers

- 1 True
- 2 False. Alex got up to 120 kph.
- 3 True
- 4 True
- 5 False. You spend two hours in the studio and record your favourite song.
- 6 True
- 7 False. An instructor is with you the whole time.
- 4 When checking the answer to item 4, point out in paragraph 4 of the article, aerobatics is followed by a singular verb despite appearing to be a plural noun.

Answers

1 unique 2 safety harness 3 aerobatics 4 stunts 5 instructor

Teaching tip

Check that students understand the pronunciation rules for certain words beginning with a vowel by asking why paragraph 1 in the article says *a unique chance*, rather than *an unique chance*.

5 Advise students to focus on the *Teen testimony* sections of the article. Point out that in item 6, *ever* means *that I have ever had*. Tell students that *ever* can be used at the end of a sentence containing a present perfect or past simple verb.

Answers

- 2 Theo 3 Alex 4 Mia 5 Theo 6 Alex 7 Nicci 8 Mia
- 6 Allow students to focus on their own reactions to the activities. Encourage them to use expressions for talking about emotions and preferences.

Answers

Students' own answers

7 Read the example dialogue. Elicit that students will need to use the conditional to exchange their ideas and feelings. Encourage them to use colloquial expressions in their responses.

Answers

Students' own answers

8 Refer students to *Word Zone*. When checking answers, point out that we often use the superlative form to express strong feelings, e.g. best or worst. Write on the board: I had the best/worst/most brilliant time ever.

Answers

greatest, brilliant, incredible

9 Point out that we should sound enthusiastic when using very positive words such as those in the word box. Get students to say the words with as much enthusiasm as they can.

Answers

Students' own answers

Warmer

Put students into small groups. They are going to plan the perfect birthday for someone they know. Get them to think about what the individual is like, e.g. how quiet or how adventurous they are. Students write a description of how they want the day to be, and a list of all the things they need to do in order to plan it. Monitor and check that all members of the group are participating.

10 Point out that there are fifteen phrasal verbs in the Chatzone text. Have students read through items 1–8 and check that they understand the definitions.

Answers

- 2 find out 3 show off 4 take up 5 hold on 6 break down 7 give up 8 make up
- 11 Point out that some of the phrasal verbs in the Chatzone text are followed by a noun, and others are not. Tell them that some phrasal verbs can be followed by an object, e.g. put on plays, while others never are, e.g. dress up. Remind them that these need to be learnt individually.

Answers

Suggested answers:

go away: leave somewhere for a period of time look for: search for something or someone check out: do some quick research on something save up: not spend money in order to be able to pay for something get back: return to the place you started from put on: perform a play, etc. carry on: continue

12 Mention that students can use the past simple, past continuous, present perfect or past perfect in their sentences. Tell them not to show their sentences to their partner.

Answers

Students' own answers

13 Remind students that they can use expressions such as *So did i* if the same thing happened to them, but point out that they still need to ask follow-up questions.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 26, exercises 1–3 Vocabulary Consolidation Worksheet: page 27, exercises 1–3



Reported speech



When we report what someone said, we usually change the tense of the verbs.

Sam: 'I live in Southampton.' (present simple) Sam said that he lived in Southampton. (past simple) Kenny: 'Pm going to the beach.' (present continuous) Kenny said he was going to the beach. (past continuous)

Marlene: 'I didn't finish the essay.' (past simple) Marlene said that she hadn't finished the essay. (past perfect)

Lisa: 'I can't wait for the party!' (can) Lisa said she couldn't wait for the party. (could)

We often need to change the pronouns and possessive adjectives when we report what someone said.

Laura: 'My friend's helping me to choose a new dress.' Laura said her friend was helping her to choose a new dress.

Grammar reference page 120

Complete the reported speech sentences.

- 1 'I'm revising for my exams,' said Alice. Alice said ... was revising for ... exams.
- 2 'I love you,' said Romeo. Romeo said ... loved
- 3 'My grandparents took my little brother to the zoo,' said loe.
 - Joe said ... grandparents had taken ... little brother to
- 4 'I can't find my dad's birthday present!' said Grace. Grace said ... couldn't find ... dad's birthday present.
- 5 'I'm giving you a test soon,' said the teacher. The teacher said ... was giving ... a test soon.
- Read the conversations and write what the students said.
 - 1 Olivia said that she didn't want to go to Louise's party. Jack said that he was looking forward to it. Olivia: I don't want to go to Louise's party. Jack: I'm looking forward to it.
 - 2 Cameron said he had bought a new phone. Owen said he was really envious because he couldn't afford one!
 - 3 Matilda said that she had missed school because she hadn't felt very well. Reuben said that she was lucky as they had done a very difficult Maths test.
 - 4 Nicole said that Adam was going out with Lavla. Emilia said that couldn't be true because last week she had seen Adam at the cinema with Rosie!
 - 5 Alex said he felt really tired as he had gone to bed at two in the morning! David said that he wasn't surprised.

Read the blog and report what the people said about their birthdays.

Ryan said that he'd gone out with his mates for a pizza.

Monica's world



Hi guys,

I asked some of my friends what they did on their last birthday, and this is what they said!

I went out with my mates for a pizza. Ryan

I didn't do anything on my last birthday because I had a horrible cold. Tilly

I went skiing at a snow dome. Nathan

We're twins so we had a big party! Keira and Lexie I studied for an exam. It was the worst birthday of my life. Leo My birthday is soon! My parents are planning a special surprise. Aimee

4 Read the interview. Then read and complete the iournalist's article.

veek Duncan Jones meets two of the most exciting nev

It's a tough life. I get up at six every morning.

I get up at half past five!

We rehearse every day from eight in the morning to seven in the evening.

We're on stage the whole time, so it's a lot of responsibility.

We have a lot of lines to learn.

I'm having nightmares! I can't remember all my lines!

Acting on stage is very different from makin<u>a a</u> movie. I think we're both looking forward to working in the theatre again.





I talked to Angelina and Justin about their rehearsals for The Room, a powerful new play opening on Broadway on 15th June. Justin said it was a tough life and that he got up at six every morning. Angelina said ...

PRONUNCIATION /s/ and /ʃ/



5 Listen and repeat these two versions of a famous tongue twister.

'She sells sea shells on the sea shore.' She said she sold sea shells on the sea shore.

More practice? page 149



FAST FINISHERS Using reported speech, write some things your classmates said today.

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 121.
- Image: Visual grammar presentation

Warmer

Refer students back to the activities on page 82. Tell them that birthday experiences don't need to be active and suggest a cookery course as an example. Brainstorm other possible birthday experiences. Put students in pairs or small groups, and ask them to role play one of the experiences mentioned or to choose a new experience entirely.

1 Read the first sentence and ask students what kind of word will need to go into the two gaps (pronoun and possessive adjective). Check they understand why these need to change from the original sentence (because we are reporting someone else's words).

Answers

- 1 she: her
- 2 he: me
- 3 his; his
- 4 she; her
- 5 he/she; us/me
- 2 Point out that in this exercise students need to change pronouns and verb tenses to convert the sentences into direct speech. Advise them to look at whether the sentence ends in a question mark before they put the words in order.

Answers

- 2 Cameron: I have bought a new phone.
 Owen: I'm really envious because I can't afford one!
- 3 Matilda: I missed school because I didn't feel very well.
 Reuben: You were lucky because we did a very difficult Maths test.
- 4 Nicole: Adam is going out with Layla. Emilia: That can't be true because last week I saw Adam at the cinema with Rosie.
- 5 Alex: I feel really tired because I went to bed at two in the morning. David: I'm not surprised.

Teaching tip

Point out that when speaking, we don't always need to use words like *because* or *as* to explain our feelings or actions, particularly when the connection is very obvious. Refer them to items 2 and 5 in exercise 2 as examples of this and write the following on the board: *'I'm really envious. I can't afford one.'* and *'I feel really tired. I went to bed at two in the morning.'*.

3 Draw students' attention to the affirmative word order in the text for the indirect question I asked some of my friends what they did Point out that mates is a very common word for friends.

Answers

Tilly said that she hadn't done anything on her last birthday because she had had a horrible cold.

Nathan said he had gone skiing at a snow dome.

Keira and Lexie said that they were twins so they had had a big party. Leo said he had studied for an exam. It had been the worst birthday of his life.

Aimee said it was her birthday soon. Her parents were planning a special surprise.

4 Refer students to the example Angelina said ..., and point out that we can omit that after said. Remind them to change possessive adjectives as well as pronouns and tenses.

Answers

... she got up at half past five. Justin said they rehearsed every day from eight in the morning to seven in the evening. Angelina said they were on stage the whole time, so it was a lot of responsibility. Justin said they had a lot of lines to learn. Angelina said she was having nightmares. She couldn't remember her lines. Justin said acting on stage was very different from making a movie. Angelina said she thought they were both looking forward to working in the theatre again.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 50, exercises 1–2 Grammar Consolidation Worksheet: page 51, exercises 1–2



Understand a conversation about a special event

School proms started in the USA and are celebrated in TV shows and films such as Hannah Montana and High School Musical. Proms are increasingly popular in the UK, too. More than 85% of British schools now have them. But what is a prom? Well, prom parties often have a theme such as Hollywood or James Bond, and all the students dress up. There is a formal dinner, followed by a disco and often a prize giving. Some proms also have extras like ice cream vans and photo booths. They celebrate important stages in school life such as the end of Year 11 (15-16 year olds) or Year 13 (17-18 year olds). But watch out: these events can be expensive! Around £250 is spent per student, from new clothes to special cars.



- Look at the photos, read the article and discuss the questions.
 - 1 What usually happens at a prom?
 - 2 When do students have them?
 - 3 Does anything like this happen in your school?
 - 4 Would you like to go to a prom? Why / Why not?
- 2 A Listen to Daisy talking to Erin and answer the questions.
 - 1 Who is Will and how old is he?
 - 2 What was he wearing on Friday?
 - 3 Where was the prom being held?
 - 4 How did he get there?
- Read the Study Skill and then do exercise 4.



Multiple choice questions

Read multiple choice questions carefully before you listen. Use the questions to predict the content and words you will hear. For example, in exercise 4 you know you will hear about plans and preparations for a prom, including clothes.

- Listen to the rest of the conversation and choose the best answers.
 - 1 For months before the prom, Will was
 - A very stressed B making plans C going shopping
 - 2 Will found it difficult to buy
- **B** socks
- C a suit
- 3 On the day of the prom, Will spent a long time
 - A in his bedroom B on the phone C in the bathroom
- 4 He wore his ... aftershave.
 - A father's
- R new
- C favourite

- 5 He had a crisis with his socks because they were too
 - A light
- B tight
- C hot
- 6 Daisy helped Will to
 - A sing
- B dance
- C look good
- 5 A Listen again and discuss the questions.
 - 1 What different things did Will do to prepare for the prom?
 - 2 What two prizes did he win? How did his family help him?
 - 3 Why do you think he was so stressed out?
- 6 Read the expressions in Face 2 Face. Go to page 147 and put them into the dialogues. Listen and check.



Dialogues page 147

- n groups, plan your perfect prom. Decide on:
 - the theme
 - what you'll wear
 - the location of the party
 - how you'll get there
 - the menu for the formal dinner
 - the first song for the disco

I think we should have a Science Fiction theme.

> That's a great idea. We could dress up as characters from Star Wars.

Report your ideas for the perfect prom to the class.

Warmer

Put students into small groups and ask them to write down as many words as possible connected to weddings. The results can be drawn on the board as a mind map.

Have students look at the photos before reading the text. Ask them to guess what a school prom is and what they think happens at a prom night. Don't confirm any answers before they do exercise 1.

Answers

Students' own answers

2 13.13 Transcripts page 246 Point out that *limo* is short for *limousine*, and elicit that this is a luxury car. When checking answers, write *stretch limo* on the board and ask why it is called this (because it is longer than other types of car).

Answers

- 1 Will is Daisy's brother. He is sixteen. 2 He was wearing a suit and tie 3 It was held at a hotel. 4 He went in a stretch limo.
- 3 Refer students to the Study Skill and point out that they should take the same approach with comprehension questions, such as in exercises 2 and 5.

Teacher's tip

Point out that in multiple choice exercises, the correct answer is not always mentioned directly in the text. For example, the text may say that someone was dressed in a suit and tie. However, in answer to the question *How was he dressed?*, the choices might be: a) formally, b) informally or c) casually.

WORDS TO KNOW

Check that students know the nouns arrangements, hair gel, aftershave and crisis. Ask them to give a definition of each.

4 3.14 Transcripts page 246 Refer students to the verb form in item 2. Mention the use of find + object. Write on the board: find it + adjective + to and give the following example: He finds it easy to learn languages.

Answers

1 A 2 C 3 C 4 A 5 A 6 B

5 3.14 Transcripts page 246 Point out that there are a number of ways in which he prepared for the prom. Tell them to try to list them all, but not to include information needed for question 3.

Answers

- 1 He spent hours online looking at different clothes websites, because he had never worn a suit before. He spent a lot of time phoning and texting his friends while making the arrangements. He practised dancing with Daisy every day for a week. On the day of the prom, he spent a long time getting ready in the bathroom.
- 2 He won the prizes for the best-dressed guy and the best dancer. Erin taught him to dance and his dad lent him some socks
- 3 He was so stressed out because he was nervous. Perhaps he wanted to look good for someone.

6 3.15 These expressions are all common idiomatic expressions in spoken English. They are highlighted in the audio script. Before students go to page 127, ask them which one means: are you being serious? (are you kidding?), in a nervous panic (stressed out) and what a success! (result!). Ask students if there's an equivalent in their own language.

Answers

1 stressed out 2 Are you kidding? 3 Result!

7 Write the following on the board: Making suggestions, Giving an opinion, Agreeing and Disagreeing. Elicit one or two examples under each heading. Monitor the discussions to ensure that all students are participating.

Answers

Students' own answers

8 Ask the other groups to listen and compare with their own ideas.
Tell them that they can borrow another group's ideas to add to their own if they wish.

Answers

Students' own answers

Teaching tip

In activities such as exercise 8 where one person from a group usually reports back, it is important to also include the other members of the group. Tell students that they all have the opportunity to speak, e.g. to say whether they wanted a different theme, to talk about other aspects there was disagreement on, etc.

Fast finishers

Fast finishers write up their ideas for the perfect prom from exercise 8.



my parents' birthdays

family

national

religious

- local
- 2 Compare your celebrations with your partner.
- 3 Quickly read the article and list the festivals in chronological order.

Benny's weird festivals

Isabel Tyler









Last year, Benny Aziz went to some extraordinary festivals around the world. So I caught up with him in California and found out more in an internet interview.

First, Benny told me about the three-day Battle of the Oranges, which takes place every February in Ivrea, Italy. About 3,000 people dress up in colourful costumes and throw over 360 tonnes of oranges at each other! 'Guards' ride in horse-drawn carts; the 'common people' stay on the ground. Spectators who don't want to be hit wear red hats. After the procession, it takes a team of 100 workers to clean up the city!

Benny's year started at the Up Helly Aa fire festival in the Shetland Islands, north of Scotland. On the last Tuesday of January, the small town of Lerwick goes mad for 24 hours. At 7.30pm, 1,000 'guizers', men dressed as Vikings, carry flaming torches and a replica Viking longship through the streets. There are fireworks, marching bands and at least 5,000 spectators. At the end of the procession, the longship is burnt in a huge bonfire. I asked if Benny had slept that night. He told me the celebrations had ended at 8.30 in the morning!

In November, Benny was in Thailand for the strangest dinner in the world. In the city of Lopburi, 20 top chefs prepare over 2,000 kilos of fresh fruit and vegetables, ice cream and jelly for up to 3,000 special guests. Macaque monkeys! The people believe the monkeys, which live in the city, bring them good luck. So this enormous buffet is a way of saying 'thank you'.

I asked Benny if he had a favourite festival. It's the Air Guitar World Championship in Oulu, Finland, held every August. The competition started as a joke in 1996, but it soon became very popular. Now around 8,000 spectators watch the competitors play their imaginary guitars to rock music. And the prize for the best air guitarist? A real guitar!

Finally, I asked if Benny had plans to visit more festivals. He told me that in May he was attending the Calaveras County Fair in California for the world's biggest frog jumping competition, with thousands of frogs. It's a very strange world!

Warmer

In pairs, ask students to tell each other one fact about five different members of their family. Their partner makes notes, and then they swap roles. Ask pairs to form groups of even numbers, and get them to tell the rest of the group about their partner's family, using their notes. Encourage the rest of the group to listen, check their notes and say if they have any facts in common, e.g. Karl's mother was born in So was Mia's father.

1 Ask students to do this exercise individually. Write the headings family, national, religious and local on the board. Elicit a range of festivals and events, and ask which heading they belong under.

Answers

Students' own answers

Teaching tip

Monitor while students are making notes in exercise 1 to ensure they are using punctuation correctly, e.g. my grandparents' anniversary, my father's wedding.

2 Encourage students to extend their comparisons by getting them to ask follow-up questions such as: When did you go there? Who did you go with? and Have you ever been to ... festival?

Answers

Students' own answers

3.16 The text is available to listen to.
Read the rubric and elicit that chronological order means the order in which something happens. Give students a time limit of three minutes to complete the activity.

Answers

Up Helly Aa fire festival (January) Battle of the Oranges (February) Air guitar World Championship (August) The buffet for the Macaque monkeys (November) Calaveras County Fair (next May)



- 4 Read the article again and answer the questions.
 - 1 Why do some people wear red hats at the festival in Ivrea?
 - 2 Why are 100 cleaners needed after the festival?
 - 3 Who are the 'guizers'?
 - 4 Why do you think they carry flaming torches?
 - 5 Why do the people of Lopburi have a monkey festival?
 - 6 Why do you think the Air Guitar World Championship is
 - 7 What is funny about the prize for the competition?
 - 8 Why is Benny going to the Calaveras County Fair?
- 5 Can you remember what the numbers below refer to? Discuss your ideas with your partner, and then check in the article.

Up Helly Aa 24 1,000 8.30

The Monkey Buffet 20 2,000 3,000

The Air Guitar World Championship 1996 8,000

- Discuss the questions.
 - Which festival is the weirdest?
 - Which one is the most exciting?
 - Which festival would you like to go to? Why?
 - Are there any festivals like these in your country?

I think the weirdest festival is the monkey buffet.

I don't agree. At least there is a reason for that festival. I think the strangest one is the frog jumping competition!

7 Read Word Zone and find the expressions used to talk about the quantities of the things below in the article.

About 3,000 people

people oranges fresh fruit and vegetables special guests spectators



Talking about quantities

We often want to generalize when we talk about quantity. over about at least up to around 8 Read the article and complete it with these words.

attend carnival costumes crowds fireworks processions public holiday stalls

by Matt Newton

My favourite event is Notting Hill Carnival in London, where I live. It's the biggest 1 ... in Europe - over 2 million people 2 ... it! It happens on two days at the end of August, when there is a 3 There are 4 ... along the street and decorated floats, music and food. It's a big, noisy festival with 5 ... of people.





Participants dress up and

dance down the streets. There are parades of brass bands and drummers too. It takes them all year to rehearse and make their colourful 6 ... and masks. There are sound systems all along the streets with Trinidadian and Jamaican music such as calypso and soca, and also reggae and R&B. It's incredibly loud because the speakers are enormous!

The thing I like best is the traditional food. There are lots of 7 ... selling Caribbean specialities such as goat curry, jerk chicken and rice and beans. It all tastes delicious!

You can buy funny hats and whistles so you can join in. The carnival motto is 'Every spectator is a participant'.

But the end of August is also special because it's my birthday! I always have a big party and invite all my friends. We have a themed party and what I like best is the spectacular a ... at the end of the evening!

Read the article again and complete the table.

Name of festival	Notting Hill Carnival
When it happens	
Special food	
Types of music	
Clothes	
What happens	

- 10 With a partner make notes about a festival in your town, region or country. Use the table above. Add any extra information necessary.
- 11 ODD a short presentation of your festival to the class.

practice 87

4 Have students cover the text in the article on page 86 and ask them to name the four festivals pictured (The Battle of the Oranges, Up Helly Aa fire festival, The Monkey Buffet, The Air Guitar World Championship). Students answer the questions in full sentences.

Answers

- 1 Spectators that don't want to be hit by oranges wear red hats.
- 2 Because people throw 360 tonnes of oranges at each other.
- 3 They are men dressed as Vikings.
- 4 Students' own answers (They use the flaming torches to burn the longship in a huge bonfire.)
- 5 Because people believe the monkeys bring them good luck.
- 6 Students' own answers (Because people enjoy playing air guitar.)
- 7 They get a real guitar as a prize for playing an imaginary guitar.
- 8 He's going for the world's biggest frog jumping competition.
- 5 Have students read the numbers silently, and elicit that 8.30 is a time. Then ask them to read all the numbers out loud chorally.

Answers

The Battle of the Oranges:

3,000: people dressing up

360: tonnes of oranges used

100: workers cleaning up

Up Helly Aa:

24: number. of hours the festival lasts

1,000: 'guizers' (men dressed as Vikings)

8.30: the time the festival ends

The Monkey Buffet:

20: top chefs

2,000: kilos of food

3,000: macaque monkeys

The Air Guitar World Championship:

1996: the first competition

8,000: spectators watching today

6 Elicit that weirdest is a superlative adjective and model pronunciation of weird. Ask students to give a synonym (strange, odd). Refer them to the example dialogue and point out that we can use at least when we want to justify an idea in an argument or a discussion.

Answers

Students' own answers

7 Refer students to Word Zone. Point out that at least is used in a different way here to in exercise 6. When talking about quantities, at least means no less than. Similarly, up to means no more than.

Answers

over 360 tonnes of oranges over 2,000 kilos of fresh fruit and vegetables up to 3,000 special guests at least 5,000 spectators / around 8,000 spectators

Extra activity

Write on the board or dictate the following questions:

How many people are there in the world/your country/this town?

How many students are there in this school?

How many kilometres are there in a mile?

How many English words do you know?

How much does a gorilla weigh?

Ask students to discuss these questions in pairs or small groups, using expressions from *Word Zone*. Elicit a range of answers.

Warmer

Divide the class into small groups and tell them that they are going to play a spelling game. Give each team in turn one of the following words from the article on page 86: spectator, popular, festival, extraordinary, torch, replica, bonfire, guest, competitor, imaginary. The chosen team (Team A) can decide whether they want to try to spell the word or pass it on, e.g. to Team B. If they spell it correctly, they get a point. If they get it wrong, they get no points. If Team B gets it right, they win a point, but if Team B gives an incorrect answer, Team A wins the point instead. This continues until all the words have been correctly spelled.

8 Advise students to read the whole sentence before deciding where to place each of the nouns in the text.

Answers

- 1 carnival 2 attend 3 public holiday 4 processions 5 crowds 6 costumes 7 stalls 8 fireworks
- 9 Ask students to guess what jerk chicken is (chicken in a spicy sauce, popular in the Caribbean). Remind them not to write full sentences when completing the table.

Answers

When it happens: at the end of August
Special food: goat curry, jerk chicken, rice, beans
Types of music: calypso, soca, reggae, R&B
Clothes: colourful costumes and masks
What happens: there are processions along the street and decorated floats, music and food

10 Tell students this does not have to be a favourite festival, or even one that they have attended. They can use their imagination if they aren't sure of all the details.

Answers

Students' own answers

11 Tell students that each partner should participate in the presentation. Ask the rest of the class to make suggestions at the end if they think the person speaking has given wrong information.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 26, exercises 4–5 Vocabulary Consolidation Worksheet: page 27, exercises 4–5



say & tell | Reported yes / no questions





We can use the verbs say and tell to report what someone said. We use tell if we want to specify who the person was talking to, and say if we don't want to give this information.

Jorge told me that he was leaving.

Jorge said that he was leaving. **NOT** Jorge said me that...

Christine told her parents that she didn't want to go out.

Christine said that she didn't want to go out.

NOT Christine said her parents that ...

Grammar reference page 120

1 Complete the blog with the correct form of say or tell.



They 1... me about the Boryeong Mud Festival. Harry 2... that it took place every summer in South Korea. And Phoebe 3... me that it attracted over two million visitors. She 4... that the mud contained minerals and nutrients, so it was good for the skin. Harry 5... that it was great fun, too. He 8... me that in the festival there were mud pools, mud slides, a mud prison and even mud skiing! He 7... in the evening there was music and fireworks — but no mud! Phoebe 8... me she definitely wanted to go back next year!

- 2 Report the dialogues. Use say in the first part and tell in the second.
 - 1 David: 'I don't understand the exercise.'

Louise: 'I can help.'

David said that he didn't understand the exercise. Louise told him that she could help.

2 Emma: 'I'm making a film about dolphins.'

Alex: 'That's interesting!'

3 Layla: 'It's going to be sunny all week.'

Owen: 'We're planning to go to the beach.'

4 Jamie: 'I saw the film of *The Hobbit.*'
Scarlett:'I read the book a couple of years ago.'

5 Joel: 'We're going on holiday soon.'
Daisy: 'I can't believe it! I want to go too!'

6 Amy: 'Jake didn't go to Sarah's party.' Georgia: 'I think they had an argument.' ported yes / no questions

When we report yes / no questions, we use if before the reported question, and we put the subject before the verb.

Emily: 'Are you hungry?'

Emily asked (me) if I was hungry. NOT ... if was I hungry.

We <u>don't</u> use the auxiliary verbs do or did in reported questions.

Sebastian: Do you take sugar in your coffee? Sebastian asked (me) if I took sugar in my coffee.

NOT if I did take sugar.

Grammar reference page 120

- 3 Write the questions for these reported sentences.
 - 1 George asked if I liked horror films. 'Do you like horror films?' asked George.
 - 2 Chloe asked if I was cycling to school tomorrow.
 - 3 Maria asked if I'd enjoyed the party.
 - 4 Peter asked if Iane was American.
 - 5 Alex asked if she could open the window.
 - 6 Sebastian asked if I'd seen the film last night.
- 4 Report the questions.
 - 1 Are you going out tonight? Anna Anna asked if I was going out tonight.
 - 2 Do you speak Russian? Matilda
 - 3 Is Sydney the capital of Australia? Esme
 - 4 Does anyone want a drink? Helen
 - 5 Can I borrow your phone? Finley
 - 6 Did Amber and Lilly have a good holiday? Oscar
 - 7 Is Zara wearing a new leather jacket? Beth
 - 8 Did Nick do his homework? Luis
- 5 Imagine that you're at a British school, and some students want to ask you some questions. Listen and write your answers to their questions.

1 Yes, I can. I can speak German.

6 Look at the names below and your answers in exercise 5. Can you remember the questions the students asked you? Write reported questions.

Imogen Jonathan Briony Morgan Kai Keeley

Imogen asked me if I spoke any other languages.

7 In pairs, check your answers to exercise 6.



PAST FINISHERS Write what Harry and Phoebe said in exercise 1 as direct speech.

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 121.
- Visual grammar presentation

Warmer

Practise reported speech by asking each student to prepare a statement – not a question. This could be about themselves, other people or a situation. Everyone stands up to begin with. Ask one student to read their sentence, then nominate a person to report what they said. The first student then sits down, and the second student reads their statement. This process continues until everyone is sitting down.

Point out that students need to look at the word that follows the gap in the text. Elicit that tell is followed by a noun or an object pronoun.

Answers

- 1 told 2 said 3 told 4 said 5 said 6 told 7 said 8 told
- 2 Read the example. Make it clear that students need to know whether the people speaking in each dialogue are male or female, so that they choose the correct pronouns.

Answers

- 2 Emma said (that) she was making a film about dolphins. Alex told her (that) that was interesting.
- 3 Layla said (that) it was going to be sunny all week. Owen told her (that) they were planning to go to the beach.
- 4 Jamie said (that) he had seen the film of *The Hobbit*. Scarlett told him (that) she had read the book a couple of years ago.
- 5 Joel said (that) they were going on holiday soon. Daisy told him (that) she couldn't believe it. She told him (that) she wanted to go too.
- 6 Amy said (that) Jake hadn't gone to Sarah's party. Georgia told her (that) she thought they had had an argument.
- 3 Read the example and compare the structure for the reported and direct questions. Point out the affirmative word order in the reported question, and the interrogative order in the spoken question.

Answers

- 2 'Are you cycling to school tomorrow?' asked Chloe.
- 3 'Did you enjoy the party?' asked Maria.
- 4 'Is Jane American?' asked Peter.
- 5 'Can I open the window?' asked Alex.
- 6 'Did you see the film last night?' asked Sebastian.

Teaching tip

Point out that we can leave out the object pronoun after *ask* in reported questions because it is usually obvious who is being asked. Write on the board:

Jane asked (him) if he could speak English.

Jane asked him if I could speak English.

Emphasize that we can never leave out the object pronoun after tell.

When checking answers, mention that we don't change the possessive adjective in item 8 because the sentence refers to Nick's homework, not the homework of another person.

Answers

- 2 Matilda asked if I / we spoke Russian.
- 3 Esme asked if Sydney was the capital of Australia.
- 4 Helen asked if anyone wanted a drink.
- 5 Finley asked if he could borrow my phone.
- 6 Oscar asked if Amber and Lilly had had a good holiday.
- 7 Beth asked if Zara was wearing a new leather jacket.
- 8 Luis asked if Nick had done his homework.
- 5 3.17 Transcripts page 246 Remind students that it is good practice to add further information when giving a short answer. Tell them to make a note of who asks the questions, in preparation for exercise 6.

Answers

Students' own answers

6 Tell students that they can use an object pronoun after if or they can leave it out. Remind them to check their tenses and use of pronouns and possessive adjectives.

Answers

- 2 Jonathan asked (me) if I liked any English food.
- 3 Briony asked (me) if I was reading a good book at the moment.
- 4 Morgan asked (me) if I could play a musical instrument.
- 5 Kai asked (me) if the weather was good in my country.
- 6 Keeley asked (me) if I watched the London Olympics on TV and she asked (me) if I liked it.
- 7 Tell students that if they disagree about any of the questions, they should try to work out why they have written something different.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 50, exercises 3–6 Grammar Consolidation Worksheet: page 51, exercises 3–6

CHALLENGE Interview an actor



PREPARATION

1 Listen to an interview with Laura Ivanova at the Moondance Film Festival and read the journalist's report. How many mistakes can you find?



Movie talk

All the news, all the gossip with Jack Harris

Yesterday evening at a Moondance party I chatted with Laura Ivanova, the queen of this year's festival. Laura has been an actor since she was only 10. She told me that she was now 20 – so she's already had a long career! She said she lived in New York with her sister, Dizzy. Laura told me she had made two films last year, including the prize-winning *The Sound of Silence*. And at the moment she said she was making a new film with Tom Cruise! She told me she was taking a vacation next year (her first in ten years!) and then she was writing and directing her own movie. I can't wait to see it. Laura has got great ambition – and great talent!

- 2 Imagine you are an actor at the film festival. Complete the biodata box about you.
 - Name:
 - Age:
 - Where you live:
 - What you did last year:
 - What you are doing at the moment:
 - Your plans for next year:

DO THE CHALLENGE

In pairs, do an interview. One of you is a journalist and one of you is a film star. Follow the instructions.

JOURNALISTS

ROLE CARD

Ask questions to find out the information in exercise 2. Make notes of the actor's answers. You can also ask other questions. Remember to introduce yourself when you start the interview.

FILM STARS

ROLE CART

Use the information you prepared in exercise 2. You might have to invent more answers if the journalist asks you extra questions.

Hello, Josh. My name's Scarlett Johnson and I work for Movie Monthly.

(Oh, hi Scarlett. Nice to meet you.)

Can I ask you a few questions?

DExpress yourself

Can I ask you a few questions?
Did you say you were acting in a comedy?
Can you tell me a bit about yourself?
Good luck with the new film!

- 4 Swap roles and repeat the activity.
- Now work in groups. Take it in turns to tell the group what the actor said in your interview. The actors should listen carefully to make sure the journalist is right!

Josh told me that he had made two films last year. He said that Stephen Spielberg had directed both of them.

No, I said that Spielberg had directed one of them. Martin Scorsese directed the other film.

FOLLOW UP

6 Write a brief article about your interview. Use the article in exercise 1 as a model. In this lesson, students prepare an interview between a journalist and a film star, report back on it, then write a brief article about it.

Warmer

In pairs, ask students to prepare a role-play using the expressions from Face 2 Face on page 85: Are you kidding?, stressed out and Result! Encourage them to sound as natural as possible rather than simply reading from their notes. Invite pairs to perform their role-play for the class.

1 3.18 Transcripts page 247 Point out that the mistakes will be related to information, and will not be grammatical ones. Have students read the report first, and then play the audio.

Answers

She told me she was <u>nineteen</u>, <u>nearly twenty</u>.
She said she lived in New York with her older sister. <u>And her cat</u>, <u>Dizzy</u>.
Laura told me that she had made <u>three</u> films last year.
And at the moment she said she was making a new film with <u>Will</u>
Smith!

She told me she was taking a vacation next year (her first in five years!).

2 Go through the information that is required in the table. Point out that What you did last year and What you are doing at the moment refer to specific projects such as films, TV or plays.

Answers

Students' own answers

3.19 Once students have decided on their roles, refer them to the Express yourself section. Play the audio and ask whether these sentences are spoken by a journalist or a film star (journalist). Emphasize that it is important for the journalists to ask other questions and to make a note of all the answers they receive.

Answers

Students' own answers

4 Remind the journalists about asking a variety of questions and noting down the replies, as this information will be needed later. Tell the film stars to note down their answers to any questions they hadn't prepared for. Monitor and check progress.

Answers

Students' own answers

5 Tell each pair to form a group with one or two other pairs. Refer them to the example dialogues and, if necessary, give them two minutes to check that they have their notes ready.

Answers

Students' own answers

6 Tell students that they will write up the interview in their role as the journalist. Mention that they can decide where the interview took place, and should finish with a positive comment about the film star's career.

Answers

Students' own answers

Fast finishers

Write a paragraph from the point of view of the film star. Reflect on the information you gave to the interviewer, e.g. X, from Y magazine, interviewed me today. I told him / her that I had been an actor since



INTERACTION

Taking and leaving messages

Express yourself

Opening the conversation Can I speak to ..., please?

Is ... there?

I'm sorry, ... isn't at home. I'm afraid ... isn't here at the moment.

Taking and leaving a message

Could I leave a message? Would you mind taking a message?

Can I take a message? Could you tell / ask

Checking the message

Can I just check that? Would you mind saying that again?

Closing

I'll let him / her know. I'll pass on your message. I'll see that he / she gets it. Thanks for your help.

ON THE PHONE







Listen and answer the questions.

- 1 Who is calling?
- 2 Who does she want to talk to?
- 3 Why does she want to talk to her?
- 4 What does Mia offer to do?
- 2 Listen again and correct the message.

Name: Eyebright Phone number: Message: 0227876442 Please come for Opticians your eye test

3 Try to put the conversation between Charlie and Aisha in order. Then listen and check your answers.

- 1 Charlie: Thank you very much. Bye.
- 2 Charlie: Oh, um ... can | speak to Kevin Jamieson, please?
- 3 Aisha: Not at all. Just a moment... I'll get a pen... OK.
- 4 Aisha: At 6.15... OK... And who shall I say called?
- 5 Aisha: I'm afraid Kevin isn't at his desk at the moment.
- 6 Aisha: Rossetti Media.
- 7 Aisha: Goodbye.
- 8 Charlie: Ah... would you mind taking a message?
- 9 Aisha: All right, Charlie. I'll see that he gets your message.
- 10 Charlie: It's Charlie. His son.
- 11 Charlie: Could you ask him to meet me after work? I'll be outside the gym at 6.15.

4 Listen to Lauren and Theo and choose the best • answers.

- 1 Charlie has ... his phone.
 - A broken B thrown away C lost
- 2 He is ... at the moment.
 - A at the gym B at the shops C in bed
- 3 Lauren is celebrating her ... birthday.
- A cousin's B sister's C mother's
- 4 They are meeting at
 - A her house B the pizzeria C the cinema
- 5 Listen again and take down the message.
- 6 Which words and expressions in Express yourself did you hear? Can you add any more expressions?

YOUR TURN TO SPEAK

- 7 Prepare some phone conversations with your partner. Follow the instructions and make notes.
 - Decide who you are.
 - Decide who you want to speak to.
 - Decide why you want to speak to them.
 - Invent your message.
- 8 Take it in turns to role play your conversations. Sit back to back so you can't see each other. Take down the messages and remember to check them.



Compare your messages. Did you get them right? Continue taking and leaving messages.

Lauren, Charlie and Mia are three school friends who live in the UK. In this lesson Mia takes a message for her mother, and Lauren tries to leave a message for Charlie.

Warmer

Nominate a student and ask them to think of a sentence. Tell them to whisper it to the person next to them. That person will then whisper what he / she heard to the next person. Each person can only ask *Can you repeat that, please?* one time. When the message reaches the end of the chain, ask the final person to say the sentence out loud. If the message has changed completely, try to find out where the chain broke. In a large group, send the message round the classroom two ways and find out which team comes closest to the real message.

3.20 Express yourself contains a variety of useful phrases for the situations in the dialogue. Some of them (but not all of them) are used in the dialogue. They are available on the audio if you want students to hear how they are pronounced.

Teaching tip

Having a phone conversation in English is likely to make students nervous, as there are no gestures to help them interpret what is being said. In addition, there may be noises on the line or in the background. It's useful to practise strategies for requesting clarification or repetition which students might forget under pressure. Encourage students to use these in class during pair or group activities.

1 3.21 Transcripts page 247 Ask the students to elicit the expression the caller uses to say who they are (*This is ...*). Point out that we usually say *This is* or *It's* to announce who we are on the phone, not *I am / I'm*.

Answers

- 1 A woman from Eyebrite Opticians is calling.
- 2 She wants to talk to Mia's mum.
- 3 It is time for her annual eye test.
- 4 She offers to take a message.
- 2 3.21 Transcripts page 247 Remind students about the way telephone numbers are said in English. Point out that o is pronounced oh, and that the word double is used for two numbers that are the same. Before playing the audio again, ask them to say the phone number in the note as practice.

Answers

Name: Eyebrite Opticians Phone: 0227 876422

Message: Please make an appointment for your annual eye test

3 3.22 Transcripts page 247 Point out that the expression *Not at all* is a positive response to a request to do something. Tell students not to confuse this with the emphatic negative form *not* ... at all, e.g. I don't like tennis at all.

Answers

6, 2, 5, 8, 3, 11, 4, 10, 9, 1, 7

4 3.23 Transcripts page 247 After playing the audio, ask: Who is Theo? (Charlie's brother) and Why is Charlie at the shops? (He's buying a new phone.).

Answers

1 C 2 B 3 A 4 C

5 3.23 Transcripts page 247 Tell students to make sure they listen to the audio all the way through. Check they have noted down all the parts of the message.

Answers

Laura wants to invite you to her cousin's birthday party. They are going to see a film this evening and then to have a pizza. They are meeting at the Rialto cinema at half past seven. Please send Laura a text or call her if you haven't got a phone. Her number is 0768 443020.

6 Refer students to the Express yourself box and tell them to list the expressions they think they heard in exercises 4–5. Elicit Theo uses the expression No worries, which means You're welcome.

Answers

Expressions from Express yourself:

Is ... there?

Could I leave a message?

Could you ask ...?

Can I just check that?

Other possible expressions:

Opening the conversation: Is that you, ...?

Taking and leaving a message: Who shall I say called?

Checking the message: So that's

Closing: Thank you very much.

7 Emphasize that students are not to write full sentences. Tell them that they can make their messages straightforward or amusing, but advise them not to make them too complicated.

Answers

Students' own answers

8 If possible, space pairs of students out as it is likely to be quite a noisy activity. Tell them to use expressions for requesting repetition if they haven't heard or understood something, rather than guess. Revise these expressions if necessary.

Answers

Students' own answers

9 Either have students swap partners, or invite a new pair to the front to perform their role-play for the class.

Answers

Students' own answers

Fast finishers

Write out a phone conversation between two people about taking and leaving a message. Then cut out each line of the conversation for another fast finisher to put it in order.



Description of a special celebration

In pairs, look at the pictures. What do you think they show? Read the text and check your predictions.



Thanksgiving

by Bradley Regan

Thanksgiving is a special celebration in the USA. It's always celebrated on the fourth Thursday of November. It dates back to 1620, when the Pilgrim Fathers sailed from England to America. They had an extremely difficult first winter, but in 1621 they had a very good harvest so they celebrated with a feast. We remember this on Thanksgiving Day.

Thanksgiving is a public holiday nowadays, and it's a pretty important day for American families. We always eat a special meal together: turkey, potatoes, vegetables and special sauces. After the turkey, the traditional dessert is pumpkin pie. It's my mum's speciality and it's absolutely delicious!

Macy's is the biggest department store in New York, and it has a huge Thanksgiving parade every year. I usually watch it on TV but this year I went with my friends for the first time. It was so cool! It always starts at 9am but we got there quite early, at 7am. am. My parents said that I was going to be a bit tired later. I wasn'tl

I was slightly nervous because there were so many people everywhere. There were loads of floats and huge balloons, and everyone was dressed up in amazing costumes. It was really noisy, but great funl

- 2 Read the text again and answer the questions.
 - 1 When is Thanksgiving celebrated?
 - 2 What do people remember and celebrate during Thanksgiving?
 - 3 What do people usually eat on Thanksgiving Day?
 - 4 What is Macy's?
 - 5 Who did Bradley go to the parade with?
 - 6 What time did he arrive for the parade?
 - 7 What did he see there?



Adverbs of intensity

3 Look at the highlighted words in the text. Which endjectives come after them and how do the adverbs affect them? Complete the table with the adverbs of intensity from the text.

= a bit	= quite	= very	
1	2	3	
		4	
		В	
		6	

- 4 Choose the correct adverb of intensity.
 - 1 a bit / absolutely terrified
 - 2 quite/absolutely dangerous
 - 4 really/slightly incredible
 - 6 very/absolutely interesting



PLAN BEFORE YOU WRITE

- 5 Choose a celebration that you've been to and would like to write about.
- 6 Think about your answers to these questions and make notes.
 - 1 What is the celebration? What are its origins?
 - 2 What kind of food do you eat during the celebration?
 - 3 Are there special things to see and do? What are they? What did you do?
 - 4 How did you feel during the celebration?

WRITE NOW

- 7 Write a description of the celebration.
 - 1 Use Bradley's description as a model.
 - 2 Use your notes from exercise 6 and the plan below.

Paragraph 1 - give some background.

Paragraph 2 – describe any special food.

Paragraph 3 – describe any special things you did or saw.

Paragraph 4 – say what happened and how you felt.

3 Remember to use some adverbs of intensity.

CHECK AND CORRECT

- 8 Check and correct your description.
 - 1 Check that the adverbs of intensity are correct.
 - 2 In pairs, swap your descriptions and check each other's work.

Warmer

With books closed, ask: What do you know about Thanksgiving in the USA? Put students into pairs and give them two minutes to write down as many ideas as they can. Bring their ideas together as a class, but don't confirm or deny any answers at this stage.

Before students read the text, write the words harvest and feast on the board. Check if anyone knows what they mean, but don't confirm their answers. Check again once students have read the text, to see if the context helped them.

Answers

Students' own answers

2 Remind students that loads of in the final paragraph is a colloquial expression only found in chatty styles of writing. Elicit that more standard alternatives are a lot of, many or a large number of. Students answer in full sentences.

Answers

- 1 It's on the fourth Thursday of November.
- 2 They remember the very good harvest the Pilgrim Fathers had in 1621
- 3 They usually eat turkey, potatoes, vegetables, special sauces and pumpkin pie.
- 4 Macy's is the biggest department store in New York.
- 5 He went with his friends.
- 6 Hearrived at 7am.
- 7 He saw loads of floats, huge balloons and amazing costumes.
- 3 Point out that the stronger adverbs 3–6 are followed by equally strong adjectives. Explain also that *a bit* and *slightly* are generally followed by adjectives that express negative feelings or attitudes, e.g. *a bit mean* NOT *a bit nice*.

Answers

- 1 slightly
- 2 pretty
- 3 extremely
- 4 absolutely
- 5 so
- 6 really
- 4 As these adverb and adjective combinations express strong intensity, get students to practise saying the correct answers out loud in a forceful way.

Answers

- 1 absolutely
- 2 quite
- 4 really
- 6 very

Extra activity

Ask students to choose three strong adjectives from exercise 9 on page 83. They write sentences combining one of the adjectives with an adverb of the appropriate intensity. To make this more personal, tell them they can write about things that they feel strongly about.

Invite individuals to read out their sentences.

5 If there are students who have no experience of a public celebration, tell them that they can choose a family occasion or a religious celebration instead.

Answers

Students' own answers

6 If students are unsure about certain aspects of the celebration, such as the origin, it is possible that another student will know. Encourage them to share information where necessary.

Answers

Students' own answers

- 7 Give students the following checklist to help them complete their descriptions:
 - Have you followed the structure of Bradley's description?
 - Does your description start with background information about the celebration?
 - Does your description include details of the event, such as food and music?
 - Have you included other things that you saw or participated in as part of the celebration?
 - Have you described how you felt, using adverbs of intensity correctly?

Answers

Students' own answers

8 When students check each other's work, encourage them to give positive feedback as well as pointing out errors.

Answers

Students' own answers

Fast finishers

Students could invent a completely new celebration, e.g. to mark the end of the school year. They should give it a name and describe costumes and food, etc.

3.13 Student's Book page 85, exercise 2

- D = Daisy, E = Erin
- D Hev. Erin!
- E Oh hi Daisy.
- D Here, let me show you a photo on my phone.
- E OK. Who is that?
- D It's my brother Will.
- E Will? In a suit and tie? I've never seen him dressed like that!
- D I know, isn't it weird? He was just about to go to his school prom, last Friday.
- Wow, he went to a prom party?
- D Yeah, well, he's sixteen now. And he's going to a different college next year. So he won't see a lot of his mates so often.
- Oh right. So where was it?
- At a hotel. Oh, and guess how he got there... In a stretch limo with eleven of his mates.
- E That's so cool!



3.14 Student's Book page 85, exercises 3-4

- D = Daisy, E = Erin
- D Yeah, Will looked really cool. But he had been stressed out for months before the prom.
- Really? Why?
- D His preparations took him forever! For example, that suit. He'd never worn one before and he had no idea what to buy. So he spent hours online looking at different clothes websites, but in the end he had to go shopping with Mum.
- Hahaha.
- D And he was phoning and texting his friends the whole time making arrangements. I mean, the limo and the suit were expensive, but so was his phone bill!
- I didn't know it was such a big deal.
- D Oh, it was the most important thing in his life. Then on Friday he was in the bathroom for hours. Nobody else could get in there! And he used masses of hair gel! Oh, and he used my dad's aftershave, too. Dad wasn't very happy about that. Then, ten minutes before he left, there was a massive crisis. He didn't have the right socks.
- Oh? What was wrong with them?
- D He said they were the wrong colour.
- E Are you kidding? So what did he do?
- D He took a new pair of my dad's.
- Did your dad mind? F
- Not really. By this time he thought it was funny. He'd never seen Will like this before.
- Did you help him too?
- Of course! I had to teach him to dance. We practised for about an hour every day for a week. I showed him all my great moves. He was really good at the end.
- And was it worth all the time and energy? Did he have a good
- He had an amazing time. He even won two prizes at the prom. The best-dressed guy and the best dancer!
- Result! That's fantastic!

3.17 Student's Book page 88, exercise 5

T = Teacher, J = Jonathan, B = Briony, I = Imogen, Ka = Kai, Ke = Keeley, M = Morgan

- T Welcome to our school thanks for coming to see us! Now, here are my students, and they've got some questions for you. Now, who'd like to ask the first question? OK, Imogen.
- Can you speak any other languages?
- Thanks, Imogen. Now, who's next? Jonathan?
- Do you like any English food?
- Thanks, Jonathan. Who else? OK, your turn, Briony.
- B Are you reading a good book at the moment?
- Great, Briony. Now. Morgan, have you got a question? T
- Yes. Can you play a musical instrument?
- Thanks Morgan. OK, who's next? Kai.
- Ka Is the weather good in your country?
- Thanks Kai. It's almost certainly better than the weather here! OK, I think that's everyone ...
- Ke Sir!
- T Oh, sorry, Keeley. Go on, then.
- Ke Did you watch the London Olympics on TV? Did you like it?
- That's two questions, Keeley! But very nice ones. OK, well, thanks again for answering our questions, I hope it's been interesting for



3.18 Student's Book page 89, exercise 1

J = Jack, L = Laura

- Laura Ivanova?
- Oh, hello.
- My name's Jack Harris, I work for The Movie Review.
- Nice to meet you, Jack.
- Can I ask you a few questions?
- L Yes, of course.
- Laura, you've had a fabulous festival.
- Thank you!
- Are you enjoying Moondance?
- Oh, yes I am. It's my first time here and I'm having the time of my
- Before we talk about movies, can you tell me a bit about yourself? How old were you when you started in the movies?
- I was just a girl of ten.
- Wow! And how old are you now?
- I'm nineteen, nearly twenty.
- OK. Laura, I know you were born in Chicago, but where do you live now?
- Ĭ. Hive in New York with my older sister. And my cat, Dizzy.
- What did you do last year?
- Well, I worked very hard! I made three movies two here in the US and one in Ireland.
- And one of those movies The Sound of Silence has won the best film award here at Moondance, so congratulations!
- Thanks! I really can't believe it!
- What are you doing at the moment?
- I'm acting in a new film with Will Smith! It's so exciting! L
- What's the title?
- I can't tell you anything else! Sorry!
- And what are your plans for next year?
- I'm taking a vacation! It will be my first real break from work in five years! And then... well, I'm going to start work again. I'm writing a screenplay at the moment, and then I'm going to direct my own film!
- That's amazing. Well, good luck with the new films, Laura.
- L Thanks, Jack.

3.21 Student's Book page 90, exercises 1-2

- M = Mia, W = Woman
- M Hello?
- W Can I speak to Mrs Fox, please?
- M Just a minute...
- M Sorry, what was that?
- W This is Eyebrite Opticians. Could I speak to Mrs Fox, please?
- M Oh, I'm sorry, my mum isn't at home. Would you like me to take a message?
- W Yes, please. Can you tell her that it's time for her annual eye test? Can you ask her to call to make an appointment?
- M Does my mum have your phone number?
- W I think so. But it's 0227 876422.
- M Great. And you said you were...
- W Eyebrite Opticians.
- M How do you spell that?
- W EYEBRITE.
- M Oh, OK. Right. I'll let her know.
- W Thanks, Bye.
- M Bye.



3.22 Student's Book page 90, exercise 3

- A = Aisha, C = Charlie
- A Rossetti Media.
- C Oh, um... can I speak to Kevin Jamieson, please?
- A I'm afraid Kevin isn't at his desk at the moment.
- C Ah... would you mind taking a message?
- A Not at all. Just a moment... I'll get a pen... OK.
- C Could you ask him to meet me after work? I'll be outside the gym
- A At 6.15... OK... And who shall I say called?
- C It's Charlie. His son.
- A All right, Charlie. I'll see that he gets your message.
- C Thank you very much. Bye.
- A Goodbye.



3.23 Student's Book page 90, exercises 4-5

- L = Lauren, T = Theo
- T Hi.
- L Hi, Is that you, Charlie?
- T Er no, it's Theo.
- L Oh hi Theo. Is your brother there? I've tried to call him all morning on his mobile but he hasn't turned it on.
- Well, that's because he's lost it.
- L Oh no! That explains it.
- And he's at the shops at the moment buying a new one.
- L Oh right. OK. Could I leave a message?
- T Sure. What is it?
- L Well, I want to invite him to a party.
- A party? T
- M Well, sort of. It's my cousin's birthday, and she's visiting at the moment. She's over from the USA. So can you tell Charlie we're going to see a film this evening and then have a pizza?
- T Great. What time?
- L We're meeting at the Rialto cinema at half past seven. Could you ask him to send me a text. Or call me if he still hasn't got a phone.
- Has he got your number?
- Yeah, of course... oh, hang on. It's in his mobile. He probably doesn't remember it. It's 0768 443020.
- OK. Erm, can I just check that? Half past seven at the Rialto cinema. And your number's 0768 443020.
- That's right. Thanks, Theo.
- T No worries. See you.
- L Bye.

Workbook page 82

- 1 A
- 2 B
- 3 1 C 2 B 3 B 4 A 5 B 6 C

	very	absolutely	really
normal adjectives	1	×	1
strong adjectives	×	1	1

5 Students' own answers

Workbook page 83

- 6 1 go away
 - 2 check out
 - 3 makes up
 - 4 looking for
 - 5 breaking down
 - 6 putting on
 - 7 save up
- 7 1 took up
 - 2 found out
 - 3 got back
 - 4 hold on
 - 5 carried on
 - 6 dressed up
 - 7 give up
- 8 1 Students' own answers
- 9 1 Shop around
 - 2 Take off
 - 3 Do up
 - 4 Turn up
 - 5 Put on
 - 6 Grow into
 - 7 Turn around
 - 8 Try on
- 10 1 Do up
 - 2 Take off
 - 3 trying them on
 - 4 turn up
 - 5 shopping around
 - 6 Turn round
 - 7 put on
 - 8 grow into
- 11 Students' own answers

Workbook page 84

- 1 1 was
 - 2 had watched
 - 3 was living
 - 4 could
 - 5 didn't like
 - 6 hadn't done
 - 7 had had
 - 8 their 9 1
 - 10 her
- 2 1 Lulu said she was hungry.
 - 2 Max said he was going to cook some sausages.
 - 3 Lulu said she didn't like sausages.
 - 4 Max said he could cook something else.
 - 5 Max said he had bought a pizza the other day.
 - 6 Lulu said she loved Italian food.
 - 7 Lulu said she was already looking forward to it.

UNIT 8 WORKBOOK ANSWERS

- 3 1 "I invited Mason, Molly and Eva on a birthday treat and we went go-karting."
 - 2 "I can't remember where the go-kart track was, but it wasn't far away."
 - 3 "I'm not driving in the photo."
 - 4 "Going fast is absolutely brilliant, I want to be a racing car driver when I am older."
 - 5 "The girls didn't win the race, we overtook them after the photo was taken."
- 4 1 Chris said they hadn't got home until midnight
 - 2 "You can carry on using my computer."
 - 3 Lucy said she was saving up to buy a present for her friend
 - 4 "I have taken up windsurfing with my uncle."
 - 5 Leila said they loved putting on plays with their friends.
 - 6 "We didn't see the Queen when we went to London."
- 5 1 Students' own answers

Workbook page 85

- 1 1 D 2 C 3 A 4 E 5 B
- 2 A
- 3 1 party
 - 2 16th Birthday
 - 3 Saturday
 - 4 fancy dress
 - 5 1920's
 - 6 suit
 - 7 trilby 8 Tom
- 4 1 A white suit
 - 2 A black pinstriped suit
 - 3 No, he can borrow one from his Dad
 - 4 f125. No.
 - 5 A second hand shop
 - 6 f25
- 5 Students' own answers

Workbook page 86

- 1 stone, circle, celebrate, solstice, prehistoric
- 2 1 1986
 - 2 a million
 - 3 24
 - 4 200
 - 5 2 6 20th
- 3 1 F 2 F 3 T 4 T 5 F 6 T 7 T 8 F
- 4 1 feet
 - 2 miles
 - 3 tons
- **5** 0.9842 tons
 - 0.6214 miles
 - 3.2808 feet

Workbook page 87

- 6 1 FLOAT
 - 2 PARADE
 - 3 SOUND
 - 4 PARTICIPANT
 - **5 TRADITIONAL**
 - 6 EVENT
 - 7 MASK
 - 8 WHISTLE

- **7** 1 carnival/costumes
 - 2 public holiday / attend
 - 3 themed parties
 - 4 stalls / traditional food
 - 5 fireworks/crowds
- 8 1 Eatout
 - 2 Join in
 - 3 Get together
 - 4 Blow up
 - 5 Blow out
 - 6 Eatup
 - 7 Put on
 - 8 Get on well
- 9 1 puton
 - 2 eatup

 - 3 blowing up
 - 4 get on well
 - 5 joins in
 - 6 blow out
 - 7 eat out
 - 8 getting together
- 10 1 Students' own answers

Workbook page 88

- 1 1 told
 - 2 said
 - 3 said
 - 4 told
 - 5 115 6 the students
 - 7 1
- 8 Martha
- 2 1 I told them that I was having a party.
 - 2 The football coach told him that he was on the team.
 - 3 Mrs Jones told us that we had worked hard.
 - 4 Michael told her that he didn't eat meat.
- 3 1 The man told his wife it was raining.
 - 2 My dad told the waiter that the food tasted delicious.
 - 3 The children said they were putting on a play.
 - 4 Raul told his friend that he was exhausted.
 - 5 Lisa said that she had had a great holiday.
 - 6 The couple told their family and friends that they were going to get married.
- 4 1 Marcus asked if the food was hot.
 - 2 Regina asked if you could play the piano.
 - 3 Laurie asked if the film had been scary.
 - 4 Rani asked if we were going on holiday.
 - 5 The teacher asked if we liked learning English.
 - 6 Inés asked if we had enjoyed the party.
- 5 1 "Is the food hot?"
 - 2 "Can you play the piano?"
 - 3 "Was the film scary?"
 - 4 "Are you going on holiday?"
 - 5 "Do you like learning English?"
 - 6 "Did you enjoy the party?"
- 6 1 if he could have
 - 2 if he was staying in
 - 3 if he wanted a large one
 - 4 if he took sugar in his coffee
 - 5 if he had gone to the theatre
 - 6 if she was a mind reader

Workbook page 89

Extra Challenge

Students' own answers

Webquest

- 1 Maranello, near Modena
- 2 Horse
- 3 Miley Cyrus
- 4 Destiny Hope Cyrus
- 5 Scandinavia
- 6 Runes. Students' own answers

Puzzle

Lourdes

Workbook page 90

- 1 Suggested answers
 - 1 Can I speak to Joe please?
 - 2 Could you take a message please?
 - 3 Could you ask him to ...?
 - 4 Can I just check that again?
- 1 there?
 - 2 at
 - 3 leave
 - 4 her
 - 5 Can
 - 6 tell
 - 7 on
- 3 1 C 2 C 3 A 4 A 5 B
- 4 Suggested answers:
 - 1 I'm sorry she's not here, she's at work.
 - 2 Can I take a message?
 - 3 Can I just check that again please?
 - 4 Ok, I'll pass the message on.
- 5 Students' own answers

Workbook page 91

- 1 1 We were quite tired.
 - 2 He played some really good music.
 - 3 She looked so surprised.
 - 4 It was extremely difficult.
 - 5 We had a really big party.
 - 6 They were a bit angry.
 - 7 It had been pretty difficult.
- 2 1 we had a really big party
 - 2 She looked so surprised
 - 3 it was extremely difficult
 - 4 it had been pretty difficult
 - 5 He played some really good music
 - 6 they were a bit angry
 - 7 we were quite tired
- 3 1 F 2 F 3 T 4 T 5 F 6 T 7 F
- 4 Students' own answers

1.23 Workbook page 85, exercises 2-3

G = Gary, A1 = Assistant 1, A2 = Assistant 2

- A1 Hello, Can I help you?
- G I hope so. I'm going to a party on Saturday and I need a suit.
- A1 Is it your school prom?
- G No, it isn't. It's my friend's 16th birthday and he's having a fancy dress party at his house.
- A1 And you have to wear a suit.
- G Yes, the theme of the party is 1920s America so I need to look like a gangster.
- A1 You could wear a white suit with a black shirt and a white tie. That'd look really cool.
- G Are you kidding? A white suit! I'd look really daft.
- A1 No. you wouldn't.
- G No, I was thinking of a black pinstriped suit.
- A1 And a white shirt?
- G Yeah, but I don't need to buy one because I can wear my school shirt. That's white.
- A1 What about a tie?
- G I haven't got any apart from my school tie. Obviously I don't want to wear that, but my dad's got loads in his wardrobe so I'll borrow
- A1 OK, so a black pinstriped suit ... let's see. There's a nice one here.
- G I like that. How much is it?
- A1 It's £125.
- G How much??? I'm sorry, but I can't afford that. I've got about £30
- A1 Well, I suggest you go to a second-hand shop.
- G A second-hand shop? I've never been to one before. Is there one
- A1 There's one on the corner of Station Street, opposite the bank.
- G I'll go there now. I'm so stressed out about the party.
- A1 Good luck!
- A2 Hi, there.
- G Hi. I'm going to my friend Tom's fancy dress party on Saturday and I need to dress up as a 1920s American gangster.
- A2 OK, so you're looking for a pinstriped suit, are you?
- G That's right.
- A2 Let's have a look. What about this one? It looks about your size.
- G That's cool. Can I try it on, please?
- A2 Sure. The changing room is over there. Hang on a minute ... what about this trilby? That'd look perfect.
- I'd forgotten about a hat. Tom wanted us to wear a trilby. Thanks.
- G What do you think?
- A2 You look absolutely fantastic!
- G The trousers are a bit big, but I can always wear a belt. By the way, how much is it all?
- A2 Let's see. The suit's f21.50 and the hat's f3.50.
- Result! I'll take both. And I've still got £5 change!
- A2 Well, I hope your friend Tom has a great party.
- G Thanks.

1.25 Workbook page 90, exercise 5

- 1 Can I speak to your mum, please?
- 2 Could I leave a message?
- 3 Can you ask your mum to phone the dentist's, please?
- 4 I'll pass on your message.

9 Teen success

Unit overview

Vocabulary

- Abstract nouns: abilities, dissatisfaction, earnings, evidence, friendship, happiness, improvement, increase, loss, love, pleasure, possessions, relationships, satisfaction, strength, values, wealth, well-being
- Personal development: badly behaved, confident, conscientious, disorganized, easily distracted, enthusiastic, forgetful, hard working, helpful, imaginative, lack confidence, lazy, make progress, polite, punctual, reliable, sensible, shy, talkative, untidy, well behaved, well organized
- according to
- even
- Face 2 Face: a bit down for ages a bit like

Grammar

- be able to, can & could
- Question tags
- Personal & possessive pronouns & adjectives
- Reflexive pronouns

Pronunciation

Intonation in question tags

Recycled language

- Reported speech
- Present perfect
- Language for expressing opinions
- Language for expressing agreement & disagreement

Language objectives

- To learn vocabulary related to abstract nouns (page 93) and personal development (page 97)
- To learn and use be able to, can & could and question tags (page 94), and personal & possessive pronouns & adjectives and reflexive pronouns (page 98)
- To use formal expressions in writing (page 101)

Skills objectives

- To read and understand a text about tips for teenagers (page 92)
- To discuss ability (page 94) and talk about ourselves using personal, possessive and reflexive pronouns (page 97)
- To listen to and understand a radio programme (page 95)
- To read and understand a text about activities for teenagers (page 96)
- To plan a youth club (page 99)
- To give surprising news (page 100)
- To write a formal email (page 101)

Assessment criteria

- Students can use be able to, can, could, question tags, and personal & possessive pronouns & adjectives and reflexive pronouns correctly.
- Students can recognize and use abstract nouns and vocabulary to describe personal development correctly.
- Students can use intonation in question tags correctly.
- Students can read and understand a text about tips for teenagers and activities for teenagers.
- Students can listen to and understand a radio programme.
- Students can plan a youth club and present their plan.
- Students can give surprising news in an appropriate way.
- Students can write a formal email.

Resources

- Teacher's i-book
- Student's Book CD 3
- Teacher's Resource Book:

Vocabulary Support Worksheet Unit 9, page 28 Vocabulary Consolidation Worksheet Unit 9, page 29 Grammar Support Worksheet Unit 9, page 52 Grammar Consolidation Worksheet Unit 9, page 53 Speaking Worksheet Unit 9, page 68 Test Consolidation Unit 9, page 146 Test Extension Unit 9, page 150 Speaking Test Unit 9, page 225

Prepare for Cambridge Exams

Writing page 138

Using grammar correctly

Prepare for the TOEFL Junior® Test

Writing page 139

Email

Go Digital!

Teacher's i-book Flook



Use the **Richmond i-tools** (1881) to complete the activities with the students on the IWB.

(1) offers additional IWB practice to reinforce the lesson content:

Reading

The **IWB Reading activities** are designed to focus on real language in use within the reading texts.

The **hot spots** are designed to highlight potentially difficult words or cultural information before doing the reading activities.

Reading extra, pages 92 and 96

Listening

The IWB Listening activities are designed to help students explore the listening dialogues in greater depth.

Listening extra, page 95

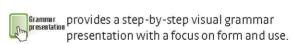
Writing

The **IWB Writing activities** are designed to give students controlled practice in building a text before they do the free writing tasks in Your turn to write.

Writing extra, page 101

More provides extra interactive practice which can be used for fast finishers or as a wrap-up activity. Alternatively, it can be used as homework.

- Grammar, pages 94 and 98
- Vocabulary, pages 93 and 97
- Pronunciation, page 94



Grammar, pages 94 and 98



Teen success

be able to, can & could | Question tags Personal & possessive pronouns & adjectives

Reflexive pronouns

Challenge

Vocabulary Abstract nouns | Personal development

Writing

Plan a youth club **Interaction** Giving surprising news A formal email

READING

Work in pairs. Discuss these questions.

- 1 What new thing would you like to learn next year?
- 2 Would you like to study at university? What would you like to study?
- 3 What job do you want to do?
- 4 What can you do to help you achieve these ambitions?

Read the article and see if it mentions any of your ideas in question 4.



TEEN TIPS

Being a teenager is great fun, but it isn't always easy, is it? There's so much pressure and responsibility. You are developing the skills you need to cope with adult life, so support from friends and family is really important.



A Doing well at school means that you will be able to go into further education such as university and go on to get a dream job. So try your best in school and don't be afraid to ask if you are struggling. Good study habits help, so keep your notebooks tidy, do your homework and revise regularly.



B Having aims in life can give you focus. You might decide to take up a new sport or get fit by doing regular exercise. If you play a musical instrument, you could study for a music exam.



C The friends you make at school can be friends for life. They should accept and give you support when you are down. Choose friends who make you happy and don't criticize you or make you feel bad, and make sure you see them regularly.



D According to experts, volunteering can make you happier. You could help in an animal shelter, make friends with an old person, or raise money for charity. Make a difference to the world and develop key skills.



E It can be difficult to be active when you're a busy student, can't it? But doing a sport helps you feel better mentally and physically. Studies show that people who get active in their teen years are more active when they are adults. So get active!



F Stand up for what you believe. Find out about the things you care about, such as the environment, human rights or politics. This way you will be able to form your own ideas and develop your thinking skills.



G Live life to the full. Can you dive or climb mountains? Or are you able to act or sing? Doing challenging things develops your personality. Life is short, so enjoy it while you can!

Warmer

Put students into two teams and ask them to think of as many job titles as they can in English. Invite individuals to write the jobs on the board. Give two points for each one that is correctly spelt.

Point out that the word career refers to someone's working life, not their education. Explain that a career is a series of jobs that someone has in a particular area of work, e.g. a career in medicine or a teaching career.

Answers

Students' own answers

2 3.24 The text is available to listen to.

Refer to the title of the article and elicit that another word for *tips* is *advice*. Ask students if they think the tips are for teens or are being given by teens.

Answers

Students' own answers

Teaching tip

Students tend to link can with ability. Point out that can in paragraphs B, C, D and E refers to something that is possible, whereas the can question in paragraph G expresses ability. Ask students to write a sentence with can expressing possibility and another using can for ability.



- 1 Live life
- 2 Get involved
- 3 Make friends
- 4 Study hard
- 5 Get some goals
- 6 Do a sport
- 7 Follow your beliefs

4 Read Word Zone and find an example of according to in the article. Then complete sentences 1-4.



according to

We use according to when we want to talk about someone else's ideas. We don't usually say according to me to talk about our own opinions. We say in my opinion.

- 1 According to my teacher,
- 2 According to my mum,
- 3 According to scientists,
- 4 According to a story | read on the internet,

5 Read the article again and find examples of:

- 1 short term goals
- 2 long term goals
- 3 volunteering activities
- 4 challenging activities
- 5 things to believe in
- 6 Write one example for you for each of the five areas in exercise 5.

short term goals - I want to read a book in English this term.

Work in groups. Share the ideas you wrote in exercise 6.

One of my short term goals is to do better at Maths.

> Oh, that's a good idea. I've decided to save up for a new smartphone.

VOCABULARY

Abstract nouns

- 8 Read the article below. Then answer the questions.
 - 1 Find the nouns related to these verbs.

earn improve increase lose love please possess satisfy value

2 Find the nouns related to these adjectives:

able happy strong wealthy

- 3 Find two nouns that end in -ship.
- 4 Find two nouns that end with -tion
- 5 Find the nouns which mean: A facts that researchers discover to support their theory B the feeling of being satisfied and healthy



How happy were you yesterday? This is a question that happiness researchers ask. And they have

discovered that happiness does not necessarily come with more wealth or possessions. In the West there has been an improvement in our standard of living, but there is evidence that being richer doesn't make us happier. Firstly, we soon get used to pleasure, so a new car or a holiday only gives a short term increase in happiness. Secondly, we compare our lives with other people's, which can cause dissatisfaction.

According to psychologists, the happiest people have supportive social relationships. Friendship is more important than earnings, and even boosts our immune system. Love and marriage also make people happier, although strangely having children doesn't increase our sense of well-being!

Having worthwhile goals and doing meaningful work contributes to life satisfaction. So if your job doesn't fit with your strengths and abilities you become less happy. However, the loss of your job can affect you for years, even after you get a new one. Other areas which are important to happiness are your spiritual life, your values and your health.

- 9 Read the article again and make a list of the things that it says contribute to happiness.
- 10 Complete these sentences for you.
 - 1 My most important relationship is
 - 2 My greatest strength is
 - 3 An ability I would like to have is
 - 4 An improvement in my life would be
 - 5 My favourite possession is
 - 6 Friendship is
 - 7 I think that ... is more important than wealth.
 - 8 ... gives me a lot of pleasure in life.

practice 93

FAST FINISHERS Write a paragraph about something you believe in.

3 Ask students what form the verbs in the headings are (the imperative). Point out that not all the paragraphs include words from the corresponding heading, so students need to read the article carefully.

Answers

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

4 Refer students to Word Zone. Point out that we can also use according to when referring to something we have heard or read, as in item 4, e.g. According to the latest weather forecast, it's going to snow.

Answers

'According to experts ...' (paragraph D) Students' own answers'

Teaching tip

As this follows a unit on reported speech, you could point out that *according to* is followed by someone's direct words, and not by reported speech. Use exercise 4 as an opportunity to practise reported speech, by asking students to make sentences 1–4 indirect, e.g. *My teacher said that ...*.

5 Explain that short term goals are those that can be achieved in the near future, while long term goals are those we have to plan for.

Answers

- 1 doing well at school, good study habits, keep your notebooks tidy, do your homework, revise regularly, take up a new sport, get fit, choose friends who make you happy, get active
- 2 go into further education, get a dream job, study for a music exam
- 3 help in an animal shelter, make friends with an old person, raise money for charity
- 4 dive, climb mountains
- 5 the environment, human rights, politics
- 6 Tell students that their goals can be related to school or to some other area that they would like to achieve success in, such as learning a new skill or becoming better at a hobby.

Answers

Students' own answers

7 Refer students to the example dialogue and focus on the response Oh, that's a good idea. Remind them that it is good practice to add a comment in response before giving our own ideas.

Answers

Students' own answers

Warmer

Write the following noun endings on the board:

-ment, -ion, -ation, -ition, -ence, -ance, -ty, -ness, -ing

Put students into teams and ask them to think of two nouns
for each of the endings. Invite a member of each team to come
to the board and write their noun underneath the appropriate
ending. If they have spelt it correctly, they get a point.

8 Before looking at the text, go through questions 1 and 2 and ask students to suggest the noun forms. Don't confirm or deny answers until they complete the exercises.

Answers

- 1 earn earnings; improve improvement; increase increase; lose loss; love love; please pleasure; possess possessions; satisfy dissatisfaction, satisfaction; value values
- 2 able abilities; happy happiness; strong strengths; wealthy wealth
- 3 relationships; friendship
- 4 dissatisfaction; satisfaction
- 5 A evidence; B well-being
- 9 Once they have completed the exercise, ask students if they agree with all the things on the list. Ask students to reorder the items according to their own values, and then to compare their revised list with a partner's.

Answers

Supportive social relationships Friendship Love and marriage Having worthwhile goals Doing meaningful work Your spiritual life Your values Your health

10 Ask students to think about what form is necessary or possible in order to continue the sentences, e.g. noun, to-infinitive, -ing form.

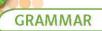
Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 28, exercises 1–3 Vocabulary Consolidation Worksheet: page 29, exercises 1–3



be able to, can & could | Question tags



be able to, can & could The past of can / can't is could / couldn't.

I couldn't see the road because it was dark.

We can use *be able to* instead of *can / could* to talk about ability and possibility.

Are you able to act or sing? = Can you act or sing? I wasn't able to phone you last night. = I couldn't phone you last night.

Sometimes we need to use *be able to* because *can* is a modal verb and doesn't have certain verb forms.

This bag is very heavy. Will you be able to carry it?
I might not be able to come to your party. I'm not sure.
Sorry, but I haven't been able to finish my essay.

Grammar reference page 12

1 Complete the phone conversation with can, could or a form of be able to. Sometimes there is more than one possibility.

Leo: Hi, Carrie. How's your leg?

Carrie: Well, it's getting better. When I first broke it, I 1 ...

(stand up) at all.

Leo: Sorry I didn't call sooner. 12 ... (find) my mobile

phone!

Carrie: No worries.

Leo: 3 ... you ... (walk) now?

Carrie: Yes, I 4 ... (get around) with crutches. Leo: And have you 5 ... (go) outside yet?

Carrie: No, not yet. This week I've only 4 ... (practise) around

the house.

Leo: 7 ... you ... (stand) without crutches?

Carrie: No, I'm not. But I'll 8 ... to next week!

Leo: How long do you have to wear that plaster cast on

your foot?

Carrie: The doctor says about six weeks. But I'll 9 ... (come

back) to school next week.

Leo: That's great. I 10 ... (come) and get you, and help you

to the bus stop!

Carrie: Cool!

2 Answer the questions below. Write four ideas for each. Then tell your partner. Have you written any of the same things?

- 1 What couldn't you do when you were five that you can do now?
- 2 What will you be able to do when you're twenty that you can't do now?

I couldn't ride a bike but now I can.

I'll be able to hire a car and drive across Europe!

stion tags

We use question tags to check answers when we think the statement is true.

It isn't always easy to be a teenager, is it?

You live in London, don't you?

Johnny isn't coming to the party, is he?

Your parents bought a new car, didn't they?

Grammar reference page 121

3 Complete the questions with the correct tag.

- 1 This cake is delicious, isn't it?
- 5 Sam doesn't eat meat, ...?
- 2 You aren't upset, ...?
- 6 You play the guitar, ...?
- 3 You've got three dogs, ... ?
- 7 We can meet later, ... ?
- 4 Ann isn't a student, ...? 8 You we
- 8 You went to London, ...?

PRONUNCIATION Intonation in question tags



4 Listen and repeat the sentences.

- 1 You live in Madrid, don't you?
- 2 They didn't revise for the exam, did they?
- 3 She's good at Maths, isn't she?

More practice? page 149

Work in groups. Write facts you believe to be true about each person in the group. Then check.

Belinda, you can't ride a bike, can you? Yes, I can!

6 Read the rules. Then listen and answer the questions.

The Yes/No Game

The contestant must answer ten questions to win.

The contestant mustn't say 'yes' or 'no'.

- 1 Can you remember the questions Bob asked?
- 2 Which question did Suzy answer incorrectly?
- Play the Yes/No Game with a partner. Use the ideas below or use your own.

watch TV every day

have got a pet

don't eat meat

can't speak French

are wearing a belt

are the youngest in your family

have got a mobile phone

can't play a musical instrument

like football

You live in an apartment, don't you?

That's right.

94 More practic

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 122.
- Visual grammar presentation

Warmer

Write the word *boast* on the board. Explain that this means talking about yourself and your achievements in a way that is designed to impress others. Tell students to write down five things that they can do. Ask them to circulate and find others who have written the same things on their list. When students have matched all five of their skills with someone else, have a brief class feedback session to find out who can do the same things.

Teaching tip

Students sometimes find it difficult to understand the different usage of be able to and can/could. Point out that in the present tense, be able to is more formal than can. Explain that in the past tense, we use was/were able to rather than could when we talk about a particular situation or occasion in the past, e.g. I missed my train, but luckily I was able to catch a bus. (NOT I missed my train, but luckily I could catch a bus). However, in the negative, we can use either wasn't/weren't able to or couldn't.

1 Pre-teach *crutches* and *plaster cast* by asking students what people have to wear or use if they have a broken or badly injured leg.

Answers

- 1 couldn't / wasn't able to stand up
- 2 couldn't/wasn't able to find
- 3 Can ... walk / Are ... able to walk
- 4 can / am able to get around
- 5 been able to go
- 6 been able to practise
- 7 Can ... stand / Are ... able to stand
- 8 be able
- 9 be able to come back
- 10can / 'll be able to come
- 2 Make sure that when comparing sentences, students use expressions such as That's the same for me and I put that down, too.

Extra activity

You could extend exercise 2 by asking students to name one thing they were able to do when they were five (or younger) that they can't do now. Tell them they can use either was able to or could.

Answers

Students' own answers

3 Refer students to item 1 and ask them to explain exactly what elements have changed in the question tag (this cake becomes the pronoun it; is becomes isn't).

Answers

- 2 are you 3 haven't you 4 is she 5 does he 6 don't you 7 can't we 8 didn't you
- 4 3.25 Play each sentence individually, and ask students to repeat the intonation as accurately as possible. Extend the practice by using the sentences in exercise 3.
- 5 Read the example and point out that the second speaker is contradicting the first, not answering a question. Monitor and check intonation.

Answers

Students' own answers

6 3.26 Transcripts page 272 After listening, ask students if they can remember any of the strategies Suzy used to avoid saying yes or no. Listen again and elicit suggestions, e.g. saying That's right, using short answers, giving extra information.

Answers

- 1 Your name's Suzy, isn't it?; And you live in London, don't you?; You don't support Chelsea, do you?; Are your parents sitting in the audience?; They're nervous, aren't they?
- 2 They're nervous, aren't they?
- 7 To make this more similar to the competition, invite pairs to play the game in front of the other students. The class calls out if they hear a yes or no.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 52, exercises 1–3 Grammar Consolidation Worksheet: page 53, exercises 1–4



Understand a radio programme



- - Do any of these activities make you feel happy? Why / Why not?
 - What makes you feel happy?
- 2 Listen to the first part of the radio programme. Which of the activities in the photographs do the speakers mention? Which other activities do they say?
- 3 Listen again and answer the questions.
 - 1 Why did George become interested in tennis?
 - 2 What is Imogen writing at the moment?
 - 3 Why does Eric like waking up without an alarm clock?
 - 4 Where does Amy dance?
 - 5 What does Oliver like about extreme sports?
 - 6 What does Tilly mainly do with her friends?
- 4 Listen to the interview with Dr Adam Sinclair and number the benefits of happiness in the order he names them.

The benefits of happiness

- A You enjoy better social relationships
- B You have better mental health
- C You feel good
- D You are more successful in work
- E You live longer
- F Your have better physical health

Frace 2 Face. Go to page 147 and put them into the dialogues. Listen and check.



6 Answer the questions below and find out how happy you were yesterday.



Yesterday...

Which of these feelings did you experience? \checkmark = a lot \checkmark = a bit

Positive feelingsNegative feelingsEnjoymentWorryHappinessSadnessEnthusiasmAngerRelaxationStressConcentrationBoredom

Count up the ticks in each column.

If you had more in column 1 you had a happy day.

If you had more in column 2, it wasn't such a happy day.

7 Share your answers with your partner. Explain some of the reasons for your moods.

FAST FINISHERS Write a diary entry about how you felt yesterday. Give reasons for your feelings.

Warmer

Elicit adjectives to describe feelings and write these on the board. Put students into small groups, ask them to choose one of the feelings, e.g. *excited* and write a short role-play that demonstrates the adjective. But they must not use the adjective in their dialogue. Have them perform their role-play for the class and the other students have to guess the adjective.

1 Ask students what their immediate reaction was to each photo, and elicit a range of answers. Get them to describe what is happening in the photos.

Answers

Students' own answers

2 3.27 Transcripts page 272 Give students time to look at the activities in the photos before playing the audio.

Answers

activities in the photos: sleeping, inline skating, being with my friends other activities: tennis, writing, dancing

3 .27 Transcripts page 272 When checking answers, write hang out with on the board. Remind students that this is a colloquial way of saying to spend time with. Students answer in full sentences.

Answers

- 1 One summer when he was ill he watched all of Wimbledon on TV.
- 2 She's writing a graphic novel.
- 3 He feels so relaxed and wide awake.
- 4 She dances at parties, in her bedroom, even in the garden.
- 5 He loves the excitement of doing tricks and big jumps.
- 6 She hangs out with them in the park, and they talk and laugh a lot.

WORDS TO KNOW

Check that students know the words *immune system*, *identical*, *nun*, *income*. Ask them to give a definition of each.

4 13.28 Transcripts page 272 Have students read through benefits A–F. Play the audio, and tell them to listen out for the point where Dr Sinclair introduces his list of ideas (Happiness is good for you, and in six different ways.).

Answers

1 C 2 F 3 E 4 D 5 A 6 B

5 3.29 These expressions are all common idiomatic expressions in spoken English. They are highlighted in the audio script. Before students go to page 127, ask them which one means:

slightly depressed (a bit down)

for a long time (for ages)

slightly similar to (a bit like)

Ask students if there's an equivalent in their own language.

Answers

- 1 a bit like
- 2 a bit down
- 3 for ages
- 6 Elicit the adjective forms where possible (happy, enthusiastic, relaxed, worried, sad, angry, stressed, bored) and ask students to use different adverbs of intensity from page 91 to describe how they felt.

Answers

Students' own answers

7 Point out that students should give sympathetic responses to negative feelings. Elicit expressions such as *Poor you!*, *That's terrible* and *What made you feel like that?* and write them on the board.

Answers

Students' own answers

Extra activity

Write the headings *Positive feelings* and *Negative feelings* on the board. Say the words *pleasure* and *depression*, and ask students which headings they should go under. Invite students to add further words to the list. Once this activity is exhausted, ask them to give the verb form of the nouns.



- 1 Write a list of activities for teenagers to do in your local
 - play football, go to art classes, go to the cinema, ...
- 2 Share your ideas with your partner and discuss which activities you like to do.

GETTING INVOLVED three great initiatives

Adults often assume that teens are only interested in gadgets and celebrity gossip. But when teenagers are given the opportunity to get involved, they can make an active contribution to their communities and increase their selfconfidence. The magazine Children and Young People Now (CYPN) gives awards to initiatives designed to support young people. Here's a look at some of this year's finalists.



Heritage Big Brother

35 teenagers took part in a five-day time travel experiment by living in a castle! They had to survive without 21st century essentials such as mobile phones, computers and games consoles. They dressed up in Victorian costume and lived, cooked and entertained themselves just like people from the 1840s. They even made their own bread. The whole experience was filmed by a crew of young people who made a documentary about it. You can see their film at Featherstone Castle, Northumberland.



eeTGdmeg

Not all young people can afford to do sporting or cultural activities, especially in poorer areas. StreetGames has set up local sports and dance projects across the UK. It involves the community and brings sport nearer to people's homes so they don't have to travel. For example, in Wigan young people play football with police officers and develop positive relationships with the local community. And Charles Mutonga, who came to London as a 14-year-old refugee, didn't have any confidence until he joined a local StreetGames project. Now he teaches football to younger kids.

MyBnk

How good are you with money? Most teenagers don't know much about it. MyBnk helps young people learn money skills in a fun way so they can be confident with



finance. It helps schools set up a savings bank called MyBnkin-a-Box so that students can learn to manage their money. It also organizes a project called 'Business Battle', where teams of young people create their own businesses and learn business skills in a fun way. Over a week, they develop a product and design the packaging. On the final day they even go to a market and try to sell their goods. The team that makes the most profit wins!

96

Warmer

Ask: Do you think that TV and newspapers give a bad impression of teenagers? Do you ever feel that adults don't understand you? Can you describe what it's like to be a teenager in the 21st century? Elicit a range of responses and have a class discussion.

1 Ask: What would you like to be able to do in your local area? Is there any activity that you have to travel far to do? Should more money be spent on activities for teenagers?

Answers

Students' own answers

2 Tell students that they can talk about any activities that they would like to do, whether in their local area or not.

Answers

Students' own answers

Extra activity

Ask students to work in small groups. Tell them that they are going to work as a committee that has been set up to provide facilities and services for teenagers. Ask them to nominate a leader for the group who will report back. Get them to discuss what they consider to be wrong with the activities and services that are currently available for teenagers in the local area. Tell them to decide what they are going to do to solve the problem. Make sure that each member of the group is taking notes.

VOCABULARY

Personal development



- money and finance
- culture and history
- sport and dance

4 Read the article again and answer the questions.

- 1 What is CYPN and what does it do?
- 2 What was the experiment in Featherstone Castle?
- 3 What does StreetGames organize?
- 4 What are the benefits to the community of StreetGames?
- 5 What do young people learn through MyBnk?
- 6 What do they have to do in Business Battle?

5 Read the article again and find words that mean:

Introduction

- 1 give help to
- 2 people who reach the last stage of a competition Heritage Big Brother
- 3 participate
- 4 continue to exist

StreetGames

- 5 have enough money
- 6 establish or organize

MyBnk

- 7 use something sensibly
- 8 materials containing goods
- 6 Read Word Zone and find another example of even in the article.



even

We use even when we want to say that something is surprising. They even made their own bread.

- 1 My dog eats anything, even
- 2 My friend can do everything, even
- 3 My dad loses everything, even
- 4 My mum could do any job, even
- 5 I love reading, even
- Work in groups. Tell your group the initiative you like best and explain your reasons.

I like the idea of MyBnk because I think it's useful to learn about finance. What about you? 8 In pairs, read the school reports and give each student a grade from A (Excellent) to E (Poor).





- Chloe is confident and works well in groups. But sometimes she is too talkative and distracts other students.
- Tom can be well organized and hard working. But he is easily distracted and needs to concentrate.
- Olivia is a shy but Imaginative member of the class who takes pride in her work.
- Matthew has been badly behaved this term. He has the potential to produce good work, but he is lazy.
- Chelsea is a helpful, well-behaved student but she isn't always very punctual.
- Dylan is reliable and enthusiastic and has produced some good work, although it can be untidy.
- This term Harry has been rather forgetful and hasn't made much effort. He needs to pay attention in class.
- Jade lacks confidence and tends to be a little disorganized. But she has made some progress.
- William is conscientious in all his work. He is a polite and sensible student.
- 9 Organize the words and phrases in blue into these groups. Are there any words or phrases you consider neutral?

POSITIVE

confident

NEGATIVE

- 10 Choose three words or phrases to describe yourself and write your school report.
- 11 In pairs, think of two famous people and write a school report for them.

Einstein is easily distracted and can be untidy. But he has made good progress in Science this term.

FAST FINISHERS Write a paragraph about an activity you do in your free time.



3 3.30 The text is available to listen to.

Read the title and explain that *an initiative* is a new plan for solving a problem or achieving something.

Answers

money and finance: MyBnk culture and history: Heritage Big Brother sport and dance: StreetGames

4 Refer students to the heading Heritage Big Brother and ask what ideas they link with heritage. Elicit words such as culture and history. Students answer in full sentences.

Answers

- 1 CYPN is the magazine *Children and Young People Now*. It gives awards to initiatives designed to support young people.
- 2 It was a time travel experiment. The teenagers had to survive for five days without 21st century essentials.
- 3 StreetGames organizes local sports and dance projects across the UK.
- 4 Young people develop positive relationships with the local community.
- 5 They learn money skills in a fun way.
- 6 In Business Battle, teams of young people create their own business. They develop a product and design the packaging. On the final day they go to a market and try to sell their goods.
- 5 In the StreetGames paragraph, point out that join means to become involved in something that is already set up. In item 8, mention that goods and products are the same thing.

Answers

1 support 2 finalists 3 take part 4 survive 5 afford 6 set up 7 manage 8 packaging

Extra activity

In pairs, ask students to write eight sentences that demonstrate the meaning of the verbs and nouns in exercise 5. Tell them to look back at the article to see how the words are used there, e.g. afford <u>to</u>.... Get them to exchange their sentences with another pair and have them correct each other, if necessary.

6 Refer students to Word Zone and point out the position of even just before the verb. Explain that even goes just before the part of the sentence we want to emphasize.

Answers

On the final day they even go to a market and try to sell their goods. (MyBnk paragraph)
Students' own answers

7 Remind students of expressions such as ... sounds / seems + adjective. As there is a choice of three initiatives, encourage students to use comparatives and superlatives when expressing their preferences.

Answers

Students' own answers

Warmer

Get students to test each other on vocabulary. In pairs, have one student look back at page 93 and choose a noun from the vocabulary. Explain that they should define the word and their partner guesses what it is. If the student doesn't know, the person asking can give clues, e.g. it starts with a 'w'. After two minutes, they swap roles.

8 Have students read quickly through the reports and ask which they think are the best and the worst. Encourage them to try to work out the meaning of words they may not know, e.g. *lack*.

Answers

Students' own answers

9 Point out that school reports are not usually written in a strongly critical way. Give examples of less direct language such as can be, tends to, isn't always and sometimes when expressing a negative opinion.

Answers

Positive: well organized, hard working, imaginative, helpful, well-behaved, punctual, reliable, enthusiastic, made progress, conscientious, polite, sensible

Negative: talkative, easily distracted, badly behaved, lazy, untidy, forgetful, lacks confidence, disorganized Students' own answers

10 Ask students to be honest about themselves. Remind them about the use of softer language when being critical. Tell them they can

Answers

Students' own answers

use expressions from the report in exercise 8.

Extra activity

As an alternative to exercise 10, have students who know each other well to work in pairs. Tell them to write a school report about their partner. Then have them exchange reports and discuss whether they think it is a fair judgment.

11 Tell students that their reports can be humorous, but the language they use should be in the style of a school report.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 28, exercises 4–6 Vocabulary Consolidation Worksheet: page 29, exercises 4–6



Personal & possessive pronouns & adjectives | Reflexive pronouns

pronour



reisolial &	possessive pronouns	& adjectives

Subject pronouns	T	уои	he	she	it	we	they
Object pronouns	me	уои	him	her	it	us	them
Possessive adjectives	my	your	his	her	its	our	their
Possessive pronouns	mine	yours	his	hers	-	ours	theirs

Grammar reference page l

1 Complete the email with personal or possessive pronouns or adjectives.



Hi Emma

What are 1 you up to? Missing you! Do you like 2 ... new school?

I'm studying hard for 3 ... exams and doing project work. And so is mum! 4 ... 's busy writing a thesis for 5 ... MBA. She enjoys 6 ... , but it's hard work. Dad has got a new job.7 ... 's in Manchester and he has to commute. My brother Paul is doing Computer Studies and I often ask 8 ... for help when I have problems with my laptop. I still hang out with Alex and Grace. 9 ... 're crazy but I love 10 ... ! Yesterday 11 ... all got the bus into town and went around the shops. After a couple of hours we were exhausted. 12 ... feet were so painful! So 13 ... sat down in a cafe. The others had some pizza but 14 ... had a burger and chips. 15 ... chips were cold! Just my luck! Grace was annoyed because 16 ... pizza had mushrooms on it and she hates 17 ... ! And Alex spilt orange juice all over 18 ... new jacket! Hope you like the photo.

Hugs Isabella

2 Complete the dialogues with possessive pronouns and adjectives.

1 Ella: Lucinda, is this dictionary 1 ... ? It's got 2 ... name

Lucinda: Let's have a look. No, it's not 3 That's not 4 ...

handwriting! There's another Lucinda in Class

3A-it might be 5

Ella: OK. Do you know where 6 ... classroom is?

2 Chris: I want to watch the match tonight, but 7 ... TV's

hrokent

lamie: Why don't you come round and watch it on a ...?

It's new, and it's got a 40-inch plasma screen!

Chris: Oh great, thanks! I was going to ask my

grandparents if I could watch it on a ... but 10 ...

idea sounds much better.

Reflexive pronouns himself vourself myself herself *yourselves* itself

> We use reflexive pronouns if the subject and the object are the same person / thing.

We looked at ourselves in the mirror and realized that we had muddy faces!

We also use reflexive pronouns to emphasize that the subject is the agent of the verb.

I painted my bedroom myself. (Not my parents or a decorator.)

Grammar reference page

ourselves themselves

Complete the sentences with a reflexive pronoun.

- 1 You need photos of ... for your passport.
- 2 We really enjoyed ... at your party.
- 3 Patrick is so arrogant. He's always talking about
- 4 Guys, I'm going out tonight so you two have to cook for
- 5 I'm teaching ... to play the guitar.

4 Write sentences to describe the pictures. Use an appropriate tense and a reflexive pronoun.





the baby / feed

the girl / look

the man / just / cut







they/hurt

she/just/paint

the dog / scratch

In groups, discuss these activities. Tell your group if you do or have done it yourself, or if you'd like to try.

How practical are you? you could do yourself!

make sweets

cut your hair

make bread

fix your computer

make a greetings card

paint your bedroom

grow vegetables or herbs

sew on a button

make a birthday present

I've grown herbs myself! I grew them in a pot on our balcony last spring.



98

FAST FINISHERS Write things your classmates said in exercise 5.

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 122.
- Image: Visual grammar presentation

Warmer

Tell students that you are going to say a sentence, e.g. You're going to practise pronouns today, and then invite a student to change it to reported speech, e.g. The teacher said we were going to practise pronouns today. That student then thinks of their own sentence, and the person next to them reports it. This continues around the class until everyone has participated.

Refer students to the first line of the email and ask for an alternative meaning for What are you up to? (How are you?).
Point out that Hugs is a very informal way to end an email, and is generally used by a girl.

Answers

- 2 your
- 3 my
- 4 She
- 5 her
- 6 it
- 7 It
- 8 him
- 9 They 10them
- 11 we
- 120ur
- 13 we
- 141
- 15 My
- 16her 17them
- 18his
- 2 Tell students to be careful not to put an apostrophe in the possessive pronouns yours, hers, ours and theirs. Also mention that a common error in English is to put an apostrophe in the possessive adjective its. Point out that it's can only mean it is or it has.

Answers

- 1 yours
- 2 your
- 3 mine
- 4 my
- 5 hers 6 her
- 7 my/our
- 8 ours/mine
- 9 theirs
- 10your

Extra activity

Ask students to write sentences about a mystery person. It can be someone in the classroom or a famous person. Encourage them to use possessive adjectives and pronouns. Invite students to give their descriptions, beginning with *Who's this?*, and the other students guess the person.

3 Point out that when a reflexive pronoun is used for emphasis, it goes at the end of the sentence or clause (I mended the mirror myself.). But if we do something to ourselves, e.g. I looked at myself in the mirror, the reflexive pronoun goes after the verb.

Answers

- 1 yourself
- 2 ourselves
- 3 himself
- 4 vourselves
- 5 myself
- 4 Look at the pictures and ask if the sentences practise the emphatic use of the reflexive pronoun. They don't.

Answers

- 1 The baby is feeding himself / herself.
- 2 The girl is looking at herself (in the mirror).
- 3 The man has just cut himself.
- 4 They have hurt themselves.
- 5 She has just painted (a picture / portrait of) herself.
- 6 The dog is scratching itself.
- 5 Refer to the example dialogue and point out that students should extend their answers by saying where or when they did the activity or who they were with, who they did it for, etc.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 52, exercises 4–6 Grammar Consolidation Worksheet: page 53, exercises 5–7

CHALLENGE Plan a youth club



PREPARATION

- Work in pairs. Read the introduction about youth clubs and the programme. Choose the two sessions you are most interested in.
- 2 Work with another pair. Tell them about your choices, explaining your reasons. Ask and answer questions.

FERNINOOD YOUTH GLUB

Instead of sitting at home getting bored, teenagers can meet in a safe place and do fun things at a local youth club. Youth clubs vary in size and in what they offer. Possible activities include drama, dance, cookery, live music and arts & crafts. Alternatively you can just hang out and relax, or play table tennis or board games. Special events are organized, such as Halloween Night or themed evenings. There are usually opportunities to do team sports like football, or learn new skills such as climbing or trampolining.

January

- 5th Talent show preparations
- 12th Food tasting challenge
- 19th Football coaching
- 26th Talent show

February

- 2nd Rock climbing
- 9th Arts & crafts Valentine's Day gifts
- 16th Table tennis tournament
- 23rd Karate training

March

- Music media workshop
- 9th Bowling
- 16th Community project challenge
- 23rd Self defence

DO THE CHALLENGE

3 In groups, plan a youth club for your area. Decide the following things.



- entertainment: board games etc.
- next month's sports programme
- next month's activities programme
- next month's special events



- 4 Imagine you are going to present your plan to the school board. Prepare your presentation.
- 5 Present your plan to the class and have a class vote on the best youth club.

FOLLOW UP

- 6 Write an email to a friend describing the new youth club. Explain:
 - what it looks like
 - what activities it offers
 - what you like best about it
 - what you are planning to do there next month

In this lesson, students plan a youth club, then present their plan to the class.

Warmer

Divide the class into groups and ask them to decide on a teenager who they think is inspiring and influential. This can be a teenager in their local area who has done something amazing or a person known on an international level. They should include the reasons why the teenager has made such a big impression, and their personal qualities. They can use vocabulary from pages 93 and 97. Ask each group to present their choice to the class.

1 Focus attention on Football coaching and Karate training and point out that coaching means teaching a skill to others, while training involves learning a skill. Tell students that they should be interested in the activities they choose, as they will need to justify their choices.

Answers

Students' own answers

2 This activity will work better if the two pairs haven't chosen the same items from the programme. Working as a group of four, each pair asks the other to explain and justify their choices.

Answers

Students' own answers

Write on the board: How big? How many activities? Age range? Same number of boys and girls? Location? Tell students that they should decide on these issues before discussing the name, etc.
Encourage them to use language for expressing opinions, agreement and disagreement. However, when they devise their plans, each member of the group must agree on the final version.

Answers

Students' own answers

4 Keep students in the same groups. Ask them to write their presentation together, and make sure that each student has been allocated a role when delivering it. If time allows, students can design a logo and / or other materials to accompany their presentations.

Answers

Students' own answers

When one group is delivering their presentation, ask other students to make notes. They will use these at the end when there is a class vote. Ask other students to explain why they thought the winning presentation was the best.

Answers

Students' own answers

6 This can be done as a homework activity. Ask each student to use the notes they made when agreeing on a plan for their youth club in exercise 3. Tell them that the email should be mainly positive. However, if they didn't like any aspects of the plan, they could include this in the email.

Answers

Students' own answers

Fast finishers

Choose some other sessions for the youth club programme in exercise 1 and write a few sentences saying why you think they would or would not be good activities to include.

INTERACTION

Giving surprising news



Breaking news

Guess what! Have you heard the news? Have you heard about ...? You'll never guess what I've just heard. You won't believe this but

I've heard that

Reacting and responding

Really?
I don't believe it!
Congratulations!

Are you joking / kidding? That's amazing / incredible! That's terrible / so sad!

What a pity!

CHARLIE'S NEWS

- 1 Listen to Charlie and Lauren and answer the questions.
 - 1 What has Charlie done?
 - 2 Why is Lauren surprised?
 - 3 What type of story is it?

MIA'S NEWS

- 2 Listen to Mia and Lauren and answer the questions.
 - 1 What had Mia wanted to do?
 - 2 Why can't she do it now?
 - 3 How does Lauren respond?

LAUREN'S NEWS

3 Look at the photo. Has Lauren got good news or bad news? What do you think it is?



4 Listen and check your answers.

5 Listen again and complete the phrases.

Mia: Lauren told me about your

Charlie: That's a real Lauren: I've got some

6 Listen to all three dialogues again. Note the expressions in Express yourself that you hear.

YOUR TURN TO SPEAK

Write down three surprising things to tell other people. Here are some examples to help.

Your best friend has failed all his exams. You've just heard you're going to New York in two weeks' time. Your English teacher has won €5,000,000 in the lottery.

8 Read the Study Skill and then do exercise 9.



Listening actively

A good listener shows they are listening by responding and asking questions. This helps the speaker communicate and helps you understand their message. It also makes the conversation more interesting for you both!

- 9 Read the instructions below.
 - Work in groups. Take it in turns to tell the others your surprising news. Make sure you sound interested. Be prepared to give more information.
 - When you respond to news, try to sound surprised. Ask follow-up questions to get more information.

Have you heard the news?

No. What's happened?

My brother met Lady Gaga at a party.

That's amazing! Where was the party?

Lauren, Charlie and Mia are three school friends who live in the UK. In this lesson Charlie tells Lauren about some good news, Mia gets some bad news and then Lauren shares some good news with them both.

Warmer

Tell students to write down a surprising piece of news. It can be good or bad news, and it can be about themselves or someone else. Ask them to circulate and approach another student by saying *Have you heard?* before announcing their news. The other student must respond in an appropriate manner. Students then move on and try to spread their news to as many members of the class as possible.

3.31 Express yourself contains a variety of useful phrases for the situations in the dialogue. Some of them (but not all of them) are used in the dialogue. They are available on the audio if you want students to hear how they are pronounced.

1 3.32 Transcripts page 272 Write *That's so creepy!* on the board and ask students to note who says this. After listening, ask what they think the phrase means (it's a response to something unusual and scary).

Answers

- 1 He's won a short story writing competition.
- 2 She didn't know he wrote short stories.
- 3 It's a science fiction story.
- 2 3.33 Transcripts page 273 Write You're joking! on the board and ask students to note who says this. After listening, ask which expression they have come across that is very similar (You're kidding!).

Answers

- 1 She had wanted to do volunteering work this summer.
- 2 The summer camp is fully booked.
- 3 She tells Mia not to give up hope.
- 3 Refer students to the photo and ask: Which one is Lauren? (the girl in the middle). What can you tell from Charlie and Mia's body language? Elicit a number of suggestions about what the news might be, then play the audio.

Answers

Students' own answers

4 3.34 Transcripts page 273 After playing the audio, ask: Why are Charlie and Mia so pleased at Lauren's news? (because Lauren has tickets for all of them). Ask how Lauren first lets them know that they are all going to the concert (she says When are we going, do you mean?).

Answers

She has got good news. She's got some tickets for all of them for the Red Hot Chili Peppers concert.

5 3.34 Transcripts page 273 Ask: What word does Mia use to Charlie when she hears about his good news? (Congratulations!) and What expression does Mia use in reply to Charlie's sympathy? (It's OK, don't worry).

Answers

Mia: great news. Charlie: pity, I'm sorry. Lauren: good news.

6 3.32–3.24 Transcripts page 272 & 273 Point out that in some expressions, we can use either *That's ...!* or *It's ...!* with very little difference in meaning, e.g. when responding to surprising news, we can say *That's incredible!*

Answers

Guess what!
That's amazing!
Congratulations!
You'll never guess what I've just heard.
I don't believe it!
It's incredible.

7 Remind students that we use the present perfect tense to announce some news, e.g. Have you heard?, Sam has won the lottery, Lorena has just told me that....

Answers

Students' own answers

- 8 Refer to the *Study Skill*. Emphasize that in class, students should always try to ask follow-up questions when doing pair or group work activities for the reasons given.
- 9 Point out that students should try to show enthusiasm in the tone of their voice, as well as in the expressions they choose. Have students act out the example dialogue, and get other students to judge whether the interest sounds genuine or not.

Answers

Students' own answers

Fast finishers

Imagine some surprising news and write the script between two actors for the scenario, as though it is part of an exciting soap opera scene.



A formal email

- In pairs, look at the advertisement. Would you like to do this job? Why / Why not?
- 2 Read the text quickly. Do you think Jody would be good for the job?

WANTED: Reliable young person to deliver newspapers every morning 6.30–7.30. Must have bike.

From: Jody Banks Date: June 23 To: Sawar News

Subject: Paper boy / girl vacancy

Dear Mr Sawar,

I am writing to apply for the vacancy of paper girl, which I saw advertised in your shop window earlier this week.

I am a well-organized and hard-working person and I think I would be well suited to this kind of work. I am punctual and reliable, and I always get up early. I would be able to be at the shop by 6.30am every morning to collect the papers myself. Two of my other strengths are enthusiasm and politeness.

According to the advertisement, the successful applicant must have his / her own bike. I have my own bike and I cycle to school every day. I consider myself to be a very careful cyclist and I always wear a helmet. I even have a cycling proficiency qualification.

I would be very happy to discuss my application with you in more detail, and I could come to see you after school or at the weekend. I am also available to start immediately. I look forward to hearing from you soon.

Yours sincerely, Jody Banks

- 3 Read the email again and decide if the sentences are true or false. Correct the false sentences.
 - 1 The job is to deliver papers early in the morning.
 - 2 Jody saw the advertisement for the job on a school noticeboard.
 - 3 She says she is confident and imaginative.
 - 4 She uses her own bike a lot.
 - 5 She can only go to see Mr Sawar at the weekend.
 - 6 Jody couldn't start the job until after the summer holidays.



Formal expressions

- 4 Complete the formal expressions from Jody's email.
 - 1 I ... to apply for the vacancy of paper girl.
 - 2 | I think | ... to this kind of work.
 - 3 ... a very careful cyclist.
 - 4 ... to discuss my application with you in more detail.
 - 5 I... from you soon.



PLAN BEFORE YOU WRITE

- 5 Decide which job you are going to apply for. Choose from the list below or use your own ideas.
 - · volunteer in a local animal shelter
 - · youth club helper
 - · junior lifesaver at a local leisure centre
 - · assistant to wash cars in a local garage
 - dog walker for people in your street
- 6 Think about your answers to these questions and make notes.
 - 1 What are your strengths?
 - 2 What qualities do you have that would make you suitable for the job?
 - 3 When are you available for an interview?

WRITE NOW

- 7 Write a formal email to apply for the job.
 - 1 Use Jody's email as a model.
 - 2 Use your notes from exercise 6 and the plan below.
 - Paragraph 1 say why you are emailing and where you saw the job advertisement.
 - Paragraph 2 talk about your qualities and strengths and why you would be good at the job.
 - Paragraph 3 give any extra information about things you can do and skills you have.
 - Paragraph 4 say when you are available for interview and when you could start the job.
 - 3 Remember to use formal expressions, including an appropriate formal opening and closing.

CHECK AND CORRECT

- 8 Check and correct your email.
 - 1 Check that the formal expressions are correct.

AND THE RESERVE OF THE STATE OF

2 In pairs, swap your emails and check each other's work.

101

Warmer

In pairs, ask students to decide what they would consider to be the best job in the world. Encourage them to use a range of tenses, including conditional sentences. Tell them they need to decide where the job would be, who they would work with and what the benefits of the role would be. Tell them to be as persuasive as possible. Invite pairs to tell the rest of the class, and end with a vote on the best sounding job.

1 Point out that the term used for someone who does this job is a paper boy or paper girl. Mention also that the route they take to deliver newspapers is called a paper round.

Answers

Students' own answers

2 Ask students why they think Jody would or would not be suitable for the job. Ask them what they think of her job application.

Answers

Students' own answers

3 Refer students to the way Jody opens and closes her email. Ask if they think the greeting *Dear Mr Sawar* and the ending *Yours sincerely* are appropriate.

Answers

- 1 True
- 2 False. She saw the advertisement in the shop window.
- 3 False. She says she is well-organized, hard-working, punctual, reliable, enthusiastic and polite.
- 4 True
- 5 False. She can go and see Mr Sawar after school or at the weekend.
- 6 False. She can start immediately.
- 4 Ask students to try to do the activity without looking at the email. Tell them to compare notes with their partner before checking against the text.

Answers

- 1 am writing
- 2 would be well suited
- 3 I consider myself to be
- 4 I would be very happy
- 5 look forward to hearing
- 5 Point out that the job vacancy that students choose should be one that they can match to their own skills and personality. Ask them to think about the qualities required for each job before deciding which one they would like to apply for.

Answers

Students' own answers

6 Advise students that it will help them to make a list of their strong and weak points, so that they know how to present themselves in the application. Make sure they match their experience and skills to the list of qualities that they noted down for their chosen job in exercise 5.

Answers

Students' own answers

- 7 Give students the following checklist to help them complete their formal email:
 - Have you followed the structure of Jody's email application?
 - Does your application start with the reason for your email and the place where you first saw the job advertised?
 - Does your application include details of your personal qualities and the skills you would bring to the job?
 - Have you ended your application with details of your availability?
 - Have you used formal expressions correctly throughout your email?

Answers

Students' own answers

8 When students check each other's work, encourage them to give positive feedback as well as pointing out errors.

Answers

Students' own answers

Fast finishers

Students could choose another job from exercise 5 and make notes about how well the qualities required for that job suit their personality and skills.

3.26 Student's Book page 94, exercise 6

- B = Bob, S = Suzy
- B Thank you, thank you, and welcome to the Yes/No Game, I'm Bob Hadfield - and tonight's first contestant is... Suzy!
- Hello, Suzv.
- Hello, Bob.
- B Do you remember the rules of the Yes/No Game?
- S Yes, Bob.
- B Careful!
- You have to answer ten questions but you mustn't say 'yes' or 'no'. OK?
- S OK!
- B So let's begin. Your name's Suzy, isn't it?
- S That's right.
- And you live in London, don't you? B
- S Erm...
- B Hurry up, Suzy!
- S I do. In Chelsea.
- B You don't support Chelsea, do you?
- S I don't like football.
- B Are your parents sitting in the audience?
- They're sitting in the front row.
- They're nervous, aren't they?
- Yes, they are. S
- B Oh, Suzy, I'm sorry, you were doing so well.
- \$ It's so difficult not to say yes or no.
- B Never mind. A big round of applause for Suzy!



3.27 Student's Book page 95, exercises 2-3

- B = Bethany, G = George, I = Imogen, E = Eric, A = Amy, O = Oliver, T = Tilly
- B Welcome to Science Today with me, Bethany Cox, Today we're looking at the science of happiness. In a moment I'm going to talk to Dr Adam Sinclair about the benefits of happiness. But first, earlier today I asked some people what makes them happy. And this is what they said. First, George.
- What makes me happy? Tennis! It's funny I didn't use to be interested. Then one summer I was ill and I watched all of Wimbledon on TV. I couldn't stop. Then as soon as I felt better, I started playing... and now I love it!
- B Imogen.
- Writing makes me happy. In fact, I'm writing a graphic novel at the moment. I'm drawing all the pictures myself, too. It's a bit like making a film.
- B
- Erm... sleeping! I love waking up naturally, without an alarm. I feel so relaxed and wide awake.
- B Amy.
- A Hove dancing. I dance whenever I can at parties, in my bedroom... even the garden! If I feel a bit down, I put on music and dance. It helps me forget my worries.
- В Oliver
- Skateboarding, inline skating, BMX, anything extreme. I love the excitement and the challenge of doing tricks and big jumps.
- Being with my friends makes me happy. We've known each other for ages and... they're like family to me. We often just hang out in the park, and talk and laugh a lot.

3.28 Student's Book page 95, exercise 4

- B = Bethany, A = Adam
- B Well, we've just heard what makes some people happy. Now let's talk to Dr Sinclair and find out why happiness is good. Adam, welcome to the programme.
- It's nice to be here, Bethany.
- Now you believe that being happy brings us real benefits.
- That's right. My message is: happiness is good for you, and in six different ways. The most obvious benefit is that being happy feels good! And everybody likes feeling good, don't they?
- Of course!
- But feeling happy can also improve your health. Studies show that happiness can make your immune system stronger. That means you're less likely to fall ill.
- So does that mean happy people live longer?
- That's what scientists believe. There was a famous study of nuns in a convent in the USA whose lives were identical except that some of them were happy and some less happy. Of the less happy nuns, 33% lived to be 85, while the figure for the happier nuns was 90%!
- В Wow!
- Now, we all have to work. But did you know that happiness can make you more successful in your job? Happy people work better. And they tend to get higher incomes.
- And that makes them happy, too!
- Absolutely. Then there are our social lives. Happy people have more successful relationships with friends. And finally, we also believe that happiness is good for our mental health, too. Happy people are less likely to suffer from depression.
- B Well, Adam, I'm feeling better already. Thanks!



3.32 Student's Book page 100, exercise 1

C = Charlie, L = Lauren

- C Hi Lauren. Guess what?
- What? L
- I've won a short story writing competition.
- L That's amazing! Congratulations!
- Thanks. C
- I didn't know you wrote short stories. L
- Yeah, well, I haven't really told anyone. It's a bit embarrassing.
- It isn't embarrassing. It's really cool! What was the story about?
- C It's a science fiction story, I suppose. It's a story about a boy who wakes up one morning and finds himself in a different body.
- L What? He isn't in his own body?
- No. He's in the body of an old man.
- That's so creepy! What happens?
- Well, he can't believe it. And when he leaves his room he meets all these other people and...

3.33 Student's Book page 100, exercise 2

M = Mia, L = Lauren

- M Hi Lauren.
- L Hey Mia! You'll never guess what I've just heard.
- M What's that?
- L Charlie's won a short story competition.
- M You're joking.
- L No. I'm not. It's true! He wrote a science fiction story and he won first prize
- M I don't believe it. I've never even seen him read a book!
- L I know. It's incredible, isn't it?
- M Yeah.
- L What's up? You sound a bit down.
- M I've just heard some bad news.
- L What is it?
- M Well, you know I wanted to do volunteering work this summer.
- L That's right...
- M I was hoping to work on a summer camp doing sports and stuff. I really wanted to go.
- L So what's happened?
- M I got an email. It's fully booked. There isn't a place for me.
- L What a pity. I'm so sorry.
- M I mean, they've put me on a waiting list...
- L So if someone drops out, you could still do it?
- M Yeah.
- L Well don't give up hope, Mia. You might still be able to go!
- M Yeah, you're right. Thanks Lauren.



3.34 Student's Book page 100, exercises 4–5

M = Mia, C = Charlie, L = Lauren

- M Hey Charlie. Lauren told me about your great news congratulations! I'm really pleased for you.
- Thanks Mia! I appreciate it. Um, I heard about your volunteering work. That's a real pity, I'm sorry.
- M Oh, it's OK, don't worry. I feel better about it now. I've been looking for other volunteering organizations, so maybe I'll find a place after all.
- C I hope you find something.
- L Hi guys!
- M Hi Lauren. How are you?
- L Good thanks ... great actually. I've got some good news. I heard this morning that I've got some tickets for the Red Hot Chili Peppers concert. Look, here's the email they sent me!
- M Wow! Brilliant! When are you going?
- L When are we going, do you mean?
- C What?
- I've got three tickets! We're all going to the concert together!
- C Hey, that's great, Lauren! Thanks so much!

Workbook page 92

- 1 C
- 2 C
- 3 1 C 2 C 3 B 4 C 5 A 6 B
- 4 1 two
 - 2 double
- 5 1 twice as tall
 - 2 twice as big

Workbook page 93

- 6 1 satisfaction
 - 2 well-being
 - 3 increase
 - 4 wealth
 - 5 loss
 - 6 values
 - 7 dissatisfaction
 - 8 relationships
- 7 1 ABILITIES
 - 2 IMPROVEMENTS
 - 3 FRIENDSHIP
 - 4 STRENGTHS
 - **5 HAPPINESS**
 - **6 EARNINGS**
 - 7 EVIDENCE
 - 8 POSSESSIONS
- 8 1 Students' own answers
- 9 1 anger
 - 2 honesty
 - 3 truth
 - 4 loyalty
 - 5 belief
 - 6 jealousy
 - 7 justice 8 bravery

 - 9 pride

.0	Emotions /	Personal	Concepts /
	Feelings	Attributes	Ideas
	anger	honesty	truth
	jealousy	loyalty	belief
	pride	bravery	justice

- 11 1 truth
 - 2 jealousy
 - 3 loyalty
 - 4 belief
 - 5 pride
 - 6 Honesty
- 12 1 Students' own answers

Workbook page 94

- 1 1 couldn't
 - 2 can
 - 3 able to
 - 4 beable to
 - 5 can't
 - 6 can't
 - 7 couldn't
 - 8 beable to
 - 9 can
 - 10be able to
 - 11 could
 - 12 be able to

UNIT 9 WORKBOOK ANSWERS

- 2 1 can't hear
 - 2 beable to go
 - 3 couldn't sleep
 - 4 been able to play
 - 5 can sit
 - 6 be able to have
- 3 Students' own answers
- 4 1 can't he
 - 2 was she
 - 3 aren't you
 - 4 do they
 - 5 didn't you
 - 6 wasn't it
 - 7 does he
 - 8 hasn't she
 - 9 doesn't she
- 10 did they
- 5 1 isn't it 2 aren't you
 - 3 did they
 - 4 have you
 - 5 are you
 - 6 don't you
 - 7 shall I
 - 8 is it
 - 9 didn't you
 - 10won't we
- 6 Students' own answers

Workbook page 95

- 1 1 D 2 A 3 F 4 E 5 B 6 C
- **2** 1 objective
 - 2 motto
 - 3 obstacle course
 - 4 blindfold
 - 5 safety harness
 - 6 trapeze
- 3 1 C 2 A 3 C 4 B 5 B 6 A
- 4 1 the north-east of England
 - 2 between 12 and 16
 - 3 'learning in action'
 - 4 50
 - 5 10 metres high
 - 6 a safety harness
- 5 Students' own answers

Workbook page 96

- 1 C
- 2 A 4 B 2 C 1 D 3
- 3 1 F 2 T 3 F 4 F 5 T 6 T 7 F 8 F
- - 1 Students' own answers
 - 2 Students' own answers
- 5 Suggested answers
 - 1 till you are 18.
 - 2 till you are 16.
 - 3 till you are mature enough.
 - 4 till 8pm.

Workbook page 97

- 6 1 lazy
 - 2 helpful
 - 3 untidy
 - 4 punctual
 - 5 talkative
 - 6 forgetful
 - 7 confident
- 8 hard-working
- 7 1 punctual
 - 2 talkative
 - 3 helpful
 - 4 forgetful
 - 5 hard-working
 - 6 confident
 - 7 lazy
 - 8 untidy
- 8 1 imaginative
 - 2 enthusiastic
 - 3 progress
 - 4 confidence
 - 5 easily distracted
 - 6 disorganized
 - 7 conscientious
 - 8 sensible
 - 9 well-behaved
- 9 1 H 2 F 3 G 4 A 5 B 6 F 7 D 8 C

	LII ZL JO 4	A J D O I / L
10 [positive	negative
	resourceful	selfish
	decisive	outspoken
	open-minded	stubborn
	easy-going	grumpy

- 11 1 grumpy
 - 2 selfish
 - 3 easy-going
 - 4 resourceful
 - 5 stubborn
 - 6 outspoken
- 12 Students' own answers

Workbook page 98

- 1 1 you 2 she 3 we 4 me 5 him 6 it 7 them 8 my 9 his 10 their 11 yours 12 hers 13 ours 14 yours
- 2 1 her 2 she 3 lt 4 it 5 They 6 them 7 she 8 my
- 9 they 10 their 11 their 12 ours 13 us 14 us
- **3 1** My, I, him
 - 2 us, She, It
 - 3 My, Their, them
- 4 Students' own answers
- 5 1 myself
 - 2 yourself
 - 3 himself
 - 4 herself
 - 5 itself
 - 6 ourselves
 - 7 yourselves 8 themselves
- 6 1 yourselves
 - 2 itself
 - 3 themselves
 - 4 myself
 - 5 yourself
 - 6 himself 7 ourselves
 - 8 herself

- 7 1 I cleaned the bathroom myself.
 - 2 The owners designed the house themselves.
 - 3 John mended his car himself.
 - 4 We taught ourselves to cook this dish.
 - 5 Isabel painted the picture herself.

Workbook page 99

Extra Challenge

Students' own answers

Webquest

- 1 Australian Open, French Open, US Open
- 2 Australian Open, French Open, Wimbledon, US Open
- 3 A place where poor people can get free meals.
- 4 Low-income and or homeless people.
- 5 NE49 OJG
- 6 The Romans

Puzzle

- 1 Maria is rather forgetful, isn't she?
- 2 You hurt yourself yesterday, didn't you?
- 3 Steve speaks to himself, doesn't he?
- 4 My parents do voluntary work, don't they?

Workbook page 100

- Suggested answers
 - 1 You won't believe this, but...
 - 2 Have you heard...?
 - 3 Congratulations!
 - 4 That's terrible.
- 2 1 won't 2 Are 3 terrible 4 what 5 heard
 - 6 Congratulations! 7 about 8 it 9 incredible
- 3 1 T 2 F 3 F 4 F 5 T 6 F
- 4 Suggested answers
 - No, what is it?
 - That's terrible.
 - That's so sad.
 - You'll never guess what Harry told me.
 - He saw Diana being attacked by a swan.
 - No, I'm not! She was feeding the ducks and it came up and bit her.
- 5 Students' own answers

Workbook page 101

- 1 1 reference 2 myself 3 Yours 4 available 5 Sir 6 enquire 7 forward
- 2 1 Dear Sir or Madam
 - 2 I am writing to enquire about the possibility of part time work at Café Gourmand
 - 3 I consider myself to be a confident and hard-working person
 - 4 Mr Hill would be happy to provide a reference for me if necessary
 - 5 I would be available to work on Saturdays or Sundays
 - 6 I look forward to hearing from you soon
 - 7 Yours faithfully
- 3 1 email
 - 2 café
 - 3 no experience of
 - 4 strengths
 - 5 delivered
 - 6 never
 - 7 can
- 4 Students' own answers

1.26 Workbook page 95, exercises 2-3

- P = Presenter, M = Mark
- P On the programme today we've got an instructor from the Greenwood Adventure Centre in the north-east of England. Hello, Mark
- M Hi.
- P The Greenwood Adventure Centre is for young people at secondary school, isn't it?
- M That's right. Anyone aged between 12 and 16 can participate.
- P What's your objective?
- M Our motto is 'learning in action'.
- P What does that mean?
- M If you do challenging activities, it'll increase your confidence and you'll be more successful in life.
- What activities are there?
- M There are 50 different outdoor activities, but one of the most popular is the obstacle course.
- P Really?
- M You do it in a team of five and you have to wear a blindfold.
- P What?! So you can't see?
- M That's right. It encourages teamwork.
- P How?
- M You have to communicate verbally with each other and work together in order to complete the course.
- P It sounds great.
- M One of our most challenging activities is the high pole.
- P What's that?
- $\,\,$ M $\,$ It's a bit like a totem pole. It's 10 metres high and the children have to climb to the top ...
- P They're wearing a safety harness, aren't they?
- M Of course! Anyway, there's a trapeze at the top of the pole, but they have to jump off the pole to reach it.
- P You need to a lot of bravery to do that.
- M Definitely. And not everyone gets to the top of the pole.
- P Really?
- M Well, some of them might only be able to climb a few metres up the pole. Others might get to the top, but can't jump off.
- P Is that a problem?
- M No. Whatever happens, we always congratulate the children.
- P Well, I think it all sounds fantastic. If I feel a bit down, I'll just do some of the activities at Greenwood. Then I'll feel much better!
- M Mmm, remember you have to be 16 or under to take part!

1.28 Workbook page 100, exercise 5

- You won't believe this but you've just won €1000.
- 2 You'll never guess what I've just heard.
- 3 I've just heard that the cinema in town is going to close.
- 4 I've just passed all my exams.

Review Units 7–9

READING

- 1 Look at the photos. Where do you think the people are? What is happening?
- Read part 1 of Eliza's story quickly and check your answers in exercise 1.

My Festival Nightmare

by Eliza Williams

Glastonbury is one of the most popular music festivals in the UK, with over 135,000 people attending the four-day event every year. It's known for the thousands of famous pop and rock artists who have performed there since it started in 1970, but it's also famous for being quite muddy when it rains.

I knew all of this, and I had wanted to go for ages. So finally, in 2007, I had saved up enough money, and a few friends and I bought tickets. We were lucky to get some because they sold out only two hours after they had gone on sale.

A few weeks before the festival, we had decided to buy a tent so we could camp and get the full Glastonbury experience. My friend John was driving, so he said he could bring it. We had also checked out the best places to camp. We chose Pennard Hill Ground, which was right near all the stages and market areas. It had cafés, toilets, a bank and a bag drop tent, which was really useful.

With our accommodation sorted, the next thing was to decide what to take. My best friend Lucy had been before, so she gave us some advice. She said that lots of people dressed up and brought whistles with them. The weather forecast had said that it would be sunny, so I packed some shorts and T-shirts, but I also decided to bring some rubber boots and a raincoat just in case. Everything was organized and we were going to have a fantastic time. Or so we thought ...

Read part 1 of the story again and answer the questions.

- 1 How many years has there been a festival at Glastonbury?
- 2 Why was Eliza lucky to get tickets?
- 3 Why did Eliza and her friends decide to camp at the festival?
- 4 Why did they choose Pennard Hill Ground as a good place to put up their tent?
- 5 Why did Eliza pack a raincoat and rubber boots?







4 Match the parts of the sentences.

- 1 Eliza saved up her money because she
- 2 John said that he was going to bring the tent, as he
- 3 Before they went to the festival, they
- 4 Lucy had been to the festival the year before so she
- 5 The weather forecast said that it

- A could put it in the car.
- B had chosen an area for their tent.
- C was going to be sunny.
- D had always wanted to go to the Glastonbury Festival.
- E knew what they should take with them.

102

Warmer

Get students to review and discuss the reading texts from units 7–9. Assign one of the six reading texts from the last three units to each student. Give them five to ten minutes to read through the text and make notes about the following: What is the text about? Who is the text written for? What interesting information does it include?

Organize students into groups so that there is one student for each text in every group. Tell students to use their notes to summarize the text to other members of their group. Encourage other group members to ask more questions about the texts.

1 Help students by eliciting key information from the photo, e.g. What can you see in the photo? Who are the people? What kind of landscape is this? Is the landscape important for this kind of event? Why?

Answers

Students' own answers

2 Check that sure students understand muddy.

Answers

Students' own answers

3 Ask students to try to answer the questions without re-reading the text. In the answer to item 5, focus attention on just in case and ask what it means (the rubber boots and raincoat would be necessary if it rained). Ask students in which tent can you safely leave your things? (the bag drop tent).

Answers

- 1 There has been a festival at Glastonbury since 1970.
- 2 Because they had sold out only two hours after they had gone on sale
- 3 They decided to camp to get the full Glaston bury experience.
- 4 It was right near all the stages and market areas and it had cafés, toilets, a bank and a bag drop tent.
- 5 The weather forecast had said it would be sunny, but she packed a raincoat and rubber boots just in case.

Extra activity

With books closed, ask further questions to see what students remember about the text: How many people attend the event every year? (over 135,000). When did the festival start? (1970). How long did it take for the tickets to sell out completely? (2 hours).

4 Point out that the matched sentence parts should not only be grammatically correct, but should reflect the information given in the text.

Answers

1 D 2 A 3 B 4 E 5 C

LISTENING

- 5 Listen to part 2 of the story and decide if the sentences are true or false. Correct the false ones.
 - 1 They all went to the festival by train.
 - 2 They put up the tent as soon as they arrived.
 - 3 They went to see a band called Arcade Fire.
 - 4 They really enjoyed the band.
 - 5 They went to the food tent because they were hungry.
 - 6 After they left the food tent they went to the camping area.
- 6 Now listen to part 3 of the story and answer the questions.
 - 1 What happened while they were putting up the tent?
 - 2 What happened at the festival that evening?
 - 3 Where did Eliza and her friends spend the night and why?
 - 4 When and why did they decide to leave the festival?
 - 5 Why did it take them so long to leave the festival and get to the train station?
- 7 Discuss the questions in pairs.
 - 1 Would you describe Eliza's experience as a nightmare? Why / Why not?
 - 2 Would you like to go to a festival like Glastonbury? Why / Why not?

SPEAKING

- 8 Ask and answer questions about a festival you have been to.
 - 1 Where did it take place?
 - 2 What type of festival was it?
 - 3 What were the best parts? What were the worst?
 - 4 How did you feel during the festival?
 - 5 Do you think you'll go again?
- 9 In pairs, plan a special event or festival. Decide on:
 - the theme
 - the time of year it will take place
 - the costumes or outfits
 - the location
 - the food
 - the music
 - the activities
- 10 Report your ideas for the event or festival to the class.



Jamaica



BEFORE YOU WATCH

- Work in pairs. What do you know about Jamaica?
- What do you think is the importance of these things to Jamaica?

James Bond

runners

reggae

the Taino people

the slave trade

Rastafari

NOW WATCH

- 3 Check your answers to exercises 1 and 2.
- 4 Answer the questions.
 - 1 What two famous people moved to Jamaica to live?
 - 2 What happened in the London Olympics that was important to Jamaica?
 - 3 How was Jamaica's past 'troubled'?
 - 4 What products were exported from Jamaica during the time of the slave trade?
 - 5 What is Jamaica's motto?

FOLLOW UP

- 5 In pairs, discuss the questions.
 - 1 What is your idea of a perfect tourist destination? If you had as much money to spend on a week's holiday as you wanted, where would you go and what would you do?
 - 2 Do you know of other countries that are famous for being good at specific sports? Is your country famous for producing talented sportspeople?
 - 3 What accents do you think you can recognize in English? Which do you like best? What about in your language?

FIND OUT

Find out about another country's motto. Write a paragraph about the background and meaning of the motto.

103

5 (1) 3.35 Transcripts page 280 Have students read through part 1 of the text before listening to the audio. When checking the answer to item 2, remind them that John was going to bring the tent in his car.

Answers

- 1 False. John went by car.
- 2 False. They didn't put up the tent because John hadn't arrived.
- 3 True
- 4 True
- 5 False. They went to the food tent because it had begun to rain.
- 6 True
- 6 3.36 Transcripts page 280 Play the first two sentences of the audio. Ask the class: What happened while they were putting up the tent? (It started to rain again). Ask which expression tells them that it was raining very heavily (the rain was coming down in buckets). Then play the rest of the track for students to complete the exercise.

Answers

- 1 It started to rain again.
- 2 They had to cancel the performances for the rest of the night.
- 3 They stayed with a friend in their tent because their tent was flooded.
- 4 They left the festival the next day because the rain continued and they were cold and damp and fed up.
- 5 Because everyone had the same idea and had decided to go home.
- 7 Explain that although a nightmare is a bad dream, we also use the word to describe a terrible situation or experience.

Answers Students' own answers

8 First ask the class who has been to a festival. If enough students have had this experience, divide the class into groups so that each group contains a festival-goer. If only a few students have been to a festival, have them sit at the front. Get students to ask them questions, including follow-up questions, and to take notes.

Answers Students' own answers

9 Encourage students to be imaginative. Tell them they can think of a festival or event for something that isn't currently celebrated, e.g. a day in the school calendar or a special day for a group of municipal workers.

Answers Students' own answers

10 Make sure both students in each pair take part in reporting their ideas. Have a class vote on the best event and find out which is the most popular.

Answers Students' own answers

Warmer

Write on the board *Caribbean Sea*. Elicit that Jamaica is an island in the Caribbean. Ask students to describe where it is, and in groups, to make a list of islands in the Caribbean. Ask if they can name the 5 biggest islands.

Answers

Cuba, Hispaniola (Dominican Republic and Haiti), Jamaica, Puerto Rico, Trinidad

1 Write some topics on the board to stimulate students' ideas, e.g. landscape, famous people, exports, language, events.

Answers Students' own answers

2 Tell students to work in pairs, then feed back as a class on exercises 1 and 2 together.

Answers Students' own answers

3 Explain to students that the visuals in the film will provide as much information as the audio. Tell the students to watch the video without writing anything down and to concentrate on what they see and hear.

Answers

James Bond: Ian Fleming, the creator of James Bond, lived in Jamaica runners: many of the world's top athletes are Jamaican reggae: a distinctive type of music that is very popular in Jamaica the Taino people: the original people who inhabited Jamaica the slave trade: many slaves were brought to Jamaica to work on the sugar plantations

Rastafari: a religion or way of life with origins in Jamaica and Ethiopia

4 Give students time to read through the questions. Play the video and pause after each answer is revealed to give students time to complete their answers.

Answers

- 1 Errol Flynn and Ian Fleming.
- 2 All the medals in the men's 200m were won by Jamaicans.
- 3 The local Taino population almost completely disappeared under Spanish and British rule; slaves were brought from West Africa to Jamaica.
- 4 Sugar and rum.
- 5 Out of many, one people.
- 5 For the final question, tell students to consider accents that are found in other English-speaking countries, not just in Britain, e.g. the U.S., West Indies, India.

Answers Students' own answers

FIND OUT

Students can work individually or in pairs. Invite students to comment on whether they think the motto is a good one.

3.35 Student's Book page 103, exercise 5

The day of the festival finally came. I woke up early and my friends and I got the train. The sun was shining when we arrived, and we found a great place to put the tent. Then we realized that John hadn't arrived yet, and when we phoned him, he said that his car had broken down on the motorway. He sounded a bit stressed out. But luckily his brother said he could drive him, and they would be there in about two hours.

While we waited, we decided to go and explore. We went to the Pyramid Stage first, where all the top bands play, and where my favourite band, Arctic Monkeys, were supposed to perform the next night. When we got there, there was a band called Arcade Fire playing and everyone was singing, dancing and blowing whistles. There were thousands of people in front of the stage, so we couldn't see the band up close, but there were big TV screens which showed the stage and lots of sound systems, so we heard their music pretty clearly. It was brilliant, and the atmosphere was amazing. After the band stopped, it began to rain. It was only light, but we'd left our coats and rubber boots at the bag drop tent near Pennard Hill Ground, so we had to go to one of the big food tents. We were all quite hungry by then anyway, so we got something to eat while we were there. I had a pie with mashed potato, peas and fried onions. It was delicious! Luckily, by the time we finished eating the rain had stopped and John had arrived. So we decided to go back to the camping area and put up the tent.

3.36 Student's Book page 103, exercise 6

It only took about 25 minutes to put the tent up, which was fortunate because it had started to rain again. But this time, when I say rain, I mean it was coming down in buckets! By evening it had rained so much that they'd had to cancel the performances for the rest of the night. There were thunderstorms and several stages got struck by lightning. The heavy rain caused flash floods, which left some areas of the festival under more than a metre of water. The rain also flooded many campsites, including Pennard Hill Ground, right where we were. Typical! The floor of our tent was covered in water – it was like a river! Although all of our clothes were completely wet, we didn't give up and go home, as we were still determined to enjoy ourselves. And there were still some things going on in different areas of the festival. We saw some quite good comedy and watched some circus acts at the Big Top tent. That night we stayed with a friend in their tent over the other side of the festival ground, which wasn't affected too badly by the floods. The next day, the rain continued. It was difficult to find anywhere to sit down that wasn't covered in mud. By this time we were also cold and damp and feeling quite fed up. There were queues everywhere, for the food stalls, for the water bottle refill points and especially for the toilets. Finally, we decided to go home. We headed for the festival bus station, but everyone had had the same idea as us because they were all leaving as well. The roads were packed with cars and buses. By the time we'd arrived at the train station in the nearby town, it had taken us nearly nine hours to leave! In the end we didn't get to see our favourite band, most of our things got ruined in the mud and rain and we'd spent ages waiting in queues and traffic. But after all that I'm still going back next year. How crazy's that? Hopefully we'll have a better experience and we won't have to camp in the rain!

Video Student's Book page 103, exercise 2

In the Caribbean Sea, about 150 kilometres north of Cuba, lies the island of Jamaica. People come here from all around the world for a relaxing holiday, or to try the food and meet the friendly local people. A few famous people have even made Jamaica their home. Errol Flynn, who became famous as a Hollywood pirate, lived here for a while. So did Ian Fleming, who wrote the James Bond books, and several Bond films have scenes that were shot on the island. There is even a James Bond Beach! So what else is there to this popular tourist destination?

Jamaica is only a small island, but one with some impressive achievements. The country has produced some of the fastest. runners in the world. In the London Olympics of 2012, the gold, silver and bronze medals in the men's 200 metres were all won by Jamaicans. And like people from many other English-speaking countries, Jamaicans love their cricket, and they have had some great cricketers. Jamaica has also had a huge influence on the world's music, especially with reggae, a musical genre made most famous by Bob Marley. Marley and his songs helped bring Jamaican culture to the world, and helped give a message of peace abroad and at home.

Although Jamaica looks like an island paradise, it had a troubled past. In the first few hundred years of Spanish and then British rule, the native Taino population almost completely disappeared and the colony became a centre of the slave trade. Slaves were taken from West Africa and brought to Jamaica, and sugar and rum were taken to Europe. Today's Jamaicans remember these events in songs, and there is a strong African feeling in the country, especially in the spiritual movement of Rastafari. Rastafarians believe that the African country of Ethiopia, which they call Zion, is the birthplace of humanity.

Jamaica's population of around 3 million are 90% of African or Afro-European origins, with the rest being made up of people from various different places. And the distinctive Jamaican accent. recognized and often copied by English speakers, is a combination of American and British English, with strong African influence and some aspects of Irish pronunciation. So this Caribbean island country, colonized by Europeans, helped into existence by African slaves and now populated by a range of people, has made itself an identity all its own. And this is reflected in its motto: 'Out of many, one people'.

Workbook page 102

- 1 1 comedy
 - 2 plot
 - 3 enthusiastic
 - 4 wealth
 - 5 carnival
- 2 1 up
 - 2 out
 - 3 on
 - 4 down
 - 5 back
 - 6 for
- 3 1 crime film
 - 2 set
 - 3 relationship
 - 4 masks and costumes
 - 5 dressed up
 - 6 chase
 - 7 parade
- 4 1 where
 - 2 who
 - 3 had
 - 4 told
 - 5 able
 - 6 doesn't she
 - 7 can they
 - 8 myself
 - 9 ourselves
 - 10 been
- 5 1 Billy told Lara he was going away for the weekend.
 - 2 Vera said she couldn't wait to go to the concert.
 - 3 Olivia and Mark told Jack they didn't like horror films.
 - 4 Steven asked if Bart was from New York.
 - 5 Our teacher asked if we had done our homework.
 - 6 Martina asked Isaac if he could close the door.
- 6 1 had arranged
 - 2 arrived
 - 3 had already started
 - 4 found
 - 5 realized
 - 6 had left
 - 7 decided
 - 8 got
 - 9 had parked
 - 10 had given

Workbook page 103

7 1 C 2 C 3 B 4 C 5 A 6 B 7 B 8 C 9 B 10 A

Video

- 2 1 The African population of the US combined with elements of swing and country music.
 - 2 In the 1960's
 - 3 Angry young Brits liked the sense of rebellion that reggae music often had.
 - 4 Hip-hop
 - 5 The big street discos that Afro-Jamaicans used to have
- 3 Students' own answers

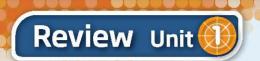
Video Workbook page 103, exercise 2

What kind of music do you like? Classical? Rock? Rhythm and Blues? Hip-hop? Do you know the origins of the music you like? Most rock music has its roots in the African population of the US, combined with elements of swing and country. But if you like hip-hop, reggae, ska, or any of the many artists that use aspects of these musical genres in their music, you should give thanks to the country of lamaica.

Jamaica's most obvious musical export is reggae. Reggae music started in Jamaica in the 1960s, but it became big first in the UK and then internationally with its most famous singer, Bob Marley. Marley was born to a British Jamaican father and an Afro-Jamaican mother, and he used to tell people that he didn't feel fully black or white, just Jamaican. Like many reggae singers, he sang about his people, and he tried to bring a sense of peace and unity to his country. He even got two political rivals to shake hands at one of his concerts.

Reggae then became popular during the punk era of the 70s, as angry young Brits liked the sense of rebellion that reggae music often had. Groups like The Clash incorporated reggae into their music to speak out against British politics of the time. And now reggae has become another international genre of pop. The other Jamaican musical genre that has influenced the world is dancehall, a genre that has a lot in common with hip-hop and has had a lot of influence on it. Dancehall has its origins in the 1940s and 50s, when Afro-Jamaicans used to have big street discos called 'sound systems'. They used to listen to US rhythm and blues records, and DJs used to do a kind of rapping called 'toasting' as the music played.

Dancehall and reggae have probably moved away from the idea of expressing Jamaican identity and spirituality as they have become more and more popular internationally, but in Jamaica they are still a celebration of what it means to be a Jamaican.



VOCABULARY

1 Put the verbs in the correct category according to which part of the body is used.

feel hear listen look see smell sound taste touch watch

	ears	eyes	nose	tongue	skin
=					

- 2 Complete the sentences with the correct verb.
 - 1 Did you ... my grandmother's carrot cake? It's delicious!

A see B smell C taste

2 Shh! Did you ... that noise? I think there's someone downstairs.

A listen

B hear

C sound

- 3 When we went to Martin's house on Saturday, he ... a really scary film.
 - A was watching B was seeing C was looking
- 4 Don't ... that plate. It's hot!

A feel

B taste

C touch

- 5 I could ... something was burning, so I rushed downstairs to the kitchen.
 - A watch
- B smell

C listen

3 Complete the words for parts of the body.

1 e__b__s 2 f___h__d 6 t__g_e 7 k__e

3 s____d_r

8 e__l___s

4 f_n__r

9 t__b

5 p__m

10 ch k

4 Find the odd word out. Say why it doesn't belong.

- 1 heel toe ankle hip
- 2 lips neck teeth tongue
- 3 wrist palm waist finger
- 4 eyebrows elbow eyelashes forehead
- 5 toe finger thumb palm

GRAMMAR

5 Look at the table and write sentences about what each person was doing at different times yesterday evening.

	6-7	7-8	8-9	9–10
Nick	study Maths	study Maths	have dinner	watch football on TV
Jess	listen to music	have dinner	read	sleep
Theo	take dog for a walk	help his mum cook dinner	watch a film	watch a film

At 6 Nick was studying Maths, Jess was listening to music and Theo was taking his dog for a walk.

6 Match the parts of the sentences and then write sentences using when or while.

- 1 They were watching a film
- 2 We were waiting for the bus
- 3 John lived in Austria
- 4 1-----
- 4 I got a text message
- 5 I was cycling along the road
- A he was a child.
- B the electricity went out.
- C I noticed a gold bracelet on the ground.
- D I was speaking to my teacher.
- E it started to rain.
- 7 Put the words in order to make questions.
 - 1 did/what/use/school/to/you/wear/to/?
 - 2 food/dislike/kind/use/of/you/did/to/what/?
 - 3 sport/you/did/to/play/any/use/?
 - 4 use/did/your/work/where/parents/to/?
 - 5 do/free time/did/what/you/use/your/to/in/?

8 Match the questions in exercise 7 with these answers. Then complete them with *used to* and the verbs.

be (x2) draw not eat not like play (x2) wear work

- A Yes, I ... ice hockey for a local team.
- B I ... a shirt, trousers, tie and a jumper.
- C My dad ... a doctor and he ... at the general hospital. My mum ... a teacher.
- D | ... cartoons all the time. And I ... lots of video games with my friends.
- E | ... broccoli at all and | ... much fish, except sometimes at my grandparents' house.

DICTATION

9 Listen and write.

104

Student's Book page 104

- 1 ears hear, listen, sound look, see, watch eyes nose smell tongue tongue taste skin feel, touch
- 2 1 C 2 B 3 A 4 C 5 B
- 3 1 eyebrows
 - 2 forehead
 - 3 shoulder
 - 4 finger
 - 5 palm
 - 6 tongue
 - 7 knee

 - 8 eyelashes
 - 9 thumb
 - 10 cheek
- 4 1 hip: It is not part of your foot.
 - 2 neck: It is not part of your face/head.
 - 3 waist: It is not part of your hand.
 - 4 elbow: It is not part of your face/head.
 - 5 toe: It is not part of your hand.
- At 7 Nick was studying Maths, Jess was having dinner and Theo was helping his mum cook dinner.
 - At 8 Nick was having dinner, Jess was reading and Theo was watching a film.
 - At 9 Nick was watching football on TV, Jess was sleeping and Theo was watching a film.
- 1 B They were watching a film when the electricity went out.
 - 2 E We were waiting for the bus when it started to rain.
 - 3 A John lived in Austria when he was a child.
 - 4 D I got a text message while I was speaking to my teacher.
 - 5 C I was cycling along the road when I noticed a gold bracelet on the ground.
- 7 1 What did you use to wear to school?
 - 2 What kind of food did you use to dislike?
 - 3 Did you use to play any sport?
 - 4 Where did your parents use to work?
 - 5 What did you use to do in your free time?
- A 3 used to play
 - B 1 used to wear
 - C 4 used to be, used to work, used to be
 - D 5 used to draw, used to play
 - E 2 didn't use to like, didn't use to eat
- 3.37 Play the track once through without stopping. Tell students to write what they remember. Then play the track again and pause for a short time after each sentence.

Something quite strange happened to me on Tuesday while I was walking home. I saw a big rucksack beside a tree. When I looked closely, I saw that it had lots of money inside. There was no one else around, so I phoned the police.

Workbook page 104

Crossword

Across

- 1 shoulder
- 4 feel
- 5 to
- 7 eyelashes
- 9 did
- 10 deaf

Down

- 2 used
- 3 eyebrows
- 4 forehead
- 5 tongue
- 6 see
- 8 hip

Error correction

- 1 I like watching sci-fi films.
- 2 Did you go to school there?
- 3 When I woke up I saw that it had rained.
- 4 Were you sleeping when I called you?
- 5 It tastes like sugar but it isn't.
- 6 These shoes are too small there's no room for my toes.
- 7 | Lused to play football every day / I play football every day now.
- 8 She didn't use to be so talkative.



VOCABULARY

- 1 Read the definition and write the word.
 - 1 Part of the house that's used for keeping a car or other vehicles.
 - 2 A room with glass walls and roof that's used for growing plants and sitting in the sun.
 - 3 A small house, usually found in the country.
 - 4 A room that usually has a computer in it and is used for reading and writing.
 - 5 A set of steps between two floors of a building or a house.
- 2 Put the furniture below into the correct room and add any other pieces of furniture you know. Some furniture can be found in more than one room.

basin bath coffee table cooker dishwasher fridge microwave oven shower sink sofa wardrobe washing machine

Kitchen	Living room	Bedroom	Bathroom	Utility room

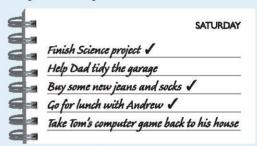
- 3 Unscramble the words for clothes and accessories
 - 1 nadcigra 6 tarbcele
 2 glesigng 7 oscsk
 3 ecnclaek 8 rgreina
 4 irgn 9 sders
 5 sotbo 10 Isnasda
- 4 Match the clothes and accessories with the situation a person may wear them in.
 - 1 trousers, tie, shirt, belt, shoes, watch
 - 2 sunglasses, swimsuit, skirt, T-shirt,
 - 3 trainers, T-shirt, hoodie, shorts
 - 4 gloves, scarf, hat, coat
 - 5 slippers, sweater, T-shirt, jeans
- A spending a day on the beach
- B having an interview for an important job
- C having an exercise workout at the gym
- D hanging out with friends at home
- E going for a trip in the mountains in December

GRAMMAR

5 Complete the dialogues with the correct form of the verbs in the present perfect. Use ever or never where appropriate.

decorate have live lose wear

- 1 My family has always ... in this house.
- 2 I've ... a sleepover at my house, but I'd like to.
- 3 Have you ... your own bedroom?
- 4 Have you ... something really important to you?
- 5 My brother has ... a tie in his life.
- 6 Look at Ashley's to-do list and write sentences about what he has and hasn't done. Use the present perfect and yet or already.



He's already finished his Science project.

- 7 Complete the sentences with for or since.
 - 1 I've been designing T-shirts ... six months.
 - 2 Sam has only played football ... January.
 - 3 They've lived in that block of flats ... 2011.
 - 4 We've known each other ... three years.
 - 5 That shop has been there ... I was a baby.
- 8 Write dialogues with the past simple or present perfect forms of the verbs.
 - 1 A: how long you collect earrings?
 - B: 8 years old
 - A: How long have you collected earrings?
 - B: I've collected them since I was 8 years old.
 - 2 A: what/the best holiday/go on
 - B: Venice
 - 3 A: how long/play the guitar
 - B: a year
 - 4 A: what/the best film/you see
 - B: The Lord of the Rings

DICTATION

9 Listen and write.

Student's Book page 105

- 1 1 garage
 - 2 conservatory
 - 3 cottage
 - 4 study
 - 5 stairs
- 2 Kitchen: cooker, dishwasher, fridge, microwave oven, sink

Living room: coffee table, sofa

Bedroom: wardrobe

Bathroom: basin, bath, shower Utility room: washing machine

- 3 1 cardigan
 - 2 leggings
 - 3 necklace
 - 4 ring
 - 5 boots
 - 6 bracelet
 - 7 socks
 - 8 earring
 - 9 dress
 - 10 sandals
- 4 1 B
 - 2 A
 - 3 C
 - 4 E
 - 5 D
- 5 1 lived
 - 2 neverhad
 - 3 ever decorated
 - 4 everlost
 - 5 never worn
- 6 He hasn't helped Dad tidy the garage yet.

He's already bought some new jeans and socks.

He's already been for lunch with Andrew.

He hasn't taken Tom's computer game back to his house yet.

- 7 1 for
 - 2 since
 - 3 since
 - 4 for
 - 5 since
- 8 2 A: What's the best holiday you have (ever) been on?
 - B: The best holiday I have (ever) been on was to Venice.
 - 3 A: How long have you played the guitar?
 - B: I've played the guitar for a year.
 - 4 A: What is the best film you have (ever) seen?
 - B: The best film I have (ever) seen is The Lord of the Rings.
- 9 3.38 Play the track once through without stopping. Tell students to write what they remember. Then play the track again and pause for a short time after each sentence.

My most treasured possession is my hoodie. I've had it since 2011. It's an Ed Sheeran one. I went to his concert with some of my friends that summer. It was amazing! It's got Ed's signature on it as well. I'll keep the hoodie forever because it reminds me of the brilliant time I had.

Workbook page 105

Crossword

Across

- 1 tie
- 2 socks
- 4 sandals
- 6 idea
- 7 boots
- 10 study
- 12 ever
- 13 hat

Down

- 1 trainers
- 2 since
- 3 coat
- 4 swimsuit
- 5 skirt
- 8 oven
- 9 sink
- **11** vet

Error correction

- 1 I can't wait to watch the next world cup.
- 2 I've put my dirty clothes in the washing machine.
- 3 No thanks. I've already had something to drink.
- 4 He's sleepy because he's just woken up.
- 5 We haven't seen you for days. What have you been up to?
- 6 Did you see the new trousers I bought yesterday?
- 7 How long have you had your own bedroom?
- 8 I've had this necklace for two years.



VOCABULARY

- Read the definition and write the environment word.
 - All the wild animals, birds and insects that live in a natural habitat. w_____
 - 2 The weather conditions of an area or over a period of time. c
 - 3 A community of living things and their environment.
 - 4 Making rubbish into something you can use.
 - 5 A population of animals or plants that are at risk of extinction. e______ s____
- Put the words from exercise 1 and the words below into the groups. Say why you think they belong in each group.

conservation drought flood global warming pollution rainforest solar energy wind farm

Made, done or caused by people	<u>Natural</u>

3 Match the material to the object.

1	rubber	Α	jeans
2	metal	В	CD
3	glass	С	belt
4	plastic	D	dinner plate
5	cotton	E	light bulb
6	wood	F	cardigan
7	paper	G	car tyre
8	leather	Н	book
9	wool	1	coffee table
10	china	l	scissors

Write what these things are made of. Give details and explain possible variations.

computer keyboard magazine mobile phone sofa sunglasses trainers TV

Computer keyboards are usually made of metal and plastic, and they can have rubber in the keys and cables.

GRAMMAR

- 5 Complete the sentences with comparative or superlative forms of the adjectives in brackets.
 - 1 The effects of global warming on the planet are becoming ... (serious) each year.
 - 2 Recycling is the ... (useful) thing you can do at home to help the environment.
 - 3 Reducing the amount of vehicles is a much ... (effective) way to stop pollution.
 - 4 Using solar energy at home is ... (good) for the environment and also makes your heating bill ... (cheap).
 - 5 The ... (common) type of rubbish found in the sea is plastic.
- 6 Write four sentences comparing these two activities to help the environment. Use (not) as ... as.

	Park cleanup	Building a recycled sculpture
Participants	50	12
Easy to organize?	11111	111
Enjoyable?	11111	11111
Hard work?	1111	1
Effective?	11111	11

Building a recycled sculpture wasn't as popular as the park cleanup.

- 7 Complete the sentences with the correct indefinite pronouns.
 - 1 Can you tell me ... useful I could do to help save the planet?
 - 2 Do you have ... you would like me to recycle?
 - 3 ... has organized ... for Earth Day yet, so I'll think of
 - 4 There's rubbish ... on the beach.
 - 5 Can ... help me tidy up, please?
- 8 Write true sentences for you about these things.
 - 1 something you do to help the planet Something I do to help the planet is to reuse plastic bags.
 - 2 a country you'd like to know more about
 - 3 something you know how to make out of paper
 - 4 food no one in your class has eaten
 - 5 an activity to help the environment that people do everywhere

DICTATION

9 Listen and write.

106

Student's Book page 106

- 1 1 wildlife
 - 2 climate
 - 3 ecosystem
 - 4 recycling
- 5 endangered species
- 2 Made, done or caused by people recycling, endangered species, conservation, global warming, pollution, wind farm Natural

wildlife, climate, ecosystem, drought, flood, rainforest, solar energy

- 3 1 G 2 J 3 E 4 B 5 A 6 I 7 H 8 C 9 F 10 D
- 4 Students' own answers
- 5 1 more serious
 - 2 most useful
 - 3 more effective
 - 4 better, cheaper
 - 5 most common
- 6 Building a recycled sculpture wasn't as easy to organize as the park cleanup. Building a recycled sculpture was as enjoyable as the park cleanup. Building a recycled sculpture wasn't as heard work as the park cleanup. Building a recycled sculpture wasn't as effective as the park cleanup.
- 7 1 something
 - 2 anything
 - 3 nobody, anything, something
 - 4 everywhere
 - 5 somebody
- 8 Students' own answers
- 9 3.39 Play the track once through without stopping. Tell students to write what they remember. Then play the track again and pause for a short time after each sentence.

There are lots of simple things you can do to help save the planet and be more environmentally friendly. One of the most effective ways you can help is to stop using cars or taking the bus so much. Cycling and walking is healthier for you and the easiest way to fight pollution. So get your trainers on and reduce your carbon footprint.

Workbook page 106

Crossword

Across

- 1 rainforest
- 3 cork
- 5 farm
- 7 bit
- 8 hand

10 paper

Down

- 1 recycling
- 2 someone
- 4 rubber
- 6 as
- 8 huge
- 9 than

Error correction

- 1 It rained so hard there was a flood.
- 2 He is the laziest boy in the class.
- 3 Their new house is further from school than their old one.
- 4 This book is not as easy as last year's.
- 5 Oh! That's such a shame!
- 6 When you recycle, separate glass bottles from plastic ones.
- 7 There isn't anyone in my class I don't like.
- 8 What do you mean by that?



VOCABULARY

Unscramble the letters to make types of TV programmes.

1	otarocn	6	mdouteyncar
2	anteur romgpmrae	7	ospa porea
3	maeg sohw	8	ktla hosw
4	tlaetn hswo	9	ricem sreise
5	srpost rgrmoampe	10	hte eswn

2 Read the descriptions and say what type of TV programmes they are.

	B 1 B1
7.00pm	Danny's Dinners Danny will show you how to make quick and healthy meals in less than 30 minutes.
7.30pm	The Colburies Laughs guaranteed when the family go camping for the weekend.
8.00pm	The Ford Files Detective Alison Ford investigates the murder of a lawyer.
9.00pm	Pop Icon The final. Only four contestants remain. Don't forget to vote!
I 0.00pm	Ugly Duckling The gang help a young student look his best for a first date.

3 Match the words to make phrases about life events.

1	be	Α	up
2	be	В	an only child
3	begin	С	your career
4	buy	D	a house
5	get	E	engaged
6	get	F	born
7	grow	G	married
8	have	Н	children

4 Complete the life story with the correct form of the verbs below.

die graduate live meet move work

Sammy Dixon¹... from high school in San Francisco, USA, in 1964. When he was 18 he ²... to New York, where he wanted to get a recording contract and become a singer. Unfortunately, Sammy couldn't find a job as a singer, so he had to ³... as a waiter in a restaurant. He didn't have much money so he ⁴... in a small apartment above a shop. In 1970, Sammy ⁵... a famous music manager while he was singing in a bar and he signed Sammy to his music label. Sadly, after a successful career of 30 years, Sammy ⁶... in 2000.

GRAMMAR

- 5 Read the situations and write predictions. Use will/ won't or may/might and the adverbs possibly, probably or definitely where appropriate.
 - 1 A man is ice-skating but he looks unstable and shaky. He'll probably fall over. He might hurt himself.
 - 2 A woman is taking her dog for a walk and the dog sees a cat.
 - 3 A boy is at the cinema buying tickets, and he accidentally drops a £5 note on the floor.
 - 4 A woman is at the till in a shop and she's looking in her bag.
 A man is waiting impatiently behind her. He looks angry.
 - 5 A girl is singing in a TV talent show on a stage in front of an audience and four judges.
- 6 Write questions using the words below and then answer them so they are true for you. Use the first conditional.
 - 1 What/do/if/finish all your homework/by the weekend?
 - 2 If/not go abroad/this summer/where/go?
 - 3 How/feel/if/get your dream job?
 - 4 If/your favourite TV programme/not on tonight/what/ watch?
 - 5 What/eat/if/go to a restaurant/tonight?
- 7 Write I for intentions, A for arrangements, P for predictions or T for timetable events.
 - 1 I'm doing French next term at school.
 - 2 Henrietta's going to do something in the performing arts when she leaves school.
 - 3 What time are you meeting Paul on Tuesday?
 - 4 Be careful! That mug is going to fall on the floor.
 - 5 What time does the final of the talent show start on Saturday?
- 8 Complete the sentences with would like to or be going to. Add other words if necessary.
 - 1 | ... to go to university in the future, but I'll have to do well in my exams first.
 - 2 Martin and I ... help out at the animal hospital next week.
 - 3 Jessica is a shy person, but she ... be an actor or TV presenter when she's older.
 - 4 'Hey, Anna, ... go to the cinema this evening?' 'Great idea!'
 - 5 '... you ... call Marcus about the football competition on Sunday?' 'Yes, Sally has already given me his number.'

DICTATION

9 Listen and write.

Student's Book page 107

- 1 1 cartoon
 - 2 nature programme
 - 3 game show
 - 4 talent show
 - 5 sports programme
 - 6 documentary
 - 7 soap opera
 - 8 talkshow
 - 9 crime series
 - 10 the news
- 2 Danny's Dinners: cookery programme

The Colburies: soap opera

The Ford Files: crime series

Pop Icon: talent show

Ugly Duckling: makeover show

- 3 1 B 2 F 3 C 4 D 5 E 6 G 7 A 8 H
- 4 1 graduated
 - 2 moved
 - 3 work
 - 4 lived
 - 5 met
 - 6 died
- 5 Students' own answers
- 6 1 What will you do if you finish all your homework by the weekend? Students' own answers
 - 2 If you don't go abroad in the summer, where will you go? Students' own answers
 - 3 How will you feel if you get your dream job? Students' own answers
 - 4 If your favourite TV programme isn't on tonight, what will you watch?
 - Students' own answers
 - 5 What will you eat if you go to a restaurant tonight? Students' own answers
- 7 1 A 2 I 3 A 4 P 5 T
- 8 1 would like to
 - 2 are going to
 - 3 would like to
 - 4 would you like to
 - 5 are, going to
- 9 3.40 Play the track once through without stopping. Tell students to write what they remember. Then play the track again and pause for a short time after each sentence.

I've got many different personal ambitions for the future. When I finish school, I'm going to study at university. I love writing and I'd like to be a journalist. I'm working part-time at a local newspaper next month. I can't wait! I'm interested in what happens around the world and I'd like to travel and report the news from abroad.

Workbook page 107

Crossword

Across

- 1 divorced
- 6 prize
- **10** may
- 11 work
- 12 engaged

Down

- 2 if
- 3 cookery
- 4 do
- 5 born
- 7 going
- 8 could
- 9 show
- 10 make

Error correction

- 1 My favourite crime series is on!
- 2 The second contestant might win / The second contestant will definitely win.
- 3 Relax! Take it easy!
- 4 This summer I want to do an art course.
- 5 They are going to get married in Las Vegas.
- 6 I'm going to study English in the US this August.
- 7 She'd like to be a ballet dancer in the future.
- 8 Thank you. That's very kind of you.



VOCABULARY

- Unscramble the words for symptoms, illnesses and injuries.
 - 1 Ryan ... (rebok) his leg while he was playing football.
 - 2 Siobhan didn't warm up properly before exercising, so she ... (e p | u | d) a ... (u e | m s c).
 - 3 Noel fell over and ... (prdsanie) his ... (naekl).
 - 4 Emily has an ... (glelray) to nuts. If she eats them, her windpipe closes up and she can't breathe.
 - 5 Kim always (efsel ksci) when she goes on long car journeys.
- 2 Say what health problems these people have.

a cold a headache a sore throat a temperature toothache

- 1 Rachel should take painkillers and see a dentist. She has
- 2 Will should drink tea with lemon and honey. He has
- 3 Jasmine should drink lots of water and take vitamin C.
- 4 Peter should take an aspirin and relax. He has
- 5 Laura should go to the doctor and then probably stay in bed for a while. She has
- 3 Complete the sentences with the correct form of the mind verbs below.

decide imagine realize recognize wonder

- 1 We were ... whether you'd like to take part in the minimarathon next month and raise some money for charity.
- 2 I ... to stay at home today. I wasn't feeling well and I had a stomachache.
- 3 Oh no! I've just ... I don't have my homework for the next lesson.
- 4 I can't ... what life was like before everyone had mobile phones.
- 5 We didn't ... you with red hair.

4 Choose the correct verb.

- 1 You'll never understand / guess who I saw in town today.
- 2 I want/felt really excited when Will invited me to the cinema.
- 3 I believe / decide that everyone should eat healthily and get regular exercise.
- 4 I didn't learn / know you were doing German this term,
- 5 My cousin only left yesterday, but I forget / miss her already.

GRAMMAR

- 5 Complete the safety advice for learning to surf with must. mustn't and don't have to.
 - 1 You ... use the correct size surfboard.
 - 2 You ... surf when the red flags are on the beach.
 - 3 You ... be a strong swimmer.
 - 4 To be safe, you ... only surf where there are lifeguards.
 - 5 You ... do it with an instructor, but it's a good idea.
- 6 Write two pieces of advice for each problem, one with should and one with ought to.
 - 1 I'd like to get fit and be healthier. You should try to find a sport that you like, and you ought to eat at home more.
 - 2 My friend always talks to me in class and disrupts me.
 - 3 I've got asthma and can't exercise much.
 - 4 My brother stays up late and doesn't get much sleep.
 - 5 I want to do a sponsored marathon run next year.
- 7 Match the parts of the sentences and then write complete second conditional sentences.
 - 1 If we ... (not live) in such a busy city
 - 2 I... (not be) here now
 - 3 I... (shout) for my dad
 - 4 If we ... (be) famous
 - 5 I... (not have) any money to buy new clothes
- A if I ... (feel) sick
- B we ... (give) lots of money to charity
- C if I ... (not work) part-time
 - D I... (use) my bike more
 - E if I ... (hear) a strange noise in the night
- 8 Write questions in the second conditional using the correct form of the verbs in brackets.
 - 1 How ... you ... (feel) if your friend ... (forgot) your birthday?
 - 2 If your friend ... (do) better in their exams than you, what ... you ... (say)?
 - 3 If you ... (can) invite anyone to your house for dinner, who ... it ... (be)?
 - 4 Where ... you ... (travel) to in the world if you ... (win) the lottery?
 - 5 If you ... (lose) your sister's most precious possession, what ... you ... (tell) her?
- 9 Answer the questions in exercise 8.

DICTATION

10 Listen and write.

108

Student's Book page 108

- 1 1 broke
 - 2 pulled, muscle
 - 3 sprained, ankle
 - 4 allergy
- 5 feels sick
- 2 1 toothache
 - 2 a sore throat
 - 3 a cold
 - 4 a headache
 - 5 a temperature
- 3 1 wondering
 - 2 decided
 - 3 realized
 - 4 imagine
- 5 recognize
- 4 1 guess
 - 2 felt

 - 3 believe
 - 4 know
 - 5 miss
- 5 1 must
 - 2 mustn't
 - 3 must
 - 4 must
 - 5 don't have to
- 6 Students' own answers
- 7 1 D If we didn't live in such a busy city, I would use my bike more.
 - 2 A I wouldn't be here now if I felt sick.
 - 3 E I would shout for my dad if I heard a strange noise in the night.
 - 4 B If we were famous, we would give lots of money to charity.
 - 5 C I wouldn't have any money to buy new clothes if I didn't work part-time.
- 8 1 would, feel, forgot
 - 2 did, would, say
 - 3 could, would, be
 - 4 would, travel, won
 - 5 lost, would, tell
- 9 Students' own answers
- 10 3.41 Play the track once through without stopping. Tell students to write what they remember. Then play the track again and pause for a short time after each sentence.

If you didn't exercise, you wouldn't be very healthy. Everyone should do a minimum of 30 minutes physical activity five times a week. You don't have to do the whole 30 minutes in one go. You can do three ten-minute exercises throughout the day. And you don't have to do sweaty sports. You could try walking, or perhaps dancing. Whatever you do, the exercise must make you slightly breathless and your body a little bit warm.

Workbook page 108

Crossword

Across

- 1 miss
- 2 pain
- 5 speech
- 6 were
- 7 flu 8 have
- 9 wonder

Down

- 1 muscle
- 3 imagine
- 4 ache
- 6 would
- 8 hurt

Error correction

- 1 I've got a sore throat.
- 2 Did you hurt your leg?
- 3 You must be careful in all extreme sports.
- 4 If you really want to get fit, you ought to do more exercise.
- 5 You trained hard, I know. Me too!
- 6 After an hour, I think we solved the problem.
- My foot really hurts. I am really worried about it.
- 8 What would you do if you could have any superpower you could choose?



VOCABULARY

 Read the safety notice and fill in the gaps with the words below.

accidents chemicals equipment experiment flame lab coat protect rinse safety glasses splash work bench



Don't run in the science lab. You may cause 1 ...



You must wear a(n) ² ... and ³ They will ⁴ ... you from dangerous ⁵



Never leave your 6 ... when a Bunsen burner is lit. The 7 ... could cause a fire.



If you ⁸ ... harmful chemicals on your skin, ⁹ ... it immediately with lots of water.



When you've finished your 10 ..., put all your 11 ... away in the correct place and wash your hands.

2 Read the definition and write the word.

- Medical equipment used when someone has hurt themselves, before a doctor comes or the person is taken to hospital.
- A metal cylinder full of water or chemicals used for putting out fires.
- 3 A tool with two longs parts that are joined at one end, used for picking things up.
- 4 Special liquid used to clean the eyes when something has gone in them.
- 5 A small glass tube that is used in science experiments.

3 Match the verbs on the left with the words on the right.

update
 scroll
 pen
 click
 print
 down a document
 he memory
 a hard copy
 the virus software
 a file

5 print E a file 6 upgrade F on an icon

4 Choose the correct word.

- 1 I'm going to upload / paste my photos from my party to my online blog.
- 2 You can delete the file easily. Just drag / drop and drag / drop it into the recycling bin.
- 3 You should scan / save your work regularly.
- 4 Whenever I run this program it always crashes / installs.
- 5 I've transferred / downloaded a film to watch tonight.

GRAMMAR

5 Make these active sentences passive.

- 1 They design these computers in America.

 These computers are designed in America.
- 2 They serve vegetarian food in this restaurant.
- 3 They make TVs in that factory.
- 4 The Materials Recycling Facility recycles old computers.
- 5 You can buy cheap tickets for the theatre from the box office.
- 6 Leaving the tap running when you brush your teeth wastes water.
- 6 Complete the sentences with the past simple passive.

discover find introduce invent rescue think

- 1 When the *Titanic* sank, 710 of the 2224 people on board
- 2 Jeans ... by Jacob Davis and Levis Strauss in 1873.
- 3 The tomb of the famous Egyptian king Tutankhamen ... in 1922.
- 4 Potatoes ... to Europe by the Spanish in the late 16th century.
- 5 The planet Uranus ... as early as the 17th century, but ... at first to be a star or comet.

7 Write questions in the past simple passive using the words below.

- 1 Who/Twilight/write/by
 Who was Twilight written by?
- 2 What decade / handheld mobile phones / invent / in
- 3 What/find/in the jungle in Venezuela / in 1933 / by limmy Angel
- 4 When / first modern Olympic Games / hold
- 5 Where / the first rugby match / play

8 Answer the questions in exercise 7.

DICTATION

9 Listen and write.

Student's Book page 109

- 1 1 accidents
 - 2 lab coat
 - 3 safety glasses
 - 4 protect
 - 5 chemicals
 - 6 work bench
 - 7 flame
 - 8 splash
 - 9 rinse
 - 10 experiment
 - 11 equipment
- 2 1 first aid kit.
 - 2 fire extinguisher
 - 3 tongs
 - 4 eye wash
 - 5 test tube
- 3 1 D 2 A 3 E 4 F 5 C 6 B
- 4 1 upload
 - 2 drag, drop
 - 3 save
 - 4 crashes
 - 5 downloaded
- 5 2 Vegetarian food is served in this restaurant.
 - 3 TVs are made in that factory.
 - 4 Old computers are recycled in the Materials Recycling Facility.
 - 5 Cheap tickets for the theatre can be bought from the box office.
 - 6 Water is wasted if you leave the tap running when you brush your teeth.
- 6 1 were rescued
 - 2 were invented
 - 3 was found
 - 4 were introduced
 - 5 was discovered, it was thought
- 7 2 What decade were handheld mobile phones invented in?
 - 3 What was found in the jungle in Venezuela in 1933 by Jimmy Angel?
 - 4 When were the first modern Olympic Games held?
 - 5 Where was the first rugby match played?
- 8 2 Handheld mobile phones were invented in the 1970s.
 - 3 Jimmy Angel found the Angel Falls in the jungle in Venezuela in 1933.
 - 4 The first modern Olympic Games were held in 1896.
 - 5 The first rugby match was played in the town of Rugby.
- 9 3.42 Play the track once through without stopping. Tell students to write what they remember. Then play the track again and pause for a short time after each sentence.

The first human means of transport to use only two wheels was invented in the early 1800s. The vehicle was pushed along by the rider's feet. Throughout the 19th century many different bicycle designs were tried and tested, and the first modern bike, the Rover, was produced in 1885. Today, 130 million bicycles are sold every year around the world and 66% of them are made in China.

Workbook page 109

Crossword

Across

- 2 tongs
- 5 shut
- 6 scroll
- 7 drop
- 9 weight
- 10 paste
- 13 experiment

Down

- 1 cursor
- 4 splash
- 7 delete
- 8 file
- 9 was
- 11 are
- 12 kit

Error correction

- 1 This bag weighs over 20 kilos!
- 2 Lab coats and safety glasses protect you from dangerous chemicals.
- 3 Bacteria can be killed by antibiotics.
- 4 Not everyone agrees who the radio was invented by. / Not everyone agrees who invented the radio.
- By the way, do you know what just happened to me?
- 6 The application can be downloaded from the website directly onto your computer
- 7 You just click on the icon there and it starts.
- 8 It's made from metal and plastic.



VOCABULARY

1 Unscramble the words for film genres.

1 aytfans 5 ics-if
2 ente 6 rceim
3 itosIrchia 7 octnai
4 Irhrilte 8 naitdmae

2 Match each group of words with a film genre below.

adventure film comedy drama horror film musical

- 1 humour, happy endings, enjoyable, laughter
- 2 scary, evil, frighten, surprise, fears
- 3 moving, serious, realistic, characters
- 4 exciting, exotic locations, quests, heroic journeys
- 5 songs, singing, dancing, big performances

3 Read the definition and write the word.

- 1 The place where the film is made.
- 2 A series of events that make the story of the film.
- 3 To run or drive after someone to catch them.
- 4 All the music or songs that are recorded for a film.
- 5 Exciting pieces of action in films that are created by computers or clever filming to show things that normally don't happen.

4 Complete the film review with the words below.

based on character directed by is set fast-paced plays recommend stars was made we follow

Last month I saw an action sci-fi film called *Iron Man* 2, which 1 ... in 2010. It's 2 ... the Marvel Comics 3 ... Iron Man and is the sequel to the first *Iron Man* film, which was released in 2008. It's 4 ... Jon Favreau and 5 ... Robert Downey, Jr. as hero Tony Stark and Gwyneth Paltrow, who 5 ... his close friend, Virginia 'Pepper' Potts. In this sequel, which 7 ... six months after the first film, 5 ... Stark, who has revealed his identity as Iron Man, as he tries to stop the US government getting their hands on his Iron Man technology. It's an exciting and 9 ... film and I 10 ... it to everyone.

GRAMMAR

5 Put the words in order to make sentences with defining relative clauses.

- 1 is/the actor/starred/who/Hugh Jackman/in/ the X-Men series
- 2 on location / are / sequences / were / many / action / there / in the film / which / filmed
- 3 were/the countries/most of the film/was/where/ made/Norway and Sweden
- 4 won/the name/5 Academy Awards/of/what's/ the actor/whose/film/this year/?
- 5 I/last night/was/the film/brilliant/saw

6 Complete the sentences 1–5 with the non-defining relative clauses A–E.

- 1 The new fantasy adventure film *The Hobbit: An Unexpected Journey, ...*, was directed and produced by Peter Jackson.
- 2 The film's premiere, ..., was attended by 100,000 people.
- 3 Martin Freeman, ..., has been in many UKTV shows.
- 4 The photography for the film was done in New Zealand,
- 5 Howard Shore, ..., has won many awards for his music.
- A where The Lord of the Rings was filmed
- B which took place in New Zealand
- C who composed the music for the film
- D which is based on J.R.R. Tolkien's 1937 fantasy novel
- E who stars as Bilbo Baggins in the film

7 Complete the sentences using the past simple or past perfect of the verbs in brackets.

- 1 I drove (drive) my brother back home after I had picked (pick) him up from the airport.
- 2 Josh ... (feel) tired because he ... (stay) up late the night before.
- 3 I... (not go) rock climbing because I... (break) my arm.
- 4 The man ... (get) in a black car after he ... (rob) the bank.
- 5 Laura ... (never go) to the big new shopping centre before we ... (take) her.

8 Complete the questions.

Before you went to India...

- 1 travel abroad before? Had you travelled abroad before?
- 2 ride in a Rickshaw?
- 3 eat spicy food?
- 4 see any Bollywood films?
- 5 touch an elephant?

DICTATION

9 Listen and write.

110

Student's Book page 110

- 1 1 fantasy
 - 2 teen
 - 3 historical
 - 4 thriller
 - 5 sci-fi
 - 6 crime
 - 7 action
 - 8 animated
- 2 1 comedy
 - 2 horror film
 - 3 drama
 - 4 adventure film
 - 5 musical
- 3 1 location
 - 2 plot
 - 3 chase
 - 4 soundtrack
 - 5 special effects
- 4 1 was made
 - 2 based on
 - 3 character
 - 4 directed by
 - 5 stars
 - 6 plays
 - 7 is set
 - 8 we follow
 - 9 fast-paced
 - 10 recommend
- 5 1 Hugh Jackman is the actor who starred in the X-Men series.
 - 2 There are many action sequences in the film which were filmed on location.
 - 3 Norway and Sweden were the countries where most of the film was made.
 - 4 What's the name of the actor whose film won 5 Academy Awards this year?
 - 5 The film I saw last night was brilliant.
- 6 1 D 2 B 3 E 4 A 5 C
- 2 felt, had stayed
 - 3 didn't go, had broken
 - 4 got, had robbed
 - 5 had never been, took
- 8 2 Had you ridden in a rickshaw?
 - 3 Had you eaten spicy food?
 - 4 Had you seen any Bollywood films?
 - 5 Had you touched an elephant?
- 3.43 Play the track once through without stopping. Tell students to write what they remember. Then play the track again and pause for a short time after each sentence.

At the weekend, I saw the 3D animated fantasy film Brave, which was made in 2012 and produced by Pixar Animation Studios. It was written and directed by Mark Andrews, who also worked on The Incredibles, and Brenda Chapman. The film is set in the Highlands of Scotland and tells the story of young Princess Merida, who is determined to make her own way in life.

Workbook page 110

Crossword

Across

- 3 comedy
- 4 drama
- 8 action
- 11 after

12 set Down

- 1 had
- 2 read
- 3 characters
- 5 which
- 6 fantasy
- 7 signal
- 9 plot
- 10 out

Error correction

- 1 I really liked it because I love historical films.
- 2 Is that the boy whose father is in a band?
- 3 I don't like films that have lots of violence.
- 4 Don't get me wrong. Hove most action films I just didn't like this one.
- 5 I can't remember the name of the film, but it stars Robert De Niro.
- 6 When the film started I realized I had seen it before.
- We had breakfast and then we went for a walk.
- 8 I couldn't call you because I ran out of credit on my phone.



VOCABULARY

Match the verbs with the particles to make phrasal verbs. Then complete the sentences with the correct forms of the phrasal verbs.

1	dress	Α	on
2	show	В	down
3	put	С	ир
4	break	D	back
5	get	E	away
6	go	F	off

- 1 Some friends and I dressed up in funny outfits for the school play this year.
- 2 I really don't like how Jennifer always ... in class.
- 3 We ... a musical play for the Christmas concert.
- 4 We'd driven 500 miles across the country and then the car ... only a mile from our house!
- 5 Our flight arrived late at the airport, so in the end we didn't ... home until 2am.
- 6 We ... to the Lake District last year. We camped near the lake and went cycling every day.
- 2 Match the phrasal verbs below with their definitions.

carry on give up look for save up take up

- 1 Stop trying to do something.
- 2 Learn or start doing something for fun.
- 3 Continue doing something.
- 4 Try to find something.
- 5 Keep money instead of spending it.
- 3 Unscramble the words connected with celebrations.
 - 1 iwrefsork 2 ucpbli oldhiya
- 6 onusd ymstse
- 3 hietwsl
- 7 rocdws 8 amks
- 4 rdaoitintal ofdo
- 9 Isatl
- 5 pestcyiali
- 10 hetdem apryt
- 4 Complete the paragraph with the words below.

attends carnival costumes event floats parade participants procession

My favourite 1 ... is the village's river 2 It's to mark the start of spring. There's a huge 3 ... along the river with boats and specially decorated 4 It's an incredible day and everyone from the local area 5 6 ... dress up in 7 ... and there's a 8 ... through the village streets.

GRAMMAR

5 Correct the reported speech sentences.

- 1 'It's my birthday today,' said Jessica. Jessica said that it's my birthday today.
- 2 'I'm going to help you,' said Kate. Kate said you were going to help us.
- 3 'I can't find the DVD my brother lent me,' said Alice. Alice said I couldn't find the DVD my brother had lent me.
- 4 'I thought I knew you,' said William. William said that he had thought I knew you.
- 5 'My parents have gone on holiday,' said Ben. Ben said that their parents had gone on holiday.

6 Report what the people said about their prom night.

- 1 I danced all night. And the music was great! (Hannah) Hannah said that she had danced all night and that the music had been areat.
- 2 I didn't go to my prom because I had really bad flu. (Ryan)
- 3 My prom night isn't until June. I can't wait. (Megan)
- 4 We arrived in a limo. I felt like a film star. (Tom)
- 5 My prom night is soon! I still don't have my dress. (Louise)

Complete the sentences so that they mean the same as the sentences above them.

- 1 'This is my carnival mask,' said Jorge. lorge said that that was his carnival mask.
- 2 'I've sprained my ankle,' said Owen. Owen said that ... his ankle.
- 3 Christine said that Lyn hadn't taken part in the parade. 'Lyn ... in the parade,' said Christine.
- 4 Ben said that he always forgot his homework. 'I always ... homework,' said Ben.
- 5 'I'm going to ask Joanne to be my prom date,' said Jamie. Jamie said that ... to ask Joanne to be his prom date.

8 Write the questions for these reported sentences.

- 1 Imogen asked if I had seen the fireworks last night. 'Did you see the fireworks last night?' asked Imogen.
- 2 Jonathan asked if I was going with anyone to the party.
- 3 Gemma asked if I was wearing a costume to the carnival.
- 4 Maria asked if Mark was feeling sick.
- 5 Zach asked if tomorrow was a public holiday.

DICTATION

Listen and write.

Student's Book page 111

1 1 C 2 F 3 A 4 B 5 D 6 E

- 2 shows off
- 3 are putting on
- 4 broke down
- 5 get back
- 6 went away
- 2 1 give up
 - 2 take up
 - 3 carry on
 - 4 look for
 - 5 save up
- 3 1 fireworks
 - 2 public holiday
 - 3 whistle
 - 4 traditional food
 - 5 speciality
 - 6 sound system
 - 7 crowds
 - 8 mask
 - 9 stall
 - 10 themed party
- 4 1 event
 - 2 carnival
 - 3 procession
 - 4 floats
 - 5 attends
 - 6 Participants
 - 7 costumes
 - 8 parade
- 5 1 Jessica said that it was her birthday today/that day.
 - 2 Kate said she was going to help us.
 - 3 Alice said she couldn't find the DVD her brother had lent her.
 - 4 William said that he thought he knew me.
 - 5 Ben said that his parents had gone on holiday.
- 6 2 Ryan said that he hadn't gone to his prom because he'd had really bad flu.
 - 3 Megan said that her prom wasn't until June and that she couldn't wait.
 - 4 Tom said that they'd arrived in a limo and that he'd felt like a film
 - 5 Louise said that her prom night was soon and that she still didn't have her dress.
- 7 2 he had sprained
 - 3 didn't take part
 - 4 forget my
 - 5 he was going
- 8 2 'Are you going with anyone to the party?' asked Jonathan.
 - 3 'Are you wearing a costume to the carnival?' asked Gemma.
 - 4 'Are you feeling sick?' Maria asked Mark.
 - 5 'Is tomorrow a public holiday?' Zach asked.
- 9 3.44 Play the track once through without stopping. Tell students to write what they remember. Then play the track again and pause for a short time after each sentence.

In Greece, there is a special celebration in the three weeks before Lent called Apokries, or Carnival. Throughout this time people enjoy eating meat and dairy food before the 40-day fast that lasts until Easter. There are floats, lots of food and loud music. Participants dress up and dance through the streets. There is Greek and international music, and people in the crowds blow whistles. The participants spend all year designing their colourful costumes and masks, and the theme of their floats.

Workbook page 111

Crossword

Across

- 1 parade
- 5 up
- 6 on
- 7 mind
- 9 show
- 10 float 11 stressed

Down

- 2 afraid
- 3 about
- 4 fantastic
- 7 masks
- 8 told

Error correction

- 1 Why don't you take up a new sport? That will stop you being bored.
- 2 I found out that there's a new drama course starting near my house. Cool!
- 3 She told me she hadn't finished her homework
- 4 Yesterday Ian told me he couldn't do it then, so I said today was OK.
- 5 It costs at least €100 to go to the festival.
- 6 Carolina told me she was coming to the party.
- 7 Julian asked Sarah if she wanted to go to the carnival with him.
- 8 Sure, I've got that written down. I'll let him know when I see him.



VOCABULARY

1 Write the abstract noun related to these verbs and adjectives.

please pleasure
improve
satisfy
strong
vealthy
possess
lose
strong
value
earn
increase

2 Complete the endings of these words to make abstract nouns.

- 1 friendship
- 2 happ_____ 3 dissatis______
- 4 relation____
- 5 abil___

3 Find the odd word or phrase out. Say why it doesn't belong.

- 1 polite sensible badly behaved conscientious
- 2 confident shy talkative enthusiastic
- 3 hard-working lazy well-organized well behaved
- 4 helpful reliable punctual forgetful
- 5 progress disorganized untidy easily distracted

4 Read the notes about the students below, and use the personal development words from exercise 3 to write one sentence for their school reports.

- 1 Dylan nervous about meeting people / always gets his work done
 - Dylan is a shy but hard-working member of the class, and has made good progress this term.
- 2 Isabella takes care and plans her work well / doesn't behave badly
- 3 Matthew comes to class on time / always tries to do his best / sometimes work can be quite messy
- 4 Emma sure about her own abilities and works well in groups / eager to learn
- 5 Harry often forgets his homework / doesn't work hard enough / not rude
- 6 Eric needs to concentrate more in class / speaks too much / likes to help others

GRAMMAR

5 Read the questions below and then write true answers for you.

- 1 What couldn't you do before you started school but can do now?
 - I couldn't play the quitar, but now I can because I've had lessons.
- 2 What couldn't you do when you were six but can do now?
- 3 What weren't you able to do last year but really wanted to do?
- 4 What can you do that makes you feel proud?
- 5 What will you be able to do when you're twenty-one that you can't do now?
- 6 What would you like to be able to do some time in the future?

6 Complete the questions with the correct question tag.

- 1 You joined the youth club, didn't you?
- 2 He could have hurt himself, ...?
- 3 Lisa isn't a vegetarian anymore, ...?
- 4 You haven't got a cold, ...?
- 5 You're flying on Monday evening, ...?
- 6 They were revising for their exams, ...?

7 Complete the dialogue with an appropriate possessive pronoun or adjective.

Jade: I can't ride 1 ... bike to school today because I've got

a flat tyre.

George: Why don't you use 2... sister's? That's 3... in the

garage, isn't it?

Jade: Yes, it is, but she'd go mad if I used it.

George: I won't use my bike either, then. Let's walk instead.

Can I leave 4 ... in 5 ... garage?

Jade: Yes, sure.

8 Complete the sentences with an appropriate reflexive pronoun.

- 1 Ouch! That hurts. I've just cut ... on that knife.
- 2 Did you both enjoy ... at the carnival parade?
- 3 Those two didn't behave ... on the school camping trip, so they are in trouble with the head teacher.
- 4 Samantha's teaching ... how to play the piano.
- 5 On Saturday morning Luke and I got to the swimming pool early, and we had it all to No one else was there yet.

DICTATION

Listen and write.

112

Student's Book page 112

- 1 2 improvement
 - 3 satisfaction
 - 4 strength
 - 5 earnings
 - 6 wealth
 - 7 possessions
 - 8 loss
 - 9 value
 - 10 increase
- 2 2 happiness
 - 3 dissatisfaction
 - 4 relationship5 ability
- 3 1 badly behaved: it is negative
 - 2 shy: all the other words describe outgoing, confident personalities.
 - 3 lazy: it is negative.
 - 4 forgetful: it is negative.
 - 5 progress: it is positive, and it is a noun or verb not an adjective.
- 4 Student's own answers
- 5 Student's own answers
- 6 2 couldn't he
 - 3 is she
 - 4 have you
 - 5 aren't you
 - 6 weren't they
- **7** 1 my
 - 2 your
 - 3 hers
 - 4 mine
 - 5 your
- 8 1 myself
 - 2 yourselves
 - 3 themselves
 - 4 herself5 ourselves
- 9 3.45 Play the track once through without stopping. Tell students to write what they remember. Then play the track again and pause for a short time after each sentence.

Being a teenager can be a lot of pressure, can't it? Well, here are just a few tips to help you succeed. Try hard in class and ask your teacher for help when you're struggling. Doing well at school means you'll be able to do better later in life. Good friendships are also important, as friends understand you and can give you support. Be active, and get regular exercise, as this can help you feel good mentally and physically. And most importantly, live life to the full.

Workbook page 112

Crossword

Across

- 1 yourself
- 3 according
- 5 even
- 7 values
- 9 lacks

10 pity Down

- 2 friendship
- 3 ages
- 4 guess
- 6 able
- 8 loss

Error correction

- 1 In school, like in other parts of life, it's good to know your strengths and weaknesses.
- 2 With a bit more practice, I'll be able to ride a bike as well as you.
- 3 I wasn't able to finish watching the film last night.
- 4 Sally won the competition, didn't she?
- 5 Isabel's teacher says she's very well behaved.
- 6 My class put on a play we wrote ourselves.
- 7 Robert said he really enjoyed himself at your party. / Robert said he really enjoyed your party.
- 8 That can't be true. Are you kidding?

Grammar Reference Unit



We use the past simple to talk about finished actions and situations in the past, often with these past time expressions.

He **bought** a new car **in April**.
I **had** an exam **on Thursday**.

I woke up at 3am.

We went on holiday to Greece last year.

We moved house four months ago.

Affirmative	Negative
I was going home.	I wasn't going home.
They were going home.	They weren't going home.

We form the past continuous with was / were + -ing. The forms for he, she and it are the same as for I, and the forms for we and you are the same as for they.

We use the past continuous to talk about activities in progress in the past. We use it when we want to focus on a particular moment.

I was reading my book at eight o'clock last night.
This time last year, we were travelling in South America.
At the end of the course, my sister was doing really good paintings.
What were you doing when I called you?

We often use the past continuous to describe a scene in the past, before we talk about the main events of a story.

It was raining, and I was sitting in our living room, looking out the window. People outside were sharing their umbrellas or running to get out of the rain. I was dreaming of my last summer holidays. Suddenly, I heard a sound at the door...

We don't use the past continuous for long actions or situations if we don't want to focus on a particular moment, or if we talk about actions in the order in which they happened. We use the past simple instead.

My father **studied** English for three years and then **lived** in the USA for a year.

We often use the past continuous and the past simple together. The past continuous describes an action or situation that was in progress, and the past simple describes a completed action.

When I got home, my mother was making dinner.
While I was walking home, I saw our teacher, Mr Johnson.

We don't usually use state verbs in continuous tenses. These are verbs that refer to states and not actions. They include verbs of opinion, thought, feelings and relationships. Here are some common state verbs:

agree appear believe belong contain depend disagree dislike doubt enjoy feel fit hate hear know like love matter mean need owe own prefer promise realize recognize remember seem sound suppose surprise taste think understand want weigh wish

Some verbs related to the senses are state verbs, but those that suggest concentration are not.

I was watching my favourite programme on TV when I saw an old friend come on.

Sarah didn't hear you because she was listening to the radio.

Some verbs can have state and non-state meanings.

I thought she was a great singer! (think = have an opinion)

What were you thinking about? (think = use your mind)

I threw the milk out because it didn't taste right. (taste = have a nice or unpleasant taste)

I was just tasting the cake mix to see if it needed more sugar. (taste = try)

when & while

We use when and while to connect the actions. We can use when with both the past continuous and past simple.

Someone took my bag **when** I was sitting on the bus. I was sitting on the bus **when** someone stole my bag.

We normally use while with the past continuous. We use it for an action or situation in progress.

While we were playing tennis, I felt a sudden pain in my arm.
I had an idea for the project while I was waiting for the bus.

We can also use while with the past simple instead of the past continuous if the action or situation is in progress at the time. While we waited for Paul, we took photos of each other. (While we were waiting for Paul, we took photos of each other.)

used to

Affirmative	Negative
I used to like cartoons.	I didn't use to like cartoons
Questions	Short answers
Did you use to like cartoons?	Yes, I did. / No, I didn't.

Used to is a past simple verb – I, you, he, she, it, we and they have the same form as I.

We use *used to* to talk about past habits and old routines. We use it when

- the state or action lasted for some time, or happened repeatedly.
- the state or action doesn't happen now.
- it happened a long time ago.

I **used to watch** lots of TV, but now I prefer to read more. My mother **used to take** me to school, but now I get the bus. **Did** you **use to be** good at sport when you were younger? I didn't **use to like** olives, but now I love them.

There is no present form of *used* to. If we want to talk about present habits or routines, we can use the present simple and adverbs of frequency.

I **usually get** the bus to school. My father **sometimes reads** the paper in the morning.

Grammar Reference Unit 2

Present perfect

Affirmative	Negative
I've painted my room.	I haven't painted my room.
He's painted his room	He hasn't painted his room.

Questions	Short answers
Have you painted your room?	Yes, you have. / No, you haven't.
Has he painted his room?	Yes, he has. / No, he hasn't.

We form the present perfect with *have | has* + past participle. The past participle of regular verbs is the same as the past simple form.

Many common verbs have an irregular past participle. You need to learn these. See the Irregular Verbs List on page 153.

We use the present perfect to talk about experiences in our lives when the exact time or date isn't important. We're only interested in the fact that this event happened, and we aren't focusing on any of the details of it.

Pue lived in a few different houses.

Have you donated blood before?

I haven't seen Finding Nemo.

ever & never

We often use ever and never with the present perfect. Ever means 'at some time in the past'. We use it before the main verb. We often use it in questions when we think it's possible that the situation hasn't happened.

Have you ever been camping?

Has your best friend ever stayed over at your house?

Never means 'at no time in the past'. We use it before the main yerb.

I've never been to New York. What's it like?
My mum has never ridden a bike. Can you believe it?

yet, already & just

We use yet with questions and negatives to talk about things that we expect to happen. We usually put it at the end of the clause

My dad hasn't made dinner yet. (But he's making it now.)
Have you packed your bags yet? (It's nearly time to go.)

We use already with affirmative sentences and questions to talk about things that have happened earlier than expected. I've already finished my homework. (It was easier than I thought.)

Have they already moved into their new house? (That was quick!)

We use just for things that happened a very short time ago. Pve just got home. Can I call you in five minutes? (I arrived a minute ago.)

for, since & How long

We use the present perfect with for, since and How long to talk about activities or situations that started in the past and are continuing into the present. We use for and since to describe the duration of the situation.

We use for to describe the length of time of the situation. Lily and I have been friends for over twelve years. We've lived in this house for a year now.

We can also say for a long time or for ages if we don't want to specify exactly how long.

Pve had this necklace for ages.

We use since to say when the situation started. We use it with times, dates, years, etc.

We've been on holiday since last Friday.
I haven't seen my friend James since February.

We can also use *since* + past simple with the present perfect to describe the point at which a situation started.

I've known Grace **since** we **were** at primary school.

My father **hasn't played** guitar **since** he **left** university.

We use *How long* to ask about the duration of a situation. *How long have you studied English? How long has John been in the football team?*

Present perfect & past simple

We don't use the present perfect to give specific details about a past event, especially if we say when the event occurred. We use the past simple.

My aunt gave me this scarf as a birthday present. I swam with dolphins on my trip to Mexico. My father saw the Rolling Stones in concert in the 70s. I donated blood last week.

We often start a conversation in the present perfect and then give more information with the past simple.

Have you ever been to the USA?

Yes, I have. I went with my parents to New York last summer. We had a great time!

Grammar Reference Unit (3)



Comparatives

Group	Rule	Examples
One-syllable adjectives ending in -e	Add -r	nice – nicer fine – finer
One-syllable adjectives ending consonant + vowel + consonant	Double the last consonant and add -er	big – bigger wet – wetter
Other one-syllable adjectives	Add -er	small – smaller hard – harder
One- or two-syllable adjectives ending in -y	Omit -y and add -ier	dry – drier heavy – heavier
Other adjectives with two or more syllables	Use more*	more difficult more careful
Irregular adjectives		good – better bad – worse far – further

^{*}A few two-syllable adjectives that don't end in -y have a comparative form ending in -er: commoner, narrower, quieter, stupider

We use comparative adjectives to compare two things. We use than before the second thing.

Biodegradable bags are **better** for the environment **than** plastic bags. My city is **more polluted than** it used to be. I think ParaNorman is a **funnier** film **than** Shrek.

If the second thing in a comparative sentence is a personal pronoun, we use either an object pronoun or a subject pronoun with the auxiliary verb repeated.

James is better at sport than **me**. **OR** James is better at sport than **I am**. Lani's sister is younger than **her**. **OR** Lani's sister is younger than **she is**.

(not) as ... as

We can also make comparisons with (not) as + adjective + as. We use as + adjective + as to show that things are the same. It's common in idiomatic expressions.

Doing a fun run isn't as easy as planting trees. Cycling is as good for you as running. That joke's as old as the hills.

Modifiers

We use (not) much, a lot and a bit to specify bigger and smaller differences in comparatives.

I think flying is **much worse** for the environment than getting a train. My English is **a lot better** than it was last year. Travel is always **a bit more expensive** in summer. **Superlatives**

Group	Rule	Examples
One-syllable adjectives ending in -e	Add -st	nice – the nicest fine – the finest
One-syllable adjectives ending consonant + vowel + consonant	Double the last consonant and add -est	big – the biggest wet – the wettest
Other one-syllable adjectives	Add -est	small – the smallest hard – the hardest
One- or two-syllable adjectives ending in -y	Omit -y and add -iest	dry – the driest heavy – the heaviest
Other adjectives with two or more syllables	Use the most*	the most difficult the most careful
Irregular adjectives		good – the best bad – the worst far – furthest

^{*}A few two-syllable adjectives that don't end in -y have a comparative form ending in -est: the commonest, the narrowest, the quietest, the stupidest

We use superlatives to put one thing above a group of others. I think Johnny Depp is the best comic actor in world.
Kiara is probably the smartest person in our class.
The worst thing about my town is the traffic.

Indefinite Pronouns

Person	Object	Place
Someone*	Something	Somewhere
Anyone*	Anything	Anywhere
Everyone*	Everything	Everywhere
No one*	Nothing	Nowhere

^{*} For people, we can use -one or -body.

We can use indefinite pronouns when we don't want to be specific.

With affirmative sentences, we usually use some + -thing / -one / -where, and with negative sentences any + -thing / -one / -where. Remember that not ... any means the same as no.

I'd like to do **something** for the environment. I don't know **anyone** who plays rugby. I know **no one** who plays rugby.

With questions, we usually use any + -thing / -one / -where. But when we think the answer is going to be yes, we often use some + -thing / -one / -where, especially in offers and requests.

Are you going **anywhere** near the train station? You look a bit red. Have you been **somewhere** in the sun? Can I do **something** to help? Can **somebody** please open the door for me?

Grammar Reference Unit 🚳

will/won't

Affirmative	Negative
The last contestant will be in the final.	The last contestant won't be in the final.

Questions	Short answers
Will the last contestant be in the final?	Yes, she will. / No, she won't.

Will has the same form for all subjects.

We usually contract will to 'll with pronouns when we speak, and we normally use the contraction won't instead of will not.

We use will / won't to make predictions about the future. Soon, everybody will watch TV on their mobile phones.

We often use will with the adverbs possibly, probably and definitely to express degrees of certainty, as well as the phrases I think and I don't think.

I think the new season of that sitcom will possibly be even better than the last.

Jeremy says he probably won't go to university when he finishes school.

may | might

We use may / might instead of will when we are not sure what will happen in the future. In spoken English, might is more common.

The weather forecast said it **may rain** tomorrow.

I **might not watch** the game tonight – I'm really tired.

First conditional

The first conditional has two parts: the condition and the consequence. We express the condition using if + present simple, and the consequence using will / won't + infinitive. We can put either part first. If the condition or if part is first, we put a comma after it.

We use the first conditional to talk about possible events in the future and their consequences.

If my mum wants to watch the news, we'll go to my room to watch the film.

Sandra says she **won't come** to the party **if** you**'re not** there. How **will** you **get** there **if** your dad **can't drive**?

We can also use adverbs and may / might to show that we think the consequences are not certain.

If the show goes on much longer, I think I'll **probably go** to bed. James **might not play** football on Saturday if his leg isn't better.

Future plans & intentions

We use the present continuous to talk about future arrangements, especially when we say what time or who with. I'm going out to dinner on Friday with my family. What are you doing this weekend?

We use *be going to* to talk about future intentions, where the details may not have been arranged yet.

Sheila says she's going to start doing karate classes soon.

Pm not going to go to university immediately after I finish school.

We also use *be going to* for future predictions based on what we can see or what seems certain to happen.

It looks as if we're going to get home very late.

Mum isn't going to be very happy if she knows you broke her favourite plate.

We use the present simple to talk about timetables and scheduled events.

Our flight **leaves** at six in the morning. When **do** your piano lessons **start**?

would like to

Affirmative	Negative
I'd like to live abroad.	I wouldn't like to live abroad.
Questions	Short answers
Would you like to live abroad?	Yes, I would. / No, wouldn't.

Would like to has the same form for all subjects.

We use would like to for talking about wishes.

Terry **would like to learn** to play the harmonica. **Would** you **like to be** a pop star? I certainly **would**.

Future forms compared

The future in English is quite complicated. The choice of which future form to use is not always clear, and often more than one choice is appropriate with only small or even insignificant changes in meaning. Compare the following sentences.

I think it will rain.

It might rain.

(Very similar - both I think and might suggest uncertainty.)

Kelly **will probably win** the talent show. Kelly **is probably going to win** the talent show.

(Very similar – be going to emphasizes that the prediction is based on what we can see now.)

I'm going to see my cousins at the weekend.

I'm seeing my cousins at the weekend.

(Very similar – be going to suggests there may not be an arrangement with the cousins yet.)

John **would like to study** abroad. John **is going to study** abroad.

(Different – would like to means that it's his wish or desire, but be going to suggests more certainty.)

Grammar Reference Unit 🗐



have to | don't have to

Affirmative	Negative				
You have to wear a helmet.	You don't have to wear a helmet.				
She has to wear a helmet.	She doesn't have to wear a helmet				
Questions	Short answers				
Questions Do you have to wear a helmet?	Short answers Yes, you do. / No, you don't.				

Have to is a present simple verb – you, we and they have the same form as i. He and it have the same form as she.

We use *have to* to tell someone to do something, to talk about rules or when something is necessary.

You have to practise a lot if you want to be good at inline skating.

Do I have to buy any special equipment?

We use don't have to to say that something isn't necessary. You don't have to be a good climber to try tree climbing.

must/mustn't

Affirmative	Negative				
You must listen to him.	You mustn't listen to him.				
Questions	Short answers				
Must you listen to him?	Yes, you must. / No, you mustn't.				

Must has the same form for all subjects.

Like have to, we use must to tell someone to do something, to talk about rules or when something is necessary.

You must think about safety first.

Must often suggests an obligation imposed by the speaker. You must be on time this time! I'm not waiting for you.

We use *mustn't* to say that something is prohibited, or to tell someone not to do something. It has a completely different meaning from *don't have to*.

You mustn't forget to bring your ID with you.

should | shouldn't

Affirmative	Negative			
You should take an aspirin.	You shouldn't take an aspirin.			
Questions	Short answers			
Should you take an aspirin?	Yes, you should. / No, you shouldn't.			

Should has the same form for all subjects.

We use should and shouldn't to give advice or say that we think something is a good or a bad idea.

You **should get** a bit more exercise.

She shouldn't be at school if she's got the flu.

We often use should with I think and I don't think. We don't normally say I think you shouldn't.

I don't think he should eat so much junk food.

ought to

Affirmative	Negative				
You ought to go for a run.	You oughtn't to go for a run.				

Ought to has the same form for all subjects.

Ought to is like should but less common. We usually form questions using Do you think.

Do you think we ought to leave now?

Modals for rules, obligation & advice compared

Modal verbs in English are also complicated and choices of which to use not always clear. Compare the following sentences:

You have to wear / must wear knee pads.

(Similar, but must can suggest that we are insisting.)

You **mustn't tell** him.

You don't have to tell him.

(Different – the first means 'don't', and the second means that it's not necessary but you can if you want to.)

She should see / ought to see a doctor.

(No significant difference.)

Second conditional

Like the first conditional, the second conditional has a condition and a consequence, and either part can come first.

In second conditionals, we express the condition using if + past simple, and the consequence using would / wouldn't + infinitive.

We use the second conditional to talk about situations or events that are imaginary or not likely.

If we couldn't speak, we would have other ways of communicating. What would you do if you found some money on the street?

We can use *could / couldn't* in both parts of second conditional sentences.

If you **could** be anyone you wanted to be, who would you be? If we stayed over at your house, where **could** we sleep?

We often use were instead of was in the condition or if part, especially in giving advice.

I wouldn't touch that button if I were you!

As with first conditionals, we can also use adverbs and *might* to show that we think the consequences are not certain.

If I could learn another language, I'd probably choose German. You might find it easier to read if you had glasses.

Grammar Reference Unit

The passive

In a passive sentence, the subject is <u>not</u> the agent (the person or thing that does the action). The object of an active sentence becomes the subject of a passive sentence. If we want to mention the agent in a passive sentence, we use *by*. We form all forms of the passive with *be* and the past participle.

	AGENT	OBJECT
ACTIVE:	Children wr	ite the stories.

PASSIVE: The stories are written by children.

SUBJECT AGENT

We often use the passive when we consider the action more important than the agent, so it is useful when we talk about science, technology or processes.

The songs are recorded in a studio, and then they're converted into CD format and sent to be packaged and distributed.

We also use the passive so that we can start the sentence with something known to the listener or reader and end it with something we think is surprising or new.

Did you know that most of the world's cars are made in China? (I expect the word 'China' to be surprising.)

Present simple passive

Affirmative	Negative			
These trainers are made in Vietnam.	These trainers aren't made in Vietnam.			
The test is marked by computer.	The test isn't marked by computer.			

Questions	Short answers Yes, they are. / No, they aren't.		
Are these trainers made in Vietnam?			
Is the test marked by computer?	Yes, it is. / No, it isn't.		

We form the present simple passive with the present simple of *be* and the past participle.

We can also use *can / can't* in the passive, simply by adding *be* and the past participle. We can form the passive of all modal verbs in this way.

At higher altitudes, water can be boiled at lower temperatures. Olives can't be eaten straight off the tree.
The bottle must be closed tightly or the drink loses its fizz.
The lab bench should be cleaned very carefully.

We often use the present simple passive to describe processes.

The contents of the test tube **are poured** into a larger container and **heated**.

The wheat **is harvested** by machines and then **carried** to large storage facilities.

The pages of the book **are printed** onto spreads of eight or sixteen pages and then they'**re cut** out by machines.

Past simple passive

Affirmative	Negative		
The cable was connected to your camera.	The cable wasn't connected to your camera.		
The photos were transferred successfully.	The photos weren't transferred successfully.		

Questions	Short answers				
Was the cable connected to your camera?	Yes, it was. / No, it wasn't.				
Were the photos transferred successfully?	Yes, they were. / No, they weren't.				

We form the past simple passive with was / were and the past participle.

We often use the past simple passive to talk about inventions, discoveries and cultural achievements.

The radio was invented by Guglielmo Marconi.

Writing **was** first **developed** in Mesopotamia around 5,000 years ago. The most famous pyramids **were built** by the Egyptians and the Mayans.

Blue Poles was painted by Jackson Pollock.

We also use the past simple passive to write reports of scientific experiments.

The liquid was put into a test tube and heated to 30 degrees Celsius, and a change in colour was observed.





Defining relative clauses

We use relative clauses to give extra information in a sentence. We use defining relative clauses to say which person, thing or place we're talking about. In defining relative clauses, we use which / that, who / that, where or whose to link the extra information.

A drama is a film **which** / **that deals with real-life** situations in a serious way.

(The relative clause tells us what kind of film we're talking about.)

Robert Downey Ir is the actor who / that played Tony Stark in Iron Man.

(The relative clause tells which <u>actor</u> we're talking about.)
The shop where I bought my new jacket has closed down.

(The relative clause tells us which <u>shop</u> we're talking about.)
Is she the girl whose party we went to last weekend?

(The relative clause tells us which girl we're talking about.)

When who, which or that is the object in the relative clause, we can leave it out.

That's the actor (who / that) you thought was really cool – remember?
One place (which / that) I'd really like to visit one day is the Grand Canyon.

Non-defining relative clauses

We use non-defining clauses to give optional extra information, and we separate the extra information with commas. In non-defining relative clauses, we never leave out who or which and we don't use that.

Alfred Hitchcock, **who directed the thriller Psycho**, is perhaps Britain's greatest ever director.

The soundtrack for the film Jaws, which was composed by John Williams. consists mainly of just two notes.

Scotland, whose population is around 5 million, has produced some very influential writers and thinkers.

Last year we went on holiday to Picos de Europa, where the views are spectacular.

We use non-defining relative clauses more often in writing than in speaking.

If you're not sure if a relative clause is defining or nondefining, read the main part of the sentence without the clause and see if it still has the same meaning. If it does, the relative clause is non-defining.

Russell Crowe, who is probably most famous for his role in Gladiator, was born in New Zealand.

If you take out the relative clause, the sentence becomes ... Russell Crowe was born in New Zealand.

The meaning of the main part of the sentence isn't changed, so the relative clause is non-defining.

Past perfect

Affirmative	Negative				
She'd seen the film before.	She hadn't seen the film before.				
Questions	Short answers				
	Yes, she had. / No, she hadn't.				

We form the past perfect with *had* + past participle. It is the same form for all subjects. For irregular past participles, see the Irregular Verbs List on page 153.

We use the past perfect for actions that happened or situations that were true before a time that we're talking about in the past. The day of the exam, Jim had studied everything in the whole book.

(The time we're talking about is the day of the exam, and John had studied everything before then.)

We mainly use the past perfect when we talk about two things that happened at different times in the past. We use the past perfect for the action that occurred before the action described in the past simple.

They abandoned the project because of the various problems they'd had. (They had problems first, and then they abandoned the project.)

We often use the past perfect to show that the order of verbs in a story is not the same as the order of the events as they happened. This is common with verbs like say and think, which often lead a story to events that happened earlier. Sarah picked up the phone and called her mum to tell her that she'd decided to come home. (First she decided to come home, then she picked up the phone and called her mum.)

John sat and began to think about the strange things that had just happened to him. (First strange things happened, and then he sat and began to think.)

We often use *before*, *after* and *already* in sentences with the past perfect.

Sam **had already finished** the race when Jamie reached the halfway mark.

My friends arrived at the party after we'd left.
I'd never seen a black and white film before that.

We can also use adverbs, conjunctions and prepositions that are common with the present perfect.

Before you started English, had you ever studied grammar in your language?

Did you take my glass? I hadn't finished my juice yet! It was a shame to leave the house – we'd lived there since I was five. She'd just finished tidying up when her mum came home.

Grammar Reference Unit 🔞

Reported speech

Reported speech, or 'indirect speech', is when we report what other people say or have said. We often use *that*, but it isn't usually necessary.

My brother says (that) he doesn't like surprises. You told her (that) she could come to the party.

When we report what someone said in the past, we usually have to make changes in the language they used in order to show that circumstances have changed.

We usually change the tenses of the verbs.

Ingrid: 'Birthday parties are fun.' (present simple)
Ingrid said that birthday parties were fun. (past simple)

Robert: 'Dad's coming home now.' (present continuous)
Robert said Dad was coming home late. (past continuous)

Martin: 'Justine didn't do the homework.' (past simple)
Martin said that Justine hadn't done the homework. (past perfect)

Pam: 'John can drive.' (can)
Pam said John could drive. (could)

Here are some typical tense changes for reported speech.

Direct speech	Reported speech
Present simple	Past simple
Present continuous	Past continuous
Present perfect	Past perfect
Past simple	Past perfect
can	could
will	would

The past perfect isn't changed.

Stephen: 'I **hadn't tasted** sushi before.' Stephen said he **hadn't tasted** sushi before.

We also often change pronouns and possessive adjectives.

Diana: 'I need to get a present for **my** sister.' Diana said **she** needed to get a present for **her** sister.

And we may need to change words referring to time and place.

Terry (last week): 'We were here yesterday.' Terry said he'd been there the day before.

Jane (some time ago): 'My friends are leaving tomorrow.'
Jane said her friends were leaving the next day.

If circumstances haven't changed, we may not need to make all of these changes.

Henry (earlier today): 'I'm going windsurfing tomorrow.'
Henry said he's going windsurfing tomorrow.

(We don't need to change the tense or tomorrow because the sentence is still about what Harry has arranged to do tomorrow.)

Claire: 'My cousins always visit on my birthday.' Claire said that her cousins always visit on her birthday.

(We don't need to change the tense because this is always true.)

However, we often make changes in tense even if circumstances haven't changed, especially if we think what was said might not be true.

Henry said he was going windsurfing tomorrow.

Claire said that her cousins always visited on her birthday.

say & tell

The verbs say and tell are both very common in reporting what people say. We use tell if we want to specify who the person was talking to, and we use say if we don't want to give this information.

Olga told her parents she was going to study, but she went to the party instead. (We include 'her parents' to emphasize that Olga lied to them.)

Hugh said he didn't really like festivals. (It's less important who Hugh was talking to.)

We often use the pronoun even if it's not important to say who the person was talking to. Here we must still use *tell* and not say.

She told me she'd been there before. NOT She said me that...

If we don't use the pronoun, we must use say and not tell.

George said he'd never been to a festival. NOT George told that...

Reported yes / no questions

When we report yes / no questions, we use if before the reported question, and we put the subject before the verb.

Hillary: 'Is it cold outside?'

Hillary asked me if it was cold outside. NOT ... if was it cold outside.

We don't use the auxiliary verbs do or did in reported questions.

Kieran: 'Do you like it here?'

Kieran asked me if I liked it here. NOT ... if I did like it here.

Grammar Reference Unit 🗐



be able to, can & could

We can use be able to instead of can / could to talk about ability and possibility.

Is Francine able to help us? = Can Francine help us?
I wasn't able to do all the homework. = I couldn't do all the homework.

Sometimes we need to use *be able to* instead of *can / could* because *can* is a modal verb and so doesn't have infinitives, gerunds or participles.

I'd like to be able to sing. NOT I'd like to can sing.

Being able to make your own decisions is very satisfying.

NOT Canning to make ...

My dad's never **been able to ride** a bike. **NOT My dad's never could ride ...**If you had better study habits, you'd be able to get better marks. **NOT ... you'd can get ...**

The past simple of can / can't is normally could / couldn't.

I could swim when I was five.

Iulia couldn't come because she was ill.

However, when we want to talk about ability or possibility on a specific occasion in the past, we use was able to.

I was able to finish the exam with ten minutes left over.

NOT I could finish the exam ...

We can also use *could / couldn't* in both parts of second conditional sentences (see page 117).

Question tags

We use question tags to check that a statement we make is true. You're new here, aren't you? (I think you're new, and I want you to tell me if I'm right.)

Question tags reflect the grammar of the statement. Here are some rules for forming question tags and some examples.

- Positive statements have negative tags.
- Negative statements have positive tags.
- We use an auxiliary verb or be in the same tense as the statement.
- We always use a pronoun in the tag, not a name or noun.
- We reverse the order of subject and verb, like in normal questions.

Geena wasn't there, was she?
She doesn't know we're here, does she?
You won the game, didn't you?
He'll help us, won't she?
Harriet can play tennis, can't she?

There are also some irregular tag question forms.

I'm in trouble, aren't !?
Answer the door, will you?
Let's go now, shall we?

Personal & possessive pronouns & adjectives

Subject pronouns	I	уои	he	she	it	we	they
Object pronouns	me	уои	him	she	it	us	them
Possessive adjectives	my	your	his	her	its	our	their
Possessive Pronouns	mine	yours	hers	hers	45	ours	theirs

Subject pronouns usually come before the verb, and object pronouns after it.

I help her, and she helps me.

We tend to use object pronouns in short answers to questions with *who* and phrases with *be*.

'Who's comina?' 'Me'

It was him that wanted to stay here.

We also use object pronouns after prepositions.

It's not for you - it's for her.

Remember not to leave out subjects or objects, and not to use more than one for each verb.

I didn't like it. NOT I didn't like.

Our teacher is quite strict. **NOT Our teacher she is quite strict**.

That's the book that we read last year. **NOT ... that we read it last year.**

Reflexive pronouns

yourselves herself itself		myself	yourself yourselves	himself herself	ourselves	themselves
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We use reflexive pronouns if the subject and object are the same person or thing.

Did **you** teach **yourself** to dance salsa? I cut **myself** with that new knife.

We also use reflexive pronouns to emphasize that the subject is the agent of the verb.

I made this cake myself. (Nobody else made it.)

We sometimes also use possessive adjectives and own.

Do you make your own dinner? (Do you make it yourself?)

We <u>don't</u> use reflexive pronouns to express reciprocal actions with we or they. We use each other or one another. Compare these sentences.

Ben and Sally really seem to love **themselves**. (Ben loves himself and Sally loves herself.)

Ben and Sally really seem to love **each other**. (Ben loves Sally and Sally loves Ben.)

Common verbs that usually use reflexive pronouns include behave, enjoy and hurt.

Remember to **behave yourselves** at your grandparents' house. We really **enjoyed ourselves** at the party. Are you OK? Did you **hurt yourself**?

Prepare for Cambridge Exams Unit 📵



WRITING

Writing a story from a title

i ABOUT THE EXAM

In this part of the test, you can choose whether to write a letter or a story. You need to write about 100 words. For the story question you may get a title (e.g. *The Secret Island*) or the first sentence (e.g. *Sandy read the letter and smiled*.)

1 Read About the exam, and the Task. Think of some ideas for the story. Use the questions below to help you think of ideas. Make notes.

TASK

- Your English teacher has asked you to write a story.
- Your story must have the following title:

An embarrassing mistake

Write your story in about 100 words.

Where does the story take place? Who are the people in the story? What is the mistake? Why is it embarrassing?

Read the Tip.



It's very important that your story has a clear beginning, middle and end, and that it fits the title well. Plan carefully by asking yourself questions before you begin. You only have 100 words, so keep the story clear and simple.

- 3 Read this story. Put the paragraphs in order.
 - Beginning
 - Middle
 - End
 - A Suddenly I saw a lady wearing a red coat just like my mother's. I threw myself into her arms, shouting 'Mummy! Mummy!' Then I heard a voice say, 'Er James, I'm over here.' I realized the woman I was hugging was a complete stranger.
 - B This happened to me when I was about nine years old. I was out shopping with my mother at our local supermarket. It was really busy that day and my mother was in a hurry.
 - C I'm not sure how it happened, but somehow I got separated from her. I ran up and down the shop looking for her, but I couldn't see her anywhere.
- 4 Read the story again and answer the questions in exercise 1 about it.
- You are going to do the Task in exercise 1. First, look at your notes from exercise 1. Write a plan for your story. Beginning Middle End

NOW YOUR TURN

- 6 Write your story.
- 7 Read five other students' stories. Which ones have a clear beginning, middle and end?

This lesson focuses on Writing Part 3 of the Reading and Writing Paper from the Cambridge English: Preliminary exam.

Warmer

Tell the students about something embarrassing which has happened to you (or invent something). Elicit the words *embarrassing / embarrassed*. Ask students to think of something embarrassing which has happened to them. In pairs, get them to tell each other about it. Ask a few students to tell the class what happened to them.

ABOUT THE EXAM

Read through the exam information with the class. Part 3 of the writing exam practises writing stories from a title or opening sentence. The story is very short, about 100 words, so emphasize to students the need to be succinct.

1 Read through the task together and focus students' attention on the questions. Give them a few minutes to make notes.

Answers

Students' own answers

TIP

- 2 Read the tip with the students. To check they have understood, do the following activity. Ask them to close their books, then read out the following and get students to finish your sentences: It's very important that ... (your story has a clear beginning, middle and end) and that it fits ... (the title well). Plan carefully by ... (asking yourself questions before you begin). You only have 100 words, so ... (keep the story clear and simple).
- 3 Students do this activity individually, then get them to check their answers with a partner. Afterwards, highlight useful words from the text on the board, e.g. suddenly, then. Elicit other sequencing words and phrases they might know, such as next, after + -ing, eventually, finally.

Answers

- **B** Beginning
- C Middle
- A End

Extra activity

This activity revises adverbs which you should encourage students to include where possible in their stories. Put students into pairs and give each pair two sets of cards. One set of cards has adverbs of manner on them (slowly, happily, nervously, heavily, angrily, gently, quickly), the other has phrases describing actions (turn on the television, drink coffee, climb a tree, put on a shirt, look for your phone, make a sandwich). Each student takes turns to pick up an adverb and a verb card, e.g. happily + make a sandwich and then acts it out to their partner. Their partner must guess the adverb and the action, e.g. You are happily making a sandwich.

4 Get students to read the story again, then elicit answers to the questions in exercise 1.

Answers

It happened at the supermarket. The little boy, his mother and a lady in a red coat. He got separated from his mother and ran after the wrong lady. He was hugging a complete stranger.

5 Give students a few minutes to plan their stories using their notes from exercise 1. Remind them to use some of the sequencing words you wrote on the board in exercise 3.

Answers

Students' own answers

6 Remind students to stick to around 100 words. Set a time limit so they get used to working quickly (about 25 minutes). Remind students to check their work carefully.

Answers

Students' own answers

7 You could stick students' stories on the wall, so they can read them easily. You could include a check list under each one, like this:

Clear	√/x	√/x	√/x	√/x	√/x
Beginning					
Middle					
End					

Answers

Students' own answers

Prepare for the TOEFL Junior® Test Unit Standard Comprehensive

READING COMPREHENSION

Academic text

1 Read the Tip. Then look at the first paragraph of the story and answer the question. Find the three answer choices that are true in the text and underline them.

At the beginning of the story, the following facts are true EXCEPT:

- A The trip started towards the end of the month.
- B He had taken the trip on his own before.
- C He was planning to go across a large ocean.
- D He wasn't traveling with anyone else.

TIP

One of the questions may be a "Negative fact" question, which asks you to find information that is not mentioned or is untrue. In these questions, you will see the words NOT or EXCEPT written in capital letters. Check each answer choice carefully. Three of them will be correct or true. The correct answer is the fourth one. This answer choice is untrue or incorrect.

TASK

- 1 On January 29, 1982, Steven Callahan left the Canary Islands on board the Napoleon Solo. He was
- 5 heading alone across the Atlantic to the Caribbean for the first time.
 - The trip began well, but on the sixth night, Steven was
- 10 sleeping when he heard a huge crash, and tons of water entered the cabin. He managed to inflate his life raft and escape with his
- 15 sleeping bag, some food and 40 island. However, the waves water, and an emergency kit. Luckily, he also had a spear gun for survival, which he had just bought in the
- 20 Canary Islands. For the next 76 days, Steven drifted in his raft. He was able to drink enough water to stay alive, but he 25 still felt thirsty all the time.

- Unfortunately, his food supplies quickly ran out, but fish were attracted to his raft, and Steven was able to
- 30 kill them with his spear gun. One of the worst moments was when he made a hole in his raft while he was catching a fish. It took him a
- 35 week to find a way to repair the damage.
 - Finally, on April 20, he saw lights on the horizon and realized he was near an
- were high, and Steven began to worry that this part of the trip could be the most dangerous of all. Luckily, a
- 45 fisherman picked him up and brought him to safety. He later wrote a book about his adventure, called Adrift: 76 days Lost at Sea, which was
- 50 an international best seller.

ABOUT THE TEST

In the Reading Comprehension section, you will read various academic and non-academic texts and answer questions about them. The academic texts may include a narrative (story), an opinion essay, or a text about an academic subject. For each question, choose the best answer A, B, C, or D.

NOW YOUR TURN

- 2 Do the Task. Read the story and answer the questions.
- n pairs, compare your answers. Together, explain why the other choices are wrong. In question 3, show where the three true answers appear in the text.



- 1 What would be the best title for the story?
 - A Lost at sea for 76 days
 - B The Caribbean is a dangerous place
 - C The worst fisherman in the world
 - D Fish for tea
- 2 Why does the author think Steve was lucky to have the spear gun?
 - A Spear guns are hard to find.
 - B He used it to catch fish, which helped keep him alive.
 - C People aren't usually allowed to have spear guns.
 - D He used it to protect himself when he was out at sea.
- 3 Which of these things did NOT happen while he
 - A He damaged and then repaired his own raft.
 - B He had water to drink.
 - C He caught and ate fish.
 - D He wrote a book about his trip.
- 4 In line 30, the word them refers to ___
 - A the raft C the fish
 - B his food D the supplies

Warmer

Lost at sea

Tell students to imagine they are on a boat travelling across the Atlantic Ocean. Unfortunately, it sinks in a storm but they escape in a life raft. Ask: What five things would you like to have with you to help you survive? Ask them to discuss in pairs and agree together on five items. Get class feedback and agree together on a list of five things.

ABOUT THE TEST

Read through the test information with the class and answer any questions students might have.

TIP

1 Read through the tip with the class. Elicit the meaning of the word except. Then, before students read the first paragraph and do the task, ask them what is happening in the picture. Ask students to compare answers with a partner.

Answers

B He had taken the trip on his own before.

Teaching tip

As a useful reading strategy, encourage students to look carefully at the pictures in a reading text, and to quickly read the first paragraph. From this, they will be able to guess what the story is about and predict what might happen.

2 Set a time limit for the task (6-7 minutes). Tell students not to worry if there are words they don't recognize, as they will be able to do the task without knowing all the words.

Answers

1 A 2 B 3 D 4 C

3 Put students into pairs to compare their answers. Elicit reasons for their choices in class feedback.

Answers

Students' own answers

Extra activity

In pairs, tell students to take turns re-telling the story to each other, but they must include some false information in parts of the story. Their partner has to listen and interrupt when something isn't true. The student telling the story is allowed to look at the book, but their partner is not. They have to try to remember the facts, e.g. Student A: Ok! This story happened in March 1982 and ... Student B: Wait! That's not true. It happened in January 1982!

Prepare for Cambridge Exams Unit 😢



READING

Reading for overall meaning



Read the text very carefully. Think about what kind of text it is and where you would see it. Then think about the meaning of the text as a whole. Now read the three options. Take your time and do not choose an answer just because it has one or more words from the text in it. Choose the one that best matches the overall message of the text.

Look at the five texts in the Task below. Say what kind of texts they are, or where you might see them.

i ABOUT THE EXAM

In this part of the test, you read five short texts. They can be signs and notices or short messages. There are three explanations for each text and you choose the best one.

NOW YOUR TURN

- Read the Tip. Then look at the texts in the Task again and choose the correct letter A, B or C.
- 3 In pairs, compare your answers. Agree on which answer is correct and explain why the other two are wrong.

TASK

1

About Tom's birthday present –
he's just re-decorated his room so
we could go into town tomorrow
and get him a new poster for it.
What do you think? Jill

on this bed if you order a duvet at the same time.

3 School Camping trip
Bad news everyone – it's going to rain!
Pack three pairs of warm trousers,
two jumpers, boots and a raincoat. See
recentemail for phone numbers and
addresses for your parents.

Jane – I've got loads of clothes that I've hardly worn but can't get into anymore. It's a pity to throw them away – they're lovely. Shall I save them for you? Gloria

Anything not collected by the end of term will be thrown away

What is Jill doing in this text message?

- A She's offering to buy Tom's birthday present.
- B She's reminding Sam to buy Tom's present.
- C She's suggesting an idea for Tom's present.
- A You will get a free duvet if you buy this bed.
- **B** You can save money if you buy the bed and duvet together.
- C A £50 discount is available to customers who have shopped here before.
- A Students must bring the right clothes for the weather.
- B Students should make a note of the recent change of address.
- C Students need to tell their parents that the trip may be cancelled.

Why is Gloria getting rid of some of her clothes?

- A She doesn't like them anymore.
- B She's worn them too often.
- C They are too small.
- A If you've lost anything, you need to get it before the school holidays.
- B It's now too late to collect anything from the lost property office
- C Unless you have asked us to keep your item, we will throw it away.

124

5

This lesson focuses on Reading Part 1 of the Reading and Writing Paper from the Cambridge English: Preliminary exam.

Warmer

Find the text

Cut out a few short texts from a newspaper or magazine. Stick them up around the room. Write on the board a list of things they have to find out from the texts, e.g.

Find out...

the temperature in Sydney tomorrow. who won the Oscar for best actor.

the result of the match between Chelsea and Barcelona.

Tell students to go around the room, quickly read the texts, and write down the answers. This activity practises skimming and scanning skills.

ABOUT THE EXAM

Read through the exam information with the class and check they have understood. Ask: How many texts are there? What sort of texts are they? How many explanations are there for each text? Tell students that part 2 of the reading exam tests their ability to understand specific information.

Get students to identify the text types with a partner.

Answers

- 1 Text message between friends.
- 2 Advertisement for a bed in a shop window or in a newspaper / magazine.
- 3 Information on a school notice board.
- 4 Email between friends.
- 5 School notice about lost property.

TIP

2 Read through the tip box together. Then get students to do the task individually.

Answers

1 C 2 B 3 A 4 C 5 A

Teaching tip

Remind students to be careful when doing this type of matching task not to be distracted by words which are repeated in both the text and the explanation. It does not necessarily mean that it is the correct explanation. Students need to think about the meaning of the whole sentence. The examiner is trying to trick you into choosing the wrong answer!

3 When students have checked their answers in pairs, go through them with the class. Ask students if they found the task difficult. You could get them to circle key words or phrases in the explanations and texts which helped them work out the answers, e.g. we could go = suggesting an idea, at the same time = together, pack = bring, can't get into = too small, end of term = before the school holidays

Answers

Students' own answers

Prepare for the TOEFL Junior® Test Unit Comprehensive

LISTENING COMPREHENSION

Classroom instruction

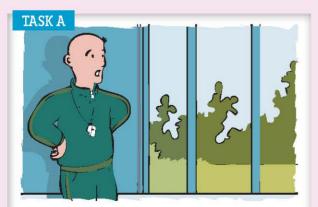
i ABOUT THE TEST

In the Listening Comprehension section, you will hear a teacher talking to students. Each short talk is followed by one question with four answer choices. Choose the best answer A, B, C, or D. You will hear each talk only once.

TIP

The question may be an inference question, for example: "What did the speaker imply?" To answer this type of question, you need to think about the overall meaning of the speaker's words. The answer is not given to you directly.

- 1 Read About the test and the Tip. Then answer the questions below true or false.
 - 1 In this part of the test, the question may ask you what the speaker implies.
 - 2 The answer to an inference question is something you will hear in the text.
 - 3 You need to listen and decide your own conclusion for inference questions.
 - 4 The answer will not appear directly in the text.
- 2 Listen to and answer the question in Task A.



What does the teacher imply will happen to the students?

- A They're going to be very tired.
- B They're going to wear the wrong clothes.
- C They'll probably get wet and muddy.
- D They probably won't like the activity.

3 Listen again. Which of these phrases help you work out the answer?

need to bring have already done extreme cross-country what conditions are like need to wear old clothes don't mind getting dirty to protect your legs old sneakers need to wash them

4 Listen to and answer the question in Task B.

TASK B

What does the teacher imply the students need to do?

- A Plan and research the homework carefully.
- B Hand in the homework in two weeks.
- C Do their homework quickly.
- D Do the homework without help.
- 5 Listen again and write down the phrases that helped you work out the answer.

NOW YOUR TURN

6 Do Task C.



What does the art teacher imply students really love?

A something traditional

- B fruit or flowers
- C a smart phone or tablet
- D an image

Warmer

Chinese whispers

Put students into groups of five or six, and get them to stand in lines. Give the first person in each group a short instruction, e.g. It's going to be muddy tomorrow so bring in some old clothes. Whisper the instruction quietly so the other students in the line can't hear. Get them to whisper the message to the next person in the line. They listen and pass the message on down the line. When they have finished, get the last person in each group to report back and check the message with the original instruction to see if it has changed. This is a fun activity which practises listening.

ABOUT THE TEST

Read through the exam information with the class and check they understand the task. You can ask: Who will you hear? How many questions will there be? How many answers / choices are there?

TIP

Read through the tip together. Check students understand the meaning of *to imply*.

 Get students to discuss the answers in pairs, then go through them together.

Answers

1true 2 false 3 true 4 true

2 14.1 Transcripts page 346 Before the students listen, get them to look at the picture. Ask: Who is it? (teacher) What subject do they teach? (Physical Education). Then ask them to read the question and the answers A–D. Elicit the meaning of imply (to suggest something without explicitly saying it). Play the recording twice, if necessary.

Answers

C

3 4.1 Transcripts page 346 Students read through the phrases and discuss in pairs which ones helped. Get class feedback.

Answers

need to wear old clothes, don't mind getting dirty, need to wash them

4.2 Transcripts page 346 Get students to read the question and answers carefully before they listen. Ask them what the teacher is going to be talking about (homework).

Answers

Α

5 4.2 Transcripts page 346 Get students to compare their answers together before getting class feedback.

Answers

You need to do a lot of research and spend time on this task to do it well.

Teaching tip

When doing multiple-choice activities, encourage students to eliminate the ones which are obviously incorrect first. Then, once students have chosen their answers, ask them to think about why the other answers are incorrect. As an example, go through the answers for TASK B, and elicit why answers B, C and D are incorrect.

A Plan and research the homework carefully.

(This is the correct answer.)

B Hand in the homework in two weeks. (Incorrect because the teacher said: *Please hand in your homework within five days.*)
C Do their homework quickly. (Incorrect because the teacher said: *spend time on this task to do it well.*)

D Do the homework without help. (Incorrect because the teacher never mentions help or working alone.)

6 4.3 Transcripts page 346 Ask students who is in the picture (art teacher). Get them to read the question and answers, and then listen. Again, encourage them to eliminate the wrong answers first. Once they have chosen the correct answer, get them to explain why the other answers are incorrect.

Answers

C The teacher implies that students might well choose digital devices as this is something they all have a connection with (Let's try to avoid digital devices though).

Prepare for Cambridge Exams Unit (3)

LISTENING

Listening for specific information

i about the exam

In this part of the test you hear one person giving some information. On the question paper you have some notes with gaps. You must read the notes and listen to the speaker. As you listen, you fill the gaps with information you hear. Each answer will be one or two words, or a number such as a date or price. There may also be a spelling. You hear the information twice.

TIP

Read the notes carefully before you listen so you know what kind of information is missing.

Remember that you don't need to change the word or number – write exactly what you hear. If you miss an answer the first time – don't worry. You can fill in missing gaps the second time you listen.

Look at the Task. What kind of information is needed to complete each gap? Choose from the list:

a date a number a spelling of a name a word or words

NOW YOUR TURN

- 2 Listen once. Fill in as much missing information as you can.
- 3 Listen again. Check the answers you put the first time and complete any missing gaps.
- 4 Pln pairs, compare your answers. Discuss these points:
 - 1 In question 1, two topics were mentioned. Which was correct and why?
 - 2 In question 2, two dates were mentioned. Which was correct and why?
 - 3 In question 3, did you hear about the categories in the same order as they appear on the question paper?
 - 4 In question 4, did you catch all the letters and spell the word correctly? Which letters were difficult for you?
 - 5 In question 5, several types of photography were mentioned. What were they and which one was correct?
 - 6 In question 6, several prizes were mentioned. What were they and which one was the second prize?

TASK

You will hear a woman talking about a photography competition.

Schools Photography Competition

Topic for this year's competition: (1) ...

Closing date of competition: (2) ...

Categories

Three different categories: Climate

Landscape

(3) ...

Head Judge

Name of Head Judge: Jeff (4) ...

He is a professional (5) ...photographer.

Prizes

First prize: One week photography course

Second prize: (6) ...

This lesson focuses on Part 3 of the Listening Paper from the Cambridge English: Preliminary exam.

Warmer

Ask students to work in pairs and discuss what photos they like to take. Ask: Do you use a camera or a smart phone to take photos? Do you share photos on social networking sites such as 'Snapchat', 'Flickr' or 'Facebook'? Why? Why not? Would you like to be a professional photographer? You could ask students to bring in one of their favourite photos to show the class (or a photo on their mobile phone). Ask students to get into pairs and tell their partner what they like about the photo. This photo was taken in Italy. I like it because the scenery is amazing. I like the colours; the white mountains and the blue sky. Ask students to change partners and discuss their photo with another student.

ABOUT THE EXAM

Read through the exam information with the class and check they understand. Ask: What do you have to do? (Complete the notes / fill in the gaps.) How many times will you hear the information? (Twice.)

TIP

Read through the tip together. Remind students that in this sort of gap-fill task, they need to work out what sort of information goes in the gaps before they listen (e.g. a date, a number, a name), so they know exactly what they are listening for.

1 Get students to do this individually, then discuss their answers in pairs.

Answers

1 A word or words 2 A date 3 A word or words 4 Spelling of a name 5 A word or words 6 A word or words

- 2 14.4 Transcripts page 346 Play the audio. Tell students to write the exact word or phrase they hear. They must not rephrase it.
- 3 4.4 Transcripts page 346 With a weaker class, or if students had difficulties when you played it the first time, you could play the audio, pausing after each gap to highlight the information they need.

Answers

1 The environment 210th June 3 wildlife 4 Whistler 5 nature 6 f150

Teaching tip

Emphasize to students that, even if they think they got the answers right the first time, they should use the second listening to check.

4 When students have discussed these questions, discuss together with the class.

Answers

Students' own answers

Prepare for the TOEFL Junior® Test Unit Standard

LANGUAGE FORM AND MEANING

i ABOUT THE TEST

The Language Form and Meaning section tests grammar and vocabulary in context. You will read a number of texts with boxes. Each box has four answer choices. Choose the best answer A, B, C, or D.

1 Read About the test and the Tip. Match the conjunctions with the sentences.

because for in order to so as not to so that rather than

- 1 Take your own bag when you go shopping ... we can reduce the amount of waste.
- 2 We have a special container ... recycling plastic.
- 3 This is the best book I've ever read. I won't tell you the ending ... spoil it for you.
- 4 ... keep the beach clean, they have a team of volunteers.
- 5 Jack rides his bicycle to school ... it's cheaper and better for the environment.
- 6 ... traveling by car, it's better to walk or take public transportation.



Conjunctions are frequently tested in the Language Form and Meaning section of the test, so it is a good idea to learn and practice them. It is often important to look at the words after the conjunction to answer correctly.

- With a partner discuss which structure appears after each of the conjunctions in exercise 1: a base form, an -ing form, or a subject and a verb.
- 3 Look at the Task. Look at the title and the first sentence. What is the text about?

NOW YOUR TURN

- 4 Now do the Task. Choose the correct letters A, B, C, or D.
- 5 In pairs, compare your answers.

TASK **PLANT YOUR PHONE!** A that C who is trying to reduce the number of old cell phones 1. Plant Your Phone is an organization B what D it A so not to C so that 2. that are thrown into landfill sites. They're doing this help the environment. At B in order to D because the moment, only about 10% of the world's old cell phones are recycled each year. Plant Your Phone is A more C more than 3. working hard to encourage people to behave in a environmentally-friendly way, D less B the most A Anything C Everyone 4. and it's not as difficult as you think. who has an old cell phone can sell it **B** Nobody D Somewhere A about C for 5. to the company who then either resells it or recycles it. They use the profits to pay their B to tree-planting program. Their goal is to eventually plant seven billion trees around the world. To find out A many C much 6. how money you could get for your old cell phone, visit the Plant Your Phone website. B a lot D amount

UNIT 3 PREPARE FOR THE TOEFL JUNIOR TEST

Warmer

Ask students: When did you last get a new mobile phone? How often do you replace your phone? What do you do with your old phones? Have you ever recycled your old phone? Get students to discuss in pairs. If the students are interested, get them to carry out a survey. Ask them to get into groups and elect one student in each group to be the interviewer. The interviewer asks each student in the group: How many mobile phones have you owned in the last five years? The other students in the group make notes. Collate the information from all the groups on the board, and work out how many mobile phones the whole class have owned in the last five years.

ABOUT THE TEST

Read through the exam information with the class. Check they understand. You can ask: What does this part of the exam test? (grammar and vocabulary.) What is in each box? (four answers choices.)

TIP

Elicit examples of conjunctions. Make sure they include examples of a conjunction followed by a base form, a conjunction followed by an —ing form and a conjunction followed by a subject + verb. Write them on the board.

Teaching tip

When doing this type of gap-fill activity, encourage students to first try to guess the missing word or phrase without looking at the options. (Get them to cover up the box.) Then get them to look at the options in the box, and check the ones they have guessed appear there.

1 Get students to do this individually, then check answers with the class.

Answers

1 so that 2 for 3 so as not to 4 In order to 5 because 6 Rather than

2 Tell students that when they record conjunctions in their vocabulary books, they should always include an example of the type of structure which follows it, e.g. so that (it doesn't melt).

Answers

so that + subject and verb for + verb -ing so as not to + base form in order to + base form because + subject and verb rather than + verb -ing

3 Focus students' attention on the title of the text and elicit ideas about what the text might be about. Don't confirm or reject their suggestions at this stage.

Answers

Students' own answers

4 Remind students that if they are unsure of the correct answer they should eliminate the answers they know are definitely wrong first, then guess from the remaining answers.

Answers

1 A 2 B 3 A 4 C 5 C 6 C

5 Ask students which answers they found difficult. Go over these on the board, and then elicit other sentences using the same conjunction.

Answers

Students' own answers

Prepare for Cambridge Exams Unit (4)



SPEAKING

Giving personal information

i about the exam

At the beginning of the test, the examiner asks you and your partner some simple questions. You need to spell your surname and then give some information about yourself.

- Here are some typical questions. In pairs, ask and answer the questions.
 - 1 What's your surname?
 - 2 How do you spell it?
 - 3 Where do you come from?
 - 4 Do you have English lessons?
- In pairs, match the examiner's questions in the Task with the students' answers. Then discuss which candidate you think is better and why.



The examiner first asks the same questions to each candidate in turn. Then he/she asks each candidate different questions. The questions are not difficult, so try to relax. They might be about your daily life, what you did in the past, or what you are planning to do in the future. Try to answer as fully as you can.

3 Think about your own answers to the questions in the Task.

NOW YOUR TURN

- 4 Work in groups of three. One of you is the examiner and the other two candidates. Follow the instructions.
 - **Examiners** Ask the candidates the questions in the *Task*. Use their first names and ask different questions to each.
 - Candidates Answer the questions the examiner asks you.

 Answer with more than one sentence where appropriate.

TASK

- 1 Lidia, tell me about your family.
- 2 Jan, what did you do yesterday evening?
- 3 Lidia, do you enjoy studying English?
- 4 Jan, will English be useful to you in the future?
- 5 Lidia, what is your favourite subject at school? Why?
- 6 Jan, tell me about your best friend.
- 7 Lidia, what are you planning to do this weekend?
- 8 Jan, which places would you like to visit in the future?



- A Well, his name's Sebastian and we've been friends for about five years. He lives near me and he's also in my class at school. He's much better at English than me, but I'm better at sport.
- B Yes, I really like it.
- C I'm going to spend some time with my friends.
- D Nothing special, really. I had dinner with my family and then I watched a bit of TV. After that I did my homework. I went to bed at about 10.30.
- E Maths, because I'm quite good at it.
- F Lots of places. I'd love to go to the USA to New York and Los Angeles especially. And I'd also like to visit Thailand. I love Thai food and the beaches there look amazing.
- G I'm sure it will. It's very important to speak good English. I might need it for my job, if I decide to work for a big company. Or I might just need it when I travel.
- H There are five of us my mum, my dad, my two younger brothers and me.

This lesson focuses on Part 1 of the Speaking Paper from the Cambridge English: Preliminary exam.

Warmer

Tell students to think of a new identity for themselves. Get them to write down their name, age, job, nationality and a future plan or ambition. Tell them to imagine they are at a party meeting lots of new people. Ask them to walk around the room and introduce themselves to each other. Encourage them to ask each other questions for further information.

ABOUT THE EXAM

Read through the exam information with the class. Remind students that they need to listen very carefully to the questions, and note the tense the examiner uses. The first few questions in particular will not be difficult, but it is important that students answer the question in the correct tense, and show that they have properly understood it.

Teaching tip

Tell students not to prepare 'set' answers. It's important that they listen carefully and react to the examiner's questions in a natural way. Encourage them to use phrases and expressions for clarification if they don't catch what the examiner says, e.g. Sorry, I didn't quite catch that. Could you repeat that, please?

1 When students have asked and answered all the questions, tell them to change partners and repeat the activity.

Answers

Students' own answers

2 Elicit the meaning of candidate. Focus students' attention on the task. Ask them: Who can you see in the picture? (two examiners and two students / candidates). Get students to do the matching activity. With a strong class you could get students to cover up questions 1–8, and try to guess what they are. Then get them to compare their guesses with the questions in the Student's Book.

Answers

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

Jan is the better candidate because he adds extra information and his answers are more complete. Lidia's answers are too short.

Extra activity

Ask students to find examples of different tenses in Jan's answers, and other good language forms, e.g.

He lives near me, I love Thai food (Present simple)
I watched TV, I had dinner, I went to bed (Past simple)
We've been friends (Present perfect simple)
I'd love to go to the USA, I'd also like to visit Thailand (Conditional)
I might just need it when I travel (Modal verb)
I might need it for my job, if I decide to work for a big company
(Conditional clause)
much better, a bit of TV (Quantifier)
I'm better at sport (Comparative)

TIP

Read through the tip box with the class. Check they have understood. Ask: Does the examiner ask both candidates the same questions? (Yes, at first.) What will the questions be about? (Daily life and past / future activities.)

3 If you want to do the task in exam conditions, leave out this stage. In the exam, the students will have to answer the questions spontaneously, they won't be given time to think about them in advance.

Answers

Students' own answers

4 Put the students into groups of three. Ask them to elect an 'examiner'. Once students have asked and answered all the questions, get them to swap roles. Monitor and make a note of any common errors and also good use of English. Highlight this on the board after students have finished.

Answers

Students' own answers

Prepare for the TOEFL Junior® Test Unit



SPEAKING

Read aloud

i ABOUT THE TEST

In the Speaking section, you will have to read a short passage aloud. You will have one minute to read the passage to yourself. Then you will have one minute to read the passage into the microphone.



The *Read aloud* passage will often include a list. When you speak, show you know how intonation rises and falls in lists.

- 1 Read About the test and Tip 1. Listen to the sentence below and choose the correct intonation pattern, A, B, or C.
 - A I'd like to visit Peru, Colombia, and Brazil.
 - B I'd like to visit Peru, Colombia, and Brazil.
 - C I'd like to visit Peru, Colombia, and Brazil.
- 2 Listen to the list again. In pairs, practice copying the intonation used in the list.
- 3 In pairs, practice reading these lists aloud.
 - 1 She likes watching films, sitcoms, and cartoons.
 - 2 My friend is kind, funny, and happy.
 - 3 I moved when I was eight, twelve, and sixteen years old.



All words of more than one syllable have at least one syllable that is stressed: it is louder and longer than the other syllables. It is important to stress the correct syllable to ensure understanding.

4 Read Tip 2. Then listen to the words and put them in the correct column according to which syllable is stressed.

ambition arrested beautiful confident surprise tonight weather winner

oO Oo o Oo Oo o decide talent contestant talented

5 Listen to the words again. In pairs, practice saying the words with the correct stress.

NOW YOUR TURN

- 6 Do the Task. Listen to and read three words that will appear in the paragraph. Remember how to pronounce those words.
- 7 Now read the passage in the *Task* aloud.

TASK

Ambition career successful considerate





Ambition

Are you an ambitious person? Most people think about ambition in terms of a career. However, there are many ways that people can be ambitious. Some people are ambitious when they choose a home. They'd like their home to be bigger, more modern, and more comfortable. Other people are ambitious in their hopes for their family. They want their children to be cleverer, happier, and more successful. Some people think that ambition makes people greedy and uncaring. However, this is not always true. There are many examples of ambitious people who are also kind and considerate. Is that true of you?

UNIT 4 PREPARE FOR THE TOEFL JUNIOR® TEST

Warmer

Ask students to imagine their life in five years time and in 15 years time. Ask: What job would you like to have? Where would you like to live? What ambitions do you have? Ask students to discuss in pairs. When they have finished, ask them whether they think their partner is an ambitious person.

ABOUT THE TEST

Read through the test information with the class. Ask questions to check they have understood: What do you have to do in this part of the test? (Read a short passage aloud.) How long do you have to prepare? (One minute.) How long do you get to do the task? (One minute.)

TIP 1

Read the tip with the students. Elicit the type of intonation we use for lists (rising intonation for each item in the list until you get to the last item when you use falling intonation). You could get one of the students to read out the sentence in exercise 1 to demonstrate.

1 4.5 Transcripts page 346 Play the audio. Make sure that all students recognize the intonation pattern. If any of them have problems doing this, play the audio again.

Answers

C

2 4.5 Transcripts page 346 Repeat the audio as many times as you need to, so that all the class can produce the correct intonation. For extra practice, you could ask students to make the sentence true for them and practise saying it to their partner.

Answers

Students' own answers

Teaching tip

It's a good idea to get students to record themselves when speaking so that they can listen and try to correct their own intonation and pronunciation. Encourage them to listen to English whenever possible (e.g. on the radio and in the cinema), and to listen out for intonation patterns.

3 Monitor round the class and correct intonation where necessary.

Answers

Students' own answers

TIP 2

Read through the tip with the class. Elicit some words of more than one syllable and get students to say where the stress is, e.g. important, beautiful. Tell them that the stressed syllable is also sometimes higher in pitch.

4 14.6 Transcripts page 346 Before students do the activity, quickly check they know how many syllables there are in each word. Afterwards, you could ask them to add their own words to the columns.

Answers

decide: surprise, tonight talent: weather, winner contestant: ambition, arrested talented: beautiful, confident 5 14.6 Transcripts page 346 Play the audio again and get students to practise the words in pairs. If they find it difficult, drill the words with the class first.

Answers

Students' own answers

6 4.7 Transcripts page 347 Play and pause the audio after each word and get the students to repeat. Check they stress the words correctly (ambition, career, sucessful, considerate).

Answers

Students' own answers

7 Get students to do this individually. Monitor and check students are using the correct pronunciation / stress. Make a note of any mistakes you hear and go through them with the class at the end. If necessary, get students to repeat the activity. This time they could do it in pairs, one student reading the text, whilst the other corrects him / her.

Answers

Students' own answers

Prepare for Cambridge Exams Unit 🗐

SPEAKING

Making suggestions, agreeing and disagreeing

i ABOUT THE EXAM

In this part of the test, you have a discussion with your partner. The examiner describes a situation to you. You and your partner need to discuss the best thing to do in that situation. You have some pictures to give you ideas of what to say.

Read the About the exam and the Task. Spend a few moments looking at the pictures and thinking about the task.

TASK

A boy wants to take up a new sport or activity during the long summer holidays, so that he can improve his fitness and have something fun to do. Talk together about the different sports or activities he could choose and then decide which would be best.

2 Complete column 1 of the table with the activities in the pictures. Then add a positive and a negative comment for each activity.

 Activity/sport
 positive comment
 negative comment

 jogging
 a great way to get fit
 a bit boring and lonely

- 3 Complete these sentences using your ideas from the table.
 - 1 Taking up ... would be a good way to
 - 2 He would ... if he
 - 3 If he took up ... he would have to
 - 4 I think he ought to ... because
 - 5 I don't think he should ... because
- 4 Look at these expressions. Write A for agreeing, D for disagreeing and I for introducing an idea.

I disagree. Yes, you're right.

What about...? I agree.

Maybe he should... I'm not sure.

That's a good idea. Do you think he ought to...?

But if he did that... That's true.

NOW YOUR TURN

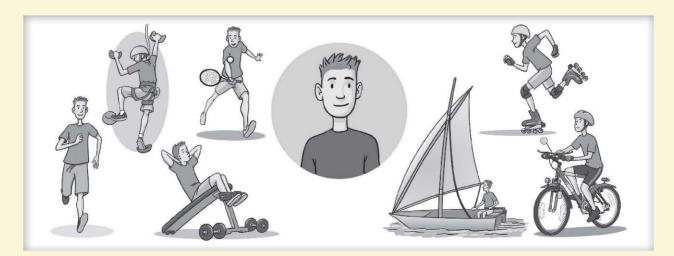
5 Read the Tip below, and then try the Task with a partner. Use your ideas from exercise 2 and the language from exercises 3 and 4.



Try to speak for 2-3 minutes. Talk about all the pictures if you can, and at the end of your discussion agree together on which idea you think is best.

There is no right or wrong answer. The examiner just needs to hear you discuss the topic fully.

6 Compare with the pair next to you. Did you choose the same sport? Was it easy to talk on the topic for 2-3 minutes?



This lesson focuses on Part 2 of the Speaking Paper from the Cambridge English: Preliminary exam

Warmer

Put students into small groups. Make word cards with the names of sports written on them. Give each group a set of cards. One person in each group has to pick up the cards one at a time, and act out the sport on the card. They should try to do as many sports as they can in two minutes. The other people in his / her team have to guess the sports. The team with the most correct answers at the end wins the game.

ABOUT THE EXAM

Read through the exam information with the class and ask questions to check they have understood: What do you have to do in this part of the exam? (Have a discussion with a partner.) What do you get to help you? (Pictures.)

Elicit the names of the sports in the pictures (tennis, sailing, cycling, roller skating, jogging, rock-climbing, gym). Ask students if they do any of them. Ask them what they like / dislike about the sports. Check students understand the task.

Answers

Students' own answers

2 You could get students to do this in pairs. Get feedback from the class and pool ideas.

Answers

Students' own answers

Extra activity

To revise the verbs which go with sports, write go, play and do on the board. Get individual students to come out to the board and write the name of a sport under the correct verb.

Answers

SUGGESTED ANSWERS

Play: football, basketball, baseball, volleyball, tennis, squash Go: swimming, sailing, surfing, skiing, cycling, running Do: aerobics, kung fu, athletics, exercise / fitness training, boxing, yoga

3 Before they do the activity, check students understand the meaning of the multi-part verb take up. Then, if necessary, revise the 2nd conditional with them. Get students to do the activity individually. When they have finished they should compare their answers in pairs.

Answers

Students' own answers

4 Get students to read through the expressions quickly and check they understand them. You could do this activity together with the whole class.

Answers

Agreeing: Yes, you're right. I agree. That's a good idea. That's true. Disagreeing: I disagree. I'm not sure. But if he did that ... Introducing an idea: What about ...? Maybe he should ... Do you think he ought to ...?

TIP

Read through the tip with the class. Ask questions to check they have understood:

How long do you have to do the task? (2–3 minutes.) How many of the pictures should you talk about? (All of them.) What do you need to do at the end of the discussion? (Come to a conclusion.) Is there a right answer? (No, there isn't.)

5 Get students to read the task instructions and set a time limit. Remind students that the examiner is assessing their listening skills as well as their speaking skills. They should use the expressions in exercise 4 for disagreeing / agreeing to show they have understood their partner. Monitor and make a note of common errors or good uses of English.

Answers

Students' own answers

6 When students have discussed the task in pairs, get class feedback to find out what students found difficult / easy. You could write the following table on the board.

	Did you ?	YES	NO
1	talk about all of the activities		
2	listen to each other and respond to what the other person said		
3	ask each other's opinions		
4	give reasons for your ideas		
5	use the phrases for agreeing, disagreeing and introducing ideas		

Answers

Students' own answers

Prepare for the TOEFL Junior® Test Unit

Comprehensive

WRITING

Editing

i ABOUT THE TEST

In the Writing section, you will read a paragraph that has four errors in it. Then you will correct the errors. You will have two-and-a-half minutes to read the paragraph and correct the errors.



Read the paragraph once through before looking at the errors. Then look at each error in the context of the whole sentence. Think about the type of word highlighted (noun, verb, determiner, etc.) and the type of error possible with this type of word. When you have corrected the error, read the whole sentence to yourself to check if it sounds correct.

1 Read About the test and the Tip. Then, read Task 1 quickly. What is the paragraph about?

TASK 1

Taking part in sports brings physical, mental, and social benefits. To keep your body healthy, you must to take part in physical exercise as it improves their cardiovascular and respiratory system. If you never did any exercise, you will find it difficult to sleep and relax, which would affect your mental health. Finally, sports can help improve your confidences, since you meet and socialize with new people.

- 2 Match the errors highlighted in yellow in exercise 1 with the descriptions 1–4.
 - 1 verb form
 - 2 verb tense
 - 3 possessive agreement
 - 4 noun form

- In pairs, check your answers to exercise 2. Then, correct the errors in Task 1. Read the sentences to check that they sound correct.
- 4 Correct the errors in sentences 1-5.
 - 1 Debbie must feeling tired she's been up since half past five this morning.
 - 2 Can I try on this shoes, please?
 - 3 The man, who was lived next door, has moved to another city.
 - 4 If the students study harder, they would do better.
 - 5 They'd love be able to sing like her.
- In pairs, check your answers to exercise 4. Explain why the highlighted words are wrong.

NOW YOUR TURN

6 Do Task 2.

TASK 2

This paragraph contains some errors. The errors are highlighted in yellow. You must correct each error without changing the meaning of the paragraph. You will have two minutes and 30 seconds to make all the corrections.

Our brains have billions of neurons, which connect together to form billions of pathways. To learn a new skill well, you must repeat it as much as possible make the pathway stronger. There is some skills, like the ability to speak, that scientists believe can only be learn as a child. They say, if you didn't learn to talk by the time you are twelve, you would never learn this skill.

Warmer

Put the students into two teams. Write six incorrect sentences on the board, all including common errors. Give one student in each team a pen. Get students to discuss the sentences in their teams and work out the errors. Then the students from each team with the pen take it in turns to go to the board and correct one of the sentences. They get two points for each sentence they correct. If they get it wrong, the opposing team gets a chance to correct it, and gets a bonus point for doing so. The team with the most points at the end wins the game.

ABOUT THE TEST

Read through the test information with the class and check they have understood. Ask: How many errors are there in the paragraph? (Four.) What do you have to do? (Correct the errors.) How long do you get to complete the task? (2.5 minutes.)

TIP

You could make this into a pairwork reading activity. Put students in pairs and make a photocopy of the tip for each pair. Cut it up in appropriate places (see below for suggestion). With their books closed, get students to read it and piece the text together correctly.

Read the paragraph once through before // looking at the errors. Then look at each error in the context of // the whole sentence. Think about the type of // word highlighted (noun, verb, determiner, etc.) and the type of error possible with this type of word. When you have corrected the error, // read the whole sentence to yourself to check // if it sounds correct.

1 Tell students to skim read the text quickly just to get the gist. Tell them to put up their hands when they have finished reading.

Answers

The text is about the advantages of doing sport.

2 Check students know the meaning of the highlighted words. Then do the first one with the class as an example.

Answers

1 to take 2 will find 3 their 4 confidences

3 When students have checked their answers to exercise 2, get them to correct the errors. Go through the corrections with the class and make sure students understand why the highlighted words are wrong. Write the correct sentences on the board.

Answers

take (no infinitive after modal verb) your (wrong possessive adjective) would find (second conditional) confidence (confidence is an uncountable noun and does not have plural s)

4 Remind students to look at the highlighted word first and identify what type of word it is.

Answers

- 1 be feeling/feel 2 these 3 was living 4 studied
- 5 to be able to

Extra activity

Ask students to write five incorrect sentences of their own and get their partner to correct them.

5 After students have checked their answers in pairs, go through them with the class and elicit why the highlighted words are incorrect.

Answers

- 1 Modals are followed by the base form of the verb, not the -ing form.
- 2 Possessive adjective must agree with the noun, in this case plural (shoes).
- 3 The past continuous tense is formed with: past simple of the verb be + the -ing form of the verb.
- 4 In second conditional sentences like this one, the verb in the *lf* clause is always in the past tense.
- 5 When we use *love* in the conditional form, it is followed by a *to* infinitive.

Teaching tip

Tell students to underline the words before and after the highlighted mistakes. This helps them to work out the error.

6 Get students to do the task individually. Check answers with the class, and elicit reasons for each mistake.

Answers

to make (should be infinitive to describe purpose and the reason for doing things)

are (some skills' are plural so a plural verb is needed) learned (infinitive passive structure needed here after 'can') were (wrong tense)

Prepare for Cambridge Exams Unit



Writing an email

i ABOUT THE EXAM

In this part of the test, you write a short message such as an email, a postcard or a note. The question has three content points for you to include. You write between 35 and 45 words.

 Read Task A. In pairs, discuss some vocabulary you might use in this task.

TASK A

You have found a coat in your home that is not yours. You think it belongs to your friend Lukas. Write an email to Lukas. In your email you should:

- say where in your home you found the coat
- describe the coat
- offer to return it to Lukas.
- Read the three emails and answer the questions below for each email.
 - 1 Is it the right length?
 - 2 Does it include all the content points?

A

Lukas,

I've got your coat. It's red and has a metal zip. If you like, I can bring it round to your house this evening. Pedro

В

Hi Lukas,

I've think I've found your coat in my house. It was hanging up in the hall. It's black and it's made of wool. It's got big, round buttons and a belt. Shall I bring it to school for you tomorrow?

Karen

C

Hello Lukas.

I found a coat in my living room last night and it doesn't belong to anyone in my family. It's dark brown and has big square pockets on the front. Is it yours? Let me know.

Raj



Include all the content points and write the correct number of words.

- 3 Pin pairs, which is the best answer? Why?
- 4 Now match these verbs with the sentences.
 - 1 suggest A
 - A I'm really sorry I broke your glasses.
 - 2 remind
- B It's a great film you should see it.C Would you like to come to my party?
- 3 persuade 4 apologize
- D Let's go swimming this afternoon.
- 5 recommend
- E Don't forget to do your homework.
- 6 invite
- F Please come to the concert it will

be fun!

NOW YOUR TURN

5 Choose a question from Task B and write your answer. Include some of the verbs in exercise 4.

TASK B

1

You have a problem with your computer and want to borrow your friend Matt's laptop. Write an email to Matt. In your email you should:

- describe the problem you are having with your computer
- ask to borrow Matt's laptop
- say when you can return it to Matt.

Write 35-45 words.

2

You want to go to an exhibition at the Science Museum with your friend, Anna. Write an email to Anna. In your email you should:

- explain why you want to go to the exhibition
- invite Anna to go to the exhibition with you
- suggest a day to go.

Write 35-45 words.

Read three of your classmates' emails and answer the questions in exercise 2 for each. Make suggestions for improvements if necessary. This lesson focuses on Writing Part 2 of the Reading and Writing Paper from the Cambridge English: Preliminary exam.

Warmer

Ask students to work in pairs and describe one of their favourite items of clothing to their partner. Tell them they aren't allowed to say what it is, e.g. My favourite item of clothing is green. It's got two pockets, and I bought it in a shop called ... I wear it when I ... Their partner has to guess what it is. You could model the task by describing one of your own favourite items of clothing first.

ABOUT THE EXAM

Read through the exam information with the class. Check they have understood. Ask: What do you have to write? (A short message.) How many content points do you have to include? (Three.) How many words do you have to write? (35–45 words.)

Elicit words for describing a coat (long, short, belt, zip, buttons, pockets, wool, leather, waterproof).

Answers

Students' own answers

2 Get students to read the three emails, and answer the questions. Go through them with the class.

Answers

A 1too short, 2 no

B 1 right length, 2 yes

C 1 right length, 2 no

TIP

Read through the tip with the students. Remind them they should always allow a few minutes at the end of the task to check their writing for small mistakes. Tell them that contractions count as two words.

3 Elicit that the best answer is B because it is the only email to include all three content points. In email A, Pedro does not mention where the coat was found. In email C, Raj does not offer to return the coat.

Answers

B because it includes all three content points

Extra activity

Give students a short text about the same length as the one in exercise 2. Ask them to write a question about it with three multiple choice answers, one correct and two incorrect. Encourage them to make them difficult by including 'distractors' in the wrong answers. Students swap questions with their partner, and try to choose the correct answers. Get class feedback and ask students if they thought their partner's question was too easy / hard.

4 Check the meaning of any unknown words in sentences A–F. Then do the matching activity as a class activity.

Answers

1 D 2 E 3 F 4 A 5 B 6 C

Extra activity

With a weaker class, you could write a short informal email with students on the board to practise writing in the correct tone, and to the correct length (35–45 words). Tell students they are going to write an email inviting a friend to a party. Get students to make suggestions about what to write. Elicit phrases for starting and ending the email (Hi... Hello...,/let me know if you can come, hope you can come). Remind students they should use contractions in informal emails.

SUGGESTED EMAIL

Hilo

Would you like to come to my birthday party? It's next Saturday at my house.

It starts at 8pm. There'll be food and dancing. If you like, you can bring a friend. Please come if you can, it'll be fun. Let me know, Sam

5 Tell students to read the questions and choose the one they think they can do best. To help them do this, tell them to write down some ideas for each of the questions to see if they can remember the relevant vocabulary. Tell them to use phrases from the emails in exercise 2 to help them.

Answers

Students' own answers

6 Put students into groups of four, so they can read each other's emails. Get students to re-draft their emails if their classmates answer 'no' to either of the questions in exercise 2.

Answers

Students' own answers

Prepare for the TOEFL Junior® Test Unit Comprehensive

LISTENING COMPREHENSION

Academic talk

i ABOUT THE TEST

In the Listening Comprehension section, you will listen to a classroom talk or a discussion based on an academic topic. Then you will answer four or more questions based on what the speakers say. Choose the best answer A, B, C, or D. You will hear each talk or discussion only one time.

TIP

You may be asked a question that states: "According to the teacher..." or "According to the discussion ...". When answering this type of question, it is important to select your answer carefully, making sure it matches what you heard. In theory, more than one of the answers may be possible, but only one of the answers appears in the listening.

1 Read About the test, the Tip, and the question and choices below. Which do you think is the correct answer?

According to the speaker, what's the most important safety procedure when doing this science experiment?

- A Always wear a lab coat to protect your clothes.
- B Make sure you have a first-aid kit nearby.
- C Clean up right away, if you have any spills.
- D Always wear safety glasses to protect your eyes.
- 2 Listen and check your answer to the question in exercise 1.
- 3 Look again at the question and answer choices in exercise 1. Find the correct answer in the paragraph. Then explain why the other answers are wrong.

For today's experiment, we have to thank the scientist Steve Spangler, who made this experiment famous on the internet. First, make sure you're wearing your lab coat, as this one can be rather messy. In fact, it's so messy, we'll give you a mat to catch any spills. Next, come to the front to pick up all of your equipment: you'll need a large bottle of soda, some candy, a test tube, a mat, and some safety glasses. This last item is essential—you will not be allowed to continue with the experiment without wearing them. It's really important to keep your eyes protected.

NOW YOUR TURN

4 Do the Task. Listen to the complete science experiment and then answer the questions.



- 1 What's the main topic of the talk?
 - A research into your favorite soda
 B a description of the science homework
 C an explanation of how to do the experiment
 - D details about equipment
- 2 How much candy should you use in the experiment?

A all of it

- B enough to make the experiment happen
- C enough candy to fill the test tube
- D just one or two pieces
- 3 According to the teacher, what happens when the candy and the soda combine?
 - A The soda bottle goes upside down.
 - B You have to watch to see what happens.
 - C The soda reacts with the candy to make a fountain.
 - D The fountain makes carbon dioxide.
- 4 What does the teacher say about the experiment?
 - A It's messy, but it's cool.
 - B It's messy and shouldn't be allowed.
 - C A student told her it was messy.
 - D Steve Spangler is messy.

UNIT 6 PREPARE FOR THE TOEFL JUNIOR® TEST

Warmer

Ask students: Do you like doing experiments? What safety precautions should you take when doing them? Ask individual students to describe an experiment they have done recently. Ask: What equipment did you use? Get other students from the same Science class or students who have also done the experiment to help out with the explanation. Try to elicit words such as: lab, equipment, safety glasses, test tube, react.

ABOUT THE TEST

Read through the test information with the class. Ask: What type of topic is the listening on? (An academic topic.) How many questions will there be? (Four.) How many answers will there be to choose from? (Four.) How many times will you hear the discussion? (Once.)

TIP

Read through the tip box with the students. Tell students that in multiple choice tasks like this, there are often two choices which are obviously wrong, which can be eliminated straight away. The other two choices are often quite similar in meaning, and could be confusable so need to be read carefully.

1 Check students understand the question and answers. Tell students that it is always a good idea to guess the answer in this way, before actually listening to the text, as it will help them to predict what they will hear.

Answers

Students' own answers

2 4.8 Transcripts page 347 Play the audio. Ask students if their guesses were correct in exercise 1.

Answers

D

3 Students can discuss this in pairs first, then discuss the answers with the whole class.

Answers

- A He doesn't say they should always wear a lab coat. They just need it because 'this one can be rather messy'.
- B The teacher does not mention first aid at all.
- C The students are given a mat to catch any spills.

Teaching tip

Remind students that when they are doing listening comprehension tasks, they should not worry if they don't know every word. It is possible to choose the correct answer by making inferences or guesses.

4.9 Transcripts page 347 Give students time to read the multiple-choice options before they listen. When they have completed the task, get students to compare their answers with a partner. With a weaker class, or if students found the task difficult, play the audio again.

Answers

1 C 2 A 3 C 4 A

Extra activity

Play the audio again and get students to read the text at the same time. Tell them to underline the stressed words and key ideas. They could also underline any unknown vocabulary. Go through this with the class when they have finished.

Prepare for Cambridge Exams Unit

READING

Choosing the correct option

i ABOUT THE EXAM

In this part of the test, you read a text with ten spaces. You have a choice of four words for each space. Some spaces will be grammatical (e.g. prepositions, determiners and pronouns) and others will be lexical (e.g. nouns, verbs and adjectives).

- 1 Read the title and the first sentence, and look at the picture. What is the text is about?
- Read the text but don't look at the options yet. In pairs, decide which spaces are lexical and which grammatical. Try to think of a word for each space.

NOW YOUR TURN

- 3 Now try the Task. Choose the correct letter A, B, C or D.
- 4 In pairs, compare your answers in exercise 2 with your answers in exercise 3, and say why you think the other options in each question are wrong.



First read the text through so you understand what it is about. As you read, try to guess which word will fit in each space. When you are choosing the best option, read the whole sentence with the word in place to see if it sounds and feels right. Then check to see if you can say why the other options are wrong.

TASK

Example:

0 A since B until C over D from

Answer: A

James Bond

It is over 50 years (0) ... the first James Bond movie came out, making it the longest running film series in the history of the cinema. James Bond (1) ... created by novelist Ian Fleming, (2) ... stories about the spy were very popular in the 1950s and 60s. Ian Fleming had worked in the Secret Intelligence Service himself (3) ... the Second World War, and so (4) ... his subject very well.

The films have always been famous for having lots of exciting action (5) ... including fights, car (6) ... and narrow escapes from death. There are always beautiful women and an evil villain, and often lots of clever gadgets. James Bond was first played by Sean Connery in 1962 in the film *Dr No*. He (7) ... in 5 more Bond films and was then (8) ... by Roger Moore. The latest actor to play the (9) ... is Daniel Craig and for many (10) ... he is the best Bond yet.



1	A had	В	has	С	was	D	went
2	A whose	В	which	C	where	D	that
3	A among	В	between	С	during	D	towards
4	A understood	В	believed	C	thought	D	decided
5	A views	В	sets	C	pictures	D	scenes
6	A runs	В	chases	C	drives	D	passes
7	A happened	В	entered	С	appeared	D	arrived
8	A replaced	В	changed	С	supplied	D	recovered
9	A movie	В	role	С	drama	D	show
10	A reviews	В	reports	С	critics	D	news

This lesson focuses on Reading Part 5 of the Reading and Writing Paper from the Cambridge English: Preliminary exam.

Warmer

Ask students: Have you seen any James Bond films? Which ones? Do you like them? Why / Why not? Which is your favourite? How many James Bond actors can you name? Which James Bond actor is your favourite? Would you like to be a spy? Why / why not? Try to elicit the following vocabulary: gadgets, fast cars, spy, secret intelligence service, action film, hero, villain.

ABOUT THE EXAM

Read through the exam information with the class. Tell students that this part of the exam primarily tests students' knowledge of grammar and vocabulary rather than comprehension. Remind them to look at the words before and after each gap to help them decide which word is missing. Ask: How many gaps do you have to complete? (Ten.) How many choices are there for each gap? (Four.)

TIP

Read the tip box with the class. Ask students to cover up the tip box, and write numbers 1–4 on the board. Elicit the four steps suggested in the tip box. If students can't remember, allow them to read the tip box again.

Remind students that they should follow this routine with every text they read, that is, they should look at the title and any pictures, as this will help them predict what the text is about.

Answers

James Bond movies

Extra activity

With their texts covered, ask students to note down five words which they think might appear in the text. Then get them to quickly skim through the text and find out how many words they guessed correctly.

If the students think the space is grammatical, ask them to say which type of grammar word is missing, e.g. adjective, noun, verb, adverb etc. Make sure students cover up the answer options when they are guessing the missing words. They can do this in pairs.

Answers

Students' own answers

Teaching tip

In multiple-choice tasks like this one, encourage students to complete the answers they are sure about first, and go back to the others they are uncertain about later.

3 Get students to do the multiple-choice task individually. Remind students to eliminate the answers they know are wrong first.

Answers

1 C 2 A 3 C 4 A 5 D 6 B 7 C 8 A 9 B 10 C

4 Check answers with the class, and discuss why the other options are wrong. Discuss whether the strategies in the tip box were helpful. Ask students which suggestions they found most helpful and why.

Answers

Students' own answers

Prepare for the TOEFL Junior® Test Unit



SPEAKING

Picture narration

1 Look at the pictures. Match them with words from the box below.

bodyguards camera operator comedy director fans flowers hit paparazzi piece of wood





i ABOUT THE TEST

In the Speaking section, you will look at six pictures and tell the story that the pictures show. You will have one minute to prepare your story and one minute to tell the story.



The key words you may think of when looking at the pictures may often be verbs or nouns. Also try to think of some descriptive words (adjectives and adverbs). These will make your story more interesting.

- Read About the test and the Tip. In pairs, write some adjectives or adverbs to describe the pictures in exercise 1.
- 3 Listen to two descriptions. Match them to each picture. Did you hear any of the adjectives or adverbs you thought of?

NOW YOUR TURN

Nook at the pictures below and tell the story in your own words. You will have one minute to prepare and one minute to tell the story.

TASK

The six pictures below show a story about something that happened in a movie theater.









Warmer

Ask students to bring in an interesting photo or, if they have photos on their phone, they can use one of these. Put the students in pairs. Tell them to show their partner the photo and explain what was happening in the photo. Model the activity so they know what to do. Show them one of your photos and describe it, e.g. *This is me last year! I was at Disneyland and it was great! That's me and my friend Anna on the rollercoaster.* Get students to take turns and encourage them to ask each other questions for extra information.

ABOUT THE TEST

Read through the exam information with the class. Ask: How many pictures will there be? (Six.) What do you have to do? (Tell the story.) How long will you get? (One minute.)

1 Ask students what type of words are in the box (nouns). You could get students to do this activity in pairs. Tell them to write 'picture 1' and 'picture 2' in their notebooks and make a list of the nouns under each picture. Check answers with the class and clarify the meaning of any unknown words.

Answers

Picture 1: bodyguards, fans, flowers, paparazzi, premiere Picture 2: camera operator, comedy, director, hit, piece of wood

TIP

Read the tip box together with the students. Elicit examples of nouns, verbs, adjectives and adverbs to check students know what they are.

2 You could also ask students to note down any verbs they think might be helpful. Get class feedback and write all the vocabulary on the board.

Answers

SUGGESTED ANSWERS

Picture 1: take photos, cheer, wave, throw flowers, loudly, elegant/ly, beautiful, excited

Picture 2: film, carry, direct, hit, bash, clumsily, record, funny, painful

3 4.10 Transcripts page 347 Ask students to listen and match. You might need to play the audio again for students to listen out for adjectives and adverbs. Check answers with the class.

Answers

Picture 1: Description B Picture 2: Description A

Extra activity

You could do the following activity to review narrative tenses, which students will need to talk about the pictures, e.g. past simple and past continuous. Write the following parts of sentences on the board. Put students into small groups of four or five, and ask them to complete the sentences as quickly as they can. The group who finishes first wins, if their sentences are correct of course. Go through all students' sentences on the board.

- ... when the train arrived.
- ... when all the lights went out.
- ... when I heard a bang at the door.
- ... when someone stole my wallet.

I was eating my dinner when ...

We were watching a film when ...

They were buying their tickets when ...

She was walking on the red carpet when ...

4 Give students one minute to prepare. In this time, they should quickly try to work out what is happening in the story, then make a note of useful vocabulary for each of the pictures, as they did for the pictures in exercise 1. Get students to tell their stories in pairs. Try to listen to as many students as you can, making a note of common errors. Make sure students don't go over the time limit. When they have finished, ask them to give their partner feedback. For extra practice you could get them to try the task again with a new partner, taking on board the feedback that their previous partner gave them.

Answers

SUGGESTED ANSWER

Two friends were going to the cinema. They were dressed up in Halloween costumes, as they were going to see a horror movie. When they arrived, they saw two other friends who had just bought some popcorn. These friends were frightened at first and spilled some of the popcorn, but then they recognized who it was. The friends dressed in Halloween costumes bought some drinks and four tickets. The four friends sat together chatting, waiting patiently for the film to begin. Suddenly the film began and, instead of it being a horror film, the friends were surprised to see that it was a cartoon. The friends who were dressed up felt very embarrassed, but the other two friends found it very funny and laughed aloud.

Prepare for Cambridge Exams Unit (8)



WRITING

Writing a letter

i ABOUT THE EXAM

In this part of the test, you write either a letter or a story. For the letter task, you reply to part of a letter from a friend. You need to write about 100 words.

TIP

Your letter must answer all the questions in the task, and must show a good range of vocabulary on the topic. You will also be marked on how well you organize your writing, so try to use adverbs, conjunctions and referencing words to link your ideas.

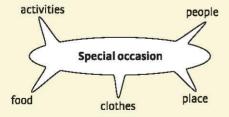
1 Read the Task. What's the topic and how many questions are there?

TASK

 This is part of a letter you receive from an English friend, Drew.

> My sister got married last week and we all had a great time at her wedding. I'd love to hear about a special day you celebrated with your family. What was the occasion? What did you do? What did you eat?

- Now write a letter, answering Drew's questions.
- In pairs, think of ideas for a special occasion and put them on a diagram like the one below.



3 Two letters by different students have been mixed up. Decide which sections come from each letter. Then put the sections in order to make two answers.

Letter 1: D. ...

Letter 2:

- A Luckily, he didn't burn anything and it all tasted great. My mother opened her presents after lunch. She was happy with everything she got, especially the new laptop from my dad. It was a wonderful day.
- B It was really fun looking at them. There was also a video that my uncle made, which was very funny. We had roast beef for lunch and there was a huge cake for dessert. We all had a great time.
- C Some of them had travelled a long way to be there, so it was really nice to see them. We had a barbecue in the garden, and my dad cooked steak and chicken.
- D Last Sunday, it was my grandparents' 50th wedding anniversary and they had a big party. My mum and her brother had spent a long time getting the house ready and it looked great.
- E The last time I celebrated with my whole family was at my mother's 40th birthday. It was a wonderful day and I really enjoyed it. All my aunts and uncles and cousins came.
- F They put photos from different times in my grandparents' lives all over the walls. There were lots I had never seen before, including some of my mum when she was a baby.
- 4 Underline the adverbs, conjunctions and referencing words in the two letters. In pairs, compare your answers. Which of them helped you put the letters together?
- 5 Look at your plan from exercise 2. Think about how you will organize your letter into three sections.

NOW YOUR TURN

- 6 Write your letter. Use some adverbs, conjunctions and referencing words.
- 7 Check your letter. Have you answered all three questions? Have you written about 100 words?

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This lesson focuses on Writing Part 3 of the Reading and Writing Paper from the Cambridge English: Preliminary exam.

Warmer

Ask students if they have celebrated any special occasions recently. Ask: What was the special occasion? How did you celebrate? Who did you celebrate with? Get students to discuss in pairs.

ABOUT THE EXAM

Read through the exam information. Ask students: What do you have to write? (A letter or a story.) How many words should you write? (About 100 words.)

TIP

Read the tip together with the class, or you could turn it into the following fun activity. Write the tip on a piece of paper and put it on the wall in the classroom or just outside the room. Put the students in pairs. One student runs to the piece of paper and reads one sentence at a time or as much as they can remember. Then they run back to their partner and whisper to them what they read. Their partner writes down what they heard. The first team to finish writing the tip wins the game. Get students to compare it with the book afterwards to see how accurate they were.

1 Students shouldn't actually write the letter at this stage, but simply answer the questions.

Answers

The letter is about a wedding. There are three questions.

2 Set a time limit so students don't spend too much time on this. Tell students to choose a special occasion that they want to write about in their letters. Get students to share their ideas in class feedback. With a weaker class, you could do this activity together on the board.

Answers

Students' own answers

3 If possible, photocopy the letter and cut up the sections to make it easier for students. Put students into pairs, and give a copy to each pair. When students have finished, ask them if they think the letters are good, and ask them why / why not. Ask: Do they answer the three questions in the task?

Answers

Letter 1: D, F, B Letter 2: E, C, A

Teaching tip

Organizing their writing in paragraphs is an important skill. To help students develop this skill, encourage them to analyze texts when they are reading, and to identify the topic of each paragraph. You can practise this in class with any reading text. Simply make a list of the topics of each paragraph and write them on the board in a random order. Then ask students to match the paragraphs with the topics.

4 Elicit a couple of examples first as an example, e.g. *Luckily*. When students have finished, check answers with the class.

Answers

- A Luckily, he (my dad), especially
- B really, them (photos)
- C some of them (my aunts, uncles and cousins), so
- D Last Sunday, they (grandparents), it (the house)
- E The last time, really, it (the day)
- F They (my mum and her brother), including
- Give students time to plan their letters. Tell them to use their word diagram from exercise 2 to help them. Remind them that the three paragraphs should each refer to one of the questions in the task, e.g. What was the occasion? What did you do? What did you eat?

Answers

Students' own answers

6 Set a time limit, and remind students to leave time to check and edit their work. Monitor and give help where necessary.

Answers

Students' own answers

7 When students have finished, tell them to get into pairs and to read and check each other's letters. Get them to give each other feedback, and correct any mistakes they find.

Answers

Students' own answers

Prepare for the TOEFL Junior® Test Unit Standard Comprehensive

READING COMPREHENSION

Academic text

1 Look at About the Test and the Tip. Then read the passage below. Match the underlined reference words 1-5 to the words and phrases in A-E.

Labor Day is a national holiday in the U.S. (4) It is celebrated on the first Monday in September every year. Because the holiday marks the end of summer, people may choose to do something outdoors: (2) they go to the park or have a barbecue with (a) their friends if the weather is nice. Lots of people take trips over the long weekend - the roads can be very busy because of (4) this. In other countries, the holiday is known as International Workers Day and (s) it is celebrated on May 1.

A people

D the holiday

B lots of people taking trips

E Labor Day

C the people's

TASK

- On the third Monday in January each year, people across the U.S. celebrate Martin Luther King Day. This federal holiday remembers the
- life of the American civil rights leader Dr. Martin Luther King, Junior. People celebrate this day in different ways. Many people use it to promote equal rights. For
- 10 example, in the weeks before the holiday, many schools teach their students about the life and work of
 - Born in Georgia in 1929, Martin
- 15 Luther King, Jr. became a minister of the church, like his father and grandfather before him. However, he is mostly remembered as a social activist, who fought for
- 20 equal rights for African Americans from the mid 1950s until he was assassinated in 1968.

- As an African American, King lived during a time when segregation was still practiced, particularly in the southern states - African Americans had fewer rights and had to live separately, as well as use separate buses, restaurants,
- schools, movie theaters, and public
- In his most famous speech, King said, "I have a dream." His dream was to end racism in the U.S. and to fight for freedom and equality. King never used violence, but led people in peaceful protests. King was awarded the Nobel Peace Prize in 1964, just a few 40 years before his death in 1968. Thanks to the introduction of
 - Martin Luther King Day, his work as a social activist will not be forgotten.

ABOUT THE TEST

In the Reading Comprehension section, you will read various academic and non-academic texts and answer questions about them. For each question, choose the best answer A, B, C, or D. One of the questions may ask you the meaning of a specific word or phrase in the text.



You may be asked what a reference word in the text is referring to. Look carefully at the whole sentence and the previous sentence. Then look at the options to see if any match your understanding. Finally try each one in the blank to see how they sound.

NOW YOUR TURN

- 2 Now do the Task. Answer questions 1-4.
- In pairs, compare your answers, Explain why the other answer choices are wrong.
 - 1 Which title best summarizes the main idea of the passage?
 - A Dreams don't come true
 - B Remembering a special man
 - C Holidays in the U.S.
 - D Going back to school
 - 2 In line 9, the word it is closest in meaning to

C the school A the people B the different ways D the holiday

3 According to the passage, the following is true of Martin Luther King EXCEPT

A He was a peaceful man.

- B He won an award for his work.
- C He died of natural causes.
- D He worked in the church.
- 4 What was the subject of Martin Luther King's famous speech?

A a story he dreamed about one night B public transportation in Georgia

- C his vision for a future with racial
- equality
- D his ability to be free

Warmer

Ask students: What is the Nobel Peace Prize? Do you know anyone who has been awarded the Nobel Peace Prize? Ask them what they know about Martin Luther King. Elicit as much information as you can about him.

ABOUT THE TEST

Read through the test information with the class and answer any questions students might have. Explain that if they get an academic text in this section, they can often use their own general knowledge of the topic to help them understand it.

TIP

Read the tip box with the class. As an example, write the following sentences on the board.

He saw the pineapple on the table. He didn't know where it had come from. The students never did their homework on time. They always had very good excuses!

Underline the pronouns *it* and *They*, and elicit what they refer to (pineapple and students).

 Ask students if they have heard of Labor Day. Get students to do the activity individually. Check answers with the class.

Answers

1 E 2 A 3 C 4 B 5 D

Extra activity

Put the students in pairs. Photocopy the quiz below and give each pair a copy. Get them to guess the answers together. Don't confirm whether their guesses are correct/incorrect at this stage. Get them to check back when they have finished the reading task.

- 1 Martin Luther King was born in _____ A Georgia B New York C Alabama
- 2 He was assassinated in _____
- A1950 B1968 C1978 3 He was awarded _____.
- A the Nobel Peace Prize Ban Academy Award Ca university degree
- 4 Martin Luther King Day was introduced to celebrate _____.
 A his work as a social activist B peaceful protests C his birthday

Answers

1 A 2 B 3 A 4 A

2 Get students to do the task individually. Tell them to read the text quickly for gist first. They should then read the questions and all the options carefully before trying to find the answers. Remind them that it does not matter if they don't understand every word in the text.

Answers

1 B 2 D 3 C 4 C

3 When students have checked their answers in pairs, go through any difficulties with the class. Highlight any unknown vocabulary, and get students to try and work out the meanings from the context.

Answers

Students' own answers

Prepare for Cambridge Exams Unit (2)

WRITING

Using grammar correctly

i about the exam

This part of the exam tests your grammatical knowledge. You are given five pairs of sentences on a particular topic. The second sentence in each pair is gapped and you must complete it using up to three words, so that it means the same as the first sentence.

1 Read the About the exam and the Tip. Then try Task A below.

TASK A

For each question, complete the second sentence so that it means the same as the first. **Use no more than three words.**

Example:

Fraser Doherty runs a business that is called Superjam.

The ... Fraser Doherty's business is Superjam.

Answer: name of

- 1 When Fraser was little he often watched his grandmother make jam.
 - When Fraser was little ... to watch his grandmother make jam.
- When he was 14, Fraser began making jam himself and selling it.
 - At ... 14, Fraser began making jam himself and selling it.
- 3 Finally, his parents said: 'You can't use our kitchen to make jam anymore!'
 - Finally, his parents told him ... use their kitchen to make jam anymore.
- 4 It took Fraser two years to find a factory that would make his jam.
 - Fraser ... two years looking for a factory that would make his jam.
- 5 Now several large supermarkets sell Fraser's jam.
 - Now Fraser's jam ... by several large supermarkets.

- 2 In pairs, compare your answers. Check what you have written using these questions:
 - 1 Does your sentence have the same meaning as the first sentence?
 - 2 How many words have you used?
 - 3 Have you made any grammar mistakes?
 - 4 Have you made any spelling mistakes?



If you make a spelling mistake, or write more than three words, you will not get the mark, so be very careful when writing your answers.

NOW YOUR TURN

3 Read the Tip. Then try Task B.

TASK B

- 1 I arrived here three hours ago.
 - I ... for three hours.
- 2 My friend has a book like that.
 - A friend of ... has a book like that.
- 3 There are two windows in the living room.
 The living room ... two windows.
- 4 My sister is taller than me.
 - I'm not ... my sister.
- 5 It was their first ever visit to Spain.
 - They ... to Spain before.
- 6 You won't improve if you don't practise.
 You won't improve ... you practise.
- 4 Check your answers with a partner and then with the teacher. Which questions did you get wrong in the Tasks? Revise those grammar points!

This lesson focuses on Writing Part 1 of the Reading and Writing Paper from the Cambridge English: Preliminary exam.

Warmer

Mrs Brown went to town

Play this food vocabulary game with students for fun and to revise vocabulary. Write on the board: Mrs Brown went to town and she bought some jam. Students take it in turns to repeat the sentence, adding another item of shopping to the end of the list, but remembering the previous items. If a student makes a mistake or forgets an item, they drop out of the game, e.g. A: Mrs Brown went to town and she bought some jam and some tea. B: Mrs Brown went to town and she bought some jam, some tea and a loaf of bread.

ABOUT THE EXAM

Read through the exam information with the class and answer any questions they have. Explain that, although this task is testing their grammatical knowledge, they should read all the sentences quickly for gist first, as they are sequential and often tell a simple story. Therefore, it will help if they read them all through first.

TIP

Read through the tip together. Ask: How many words can you use? (Three.) What happens if you make a spelling mistake? (You won't get the mark.) Make sure they understand that sometimes they will only need one or two words.

Ask students to quickly read through all the sentences and ask them what they are about (the story of how a boy became a famous jam maker). Do the first question on the board with the class as a model to check students understand the task.

Answers

- 1 he used
- 2 the age of
- 3 not to
- 4 spent
- 5 is sold
- 2 Get students to go through the checklist before checking their answers in pairs.

Answers

Students' own answers

3 When students have finished, get them to go through the checklist in exercise 2 to check their answers.

Answers

- 1 have been here
- 2 mine
- 3 has
- 4 as tall as
- 5 haven't/hadn't been
- 6 unless

4 When students have checked their answers in pairs, go through them with the class. Discuss which questions the students had most difficulty with. If necessary, revise the problem grammar points with the class.

Answers

Students' own answers

Extra activity

Get students to write five transformation sentences themselves. Tell them to swap them with a partner, and try to complete their partner's transformation sentences. This is quite a challenging activity, and will help them understand the types of grammar point that the examiner is likely to test them on in these transformation tasks.

Prepare for the TOEFL Junior® Test Unit



WRITING

Email

i ABOUT THE TEST

In the Writing section, you have seven minutes to read and write a reply to an email. Your reply should answer all of the questions in the email you read, and you should write in complete sentences.



In your reply to the email, you will answer several questions. They include closed (yes/no) and open questions that often ask you to give reasons. It is useful to use a variety of structures when you answer those questions.

1 Read About the Test and the Tip. Then look at the different ways of answering questions which ask for advice. Match answers 1–3 with the structures A–C.

How do you think I could earn some money?

- 1 Look online ...
- A modal verb
- 2 You could look online ...
- B the imperative
- 3 Why don't you look online ...?
- C a rhetorical question
- 2 Now look at different ways of answering a closed question (yes / no), followed by a Why? question. Match answers 1–3 with the descriptions A–C.

Should I get more exercise? Why?

- Yes, definitely get more exercise. It'll help you stay in shape and be happier.
- A Opinion and reason given in the same sentence. Reason introduced with a conjunction.
- 2 I think you should get more exercise since you enjoy it.
- B Clear yes / no answer. Reason given in a separate sentence.
- 3 You could get more exercise. I think it would help you relax.
- C Answer given as a possibility and the reason given is a personal opinion.

- 3 In pairs, answer the questions below using a variety of structures.
 - 1 How can I improve my Math?
 - 2 What should I do to become more confident?
 - 3 Should I be so worried about my exams? Why?
 - 4 Do you think I should watch my little sister after school? Why?

NOW YOUR TURN

- 4 Read Tom's email and write a reply to the Task. Check that you have answered all of the questions in a variety of ways.
- Work in pairs. Read your partner's email. Has he or she answered the questions well?

TASK

Tom's email message:

From: Tom

Sent: March 12, 8:27 A.M.

To: Fiona

Subject: Personal Development Course

Dear Fiona,

When we last met, you told me about a personal development course you took recently. I remember you said that it had been a really useful experience and that you had learned a lot about yourself.

I'm thinking of taking the same course and I have a few questions.

Will I be able to go with a friend? If it's possible, do you think it's a good idea, or is it better to go alone?

Do you think I can become more confident by taking the course? Why?

Will the course help me choose what I want to study in the future? Why?

Look forward to hearing from you.

best wishes

Tom

UNIT9 PREPARE FOR THE TOEFL JUNIOR® TEST

Warmer

Ask students if they send emails. Ask them when they use email as a form of communication. Ask: Do you use email for party invitations, job applications, making arrangements with friends?

ABOUT THE TEST

Read through the exam information with the class. Ask: How long do you have to do this part of the test? (Seven minutes.) What do you have to write? (A reply to an email.) What does it need to include? (Answers to all the questions.) Do you need to write in full sentences? (Yes.)

TIP

Read the tip together. Check students know the difference between the two types of questions.

1 Do this together with the class. Elicit other answers to the question using the same structures, e.g. You could get a part-time job, Get a part-time job, Why don't you get a part-time job?

Answers

1 B 2 A 3 C

2 Get students to read the question and answers 1–3. Then get them to match the answers with descriptions A–C. You could do the matching together with the class.

Answers

1 B 2 A 3 C

3 Ask students to read the questions. Ask them which are yes/no questions and which are open questions. With a weaker class, do the first one together as an example. Elicit two or three different answers. Get students to ask and answer the other questions in pairs. Monitor and make a note of common errors and good uses of English you hear.

Answers

SUGGESTED ANSWERS

- 1 You could ask your Math teacher for extra lessons.
- 2 Why don't you start playing a new sport or a musical instrument?
- 3 I think you should try not to worry so much because you will get stressed.
- 4 You could watch her two or three times a week. I think it would be a bit unfair if you had to watch her every day.

Teaching tip

It is important not to stop and correct students during speaking activities because it often disturbs the flow and makes students worried about making mistakes. Instead, monitor and make a note of the mistakes you hear. You can discuss these when students have finished the activity. Always try to highlight good use of language, too.

4 Check students understand the email. Get students to underline the questions in the email before they begin. Remind them to check their writing carefully when they have finished.

Answers

Students' own answers

5 Get students to listen to their partner's feedback and amend their emails if necessary. Collect the emails and give written feedback on them before the next lesson.

Answers

Students' own answers



4.1 Student's Book page 125, exercises 2 and 3

Teacher

Next week in athletics, we begin extreme cross-country running, so you'll need to bring appropriate clothes. The students who have already done extreme cross-country will know what conditions are like – very muddy! You need to wear old clothes that you don't mind getting dirty. You can wear shorts if you like, but it may be better to wear leggings or stretch pants to protect your legs. Old sneakers or running shoes would be better, and you'll need to wash them afterwards. So feel free to dress in your personal style, but please keep the conditions in mind.



4.2 Student's Book page 125, exercises 4 and 5

Teacher

Tonight's homework is to write about a modern explorer who inspires you. You need to do a lot of research and spend time on this task to do it well. For the explorers you each choose, write about the places they have visited, what clothing they needed, where they spent the night, and what they missed most from home. Finally say why this person inspires you. Please hand in your homework within five days.



4.3 Student's Book page 125, exercise 6

Examiner

Listen to an art teacher explaining the next project to the students.

Teacher

Well, today we're looking at how to draw still life or inanimate objects. Traditionally artists have chosen fruit or flowers, but I'd like you to choose your favorite object from home. Don't choose anything too obvious! Perhaps think of something unique to you, so we have a range of different images. It's very important for it to be an object you feel a connection with – something you really love. Let's try to avoid digital devices though ...

What does the art teacher imply students really love?

4.4 Student's Book page 126, exercises 2 and 3

The Schools Photography Competition is open to everyone between the ages of 11 and 18. It's always a huge success – last year the topic was 'The Human Face' and the standard of entries was very high. This year our subject is 'The Environment'. So if you are interested in the world around you, then pick up your camera and get snapping!

You can find an entry form on our website. Fill it in and upload it. along with your photograph, by 10th June at the latest. The fee for entry is £12.00. We will then judge all the photos and the results will be released on 1st August.

There will be two age groups: 11–14, and 15–18, and three different categories. You can choose just one category or enter a photo in each category – it is up to you. One of the categories is Landscape – that could include things like mountains, fields, or forests. Another is Wildlife – so if you like photographing birds, animals or insects that could be for you. And finally there's Climate. For that we're expecting photos of clouds, rain, thunder and lightning, and so on.

We are very proud to have as our Head Judge, Jeff Whistler, that's W-H-I-S-T-L-E-R. As well as Jeff there are two other judges, one is a professional travel photographer and the other specializes in science photography. Jeff is a nature photographer, and there is plenty of his work on the internet, if you want to look him up.

There are some fantastic prizes for the best photos. The winner in each category will get a one week photography course, with all expenses paid. The next best photo wins £150, and after that there are other prizes such as books, T-shirts and magazines for photos that the judges particularly liked.

Good luck everyone!



4.5 Student's Book page 129, exercises 1 and 2

I'd like to visit Peru, Colombia, and Brazil.



4.6 Student's Book page 129, exercises 4 and 5

am <u>bi</u> tion	a <u>rre</u> sted		
<u>beau</u> tiful	<u>con</u> fident		
sur <u>prise</u>	to <u>night</u>		
<u>wea</u> ther	<u>wi</u> nner		



4.7 Student's Book page 129, exercise 6

Examiner

Now you will read a paragraph about 'Ambition'. First read the passage silently. After the beep you will have one minute to record your reading of the passage. The reading passage includes the following words:

career

successful

considerate



4.8 Student's Book page 133, exercise 2

Examiner

Listen to part of a talk in a Science class.

Teacher

For today's experiment, we have to thank the scientist Steve Spangler, who made this experiment famous on the internet. First, make sure you're wearing your lab coat, as this one can be rather messy. In fact, it's so messy, we'll give you a mat to catch any spills. Next, come to the front to pick up all of your equipment: you'll need a large bottle of soda, some candy, a test tube, a mat and some safety glasses. This last item is essential – you will not be allowed to continue with the experiment without wearing them. It's really important to keep your eyes protected.

4.9 Student's Book page 133, exercise 4

Examiner

Listen to part of a talk in a Science class.

Teacher

For today's experiment, we have to thank the scientist Steve Spangler, who made this experiment famous on the internet. First, make sure you're wearing your lab coat, as this one can be rather messy. In fact, it's so messy, we'll give you a mat to catch any spills. Next, come to the front to pick up all of your equipment: you'll need a large bottle of soda, some candy, a test tube, a mat, and some safety glasses. This last item is essential – you will not be allowed to continue with the experiment without wearing them. It's really important to keep your eyes protected.

So, open the candy and put the whole bag into the test tube. Then, take the cap off your soda bottle. After that, with your thumb over the test tube, hold it upside down above the soda bottle. Quickly move your thumb so all of the candy drops into the bottle in one go. Finally, step back quickly to watch the reaction – it will happen immediately. Basically, the candy reacts with the carbon dioxide in the soda and makes a huge fountain. I'm sure you'll agree it's really cool.

For homework, I'd like you to find out about Steve Spangler, who discovered this experiment. Write three paragraphs: one paragraph about Steve's life, a second paragraph about the experiments he does, and a third paragraph about the experiment we did today. OK, here's the equipment. As soon as you're wearing your lab coat and your safety glasses, you may begin.

Examiner

Now answer the questions:

- 1 What's the main topic of the talk?
- 2 How much candy should you use in the experiment?
- 3 According to the teacher, what happens when the candy and the soda combine?
- 4 What does the teacher say about the experiment?



4.10 Student's Book page 135, exercise 3

Unfortunately, a trick with a piece of wood went badly wrong yesterday and hit an actor on the head. The producer and camera operator thought it was hilarious until they realized the accident was for real.

Student B

Nelly was at the premiere of her amazing new film tonight, looking beautiful in her long white dress. Bodyguards had to protect her from both the paparazzi and fans, who were really excited to see her.

PREPARE FOR EXAMS WORKBOOK ANSWERS

Workbook page 122

Students' own answers

Workbook page 123

- 1 C
- 2 D
- 3 C
- 4 B

Workbook page 124

- 1 C
- 2 B
- 3 C
- 4 B
- 5 B

Workbook page 125

- 1 D
- 2 C
- 3 C
- 4 C

Workbook page 126

- 1 pictures
- 2 4,000 / four thousand
- 3 walls
- 4 salamander
- 5 artists
- 6 hobby

Workbook page 127

- 1 D
- 2 A
- 3 B
- 4 A
- 5 B 6 D

Workbook page 128

Students' own answers

Workbook page 129

Students' own answers

Workbook page 130

Students' own answers

Workbook page 131

- 1 There are many training courses ...
 - ... several people trained and ready to help whenever necessary.
 - ... the contents of the First Aid kit should reflect the sport.
 - ... whereas cyclists may graze their knees or get blisters.
- 2 Members and their guests must not enter ...
 - ... each time you check in to the club.

Members who lose their card will have to buy ...

... they should keep with them at all times.

Workbook page 132

Students' own answers

Workbook page 133

- 1 C
- 2 D
- 3 A 4 C

Workbook page 134

- 1 D
- 2 A
- 3 D
- 4 B
- 5 A
- 6 C
- 7 B
- 8 B
- 9 A
- 10B

Workbook page 135

Students' own answers

Workbook page 136

Students' own answers

Workbook page 137

- 1 A
- 2 C
- 3 A
- **4** B

Workbook page 138

- 1 is able / is allowed
- 2 is it
- 3 didn't he
- 4 If you follow
- 5 yourself/yourselfhow

Workbook page 139

Students' own answers



1.29 Workbook page 125

Examiner

Listen to four different teachers talking to students. For each question, mark the correct letter A, B, C, or D.

Teacher 1

As you know, next week, we'll be making our school time capsule. We've never done one before, so it's an exciting event for the school. There are a few days left for you to submit suggestions of items to include in the time capsule. The deadline is this Friday. Remember that all suggestions should be items, photos, or reports of events all relating directly to the school. Try to imagine what may be intriguing for people to find out about 500 years from now.

Teacher 2

We've had five school debates so far this year. They've all been successful, but would benefit from having more people attending and new teams of speakers. Next week's debate is very relevant, given that it's sports day: 'Athletics classes should be required of all students during high school.'

It doesn't matter if you are for or against the topic; we'd like to hear from you as a new speaker or as a team of speakers. Please see the school website for more information about the debate society.

Teacher 3

I'm pleased to say we've linked up with a school in Mexico, so we can practice Spanish and they can practice English. Well, we've managed to organize it and now we have a blog for the two schools to communicate. I've agreed with the teacher in Mexico that all students will write a short paragraph about themselves. their families, and their likes and dislikes. These will be posted on the blog, and then we'll put students into pairs according to their personalities.

Teacher 4

During the break, we've had the classrooms redesigned. The school has taken your comments and ideas into consideration, and we hope you will like the new rooms. You'll see we have more colorful walls and furniture, and the layout of the room is more flexible for doing group work. We also have been able to include more technology in the classroom. I think it will be a really enjoyable space for all of us. Should we go in and take a look ...?



1.30 Workbook page 126

Examiner

You will hear a talk about the art of mosaics. For each question, fill in the missing information in the numbered space.

The art of mosaics

Mosaics is the art of creating pictures or patterns using a variety of small pieces of different coloured stone, glass or other materials. Mosaic art is found all over the world, and it has a very long history.

Archaeologists have discovered very basic mosaic art dating from four thousand years ago. But it was around 400 BC that mosaic art became more complex. In fourth-century Greece, artists began to use different coloured stones to create geometric patterns, and pictures of people and animals. Two hundred years later, in 200 BC, very small stone tiles, called 'tesserae', began to be made especially for mosaic art. Using tesserae, mosaic artists could make much more intricate mosaics that looked like paintings.

As you can imagine, mosaic art has changed over the years. Traditionally, mosaic art was used principally in architecture. In ancient Rome, mosaics were used to decorate the walls and floors of important buildings. Christians, Jews and Muslims all used mosaic art to decorate their churches, synagogues and mosques.

In the early 20th Century, the artists Antoni Gaudí and Josep Maria Jujol created a very different style of mosaics. They decorated the walls and seats of Park Güell in Barcelona with brightly coloured mosaics. They created unusual mosaic objects, too, such as a giant mosaic salamander, known as 'El Drac', at the entrance to the park.

Today, there are important professional mosaic artists all over the world. Mosaic art is also very popular with local artisans and with people at home who do mosaics as a hobby. They work with lots of materials. Stone and ceramics are still important, but people use glass, beads and tiny mirrors, too. Some people even use broken cups and plates, or bits of photographs! And what do they make? Well. you can find all sorts of mosaic art these days. Some people make jewellery, such as earrings and necklaces. Some make small items for the house or garden, for example plant pots, photo frames and pictures. And others make larger items, such as tables and chairs.

Mosaic art has many applications. It is beautiful, and it can be practical, too.



1.31 Workbook page 129

Examiner

Listen to and read three words that will appear in the passage.

royal autographs journalists

PREPARE FOR EXAMS WORKBOOK TRANSCRIPTS



1.32 Workbook page 133

Examiner

Listen to a teacher setting a piece of work. Then answer the questions.

Teacher

Your final technology project this year is to design a research project to solve a real-world problem using technology. You may carry out the project at school, at home, or in the community, and use a variety of software, Excel, Powerpoint, Graphware, etc. You will be working in small groups and each of you needs to take a specific role. The first job to do in your groups is perhaps the most difficult: you need to decide which real-world problem you'd like to solve. For example, you may want to look at what happens when a food chain breaks down, or how to seize the energy from water and convert it for our use. Once you've agreed on a topic, it's time to do the initial research to decide what position your group will take on the subject. If the problem you choose already has a solution, or multiple solutions, then it's important to examine these and compare them (if there is more than one). Then look at ways of improving these models. You should fully develop your ideas in a group before defining any specific roles.

Then, each group member should choose a specific focus and do his or her part of the research. Once complete, students should combine their findings and draw some conclusions, if possible. As a team, you should decide how best to present your findings to the class, using visual and audio stimuli as much as possible to capture the attention of the audience.

STORY

KELLER AND KATRINA

Natural disasters can bring out the best and the worst in people. Some people take the opportunity to loot shops or steal cars or set fire to buildings. Others try to save lives and make a terrible situation better.

When Hurricane Katrina struck New Orleans in the morning of 29th August 2005, it was the sixth strongest Atlantic hurricane ever recorded, and the third most powerful to hit the USA. The wind speed was an incredible 200 km per hour. By 31th August, 80% of the city was flooded, with some areas under 4.5 metres of water. Most of the residents of the city got out in time. However, many remained trapped in their homes. These people were mainly the elderly, the sick and the poor.

Imagine the situation. You look out of your apartment building, and the streets are filled with water. There are drowned cats and dogs. There are cars floating past. Inside your apartment there's no electricity. That means there's no light, no way of knowing what's going on in the outside world and no way of contacting anybody. Nothing in the kitchen works so you can't store or cook any food, and you can't get out to find fresh food or water.

That was the situation in the American Can Company building. This was a solid, five-storey apartment block in central New Orleans. About 500 people usually lived there, many of them elderly or disabled. Lots of them left. But when Katrina struck, 170 residents were still living there. On the day after the storm, this building became a small island when over three metres of water flowed into the lobby. With the water came turtles, fish and snakes. Soon afterwards, some unexpected human guests arrived, too – 74 people from the neighbourhood who were looking for a safe place to stay. And some of them looked desperate and not very friendly.

One of the residents, John Keller, was an ex-marine with military experience in Iraq. At 38 years of age, over two metres tall and weighing 118 kilos, Keller knew that he could survive. He could have simply got into a boat and paddled his way to safety. However, he knew that wouldn't be right.

He calculated that more than half of the people in the building were elderly. About a third of those couldn't walk without help. About a quarter were in wheelchairs. And about a quarter of the neighbourhood refugees were behaving a bit aggressively. Without his help and organizational skills, the residents' lives were in danger.

Hunger was an immediate problem. On the ground floor of the building there was a restaurant and a coffee shop. Keller



had to stop one man from stealing food from the restaurant. Although he couldn't stop another thief from breaking into the vending machines, he made him bring back the food and share it with the others. Meanwhile, he instructed the residents to take everything out of their freezers and cook it. But how? They had no energy. So Keller swam to a local store and carried back charcoal and supplies. Then he and his friends set up eight grills and cooked the food – standing in water up to the tops of their legs!

Keller was also worried about his own mother and sister who lived on the eastern side of the city. He took a kayak and paddled to their home. When he finally arrived, he found their home was empty. It was a long and pointless journey. He only learned later that they were both safe in a hospital. However, this seven-hour trip showed Keller terrible scenes. He saw people on roofs, houses floating past, people in real despair. He now knew better than ever that his fellow residents were in danger.

They urgently needed fresh food and water – and Keller had an idea. He took a fire extinguisher up onto the roof. He used it to write a message for passing helicopters. They often flew over the American Can building, but they still didn't stop. Why? Then Keller understood. Some of the refugees were living on the roof and the pilots



didn't like the look of them. So Keller decided he had to make their terrible situation absolutely clear. He carried elderly residents and their wheelchairs onto the roof. The pilots saw them – and Keller's plan worked! After only 15 minutes, the first helicopter landed. Soon food and water were dropping from the skies. But this wasn't enough. Some of the residents were sick and needed medical help. So Keller persuaded a Coast Guard pilot to fly them all to safety.

Keller now had to get everyone else out of the building. He noticed some motorboats on a nearby roof. So he swam across, got their engines working, and brought the boats back to the American Can. A crowd was waiting and cheering when he returned. He then took up to 12 passengers at a time to an open area on Moss Street. From there, helicopters flew them to the Superdome stadium, a safe place for the citizens of New Orleans. At five o'clock on the evening of 2nd September, Keller carried the last residents from the American Can. In total, he organized the evacuation of all 244 people from the building. And amazingly, every one of them survived.

Natural disasters produce heroes and villains. John Keller was a true hero.

Martyn Hobbs

- 1 Look at the picture and discuss the questions.
 - 1 What can you see in the picture? What do you think has happened?
 - 2 What do you think happens in the story?
 - 3 Why do you think the story is called 'Keller and Katrina'?
- 2 Check you understand the following words.

charcoal drown helicopter hurricane kayak loot refugee the Coast Guard wheelchair

- Why do you think the things in exercise 2 are important in the story? Compare your ideas with a partner.
- 4 Now read the story and see if you were right.
- 5 Can you remember what these numbers refer to? Quickly look at the story again to check your ideas.

244







29/08/05







- 6 Read the story again and answer the questions.
 - 1 Why did Hurricane Katrina do so much damage to New Orleans?
 - 2 Why were lots of the residents still living in the American Can building?
 - 3 What dangers did the residents face?
 - 4 Why didn't the helicopter pilots land on the building at first?
 - 5 How did Keller make the pilots help the residents?
 - 6 What else did Keller do to help the residents escape?
- 7 In pairs, discuss the questions.
 - 1 Which of John Keller's actions impressed you most? Why?
 - 2 How would you describe John Keller's character?
 - 3 How do you think Keller's military experience was useful in this situation?
 - 4 What do you think of the title? Can you think of a better one?

FAST FINISHERS Imagine you were in the American Can Building. Write a blog about the five days after Katrina hit New Orleans.

141



CHANGES

I waited.

There were people all around me, but I didn't say a word.

I was sitting in a corridor with my team mates. Janine, the team captain, was next to me, talking to the team, telling them to concentrate, to play hard, to give 100%.

My heart was pounding in my chest but I tried to keep calm, to breathe slowly, to keep still. I was nervous, of course, but I was ready. After years of preparation, I was fit and strong. This was my moment. This was my time.

Then a man in a uniform entered and said, 'OK. Are you all ready?'

'You bet,' said Janine.

'Then let's go.'

He opened the doors and we moved out into the bright lights and the incredible noise of the crowd.

Lives can change in an instant. One moment you're living an ordinary life, your normal life. Maybe it's boring, maybe it's fun. But it's expected – it's known. It's what happens every day. And then... something else can happen that will change that life forever. It can happen suddenly, without warning, from one second to the next. And your life will never be the same again.

That's what happened to me.

It was six years ago. I was fifteen. It was the beginning of summer, my favourite time of the year. The sun was shining, the trees were heavy with fresh, shiny leaves, the air was perfumed with flowers and blossom. And my birthday was in two weeks! Unfortunately, however, that year was poisoned by exams. It seemed we were preparing for them every hour at school and then again in the evening for homework. We were under a lot of pressure and I was finding it difficult to get to sleep at night. I always wanted to do well at school, and I liked being top of the class – I just hated exams.

Anyway, one day I was cycling home from school, worried about yet another exam I had to study for, and I guess I wasn't looking where I was going. I only heard the screech of brakes at the last moment. I turned towards the noise – and there was the car, coming towards me. It was only metres away. And then it hit me.

Everything went black.



A day later, I woke up in hospital. I tried to move my legs, but I couldn't. I couldn't feel them. I touched them with my hands and there was nothing, no feeling at all. And from that moment, I knew my life was no longer my own. I was pushed, I was lifted, I was carried. I was washed and dressed and fed. I was a thing they looked after. I was a thing that lay in a bed. My legs were useless and I was useless. I didn't know myself.

I don't how many months passed. Then one day I was sitting in my room when Johnny entered. He was one of my best mates from school. He came round at least once a week to see me. It was incredible, really, because I wasn't very nice to him. In fact, I was horrible. I was horrible to everybody. And normally, he was nice and sympathetic with me. Today, though, his tone was different.

'What will you do now?' he asked. It sounded like a challenge.

'What do you mean "do"? What can I do?'

'Well, you can't sit in your room the whole time.'

'Haven't you noticed, Johnny? I can't walk!'

'But you can move.'

'What, in a wheelchair?'

'Exactly.'

'And what can I do in that?'

'I brought you this,' he said. And he left a DVD on my bedside table.

Well, I soon discovered what he meant. You know, I was never sporty at school. I mean, I played a bit of tennis and netball, but I didn't really care if I won or lost. And it was



strange, but after that conversation I started to watch the games I could still play - wheelchair basketball, wheelchair rugby - and I wanted to take part. I wanted to move again.

A few months later, when I was a bit stronger, I joined a sports club. There were lots of other people there in wheelchairs, just like me. Some of their stories were a lot worse than mine. And it was hard at first (actually, sport is always hard!), but I started training and playing and... I started having fun again. And you know what? I discovered I was competitive. And wheelchair rugby was my game.

We rolled around the Paralympic rugby court, throwing the ball to each other, testing our wheelchairs. The spectators were cheering and waving banners and calling out. I looked above and saw my parents in the crowd. My sister Louise was with them. And there was Johnny, my boyfriend. I saw him smile and he gave me a thumbs up.

I wanted to win. I really wanted to win. But at that moment, there was something even more important than winning.

'I don't know what will happen in this competition,' I thought. I don't know if we'll win or lose. Maybe I'll get a gold medal. Maybe I'll go home with nothing. I'd like to go home a champion. But if I don't win, it won't matter. I'm here now. My life has led up to this moment. And I know that, from one moment to the next, anything can happen!

The referee blew his whistle. It was time to begin.

1 Look at the picture and discuss the questions.

- 1 What time of the year is it?
- 2 What is the girl doing?
- 3 What else can you see in the picture?
- 4 What do you think is going to happen?
- 2 Now read the first part of the story and note answers to the questions.
 - 1 Where do you think the narrator is?
 - 2 Why do you think she is there?
 - 3 How do you think this scene is connected with the picture?
 - 4 What do you think will happen in the rest of the story?
- 3 Check that you understand the following words.

banners brakes pressure top of the class wheelchair whistle

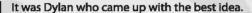
- 4 Now read the whole of the story. Did you guess what happened?
- 5 Read the story again and answer the questions.
 - 1 When did the accident happen?
 - 2 Why wasn't the narrator thinking about her cycling when it happened?
 - 3 How did the accident affect her physically?
 - 4 How did the accident affect her mentally and emotionally?
 - 5 Who was Johnny and how did he help her?
 - 6 What did she discover when she watched the DVD?
 - 7 Who did she see in the crowd?
 - 8 How did she feel at the end of the story?
- 6 In pairs, discuss the questions.
 - 1 What changes happen to the narrator in the story and what causes them?
 - 2 Do you like the title of the story? Can you suggest a better
 - 3 In what ways was the narrator's life in darkness and in light?
 - 4 Imagine you were in the narrator's situation in hospital. How would you have felt? What would you have done?

FAST FINISHERS Write the next part of the story.

143



A night to remember



We had sat around for hours in his room, trying to think of what to do. When I say 'we', I mean Dylan, Noah, Harry and me. We were feeling more and more desperate. Prom Night was the biggest event of our year. In fact, it was probably the biggest event in our entire school careers. Anyway, this year's theme was Hollywood. We had to look great. We had to look cool. And we had to go in costume. But who could we dress up as? Noah said we should go as characters from *Star Wars*. Harry said *The Hobbit* would be better. I thought we could be the Three Musketeers and d'Artagnan. But we couldn't agree. Then Dylan put an end to all arguments.

'We should go as James Bond,' he said quietly, 'the greatest secret agent in the world.'

'Um... who should go as James Bond?' I asked.

'We should,' he said.

'But James Bond's only one person and, well, there are four of us.'

'Exactly,' said Dylan. 'We should all go as James Bond.'

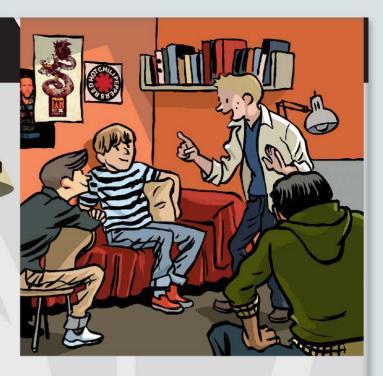
We looked at each other for a few moments. We knew we were in the presence of genius. Then with one voice we shouted, YEAH!'

Weweregoing to be the stars of the night. And success on Prom Night involved months of preparation. We planned our campaign like military commanders. Every last detail was studied, discussed and agreed. Nothing could be left to chance because this was going to be the night of our lives!

Everything went like clockwork. We found the best costumes. We made James Bond IDs. We learned the lines we were going to say during the evening, such as, 'The name's Bond. James Bond. Licence to kill.' We learned to speak with the same voice, the voice of Daniel Craig as Bond. And finally we had special haircuts, and three of us even had our hair dyed, too. We had to look and sound perfect.

Finally, at last, it was Prom Night. We were all standing in Dylan's front room – The Four James Bonds!

'Hey, you look amazing.'



'No, you look amazing.'

'We all look amazing!'

We laughed excitedly. But then Harry asked what the time was.

'It's half past six,' I said.

Dylan asked when the limo was coming.

I shrugged. Noah shook his head. Harry went pale. Dylan went paler.

'Oh guys, I don't believe this. Noah, you said you were going to book the limo!'

'No, I didn't,' said Noah. Then he turned to me. 'It was you, Alex! I asked if you were going to arrange everything and you said yes.'

'No way!' I shouted. 'You said you could arrange everything!'

'Stop!' shouted Dylan even more loudly. 'We'll have to get a taxi!'

So we called every taxi company in town but always got the same answer. All their taxis were booked. Unfortunately, our parents had gone out for dinner to have a party of their own so there was no hope there. Then Harry had an idea.

'My brother's got a VW van. You know, a surfer's van. We could go in that.'

'Call him!' said Dylan.



It was raining heavily and the wind was blowing hard. There was heavy traffic on the main road and progress was slow.

'We're going to be so late,' said Dylan. He was sitting next to Harry's brother Luke in the front, while we were in the back with Luke's surfboards.

'Don't worry, man. I'll get you there in time.' Luke said he knew a shortcut to the hotel. So we left the main road and were soon driving up a hill through a dark wood. The road was narrow and winding, and covered with mud. Dylan wasn't convinced. He was asking if Luke was sure he was going the right way when the engine made a sudden coughing noise and stopped. The rain drummed on the roof.

'What's going on, Luke?' asked Dylan.

'I'm sorry, man,' Luke replied. 'I'm out of petrol. I didn't have time to fill her up. You've got to walk.'

'Walk? In the rain? In the middle of nowhere? In our James Bond suits?'

'It's not far,' Luke said. 'And maybe it'll stop raining.'

The rain didn't stop. And it wasn't a short distance.

Prom Night had started at seven o'clock. People had wondered where we were and tried to call us. But there was no signal in that dark wet forest. And so, after a while, they forgot about us and enjoyed the party.

At just after ten o'clock, four cold, wet, miserable and muddy James Bonds walked through the doors of a bright and noisy hotel. There was music playing and people dancing and singing and laughing. When they saw us, the music stopped and everyone fell silent.

'We've been expecting you, Mr Bond,' said Mr Harmer, my geography teacher, in his best Bond villain's voice.

'Yeah, for like three hours!' said Noah's friend Amy, and everybody laughed. We explained how our car had broken down and we'd had to walk through the forest in the rain, and everybody applauded and cheered, and somebody said we were just as cool as the real James Bond.

We didn't win any Oscars. But once we were dry and had eaten something, our party started. Was Prom Night everything we had hoped for? Not quite. But it was a night to remember.

- 1 Look at the pictures and discuss the questions.
 - 1 What is happening in the pictures?
 - 2 Who do you think the people are?
 - 3 How do you think the two pictures are connected?
 - 4 What do you think happens in the story?
- 2 Check you understand the following words.

costume limo mud petrol Prom Night van

- Why do you think the things in exercise 2 are important in the story? Compare your ideas with a partner.
- 4 Read the whole story and see if your ideas were right.
- 5 Read the story again and put the events from the story in order.
 - [] The friends got special haircuts.
 - [] They got wet and muddy in the dark wood.
 - [] The VW van ran out of petrol.
 - [] The friends discussed what to do at the Prom Night.
 - [] Their school mates cheered and applauded.
 - [] They argued about who forgot to book a limo.
 - [] Dylan suggested they should go as James Bond.
 - [] Harry called his brother.
- 6 In pairs, discuss the questions.
 - 1 How did the friends prepare for Prom Night? Who do you think forgot to book the limo?
 - 2 Do you think the friends were as cool as the real James Bond? Why? / Why not?
 - 3 Do you like the title of the story? Can you suggest a better one?
 - 4 What has been the most important event in your school career so far?

FAST FINISHERS Imagine you were one of the others at the Prom. Write a blog entry about your night.

145

Student's Book page 140-141

Warmer

Put students into pairs or small groups. Write *natural disasters* on the board and explain that a natural disaster is a natural event that causes great damage and can cause loss of life. Give them a minute or two to think of as many natural disasters as they can.

Possible answers include: flood, hurricane, tornado, drought, earthquake, volcano eruption, blizzard, tsunami, forest fire, etc. Then ask students *What can people do to help after a natural disaster*? Give students 5 minutes to think of as many different ways as possible that people can help after a natural disaster. Possible ideas include: We can donate money, hold fundraising events, volunteer with a charity. Aid agencies can provide food, water, blankets, medicines, etc. Local people can volunteer to help clean up after the natural disaster.

Feed back as a class.

- 1 Suggested answers:
 - 1 a flood, people in trees, people in boats, cars underwater, houses underwater, people on a roof Students' own answers
- 2 Students' own answers
- 3 Students' own answers
- 4 Students' own answers
- 5 244: The number of people John Keller evacuated from the building. 200: 200 km per hour was the wind speed during hurricane Katrina. 80%: The percentage of the city that was flooded.
 - 170: Residents living in the American Can Company building when hurricane Katrina struck.

29/08/05: The date of Hurricane Katrina.

74: People from the neighbourhood looking for a safe place to stay. 118: John Keller's weight in kilos.

38: John Keller's age.

- 6 1 It was the sixth strongest Atlantic hurricane ever recorded.
 - 2 Because lots of them were elderly or disabled.
 - 3 The residents had no electricity so they couldn't store or cook food and they didn't have fresh water. Snakes and other animals were coming in to the building with the water, and unfriendly local people also came looking for a place to stay.
 - 4 The pilots didn't like the look of the people on the roof.
 - 5 Keller carried elderly residents and their wheelchairs onto the roof.
 - 6 He took passengers 12 at a time to an open area and from there helicopters flew them to safety.
- 7 Suggested answers:
 - 1 Students' own answer
 - 2 Brave, confident, caring
 - 3 He was used to lifting heavy objects and doing physical activity. He had good organizational skills. He may have had experience of coping in dangerous situations.
 - 4 Students' own answer

Student's Book page 141-143

Warmer

Put students in pairs, and ask them to think of the 5 biggest pressures for teenagers today. Give them one minute to write these down.

Then ask each pair to join with another pair, so that they are in groups of 4. Tell them that in their group they must make one list of the five biggest pressures for teenagers. Then, together they must rank these pressures 1-5, from the most stressful to the least stressful.

Finally, ask the groups to feed back to the class. Ask each group to explain why they believe their choice is the number one pressure for teenagers today.

- 1 Suggested answers:
 - 1 spring/summer
 - 2 cycling
 - 3 a car, houses, trees, parked cars
 - 4 students' own answers
- 2 Students' own answers
- 3 Students' own answers
- 4 Students' own answers
- 5 1 Six years ago, when the narrator was 15.
 - 2 She was worrying about another exam she had to study for.
 - 3 She couldn't move her legs.
 - 4 She felt useless. She didn't know herself and she was horrible to everybody. She sat in her room the whole time.
 - 5 Johnny was one of her best mates from school.
 - 6 She discovered there were games she could still play and she wanted to take part.
 - 7 She saw her parents, her sister Louise and her boyfriend Johnny.
 - 8 At the end of the story she felt that her whole life had been leading up to that moment, and that anything could happen. Although she wanted to win, she felt it didn't matter if they won or lost, as there were things in life that are more important than winning.
- 6 1 She didn't use to do much sport, now she plays wheelchair rugby, and is playing in the Paralympics. Johnny used to be her friend, now he is her boyfriend. She used to feel miserable about her accident, now she feels positive.
 - 2 Students' own answers:
 - 3 At the beginning it is summer, the narrator describes the trees, flowers and blossom. Her life is positive, except for the dark cloud of exams. But then she is stuck inside the hospital and then her bedroom, she sits inside the whole time and this darkness reflects her dark mood. At the end, she is in the bright lights of the paralympic rugby stadium, with people cheering and waving with banners, and she is much more positive and optimistic.
 - 4 Students' own answers

Student's Book page 144-145

Warmer

Tell students they are going to read a story about a school Prom night. In small groups, ask them to discuss the following questions:

What do you know about Prom Night?

Do you have a similar event in your country?

What do you think most people do on the day before Prom Night? Do you think a Prom Night is a good way to celebrate the end of your school career? Why / Why not?

- 1 In the first picture a group of friends are talking. In the second, a group of friends are walking through the forest in the rain. They are dressed in suits.
 - Students' own answers
- 2 Students' own answers
- 3 Students' own answers
- 4 Students' own answers
- 5 1 The friends discussed what to do at Prom Night.
 - 2 Dylan suggested they should go as James Bond.
 - 3 The friends got special haircuts.
 - 4 They argued about who forgot to book the limo.
 - 5 Harry called his brother.
 - 6 The VW van ran out of petrol.
 - 7 They got wet and muddy in the dark wood.
 - 8 Their school mates cheered and applauded.
- 6 Suggested answers:
 - 1 They found their costumes, they made James Bond ID cards, they learned famous James Bond lines they were going to say during the evening, they had their hair cut and dyed to look like James Bond.
 - Students' own answers
 - 2 Students' own answer
 - 3 Students' own answer
 - 4 Students' own answer



2 David:

FACE 2 FACE

OUNIT 1 Page 11

the funniest thing ever kind of mad about

1 Lily: And then I heard a ... strange noise, like the sound

of a cappuccino machine.

I was in my dad's garage. He was doing something to his car and I was running around, pretending to

be a racing car. I was ... Formula One.

3 Isabella: He stuck out his tongue and he took my whole

bucket of popcorn! I was so surprised - and then I

just started laughing. It was ...!

OUNIT 2 Page 21

How cool is that? Not exactly. What have you been up to?

1 Nick: We haven't seen you on The Travel Show for a few

weeks, Angela....

Angela: Well, I've just got back home.

2 Nick: So you can sit in your living room and watch the

waterfall?

Angela: ... In fact, you can't actually see the waterfall from the

house - you can only hear it.

3 Angela: If you live in Container City, you're living in a totally

recycled, environmentally friendly home. And it only

took four days to build! ...

Nick: Yeah, pretty cool, I guess.

OUNIT 3 Page 31

That's such a shame. It's a no brainer. loads of

1 Julieta: Plastic bottles come in at number two. We picked up over a million of them. There are also ... plastic bags.

2 Misaki: Well, maybe they can't feed or swim, and they die.

Karen: ...

Misaki: Yes, it's really awful.

3 David: But to really solve the problem, we have to stop

throwing trash into the sea in the first place.... Only

then will we have clean, healthy oceans.

Put the expressions into the dialogues.

Listen and check.

OUNIT 4 Page 43

Get a move on Take it easy it's no big deal

 Nigel: But what about your work? You've got your exams this week.

Hazel: ..., Dad. I've done all my revision.

2 Nigel: And you want £50? I don't think so. I might have £20.

Ruby: Well, ..., I suppose. £20 will be all right.

3 Johnny: Grab your coat.

Nigel: Johnny! What's going on? What are you doing here?

Johnny: ..., Ruby!

OUNIT 5 Page 53

mad at myself Same here. dead tired

1 Amanda: How do you both feel?

Leo: Exhausted! But really good too.

Monica: ... My feet really hurt, but there's a great feeling of

achievement.

2 Leo: I was feeling ... and wanted to stop, and then I

saw a man dressed up in a penguin costume run

straight past me.

3 Monica: After about half an hour, I was looking at the

crowd, and feeling really good – and then I tripped and fell over, and hurt my knee. I was ...

because I wasn't thinking.

OUNIT 6 Page 63

By the way go ahead over to you

1 Maria: You can ask questions during the talk. So if you want to ask something, ...!

2 Maria: We visited an MRF last week to see what happens there. It was amazing! OK, ..., Tareq.

3 Tareq: ..., do you like my T-shirt? It was made from

recycled plastic.

Pronunciation



OUNIT 7 Page 75

don't get me wrong I mean brand new

- 1 **Scott:** But remember, this was in the first days of cinema.
 The moving image was ...!
- 2 Scott: Have you seen King Kong?
 - Kirsty: Sure.
 - Scott: ... the original black and white movie from 1933.
- 3 Kirsty: What about animated films?
 - **Scott:** Now I love *Shrek* and *Toy Story*. But the greatest animated character ever is Mickey Mouse.

OUNIT 8 Page 85

Are you kidding? stressed out Result!

- 1 Daisy: Yeah, Will looked really cool. But he had been ... for months before the prom.
- 2 Daisy: He said they were the wrong colour!
 - Erin: ... So what did he do?
- 3 Daisy: He had an amazing time. He even won two prizes at the prom. The best-dressed guy and the best dancer!
 - Erin: ... That's fantastic!

OUNIT 9 Page 95

a bit down for ages a bit like

- 1 **Imogen:** I'm drawing all the pictures myself, too. It's ... making a film.
- 2 Amy: If I feel ... , I put on music and dance. It helps me
 - forget my worries.
- 3 Tilly: Being with my friends makes me happy. We've
 - known each other ... and they're like family to me.

UNIT 1 -ed endings

There are three ways of pronouncing -ed endings:

/d/ when verbs end in voiced sounds, including vowels.
/id/ when words end in these sounds: /t/ or /d/

1 Read the rules above. Then copy the table and complete it with the verbs below.

washed realized acted missed zoomed closed calculated ended tasted matched folded argued worked reached planned

/t/	/d/	/1 d /		
washed	realized	acted		

- 2 Listen, check your answers and repeat the words.
- 3 Read the sentences and decide how the -ed endings are pronounced.
 - 1 Alice discovered her phone was missing.
 - 2 Alex asked me for help.
 - 3 She's changed her way of life.
 - 4 The train stopped outside the station.
 - 5 Karen shouted at her brother.
 - 6 What happened to you yesterday?
 - 7 We studied a lot last year.
 - 8 Dan waited for two hours.
- 4 Listen, check your answers and repeat the sentences.

Pronunciation

UNIT 2 /c/z/ and /j/

- 1 Listen and choose the word you hear.
 - 1 jot yacht
- 4 juice use
- 2 jet yet
- 5 jam vam
- 3 joke yolk
- 6 jail Yale
- 2 Listen and complete the sentences. Then listen and repeat.
 - 1 I really don't like that ... sweater.
 - 2 She's looking for a new
 - 3 He's a fantastic ... actor.
 - 4 I think that's really
 - 5 Mia wants to go to
 - 6 Jake's decided to study
 - 7 I'm making French ... soup.
 - 8 I can't go there until

UNIT 3 /a/in than and as ... as.

In sentences, we usually stress the words that carry the most important information. Pronouns, articles, prepositions and auxiliary verbs are usually unstressed. In comparative sentences, *than* and *as ... as* are unstressed. They both contain the /ə/ or 'schwa' sound.

- Read the box above. Then read the sentences out loud. Underline the words you think will be stressed.
 - 1 Cycling is healthier than taking the bus.
 - 2 The film isn't as interesting as the book.
 - 3 The river isn't as polluted as last year.
 - 4 Jim's as tall as his dad.
 - 5 Portuguese is more difficult than French.
 - 6 The Atacama Desert is drier than the Sahara.
 - 7 Is Jenny as fast as Luisa?
 - 8 Parrots are more intelligent than mice.
- 2 Listen and check your answers. Then listen again and repeat.
- 3 Listen to the sentences and write the stressed words only.
 - 1 New York exciting Rome
- 4 Write the complete sentences using than or as ... as.
 - 1 New York is more exciting than Rome.
- 5 Listen again and check your answers.

UNIT 4 Contracted will / won't

In sentences, the contracted will form ('ll) is not stressed. However, the contracted will not form (won't) is given the same stress as the main verb. Normally we only write 'll with pronouns, but we often say it with other nouns.

- 1 Read the box above. Then read the sentences out loud.
 Underline the words you think will be stressed.
 - 1 I'll have the salmon, please.
 - 2 They'll see you tomorrow afternoon.
 - 3 I won't finish this project in time.
 - 4 We'll probably move to a new apartment next year.
 - 5 She won't change her mind.
 - 6 He'll help you if he can.
- 2 Listen and check. Then listen and repeat.
- 3 Listen and repeat the sentences.
 - 1 Sally'll wait for you at the station.
 - 2 What'll you do tomorrow?
 - 3 Richard'll go there soon.
 - 4 Your phone'll break if you drop it.
 - 5 My parents'll be really annoyed.
 - 6 Where'll you live next year?

UNIT 5 should / shouldn't and ought to

- 1 Listen to the advice and write should or shouldn't.
 - 1 He ... study all the time.
 - 2 You ... talk to him.
 - 3 We ... stay in tonight.
 - 4 They ... post those photos online.
 - 5 | ... go there on Saturday.
 - 6 She ... throw away those CDs.
- 2 Listen again to the sentences in exercise 1 and repeat.
- 3 Listen and repeat the sentences, linking the words.
 - 1 You ought, to help her.
 - 2 They ought, to pay you more.
 - 3 We really ought, to get fit!
 - 4 You ought, to read this book.
 - 5 He ought, to get up earlier.
 - 6 lought to see my grandparents.



UNIT 6 /b/ and /v/

- 1 Listen and repeat the sounds and the words.
 - /b/ bird ball blue buy brother beautiful remember bottle bubble somebody
 - /v/ view village vegetable over leave have love arrive November navigation
- 2 Listen and choose the word you hear.
 - 1 bet vet
 - 2 best vest
 - 3 ban van
 - 4 boat vote
 - 5 robe rove
 - 6 berry very
- 3 Say the sentences out loud. Then listen and repeat.
 - 1 Vincent was born in Venezuela.
 - 2 There are violent winds on Venus.
 - 3 I've never been to Berlin.
 - 4 Everybody's visible in the photo on the blog.
 - 5 I've read a very interesting book about gravity.

UNIT 7 /w/

1 Look at the words below. Which are not pronounced with a /w/ sound?

waste when wonderful wide tomorrow which quick why who quiet work one way write wonderful what twelve

- 2 Listen and check. Then listen and repeat.
- 3 Say the sentences out loud. Then listen and repeat.
 - 1 Where in the world will you go?
 - 2 She wore a white hat and a warm coat.
 - 3 Would you call me when you get home?
 - 4 How many whales are swimming in the ocean?
 - 5 Which one would you want?
 - 6 Wow! What windy weather!

UNIT 8 /s/ and /ʃ/

- 1 Listen and choose the word you hear.
 - 1 sip ship 5 seal she'll
 2 sea she 6 seat sheet
 3 saw sure 7 save shave
 4 sell shell 8 so show
- 2 Say the words out loud. How do you pronounce the letters in blue? Listen and check.

exciting share special shuts piece sensible demonstration

- 3 Listen and repeat the sentences, linking the words.
 - 1 David speaks, slowly.
 - 2 Let's, stay near here.
 - 3 If you pay cash she'll accept.

intonation on the question tag.

4 He drinks, six litres of water a day.

UNIT 9 Intonation in question tags

We use question tags to check information.

When we are fairly sure of the statement, we use falling

It's hot, isn't it?

When we are unsure of the statement, we use rising intonation on the question tag.

You're OK, aren't you?

- 1 Complete the sentences with question tags. Then listen and check.
 - 1 We can get there in time. ...?
 - 2 They didn't have enough money, ...?
 - 3 She could speak Russian, ...?
 - 4 Your brother's at university. ...?
 - 5 You haven't got a bike, ...?
 - 6 He doesn't have a driving licence, ...?
- 2 Listen again and say if the speakers were sure or unsure.
- 3 Now listen again and repeat the sentences. Make sure you use the correct intonation.

Student's book page 147

UNIT 1

- 1 /t/: missed, matched, worked, reached /d/: zoomed, closed, argued, planned /id/: calculated, ended, tasted, folded
- 2 4.1 Students' own answers
- 3 /t/: asked, stopped /d/: discovered, changed, happened, studied /td/: shouted, waited
- 4 4.2 Students' own answers

Student's book page 148

UNIT 2

- 1 4.3
 - 1 yacht
 - 2 yet
 - 3 joke
 - 4 use
 - 5 iam
 - 6 Yale
- 2 4.4
 - 1 yellow
 - 2 job
 - 3 young
 - 4 dangerous
 - 5 university
 - 6 German
 - 7 onion
 - 8 January

UNIT 3

- 1 1 Cycling is healthier than taking the bus.
 - 2 The film isn't as interesting as the book.
 - 3 The river isn't as polluted as last year.
 - 4 Jim's as tall as his dad.
 - 5 Portuguese is more difficult than French.
 - 6 The Atacama Desert is drier than the Sahara.
 - 7 Is Jenny as fast as Luisa?
 - 8 Parrots are more intelligent than mice.
- 2 4.5 Students' own answers
- 3 4.6
 - 2 Tigers, heavy, elephants
 - 3 Sally, intelligent, James
 - 4 sister, funnier, brother
 - 5 Tablets, more useful, laptops
 - 6 traffic, worse, before
- 4 1 New York is more exciting than Rome.
- 2 Tigers aren't as heavy as elephants.
- 3 Sally is as intelligent as James.
- 4 My sister is funnier than my brother.
- 5 Tablets are more useful than laptops.
- 6 The traffic is worse than before.
- 5 14.6 Students' own answers

UNIT 4

- 1 1 I'll have the salmon, please.
 - 2 They'll see you tomorrow afternoon.
 - 3 I won't finish this project in time.
 - 4 We'll probably move to a new apartment next year.
 - 5 She won't change her mind.
 - 6 He'll help you if he can.
- 2 4.7 Students' own answers
- 3 14.8 Students' own answers

UNIT 5

- 1 4.9
 - 1 shouldn't
 - 2 should
 - 3 should
 - 4 shouldn't
 - 5 should
 - 6 shouldn't
- 2 14.9 Students' own answers
- 3 4.10 Students' own answers

Student's book page 149

UNIT 6

- 1 4.11 Students' own answers
- 2 4.12
 - 1 vet
 - 2 best
 - 3 van
 - 4 vote
 - 5 robe
 - 6 berry
- 3 4.13 Students' own answers

UNIT 7

- 1 tomorrow, who, write
- 2 4.14 Students' own answers
- 3 4.15 Students' own answers

UNIT 8

- 1 4.16 1 sip 2 she

 - 3 sure
 - 4 sell
 - 5 she'll
 - 6 seat 7 shave
 - 8 show
- 2 4.17 Students' own answers
- 3 4.18 Students' own answers

UNIT 9

- 1 4.19
 - 1 can't we?
 - 2 did they?
 - 3 couldn'tshe?
 - 4 isn't he?
 - 5 have you?
 - 6 does he?
- 2 4.19
 - 1 sure
 - 2 sure
 - 3 unsure
 - 4 sure
 - 5 unsure
 - 6 unsure
- 3 4.19 Students' own answers

Communication

UNIT 1 Page 10

FAST FINISHERS

When I walked into the room I smelt a strange perfume. Then the voice said, 'I'm behind you.' I turned round, and saw a huge lion. It was sitting on a red carpet. But then it changed into a woman! She was wearing a long black leather coat. She opened her mouth and she roared like a lion! I tried to get away. But while I was running, the floor opened up beneath my feet and I fell into the darkness. That's when I woke up. What do you think it all means?



UNIT 2 Page 23 exercise 10

Choose one of these people and write a description of what he / she is wearing.





UNIT 6 Page 67 exercise 3

TEAM A

Write questions for your quiz. Give three possible answers, one of which is correct. When you have finished, go back to page 67.

- 1 Where was paper first made?
- A Egypt B China C India
- 1 Paper was first made in China.
- 2 The song 'Blue Suede Shoes' was sung by Elvis Presley.
- 3 Stainless steel was invented in 1912.
- 4 The first satellite was launched in 1957.
- 5 The first words spoken in a movie were 'Wait a minute'.
- 6 The first underground railway system was built in London.
- 7 The scientist Isaac Newton was hit on the head by an apple.
- 8 The first crossword puzzle was published in 1913.
- 9 Coronation Street is the world's longest running soap opera and is set in Manchester in the UK.
- 10 Trainers were invented in the UK in the 1830s.



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UNIT 6 Page 62 exercise 7

Test your scientific knowledge. Are these statements true or false?

Science Quiz

Colds can be cured by antibiotics.

The temperature of the Earth is raised by too much nitrogen.

Tsunamis can be caused by a large group of fish.

Hydrogen is the most commonly found element in the universe.

Pluto is no longer considered a planet.

A GPS navigation system is guided by satellite.

More pollution is created when people travel by bike.

Venus is situated between Mars and Jupiter.

You see grass as green because green light is reflected back to your eyes.

I don't think colds can be cured by antibiotics.

Yes, but colds aren't bacteria. They're viruses. And viruses can't be cured by antibiotics. l'm not sure. I think antibiotics kill most bacteria.



UNIT 6 Page 68 exercises 7 & 8



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Communication

UNIT 6 Page 67 exercise 3

TEAM B

Write questions for your quiz. Give three possible answers, one of which is correct. When you have finished, go back to page 67.

1 When was the first ice lolly made?

A 1723 B 1823 C 1923

- 1 The first ice lolly was made in 1923.
- 2 The Sistine Chapel was painted by Michelangelo.
- 3 The first automatic traffic lights were installed in London.
- 4 Beach balls were invented in California.
- 5 The mobile phone was invented in New York.
- 6 The tomb of Tutankhamen was discovered in 1922.
- 7 The world's oldest board game, Senet, was played 5,000 years ago.
- 8 X-rays were discovered accidentally in 1895.
- 9 The first episode of The Simpsons was shown in 1989.
- 10 The 2010 FIFA World Cup was won by Spain.











UNIT 7 Page 80 exercise 7

STUDENT B

Role play these situations.

Did you get my text?

No, I didn't. My battery's dead. What was the message?

Situation 1

You've just realized that your phone battery has been dead all day. Your friend starts the conversation.

Situation 2

You need to tell your friend some important news. You phoned him / her but didn't get an answer, so you left a voice message. You phone again – this time, he / she answers.

Situation 3

There's something wrong with your phone. You've just received an email that someone sent you last week! You think there's a problem with emails with large attachments. Your friend starts the conversation.

Situation 4

You've sent your friend a link to a really cool video that you saw online. Your friend hasn't mentioned anything about it yet. You start the conversation.

UNIT 5 Page 55 exercise 7

Read the article and then go back to page 55.

Multiple intelligences

Everyone learns in different ways. Perhaps you use pictures, or maybe you remember best by physically doing something. Some brain experts have identified a set of nine different intelligences. They say that we all have a bit of all nine, but each of us has a unique profile. What's yours?