NEXT MOVE

TEACHER'S BOOK

WITH MULTI-ROM

3

TIMOTHY JOHN FOSTER

A2-B1

MULTI-ROM

ALWAYS LEARNING

PEARSON

NEXT MOVE

THE IDEAL GUIDE FOR YOUR LANGUAGE LEARNING JOURNEY FROM FIRST STEPS TO LAST

*Following a path of 21st century learning, the carefully structured, multi-level approach inspires you to reach new heights, fully prepared for your **NEXT MOVE**.*

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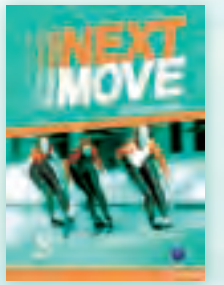

Students' Book

Workbook with MP3 CD

OR

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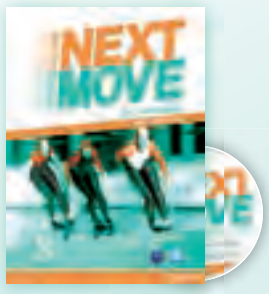
Online learning for students, instant marking and monitoring for teachers
www.MyEnglishLab.com/nextmove

FOR TEACHERS



Teacher's Book with Teacher's Resources Multi-ROM

Includes photocopiable resources and tests

Class CDs

ActiveTeach

Interactive Whiteboard software disc including Teacher's Resources and video

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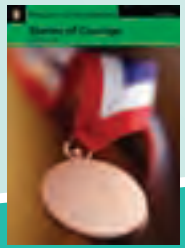

CEFR	
A1	Level 1 Starter
	Level 2 Elementary
A2	Level 3 Pre-Intermediate
B1	Level 4 Intermediate

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TIMOTHY JOHN FOSTER

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Introduction

Welcome to *Next Move*! This four-level course allows students to use twenty-first century skills to expand their knowledge across the curriculum and positions the learning of English within a framework of culture and citizenship. It provides students and their teachers with a range of dynamic, new, digital and print materials for use in class and at home. The rich combination of online, offline and digital content creates an environment that is fun, fast-moving and familiar for students who are *digital native*s. And for their less digitally native teachers, or *digital tourists*, it provides a user-friendly tool which enhances the teaching experience.

Next Move embraces a holistic approach to the education of today's students. It provides them with a solid grounding in core knowledge of the English language combined with crucial twenty-first century skills. Within the context of contemporary themes, students develop the essential skills for success in today's world, such as creativity and innovation, critical thinking, problem solving, communication and collaboration. Because we now live in a technology and media-driven environment, with access to an abundance of information, students need to be skilled not just in manipulating the technological tools with which to do the research but also in analysing and evaluating the information they discover.

The clear, classroom-based methodology incorporates the concept of multiple intelligences as outlined by Howard Gardner in 1983 thereby encouraging every child, whatever their learning style, to develop both their cognitive and language skills, to be educated in the round (see page 8).

Please go to www.pearsonelt.com/NextMove for a full description of the course and further resources.

About the methodology

Motivation

Next Move captures students' attention by setting the content and approach of the course firmly within the world of the modern teenager. The core subjects and twenty-first century themes such as global awareness and citizenship engage students' curiosity. The topics promote social and cross-cultural awareness while the approach helps them to develop initiative and self-direction.

In this way students benefit not just in terms of improvement in their language competence but also in terms of their life and career skills.

Digital look and feel

There is one key difference that makes students today different from students a decade ago. That is that students today are *digital natives*, to use the term coined by author Marc Prensky in 2001. In simple terms, the students using this course have never known a life before digital technologies were commonplace, while their teachers most definitely have. Teenagers today have grown up with technology all around them, and life without the internet, mobile phones, games consoles, touch-sensitive tablet computers, MP3 players, social networking sites and the like seems unimaginable to them. They do not necessarily see the digital world as 'unreal' and the rest of the world as 'real' in the same way as previous generations, they are used to receiving and evaluating large quantities of information at great speed, they multitask and they are comfortable jumping rapidly from one topic or area to another.

This type of student will feel comfortable with the various modes of delivery employed in *Next Move*, whether via downloadable, interactive digital or online platforms, and so be empowered to achieve more than ever before.

So what does this mean for teachers today? Obviously we need to update our vocabulary to be able to talk fluently about the world that these digital natives come from, we need to find points of reference and comparison between our world and theirs, and we need to update our teaching materials and techniques. The *Next Move* course aims to motivate digital natives through the modern design, regular changes of pace and focus, and references to and examples of familiar digital media such as email, social networking and webpages. The user-friendly format enables less digitally-native teachers (*digital tourists*) to manage the materials with ease.

Inductive grammar

Next Move uses an inductive approach to grammar presentation. Rather than merely presenting grammar rules for students to memorise, students are asked to examine the grammatical forms, think about their use in context and complete for themselves some of the key rules relating to each grammar point. This student-centred approach, in which students learn by doing rather than learn by being told, involves students more deeply in the process of learning and understanding and helps assimilation of the rules.

Visual approach to vocabulary

Extensive use is made of illustration to present new vocabulary, twice in each Students' Book unit to introduce the topic as well as in the additional, extension vocabulary reference section at the back of the Workbook.

Mixed ability

Next Move is designed to address each student of whatever profile or level as an individual so that even those in large, mixed-ability classes will thrive. Wherever possible, suggestions have been made to help teachers working with mixed-ability groups. Workbook activities are provided at three levels of difficulty while the tests and photocopiable materials are available at two levels. With this range of materials, a wide range of levels within the same class can be catered for as well as different learning styles. See pages 8–9 for information about Multiple Intelligences and Learning Styles.

Course components

Students' Book
Starter Unit
Nine units of one lesson per page
Three Review units
Nine Brain Trainer pages
Six Culture pages

MyEnglishLab
Digitalp ractice:
Starteru nit
Units 1–9
Three Progress Tests
LanguageR eference
Grammar and Punctuation Tips
Word list, Irregular Verb List,
Phonetics Chart, Grammar Reference
Workbook audio

Workbook (+ audio CD)
Starter unit
Units 1–9
Three Check your Progress
Language Reference and Practice

Teacher's Book
Introduction
Unit-by-unit Teaching Notes
Interleaved Students' Book pages
Workbook Answer Key
Audioscripts (SB and WB)

Teacher's Resource Multi-ROM
Tests
Tests audio
Photocopiable worksheets
Workbook audio

Class Audio
Students' Book audio

ActiveTeach (for whiteboards)
Students' Book pages
Class audio and audioscripts
DVD and audioscripts
DVD worksheets
Photocopiable worksheets
Tests
Tests audio and audioscripts
Writing page from Workbook as PDF
Mini dictionary
Workbook audio and audioscripts
Grammar Reference from Workbook
Irregular verb list
Phonetic chart
Games (two per unit)
Access to *MyEnglishLab*

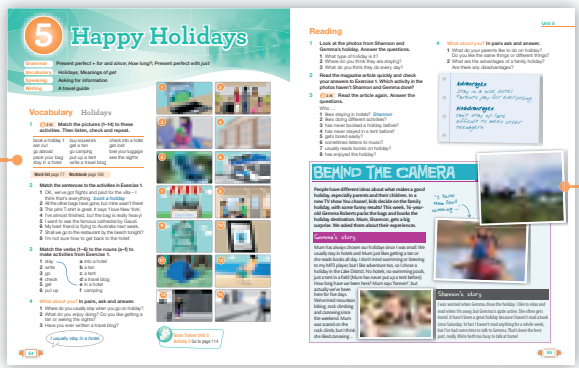
About the Students' Book

At the centre of the course is the Students' Book itself, which contains a host of innovative and motivating features to make your classes a real success.

The Students' Book begins with a *Starter Unit*, which reviews some of the key points from *Next Move 2* and helps students refresh their studies from the previous level.

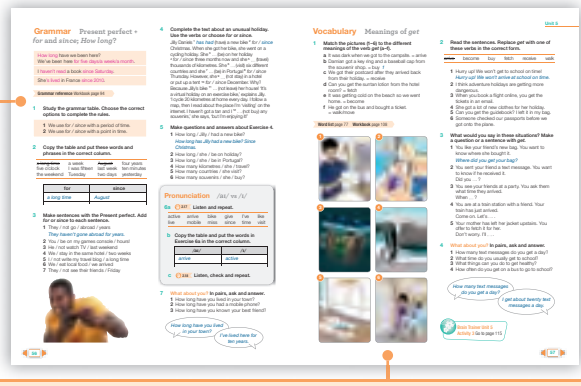
There are nine main Students' Book units, each of which contains ten pages:

Page 1 *Vocabulary* – Students are introduced to the topic of the unit through motivating work on an extended lexical set. The lexis is presented and practised systematically and extensive use is made of illustration to help students understand and assimilate the vocabulary.



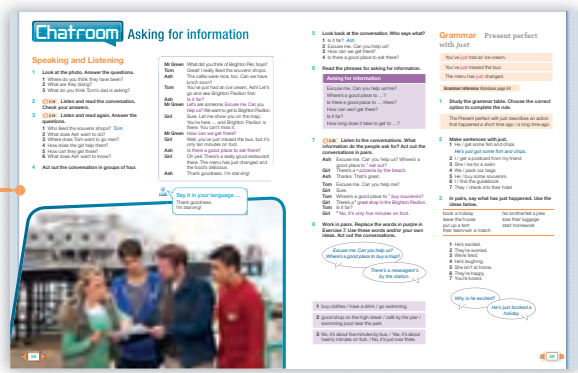
Page 2 *Reading* – The topic is developed further and the vocabulary recycled through an extended reading text related to the theme of the unit. Comprehension is fully checked through a variety of activities, including sentence completion, traditional questions and *True or False?*q uestions.

Page 3 *Grammar* – The first grammar point of the unit, which has been indirectly introduced in the preceding reading text, is presented. Deductive concept questions help students reach a deeper understanding of the grammar before they move on to a series of carefully organised controlled and freer-practice activities.

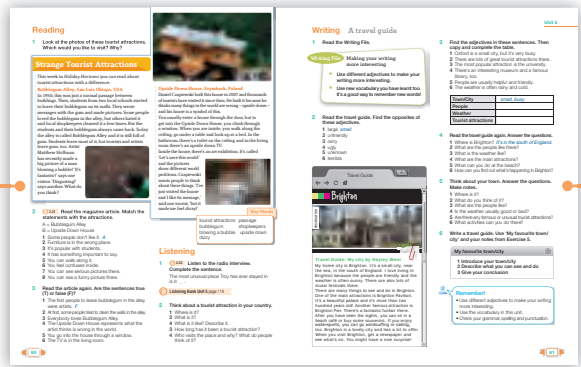


Page 4 *Vocabulary* – The second vocabulary page of the unit covers another lexical set related to the topic of the unit. The total number of lexical items introduced per unit is around thirty, approximately half on each vocabulary page.

Page 5–6 *Chatroom* – This double-page feature in each unit follows a group of teenagers of a similar age to the students through a variety of situations. Through an extended conversation, students focus on an area of functional language in context and are given controlled and freer practice. The feature also includes a second grammar focus, indirectly introduced in the conversation and followed by a variety of practice activities. Teenage idiomatic language is highlighted in the 'Say it in your language …' box.

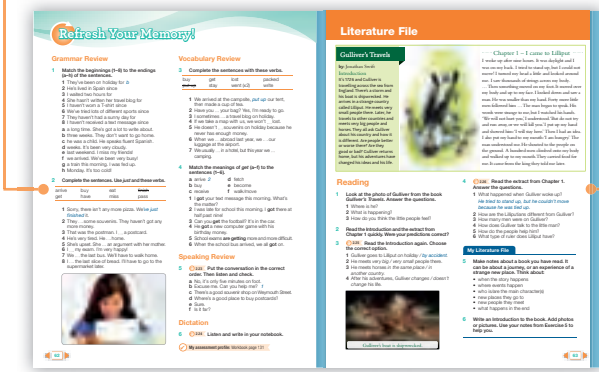


Page 7 *Reading* and *Listening* – This page further develops the topic of the unit and gives extended work on these key skills. Students work first on an extended reading text before moving on to the listening section. The comprehension of both sections is checked through a wide range of activities.



Page 8 *Writing* – This page works intensively on a specific text type. Students work with a model text, reading it for meaning before moving on to analyse the structure and features of the text type. The final task is to write a text of their own, using the model to support them.

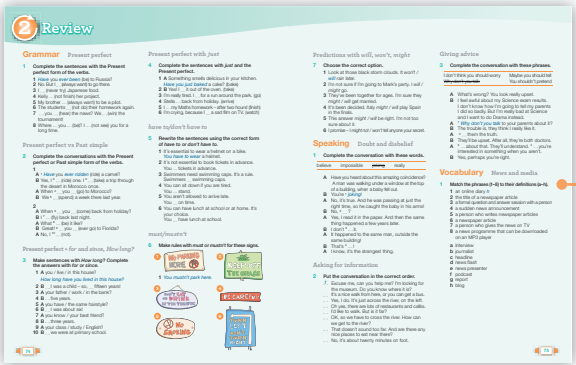
Page 9 *Refresh Your Memory!* – Each unit concludes with a page of review exercises, covering grammar, vocabulary, speaking and dictation. At the end of each page, students are referred to their *Assessment Profile* which relates their work to the 'Can do …' statements of the Common European Framework and is designed to help students become more autonomous learners.



Page 10 *… File* – Odd-numbered units include a *… File*, essentially a *CLIL* page working on a cross-curricular area, loosely related to the theme of the unit. There is a reading text which presents the topic and appropriate activities to check comprehension before students work on a related project themselves.

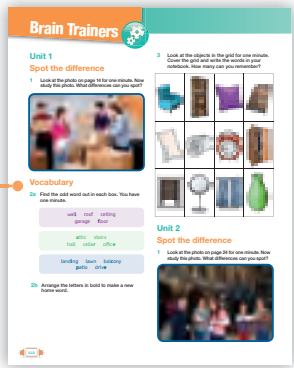
Page 10 *Real World Profiles* – Even-numbered units include a *Real World Profile*, which works extensively on citizenship. These pages present a teenager of a similar age to the students who has made an important contribution to society as a whole and give opportunities for extended discussion on the topic.

Each unit also contains a *Pronunciation* focus, related either to individual sounds or to features of connected speech. The exact location of this section varies depending on the area being covered.



After every three units there are extended *Review* sections to identify any areas which are causing your students particular problems and to provide them with timely revision.

The Students' Book also includes an innovative *Brain Trainer* section designed to appeal to multiple intelligences and learner types.



It concludes with six *Culture* pages, which introduce students to different aspects of life in the UK and the English-speaking world.

Other components

MyEnglishLab

The digital workbook for *Next Move* is a complete and comprehensive set of practice materials for the student to use independently at home or in the digital classroom. It provides students with reinforcement and extra practice of grammar, vocabulary and skills through a wide range of exercises and varied activity types. While in structure it mirrors the Students' Book, MyEnglishLab also provides students with an extensive full-colour reference section covering Grammar, Speaking and Listening and Pronunciation. It is ideal for mixed-ability groups as activities are classified with stars according to their level of difficulty. It should be possible for all students to complete the one-star activities, while two-star activities are aimed at the average students.

Work is assigned digitally and student scores are recorded in the Gradebook to be monitored by the teacher. Feedback is given by grammar tips at relevant points.

Workbook

The *Next Move* Workbook provides students with reinforcement and extra practice of the grammar, vocabulary and skills at each level through a wide range of exercises and varied activity types. While in structure it mirrors the Students' Book, the Workbook also provides students with an extensive full-colour reference section covering Grammar, Vocabulary, Speaking and Listening, Pronunciation and Self Assessment.

The Workbook can be used either in class, to keep fast-finishers or stronger students busy, or as homework. It is ideal for mixed-ability groups as activities are classified with one, two or three stars according to their level of difficulty. It should be possible for all students to complete the one-star activities, while two-star activities are aimed at the average students and three-star activities should be reserved for those students who need an additional challenge.

Teacher's Resource and Tests Multi-ROM

The wide range of photocopiable material contained on the Teacher's Resource Multi-ROM supplements and practises further the language presented in the Students' Book itself. Much of this material is offered at two levels of difficulty. One-star activities are for students who need extra help and support; two-star activities are for students who require an additional challenge. As this material is photocopiable, a teacher can grade the activities to the level of the group or to particular students in the case of a group with a spread of levels.

The *Teacher's Resource Multi-ROM* contains:

- *Grammar and Vocabulary worksheets* at two levels of difficulty;
- *Reading and Listening worksheets* at two levels of difficulty;
- *Writing worksheets* offering guided writing practice and model texts;
- *Speaking worksheets* designed for use individually or in pairs.

The final section of the *Teacher's Resource* material is a comprehensive collection of Tests which consist of:

- an initial *Diagnostic Test* to allow teachers to assess how familiar students are with the grammar and vocabulary presented in the Starter Unit;
- nine *Language Tests* to check the grammar, vocabulary and speaking items within each of the nine core units;
- three *Skills Tests* for use after each three units to test general progress, language proficiency and fluency;
- an *End of Year Test* for use at the end of the course covering items from the whole level;
- a full answer key.

Apart from the diagnostic test all the tests are at two levels of difficulty so teachers can test more appropriately and offer the correct level of challenge. All the tests are provided in A and B versions which are different in content as well as in order of presentation.

The *Teacher's Resource Multi-ROM* also contains the Workbook audio.

ActiveTeach

For teachers working with digital natives, the ActiveTeach software for Interactive Whiteboards will really help bring classes alive. This interactive version of the class materials will allow you to:

- focus students' attention on the task in hand and keep their heads up and out of their books in class;
- clarify instructions and the mechanics of activities quickly and efficiently;
- complete exercises and check answers in a fun and motivating way;
- make sure that weaker students do not fall behind or get lost during the class;
- access all the multimedia resources with a few simple clicks;
- select and print worksheets from the Teacher's Resource File;
- plan work and keep track of individual students' progress.

This powerful and flexible tool provides everything needed for the fully digital classroom and in such a way that even the most peripatetic *digital tourist* teacher will be able to use it with ease.

About the Teacher's Book

This Teacher's Book contains unit objectives, cross references to other course components, full teacher's notes, answer keys and extra activities interleaved with the pages of the Students' Book itself for quick and easy reference. At the end of the Teacher's Book are the audioscripts for the listening activities in the Students' Book and a full answer key and audioscripts for the Workbook. In short, everything you need to prepare and teach your classes in one easy reference guide.

Extra activities

There are a range of 'no-preparation' extra activities in the Teacher's Book notes which extend or revise points from the Students' Book itself. The majority of these are self-explanatory, but the following five are worthy of some further comment.

Mixed ability

Wherever possible, suggestions have been made to help teachers working with mixed-ability groups. As you get to know your students, you will come to learn which students work faster and which more slowly, and can therefore start to use the suggested activities to occupy the stronger students and fast finishers, thereby giving weaker students time to complete the tasks in the Students' Book without feeling that all eyes are on them. Before using these activities do check though that fast finishers have also been accurate in their work. Should you find that they have completed a task quickly but with a lot of errors then, before giving them an additional task, have them review their work, check it thoroughly and self-correct.

Live listening

Extended teacher talk time is often regarded in the modern classroom very negatively. However the students' inherent interest in their teacher and his or her world can be exploited most effectively through live-listening activities and such activities can also provide a much needed change of focus and pace in the classroom.

The key to a live-listening activity is that the teacher should provide a natural and realistic model of spoken language while students complete a relatively simple task. Language can of course be graded, taking into account the level of the students, and grammar and vocabulary can be recycled. However, over-preparing or reading aloud a written text destroys the spontaneity in these activities. When talking to your group, make sure you make eye contact as much as possible and use natural pronunciation and rhythm. Bear in mind that what you tell your class does not have to be true, in fact, in order to maximise recycling of grammar and vocabulary, it is often more useful if it is fictional.

When a model text has been provided, this should be taken as an example only. Take the basic ideas and the basic structure but make it your own and bring it to life for your students. Due to space limitations, a model text cannot always be included. When activities contain questions for the students to answer, do make sure that you cover all those areas when speaking.

Dictation

There are a variety of additional dictation activities in the Teacher's Book notes which can be used to help students develop their understanding of sound–spelling relationships. When using these dictation activities, make sure that you provide a realistic pronunciation model at all times. Repeat the sentences as many times as necessary, with natural pronunciation and intonation and at a natural speed. Use the audio recording if you are not confident of your own spoken English as a model. If students are not completely successful in writing down what you are saying, this is not a problem. What is essential is that students hear a realistic model of the pronunciation at various times, which, during the checking stage, they can relate to the written form. At the end of each dictation activity, write the sentences on the board for students to check their answers and then highlight for them particular features of the pronunciation of each sentence (assimilation, intrusion, consonant clusters, etc.) which may have caused them problems.

Drilling

Throughout the Teacher's Book suggestions are made for drilling. There are numerous variations on drilling, the value of which should never be underestimated. Experiment with drilling techniques, for example:

forward drilling – drill phonetically, starting at the beginning of the sentence and adding one more syllable each time, e.g

/maɪ/ (*'My …'*)
/maɪ neɪm/ (*'My name …'*)
/maɪ neɪm ɪz/ (*'My name is …'*)
/maɪ neɪm ɪz dʒəʊ/ (*'My name is Joe.'*)

or *backward* drilling – drill phonetically, starting at the end of the sentence, e.g
/tə/ (*'… tor.'*)
/dɒktə/ (*'… doctor.'*)
/ə dɒktə/ (*'… a doctor.'*)
/ʃiːz ə dɒktə/ (*'She's a doctor.'*)

When working on a conversation, either take one role yourself or divide the class in half or into three groups and work in sequence on each line of the conversation building towards a final 'performance'.

Consider also telling students to cover the text while you are working on pronunciation. The complex sound–spelling relationships in English confuse many students and there can be serious L1 interference when students look at the written form. Removing the visual reference often results in a notable improvement in students' pronunciation.

Pronunciation

As well as drills there are many other suggestions for revision and extension of pronunciation work in the Teacher's Book. For successful communication it is very important that students can understand a wide variety of native and non-native speakers. Students usually have considerably more problems understanding native speakers of English than understanding people who are using English as a second language so regular pronunciation work in class really helps students understand how native speakers use the language. Students will reap many benefits from this in the long term, most notably an improvement in listening comprehension resulting from a deeper knowledge of sounds and how these relate to spelling.

Multiple Intelligences

In 1983 Howard Gardner, an American developmental psychologist, outlined the concept of multiple intelligences as an alternative to traditional definitions of intelligence as expressed by IQ. The debate about how many intelligences exist and their precise classification continues today but it is generally agreed that there are a minimum of seven:

Visual/Spatial Intelligence

Profile: sees things with the mind's eye; thinks in pictures and creates mental images to help memory; enjoys looking at visually intricate materials

Typical skills: understanding charts, graphs and plans; good sense of direction; drawing, sketching and painting; designing practical objects; interpreting and creating visual images; good at solving puzzles

Typicalc areers: architect, artist, sculptor, designer, inventor, mechanic, engineer

Verbal/Linguistic Intelligence

Profile: adept at using words and language; highly developed listening skills; generally thinks in words rather than images; enjoys reading and writing and story telling

Typical skills: good at discussing, debating and arguing points; note reading, writing and note taking; memorising information and dates; able to learn and analyse both their own and foreign languages

Typical careers: lawyer, journalist, writer, teacher, politician, translator, poet

Logical/Mathematical Intelligence

Profile: connects pieces of information by looking for patterns; asks lots of questions; likes to experiment; reasons logically; often has a high IQ

Typical skills: excellent with numerical, mathematical activities and computer programming; able to handle long, complicated sequences of information; good at geometry

Typical careers: scientist, IT programmer, accountant, mathematician, doctor, economist

Bodily/Kinaesthetic Intelligence

Profile: uses physical interaction with objects or space to process information; responds to getting up and moving around; may become restless if not given a chance to move

Typical skills: good muscle control leading to capacity to minutely control body movements and handle delicate objects; good at making things; advanced muscle memory; good hand–eye coordination

Typical careers: athlete, dancer, actor, firefighter, surgeon, soldier, pilot

Musical/Rhythmic Intelligence

Profile: highly sensitised to sounds, rhythms and tones; well developed language skills; sensitive to background sounds; responds to music and can talk about it critically

Typical skills: singing and playing musical instruments; memory for complex rhythmic and melodic patterns; understands music, rhythm and structure; perfect musical pitch

Typical careers: musician, singer, conductor, composer, writer, public speaker

Interpersonal Intelligence

Profile: relates to others and able to see things from their point of view; extremely sensitive to other people's emotions and moods; enjoys discussion or debate; extroverted

Typical skills: good organisation; is cooperative in groups and acts as peace-maker; good at communicating verbally and non verbally using body language and eye contact

Typical careers: social worker, manager, businessperson, sales representative

Intrapersonal Intelligence

Profile: tends towards self-reflection and analysis of strengths and weaknesses; introverted; often intuitive; has a profound understanding of self; prefers to work alone

Typical skills: good at understanding and recognising feelings and emotions; well-developed awareness of strengths and weaknesses; realistic about their role in the world

Typicalc areers: researcher, philosopher, writer, lawyer

Naturally, developing an awareness of intelligence type can help teachers support students in their studies and in their future career decisions.

Learning Styles

Additional studies by Neil Fleming establish a model, usually referred to as VAK, which specifically deals with the way learners interact with information. This model focuses on three basic learning styles which should also be considered in any classroom situation:

Visual Learners

… like to see information expressed as maps, charts, graphs, diagrams and mind maps. Clear and logical use of pictures, colour, font, layout and graphics keep them focused. They learn well with activities which involve drawing lines, arrows and circles, and underlining, highlighting and crossing out.

Auditory Learners

… like to hear information and learn best from listening and pronunciation activities, teacher talk time and group and pair discussion work. They tend to deal with language as they speak rather than before which means they may make mistakes but these are a key part of their learning process.

Kinaesthetic/Tactile Learners

… respond best to 'reality' be it through demonstration, simulations or video of the physical world. They may have difficulty learning by reading or listening and will retain information better when they are free to move. They will respond well to activities with micro-movement in class such as games and card matching activities.

Catering for diversity in the classroom is a key objective in *NextM ove* which has been written to include the widest possible range of material for students of all intelligences and learner types. All the activities in *Next Move* have been designed to ensure maximum variety in order to ensure that all students get the most out of the course.

The *Brain Trainer* material at the end of the Students' Book allows you to focus a little more consciously on multiple intelligences and learning styles in the classroom. Raise awareness after completing each activity by asking students how easy or difficult they found the activity and gradually helping them understand what type of learner they are.

Learning Styles Test

At the beginning of the course, use the following test to get a general idea about your students' preferences. This also serves as an introduction for them to the basic idea of learning styles and helps them understand that the *Brain Trainer* section is not merely another collection of grammar and vocabulary activities, but rather a way to find out about themselves and learn how to learn more effectively.

Tell the students to write the numbers 1–30 on a piece of paper and tell them that you are going to ask them 30 simple questions to which they must answer simply *yes* or *no*. Read the following questions in students' L1, repeating them as necessary.

Ask students to divide their answers into three groups, 1–10, 11–20, 21–30. They count up how many times they wrote *yes* in each group. Tell students who have the majority of *yes* answers in the first block (1–10) to stand up and explain that they are predominantly *visual* learners. Repeat the procedure with the second block (11–20) for the *auditory* learners and finally with the third block for the *kinaesthetic/tactile* learners. Point out that within the class there are a range of learner types and that the Students' Book has material for all of them.

1. Are you good at using maps?
2. Do you remember people's faces even if you've only seen them once or twice?
3. Are you good at spelling?
4. Do you like clothes and fashion?
5. Can you understand charts and diagrams quickly?
6. Is it difficult for you to study when it is noisy?
7. Do you like using different colour pens?
8. Do you dream in colour?
9. Do you read a lot outside class?
10. Do you often write letters or emails?
11. Do you like studying with other people?
12. Are you good at explaining things?
13. Do you spend a long time talking on the phone?
14. Do you like discussing things in class?
15. Do you often hum or sing to yourself?
16. Do you like listening to the radio?
17. Are you good at remembering people's names?
18. Do you like hearing people telling stories?
19. Do you like acting?
20. Are you happy talking in front of groups of people?
21. Do you like making things?
22. Are you good at sports and physical activities?
23. Is your handwriting a bit messy?
24. Do you like making models and building things?
25. Are you a good dancer?
26. Do you like science classes?
27. Do you do activities like martial arts?
28. If you buy something new, do you ignore the instructions and start to use it immediately?
29. Is it difficult for you to sit still for long?
30. Has anybody ever told you you're hyperactive?

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Curriculum File Real World Profiles

Starter Unit

Grammar and Vocabulary

to be

1 **Complete the sentences with the correct form of *to be*.**

1 My brother *is* only ten so he .... (not) at my school.
2 They .... (not) at home. Where .... (they)?
3 ' .... (we) late for school?' 'Yes, you .... .'
4 I .... (not) British. I .... American.
5 ' .... there a shopping centre in town?' 'Yes, there .... , but there .... (not) any good shops in it.'

have got

2 **Choose the correct options.**

1 I *have* / *has* got a new pen.
2 *Has she got* / *She has got* any brothers or sisters?
3 *He've* / *He's* got some difficult homework tonight.
4 The film *haven't* / *hasn't* got any good actors in it.
5 Have *got you* / *you got* time for a coffee?
6 We *haven't* / *haven't got* a dog.

be and *have got*

3 **Look at the picture and complete the sentences. Use the correct form of *be* or *have got*, positive or negative.**

1 He *hasn't got* fair hair.
2 She .... beautiful.
3 They .... curly hair.
4 He .... well-built.
5 He .... long hair.
6 She .... brown eyes.
7 He .... handsome.
8 She .... slim.

Possessive *'s*

4 **Complete the sentences with *'s* or *s'*.**

1 She's *William's* (William) sister.
2 Those are my .... (friend) shoes.
3 The .... (dogs) legs are very short.
4 I can't see over the .... (people) heads.
5 The .... (man) hat is on the chair.
6 Look at those .... (girls) hair styles!

is, has and possessive *'s*

5 **Look at the *'s* in these sentences. Is it *is, has* or possessive?**

1 The student**'s** name is Hannah. *possessive*
2 He**'s** in London.
3 Katie**'s** got a computer.
4 It**'s** a sunny day.
5 The book**'s** under the bed.
6 The book**'s** pages are dirty.
7 She**'s** got a big family.
8 Dan**'s** mum has got a new job.

Subject and object pronouns

6 **Choose the correct words.**

1 She likes Matt but *she* / *her* doesn't like James.
2 You can visit *they* / *them* tomorrow.
3 Please listen to *I* / *me*.
4 *He* / *Him* has got a new car.
5 My grandparents don't live with *we* / *us*.
6 I want to help *she* / *her*.
7 Why do *they* / *them* like golf? It's boring!
8 When my brother plays football, we watch *he* / *him*.

Possessive adjectives

7 **Rewrite the sentences. Use possessive adjectives.**

1 I've got a very old computer.
My computer is very old.
2 It has got a small screen.
3 You've got nice parents.
4 They've got red hair.
5 He's got a new T-shirt.
6 We've got difficult homework.
7 She's got a very clever brother.

Exercise 1
1 *is*, isn't
2 aren't, are
3 Are, are
4 'm not, 'm
5 Is, is, aren't

Exercise 2
2 Has she got
3 He's
4 hasn't
5 you got
6 haven't got

Exercise 3
2 's
3 've got
4 's
5 hasn't got
6 's got
7 's
8 isn't

Exercise 4
2 friend's
3 dogs'
4 people's
5 man's
6 girls'

Exercise 5
2 is
3 has
4 is
5 is
6 possessive
7 has
8 possessive

Exercise 6
2 them
3 me
4 He
5 us
6 her
7 they
8 him

Exercise 7
2 Its screen is small.
3 Your parents are nice.
4 Their hair is red.
5 His T-shirt is new.
6 Our homework is difficult.
7 Her brother is very clever.

Starter Unit

Common verbs

8 **Match the verbs (1–8) to the activities in the picture (a–h).**

1 fly *b*
2 eat
3 play
4 run
5 sail
6 climb
7 jump
8 swim

Prepositions

9 **Look at the picture in Exercise 8. Complete the sentences with these words.**

around	behind	in front of	into	next to
~~on~~	over	under	up	

1 There's a tower *on* the island.
2 A man is sailing .... the island.
3 A plane is flying .... the beach.
4 The sun is .... a cloud.
5 A girl is sitting .... the tent.
6 There's a CD player .... the girl.
7 A boy is climbing .... a tree.
8 His friend is jumping .... the sea.
9 A ball is .... a chair.

Indefinite pronouns

10 **Complete the conversation with these words.**

anything	~~everyone~~	everything	no one
someone	something		

A Where is [1] *everyone* today?
B They're all at the beach.
A Oh yes! [2] .... invited me, too. Who was it? Kate, I think.
B You're lucky. [3] .... invited me.
A Oh, I'm sorry.
B I don't mind. I don't like swimming and I haven't got [4] .... to wear at the beach.
B Come and buy [5] .... new at the shops now! What about a new T-shirt?
A No. [6] .... in the shops at the moment is expensive and I haven't got any money.

Exercise 8
2 e **3** g **4** f **5** c
6 h **7** a **8** d

Exercise 9
2 around
3 over
4 behind
5 in front of
6 next to
7 up
8 into
9 under

Exercise 10
2 Someone
3 No one
4 anything
5 something
6 Everything

Exercise 11

2 camera – picture g
3 laptop – picture f
4 wallet – picture b
5 notebook – picture c
6 poster – picture d
7 watch – picture a
8 jumper – picture i
9 jeans – picture h

Exercise 12

2 Maths – picture d
3 History – picture h
4 Geography – picture e
5 English – picture g
6 Music – picture b
7 Art – picture a
8 Literature – picture f

Exercise 13

2 don't eat
3 flies
4 watches
5 get up
6 doesn't work
7 don't know
8 have

Everyday objects

11 **Match the beginnings of the words to the endings. Then match the words to the pictures.**

1 maga		book
2 cam		et
3 lap		per
4 wall		ns
5 note		zine *picture e*
6 pos		top
7 wa		era
8 jum		ter
9 jea		tch

School subjects

12 **Complete the words (1–8). Then match them to the pictures (a–h).**

1 S c i e n c e *picture c*
2 M a _ _ s
3 H _ _ _ _ r y
4 G e o g _ _ _ _ _
5 E _ _ l i _ _
6 M u s _ _
7 A _ _
8 L _ t _ _ _ t _ _ _

Present simple: affirmative and negative

13 **Complete the sentences with the correct form of the verbs.**

1 She *doesn't live* (not live) here.
2 They .... (not eat) vegetables.
3 He .... (fly) to the USA every summer.
4 She .... (watch) TV in the evenings.
5 We .... (get up) at seven o'clock.
6 It .... (not work).
7 You .... (not know) Liam.
8 I .... (have) a shower every day.

6

Exercise 14
2 Does Jessica learn; No, she doesn't.
3 Do we do; No, we don't.
4 Do they study; Yes, they do.
5 Do I need; No, I don't.
6 Does he teach; Yes, he does.

Exercise 15
2 hardly ever
3 sometimes
4 often
5 usually
6 always

Exercise 16
Possible answers
2 My class always listens to the teacher.
3 We usually do our homework.
4 Our lessons are always interesting.
5 I sometimes take the bus to school.
6 My friends often walk home from school with me.

Exercise 17
2 722
3 four hundred and ninety
4 6,110
5 three thousand, four hundred and twelve
6 8,000,000
7 sixteen thousand and ninety one
8 30,500

Exercise 18
2 August the third
3 March the fourteenth
4 September the second
5 November the eighth
6 April the twenty-fifth
7 December the twenty-third
8 October the thirty-first

Exercise 19
2 wasn't
3 were
4 were
5 was
6 was
7 Were
8 were
9 weren't

Exercise 20
2 exciting
3 tasty
4 funny
5 rubbish
6 brilliant
7 boring
8 expensive
9 scary
10 weird
11 annoying

Exercise 21
Possible answers
Opera is romantic.
A fish is a very boring pet.
Pasta and vegetables are tasty.
Skateboarding is an exciting sport.
A lot of documentaries are rubbish.
Horror films are usually scary, but sometimes they're funny.

Present simple: questions and short answers

14 **Complete the questions and then answer them.**

1 *Do you like* (you/like) Science? ☑ *Yes, I do.*
2 .... (Jessica/learn) English? ☒
3 .... (we/do) PE on Tuesdays? ☒
4 .... (they/study) Maths at the weekends? ☑
5 .... (I/need) a new Geography book? ☒
6 .... (he/teach) History? ☑

Adverbs of frequency

15 **Write these words in the sequence.**

always | hardly ever | ~~never~~
often | sometimes | usually

1 *never*
2 ....
3 ....
4 ....
5 ....
6 ....

16 **Make true sentences. Use adverbs of frequency.**

1 I / late / for school
I am sometimes late for school.
2 My class / listen / to the teacher
3 We / do / our homework
4 Our lessons / interesting
5 I / take / the bus / to school
6 My friends / walk / home from school / with me

Numbers and dates

17 **What are the missing numbers and words?**

1 13 *thirteen*
2 .... seven hundred and twenty-two
3 490 ....
4 .... six thousand, one hundred and ten
5 3,412 ....
6 .... eight million
7 16,091 ....
8 .... thirty thousand, five hundred

18 **How do we say these dates?**

1 1 Jan *January the first*
2 3 Aug
3 14 Mar
4 2 Sept
5 8 Nov
6 25 Apr
7 23 Dec
8 31 Oct

was/were

19 **Complete the conversation with the correct form of *was/were*.**

A When were you born?
B I [1] *was* born on 2nd July 1997. And I [2] .... (not) born in this country. My parents [3] .... in Kenya.
A Why [4] .... they there?
B My mum [5] .... a nurse there and my dad [6] .... an engineer.
A [7] .... they happy in Kenya?
B Yes, they [8] .... , but there [9] .... (not) any good schools near our home in Kenya. That's why we live here now.

Opinion adjectives

20 **Complete the adjectives in these sentences.**

1 A lot of classical music is very r *o* m *a* n t *i* c.
2 Science fiction films are very e x _ _ t _ _ g.
3 Mexican food is very t _ s _ y.
4 A lot of animated films are very f _ _ n _ .
5 Rap music is r _ b _ _ s h.
6 This is a b r _ l l _ _ n t football match!
7 Museums are b _ r _ _ g.
8 Pony trekking is e _ p _ _ s _ v _ .
9 Rock climbing is s c _ r _ .
10 A tarantula is a w _ _ r d pet!
11 A lot of children's TV shows are _ n _ o y _ _ g.

21 **Give your opinion. Make six sentences, using adjectives from Exercise 20 and some of these words.**

action films	documentaries	horror films	musicals
fish	pasta	vegetables	
jazz	opera	rock music	
bowling	judo	skateboarding	surfing

Skateboarding is an exciting sport.

Speaking and Listening

1 1.2 **Read and listen to the conversation. Correct the answers.**

Ruby
1 Where are you from?
I'm from ~~the UK~~. *New Zealand*
2 Why do you live in the UK now?
Because my dad has got a new job here.
3 When did you move to the UK?
Yesterday.
4 How old are you?
I'm seventeen.

Tom
5 Who have you got in your family?
My mum, my dad and my sister, Ruby.
6 Which road does your family live on?
Ash Road.
7 How do you go to school?
I go by bike.
8 When do you leave in the morning?
Eight o'clock.

2 **Act out the conversation in groups of four.**

Ruby Excuse me, where's room 27?
Ella It's on the left here. We can show you.
Ruby Thanks.
Ash Are you new at this school?
Ruby Yes. I only moved to this country last week.
Ash Welcome to the UK! Where are you from?
Ruby New Zealand, but my mum has got a job here now.
Tom Where do you live?
Ruby On Talbot Road.
Ella We live there, too – at number 72. What about you?
Ruby Our house is number 73!
Tom Cool! We can see your house from our window. I'm Tom. This is my sister, Ella, and this is our friend, Ash. We're all fourteen.
Ruby Me, too! Hi, guys. I'm Ruby.
Ella Hey, do you want to walk to school with us tomorrow? We usually leave at quarter past eight.
Ruby Sure! Thanks.

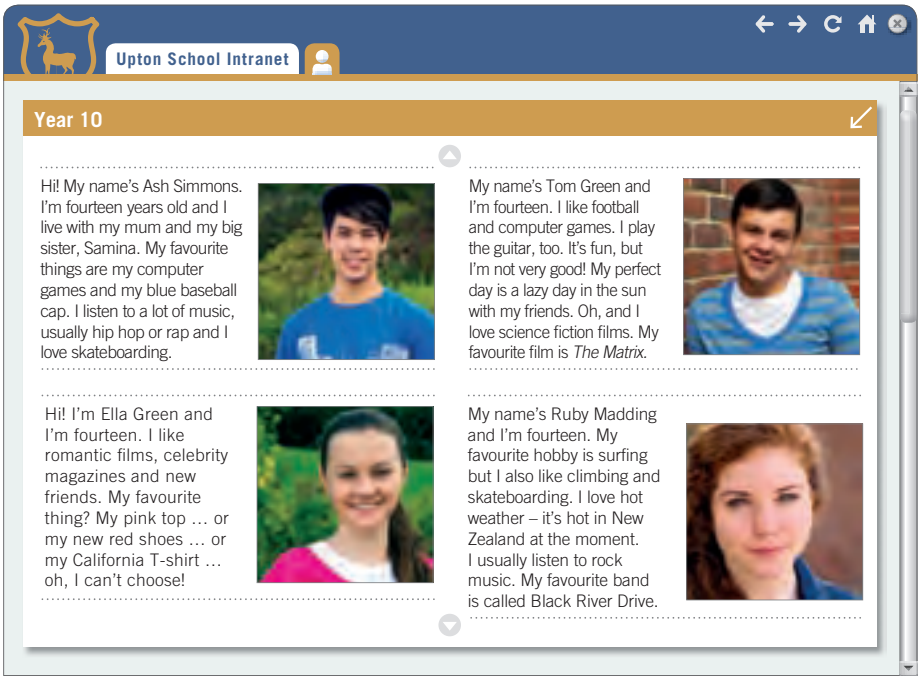
3 **Complete the sentences from the conversation.**
1 *Welcome* to the UK!
2 What .... you?
3 I'm Tom. .... is my sister, Ella.
4 Hi, ... I'm Ruby.

Exercise 1
2 ~~dad~~ mum
3 ~~Yesterday.~~ Last week.
4 ~~seventeen~~ fourteen
5 ~~Ruby~~ Ella
6 ~~Ash~~ Talbot
7 ~~go by bike~~ walk
8 ~~Eight~~ Quarter past eight

Exercise 3
2 about
3 This
4 guys

Reading

4 **Read the page from the school website.**

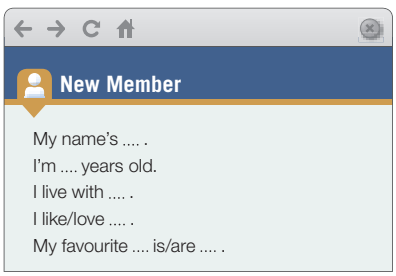


5 **Read the website again. Copy and complete the table.**

Name **Likes**	Ash … computer games, …. , …. and rap music, ….
Name **Likes**	…. Green …. films, …. magazines, new …. , clothes
Name **Likes**	Tom …. …. , computer games, the …. , …. films
Name **Likes**	Ruby Madding …. , climbing, …. , …. weather, …. music

Writing

6 **Make your profile for the school website.**



My assessment profile: Workbook page 126

Exercise 5

Name Likes	Ash Simmons computer games, blue baseball cap, hip hop and rap music, skateboarding
Name Likes	EllaG reen romanticf ilms, celebrity magazines, new friends, clothes
Name Likes	Tom Green football, computer games, the guitar, science fiction films
Name Likes	RubyM adding surfing, climbing, skateboarding, hot weather, rock music

Exercise 6

Possible answer
My name's Edgar Jones. I'm fourteen years old. I live with my mum and dad and my sister, Sarah. I like going to the beach and swimming and I love listening to music. My favourite music is rock. Oh, and I can play the drums, too.

1 Home Sweet Home

Grammar Present simple and continuous; Verb + *-ing*
Vocabulary Rooms and parts of the house; Furniture and household objects
Speaking Describing a place
Writing A description of a room

Vocabulary Rooms and parts of the house

1 1.3 **Match the pictures of the parts of the house (1–16) to these words. Then listen, check and repeat.**

attic	balcony	ceiling	cellar	drive	fireplace
floor	garage	hall	landing	lawn	office
patio *1*	roof	stairs	wall		

Word list page 43 **Workbook** page 104

2 **Complete the sentences with the words in Exercise 1.**

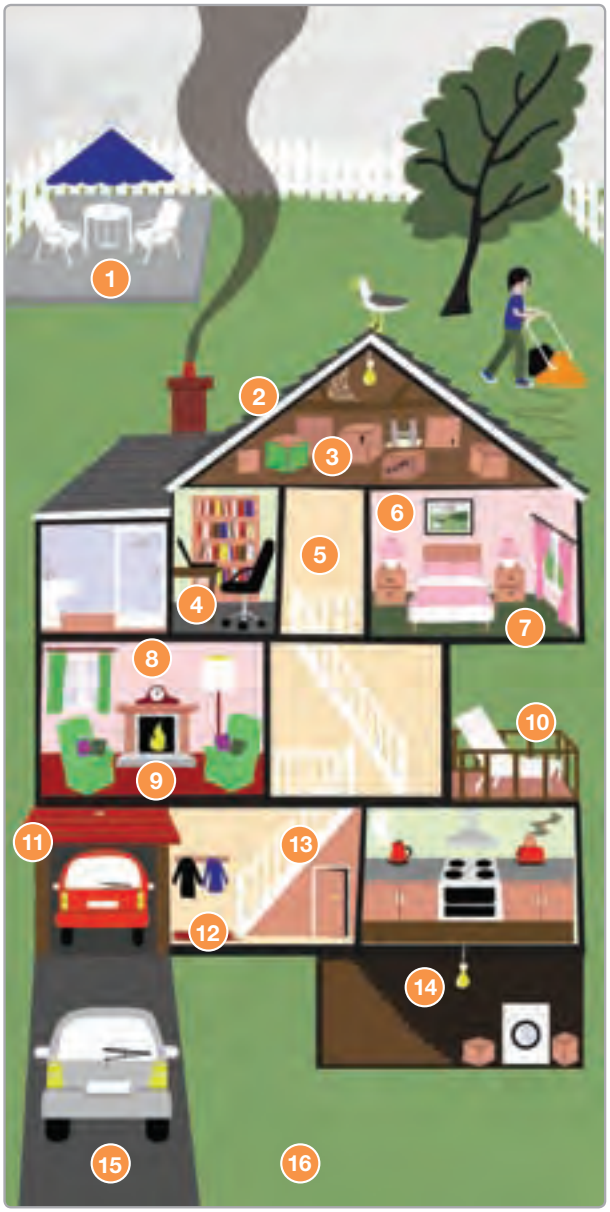
1 The *stairs* go up to the bedrooms at the top of a house.
2 You come into the house through the _ _ _ _ .
3 There's a bird on the _ _ _ _ .
4 The _ _ _ _ _ _ is next to the bathroom.
5 The red car is inside the _ _ _ _ _ _ .
6 There are boxes of old toys in the _ _ _ _ _ .
7 It's warm near the _ _ _ _ _ _ _ _ _ in the living room.
8 Someone is cutting the grass on the _ _ _ _ .

3 **Tell a partner about your home.**

1 Have you got a house or a flat?
2 Describe the outside of your house or flat.
- Is it big or small?
- What colour are the walls and roof?
- Is there a balcony, a lawn, a garage, a drive?

3 Describe the inside of your house or flat.
- Is there a hall, an attic, a cellar, an office?
- What colour are the walls, floor and ceiling in your bedroom and your living room?

Our house is small. It's got white walls and a red roof. There's a garden with a small patio and a lawn. There's a drive, but there isn't a garage.



Brain Trainer Unit 1 Activity 2 Go to page 112

Unit contents

Vocabulary
- Rooms and parts of the house – *attic*, *balcony*, *ceiling*, *cellar*, *drive*, *fireplace*, *floor*, *garage*, *hall*, *landing*, *lawn*, *office*, *patio*, *roof*, *stairs*, *wall*
- Furniture and household objects – *alarm clock*, *armchair*, *blind*, *bookcase*, *chest of drawers*, *curtains*, *cushions*, *duvet*, *mirror*, *pillow*, *rug*, *vase*, *wardrobe*

Grammar
- Present simple and continuous
- Verb + *-ing*

Communication
- Describing a place
- Writing a description of a room; Linking words: addition and contrast – *and*, *also*, *too*, *but*, *however*

Pronunciation
- /v/, /w/ and /b/

Culture 1 – Homes in the UK

Keyco mpetences
- Linguistic competence
- Competence in knowledge and interaction with the physical world
- Interpersonal, social and civic competence
- Learning-to-learn
- Autonomy and personal initiative

Vocabulary Rooms and parts of the house

Extra activity

Books closed. Draw a simple picture of the exterior of a house on the board and pre-teach some of the vocabulary from Exercise 1 for pronunciation only, e.g. *balcony*, *drive*, *garage*, *patio*, *roof*, *wall* and *lawn*. Elicit any other vocabulary students know, e.g. *window*, *door*, *fence* and *gate*. Do not allow students to write anything down and do not write down or spell the words yourself. Drill the vocabulary for pronunciation and word stress. In pairs, students then write down how they think the words might be spelt. They check their answers by opening the book and looking at the vocabulary box.

Exercise 1 (Track 1.3)
- Individually, students match the words with the pictures.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each word to check students' pronunciation.

Answers

2 roof
3 attic
4 office
5 landing
6 wall
7 floor
8 ceiling
9 fireplace
10 balcony
11 garage
12 hall
13 stairs
14 cellar
15 drive
16 lawn

Exercise 2
- Students complete the sentences.
- They then check in pairs before checking answers as a class.

Answers

2 hall
3 roof
4 office
5 garage
6 attic
7 fireplace
8 lawn

Extra activity

Stronger groups write four or five gapped sentences using words not covered in Exercise 2, i.e. *balcony*, *ceiling*, *cellar*, *drive*, *floor*, *landing*, *patio*, *wall*. Monitor and point out errors for students to self-correct. In groups of four, students look at each other's sentences and complete the missing words.

Exercise 3
- Ask one student to read aloud the example.
- Students work in pairs, asking and answering the questions.
- Monitor and help with vocabulary, but do not interrupt fluency.

Extra activity

Students draw a plan of their home and label it using vocabulary from the lesson. In pairs, they then talk about their house or flat, using *'There is(n't)/There are(n't) …'* and *'It's got/It hasn't got …'*. Correct students' pronunciation as appropriate. Ask some students to draw their plan on the board and tell the class about it. Alternatively, students can write sentences about their house or flat for homework.

Further practice
Workbook pages 8 and 104

Brain Trainer Unit 1 Activity 2
See Teacher's Book page 210 and Students' Book page 112

Reading

Revision

First – Revise with students the 16 rooms and parts of the house covered on the previous Vocabulary page.

Second – Read the following definitions and ask students to identify the words.

1 It's green and outside. You can play on it. (Answer: *lawn*)
2 It's inside the roof. You can put old things here. (Answer: *attic*)
3 It's often got a computer and books. You can work here. (Answer: *office*)
4 It connects the house to the street. You walk on it or put your car here. (Answer: *drive*)
5 These connect the bottom of the house to the top. You go up them to go to bed. (Answer: *stairs*)
6 It's the room in the house that connects to the other rooms and the door. You put your coat here. (Answer: *hall*)

Third – Check answers and spelling by asking individual students to write words on the board.

Cultural notes

- *Austin Hay* lives near San Francisco in California and started work on his house in 2010. He began the project by using the money he earned working on a summer camp and has been able to continue thanks to donations from family, friends, and people from around the world via his website. Although still a teenager, he has strong views on protecting the environment and on the waste of energy and materials in the modern construction industry. He regularly posts information and photos of his project on his blog and his home is often featured in newspapers and magazines.

Extra activity

Books closed. Write the following word skeleton on the board:
E _ _ _ _ _ (Answer: *Europe*)
Pick individual students, asking them to say a letter. If the letter they choose is in the word, write it in the correct position. If it is not, write it in a column on one side of the board. When students think they know what the word is, they put their hands up.
Repeat the process with:
N _ _ _ _ _ _ _ _ _ _ _ _ (Answer: *North America*)
Tell students they're going to read a text about an unusual home but that first you want them to think about what a typical home is like in Europe or North America. Ask students to give you ideas and collate all suggestions on the board before they open their books and look at the photo.

Exercise 1

- Draw attention to the photo and ask students what they can see.
- Students work in pairs, talking about what they think the building is for.

Exercise 2

- Make sure students understand not to read in detail at this point.
- Students read the text quickly and choose the correct options.
- Check answers as a class.

Answers

2 a complete house
3 live in it

Exercise 3 (Track 1.4)

- Individually, students answer the questions.
- If you wish, play the recording for students to listen and read.
- They then check in pairs before checking answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

2 Big homes are more expensive and heating them is bad for the environment.
3 Austin's bedroom is in the attic.
4 Austin's home is 3.7 metres long.
5 Austin likes the wheels on his house.
6 Austin's dad helps him with the difficult things.
7 No, he doesn't. In the winter the house is cold because it doesn't have a fireplace.
8 Because Austin can take his house with him and live in it anywhere (and university will be cheaper for him).

Exercise 4

- Check the pronunciation of the questions before students work in pairs.
- In pairs, students ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency.

Extra activity

Take feedback as a class on the questions in Exercise 4. Encourage students to tell you about their own homes and say if they think they are bigger than they need to be. Elicit some of the possible negative consequences for the environment of having extremely larger houses, e.g. *they use a lot of energy*; *there is environmental damage to get wood and stone to build them*, etc. Finally, find out how much consensus there is amongst the group regarding living in a house like Austin's.

Further practice

Workbook page 9

Reading

1 **Look at the photo. What do you think this building is for?**

2 **Read the text quickly. Choose the best answer.**

1 Austin is a *schoolboy / builder.*
2 The building is *his bedroom / a complete house.*
3 He wants to *live in it / sell it.*

3 1.4 **Read the text again. Answer the questions.**

1 How are families in Europe and North America changing?
The size of an average family is getting smaller.
2 What are the disadvantages of big homes?
3 Where is Austin's bedroom?
4 What is 3.7 metres long?
5 What does Austin like about his house?
6 What happens when a building job is difficult for Austin?
7 Does Austin live in his house all the time? Why?/Why not?
8 Why is his house useful for the future?

4 **In pairs, ask and answer.**

1 Are many homes in your country bigger than they need to be?
2 Imagine your family in a house that is half the size of your home now. How is your life different? What is better? What is worse?
3 Would you like to live on your own in a house like Austin's? Why?/Why not?

Live Small

In Europe and North America, the size of an average family is getting smaller, but homes are not. In many countries they are getting bigger. Bigger homes are more expensive and heating them in cold weather is worse for the environment. Many people believe it's time to think again about the size of our homes.

Sixteen-year-old Austin Hay is building a home on his parents' drive. It's got everything important, including a shower room, a kitchen and an attic bedroom with a low ceiling, but it's only 2.4 metres wide and 3.7 metres long.

'When I was a kid, I wanted to build a tree house,' Austin explains. 'But this house is on wheels and that's a lot cooler.'

Austin doesn't do any building during the week – he's busy with school work and playing baseball. But he usually works hard on his house at the weekend. 'At the moment I'm working on the doors. They're quite easy, so my dad isn't helping me. He only helps with the difficult things.'

Austin is sleeping in his little house this summer. There isn't a fireplace at the moment, so in winter he'll move back across the lawn to his parents' house. And in the future? 'University is very expensive in the USA, but it'll be cheaper for me because I can take my little house with me. I can live in it anywhere.'

Grammar Present simple and continuous

Present simple	Present continuous
He always makes nice food. I live with my dad.	He is making dinner at the moment. They're staying in a house without any adults.

Grammar reference Workbook page 86

1 **Study the grammar table. Match the sentence beginnings (1–2) to the endings (a–d) to complete the rules.**

1 We use the Present simple
2 We use the Present continuous
   a for routines and habits.
   b for actions in progress.
   c for temporary situations.
   d for permanent situations and general truths.

2 **Choose the correct options.**

1 Sophie and Kat *don't talk / aren't talking* to me today.
2 I *always go / am always going* to bed at nine o'clock.
3 We *often go / are often going* to the cinema at the weekend.
4 *I'm learning / I learn* about electricity in Science this week.
5 British people *use / are using* a lot of electricity in their homes.
6 Where's Kieran? *Does he have / Is he having* a shower?

3 **Complete the phone conversation with the Present continuous form of the verbs.**

A Hi, Ellie. How are you?
B Fine thanks, Gran.
A How [1] *are you feeling* (you/feel) about your exams?
B Not too bad, thanks. I [2] .... (study) on the balcony at the moment.
A [3] .... (the sun/shine) there?
B Yes, it [4] .... (shine). It's lovely!
A You're lucky! Your grandad and I [5] .... (wear) our coats in the house because it's so cold! What [6] .... (Callum and Leo/do)?
B They [7] .... (listen) to music in the cellar. Do you want to talk to them?
A Actually, I want to talk to your dad.
B OK. He [8] .... (wash) the car on the drive. Wait a minute …

4 **Complete the text with the Present simple or Present continuous form of the verbs.**

I usually [1] *have* (have) a bath before bed but tonight I [2] .... (wait) on the landing. Why? Because my brothers Mick and Todd [3] .... (use) the bathroom for band practice. Most people [4] .... (not wear) their clothes in the bath, but Todd is different. At the moment he [5] .... (lie) in the bath with all his clothes on. Mick [6] .... (sit) on the side of the bath and he [7] .... (play) something on the guitar. They usually [8] .... (practise) their band music in the garage, but my mum [9] .... (paint) flowers on her car in there tonight! I [10] .... (live) with the world's craziest family!

5 **Make questions.**

1 you / always / have / a shower or bath / before bed?
   Do you always have a shower or bath before bed?
2 what time / you / usually / go to bed?
3 you / often / get up / late / at the weekend?
4 you / listen / to music / at the moment?
5 where / you / usually / do / your homework?
6 you / work / hard / right now?

6 **What about you? In pairs, ask and answer the questions in Exercise 5.**

Do you always have a shower or bath before bed?

No, I usually have a shower in the morning.

Grammar Present simple and continuous

Language notes

- This unit revises the Present simple for routines, habits, permanent situations and general truths, and contrasts this with the Present continuous for actions in progress at the moment of speaking and temporary situations. In *Next Move 2* students also saw how the Present continuous is used to talk about the future. However, in order not to confuse students that usage is not revised at this point.
- The spelling rules relating to the formation of the Present continuous will probably be familiar to your students, but you may wish to revise them nevertheless. They are as follows:
  In most cases we simply add *-ing* to the infinitive of the verb to form the Present continuous. However there are three exceptions to this rule:
  – Infinitive ends consonant + stressed vowel + consonant: double the consonant, e.g. *stop*, *run* and *begin* which become *stopping*, *running* and *beginning*.
  – Infinitive ends vowel + consonant + *-e*: omit the *-e*, e.g. *write*, *have* and *come* which become *writing*, *having* and *becoming*.
  – Infinitive ends *-ie*: *-ie* changes to *-y*, e.g. *lie* and *die* which become *lying* and *dying*.
- Your students' L1 may or may not distinguish between routines, habits, permanent situations and general truths, and actions in progress at the moment of speaking and temporary situations. Some languages tend to use a simple form in both cases leaving a lot to be inferred from the context of the oration. Depending on your teaching context, you may find students need more support to help them make this distinction.
- Another common confusion arises with the group of stative verbs (*like*, *love*, *hate*, *want* etc.) which are rarely found in the continuous form. This distinction is not covered at this point in *Next Move* and the exception posed by these forms is not an issue here.

Exercise 1

- Read the grammar table with students.
- Check answers as a class.

Answers

1 a,d **2** b, c

Exercise 2

- Students choose the correct options.
- Check answers by asking individual students to read the sentences.

Answers

2 always go
3 often go
4 I'ml earning
5 use
6 Is he having

Exercise 3

- Students complete the conversation.
- They then check in pairs before checking answers as a class.
- Check spelling by asking individual students to write answers on the board.

Answers

2 'm studying
3 Is the sun shining
4 is shining
5 are wearing
6 are Callum and Leo doing
7 're listening
8 's washing

Extra activity

Drill the conversation for correct pronunciation. Divide the class in half down the centre. Tell the half on the left that they are going to be A and the half on the right that they are going to be B. Build up the conversation step by step until students can perform it unprompted.
Change over the two groups and repeat the procedure so that both groups have practised both parts. Students then work in pairs, acting out the conversation.

Exercise 4

- Remind students to use contractions in this exercise where possible.
- Individually, students complete the text.

Answers

2 'm waiting
3 are using
4 don't wear
5 's lying
6 's sitting
7 's playing
8 practise
9 's painting
10 live

Exercise 5

- Students use the prompts to make questions.
- Check the questions before students work in pairs in Exercise 6.

Answers

2 What time do you usually go to bed?
3 Do you often get up late at the weekend?
4 Are you listening to music at the moment?
5 Where do you usually do your homework?
6 Are you working hard right now?

Exercise 6

- Ask two students to read aloud the example question and answer.
- Check the pronunciation of the questions before students work in pairs.
- Monitor, but do not interrupt fluency unless students make mistakes with the Present simple or continuous.

Further practice

Workbook pages 10 and 86–87

Vocabulary Furniture and household objects

Revision

First – Prepare a *Live Listening* about a member of your family, talking about both what he or she is doing now and his or her normal daily routine. This can be real or fictional. Remember to grade your language appropriately. Include both Present simple and continuous forms and use adverbs of frequency and expressions such as *now*, *at the moment* and *today*. Do not say the name of the person in the family or his or her relationship to you. Use the following text as an example:
It's twelve o'clock so at the moment, he's sitting in front of the TV, but he isn't sleeping. He's eating his lunch now – on the floor! He likes meat and he loves biscuits and he drinks a lot of water. He isn't making a noise, but he's often very noisy when he's excited. He usually gets up very early in the morning and he has breakfast and plays with his toys. He sometimes goes for a walk and he plays in the park. He never has a shower, but he sometimes has a bath. He sleeps a lot and he loves playing with me in the evenings.
(Answer: *My dog.*)

Second – Students listen and make a note of the different actions you talk about, and if they are routine or if they are happening at the moment. They also decide who you are talking about.

Third – Students compare their answers in pairs. Collate answers on the board.

Extra activity

Stronger groups or individual students cover the words in the box and complete Exercise 1 'blind'. They then uncover the box and see if they used the same words or different ones. This type of activity is very valuable as it helps students notice the gap between their knowledge and the target language.

Exercise 1 (Track 1.5)

- Individually, students match the words and the pictures.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each word to check students' pronunciation.

Answers

2 vase
3 mirror
4 chest of drawers
5 duvet
6 pillow
7 alarm clock
8 curtains
9 blind
10 rug
11 bookcase
12 cushions
13 armchair

Exercise 2

- In pairs, students match the descriptions with words from Exercise 1.
- Check answers as a class.

Answers

2 a mirror
3 a vase
4 an alarm clock
5 a bookcase
6 a rug
7 a blind and curtain
8 an armchair
9 a duvet
10 a pillow
11 cushions

Exercise 3

- Students write sentences about their own homes.
- Monitor and help with vocabulary if necessary.
- Ask some students to say their sentences for the class to hear.

Pronunciation /v/, /w/ and /b/

Exercise 4a (Track 1.6)

- Play the recording for students to listen and repeat.
- Highlight and drill the three sounds (/v/, /w/ and /b/) in isolation.

Exercise 4b (Track 1.7)

- Play the recording for students to listen and repeat the sentences.
- In pairs, students practise saying the sentences.

Extra activity

Books closed. Give your students a ten-item spelling test using words with /v/, /w/ and /b/. Students listen and write the following words:

1 brilliant
2 everything
3 bowling
4 expensive
5 vegetables
6 wallet
7 wardrobe
8 rubbish
9 homework
10 skateboarding

Check answers by asking individual students to write words on the board. Students self-correct and give themselves one point for each word they spell correctly. Drill the vocabulary for pronunciation and word stress.

Further practice

Workbook page 123

Exercise 5

- Ask two students to read aloud the example question and answer.
- Monitor and correct students' pronunciation as appropriate.

Further practice

Workbook pages 11 and 104

Brain Trainer Unit 1 Activity 3

See Teacher's Book page 210 and Students' Book page 112

Vocabulary Furniture and household objects

1 1.5 **Match the pictures (1–13) to these words. Then listen, check and repeat.**

alarm clock	armchair	blind	bookcase
chest of drawers	curtains	cushions	duvet
mirror	pillow	rug	vase
wardrobe *1*			

Word list page 43 **Workbook** page 104

2 **Read the descriptions. Say the thing or things.**

1 You put clothes in this. (two things)
a wardrobe and a chest of drawers
2 You can see your face in this.
3 You put flowers in this.
4 This wakes you up in the morning.
5 You put books in this.
6 This is on the floor. You can walk on it.
7 When you are using these, you can't see out of the window. (two things)
8 You sit in this.
9 This keeps you warm in bed.
10 You put your head on this in bed.
11 You put these on your bed or on a chair.

3 **Which things from Exercise 1 are in your home? Make sentences.**

There's a bookcase in the hall, next to the living room door.

Pronunciation /v/, /w/ and /b/

4a 1.6 **Listen and repeat.**

balcony	bookcase	drive
vase	wall	window

b 1.7 **Listen and repeat. Then practise saying the sentences.**

1 My favourite vase in the living room is very heavy.
2 Why did you wash the windows and walls?
3 There's a big blue blind above the bookcase.
4 I love black and white duvets.
5 Do you want to have a shower before breakfast?

5 **Say a sentence about the picture in Exercise 1. Your partner says *True* or *False.***

There's a blue rug on the floor.

False! There's a green rug on the floor.

Brain Trainer Unit 1
Activity 3 Go to page 112

Chatroom Describing a place

Speaking and Listening

1 **Look at the photo. Whose house do you think this is?**

2 1.8 **Listen and read the conversation. Check your answer.**

3 1.8 **Listen and read again. Choose the correct options.**

1 Ruby *wants* / *doesn't want* to move house again soon.
2 Ash *likes* / *doesn't like* Ruby's new house.
3 Ruby's bedroom is *big* / *small*.
4 There's a computer in *Ruby's bedroom* / *the office*.
5 Ash *wants* / *doesn't want* to go into the living room.
6 Ella *likes* / *doesn't like* the town.

4 **Act out the conversation in groups of four.**

Ruby Thanks for carrying these boxes in from the drive, guys.
Tom No problem! We don't mind helping.
Ruby I can't stand moving house. I never want to see another cardboard box again!
Ash Your new house is really cool.
Ruby Thanks, Ash.
Ella What's your bedroom like?
Ruby It's a bit small, but that's OK. There's space for a chest of drawers and a little desk for my computer. Anyway, I prefer spending time in the garden.
Ella What's behind that door?
Ruby The living room. It's got a big door out to the patio.
Ash Let's go out there now. It's a lovely day.
Tom Hang on! Let's show Ruby the town first.
Ruby I'd like that. What's the town like?
Ella It isn't very big, but it's quite nice.
Ash Come on, then. Let's go!

Say it in your language …
guys
No problem!
I'd like that.
Come on, then.

14

Chatroom Describing a place

Revision

First – Students draw a table in their notebooks with three columns marked *regular*, *no -e*, and *double consonant*.

Second – Tell students you are going to read out 12 verbs and that they must write them in the correct column according to the correct spelling of the *-ing* form. They will get one point for each correct answer. Use *paint* as an example of a word in the first column.

Third – Read the following items and then check answers by asking individual students to write the words on the board: close, dance, do, get, go, have, play, practise, run, stop, swim, watch
(Answers: *regular – doing*, *going*, *playing*, *watching*; *no -e – closing*, *dancing*, *having*, *practising*; *double consonant – getting*, *running*, *stopping*, *swimming*)

Speaking and Listening

Exercise 1

- Check students are clear about the names of the characters before they complete the exercises. (From left to right: Tom, Ella, Ash and Ruby)
- In pairs, they discuss whose house they think it is.

Exercise 2 (Track 1.8)

- Play the recording for students to listen, read and check their answer to Exercise 1.

Answer

It's Ruby's house.

Extra activity

Ask students what they remember about the characters from the Starter Unit. Use the photo to elicit basic information about the characters, e.g. how old they are, what they are wearing, what they are doing and what hobbies they might enjoy. Remember to grade your language appropriately.

Brain Trainer Unit 1 Activity 1

See Teacher's Book page 210 and Students' Book page 112

Exercise 3 (Track 1.8)

- Students choose the correct options.
- They then check in pairs before checking answers as a class.

Answers

2 likes
3 small
4 Ruby's bedroom
5 doesn't want
6 likes

Exercise 4

- Divide the class into groups of four.
- Groups act out the conversation.
- Monitor and correct students' pronunciation as appropriate.
- Nominate one group to perform the conversation for the class.

Extra activity

Stronger, more fluent students will complete this task before weaker ones. Suggest stronger students repeat the conversation four times, taking different parts each time. Alternatively, give them one minute to try to memorise their part. They then cover the conversation and try to perform it from memory. After they have tried to reproduce the conversation they look at the version in the book and see where their version was different. Note that this activity can be re-used at any point during the course when you want to extend work on a conversation.

Say it in your language …

Ask students to find the phrases in the conversation and look at them in context to try to deduce the meaning.

guys – often used colloquially to refer to a group of men, but in the plural form it can also be directed at a mixed group of men and women. The equivalent expression for a group of women would be 'girls'.

No problem! – commonly used phrase in response to an expression of thanks. Used when we want to make our efforts sound more minor than they were. 'You're welcome' is also commonly used but sounds more formal.

I'd like that. – expression indicating that a person agrees with an offer which someone has just made them. It's usually used when someone is really genuinely interested and is not simply a polite neutral response.

Come on, then. – phrase used to motivate people to do something and get them moving. This is usually something pleasurable, therefore suggesting the idea of 'What are we waiting for?'

Exercise 5

- Students read the conversation again and find the expressions.
- Check answers as a class.

Answers

2 It's a bit small.
3 What's the town like?
4 It isn't very big; it's quite nice.

Exercise 6

- Read through the phrases for describing a place with the class.
- Make sure students understand that the intensifiers *a bit*, *quite*, *very* and *really* are on a scale from the least to the most.

Exercise 7 (Track 1.9)

- Play the recording for students to listen to the conversations.
- Repeat the recording, pausing after each line to check students' pronunciation.
- In pairs, students act out the conversations.

Exercise 8

- Read the examples in the speech bubbles with the class. Then elicit a second conversation from the class using *the park*.
- Students then make their own conversations by replacing the words in purple.
- Monitor, but do not interrupt fluency unless students make mistakes with the use of the words and phrases for describing a place.

Further practice
Workbook pages 12 and 113

Grammar Verb + *-ing*

Language notes

In some languages verbs of preference are followed by the infinitive form and this can cause L1 interference for some learners. Although in British English the use of the infinitive is in fact possible after these verbs, in certain circumstances it is a complicated area usually taught only at higher levels. Throughout *Next Move* the form taught after verbs of preference is *-ing*.

Exercise 1

- Read the grammar table with students.
- Students work individually, completing the rule and referring back to the grammar table where necessary.

Answers

can't stand, prefer

Exercise 2

- Individually, students complete the sentences with the correct form of the verbs.
- They then check in pairs before checking answers as a class.

Answers

2 sleeping **3** listening **4** swimming **5** doing
6 getting **7** waiting

Exercise 3

- Read through the example with students, showing how the two sentences have the same meaning.
- Monitor and point out errors for students to self-correct.
- Check answers as a class.

Answers

2 doesn't like **3** loves riding **4** prefer having
5 can't stand

Exercise 4

- Ask two students to read aloud the example question and answers.
- Individually, students write three questions with *Do you like + -ing*.
- Students then work in pairs, asking and answering their questions.
- Monitor, but do not interrupt fluency unless they make mistakes with the verb + *-ing* forms.

Extra activity

Write the following prompts on the board:
A *you / like / study / bedroom / Emma ?*
B *no / prefer / work in the office*
A *why ?*
B *bedroom / bit small / not got / computer*
A *OK / what / office / like ? / be / quiet ?*
B *yes / very quiet / got / bookcase / books / balcony*
A *great*
Elicit a conversation from the students using the prompts. Do not allow students to write anything down. Drill the conversation for correct pronunciation. Divide the class in half down the centre: A and B. Build up the conversation step by step until students can perform it unprompted.
(Complete conversation:
A *Do you like studying in your bedroom, Emma?*
B *No, I don't. I prefer working in the office.*
A *Why?*
B *Because my bedroom is a bit small and it hasn't got a computer.*
A *OK. What's the office like? Is it quiet?*
B *Yes, it is. It's very quiet and it's got a bookcase for all my books and a balcony.*
A *Great!*)

Further practice
Workbook pages 13 and 86

5 **Look back at the conversation. Find these expressions.**

1 a question asking about Ruby's bedroom
What's your bedroom like? (Ella)
2 an expression describing Ruby's bedroom
3 a question asking about the town
4 two expressions describing the town

6 **Read the phrases for describing a place.**

Describing a place		
What's it like?		
It's	**a bit** **quite** **very** **really**	small.

7 1.9 **Listen to the conversations. Act out the conversations in pairs.**

Ruby What's [1] your bedroom like?
Ella It's got [2] pretty red walls and a white wardrobe.
Ruby Is it [3] quite big?
Ella Yes, it is.

Ruby What's [4] the swimming pool like?
Ash It's very nice. It's [5] quite cold but it's got [6] a lovely café.

8 **Work in pairs. Replace the words in purple in Exercise 7. Use these words and/or your own ideas. Act out the conversations.**

What's your garden like?

It's got a lawn and lots of flowers.

1 your kitchen / your living room / your bathroom
2 green walls and a cooker / white walls and a big sofa / pink walls and a large bath
3 a bit small / very big / really small
4 the park / the library / the shopping centre
5 quite small / very quiet / really busy
6 a lake / lots of interesting books / some boring shops

Grammar Verb + *-ing*

I prefer spending time in the garden.
Tom, Ash and Ella don't mind helping Ruby.
Ruby can't stand moving house.
Do you like living here?

Grammar reference Workbook page 86

1 **Study the grammar table. Complete the rule.**

After the verbs *like, love, hate, enjoy, don't mind,* .... and .... , we use verb + *-ing*.

2 **Complete the sentences with the correct form of these verbs.**

do get listen ~~live~~ sleep swim wait

1 He doesn't like *living* in England because it's colder than Spain.
2 She hates beds. She prefers .... on the floor.
3 I can't stand .... to rap music.
4 They love .... in the sea.
5 We don't mind .... our homework.
6 Do you prefer .... up late in the morning?
7 I don't enjoy .... for buses in the rain.

3 **Complete the second sentence so it has a similar meaning to the first sentence. Use the correct form of the word in brackets and one other word.**

1 I think skateboarding is OK. (mind)
I *don't mind* skateboarding.
2 She never wants to have breakfast. (not like)
She .... having breakfast.
3 He's very happy when he rides his bike. (love)
He .... his bike.
4 It's better when we have band practice in the cellar. (prefer)
We .... band practice in the cellar.
5 They hate doing homework. (not stand)
They .... doing homework.

4 **Make three questions with *Do you like + -ing*. Then ask and answer in pairs.**

Do you like going to the beach?

Yes, I love it. What about you?

I don't mind it, but I prefer going to a swimming pool.

Reading

1 **Read the magazine article quickly. Choose the best heading.**

1 Tidy your room!
2 What does your bedroom say about you?
3 How to have a cool bedroom

You can't always choose your room, but you can choose the things inside it. Because of that, your bedroom says a lot about your personality.

And we're not only talking about your favourite hobbies or your taste in music and books. Of course, a guitar behind the door or sci-fi stories in your bookcase give people information about you, but a careful look at your bedroom can teach them a lot more than that.

The colours in your room, for example, are very interesting. Has your room got bright colours on the walls, curtains, rug or duvet? Then you probably love trying new experiences. People with pale walls are often friendly and talkative, but people with dark walls don't like meeting new people. Black and white is a popular choice for people with strong opinions.

How big is your wardrobe? A big wardrobe often means that you are into fashion, but not always. It can also be a sign that you hate throwing old things away and prefer keeping everything behind your wardrobe door. Someone with a tidy room is usually cheerful, but someone with an untidy room is moodier and often unhappy. The pictures on your walls say a lot, too. Generous people like decorating their rooms with photos of their friends and family, but if your own face is in every picture or you have more than one mirror, watch out! This shows that you are probably a bit selfish.

So, before you invite your friends into your bedroom, think carefully. What message will your bedroom give them about you?

Key Words

taste	careful	bright
pale	be into	decorate

2 1.10 **Read the article again. Answer the questions.**

1 What two things give information about your tastes and interests?
The colours in your room and the pictures on the walls.
2 What type of colours do shy people often have on their walls?
3 Why do people have big wardrobes? Find two reasons in the article.
4 You are usually smiling. What does the article say about your room?
5 You like buying presents for people. What do you probably have on your walls?
6 What two things show that a person thinks only about him/herself?

Listening

1 1.11 **Hannah is talking to a friend about her bedroom and the article above. Listen and choose the correct options.**

1 How much of the article is correct about her?
a all of it **b** a lot of it **c** some of it **d** nothing
2 Does she want:
a a tidier room? **b** a lock on her door?

Listening Bank Unit 1 page 118

2 **In pairs, ask and answer. Is the article right about you?**

1 What colour are your bedroom walls?
2 Have you got any bright colours in your bedroom?
3 Are there any pictures of your friends on the walls?
4 Are there any pictures of you?
5 How many mirrors are there?
6 Is your room tidy?

Reading

Exercise 1

- Draw attention to the cartoon and the text and ask students what they can see.
- Students skim the text quickly and choose the best heading for the article.
- Make sure students understand not to read in detail at this point.

Answer

2 What does your bedroom say about you?

Key Words

Be prepared to focus on the Key Words, either by pre-teaching them, eliciting their meaning after students have read the text, or through dictionary or definition writing work.

taste – the things you choose, your personal preferences, often used in the phrases 'good taste' and 'bad taste'

careful – an adjective meaning with attention to detail, can be used in exclamations to prevent accidents, e.g. *'Be careful with my new vase!'*

bright – intense, strong, vibrant colours, e.g. *green*, *yellow* and *purple*

pale – gentle colours which are relaxing to look at, e.g. *cream*, *beige* and *pink*

bei nto – be interested in or enthusiastic about, often used to indicate a hobby, e.g. *'My brother is really into classical music.'*

decorate – to use objects, pictures and other items to give character to a room, often also applied to the process of painting the walls of a room

Exercise 2 (Track 1.10)

- Students read the text again and answer the questions.
- If you wish, play the recording for students to listen and read.
- Check answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

2 Shy people often have dark colours on their walls.
3 People have big wardrobes because they are into fashion or because they hate throwing old things away.
4 The article says that you probably have a tidy room.
5 You probably have photos of your friends or family on your walls.
6 If someone has lots of photos of him/herself or if he/she has more than one mirror.

Extra activity

Write the following sentences on the board. Students read the text again and decide if the sentences are true or false, accordng to the article (answers in brackets).

1 People can learn about you by looking at the objects in your room. (*True*)
2 People who play the guitar often like science fiction stories. (*False*)
3 Someone with bright walls is probably friendly and talkative. (*False*)
4 People with strong opinions usually have big wardrobes. (*False*)
5 A person with an untidy room is probably not very happy. (*True*)
6 It's a really bad idea to invite your friends into your bedroom. (*False*)

They then compare their answers in pairs.

Listening

Exercise 1 (Track 1.11)

- Students read the questions and predict the answers.
- Play the recording for students to listen and check.

Answers

1 b **2** b

Audioscript

See Teacher's Book page 225

Listening Bank

See Teacher's Book page 216 and Students' Book page 118

Exercise 2

- In pairs, students ask and answer the questions.
- Discuss the questions as a class and find out whether students agree with the idea that your bedroom reflects your personality.

Extra activity

Stronger groups or individual students prepare a short text saying whether they think their bedroom reflects their personality. Encourage them to recycle and adapt phrases from the lesson as far as possible and to include a photo.

When checking students' work, focus on the positive use of grammar and vocabulary taught so far. After correcting the texts you could display them as the basis for further comprehension work with your class.

Further practice

Workbook page 14

Writing A description of a room

Revision

First – Write the following sentences on the board:

1 My mum's car is listening to rap music.
2 They're moving house and we're beautiful flowers in a vase on the fireplace.
3 She's standing on the balcony on the patio.
4 I always eat my breakfast and looking at the lawn.
5 There are some helping.
6 My dad doesn't like in the garage.

Second – Tell students that the sentences have got mixed up. In pairs, they break each sentence into two pieces and reorganise them to make six logical sentences.

Third – If students find the activity difficult, show them where the break is in each sentence. Check answers as a class. (Answers: *1 My mum's car is in the garage.*; *2 They're moving house and we're helping.*; *3 She's standing on the balcony and looking at the lawn.*; *4 I always eat my breakfast on the patio.*; *5 There are some beautiful flowers in a vase on the fireplace.*; *6 My dad doesn't like listening to rap music.*)

Exercise 1

- Read the Writing File with the class.

Exercise 2

- Students read the text and find the linking words.
- Check answers as a class.

Answers

It's a bit small, but it's really light and it's always very quiet.
On the desk there's a computer and a lamp.
There's a box of pens and pencils, too.
… there's a chair with green cushions and next to it there's a bookcase …
The walls are white and there's a blue and green blind on the window.
I love sitting at the desk and watching all the people.
The rug in front of the desk is also blue and green.
I usually do my homework in the room. However, when I don't have any homework, …

Exercise 3

- Individually, students complete the sentences.
- Check answers by asking individual students to read the sentences.

Answers

2 too 3 also 4 However 5 also 6 but 7 However 8 too

Exercise 4

- Students read the text again and answer the questions.
- They then check in pairs before checking answers as a class.
- Check answers by asking pairs of students to read questions and answers.

Answers

2 It's small, light and quiet.
3 There's a desk, a chair and a bookcase.
4 The walls are white.
5 Yes, there are. There are green cushions, a blue and green blind and a blue and green rug.
6 He likes sitting at the desk and watching all the people in the street, and playing games on the computer.

Exercise 5

- Explain that students should only make notes at this point or write short sentences.
- Encourage students to ask you for any vocabulary they need.

Exercise 6

- Show students how the example text is divided into three paragraphs and tell them that they should now organise their notes in the same way.
- Read through the 'My favourite room' writing guide. Make sure students understand that they should answer questions 1 and 2 in Exercise 4 in the first paragraph, questions 3, 4 and 5 in the second paragraph and question 6 in the third paragraph.
- Draw students' attention to the 'Remember!' checklist.

Extra activity

At the end of each unit make a set of Word cards with 10–15 vocabulary items from the unit for students to memorise. In the Teacher's Book notes at the end of each Writing page from Units 2–9 there are games and ideas to exploit these cards and revise the chosen vocabulary. Prepare some blank cards in advance, minimum 6 cm x 10 cm and an envelope or bag to keep them in. On the front of the card, write the lexical item in large clear letters. Use the cards to make sure fast finishers always have something to do. Have them decorate the front of the card with a picture or a design to help students remember the word. On the back they write the following: a definition of the word in English or in their L1 and an example sentence in English containing a blank where the word appears.

Further practice

Workbook page 15

Writing A description of a room

1 **Read the Writing File.**

Writing File Linking words: addition and contrast

You can link similar ideas with *and, also* and *too*.

You're really talkative and you like having new experiences.
The rug is green. The duvet is also green.
The colours are interesting. The pictures are interesting, too.

You can link contrasting ideas with *but* and *however*.

I've got some pictures of friends, but I haven't got any pictures of myself.
I love red. However, I don't like the bright red walls in my living room.

2 **Read about Matt's favourite room. Find the linking words.**

My favourite room

by Matt Davies

My favourite room is the office at home. It's a bit small, but it's really light and it's always very quiet. There's a big desk under the window. On the desk there's a computer and a lamp. There's a box of pens and pencils, too. In front of the desk there's a chair with green cushions and next to it there's a bookcase full of interesting books. The walls are white and there's a blue and green blind on the window. The rug in front of the desk is also blue and green.
I love sitting at the desk and watching all the people in the street. I usually do my homework in the room. However, when I don't have any homework, I like playing games on the computer.

3 **Complete the sentences with *and, also, too, but* and *however*.**

1 He's got a big wardrobe for his clothes *and* he's got two big chests of drawers.
2 My alarm clock wakes me up in the morning and it can play the radio, ...
3 We watch TV in the kitchen and we .... do our homework there.
4 I like playing tennis. .... , I don't play very often.
5 I've got three pet lizards in my bedroom and I've .... got a pet snake.
6 There's a pillow on the bed, ... there isn't a duvet.
7 Her pink armchair is very pretty. .... , she never sits on it.
8 I live with my mum, and my grandparents live with us, ...

4 **Read Matt's description again. Answer the questions.**

1 What room is it? *The office.*
2 What adjectives does he use to describe it?
3 What furniture is there in the room?
4 What colour are the walls?
5 Are there other things in the room of a different colour?
6 What does he like doing in the room?

5 **Think about your favourite room. Use the questions in Exercise 4 to help you. Make notes.**

6 **Write a description of your favourite room. Use 'My favourite room' and your notes from Exercise 5.**

My favourite room

Paragraph 1
Introduce the room and give a general description.
My favourite room is .... . *There's a* .... .

Paragraph 2
Describe the furniture and walls.
The walls are .... *and* .... .

Paragraph 3
Say what you like doing in the room.
I like .... .

Remember!
- Use linking words *and, also, too, but, however.*
- Use the vocabulary in this unit.
- Check your grammar, spelling and punctuation.

Refresh Your Memory!

Grammar Review

1 **Complete the conversation with the correct form of the verbs.**

A What [1] *are you reading* (you/read)?
B A postcard from my dad. He [2] .... (work) in Paris at the moment, so we only [3] .... (see) him at weekends.
A [4] .... (he/like) Paris?
B Yes, he loves it. He [5] .... (look) for a new home for us there, but my mum doesn't want to go. All our friends and family [6] .... (live) here in London and she [7] .... (not speak) any French.
A [8] .... (you/speak) French?
B Well, we [9] .... (have) French lessons every day at school, but people in France always [10] .... (talk) very fast. I [11] .... (not understand) very much!

2 **Complete the sentences with the correct form of these verbs.**

~~cook~~	eat	go	learn	live	not do
not listen	play	visit	watch		

1 My dad usually *cooks* our supper, but tonight we .... in a restaurant.
2 We .... about China in Geography at the moment. 1.3 billion people .... in China!
3 They .... to their new CD. They .... a film.
4 She .... judo on Thursdays. She .... volleyball.
5 I .... to school in Brighton, but today we .... a museum in London.

3 **Make sentences and questions.**

1 he / love / play / basketball
He loves playing basketball.
2 you / enjoy / run?
3 she / not mind / go / by bus
4 you / hate / lose
5 I / not like / learn / French
6 he / prefer / do / Computer Studies?
7 they / can't stand / listen / to rap music

Vocabulary Review

4 **Complete the sentences with the correct rooms and parts of the house.**

1 Come and have a drink on the *patio*. It's so sunny today.
2 The light on the l _ _ _ _ _ _ outside my bedroom doesn't work.
3 The dog usually sleeps under the table in the h _ _ _ .
4 The c _ _ _ _ _ _ in the attic is very low. I can't stand up in there.
5 There's a big mirror above the f _ _ _ _ _ _ _ _ .
6 When there isn't any rain, the grass on the l _ _ _ looks a bit brown.

5 **Match the beginnings (1–6) to the endings (a–f) of the sentences.**

1 There are flowers in the *f*
2 On the floor there's a
3 He went to bed and put his head on the
4 I woke up early because of my brother's
5 She loves looking at herself in the
6 That window needs a

a pillow.
b mirror.
c blind.
d alarm clock.
e rug.
f vase.

Speaking Review

6 1.12 **Put the conversation in the correct order (1–6). Then listen and check.**

a Do you spend any time there?
b It's a bit small and it isn't very sunny.
c It's quite nice. It's got very big windows and some really comfortable armchairs.
d What's your balcony like? *1*
e No, I don't. I prefer sitting in the living room.
f What's that like?

Dictation

7 1.13 **Listen and write in your notebook.**

My assessment profile: Workbook page 127

Refresh Your Memory!

Exercise 1

Answers

2 'sw orking
3 see
4 Does he like
5 'sl ooking
6 live
7 doesn't speak
8 Do you speak
9 have
10 talk
11 don't understand

Exercise 2

Answers

1 're eating
2 're learning; live
3 aren't listening; 're watching
4 doesn't do; plays
5 go; 're visiting

Exercise 3

Answers

2 Do you enjoy running?
3 She doesn't mind going by bus.
4 You hate losing.
5 I don't like learning French.
6 Does he prefer doing Computer Studies?
7 They can't stand listening to rap music.

Exercise 4

Answers

2 landing **3** hall **4** ceiling **5** fireplace **6** lawn

Exercise 5

Answers

2 e **3** a **4** d **5** b **6** c

Exercise 6 (Track 1.12)

Answers

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

Exercise 7 (Track 1.13)

Answers and Audioscript

1 I don't like using a duvet.
2 I'm looking for the stairs to the cellar.
3 He can't stand having a tidy bedroom.
4 Why is the chest of drawers dirty?
5 What's your attic like?
6 That cushion is quite pretty.

Extra activity

Revise the vocabulary and the grammar of the unit:
– Copy the plan of the flat onto the board. Tell students that this is where you live.
– Elicit the vocabulary for different parts of your home, e.g. *hall*, *living room*, *kitchen* and ask students to suggest some extra items for the picture and tell you where to put them, e.g. *some cushions on the sofa*, *an alarm clock next to the bed*, *a chest of drawers in the bedroom*, etc.
– Read the following sentences. Students must identify where exactly you are according to the information in the sentences:

1 I'm lying here, watching the television and I'm looking at the plants on my big balcony. (Answer: *on the bed in the bedroom*)
2 I'm relaxing here in the warm water. It's lunchtime but it's dark. (Answer: *in the bath*)
3 I'm making the breakfast here. My wife is sitting at the table talking to me. (Answer *in the kitchen*)
4 I'm using the internet and I can see the blue sky through the window. (Answer: *at the table in the living room*)
5 I'm sitting here reading a book. I can't see the television but I can hear it. (Answer: *on the chair in the living room between the door and the balcony*)
6 I love this room. It's my favourite. I usually sleep here but today I'm tidying my clothes. (Answer: *by the wardrobe in the bedroom*)

– Ask students to draw a plan of their own home in their notebooks and to prepare six sentences, like yours, talking about where they are and what they are doing. Check students' sentences before continuing.
– Tell students to work in pairs, showing their plan to their partner and reading their sentences for students to identify where they are.

My Assessment Profile Unit 1

See Workbook page 127

Culture 1 – Homes in the UK

See Teacher's Book page 219 and Students' Book page 121 (for extra reading, discussion and writing work).

GeographyF ile Houses around the world

Cultural notes

- *Mongolia* is in Asia and is landlocked, meaning that it has no sea. It is sandwiched between Russia to the north and China to the south and has been heavily influenced by both cultures over the centuries. Mongolia is one of the largest countries in the world, yet has one of the smallest populations – only 2.75 million people. The typical homes, yurts, are common in Central Asia and are designed to be strong, but also easy to dismantle and transport with horses. A yurt can often be put up in as little as two hours.
- *Hong Kong* has a population of over 7 million people, who live in just over 1,000km^2, which makes it one of the most densely populated places on the planet. It has nearly 1,250 skyscrapers, more than anywhere else in the world. Given the lack of space, homes are obviously small, but the quality of life is generally good due to it being an important financial centre. It has an extremely good education system and some of the best hospitals and healthcare anywhere in the world.
- *Belize* lies to the east of Guatemala and south of Mexico and has a long coastline on the Caribbean Sea with a very large barrier reef. It is the least densely populated country in South America and, as a large part of the interior is jungle, the majority of the population lives along the marshy coastline. Due to the tropical climate, the stilt house is an ideal solution, as it protects residents both from the dangers of flooding and insects and animals.

Exercise 1 (Track 1.14)

- Students read about the three homes and match the photos to the paragraphs.
- Check answers as a class.

Answers

1 c **2** a **3** b

Key Words

Be prepared to focus on the Key Words, either by pre-teaching them, eliciting their meaning after students have read the text, or through dictionary or definition writing work.

peninsula – a piece of land which has sea almost all the way around it, but is connected to another bigger piece of land in one place

space – the area available for something, more often used in negative phrases than positive, e.g. 'We haven't got any space in the kitchen.', 'There isn't enough space on the bookcase for these books.'

stilt – a support, often made of wood, which raises something vertically from the ground, usually used in plural as four or more are generally needed to give stability. Unlike the legs of a table or chair, for example, stilts are not an integral part of the object.

blow – the strong movement of air, typically used for the wind

ground – the surface of the earth that we walk on and that creatures like snakes live on

Exercise 2 (Track 1.15)

- Draw attention to the photo and ask students what they can see.
- Play the recording for students to choose the correct alternative.
- Check answers as a class.

Answers

2 warm **3** snowy **4** big **5** centre **6** balcony

My Geography File

Exercise 3

- In groups, students prepare a fact file about a home in another part of the world.
- Monitor and help with grammar and vocabulary and feed in ideas if necessary.

Exercise 4

- Give students time to practise their presentation.
- Make a note of any mistakes related to the content of this unit in students' presentations to go over with the class afterwards.

In this unit have you …

… used Grammar and Vocabulary worksheet?
… used Reading and Listening worksheet?
… used Writing worksheet?
… used Speaking worksheet?
… used Unit test?

With the exception of the Speaking and Writing worksheets, all the Teacher's Resources are at two levels of difficulty:

* For students who need extra help and support
** For students who require an additional challenge

Geography File

Houses around the world

1 Mongolia is near Russia and China in north-east Asia. The winters in Mongolia are very long and very cold. Many Mongolians keep horses. They move from place to place two or three times a year so their animals have enough food. When they move, their homes come with them. Their homes are called yurts and they must be strong because there are often winds of 160 km an hour.

2 The city of Hong Kong in the south of China is on a peninsula and two small islands. There are lots of mountains in Hong Kong, so there isn't a lot of space for houses. The buildings are very tall to save space. There are more tall buildings here than in any other city in the world. Forty percent of people live higher than the fourteenth floor! Most people live in really small apartments, but they don't mind. They often eat in restaurants and they don't spend a lot of time at home.

3 Belize is a small country in Central America. It is hot all year with a wet and a dry season. A lot of people live in stilt houses near the ocean. This type of house stays cool because the wind blows through it. It is also safer from snakes and other animals because it is not on the ground. People often leave their car under the house, out of the hot sun. From June to November, there are sometimes terrible storms, but the sea water doesn't come into the house.

Key Words

peninsula	space	stilt
blow	ground	

Reading

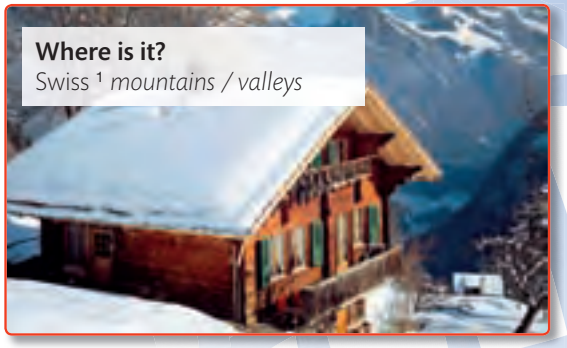
1 1.14 **Read about these homes. Match the photos (a–c) to the paragraphs (1–3).**

2 1.15 **Listen to a description of another home. Choose the correct words to complete the fact file.**

My Geography File

3 **In groups, make a fact file about a home in another part of the world. Use the questions in Exercise 2 to help you.**

4 **Prepare a presentation for the class, including pictures or photos if possible. Then give your presentation.**



Where is it?
Swiss [1] *mountains / valleys*

What is the climate like?
[2] *warm / windy* in summer [3] *snowy / rainy* in winter

What is the home like? Why?
[4] *big / small* roof – protects the walls from bad weather
fireplace in the [5] *centre / back* of the house – keeps people warm
[6] *patio / balcony* – people can enjoy the sun in summer

2 What's The Story?

Grammar	Past simple; Past continuous; Past simple vs Past continuous
Vocabulary	Adjectives to describe pictures; Adjective + preposition
Speaking	Permission
Writing	A description of a picture

Vocabulary Adjectives to describe pictures

1 1.16 **Match the photos (1–6) to the comments (a–f). Check the meaning of the words in bold in a dictionary. Then listen, check and repeat.**

a It's an **interesting** photo of a famous place. It's very **dramatic**.
b It's a **dull**, **silly** photo. I don't like it. *1*
c I love wildlife photos. This one is **dark**, but it's **lovely**.
d It's a bit **blurred**, but I like it. It's really **colourful**!
e It's obviously **fake** and it looks really **horrible**!
f The clothes are **old-fashioned**, but the photo is **amusing**.

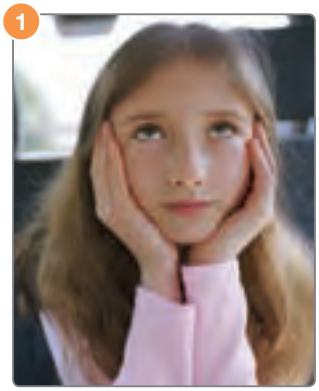
Word list page 43 **Workbook** page 105

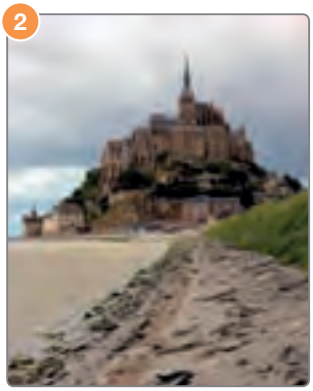
2 **Complete the sentences with the adjectives in Exercise 1.**

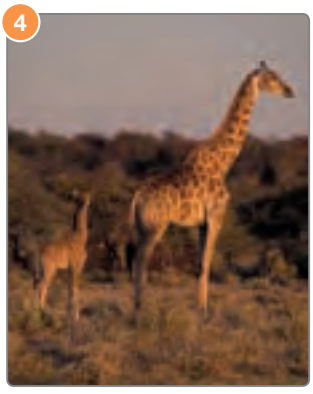
1 My little brother is so *silly*. He's always telling jokes.
2 She often wears .... clothes. Red and green T-shirts are her favourite.
3 My cat moved when I took this photo, so it's .... .
4 It's very .... in here. Can you turn on the light?
5 Everyone said the famous photo was .... . Nobody thought it was real.
6 The storm last night was really .... – the sky was purple! But I hate storms – I think they're .... .

3 **In pairs, ask and answer about the photos. Use the adjectives in Exercise 1.**

Do you like photo 1?
Yes, I do. I think it's .... and ..... What do you think?
I disagree. I think it's .....







Brain Trainer Unit 2
Activity 2 Go to page 113

Unit contents

Vocabulary
- Adjectives to describe pictures – *amusing*, *blurred*, *colourful*, *dark*, *dramatic*, *dull*, *fake*, *horrible*, *interesting*, *lovely*, *old-fashioned*, *silly*
- Adjective + preposition – *afraid of*, *angry with*, *bad at*, *bored with*, *excited about*, *good at*, *interested in*, *keen on*, *popular with*, *proud of*, *sorry for*, *tired of*

Grammar
- Past simple
- Past continuous
- Past simple vs Past continuous

Communication
- Permission
- Writing a description of a picture; Saying where things are – *in the foreground/background*, *in the centre/middle of the picture*, *on the left/right*, *in the left/right-hand corner*

Pronunciation
- Sentence stress

Culture 2 – The Republic of Ireland

Keyco mpetences
- Linguistic competence
- Interpersonal, social and civic competence
- Cultural and artistic competences
- Learning-to-learn
- Autonomy and personal initiative

Vocabulary Adjectives to describe pictures

Exercise 1 (Track 1.16)
- Individually, students match the comments and the photos.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each comment to check students' pronunciation.

Answers

2 a **3** f **4** c **5** d **6** e

Extra activity

Books closed. Tell students that you're going to spell some of the adjectives, but you're going to miss a letter and they have to identify what letter is missing. Ask 'What letter is missing?' and then spell aloud 'S – I – L – Y' (Answer: *L*). Repeat with 'LOVLY' (Answer: *E*) and 'HORIBLE' (Answer: *R*) before writing the question 'What letter is missing?' on the board. Students then play the game in pairs using the vocabulary from Exercise 1.

Exercise 2
- Students complete the sentences.
- They then check in pairs before checking answers as a class.

Answers

2 colourful
3 blurred
4 dark
5 fake
6 dramatic, horrible

Extra activity

Stronger groups write two gapped sentences using words not covered in Exercise 2, i.e. *amusing*, *dull*, *interesting*, *lovely*, *old-fashioned*, *silly*. Monitor and point out errors for students to self-correct. In groups of four, students look at each other's sentences and complete the missing words.

Exercise 3
- Students work in pairs, asking and answering questions about the photos.
- Monitor, but do not interrupt fluency unless they make mistakes with the adjectives in Exercise 1.
- Discuss the photos as a class and find out how much consensus there is among the group.

Further practice
Workbook pages 16 and 105

Brain Trainer Unit 2 Activity 2
See Teacher's Book page 211 and Students' Book page 113

Reading

Revision

First – Revise with students the adjectives to describe pictures covered on the previous Vocabulary page. Write the following scrambled words on the board:

1 *keaf*
2 *lilsy*
3 *vloley*
4 *curloflou*
5 *burlred*
6 *carmatid*
7 *greentisnit*
8 *broilher*
9 *dol-saidhenof*
10 *siamgnu*

Individually, students unscramble the words.
(Answers: *1 fake*; *2 silly*; *3 lovely*; *4 colourful*; *5 blurred*; *6 dramatic*; *7 interesting*; *8 horrible*; *9 old-fashioned*; *10 amusing*)

Second – Write the following gapped sentences on the board:

1 This photo can't be real, I'm sure it's … .
2 My sister is always moving and her photos are always … .
3 I really like this photo. All your family together and smiling and happy – it's … .

Students complete the sentences using the adjectives to describe pictures.
(Answers: *1 fake*; *2 blurred*; *3 lovely*)

Third – Students write gapped sentences using five of the words not covered in the previous stage. Monitor and point out errors for students to self-correct. In pairs, students look at each other's sentences and complete the missing words.

Cultural notes

- *Serengeti National Park* is in Tanzania in east Africa and extends to over 5,000 square miles. It is listed by UNESCO as a World Heritage Site and is a popular destination for people on safari. A game reserve was first created on the site in the early twentieth century in order to protect the lions in the area from hunters and this was expanded over the years before it became, in 1951, the national park we know today. Generally considered the best wildlife park in Africa, it is home to a vast range of species including wildebeest, zebra, crocodiles, lions, leopards, elephants and giraffes.

Exercise 1

- Draw attention to the photos and the title and ask students what they can see.
- Individually, students answer the question.

Exercise 2

- Make sure students understand not to read in detail at this point.
- Students scan the text quickly to check their answer.

Answer

The article is about the winning photographs in a photography competition.

Exercise 3

- Students match the photos to the paragraphs.
- Check answers as a class.

Answers

1 c **2** a **3** b

Exercise 4 (Track 1.17)

- Individually, students answer the questions.
- If you wish, play the recording for students to listen and read.
- They then check in pairs before checking answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

2 Lucas's photo is of his sister, Laine.
3 Laine was in the back of their car.
4 The weather is horrible – it's very windy.
5 Yes, it does.
6 Yes, he does.
7 They were on holiday in the Serengeti National Park.

Extra activity

Stronger groups or individual students write three *true/false* sentences: one about Lucas, one about Carrie and one about Jared. Monitor and point out errors for students to self-correct. They then work with a partner, reading their sentences and answering true or false, or read some of their sentences for the class to hear and answer.

Exercise 5

- Check the pronunciation of the questions before students work in pairs.
- In pairs, students ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency.

Extra activity

Allow students to interview you using the questions in Exercise 5. If possible, show them a photo you took last year and talk about it. Remember to grade your language appropriately.

Further practice

Workbook page 17

Reading

1 **Look at the title of the magazine article and the photos. What do you think you are going to read about?**

2 **Read the article quickly and check your ideas.**

3 **Match the photos (a–c) to the paragraphs (1–3).**

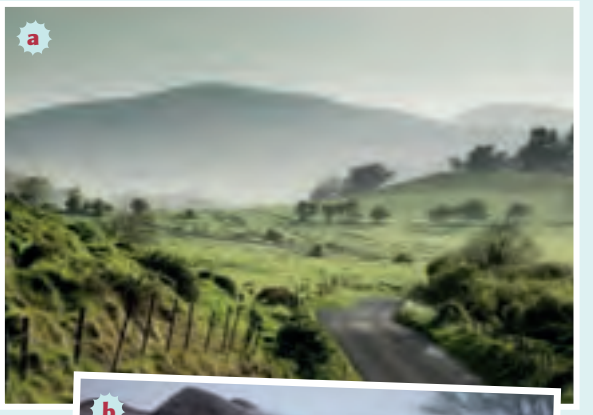
CLICK! Magazine — young photographer competition

Every year at CLICK! Magazine, kids from all over the country send in photos for our fantastic competition. Here are this year's winners! The best photo in each category won a digital camera.

1 People

Photographer: Lucas
Subject: My sister

Lucas says: On 5th August we were driving to France for our summer holiday. I took this picture of my sister, Laine, in the back of our car. It was a long drive and she wasn't enjoying it.
CLICK says: Lucas's photo is interesting and amusing. You can see his sister's thoughts in her face. What was she thinking? How was she feeling? This photo really tells a story.



4 1.17 **Read the article again. Answer the questions.**

1 What do the winners get?
The winners get a digital camera.
2 What is Lucas's photo of?
3 Where was Laine?
4 What is the weather like in Carrie's photo?
5 Does Click like Carrie's photo?
6 Does Jared like his photo?
7 Where were Jared and his family?

5 **What about you? In pairs, ask and answer.**

1 Do you take a lot of photos? What do you use – a camera or your mobile phone?
2 Did you take any photos on your last holiday? What were they like?
3 Describe the best photo you took last year.

2 Places

Photographer: Carrie
Subject: A storm

Carrie says: Last month I was on holiday in Scotland with my family. There were a lot of storms and this was a very windy day! The grass and the trees were moving. The picture is a bit blurred, but I like it!
CLICK says: Carrie's picture is very dramatic. When you look at her picture, you can almost feel the wind!

3 Animals

Photographer: Jared
Subject: On safari

Jared says: Last year I went on holiday to the Serengeti National Park. I was really stupid and I didn't have my camera, but I took a lot of photos with my mum's phone. This one is my favourite. It was 3 o'clock in the afternoon and it was raining. We weren't driving around, we were waiting for the rain to stop. That's when I saw the elephants.
CLICK says: This is a lovely photo!

Grammar Past simple

Last year I went on holiday to the Serengeti National Park.
I didn't have my camera.
I took this picture of my sister, Laine.

Grammar reference Workbook page 88

1 **Study the grammar table. Choose the correct option to complete the rule.**

The Past simple describes *a finished action / an action in progress* in the past.

We use the Past simple with past time adverbials, e.g. *yesterday*, *last week/year/Tuesday*, *two hours/days/weeks ago*, etc.

2 **Complete the sentences with the Past simple form of these verbs.**

get | not go | not play | ~~see~~ | take | watch

1 We *saw* the photo yesterday and we all thought it was fake.
2 They .... on holiday last year. They stayed at home.
3 .... you .... my email?
4 I .... football last weekend. I couldn't because the weather was horrible!
5 She .... a photo and put it on her blog a few minutes ago.
6 .... you .... the film last night? – Yes, we did. It was really dull!

3 **What about you? In pairs, ask and answer.**

1 What did you watch on TV yesterday?
2 Did you do any homework?
3 What did you do last weekend?
4 Did you take any photos of your friends?
5 Where did you go on holiday last year?
6 Did you have a good time?

What did you watch on TV yesterday?

I watched the news.

Past continuous

On 5th August we were driving to France.
We weren't driving around.
What was she thinking?

Grammar reference Workbook page 88

4 **Study the grammar table. Choose the correct option to complete the rule.**

The Past continuous describes *a finished action / an action in progress* in the past.

5 **Complete the sentences with the Past continuous form of the verbs.**

1 I *was waiting* outside the cinema at 7 p.m. Luckily it .... . (wait/not rain)
2 At 9 o'clock last night they .... on the phone. They .... their homework. (talk/not do)
3 .... he .... football at 5 o'clock? No, he .... a match on TV. (play/watch)
4 At 8.30 a.m. she .... to school, she .... on a bus. (not cycle/sit)
5 What .... you .... on 1st January? .... you .... a party? (do/have)
6 At 1 o'clock I .... sandwiches, I .... pasta. (make/not cook)

6 **Read about a day in the life of a wildlife photographer. What was happening at different times of the day?**

1 9 o'clock / she / cook / breakfast
At 9 o'clock she was cooking breakfast.
2 11 o'clock / they / look for / animals
3 1 o'clock / they / sit in the jeep
4 3 o'clock / she / take / photographs
5 5 o'clock / they / go back / home
6 7 o'clock / she / read / a book

Grammar Past simple

Exercise 1

- Read the grammar table with students.
- Students work individually, completing the rule and referring back to the grammar table where necessary.

Answer

1 finished action

Extra activity

Students test each other on the Past simple forms. Demonstrate with a stronger student, explaining that you are going to say an infinitive and they must respond by telling you if it is regular or irregular and giving you the Past simple form. The student then says a new infinitive and you respond with regular or irregular and the Past simple form, e.g.
Teacher *play*
Student regular: *played – make*
Teacher irregular: *made – break*
Student irregular: *broke* etc.
Students refer to the irregular verb list on Students' Book page 127 if necessary.

Exercise 2

- Students complete the sentences with the Past simple form of the verbs in the box.
- Check answers by asking individual students to read the sentences.

Answers

2 didn'tg o **3** Did; get **4** didn't play **5** took
6 Did; watch

Language note

Students may have problems with the pronunciation of the auxiliary *did* in question forms, particularly when it combines with subject pronouns. Their tendency is to pronounce them as two discrete items, when they are usually pronounced as one phonetic unit, e.g. *did you … ?* (/dɪdʒə/); *did he … ?* (/dɪdɪ/); *did she … ?* (/dɪdʃɪ/)
After checking answers to Exercises 2 and 3, drill all the questions to help students practise the pronunciation as part of a stream of connected speech.

Exercise 3

- Ask two students to read aloud the example question and answer.
- Check the pronunciation of the questions before students work in pairs.
- In pairs, students ask and answer the questions.
- Monitor, but do not interrupt fluency unless they make mistakes with the Past simple.

Further practice

Workbook pages 18 and 88

Past continuous

Language notes

This unit introduces the Past continuous for actions in progress at a specified past time.
The spelling rules relating to the formation of the Past continuous are the same as for the Present continuous.
For full details see Teacher's Book page 23.

Exercise 4

- Read the grammar table with students.
- Check the answer as a class.

Answer

an action in progress

Exercise 5

- Individually, students complete the sentences.
- They then check answers in pairs before checking answers as a class.
- Check answers and spelling by asking individual students to write sentences on the board.

Answers

1 wasn't raining
2 were talking; weren't doing
3 Was, playing; was watching
4 wasn't cycling; was sitting
5 were, doing; Were, having
6 was making; wasn't cooking

Exercise 6

- Draw students' attention to the picture and ask them what the woman is doing. (Answer: She's taking photos of animals.)
- Read through the example with students.
- Students use the prompts to make sentences.

Answers

2 At 11 o'clock they were looking for animals.
3 At 1 o'clock they were sitting in the jeep.
4 At 3 o'clock she was taking photographs.
5 At 5 o'clock they were going back home.
6 At 7 o'clock she was reading a book.

Pronunciation Sentence stress

Language notes

All major world languages divide into two categories: syllable-timed languages, like Chinese, French and Italian; and stress-timed languages, like Russian, German, Portuguese and English. Stress-timed languages place a very strong stress on the 'information words' in a sentence, e.g. nouns and verbs, and compress the other words, e.g. prepositions and articles. Syllable-timed languages, in contrast, place a relatively equal stress on all the words in a sentence. For learners whose L1 is syllable-timed, it can be a big challenge to assimilate English sentence stress patterns. This pronunciation section is specifically designed to raise students' awareness of this area so that they start to understand the relationship between sentence stress and 'information words' in English.

Exercise 7a (Track 1.18)

- Play the recording for students to listen and repeat.

Exercise 7b (Track 1.19)

- Play the recording for students to listen and identify which words are stressed.
- Check answers as a class.

Answers

1 What were you doing at 8 o'clock?
2 Were you watching TV?
3 He was doing his homework at 11 o'clock.
4 They weren't playing football after school.

Exercise 7c (Track 1.19)

- Repeat the recording. Pause after each item to check students' pronunciation.

Extra activity

Stronger groups or fast finishers look at the sentences in Exercise 5 on page 22 and decide which words are stressed.
Note that this activity can be re-used at any point during the course when students have finished an exercise which works at sentence level. Whenever possible, drill the sentences for pronunciation, intonation and sentence stress to help students assimilate the stress patterns.

Further practice

Workbook page 123

Exercise 8

- Ask two students to read aloud the example question and answer.
- In pairs, students ask and answer questions.
- Monitor, but do not interrupt fluency.

Further practice

Workbook pages 18 and 88–89

Vocabulary Adjective + preposition

Exercise 1 (Track 1.20)

- Individually, students check the meaning of the phrases in a dictionary.
- Check answers as a class.
- Ideally students should give definitions and explanations in English, but you may want to support weaker students with some L1.
- Play the recording for students to listen and repeat.

Exercise 2

- Students work individually, matching the beginnings to the endings.
- They then check in pairs before checking answers as class.

Answers

2 c **3** b **4** a **5** d **6** e

Extra activity

Help students memorise the vocabulary by playing 'word tennis'. Demonstrate with a stronger student, explaining that you are going to say an adjective and they must respond with the preposition. The student then says a new adjective and you respond with the preposition, e.g.
Teacher angry
Student angry *with* – tired
Teacher tired *of* – keen
Student keen *on*, etc.
Explain that, like real tennis, the rhythm is very important. The speed is not important, but the person who breaks the rhythm loses and the other player wins a point.

Exercise 3

- Students complete the text with the correct prepositions.
- Stronger students cover Exercise 1 and complete the prepositions without referring to the words in the box.
- Check answers as a class.

Answers

2 on **3** at **4** of **5** with **6** of

Exercise 4

- Check the pronunciation of the questions before students work in pairs.
- Monitor and help with vocabulary if necessary.
- Make a note of any mistakes relating to the use of the adjectives and prepositions to go over with the class afterwards.

Further practice

Workbook pages 19 and 105

Brain Trainer Unit 2 Activity 3

See Teacher's Book page 211 and Students' Book page 113

Pronunciation Sentence stress

7a 1.18 **Listen and repeat.**

At 7 o'clock she was reading a book.

b 1.19 **Listen. Which words are stressed?**

1 What were you doing at 8 o'clock?
2 Were you watching TV?
3 He was doing his homework at 11 o'clock.
4 They weren't playing football after school.

c 1.19 **Listen and repeat.**

8 **In pairs, ask and answer about yesterday.**

What were you doing at 9 o'clock yesterday?

I was having a shower.

Vocabulary Adjective + preposition

1 1.20 **Look at these phrases. Check the meaning in a dictionary. Listen and repeat.**

afraid of	angry with	bad at	bored with
excited about	good at	interested in	keen on
popular with	proud of	sorry for	tired of

Word list page 43 **Workbook** page 105

2 **Match the beginnings (1–6) to the endings (a–f) of the sentences.**

1 Karl is excited *f*
2 I'm afraid
3 He felt sorry
4 She was angry
5 Online videos are very popular
6 My brother is bad at

a with her brother because he told a lie.
b for Anna. She looked very sad.
c of snakes and spiders.
d with teenagers.
e Maths. I often help him with his homework.
f about the match tomorrow. He loves football!

3 **Complete the text with the correct prepositions.**

Are you interested [1] *in* music? Are you keen [2] .... home videos? Well, there are lots of interesting video clips online. Some are amusing and some are silly! People's home videos are popular too, especially pets doing funny things. So if you're good [3] .... making home videos or you feel proud [4] .... a video you made and want to share it, put it online. And when you're bored [5] .... video clips and tired [6] .... watching people doing silly things, just switch off your computer and do something different!

4 What about you? **In pairs, ask and answer.**

1 Which school subjects are you interested in?
2 Which sports teams are popular with your friends?
3 What are you afraid of?
4 What achievement are you proud of?

Which school subjects are you interested in?

I'm really keen on History.

Brain Trainer Unit 2 Activity 3 Go to page 113

Chatroom Permission

Speaking and Listening

1 **Look at the photo. Answer the questions.**

1 Where are the teenagers?
2 Who are Ruby and Ash looking at?
3 What do you think the attendant is saying?

2 1.21 **Listen and read the conversation. Check your answers.**

3 1.21 **Listen and read again. Answer the questions.**

1 What did Ruby forget?
She forgot her camera.
2 What does Ash want to do?
3 What can't you do in the museum?
4 What can the teenagers do instead?
5 Why does the attendant stop Ash?
6 Where does Ruby decide to go?

4 **Act out the conversation in groups of three.**

Ash Is this your camera, Ruby? You left it on the information desk.
Ruby Yes, it is. Thanks!
Ash Do you mind if I use it? My camera is broken. I was taking it out of its case when I dropped it.
Ruby Of course I don't mind. Go ahead … , but can we take photos in the museum?
Ash Let's ask. Excuse me, is it OK if we take photos?
Attendant No, I'm afraid it isn't.
Ruby That's a shame. I'm really interested in dinosaurs. But we can buy postcards. Look, there's a shop over there.
Ash Great! I can buy some more crisps. This packet is empty.
Attendant Excuse me. You can't eat in the exhibition hall, but there is a café near the entrance.
Ruby We can get a drink there, too. Come on!

Say it in your language …
Go ahead.
That's a shame.

Chatroom Permission

Revision

First – Write the following word snake on the board:
ofatwithonofinforwithofataboutwith

Second – Write a second word snake on the board:
afraidboredkeensorryproudtiredgoodinterestedangrybad excitedpopular

Third – Students match the prepositions from the first word snake with the adjectives from the second to make adjective + preposition collocations. Check answers by asking individual students to write the answers on the board in alphabetical order.
(Answers: *afraid of*; *angry with*; *bad at*; *bored with*; *excited about*; *good at*; *interested in*; *keen on*; *popular with*; *proud of*; *sorry for*; *tired of*)

Speaking and Listening

Extra activity

Stronger groups or individual students try to describe what they can see in the photo, e.g. *'The friends are at a museum. There's a big dinosaur there. Ruby's got a camera.'* Remind them to use the Present continuous to talk about the actions in progress, e.g. *'Ash is eating some crisps. Ella and Tom are looking at some information.'* Elicit the names of the characters before students work in pairs describing what they can see. Monitor and help with grammar and vocabulary, but do not interrupt fluency.

Exercise 1

- Draw attention to the photo and ask students what they can see.
- Students look in more detail and answer the questions.

Exercise 2 (Track 1.21)

- Play the recording for students to listen, read and check their answers to Exercise 1.

Answers

1 They're at a museum.
2 They're looking at the museum attendant.
3 The attendant is saying they can't take photos in the museum.

Brain Trainer Unit 2 Activity 1

See Teacher's Book page 210 and Students' Book page 112

Exercise 3 (Track 1.21)

- Individually, students answer the questions.
- They then check in pairs before checking answers as a class.

Answers

2 Ash wants to take photos in the museum.
3 You can't take photos or eat in the museum.
4 They can buy postcards and go to the café.
5 Because he is eating.
6 She decides to go to the café.

Extra activity

In pairs, students decide which words in the conversation are stressed. Repeat the recording, pausing after each line to check students have correctly identified the sentence stress. Drill the conversation for pronunciation, intonation and sentence stress before students act out the conversation in Exercise 4.

Exercise 4

- Divide the class into groups of three.
- Groups act out the conversation.
- Monitor and correct students' pronunciation as appropriate.
- Nominate one group to perform the conversation for the class.

Say it in your language …

Ask students to find the phrases in the conversation and look at them in context to try to deduce the meaning.

Go ahead. – is used here to mean *'No problem!'* Ruby is saying here that she is happy about Ash using her camera. You might use it in class if a student asks to go to the toilet, e.g. *'Yes, of course. Go ahead.'* or if a student wants to ask a question, e.g. *'Have you got a question, Yolanda? Go ahead.'*

That's a shame. – is an exclamation very similar in meaning to *'What a pity!'* and is often used when we're expecting something good to happen and are then disappointed, e.g. *'I couldn't get tickets for the concert.' 'Oh, that's a shame.'* It isn't, however, used for more serious situations, where phrases like *'I'm so sorry.'* or *'That's terrible.'* are more appropriate.

Exercise 5

- Students read the conversation again and complete the phrases.
- Check answers as a class.

Answers

2 Is it OK if we take photos?
3 No, I'm afraid it isn't.

Exercise 6

- Read through the phrases for asking for and giving or refusing permission with the class.

Exercise 7 (Track 1.22)

- Play the recording for students to listen to the conversations.
- Repeat the recording, pausing after each line to check students' pronunciation.
- In pairs, students act out the conversations.

Exercise 8

- Elicit a second conversation from the class using the first set of prompts.
- Students then make their own conversations by replacing the words in purple.
- Stronger groups or fast finishers can use their own ideas.

Further practice

Workbook pages 20 and 114

Grammar Past simple vs Past continuous

Language notes

This section contrasts the Past simple with the Past continuous through very clear examples and controlled exercises. Unit 1 contrasted the Present simple and the Present continuous in a similar way so students will not be completely unfamiliar with the idea of contrasting simple and continuous forms. This section specifically introduces sentences with two clauses, one using the Past simple and one using the Past continuous. To link these it presents the conjunctions *when* followed by the Past simple (to talk about a short action) and *while* followed by the Past continuous (to talk about a long action).

Extra activity

Books closed. Quickly revise the Past continuous by asking students questions like *'What were you doing (on Sunday) at (1 o'clock)?'* and *'What were you doing (yesterday) at (8 o'clock in the morning)?'* Elicit answers using the Past continuous before students work in pairs, asking and answering similar questions. Monitor and help with grammar and vocabulary if necessary.

Exercise 1

- Read the grammar table with students.
- Students work individually, completing the rules and referring back to the grammar table where necessary.

Answers

1 long, short **2** when, while

Exercise 2

- Individually, students complete the sentences with the correct form of the verbs.
- They then check in pairs before checking answers as a class.

Answers

2 fell over; was skateboarding
3 was doing; arrived
4 rang; was having
5 were eating; started
6 began; were walking

Extra activity

Stronger groups or fast finishers create their own gapped sentences. Students write sentences with *when* or *while* and then write them with gaps in appropriate places on a clean page of their notebook. Monitor and point out errors for students to self-correct. They exchange these sentences with a partner and complete their partner's sentences.

Exercise 3

- Elicit one or two example sentences before students make their own sentences.
- Monitor and point out errors for students to self-correct.

Possible answers

1 I saw a face at the window
2 it started raining
3 I dropped the ketchup on the floor
4 I was doing my homework
5 I was having a shower
6 the storm started

Exercise 4

- Ask two students to read aloud the example question and answer.
- Individually, students write questions about the items in Exercise 3.
- Check students' questions before they work in pairs.

Possible answers

2 What happened while your friends were playing basketball?
3 What happened while you were eating a hamburger?
4 What were you doing when the lights went out?
5 What were you doing when you heard a strange noise?
6 What happened while you were sitting on the school bus?

Further practice

Workbook pages 21 and 88–89

5 **Look back at the conversation. How do Ash and Ruby ask for permission? How does the attendant refuse permission?**

1 Do you .... if .... ? *Do you mind if I use it?*
2 .... OK if .... ?
3 No, I'm .... .

6 **Read the phrases for asking for and giving or refusing permission.**

Asking for permission	Giving or refusing permission
Can I/we .... ?	Yes, you can./ No, you can't.
Is it OK if I/we/ .... ?	Yes, of course./ No, I'm afraid it isn't.
Do you mind if I/we … ?	No, I don't mind./ Yes, I do!/ Of course I don't mind.

7 1.22 **Listen to the conversations. Act out the conversations in pairs.**

Ella Can 1 [1] stay up late tonight, Mum?
Mum No, you can't. You've got school tomorrow.
Tom Is it OK if I use [2] your mobile phone? My phone isn't working.
Ash Sure. Here you are.
Ruby Do you mind if I [3] read your magazine?
Ella No, I don't mind.
Tom Do you mind if I [4] send a text message in class?
Teacher Yes, I do!

8 **Work in pairs. Replace the words in purple in Exercise 7. Use these words and/or your own ideas. Act out the conversations.**

Can I watch television, Mum?

No, you can't. You've got school tomorrow.

1 have a party / go out tonight / go to the cinema
2 your camera / your laptop / your MP3 player
3 watch TV / play a computer game / play the guitar
4 get to class late / don't do my homework / forget my books

Grammar Past simple vs Past continuous

(long action)	(short action)
I was taking my camera out of its case	when I dropped it.

(short action)	(long action)
I dropped my camera	while I was taking it out of its case.

Grammar reference Workbook page 88

1 **Study the grammar table. Choose the correct options to complete the rules.**

1 The Past continuous describes a *long / short* action in progress. The Past simple describes a *long / short* action. This can interrupt the long action.
2 We use *when / while* before a short action and *when / while* before a long action.

2 **Complete the sentences. Use the Past simple or Past continuous form of the verbs.**

1 We *were taking* (take) pictures when the museum attendant *stopped* (stop) us.
2 He .... (fall over) while he .... (skateboard).
3 She … (do) her homework when her friend … (arrive).
4 The doorbell .... (ring) while I .... (have) a bath.
5 We .... (eat) pizza when the film .... (start).
6 It .... (begin) to rain while they .... (walk) to school.

3 **Complete these sentences with your own ideas.**

1 I was watching a horror film when .... .
2 My friends were playing basketball when .... .
3 I was eating a burger when .... .
4 The lights went out while .... .
5 I heard a strange noise while .... .
6 We were sitting on the school bus when .... .

4 **Work in pairs. Ask and answer about your sentences in Exercise 3.**

What happened while you were watching a horror film?

I saw a face at the window!

Reading

1 **Look at the photos. Answer the questions.**

1 What can you see in the photos?
2 Where are the people?
3 What are they doing?

Great moments in history

This month *World Magazine* is looking at great moments in history. Do you remember these events? What about your parents or grandparents? What's the story behind the picture?

A V-J Day: 15th August 1945

Twenty-seven-year-old Edith Shain was working as a nurse in New York when she heard the news on the radio – the war* was over! All across the USA, people were celebrating. Edith was celebrating in Times Square when a sailor kissed her. Edith didn't know the sailor, but she wasn't angry with him. A young photographer was in Times Square, too. He took this photo. A week later Edith saw the photo in *Life* magazine. She was surprised, but she was also proud of the photo!

B Man on the Moon: 20th July 1969

Half a billion people were watching an important event on television. What were they watching? Astronauts Neil Armstrong and Buzz Aldrin. Armstrong was the first man to walk on the Moon. 'That's one small step for man, one giant leap for mankind,' he said. The two astronauts stayed on the Moon for twenty-one hours and collected samples for scientists back on Earth. They left an American flag and some footprints. The flag and the footprints are still there today!

C FIFA World Cup Final: 21st June 1970

More than 100,000 people were waiting in Mexico's Azteca football stadium. Italy were playing Brazil in the World Cup Final and Pelé was in the Brazilian team. After the match, a photographer took this picture. It was Pelé's third World Cup win and the first major sporting event to appear on TV in colour. Millions of people were watching when Pelé lifted the trophy in his yellow football shirt!

* The Second World War (1939–45)

2 **Read the magazine article quickly and check your answers to Exercise 1.**

3 1.23 **Read the article again. Copy the table and complete the information.**

	A	B	C
Event?	V-J Day	....	World Cup Final
When?	....	20th July 1969	....
Where?	....	....	Mexico
Who?	Edith Shain	....	....

4 1.23 **Read the article again. Answer the questions.**

Paragraph A

1 Why did Edith go to Times Square?
2 How did she feel about the sailor?
3 How did she find out about the photo?

Paragraph B

4 Why was the event on TV important?
5 What did Aldrin and Armstrong do on the Moon?

Paragraph C

6 Why was the 1970 World Cup Final special for Pelé?
7 What was different about this sports event?

Key Words

sailor kissed event leap
mankind stadium trophy

Listening

1 **Look at the famous photo on page 118. Answer the questions.**

1 What can you see in the photo?
2 When do you think the event happened? 1920s, 1930s, 1950s?

2 1.24 **Listen to two people talking about the photo and check your answers to Exercise 1.**

Listening Bank Unit 2 page 118

Reading

Cultural notes

- *V-J Day* was celebrated on 15th August 1945 to celebrate the surrender of Japan at the end of WWII. V-J stands for 'Victory over Japan'. The photo from *Life* magazine is one of the most famous photos ever published. It was actually taken on 14th August but, due to the different time zones, 14th August in the USA is 15th August in Japan.
- The first *Man on the Moon* was Neil Armstrong, who set foot on the moon on 20th July 1969 and spent just over 20 hours on the surface. The Apollo 11 mission landed in the Sea of Tranquillity where the American flag and their footprints remain to this day.
- The *FIFA World Cup* has been played every four years since it first began in 1930, with the exception of 1942 and 1946 when it was cancelled due to WWII. Football experts claim that the 1970 game was possibly the best World Cup ever and the Brazilian team is, debatably, the best team ever to play. Pelé was born in 1940 and considered one of the finest football players ever.

Exercise 1

- Draw attention to the photos and ask students what they can see.
- In pairs, students answer the questions.
- Take feedback as a class.

Exercise 2

- Students skim the article quickly and check their answers to Exercise 1.
- Make sure students understand not to read in detail at this point.

Key Words

Be prepared to focus on the Key Words, either by pre-teaching them, eliciting their meaning after students have read the text, or through dictionary or definition writing work.

sailor – a person who controls a boat

kissed – to touch your lips to another person's lips or face

event – something that happens, usually something big and important

leap – a big jump from one place to another, can be used literally or, as in this case, metaphorically

mankind – all people, the human species

stadium – the large building where major sports events happen, typically for football or athletics

trophy – the object, often made of silver and in the form of a cup, which is given as a prize for winning a competition

Exercise 3 (Track 1.23)

- Students read the article again and complete the table.
- If you wish, play the recording for students to listen and read.
- Check answers as a class.

Answers

A 15th August 1945; New York
B Man on the Moon; the Moon; Neil Armstrong
C 21st June 1970; Pelé

Exercise 4 (Track 1.23)

- Individually, students answer the questions.
- Students check in pairs before checking answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

1 She went to Times Square to celebrate the end of the war.
2 She didn't know the sailor, but she didn't feel angry.
3 She found out about the photo when she saw it in *Life* magazine.
4 Because people were going to walk on the Moon for the first time.
5 They collected samples and left an American flag.
6 Because it was his third World Cup win.
7 It was the first time a major sports event was on TV in colour.

Listening

Exercise 1

- In pairs, students look at the photo on page 118 and answer the questions.
- Discuss the questions briefly as a class.

Exercise 2 (Track 1.24)

- Play the recording for students to check their ideas.
- Check answers as a class.

Answers

1 In the photo, some people are building the Rockefeller Center in New York. They're having lunch high above New York.
2 The event happened in the 1930s.

Audioscript

See Teacher's Book page 225

Listening Bank

See Teacher's Book page 216 and Students' Book page 118

Further practice

Workbook page 22

Writing A description of a picture

Revision

First – Prepare a *Live Listening* describing a photo for the class. This can either be a personal photo which you are happy to share with your students, a photo from a magazine or a famous photo. Make sure, as far as possible, that it's a picture with various people in it doing actions which students know the vocabulary for in English. Use a mixture of present tenses and past tenses to describe the scene and prepositions of place to describe where things are. Use the following text as an example:
This photo is from my holiday last summer. I was in New York with my family and in this picture we were taking the ferry to Liberty Island to see the Statue of Liberty. In the picture you can see the Statue of Liberty behind us. My husband/wife was taking the photo, so you can't see him/her in the picture, but you can see my son and my daughter in front of me. It was very cold and wet so we were standing together trying to stay warm and dry under the umbrella. My daughter and I were laughing because it was very bad weather and the *wind was blowing my son's hat off!*

Second – Do not let students see the photo. They listen to you and try to draw the photo.

Third – Students compare their drawings in pairs. Ask a student who you know is good at drawing, to draw the picture on the board and ask other students to help and make suggestions, changes and additions. Finally, show the class the original photo.

Exercise 1

- Read the Writing File with the class.

Exercise 2

- Students read the text and find four words and phrases that say where things are.
- Check answers as a class.

Answers

The house in the background is Blenheim Palace.
Joe and Rex are on the right of the picture.
That's Spot in the foreground of the picture and Mum and Dad are in the background.

Exercise 3

- Students read the text again and decide if the sentences are true or false.
- When checking answers, ask students to correct the false sentences.

Answers

2 False (There are three people in the centre.)
3 True
4 False (There's a man with a video camera on the left.)
5 True
6 True

Exercise 4

- Students read the text again and answer the questions.
- They then check in pairs before checking answers as a class.
- Check answers by asking pairs of students to read questions and answers.

Answers

2 They went there last month.
3 Rex was excited about some birds in a tree.
4 They were laughing because Rex wasn't listening to Joe.
5 Jamie's dad was taking a video.
6 Jamie likes it because it's amusing and you can see how everyone feels.

Exercise 5

- Explain that students should only make notes at this point or write short sentences.
- Encourage students to ask you for any vocabulary they need.

Exercise 6

- Show students how the example text is divided into three paragraphs and tell them that they should now organise their notes in the same way.
- Read through the 'My favourite photo' writing guide. Make sure students understand that they should answer questions 1 and 2 in Exercise 5 in the first paragraph, questions 3, 4 and 5 in the second paragraph and question 6 in the third paragraph.
- Draw students' attention to the 'Remember!' checklist.

Extra activity

Add an extra 10–15 vocabulary items from this unit to the collection of Word Cards.
Revise all the vocabulary by playing a drawing game. Tell students that they are going to have an informal vocabulary 'test'. Ask one student to come up to the board, secretly show them one of the cards and explain that they have to draw a picture on the board to illustrate that word. They can't use words as part of their drawing. The rest of the class look at the drawing and write down what they think the word is. On the count of three, everybody calls out the word they have written down. Those who guess correctly win one point. Repeat the procedure with a different student each time until you have revised all the vocabulary. The winner is the student with the most points.

Further practice

Workbook page 23

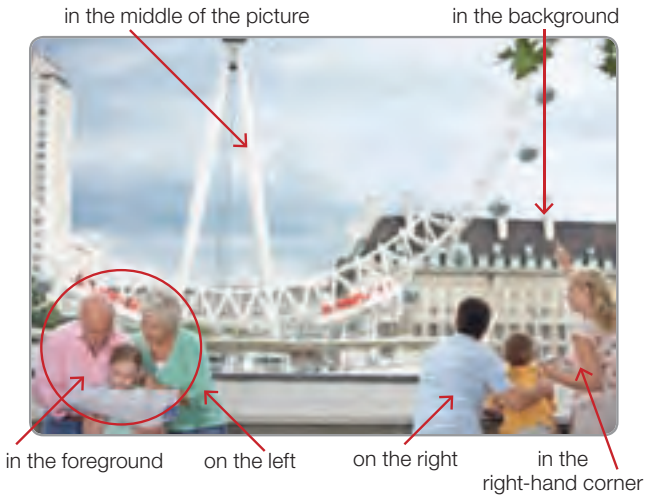
Writing A description of a picture

1 **Read the Writing File.**

Writing File Describing a picture

When you describe a picture or a photo, use these words and phrases to say where things are:

- in the foreground
- in the background
- in the centre/middle of the picture
- on the left/right
- in the left/right-hand corner



2 **Read the description. Find four words and phrases that say where things are.**

My favourite photo by Jamie

I took this photo on my mobile phone last month. It's of a family day out with my parents, my sisters, Tara and Marie and my cousin, Joe. We took our dog, Spot with us and Joe brought his dog, Rex. The house in the background is Blenheim Palace. It's a bit blurred, but it looks dramatic!

Joe and Rex are on the right of the picture. Rex was excited about some birds in a tree. He was barking and Joe was telling him to be quiet. Marie and Tara were laughing because Rex wasn't listening. That's Spot in the foreground of the picture and Mum and Dad are in the background. Dad was taking a video with his new video camera. I like this photo because it's amusing. You can see how everyone feels – especially Rex!

3 **Look at Jamie's photo. Are the sentences true (T) or false (F)?**

1 There is a dog in the left-hand corner. *F*
2 There are two people in the centre of the picture.
3 There's a palace in the background.
4 There's a man with a video camera on the right.
5 There's a small dog in the foreground.
6 There's a girl on the left.

4 **Read the description again. Answer the questions.**

1 Where were Jamie and his family?
They were at Blenheim Palace.
2 When did they go there?
3 Why was Rex barking?
4 Why were Marie and Tara laughing?
5 What was Jamie's dad doing?
6 Why does Jamie like the photo?

5 **Choose an interesting photo of your family or friends. Ask yourself these questions. Make notes.**

1 Where is it?
2 Why were you there?
3 Who/What is in the photo?
4 Where are the different people in the photo?
5 What were they doing?
6 Why do you like the photo?

6 **Write a description of your favourite picture or photo. Use 'My favourite photo' and your notes from Exercise 5.**

My favourite photo

1 Introduction: where, when and who
I took this photo .... (when?). *I was* .... (where?) .... (who with?) .... .
2 Description
• what you can see in the photo
.... *is on the right of the picture and* .... .
In the background there is/are .... .
• what the people were doing
My parents/brother/cousin was/were .... .
3 Conclusion: Why you like the photo

Remember!
- Say where things and people are in your photo.
- Say what people were doing.
- Use the vocabulary in this unit.
- Check your grammar, spelling and punctuation.

Refresh Your Memory!

Grammar Review

1 **Complete the sentences with the Past simple form of these verbs.**

go	~~have~~	make	not do	not write	see	send

1 *Did* they *have* their English lesson this morning?
2 I .... you a text message five minutes ago.
3 We .... to the cinema last weekend.
4 I .... my homework last night. I was very tired.
5 .... you .... some sandwiches for lunch?
6 She .... her blog last weekend. She didn't have time.
7 He .... a dramatic photo in the newspaper yesterday.

2 **Complete the story with the Past continuous form of the verbs.**

It was 4.30 p.m. and I [1] *was sitting* (sit) on the school bus with my friend Emma. We [2] .... (not talk) because Emma [3] .... (read) a magazine. I [4] .... (look) out of the window. It [5] .... (rain) and people [6] .... (walk) along the street. A girl and a boy [7] .... (stand) near the bus stop and they [8] .... (laugh). The boy [9] .... (not carry) an umbrella and his hair was wet. He [10] .... (hold) the girl's hand. I recognised the boy – it was Emma's boyfriend! Then I looked at Emma. She [11] .... (not read) her magazine, she [12] .... (look) out of the window and she [13] .... (not smile).

3 **Choose the correct options.**

Ben I [1] *called / was calling* you last night. Where were you?
Nina I was at home all evening. What time [2] *did you call / were you calling*?
Ben At 8 o'clock. The phone [3] *rang / was ringing* for a long time!
Nina That's funny. I [4] *didn't hear / wasn't hearing* it.
Ben [5] *Did you sleep / Were you sleeping*?
Nina No, I wasn't. I wasn't tired!
Ben Then what [6] *did you do / were you doing*?
Nina Ah, I remember. I [7] *listened / was listening* to some music on my MP3 player.

Vocabulary Review

4 **Correct the sentences. Use these words.**

colourful	dark	~~fake~~	horrible
interesting	old-fashioned	silly	

1 That's a cheap diamond ring. It's probably ~~**real**~~. *fake*
2 I love wildlife photos. They're often really **boring**.
3 Matt was **lovely** to Sue. He really upset her.
4 It's six o'clock in the evening. It's already **light** outside.
5 It's **sensible** to ride a bike without a helmet.
6 My grandmother's apartment is very **modern**.
7 That's a really **dull** picture. I love the bright colours.

5 **Complete the sentences with these adjectives.**

afraid	angry	bad	bored
~~excited~~	interested	popular	tired

1 Paolo is very *excited* about his holiday.
2 They were .... with the TV show. It was really dull.
3 I'm .... at Maths. I never get good marks for my homework.
4 Magazines are always .... with girls.
5 Guess what?! Joel is .... of mice!
6 Are you .... in football?
7 I'm .... of homework. There's too much to do.
8 I was .... with my brother because he ate my pizza.

Speaking Review

6 1.25 **Put the conversation in the correct order (1–6). Then listen and check.**

a Can I have a party on my birthday? *1*
b Yes, I do! It's very expensive!
c Do you mind if I take the whole class?
d No, it isn't. You can go to a pizzeria.
e Great! Is it OK if I have the party at home, with my friends?
f Hmm … OK. Yes, you can.

Dictation

7 1.26 **Listen and write in your notebook.**

My assessment profile: Workbook page 128

Refresh Your Memory!

Exercise 1

Answers

2 sent
3 went
4 didn't td o
5 Did, make
6 didn't write
7 saw

Exercise 2

Answers

2 weren't talking
3 was reading
4 was looking
5 was raining
6 were walking
7 were standing
8 were laughing
9 wasn't carrying
10 was holding
11 wasn't reading
12 was looking
13 wasn't smiling

Exercise 3

Answers

2 did you call
3 rang
4 didn't hear
5 Were you sleeping
6 were you doing
7 was listening

Exercise 4

Answers

2 interesting
3 horrible
4 dark
5 silly
6 old-fashioned
7 colourful

Exercise 5

Answers

2 bored
3 bad
4 popular
5 afraid
6 interested
7 tired
8 angry

Exercise 6 (Track 1.25)

Answers

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

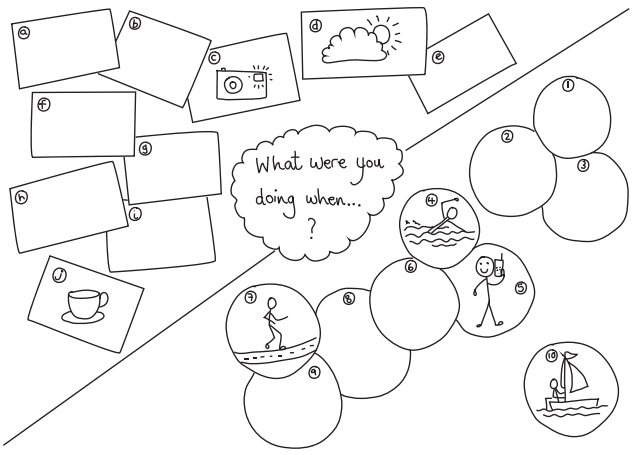
Exercise 7 (Track 1.26)

Answers and Audioscript

She was looking at some photos when she saw an interesting picture. It was at her friend's birthday party. Her friend was in the centre of the photo. She was wearing a colourful dress and she was singing. People were listening and smiling. Everyone was having a good time.

Extra activity

Revise the Past simple and Past continuous:
– Write *What were you doing when …?* in a cloud in the centre of the board and divide the board in two diagonally.
– Draw up ten blank rectangular 'photos' on the top left part of the board and label them a)–j). Explain to students that these are going to contain objects and draw the camera in c), the sun going behind a cloud in d) and a cup of coffee in j).
– Ask individual students to come up to the board and draw random objects in the remaining 'photos' to complete the ten rectangles. Elicit the vocabulary for each picture from the class.
– Draw up ten blank circles on the bottom right part of the board and label them 1–10. Explain to students that these are going to contain people doing actions and draw the person swimming in 4, the person talking on the phone in 5, the person running in 7 and the person sailing in 10.
– Again, ask students to come up to the board and complete the remaining circles with actions and elicit the vocabulary from the class.
– Demonstrate the activity by giving students a letter and a number at random and explain that they have to make a sentence using *when* or *while* linking the two pictures, e.g. *4–d) 'I was swimming in the sea when the sun went behind a cloud.'*
– Students work in pairs, taking turns to choose a number and letter for their partner who has to try and make a sentence. Tell them that they can repeat the pictures as often as they wish to make different combinations.



My Assessment Profile Unit 2

See Workbook page 128

Culture 2 – The Republic of Ireland

See Teacher's Book page 220 and Students' Book page 122 (for extra reading, discussion and writing work).

Real World Profiles

Cultural notes

- *Kieron Williamson* has been painting since an early age and his astonishing talent has been widely reported around the world. He works in oils, watercolours and pastels, and has been referred to as both 'the world's next Picasso' and a 'mini-Matisse' by journalists. He has become one of the most collectable artists in the world and held various exhibitions, all of which have sold out in record time. The paintings in his 2009 exhibition sold for a total of over £18,000 and in his 2010 exhibition the paintings made over £150,000. Collectors from all over the world, including China, South Africa and the USA are now paying thousands of pounds for his works and in 2012 he sold all 12 paintings in his exhibition in just over ten minutes.

Exercise 1

- Draw students' attention to the photo and ask students what they can see.
- Students read the profile and complete the sentences.
- Check answers as a class.
- If you have a world map available, ask students where the south-east of England is.

Answers

1 the United Kingdom **2** 10/ten years
3 football; computer games

Key Words

Be prepared to focus on the Key Words, either by pre-teaching them, eliciting their meaning after students have read the text, or through dictionary or definition writing work.

exhibition – when an artist shows all his pictures together in the same place, sometimes to sell them

soldo ut – when everything is sold and there is no more available

drawing pad – a book with good quality paper which artists draw pictures in

scenery – the view of the country, for example hills, grass, forests, etc.

countryside – an area that isn't in the city and is green and natural with animals, trees, fields, etc.

Exercise 2 (Track 1.27)

- Students read the article and answer the questions.
- If you wish, play the recording for students to listen and read.
- Students check in pairs before you check answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

2 He lives with his mum, dad and little sister, Billie-Jo.
3 He was five years old when he started painting.
4 His first painting was of some boats.
5 His paintings got better and he started to add background scenery, hills and houses.
6 A local artist helped him develop his hobby.
7 His paintings are of the countryside around his town and are dramatic and colourful.
8 They are more than £1,000 each.

Extra activity

Extend the work on Kieron Williamson by asking students to visit his website and choose one of his pictures which they like. Students then write a description of the pictures using the phrases for describing a picture from page 27 and present and past tenses as appropriate.

Class discussion

- Read through the questions with the class.
- Students then work in pairs or small groups, talking about the questions.
- Monitor, but do not interrupt fluency.
- Take feedback as a class.
- Ideally the class discussion activity should be completed in English but you may want to support weaker students with some L1 if necessary.

Extra activity

Ask students additional questions related to the topic of the text, e.g.

1 What are some of the possible negative effects of becoming famous very young?
2 Can you think of any other artists, musicians or composers who became famous very young? Did they have happy lives?
3 Do you think people can learn to be great artists? Why?/Why not?
4 Do people with incredible talent have other problems in life? What sort of problems do they have?
5 Would you like to be a 'child prodigy' like Kieron? Why?/Why not?

In this unit have you …

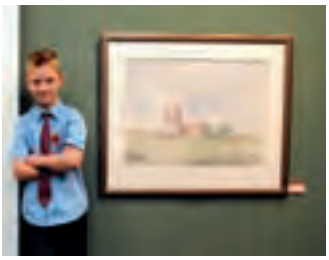
… used Grammar and Vocabulary worksheet?
… used Reading and Listening worksheet?
… used Writing worksheet?
… used Speaking worksheet?
… used Unit test?

With the exception of the Speaking and Writing worksheets, all the Teacher's Resources are at two levels of difficulty:

* For students who need extra help and support
** For students who require an additional challenge

Real World Profiles

Kieron Williamson's Profile



Age: 10 years old

Home country: United Kingdom

My favourite things …

painting, football, watching TV, computer games

Reading

1 **Read Kieron's profile. Complete the sentences.**

1 Kieron comes from .... .
2 He's .... old.
3 He likes playing .... and .... .

2 1.27 **Read the article. Answer the questions.**

1 Which artists is Kieron sometimes compared to?

Picasso and Matisse.

2 Who does he live with?
3 How old was he when he started painting?
4 What was his first painting of?
5 How did his paintings change?
6 Who helped him develop his hobby?
7 What are his paintings like?
8 How much are Kieron's pictures?

Kieron's paintings

Young artist

He's a famous English artist. He is in the newspapers and on TV and all the tickets for his last exhibition sold out in fourteen minutes! He's called the new 'Picasso', or the 'mini-Matisse' and he's only ten years old. Meet Kieron Williamson.

Kieron was born in 2002 in a town in the south-east of England. He lives with his mum, dad and little sister, Billie-Jo. Kieron is a typical boy. He's good at computer games and he watches TV, he's interested in football and he likes riding his bike. He's also a brilliant artist. It all started on a family holiday when he was five years old. He was playing on the beach when he saw some boats. He asked his parents for a drawing pad and the next day he began to draw pictures of them. At first his drawings weren't great, but then he started to add background scenery, hills and houses. His pictures got better and better and he began to ask his parents for advice. Kieron's mum and dad are not artists, so they asked a local artist for help. She gave Kieron lessons and in August 2009, he had his first exhibition.

Kieron works hard at his art. He gets up at 6 a.m. every morning and paints. His pictures are of the countryside around his town. They're dramatic and colourful and he paints four or five every week. People all over the world love Kieron's paintings – and lots of people are collecting them, so they now cost more than £1,000 each.

Key Words

exhibition, sold out, drawing pad, scenery, countryside

Class discussion

1 Do you know any famous artists from your country?
2 How old were they when they started painting?
3 Do you know any paintings by Picasso or Matisse? What are they like?

3 It's A Bargain!

Grammar	Comparatives and superlatives; *too* and *enough; much, many, a lot of*
Vocabulary	Shopping nouns; Money verbs
Speaking	Asking for help
Writing	A customer review

Vocabulary Shopping nouns

1 1.28 **Match the pictures (1–15) to these words. Then listen, check and repeat.**

bargain	cashpoint	change	coin
customer	high street	market stall	note
price	products	queue	sale
shop assistant	shopping basket *1*	stallholder	

Word list page 43 **Workbook** page 106

2 **Complete the conversation with the words in Exercise 1.**

Dean This is my favourite shop on the [1] *high street*.
Louis I love this coat, but how much is it?
Dean Ask the [2] .... . She'll know.
Louis Oh! It's £17. It's half price in the [3] .... .
Dean It's a [4] ....! Are you going to buy it?
Louis Yes, but I must go to the [5] .... first. I've only got a twenty pence [6] .... and I can't buy a coat with that!
Dean But there's always a long [7] .... at the cashpoint. Here's a twenty pound [8] .... . You can get some money later.

3 **Complete the sentences with the words in Exercise 1.**

1 The *price* of petrol is very high.
2 Lucy makes T-shirts and sells them at a .... on Saturdays. She knows all the other .... .
3 This shop sells really good .... – they often buy from the local farmers.
4 Shop assistants should always make sure they give the .... the correct .... when they buy something.

4 **In pairs, ask and answer about your local area.**

1 Where or when are there good bargains?
2 Which shops have friendly shop assistants?
3 Where or when are there often queues?

Brain Trainer Unit 3
Activity 2 Go to page 113

Unit contents

Vocabulary
- Shopping nouns – *bargain*, *cashpoint*, *change*, *coin*, *customer*, *high street*, *market stall*, *note*, *price*, *products, queue*, *sale*, *shop assistant*, *shopping basket*, *stallholder*
- Money verbs – *buy/sell*, *cost/afford*, *lend/borrow, pay in cash/pay by credit card*, *save/spend*, *win/earn*

Grammar
- Comparatives and superlatives
- *too* and *enough*
- *much*, *many*, *a lot of*

Communication
- Asking for help
- Writing a customer review; Expressing opinion – *I (don't) think (that)*, *In my opinion*, *I find it*

Pronunciation
- /ɒ/ and /əʊ/

Culture 3 – Sports in the UK

Keyco mpetences
- Linguistic competence
- Mathematical competence
- Data processing and digital competence
- Interpersonal, social and civic competence
- Learning-to-learn
- Autonomy and personal initiative

Vocabulary Shopping nouns

Exercise 1 (Track 1.28)
- Individually, students match the words and the pictures.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each word to check students' pronunciation.

Answers

2 price
3 high street
4 cashpoint
5 sale
6 market stall
7 products
8 bargain
9 stallholder
10 note
11 coin
12 queue
13 customer
14 change
15 shop assistant

Exercise 2
- Students complete the conversation.
- They then check in pairs before checking answers as a class.

Answers

2 shop assistant
3 sale
4 bargain
5 cashpoint
6 coin
7 queue
8 note

Extra activity

Drill the conversation for correct pronunciation. Divide the class in half down the centre. Tell the half on the left that they are going to be Dean and the half on the right that they are going to be Louis. Build up the conversation step by step until students can perform it unprompted.

Exercise 3
- Students work individually and then compare their answers in pairs.
- Check answers by asking individual students to read the sentences.
- Drill the sentences for pronunciation and intonation.

Answers

2 market stall, stallholders
3 products
4 customer, change

Extra activity

Stronger groups or fast finishers work on definition writing technique. Individually or in pairs, students write definitions for five of the words from Exercise 1. Monitor and help with vocabulary and grammar if necessary. They swap their definitions with another pair and try to identify each other's words.

Exercise 4
- Check the pronunciation of the questions before students work in pairs.
- In pairs, students ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency.

Further practice
Workbook pages 24 and 106

Brain Trainer Unit 3 Activity 2
See Teacher's Book page 211 and Students' Book page 113

Reading

Revision

First – Books closed. Quickly review the pronunciation of the alphabet with the class, paying particular attention to any letters which habitually cause problems to your learners. Then, write the following word skeleton on the board:
_ _ a _ _ _ o _ _ _ _
Second – Pick individual students, asking them to say a letter. If the letter they choose is in the word, write it in the correct position. If it is not, write it in a column on one side of the board. When students think they know what the word is, they put their hands up. (Answer: *stallholder*)
Third – Continue with other shopping nouns, leaving out all but one or two of the letters when you write it up on the board. If you have a stronger group, allow individual students to come to the board and take your place, or continue the activity in pairs.

Cultural notes

- *Spitalfields Market* in one form or another has existed since 1638. Fruit and vegetables were sold on the original site, just east of the City of London, until 1991 when due to space limitations it was moved to a new site much further from the centre of the city. The fruit and vegetable market continues to be one of the biggest in Europe. The old market site was then transformed and now houses shops, restaurants and a very popular arts and crafts market.

Exercise 1

- Draw attention to the photo and ask students what they can see.
- Individually, students decide if the sentences are true or false.

Exercise 2 (Track 1.29)

- Make sure students understand not to read in detail at this point.
- Students scan the magazine article quickly to check their answers.

Answers

2 False (One of the customers, Nick Baines, is only 16.)
3 True
4 False ('Prices here are often cheaper than in the shops …')

Exercise 3

- Individually, students match the headings to the paragraphs.
- If you wish, play the recording for students to listen and read.
- Check answers as a class.

Answers

2 A **3** B **4** C

Exercise 4

- Students read the text again and answer the questions.
- They then check in pairs before checking answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

2 No, it isn't. There isn't enough space for everyone.
3 People bought fruit and vegetables there.
4 Because lots of stalls moved to a bigger market further from the centre of London.
5 He likes the cheap prices and the bargains.
6 The food is better because it comes from local farms.
7 Because all the shops are the same and they all have the same products.

Exercise 5

- Check the pronunciation of the questions before students work in pairs.
- In pairs, students ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency.

Extra activity

Use the questions in Exercise 5 for a class survey. Students use a mill-drill to find out their classmates' answers to the questions and make a note of all the answers.
In pairs, they then collate this data in an appropriate way and prepare a poster to present to the class. For example:

1 *What are the markets like in your area?* – Create a bar chart with four categories: *very bad – OK – very good – excellent*, showing how many people answered for each category.
2 *How often do you go to a market?* – Prepare a pie chart with five categories: *never – once or twice a year – once or twice a month – every week – more than once a week*, showing the frequency students go to markets.
3 *What do you buy there?* – Make a collage with pictures of some of the things students buy. The pictures for the things students buy most could be larger and the things they buy least, smaller.
4 *What do you like/dislike about markets?* – Make a two-column table listing the things students like and dislike about markets.

Further practice

Workbook page 25

Reading

1 **Look at the photos. Do you think these sentences are true (T) or false (F)?**

1 The market is very old. *T*
2 These days, it's only popular with old people.
3 It sells fresh food.
4 The prices are expensive.

2 1.29 **Read the magazine article and check your answers to Exercise 1.**

3 **Read the article again. Match the headings (A–D) to the paragraphs (1–4).**

A The market has a long history.
B Today, that is difficult to believe.
C Shopping is often more interesting at the market, too.
D The award is no surprise to Spitalfields' stallholders. *1*

4 **Answer the questions.**

1 What did Spitalfields Market win?
The title of 'Best Market' in the British Market Awards.
2 Is it easy to have a stall at the market?
3 What did people buy at Spitalfields Market before the 1990s?
4 Why did people think the market had no future?
5 What does Nick like about the products at the market?
6 What is good about the food at the market?
7 Why doesn't Diyanah like shopping in the town centre?

5 What about you? **Answer the questions.**

1 What are the markets like in your area?
2 How often do you go to a market?
3 What do you buy there?
4 What do you like/dislike about markets?

News London

London Market Wins Award

Spitalfields has won the title of 'Best Market' in the British Market Awards.

1 .... 'This is the most fashionable market in Britain!' says Vicky Green at her bag stall. 'It's popular with lots of famous people. Every stallholder in London wants to be here, but there isn't enough space for everyone.'

2 .... For hundreds of years, it was the best place to buy fruit and vegetables in London. But by the 1990s, the fruit and vegetable stalls were too big for the small market area at Spitalfields. The stalls moved to a bigger market further from the centre of London. A lot of people thought that Spitalfields Market had no future.

3 .... It now has hundreds of stalls, with everything from Indian scarves to African drums, from fresh bread to designer jeans. And customers love it. 'Prices here are often cheaper than in shops, so you can find some great bargains,' explains Nick Baines, 16. Others come to the market for the quality of its food. 'Supermarket food isn't fresh enough,' says Kath Manning, 40. 'The food here is better because it comes from local farms and the stallholders are friendlier than shop assistants.'

4 .... 'In every high street in Britain, you find the same shops with the same products,' says Diyanah Chowdray, 21. 'I prefer Spitalfields because the stalls here change every week and you can't buy their products anywhere else.'

For Spitalfields and other markets like it, the future has never looked better.

Grammar Comparatives and superlatives

Adjective	Comparative	Superlative
cheap	cheaper	cheapest
nice	nicer	nicest
big	bigger	biggest
friendly	friendlier	friendliest
interesting	more interesting	most interesting
good	better	best
bad	worse	worst
far	further	furthest

Stallholders are friendlier than shop assistants.
Spitalfields is the most fashionable market in Britain!

Grammar reference Workbook page 90

1 **Study the grammar table and the examples. Complete the rules with *comparative* or *superlative*.**

1 We compare two people or things with the .... .
2 We compare one person or thing to the rest of its group with the .... .
3 We use *the* before the .... .
4 We use *than* after the .... .

2 **Complete the sentences with the correct form of the adjectives.**

1 We're *hungrier* (hungry) than you.
2 August is the .... (hot) month of the year.
3 It is the .... (large) market in Britain.
4 The T-shirt is .... (clean) than the jacket.
5 My sister's .... (selfish) than my brother.
6 This is the .... (bad) day of my life!

3 **Complete the text with the correct form of the adjectives.**

The [1] *most popular* (popular) markets in Thailand are on water and the stalls are boats. Taling Chan is the [2] .... (good) market near the city of Bangkok, but the [3] .... (big) and [4] .... (busy) market in Thailand is at Ratchaburi. It is [5] .... (far) from Bangkok than Taling Chan and prices there are [6] .... (expensive) than prices in other places. Why? Because this market is one of the [7] .... (famous) and [8] .... (exciting) markets in the world!

too and *enough*

The jeans are too expensive.
The jeans aren't cheap enough.
I haven't got enough money for the jeans.

Grammar reference Workbook page 90

4 **Study the grammar table. Complete the rules with *too* or *enough*.**

1 We use .... + adjective.
2 We use *(not)* adjective + ...
3 We use .... + noun.

5 **Make sentences and questions.**

1 aren't / people / There / enough
There aren't enough people.
2 you / too / tired / Are / ?
3 fast / enough / It / isn't
4 never / food / enough / eats / She
5 clever / I'm / enough / not
6 She / too / works / always / hard

6 **Complete the second sentence so it means the same as the first. Use the word in brackets.**

1 That colour is too bright. (dark)
That colour *isn't dark enough*.
2 The shopping basket is too heavy. (light)
The shopping basket .... .
3 The film wasn't exciting enough for me. (boring)
The film .... for me.
4 Our football team is too small. (players)
We haven't got .... in our football team.
5 The library is never quiet enough. (noisy)
The library is always .... .

7 **What about you? Make sentences about different shops, shopping areas or markets where you live. Use comparatives, superlatives, *too* and *enough*. Use some of these adjectives.**

big	busy	cheap	cool
expensive	good	interesting	noisy
old	quiet	small	

The shopping centre is too busy on Saturdays.

There aren't enough clothes shops in the town centre.

Grammar Comparatives and superlatives

Language notes

Make sure students remember the basic spelling rules relating to comparatives and superlatives.
In most cases we simply add *-er* to a short adjective to form the comparative and *-est* to form the superlative.
However, there are three exceptions to this rule:
Adjective ends with *-e*: add only *-r* or *-st*, e.g. *nice* which becomes *nicer* or *nicest*.
Adjective ends with consonant + vowel + consonant: double the consonant, e.g. *big* which becomes *bigger* or *biggest*.
Adjective ends with *-y*: add *-ier*, e.g. *friendly* which becomes *friendlier* or *friendliest*.
With long adjectives we use *more* or *most* before the adjective. Note that *long adjectives* is used to refer to adjectives of two or more syllables. There are however a few exceptions when an adjective has a very weak second syllable the most common of which are *quiet – quieter* (not ~~*more quiet*~~) and *clever – cleverer* (not ~~*more clever*~~).

Exercise 1

- Read the grammar table with students.
- Students work individually, completing the rules and referring back to the grammar table where necessary.

Answers

1 comparative **2** superlative **3** superlative
4 comparative

Exercise 2

- Students complete the sentences with the correct form of the adjectives.
- Check spelling by asking individual students to write answers on the board.

Answers

2 hottest **3** largest **4** cleaner **5** more selfish
6 worst

Exercise 3

- Students complete the text with the correct form of the adjectives.
- They then check in pairs before checking answers as a class.

Answers

2 best **3** biggest **4** busiest **5** further
6 more expensive **7** most famous **8** most exciting

Further practice

Workbook pages 26 and 90–91

too and *enough*

Exercise 4

- Read the grammar table with students.
- Check the answers as a class.

Answers

1 too **2** enough **3** enough

Exercise 5

- Students use the prompts to make sentences and questions.
- Drill the sentences and questions for pronunciation and intonation.

Answers

2 Are you too tired? **3** It isn't fast enough.
4 She never eats enough food.
5 I'm not clever enough. **6** She always works too hard.

Exercise 6

- Read through the example with students.
- Make sure students understand that they mustn't change the meaning of the sentence.
- Check answers as a class.

Answers

2 isn't light enough **3** was too boring **4** enough players
5 too noisy

Exercise 7

- Individually, students make sentences about shopping.
- Monitor and point out errors for students to self-correct.
- Ask some students to say their sentences for the class to hear.

Possible answer

This is the most interesting market I've ever been to.
Buy it! You've got enough money and it isn't too expensive.
Camden Market is the coolest and busiest market in London.
Working in a market is more interesting than working in a shop.
This shopping basket isn't big enough. Have you got a bigger one?

Extra activity

Stronger groups work in pairs making a shopping list for a party for ten people. Tell students they haven't got much money and that they have to discuss what food and drink they need to buy, using *too* and *enough* as appropriate. As an example, tell them you're going to buy ten pizzas (to elicit *'That's too expensive! Let's buy three pizzas.'*) and one bottle of cola (to elicit *'That isn't enough cola! We need four bottles. Cola is cheap.'*). Students then work in pairs, discussing the shopping list for their party.

Further practice

Workbook pages 26 and 90–91

Vocabulary Money verbs

Revision

First – Prepare a *Live Listening* comparing two shops or markets in your area which will be familiar to students and recycle the shopping nouns from page 30. With stronger students you can also include some of the money verbs from this section. Use the following text as an example:
My favourite market stall in town is on the high street. I always buy my fruit and vegetables there. The stallholder is really friendly and it isn't too expensive. The only problem is that he always gives me my change in coins – hundreds of coins – he never has enough notes! It's the most popular stall on the market, there's always a very big queue.
Behind it is 'Jangle' – the clothes shop – do you know it? I haven't got enough money to buy expensive clothes but I always find a bargain there. The prices are the cheapest in town and the products are good quality – I love it! The shop assistants aren't very nice, but there's never a queue and you can pay by credit card.

Second – Students listen and answer the following questions:
Does your teacher spend a lot of money going shopping? (Answer: *no*)
Where is the queue longest? (Answer: *at the market stall*)
Who is friendlier, the stallholder or the shop assistants? (Answer: *the stallholder*)

Third – In pairs, students try to make as many sentences about the two places as possible, using comparatives, superlatives, *too* and *enough* when appropriate, e.g. *'The stallholder on the market is more friendly than the shop assistants in 'Jangle'.', 'The stallholder doesn't have enough notes.'*, etc. Ask some students to say their sentences for the class to hear.

Exercise 1 (Track 1.30)

- Individually, students match the verb pairs and the pictures.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each word to check students' pronunciation.

Answers

3–4 lend/borrow
5–6 cost/afford
7–8 save/spend
9–10 win/earn
11–12 pay in cash/pay by credit card

Exercise 2

- Students complete the sentences with the correct verbs.
- Check answers as a class.

Answers

2 sells/buys
3 in cash/by credit card
4 borrow/lend
5 saved/spent
6 won/earns

Pronunciation /ɒ/ and /əʊ/

Exercise 3a (Track 1.31)

- Play the recording for students to listen and repeat.
- Highlight and drill the two sounds (/ɒ/ and /əʊ/) in isolation.

Exercise 3b (Track 1.32)

- Play the recording for students to listen and repeat the sentences.
- In pairs, students practise saying the sentences.

Extra activity

Write the following words on the board:
clock, *horrible*, *judo*, *laptop*, *office*, *often*, *pillow*, *poster*, *romantic*, *wardrobe*
Ask students to classify these words according to the pronunciation of the underlined sound.
(Answers: */ɒ/ – clock*, *horrible*, *laptop*, *office*, *often*; */əʊ/ – judo*, *pillow*, *poster*, *romantic*, *wardrobe*)

Further practice

Workbook page 123

Exercise 4

- Students work individually, matching the beginnings to the endings.
- They then check in pairs before checking answers as a class.

Answers

2 e **3** d **4** b **5** a

Exercise 5

- Elicit one or two example sentences before students make their own sentences.
- Monitor and point out errors for students to self-correct.

Further practice

Workbook pages 27 and 106

Brain Trainer Unit 3 Activity 3

See Teacher's Book page 211 and Students' Book page 113

Vocabulary Money verbs

1 1.30 **Match the pictures (1–12) to these verb pairs. Then listen, check and repeat.**

buy/sell *1–2*	cost/afford
lend/borrow	pay in cash/pay by credit card
save/spend	win/earn

Word list page 43 **Workbook** page 106

2 **Complete the sentences with the correct verbs.**

borrow/lend	~~cost/afford~~	in cash/by credit card
saved/spent	sells/buys	won/earns

1 The DVDs *cost* £12. I can't *afford* one. I haven't got enough money.
2 The stallholder .... fruit and vegetables. The customer .... her fruit from him.
3 Sam took out a note from his wallet and paid for the sandwiches .... . Ellie didn't have any cash so she paid for her lunch .... .
4 They sometimes .... their dad's laptop. But he doesn't always .... it to them.
5 Tara .... her money in the bank, so she's got £500 now. Tod .... all his money on computer games, so he hasn't got any money now.
6 Daniel .... £100 in a competition last week. Olivia only .... £100 in a week.

Pronunciation /ɒ/ and /əʊ/

3a 1.31 **Listen and repeat.**

/ɒ/	/əʊ/
cost	go
long	note
shop	show

b 1.32 **Listen and repeat. Then practise saying the sentences.**

1 Go home on the boat.
2 The shops don't close at six o'clock.
3 Can I borrow your orange coat?
4 The stallholder sold me some old posters.
5 The queue at the post office is so slow.

4 **Match the beginnings (1–5) to the endings (a–e) of the sentences.**

1 My favourite shop sells	**a** save for it.
2 I usually spend my money	**b** by credit card.
3 I sometimes borrow money	**c** pet snakes.
4 I usually pay for new clothes	**d** from my dad.
5 If I can't afford something nice, I	**e** on DVDs.

5 **Look at the sentence beginnings (1–5) in Exercise 4. Complete the sentences so they are true for you.**

Brain Trainer Unit 3
Activity 3 Go to page 113

Chatroom Asking for help

Speaking and Listening

1 **Look at the photo. What does Ella want to buy?**

2 1.33 **Listen and read the conversation. Check your answer.**

3 1.33 **Listen and read again. Answer the questions.**

1 What help does Tom give Ella?
He helps her with her bags.
2 Why does Ella want the T-shirt?
3 When does Ella want to buy the T-shirt?
4 Can the shop assistant save the T-shirt for Ella?
5 Why does Ella ask Tom about his money?
6 Does Tom think the T-shirt is a bargain?

4 **Act out the conversation in groups of three.**

Ella Hey, Tom. Can you give me a hand with these bags?
Tom Sure.
Ella Thanks. I want to look at these T-shirts.
Tom But you've got a lot of T-shirts, Ella. You don't need a new one.
Ella I haven't got many nice T-shirts. These are nicer than all my clothes at home. Oh look, there's the shop assistant … Excuse me, would you mind saving this for me until next week?
Assistant Sorry, I can't. It's against the rules.
Ella That's a shame. Er, Tom … how much money have you got?
Tom Why?
Ella Well, I can't afford any new clothes at the moment. Could you lend me some money?
Tom No problem. How much?
Ella £20.
Tom £20 is too much money for one T-shirt!
Ella But for £20 I can buy five T-shirts.
Tom Oh, Ella! You're impossible!

Say it in your language …
It's against the rules.
You're impossible!

34

Chatroom Asking for help

Revision

First – Write the following words on the left of the board and ask students to unscramble them (answers in brackets): *inw (win)*; *yub (buy)*; *rodaff (afford)*; *denl (lend)*; *nepds (spend)*; *yap ni hasc (pay in cash)*

Second – Write the following words on the right of the board and ask students to unscramble them (answers in brackets): *lesl (sell)*; *rowbor (borrow)*; *stoc (cost)*; *nare (earn)*; *vesa (save)*; *ayp yb diterc racd (pay by credit card)*

Third – Students match the words on the left and the right of the board to make six pairs of money verbs. Students compare their ideas in pairs before checking answers as a class. Check spelling by asking individual students to write answers in the centre of the board.
(Answers: *buy/sell*; *cost/afford*; *lend/borrow*; *pay in cash/ pay by credit card*; *save/spend; win/earn*)

Speaking and Listening

Extra activity

Ask students where Ella and Tom are (Answer: in a clothes shop). Give students a time limit of two minutes to brainstorm vocabulary for clothes. They then compare their vocabulary in pairs. Collate all vocabulary on the board and check spelling by asking students to spell the words to you.
(Possible answers: *boots*; *coat*; *dress*; *hat*; *jeans*; *jumper*; *pyjamas*; *sandals*; *scarf*; *shoes*; *shorts*; *skirt*; *T-shirt*; *trainers*; *trousers*)

Exercise 1

- Draw attention to the photo and ask students what they can see.

Exercise 2 (Track 1.33)

- Play the recording for students to listen, read and check their answer to Exercise 1.

Answer

Ella wants to buy a T-shirt.

Brain Trainer Unit 3 Activity 1

See Teacher's Book page 211 and Students' Book page 113

Exercise 3 (Track 1.33)

- Repeat the recording for students to answer the questions.
- They then check in pairs before checking answers as a class.

Answers

2 Because she hasn't got many nice T-shirts.
3 She wants to buy the T-shirt next week.
4 No, she can't. It's against the rules.
5 Because she can't afford any new clothes at the moment and wants to borrow money from him.
6 No, he doesn't. He thinks it's too much money.

Extra activity

Write the phonetic symbols /ɒ/ and /əʊ/ on the board and drill them for pronunciation. In pairs, students find words in the conversation containing the sounds. Check answers by drawing a table on the board with two columns, one for each sound, and asking individual students to complete the columns with words from the conversation.
(Possible answers: /ɒ/ – *Tom*, *want*, *lot*, *of*, *got*, *shop*, *sorry*, *problem*; /əʊ/ – *don't*, *clothes*, *home*, *oh*, *moment*, *no*)

Exercise 4

- Divide the class into groups of three.
- Students act out the conversation.
- Monitor and correct students' pronunciation as appropriate.
- Nominate one group to perform the conversation for the class.

Say it in your language …

Ask students to find the phrases in the conversation and look at them in context to try to deduce the meaning.

It's against the rules. – used to say that you can't do something because it is not permitted by an organisation. The phrase 'against the rules' is also commonly used in relation to school. You might use it in class, for example, if a student is wearing a piece of non-regulation clothing, e.g. *'Jonathan, you know it's against the rules to wear trainers.'*

You're impossible! – exclamation showing irritation with a person and their actions or behaviour. The degree of irritation is conveyed by the intonation: bright, 'light' intonation can indicate that the phrase is being used humorously; angry, 'heavy' intonation indicates more serious irritation.

Exercise 5

- Students refer back to the conversation and complete the sentences.
- Check answers as a class.
- Drill the sentences for word stress and intonation.

Answers

2 Would you mind **3** Could you

Exercise 6

- Read through the phrases for asking for help with the class.
- Students read the conversation again and find the three responses.

Exercise 7 (Track 1.34)

- Play the recording, pausing after each section for students to decide if each person agrees to help or not.
- Repeat the recording, pausing after each line to check students' pronunciation.
- In pairs, students act out the conversations.

Answers

Ella and Ruby don't agree to help.
Tom agrees to help.

Exercise 8

- Read the examples in the speech bubbles with the class. Then elicit a second conversation from the class.
- Students then make their own conversations by replacing the words in purple.
- Stronger groups or fast finishers can use their own ideas.
- Monitor, but do not interrupt fluency unless students make mistakes with the use of the words and phrases for describing a place.

Further practice

Workbook pages 28 and 115

Grammar *much, many, a lot of*

Language notes

- Students revise here countable and uncountable nouns with *much*, *many* and *a lot of*. Students may also be familiar with the expression *lots of*, which is frequently used in place of *a lot of*. Both *lots of* and *a lot of* can be used with both countable and uncountable nouns and are therefore unlikely to cause students problems.
- In this lesson students are required to work with various countable and uncountable nouns, some of which may cause difficulty:
  person is countable but has an irregular plural, i.e. *people*. Other very common irregular plurals are *woman* → *women*, *child* → *children*, *tooth* → *teeth*, and *mouse* → *mice*.
  money is a generic term and can't be counted whereas individual currencies can, e.g. *dollar*, *euro* etc.
  cash is a similar case, it is a generic term referring to 'physical money', but cannot be counted whereas *coins* and *notes* can.
  time is also an uncountable noun, but its divisions, e.g. *seconds*, *minutes*, *hours*, *days*, *weeks* etc., are, of course, countable.

Extra activity

Write the following words on the board:
coin, *note*, *money*, *bargain*, *T-shirt*, *clothes*, *cashpoint*, *people*, *time*, *week*
In pairs, students decide if they are countable or uncountable. Check answers as a class.
(Answers: *countable* – *coin*, *note*, *bargain*, *T-shirt*, *cashpoint*, *people*, *week*; *uncountable* – *money*, *clothes*, *time*)

Exercise 1

- Read the grammar table with students.
- Students work individually, completing the rules and referring back to the grammar table where necessary.

Answers

1 too many **2** too much **3** a lot of
4 many, much, a lot of

Exercise 2

- Individually, students choose the correct options.
- Check answers as a class.

Answers

2 much **3** a lot of **4** many **5** much **6** a lot of

Exercise 3

- Students complete the text with the correct quantifiers.
- They then check in pairs before checking answers as a class.

Answers

2 a lot of **3** much **4** many **5** much **6** a lot of

Exercise 4

- Ask two students to read aloud the example question and answer.
- Monitor and help with grammar if necessary.

Further practice

Workbook pages 29 and 90–91

5 **Look back at the conversation. Complete the sentences.**

1 Can you *give me a hand* with these bags?
2 .... saving this for me until next week?
3 .... lend me some money?

6 **Read the phrases for asking for help. Find three responses in the conversation.**

Asking for help	Responding
Could you … ?	OK.
Can you …?	Sure.
Can/Could you give me a hand with …?	No problem.
Would you mind …*-ing*?	Sorry, I can't.

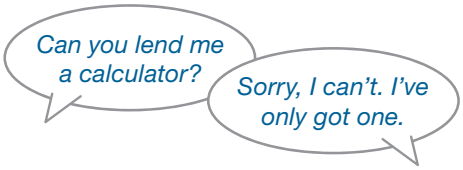
7 1.34 **Listen to the conversations. Does each person agree to help or not? Act out the conversations in pairs.**

Ruby Can you lend me [1] a pen?
Ella Sorry, I can't. I've only got one.

Ash Could you give me a hand with [2] this homework?
Ruby Sorry, I can't.

Ella Would you mind [3] carrying my bag?
Tom No problem.

8 **Work in pairs. Replace the words in purple in Exercise 7. Use these words and/or your own ideas. Act out the conversations.**



1 a pencil / a ruler / a rubber

2 my English / these sandwiches / this computer

3 taking a photo / opening the door / coming with me

Grammar *much, many, a lot of*

How much money has she got?	How many T-shirts has she got?
She's got a lot of money.	She's got a lot of T-shirts.
She hasn't got much/a lot of money.	She hasn't got many/a lot of T-shirts.
She's got too much money.	She's got too many T-shirts.

Grammar reference Workbook page 90

1 **Study the grammar table. Complete the rules with *(too) much, (too) many* or *a lot of*.**

1 With countable nouns, we use *a lot of* or .... .
2 With uncountable nouns, we use *a lot of* or .... .
3 In affirmative sentences, we usually use .... .
4 In negative sentences, we can use .... , ... or .... .

2 **Choose the correct options.**

1 There are too *much / many* people here.
2 He doesn't earn *much / many* money.
3 She does *a lot of / much* homework every night.
4 How *much / many* credit cards have you got?
5 I ate too *much / many* food yesterday.
6 He took *a lot of / many* photos.

3 **Complete the text with *much, many* or *a lot of*.**

How [1] *many* underground shops are there in your city? In Toronto, Canada, there are 1,200! In winter there's [2] .... snow in Toronto and people don't spend [3] .... time outside in the cold. In summer, there are too [4] .... cars on the streets and too [5] .... pollution. So, instead, [6] .... people like shopping on the 28 km of paths under the city.

4 **In pairs, ask and answer about these things.**

cash in your purse or wallet free time homework
shoes T-shirts

Reading

1 **Look at the heading and the photos. What connection do you think the photos have to the text?**

2 **Read the text quickly and check your ideas.**

3 1.35 **Read the text again. Match the headings (A–D) to the paragraphs (1–4).**

A An experience to remember
B International shopping
C Why shop online? *1*
D No one else has that!

4 **Read the text again. Answer the questions.**

1 How do online shoppers know if other customers like a product? *They read their reviews.*
2 Why is it difficult for some people to find nice things in their town?
3 Why did someone pay $40,668 for a box of hair?
4 How, according to the text, can the internet help you to be on TV?
5 How did Scarlett Johannson help Oxfam?
6 What two disadvantages of online shopping does the text mention?

5 **In pairs, compare shopping on the internet and shopping on your local high street.**

How much do you buy on the internet?
I buy about two things online every month.

Listening

1 **What problems do people sometimes have when they buy things online? Make a list.**

2 1.36 **Listen to the news report. Was the boy's problem one of the things on your list in Exercise 1?**

Listening Bank Unit 3 page 118

Reading

Exercise 1

- Draw attention to the heading and the photos and ask students what they can see.
- In pairs, students discuss the question.
- Take feedback as a class.

Exercise 2

- Students skim the text quickly and check their answer to Exercise 1.
- Make sure students understand not to read in detail at this point.

Answer

They are both things/people which can be found on the internet.

Key Words

Be prepared to focus on the Key Words, either by pre-teaching them, eliciting their meaning after students have read the text, or through dictionary or definition writing work.

advantage – a positive aspect of something

fan – a person who is very enthusiastic about something or someone

auction – a sale where objects are sold to the person who offers the most money

character – a fictional person who appears in a book, play, film or TV drama

novel – a book which contains one long fictional story

charity – an organisation which isn't interested in making money and only wants to help people in need

Exercise 3 (Track 1.35)

- Students read the text again and match the headings to the paragraphs.
- If you wish, play the recording for students to listen and read.
- Check answers as a class.

Answers

2 B **3** D **4** A

Extra activity

Write the *Key Words* on the left of the board and simple definitions on the right of the board in random order. Students look back at the text to see the words in context and match the words to the definitions. Check answers as a class.

Exercise 4

- Individually, students answer the questions.
- Students check in pairs before checking answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

2 Because not everyone likes the same things.
3 Because it was Justin Bieber's hair.
4 Because you can buy many things on the internet, for example, appearing on a TV show.
5 She gave the money from a charity auction for an evening with her to Oxfam.
6 You don't get much exercise and you don't see many friendly faces.

Exercise 5

- In pairs, students compare the ways of shopping.
- Take feedback as a class.

Listening

Cultural notes

- The information contained in the recording is all true. The story of the teenager who found €65,400 in cash in his delivery after buying a games console through online auction site eBay was widely reported around the world in July 2007. The boy and his family chose not to be named for personal reasons. The origin of the money, and whether the boy was ultimately allowed to keep it, has not been made public. Further information is available by searching the internet.

Exercise 1

- In pairs, students brainstorm possible problems with shopping online.
- Collate their ideas on the board and find out which, if any, of the problems they have experienced personally.

Exercise 2 (Track 1.36)

- Play the recording for students to find out if the boy's problem was on their list.
- Ask students if they think the story is true or not.

Possible answer

He bought a games console and two games from an onlinse auction site, but when the box arrived there were no games, just a lot of Euros!

Audioscript

See Teacher's Book page 225

Listening Bank

See Teacher's Book page 216 and Students' Book page 118

Further practice

Workbook page 30

Writing A customer review

Revision

First – Books closed. Give your students a ten-item spelling test. Students listen and write down the following words:

1 *expensive*
2 *hungrier*
3 *cleanest*
4 *worst*
5 *better*
6 *selfish*
7 *busiest*
8 *bigger*
9 *furthest*
10 *popular*

Second – Check answers by asking individual students to write words on the board. Students self-correct and give themselves one point for each word they spell correctly.

Third – In pairs, students decide if the adjectives are the base form, comparatives or superlatives. They then write the three forms for each adjective. Check answers as a class. Drill the vocabulary for pronunciation and word stress.

Exercise 1

- Read the Writing File with the class.
- Point out that after *I (don't) think (that)*, and *In my opinion* we use the present tense.

Exercise 2

- Students read the online review and find the three phrases that express an opinion.
- Check answers as a class.

Answers

I find it very easy to use.
In my opinion, the iPix S70 isn't the best small camera in the shops.
However, at £90, I think it's a good bargain.

Exercise 3

- Individually, students complete the sentences.
- Check answers by asking individual students to read the sentences.

Answers

1 I find it **2** I don't think **3** I think **4** In my opinion

Exercise 4

- Students read the online review again and answer the questions.
- They then check in pairs before checking answers as a class.
- Check answers by asking pairs of students to read questions and answers.

Answers

2 Yes, there is. It comes in a choice of six colours.
3 It's a good thing because it goes in a small bag easily.
4 You can take photos and make short videos with it.
5 Yes, it is. The writer finds it very easy to use.
6 The quality of the photos is sometimes a problem and the screen is too small.
7 The writer's opinion is that it is not the best camera in the shops, but it is a bargain.

Exercise 5

- Explain that students should only make notes at this point or write short sentences.
- Encourage students to ask you for any vocabulary they need.

Exercise 6

- Show students how the example text is divided into four paragraphs and tell them that they should now organise their notes in the same way.
- Read through the 'My review' writing guide. Make sure students understand that they should answer questions 1 and 2 in Exercise 4 in the first paragraph, questions 3, 4 and 5 in the second paragraph, question 6 in the third paragraph and question 7 in the fourth paragraph.
- Draw students' attention to the 'Remember!' checklist.

Extra activity

Add an extra 10–15 vocabulary items from this unit to the collection of Word Cards.
Revise all the vocabulary by playing a questions game. Tell students that they are going to work in groups of three, asking questions to identify words. Demonstrate yourself with one of the words. Students ask you *yes/no* questions to identify what the word is, e.g. *'Is it an adjective?'*, *'Have you got one in your bag?'*, *'Is there one in the classroom?'* etc. Divide the class into groups of three and give each group an equal number of vocabulary cards. If you have a few cards left over, give these to the stronger groups or fast finishers. Students work together, taking turns to ask and answer questions until they have identified all the words. Monitor and point out errors for students to self-correct.
When a group finish with their vocabulary cards, change them with another group until all the groups have revised all the cards.

Further practice

Workbook page 31

Writing A customer review

1 **Read the Writing File.**

Writing File Expressing opinion

You can introduce your opinion with:

I think (that) those boots are a waste of money.
I don't think (that) it's a very useful bag.
In my opinion, it's too expensive.
I find it very difficult to use.

2 **Read a customer's online review of a camera. Find three phrases that express an opinion.**

The iPix S70 camera costs £90 in the sale. It comes in a choice of six different colours.
The camera is only 10 cm long and it's very light, so it goes in a small bag easily. It takes great photos inside and outside and it can make short videos, too. I find it very easy to use.
However, it has some problems. When you take a photo of something too near to the camera, the quality of the photo isn't very good. Another problem is the size of the screen. It isn't big enough if you want to look at your photos on the camera.
In my opinion, the iPix S70 isn't the best small camera in the shops. However, at £90, I think it's a good bargain.

3 **Complete the sentences with these phrases.**

I don't think | I find it | I think | In my opinion

1 I love this book. .... very interesting.
2 I really don't want that poster. .... that it's very nice.
3 I never go there. .... , it's the worst shop in town.
4 .... , markets sell the freshest food.

4 **Read the review again and answer the questions.**

1 How much does the camera cost?
It costs £90 in the sale.
2 Is there a choice (e.g. of size, colour, etc.)?
3 Is its size a good thing or a bad thing? Why?
4 What can you do with it?
5 Is it easy to use?
6 What problems does it have?
7 What is the writer's general opinion of it?

5 **You are going to write a customer review of one of these products: a mobile phone, an MP3 player or a bag. Use the questions in Exercise 4 to help you. Make notes.**

6 **Write your customer review. Use 'My review' and your notes from Exercise 5.**

My review

Paragraph 1
Introduce the product. Say how much it costs and what choices there are (colour, size, etc.)

Paragraph 2
Describe the product. Say what you like about it.

Paragraph 3
Describe any problems with the product.

Paragraph 4
Summarise your opinion of the product.

Remember!

- Express opinions with expressions from the Writing File.
- Use the vocabulary and grammar you've practised in this unit.
- Check your grammar, spelling and punctuation.

Refresh Your Memory!

Grammar Review

1 **Make eight sentences comparing the shops in the table. Use the comparative or superlative form of these adjectives.**

bad	big	cheap	expensive
~~friendly~~	good	large	~~popular~~

	Pound Stop	Fashionista	Mason's
Size	2000 m²	900 m²	3500 m²
Prices	Everything £1	£2–£90	£30–£20,999
Customers per week	5000	12,000	2000
Shop Assistants	unfriendly	very friendly	friendly
Products	not very good	OK	very good

Fashionista is the most popular shop.

Mason's has got friendlier shop assistants than Pound Stop.

2 **Make sentences.**

1 hasn't / She / enough / friends / got
She hasn't got enough friends.
2 enough / T-shirt / The / big / isn't
3 The / too / expensive / are / scarves
4 is / market / too / The / noisy
5 money / don't / enough / We / earn
6 aren't / enough / My / fashionable / clothes

3 **Complete the conversation with *a lot of, much* or *many*.**

A I haven't got [1] *many* summer clothes, so I'm going shopping.
B Oh, I need [2] .... things in town. Can I give you a list? I can't go with you because I've got too [3] .... homework.
A OK, if you're quick. I haven't got [4] .... time. There's a bus in five minutes and you know there aren't [5] .... buses at the weekend.
B Thanks. Here's the list. I hope there aren't too [6] .... things.
A What? How [7] .... hands do you think I've got?! I can't carry all this!

Vocabulary Review

4 **Match these words to the definitions (1–6).**

bargain	~~cashpoint~~	coin
customer	sale	shopping basket

1 You use a card to get money from this. *cashpoint*
2 This type of money is small and hard.
3 You put the products you want to buy in a supermarket in this.
4 When a shop has this, the prices are cheaper.
5 This person buys things in shops.
6 This is a product with a cheap price.

5 **One of the underlined words in each sentence is incorrect. Correct it.**

1 'How much do the jeans ~~spend~~?' *cost*
'Ten pounds. They're a very good price.'
2 He wins a lot of money on his market stall because he sells really popular things.
3 Do you want to pay in cash or with credit card?
4 He can't cost designer clothes on the high street in his town.
5 Can I lend a ten pound note so I can buy my train ticket?
6 She won the lottery and spent all the money in the bank.

Speaking Review

6 1.37 **Complete the conversations with these words. Then listen and check.**

can	~~could~~	give	mind
problem	sorry	sure	with

A [1] *Could* you lend me your mobile phone for a minute, please?
B [2] .... . Here you are.
A Would you [3] .... carrying the shopping basket?
B OK. No [4] .... .
A [5] .... you [6] .... me a hand [7] .... the food?
B [8] .... , I can't. I'm too busy.

Dictation

7 1.38 **Listen and write in your notebook.**

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Refresh Your Memory!

Exercise 1

Possible answers

Mason's is the biggest shop.
Pound Stop is larger than Fashionista.
Pound Stop is the cheapest shop.
Mason's is more expensive than Fashionista.
Pound Stop has got the worst products.
Mason's products are better than Fashionista and Pound Stop.

Exercise 2

Answers

2 The T-shirt isn't big enough.
3 The scarves are too expensive.
4 The market is too noisy.
5 We don't earn enough money.
6 My clothes aren't fashionable enough.

Exercise 3

Answers

2 al oto f **3** much **4** much **5** many **6** many
7 many

Exercise 4

Answers

2 coin **3** shopping basket **4** sale **5** customer
6 bargain

Exercise 5

Answers

2 ~~wins~~ earns **3** ~~with~~ by **4** ~~cost~~ afford **5** ~~lend~~ borrow
6 ~~spent~~ saved

Exercise 6 (Track 1.37)

Answers

2 Sure **3** mind **4** problem **5** Can **6** give **7** with
8 Sorry

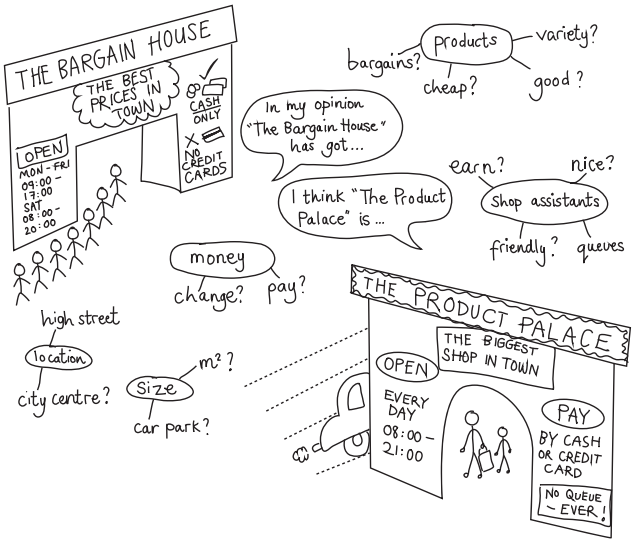
Exercise7 (Track 1.38)

Answers and Audioscript

1 This is the worst shop on the high street.
2 How much money do you earn?
3 I can only afford to buy things in the sales.
4 Can I borrow your credit card?
5 There are too many people in the queue for the cashpoint.
6 Stallholders are noisier than shop assistants.

Extra activity

Revise the vocabulary and the grammar of the unit:
– Draw the two shops on the board. Ask students if there are any shops like these in their town and which they would prefer to go shopping in.
– Write up the prompts on the top right and bottom left part of the board.
– Read the following sentences and ask students to say if they agree or disagree with you and why:
1 I think 'The Bargain House' is probably cheaper than 'The Product Palace'.
2 A lot of the products in 'The Product Palace' are probably too expensive for me!
3 In my opinion, the quality of the products in 'The Bargain House' isn't good enough.
4 I don't think that many people find really good bargains in 'The Product Palace'.
5 The queues at 'The Bargain House' are the biggest on the high street.
6 The shop assistants at 'The Bargain House' probably don't earn much money.
– Write up the two speech bubbles in the centre of the board.
– Students work in pairs, using information from the prompts or their own ideas to make sentences and agree or disagree with each other.



My Assessment Profile Unit 3

Workbook page 129

Culture 3 – Sports in the UK

See Teacher's Book page 221 and Students' Book page 123 (for extra reading, discussion and writing work).

MathsF ile Price of products across the world

Cultural notes

- Exactly how many currencies there are in the world is a subject of some debate as it depends on exactly how the term *currency* is defined but the figure is somewhere from 150–200. Some of the major currencies currently traded in the world include the US dollar, the euro, the yen, the pound sterling, the Australian dollar, the Swiss Franc and the Mexican peso.

Exercise 1

- Individually, students match the currencies to the countries.
- Check answers as a class and ask students if they know any other currencies.

Answers

dollar ($) – The USA
euro (€) – France
pound (£) – The UK
rand (R) – South Africa
yuan (¥) – China

Exercise 2

- Students read the magazine article and answer the questions.
- They then check in pairs before checking answers as a class.

Answers

2 A magazine is more expensive than a burger in the UK.
3 You can buy six magazines for the price of a cinema ticket in China.
4 You can find out about exchange rates online or in a newspaper, or in banks and post offices.

Key Words

Be prepared to focus on the Key Words, either by pre-teaching them, eliciting their meaning after students have read the text, or through dictionary or definition writing work.

currency – the specific money of a country or a region, e.g. dollars in the USA, pounds in the UK, euros in Europe, yen in Japan

exchange rate – the quantity of money you receive when you change one currency for a different one, for example £1=US$1.50

Exercise 3

- Check students understand how to use the table of exchange rates by completing one or two examples with the class.
- Individually, students calculate the prices of the items in euros.

Answers

	The UK	China	TheU SA
Ac inemat icket	€9.60	€3.00	€6.75
A burger	€2.64	€1.45	€2.70
Am agazine	€4.20	€0.50	€2.62
Trainers	€72.00	€38.80	€41.25

Exercise 4 (Track 1.39)

- Make sure students understand that the sentences they are going to hear relate to the table in the magazine article and the prices in euros they calculated in Exercise 3.
- Play the recording for students to decide if the sentences are true or false.
- When checking answers, ask students to read the section of the text which supports their answers.

Answers

1 True
2 False (The UK is the most expensive country for magazines.)
3 True
4 False (China has the cheapest burgers.)
5 True

My Maths File

Exercise 5

- Explain that students should use the table in the magazine article as a model but that their table will only have three rows and three columns.
- Tell students that exchange rates change continuously and they can either use the exchange rates in Exercise 3 or they can find more up-to-date rates on the internet.
- Remind students that there is a lot of information on the internet about product prices.

Exercise 6

- Individually, students prepare their poster.
- Make sure students understand that they should include their table and at least six sentences comparing the prices.
- Monitor and help where necessary.
- If students used exchange rates from the internet, they should include these on their poster.

In this unit have you …

… used Grammar and Vocabulary worksheet?
… used Reading and Listening worksheet?
… used Writing worksheet?
… used Speaking worksheet?
… used Unit test?

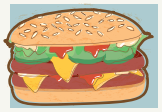
With the exception of the Speaking and Writing worksheets, all the Teacher's Resources are at two levels of difficulty:

* For students who need extra help and support
** For students who require an additional challenge

Maths File

Price of products across the world

Do you pay more for products than people in other countries? Look at this table and find out.

	the UK	China	The USA	France
	£8.00 (€...)	¥30 (€...)	$9.00 (€...)	€6.20
	£2.20 (€...)	¥14.50 (€...)	$3.60 (€...)	€3.50
	£3.50 (€...)	¥5 (€...)	$3.50 (€...)	€2.40
	£60.00 (€...)	¥388 (€...)	$55.00 (€...)	€50.00

Do the Maths

Do you know how to change one currency into another? Use our easy guide.

First, you must know the exchange rate. Exchange rates change every day. You can find them online or in a newspaper or in banks and post offices.

Then do the Maths.

Price in currency A **X**

Exchange rate for 1 unit of currency A **=**

Price in currency B

For example:
Price of a burger in South Africa = 17 rand
Exchange rate: 1 rand = 0.10 euros
How much does the burger cost in euros?
17 x 0.10 = 1.70
The burger costs 1.70 euros.

Key Words

currency exchange rate

Reading

1 **Match the currencies to the countries. What is your country's currency?**

pound (£) dollar ($) yuan (¥) euro (€) rand (R)

China France South Africa The UK The USA

2 **Read the magazine article and answer the questions.**

1 How much do trainers cost in the UK? *£60.00*
2 In which country is a magazine more expensive than a burger?
3 How many magazines can you buy for the price of a cinema ticket in China?
4 Name two places where you can find out about exchange rates.

3 **Calculate the price in euros of the items from the UK, China and the USA in the table in the article. Use the exchange rates below.**

EXCHANGE RATES	
£1	€1.20
¥1	€0.10
US$1	€0.75

4 1.39 **Listen. Are these sentences true (T) or false (F)? Use your euro prices from Exercise 3 to help you.**

My Maths File

5 **Find out the price of three items in your country and in two other countries with a different currency. Convert the prices into your currency.**

6 **Make a poster with the information from Exercise 5. Include a table like the one in the article and sentences comparing the items.**

Switzerland has the most expensive coffee.
Tickets to football matches are cheaper in Mexico than in my country.

1 Review

Grammar Present simple and continuous

1 **Complete the conversation with the Present simple or Present continuous form of the verbs.**

A [1] *Do* you *want* (want) to come out with us tonight? We [2] .... (go) to Pat's house after her music lesson. You know she [3] .... (have) a music lesson at 5 p.m. on Fridays. Then we [4] .... (go) out for a pizza at 6 p.m.
B Oh, I [5] .... (play) a tennis match at that time. We always [6] .... (have) matches on Friday nights. But I'm free tomorrow. What [7] .... you .... ? (do)
A Well, I usually [8] .... (go) swimming, but tomorrow I [9] .... (meet) Jane in town. Why don't you join us?
B Good idea. My mum [10] .... (drive) me into town for shopping anyway, so I can meet you afterwards.

Verb + *-ing*

2 **Make sentences.**

1 Do / you like / get up / early?
Do you like getting up early?
2 I / prefer / watch films to plays.
3 Jenny / hate / do housework.
4 My mum / really enjoy / work in the garden.
5 I / not mind / tidy / my room. But I / hate / iron.
6 My dad / not like / lie / on the beach.

Past simple

3 **Complete the conversation with the Past simple form of the verbs.**

A What [1] *did* you *do* (do) at the weekend?
B I [2] .... (go) shopping.
A What [3] .... you .... ? (buy)
B I [4] .... (buy) a birthday present for my friend. She [5] .... (have) a party on Saturday night.
A [6] .... (be) it a good party?
B Yes! Her brother's band [7] .... (play) and we all [8] .... (dance). I [9] .... (give) her a CD and we [10] .... (listen) to that as well.
A What time [11] .... the party .... ? (finish)
B I [12] .... (come) home at about 11 p.m. But I think the party only [13] .... (end) at midnight!

Past continuous

4 **Complete the text with the Past continuous forms of the verbs.**

Yesterday, everyone in our house [1] *was doing* (do) something different. My brother and his friends [2] .... (play) football in the garden. My dad [3] .... (fix) his bike. My mum [4] .... (make) a cake and [5] .... (listen) to the radio. And me? I [6] .... (lie) on my bed and [7] .... (read) my favourite magazine! What [8] .... you .... ? (do)

Past simple v Past continuous

5 **Choose the correct option.**

1 I *was texting / texted* my friend while I *was walking / walked down* the street. Then I *was walking / walked* into a tree!
2 We *were watching / watched* a film on TV when suddenly it *stopped / was stopping* working. So we *weren't seeing / didn't see* the end of the film.
3 It *was raining / rained* yesterday so we *weren't having / didn't have* a picnic.
4 While I *was waiting / waited* at the dentist, I *was reading / read* magazines.
5 I *was sitting / sat* in a café when I suddenly *was seeing / saw* an old friend.
6 I *was hurting / hurt* my ankle yesterday. I *was standing / stood* on a chair to reach the top shelf when I *was falling / fell off*.

Comparatives and superlatives

6 **Make sentences using the correct form of the adjectives.**

1 A whale / heavy / an elephant.
A whale is heavier than an elephant.
2 The cheetah is / fast / animal in the world.
3 Which is / big – London or Paris?
4 I think Adam Sandler is / funny / actor in Hollywood.
5 That was / good / pizza / in the world!
6 My Maths test was / bad / my English test.
7 Tracey lives / far / from school / me.
8 The weather today is / good / yesterday.
9 Do you think French is / easy / English?
10 In summer the beach is / crowded / in winter.

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Exercise 1
2 're going
3 has
4 're going
5 'm playing
6 have
7 are, doing
8 go
9 'm meeting
10 's driving

Exercise 2
2 I prefer watching films to plays.
3 Jenny hates doing housework.
4 My mum really enjoys working in the garden.
5 I don't mind tidying my room. But I hate ironing.
6 My dad doesn't like lying on the beach.

Exercise 3
2 went
3 did, buy
4 bought
5 had
6 Was
7 played
8 danced
9 gave
10 listened
11 did, finish
12 came
13 ended

Exercise 4
2 were playing
3 was fixing
4 was making
5 listening
6 was lying
7 reading
8 were, doing

Exercise 5
1 was walking, walked
2 were watching, stopped, didn't see
3 was raining, didn't have
4 was waiting, read
5 was sitting, saw
6 hurt, was standing, fell off

Exercise 6
2 The cheetah is the fastest animal in the world.
3 Which is bigger – London or Paris?
4 I think Adam Sandler is the funniest actor in Hollywood.
5 That was the best pizza in the world!
6 My Maths test was worse than my English test.
7 Tracey lives further from school than me.
8 The weather today is better than yesterday.
9 Do you think French is easier than English?
10 In summer the beach is more crowded than in winter.

Exercise 7
2 I'm not tall enough to reach that shelf.
3 You aren't well enough to go to school today.
4 He's too weak to lift that heavy box.
5 This T-shirt isn't big enough for me.
6 The tickets aren't cheap enough.
7 That theme park ride was boring. It wasn't fast enough.
8 We didn't arrive early enough to get the best seats in the cinema.

Exercise 2
2 can't
3 OK
4 mind
5 do
6 afraid

Exercise 8
2 many
3 a lot of
4 many
5 much
6 many
7 a lot of
8 much

Exercise 3
2 Sure
3 Would
4 carrying
5 can't
6 No problem.

Exercise 1
2 stairs, cellar
3 patio
4 garage
5 door
6 ceilings
7 office

Exercise 1
1 What's your new house like?
2 It's great!
3 Is it big?
4 Yes, it's bigger than our old house.
5 Is the garden nice?
6 Yes – there are a lot of flowers and trees in it.

too and *enough*

7 **Complete the second sentence so that it means the same as the first. Use the word in brackets.**

1 You aren't old enough to drive. (young)
You are too young to drive.
2 I'm too short to reach that shelf. (tall)
3 You are too ill to go to school today. (well)
4 He isn't strong enough to lift that heavy box. (weak)
5 This T-shirt is too small for me. (big)
6 The tickets are too expensive. (cheap)
7 That theme park ride was boring. It was too slow! (fast)
8 We arrived too late to get the best seats in the cinema. (early)

much, many, a lot of

8 **Complete the sentences with *much, many* or *a lot of*.**

1 How *much* do you know about Scotland?
2 Do you know, for example, how .... castles there are?
3 They're planning to build a new library at our school. There's .... work to do.
4 Let's go somewhere else to eat. There are too .... people at this restaurant.
5 I can't buy that jacket. It costs too .... .
6 Wow! You've got so .... DVDs!
7 We don't need any more cola. There's .... cola left in the bottle.
8 How .... time have we got before the lesson starts?

Speaking Describing a place

1 **Put the conversation in the correct order.**

1 What's your new house like?
.... Yes – there are a lot of flowers and trees in it.
.... Is it big?
.... Is the garden nice?
.... It's great!
.... Yes, it's bigger than our old house.

Mmm, when can I come and see it?
Come today, after school!

Permission

2 **Complete the conversation with these words.**

afraid ~~Can~~ can't do mind OK

Paul [1] *Can* I go out with Alex tonight, Mum?
Mum No, you [2] .... . You've got to do your homework.
Paul Well, is it [3] .... if I go out after that?
Mum Yes, you can. But don't stay out too late.
Paul Er … Alex lives quite far away. Do you [4] .... if I stay over at Alex's house tonight?
Mum Yes, I [5] .... ! You can't stay over on a school night.
Paul Well, can you give me a lift home?
Mum No, I'm [6] .... not, Paul. Perhaps you should stay at home after all.

Asking for help

3 **Choose the correct option.**

A Could you give me a [1] *hand / lend* with this heavy box, Steve?
B [2] *Sorry. / Sure.*
A Thanks. [3] *Would / Can* you mind [4] *carry / carrying* it to the station for me?
B Sorry, I [5] *don't / can't*. I'm meeting my friend in five minutes and we're going to watch a football match.
A Well, could you just carry it to the end of the road?
B [6] *No problem. / No sure*. You can get a taxi from there.

Vocabulary Rooms and parts of the house

1 **Complete the words for rooms and parts of the house.**

1 There is an a *t t i* c at the top of the house.
2 Walk down the s _ _ _ rs to the c _ l _ a _ , below the house.
3 We haven't got a garden, but we've got a small p _ _ _ o.
4 We park the car in the g _ r _ _ e.
5 Our front d _ _ r is red.
6 The rooms have got very high c _ _ l _ _ gs.
7 My father works from home. He uses one room as his o _ f _ ce.

Exercise 2

1 c alarm clock
2 d chest of drawers
3 g wardrobe
4 b armchair
5 i curtains
6 a bookcase
7 e cushions
8 f pillow
9 j duvet
10 h mirror

Exercise 4

a 2 in, 3 of, 4 on
b 5 about, 6 of
c 7 of, 8 with

1 Review

Furniture and household objects

2 **Match the words on the left (1–10) to the words on the right (a–j) to make furniture and household objects.**

1 alarm	a case
2 chest of	b chair
3 ward	c clock
4 arm	d drawers
5 cur	e ions
6 book	f low
7 cush	g robe
8 pil	h ror
9 du	i tains
10 mir	j vet

Adjectives to describe pictures

3 **Complete the sentences with these adjectives.**

amusing	blurred	colourful	dull	fake
horrible	~~interesting~~	lovely	old-fashioned	silly

1 It doesn't look very *interesting* – it looks quite boring.
2 The photo isn't very clear. It's .... .
3 The colours are a bit .... . They're just grey and brown.
4 I love this picture – especially the .... red, orange and yellow flowers.
5 What a funny picture! It's very .... .
6 It isn't a modern picture. It's very .... .
7 Is it a real photo, or is it a .... ?
8 It isn't serious. It's just .... .
9 The picture of the park is .... – it's very pretty.
10 What an ugly place! It looks really .... .

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Exercise 3

2 blurred
3 dull
4 colourful
5 amusing
6 old-fashioned
7 fake
8 silly
9 lovely
10 horrible

Adjective + preposition

4 **Complete the sentences with the correct preposition.**

a If you get bored [1] *with* listening to music on your MP3 player, try downloading radio podcasts instead. There are podcasts for all kinds of programmes. If you are interested [2] .... plays, you can listen to stories or dramas, too. I get tired [3] .... the same old music so I sometimes listen to an online radio station. I'm keen [4] .... hip hop so my favourite one is called HipHop FM.
b We're going to a theme park this weekend! I'm really excited [5] .... that. I'm not afraid [6] .... fast and dangerous rides. I love them!
c I hope I do well in my exams. I want my parents to be proud [7] .... me. I don't want them to be angry [8] .... me.

Shopping nouns

5 **Complete the sentences with these words.**

bargains	~~cashpoint~~	coins
customers	note	sale
shop assistant	shopping basket	market stall

1 You can take money out of a machine called a *cashpoint*.
2 When a shop has a .... , things are cheaper and you can find lots of .... .
3 A .... works in a shop and serves the .... .
4 How many items have you got in your .... ?
5 I've got a ten euro .... and some fifty cent .... in my pocket.
6 He sells fruit and vegetables at the market. His .... is near the entrance.

Exercise 5

2 sale, bargains
3 shop assistant, customers
4 shopping basket
5 note, coins
6 market stall

Money verbs

6 **Choose the correct option.**

Brixton is a very popular market in London. People come there from all over the world to [1] *buy / borrow* things. Most items aren't very expensive so you can usually find something you can [2] *cost / afford*. Markets are often cheaper than high street shops so you can [3] *save / win* money by shopping there. But stallholders usually want you to pay [4] *in / by* cash. They don't usually have machines for [5] *credit / spend* cards. If you want to go to the market, I'll [6] *borrow / lend* you a big shopping bag. You'll need it for all your bargains!

Exercise 6

2 afford
3 save
4 in
5 credit
6 lend

Word list

Unit 1 Home Sweet Home

Rooms and parts of the house

attic	/ˈætɪk/
balcony	/ˈbælkəni/
ceiling	/ˈsiːlɪŋ/
cellar	/ˈselə/
drive	/draɪv/
fireplace	/ˈfaɪəpleɪs/
floor	/flɔː/
garage	/ˈgærɪdʒ, -ɑːʒ/
hall	/hɔːl/
landing	/ˈlændɪŋ/
lawn	/lɔːn/
office	/ˈɒfəs/
patio	/ˈpætiəʊ/
roof	/ruːf/
stairs	/steəz/
wall	/wɔːl/

Furniture and household objects

alarm clock	/əˈlɑːm klɒk/
armchair	/ˈɑːmtʃeə/
blind	/blaɪnd/
bookcase	/ˈbʊk-keɪs/
chest of drawers	/ˌtʃest əv ˈdrɔːz/
curtains	/ˈkɜːtnz/
cushions	/ˈkʊʃənz/
duvet	/ˈduːveɪ/
mirror	/ˈmɪrə/
pillow	/ˈpɪləʊ/
rug	/rʌg/
vase	/vɑːz/
wardrobe	/ˈwɔːdrəʊb/

Unit 2 What's The Story?

Adjectives to describe pictures

amusing	/əˈmjuːzɪŋ/
blurred	/blɜːd/
colourful	/ˈkʌləfəl/
dark	/dɑːk/
dramatic	/drəˈmætɪk/
dull	/dʌl/
fake	/feɪk/
horrible	/ˈhɒrəbəl/
interesting	/ˈɪntrəstɪŋ/
lovely	/ˈlʌvli/
old-fashioned	/ˌəʊld ˈfæʃənd/
silly	/ˈsɪli/

Adjective + preposition

afraid of	/əˈfreɪd əv/
angry with	/ˈæŋgri wɪð, wɪθ/
bad at	/ˈbæd ət/
bored with	/ˈbɔːd wɪð, wɪθ/
excited about	/ɪkˈsaɪtəd əˌbaʊt/
good at	/ˈgʊd ət/
interested in	/ˈɪntrəstəd ɪn/
keen on	/ˈkiːn ɒn/
popular with	/ˈpɒpjələ wɪð, wɪθ/
proud of	/ˈpraʊd əv/
sorry for	/ˈsɒri fə, fɔː/
tired of	/ˈtaɪəd əv/

Unit 3 It's A Bargain!

Shopping nouns

bargain	/ˈbɑːgən/
cashpoint	/ˈkæʃpɔɪnt/
change	/tʃeɪndʒ/
coin	/kɔɪn/
customer	/ˈkʌstəmə/
high street	/ˈhaɪ striːt/
market stall	/ˌmɑːkət ˈstɔːl/
note	/nəʊt/
price	/praɪs/
products	/ˈprɒdʌkts/
queue	/kjuː/
sale	/seɪl/
shop assistant	/ˈʃɒp əˌsɪstənt/
shopping basket	/ˈʃɒpɪŋ ˌbɑːskət/
stallholder	/ˈstɔːlˌhəʊldə/

Money verbs

afford	/əˈfɔːd/
borrow	/ˈbɒrəʊ/
buy	/baɪ/
cost	/kɒst/
earn	/ɜːn/
lend	/lend/
pay by credit card	/ˌpeɪ baɪ ˈkredɪt kɑːd/
pay in cash	/ˌpeɪ ɪn ˈkæʃ/
save	/seɪv/
sell	/sel/
spend	/spend/
win	/wɪn/

4 In The News

Grammar	Present perfect; Present perfect vs Past simple
Vocabulary	News and media; Adverbs of manner
Speaking	Doubt and disbelief
Writing	A profile

Vocabulary News and media

1 2.1 **Match the pictures (1–4) to three or four of these words and complete the table. Then listen, check and repeat.**

blog	current affairs programme
headline	international news
interview	journalist
local news	national news
news flash	newspaper
news presenter	news website
podcast	report (v, n)

Word list page 77 **Workbook** page 107

2 **Complete the sentences with the words in Exercise 1.**

1 The *headlines* in today's *newspapers* are all about the football match.
2 I'd love to be a .... on TV or for a newspaper and .... important people.
3 I want to start a .... on the internet so I can write about my holidays.
4 I often read *Teen News* on my computer. It's a .... for teenagers.
5 I don't usually download .... , but this one is interesting. It's an interview with Justin Bieber.
6 My uncle's a .... . He reads the news on a .... .

3 **In pairs, ask and answer.**

1 Do you prefer to read the news in a newspaper or online?
2 What was the last news story you read about?
3 Can you name any news presenters?
4 Do you prefer local news or international news?

I prefer reading a newspaper. What about you?

I like reading news online – it's quicker!

1	2	3	4
news presenter	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....		

Brain Trainer Unit 4 Activity 2 Go to page 114

Unit contents

Vocabulary
- News and media – *blog*, *current affairs programme*, *headline*, *international news*, *interview (v)*, *journalist*, *local news*, *national news*, *news flash*, *newspaper*, *news presenter*, *news website*, *podcast*, *report (v, n)*
- Adverbs of manner – *angrily*, *badly*, *carefully*, *carelessly*, *early*, *fast*, *happily*, *hard*, *late*, *loudly*, *patiently*, *quietly*, *sadly*, *slowly*, *well*

Grammar
- Present perfect
- Present perfect vs Past simple

Communication
- Doubt and disbelief
- Writing a profile; Error correction – checking writing for spelling, punctuation and grammar

Pronunciation
- /æ/ and /ɑː/

Culture 4 – Robin Hood

Keyco mpetences
- Linguistic competence
- Mathematical competence
- Data processing and digital competence
- Interpersonal, social and civic competence
- Learning-to-learn
- Autonomy and personal initiative

Vocabulary News and media

Extra activity

Books closed. With stronger groups, brainstorm vocabulary before students open their books. Write the word *NEWS* on the board and elicit one or two example words, e.g. *newspaper*, *national news*, from the class. Students then work in pairs brainstorming words and phrases with 'news' for two minutes. Collate vocabulary on the board and check spelling by asking students to spell the words to you. Give students a further two minutes to write down any other words they know connected with the news, e.g. *headline*, *journalist*. Add this vocabulary to the board before students open their books and look at the vocabulary in Exercise 1.

Exercise 1 (Track 2.1)
- Individually, students match three or four words to each picture.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each comment to check students' pronunciation.

Answers

1	2	3	4
news presenter	report	headline	newsw ebsite
local news	journalist	nationaln ews	blog
interview	newsf lash	newspaper	podcast
currenta ffairs programme	international news	–	–

Exercise 2
- Students complete the sentences.
- They then check in pairs before checking answers as a class.

Answers

2 journalist, interview
3 blog
4 news website
5 podcasts
6 news presenter, current affairs programme

Exercise 3
- Check the pronunciation of the questions before students work in pairs.
- Students work in pairs, asking and answering the questions.
- Monitor and help with vocabulary, but do not interrupt fluency.
- Discuss the questions as a class and find out how much consensus there is among the group.

Extra activity

Students feed back to the class about their partners' answers in the third person, e.g. *'Carol likes reading news online because it's faster.'* Collate answers on the board and find out which are the most popular ways of finding out the news and which news stories and news presenters students remember.

Further practice
Workbook pages 34 and 107

Brain Trainer Unit 4 Activity 2
See Teacher's Book page 212 and Students' Book page 114

Reading

Revision

First – Quickly review the pronunciation of the alphabet with the class, paying particular attention to any letters which habitually cause problems to your learners. Then, write the word *report* on the board. Ask students to spell it for you chorally. Draw an arrow under the word pointing from the end to the beginning and ask students to spell it again backwards.

Give your students a ten-item backward spelling test. Check students understand the game before continuing. Spell the following words starting at the end:

1 *blog (g o l b)*
2 *podcast (t s a c d o p)*
3 *headline (e n i l d a e h)*
4 *interview (w e i v r e t n i)*
5 *journalist (t s i l a n r u o j)*
6 *local news (s w e n l a c o l)*
7 *newspaper (r e p a p s w e n)*
8 *news presenter (r e t n e s e r p s w e n)*
9 *international news (s w e n l a n o i t a n r e t n i)*
10 *current affairs programme (e m m a r g o r p s r i a f f a t n e r r u c)*

Second – Check answers by asking individual students to write words on the board. Students self-correct and give themselves one point for each word they spell correctly. Drill the vocabulary for pronunciation and word stress.

Third – In pairs, students spell other words from the course backwards. Monitor and help with the pronunciation of the alphabet if necessary.

Exercise 1

- Draw attention to the photo and ask students what they can see.
- In pairs, students answer the questions.
- Take feedback as a class.

Possible answers

1 She's reading a newspaper.
2 I think she's reading the local news about her town.
3 No, they don't. They all read the news on the internet.

Exercise 2

- Tell students that they should not read the text yet.
- In pairs, they predict the results of the survey.

Exercise 3

- Make sure students understand not to read in detail at this point.
- Students scan the text quickly to check their answers.

Answers

69% of teenagers watch the news on TV.
35% log on to news websites.
31% read the news every day.
16% watch current affairs programmes.
51% could live without newspapers.

Exercise 4 (Track 2.2)

- Individually, students answer the questions.
- If you wish, play the recording for students to listen and read.
- They then check in pairs before checking answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

2 23% of teenagers think newspapers are important.
3 Jake found out about the tsunami from a news flash link a friend added to a social networking site.
4 Because you can listen to podcasts and watch videos.
5 Because she doesn't always have enough time.
6 She usually reads a newspaper on the school bus.
7 She reads the local news and the sports reports.

Extra activity

Students write true/false sentences about the text, e.g. *'More people watch current affairs programmes than the news.'* (*False – 'More people watch the news than current affairs programmes.'*) They then take turns writing their sentences on the board. The rest of the class have to decide if the sentences are true or false and correct the false sentences.

Exercise 5

- In pairs, students ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency.

Extra activity

Stronger groups or individual students write a short paragraph summarising their partner's answers and explaining where they usually get their news from, how often they read or listen to the news and the type of news they're interested in. When checking students' work, focus on the positive use of the grammar and vocabulary taught so far.

Further practice

Workbook page 35

Reading

1 **You are going to read a survey about teens and the news. Look at the photo and answer the questions.**

1 What is the girl doing?
2 What do you think she is reading about?
3 Do your family or friends read a print newspaper?

2 **Can you predict the results of the survey? Complete the sentences with these numbers.**

~~85~~ 51 35 31 16 69

85 % of teenagers watch news flashes about important events.
.... % of teenagers watch the news on TV.
.... % log on to news websites.
.... % read the news every day.
.... % watch current affairs programmes.
.... % could live without newspapers.

3 **Read the survey quickly and check your answers to Exercise 2.**

4 2.2 **Read the survey again. Answer the questions.**

1 What type of news are teens interested in?
National news.
2 How many teens think newspapers are important?
3 How did Jake find out about the tsunami in Japan?
4 Why does he like news websites?
5 Why doesn't Lily read the news every day?
6 Where does she usually read a newspaper?
7 Which stories does she read?

5 What about you? **In pairs, ask and answer the four questions in the survey.**

Survey: Teens and the media

In last month's issue of *Teen News* we asked you to email us your answers to the following questions:

- Have you read or heard today's news headlines?
- Where do you usually get your news from?
- Do you read or listen to the news every day?
- What news are you interested in?

Here are the results!

Most of you (sixty-nine percent) prefer watching the news on TV and thirty-five percent regularly log on to news websites. Thirty-one percent of you read or listen to the news every day, but only sixteen percent like watching current affairs programmes. You're more interested in national news than international news, but nearly eighty-five percent of our readers watch news flashes about important events in the world.

So, is there any room for newspapers in today's world? Twenty-three percent of you said 'yes', but more than half (fifty-one percent) said you could live without them. Jake and Lily explain their views:

Jake Moreno (16)
I've never bought a newspaper. I usually find out about the news through a social networking site. That's how I heard about the tsunami in Japan. One of my friends added a link to a news flash. News websites are good, too because you can listen to podcasts and watch videos.

Lily Sheldon (15)
I sometimes look at news websites, but I haven't had time this week (too much homework!). I usually read a newspaper on the school bus. I follow the local news and I also read the sports reports.

Grammar Present perfect

Affirmative

I/You/We/They have ('ve) read the news.
He/She/It has ('s) read the news.

Negative

I/You/We/They have not (haven't) read the news.
He/She/It has not (hasn't) read the news.

Questions and short answers

Have I/you/we/they heard the news?
Yes, I/you/we/they have. / No, I/you/we/they haven't.
Has he/she/it heard the news?
Yes, he/she/it has. / No, he/she/it hasn't.

Watch Out!
Have you ever bought a newspaper?
He has never bought a newspaper.

Grammar reference Workbook page 92

1 **Study the grammar table and Watch Out! Complete the rules with these words.**

an unspecified past time | ever | have/has | never

1 We use the Present perfect to talk about an experience that happened at .... .
2 We make the Present perfect with .... and the Past participle.
3 We use .... to ask about experiences.
4 We use .... to talk about experiences we haven't had.

2 **Complete the sentences with the Present perfect form of these verbs.**

buy | invite | ~~not buy~~ | not finish
not go | not hear | see | write

1 Sorry – I *haven't bought* a newspaper. I haven't had time!
2 My sister is a journalist. She .... lots of articles.
3 **A** .... she .... you to her party?
B No, she hasn't!
4 I can't go out tonight. I .... my homework.
5 He .... a new mobile phone – it's black and yellow!
6 We .... that horror film before – it was really scary.
7 They .... to the beach today. It's too cold!
8 I .... the football results. Did we win?

3 2.3 **Complete the conversation. Then listen and check.**

Girl [1] *Have* you *seen* (see) the new school website?
Boy No, I [2] .... . Is it good?
Girl It's great! It's got school news, film reviews and jokes on it.
Boy What about football? [3] … the sports teacher .... (write) about the school team match?
Girl No, he [4] .... . Why don't you write about it?
Boy I don't know how to write a report. [5] .... you .... (ever/do) something like that?
Girl Yes, I [6] .... . I [7] .... (write) about school uniforms for the school newspaper before and I [8] .... (interview) some teachers. You should interview the head teacher.
Boy No way! I [9] .... (not interview) anyone before!
Girl Well, listen to mine first. They [10] .... (put) a podcast of my interviews on the website.

4 **Complete the questions and answers.**

1 **A** *Have you ever been* (you/ever/be) to the USA?
B Yes, I have.
2 **A** .... (you/ever/meet) a famous person?
B No, I .... (never/meet) a famous person.
3 **A** .... (you/ever/play) basketball?
B Yes, I .... .
4 **A** .... (he/ever/write) a blog?
B No, he .... (never/write) a blog.
5 **A** .... (she/ever/be) late for school?
B Yes, she .... !
6 **A** .... (you/ever/wear) a long dress?
B No, I .... (never/wear) a long dress.
7 **A** .... (they/ever/buy) a computer game?
B Yes, they .... .

5 **What about you? In pairs, ask and answer.**

Have you ever …

- go to a rock concert?
- wear red trainers?
- try skateboarding?
- see a horror film?
- had a pet?
- write a poem?
- be on TV?
- stand on your head?

Have you ever been to a rock concert?
Yes, I have. It was fantastic!

Grammar Present perfect

Language notes

Students were introduced to the Present perfect in *Next Move 2*. In this unit they revise the affirmative, negative and question forms and then contrast the Present perfect with the Past simple for the first time. Neither of these tenses are new for students, but it is the first time that they will have seen them together. Many languages have tenses which are very similar in construction to the Present perfect, but which are often used in a very different way. Be prepared to offer students a lot of support to help them understand the difference between the 'non-specific past', expressed by the Present perfect, and the 'specific past', expressed by the Past simple. Asking students to translate example sentences into their L1 and then contrast the tenses used can be a very valuable step in this process.
The adverbs *ever* and *never* do not usually cause major problems for students. However, if no comparable adverbs exist in their L1, you may wish to clarify that the period of time they imply is 'in your life'.

Exercise 1

- Read the grammar table and the 'Watch out!' section with students.
- Students work individually, completing the rules and referring back to the grammar table where necessary.

Answers

1 an unspecified past time **2** have/has **3** ever
4 never

Extra activity

Students test each other on the Past simple and Past participle forms. Demonstrate with a stronger student, explaining that you are going to say an infinitive and they must respond by telling you if it is regular or irregular and giving you the Past simple and the Past participle form. The student then says a new infinitive and you respond with regular or irregular and the two forms, e.g.
Teacher *play*
Student regular: *played, played – make*
Teacher irregular: *made, made – break*
Student irregular: *broke, broken* etc.
Monitor and correct students' pronunciation as appropriate. Students refer to the irregular verb list on Students' Book page 127 if necessary.

Exercise 2

- Students complete the sentences with the Present perfect form of the verbs in the box.
- They then check answers in pairs before checking answers as a class.
- Check answers by asking individual students to read the sentences.

Answers

2 's written
3 Has, invited
4 haven't finished
5 's bought
6 've seen
7 haven't gone
8 haven't heard

Exercise 3 (Track 2.3)

- Individually, students complete the conversation.
- Play the recording for students to listen and check.

Answers

2 haven't
3 Has, written
4 hasn't
5 Have, ever done
6 have
7 've written
8 've interviewed
9 haven't interviewed
10 've put

Exercise 4

- Check students understand that *ever* means 'at some time in your life'.
- Drill the questions and answers for pronunciation and intonation.

Answers

2 Have you ever met; 've never met
3 Have you ever played; have
4 Has he ever written; 's never written
5 Has she ever been; has
6 Have you ever worn; 've never worn
7 Have they ever bought; have

Exercise 5

- Ask two students to read aloud the example question and answer.
- In pairs, students ask and answer the questions.
- Monitor, but do not interrupt fluency unless they make mistakes with the Present perfect.

Extra activity

Stronger groups or fast finishers make additional Present perfect questions using their own ideas, e.g. *'Have you ever written a blog?'* Encourage them to make additional follow-up questions using the Past simple if the person answers *'Yes, I have.'*, e.g. *'What was the blog about?'*, *'Did lots of people read it?'*, etc. Monitor and help with grammar if necessary.

Further practice

Workbook pages 36 and 92–93

Vocabulary Adverbs of manner

Revision

First – Use the questions in Exercise 5 on page 46 to prepare six sentences using the Present perfect about yourself, your family and your experiences. Some should be true and some false. Use the following sentences as an example:
1 I've never stood on my head.
2 My parents have been on TV.
3 I've been to a lot of rock concerts.
4 I've never seen a horror film – I hate them.
5 My son has worn red trainers, but I haven't.
6 My sister has written a lot of poems – she's very famous.
Students listen and decide if the sentences are true or false. Do not allow students to write anything down apart from *true* of *false*. In pairs, students compare their answers.

Second – Tell students to listen again and write down the sentences, but tell them they must change the sentences which they think are false to make them true.

Third – Check answers as a class and confirm which of your sentences were true and which were false.

Language notes

Students are introduced to a lexical set of adverbs of manner in this lesson. All the adverbs form pairs of opposites, e.g. *badly/well*, *loudly/quietly*, with one exception: *hard*.
The adverb *hard* doesn't have an opposite, so, to convey the opposite meaning, we usually either change the verb from positive to negative, e.g. *'He works very hard' – 'He doesn't work very hard.'* or we use an adjective instead of an adverb *'He works very hard' – 'He's lazy.'*

Exercise1 (Track 2.4)

- Individually, students check the meaning of the words in a dictionary.
- Check answers as a class.
- Ideally, students should give definitions and explanations in English, but you may want to support weaker students with some L1.
- Play the recording for students to listen and repeat.

Exercise 2

- Students complete the sentences.
- They then check in pairs before checking answers as a class.

Answers

2 hard **3** sadly **4** late **5** quietly **6** angrily
7 slowly **8** carelessly

Exercise 3

- Students work individually, choosing the correct options.
- Check answers as a class.

Answers

2 early **3** fast **4** carefully **5** patiently **6** happily
7 quietly **8** well

Exercise 4

- Students correct the sentences, working individually.
- Check answers by asking individual students to read the corrected sentences.

Answers

2 carefully **3** happily **4** fast **5** badly **6** patiently
7 early

Exercise 5

- Students work in pairs, asking and answering the questions.
- Monitor, but do not interrupt fluency.

Further practice

Workbook pages 37 and 107

Pronunciation /æ/ and /ɑ:/

Exercise 6a (Track 2.5)

- Play the recording for students to listen and repeat.
- Highlight and drill the two sounds (/æ/ and /ɑ:/) in isolation.

Exercise 6b (Track 2.6)

- Play the recording for students to put the words in the correct column.

Exercise 6c (Track 2.7)

- Play the recording for students to listen and check.
- Repeat the recording. Pause after each word to check students' pronunciation.

Answers

/æ/	/ɑ:/
album angrily badly hat sadly	basket card class park party

Further practice

Workbook pages 123

Brain Trainer Unit 4 Activity 3

See Teacher's Book page 212 and Students' Book page 114

Vocabulary Adverbs of manner

1 2.4 **Look at these words. Check the meaning in a dictionary. Listen and repeat.**

angrily	badly	carefully	carelessly	early
fast	happily	hard	late	loudly
patiently	quietly	sadly	slowly	~~well~~

Word list page 77 **Workbook** page 107

2 **Complete the sentences with the words in Exercise 1.**

1 He's a good journalist. He writes very *well*.
2 She's a hard worker. She works very .... .
3 It was a sad news story. He read it .... .
4 They were late for the party. They arrived .... .
5 He's very quiet. He speaks .... , too.
6 The politician was angry. He answered the questions .... .
7 They're slow readers. They read .... .
8 He's so careless. He does things .... .

3 **Choose the correct options to complete the text.**

How to be a news presenter

TV news presenters work very [1] *hard / badly*. Have you ever got up at 5 a.m. in the morning? Well, I get up very [2] *early / late* every day. When I get to the TV studio there's a lot of information to read. I read it [3] *slowly / fast* so I know the main stories. I read it again later to get more detail. Then a hairdresser does my hair and I choose my clothes [4] *carefully / carelessly*. You can't wear black, white or red – cameras have problems with these colours! I'm always ready early but I wait [5] *angrily / patiently* for the show to start, then I smile [6] *sadly / happily* and read the news headlines. I speak clearly (but not too [7] *quietly / loudly*) so people can understand what I say. It's an interesting job and I do it [8] *badly / well*!

4 **Correct the sentences. Use these words.**

badly	carefully	early	fast
happily	~~loudly~~	patiently	

1 The class sang ~~quietly~~. It was really noisy. *loudly*
2 Jed spent a long time taking the photo. He did it very **carelessly**.
3 Kylie smiled **sadly** when she won first prize.
4 We ran very **slowly**. We were late for school!
5 Kurt did **well** in his exams. He didn't get good grades.
6 The teacher explained the homework **angrily**. He wanted everyone to understand.
7 The train arrived **late** so we got to the show on time.

5 **What about you? In pairs, ask and answer.**

1 Do you work slowly or fast?
2 Do you get to school early or late?
3 Do you work hard in class?
4 Do you usually play your music loudly or quietly?
5 Do you do usually do well or badly in school exams?

Pronunciation /æ/ and /ɑ:/

6a 2.5 **Listen and repeat.**

/æ/	/ɑ:/
flash	dark
happily	far
have	hard

b 2.6 **Listen. Copy the table and put these words in the correct column.**

~~album~~	angrily	badly	~~basket~~	card
class	hat	park	party	sadly

/æ/	/ɑ:/
album	*basket*

c 2.7 **Listen, check and repeat.**

Brain Trainer Unit 4
Activity 3 Go to page 114

Chatroom Doubt and disbelief

Speaking and Listening

1 **Look at the photo. Answer the questions.**

1 Where are the teenagers?
2 What are they doing?
3 What do you think has happened?

2 2.8 **Listen and read the conversation. Check your answers.**

3 2.8 **Listen and read again. Answer the questions.**

1 What escaped from the zoo?
A snake.
2 Where did they find it?
3 Who found it?
4 What did she think it was?
5 What was probably terrified?
6 Who isn't scared of snakes?

4 **Act out the conversation in groups of four.**

Tom Hey, have you heard the story about the snake?
Ash What snake?
Tom The snake from the zoo. It escaped last week. Well, they've found it.
Ash Have they? Where?
Tom In a shop in town.
Ash No, really?
Tom Yes, listen to this: 'Carrie James, a local teenager, found the snake when she was shopping in Trend clothes shop yesterday.'
Ella I don't believe it! I shop there all the time.
Tom 'I thought it was a scarf,' said Carrie, 'but when I touched it, it moved away quickly.'
Ash That's ridiculous!
Tom It gets better. 'I've never touched a snake before,' said Carrie. 'I'm glad I didn't try it on!'
Ella Ugh! Imagine that!
Ruby Poor snake! It was probably terrified.
Ella Poor snake? You're joking!
Ruby No, I'm not. I really like snakes.

Say it in your language …
It gets better.
Imagine that!

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Chatroom Doubt and disbelief

Revision

First – Draw the following table on the board. Students then copy the table and complete it with the corresponding comparatives, superlatives and adverbs. (Answers in brackets)

Adjective	Comparative	Superlative	Adverb
angry	(*angrier*)	(*angriest*)	(*angrily*)
bad(*)	(*worse*)	(*worst*)	(*badly*)
careful	(*more careful*)	(*mostc areful*)	(*carefully*)
fast(*)	(*faster*)	(*fastest*)	(*fast*)
good(*)	(*better*)	(*best*)	(*well*)
happy	(*happier*)	(*happiest*)	(*happily*)
hard(*)	(*harder*)	(*hardest*)	(*hard*)
quiet	(*quieter*)	(*quietest*)	(*quietly*)
sad	(*sadder*)	(*saddest*)	(*sadly*)
slow	(*slower*)	(*slowest*)	(*slowly*)

Second – Check answers and spelling by asking individual students to complete words. Ask students to draw asterisks (*) next to the irregular adjectives.

Third – Drill the vocabulary for pronunciation and word stress.

Speaking and Listening

Extra activity

Draw students' attention to the photo and ask who they can see. Elicit the names of the characters (*from left to right: Tom, Ash, Ruby and Ella*). In pairs, students brainstorm everything they remember about the characters from the Starter Unit and Units 1–3. Feedback as a class.
(Possible answers: *Tom is 14, is Ella's brother, lives next door to Ruby, likes football and computer games, plays the guitar*; *Ash is 14, lives with his mum and his sister, listens to hip hop and rap, loves skateboarding*; *Ruby is 14, is from New Zealand, is new at the school, lives in the same street as Tom and Ella, likes surfing, climbing and skateboarding, loves hot weather, listens to rock music, is really interested in dinosaurs*; *Ella is 14, is Tom's sister, lives in the same street as Ruby, likes romantic films and celebrity magazines, loves clothes and shopping for clothes*)

Exercise 1

- In pairs, students describe what they can see and answer the questions.

Exercise 2 (Track 2.8)

- Play the recording for students to listen, read and check their answers to Exercise 1.

Answers

1 The teenagers are at home.
2 They are talking about the news.
3 A snake escaped from the zoo and has been found in a clothes shop.

Brain Trainer Unit 4 Activity 1

See Teacher's Book page 212 and Students' Book page 114

Exercise 3 (Track 2.8)

- Play the recording again.
- Individually, students answer the questions.
- They then check in pairs before checking answers as a class.

Answers

2 They found the snake in Trend clothes shop.
3 Carrie James, a local teenager, found the snake.
4 She thought it was a scarf.
5 The snake was probably terrified.
6 Ruby isn't afraid of snakes, she really likes them.

Exercise 4

- Divide the class into groups of four.
- Groups act out the conversation.
- Monitor and correct students' pronunciation as appropriate.
- Nominate one group to perform the conversation for the class.

Say it in your language …

Ask students to find the phrases in the conversation and look at them in context to try to deduce the meaning.

It gets better. – phrase commonly used when telling a story or a piece of gossip. Indicates that, although the story is already interesting, you are about to give an even more surprising piece of information.

Imagine that! – exclamation used to try and put yourself and the people you are with in an imaginary situation. Can be used, as in this case, for unpleasant situations, but can also be used for more pleasant situations.

Exercise 5

- Students read the conversation again and find the phrases.
- Check answers as a class.

Answers

2 Ella **3** Ash **4** Ella

Exercise 6

- Read through the phrases for expressing doubt and disbelief with the class.
- Drill the phrases for sentence stress and intonation.

Exercise 7 (Track 2.9)

- Play the recording for students to listen to the conversations.
- Repeat the recording, pausing after each line to check students' pronunciation.
- In pairs, students act out the conversations.

Exercise 8

- Read the examples in the speech bubbles with the class. Then, elicit a second conversation from the class using *my best friend*.
- Students then make their own conversations by replacing the words in purple.
- Monitor, but do not interrupt fluency unless students make mistakes with the use of the words and phrases for expressing doubt and disbelief.

Further practice

Workbook pages 38 and 116

Grammar Present perfect vs Past simple

Language notes

When contrasting the use of the Present perfect with the Past simple, make sure students understand that we often use the Present perfect to start a conversation. We can easily introduce a topic by asking or talking about a past experience using the Present perfect, then we can talk about it in more specific detail using the Past simple. Exercise 3 contains two example conversations of this type, so you might like to highlight for students the frequent conversation pattern of *'Have you ever …?'* questions to introduce the topic and then Past simple questions and answers using past time expressions (*last year/week*) to talk about the details.

Exercise 1

- Read the grammar table with students.
- Students work individually, choosing the correct options and referring back to the grammar table where necessary.

Answers

1 Present perfect
2 Past simple

Exercise 2

- Individually, students complete the sentences with the correct form of the verbs.
- They then check in pairs before checking answers as a class.

Answers

2a has eaten
2b ate
3a haven't been
3b didn't go
4a lost
4b 've lost

Exercise 3

- Students use the prompts to make conversations.
- After checking answers, students practise the conversations in pairs.

Answers

A Have you ever met a famous person?
B Yes, I have.
A Really? Who did you meet?
B I met Keira Knightley last year.
A Have you ever been to a skatepark?
B Yes, I have.
A When did you go?
B I went to one last week.

Extra activity

Tell students that you are a famous person. They can ask you a maximum of ten *yes/no* questions using the Present perfect or Past simple to find out who you are, e.g. *'Have you ever won an Oscar?'* (*No, I haven't.*), *'Have you ever played a vampire?'* (*Yes, I have.*), *'Were you in 'Twilight'?'* (*Yes, I was.*) etc. When students think they know who you are, they put their hands up and guess, e.g. *'Are you Robert Pattinson?'* (*Yes, I am.*) Divide the class into groups of four to five to play the game together. Monitor and point out errors for students to self-correct.

Further practice

Workbook pages 39 and 92–93

5 **Look back at the conversation. Who says what?**

1 No, really? *Ash*
2 I don't believe it!
3 That's ridiculous!
4 You're joking!

6 **Read the phrases for expressing doubt and disbelief.**

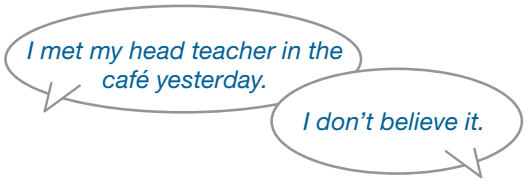
Expressing doubt and disbelief
No, really?
I don't believe it.
That's strange.
That's impossible.
You're joking!
That's ridiculous!

7 2.9 **Listen to the conversations. Act out the conversations in pairs.**

Ruby I met [1] Justin Bieber in LA last week.
Tom I don't believe it.
Ruby But it's true!

Ella [2] Our school was on TV yesterday.
Ruby That's impossible!
Ella No, it isn't. Have a look at [3] the news website.

Tom I've put [4] a video of my dog online.
Ash You're joking!
Tom No, I'm not. Here it is.



8 **Work in pairs. Replace the words in purple in Exercise 7. Use these words and/or your own ideas. Act out the conversations.**

1 Lady Gaga in London / Daniel Craig in Hollywood / David Beckham in Madrid

2 my best friend / my dad / my brother

3 the local news / my blog

4 a photo of my party / a video of my cat / a picture of me in my Superman costume

Grammar Present perfect vs Past simple

Present perfect	Past simple
A snake has escaped from the zoo.	A snake escaped from the zoo last week.
I've never touched a snake before.	She didn't touch the snake.
Have they found the snake?	A teenager found the snake in a shop yesterday.

Grammar reference Workbook page 92

1 **Study the grammar table. Choose the correct options to complete the rules.**

1 We use the *Past simple / Present perfect* to talk about something that happened at an unspecified time in the past.
2 We use the *Past simple / Present perfect* to talk about something that happened at a specific time in the past.

2 **Complete the sentences with the Past simple or Present perfect form of the verbs.**

1 finish
a I*'ve finished* my homework. Can I watch TV?
b I *finished* my homework half an hour ago.

2 eat
a Who .... the pizza? It's all gone!
b We .... a really nice pizza last night.

3 not go
a We .... on holiday – we've been on a school trip.
b We .... on holiday last year.

4 lose
a I .... my glasses at the cinema last weekend.
b I .... my glasses. I can't see anything!

3 **Make conversations.**

A you ever / meet a famous person?
Have you ever met a famous person?
B Yes, I have.
A Really? Who / you / meet?
B I / meet Keira Knightley last year.

A you / ever be / to a skatepark?
B Yes, I have.
A When / you / go?
B I / go / to one last week.

Reading

1 **Look at the photo. Answer the questions.**

1 What do you think the woman's job is?
2 How would you describe her work?

- dangerous
- boring
- easy
- safe
- interesting
- difficult

Teen News

Profile: Christiane Amanpour

Christiane Amanpour is small with dark hair. She looks like an ordinary person, but she is one of the world's most famous journalists.

Christiane was born in England in 1958 and went to school there and in Iran. She studied journalism in America and when she finished university, she got a job as an assistant with CNN. 'I arrived at CNN with a suitcase, my bicycle and 100 dollars,' she says. It was a difficult introduction to journalism, but Christiane worked hard and she soon became a foreign correspondent.

Life as a foreign correspondent is busy and often dangerous. They fly to different countries and report on international news there. Their reports appear on news websites, in newspapers and on TV and thousands, sometimes millions, of people see them.

Christiane has been all over the world and reported on many different stories. Some of them are the biggest stories of the twentieth century. She has reported on wars and natural disasters and she has also interviewed world leaders and politicians. She has often been in danger, but luckily she has never had an injury. Christiane won the Courage in Journalism Award in 1994 for her war reports, but she is modest about it. 'It's our job to go to these places and bring back stories, just as a window on the world,' she says.

Today, Christiane is a news presenter on a current affairs programme called *This Week*. She interviews people in a TV studio, so she doesn't travel much, but she still tells people what is happening in the world. 'I believe that good journalism, good television, can make our world a better place,' she says.

Key Words

foreign correspondent
natural disasters
politicians
wars
world leaders
modest

2 **Read the magazine article and check your answers to Exercise 1.**

3 2.10 **Read the article again. Answer the questions.**

1 Why is Christiane Amanpour special?
She is one of the world's most famous journalists.
2 Where did she study journalism?
3 What was her first job?
4 What do foreign correspondents do?
5 What kind of stories has Christiane reported on?
6 Why did she win the Courage in Journalism Award?
7 What does Christiane do at the moment?

4 **What do these words refer to?**

1 there (line 5) – *in England*
2 she (line 9)
3 them (line 15)
4 them (line 17)
5 it (line 23)

Listening

1 **Look at these opinions about the news. Which do you agree with?**

a I'm not interested in international news. It's not important to me.

b The news is usually bad. It's often about wars or natural disasters.

c It's good to know what is happening in the world.

2.11 **Listening Bank Unit 4** page 118

2 **Think about a story in the news this week. Answer the questions.**

1 Is it national, international or local news?
2 Where did you see it? In a newspaper, on a news website, on TV?
3 What is the story about?

Reading

Cultural notes

- *Christiane Amanpour* (UK, 1958) is bilingual in both Persian and English as her father was from Iran and her mother was from the UK. As well as the 1994 Courage in Journalism Award, she has won many other awards for her work, and in 2007 was both 'Woman of the Year' in Persia and awarded the CBE (Commander of the British Empire) in the UK. She has also been included in the list of 'The World's 100 Most Powerful Women' by *Forbes* magazine. She currently lives in New York.

Exercise 1

- Draw attention to the photo and ask students what they can see.
- In pairs, students answer the questions.
- Take feedback as a class.

Exercise 2

- Students scan the text quickly and check their answers.

Answers

1 She's a journalist and news presenter.
2 dangerous, interesting, difficult

Key Words

Be prepared to focus on the Key Words, either by pre-teaching them, eliciting their meaning after students have read the text, or through dictionary or definition writing work.

foreign correspondent – a journalist who works in another country and sends news reports back to their home country

wars – organised conflicts with violence between two or more groups of people, or often between countries

natural disasters – accidents that happen that are not in our control, for example earthquakes, hurricanes, volcanic eruptions and tsunamis

worldl eaders – the most important representatives of countries around the world, for example presidents and prime ministers

politicians – people who work in the government of a country or a region, usually chosen by the population in an election

modest – not arrogant, humble about what you have done even if it was difficult

Exercise 3 (Track 2.10)

- Students read the text again and answer the questions.
- If you wish, play the recording for students to listen and read.
- Check answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

2 She studied journalism at university in America.
3 Her first job was as an assistant with CNN.
4 Foreign correspondents fly to different countries and report on international news.
5 She's reported on wars and natural disasters and she's also interviewed world leaders and politicians.
6 She won the Courage in Journalism award for her war reports.
7 At the moment, she's a news presenter on a current affairs programme.

Extra activity

Individually or in pairs, students write definitions for the words in the Key Words box. Monitor and help with vocabulary and grammar as necessary.

Exercise 4

- Read the example with students and show them how the word *there* refers back to the phrase *in England* earlier in the line.
- Individually, students find the words in the text and decide what they refer to.

Answers

2 Christiane Amanpour **3** the reports **4** the stories
5 the award

Listening

Exercise 1

- Read through the opinions with the students.
- Ask students which one they agree with most before they listen to the recording.

Audioscript

See Teacher's Book page 225

Listening Bank

See Teacher's Book page 216 and Students' Book page 118

Exercise 2

- In pairs, students ask and answer the questions.
- Take feedback as a class and encourage students to share their news stories.

Extra activity

Make a list of the news stories from Exercise 2 on the board. In pairs, students write headlines for some of the stories. Monitor and help with vocabulary if necessary. In turn, pairs read aloud their headlines for the stories and the class votes for the best headline in each case.

Further practice

Workbook page 40

Writing A profile

Revision

First – Prepare a *Live Listening* about an interesting or unusual story which is in the news at the moment. Start by saying *'Have you heard about …?'* and introducing the story with one or two phrases using the Present perfect before giving further details using the Past simple.

Second – Students listen and answer the following questions from the Listening section on the previous page:

1 Is it national, international or local news?
2 Where did your teacher see it? In a newspaper, on a news website, on TV?
3 What is the story about?

Third – Students compare their answers in pairs. Check answers as a class. Elicit answers as full sentences, e.g. *'It's an important international news story. It was in newspapers all around the world yesterday.'*

Exercise 1

- Read the Writing File with the class.
- Ask students which of the three areas they make most mistakes with in their own language.

Exercise 2

- Students read the profile and find and correct the errors.
- Check answers as a class.

Answers

punctuation: … he always wanted to be an actor.
spelling: writing; programmes
grammar: He ~~has gone~~ went to school there …
Today, Orlando ~~was~~ is very famous …

Exercise 3

- Individually, students find and correct the errors in the sentences.
- Check answers by asking individual students to write the corrected sentences on the board.

Answers

2 exciting
3 … he ~~has~~ had a tattoo.
4 … while he ~~is~~ was playing rugby.
5 Sidi
6 … at the moment?

Exercise 4

- Students read the profile again and answer the questions.
- They then check in pairs before checking answers as a class.
- Check answers by asking pairs of students to read questions and answers.

Answers

2 Orlando always wanted to be an actor.
3 He studied drama in London.
4 He played Legolas in *The Lord of the Rings*.
5 He's helped other people by visiting schools and villages in Nepal and supporting clean water and education programmes there.
6 The writer admires Orlando Bloom because he cares about people and the world around him.

Exercise 5

- Explain that students should only make notes at this point or write short sentences.
- Encourage students to ask you for any vocabulary they need.

Exercise 6

- Show students how the example text is divided into three paragraphs and tell them that they should now organise their notes in the same way.
- Read through the 'My famous person' writing guide. Make sure students understand that they should answer questions 1 and 2 in Exercise 5 in the first paragraph, questions 3, 4 and 5 in the second paragraph and question 6 in the third paragraph.
- Draw students' attention to the 'Remember!' checklist.

Extra activity

Add an extra 10–15 vocabulary items from this unit to the collection of Word Cards.
Revise all the vocabulary by playing a blind words game. Place one card on each student's forehead, making sure that the student does not see the word. Explain that students have to stand up and ask their classmates for clues or definitions (in English) to find out what the word is. Students move around the class, defining words to help their classmates and identifying their own words. When the students think they know their words, they come to you and tell you. If students guess correctly, change the Word Card for a new one; if not, send them back out into the class to get further help from their classmates.

Further practice

Workbook page 41

Writing A profile

1 Read the Writing File.

Writing File Error correction

When you have finished your writing, always check:

- spelling
- punctuation
- grammar

Then write your final draft.

2 Read the profile. Find and correct six errors.

- two punctuation
- two spelling
- two grammar

1 *canterbury – Canterbury*

Profile: Orlando Bloom

Orlando Bloom is a great actor and is often in the newspapers, but I admire him because of his work for UNICEF *.

Orlando was born in 1977 in a town called canterbury. He has gone to school there with his sister, Samantha. Reading and riting weren't easy for Orlando, but he always wanted to be an actor After school, he studied drama in London, then he got the part of Legolas in *The Lord of the Rings*. Today, Orlando was very famous, but he's used his fame to help other people. He has visited schools and villages in Nepal and has helped to support clean water and education progammes there. Orlando Bloom is not just a pretty face, he cares about people and the world around him. That's why I admire him.

* UNICEF is the United Nations children's charity

3 Look at these sentences about the actor, Orlando Bloom. Find and correct the errors. (S = spelling, G = grammar, P = punctuation)

1 Orlando Bloom is ofen in the newspapers. (S) *often*
2 His most exiting film is *Pirates of the Caribbean*. (S)
3 When he was 15, he has had a tattoo. (G)
4 Orlando broke his nose while he is playing rugby. (G)
5 He has a dog called sidi. (P)
6 Is he working in Hollywood at the moment. (P)

4 Read the profile again. Answer the questions.

1 Who did Orlando go to school with?
His sister Samantha
2 What did Orlando always want to be?
3 Where did he study drama?
4 What part did he play in *The Lord of the Rings*?
5 How has he helped other people?
6 Why does the writer admire Orlando Bloom?

5 Think about a famous person in the news who you admire and find out about them. Answer these questions. Make notes.

1 Why is he/she famous?
2 Why do you admire him/her?
3 When was he/she born?
4 Has he/she got brothers and sisters?
5 Where did he/she go to school?
6 What does he/she do today?

6 Write a profile of the person you chose in Exercise 5. Use 'My famous person' and your notes from Exercise 5.

My famous person

Paragraph 1
Introduction and why you admire him/her
.... (name) *is a great* .... (job). *I admire him/her because of his/her* .... .

Paragraph 2
Early life, education and career
.... *was born in* .... (when?) *in* .... (where?).
After school, he/she … (what did he/she do?)

Paragraph 3
What he/she has done recently and why you admire him/her
Today .... (name) *is* .... (describe him/her).
He/She has … (what has he/she done recently).

Remember!

- Use the vocabulary from this and earlier units where possible.
- Check your grammar, spelling and punctuation.

Refresh Your Memory!

Grammar Review

1 **Complete the text about a famous reporter. Use the Present perfect form of the verbs.**

Clark Kent works for the *Daily Planet*. He's tired because he [1] *'s had* (have) a busy day. What [2] .... he .... (do)? Well, he [3] .... (meet) the Mayor of Metropolis and he [4] .... (write) a report for the newspaper. He [5] .... (work) with his friend, Lois, on a big story. They [6] .... (not finish) it because they [7] .... (not interview) Lex Luther. Clark [8] .... (not see) Lex today, but he [9] .... (fly) around the city and helped people. Clark Kent has two jobs. [10] .... you .... (ever/ hear) of Superman?

2 **Make sentences and questions.**

1 you / ever / read / a newspaper on the bus?
Have you ever read a newspaper on the bus?
2 I / never / play / ice hockey
3 they / ever / watch / a video online?
4 He / never / act / in a film
5 she / ever / interview / a pop star?
6 We / never / try / playing rugby
7 you / ever / hear / an Arctic Monkeys' song?

3 **Choose the correct options.**

1 Some teenagers *have never bought* / *never bought* a newspaper.
2 Pete *has read* / *read* an interesting blog about computer games last night.
3 There *has been* / *was* a news flash about a tsunami this morning.
4 She *has never eaten* / *didn't eat* at a pizzeria. She doesn't like pizzas.
5 We *haven't seen* / *didn't see* the football match last weekend.
6 I *have never had* / *didn't have* my own computer, but I want one for my birthday.

Vocabulary Review

4 **Read the definitions and complete the words.**

1 You can listen to this on your MP3 player. p<u>o</u>dc<u>a</u>st
2 You can see this person on TV. n_ws pr_s_nt_r
3 This person often writes for a newspaper. j_ _rn_l_st
4 The most important news stories are the h_ _dl_n_s.
5 A story in a newspaper is called a r_p_rt.
6 Important new stories usually appear in a n_wsfl_sh on TV.
7 People use this to write about their everyday lives. bl_g
8 On a computer, we can read the news on a n_ws w_bs_t_ .
9 A TV programme about important stories in the news. c_rr_nt _ff_ _rs pr_gr_mm_

5 **Complete the sentences with the correct adverb form of the adjective in brackets.**

1 The actress is smiling *happily* (happy) in the photo.
2 My brother is playing his music very .... (loud).
3 Peter always does his homework very .... (careful).
4 I play tennis really .... (bad).
5 The reporter waited .... (patient) for the interview to begin.
6 The bus doesn't go very .... (fast), but it's cheaper than the train.

Speaking Review

6 2.12 **Complete the conversation with these words. Then listen and check.**

happen headlines ~~heard~~ impossible joking

Girl Have you [1] *heard* the news? An elephant has escaped from the zoo.
Boy That's [2] .... !
Girl No, it isn't. Look at the [3] .... . I'm not [4] .... .
Boy Wow! It <u>is</u> true. That's ridiculous!
Girl I know, but how did it [5] .... ?

Dictation

7 2.13 **Listen and write in your notebook.**

My assessment profile: Workbook page 130

Refresh Your Memory!

Exercise 1

Answers

2 has, done
3 's met
4 's written
5 's worked
6 haven't finished
7 haven't interviewed
8 hasn't seen
9 's flown
10 Have, ever heard

Exercise 2

Answers

2 I've never played ice hockey.
3 Have they ever watched a video online?
4 He's never acted in a film.
5 Has she ever interviewed a pop star?
6 We've never tried playing rugby.
7 Have you ever heard an Arctic Monkeys' song?

Exercise 3

Answers

2 read **3** was **4** has never eaten **5** didn't see
6 have never had

Exercise 4

Answers

2 news presenter
3 journalist
4 headlines
5 report
6 news flash
7 blog
8 news website
9 current affairs programme

Exercise 5

Answers

2 loudly **3** carefully **4** badly **5** patiently **6** fast

Exercise 6 (Track 2.12)

Answers

2 impossible **3** headlines **4** joking **5** happen

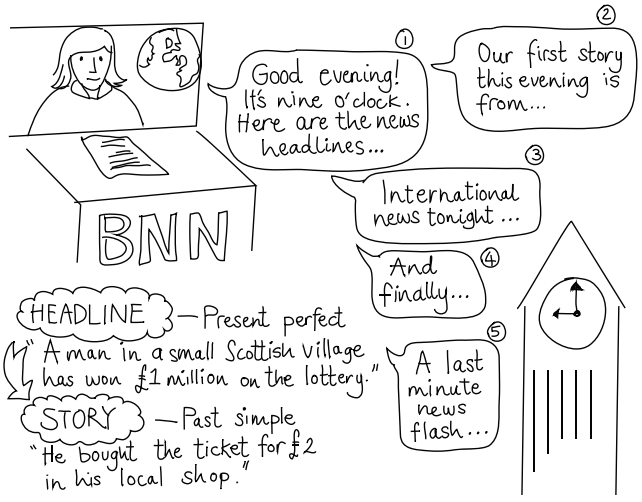
Exercise 7 (Track 2.13)

Answers and Audioscript

Have you ever heard a funny story on the news? Some news websites have lots of reports about strange and funny events. I sometimes don't believe them, but I always laugh loudly because they're so ridiculous. I read a funny story yesterday. It was all about a surfing competition – for dogs!

Extra activity

Revise the use of the Present perfect for introducing news stories:
– Draw the news presenter on the top left of the board and ask students what her job is (Answer: *She's a journalist/news presenter.*)
– Ask students to invent a name for the channel, e.g. *British National News* and add the letters, for example *BNN*, to the news presenter's desk.
– Find out what time most students watch the news and draw the clock on the bottom right of the board and add the time.
– Draw the first speech bubble (1) on the board and explain that students are going to work in pairs and prepare a news programme. Write up the examples on the bottom left of the board to remind them that they should use the Present perfect to present the news headlines and introduce the story, and then use the Past simple to give further details.
– Write up the additional useful phrases in speech bubbles 2–5 before students work in pairs, preparing four or five news stories to include in their news programme. Monitor and help with grammar and vocabulary if necessary.
– When students have finished preparing their programme, they practise reading their stories. They should take it in turns to read the stories.
– Each group performs their news programme for the class.



My Assessment Profile Unit 4

Workbook page 130

Culture 4 – Robin Hood

See Teacher's Book page 222 and Students' Book page 124 (for extra reading, discussion and writing work).

Real World Profiles

Cultural notes

- *Blog* is an abbreviation of the term 'web log' and these 'personal online diaries' first started to appear in the late 1990s. Most blogs are written by one person who writes about topics which are of interest to him or her, and usually the followers of the blog are able to add comments and interact with the author and the other readers, and sometimes readers can even add their own entries. The sections of the blog, or 'posts', appear chronologically, with the most recent item at the top of the page. It is estimated that there are over 150 million blogs on the internet, focussing on virtually every topic imaginable: photography, cooking, music, IT, sports, etc. Many companies are now starting to use blogs, too as an online marketing tool to increase their brand presence on the internet.
- This Real World Profile is based on a real person, but we were not granted permission to use the material so we recreated a similar personality and achievement to maintain a sense of authenticity.

Exercise 1

- Draw attention to the photos and ask students what they can see.
- Students read Amy's profile and decide if the sentences are true or false.
- When checking answers, ask students to correct the false statements.
- Check answers as a class.

Answers

2 True
3 False (Amy has a fashion blog.)
4 False (She goes to fashion shows in Canada and the USA.)

Key Words

Be prepared to focus on the Key Words, either by pre-teaching them, eliciting their meaning after students have read the text, or through dictionary or definition writing work.

styles – different fashion 'classifications' or 'categories', generally they last a long time

trends – fashion styles which become popular very quickly but then pass equally quickly

a 'look' – a style which has a personal 'touch' rather than being what everyone wears

latest – the most recent, the newest, the most up-to-date

brand – the name of a company which makes something

retro – a fashion or piece of clothing from a previous period, going 'back in time'

Exercise 2 (Track 2.14)

- Individually, students read the article and answer the questions.
- If you wish, play the recording for students to listen and read.
- Students check in pairs before checking answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

2 Amy takes the photos for her blog.
3 Because the weather changes and people wear a lot of different clothes.
4 More than 30,000 people read Amy's blog.
5 She doesn't buy designer clothes because she can't afford them.
6 She suggests her readers buy in sales and look in second-hand shops.

Class discussion

- Read through the questions with the class.
- Students then work in pairs or small groups, talking about the questions.
- Monitor, but do not interrupt fluency.
- Take feedback as a class.
- Ideally the class discussion activity should be completed in English, but you may want to support weaker students with some L1, if appropriate.

Extra activity

Ask students additional questions related to the topic of the text, e.g.

1 Do you think blogs are a good way to share information and ideas? Why?/Why not?
2 Is there a big difference between 'winter' and 'summer' clothes in your country?
3 How important is it for you to wear the latest fashions?
4 Are clothes and fashion more important for you than for your parents? Why?/Why not?
5 Do you or any of your friends or family have a personal 'look'? How can you describe it?

In this unit have you …

… used Grammar and Vocabulary worksheet?
… used Reading and Listening worksheet?
… used Writing worksheet?
… used Speaking worksheet?
… used Unit test?

With the exception of the Speaking and Writing worksheets, all the Teacher's Resources are at two levels of difficulty:

* For students who need extra help and support
** For students who require an additional challenge

Real World Profiles

Amy Grey's Profile

Age: 15 years old

Home country: Canada

My favourite things …

fashion, writing (check out my fashion blog), photography, reading magazines

Reading

1 **Read Amy's profile. Are the sentences true (T) or false (F)?**

1 Amy is from the USA. *F*
2 She likes taking photos.
3 She has a news website.
4 She goes to fashion shows in London.

2 2.14 **Read the article. Answer the questions.**

1 How old was Amy when she started her blog?
She was 11.
2 Who takes photos for Amy's blog?
3 Why is Toronto a good city for Amy to write her blog about?
4 How many people read Amy's blog?
5 Why doesn't Amy buy designer clothes?
6 How does Amy suggest her readers save money on clothes?

Amy Grey: Fashion Blogger

Amy Grey was born in 1998. She has three older brothers and lives with her parents in Toronto, Canada. When she was a child, Amy became interested in fashion and photography. She loved to look at her mum's fashion magazines and started to notice the different styles and trends on the streets of Toronto. Then, when she was just 11 years old, Amy decided to write about them. With a little help from her parents, she started a fashion blog called Toronto Streetside.

Amy's blog is an online diary, with opinions about street fashion as well as general fashion news. All of the photography is by Amy herself and is very professional, with entertaining commentary and sometimes quotes from people in the pictures. 'I love watching people in parks or cafés, on the subway or at tram stops. There's so much style in this city,' explains Amy. The changing climate in Toronto (sub-zero in winter and often 30°C in summer) means that people wear a lot of different clothing, too. 'It's exciting when I spot an interesting "look",' she adds. 'It may be someone with the latest brand combined with something retro, or something of sentimental value. They could be a bicycle courier, a market stall trader, a cab driver, anyone really. And I always talk to the people I photograph - it's fascinating to hear the story behind the outfit.'

Today, six years after she started her blog, Amy has more than 30,000 readers. Fashion magazines like *Vogue* and *Elle* often publish her photos and opinions and designers invite her to fashion shows in Canada and the USA. 'It's great going to the shows,' she says. 'Although I can't afford the clothes!' Does that worry her at all? 'Not really,' she says. 'It's surprising what you can find in sales and second-hand shops. You don't need to spend a lot of money to be creative and look good.'

Key Words

styles trends a 'look'
latest brand retro

Class discussion

1 Do you read any blogs on the internet? What are they about?
2 Do you know any famous fashion designers from your country?
3 What type of clothes do you buy? Do you like designer clothes or do you look for bargains like Amy?

5 Happy Holidays

Grammar	Present perfect + *for* and *since*; *How long?*; Present perfect with *just*
Vocabulary	Holidays; Meanings of *get*
Speaking	Asking for information
Writing	A travel guide

Vocabulary Holidays

1 2.15 **Match the pictures (1–14) to these activities. Then listen, check and repeat.**

book a holiday *1*	buy souvenirs	check into a hotel
eat out	get a tan	get lost
go abroad	go camping	lose your luggage
pack your bag	put up a tent	see the sights
stay in a hotel	write a travel blog	

Word list page 77 **Workbook** page 108

2 **Match the sentences to the activities in Exercise 1.**

1 OK, we've got flights and paid for the villa – I think that's everything. *book a holiday*
2 All the other bags have gone, but mine wasn't there!
3 This pink T-shirt is great. It says 'I love New York'.
4 I've almost finished, but the bag is really heavy!
5 I want to see the famous cathedral by Gaudi.
6 My best friend is flying to Australia next week.
7 Shall we go to the restaurant by the beach tonight?
8 I'm not sure how to get back to the hotel!

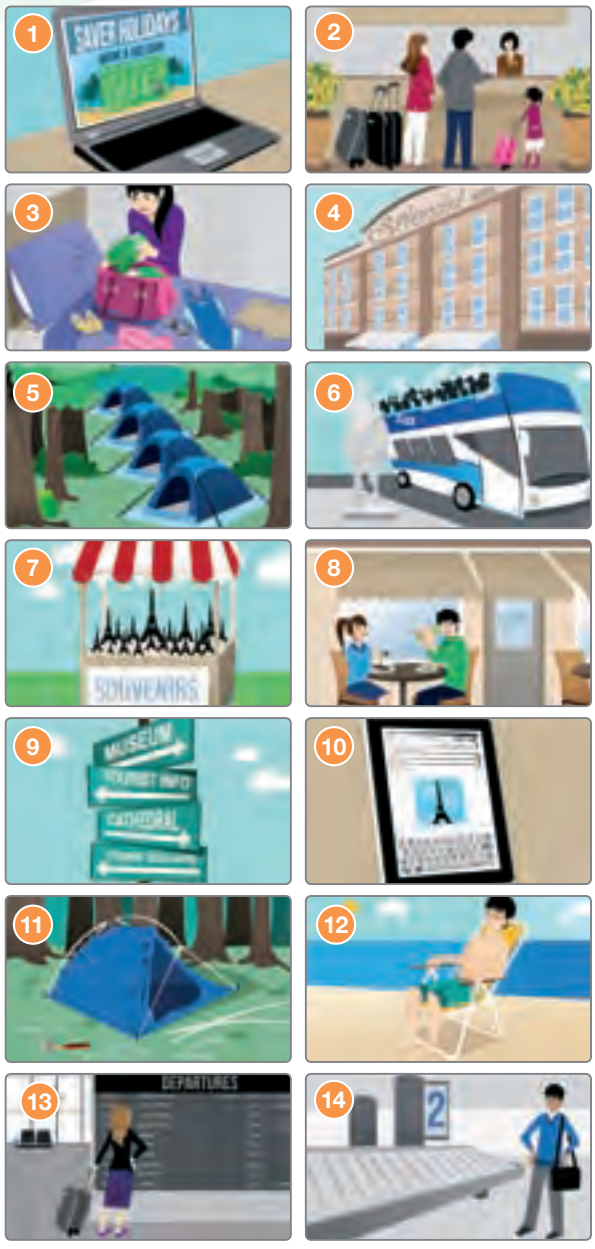
3 **Match the verbs (1–6) to the nouns (a–f) to make activities from Exercise 1.**

1 stay	a into a hotel
2 write	b a tan
3 go	c a tent
4 check	d a travel blog
5 get	e in a hotel
6 put up	f camping

4 What about you? **In pairs, ask and answer.**

1 Where do you usually stay when you go on holiday?
2 What do you enjoy doing? Do you like getting a tan or seeing the sights?
3 Have you ever written a travel blog?

I usually stay in a hotel.



Brain Trainer Unit 5
Activity 2 Go to page 114

Unit contents

Vocabulary
- Holidays – *book a holiday*, *buy souvenirs*, *check into a hotel*, *eat out*, *get a tan*, *get lost*, *go abroad*, *go camping*, *lose your luggage*, *pack your bag*, *put up a tent*, *see the sights*, *stay in a hotel*, *write a travel blog*
- Meanings of *get* – *arrive*, *buy*, *receive*, *fetch*, *become*, *walk/move*

Grammar
- Present perfect + *for* and *since*; *How long?*
- Present perfect with *just*

Communication
- Asking for information
- Writing a travel guide; Making your writing more interesting – use different adjectives, use new vocabulary

Pronunciation
- /aɪ/ vs /ɪ/

Culture 5 – Multicultural Britain

Keyco mpetences
- Linguistic competence
- Interpersonal, social and civic competence
- Cultural and artistic competences
- Learning-to-learn
- Autonomy and personal initiative

Vocabulary Holidays

Extra activity

Stronger groups or individual students cover the words in the box and complete Exercise 1 'blind'. Make sure they understand that they should use a verb and a noun to describe each picture. Students then uncover the box and see if they used the same words or different ones. This type of activity is very valuable as it helps students notice the gap between their knowledge and the target language.

Exercise 1 (Track 2.15)
- Individually, students match the activities and the pictures.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each activity to check students' pronunciation.

Answers

2 check into a hotel
3 pack your bag
4 stay in a hotel
5 go camping
6 see the sights
7 buy souvenirs
8 eat out
9 get lost
10 write a travel blog
11 put up a tent
12 get a tan
13 go abroad
14 lose your luggage

Exercise 2
- Students match the sentences to the activities in Exercise 1.
- They then check in pairs before checking answers as a class.

Answers

2 lose your luggage
3 buy souvenirs
4 pack your bag
5 see the sights
6 go abroad
7 eat out
8 get lost

Exercise 3
- Individually, students match the verbs to the nouns.
- Check answers as a class

Answers

2 d **3** f **4** a **5** b **6** c

Extra activity

Stronger groups or fast finishers memorise the collocations in Exercise 3 for one minute. Students then test themselves or their partner by covering first the verbs and then the nouns and seeing how many of them they can remember.

Exercise 4
- Ask one student to read aloud the example.
- Students work in pairs, asking and answering the questions.
- Monitor and help with vocabulary, but do not interrupt fluency.

Extra activity

Students write a short text summarising their partner's answers to the questions in Exercise 4. They should use 'this person' instead of a name to keep the identity a secret, e.g. *'This person usually stays in his family's house near the beach when he/she goes on holiday.'* When checking students' work, focus on the positive use of the grammar and vocabulary taught so far and respond by saying who you think the text is about.

Further practice
Workbook pages 42 and 108

Brain Trainer Unit 5 Activity 2
See Teacher's Book page 212 and Students' Book page 114

Reading

Revision

First – At the start of the class, revise the verb + noun collocations from the previous lesson. Tell students to write the following verbs in a column in their notebooks:
book, buy, eat, get, go, lose, pack, put up, see, write

Second – Tell students you are going to say ten nouns and that they must write them next to the correct verb. Read the following items:
out, the sights, camping, a holiday, a tent, a tan, your luggage, your bag, a travel blog, souvenirs

Third – Students correct their own work and give themselves a mark out of ten. They get half a point for matching the words correctly and a further half point for the correct spelling.
(Answers: *book a holiday*; *buy souvenirs*; *eat out*; *get a tan*; *go camping*; *lose your luggage*; *pack your bag*; *put up a tent*; *see the sights*; *write a travel blog*)

Extra activity

Books closed. In pairs, students brainstorm holiday activities e.g. *go swimming*, *take photos*, etc. Students change partners and peer teach the vocabulary they have thought of. Collate the vocabulary on the board and ask students which activities they prefer doing on holiday.
(Possible activities: *go hiking*; *go kayaking*; *go mountain biking*; *go pony trekking*; *go skiing*; *go snowboarding*; *go surfing*; *go swimming*; *listen to music*; *play football*; *read a book*; *see the sights*; *take photos*)

Exercise 1

- Draw attention to the photos and ask students what they can see.
- Individually, students answer the questions.

Exercise 2

- Make sure students understand not to read in detail at this point.
- Students scan the text quickly to check their answers.

Answers

1 It's a family holiday/adventure/camping holiday.
2 They're staying in a tent in a field in the Lake District.
3 They've tried mountain biking, rock climbing and canoeing. They haven't been pony trekking.

Exercise 3 (Track 2.16)

- Individually, students answer the questions.
- If you wish, play the recording for students to listen and read.
- They then check in pairs before checking answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

2 Gemma
3 Gemma
4 Shannon
5 Gemma
6 Gemma
7 Shannon
8 Gemma

Extra activity

Write the following sentences on the board. Students read the magazine article again and decide if they are true or false (*answers in brackets*).

1 *Most parents and children agree about what makes a good holiday. (False – Most parents and children have different ideas about what makes a good holiday.)*
2 *In the TV show, the children choose the holiday and the parents book it. (False –The children choose the holiday and book it themselves.)*
3 *Gemma and Shannon enjoy doing similar things on holiday. (False – Gemma and Shannon want to do different things on holiday.)*
4 *Gemma has been swimming every day this holiday. (False – She's done other activities, but she hasn't been swimming.)*
5 *Shannon isn't enjoying the holiday very much. (True)*
6 *Gemma and Shannon don't usually have much time together when they are at home. (True)*

They then compare their answers in pairs before checking as a class. When checking answers, ask students to correct the false sentences.

Exercise 4

- Check the pronunciation of the questions before students work in pairs.
- In pairs, students ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency.

Further practice

Workbook page 43

Reading

1 **Look at the photos from Shannon and Gemma's holiday. Answer the questions.**

1 What type of holiday is it?
2 Where do you think they are staying?
3 What do you think they do every day?

2 **Read the magazine article quickly and check your answers to Exercise 1. Which activity in the photos haven't Shannon and Gemma done?**

3 2.16 **Read the article again. Answer the questions.**

Who …
1 likes staying in hotels? *Shannon*
2 likes doing different activities?
3 has never booked a holiday before?
4 has never stayed in a tent before?
5 gets bored easily?
6 sometimes listens to music?
7 usually reads books on holiday?
8 has enjoyed the holiday?

4 What about you? **In pairs ask and answer.**

1 What do your parents like to do on holiday? Do you like the same things or different things?
2 What are the advantages of a family holiday? Are there any disadvantages?

Advantages
stay in a nice hotel.
parents pay for everything.

disadvantages
can't stay up late.
difficult to meet other teenagers.

BEHIND THE CAMERA

People have different ideas about what makes a good holiday, especially parents and their children. In a new TV show *You choose!*, kids decide on the family holiday, with some funny results! This week, 16-year-old Gemma Roberts packs the bags and books the holiday destination. Mum, Shannon, gets a big surprise. We asked them about their experiences.

"I think Mum liked canoeing …"

Gemma's story

Mum has always chosen our holidays since I was small. We usually stay in hotels and Mum just likes getting a tan or she reads books all day. I don't mind swimming or listening to my MP3 player, but I like adventure too, so I chose a holiday in the Lake District. No hotels, no swimming pools, just a tent in a field (Mum has never put up a tent before). How long have we been here? Mum says 'forever!', but actually we've been here for five days. We've tried mountain biking, rock climbing and canoeing since the weekend. Mum was scared on the rock climb, but I think she liked canoeing …

Shannon's story

I was worried when Gemma chose the holiday. I like to relax and read when I'm away, but Gemma is quite active. She often gets bored. It hasn't been a great holiday because I haven't read a book since Saturday. In fact I haven't read anything for a whole week, but I've had some time to talk to Gemma. That's been the best part, really. We're both too busy to talk at home!

Grammar Present perfect + *for* and *since*; *How long*?

How long have we been here?
We've been here for five days/a week/a month.

I haven't read a book since Saturday.

She's lived in France since 2010.

Grammar reference Workbook page 94

1 **Study the grammar table. Choose the correct options to complete the rules.**

1 We use *for / since* with a period of time.
2 We use *for / since* with a point in time.

2 **Copy the table and put these words and phrases in the correct column.**

~~a long time~~	a week	~~August~~	four years
five o'clock	I was fifteen	last week	ten minutes
the weekend	Tuesday	two days	yesterday

for	since
a long time	*August*

3 **Make sentences with the Present perfect. Add *for* or *since* to each sentence.**

1 They / not go / abroad / years
They haven't gone abroad for years.
2 You / be on my games console / hours!
3 He / not watch TV / last weekend
4 We / stay in the same hotel / two weeks
5 I / not write my travel blog / a long time
6 We / eat local food / we arrived
7 They / not see their friends / Friday

4 **Complete the text about an unusual holiday. Use the verbs or choose *for* or *since*.**

Jilly Daniels [1] *has had* (have) a new bike [2] *for / since* Christmas. When she got her bike, she went on a cycling holiday. She [3] .... (be) on her holiday [4] *for / since* three months now and she [5] .... (travel) thousands of kilometres. She [6] .... (visit) six different countries and she [7] .... (be) in Portugal [8] *for / since* Thursday. However, she [9] .... (not stay) in a hotel or put up a tent [10] *for / since* December. Why? Because Jilly's bike [11] .... (not leave) her house! 'It's a virtual holiday on an exercise bike,' explains Jilly. 'I cycle 20 kilometres at home every day. I follow a map, then I read about the place I'm 'visiting' on the internet. I haven't got a tan and I [12] .... (not buy) any souvenirs,' she says, 'but I'm enjoying it!'

5 **Make questions and answers about Exercise 4.**

1 How long / Jilly / had a new bike?
How long has Jilly had a new bike? Since Christmas.
2 How long / she / be on holiday?
3 How long / she / be in Portugal?
4 How many kilometres / she / travel?
5 How many countries / she visit?
6 How many souvenirs / she / buy?

Pronunciation /aɪ/ vs /ɪ/

6a 2.17 **Listen and repeat.**

active	arrive	bike	give	I've	like
live	mobile	miss	since	time	visit

b **Copy the table and put the words in Exercise 6a in the correct column.**

/aɪ/	/ɪ/
arrive	*active*

c 2.18 **Listen, check and repeat.**

7 What about you? **In pairs, ask and answer.**

1 How long have you lived in your town?
2 How long have you had a mobile phone?
3 How long have you known your best friend?

How long have you lived in your town?
I've lived here for ten years.

Grammar Present perfect + *for* and *since*; *How long?*

Language notes

Students continue to work on the Present perfect in this unit and learn how to use the tense to talk about actions which started in the past and continue in the present and ask about duration. Many languages use present tenses to convey this concept, so be prepared to offer students a lot of support to help them understand this use of the Present perfect in English. Asking students to translate example sentences into their L1 and then contrast the tenses used can be a very valuable step in this process. The most common error is the error of omission: students often fail to use the Present perfect in this context and, due to L1 interference, simply substitute it with the Present simple.
The question *How long?* does not usually cause major problems for students nor do students generally have problems differentiating between *for* and *since*.

Exercise 1

- Read the grammar table with students.
- Students work individually, choosing the correct options.
- Check answers as a class.

Answers

1 for **2** since

Exercise 2

- In pairs, students classify the words and phrases.
- Check answers by drawing the table on the board and asking individual students to write the words in the correct column.

Answers

for	since
aw eek foury ears ten minutes two days	five o'clock I was fifteen last week the weekend Tuesday yesterday

Exercise 3

- Individually, students make the sentences.
- Monitor and point out errors for students to self-correct.
- Drill the sentences for pronunciation and intonation.

Answers

2 You've been on my games console for hours.
3 He hasn't watched TV since last weekend.
4 We've stayed in the same hotel for two weeks.
5 I haven't written my travel blog for a long time.
6 We've eaten local food since we arrived.
7 They haven't seen their friends since Friday.

Exercise 4

- Students work individually to complete the text.
- Ask individual students to write answers on the board to check spelling.

Answers

3 's been **8** since
4 for **9** hasn't stayed
5 's travelled **10** since
6 's visited **11** hasn't left
7 's been **12** haven't bought

Exercise 5

- Students make questions and answers about Exercise 4.

Answers

2 How long has she been on holiday? For three months.
3 How long has she been in Portugal? Since Thursday.
4 How many kilometres has she travelled?
She's travelled thousands of kilometres.
5 How many countries has she visited?
She's visited six countries.
6 How many souvenirs has she bought?
She hasn't bought any souvenirs.

Pronunciation /aɪ/ vs /ɪ/

Exercise 6a (Track 2.17)

- Play the recording for students to listen and repeat.

Exercise 6b

- Highlight and drill the two sounds (/aɪ/ and /ɪ/) in isolation.
- Individually, students put the words in the correct column.

Answers

/aɪ/	/ɪ/
bike I've like mobile time	give live miss since visit

Exercise 6c (Track 2.18)

- Play the recording for students to listen and repeat
- Pause as appropriate to check students' pronunciation.

Further practice

Workbook page 124

Exercise 7

- Ask two students to read aloud the example question and answer.
- Check the pronunciation of the questions before students work in pairs.
- Monitor, but do not interrupt fluency unless students make mistakes with the Present perfect.

Further practice

- Workbook pages 44 and 94–95

Vocabulary Meanings of *get*

Revision

First – Write the following prompts on the board:
A *How long / you / be / on holiday / Julia / ?*
B *I / be here / a week now / . / I / love / it / !*
A *so / what / you / do / this week / ? I / see / you / get a tan*
B *yes / I / be to the beach / every day / . / not yesterday / rain / !*
A *shame / . / you / see the sights / ?*
B *yes / . / I / write / travel blog / every day*
A *friends / read / blog / ?*
B *Yes / . / I / read theirs / . / they / all / go on holiday / too / !*

Second – Elicit a conversation from the students using the prompts. Do not allow students to write anything down.

Third – Drill the conversation for correct pronunciation. Divide the class in half down the centre. Tell the half on the left that they are going to be A and the half on the right that they are going to be B. Build up the conversation step by step until students can perform it unprompted.
(Completecon versation:
A *How long have you been on holiday, Julia?*
B *I've been here for a week now. I love it!*
A *So …what have you done this week? I see you've got a tan.*
B *Yes! I've been to the beach every day. Well not yesterday – it rained!*
A *That's a shame. And have you seen the sights?*
B *Yes, I have. And I've written my travel blog every day.*
A *Have all your friends read your blog?*
B *Yes, they have. And I've read theirs. They've all gone on holiday, too!*)

Language notes

This lesson introduces students to the concept of delexicalised verbs, focussing on *get*, one of the most frequent verbs of this type. Delexicalised verbs are verbs which have little or no meaning in themselves, but are commonly used in combination with other words or phrases in informal written and spoken English. They are also sometimes referred to as 'empty' verbs due to their lack of meaning. When combined with other words their meaning does however become clear, e.g. *get home = arrive home*, *get tired = become tired*, etc. These verbs are used extremely frequently amongst native speakers and can be very difficult for students to learn. Other common delexicalised verbs include: *do*, *give*, *have*, *make*, *put* and *take*.

Extra activity

Books closed. Draw a large question mark on the board and to the right of it the words *dressed*, *married* and *up*.

dressed
? *married*
up

Individually students write down which verb they think might come before all three words. Check the answer as a class and explain that *get* is one of the most frequent verbs in English. Elicit any other phrases students know with *get* before students look at Exercise 1, e.g. *get a tan*, *get lost*.

Exercise 1

- Individually, students match the pictures to the example sentences.
- Check answers as a class.

Answers

2 d **3** a **4** f **5** c **6** e

Exercise 2

- Students rewrite the sentences, using the verbs in the box in the correct form.
- They then check in pairs before checking answers as a class.

Answers

2 becoming **3** receive **4** bought **5** fetch **6** walked

Exercise 3

- Read through the example with students.
- They then complete the questions and sentences, using *get*.

Answers

2 Did you get my text message?
3 When did you get here/to the party?
4 Come on. Let's get on the train.
5 Don't worry. I'll get it/your jacket.

Exercise 4

- Ask two students to read aloud the example question and answer.
- Students work in pairs, asking and answering the questions.
- Monitor and help with vocabulary, but do not interrupt fluency unless students make mistakes with the use of *get*.

Further practice

Workbook pages 45 and 108

Brain Trainer Unit 5 Activity 3

See Teacher's Book page 213 and Students' Book page 115

Vocabulary Meanings of *get*

1 **Match the pictures (1–6) to the different meanings of the verb *get* (a–f).**

a It was dark when we got to the campsite. = arrive
b Damian got a key ring and a baseball cap from the souvenir shop. = buy *1*
c We got their postcard after they arrived back from their holiday. = receive
d Can you get the suntan lotion from the hotel room? = fetch
e It was getting cold on the beach so we went home. = become
f He got on the bus and bought a ticket. = walk/move

Word list page 77 **Workbook** page 108

2 **Read the sentences. Replace *get* with one of these verbs in the correct form.**

~~arrive~~ become buy fetch receive walk

1 Hurry up! We won't get to school on time!
Hurry up! We won't arrive at school on time.
2 I think adventure holidays are getting more dangerous.
3 When you book a flight online, you get the tickets in an email.
4 She got a lot of new clothes for her holiday.
5 Can you get the guidebook? I left it in my bag.
6 Someone checked our passports before we got onto the plane.

3 **What would you say in these situations? Make a question or a sentence with *get*.**

1 You like your friend's new bag. You want to know where she bought it.
Where did you get your bag?
2 You sent your friend a text message. You want to know if he received it.
Did you .... ?
3 You see your friends at a party. You ask them what time they arrived.
When .... ?
4 You are at a train station with a friend. Your train has just arrived.
Come on. Let's .... .
5 Your mother has left her jacket upstairs. You offer to fetch it for her.
Don't worry. I'll .... .

4 **What about you? In pairs, ask and answer.**

1 How many text messages do you get a day?
2 What time do you usually get to school?
3 What things can you do to get healthy?
4 How often do you get on a bus to go to school?

How many text messages do you get a day?

I get about twenty text messages a day.

Brain Trainer Unit 5
Activity 3 Go to page 115

Chatroom Asking for information

Speaking and Listening

1 **Look at the photo. Answer the questions.**

1 Where do you think they have been?
2 What are they doing?
3 What do you think Tom's dad is asking?

2 2.19 **Listen and read the conversation. Check your answers.**

3 2.19 **Listen and read again. Answer the questions.**

1 Who liked the souvenir shops? *Tom*
2 What does Ash want to do?
3 Where does Tom want to go next?
4 How does the girl help them?
5 How can they get there?
6 What does Ash want to know?

4 **Act out the conversation in groups of four.**

Mr Green What did you think of Brighton Pier, boys?
Tom Great! I really liked the souvenir shops.
Ash The cafés were nice, too. Can we have lunch soon?
Tom You've just had an ice cream, Ash! Let's go and see Brighton Pavilion first.
Ash Is it far?
Mr Green Let's ask someone. Excuse me. Can you help us? We want to get to Brighton Pavilion.
Girl Sure. Let me show you on the map. You're here … and Brighton Pavilion is there. You can't miss it.
Mr Green How can we get there?
Girl Well, you've just missed the bus, but it's only ten minutes on foot.
Ash Is there a good place to eat there?
Girl Oh yes! There's a really good restaurant there. The menu has just changed and the food's delicious.
Ash Thank goodness. I'm starving!

Say it in your language …
Thank goodness.
I'm starving!

58

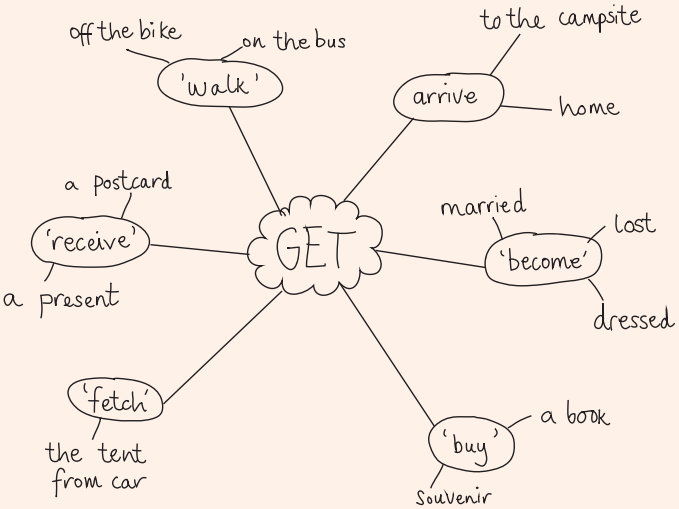
Chatroom Asking for information

Revision

First – Create a mind map to revise and extend the meanings of *get*. Copy the central *GET* cloud onto the board and add the six stems with the six meanings of *get*, seen in the previous lesson.

Second – Elicit one or two examples for each meaning from the class and write them on the board. Students then copy the mind map in their notebooks and, in pairs, brainstorm as much vocabulary as possible to add to the mind map.

Third – Collate all their suggestions on the board.
(Possible answers: *arrive – to school, to class, to the party*; *become – cold, tired, hungry*; *buy – new clothes, a coffee, lunch*; *fetch – your sister from the swimming pool, Mr Jones from his office, the books from the cupboard*; *receive – a letter, an email, a good mark in the exam*; *walk – into the car, out of the lorry, on the train*)



Speaking and Listening

Exercise 1

- Draw attention to the photo and ask students who they can see.
- In pairs, they then answer the questions.

Exercise2 (Track 2.19)

- Play the recording for students to listen, read and check their answers to Exercise 1.

Answers

1 They've been to Brighton Pier.
2 They're asking someone for information.
3 He's asking how to get to Brighton Pavilion.

Brain Trainer Unit 5 Activity 1

See Teacher's Book page 212 and Students' Book page 114

Exercise 3 (Track 2.19)

- Repeat the recording for students to answer the questions.
- They then check in pairs before checking answers as a class.

Answers

2 Ash wants to have lunch.
3 Tom wants to go to Brighton Pavilion next.
4 The girl shows them how to get there on the map.
5 They can get there in ten minutes on foot.
6 Ash wants to know if there is a good place to eat there.

Exercise 4

- Divide the class into groups of four.
- Groups act out the conversation.
- Monitor and correct students' pronunciation as appropriate.
- Nominate one group to perform the conversation for the class.

Extra activity

Books closed. Stronger groups or fast finishers try to reconstruct and write down the conversation in Exercise 2 from memory. They then open their books and see if they used the same words and grammatical forms or different ones.

Say it in your language …

Ask students to find the phrases in the conversation and look at them in context to try to deduce the meaning.

Thank goodness. – informal expression of relief used in response to a piece of good news. You might use it in class at the end of the week or at the end of term, e.g. *'Thank goodness. It's Saturday tomorrow – I can stay in bed all morning!'*

I'm starving! – colloquial expression, used to indicate that we're very, very hungry. Often used with the intensifier *absolutely* to make the exclamation even more extreme.

Exercise 5

- Students read the conversation again and find the phrases.
- Check answers as a class.

Answers

2 Mr Green **3** Mr Green **4** Ash

Exercise 6

- Read through the phrases for asking for information with the class.
- Drill the questions for pronunciation and intonation.

Exercise 7 (Track 2.20)

- Play the recording for students to listen to the conversations.
- Repeat the recording, pausing after each section to check what information the people ask for.
- In pairs, students act out the conversations.

Answers

Ash asks for a good place to eat out.
Tom asks for a good place to buy souvenirs.

Exercise 8

- Read the examples in the speech bubbles with the class. Then, elicit a second conversation from the class using *buy clothes*.
- Students then make their own conversations by replacing the words in purple.
- Stronger groups or fast finishers can use their own ideas.
- Monitor, but do not interrupt fluency unless students make mistakes with the use of the words and phrases for asking for information.

Further practice
Workbook pages 46 and 117

Grammar Present perfect with *just*

Language notes

Students study here the Present perfect with *just* to talk about recent actions. Students often notice the adverb *just* at quite low levels and can find the meaning difficult to assimilate due to its various different meanings. In this context it serves to 'close the gap' and move the action being talked about much closer to the moment of speaking, e.g.
'I've finished it.' (= at some point in the past)
'I've just finished it.' (= very recently)
Interestingly, the same is also true when used with the future, e.g.
'I'm going to do it.' (= at some point in the past)
'I'm just going to do it.' (= in a moment)

Exercise 1

- Read the grammar table with students.
- Check the answer as a class.

Answer

a short time ago

Exercise 2

- Individually, students make sentences with *just*.
- They then check in pairs before checking answers as a class.

Answers

2 I've just got a postcard from my friend.
3 She's just been for a swim.
4 We've just packed out bags.
5 He's just bought some souvenirs.
6 I've just found the guidebook.
7 They've just checked into their hotel.

Exercise 3

- Ask two students to read aloud the example question and answer.
- In pairs, students use the ideas in the box to ask and answer questions using the Present perfect and *just*.

Possible answers

2 Why are they worried?
They've just lost their luggage.
3 Why are we tired?
We've just put up a tent.
4 Why is he laughing?
His brother has just told a joke.
5 Why isn't she at home?
She's just left the house.
6 Why are they happy?
Their team has just won a match.
7 Why are you bored?
I've just started my homework.

Extra activity

Tell students to watch you while you complete three actions, e.g. *open a window*, *take a pen out of your bag*, *look at your mobile phone*. Elicit from students three sentences with *just* about your actions, e.g. *'You've just opened the window.'*, *'You've just taken your pen out of your bag.'*, *'You've just checked your messages.'* Students then work in pairs, taking turns to complete three actions and make sentences. Monitor and help with vocabulary and grammar, but do not interrupt fluency.

Further practice
Workbook pages 47 and 94–95

5 **Look back at the conversation. Who says what?**

1 Is it far? *Ash*
2 Excuse me. Can you help us?
3 How can we get there?
4 Is there a good place to eat there?

6 **Read the phrases for asking for information.**

Asking for information

Excuse me. Can you help us/me?
Where's a good place to …?
Is there a good place to … there?
How can we/I get there?
Is it far?
How long does it take to get to …?

7 2.20 **Listen to the conversations. What information do the people ask for? Act out the conversations in pairs.**

Ash Excuse me. Can you help us? Where's a good place to [1] eat out?
Girl There's a [2] pizzeria by the beach.
Ash Thanks. That's great.

Tom Excuse me. Can you help me?
Girl Sure.
Tom Where's a good place to [1] buy souvenirs?
Girl There's a [2] great shop in the Brighton Pavilion.
Tom Is it far?
Girl [3] No, it's only five minutes on foot.

8 **Work in pairs. Replace the words in purple in Exercise 7. Use these words and/or your own ideas. Act out the conversations.**

Excuse me. Can you help us? Where's a good place to buy a map?

There's a newsagent's by the station.

1 buy clothes / have a drink / go swimming

2 good shop on the high street / café by the pier / swimming pool near the park

3 No, it's about five minutes by bus. / Yes, it's about twenty minutes on foot. / No, it's just over there.

Grammar Present perfect with *just*

You've just had an ice cream.

You've just missed the bus.

The menu has just changed.

Grammar reference Workbook page 94

1 **Study the grammar table. Choose the correct option to complete the rule.**

The Present perfect with *just* describes an action that happened *a short time ago / a long time ago*.

2 **Make sentences with *just*.**

1 He / get some fish and chips
He's just got some fish and chips.
2 I / get a postcard from my friend
3 She / be for a swim
4 We / pack our bags
5 He / buy some souvenirs
6 I / find the guidebook
7 They / check into their hotel

3 **In pairs, say what has just happened. Use the ideas below.**

book a holiday	his brother/tell a joke
leave the house	lose their luggage
put up a tent	start homework
their team/win a match	

1 He's excited.
2 They're worried.
3 We're tired.
4 He's laughing.
5 She isn't at home.
6 They're happy.
7 You're bored.

Why is he excited?

He's just booked a holiday.

Reading

1 Look at the photos of these tourist attractions. Which would you like to visit? Why?

Strange Tourist Attractions

This week in *Holiday Horizons* you can read about tourist attractions with a difference.

Bubblegum Alley, San Luis Obispo, USA

In 1950, this was just a normal passage between buildings. Then, students from two local schools started to leave their bubblegum on its walls. They wrote messages with the gum and made pictures. Some people loved the bubblegum in the alley, but others hated it and local shopkeepers cleaned it a few times. But the students and their bubblegum always came back. Today the alley is called Bubblegum Alley and it is still full of gum. Students leave most of it, but tourists and artists leave gum, too. Artist Matthew Hoffman has recently made a big picture of a man blowing a bubble! 'It's fantastic!' says one visitor. 'Disgusting!' says another. What do you think?

Upside Down House, Szymbark, Poland

Daniel Czapiewski built this house in 2007 and thousands of tourists have visited it since then. He built it because he thinks many things in the world are wrong – upside down – and his house is a symbol of this.

You usually enter a house through the door, but to get into the Upside Down House, you climb through a window. When you are inside, you walk along the ceiling, go under a table and look up at a bed. In the bathroom, there's a toilet on the ceiling and in the living room there's an upside down TV.

Inside the house, there's an art exhibition. It's called 'Let's save this world' and the pictures show different world problems. Czapiewski wants people to think about these things. 'I've just visited the house and I like its message,' said one tourist, 'but it made me feel dizzy!'

2 2.21 **Read the magazine article. Match the statements with the attractions.**

A = Bubblegum Alley
B = Upside Down House

1 Some people don't like it. *A*
2 Furniture is in the wrong place.
3 It's popular with students.
4 It has something important to say.
5 You can walk along it.
6 You feel confused inside.
7 You can see serious pictures there.
8 You can see a funny picture there.

3 **Read the article again. Are the sentences true (T) or false (F)?**

1 The first people to leave bubblegum in the alley were artists. *F*
2 At first, some people tried to clean the walls in the alley.
3 Everybody loves Bubblegum Alley.
4 The Upside Down House represents what the artist thinks is wrong in the world.
5 You go into the house through a window.
6 The TV is in the living room.

Key Words

tourist attractions, bubblegum, blowing a bubble, dizzy, passage, shopkeepers, upside down

Listening

1 2.22 **Listen to the radio interview. Complete the sentence.**

The most unusual place Troy has ever stayed in is in .... .

Listening Bank Unit 5 page 119

2 **Think about a tourist attraction in your country.**

1 Where is it?
2 What is it?
4 What is it like? Describe it.
3 How long has it been a tourist attraction?
4 Who visits the place and why? What do people think of it?

Reading

Cultural notes

- *Bubblegum Alley* is in the town of San Luis Obispo in California. It is a passage between two buildings which is over four metres high and twenty metres long and is well-known as one of the more unusual sights in California. Although the alley has been cleaned several times over the decades the gum is amazingly resistant and the original bricks on the walls haven't been seen for fifty years.
- The *Upside Down House* is near the small village of Szymbark in Poland and is a popular tourist attraction. After visiting, many people complain of a sense of seasickness and dizziness. It is in fact not the only upside down house in the world, there are other similar buildings in Austria, Germany, Borneo, the USA, Turkey and South Korea.

Exercise 1

- Draw attention to the photos and ask students what they can see.
- In pairs, students discuss the questions.
- Take feedback as a class.

Key Words

Be prepared to focus on the Key Words, either by pre-teaching them, eliciting their meaning after students have read the text, or through dictionary or definition writing work.

tourist attractions – things which people like visiting when they are on holiday in a place

passage – a long, narrow space, usually between two buildings, which connects one place and another

bubblegum – a type of rubbery, brightly coloured substance which you can chew and use to blow bubbles

shopkeepers – people who work in and own a shop

blowing a bubble – using breath and a substance, like bubblegum, to make a large colourful sphere full of air

upsided own – inverted vertically, so that what is normally at the top is at the bottom, and what is at the bottom is at the top

dizzy – a confusing sensation where everything around you feels like it is moving when you are in fact stationary

Exercise2 (Track 2.21)

- Students read the magazine article and match the statements with the attractions.
- If you wish, play the recording for students to listen and read.
- Check answers as a class.

Answers

2 B **3** A **4** B **5** A **6** B **7** B **8** A

Exercise 3

- Students read the text again and decide if the sentences are true or false.
- When checking answers, ask students to identify the section of the text which supports their answer.

Answers

1 *False* (The first people were students from two local schools.)
2 True
3 False (One visitor says it's 'disgusting'.)
4 True
5 True
6 True

Extra activity

Check students' understanding of the Key Words by giving them definitions for five of the words and asking them to choose the correct word from the Key Words box.

Listening

Exercise 1 (Track 2.22)

- Play the recording. Students complete the sentence.
- Check the answer as a class.

Answer

a cave in Cappadocia in Turkey

Audioscript

See Teacher's Book page 226

Listening Bank

See Teacher's Book page 217 and Students' Book page 119

Exercise 2

- Individually, students answer the questions. Explain that students should only make notes at this point.
- In pairs, students talk about their tourist attractions.
- Ask some students to tell the class about their tourist attractions.

Extra activity

Students use their notes from Exercise 2 to make a poster about their tourist attraction. Tell them to use the texts in the Reading section as a model and include a photo of the tourist attraction. After correcting the texts you could display them on the classroom walls for the class to read. They can then vote for the tourist attraction which they would most like to visit.

Further practice

Workbook page 48

Writing A travel guide

Revision

First – Prepare a *Live Listening* about a holiday you've been on, talking about the sights you saw and what else you did, and recycling the grammar and vocabulary of the unit. Do not say the name of the place you went to. With stronger students you can also include some of the adjectives from this section. Use the following text as an example:
I've just got home from a fantastic holiday. We stayed in a hotel in the city centre and saw all the sights. We got there very late and the city was beautiful, bright lights everywhere – well it is called 'The City of Light'! We bought a lot of souvenirs and ate out every night – the food was lovely! I've never seen so many museums …we've been there three times now so we didn't visit the most famous museums again this time, but we visited the Musée Rodin and the house where Victor Hugo lived. And we went up the Eiffel Tower of course – we always go up the Eiffel Tower and I always get dizzy! The weather was terrible, very cold and rainy so I haven't got a tan but I don't mind!
(Answer: *Paris*)

Second – Students listen and make notes of the different sights you saw and the different things you did, and if you enjoyed them or not. They also decide where you are talking about.

Third – Students compare their answers in pairs. Collate answers on the board.

Exercise 1

- Read the Writing File with the class.

Exercise 2

- Students read the travel guide and find the opposites of the adjectives.
- Check answers as a class.

Answers

2 friendly **3** sunny **4** beautiful **5** famous
6 fantastic/lovely/nice

Exercise 3

- Individually, students complete the table.
- Check answers by drawing the table on the board and asking individual students to complete the missing information.

Answers

Town/City: *small*, *busy*
People:h elpful, friendly
Weather: rainy, cold
Tourist attractions: great, popular, interesting, famous

Exercise 4

- Students read the travel guide again and answer the questions.
- They then check in pairs before checking answers as a class.

Answers

2 The people are friendly.
3 The weather is often sunny.
4 They are Brighton Pavilion and Brighton Pier.
5 At the beach you can go windsurfing or sailing.
6 You can get a newspaper to find out what's happening.

Exercise 5

- Explain that students should only make notes at this point or write short sentences.
- Encourage students to ask you for any vocabulary they need.

Exercise 6

- Show students how the example text is divided into three paragraphs and tell them that they should now organise their notes in the same way.
- Read through the 'My favourite town/city' writing guide. Make sure students understand that they should give short answers to questions 1, 2, 3 and 4 in Exercise 5 in the first paragraph, and more extended answers for question 5 in the second paragraph and question 6 in the third paragraph.
- Draw students' attention to the 'Remember!' checklist.

Extra activity

Add an extra 10–15 vocabulary items from this unit to the collection of Word Cards.
Revise all the vocabulary by having a quick-fire competition. Divide the class into groups of four or five. Choose one group to start. Tell them you will give them a definition for one of the words on the cards and they have five seconds to confer before telling you their answer. The rest of the class count down (*'Five … , Four … , Three … , Two … , One … , Answer!'*) while the group confers. Award a point if the group guesses the word correctly first time. If they don't, don't tell the class the answer and put the word back into the collection of word cards to return to later. Continue firing definitions at the groups in turn until you have used all the vocabulary cards. The winner is the group with the most points.

Further practice

Workbook page 49

Writing A travel guide

1 Read the Writing File.

Writing File Making your writing more interesting

- Use different adjectives to make your writing more interesting.
- Use new vocabulary you have learnt too. It's a good way to remember new words!

2 Read the travel guide. Find the opposites of these adjectives.

1 large *small*
2 unfriendly
3 rainy
4 ugly
5 unknown
6 terrible

Travel Guide: My city by Hayley West

My home city is Brighton. It's a small city, near the sea, in the south of England. I love living in Brighton because the people are friendly and the weather is often sunny. There are also lots of music festivals there.

There are many things to see and do in Brighton. One of the main attractions is Brighton Pavilion. It's a beautiful palace and it's more than two hundred years old! Another famous attraction is Brighton Pier. There's a fantastic funfair there. After you have seen the sights, you can sit in a beach café or buy some souvenirs. If you enjoy watersports, you can go windsurfing or sailing, too. Brighton is a lovely city and has a lot to offer. When you visit Brighton, get a newspaper and see what's on. You might have a nice surprise!

3 Find the adjectives in these sentences. Then copy and complete the table.

1 Oxford is a small city, but it's very busy.
2 There are lots of great tourist attractions there.
3 The most popular attraction is the university.
4 There's an interesting museum and a famous library, too.
5 People are usually helpful and friendly.
6 The weather is often rainy and cold.

Town/City	*small, busy*
People	
Weather	
Tourist attractions	

4 Read the travel guide again. Answer the questions.

1 Where is Brighton? *It's in the south of England.*
2 What are the people like there?
3 What is the weather like?
4 What are the main attractions?
5 What can you do at the beach?
6 How can you find out what's happening in Brighton?

5 Think about your town. Answer the questions. Make notes.

1 Where is it?
2 What do you think of it?
3 What are the people like?
4 Is the weather usually good or bad?
5 Are there any famous or unusual tourist attractions?
6 What activities can you do there?

6 Write a travel guide. Use 'My favourite town/city' and your notes from Exercise 5.

My favourite town/city

1 Introduce your town/city
2 Describe what you can see and do
3 Give your conclusion

Remember!

- Use different adjectives to make your writing more interesting.
- Use the vocabulary in this unit.
- Check your grammar, spelling and punctuation.

Refresh Your Memory!

Grammar Review

1 **Match the beginnings (1–8) to the endings (a–h) of the sentences.**

1 They've been on holiday for *b*
2 He's lived in Spain since
3 I waited two hours for
4 She hasn't written her travel blog for
5 I haven't worn a T-shirt since
6 We've tried lots of different sports since
7 They haven't had a sunny day for
8 I haven't received a text message since

a a long time. She's got a lot to write about.
b three weeks. They don't want to go home.
c he was a child. He speaks fluent Spanish.
d weeks. It's been very cloudy.
e last weekend. I miss my friends!
f we arrived. We've been very busy!
g a train this morning. I was fed up.
h Monday. It's too cold!

2 **Complete the sentences. Use *just* and these verbs.**

arrive	buy	eat	~~finish~~
get	have	miss	pass

1 Sorry, there isn't any more pizza. We*'ve just finished* it.
2 They .... some souvenirs. They haven't got any more money.
3 That was the postman. I .... a postcard.
4 He's very tired. He .... home.
5 She's upset. She .... an argument with her mother.
6 I .... my exam. I'm very happy!
7 We .... the last bus. We'll have to walk home.
8 I .... the last slice of bread. I'll have to go to the supermarket later.

Vocabulary Review

3 **Complete the sentences with these verbs.**

buy	get	lost	packed
~~put up~~	stay	went (x2)	write

1 We arrived at the campsite, *put up* our tent, then made a cup of tea.
2 Have you .... your bag? Yes, I'm ready to go.
3 I sometimes .... a travel blog on holiday.
4 If we take a map with us, we won't .... lost.
5 He doesn't .... souvenirs on holiday because he never has enough money.
6 When we .... abroad last year, we .... our luggage at the airport.
7 We usually .... in a hotel, but this year we .... camping.

4 **Match the meanings of *get* (a–f) to the sentences (1–6).**

a arrive *2*
b buy
c receive
d fetch
e become
f walk/move

1 I **got** your text message this morning. What's the matter?
2 I was late for school this morning. I **got** there at half past nine!
3 Can you **get** the football? It's in the car.
4 He **got** a new computer game with his birthday money.
5 School exams **are getting** more and more difficult.
6 When the school bus arrived, we all **got** on.

Speaking Review

5 2.23 **Put the conversation in the correct order. Then listen and check.**

a No, it's only five minutes on foot.
b Excuse me. Can you help me? *1*
c There's a good souvenir shop on Weymouth Street.
d Where's a good place to buy postcards?
e Sure.
f Is it far?

Dictation

6 2.24 **Listen and write in your notebook.**

My assessment profile: Workbook page 131

Refresh Your Memory!

Exercise 1

Answers

2 c **3** g **4** a **5** h **6** f **7** d **8** e

Exercise 2

Answers

2 've just bought
3 've just got
4 's just arrived
5 's just had
6 've just passed
7 've just missed
8 've just eaten

Exercise 3

Answers

2 packed
3 write
4 get
5 buy
6 went, lost
7 stay, went

Exercise 4

Answers

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

Exercise 5 (Track 2.23)

Answers

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

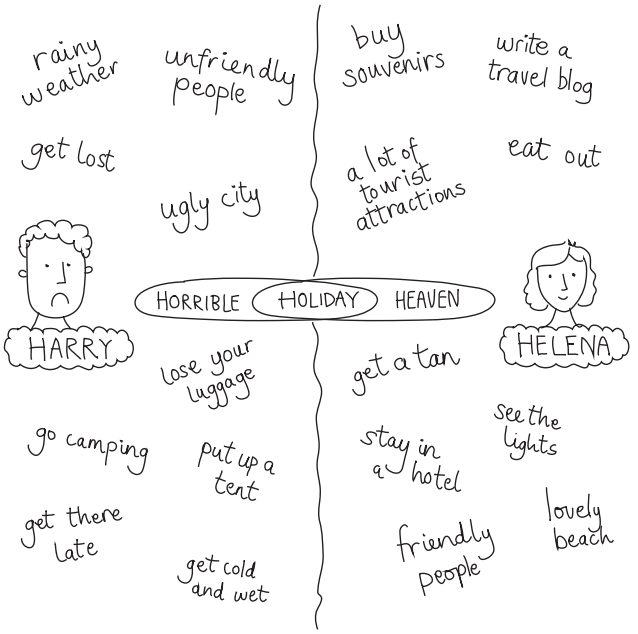
Exercise 6 (Track 2.24)

Answers and Audioscript

Jenny has just arrived in Madrid. She hasn't checked into a hotel and she hasn't seen the sights. She hasn't written her travel blog and she hasn't bought any souvenirs. But she has lost her luggage. That's the problem – she hasn't left the airport since she arrived!

Extra activity

Revise the Present perfect and the topic of holidays:
– Write the words *HORRIBLE HOLIDAY HEAVEN* on the board and draw a circle around the words *horrible holiday* and another around the words *holiday heaven*.
– Copy the picture of Harry on to the left of the board and Helena on to the right. Explain to students that Harry is having a horrible holiday but Helena is in holiday heaven.
– Ask students what sort of things might have happened to Harry to make his holiday so horrible, e.g. *lose your luggage*, *get lost*, and write these around him on the left of the board including students' ideas with those on the sample board plan below. On the right of the board elicit ideas for what might make Helena's holiday heaven, e.g. *friendly people*, *lovely beach*, and again include the ideas below.
– Put students in pairs and tell them to decide who is going to be Harry (or Harriet in an all-girls class) and who is going to be Helena (or Harold in an all-boys class).
– Explain that Harry is going to go home tomorrow, but first is going to be interviewed about his holiday and that the other student is going to be the interviewer.
– Tell the interviewers that their job is to make Harry talk as much as possible about his horrible holiday and to react appropriately. The first question will probably use the Present perfect, but then additional questions can use the Present perfect or the Past simple to get further information, e.g. *'So Harry, have you enjoyed your holiday?' 'No, I haven't. It's been horrible.' 'Oh dear. What's happened?'* etc.
– Students work in pairs. Monitor, but do not interrupt fluency.
– Students change roles and repeat the activity, interviewing Helena in holiday heaven, e.g. *'Tell me Helena, have you enjoyed your holiday?', 'Yes, I have. It's been lovely.' 'Great! You've got a tan. Have you been to the beach?'* etc.



My Assessment Profile Unit 5

Workbook page 131

Culture 5 – Multicultural Britain

See Teacher's Book page 223 and Students' Book page 125 (for extra reading, discussion and writing work).

LiteratureF ile Gulliver's Travels

Cultural notes

- *Gulliver's Travels* was first published in 1726 and republished in the slightly revised version we know today, in 1735. The most famous section of the book, in which Gulliver meets the tiny inhabitants of Lilliput, is actually the first of four parts. In the second part Gulliver meets giants in the land of Brobdingnag, in the third he visits various lands including a flying island, and in the fourth and final part, he meets the Houyhnhnms, a race of horses who govern their country. The story has been adapted various times for film and television, but the adaptations generally focus on the first part of the story rather than the other episodes.
- *Jonathan Swift* (Ireland, 1667–1745) is one of many famous writers to have been born in Dublin although he was in fact brought up in England and only moved back to Ireland in 1699. He is most famous as a satirist but also wrote poetry. His other famous works include *A Tale of a Tub*, *Drapier's Letters* and *A Modest Proposal*. Swift was heavily involved in the politics of the period and many of his experiences clearly influenced events which appear in his stories. Most of his work was originally published under various pseudonyms.

Language notes

Be prepared to elicit from stronger students or explain yourself the meaning of the following lexical items which appear in the Reading text: *across*, *storm*, *shipwrecked*, *adventures*, *daylight*, *stand up*, *strings*, *run away*

Exercise 1

- Draw attention to the photo and ask students what they can see.
- In pairs, they then answer the questions.

Exercise 2

- Make sure students understand not to read in detail at this point.
- Students scan the text quickly and check their answers to Exercise 1.

Answers

1 He's on a beach in Lilliput.
2 The people of Lilliput are keeping him prisoner.
3 They're probably very surprised and scared by Gulliver.

Exercise 3 (Track 2.25)

- Students read the Introduction again and choose the correct options.
- Check answers as a class.

Answers

2 verys mall **3** in another country **4** changes

Exercise 4 (Track 2.26)

- Students read the extract from Chapter 1 again and answer the questions.
- If you wish, play the recording for students to listen and read.
- Students then check in pairs before checking answers as a class.

Answers

2 They're a lot smaller than Gulliver.
3 Forty-one/41 men were on Gulliver.
4 Gulliver uses his hands to talk to the little man.
5 The people carry him food.
6 Lilliput has a king.

My Literature File

Exercise 5

- Individually, students make notes about a book they have read.
- Monitor and help with vocabulary if necessary.

Exercise 6

- Tell students that they must now present their information as a complete text, not as notes or unconnected sentences.
- Give students time to write a first and second draft of their introduction.
- Remind students to check their grammar, spelling and punctuation carefully before they give you their written work.
- Students include photos or pictures to illustrate their introduction.

In this unit have you …

… used Grammar and Vocabulary worksheet?
… used Reading and Listening worksheet?
… used Writing worksheet?
… used Speaking worksheet?
… used Unit test?

With the exception of the Speaking and Writing worksheets, all the Teacher's Resources are at two levels of difficulty:

* For students who need extra help and support
** For students who require an additional challenge

Literature File

Gulliver's Travels

by: Jonathan Swift

Introduction

It's 1726 and Gulliver is travelling across the sea from England. There's a storm and his boat is shipwrecked. He arrives in a strange country called Lilliput. He meets very small people there. Later, he travels to other countries and meets very big people and horses. They all ask Gulliver about his country and how it is different. Are people better or worse there? Are they good or bad? Gulliver returns home, but his adventures have changed his ideas and his life.

Chapter 1 – I came to Lilliput

I woke up after nine hours. It was daylight and I was on my back. I tried to stand up, but I could not move! I turned my head a little and looked around me. I saw thousands of strings across my body. … Then something moved on my foot. It moved over my body and up to my face. I looked down and saw a man. He was smaller than my hand. Forty more little men followed him … The man began to speak. His words were strange to me, but I watched his hands. 'We will not hurt you,' I understood. 'But do not try and run away, or we will kill you.' I put up my hand and showed him: 'I will stay here.' Then I had an idea. I also put my hand to my mouth: 'I am hungry.' The man understood me. He shouted to the people on the ground. A hundred men climbed onto my body and walked up to my mouth. They carried food for me. It came from the king they told me later.

Reading

1 **Look at the photo of Gulliver from the book *Gulliver's Travels*. Answer the questions.**

1 Where is he?
2 What is happening?
3 How do you think the little people feel?

2 **Read the Introduction and the extract from Chapter 1 quickly. Were your predictions correct?**

3 2.25 **Read the Introduction again. Choose the correct option.**

1 Gulliver goes to Lilliput *on holiday* / *by accident*.
2 He meets *very big* / *very small* people there.
3 He meets horses *in the same place* / *in another country*.
4 After his adventures, Gulliver *changes* / *doesn't change* his life.

Gulliver's boat is shipwrecked.

4 2.26 **Read the extract from Chapter 1. Answer the questions.**

1 What happened when Gulliver woke up?
He tried to stand up, but he couldn't move because he was tied up.
2 How are the Lilliputians different from Gulliver?
3 How many men were on Gulliver?
4 How does Gulliver talk to the little man?
5 How do the people help him?
6 What type of ruler does Lilliput have?

My Literature File

5 **Make notes about a book you have read. It can be about a journey, or an experience of a strange new place. Think about:**

- when the story happens
- where events happen
- who is/are the main character(s)
- new places they go to
- new people they meet
- what happens in the end

6 **Write an Introduction to the book. Add photos or pictures. Use your notes from Exercise 5 to help you.**

6 That's Life!

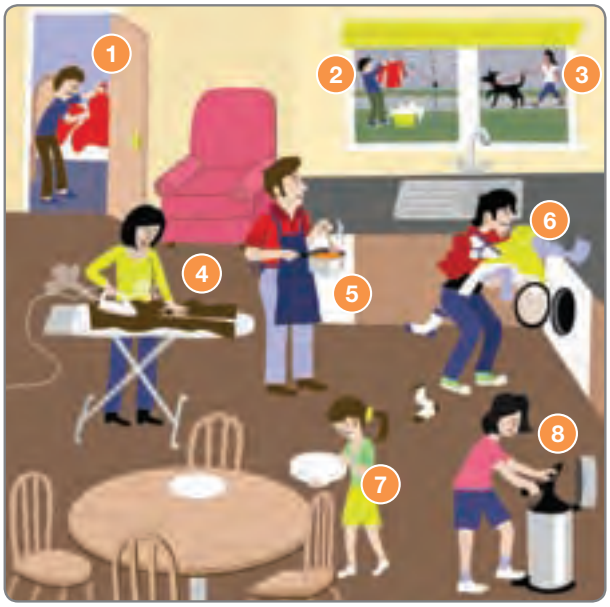
Grammar	*have to, don't have to, must, mustn't*; Predictions with *will, won't, might*
Vocabulary	Household chores; Feelings adjectives
Speaking	Giving advice (*should, shouldn't*)
Writing	A problem page

Vocabulary Household chores

1 2.27 **Match the pictures (1–16) to these words. Then listen, check and repeat.**

clear the table	cook a meal
do the ironing	do the washing-up
feed the cat	hang out the washing
lay the table	load the dishwasher
make your bed *1*	mow the lawn
run the washing machine	sweep the floor
take out the rubbish	walk the dog
wash the car	vacuum the floor

Word list page 77 **Workbook** page 109



2 **Complete the sentences with the household chores from Exercise 1.**

1 First, *cook a meal* and *lay the table*. Then you can eat.
2 .... with all the dirty plates or, if you haven't got a dishwasher, ... after the meal.
3 If there are bits of food under the table, ... or .... .
4 When you have dirty clothes, ... and then .... in the sun to dry.
5 Before you wear your clothes again, ...
6 When the bin in the kitchen is full, ...
7 .... every day. Pets can't live without food.
8 When the grass is too long, ...
9 .... every day. These pets need lots of exercise.
10 .... on the drive so it looks nice and clean.

3 **In pairs, ask and answer.**

1 What chores do you do at mealtimes?
I always lay and clear the table and I sometimes cook dinner on Saturdays.
2 What chores do other people in your family do?
3 What other chores do you do in the house?

Brain Trainer Unit 6
Activity 2 Go to page 115

Unit contents

Vocabulary
- Household chores – *clear the table*, *cook a meal*, *do the ironing*, *do the washing-up*, *feed the cat*, *hang out the washing*, *lay the table*, *load the dishwasher*, *make your bed*, *mow the lawn*, *run the washing machine*, *sweep the floor*, *take out the rubbish*, *walk the dog*, *wash the car*, *vacuum the floor*
- Feelings adjectives – *confident*, *confused*, *disappointed*, *embarrassed*, *fed up*, *glad*, *grateful*, *guilty*, *jealous*, *lonely*, *nervous*, *relaxed*, *relieved*, *upset*

Grammar
- *have to/don't have to*
- *must/mustn't*
- Predictions with *will*, *won't*, *might*

Communication
- Giving advice
- Writing a problem page; Linking words: reason and result – *because*, *so*

Pronunciation
- /ʌ/an d /juː/

Culture 6 – Canada

Keyco mpetences
- Linguistic competence
- Interpersonal, social and civic competence
- Learning-to-learn
- Autonomy and personal initiative

Vocabulary Household chores

Extra activity

Books closed. In pairs or small groups, students brainstorm household chores. They change partners or groups and teach others the vocabulary. Collate suggestions on the board. Check spelling and pronunciation.

Exercise 1 (Track 2.27)
- Individually, students match the words and the pictures.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each word to check students' pronunciation.

Answers

2 hang out the washing
3 walk the dog
4 do the ironing
5 cook a meal
6 run the washing machine
7 lay the table
8 take out the rubbish
9 vacuum the floor
10 mow the lawn
11 wash the car
12 sweep the floor
13 load the dishwasher
14 do the washing-up
15 feed the cat
16 clear the table

Exercise 2
- Students complete the sentences.
- They then check in pairs before checking answers as a class.

Answers

2 Load the dishwasher, do the washing-up
3 sweep the floor, vacuum the floor
4 run the washing machine, hang out the washing
5 do the ironing
6 take out the rubbish
7 Feed the cat
8 mow the lawn
9 Walk the dog
10 Wash the car

Extra activity

Reinforce vocabulary and spelling by doing a group mime activity at this point. Ask one student to come to the front of the class and turn his or her back to the board. Write one of the household chores on the board. On the count of three, everybody else in the class mimes the household chore for the student to guess. After the student has guessed the word, ask him or her to spell it for you. Repeat the process until you have revised all 16 items.

Exercise 3
- Students work in pairs, asking and answering the questions.
- Monitor, but do not interrupt fluency.

Further practice
Workbook pages 50 and 109

Brain Trainer Unit 6 Activity 2
See Teacher's Book page 213 and Students' Book page 115

Reading

Revision

First – Set up a 'class survey' on the subject of household chores. Students prepare a table in their notebooks as follows:

	always	usually	often	sometimes	hardly ever	never
Question 1						
Question 2						
Question 3						
Question 4						

Use the question *'How often do you take out the rubbish in your house?'* as an example question about household chores. Students think of four *'How often?'* questions using vocabulary from the previous lesson. Check students' questions before progressing to the next stage.

Second – Students ask all their classmates their questions. Tell them they need only tick each time a student answers *always*, *usually*, *often*, *sometimes*, *hardly ever* or *never*, not record the names.

Third – When students have finished, they prepare simple graphs to display the results and present these to the class.

Exercise 1

- Draw attention to the photo and the webpage and ask students what they can see.
- Individually, students choose the best title.

Answer

3 Today's teens don't do chores.

Exercise 2 (Track 2.28)

- Individually, students decide if the sentences are true or false.
- If you wish, play the recording for students to listen and read.
- When checking answers, ask students to read the section of the text which supports their answers.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

1 *False* (Sixty-three percent have never done the ironing but seventy-five percent have never cleaned the bathroom.)
2 False ('Thirty-five percent have never cooked a meal.')
3 True
4 False ('Real jobs in the real world will be very difficult for them.')
5 True
6 True
7 True
8 False (She thinks that 'it teaches good habits for the future.')

Extra activity

Students answer additional questions. Write the following questions on the board:

1 *Do some British teenagers make their bed? (Yes, they do. The text says that 'Many young people …don't have to make their bed', not all.)*
2 *What does Sheila Green think about the results of the survey? (She thinks the results are very worrying.)*
3 *Does Dan Sparks think that teenagers are lazy? (No, he doesn't. He things they work very hard.)*
4 *Why does Dan think it's better for teenagers not to do chores? (Because we want them to have good exam results and have other interests.)*
5 *Does Linda Fiorelli have the same opinion as Sheila Green or Dan Sparks? (No, she doesn't. Her opinion is in the middle of the two.)*
6 *Does Linda think it's important for children to do their chores slowly? (No, she doesn't. She says that they can do important jobs quickly.)*

Students read the text again and answer the questions.

Exercise 3

- Read through the examples with students.
- Check the pronunciation of the questions before students work in pairs.
- In pairs, students ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency.

Extra activity

Stronger groups or fast finishers write a paragraph summarising their partner's answers to the questions in Exercise 3, e.g. '*Joshua doesn't have very much free time because he does a lot of sport after school every day. He sometimes does household chores but usually …*'
Monitor and point out errors for students to self-correct.

Further practice

Workbook page 51

Reading

1 **Read the webpage quickly. Choose the best title.**

1 The world's laziest teenager
2 Teens work harder than their parents
3 Today's teens don't do chores

2 2.28 **Read the webpage again. Are these sentences true (T) or false (F)?**

1 Cleaning the bathroom is a more popular chore with teenagers than doing the ironing. *F*
2 More than half of all teenagers have never cooked a meal.
3 Dr Sheila Green thinks teenagers are lazy.
4 She thinks teenagers will be good at their jobs.
5 Dan Sparks thinks teenagers do a lot of homework.
6 He thinks it's more important that teenagers do homework, sport and music than chores.
7 Linda Fiorelli makes her children do chores.
8 Linda Fiorelli thinks children don't learn anything when they do chores.

3 What about you? **In pairs, ask and answer.**

1 How much free time do you have every day?
2 How much time do you spend on household chores?
3 Do you think you do a fair share of the household chores? Why?/Why not?

How much free time do you have every day?

Not much – I do a lot of sport after school.

I have a lot of free time – about two or three hours I think.

TeenWorld.co.com/uk

A study of British teenagers has found that most of them have never done any household chores. Many young people aged 11 to 16 don't have to make their bed. Thirty-five percent have never cooked a meal, sixty-three percent have never done the ironing and more than seventy-five percent have never run the washing machine or cleaned the bathroom.

Dr Sheila Green is one of the writers of the study. 'This information is very worrying,' she says.

'Every year, teenagers are getting lazier. Real jobs in the real world will be very difficult for them.'

Dan Sparks, from the parents' website FamilyFirst.com, disagrees. 'Young people today work very hard – harder than their parents, sometimes. Many of them have to do three hours of homework every night. Playing in a sports team or learning a musical instrument can take a lot of time, too and these activities are an important part of teenagers' lives. If we want young people with good exam results and also some interests outside school, we mustn't give them chores.'

Linda Fiorelli, writer of *The Happy Home*, feels very differently. 'It's about respect, not time. Even my five-year-old son has to lay the table every day. It takes one minute, but it's important. Children share the house with their parents, so they must share the jobs around the house, too. That's fair and it teaches good habits for the future.'

Grammar *have to/don't have to*

Affirmative
I/You/We/They have to lay the table.
He/She/It has to lay the table.
Negative
I/You/We/They don't have to lay the table.
He/She/It doesn't have to lay the table.
Questions and short answers
Do you have to do any chores?
Yes, I do./No, I don't.
Does he have to do any chores?
Yes, he does./No, he doesn't.

Grammar reference Workbook page 96

1 **Study the grammar table. Choose the correct options to complete the rules.**

1 We use *have to* when something *is / isn't* necessary.
2 We use *don't have to* when something *is / isn't* necessary.

2 **Find more examples in the article on page 65.**

3 **Make sentences and questions.**

1 clear / the table / has / She / to
She has to clear the table.
2 the dog / don't / to / We / have / walk
3 I / Do / do / have / any chores / to / ?
4 doesn't / vacuum / the floor / He / to / have
5 They / the washing / to / hang out / have
6 go / Why / you / have / to / do / ?

4 **Complete the sentences. Use the verbs and the correct form of *have to*.**

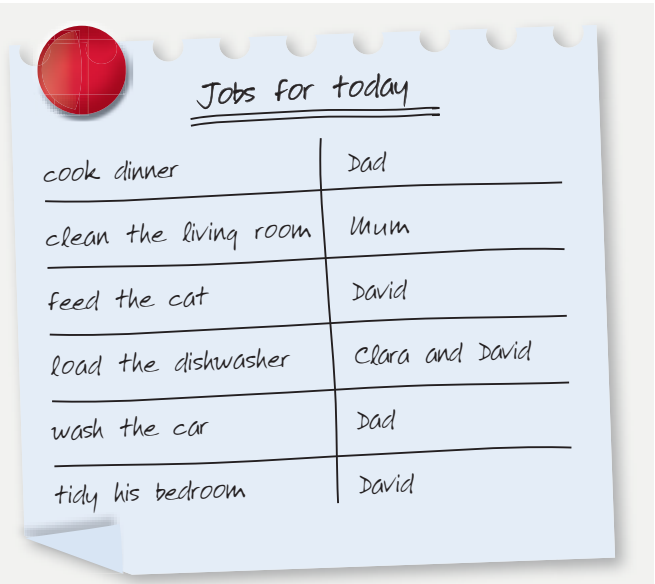
1 We *have to tidy* (tidy) our bedroom every week.
2 My parents .... (not cook) dinner tonight. We're going to a restaurant.
3 He .... (help) me! I can't do it on my own.
4 I'm really dirty! I .... (have) a shower before I go out.
5 .... (they/do) any homework tonight?
6 My sister .... (not make) her bed in the morning because she's only three.

5 **Make questions with *have to*.**

1 Clara and David / cook dinner?
Do Clara and David have to cook dinner?
2 Mum / clean the living room?
3 Dad / feed the dog?
4 Clara and David / load the dishwasher?
5 Clara / wash the car?
6 David / tidy his bedroom?

6 **Look at the note. Answer the questions in Exercise 5.**

1 *No, they don't. Dad has to cook dinner.*



must/mustn't

Obligation
I must leave now. It's late.
I have to help my mum.
No obligation
I don't have to cook any meals.
Prohibition
You mustn't talk in the library.

Grammar reference Workbook page 96

7 **Study the grammar table. Do these words mean the same thing?**

1 *must* and *have to*
2 *mustn't* and *don't have to*

Grammar *have to/don't have to*

Language notes

Students frequently have problems with the negative form *don't have to*. In many languages this structure, quite logically, is used for a prohibition. In English however its usage is quite different and *don't have to* is used to indicate something which is not necessary and which we are free to do if we wish. In the second grammar focus students will see how *mustn't* is used to express the idea of 'negative obligation', i.e. prohibition. Make sure students understand that, in this context, *have to* and *must* are synonyms, and that the opposite of *have to* is *mustn't*.

Exercise 1

- Read the grammar table with students.
- Students work individually, completing the rules and referring back to the grammar table where necessary.

Answers

1 is **2** isn't

Exercise 2

- Students refer back to the article on page 65 and find more examples of *have to/don't have to*.

Answers

Many young people …don't have to make their bed.
Many of them have to do three hours of homework every night.
Even my five-year-old son has to lay the table every day.

Exercise 3

- Individually, students make the sentences and questions.
- Check answers as a class.
- Drill the sentences and questions for pronunciation and intonation.

Answers

2 We don't have to walk the dog.
3 Do I have to do any chores?
4 He doesn't have to vacuum the floor.
5 They have to hang out the washing.
6 Why do you have to go?

Exercise 4

- Students complete the sentences with the verbs in brackets and the correct form of *have to*.
- Check answers by asking individual students to read the sentences.

Answers

2 don't have to cook
3 has to help me
4 have to have
5 Do they have to do
6 doesn't have to make

Exercise 5

- Students use the prompts to make questions with *have to*.
- Check the questions before students start Exercise 6.

Answers

2 Does Mum have to clean the living room?
3 Does Dad have to feed the dog?
4 Do Clara and David have to load the dishwasher?
5 Does Clara have to wash the car?
6 Does David have to tidy his bedroom?

Exercise 6

- Draw attention to the note and ask students what they can see.
- Students answer the questions in Exercise 5.

Answers

2 Yes, she does.
3 No, he doesn't. He has to feed the cat.
4 Yes, they do.
5 No, she doesn't. Dad has to wash the car.
6 Yes, he does.

Further practice

Workbook pages 52 and 96–97

must/mustn't

Language note

Students revise here the modal verbs *must/mustn't* for obligation and prohibition, which they previously saw in *Next Move 2*, and compare these with *have to/don't have to*. However, unlike *have to/don't have to*, *must/mustn't* are modal verbs. You might like to remind students that modal verbs never require auxiliary verbs in the negative or question forms.

Exercise 7

- Read the grammar table with students.
- Make sure students understand that although *must* and *have to* are synonyms, *mustn't* and *don't have to* are not.

Answers

1 yes
2 no – *mustn't* means prohibition but *don't have to* means no obligation

Exercise 8

- Make sure students understand that they mustn't change the meaning of the sentence.
- Students work individually, replacing the words in bold.

Answers

2 I don't have to **3** I have to **4** I mustn't

Exercise 9

- Students read the text and choose the correct options.
- Check answers as a class.

Answers

2 have to **3** mustn't **4** have to **5** must
6 don't have to

Exercise 10

- Elicit an example from the class using the first item.
- Students complete the sentences about their country.

Possible answers

1 don't have to **2** have to/must **3** mustn't
4 have to/don't have to/must **5** mustn't

Further practice

Workbook pages 52 and 96–97

Pronunciation /ʌ/ and /ju:/

Exercise 11a (Track 2.29)

- Play the recording for students to listen and repeat.
- Highlight and drill the two sounds (/ʌ/ and /ju:/) in isolation.

Answers

/ʌ/ dull, upset, under /ju:/ amusing, confused, usually

Exercise 11b (Track 2.30)

- Play the recording for students to listen and repeat the sentences.
- In pairs, students practise saying the sentences.

Answers

1 uses /ju:/, rubbish /ʌ/, statues /ju:/
2 us /ʌ/, funny /ʌ/, documentary /ju:/, museum /ju:/
3 Tuesday /ju:/, beautiful /ju:/, sunny /ʌ/, summer's /ʌ/
4 mum /ʌ/, disgusting /ʌ/, tuna /ju:/, lunch /ʌ/

Further practice

Workbook page 124

Vocabulary Feelings adjectives

Exercise 1 (Track 2.31)

- Individually, students check the meaning of the words in a dictionary.
- Check answers as a class.
- Ideally, students should give definitions and explanations in English, but you may want to support weaker students with some L1.
- Play the recording for students to listen and repeat.

Exercise 2

- Students match the sentences to the words from Exercise 1.
- Check answers as a class.

Answers

2 jealous **3** disappointed **4** grateful **5** nervous
6 confident **7** lonely **8** guilty

Extra activity

Stronger groups write four or five sentences for the words not covered in Exercise 2, i.e. *confused*, *embarrassed*, *fed up*, *glad*, *relaxed*, *upset*. Monitor and point out errors for students to self-correct. In pairs, students look at each other's sentences and match them to the words.

Exercise 3

- Read through the example with students.
- In pairs, students make sentences describing how the people feel using the words in the box.
- Ask some students to say their sentences for the class to hear.

Possible answers

2 Ginny is confused and she's embarrassed because the person she says hello to isn't her friend.
3 Sophie is jealous because Jack loves Emily and she's upset when she sees him. Jack feels guilty because he wants Sophie to be happy.
4 Ben is relaxed because he doesn't have to do anything today. He's glad it's a beautiful day because he can lie in the sun.

Further practice

Workbook pages 53 and 109

Brain Trainer Unit 6 Activity 3

See Teacher's Book page 213 and Students' Book page 115

8 **Replace the words in bold in each sentence so they have the same meaning. Use these words.**

I don't have to	I have to	~~I must~~	I mustn't

1 **I have to** take out the rubbish. *I must* take out the rubbish.
2 **It isn't necessary to** mow the lawn.
3 **I must** do a lot of chores.
4 **I can't** swim here.

9 **Choose the correct options.**

I'm in a swimming team and it's hard work. We [1] *must / doesn't have to* swim for an hour before school. I [2] *must / have to* get up at 6 a.m. because school starts at 8.30 and we [3] *mustn't / don't have to* be late for class! We [4] *mustn't / have to* practise every morning from Monday to Friday. On Saturdays there are competitions and we [5] *must / don't have to* be fast if we want to stay in the team. On Sundays there aren't any competitions, so we [6] *mustn't / don't have to* go to the swimming pool. I love Sundays!

10 **Make true sentences about your country. Use the correct form of *must, mustn't, have to* or *don't have to*.**

1 When you're two years old, you .... go to school.
2 Students .... be polite to their teachers.
3 You .... use your mobile phone in class.
4 We .... wear school uniform.
5 You .... throw rubbish in the street.

Pronunciation /ʌ/ and /juː/

11a 2.29 **Listen and repeat. Think about the pronunciation of the underlined *u*.**

am<u>u</u>sing	confused	d<u>u</u>ll	<u>u</u>pset
<u>u</u>nder	<u>u</u>sually		

b 2.30 **Listen and repeat. Then practise saying the sentences.**

1 He uses rubbish to make statues.
2 Some of us watched a funny documentary at the museum.
3 Tuesday was a beautiful, sunny summer's day.
4 My mum made some disgusting tuna sandwiches for lunch.

Vocabulary Feelings adjectives

1 2.31 **Look at these words. Check the meaning in a dictionary. Listen and repeat.**

confident	confused	disappointed	embarrassed
fed up	glad	grateful	guilty
jealous	lonely	nervous	relaxed
relieved	upset		

Word list page 77 **Workbook** page 109

2 **Match the sentences to the words from Exercise 1.**

1 I was really worried, but now everything's OK.
relieved
2 It's not fair! Why can't I have that?
3 I was hoping for a better result.
4 Thank you so much!
5 My exam starts in a minute. Help!
6 My exam starts in a minute. I think I can do well in it.
7 No one ever talks to me.
8 I'm so sorry I did that to you.

3 **Read the short texts. How do the people feel? Make sentences using these words.**

confused	embarrassed	~~fed up~~	glad	guilty
jealous	~~nervous~~	relaxed	upset	

1 It's Sam's first day at a new school. He's been to three different schools in the last three years.
Sam is nervous and he's fed up because he often has to change school.
2 Ginny thinks she sees her friend in the street. She runs up to him and says hello. But this person is Connor and he's never met Ginny before.
3 Jack loves Emily and Emily loves Jack, but Sophie loves Jack, too. She cries when she sees him. Jack wants Sophie to be happy.
4 Ben doesn't have to do anything today, so he's lying in the sun. It's a beautiful day.

Brain Trainer Unit 6
Activity 3 Go to page 115

Chatroom Giving advice

Speaking and Listening

1 **Look at the photo. Answer the questions.**

1 Who has got a problem?
2 What do you think it is?

2 2.32 **Listen and read the conversation. Check your answers.**

3 2.32 **Listen and read again. Choose the correct options.**

1 Ruby *is* / *isn't* happy.
2 She *has* / *hasn't* finished her homework.
3 She usually does her homework *at the weekend* / *on school nights*.
4 She *has to* / *doesn't have to* do chores on school nights.
5 *Ruby* / *Ruby's parents* usually walk(s) the dog.
6 Ruby *goes* / *doesn't go* to climbing club.

4 **Act out the conversation in groups of three.**

Tom What's wrong, Ruby? You look a bit fed up.
Ruby I am. I've done six hours of homework today!
Tom Maybe you should have a rest.
Ruby A rest? I wish! I haven't even started my Maths and that'll be really hard …
Ella You won't have any problems with it, I'm sure. You're great at Maths! But maybe you shouldn't do all your homework at the weekend, Ruby.
Ruby I haven't got enough time for homework on school nights.
Ella Why don't you talk to your parents about your chores? Maybe *they* can walk the dog in the evening and you can study.
Ruby No, they're too busy. I might stop going to climbing club so I have more time.
Tom I don't think you should stop climbing, Ruby. You love it!

Say it in your language …
What's wrong?
I wish!

Chatroom Giving advice

Revision

First – Write the following word snake on the board:
disappointedguiltyconfidentgladconfusednervouslonelyfedup embarrassedrelaxedupsetrelievedjealousgrateful
Students must find all of the words.
Check answers and spelling as a class.
(Answers: *disappointed*; *guilty*; *confident*; *glad*; *confused*; *nervous*; *lonely*; *fed up*; *embarrassed*; *relaxed*; *upset*; *relieved*; *jealous*; *grateful*)

Second – Read the following questions for students to answer.

1 How do you feel when you've got an exam and you've studied a lot?
2 How do you feel when you wanted something good to happen, but it didn't?
3 How do you feel when you do something silly and people are looking at you?
4 How do you feel when another person has something you want?
5 How do you feel when you expected something bad to happen, but it didn't?
6 How do you feel when you are on holiday and don't have to go to school?

In pairs, students compare their answers before checking as a class.
(Answers: *1 confident*; *2 disappointed*; *3 embarrassed*; *4 jealous*; *5 relieved*; *6 relaxed*)

Third – Individually students write four or five questions for words not covered in the previous stage. Monitor and point out errors for students to self-correct. Ask some students to say their questions for the class to hear and identify the feelings adjectives.

Language notes

In this Chatroom section students see the modal verbs *should/shouldn't* for giving advice and *might/might not* for predictions.
Remind students that these modal verbs, like *must/mustn't*, never require auxiliary verbs in the negative or question forms.

Speaking and Listening

Exercise 1

- In pairs, students describe what they can see and answer the questions.

Exercise 2 (Track 2.32)

- Play the recording for students to listen, read and check their answers to Exercise 1.

Answers

1 Ruby has got a problem.
2 She hasn't got enough time to do everything.

Brain Trainer Unit 6 Activity 1

See Teacher's Book page 213 and Students' Book page 115

Exercise 3 (Track 2.32)

- Play the recording again.
- Individually, students choose the correct options.
- They then check in pairs before checking answers as a class.

Answers

2 hasn't **3** at the weekend **4** has to **5** Ruby **6** goes

Exercise 4

- Divide the class into groups of three.
- Groups act out the conversation.
- Monitor and correct students' pronunciation as appropriate.
- Nominate one group to perform the conversation for the class.

Extra activity

Before students act out the conversation, they work in pairs seeing how many examples of the /ʌ/ sound they can find in the conversation. (Answer: *seven*)
Check answers as a class and then drill the words for pronunciation.
(Answers: *up*; *done; but*; *enough*; *study*; *club*; *love*)

Say it in your language …

Ask students to find the phrases in the conversation and look at them in context to try to deduce the meaning.

What's wrong? – used to express concern when we can see someone is in distress and to show that we are prepared to listen to their problem and offer support and advice.

I wish! – informal expression used to respond to an idea which we think is nice in theory, but is not going to happen or is not realistic. Depending on the intonation it can be made to sound more or less light-hearted.

Exercise 5

- Students read the conversation again and complete the sentences.
- Check answers as a class.

Answers

2 shouldn't **3** don't **4** think

Exercise 6

- Read through the phrases for giving advice with the class.
- Check students understand that *should/shouldn't* is always followed by an infinitive without *to*.

Exercise 7 (Track 2.33)

- Play the recording for students to listen to the conversation and find out what two pieces of advice Tom gives Ella.
- Repeat the recording, pausing after each line to check students' pronunciation.
- In pairs, students act out the conversation.

Answers

Tom says 'Why don't you tidy your room?' and 'Maybe you should borrow a jumper from Ruby.'

Extra activity

Drill the conversation for correct pronunciation. Divide the class in half down the centre. Tell the half on the left that they are going to be Ella and the half on the right that they are going to be Tom. Build up the conversation step by step until students can perform it unprompted. Pay particular attention to the pronunciation of *should* /ʃʊd/ and *shouldn't* /ˈʃʊdənt/. Change over the two groups and repeat the procedure so that both groups have practised both parts.

Exercise 8

- Read the examples in the speech bubbles with the class. Then, elicit a second conversation from the class using *do my homework*.
- Students then make their own conversations by replacing the words in purple.
- Stronger groups or fast finishers can use their own ideas.
- Monitor, but do not interrupt fluency unless students make mistakes with the use of the phrases for giving advice.

Further practice

Workbook pages 54 and 118

Grammar Predictions with *will, won't, might*

Language notes

This lesson revises *will/won't* to make predictions about the future, an area which students previously saw in *Next Move 2*, and introduces the modal verb *might* for events in the future which we think are possible but which we are not sure about. Both these forms can be used in reaction to questions asking what we think, e.g. *'What will you do if you don't have time?'*
Point out for students that *might* is not usually used in the question form, and the most common way to ask people to make predictions is with *will*.

Exercise 1

- Read the grammar table with students.
- Students work individually, completing the rules and referring back to the grammar table where necessary.
- Read the 'Watch Out!' section in the grammar table with students.

Answers

1 will **2** might **3** will **4** will not

Exercise 2

- Individually, students choose the correct options.
- Check answers as a class.

Answers

2 won't **3** won't **4** will **5** might not

Exercise 3

- Students complete the predictions with *will* or *might*.
- They then check in pairs before checking answers as a class.

Answers

2 might win **3** might not finish **4** 'll arrive
5 Will you have

Extra activity

Write these phrases on the board:
go out with friends, *play football*, *stay at home*, *visit my grandparents*, *watch a DVD*
In pairs, student take turns to talk about next weekend, using *will*, *won't* or *might* and the ideas on the board or their own ideas, e.g. *'I won't go out with friends on Friday, but I might go out with friends on Saturday.'*

Further practice

Workbook pages 55 and 96–97

5 **Look back at the conversation. Complete these sentences.**

1 Maybe you *should* have a rest.
2 Maybe you .... do all your homework at the weekend.
3 Why .... you talk to your parents about your chores?
4 I don't .... you should stop climbing.

6 **Read the phrases for giving advice.**

Positive	Negative
Maybe you should …	Maybe you shouldn't …
I think you should …	I don't think you should …
Why don't you …?	

7 2.33 **Listen to the conversation. What two pieces of advice does Tom give Ella? Act out the conversation in pairs.**

Ella I can't [1] find my school jumper!
Tom Why don't you [2] tidy your room?
Ella No, I can't do that. [3] I haven't got time now. I know! I can [4] wear your jumper.
Tom I don't think you should do that. [5] It's too big. Maybe you should [6] borrow a jumper from Ruby.

8 **Work in pairs. Replace the words in purple in Exercise 7. Use these words and/or your own ideas. Act out the conversations.**

I can't find my mobile phone!

Why don't you look in the living room?

1 do my homework / find a present for Mum / sleep at night
2 ask your teacher for help / buy that bag / read a book in bed
3 He/She never helps. / I can't afford it. / I hate reading.
4 copy your homework / give her a pen / buy a nicer bed
5 You're too lazy. / It's too boring. / It's too expensive.
6 work harder / look for something at the market / drink hot chocolate before bed

Grammar Predictions with *will, won't, might*

Definite

I think she'll be relieved.
You won't have any problems, I'm sure.
Will they finish it?

Possible

I might see them tomorrow. I'm not sure.
He might not like the film.

Watch Out!
will not = won't
might not = ~~mightn't~~

Grammar reference Workbook page 96

1 **Study the grammar table. Complete the rules with *will* or *might*.**

1 We use .... when we are sure about something in the future.
2 We use .... when we aren't sure about something in the future.
3 The contracted form of .... is *'ll*.
4 The contracted form of .... is *won't*.

2 **Choose the correct options in Ruby's predictions.**

1 Ella and Tom *will / might* come to the cinema with me. They haven't decided.
2 Ash *won't / might not* like the film. He hates romantic comedies.
3 Bad weather *won't / might not* be a problem at an indoor swimming pool.
4 I'm sure the Maths test *will / might* be difficult.
5 I *won't / might not* pass the test. I can't be sure.

3 **Complete the predictions. Use *will* or *might* and contracted forms where possible.**

1 One day I'*ll be* (be) famous. I feel very confident about that.
2 My team .... (win) the match. We're quite good, but the other team is quite good too.
3 I .... (not finish) my English homework tonight. I'm not sure.
4 They think he .... (arrive) after lunch.
5 .... (you/have) time to wash the car?

Reading

1 Look at the picture of a teenager of the future. How is his life different from the lives of teenagers today?

FUTURE TEENS

What sort of life will teenagers have fifty years from now? No one can be sure, but experts have made some interesting predictions.

1 The home
Robots will make the beds, sweep the floor and hang out the washing, so teenagers won't have to do many chores. Parents and teenagers might have a more relaxed relationship because of this. Or will they just find other things to argue about?

2 School
Some people might travel to school, but most people will study on their home computers and have virtual lessons with the world's best teachers. One teacher might have a million students! All the lessons will be in English and everyone around the world will take the same exams.

3 Free time
Teenagers won't go to cafés and cinemas with friends, but they won't be lonely. They'll have fun in a virtual world and go to amazing virtual parties with their favourite stars.

4 Entertainment
The films of today will seem very boring because you can't change the story as you watch. In fifty years, all entertainment will be interactive – there will be no difference between video games and films.

5 Fashion
Teenagers will be fatter than today because they won't do much exercise, so the most popular clothes will be very big and baggy. Global warming will bring changes in fashion, too. There will be air conditioning inside a lot of clothes – a big help in the hot temperatures around the world.

In fifty years, you will be old and grey. What will you think of the teens of the future?

Key Words

relationship	argue
virtual	baggy
global warming	air conditioning

2 Read the magazine article and check your answer to Exercise 1.

3 2.34 Read these headings. Which paragraph do you think will mention these things? Read the article quickly to check.

clothes	*5*	chores	exams	parents
parties		languages	video games	

4 2.34 Read the article again. Answer the questions.

1 Why might parents and their teenage children have a better relationship in the future?
Because robots will do the teenagers' chores.
2 How will a normal lesson in the future be different from a normal lesson today? Find three differences.
3 Will teenagers enjoy their free time?
4 What will their parties be like?
5 What will future teenagers think of our films?
6 What two reasons does the article give for the changes in fashion?

5 Which predictions in the article do you think are:
1 correct? **2** silly? **3** exciting? **4** scary?

'There will be no difference between video games and films.' I think that's correct, because it's starting to happen now.

Listening

1 2.35 Listen to some teenagers of the future. Match the conversations (1–4) to the topics (A–D).

A the home
B school
C free time
D fashion

Listening Bank Unit 6 page 119

Reading

Exercise 1

- Draw attention to the picture and ask students what they can see.
- In pairs, students discuss the question.
- Take feedback as a class.

Exercise 2

- Students skim the article quickly and check their answer to Exercise 1.
- Make sure students understand not to read in detail at this point.

Possible answer

Teenagers don't have to do many chores. Most of them won't go to school. They'll live in a virtual world. All entertainment will be interactive. Teenagers in the future will be fatter than today.

Key Words

Be prepared to focus on the Key Words, either by pre-teaching them, eliciting their meaning after students have read the text, or through dictionary or definition writing work.

relationship – the connection between two people: family members, friends, work colleagues, classmates, teacher and students, etc.

argue – to discuss something angrily and aggressively with another person

virtual – not part of the real world, but contained in computers or the internet

baggy – clothes which are much larger than is needed and which have a lot of space for the body to move inside them

globalw arming – the process through which the planet is becoming hotter, in part because of pollution caused by the human race

airc onditioning – a system which controls the temperature and makes the air around us cooler in the summer

Exercise 3 (Track 2.34)

- Students read the magazine article again and match the headings to the paragraphs.
- If you wish, play the recording for students to listen and read.
- Check answers as a class.

Answers

chores1 exams 2 parents 1 parties 3 languages 2 video games 4

Exercise 4 (Track 2.34)

- Individually, students answer the questions.
- Students check in pairs before checking answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

2 A normal lesson in the future will be virtual, it'll be in English, and there'll be a lot of students.
3 Yes, they will. They'll have fun and they won't be lonely.
4 Their parties will be virtual, but they'll be amazing and their favourite stars will go, too.
5 They'll think our films are very boring because they aren't interactive.
6 Fashion will change, because teenagers will be fatter than today and there'll be changes in temperature.

Extra activity

Write the following sentences on the board. Students read the magazine article again and complete the sentences (*possible answers in brackets*).

1 *The article is about life in the year … . (the year of your class plus fifty, e.g. 2013 + 50 = 2063)*
2 *The … between parents and their children will probably be better. (relationship)*
3 *Students … study in their own language, everything will be in English. (won't)*
4 *The 'virtual' world will be … than the 'real' world and people will have a lot of friends there. (more popular)*
5 *Films in the future will be … and people will change the story while they watch them. (interactive)*
6 *… probably won't do much sport or exercise and so, they'll be fatter than we are. (Teenagers)*

Students compare their ideas before checking answers as a class.

Exercise 5

- In pairs, students discuss the predictions in the article.
- Take feedback as a class.

Listening

Exercise 1 (Track 2.35)

- Play the recording for students to listen and match the conversations to the topics.
- Check answers as a class.

Answers

1 D **2** A **3** C **4** B

Audioscript

See Teacher's Book page 226

Listening Bank

See Teacher's Book page 217 and Students' Book page 119

Further practice

Workbook page 56

Writing A problem page

Revision

First – Prepare a *Live Listening* about what you think life will be like 100 years in the future, recycling the grammar and vocabulary of the unit. Use the following text as an example: *What will life be like in 2100? That's a very difficult question! Well, I don't think we'll have to do any household chores because we'll all have robots. They'll do everything in our homes for us from feeding the cat to doing the ironing, and they might be our teachers and doctors, too – that makes me a bit nervous I think, a robot doctor …I might not like that very much! I think there will be a lot more computers and technology in our lives, and I'm sure education will be much more entertaining and interactive – students will choose what they want to study, and where and when, and computers will design the perfect courses for them. It'll be very exciting!*

Second – Students listen and make notes of your predictions. They then discuss them in pairs and say whether they agree or disagree with your ideas, and why.

Third – Take feedback as a class. Encourage students to make their own predictions about the future and the rest of the class to respond to their ideas.

Exercise 1

- Read the Writing File with the class.

Exercise 2

- Students read the text and find the linking words of reason and result.

Answers

My mum works in a restaurant on Saturday nights, so I have to look after my six-year-old sister.
Choose a time when she isn't busy because it'll be easier to think of an answer to the problem then.
But remember, you mustn't make a lot of noise because your sister has to sleep.
And always tidy the house when they've gone, so your mum doesn't have to …

Exercise 3

- Individually, students complete the sentences with *because* or *so*.
- Check answers as a class.

Answers

2 because **3** so **4** so **5** because

Exercise 4

- Students read the problem page again and answer the questions.
- They then check in pairs before checking answers as a class.
- Check answers by asking pairs of students to read questions and answers.

Answers

2 To see if someone else might be happy to look after her sister some weeks.
3 She could invite some friends to her house.
4 The writer says they mustn't make a lot of noise and that Tilly should tidy the house when they've gone.

Exercise 5

- Explain that students should only make notes at this point or write short sentences.
- Encourage students to ask you for any vocabulary they need.

Exercise 6

- Show students how the example text is divided into three paragraphs and tell them that they should now organise their notes in the same way.
- Read through the 'My letter' writing guide. Make sure students understand that they should answer questions 1 and 2 in Exercise 5 in the first paragraph, questions 3 and 4 in the second paragraph and question 5 in the third paragraph.
- Draw students' attention to the 'Remember!' checklist.

Extra activity

Add an extra 10–15 vocabulary items from this unit to the collection of Word Cards.
Revise all the vocabulary by organising a mill-drill test. In their notebooks, students write down the names of all their classmates. Give each student in the class one card and explain that they can look at it, but that they must not show it to anyone else. Students then stand up and talk to all their classmates, giving the definition for their word and listening to the definitions of the words their classmates have. They write down the word they think each classmate has next to his or her name in their notebook. Once students have given their definition to everyone and listened to the definitions of all their classmates, they sit down. Check answers and spelling as a class by asking each student in turn to write his or her word on the board.

Further practice

Workbook page 57

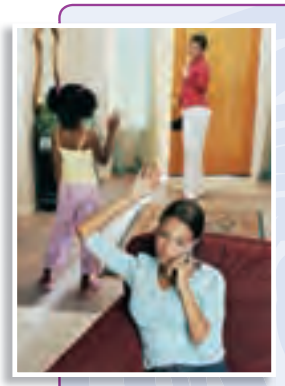
Writing A problem page

1 **Read the Writing File.**

Writing File Linking words: reason and result

- **You can introduce a reason with *because*.**
  I feel guilty because I broke my dad's mobile.
- **You can introduce a result with *so*.**
  I broke my dad's mobile, so he's really angry with me.

2 **Read the problem page from a magazine. Find the linking words of reason and result.**



Problem page

My mum works in a restaurant on Saturday nights, so I have to look after my six-year-old sister. All my friends have fun together then, but I can't be with them. It isn't fair! What should I do?

Tilly

I'm sure your mum is very grateful for your help on Saturdays, but you should talk to her about your problem. Choose a time when she isn't busy because it'll be easier to think of an answer to the problem then.
For example, someone else might be happy to look after your sister some weeks. Other weeks, invite some friends to your house. You'll have more fun at home with your friends there. Cook them some nice food and watch a film together. But remember, you mustn't make a lot of noise because your sister has to sleep. And always tidy the house when they've gone, so your mum doesn't have to do any household chores after a long evening at work.
You and your mum might have lots of other good ideas, too. Good luck!

3 **Complete the sentences with *because* or *so*.**

1 I'm tired *because* I went to bed late last night.
2 He's jealous of his sister .... she's better at sport than him.
3 You've finished your homework, ... now you can watch a DVD.
4 I didn't do well in the race, ... I'm a bit disappointed.
5 She's really upset .... her best friend shouted at her.

4 **Read the problem page again. Answer the questions.**

1 Who should Tilly talk to about her problem? When?
She should talk to her mum when she isn't busy.
2 What idea does the writer have so that Tilly can go out with her friends?
3 What idea does the writer have so that Tilly can have more fun at home?
4 What two pieces of advice does the writer give about the second idea?

5 **Read about James' problem. Answer the questions. Make notes.**

I moved to a new town last year. I've got a lot of friends around the world because I play online games in my free time, but everyone at school is really unfriendly. I'm starting to feel quite lonely. How can I make new friends here?

James

1 Is it normal to feel lonely in James' situation?
2 Should he talk to anyone about his problem? Who?
3 Are school friends more important than online friends? Why?/Why not?
4 What can he do to make friends at school?
5 How do you think he'll feel after a few months?

6 **Write a letter giving advice to James. Use 'My letter' and your notes from Exercise 5.**

My letter

Paragraph 1
General advice for this problem

Paragraph 2
Specific ideas that might help

Paragraph 3
Encouraging ending

Remember!
- Use linking words for reason and result.
- Use the vocabulary in this unit.
- Check your grammar, spelling and punctuation.

Refresh Your Memory!

Grammar Review

1 **Make sentences and questions with *have to*.**

1 we / learn English at school
We have to learn English at school.
2 you / study French?
3 my sister / not / do any homework
4 she / practise the piano every day
5 she / do any chores?
6 I / get up early for school
7 my parents / not / start work early

2 **Complete the text with these words.**

don't ~~have~~ has must mustn't to

My brother and I [1] *have* to stay with my grandparents this week. It's fun, but they have a lot of rules. For example, we [2] .... use our mobile phones in the house because they hate mobile phones. I [3] .... call my friends on the home phone. My brother [4] .... to walk the dog every day, but I [5] .... have to do that because I've got a bad leg. I have [6] .... help Granny with the cooking and ironing instead.

3 **Complete the conversation. Use *will*, *won't* or *might* and the verbs.**

A Do you want to come to the Smugglers concert on Saturday? I'm sure you [1] *will enjoy* (enjoy) it.
B I [2] .... (not be) here on Saturday, so I can't come with you.
A Where [3] .... (you/be)?
B In the mountains with my cousins.
A The weather forecast says it [4] .... (snow) in the mountains at the weekend. They're not sure.
B Cool! We [5] .... (go) snowboarding then, or we [6] .... (not do) anything. It's horrible outside when it's too cold and windy.

Vocabulary Review

4 **Match the beginnings (1–7) to the endings (a–g) of the sentences.**

1 You should walk	**a** the rubbish.
2 She never does	**b** the dog.
3 Please can you mow	**c** the ironing.
4 Remember to feed	**d** the lawn?
5 I don't have to wash	**e** the cat.
6 You didn't run	**f** the washing machine.
7 We have to take out	**g** the car.

5 **Complete the sentences with the correct feelings adjectives.**

1 I like Mr Green. I'm *glad* he's our teacher.
2 I'm really n _ _ _ _ _ _ about tomorrow's concert. I might forget the words to all the songs!
3 I think someone's stolen my purse! Oh no, it's here. I'm so r _ _ _ _ _ _ _ !
4 You've really helped me. I'm so g _ _ _ .
5 I said some terrible things to her. I feel really g _ _ _ _ _ about that now.
6 I want to be rich. I'm so j _ _ _ _ _ _ of people with lots of money.
7 I'm sure I can do it. I'm feeling very c _ _ _ _ _ _ _ _ .

Speaking Review

6 2.36 **Complete the advice for these situations. Then listen and check.**

1 **A** I'm late for school again!
B Why *don't you* get up earlier?
2 **A** I want to go to Antarctica on holiday.
B I .... you should do that. You hate cold weather!
3 **A** When I sweep the floor, it takes hours!
B Maybe .... vacuum the floor instead.
4 **A** I'm feeling quite relaxed about the exams.
B I .... should be more worried. They're very important!
5 **A** When I load the dishwasher, I usually break a plate.
B Maybe .... do your chores so quickly.

Dictation

7 2.37 **Listen and write in your notebook.**

My assessment profile: Workbook page 132

Refresh Your Memory!

Exercise 1

Answers

2 Do you have to study French?
3 My sister doesn't have to do any homework.
4 She has to practise the piano every day.
5 Does she have to do any chores?
6 I have to get up early for school.
7 My parents don't have to start work early.

Exercise 2

Answers

2 mustn't **3** must **4** has **5** don't **6** to

Exercise 3

Answers

2 won't be **3** will you be **4** might snow **5** might go
6 might not do

Exercise 4

Answers

2 c **3** d **4** e **5** g **6** f **7** a

Exercise 5

Answers

2 nervous **3** relieved **4** glad **5** guilty **6** jealous
7 confident

Exercise 6 (Track 2.36)

Answers

2 don't think **3** you should **4** think you
5 you shouldn't

Exercise 7 (Track 2.37)

Answers and Audioscript

1 You shouldn't feel disappointed.
2 They won't be embarrassed.
3 He mustn't hang out the washing in the rain.
4 Will he be very upset?
5 We don't have to do any chores.
6 She might be a bit confused.

Extra activity

Revise the household chores from the unit and *will*, *won't* and *might*:
– Draw up the table on the board and explain that these are two robots which scientists are designing to do our household chores and make our lives easier in the future. They aren't ready for sale yet, but it won't be long before they're in the shops.
– Tell students that they are going to work in groups of three. Two of the students are going to be scientists, the designers of *Futuro* and *Home Maid*, and the third is going to be a journalist interviewing them for a science programme on the television.
– Copy the example speech bubbles onto the right of the board and make sure students understand which are for the interviewer, which for the inventor of *Futuro* and which for the inventor of *Home Maid*. Ask three students to read the examples aloud.
– Check students understand that the speech bubbles are only an example and that they should invent their own interview using the information in the table.
– Tell the interviewers that their job is to make the two scientists talk as much as possible about their inventions and to react appropriately. The scientists can invent as many other details about the robots as they want.
– Students work in groups of three. Monitor, but do not interrupt fluency.
– Make a note of any mistakes related to the content of this unit to go over with the class afterwards, but make sure these mistakes remain anonymous during the correction stage.
– Finally, ask students if they would like a robot like *Futuro* or *Home Maid* and what other things they would like their 'house robot' to be able to do.

	FUTURO...	HOME MAID...
cook a meal	✓	✓
do the ironing	✗	✓
feed the cat	✓	✓
walk the dog	✓	✗
mow the lawn	?	?
sweep the floor	✗	✓
wash the car	?	✓
in shops	2030	2020
languages	25	150 +
price	1995$	4995$

✓=YES ?=POSSIBLY ✗=NO

My Assessment Profile Unit 6

Workbook page 132

Culture 6 – Canada

See Teacher's Book page 224 and Students' Book page 126 (for extra reading, discussion and writing work).

Real World Profiles

Cultural notes

- *Rob Frenette* has suffered from cerebral palsy since he was born and consequently walks with a limp. At school he became an obvious target for bullies. He suffered from bullying for many years and felt lonely and depressed and saw his academic results suffer. When he met Katie Neu, another student who, like him, had suffered at the hands of bullies, he learnt that he was not alone and together they started their website which continues to offer help and support to students being bullied all over the world. Rob Frenette studied journalism and currently sits on the 'Positive learning environments' committee in New Brunswick, Canada.

Exercise 1

- Draw students' attention to the photo and ask students what they can see.
- Individually, students correct the mistakes in the sentence.
- Make sure students understand not to read in detail at this point.
- Students scan the text quickly to check their answer.

Answers

Rob lives in ~~the USA~~ Canada and has started a ~~newspaper~~ website for people with bullying problems.

Key Words

Be prepared to focus on the Key Words, either by pre-teaching them, eliciting their meaning after students have read the text, or through dictionary or definition writing work.

bullies – people who use their size or position in an aggressive way to hurt other people either physically or psychologically and to get what they want

bullying – the action of using your size or position unfairly against people who are scared of you

fault – the blame for a problem or a mistake you have made

celebrate – to participate in a special event or occasion

until – the negative of when, i.e. *'I won't go home until the party is over.' = 'I'll go home when the party is over.'*

Exercise 2 (Track 2.38)

- Students read the text again and answer the questions.
- If you wish, play the recording for students to listen and read.
- Students check in pairs before you check answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

2 Because he had problems with bullies at school and he decided to do something about his problems.
3 They can find advice, stories and poems about bullying.
4 To speak to children, teachers and politicians about bullying.
5 To stay confident and to find people that care about your problems.
6 It's a special anti-bullying day in schools in Canada.

Extra activity

Extend the work on school problems by asking students to brainstorm common problems at their school, e.g. *discipline in class*, *students not respecting the teachers and/or each other*, *students damaging school property*, etc. They then research and prepare a text about one of the problems and outline possible action. Make sure they understand that the action should principally be action that they, as students, can take, not action that the school or the teachers should take.

Class discussion

- Read through the questions with the class.
- Students then work in pairs or small groups, talking about the questions.
- Monitor but do not interrupt fluency.
- Take feedback as a class.
- Ideally the class discussion activity should be completed in English, but you may want to support weaker students with some L1, if appropriate.

Extra activity

Ask students additional questions related to the topic of the text, e.g.

1 Why do you think people become bullies?
2 What other problems are there in your school?
3 What could you do to help do something about these problems?
4 When you have a problem, who can you talk to about it? How many different people can you think of?
5 Are there any organisations or websites where young people can go to get help with their problems? What are they called?

In this unit have you …

… used Grammar and Vocabulary worksheet?
… used Reading and Listening worksheet?
… used Writing worksheet?
… used Speaking worksheet?
… used Unit test?

With the exception of the Speaking and Writing worksheets, all the Teacher's Resources are at two levels of difficulty:

* For students who need extra help and support
** For students who require an additional challenge

Real World Profiles

Rob Frenette's Profile

Age: 23 years old

Home country: Canada

My favourite things …

writing my blog, helping others, working with BullyingCanada

Reading

1 **Read Rob's profile and look at the photos. Correct the mistakes in this sentence. Then read the article quickly to check.**

Rob lives in the USA and has started a newspaper for people with bullying problems.

2 2.38 **Read the article again. Answer the questions.**

1 How did Rob often feel at school? Why?
He felt lonely and scared because he had problems with bullies.
2 Why did he first talk to a newspaper?
3 What help can people find on Rob's website?
4 Why does Rob travel around Canada a lot?
5 What advice does he give to people with bullying problems?
6 What is Blue Day?

Rob's story

For more than eleven years, Rob Frenette had problems with bullies at school. He was often lonely and scared. When he was fifteen, however, he decided to do something about his problems. He walked into a newspaper office and told them about the bullying. His story went into the newspaper and soon all the TV stations in Canada wanted to talk to him about his experiences. They also wanted to hear his ideas to stop bullying.

After that, Rob continued his studies at school, but in his free time he helped other people with bullying problems. With a friend Katie Neu, he made a website called www.bullyingcanada.ca. Visitors to the website can find advice, stories and poems about bullying, in both English and French. When people are upset, they can chat on the phone or online to Rob and his team. Every weekend Rob has to answer emails to the website. He also speaks to children, teachers and politicians around the country about bullying.

Rob's most important message is: 'When bullies are unkind to you, it isn't your fault. There's nothing wrong with you, so you should try to stay confident. And remember that people care about your problems. You just have to find those people.'

One of Rob's ideas is 'Blue Day', a special anti-bullying day in schools. Students have to wear blue clothes and in class they learn how to stop bullying. More than 150 Canadian schools now celebrate Blue Day, but Rob won't stop until there's a Blue Day in every school in Canada.

Key Words

bullies bullying fault
celebrate until

Class discussion

1 Are there problems with bullying in your country?
2 Are there any websites to help young people with bullying problems?
3 What other help can these people get?

2 Review

Grammar Present perfect

1 **Complete the sentences with the Present perfect form of the verbs.**

1 *Have* you *ever been* (be) to Russia?
2 No. But I .... (always want) to go there.
3 I .... (never try) Japanese food.
4 Kelly .... (not finish) her project.
5 My brother .... (always want) to be a pilot.
6 The students .... (not do) their homework again.
7 .... you .... (hear) the news? We .... (win) the tournament!
8 Where .... you .... (be)? I .... (not see) you for a long time.

Present perfect vs Past simple

2 **Complete the conversations with the Present perfect or Past simple form of the verbs.**

1
A [1] *Have* you *ever ridden* (ride) a camel?
B Yes, I [2] .... (ride) one. I [3] .... (take) a trip through the desert in Morocco once.
A When [4] .... you .... (go) to Morocco?
B We [5] .... (spend) a week there last year.

2
A When [6] .... you .... (come) back from holiday?
B I [7] .... (fly) back last night.
A What [8] .... (be) it like?
B Great! [9] .... you .... (ever go) to Florida?
A No, I [10] .... (not).

Present perfect + *for* and *since*, *How long?*

3 **Make sentences with *How long*? Complete the answers with *for* or *since*.**

1 A you / live / in this house?
How long have you lived in this house?
2 B .... I was a child – so, ... fifteen years!
3 A your father / work / in the bank?
4 B .... five years.
5 A you have / the same hairstyle?
6 B .... I was about six!
7 A you know / your best friend?
8 B .... three years.
9 A your class / study / English?
10 B .... we were at primary school.

Present perfect with *just*

4 **Complete the sentences with *just* and the Present perfect.**

1 A Something smells delicious in your kitchen. *Have you just baked* a cake? (bake)
2 B Yes! I .... it out of the oven. (take)
3 I'm really tired. I .... for a run around the park. (go)
4 Stella .... back from holiday. (arrive)
5 I .... my Maths homework – after two hours! (finish)
6 I'm crying, because I .... a sad film on TV. (watch)

have to/don't have to

5 **Rewrite the sentences using the correct form of *have to* or *don't have to*.**

1 It's essential to wear a helmet on a bike. *You have to wear* a helmet.
2 It's not essential to book tickets in advance. You .... tickets in advance.
3 Swimmers need swimming caps. It's a rule. Swimmers .... swimming caps.
4 You can sit down if you are tired. You .... stand.
5 You aren't allowed to arrive late. You .... on time.
6 You can have lunch at school or at home. It's your choice. You .... have lunch at school.

must/mustn't

6 **Make rules with *must* or *mustn't* for these signs.**

1 *You mustn't park here.*

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Exercise 1

2 've always wanted
3 've never tried
4 hasn't finished
5 's always wanted
6 haven't done
7 Have you heard, 've won
8 have, been, haven't seen

Exercise 2

2 've ridden
3 took
4 did, go
5 spent
6 did, come
7 flew
8 was
9 Have, ever been
10 haven't

Exercise 3

2 Since, for
3 How long has your father worked in the bank?
4 For
5 How long have you had the same hairstyle?
6 Since
7 How long have you known your best friend?
8 For
9 How long has your class studied English?
10 Since

Exercise 4

2 've just taken
3 've just gone
4 's just arrived
5 've just finished
6 've just watched

Exercise 5

2 don't have to book
3 have to wear/have
4 don't have to
5 have to arrive
6 don't have to

Exercise 6

2 You must keep off the grass.
3 You mustn't eat or drink in the theatre.
4 You must be careful!
5 You mustn't smoke.
6 You must turn left. You mustn't turn right.

Predictions with *will, won't, might*

7 **Choose the correct option.**

1 Look at those black storm clouds. It *won't / will* rain later.
2 I'm not sure if I'm going to Mark's party. I *will / might* go.
3 They've been together for ages. I'm sure they *might / will* get married.
4 It's been decided. Italy *might / will* play Spain in the finals.
5 This answer *might / will* be right. I'm not too sure about it.
6 I promise – I *might not / won't* tell anyone your secret.

Speaking Doubt and disbelief

1 **Complete the conversation with these words.**

believe impossible ~~joking~~ really

A Have you heard about this amazing coincidence? A man was walking under a window at the top of a building, when a baby fell out.
B You're [1] *joking*!
A No, it's true. And he was passing at just the right time, so he caught the baby in his arms!
B No, [2] .... ?
A Yes, I read it in the paper. And then the same thing happened a few years later.
B I don't [3] .... it.
A It happened to the same man, outside the same building!
B That's [4] .... !
A I know, it's the strange thing.

Asking for information

2 **Put the conversation in the correct order.**

1 Excuse me, can you help me? I'm looking for the museum. Do you know where it is?
.... It's a nice walk from here, or you can get a bus.
.... Yes, I do. It's just across the river, on the left.
.... Oh yes, there are lots of restaurants and cafés.
.... I'd like to walk. But is it far?
.... OK, so we have to cross the river. How can we get to the river?
.... That doesn't sound too far. And are there any nice places to eat near there?
.... No, it's about twenty minutes on foot.

Giving advice

3 **Complete the conversation with these phrases.**

I don't think you should worry Maybe you should tell
~~Why don't you talk~~ You shouldn't pretend

A What's wrong? You look really upset.
B I feel awful about my Science exam results. I don't know how I'm going to tell my parents I did so badly. But I'm really bad at Science and I want to do Drama instead.
A [1] *Why don't you talk* to your parents about it?
B The trouble is, they think I really like it.
A [2] .... them the truth.
B They'll be upset. After all, they're both doctors.
A [3] .... about that. They'll understand. [4] .... you're interested in something when you aren't.
B Yes, perhaps you're right.

Vocabulary News and media

1 **Match the phrases (1–8) to their definitions (a–h).**

1 an online diary *h*
2 the title of a newspaper article
3 a formal question and answer session with a person
4 a sudden news announcement
5 a person who writes newspaper articles
6 a newspaper article
7 a person who gives the news on TV
8 a news programme that can be downloaded on an MP3 player

a interview
b journalist
c headline
d news flash
e news presenter
f podcast
g report
h blog

Exercise 7
2 might
3 will
4 will
5 might
6 won't

Exercise 3
2 Maybe you should tell
3 I don't think you should worry
4 You shouldn't pretend

Exercise 1
2 really
3 believe
4 impossible

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

Exercise 2
1 Excuse me, can you help me? I'm looking for the museum. Do you know where it is?
2 Yes, I do. It's just across the river, on the left.
3 OK, so we have to cross the river. How can we get to the river?
4 It's a nice walk from here, or you can get a bus.
5 I'd like to walk. But is it far?
6 No, it's about twenty minutes on foot.
7 That doesn't sound too far. And are there any nice places to eat near there?
8 Oh yes, there are lots of restaurants and cafés.

Exercise 2
2 loudly
3 carefully
4 fast
5 angrily
6 sadly
7 late
8 early

Exercise 5
2 g 3 b 4 h
5 f 6 a 7 e
8 c

2 Review

Adverbs of manner

2 **Complete the sentences with these adverbs.**

angrily	carefully	early	fast	late
loudly	~~quietly~~	sadly		

1 Please enter the room *quietly* – students are writing exams.
2 Can you speak more .... ? I can't hear you – it's very noisy in here.
3 Please drive .... – the roads are dangerous.
4 He's a fantastic athlete. He can run so .... .
5 'Go away,' he said, quietly but .... .
6 I thought it would be a funny film, but it ended so .... , I cried.
7 If you don't get up soon, you'll arrive at school .... for your lessons.
8 It's best to arrive .... – then we'll get the best seats in the cinema.

Holidays

3 **Match the verbs (1–8) to the words (a–h) to make holiday phrases.**

1 book	a a travel blog
2 eat	b camping
3 go	c in a hotel
4 pack	d a holiday
5 stay	e a tent
6 get	f a tan
7 put up	g your bag
8 write	h out

Meanings of *get*

4 **Replace *get* with a different verb with the same meaning.**

1 When my parents get old, I'll look after them.
When my parents become old, I'll look after them.
2 Can you get some milk when you go to the shop?
3 What time will we get home?
4 Did you get an email from Laura about her party?
5 Get off the bus when you see a big grey building in front of you.
6 The dog ran very fast to get the ball.

Household chores

5 **Match the verbs (1–8) to the words (a–h) to make household chores.**

1 clear	a the floor
2 do	b the bed
3 make	c the dog
4 load	d the table
5 mow	e the rubbish
6 sweep	f the lawn
7 take out	g the ironing
8 walk	h the dishwasher

Feelings adjectives

6 **Complete the sentences with these adjectives.**

confident	confused	disappointed	glad
grateful	~~jealous~~	nervous	upset

1 Don't be *jealous* of people who seem to have more than you have.
2 It's my exam tomorrow but I'm not .... . I worked hard, so I'm very .... I'll do well.
3 Could you explain that to me again? I'm a bit .... .
4 Thank you very much. I'm very .... for your help.
5 Carla's very .... because her cat died.
6 I'm so .... you're back! I missed you.
7 I'm .... that I didn't get the job.

Exercise 3
2 h 3 b 4 g
5 c 6 f 7 e
8 a

Exercise 4
2 buy
3 arrive
4 receive
5 Walk/Move
6 fetch

Exercise 6
2 nervous, confident
3 confused
4 grateful
5 upset
6 glad
7 disappointed

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Word list

Unit 4 In The News

News and media

blog	/blɒg/
current affairs programme	/ˌkʌrənt əˈfeəz ˌprəʊgræm/
headline	/ˈhedlaɪn/
international news	/ˌɪntənæʃənəl ˈnjuːz/
interview (v)	/ˈɪntəvjuː/
journalist	/ˈdʒɜːnəl-əst/
local news	/ˌləʊkəl ˈnjuːz/
national news	/ˌnæʃənəl ˈnjuːz/
news flash	/ˈnjuːz flæʃ/
newspaper	/ˈnjuːspeɪpə/
news presenter	/ˈnjuːz prɪˌzentə/
news website	/ˈnjuːz ˌwebsaɪt/
podcast	/ˈpɒdkɑːst/
report (v, n)	/rɪˈpɔːt/

Adverbs of manner

angrily	/ˈæŋgrəli/
badly	/ˈbædli/
carefully	/ˈkeəfəli/
carelessly	/ˈkeələsli/
early	/ˈɜːli/
fast	/fɑːst/
happily	/ˈhæpəli/
hard	/hɑːd/
late	/leɪt/
loudly	/ˈlaʊdli/
patiently	/ˈpeɪʃəntli/
quietly	/ˈkwaɪətli/
sadly	/ˈsædli/
slowly	/ˈsləʊli/
well	/wel/

Unit 5 Happy Holidays

Holidays

book a holiday	/ˌbʊk ə ˈhɒlədi, -deɪ/
buy souvenirs	/ˌbaɪ suːvəˈnɪəz, ˈsuːvənɪəz/
check into a hotel	/ˌtʃek ɪntʊ ə həʊˈtel/
eat out	/ˌiːt ˈaʊt/
get a tan	/get ə ˈtæn/
get lost	/get ˈlɒst/
go abroad	/ˌgəʊ əˈbrɔːd/
go camping	/ˌgəʊ ˈkæmpɪŋ/
lose your luggage	/ˌluːz jə ˈlʌgɪdʒ/
pack your bag	/ˌpæk jə ˈbæg/
put up a tent	/ˌpʊt ʌp ə ˈtent/
see the sights	/ˌsiː ðə ˈsaɪts/
stay in a hotel	/ˌsteɪ ɪn ə həʊˈtel/
write a travel blog	/ˌraɪt ə ˈtrævəl blɒg/

Meanings of *get*

arrive	/əˈraɪv/
become	/bɪˈkʌm/
buy	/baɪ/
fetch	/fetʃ/
move	/muːv/
receive	/rɪˈsiːv/
walk	/wɔːk/

Unit 6 That's Life!

Household chores

clear the table	/ˌklɪə ðə ˈteɪbəl/
cook a meal	/ˌkʊk ə ˈmiːl/
do the ironing	/ˌduː ðiˈ aɪənɪŋ/
do the washing-up	/ˌduː ðə wɒʃɪŋ ˈʌp/
feed the cat	/ˌfiːd ðə ˈkæt/
hang out the washing	/ˌhæŋ aʊt ðə ˈwɒʃɪŋ/
lay the table	/ˌleɪ ðə ˈteɪbəl/
load the dishwasher	/ˌləʊd ðə ˈdɪʃˌwɒʃə/
make your bed	/ˌmeɪk jə ˈbed/
mow the lawn	/ˌməʊ ðə ˈlɔːn/
run the washing machine	/ˌrʌn ðə ˈwɒʃɪŋ məˌʃiːn/
sweep the floor	/ˌswiːp ðə ˈflɔː/
take out the rubbish	/ˌteɪk aʊt ðə ˈrʌbɪʃ/
walk the dog	/ˌwɔːk ðə ˈdɒg/
wash the car	/ˌwɒʃ ðə ˈkɑː/
vacuum the floor	/ˌvækjuəm ðə ˈflɔː, -kjʊm/

Feelings adjectives

confident	/ˈkɒnfədənt/
confused	/kənˈfjuːzd/
disappointed	/ˌdɪsəˈpɔɪntəd/
embarrassed	/ɪmˈbærəst/
fed up	/ˌfed ˈʌp/
glad	/glæd/
grateful	/ˈgreɪtfəl/
guilty	/ˈgɪlti/
jealous	/ˈdʒeləs/
lonely	/ˈləʊnli/
nervous	/ˈnɜːvəs/
relaxed	/rɪˈlækst/
relieved	/rɪˈliːvd/
upset	/ˌʌpˈset/

7 Make A Difference

Grammar	*be going to* and *will*; First conditional
Vocabulary	Protest and support; Verb + preposition
Speaking	Persuading
Writing	A formal letter

Vocabulary Protest and support

1 3.1 **Match the items in the photos (1–12) to these words and phrases. Then listen, check and repeat.**

banner	charity	collection
demonstration	donation	fundraising event
march *1*	petition	placard
sit-in	slogan	volunteer

Word list page 111 **Workbook** page 110

2 **Complete the sentences with the words in Exercise 1.**

1 Students are having a *sit-in* at school today.
2 This T-shirt has got an interesting .... on it.
3 Did you sign the .... against the new road?
4 A .... or placard always has a strong message.
5 We're having a .... for a local charity.
6 They're having a quiz as a .... . They want to make a lot of money.
7 There are lots of .... for the fun run. We've got lots of help.

3 What about you? **In pairs, ask and answer.**

1 Have you ever made a donation to a charity? Which one?
2 Have you ever been a volunteer? Who for?
3 Have you got a T-shirt with a slogan on it? What does the slogan say?
4 Have there been any marches or sit-ins in your town? What were they for?

Have you ever made a donation to a charity?

Yes, I have. I've made donations to the World Wide Fund for Nature.

Brain Trainer Unit 7 Activity 2 Go to page 116

Unit contents

Vocabulary
- Protest and support – *banner*, *charity*, *collection*, *demonstration*, *donation*, *fundraising event*, *march*, *petition*, *placard*, *sit-in*, *slogan*, *volunteer*
- Verb + preposition – *agree with*, *apologise for*, *argue with*, *believe in*, *care about*, *decide on*, *disapprove of*, *hope for*, *insist on*, *know about*, *protest against*, *worry about*

Grammar
- *be going to*
- *will* or *be going to*
- First conditional

Communication
- Persuading
- Writing a formal letter; Letter writing – *Dear*, *I am writing to comment on*, *Kind regards*, *Best wishes*

Pronunciation
- *going to*

Key competences
- Linguistic competence
- Competence in knowledge and interaction with the physical world
- Interpersonal, social and civic competence
- Cultural and artistic competences
- Learning-to-learn
- Autonomy and personal initiative

Vocabulary Protest and support

Exercise 1 (Track 3.1)

- Individually, students match the words and the photos.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each word to check students' pronunciation.

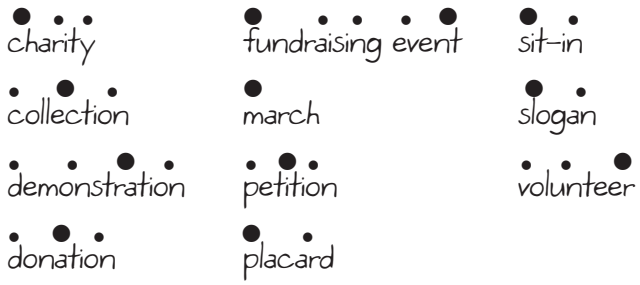
Answers

2 banner
3 slogan
4 sit-in
5 petition
6 charity
7 volunteer
8 fundraising event
9 collection
10 donation
11 demonstration
12 placard

Extra activity

Stronger groups do some additional work on word stress and pronunciation. Write the word *banner* on the board. Ask students how many syllables the word has (Answer: *two*) and which syllable is stressed (Answer: *the first*). Draw two circles above the word *banner* to show the stress pattern:

In pairs, students count the number of syllables in each word in Exercise 1 and decide where the stressed syllable falls. Check answers by asking individual students to write the words on the board and the correct stress pattern above them using circles. Drill all the vocabulary for pronunciation.
(Answers:



Exercise 2

- Students complete the sentences.
- They then check in pairs before checking answers as a class.

Answers

2 slogan
3 petition
4 banner
5 collection
6 fundraising event
7 volunteers

Extra activity

Write the following beginnings and endings of the sentences on the board. Individually, students match the parts of the sentences.

1 The demonstration took
2 I saw your sister holding
3 She tries to give some money
4 There were about 20,000
5 Will you make a donation

a to help poor children in Africa?
b a placard in town yesterday.
c place in the town square.
d to charity every month.
e people on the march this weekend.

Check answers as a class.
(Answers: *1c*; *2b*; *3d*; *4e*; *5a*)

Exercise 3

- Ask two students to read aloud the example dialogue.
- In pairs, students ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency.

Further practice
Workbook pages 60 and 110

Brain Trainer Unit 7 Activity 2
See Teacher's Book page 214 and Students' Book page 116

Reading

Revision

First – Prepare a *Live Listening* about a charity you support, talking about the work of the charity, and recycling the vocabulary of protest and support from the previous lesson. This can be real or fictitious. Remember to grade your language appropriately and include the answers to the questions in the second stage.

Second – Students listen and answer the following questions:
1 What is the name of the charity?
2 What or who does the charity help?
3 What does it do?
4 How does your teacher help the charity?

Third – Students compare their answers in pairs. Check answers as a class. Elicit answers as full sentences, e.g. *'You helped the charity last year by going on a demonstration and carrying a placard.'*

Cultural notes

- The *Elephant Parade* exhibition was first seen in Rotterdam in 2007, and since then the elephants have been seen in Amsterdam, London, Milan, Copenhagen and Singapore amongst other cities. Some of the elephants are painted by international artists and others by local artists, and most of the designs are reproduced in miniature and these mini-elephants are sold on the website. After each exhibition the large elephants are auctioned by major auction houses like Christie's and Sotheby's, and the profits are given to The Asian Elephant Foundation for projects to protect Asian elephants in India, Thailand and Malaysia.
- *Elephant Family* is a UK based charity which intends to save not only the Asian elephant, but also the other animals which live in its natural habitat, including tigers and orang-utans. Elephants are creatures of habit and continue to follow their old migratory routes whatever the human race puts in their way. Distressed elephants have therefore been known to destroy villages, train tracks, farmland and all sorts of other obstacles which humans have built. The charity aims to resettle people who live on the elephants' migratory 'corridors' so that the elephants can move freely without damaging people or property which lies in their path.

Exercise 1

- Draw attention to the text and the photos and ask students what they can see.
- Individually, students answer the questions.

Exercise 2

- Make sure students understand not to read in detail at this point.
- Students scan the text quickly to check their answers.

Answers

1 a leaflet
2 The topic is the charity Elephant Family and its exhibition, Elephant Parade.

Extra activity

In pairs, students brainstorm everything they know about elephants, e.g. *elephants live in 'families'*, *Asian elephants are smaller than African elephants*, *they have very good memories*, etc. Take feedback as a class and collate information on the board.

Exercise 3 (Track 3.2)

- Individually, students match the headings to the paragraphs.
- If you wish, play the recording for students to listen and read.
- Check answers as a class.

Answers

2 C 3 A 4 D

Exercise 4

- Students read the text again and answer the questions.
- They then check in pairs before checking answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

2 There are only 25,000 Asian elephants.
3 They travel from forest to forest and go through villages to get to them (the forests).
4 Because the people in the villages want to protect their land.
5 'Elephant corridors' are special roads between the forests.
6 It's a fundraising event with 200 elephant sculptures around London.
7 You can buy a sculpture, a smaller elephant or a T-shirt, or make a donation and sign a petition.

Exercise 5

- Check the pronunciation of the questions before students work in pairs.
- In pairs, students ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency.

Further practice

Workbook page 61

Reading

1 **Look at the text and the photos. Answer the questions.**

1 What type of text is it? An article, a letter, a leaflet?
2 What do you think is the topic?

2 **Read and check your answers to Exercise 1.**

3 3.2 **Read the text again. Match the headings to paragraphs A–D.**

1 Why has this happened? *B*
2 What are Elephant Family's plans?
3 What's the problem?
4 How can you help?

4 **Read the text again. Answer the questions.**

1 Where do Asian elephants live?
In India, Thailand, Malaysia and Indonesia.
2 How many Asian elephants are there?
3 How do the elephants look for food?
4 Why do people kill the elephants?
5 What are 'elephant corridors'?
6 What type of event is the Elephant Parade?
7 How can you help the charity Elephant Family?

5 **In pairs, ask and answer.**

1 Do you think the Elephant Parade is a good idea? Why?/Why not?
2 Have there been any outdoor art exhibitions in your city? Describe them.

London Elephant Parade

You don't usually see elephants in big cities, but you'll probably meet one in town this weekend! This summer there are going to be 200 elephant sculptures around London. They're part of an art exhibition called Elephant Parade. Elephant Parade works with the charity Elephant Family. With your help, we're going to save the Asian elephant.

A .....
Today there are only 25,000 Asian elephants in India, Thailand, Malaysia and Indonesia. A hundred years ago there were 200,000 elephants in these countries.

B .....
The elephants are competing with people for food and space. Asian elephants travel from forest to forest, looking for food. Today the forests are getting smaller and the elephants go through villages to get to them. People in the villages protect their land and kill the elephants. In thirty years there won't be any elephants unless we do something.

C .....
The charity Elephant Family is going to make 'elephant corridors'. They're special roads between the forests and elephants can travel safely there. There's already one in India, but we need many more.

D .....
Come and see Elephant Parade. The parade isn't a march, so we won't have banners or slogans. It's a fundraising event. After the exhibition we're going to sell the sculptures. You can buy smaller elephants or T-shirts on our website, or make a donation and sign our petition.
The future is in our hands. Help us save the Asian elephant.

Grammar *be going to*

Affirmative

There are going to be 200 elephant sculptures.
The charity is going to make elephant corridors.

Negative

There aren't going to be 200 elephant sculptures.
The charity isn't going to make elephant corridors.

Questions and short answers

Are they going to make them?
Yes, they are./No, they aren't.
What are they going to do?

Grammar reference Workbook page 98

1 **Study the grammar table. Choose the correct options to complete the rules.**

1 We use **be going to** to talk about *the future / now.*
2 **Be going to** introduces *a prediction / a plan.*

2 **Make conversations. Use *going to/not going to*.**

1 **A** What / you / do at the weekend?
B I / buy a new T-shirt.
What are you going to do at the weekend?
I'm going to buy a new T-shirt.
2 **A** It's jeans day tomorrow. What / you / wear?
B Well, I / not wear my school uniform!
3 **A** They / have / a collection for charity.
B I / not make / a donation. I haven't got any money.
4 **A** You / sign the petition against the new supermarket?
B Yes, I am. I don't agree with it.
5 **A** My brother / be a volunteer at the school marathon.
B What he / do?
6 **A** You / take a banner on the march?
B Yes, I am. I / write a slogan on it, too.

Pronunciation *going to*

3a 3.3 **Listen to these sentences. In which sentences do you hear *gonna* instead of *going to*?**

1 I'm going to play football.
2 What time is it going to start?
3 We're going to have a concert.
4 Are you going to come to the party?

b 3.3 **Listen again and repeat.**

4 3.4 **Complete the conversation. Then listen and check.**

A Hey, Connor. [1] *Are you gonna play* (you/play) football in the park on Saturday?
B No, I'm not. I [2] .... (make) a banner.
A What for?
B Sunday is Earth Day. There [3] .... (be) a march.
A Earth Day? [4] .... a lot of people .... (go)?
B Yes, they are. And after the march, we [5] .... (have) a concert in the park.
A That's cool. Who [6] .... (play)?
B Adele and Coldplay.
A Wow! What time [7] .... (start)?
B At 3 o'clock. [8] .... (you/come)?
A Yes, I am.
B Great. You can help me with my banner!

5 **Imagine you are organising a concert for a charity. In pairs, ask and answer.**

1 Which charity / help?
2 Which group / play?
3 the concert / be at school?
4 What time / start and finish?
5 How / make money? you / sell, T-shirts, CDs?

Which charity are you going to help?

We're going to help the World Wide Fund for Nature.

Grammar *be going to*

Exercise 1

- Read the grammar table with students.
- Students work individually, completing the rules and referring back to the grammar table where necessary.

Answers

1 thef uture **2** a plan

Exercise 2

- Read the example dialogue with the class.
- Students then make their own conversations using the prompts.
- Check answers by asking pairs of students to read the sentences.

Answers

2 **A** It's jeans day tomorrow. What are you going to wear?
B Well, I'm not going to wear my school uniform!
3 **A** They're going to have a collection for charity.
B I'm not going to make a donation. I haven't got any money.
4 **A** Are you going to sign the petition against the new supermarket?
B Yes, I am. I don't agree with it.
5 **A** My brother is going to be a volunteer at the school marathon.
B What is he going to do?
6 **A** Are you going to take a banner on the march?
B Yes, I am. I'm going to write a slogan on it, too.

Pronunciation *going to*

Language notes

Students focus here on the pronunciation of *going to*. Make sure students understand that some people say /ɡəʊɪŋ tə/ and others say /ˈɡʌnə/ but that it depends on the person. Generally /ɡəʊɪŋ tə/ is considered better English in the UK, but in the USA the pronunciation /ˈɡʌnə/ is more frequent. Whatever the pronunciation, the infinitive form which follows *going to* is always stressed.

Exercise 3a (Track 3.3)

- Play the recording for students to listen and identify when they hear *gonna*.
- Check answers as a class.

Answers

1 gonna **2** going to **3** going to **4** gonna

Exercise 3b (Track 3.3)

- Play the recording again for students to listen. Pause as appropriate to check students' pronunciation.
- In pairs, students practise saying the sentences.

Further practice
Workbook page 124

Exercise 4 (Track 3.4)

- Students complete the text with the correct form of *be going to*.
- Play the recording for students to listen and check their answers.

Answers

2 'm going to make
3 's going to be
4 Are, going to go
5 're gonna have
6 is going to play
7 is it gonna start
8 Are you going to come

Extra activity

Drill the conversation for correct pronunciation. Divide the class in half down the centre. Tell the half on the left that they are going to be A and the half on the right that they are going to be B. Build up the conversation step by step until students can perform it unprompted. Pay particular attention to the pronunciation of *going to*. Change over the two groups and repeat the procedure so that both groups have practised both parts.

Exercise 5

- In pairs, students ask and answer the questions about a concert for charity.
- Monitor and point out errors for students to self-correct.

Answers

2 Which group is going to play?
3 Is the concert going to be at school?
4 What time is it going to start and finish?
5 How are you going to make money? Are you going to sell T-shirts or CDs?

Extra activity

Stronger groups or fast finishers work in pairs and write their conversation discussing a concert for charity as a script, using the questions in Exercise 5 as a starting point and using *going to/not going to* as appropriate. Ask some pairs of students to read aloud their conversation for the class to hear and decide which concert they think will be most successful and why.

Further practice
Workbook pages 62 and 98–99

will or be going to

Language notes

In this section, students are required for the first time to actively distinguish between the use of *will* and *be going to* for the future.
We use *will* and *won't* to make *predictions* about the future. These are commonly used in reaction to questions asking what we think, e.g. *'What job will you do when you leave school?'*
We use *be going to* for *plans or intentions*, i.e. actions that we have previously thought about and possibly discussed with other people and have made a commitment to in our minds.
Although the section doesn't look specifically at question forms, point out for students that *will* is a modal verb and therefore no auxiliary verb is required to make the question form, e.g. *'Will you go …?'*, but *be going to* uses the auxiliary verb *be* to form questions, e.g. *'Are you going to go …?'*

Exercise 6

- Read the grammar table with students.
- Check the answers as a class.

Answers

2 plan **3** plan **4** prediction **5** plan **6** prediction

Exercise 7

- Students use the prompts to make sentences.
- Drill the sentences for pronunciation and intonation.

Answers

2 We're going to play football on Saturday. I hope we'll win.
3 He's going to get a bike for his birthday. Maybe it'll be red.
4 Lola is ill. She isn't going to go to school today. Perhaps she'll feel better tomorrow.
5 We're going to watch a DVD tonight. I hope it'll be a scary film.
6 I'm not going to go to the sports event. Maybe people won't notice.

Further practice

Workbook pages 62 and 98–99

Vocabulary Verb + preposition

Exercise 1 (Track 3.5)

- Individually, students check the meaning of the phrases in a dictionary.
- Check answers as a class.
- Ideally students should give definitions and explanations in English but you may want to support weaker students with some L1.
- Play the recording for students to listen and repeat.

Exercise 2

- Students match the beginnings to the endings of the sentences.
- Check answers as a class.

Answers

2 g **3** b **4** d **5** e **6** f **7** c

Exercise 3

- Students complete the text with the correct prepositions.
- Check answers as a class.

Answers

2 about **3** with **4** about **5** of **6** with

Extra activity

Books closed. Help students memorise the verb + preposition collocations by playing 'prepositions bingo'. Write the following prepositions randomly on the board: *about*, *against*, *for*, *in*, *of*, *on*, *with*
Tell students to draw a small bingo grid, two rows by two columns, and to choose four prepositions from the board and to copy one into each space in their grid. Read out the verbs from Exercise 1 in a random order and make a note of the words you have said. Students cross off the prepositions on their bingo card if you call out a verb which collocates with them. The winner is the first student to shout 'Bingo!' Do, however, check the student's bingo grid before proclaiming him or her the winner.

Exercise 4

- Read through the questions with students.
- In pairs, students ask and answer questions.
- Monitor and help with vocabulary, but do not interrupt fluency unless students make mistakes with the prepositions.

Further practice

Workbook pages 63 and 110

Brain Trainer Unit 7 Activity 3

See Teacher's Book page 214 and Students' Book page 116

will or be going to

Predictions

In 30 years there won't be any Asian elephants.
You'll probably meet one in town this weekend.

Plans or intentions

We're going to save the Asian elephant.

Grammar reference Workbook page 98

6 **Look at the sentences. Are they plans or predictions?**

1 Your horoscope says: 'The colour red will bring you good luck'. *prediction*
2 I'm not going to go to school tomorrow – it's Saturday!
3 We're going to go to the football match this weekend. We've bought our tickets.
4 I don't think he'll pass his exams. He never does his homework.
5 My friend has problems with Maths, so I'm going to help him after school.
6 I'm sure we'll have fun at the party. Everyone will be there.

7 **Complete the sentences. Use *will* and *going to*.**

1 I / do my homework now. Perhaps I / phone my friends later.
I'm going to do my homework now. Perhaps I'll phone my friends later.
2 We / play football on Saturday. We hope we / win.
3 He / get a bike for his birthday. Maybe it / be red.
4 Lola is ill. She / not go school today. Perhaps she / feel better tomorrow.
5 We / watch a DVD tonight. I hope it / be a scary film.
6 I / not go to the sports event. Maybe people / not notice.

Vocabulary Verb + preposition

1 3.5 **Look at the phrases. Check the meaning in a dictionary. Listen and repeat.**

agree with	apologise for	argue with	believe in
care about	decide on	disapprove of	hope for
insist on	know about	protest against	worry about

Word list page 111 **Workbook** page 110

2 **Match the beginnings (1–7) to the endings (a–g) of the sentences.**

1 She apologised *a*
2 We have to decide
3 I don't believe
4 Everyone hopes
5 Do you know
6 On his birthday Karl insisted
7 I don't want to argue

a for her bad behaviour.
b in charity. People should help themselves.
c with you. Can't we just be friends?
d for a better world.
e about the party on Saturday night?
f on getting a pet snake.
g on a topic for our school project.

3 **Complete the text. Use the correct prepositions.**

Walk around the Barrio Gótico in Barcelona and you'll see strange marks on the road. They say 'city residents' on one side and 'tourists' on the other. People are worried [1] *about* the number of tourists in the city and the marks show people are protesting [2] .... this.
Many people agree [3] .... the protest. 'Sometimes I can't cross the street because there are so many tourists,' says Nuria Cugat. 'They're noisy and rude. They don't care [4] .... our city.'
Julio Sanchez disapproves [5] .... the protest. 'I can't argue [6] .... Nuria about the noise, especially at night, but we need tourism.'

4 **In pairs, ask and answer.**

1 How often do you argue with your parents?
2 Do you usually agree with your friends/ brothers/sisters?
3 Do you worry about exams?
4 What things do you care about?
5 Have you ever protested against something? What was it?

Brain Trainer Unit 7
Activity 3 Go to page 116

Chatroom Persuading

Speaking and Listening

1 **Look at the photo. Answer the questions.**

1 Where are the teenagers?
2 What do you think they are doing?
3 What do the slogans on their T-shirts say?
4 What do you think Ella is saying to Ruby?

2 3.6 **Listen and read the conversation. Check your answers.**

3 3.6 **Listen and read again. Answer the questions.**

1 Why are they protesting?
The local council is going to close down the library.
2 What does Ella want Ruby to do?
3 Why can't Ruby join them?
4 What does Ella say they've got?
5 What does Ash say she can do?
6 Why does Tom think the demonstration is important?

4 **Act out the conversation in groups of four.**

Ruby Hi, guys. What are you doing here?
Tom We're protesting.
Ruby What are you protesting against?
Ash The local council is going to close down the library. They say that people don't use it, but that's rubbish!
Ella Will you sign our petition? If you sign it, you'll help to keep the library open.
Ruby I suppose so.
Tom Hey, why don't you join us?
Ruby Sorry, I can't. I've got homework to do.
Ella Come on, Ruby. It'll be fun. Look, we've got T-shirts with slogans.
Ash And you can hold my placard. It's better than doing homework.
Ruby I don't know.
Tom But it's important. We all use the library and we care about what happens to it. If we don't protest, they will close it. I'm sure you don't want that to happen.
Ruby OK, I'll do it. You win! Where's my T-shirt?!

Say it in your language …
That's rubbish!
I suppose so.
You win!

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Chatroom Persuading

Revision

First – Books closed. Write the following groups of *Say it in your language …* phrases on the board in boxes:

1 No then.
Come on, problem!
2 I'd like a shame.
What's that.
That's wrong?
3 You're goodness.
I ahead.
Go impossible!
Thank wish!
4 It gets that!
Imagine starving!
It's against better.
I'm the rules.

Second – Tell students that the phrases in each box have got mixed up. They need to break each phrase into two pieces and reorganise them to make the correct *Say it in your language …* phrases. Students work in pairs, solving the puzzle.

Third – If students find the activity difficult, show them where the break is in each sentence. Check answers as a class. (Answers: *1 – Come on, then.*, *No problem!*; *2 – I'd like that.*, *That's a shame.*, *What's wrong?*; *3 – Go ahead.*, *I wish!*, *Thank goodness.*, *You're impossible!*; *4 – I'm starving!*, *Imagine that!*, *It gets better.*, *It's against the rules.*)

Speaking and Listening

Exercise 1

- In pairs, students look at the photo and describe what they can see.
- They then answer the questions.

Exercise 2 (Track 3.6)

- Play the recording for students to listen, read and check their answers to Exercise 1.

Answers

1 The teenagers are outside the library.
2 They're at a demonstration because the local council is going to close down the library.
3 'Save our library'
4 Ella is explaining to Ruby what the demonstration is about.

Brain Trainer Unit 7 Activity 1

See Teacher's Book page 214 and Students' Book page 116

Exercise 3 (Track 3.6)

- Repeat the recording for students to answer the questions.
- They then check in pairs before checking answers as a class.

Answers

2 Ella wants Ruby to sign their petition and join them.
3 Because she's got homework to do.
4 She says they've got T-shirts with slogans.
5 Ash says she can hold his placard.
6 Because they all use the library and they care about what happens to it.

Extra activity

Divide the class into four groups and assign each group a character (*Ash*, *Ella*, *Ruby* or *Tom*). Within their group students work in pairs, reviewing everything they have learnt about their character up to this point. Collate information about each character on the board.

Exercise 4

- Divide the class into groups of four.
- Groups act out the conversation.
- Monitor and correct students' pronunciation as appropriate.
- Nominate one group to perform the conversation for the class.

Say it in your language …

Ask students to find the phrases in the conversation and look at them in context to try to deduce the meaning.

That's rubbish! – common expression used to say that a piece of information is incorrect. Should be used with caution, however, as, if used as an immediate response to something someone has just said to you, it could cause offence.

I suppose so. – an expression agreeing to do something, but indicating that you are not totally convinced by the arguments or the situation. You might use it in class if a student asks to have an extra day to do his or her homework, e.g. Student: *'Can I give you my essay tomorrow, please?'* Teacher: *'I suppose so. But only this time!'*

You win! – used as a response to give in to someone's demands after much discussion and resistance. If your students, for example, spend all class trying to convince you not to give them homework, you might use this expression to finally agree at the end of the class.

Exercise 5

- Students read the conversation again and find the phrases.
- Check answers as a class.

Answers

2 Ella **3** Ash **3** Tom

Exercise 6

- Read through the phrases for persuading and responding with the class.

Exercise 7 (Track 3.7)

- Play the recording for students to listen to the conversation and find out what Ruby is persuading Tom to do.
- Repeat the recording, pausing after each line to check students' pronunciation.
- In pairs, students act out the conversation.

Answer

Ruby is persuading Tom to skateboard.

Exercise 8

- Elicit an example conversation from the class using the first set of prompts.
- Students then make their own conversations by replacing the words in purple.
- Stronger groups or fast finishers can use their own ideas.
- Monitor but do not interrupt fluency unless students make mistakes with the use of the words and phrases for describing a place.

Further practice

Workbook pages 64 and 119

Grammar First conditional

Language notes

Students revise here First conditional sentences, which they first saw in *Next Move 2*. They see First conditionals only and see that when conditional clauses are inverted the comma is omitted.
Make sure any additional examples you give students follow this rule exactly and, if students need extra support, copy the following onto the board before they complete the practice activities:
if + Present simple, *will* + infinitive
will + infinitive *if* + Present simple

Exercise 1

- Read the grammar table with students.
- Students work individually, completing the rules and referring back to the grammar table where necessary.

Answers

1 possible **2** the future

Exercise 2

- Individually, students complete the sentences.
- Check answers by asking individual students to write answers on the board.

Answers

2 won't pass, don't revise
3 care about, 'll help
4 'll laugh, tell
5 have, 'll be
6 'll have, goes
7 are, 'll sign
8 'll get, argue

Exercise 3

- Students work individually, writing personalised First conditional sentences.
- Monitor and help with vocabulary and feed in ideas if necessary.
- Ask some students to say their sentences for the class to hear.

Possible answers

1 I'll buy a new games console.
2 I'll listen to some music.
3 we'll go to the beach.
4 all my friends will come.
5 we'll spend a lot of money.

Extra activity

Stronger groups or fast finishers work in pairs, making 'First conditional chains'. The first student makes a First conditional sentence, for example, *'If it's a hot day tomorrow, I'll go to the beach.'* The second student then takes the second part of the sentence and makes it into the *if* clause of a new sentence, e.g. *'If I go to the beach, I'll play football there with my friends.'* The students then continue making sentences alternately, e.g. *'If I play football with my friends, we'll win the match!'* → *'If we win the match, we'll go to the café to celebrate!'* → *'If we go to the café …'* until they run out of ideas.

Exercise 4

- Elicit a second example from the class for the second item in Exercise 3.
- Students work individually, writing the questions.
- Check the questions before students work in pairs.
- Monitor but do not interrupt fluency unless students make mistake with the first conditional.

Answers

2 What will you do if you have some time tonight?
3 What will you do if it's sunny this weekend?
4 What will you do if you have a birthday party?
5 What will you do if we go on holiday?

Further practice

Workbook pages 65 and 98–99

5 **Look back at the conversation. Who says what?**

1 Come on Ruby. *Ella*
2 It'll be fun.
3 It's better than doing homework.
4 I'm sure you don't want that to happen.

6 **Read the phrases for persuading and responding.**

Persuading	Responding
Come on. It'll be fun.	I don't know.
It's better than … + *ing*.	OK, I'll do it.
I'm sure you …	

7 3.7 **Listen to the conversation. What is Ruby persuading Tom to do? Act out the conversation.**

Tom This is [1] difficult!
Ruby Come on, Tom. It'll be fun.
Tom I don't know. This is the first time I've [2] been on a skateboard. I'm going to [3] fall over!
Ruby No, you're not. I'm sure you'll be fine.
Tom OK, you win! Hey, this is easier than I thought.
Ruby Yes – and it's better than [4] playing football!

8 **Work in pairs. Replace the words in purple in Exercise 7. Use these words and/or your own ideas. Act out the conversations.**

This is boring!

Come on …

1 hard / dangerous / tiring

2 played the guitar / ridden a scooter / trained for a marathon

3 hurt my fingers / fall off / stop after 5 km

4 listening to music / playing a computer game / going for a bike ride

Grammar First conditional

***if* + Present simple, *will* + infinitive**

If we don't protest, they will close the library.

***will ('ll)* + verb > *if* + Present simple**

They will close the library if we don't protest.

Grammar reference Workbook page 98

1 **Study the grammar table. Choose the correct options to complete the rules.**

1 We use the First conditional to talk about *possible / impossible* situations.
2 The Present simple after *if* talks about events in *the future / the present*.

2 **Complete the sentences.**

1 If I *buy* (buy) a new T-shirt, it *won't have* (not have) a slogan.
2 You .... (not pass) your exam if you .... (not revise).
3 If you .... (care about) your friend, you .... (help) him.
4 He .... (laugh) if you .... (tell) him a joke.
5 If we .... (have) a school sit-in, there .... (be) trouble!
6 She .... (have) fun if she .... (go) to the fundraising event.
7 If they .... (be) worried about the library, they .... (sign) the petition.
8 I .... (get) angry if you .... (argue) with me.

3 **Complete the sentences in your own words.**

1 If I save some money, ...
2 If I have some time tonight, ...
3 If it's sunny this weekend, ...
4 If I have a birthday party, ...
5 If we go on holiday, ...

4 **In pairs, ask and answer about your sentences in Exercise 3.**

What will you do if you save some money?

I'll buy a new watch.

Reading

1 **Look at the title of the magazine article and the photos. What do you think the article is going to be about?**

Eco World

Do something different …

You don't have to go on a march or sign a petition to make a difference and change things. This week in *Eco World* magazine, we look at other ways you can protest.

2 3.8 **Read the article. Copy the table and match the organisations to the things they are protesting against.**

cars	~~climate change~~
dangerous roads	environmental damage
global warming	pollution in cities

350.org	CM bike rides
climate change	

3 **Read the article again. Answer the questions.**

1 How does 350.org believe you can make people listen?

If you do something different, more people will listen.

2 What was unusual about how you could see the art exhibition?
3 What did Jorge Rodriguez-Gerada do?
4 How can people see his picture?
5 Where was the first CM bike ride?
6 Why did cars stop for the bikes?
7 How many cyclists are usually on a ride now?
8 How have the CM protests made a difference?

350.org

350.org is an organisation that protests against climate change. They believe that if you do something different, more people will listen. In 2010, it organised the world's biggest art exhibition called eARTh. People in sixteen different countries made huge pictures on the ground outside. You could only see the pictures from satellites in space. In the Delta del Ebro in Spain, an artist called Jorge Rodriguez-Gerada created a picture of a little girl called Galla. Galla was worried about global warming and the picture is about what might happen to the river Ebro. Hundreds of volunteers helped Jorge make it and thousands of people have seen it on Google Earth™.

Critical Mass bike rides

On a Friday evening in September 1992, sixty cyclists met in San Francisco and went on a bike ride. There was a lot of traffic on the roads, but there were a lot of bikes, too, so cars stopped for them. This was the world's first Critical Mass bike ride. Cyclists on the ride were protesting against cars and pollution. They wanted safer roads for cyclists. Today over 200 cities have CM bike rides. Rides are on the last Friday of every month and there are often more than 1,000 cyclists. The protests have made a difference and many cities now have bicycle lanes and 'car free' days. This year the biggest bike ride will be on Earth Day in Budapest. 'There are going to be 80,000 people on 80,000 bikes!' says one cyclist. Imagine that!

Key Words

organisation	climate change
traffic	pollution
bicycle lanes	

4 **Think about protests that have happened in your country. Choose one example.**

1 What was the problem?
2 How did people protest? What did they do?
3 What happened after the protest? Did it make a difference?

Listening

1 3.9 **Listen to the interview about a charity. Answer the questions.**

1 Who does Link Romania help?
2 What does it do?

Listening Bank Unit 7 page 120

Reading

Cultural notes

- *350.org* was started in 2007 and aims to raise awareness of the problems of global warming. It hopes to convince people worldwide to control their carbon footprint and so reduce the amount of CO2 in the atmosphere to 350 parts-per-million, hence the name of the NGO.
- *Critical Mass*, unlike many other protest movements, has no central organisation or membership. Rides are organised independently in cities around the world, but generally take place on the last Friday of each month. The route is usually decided by whoever is leading the ride, but sometimes is chosen by a vote. These methods are not without controversy, however. As there is no central organisation, cyclists do not ask for permission from local authorities and some people feel that their action disrupts normal life for other citizens and claim that cyclists do not follow the rules of the road.

Exercise 1

- Draw attention to the title and the photos and ask students what they can see.
- In pairs, students discuss the question.
- Students skim the article quickly and check their ideas.
- Make sure students understand not to read in detail at this point.

Answer

The article is about different ways you can protest.

Key Words

Be prepared to focus on the Key Words, either by pre-teaching them, eliciting their meaning after students have read the text, or through dictionary or definition writing work.

organisation – a group of people that have decided to work together on a project, usually a good cause, which they are not paid for

climate change – the problem of the rising temperature of the Earth; due to the activity of the human race, gases and pollution are making the planet get hotter

traffic – a collective word for cars and all other vehicles with motors on the roads

pollution – the chemical emissions from vehicles and industry which are in our atmosphere or our water

bicycle lanes – special sections at the side of roads, or occasionally the pavement, specifically for people to ride their bicycles on

Exercise 2 (Track 3.8)

- Students read the magazine article again and match the organisations to the things they are protesting about.
- If you wish, play the recording for students to listen and read.
- Check answers as a class.

Answers

350.org: *climate change*; environmental damage; global warming
CM bike rides: cars; dangerous roads; pollution in cities

Exercise 3

- Individually, students answer the questions.
- Students check in pairs before checking answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

2 You could only see the pictures from satellites in space.
3 Jorge Rodriguez-Gerada created a picture of a little girl called Galla.
4 They can see it on Google Earth.
5 The first CM bike ride was in San Francisco.
6 Because there were a lot of bikes.
7 There are usually more than 1,000 cyclists on a ride now.
8 Many cities now have bicycle lanes and 'car free' days.

Exercise 4

- Read through the questions with the students.
- In pairs, students talk about protests.
- Ask some pairs to tell the class about the protests they were talking about.

Listening

Cultural notes

- *Link Romania* is a UK based NGO which was started in 1991 and aims to help the poorest part of the population both in Romania and neighbouring Eastern European countries like Bulgaria, Ukraine and Moldova.

Exercise 1 (Track 3.9)

- Play the recording for students to listen and answer the questions.
- Check answers as a class.

Answers

1 Link Romania helps poor families in Romania.
2 At Christmas it sends shoeboxes with gifts inside to thousands of people.

Audioscript

See Teacher's Book page 226

Listening Bank

See Teacher's Book page 218 and Students' Book page 120

Further practice

Workbook page 66

Writing A formal letter

Revision

First – Write the word PROTEST vertically down the centre of the board. Add six dashes after the *P* to indicate letters. Pick individual students, asking them to say a letter. If the letter they choose is in the word, write it in the correct position. If it is not, write it in a column on one side of the board. When students think they know what the word is, they put their hands up. (Answer: *placard*)
Add three dashes before the *R* of *PROTEST* and three dashes after. Repeat the procedure. (Answer: *charity*)
Continue working down the puzzle until students have completed all the words and the board looks as follows:

PLACARD
CHA**R**ITY
SL**O**GAN
DONA**T**ION
COLL**E**CTION
FUNDRAI**S**ING EVENT
SI**T** IN

Drill the vocabulary for pronunciation and word stress.

Second – Divide the class into six groups. Assign each group a different unit of the Students' Book and tell them to make a similar 'themed' puzzle. Monitor and check students' spelling.

Third – Regroup students into smaller groups of three, each one with a different puzzle. Students complete each other's puzzles. Monitor and make sure students use the English alphabet.

Exercise 1

- Read the Writing File with the class.

Exercise 2

- Students read the formal letter and match the parts to the sections of the letter.
- Check answers as a class.

Answers

2 a **3** e **4** d **5** c

Exercise 3

- Students read the formal letter again and answer the questions.
- They then check in pairs before checking answers as a class.
- Check answers by asking pairs of students to read questions and answers.

Answers

2 Because there are not enough bicycle lanes, so kids don't feel safe on a bike.
3 She goes to school by car.
4 Because there'll be more traffic on the road and more pollution.
5 She suggests that people sign a petition asking the local council for bicycle lanes.

Exercise 4

- Draw students attention to the magazine headlines (a and b).
- Individually, students match the problems to the headlines.
- Check answers as a class.
- In pairs, students think of possible action for each problem.
- Take feedback as a class.

Answers

a Problems: There won't be a place for kids to play. We won't have a place for people to walk.
(Possible action: Sign a petition. Organise a march to protest against it.)
b Problems: We won't have a place to study. There won't be a place for people to read.
(Possible action: Have a fundraising event to make money. Use it or lose it!)

Exercise 5

- Explain that students should only make notes at this point or write short sentences.
- Encourage students to ask you for any vocabulary they need.

Exercise 6

- Show students how the formal letter is divided into four sections and tell them that they should now organise their notes in the same way.
- Read through the 'My formal letter' writing guide. Make sure students understand that they should open and close the letter appropriately and should have two main paragraphs. The first paragraph should explain the reason for writing and give a clear explanation of the problem. The second paragraph should propose some action.
- Draw students' attention to the 'Remember!' checklist.

Extra activity

Add an extra 10–15 vocabulary items from this unit to the collection of Word Cards.
Revise all the vocabulary by playing a team definitions game. Divide the class into groups of four or five.
Choose one student in each group to sit with his or her back to the board. Explain that you will write one of the words on the board and the other students have to give their teammate a definition or mime the word for them to guess. When the students think they know the word, they put their hands up. Give a point to the first team to get their teammate to guess the word.
Any teams who speak in their L1, who call out the words without putting their hands up, or guess incorrectly are eliminated from the round. Repeat the process with students taking turns with their backs to the board until you have used all the vocabulary cards. The winner is the group with the most points.

Further practice

Workbook page 67

Writing A formal letter

1 **Read the Writing File.**

Writing File Letter writing

When you write a letter or email to a magazine, you can use these phrases.

- **Opening**
  Dear (+ name of person or magazine)
- **Say why you are writing**
  I am writing to comment on …
- **Closing**
  Kind regards (+ your name)
  Best wishes (+ your name)

2 **Read the letter. Match the parts (1–5) to (a–e).**

a reason for writing
b opening the letter *1*
c closing the letter
d What action can we take?
e What is the problem?

Eco World Letters page

1 *Dear Eco World*
2 *I am writing to comment on your article about cycling to school in this week's magazine. In the article you say not many kids cycle. I think that this is because there are not enough bicycle lanes. Kids don't feel safe on a bike, so most of them go to school by car (including me!).*
3 *If people don't cycle, there will be more traffic on the road and more pollution. This is bad news for the environment.*
4 *How can we encourage people to get on their bikes? The solution is clear: we need more bicycle lanes. If we sign a petition asking for bicycle lanes, maybe the local council will listen. If there are more lanes, more kids will cycle to school!*
5 *Kind regards*
Samantha Kippel

3 **Read the letter again. Answer the questions.**

1 Why is Samantha writing to *Eco World*?
She wants to comment on an article about cycling.
2 Why don't children cycle to school?
3 How does Samantha go to school?
4 Why is this bad news for the environment?
5 What does Samantha suggest?

4 **Match these problems (1–4) to the headlines (a–b) from *Eco World.***

1 There won't be a place for kids to play.
2 We won't have a place to study.
3 There won't be a place for people to read.
4 We won't have a place for people to walk.

a **Park is going, car park is coming!**

Our local park is going to become a car park. Lots of people use the park – there's a children's play area and a café there.

b **Library is going to close**

The local council has decided to close our library. They say that the library is too expensive and not many people use it.

5 **Choose one article from Exercise 4. Make notes about the problems. Try to think of a solution.**

6 **Write a letter to *Eco World* about the article you chose in Exercise 5. Use 'My formal letter' and your notes from Exercise 5.**

My formal letter

1 **Opening**
Dear Eco World
2 **Reason for writing and the problem**
I am writing to comment on the article about …
In the article you say that …
3 **Action**
How can we save our …?
4 **Closing**
Kind regards/Best wishes

Remember!
- Use phrases from the Writing File.
- Use the vocabulary in this unit.
- Check your grammar, spelling and punctuation.

Refresh Your Memory!

Grammar Review

1 **Complete the sentences. Use *going to* and these verbs.**

~~do~~ | have | not go | not watch | send | wear

1 I *'m going to do* some revision tonight. I've got an exam tomorrow!
2 We .... the concert this weekend. We haven't got tickets.
3 .... they .... a picnic? It's a lovely sunny day.
4 He .... the football match. He hates football!
5 .... she .... invitations to the party?
6 It's cold outside. .... you .... a coat?

2 **Complete the sentences. Use *will* or *going to* and the verbs.**

1 Perhaps I*'ll wear* (wear) a dress to the party. I don't know.
2 Brett is wearing his cycle helmet. He .... (ride) his bike.
3 Let's go on a boat ride. Maybe we .... (see) a dolphin.
4 She .... (go) skiing this winter. She's booked a hotel in the Alps.
5 Maybe it .... (be) sunny later, then we can go to the beach.
6 I .... (watch) my favourite TV programme tonight. It starts at 7 p.m.

3 **Match the beginnings (1–6) to the endings (a–f) of the sentences.**

1 If we sign the petition, *f*
2 If she says 'sorry',
3 If they go shopping,
4 He won't be happy
5 If I tell you the truth,
6 You'll get a nice tan

a will you be friends again?
b if his team loses.
c will you keep it a secret?
d they'll buy some new clothes.
e if you lie in the sun.
f we'll make a difference.

Vocabulary Review

4 **Choose the best options.**

1 There's a *march / sit-in* today. It starts in the city centre and ends at the park.
2 I gave £5 to UNICEF today. Have you ever made a *donation / collection* to a charity?
3 It was a successful *petition / fundraising event*. We made £5,000 for the hospital!
4 I like the *slogan / banner* on your T-shirt. 'Save the Planet' is cool!
5 The *fundraising event / demonstration* went really well. People were protesting against the government.
6 The WWF is *a charity / a collection* that helps animals.
7 Protestors were carrying *placards / slogans* with *placards / slogans* on them. They said 'Save our jobs!'

5 **Complete the sentences with these words.**

agree | apologised | argue | care
insists | know | ~~protested~~ | worried

1 Lots of people *protested* against the new road.
2 I .... for forgetting my homework.
3 Do you .... about animals in danger?
4 I'm not .... about my exams. I know I'll do OK.
5 Do you .... with me?
6 Do you .... about the party this weekend? It's at Helga's.
7 I never .... with my girlfriend.
8 Our teacher always .... on silence in class.

Speaking Review

6 3.10 **Put the conversation in the correct order. Then listen and check.**

Girl I don't want to make these banners. I'm bored. *1*
Boy No, it won't. I'm sure we'll finish them quickly.
Girl OK, you win! It's better than doing it on my own.
Boy Come on, I'll help you. It'll be fun.
Girl I don't know. There's a lot of work to do. It's going to take a long time!

Dictation

7 3.11 **Listen and write in your notebook.**

My assessment profile: Workbook page 133

Refresh Your Memory!

Exercise 1

Answers

2 aren't going to go to **5** Is, going to send
3 Are, going to have **6** Are, going to wear
4 isn't going to watch

Exercise 2

Answers

2 's going to ride **3** 'll see **4** 's going to go **5** 'll be
6 'm going to watch

Exercise 3

Answers

2 a **3** d **4** b **5** c **6** e

Exercise 4

Answers

2 donation **5** demonstration
3 fundraising event **6** a charity
4 slogan **7** placards, slogans

Exercise 5

Answers

2 apologised **3** care **4** worried **5** agree **6** know
7 argue **8** insists

Exercise 6 (Track 3.10)

Answers

Girl I don't want to make these banners. I'm bored.
Boy Come on, I'll help you. It'll be fun.
Girl I don't know. There's a lot of work to do. It's going to take a long time.
Boy No, it won't. I'm sure we'll finish them quickly.
Girl OK, you win! It's better than doing it on my own.

Exercise7 (Track 3.11)

Answers and Audioscript

Everyone is going to walk to school tomorrow. It's a protest against cars because there are too many cars on the road. If more people walk, there will be less pollution. But it's a long way to school. I think a lot of students will be late for their lessons!

Extra activity

Revise the language, vocabulary and topic of the unit:
– Draw the central banner (1) on the board and write *SAVE …* on it. Explain that students are going to organise an event for a charity of their choice. Ask students what charities and good causes they are interested in and support, e.g. *the Red Cross*, *Doctors without Borders*, *the World Wide Fund for Nature*, etc.
– Copy pictures 2–6 on the board and elicit the word for each item from the class. (Answers: *2 collection*; *3 march/demonstration*; *4 placard*; *5 petition*; *6 slogan*)
– Ask students what other things charities might do to help their cause, e.g. *asking people for donations or to become volunteers*, *organising a fundraising event*, *a collection or a sit-in*, etc. Write up the group of words at the bottom of the board.
– Draw the five speech bubbles up on the top of the board and write up the phrases in them, pausing in each case before the preposition and eliciting it from the class.
– Copy the example speech bubbles onto the left and right of the board and ask pairs of students to read them aloud. Check students understand that the speech bubbles are only an example.
– Students work in groups of three or four. First they agree together which charity or good cause they would like to help and why. They then discuss possible ways to help the charity and decide on two or three things they can do to get their classmates, friends, families and local people involved. Monitor and feed in ideas if necessary, but do not interrupt fluency.
– Finally, ask each group to tell the class what charity or good cause they chose to help, why they chose it and what they are going to do to help the charity.

My Assessment Profile Unit 7
Workbook page 133

Global Citizenship File Fairtrade: chocolate

Cultural notes

- *Fairtrade International* is a non-profit organisation which was set up in 2004 to promote fair treatment for farmers and producers in developing countries who had traditionally been exploited by large companies in the developed world. The organisation helps establish codes of practice for companies working with providers in poorer countries and allows products which meet the conditions to carry the distinctive 'waving man' logo. Although the number of Fairtrade products sold around the world is increasing dramatically, it still only represents a tiny proportion of all products sold. Nevertheless, the work of the organisation has greatly improved the quality of life for many millions of people in developing countries.

Exercise 1

- Draw attention to the photos and ask students what they can see.
- They then read the article quickly and match the headings to the gaps.
- Make sure students understand not to read in detail at this point.
- Check answers as a class.

Answers

B 3 **C** 4 **D** 5 **E** 2

Key Words

Be prepared to focus on the Key Words, either by pre-teaching them, eliciting their meaning after students have read the text, or through dictionary or definition writing work.

farms – places with a lot of land where people grow food or keep animals to sell and feed people

factories – large places where a lot of people work and make things in large quantities to sell, sometimes they have special machines to help with the process

developing country – a country which is still very poor and a long way behind other countries, but where conditions are slowly improving

fairp rice – the amount of money which it is appropriate to pay for something and which is also in proportion to the amount of work required to make it

tropical climate – generally warm weather conditions which do not change much between summer and winter, typically around the equator

vote – show your commitment to a cause by doing something to help it, in this context by buying Fairtrade products

Exercise 2 (Track 3.12)

- Students read the text and decide if the sentences are true or false.
- If you wish, play the recording for students to listen and read.
- When checking answers, ask students to identify the section of the text which supports their answer.

Answers

2 True
3 False ('Cocoa trees grow in countries with a tropical climate. … Countries like these are often very poor.')
4 False ('They grow their own food.')
5 True
6 False ('There are more than 3,000 Fairtrade products.')

My Global Citizenship File

Exercise 3

- Individually, students choose another Fairtrade product and make notes about it.
- Remind students that further information about Fairtrade and its products is available by searching the internet.

Exercise 4

- Students prepare a fact file about their product.
- Monitor and help with grammar and vocabulary if necessary.
- Remind students to check their grammar, spelling and punctuation carefully before they give you their written work.
- Students include photos or pictures to illustrate their product.

In this unit have you …

… used Grammar and Vocabulary worksheet?
… used Reading and Listening worksheet?
… used Writing worksheet?
… used Speaking worksheet?
… used Unit test?

With the exception of the Speaking and Writing worksheets, all the Teacher's Resources are at two levels of difficulty:

* For students who need extra help and support
** For students who require an additional challenge

Global Citizenship File

FAIRTRADE: CHOCOLATE

Fairtrade™

1 *What is it?*

Shopping connects us with millions of people across the world. These people work on farms and in factories and they make the things we buy. Many of them come from developing countries and big companies don't pay them much money. Fairtrade companies give people a fair price for the work they do. They help people look after their families and buy the things they need. They also make sure that people work in safe conditions. Sometimes you pay a little bit more for Fairtrade products, but if we pay a bit more, people in other countries will have better lives.

Fairtrade fact file: chocolate

2 .....

Chocolate comes from cocoa beans on cocoa trees. Cocoa trees grow in countries with a tropical climate. Cameroon, Cote d'Ivoire and Ghana all grow cocoa beans. Countries like these are often very poor.

3 .....

Cocoa farmers. Many farmers earn less than fifty cents a day. They grow their own food, but it's hard for them to pay for other things like medicine and clothes.

4 .....

Farmers get more money for their work, so they can buy medicine and send their children to school. Some villages now have access to clean water, too. Farmers also get help and advice about farming. They learn new skills, so they become better farmers.

5 .....

- Find Fairtrade chocolate at your local supermarket, then vote with your wallet and buy it!
- Encourage your friends and family to do the same.
- Make your school Fairtrade-friendly. Design a poster, or start a petition.
- Ask for Fairtrade products (not just chocolate!). There are more than 3,000 Fairtrade products to choose from!

Key Words

farms	factories
developing country	fair price
tropical climate	vote

Reading

1 **Read the article quickly. Match the headings (A–E) to the paragraphs (1–5).**

A What is it? *1*
B Who makes it?
C How does Fairtrade help?
D What can we do?
E Where is it from?

2 3.12 **Read the article again. Are these sentences true (T) or false (F)?**

1 Big companies pay people more money than Fairtrade companies. *F*
2 Fairtrade products are sometimes more expensive than normal products.
3 Countries that grow cocoa beans are usually rich.
4 Cocoa farmers have to pay for their food.
5 Fairtrade helps farmers improve their work.
6 There aren't many Fairtrade products.

My Global Citizenship File

3 **Choose another Fairtrade product and make notes about it. Think about:**

- where it is from
- who grows or makes it
- how Fairtrade helps
- what we can do to help

4 **Write a Fairtrade fact file about your product. Add photos or pictures. Use your notes from Exercise 3 to help you.**

8 Danger And Risk

Grammar	Second conditional; Relative pronouns
Vocabulary	Extreme adjectives; Illness and injury
Speaking	Talking about health
Writing	An application form

Vocabulary Extreme adjectives

1 3.13 **Listen and repeat. Then match the normal adjectives (1–10) to the extreme adjectives in the box. Check your answers in a dictionary.**

awful	boiling	~~brilliant~~	exhausted	freezing
furious	huge	terrifying	thrilled	tiny

1 good *brilliant*
2 small
3 hot
4 cold
5 scary
6 big
7 bad
8 pleased
9 angry
10 tired

Word list page 111 Workbook page 111

2 **Match the comments (1–3) to the photos (a–c).**

1 It's huge and he's tiny. It looks freezing cold.
2 It's a brilliant picture. It looks terrifying.
3 It's an awful place. I think she's exhausted.

3 3.14 **Complete the conversations with extreme adjectives. Listen and check, then practise with a partner.**

A Was the film really good?
B It was [1] *brilliant*.

A Are you very tired?
B Yes, it's late. I'm [2] .... .

A Brr! It's really cold in here.
B You're right. It's [3] .... . Have you got a jumper?

A Is he really pleased with his exam results?
B He's [4] .... . He did really well.

A Was your mum very angry that you stayed out late?
B Yes, she was. She was [5] .... !

4 What about you? **In pairs, ask and answer.**

Have you ever …
- watched a terrifying film?
- had brilliant exam results?
- picked up a huge spider?

Brain Trainer Unit 8
Activity 2 Go to page 116

Unit contents

Vocabulary
- Extreme adjectives – *awful*, *boiling*, *brilliant*, *exhausted*, *freezing*, *furious*, *huge*, *terrifying*, *thrilled*, *tiny*
- Illness and injury – *a burn*, *a cold*, *a cough*, *a cut*, *a headache*, *a rash*, *a sore throat*, *a sprained ankle*, *a stomachache*, *a temperature*, *backache*, *toothache*

Grammar
- Second conditional
- Relative pronouns

Communication
- Talking about health
- Completing an application form; Question words – *How*, *How many*, *What*, *Where*, *Why*

Pronunciation
- *gh*

Key competences
- Linguistic competence
- Interpersonal, social and civic competence
- Learning-to-learn
- Autonomy and personal initiative

Vocabulary Extreme adjectives

Language notes

Students are introduced here to the concept of extreme adjectives. The adjectives themselves are unlikely to cause students any major difficulties but students may ask about the use of the intensifiers *very* and *really* which appear with them. Although students are not required to actively produce these intensifiers, you might like to clarify that *very* is only used with normal adjectives, e.g. *very good* (not very brilliant) while *really* can be used with both normal adjectives, e.g. *really good*, or extreme adjectives, e.g. *really brilliant*. Help students see the logic of this by clarifying that the idea of *very* is implicit in extreme adjectives anyway, i.e. *brilliant = very good*. Although it is not covered in the main body of the Students' Book, you may wish to explain to stronger groups that with extreme adjectives we can use the intensifier *absolutely*, e.g. *absolutely brilliant*.

Exercise 1 (Track 3.13)

- Play the recording for students to listen and repeat the extreme adjectives.
- Individually, students match the normal adjectives to the extreme adjectives.
- Students check their answers in a dictionary.

Answers

2 tiny	**5** terrifying	**8** thrilled
3 boiling	**6** huge	**9** furious
4 freezing	**7** awful	**10** exhausted

Exercise 2

- Students match the comments to the photos.
- Check answers as a class.

Answers

1 c **2** a **3** b

Exercise 3 (Track 3.14)

- Students complete the conversations with extreme adjectives.
- Play the recording for students to listen and check.
- Repeat the recording, pausing after each line to check students' pronunciation.
- In pairs, students practise the conversations.

Answers

2 exhausted **3** freezing **4** thrilled **5** furious

Extra activity

Write the following sentences on the board:
1 We went to the beach at the weekend because it was freezing.
2 Your car is really huge – there's only space for two people!
3 My mum was thrilled with me when I failed all my exams.
Check students understand that none of the sentences are logical. Individually, students correct the sentences. Check answers as a class.
(Possible answers: *1 …because it was boiling.*; *2 Your car is really tiny …*; *3 My mum was furious with me …*)
In pairs, students write illogical sentences using adjectives from Exercise 1. Pairs take turns reading their sentences for the rest of the class to correct.

Exercise 4

- Students work in pairs, asking and answering the questions.
- Monitor but do not interrupt fluency unless they make mistakes with the adjectives in Exercise 1.

Further practice

Workbook pages 68 and 111

Brain Trainer Unit 8 Activity 2

See Teacher's Book page 214 and Students' Book page 116

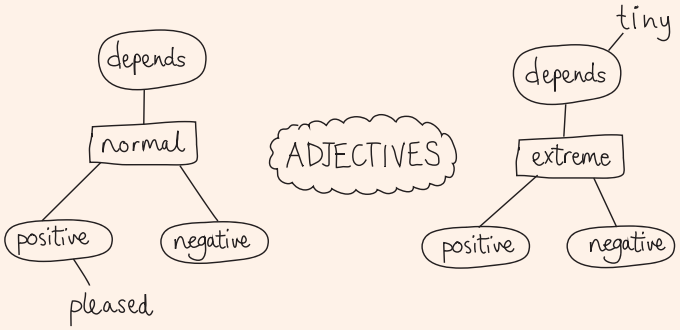
Reading

Revision

First – Books closed. Write the following letters on the board: *a (x2), b (x4), c, e, f (x2), g, h (x2), p, s (x2), t (x4)*
Remind students that in the previous lesson they saw ten normal and ten extreme adjectives. Give them a time limit of three minutes to write down as many adjectives as they can remember. Check they understand that there are two adjectives beginning with *a*, four with *b*, one with *c*, etc. Tell students to refer back to Exercise 1 on page 88 to check their answers.

Second – Create an adjectives mind map with students. Copy the central *ADJECTIVES* cloud onto the board and add the two stems with the sub-categories *normal* and *extreme* and then the three stems for *positive*, *depends* and *negative* on each. Use the word *pleased* as an example. Elicit from students where to put the word on the diagram. Repeat the process with *tiny* and elicit example sentences to illustrate how the meaning can be either positive or negative depending on the context, e.g. *'My bedroom is tiny and I have to share it with my little brother.'* (*negative*), *'Have you seen my new MP3 player? It's really tiny!'* (*positive*). In pairs, students classify the other adjectives.

Third – Check answers by asking individual students to write words on the board. Drill the vocabulary for pronunciation and word stress.



Exercise 1

- Draw attention to the photos and ask students what they can see.
- Individually, students answer the questions.

Exercise 2

- Make sure students understand not to read in detail at this point.
- Students scan the interview quickly to check their answers.

Answers

1 Naomi Daniels is a stuntwoman.
2 She feels brilliant.
3 Because it's a brilliant job.

Exercise 3

- In pairs, students look for the numbers in the interview and find out what they refer to.
- Check answers as a class.

Answers

80 – the number of stuntmen and women in some action films.
1,000,000 – the cost of some stunts
8 – the number of hours to film a car race in the desert
100 – the height of the bridge Naomi jumped off

Exercise 4 (Track 3.15)

- Individually, students decide if the sentences are true of false.
- If you wish, play the recording for students to listen and read.
- When checking answers, ask students to identify the section of the text which supports their answer.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

1 *False* ('stuntmen and women do most of them.')
2 True
3 False ('I earn a lot of money.')
4 True
5 False ('I don't usually have accidents …')
6 True

Exercise 5

- Check the pronunciation of the questions before students work in pairs.
- In pairs, students ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency.

Further practice

Workbook page 69

Reading

1 **You are going to read about an unusual job. Before you read, look at the photo and answer the questions.**

1 What type of job do you think it is?
2 How do you think the person feels?
3 Why do you think he/she does it?

2 **Read the interview quickly and check your answers.**

3 **Work in pairs. Find these numbers in the interview. What do they refer to?**

- 80
- 1,000,000
- 8
- 100

4 3.15 **Read the interview again. Are these sentences true (T) or false (F)?**

1 In today's films, computers create most of the stunts. *F*
2 Stunts can be very expensive.
3 Naomi doesn't earn much money.
4 She was tired after her first job.
5 She has had a lot of accidents.
6 She thinks a police officer's job is more dangerous.

5 **In pairs, ask and answer.**

1 Do you think Naomi's job is dangerous?
2 Can you think of other dangerous jobs?
3 Do you know anyone who does a dangerous job?
4 Would you like to be a stuntman or woman? Why?/Why not?

Interview: Naomi Daniels

Interview: Naomi Daniels

Today's action films are often thrilling adventures with amazing stunts. Computers create some of these stunts, but stuntmen and women do most of them. In some action films there are more than eighty stuntmen and women and one stunt can cost over a million dollars! It's an exciting job, but what about the risks? We interviewed stuntwoman Naomi Daniels.

Naomi, why are you a stuntwoman?
Because it's a brilliant job! I earn a lot of money, I travel around the world, I meet famous people and I never do the same thing twice. If I wasn't a stuntwoman, I'd do extreme sports. But stunts are more fun!

Can you remember your first job?
Yes, I can. It was a car race in the desert. It was boiling hot and it took eight hours to film. At the end of the day I was exhausted.

Do you ever worry about the risks?
Sometimes, but I practise a lot and I'm very careful. I don't usually have accidents, but last year I hurt my leg. I was furious because it was an easy stunt – a jump from a hundred-metre bridge!

If I were you, I'd be really frightened!
Well, if I was scared, I wouldn't be a stuntwoman.

Would you be happier if you had a normal job?
No, I wouldn't. If I had a normal job, I'd be bored. And I don't think my job is dangerous. When I see police officers or firefighters, then I think, 'Wow, that's dangerous.'

Grammar Second conditional

if + Past simple, *would ('d)* + verb *would ('d)* + verb > *if* + Past simple
Affirmative
If I had a normal job, I'd be bored.
Negative
If I wasn't a stuntwoman, I'd do extreme sports. If I was scared, I wouldn't be a stuntwoman.
Questions and short answers
Would you be happier if you had a normal job? Yes, I would./No, I wouldn't.

Watch Out!
If I were you, I'd be terrified.
= If I ~~was~~ you, I'd be terrified.

Grammar reference Workbook page 100

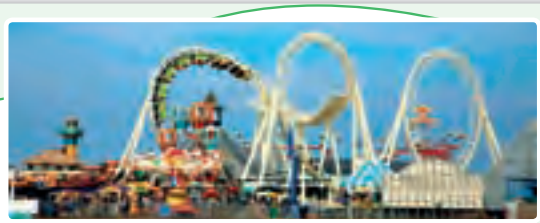
1 **Study the grammar table. Choose the correct options to complete the rules.**

1 We use the Second conditional to talk about *probable / improbable* situations or *real / unreal* events.
2 The Past simple after *if* talks about events now or *in the future / in the past*.

2 **Choose the correct options.**

1 If I could choose any job, I *would be / will be* a firefighter.
2 If I *forgot / forget* my friend's birthday, I would feel embarrassed.
3 He would be furious if you *copied / copy* his homework.
4 If we learned another language, we *studied / would study* Chinese.
5 I would wear a big coat if it *is / was* freezing outside.
6 If she went to bed late, she *is feeling / would feel* exhausted.
7 It *will be / would be* awful if they had an accident.
8 If I could meet anyone in the world, it *would be / will be* Justin Bieber.

3 **Complete the text with the correct form of the verbs.**



If you [1] *had* (have) tickets for a huge, terrifying rollercoaster ride, what [2]…. (you/do)? 'I'd go on it,' says Joel Alvaro. 'If I [3]…. (can) ride rollercoasters all day, I [4]…. (do) it,' he adds, 'but I have to go to work.' Joel is a teacher – he also loves funfairs. 'If I [5]…. (live) in Orlando in America, I [6]…. (feel) thrilled,' he says. Orlando has got the most rollercoaster rides in the world! If he [7]…. (be) in Orlando, he [8]…. (visit) Disney World every day and he'd ride Space Mountain. But he doesn't. His girlfriend thinks he's crazy. 'Rollercoasters are fun, but if I [9]…. (go) on them all the time, I [10]…. (get) bored and feel sick!' she says.

4 **Look at these situations. Make questions.**

1 you / see / a film star
What would you do if you saw a film star?
2 you / find / 50 euros in the street
3 you / lose / your school bag
4 your friend / break / your mobile phone
5 your parents / be / furious with you
6 your friend / steal / from a shop

5 **In pairs, ask and answer the questions in Exercise 4.**

What would you do if you saw a film star?
I'd ask them for their autograph.

Grammar Second conditional

Language notes

Students continue their work on conditionals in this unit by looking at Second conditional sentences. They see the Second conditionals in isolation, not mixed with First conditional forms, and are reminded of how the conditional clauses can be inverted and the comma omitted.
In the 'Watch Out!' section students also see the phrase *'If I were you …'* commonly used for giving advice. Make sure students understand that this is a fixed phrase and it is not considered good English to say *'If I was you …'* Some native speakers use *were* rather than *was* in other conditional sentences, e.g. *'If she were a stuntwoman, she would earn a lot of money.'* but this relatively infrequent use is not taught in *Next Move*.

Exercise 1

- Read the grammar table and the 'Watch out!' section with students.
- Students work individually, completing the rules and referring back to the grammar table where necessary.

Answers

1 improbable, unreal
2 in the future

Exercise 2

- Individually, students choose the correct options.
- Check answers as a class.

Answers

2 forgot
3 copied
4 would study
5 was
6 would feel
7 would be
8 would be

Extra activity

Write the following sentences on the board. Individually, students decide if they are grammatically correct or not. They then suggest possible changes to the sentences which are not correct (*possible answers in brackets*).
1 If the weather was better, we'd go to the beach. (✓)
2 If I would be on holiday, I would feel very relaxed.
(✗ – If I <u>was</u> on holiday, I would feel very relaxed.)
3 She wouldn't to get angry if you did some chores.
(✗ – She <u>wouldn't get</u> angry if you did some chores.)
4 If he did study more, he'd to pass the exam.
(✗ – If he <u>studied</u> more, he<u>'d pass</u> the exam.)
5 I'd be thrilled, if I winned the lottery!
(✗ – I'd be thrilled if I <u>won</u> the lottery!)
6 Would you be furious if I didn't go to your party? (✓)
Check answers as a class.

Exercise 3

- Students complete the text with the correct form of the verbs.
- They then check answers in pairs before checking answers as a class.
- Check spelling by asking individual students to write answers on the board.

Answers

2 would you do
3 could
4 'd do
5 lived
6 'd feel
7 was
8 'd visit
9 went
10 'd get

Extra activity

Stronger groups or fast finishers work in pairs, making 'Second conditional chains'. The first student makes a Second conditional sentence, for example, *'If it wasn't raining today, I'd go mountain biking this afternoon.'* The second student then takes the second part of the sentence and makes it into the *if* clause of a new sentence, e.g. *'If I went mountain biking this afternoon, I'd be exhausted this evening.'* The students then continue making sentences alternately, e.g. *'If I was exhausted this evening, I wouldn't do my homework.'* → *'If I didn't do my homework, the teacher would be angry with me.'* → *'If the teacher was angry with me …'* until they run out of ideas.

Exercise 4

- Individually, students make questions using the prompts.
- Check the questions before students work in pairs in Exercise 5.

Answers

2 What would you do if you found 50 euros in the street?
3 What would you do if you lost your school bag?
4 What would you do if your friend broke your mobile phone?
5 What would you do if your parents were furious with you?
6 What would you do if your friend stole from a shop?

Exercise 5

- Drill the questions for pronunciation and intonation.
- Students work in pairs, asking and answering the questions.
- Monitor and help with grammar if necessary, but do not interrupt fluency.

Further practice

Workbook pages 70 and 100–101

Vocabulary Illness and injury

Revision

First – Prepare six sentences about yourself using the Second conditional for students to decide if they are true or false based on what they know about you, e.g. *1 If I wasn't a teacher, I'd be a firefighter.* (*False – You said the other day that a firefighter would be a terrifying job.*), *2 If I won the lottery, I'd go on a fantastic holiday!* (*True*), etc.
Read your sentences to the class. Do not allow students to write anything down apart from the words *true* or *false*. In pairs, students compare their answers. Read your sentences again, pausing after each to confirm which of your sentences were true and which were false.

Second – Individually, students write six sentences about themselves using the Second conditional. Some should be true and some false. Monitor and help if necessary.

Third – In pairs, students read each other their sentences and guess if they are true or false.

Extra activity

Books closed. Pre-teach the new vocabulary in Exercise 1 orally using mime. Draw a large question mark on the board and tell the students that you don't feel very well today. Mime holding your head and look like you're in pain, and point at the question mark. Elicit from the class the word *headache*. If no one in the class knows the word, tell them *'I've got a headache.'* Repeat the procedure to elicit the words for the other illnesses and injuries. Drill the vocabulary for pronunciation and word stress. Do not allow students to write anything down. With stronger groups you might also like to teach the question *'What's the matter?'* and the sympathetic response *'Poor you!'*, both of which appear on the following Chatroom section.

Exercise 1 (Track 3.16)

- Individually, students match the words and the pictures.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each word to check students' pronunciation.

Answers

2 ac old
3 a burn
4 a headache
5 toothache
6 a sore throat
7 a cut
8 a sprained ankle
9 a cough
10 a temperature
11 a stomachache
12 backache

Exercise 2

- Students read the situations and decide what is wrong with the people.
- Check answers as a class.

Answers

2 a sprained ankle
3 toothache
4 backache
5 a temperature
6 a stomachache
7 a cut

Exercise 3

- Students complete the sentences.
- They then check in pairs before checking answers as a class.

Answers

2 cold **3** cough **4** sore throat **5** cut

Further practice

Workbook pages 71 and 111

Extra activity

Help students memorise the vocabulary by playing *'Doctor, doctor. I don't feel well! I've got …'* with the class. Demonstrate the activity by saying *'Doctor, doctor. I don't feel well. I've got a cold.'* and sneezing. Elicit a second sentence from a stronger student, e.g. *'Doctor, doctor. I don't feel well. I've got a cold* (sneeze) *and a temperature* (hold hand to forehead)*.'* Nominate a third student to repeat the sentence and add one more item and an appropriate gesture. Check students understand the game before continuing. Students play the game in groups of three to five. Do not allow students to write anything down. Monitor and correct students' pronunciation as appropriate.

Pronunciation *gh*

Exercise 4a (Track 3.17)

- Play the recording for students to listen and repeat.
- Make sure students understand that sometimes *gh* is pronounced /f/ and sometimes it is silent.

Exercise 4b (Track 3.18)

- Students put the words in the correct column.
- Play the recording for students to listen and check.

Answers

/f/	silent
enough laugh rough	eight high thought

Exercise 4c (Track 3.19)

- Play the recording for students to listen and repeat the sentences.
- In pairs, students practise saying the sentences.

Further practice

Workbook page 124

Brain Trainer Unit 8 Activity 3

See Teacher's Book page 215 and Students' Book page 117

Vocabulary Illness and injury

1 3.16 **Match the pictures (1–12) to these words and phrases. Then listen, check and repeat.**

a burn	a cold	a cough
a cut	a headache	a rash *1*
a sore throat	a sprained ankle	a stomachache
a temperature	backache	toothache

Word list page 111 **Workbook** page 111

2 **What's wrong with these people?**

1 My head hurts. I'm going to take an aspirin. *a headache*
2 I was walking down the stairs when I fell. Now I can't walk.
3 I can't eat anything. There's something wrong with my tooth.
4 I can't lift that heavy box. There's something wrong with my back.
5 My head feels hot, but I feel cold. I need a blanket.
6 I've eaten too much. I feel ill.
7 I had an accident. I hurt my finger with a knife.

3 **Complete the sentences with the words in Exercise 1.**

1 He dropped boiling water on his hand and now he's got a really bad *burn*.
2 My nose is red and I don't feel very well. I think I've got a .... .
3 I wish my .... would go away. It wakes me up at night.
4 I've got a .... . It hurts when I eat or drink.
5 She's got a .... on her leg – it looks really deep.

Pronunciation *gh*

4a 3.17 **Listen and repeat. How do we pronounce *gh* in these words?**

brought	cough	eight	enough
high	laugh	rough	thought

b 3.18 **Copy the table and put the words in Exercise 4a in the correct column. Then listen and check.**

/f/	silent
cough	*brought*

c 3.19 **Listen and repeat. Be careful with the *gh* sound.**

1 It's eight o'clock.
2 Have you had enough to drink?
3 I brought some medicine for your cough.
4 Don't laugh. I thought you were ill!

Brain Trainer Unit 8
Activity 3 Go to page 117

Chatroom Talking about health

Speaking and Listening

1 **Look at the photo. Answer the questions.**

1 Where are Tom and Ruby?
2 What's wrong with Ruby?
3 What has Tom done?

2 3.20 **Listen and read the conversation. Check your answers.**

3 3.20 **Listen and read again. Answer the questions.**

1 How did Ruby hurt herself?
She fell over a cat.
2 Where was the woman?
3 What does Tom do at the O_2 arena?
4 How did Tom hurt himself?
5 What does he think is wrong?
6 Why does Ruby feel sorry for Tom?

4 **Act out the conversation in pairs.**

Tom Hi, Ruby. What's the matter?
Ruby Oh, I've hurt my arm.
Tom How did you do that?
Ruby Well, I fell over a cat which ran out from under a car.
Tom That's awful!
Ruby The cat was OK, but my arm wasn't. The woman who was in the car brought me here. Oww!
Tom Are you all right?
Ruby Don't worry, I'm fine. So why are you here?
Tom I had a silly accident at the O_2 arena.
Ruby The what?
Tom The O_2 arena, you know … it's the place where I play football.
Ruby So what happened?
Tom I was trying to score a goal when I fell over the ball.
Ruby That's funny, except your leg looks terrible. How does it feel?
Tom Not too good. I think I've got a sprained ankle. And we lost the game.
Ruby Poor you!

Say it in your language …
That's awful!
Poor you!

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Chatroom Talking about health

Revision

First – Books closed. Ask students how many of the *Say it in your language …* phrases they remember. Write the phrases they can remember on the board and then tell them to look at their books and see which ones they couldn't remember.

Second – Write the following items on the board. Students complete them with the most logical *Say it in your language …* phrase in each case.

1 A *My aunt and uncle have just won the lottery!*
B *Really? How much have they won?*
A *A million euros. …*
2 A *Are you hungry, Josh? Did you have lunch?*
B *No, I didn't have anything. …*
A *I'll make you a sandwich. Cheese? Ham?*
3 A *You look fed up, Sarah. …*
B *I've got a lot of homework. I can't finish it all tonight.*
A *Why don't you do some of it at the weekend?*
4 A *Would you like to come to the beach with us, Emma?*
B *Yes, please! I'd like that.*
A *… Let's go! Where's your swimming costume?*

Third – Students compare their ideas in pairs before checking answers as a class. Drill the conversations for pronunciation and intonation.
(Answers: *1 Imagine that!*; *2 I'm starving!*; *3 What's wrong?*; *4 Come on then.*)

Speaking and Listening

Exercise 1

- In pairs, students describe what they can see and answer the questions.

Exercise 2 (Track 3.20)

- Play the recording for students to listen, read and check their answers to Exercise 1.

Answers

1 Tom and Ruby are at the health centre/hospital.
2 Ruby has hurt her arm.
3 Tom has got a sprained ankle.

Brain Trainer Unit 8 Activity 1

See Teacher's Book page 214 and Students' Book page 116

Exercise 3 (Track 3.20)

- Repeat the recording for students to answer the questions.
- They then check in pairs before checking answers as a class.

Answers

2 The woman was in the car.
3 He plays football.
4 He fell over the ball.
5 He thinks he's got a sprained ankle.
6 Because he's got a sprained ankle and he lost the game.

Exercise 4

- Divide the class into pairs.
- Pairs act out the conversation.
- Monitor and correct students' pronunciation as appropriate.
- Nominate one pair to perform the conversation for the class.

Extra activity

Drill the conversation for correct pronunciation. Tell the class that they are going to be Ruby and that you are going to be Tom. Build up the conversation step by step until students can perform it unprompted. Repeat the process with the class being Tom and you being Ruby so that students have practised both parts.

Say it in your language …

Ask students to find the phrases in the conversation and look at them in context to try to deduce the meaning.

That's awful! – expression to respond sympathetically to someone who has just told you something bad which has happened to them. Can also be used to sympathise with the situation of another person who you are talking about but who is not present, e.g. A: *'Have you heard about John. He's got a sprained ankle.'* B: *'That's awful. He won't be able to play tennis tomorrow.'*

Poor you! – semi-fixed expression of sympathy which can either be directed at the person/people you are talking to, or which can be changed to refer to other people by changing the pronoun, i.e. *'Poor him/her/them!'*

Exercise 5

- Students read the conversation again and complete the sentences.
- Check answers as a class.

Answers

2 hurt **3** all right **4** fine **5** How

Exercise 6

- Read through the phrases for asking and talking about health with the class.
- Drill the phrases for sentence stress and pronunciation.

Exercise 7 (Track 3.21)

- Play the recording for students to listen to the conversations and find out what is wrong with Tom and Ella.
- Repeat the recording, pausing after each line to check students' pronunciation.
- In pairs, students act out the conversations.

Answer

Tom has got a cold and Ella has got a headache.

Exercise 8

- Read the examples in the speech bubbles with the class. Then elicit a second conversation from the class using *backache*.
- Students then make their own conversations by replacing the words in purple.
- Stronger groups or fast finishers can use their own ideas.
- Monitor but do not interrupt fluency unless students make mistakes with the use of the words and phrases for asking and talking about health.

Further practice

Workbook pages 72 and 120

Grammar Relative pronouns

Language notes

Students are introduced here to defining relative pronouns and see the use of *where* for places, *who* for people and *which* for things. They do not see any other relative pronouns, nor do they see non-defining relative clauses, or omission of relative pronouns in defining relative clauses. If you give any additional examples, be careful that they fit within the rules being taught. The practice exercises are very controlled and focus on differentiating between *where*, *who* and *which* rather than asking students to write relative clauses themselves.

Exercise 1

- Read the grammar table with students.
- Students work individually, completing the rule and referring back to the grammar table where necessary.

Answers

places (where), people (who), things (which)

Exercise 2

- Individually, students choose the correct options.
- Check answers as a class.

Answers

2 where **3** which **4** where **5** who **6** which

Exercise 3

- Students complete the sentences with the correct relative pronoun.
- They then check in pairs before checking answers as a class.

Answers

2 who **3** where **4** which **5** where **6** which **7** who **8** who

Exercise 4

- Individually, students complete the conversation.
- In pairs, students act out the conversation.
- Drill the conversation for pronunciation and intonation.

Answers

2 which **3** where **4** where **5** which **6** who **7** which

Extra activity

Stronger groups work on defining vocabulary from the course using the three relative pronouns. Read the following definitions for students to identify the words (*answers in brackets*).

1 This is a place in your house where you put the car. (*garage – Unit 1*)
2 This is an object which you have next to your bed to help you wake up. (*alarm clock – Unit 1*)
3 This is a person who works in a market and sells things. (*stallholder – Unit 3*)
4 These are the big words which appear in a newspaper. (*headlines – Unit 4*)
5 This is a place where you can stay on holiday which has a lot of rooms. (*hotel – Unit 5*)
6 This is a person who works for a charity but doesn't get paid. (*volunteer – Unit 7*)

Check answers a class. In pairs, students write definitions for some of the vocabulary from the course. Make sure students understand to use only concrete places, people and things and not to try to write definitions of more abstract words. Ask some students to say their definitions for the class to hear and identify the words.

Further practice

Workbook pages 73 and 100–101

5 **Look back at the conversation. Complete the sentences.**

1 *What's* the matter?
2 I've .... my arm.
3 Are you .... ?
4 I'm .... .
5 .... does it feel?

6 **Read the phrases for asking and talking about health.**

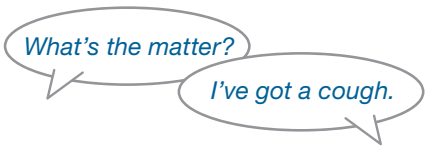
Asking about health	Responding
What's the matter?	I've got a headache/ a sprained ankle/ toothache, etc.
Are you all right?	I'm fine, thanks.
How does it feel?	Not too good.
How do you feel?	A bit better, thanks.

7 3.21 **Listen to the conversations. What's wrong with Tom and Ella? Act out the conversations in pairs.**

Ash Hi, Tom. You look awful! What's the matter?
Tom Atchoo. I've got [1] a cold.
Ash Poor you! How do you feel?
Tom Not too good.

Ella I feel awful. I've got [1] a headache.
Ash Can I get you anything?
Ella No, I'm fine, thanks. … OK, maybe [2] a hot drink.
Ash You should [3] have a rest, too.

8 **Work in pairs. Replace the words in purple in Exercise 7. Use these words and phrases and/ or your own ideas. Act out the conversations.**



1 backache / a sprained ankle / toothache

2 a hot water bottle / some ice / some medicine

3 go to the doctor's / take an aspirin / go to the dentist's

Grammar Relative pronouns

It's the place where I play football.
She's the woman who was in the car.
That's the cat which was under a car.

Grammar reference Workbook page 100

1 **Study the grammar table. Complete the rule with *who, which* or *where*.**

We use relative pronouns to talk about places (....), people (....) and things (....).

2 **Choose the correct options.**

1 I don't like stories *who / which* make me cry.
2 That's the cinema *which / where* I saw that brilliant film.
3 This is the bag *which / who* is very heavy. The others are OK.
4 There's the beach *where / which* we went swimming last year.
5 She's the girl *who / which* is good at football.
6 That's the TV show *which / who* is all about doctors.

3 **Complete the sentences with *who, which* or *where*.**

1 I hate films *which* are scary.
2 He's someone .... is very kind.
3 It's the place .... we went for Tom's birthday.
4 Those are the jeans .... were very expensive.
5 That's the pizzeria .... I go with my family.
6 I like mobile phones .... are very small.
7 She's the teacher .... is always late.
8 These are the people .... are coming to the party.

4 **Complete the conversation with *who, which* or *where*.**

A There's the boy [1] *who* won the competition.
B Oh yes? Where was that?
A It was at the skatepark [2] .... is near the beach.
B I don't know it.
A Well, it's the place [3] .... I go at the weekend.
B Is it good?
A Yes, it's got a café [4] .... you can meet friends. Look! He's walking this way.
B Is he the tall one?
A No, he's wearing a black T-shirt [5] .... has got a cool slogan.
B Ah yes, there's a girl [6] .... is talking to him. She's holding a mobile phone [7] .... has got a pink cover.
A That's right. Hmm, do you think she's his girlfriend?

Reading

1 **Look at the photo. Answer the questions.**

1 What's happening in the photo?
2 How does the girl feel? How would you feel?
3 Why do you think people take risks?

This week's **big question:**

Why are people risk-takers?

Recently there have been amazing teenagers in the news. Laura Dekker has sailed around the world, Parker Liautaud has skied to the North Pole and Amelia Hempleman-Adams has skied to the South Pole. These teenagers are all natural risk-takers, but why do they do it? We looked at some popular explanations.

1 It's all about adrenalin

Some scientists believe that risk-takers' bodies don't react to danger like most people's bodies. When we are in danger, our bodies make a chemical called adrenalin. It stimulates our brain and makes us ready to fight or run away. Risk-takers' bodies don't make adrenalin easily, so they take more risks to feel 'alive'.

2 Little old women don't go snowboarding

Studies have shown that tall people take more risks than small people, women are more careful than men and older people take fewer risks than younger people. Tall people are often confident and confident people are not easily scared. Scientists also think that men are more natural risk-takers than women and that age and experience make people more cautious … or really boring!

3 Be careful what you watch

Recent research asked these questions, too. If you played a computer game about risk-taking, would that make you take risks in real life? And if your parents or friends took risks, would you take them, too? It seems the answer to both questions is yes!

And finally … some researchers say that risk-takers are frequently bored – they often change jobs and they don't have long relationships. But some people say they are happier – what do you think?

Key Words

risk-taker scientist react
stimulate research

2 **Read the magazine article and check your answers to Exercise 1.**

3 **Find these words in the article. In pairs, try to explain what they mean. Look them up in a dictionary to check.**

1 chemical (line 16)
2 confident (line 31)
3 cautious (line 37)
4 frequently (line 50)

4 3.22 **Read the article again. Answer the questions.**

1 What do the teenagers in the introduction have in common?
They are all risk-takers.
2 What does adrenalin do to our brains?
3 Why do risk-takers take risks?
4 Why do tall people take more risks?
5 What happens when we get older?
6 How do risk-takers often feel?

5 **In groups, discuss these questions.**

1 Are you tall, young and healthy?
2 Do you ever feel scared?
3 Do you love computer games?
4 Do you think you are a risk-taker? Why?/Why not?

Listening

1 3.23 **Listen to two people talking about a TV show. Answer the questions.**

1 What's the show called?
2 Name two things the teenagers have to do.
3 What's the prize?

Listening Bank Unit 8 page 120

Reading

Cultural notes

- *Laura Dekker* started her journey around the world on 21st August, 2010. She successfully travelled around the globe single-handedly and arrived back safely on the 21st January, 2012 at Simpson Bay in the Caribbean. She had to start her journey in the Caribbean as she was not old enough to legally sail her boat in the sea around the Netherlands where she lives.
- *Parker Liautaud* first tried to ski to the North Pole in 2010 but had to be rescued just 15 miles from the Pole due to dangerous weather conditions. He returned a year later, determined to reach the North Pole and was successful. One of his main objectives is to raise awareness of the problems of global warming and climate change.
- *Amelia Hempleman-Adams* is the youngest person ever to travel to the North Pole. In 2011, at the age of 14, she became the youngest person to ski to the South Pole. The journey took her and her father 18 days.

Exercise 1

- Draw attention to the photos and cartoons and ask students what they can see.
- In pairs, students answer the questions.
- Take feedback as a class.

Exercise 2

- Students skim the article quickly and check their answers to Exercise 1.
- Make sure students understand not to read in detail at this point.

Possible answers

1 Laura Dekker has sailed around the world.
2 She feels thrilled.
3 Because they want to feel adrenalin, because their parents and friends take risks or because they are bored.

Key Words

Be prepared to focus on the Key Words, either by pre-teaching them, eliciting their meaning after students have read the text, or through dictionary or definition writing work.

risk-taker – a person who is comfortable doing dangerous or difficult things

scientist – a person who works in the areas of biology, physics and chemistry

react – to respond to something which happens to us, usually something external

stimulate – a positive word which means to provoke something or make something happen intentionally

research – studies which investigate something in detail by collecting data and looking at it carefully

Exercise 3

- In pairs, students explain the meaning of the words.
- Check their ideas as a class.
- Ideally students should give definitions and explanations in English, but you may want to support weaker students with some L1.

Answers

1 a substance our body makes inside us
2 very sure of something
3 very careful about something
4 very regularly

Exercise 4 (Track 3.22)

- Students read the magazine article again and answer the questions.
- If you wish, play the recording for students to listen and read.
- Check answers as a class.

Answers

2 It stimulates our brain and makes us ready to fight or run away.
3 Because their bodies don't make adrenalin easily.
4 Because they're often confident, so they are not easily scared.
5 We become more cautious as we get older.
6 Risks-takers often feel bored.

Exercise 5

- Read through the questions with the students.
- In pairs, students ask and answer the questions.
- Take feedback as a class and find out how many students in the class are risk-takers.

Listening

Exercise 1 (Track 3.23)

- Play the recording for students to listen and answer the questions.
- Check answers as a class.

Answers

1 It's called *Spider Island*.
2 They have to swim across a river and climb a mountain.
3 The prize is a holiday in the Caribbean.

Audioscript

See Teacher's Book page 226

Listening Bank

See Teacher's Book page 218 and Students' Book page 120

Further practice

Workbook page 74

Writing An application form

Revision

First – Write *SPIDER ISLAND* on the board. In pairs, students brainstorm everything they can remember about the TV show from the Listening section in the previous lesson. Take feedback as a class.

Second – Write the following beginning and endings of sentences on the board. Individually, students match the parts of the sentences.

1 If you went to Spider Island, you
2 I'd be thrilled if I
3 If you were older,
4 I'd be really scared if
5 Your big brother could be in our team

a you could apply to be on the show.
b I had to swim across a river
c won the holiday in the Caribbean.
d if he was younger.
e would have to complete thirteen challenges.

Third – Check answers as a class. Drill the sentences for pronunciation and intonation.
(Answers: *1 e*; *2 c*; *3 a*; *4 b*; *5 d*)

Exercise 1

- Read the Writing File with the class.

Exercise 2

- Students read the application form and complete the questions.
- Check answers as a class.

Answers

1 How **2** How many **3** where **4** How **5** What **6** Why

Exercise 3

- Individually, students match the question words to the answers.
- When checking answers, clarify how the type of information relates to the questions, e.g. *What – a thing*, *Who – a person*, *How many – a number*, etc.

Answers

1 *f* (a thing)
2 c (a person)
3 e (a number)
4 d (a place)
5 b (a date)
6 a (a reason)

Exercise 4

- Students read the application form again and answer the questions.
- They then check in pairs before checking answers as a class.
- Check answers by asking pairs of students to read questions and answers.

Answers

2 He'd like to go to Disney World.
3 Yes, he is.
4 He's worried about losing.
5 Because he loves trying new things and he wants to be on TV.

Exercise 5

- Students copy and complete the application form for themselves.
- Draw students' attention to the 'Remember!' checklist.

Extra activity

Add an extra 10–15 vocabulary items from this unit to the collection of Word Cards.
Revise all the vocabulary by playing a one-word clue game. Demonstrate the activity by secretly choosing a word card and working with a stronger student. Tell the student that he or she has to guess the word using the one-word clues which you're going to give. If, for example, you have the word *boiling*, you might say: Teacher: *summer* → Student: *holiday?* → Teacher: *weather* → Student: *sunny ?* → Teacher: temperature → Student: *hot?* → Teacher: *more* → Student: *boiling?* → Teacher: *Yes!*
Divide the class into pairs and give each pair an equal number of vocabulary cards. Students work together, taking turns to give word clues and guess the words until they have identified all the words.
When a pair have finished with their cards, change them with another pair until all the pairs have revised all the cards.

Further practice

Workbook page 75

Writing An application form

1 Read the Writing File.

Writing File Completing an application form

- Read the questions: do you have to write information or choose an answer?
- If you have to write information, what kind of information is it? (name, date, number?)
- If you have to choose an answer, read all the answers first.
- Complete the form.
- Check what you have written.

2 Read the application form for the *Spider Island* TV show. Complete the questions with these words.

how (x2) how many what where why

Spider Island
Application Form

Send your application form to:
Spider Island
Roundhouse Road
London
NQ4 9TU

Name *Casey MacDonald* Age *14*

1 .... adventurous are you? (5 = very, 1 = not at all)
1 ☐ 2 ☐ 3 ☐ 4 ☑ 5 ☐

2 .... of the activities have you done? (tick the boxes)
camping ☑ climbing ☑ sailing ☐ fishing ☑ cooking ☐

3 If you could visit one of these places, ... would you go? Tick the box. Say why.
the jungle ☐ a desert island ☐ Disney World ☑
I'd like to go to Disney World because I love rollercoasters and it would be really exciting.

4 .... would your best friend describe you? Circle four words.
adventurous nervous funny serious
happy moody friendly shy

5 .... are you scared of?
I'm terrified of losing.

6 .... do you want to go to Spider Island?
Because I love trying new things. I also want to be on TV!

3 Match the question words (1–6) to the answers (a–f). What type of information do the answers give (e.g. a number, a date, a place, a person, a reason, a thing)?

1 What *f*
2 Who
3 How many
4 Where
5 When
6 Why

a Because it's my birthday.
b On Friday 12th June.
c My friends.
d At the pizzeria.
e Twelve.
f A party.

4 Read the application form again. Answer the questions.

1 Which activities has Casey never tried?
Sailing and cooking
2 Where would he like to go?
3 Is he a confident person?
4 What is he worried about?
5 Why does he want to be on the show?

5 Copy and complete the application form for you.

Remember!
- First, read the questions: do you have to circle or tick an answer or write information?
- If you have to write information, what kind of information is it?
- If you have to choose an answer, read all the answers first.
- Complete the form.
- Check what you have written in the form carefully.
- Use the vocabulary in this unit.
- Check your grammar, spelling and punctuation.

Refresh Your Memory!

Grammar Review

1 **Complete the sentences. Use the Second conditional.**

1 If she *didn't have* (not have) homework, she'd watch the action film.
2 .... (he/travel) abroad if he had more time?
3 They .... (climb) the mountain if it stopped snowing.
4 If he was frightened of spiders, he .... (not pick) them up.
5 If you .... (be) famous, would you be my friend?
6 What .... (you/do) if you lost your mobile phone?
7 If people .... (not take) risks, would they be happier?

2 **Read the sentences. Are the explanations (a and b) true (T) or false (F)?**

1 If I could sing, I'd be a pop star.
a I can sing very well. *F*
b I can't sing at all. *T*

2 If he went on the rollercoaster ride, he'd enjoy it.
a He probably won't go on the ride.
b He's going to go on the ride.

3 If she worked hard, she'd be top of the class.
a She works hard.
b She doesn't work hard.

4 If they were good at football, they'd be in the school team.
a They are in the school team.
b They aren't in the school team.

5 I'd be furious if you broke my MP3 player.
a You probably won't break it.
b The MP3 player doesn't work.

6 If I could meet anyone in the world, I'd choose Lady Gaga.
a You'll probably never meet her.
b You're going to meet her next week.

3 **Choose the correct options.**

1 A nurse is a person *who / which* looks after people.
2 The cinema is a place *which / where* we can watch films.
3 There's the girl *which / who* was late for class.
4 Cycling is a sport *who / which* is good for you.
5 Isn't that the hotel *which / where* we stayed?
6 The café *where / who* I meet my friends is on North Street.
7 I like those trainers – the ones *who / which* are 29 euros.
8 The boy *which / who* invited me to the party is called Tom.

Vocabulary Review

4 **Replace the words in bold with extreme adjectives.**

awful	boiling	~~exhausted~~	freezing
huge	terrifying	thrilled	tiny

1 I've done a lot of homework today. I'm **really tired**! *exhausted*
2 The burger was **very big**, but he ate it all.
3 Be careful! The water is **really hot**!
4 The bird was **very small**. I held it in my hand.
5 Jody was **very pleased** with her birthday present.
6 I didn't enjoy the party. The music was **very bad**.
7 It's **really cold** outside. It's started to snow.
8 The horror film was **very scary**.

5 **Match the illnesses and injuries to the definitions.**

a cold	a headache	a sore throat
a sprained ankle	a stomachache	~~a temperature~~

1 This makes you feel hot and cold. *a temperature*
2 Your nose is sore.
3 This hurts when you walk.
4 Your stomach hurts.
5 Your throat hurts.
6 Your head and eyes hurt.

Speaking Review

6 3.24 **Complete the conversation with these words. Then listen and check.**

~~all right~~	feel	get	got	how	too good

Girl You look awful! Are you [1] *all right*?
Boy No, I'm not [2] .... . I've [3] .... a stomachache.
Girl Poor you! Can I [4] .... you anything?
Boy Maybe a glass of water.
Girl Here you are. [5] .... do you [6] .... now?
Boy A bit better, thanks.

Dictation

7 3.25 **Listen and write in your notebook.**

My assessment profile: Workbook page 134

Refresh Your Memory!

Exercise 1

Answers

2 Would he travel **3** 'd climb **4** wouldn't pick **5** were
6 wouldy ou do **7** didn't take

Exercise 2

Answers

2a T **2b** F **3a** F **3b** T **4a** F **4b** T **5a** T **5b** F
6a T **6b** F

Exercise 3

Answers

2 where **3** who **4** which **5** where **6** where
7 which **8** who

Exercise 4

Answers

2 huge **3** boiling **4** tiny **5** thrilled **6** awful
7 freezing **8** terrifying

Exercise 5

Answers

2 ac old **3** a sprained ankle **4** a stomachache
5 as oret hroat **6** a headache

Exercise 6 (Track 3.24)

Answers

2 toog ood **3** got **4** get **5** How **6** feel

Exercise 7 (Track 3.25)

Answers and Audioscript

If I were a risk-taker, I'd climb huge mountains. I'd do terrifying stunts, and I'd live in awful places. I'd live in the desert which is boiling hot, or the North Pole which is freezing cold. I'd get burns and backaches, cuts and headaches. I wouldn't feel worried and I wouldn't feel fear, but I would feel 'alive'!

Extra activity

Revise the language and vocabulary of the unit by extending the topic of 'Spider Island':
– Tell students that they are very lucky because their application for the TV show 'Spider Island' has been accepted.
– Draw the central island on the board and ask students for their reactions about going on the show, e.g. *'I'm thrilled'*, *'That's brilliant!'*, *'I'm a bit scared!'*, etc. Write up any extreme adjectives they use on the island itself.
– Copy up the student's head and speech bubble on the top left of the board and then copy up the parent's head and speech bubble on the top right.
– Tell them that the only problem is that their parents have to agree for them to go. Ask them how they think their parents would react to the news, e.g. *'They'd be furious!'*, *'How awful!'*, *'It sounds really terrifying!'*, etc. Again write up any extreme adjectives they use on the island.
– Ask students what other extreme adjectives they can remember from the unit and complete the words on the island.
– Draw up the other example speech bubbles around the board and ask pairs of students to read them aloud. Check students understand that the square speech bubbles are examples of what parents might say and the round speech bubbles are examples of what students might say.
– Students work in pairs, one person taking the role of the student and one the parent. Make sure they understand that the students have to try and persuade their parents to let them go on the show and the parents have to think of all the possible problems. At the end, parents can make a decision about whether they allow their children to go or not. Monitor but do not interrupt fluency.

My Assessment Profile Unit 8
Workbook page 134

Real World Profiles

Cultural notes

- *Crina 'Coco' Popescu* is from Rasnov in the south of Romania. She started climbing at the age of six in the Bucegi mountains and the Postaravul massif near her home. By her early teens she was looking for more and more challenging climbs. She has since become the first female climber to reach the summit of the tallest volcanic peaks on each of the seven different continents.

Language notes

Be prepared to elicit from stronger students or explain yourself the meaning of the following lexical items which appear in the Reading text: *climb*, *view*, *top*, *around*, *challenge*, *train*, *halfway*, *give up*, *ordeal*, *proud*

Exercise 1

- Draw students' attention to the photo and ask students what they can see.
- Students read the profile and correct the mistakes in the text.
- If you have a world map available, ask students where Romania is.

Answers

Coco is an ~~16~~ 18-year-old climber from Romania. As well as climbing, she loves cycling and ~~skateboarding~~ running and she's also a good swimmer. She ~~doesn't~~ likes travelling ~~much, but~~ and she loves her family and friends.

Exercise 2 (Track 3.26)

- Students read the article and answer the questions.
- If you wish, play the recording for students to listen and read.
- Students check in pairs before checking answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

2 She started climbing when she was six years old.
3 She felt exhausted, but also excited.
4 She trains every day after school.
5 She doesn't have much time to watch movies, shop or go out with her friends.
6 She gave up because the weather changed and it was a dangerous situation and a terrifying experience.
7 She's broken six world records.
8 Her family and friends have supported and encouraged her.

Extra activity

Extend the work on mountains by asking students to write a short fact file about the highest mountain on each of the seven continents. They should include information about where the mountain is, its height and can illustrate their text with images from the internet.

Class discussion

- Read through the questions with the class.
- Students then work in pairs or small groups, talking about the questions.
- Monitor but do not interrupt fluency.
- Take feedback as a class.
- Ideally the class discussion activity should be completed in English, but you may want to support weaker students with some L1, if appropriate.

Extra activity

Ask students additional questions related to the topic of the text, e.g.

1 What other important geographical features are there in your country?
2 How do you think you would feel if you climbed a mountain?
3 Is there a dangerous or difficult challenge you would like to try? What is it?
4 What is the most difficult or dangerous thing you have ever done?
5 Who is the biggest risk-taker you know? What things has he or she done?

In this unit have you …

… used Grammar and Vocabulary worksheet?
… used Reading and Listening worksheet?
… used Writing worksheet?
… used Speaking worksheet?
… used Unit test?

With the exception of the Speaking and Writing worksheets, all the Teacher's Resources are at two levels of difficulty:

* For students who need extra help and support
** For students who require an additional challenge

Real World Profiles

Crina 'Coco' Popescu's Profile

Age: 18 years old

Home country: Romania

My favourite things …

climbing, cycling, running, swimming, travel, my family and friends

Reading

1 **Read Coco's profile. Correct the mistakes in this short text.**

Coco is a 16-year-old climber from Romania. As well as climbing, she loves cycling and skateboarding and she's also a good swimmer. She doesn't like travelling much, but she loves her family and friends.

2 3.26 **Read the magazine article. Answer the questions.**

1 What did Coco do when she was 16?
She climbed the highest mountain in Antarctica.
2 When did she start climbing?
3 How did she feel after climbing Dente del Gigante?
4 What does she do after school?
5 How is her free time different from her friends' free time?
6 Why did she give up on the Himalayan mountain?
7 How many world records has she broken?
8 Who has supported and encouraged her?

Coco loves climbing

In 2011, Crina 'Coco' Popescu climbed Mount Sidley, the highest mountain in Antarctica. The views from the top of the mountain were amazing, but the most amazing thing was Coco's age: she was only 16. Today Coco is 18 and she is also the youngest woman to climb the seven highest volcanoes in the world.

Coco started climbing when she was six years old. First, she climbed the mountains around her home town of Rasnov. Then, she started to climb bigger, more dangerous mountains. When she was 10, she climbed the huge Dente del Gigante mountain in the Alps. After the climb she was exhausted, but also excited … about her next challenge!

So how does she do it? Well, she works very hard. Coco trains every day after school. She also goes running, swimming and cycling. If she didn't train, she wouldn't be strong enough to go on expeditions. She doesn't have much time to watch movies, shop or go out with her friends.

Coco is a brilliant climber, but she doesn't take risks. In 2009, she was halfway up a mountain in the Himalayas when the weather suddenly changed. It was a dangerous situation and a terrifying experience. She gave up the expedition and went home. Coco was disappointed, but she learned from her ordeal. Today, with the help of her family and friends, she's broken six world records. 'I can't thank my parents enough for their support,' says Coco. 'I'm trying hard to make them proud.'

Class discussion

1 Are there any young record breakers like Coco in your country?
2 Are there any mountains in your country? Which is the highest mountain?
3 Which is the highest mountain in the world? Which country is it in?

9 Inventions

Grammar	Present simple passive; Past simple passive
Vocabulary	Machine nouns and verbs; Word building
Speaking	Problems with machines
Writing	An opinion essay

Vocabulary Machine nouns and verbs

1 3.27 **Match the pictures (1–8) to these verbs. Then match the pictures (9–16) to these nouns. Then listen, check and repeat.**

Verbs: attach, build, communicate *1*, invent, press, plug in, produce, switch on/off

Nouns: battery, button, cable, keyboard, remote control, socket, tube *9*, wheel

Word list page 111 **Workbook** page 112

2 **Look at the machine and complete the instructions. Use the words in Exercise 1.**

My Marvellous Ice Cream Maker

[1] *Plug* in the cable to the nearest [2] .... .
[3] .... the red button to [4] .... the machine.
Put eggs, cream and sugar into the different [5] .... s.
Use the [6] .... to write the name of your favourite ice cream.
Turn the [7] .... or press the [8] .... s on the [9] .... control.
The machine will [10] .... some tasty ice cream.
Remember to [11] .... the machine. Then enjoy!

3 **In pairs, take turns to describe one of these things. Use words from Exercise 1 and the phrases below.**

laptop, memory stick, mobile phone, torch, train, TV

A *It's got a battery. Before you can use it, you have to switch it on. You can use it to produce light and to see in the dark.*
B *You can use it to* ....

Brain Trainer Unit 9 Activity 2 Go to page 117

Unit contents

Vocabulary
- Machine verbs – *attach*, *build*, *communicate*, *invent*, *press*, *plug in*, *produce*, *switch on/off* and nouns – *battery*, *button*, *cable*, *keyboard*, *remote control*, *socket*, *tube*, *wheel*
- Word building – *build/builder/building*, *design/designer/design*, *invent/inventor/invention*, *paint/painter/painting*, *produce/producer/product*, *write/writer/writing*

Grammar
- Present simple passive
- Active and passive
- Past simple passive

Communication
- Problems with machines
- Writing an opinion essay; How to write an opinion essay – *In my opinion*, *First*, *Second*, *Finally*, *for example*, *In conclusion*

Pronunciation
- /ɪ/ and /iː/

Key competences
- Linguistic competence
- Mathematical competence
- Competence in knowledge and interaction with the physical world
- Data processing and digital competence
- Interpersonal, social and civic competence
- Learning-to-learn
- Autonomy and personal initiative

Vocabulary Machine nouns and verbs

Exercise 1 (Track 3.27)

- Individually, students match the words and the pictures.
- Make sure students understand that they should match the first set of pictures to the verbs and the second set to the nouns.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each word to check students' pronunciation.

Answers

2 invent
3 switch on/off
4 plug in
5 press
6 produce
7 attach
8 build
10 wheel
11 remote control
12 keyboard
13 button
14 battery
15 socket
16 cable

Extra activity

Stronger groups or individual students write simple instructions for another machine they use regularly, e.g. *a computer*, *a microwave*, *a mobile phone*, *a digital camera*, using the text in Exercise 2 as a model and including vocabulary from Exercise 1 where appropriate. Monitor and help with vocabulary and grammar and feed in ideas if necessary. When checking students' work, focus on the positive use of the grammar and vocabulary taught so far.

Exercise 2

- Students complete the text.
- They then check in pairs before checking answers as a class.

Answers

2 socket
3 Press
4 switch on
5 tube
6 keyboard
7 wheel
8 button
9 remote
10 produce
11 switch off

Exercise 3

- Read through the example with students and ask what is being described (Answer: a torch).
- Students work in pairs, taking turns to describe the objects in the box.
- Monitor and help with vocabulary, but do not interrupt fluency.
- Ask some students to say their descriptions for the class to hear.

Possible answers

laptop – It's got a battery, but you can also plug it in to use it. It's got a keyboard and a screen. You can use it to work, play games, use the internet and communicate.
memory stick – This is very small and doesn't have any buttons. You can attach it to a socket on your computer to copy and move information.
mobile phone – You have to plug it in every day because it uses the battery quickly. You need to switch it on before you use it and use the keyboard to send messages or make calls.
train – This invention has wheels and is very expensive to produce. We use them for transport over long and short distances. Some of them are very fast and some are slower.
TV – You have to plug this in and switch it on to use it. It has a screen and usually has some buttons. It has a remote control to change channel.

Further practice
Workbook pages 76 and 112

Brain Trainer Unit 9 Activity 2
See Teacher's Book page 215 and Students' Book page 117

Reading

Revision

First – Write the following word snake on the board:
cableinventwheelattachproduceremotecontrolkeyboardpress

Second – Write a second word snake on the board:
pluginbatterybuttonsockettubeswitchonbuildcommunicate

Third – Students classify the words from the two word snakes as verbs or nouns. Check answers by asking individual students to write the words on the board in two columns.
(Answers: *verbs – attach*, *build*, *communicate*, *invent*, *press*, *plug in*, *produce*, *switch on*; *nouns – battery*, *button*, *cable*, *keyboard*, *remote control*, *socket*, *tube*, *wheel*)

Cultural notes

- *Louis Braille* completed his system of raised writing in 1824 when he was only 15. He simplified a much more complicated system, which had been used by the French army to allow soldiers to send messages and communicate silently. Interestingly, the tool he originally used to create the patterns of raised dots on the paper was the same tool which had blinded him in an accident when he was three. His system has since been adapted for all major world languages and for music, and there are now even Braille computers and Braille email services.
- *Alexander Kendrick* is from Los Alomos in New Mexico. He won the 2009 International Science Fair Prize at the age of 16 for his invention, receiving a new computer, a visit to Switzerland and $12,000 as a prize. His 'cave phone' consists of two large, lightweight transmitters, one of which the caver leaves outside the cave and the other which is assembled underground. These transmitters use low-frequency radio waves to send written text messages from the caver deep below ground to people on the surface.
- *Hibiki Kono* studies at King's College School in Cambridge and in 2010 his unusual invention was widely reported in the media, earning him the nickname 'Spiderboy'. He made it as part of a school technology project. The invention uses two vacuum cleaners, bought from the local supermarket for a total of £30, and these are attached to special gloves which use the suction to stick to the wall. To climb, Hibiki turns off one vacuum cleaner, allowing him to move that hand up the wall, before turning it back on and turning off the other.

Exercise 1

- Draw attention to the photos and ask students what they can see.
- Individually, students think of famous inventors and their inventions.
- Take feedback as a class.

Possible answers

Alexander Graham Bell – the telephone
James Watt – the steam engine
Johannes Gutenberg – the printing press
John Logie Baird – the television
Henry Ford – the car

Exercise 2

- Make sure students understand not to read in detail at this point.
- Students scan the magazine article quickly to match the paragraphs to the photos.

Answers

1 b **2** c **3** a

Exercise 3 (Track 3.28)

- Individually, students decide if the sentences are true or false.
- If you wish, play the recording for students to listen and read.
- When checking answers, ask students to read the section of the text(s) which supports their answers.

Answers

1 *False* ('He became blind in an accident when he was only three years old.')
2 False ('At the age of twelve, he learned about a system of writing with bumps in paper that you feel with your fingers.')
3 True
4 False ('Messages that are sent on …mobile phones can't travel through rock.')
5 True
6 False ('Hibiki isn't allowed to use the gloves in his bedroom.')

Extra activity

Students write a short paragraph about another inventor. They can choose either a famous inventor or someone who has made a more unusual invention.
When checking students' work, focus on the positive use of grammar and vocabulary taught so far.
Use some of the students' written work as the basis for further comprehension practice. Select three of the most interesting and varied texts and prepare two comprehension questions or true/false statements about each. Students then read their classmates' texts and answer the questions.

Exercise 4

- Read through the examples with students.
- In pairs, students ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency.

Further practice

Workbook page 77

Reading

1 **Think of some famous inventors. What did they invent?**

2 **Read the magazine article quickly. Match the paragraphs (1–3) to the photos (a–c).**

3 3.28 **Read the article again. Are these sentences true (T) or false (F)?**

1 Louis Braille could never see. *F*
2 His system of writing was a completely new idea.
3 Alexander Kendrick's invention can help people with injuries.
4 People should always have a mobile phone with them when they are caving.
5 Hibiki Kono's invention uses machines that many people have in their homes.
6 He uses his invention to climb the walls in his bedroom.

4 **What do you think?**

1 Which of the inventions in the photos is:
a the cleverest?
b the most useful?
c the most fun?
Say why.

I think the low-frequency radio is the cleverest invention. It's very difficult to build a radio and this radio can do things that other radios can't do.

2 If you were an inventor, what would you invent?

I would invent a robot that could do all my homework for me!

You don't have to be old with crazy white hair to invent something. Here are some of our favourite young inventors.

1 Louis Braille (1809–1852) was French. He became blind in an accident when he was only three years old. At the age of twelve, he learned about a system of writing with bumps in paper that you feel with your fingers. Louis liked this idea, but the writing was difficult to read. For the next three years, he worked on a similar but easier system. The result of his work was 'Braille' writing. The first book in Braille appeared in 1829 and Braille is still used by blind people today.

2 Sixteen-year-old Alexander Kendrick loves caving, but it's a very dangerous activity. When accidents happen underground, it's impossible to communicate with the outside world. Messages that are sent on traditional radios or mobile phones can't travel through rock. Alexander has built a special low-frequency radio that works 300 metres underground. It is made with plastic tubes and metal cable and messages are written on a keyboard. This clever machine might save a lot of lives in the future.

3 Gloves aren't usually used to climb walls, are they? Well, thirteen-year-old Hibiki Kono has invented special gloves! A small vacuum cleaner is attached to each glove. When the vacuum cleaners are switched on, the gloves can carry the weight of a large person on a wall or ceiling. But Hibiki isn't allowed to use the gloves in his bedroom. His mum thinks they're too dangerous.

Grammar Present simple passive

Affirmative

It is made with plastic tubes.
They are made with plastic.

Negative

The machine isn't made with plastic.
Gloves aren't usually used to climb walls.

Questions and short answers

Is the machine made with plastic?
Yes, it is./No, it isn't.
Are the gloves used to climb walls?
Yes, they are./No, they aren't.

Grammar reference Workbook page 102

1 **Study the grammar tables. Choose the correct options to complete the rules.**

1 We use the passive when we want to focus on *the action / the person or thing doing the action*.
2 We make the Present simple passive with the Present simple of *have / be* and the Past participle.

2 **Complete the sentences with the Present simple passive of the verbs.**

A lot happens around the world in one minute:
1 A hundred new cars *are produced* (produce).
2 The internet .... (use) by 64 million people.
3 Twelve million text messages .... (send).
4 10,000 songs .... (download) from the internet.
5 There is a lot of rubbish. In fact, 1.5 million kilograms of rubbish .... (throw away).

3 **Make sentences.**

1 our washing machine / run / every day
Our washing machine is run every day.
2 the cables / not plug in / to the right sockets
3 My laptop isn't working. My homework / not save / on another computer!
4 batteries / not include

4 **Make questions. Then ask and answer in pairs.**

1 mobile phones / allow / in class?
Are mobile phones allowed in class?
2 interactive whiteboards / use / at your school?
3 English / speak / all the time in your English class?
4 your TV / switch on / all evening?

Active and passive

Active

Blind people use Braille.
You write messages on a keyboard.

Passive

Braille is used by blind people.
Messages are written on a keyboard.

Grammar reference Workbook page 102

5 **Study the grammar table. Choose the correct options to complete the rules.**

1 With an active verb, the person or thing that does the action goes *before / after* the verb.
2 With a passive verb, we *always / don't always* mention the person or thing that does the action.
3 With a passive verb, we introduce the person or thing that does the action with *by / for*.

6 **Change these active sentences into passive sentences. Don't include *by* + noun.**

1 People spend 75 billion euros on video games every year.
75 billion euros *are spent on video games every year.*
2 People eat a lot of ice cream in summer.
A lot of ice cream .... .
3 They don't sell those sweets in my town.
Those sweets .... .
4 Teachers give too much homework to students.
Too much homework .... .

7 **Change these active sentences into passive sentences. Include *by* + noun.**

1 A hairdresser usually cuts my hair.
My hair *is usually cut by a hairdresser.*
2 The average teenager sends 875 text messages every month.
875 text messages .... .
3 A Japanese company makes those mobile phones.
Those mobile phones .... .
4 The sun warms the water in the pool.
The water in the pool is .... .

Grammar Present simple passive

Language notes

In this lesson students are introduced to the passive voice for the first time. They are unlikely to have major problems with the formation of the passive, as they will now be familiar with both the verb *to be* and past participles. Many languages have a passive voice so students are unlikely to have problems with it as a concept either. However the most common error is the error of omission: students often fail to use the passive voice in sentences where a native speaker would do so. Due to L1 interference, students may simply replace it with a verb in the active voice, or very occasionally with a reflexive construction.
In freer-practice activities, and in their written work, if students do not use the passive voice appropriately, make sure you always point out contexts where a native speaker would choose it over the active voice.

Exercise 1

- Read the grammar table with students.
- Students work individually, completing the rules and referring back to the grammar table where necessary.

Answers

1 thea ction **2** be

Exercise 2

- Students complete the sentences with the Present simple passive form of the verbs in brackets.
- Check answers by asking individual students to read the sentences.

Answers

2 is used
3 are sent
4 are downloaded
5 are thrown away

Extra activity

Stronger groups or fast finishers change the sentences from passive to active, adding an appropriate subject where there is no agent in the passive sentence. (Possible answers: *1 Factories around the world produce 100 new cars in one minute.*; *2 64 million people around the world use the internet in one minute.*; *3 People around the world send 12 million text messages in one minute.*; *4 People around the world download 10,000 songs from the internet in one minute.*; *5 We throw away 1.5 million kilograms of rubbish in one minute.*)

Exercise 3

- Individually, students make sentences using the prompts.
- Check answers as a class.

Answers

2 The cables aren't plugged in to the right sockets.
3 My laptop isn't working. My homework isn't saved on another computer.
4 Batteries are not included.

Exercise 4

- Students make questions in the Present simple passive.
- Check the questions before students work in pairs.
- In pairs, students ask and answer the questions.

Answers

2 Are interactive whiteboards used at your school?
3 Is English spoken all the time in your English class?
4 Is your TV switched on all evening?

Further practice

Workbook pages 78 and 102–103

Active and passive

Exercise 5

- Read the grammar table with students.
- Check answers as a class.
- Ask students if similar rules exist in their L1.

Answers

1 before
2 don't always
3 by

Exercise 6

- Individually, students change the sentences from active to passive.
- They then check in pairs before checking answers as a class.

Answers

2 A lot of ice cream is eaten in summer.
3 Those sweets aren't sold in my town.
4 Too much homework is given to students.

Exercise 7

- Make sure students understand that in these sentences the person or thing that does the action is important and needs to be included.
- Check answers by asking individual students to read the sentences.

Answers

2 875 text messages are sent every month by the average teenager.
3 Those mobile phones are made by a Japanese company.
4 The water in the pool is warmed by the sun.

Further practice

Workbook pages 79 and 102–103

Vocabulary Word building

Revision

First – Prepare a *Live Listening* about a new or useful invention. This can be real or fictitious. Remember to grade your language appropriately and use the passive as appropriate to describe what the invention does. Use the following text as an example:

Did you know that there are now robot cooks? It's true! And I don't mean those little robots which are made for our kitchens at home. In China there's a new restaurant called 'I, Robot' and its meals aren't cooked by humans. They're cooked by huge robots! Hundreds of different meals are produced by the robot cooks every night. The owner of the restaurant is really happy and says that the robots work a lot harder than humans and he's never asked to pay them more money either! But these robots aren't cheap. They're built by a technology company in China and they cost £50,000 each. Not everything in the restaurant is done by robots. There are some things that they can't do at the moment. The food is carried to the tables by human waiters and the dishes are washed by humans, too. In a few years though, there will be robot waiters, cleaners …and probably customers!

Second – Students listen and answer the following questions:
What is the invention and what does it do?
Where can you see it?
What are the positive and negative things about the invention?
(Answers: *robot cooks*; *in a restaurant in China called 'I, Robot'*; *They work harder than humans and they don't ask for more money, but they aren't cheap and they can't do everything in the restaurant.*)

Third – Students compare their answers in pairs. Check answers as a class and ask students if they would like to eat at 'I, Robot'.

Exercise 1

- In pairs, students complete the quiz.
- If necessary, students check the meaning of new vocabulary in a dictionary.

Exercise 2 (Track 3.29)

- Play the recording for students to listen and check.

Answers

2 c **3** a **4** b **5** c **6** b

Exercise 3

- Read the first line of the table with students and check they understand the task before they start.
- Check answers by drawing the table on the board and asking individual students to complete the missing information.

Answers

verb	noun1 :p erson	noun2 :r esult
2 design	designer	design
invent	inventor	**3** invention
paint	painter	**4** painting
produce	**5** producer	product
write	**6** writer	writing

Exercise 4

- Students complete the text with the correct words.
- Check answers as a class.

Answers

2 paintings **3** produced **4** buildings **5** painter
6 inventor **7** designs **8** built

Extra activity

Write the following dialogue on the board:
A *What's your job?*
B *I'm an inventor.*
A *What do you invent?*
B *Inventions, of course!*
In pairs, students have silly conversations by replacing the underlined words with other words from Exercise 3, e.g. *'I'm a builder.'* → *'What do you build?'* → *'Buildings, of course.'* etc.

Further practice

Workbook pages 79 and 112

Pronunciation /ɪ/ and /iː/

Exercise 5a (Track 3.30)

- Play the recording for students to listen and repeat.
- Highlight and drill the two sounds (/ɪ/ and /iː/) in isolation.

Exercise 5b (Track 3.31)

- Students put the words in the correct column.
- Play the recording for students to listen and check.

Answers

/ɪ/	/iː/
build internet silly	email keyboard wheel

Exercise 5c (Track 3.32)

- Play the recording for students to listen and repeat the sentences.
- In pairs, students practise saying the sentences.

Further practice

Workbook page 124

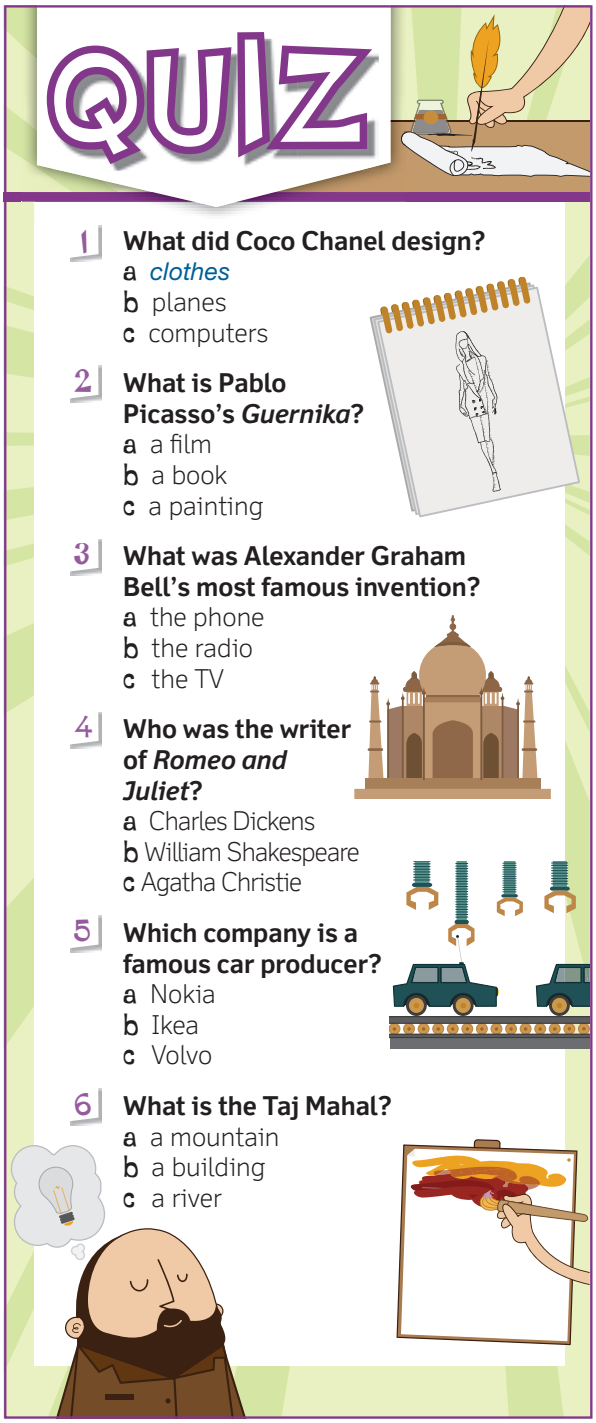
Brain Trainer Unit 9 Activity 3

See Teacher's Book page 215 and Students' Book page 117

Vocabulary Word building

1 Do the quiz. Use your dictionary to help you if necessary.

2 3.29 Listen and check.



3 Copy and complete the table.

verb	noun 1: person	noun 2: result
build	builder	[1] *building*
[2]	designer	design
invent	inventor	[3] ....
paint	painter	[4] ....
produce	[5]	product
write	[6]	writing

Word list page 111 **Workbook** page 112

4 Complete the text with these words.

buildings ~~painted~~ built painter designs paintings inventor produced

Leonardo da Vinci [1] *painted* the *Mona Lisa*, one of the world's most famous [2] .... and he [3] .... some beautiful works of art for the rooms of Italy's most important [4] .... . But he wasn't only a [5] .... . He was also the [6] .... of flying machines, musical instruments and hundreds of other things. Some experts have followed his [7] .... for a flying machine and have [8] .... one that can fly!

Pronunciation /ɪ/ and /iː/

5a 3.30 Listen and repeat.

big build clean email
internet keyboard silly wheel

b 3.31 Copy the table and put the words in Exercise 5a in the correct column. Then listen and check.

/ɪ/	/iː/
big	*clean*

c 3.32 Listen and repeat.

1 The D on his keyboard's disappeared.
2 Switch on the big machine, please.
3 She's invented a brilliant new screen.

Brain Trainer Unit 9 Activity 3 Go to page 117

Chatroom Problems with machines

Speaking and Listening

1 **Look at the photo. What do you think the girls are doing?**

2 3.33 **Listen and read the conversation. Check your answer.**

3 3.33 **Listen and read again. Complete the sentences.**

1 What did Ella make the robot from?
A tin can.
2 What did she find on the internet?
3 What's the problem with the robot?
4 How does Ella know that the battery is OK?
5 Why didn't she see the red button before?
5 How does the robot break?

4 **Act out the conversation in pairs.**

Ruby Is that your robot for the Science project? It's so cute! Was it made from a tin can?
Ella Yes, it was. But it doesn't work.
Ruby What's the problem?
Ella Well, the instructions weren't included in the box. I found some on the internet and I've done everything that they say, but the wheels don't move.
Ruby There might be something wrong with the battery. Have you checked it?
Ella Yes. It was only bought yesterday and it works OK in my torch.
Ruby Have you tried pressing that red button?
Ella No, I haven't – it was hidden under the robot's arm. Here goes … Yay! It's working!
Ruby Watch out, Ella! It's going to fall off the table! ***CRASH!***
Ella Oh no! It's broken. What am I going to do now?

Say it in your language …
It's so cute!
Here goes.
Yay!

Chatroom Problems with machines

Revision

First – Write the word *INVENTOR* vertically down the centre of the board. Add one dash before the *I* and two dashes after to indicate letters. Pick individual students, asking them to say a letter. If the letter they choose is in the name, write it in the correct position. If it is not, write it in a column on one side of the board. When students think they know who the inventor is, they put their hands up. (Answer: *Biro*)

B **I** R O
E I **N** S T E I N
D A **V** I N C I
B **E** L L
G U T E **N** B E R G
W A **T** T
F **O** R D
B A I **R** D

Second – Write the following inventions around the inventors on the board. In pairs, students match the inventors to the inventions.

1 the theory of relativity
2 the telephone
3 the modern car
4 the ballpoint pen
5 the printing press
6 the television
7 a lot of incredible machines
8 the steam engine

Check answers as a class.
(Answers: *1 Einstein*; *2 Bell*; *3 Ford*; *4 Biro*; *5 Gutenberg*; *6 Baird*; *7 da Vinci*; *8 Watt*)

Third – Students write sentences about each inventor. e.g. *'Baird invented the television.'*, *'Watt designed the first steam engine.'*, etc. Make sure they understand that they should use the active voice not the passive. After students complete the Grammar section on page 103, they can transform their active sentences into passive, e.g. *'The television was invented by Baird.'*, *'The first steam engine was designed by Watt.'*,e tc.

Speaking and Listening

Exercise 1

- In pairs, students look at the photo and describe what they can see.
- They then answer the question.

Exercise 2 (Track 3.33)

- Play the recording for students to listen, read and check their answer to Exercise 1.

Answer

The girls are talking about Ruby's robot for the Science project.

Brain Trainer Unit 9 Activity 1

See Teacher's Book page 215 and Students' Book page 117

Exercise 3 (Track 3.33)

- Repeat the recording for students to answer the questions.
- They then check in pairs before checking answers as a class.

Answers

2 She found some instructions for the robot on the internet.
3 The wheels on the robot don't move.
4 Because it's new and it works OK in her torch.
5 Because it was hidden under the robot's arm.
6 The robot falls off the table and breaks.

Exercise 4

- Divide the class into pairs.
- Pairs act out the conversation.
- Monitor and correct students' pronunciation as appropriate.
- Nominate one pair to perform the conversation for the class.

Say it in your language …

Ask students to find the phrases in the conversation and look at them in context to try to deduce the meaning.

It's so cute! – expression used to say that we think something is nice and pretty in an innocent, childlike way. Often used for small children in phrases like *'He/She's so cute!'* although it can be used for other things, as in this context.

Here goes. – used to indicate that you are going to do something which you are not totally sure is a good idea but that you think is worth trying.

Yay! – an informal exclamation of delight used when something happens that you are pleased about. Similar in meaning to 'Hooray!', which these days is considered rather old-fashioned in many situations.

Extra activity

Stronger students or fast finishers write mini-dialogues to revise and practise the *Say it in your language …* phrases. Students choose a phrase from the first eight units and write a short dialogue including it in an appropriate context. Monitor and point out errors for students to self-correct. Ask some students to read out their mini-dialogues to the class.

Exercise 5

- Students read the conversation again and complete the sentences.
- Check answers as a class.

Answers

2 problem **3** checked **4** tried

Exercise 6

- Read through the phrases for talking about problems with machines with the class.

Exercise 7 (Track 3.34)

- Play the recording for students to listen to the conversation and find out what Ash suggests.
- Repeat the recording, pausing after each line to check students' pronunciation.
- In pairs, students act out the conversation.

Answer

Ash suggests Tom switches the laptop off and then on again.

Exercise 8

- Elicit an example conversation from the class using the first set of prompts.
- Students then make their own conversations by replacing the words in purple.
- Stronger groups or fast finishers can use their own ideas.
- Monitor but do not interrupt fluency unless students make mistakes with the use of the words and phrases for talking about problems with machines.

Further practice

Workbook pages 80 and 121

Grammar Past simple passive

Exercise 1

- Read the grammar table with students.
- Individually, students complete the rule.
- Check the answer as a class.

Answer

be

Exercise 2

- Students read the text and complete it with the Past simple passive form of the verbs in brackets.
- They then check in pairs before checking answers as a class.

Answers

2 was introduced
3 was sent
4 were produced
5 were owned

Exercise 3

- Make sure students understand that in these sentences they should only include the person or thing that does the action if it is important.
- Individually, students change the sentences from active to passive.

Answers

2 The world's first plane wasn't built by Leonardo da Vinci.
3 The Science competition was won by my friend Jack.
4 The students weren't told about the exams.
5 Our house was designed by my dad.

Exercise 4

- Students make questions in the Past simple passive.
- Check the questions before students work in pairs.
- In pairs, students ask and answer the questions.

Answers

2 Was your favourite book written a long time ago?
3 Were your favourite films made in your country?
4 Was your class given a lot of homework last week?

Extra activity

Write the following sentences on the board. Individually, students decide if they are grammatically correct or not. They suggest possible changes to the sentences which are not correct (*possible answers in brackets*).

1 *Were mobile phones invented in the USA? (✓)*
2 *The first modern car is sold by Henry Ford in 1908. (✗ – The first modern car was sold by Henry Ford in 1908.)*
3 *She was plugged in the computer, but it didn't work. (✗ – She plugged in the computer/The computer was plugged in, but it didn't work.)*
4 *The house was built by my uncle and my two cousins. (✓)*
5 *Romeo and Juliet was written from William Shakespeare. (✗ – Romeo and Juliet was written by William Shakespeare.)*
6 *Are there used interactive whiteboards in the classrooms at your school? (✗ – Are interactive whiteboards used in the classrooms at your school?)*

Check answers as a class.

Further practice

Workbook pages 81 and 102–103

5 **Look back at the conversation. Complete the sentences.**

1 It doesn't *work*.
2 What's the .... ?
3 Have you .... it?
4 Have you .... pressing that red button?

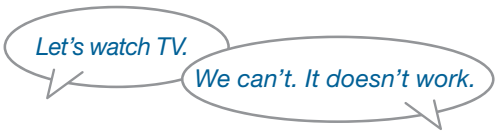
6 **Read the phrases for talking about problems.**

Talking about problems with machines	
What's the problem?	It doesn't work. It's broken. The (wheels) don't (move).
Have you tried (pressing that button)?	No, I haven't.
There might be something wrong with the battery. Have you checked it?	

7 3.34 **Listen to the conversation. What does Ash suggest? Act out the conversation in pairs.**

Ash Let's [1] watch this DVD on your laptop.
Tom We can't. [2] It doesn't work.
Ash What's the problem?
Tom [3] The laptop can't play it.
Ash There might be something wrong with [4] the DVD. Have you checked it?
Tom Yes. It works OK [5] in the DVD player.
Ash Have you tried [6] switching the laptop off and then on again?

8 **Work in pairs. Replace the words in purple in Exercise 7. Use these words and/or your own ideas. Act out the conversation.**



1 download some songs to your MP3 player / send Ruby a text
2 my MP3 player / my mobile phone
3 nothing downloads to it / it can't send or get texts at the moment
4 the cable / the battery
5 with my dad's computer / and I charged it earlier
6 plugging it into the other socket / standing outside in the garden

Grammar Past simple passive

Affirmative	Negative
It was made by Ella.	It wasn't made by Ella.
They were bought yesterday.	The instructions weren't included in the box.
Questions	
Was it made from a tin can? Yes, it was./No, it wasn't. Were the instructions included? Yes, they were./No, they weren't.	

Grammar reference Workbook page 102

1 **Study the grammar table. Choose the correct option to complete the rule.**

We form the Past simple passive with the Past simple of *be / have* and the Past participle.

2 **Complete the text with the Past simple passive form of the verbs.**

The history of mobile phones
The first mobile phones were very big. They [1] *were used* (use) on trains and planes in the 1920s. A mobile phone network [2] .... (introduce) in Tokyo in 1979 and other cities soon followed. The first text message [3] .... (send) in Finland in 1993 and, later, mobile phones [4] .... (produce) that could take photos and use the internet. In 2010, more than five billion mobile phones [5] .... (own) by people around the world!

3 **Change these sentences into the passive. Only include *by* + noun if this is important.**

1 People in the USA invented the internet.
The internet was invented in the USA.
2 Leonardo da Vinci didn't build the world's first plane.
3 My friend, Jack won the Science competition.
4 They didn't tell the students about the exams.
5 My dad designed our house.

4 **Make questions in the Past simple passive. Then ask and answer.**

1 your favourite photos / take / on a mobile phone?
Were your favourite photos taken on a mobile phone?
2 your favourite book / write / a long time ago?
3 your favourite films / make / in your country?
4 your class / give / a lot of homework last week?

Reading

1 **Look at the photos (a–d). Put the inventions in the order that they were invented.**

A book for all time?

Next time you hold a book in your hands, stop and think. Like most other things in the modern world, it is the result of thousands of years of human invention.

First, came the invention of writing, probably about 5,500 years ago. With writing, people did not have to remember everything in their heads. They could communicate with people that they never saw and share their knowledge with future generations.

Later, the Greeks were known throughout the ancient world for their literature, philosophy and science, but their 'books' looked very different from the books of today. They were called scrolls. They were difficult to use and took a lot of space in a library. It was only about 2,000 years ago that books with lots of pages were invented. With the help of an index at the back, readers could find information more quickly than in a scroll. Before long, scrolls were a thing of the past.

For more than a thousand years, the pages of books were made from animal skin. That changed in the thirteenth century, when Europeans learned about a useful Chinese invention: paper.

But the biggest change for books came in 1439, when Johannes Gutenberg invented the printing press. Before that, books were copied by hand, so they were very expensive. Many more people could afford the books that were produced on a printing press.

These days it is difficult to imagine a world without books. But human invention does not stop. Every year, more stories are bought as e-books and read on a screen.

Will anyone turn the pages of a traditional book in the future, or will books, like scrolls, soon disappear?

Key Words

knowledge	generation	ancient
index	skin	traditional

2 **Read the magazine article quickly to check.**

3 3.35 **Read the article again. Are these sentences true (T) or false (F)?**

1 The ancient Greeks were famous because they invented writing. *F*
2 Greek books had lots of pages.
3 There were libraries in the ancient world.
4 The first books with pages were made of animal skin.
5 Paper was invented in Europe.
6 Johannes Gutenberg's printing press produced very expensive books.

4 3.35 **Read the article again. Answer the questions.**

1 What did people have to do before the invention of writing?
They had to remember everything in their heads.
2 What two problems were there with scrolls?
3 What could readers of books do better than readers of scrolls?
4 What did people use to make books when they stopped using animal skin?
5 Why was the printing press an important invention?
6 Why might books disappear in the future?

Listening

1 **What are the advantages and disadvantages of reading on a smartphone?**

2 3.36 **Listen to the conversation. Do they talk about any of your ideas in Exercise 1?**

Listening Bank Unit 9 page 120

3 **In pairs, ask and answer.**

1 Do you like these types of story?
- fantasy
- funny
- historical
- horror
- romantic
- science fiction

2 How many books do you read every year?
3 Do you prefer reading a traditional book or an e-book? Why?
4 Do you think there will be any traditional books fifty years from now? Why?/Why not?

I like fantasy and romantic stories, but I don't like horror or science fiction stories.

Reading

Exercise 1

- Draw attention to the photos and ask students what they can see.
- In pairs, students put the inventions in the order they were invented.

Exercise 2

- Students skim the article quickly and check their answers to Exercise 1.
- Make sure students understand not to read in detail at this point.

Answer

1 a **2** d **3** b **4** c

Key Words

Be prepared to focus on the Key Words, either by pre-teaching them, eliciting their meaning after students have read the text, or through dictionary or definition writing work.

knowledge – information which you have, and all the things you know about which you have learnt through experience and study

generation – a group of people born around the same time who grow up in the same period

ancient – something very, very old, *'the ancient world'* refers specifically to the classical civilisations of Greece and Rome

index – an alphabetical list of topics in a book which indicates on what page or in which section detailed information about the topic can be found

skin – the flexible thin outer covering of the body of a human or animal

traditional – similar in meaning to old-fashioned but with a positive connotation, for example, compare *'traditional clothes'* (= clothes typical of a country or region) with *'old-fashioned clothes'* (= clothes which are no longer modern in style)

Exercise 3 (Track 3.35)

- Individually, students decide if the sentences are true or false.
- If you wish, play the recording for students to listen and read.
- When checking answers, ask students to read the section of the text(s) which supports their answers.

Answers

1 *False* ('…the Greeks were known throughout the ancient world for their literature, philosophy and science …')
2 False ('…their 'books' looked very different from the books of today.')
3 True **4** True
5 False (Paper was 'a useful Chinese invention'.)
6 False ('Many more people could afford books that were produced on a printing press.')

Exercise 4 (Track 3.35)

- Students read the magazine article again and answer the questions.
- They then check in pairs before checking answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

2 They were difficult to use and took a lot of space in a library.
3 They could use an index at the back to find information more quickly.
4 They used paper.
5 Because many more people could afford the books that were produced on a printing press.
6 Because people are buying more stories as e-books and reading them on screen.

Extra activity

Individually or in pairs, students write definitions for the words in the Key Words box. Monitor and help with vocabulary and grammar as necessary.

Listening

Exercise 1

- Ask students how many of them have read an e-book.
- In pairs, students talk about the advantages and disadvantages of reading on a smartphone.
- Collate suggestions on the board.

Exercise 2 (Track 3.36)

- Play the recording for students to listen and find which advantages and disadvantages the speakers talk about.

Audioscript

See Teacher's Book page 227

Listening Bank

See Teacher's Book page 218 and Students' Book page 120

Exercise 3

- In pairs, students ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency.

Extra activity

Allow students to interview you, using the questions in Exercise 3. They then write a short paragraph summarising your answers.

Further practice

Workbook page 82

Writing An opinion essay

Revision

First – Books closed. Write the following jumbled sentence stems on the board:

1 *took / this / I / photo / on / holiday / was / I / when / in / …*
2 *person / admire / I / who / a / Robert Pattinson / of / because / is / …*
3 *grateful / your / parents / very / are / sure / I'm / your / with / help / for …*
4 *about / article / comment / I / writing / am / to / the / on / …*
5 *fireplace / to / the / next / on / armchair / the / sitting / love / I / and / …*
6 *you / seen / After / sights / the / have / bought / and / …*
7 *places, / these / where / of / If / visit / could / you / one / …*
8 *opinion, / it / my / In / the / smartphone / best / isn't / the / shops / in / …*

In pairs, students order the words to complete the sentences. Check answers by asking students to read their completed sentences.

Second – Tell students the words correspond to the text types they have studied. In pairs, students try to remember the eight text types.

Third – Check answers with the class

(Answers:

1 *I took this photo when I was on holiday in …*
(Unit 2: A description of a picture)
2 *Robert Pattinson is a person I admire because of …*
(Unit 4: A profile)
3 *I'm sure your parents are very grateful for your help with …*
(Unit 6: A problem page)
4 *I am writing to comment on the article about …*
(Unit 7: A formal letter)
5 *I love sitting on the armchair next to the fireplace and …*
(Unit 1: A description of a room)
6 *After you have seen the sights and bought …*
(Unit 5: A travel guide)
7 *If you could visit one of these places, where …*
(Unit 8: An application form)
8 *In my opinion, it isn't the best smartphone in the shops …*
(Unit 3: A customer review)

Exercise 1

- Read the Writing File with the class.

Exercise 2

- Students read Alisha's essay and find words and expressions from the Writing File.

Exercise 3

- Individually, students put the parts of the opinion essay in the correct order.
- Check answers as a class.

Answers

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

Exercise 4

- Students read Alisha's essay again and answer the questions.
- They then check in pairs before checking answers as a class.
- Check answers by asking pairs of students to read questions and answers.

Answers

2 Because it's great in an emergency.
3 When you aren't at home and you want to go online or when you are on a long journey so you aren't bored.
4 They are happier and more independent.

Exercise 5

- Explain that students should only make notes at this point or write short sentences.
- Encourage students to ask you for any vocabulary they need.

Answers

Students' own answers

Exercise 6

- Show students how the example text is divided into five paragraphs and tell them that they should now organise their notes in the same way.
- Read through the 'My essay' writing guide. Make sure students understand that they should give a short introduction to the invention in the first paragraph. In the second, third and fourth paragraphs they should give three clear reasons why the invention is important. In the final paragraph they should give a short, clear conclusion.
- Draw students' attention to the 'Remember!' checklist.

Extra activity

Add an extra 10–15 vocabulary items from this unit to the collection of Word Cards.
Revise all the vocabulary by dividing the class into seven groups and give each group an equal number of cards. If you have a few cards left over, give these to the stronger groups or fast finishers. Quickly remind students of the seven different activities they have done during the course to revise the vocabulary and how to play each (See Teacher's Book: *Unit 2 – Drawing game*; *Unit 3 – Questions game*; *Unit 4 – Blind words game*; *Unit 5 – Quick-fire competition*; *Unit 6 – Mill-drill test*; *Unit 7 – Team definitions game*; *Unit 8 – One-word clue game*). Assign a different game to each group, and where necessary nominate a stronger student to act as 'teacher'. Groups play for three minutes. Change each group's cards and game and repeat until each group has played all seven games and used all seven sets of cards.

Further practice

Workbook page 83

Writing An opinion essay

1 Read the Writing File.

Writing File How to write an opinion essay

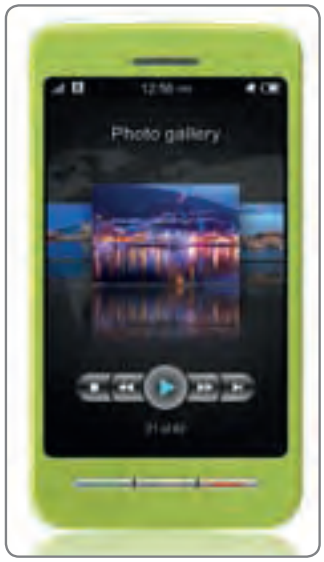
In an opinion essay, you need:

- a title
- an introduction giving your opinion *(In my opinion, …)*
- reasons for your opinion, given in a good order *(First, … , Second, … , Finally, …)* with examples *(for example, …)*
- a conclusion *(In conclusion, …)*

2 Read Alisha's essay. Find words and expressions from the Writing File.

The most useful invention for teenagers

by Alisha Kent



In my opinion, the most useful invention for teenagers is the smartphone.

First, it's great in an emergency. If someone has an accident or there's a fire, you can phone quickly for help. Because of this, parents often feel more relaxed if you have a smartphone with you and you can stay out longer with your friends.

Second, you can use it to go online when you aren't at home. This is useful in many situations. For example, you can find out the time of the next bus when you're in a café and look at a map on the internet when you're lost.

Finally, a smartphone is great entertainment. You can watch films on it, play games, listen to music and read stories. With a smartphone in your pocket, you never have to be bored, even on a long journey.

In conclusion, the smartphone is a fantastic invention. Teenagers are happier and more independent because of it.

3 Put these parts of an opinion essay in the correct order.

a In conclusion, Edison's inventions were some of the most useful in the world.
b Second, he invented a way to bring electricity to people's homes.
c In my opinion, the world's greatest inventor was Thomas Edison.
d The world's greatest inventor *1*
e First, he invented the light bulb.
f Finally, he invented a machine that could record and play sound.

4 Read Alisha's essay again. Answer the questions.

1 In Alisha's opinion, what is the most useful invention?
The smartphone.
2 What is her main reason for choosing this invention?
3 In what two situations is this invention particularly useful?
4 How are teenagers' lives different because of it?

5 You are going to write an essay with this title:

The most important invention of the last 200 years

Choose an invention and make notes about why it is important. Use the questions in Exercise 4 to help you.

• car • computer • internet • plane • TV

6 Now write your essay. Use 'My essay' and your notes from Exercise 5.

My essay

Paragraph 1
Introduce the invention.

Paragraphs 2–4
Give reasons why the invention is important – one reason for each paragraph. Include examples of situations that prove your point.

Paragraph 5
Summarise your reasons for choosing this invention.

Remember!

- Give an introduction with your opinion.
- Give reasons for your opinion.
- Write a conclusion.
- Use words you've practised in this unit.
- Check your grammar, spelling and punctuation.

Refresh Your Memory!

Grammar Review

1 **Complete the sentences with the correct passive form (Present simple or Past simple) of the verbs.**

1 She *was interviewed* (interview) on the news yesterday.
2 Excuse me! .... (dogs/allow) on the bus?
3 I can't read that. It .... (write) in French.
4 .... (the internet/use) in the 1950s?
5 That word .... (not spell) correctly. Use a dictionary!
6 Too many trees .... (cut down) every year.
7 The washing-up .... (not do) last night.
8 Skateboards .... (invent) in the USA in the 1950s.

2 **Make sentences and questions in the passive. Only use *by* + noun if necessary.**

1 They play football in the park every Saturday.
Football is played in the park every Saturday.
2 Do people read books at your school?
3 James broke my pen.
4 They don't speak Japanese in Thailand.
5 My granny made this jumper.
6 We didn't need the tent.
7 Did they make these computers in China?
8 Our friend designed the website.

3 **Active or passive? Complete the text with the correct form of the verbs.**

In 1901, American inventors Wilbur and Orville Wright [1] *built* (build) a flying machine, but it [2] .... (not design) well enough. It [3] .... (not fly)! 'Man will fly, but not in our lifetime,' Wilbur [4] .... (say) sadly. The brothers [5] .... (learn) from their mistakes, however. In 1903 some changes [6] .... (made) to the design and a new machine [7] .... (build). Wilbur [8] .... (carry) through the air for 59 seconds in the new machine. Some photos [9] .... (take) of this famous moment – the flight of the world's first plane! Today, the names of the Wright brothers [10] .... (know) all around the world and thousands of people [11] .... (come) to see their plane at the museum in Washington where it [12] .... (keep).

Vocabulary Review

4 **Match the beginnings (1–8) to the endings (a–h) of the sentences.**

1 You can't write on your computer without a	**a** tube.
2 We can communicate by	**b** mobile phone.
3 The torch won't work without a	**c** remote control.
4 A bicycle has got two	**d** wheels.
5 Please don't press those	**e** keyboard.
6 You can switch on the TV with a	**f** socket.
7 Posters are often sold in a	**g** battery.
8 Plug the cable into the	**h** buttons.

5 **Complete the sentences with the correct form of the words.**

1 Claude Monet was a famous French *painter* (paint).
2 What .... (produce) is Apple™ famous for?
3 Her .... (write) is very difficult to read.
4 I love his .... (design) for the new school building.
5 The .... (build) has to make a new roof for the house.
6 Everyone thinks it's a useful .... (invent).

Speaking Review

6 3.37 **Complete the conversation with the correct form of these words. Then listen and check.**

check	go	~~not work~~
problem	try	wrong

Dad It's time to practise your electric guitar!
Boy I can't. It [1] *isn't working*.
Dad What's the [2] .... ?
Boy It can only play really quietly. Listen!
Dad There might be something [3] .... with the cable. Have you [4] .... it?
Boy But it's new. It was only bought yesterday.
Dad Er … Have you [5] .... plugging it in?
Boy Oh, silly me! Here [6] .... . Yay! It's working!

Dictation

7 3.38 **Listen and write in your notebook.**

My assessment profile: Workbook page 135

Refresh Your Memory!

Exercise 1

Answers

2 Are dogs allowed
3 's written
4 Was the internet used
5 isn't spelt
6 are cut down
7 wasn't done
8 were invented

Exercise 2

Answers

2 Are books read at your school?
3 My pen was broken by James.
4 Japanese isn't spoken in Thailand.
5 This jumper was made by my granny.
6 The tent wasn't needed.
7 Were these computers made in China?
8 The website was designed by our friend.

Exercise 3

Answers

2 wasn't designed
3 didn't fly
4 said
5 learnt
6 were made
7 was built
8 was carried
9 were taken
10 are known
11 come
12 's kept

Exercise 4

Answers

2 b **3** g **4** d **5** h **6** c **7** a **8** f

Exercise 5

Answers

2 product(s) **3** writing **4** design **5** builder **6** invention

Exercise 6 (Track 3.37)

Answers

2 problem **3** wrong **4** checked **5** tried **6** goes

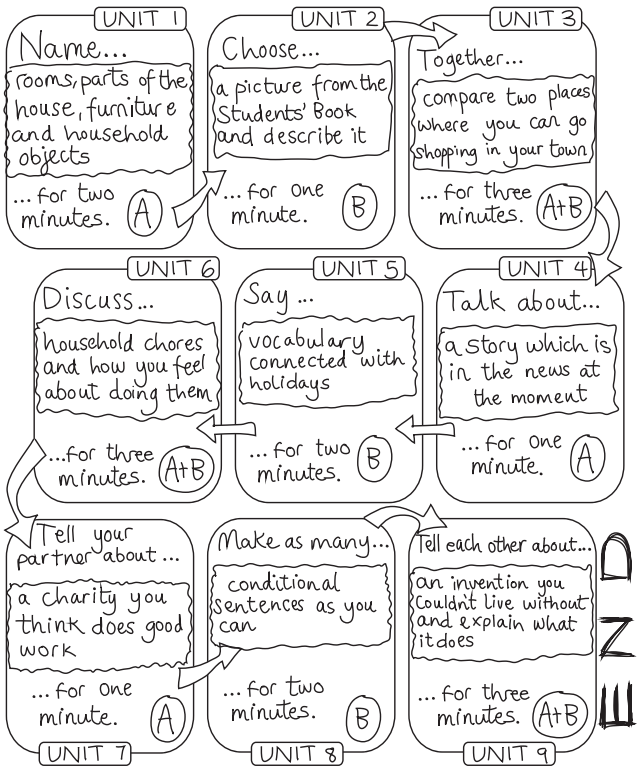
Exercise 7 (Track 3.38)

Answers and Audioscript

1 He's a designer.
2 The machine was built in his garage.
3 Is the tube attached to it?
4 The wheels are broken.
5 It isn't produced in this country.
6 Switch it on with the remote control.

Extra activity

Revise the language, vocabulary and topic of the nine units of the course:
– Divide the class into nine groups and assign each group one unit from the Students' Book. Give them three minutes to look back at their unit and remember the main topics, and the grammar and vocabulary areas covered in it. Do not allow students to write anything down.
– While students are looking at their unit, draw up the nine boxes and the arrows connecting them on the board. Include the unit headers and the 'A', 'B' and 'A+B' indicators in the bottom right of each box. Do not however complete any text at this point.
– Tell the students to close their books and, in random order, ask them to tell the class what was in their unit. After each group has summarised the content of their unit, write up the 'challenge' within the corresponding unit box on the board.
– Once all nine groups have summarised their units, explain that students are going to complete a 'revision challenge'. Divide the class into pairs and tell them to decide who is going to be 'A' and who 'B'.
– Read through the first box with the students and make sure that 'A' students understand what to do and that 'B' students understand that their job is to check that their partner completes the task correctly.
– Pairs work simultaneously for two minutes. Monitor and make a note of any mistakes related to the content of this unit to go over with the class afterwards.
– Repeat the process with each box, timing the stages yourself in order to keep the group together and make sure students do not race to the end.



My Assessment Profile Unit 9
Workbook page 135

ScienceF ile CO_2 Emissions in the United Kingdom

Cultural notes

- CO_2, or carbon dioxide, is a chemical compound which occurs naturally in the atmosphere in small quantities. Large quantities of CO_2 are being produced in the western world as a by-product of industry and the modern lifestyle. This is now believed to be one of the major factors in the process of global warming and climate change. Reversing this process is proving to be extremely difficult.

Exercise1 (Track 3.39)

- Draw attention to the pie chart and the text and ask students what they can see.
- Individually, students decide if the sentences are true or false.
- If you wish, play the recording for students to listen and read.
- When checking answers, ask students to read the section of the text which supports their answers.

Answers

2 False (Plane travel causes 12% of CO_2 emissions; car travel causes 29%.)
3 True
4 False ('There are …59 trees per person in the world.')
5 False ('The average modern car produces 15% less CO_2 than a car that was built 10 years ago.')
6 False ('…we are producing more CO_2, not less.')

Key Words

Be prepared to focus on the Key Words, either by pre-teaching them, eliciting their meaning after students have read the text, or through dictionary or definition writing work.

atmosphere – the combination of gases in the air which covers the Earth

greenhouse gas – a gas in the air which has an effect like a blanket and so increases the temperature of the planet

absorb – to incorporate something inside something else and make it disappear

infrared radiation – a form of radiation where the light waves are longer than the waves of the seven visible light colours which we can see

fossilf uel – sources of energy, like coal and natural gas, which have taken millions of years to form

emission – something that escapes from or is produced by a process but is not the final product

heater – an electric machine which is used to increase the temperature of water

Exercise 2 (Track 3.40)

- Tell students that they are going to listen to a student giving a presentation on CO_2 to his class.
- Play the recording for them to match the notes.
- Check answers as a class.

Answers

1 d **2** a **3** b **4** c

My Science File

Exercise 3

- In pairs, students brainstorm ideas.
- Collate suggestions on the board.
- Alternatively, students research ways to produce less CO_2 on the internet.

Exercise 4

- Either individually, or in pairs or small groups, students prepare a presentation for the class.
- Students take turns to give their presentations and see how many ideas the class has thought of in total.
- Make a note of any mistakes related to the content of this unit to go over with the class afterwards, but make sure these mistakes remain anonymous during the correction stage.

In this unit have you …

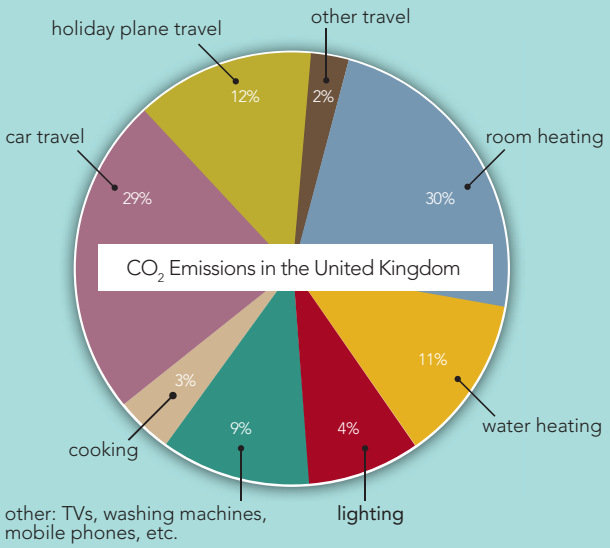
… used Grammar and Vocabulary worksheet?
… used Reading and Listening worksheet?
… used Writing worksheet?
… used Speaking worksheet?
… used Unit test?

With the exception of the Speaking and Writing worksheets, all the Teacher's Resources are at two levels of difficulty:

* For students who need extra help and support
** For students who require an additional challenge

Science File

Did you know that 0.039% of the gas in the Earth's atmosphere is carbon dioxide (CO_2)? CO_2 is a greenhouse gas: it absorbs infrared radiation. Because of this, too much CO_2 in the atmosphere causes global warming.



CO_2 is produced when fossil fuels are burned. The average person in the United Kingdom causes 13,000 kg of carbon dioxide emissions every year (see chart). The world average is 5,800 kg. If our emissions continue, many islands and lowland areas might disappear under the sea, many parts of the world might become desert and the plants and animals that live in the oceans and on ice might die.

CO_2 is absorbed by trees and changed into oxygen. However, the average tree absorbs only 10 kg of CO_2 in a year. We would need 1,300 trees per person to absorb all our CO_2 emissions, but there are only 59 trees per person in the world. Every year 25 million trees are cut down and only 3.4 million trees are planted.

The average modern car produces 15% less CO_2 than a car that was built 10 years ago. Many new water heaters, computers and other machines also produce less CO_2 than older designs. But we use more hot water, drive further and switch on our machines for longer each year, so we are producing more CO_2, not less.

Key Words

atmosphere	greenhouse gas
absorb	infrared radiation
fossil fuel	emission
heater	

Reading

1 3.39 **Read the text and look at the chart. Are the sentences true (T) or false (F)?**

1 British people cause more CO_2 emissions than the world average. *T*
2 Plane travel causes more CO_2 emissions than car travel.
3 Trees change CO_2 into oxygen.
4 There are more people in the world than trees.
5 New designs of car produce more CO_2 than old designs.
6 We produce less CO_2 than we did in the past.

2 3.40 **Liam is giving a presentation to his class. Listen and match his notes (1–4) to (a–d).**

What could I do to produce less CO_2 when I travel?

1 My car's emissions:
2 If I rode my bike to football:
3 If we took three friends to school in our car:
4 If I got up early on Mondays:

a 1.6 kg less CO_2 per week
b 15 kg less CO_2 per week
c 600 g less CO_2 per week
d 200 g of CO_2 per km

My Science File

3 **Find out what you can do to produce less CO_2 in one of these areas.**

- around the house
- communication
- entertainment
- food
- travel

4 **Prepare a presentation for the class, giving your ideas for producing less CO_2. Then give your presentation.**

3 Review

Grammar *be going to*

1 **Make questions and answers.**

1 What / you / do / next weekend?
What are you going to do next weekend?
2 I / play tennis.
3 Karin / tidy the house.
4 Jo and Rory / do judo.
5 They / not / do any housework.
6 Martha / not / study.
7 What / Mum / make for dinner?
8 She / not / cook.
9 We / go out / for dinner!
10 you / have a pizza?

will or *be going to*

2 **Complete the sentences with *will* or *be going to*.**

1 I've decided what to give Mum for her birthday. I'*m going to* buy her some flowers.
2 It .... rain, I think. Look at those clouds.
3 **A** Do you think you .... be famous one day?
4 **B** Yes, because I .... be a very successful pop singer!
5 **A** Where .... you go in the summer holidays?
6 **B** I .... go to Thailand.
7 **A** How .... I know when you get there?
8 **B** I .... send you a text message!
9 **A** The menu looks good. Have you decided what you .... have?
10 **B** Hmm. I think I .... have the chicken pie.

First conditional

3 **Complete the First conditional sentences. Use the correct form of the verbs.**

1 If I'*m* (be) free tonight, I'*ll phone* (phone) you.
2 I .... (give) him the message if I .... (see) him.
3 What .... (happen) if you .... (be) ill on the day of an exam?
4 If it .... (rain), we .... (not sit) outside at the restaurant.
5 You .... (not get) fit if you .... (not do) any exercise.
6 I .... (text) you if you .... (give) me your number.
7 Where .... (you go) if you .... (not get) into your first choice university?
8 I'm sure she .... (help) you if you .... (ask) her.

Second conditional

4 **Make Second conditional questions and answers.**

1 What / you do / if you / see / someone stealing?
What would you do if you saw someone stealing?
2 If I / see someone stealing / I / call the police.
3 I / lend you my bike / if I / have one.
4 If Carrie / work harder / she / pass her exams.
5 If you / come home late, your parents / be angry?
6 I / walk away / if someone / be / rude to me.
7 If it / not raining / I / go for a walk.
8 What / you do / if you / forget / your mum's birthday?
9 If I / forget my mum's birthday / I / be very sad.

Relative pronouns

5 **Complete the sentences. Use *where*, *which* or *who*.**

1 These are the shoes *which* were very expensive.
2 The woman .... is in hospital is our teacher.
3 The sandwich .... I made was delicious.
4 Picasso is the artist .... painted that picture.
5 That's the café .... we go at weekends.
6 The suitcase .... is very heavy is mine!
7 The dog .... barks all the time is very annoying.
8 Liverpool is the city .... we saw a big football match.

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Exercise 1

2 I'm going to play tennis.
3 Karin's going to tidy the house.
4 Jo and Rory are going to do judo.
5 They aren't going to do any housework.
6 Martha isn't going to study.
7 What's Mum going to make for dinner?
8 She isn't going to cook.
9 We're going out for dinner!
10 Are you going to have a pizza?

Exercise 2

2 's going to
3 'll
4 'm going to
5 are you going
6 'm going to
7 will
8 'll
9 're going to
10 'll

Exercise 3

2 'll give, see
3 will happen, 're
4 rains, won't sit
5 won't get, don't do
6 'll text, give
7 will you go, don't get
8 'll help, ask

Exercise 4

2 If I saw someone stealing, I'd call the police.
3 I'd lend you my bike if I had one.
4 If Carrie worked harder, she'd pass her exams.
5 If you came home late, would your parents be angry?
6 I'd walk away if someone was rude to me.
7 If it wasn't raining, I'd go for a walk.
8 What would you do if you forgot your mum's birthday?
9 If I forgot my mum's birthday, I'd be very sad.

Exercise 5

2 who
3 which
4 who
5 where
6 which
7 which
8 where

Present simple passive

6 **Complete the sentences with the Present simple passive form of the verbs.**

1 Every day, millions of text messages *are sent*. (send)
2 The winners .... after the contest. (announce)
3 The windows .... every two months. (clean)
4 In our school, students who misbehave .... detention. (give)
5 Ice cream .... from milk. (make)
6 Every season a new football team captain .... . (choose)
7 A lot of the world's olive oil .... in Spain. (produce)
8 How often .... complaints about customer service .... ? (receive)

Past simple passive

7 **Make sentences in the Past simple passive.**

1 When / pizzas / first / invent?
When were pizzas first invented?
2 Where / the first Olympic Games / hold?
3 What / yo-yos / first / use for?
4 Why / the Globe Theatre / rebuild?
5 The airport / close / because of bad weather.
6 The criminal / send / to prison.
7 I / give / some money for my birthday.
8 you / invite / to their wedding?

Speaking Persuading

1 **Complete the conversation with these words.**

be fun	better than	~~come on~~
don't know	I'll do	sure you

A I don't feel like going to the Tango dancing class tonight.
B Oh, [1] *come on*, Alice! It'll [2] .... !
A I [3] .... . I'm terrible at dancing.
B I'm [4] .... aren't. Anyway, we're all beginners. Please come. It'll be [5] .... staying at home all alone.
A OK. [6] .... it. Just don't laugh at me when I fall over!

Talking about health

2 **Put the conversation in the correct order.**

.... No, I'm fine. I'll just rest here for a bit.
1 Ow!
.... I can see that by the way you're walking … Here, sit down for a bit. How does that feel?
.... What's the matter, Rosie?
.... A bit better, thanks.
.... Perhaps you've sprained it. Shall I call the doctor?
.... I've got a pain in my knee all of a sudden.

Problems with machines

3 **Make the conversation.**

1 **A** I / borrow your digital camera?
Can I borrow your digital camera?
2 **B** Sorry, / it / not / work.
3 **A** What / problem / with it?
4 **B** There / might / something / wrong / battery.
5 **A** you / check / it?
6 **B** Yes, I / have.
7 **A** You / try / take / it out? And putting it back in again?
8 **B** No, I / haven't. I / try / that now.

Exercise 6

2 are announced
3 are cleaned
4 are given
5 is made
6 is chosen
7 is produced
8 are, received

Exercise 1

2 be fun
3 don't know
4 sure you
5 better than
6 I'll do

Exercise 2

1 Ow!
2 What's the matter, Rosie?
3 I've got a pain in my knee all of a sudden.
4 I can see that by the way you're walking … Here, sit down for a bit. How does that feel?
5 A bit better, thanks.
6 Perhaps you've sprained it. Shall I call the doctor?
7 No, I'm fine. I'll just rest here for a bit.

Exercise 7

2 Where were the first Olympic Games held?
3 What were yo-yos first used for?
4 Why was the Globe Theatre rebuilt?
5 The airport was closed because of bad weather.
6 The criminal was sent to prison.
7 I was given some money for my birthday.
8 Were you invited to their wedding?

Exercise 3

1 A *Can I borrow your digital camera?*
2 B Sorry, it doesn't work.
3 A What's the problem with it?
4 B There might be something wrong with the battery.
5 A Have you checked it?
6 B Yes, I have.
7 A Have you tried taking it out? And putting it back in again?
8 B No, I haven't. I'll try that now.

Word list

Unit 7 Make A Difference

Protest and support

banner	/ˈbænə/
charity	/ˈtʃærəti/
collection	/kəˈlekʃən/
demonstration	/ˌdemənˈstreɪʃən/
donation	/dəʊˈneɪʃən/
fundraising event	/ˈfʌndreɪzɪŋ ɪˌvent/
march (n)	/mɑːtʃ/
petition (n)	/pəˈtɪʃən/
placard	/ˈplækɑːd/
sit-in (n)	/ˈsɪt ɪn/
slogan	/ˈsləʊgən/
volunteer (n)	/ˌvɒlənˈtɪə/

Verb + preposition

agree with	/əˈgriː wɪð, wɪθ/
apologise for	/əˈpɒlədʒaɪz fə, fɔː/
argue with	/ˈɑːgjuː wɪð, wɪθ/
believe in	/bɪˈliːv ɪn/
care about	/ˈkeər əˌbaʊt/
decide on	/dɪˈsaɪd ɒn/
disapprove of	/ˌdɪsəˈpruːv əv/
hope for	/ˈhəʊp fə, fɔː/
insist on	/ɪnˈsɪst ɒn/
know about	/ˈnəʊ əˌbaʊt/
protest about	/prəˈtest əˌbaʊt/
worry about	/ˈwʌri əˌbaʊt/

Unit 8 Danger And Risk

Extreme adjectives

awful	/ˈɔːfəl/
boiling	/ˈbɔɪlɪŋ/
brilliant	/ˈbrɪljənt/
exhausted	/ɪgˈzɔːstəd/
freezing	/ˈfriːzɪŋ/
furious	/ˈfjʊəriəs/
huge	/hjuːdʒ/
terrifying	/ˈterəfaɪ-ɪŋ/
thrilled	/θrɪld/
tiny	/ˈtaɪni/

Illness and injury

a burn	/bɜːn/
a cold	/kəʊld/
a cough	/kɒf/
a cut	/kʌt/
a headache	/ˈhedeɪk/
a rash	/ræʃ/
a sore throat	/ˌsɔː ˈθrəʊt/
a sprained ankle	/ˌspreɪnd ˈæŋkəl/
a stomachache	/ˈstʌmək-eɪk/
a temperature	/ˈtemprətʃə/
backache	/ˈbækeɪk/
toothache	/ˈtuːθeɪk/

Unit 9 Inventions

Machine nouns and verbs

Verbs

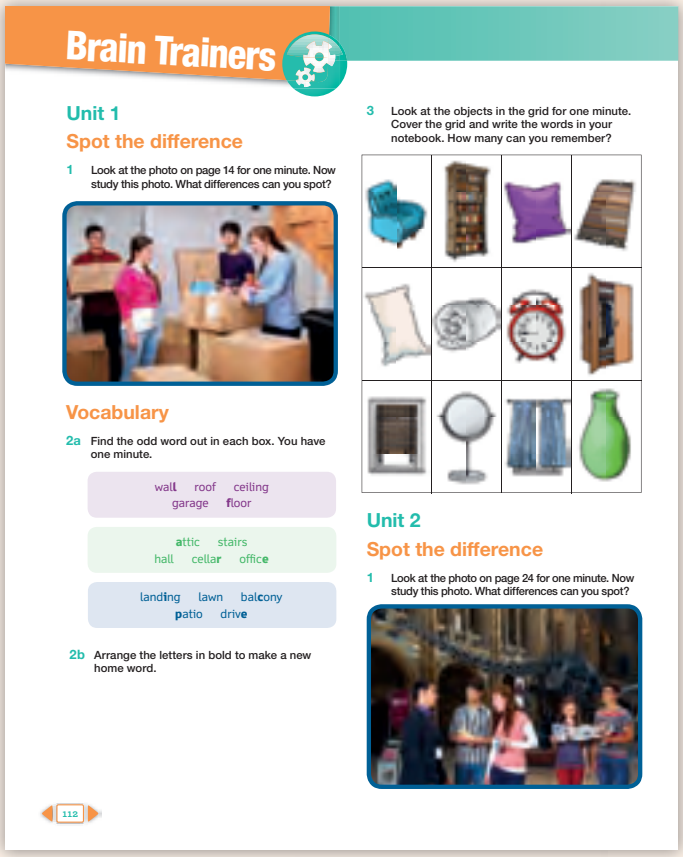
attach	/əˈtætʃ/
build	/bɪld/
communicate	/kəˈmjuːnɪkeɪt/
invent	/ɪnˈvent/
press	/pres/
plug in	/ˌplʌg ˈɪn/
produce	/prəˈdjuːs/
switch off	/ˌswɪtʃ ˈɒf/
switch on	/ˌswɪtʃ ˈɒn/

Nouns

battery	/ˈbætəri/
button	/ˈbʌtn/
cable	/ˈkeɪbəl/
keyboard	/ˈkiːbɔːd/
remote control	/rɪˌməʊt kənˈtrəʊl/
socket	/ˈsɒkət/
tube	/tjuːb/
wheel	/wiːl/

Word building

build	/bɪld/
builder	/ˈbɪldə/
building	/ˈbɪldɪŋ/
design	/dɪˈzaɪn/
designer	/dɪˈzaɪnə/
design	/dɪˈzaɪn/
invent	/ɪnˈvent/
inventor	/ɪnˈventə/
invention	/ɪnˈvenʃən/
paint	/peɪnt/
painter	/ˈpeɪntə/
painting	/ˈpeɪntɪŋ/
produce	/prəˈdjuːs/
producer	/prəˈdjuːsə/
product	/ˈprɒdʌkt/
write	/raɪt/
writer	/ˈraɪtə/
writing	/ˈraɪtɪŋ/



Brain Trainers

Unit 1

Spot the difference

1 Look at the photo on page 14 for one minute. Now study this photo. What differences can you spot?

Vocabulary

2a Find the odd word out in each box. You have one minute.

wall roof ceiling
garage floor

attic stairs
hall cellar office

landing lawn balcony
patio drive

2b Arrange the letters in bold to make a new home word.

3 Look at the objects in the grid for one minute. Cover the grid and write the words in your notebook. How many can you remember?

Unit 2

Spot the difference

1 Look at the photo on page 24 for one minute. Now study this photo. What differences can you spot?

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Unit 1 Spot the difference

Activity 1

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Intrapersonal
- Learner types: Visual

Answers

1 Ella hasn't got a box.
2 Ruby's got a skateboard not a poster.
3 There is an extra large cardboard box next to Ruby.
4 Ash's hand is on the right corner of his box.

Vocabulary

Activity 2

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Logical/Mathematical, Intrapersonal
- Learner types: Visual

Answers

2a garage; stairs; landing
2b fireplace

Activity 3

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Intrapersonal
- Learner types: Visual

Answers

Students' own answers

Definitions of intelligence types and learner types:
See Teacher's Book pages 8 and 9

Unit 2 Spot the difference

Activity 1

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Intrapersonal
- Learner types: Visual

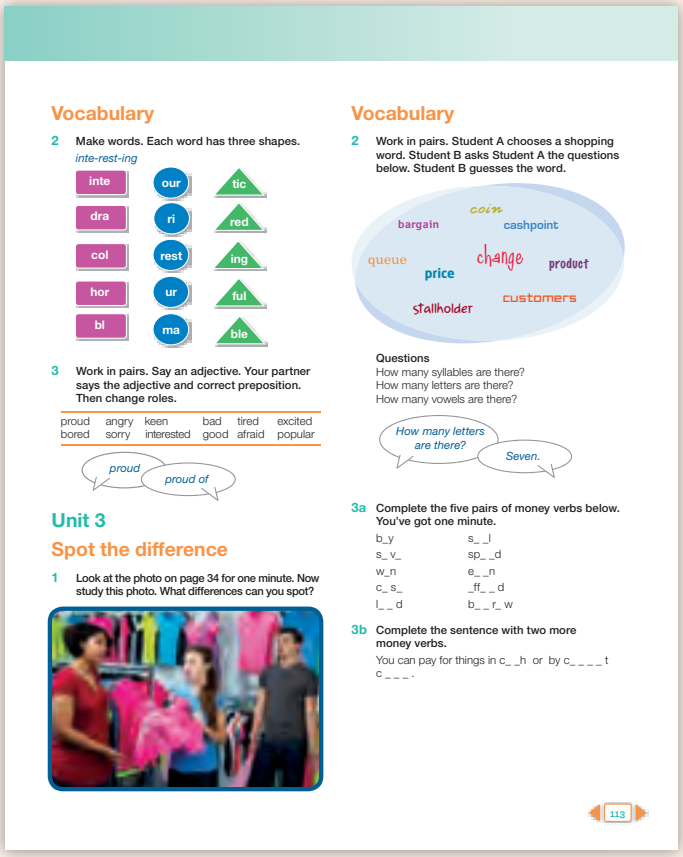
Answers

1 Ash has got a sandwich not a bag of crisps.
2 Ruby has got a drink not a camera.
3 Tom is wearing a different T-shirt.

Vocabulary

Activity 2

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Logical/Mathematical, Intrapersonal
- Learner types: Visual



Vocabulary

2 Make words. Each word has three shapes.
inte-rest-ing

inte · our · tic
dra · ri · red
col · rest · ing
hor · ur · ful
bl · ma · ble

3 Work in pairs. Say an adjective. Your partner says the adjective and correct preposition. Then change roles.

proud	angry	keen	bad	tired	excited
bored	sorry	interested	good	afraid	popular

proud — *proud of*

Unit 3

Spot the difference

1 Look at the photo on page 34 for one minute. Now study this photo. What differences can you spot?

Vocabulary

2 Work in pairs. Student A chooses a shopping word. Student B asks Student A the questions below. Student B guesses the word.

coin · bargain · cashpoint · change · queue · price · product · stallholder · customers

Questions
How many syllables are there?
How many letters are there?
How many vowels are there?

How many letters are there? — *Seven.*

3a Complete the five pairs of money verbs below. You've got one minute.

b_y — s_ _l
s_ v_ — sp_ _d
w_n — e_ _n
c_ s_ — _ff_ _d
l_ _ d — b_ _ r_ w

3b Complete the sentence with two more money verbs.
You can pay for things in c_ _h or by c_ _ _ _ t c _ _ _ .

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Answers

dramatic, colourful, horrible, blurred

Activity 3

- Intelligence types: Verbal/Linguistic, Interpersonal
- Learner types: Auditory

Answers

afraid of, angry with, bad at, bored with, excited about, interested in, good at, keen on, popular with, proud of, sorry for, tired of

Definitions of intelligence types and learner types:
See Teacher's Book pages 8 and 9

Unit 3 Spot the difference

Activity 1

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Intrapersonal
- Learner types: Visual

Answers

1 Ella is wearing a different T-shirt.
2 Ella is holding a pink top not a blue T-shirt.
3 Tom is carrying one bag not four.
4 The assistant's hand is positioned lower.

Vocabulary

Activity 2

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Musical/Rhythmic, Interpersonal
- Learner types: Visual, Auditory

Answers

bargain – two syllables, seven letters, three vowels
cashpoint – two syllables, nine letters, three vowels
change – one syllable, six letters, two vowels
coin – one syllable, four letters, two vowels
customers – three syllables, nine letters, three vowels
price – one syllable, five letters, two vowels
product – two syllables, seven letters, two vowels
queue – one syllable, five letters, four vowels
stallholder – three syllables, eleven letters, three vowels

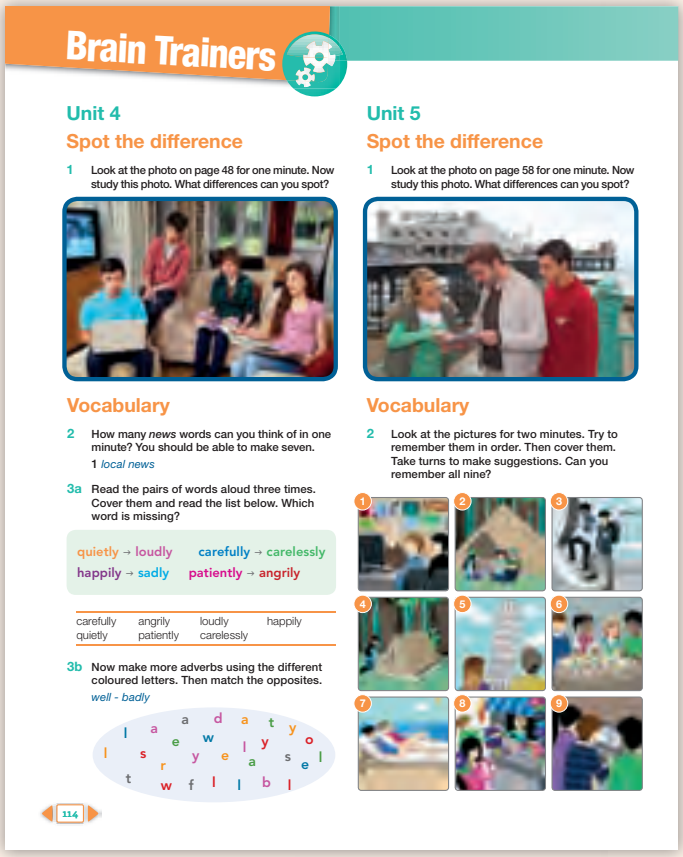
Activity 3

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Intrapersonal
- Learner types: Visual

Answers

3a buy/sell, save/spend, win/earn, cost/afford, lend/borrow
3b cash, credit card

Definitions of intelligence types and learner types:
See Teacher's Book pages 8 and 9



Brain Trainers

Unit 4

Spot the difference

1 Look at the photo on page 48 for one minute. Now study this photo. What differences can you spot?

Vocabulary

2 How many *news* words can you think of in one minute? You should be able to make seven.
1 *local news*

3a Read the pairs of words aloud three times. Cover them and read the list below. Which word is missing?

quietly → loudly carefully → carelessly
happily → sadly patiently → angrily

carefully angrily loudly happily
quietly patiently carelessly

3b Now make more adverbs using the different coloured letters. Then match the opposites.
well - badly

Unit 5

Spot the difference

1 Look at the photo on page 58 for one minute. Now study this photo. What differences can you spot?

Vocabulary

2 Look at the pictures for two minutes. Try to remember them in order. Then cover them. Take turns to make suggestions. Can you remember all nine?

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Unit 4 Spot the difference

Activity 1

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Intrapersonal
- Learner types: Visual

Answers

1 Tom has got a laptop not a newspaper.
2 Ruby has got a magazine not a laptop.
3 Ella has got a newspaper not a magazine.

Vocabulary

Activity 2

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Intrapersonal
- Learner types: Visual

Possible answers

international news, local news, national news, news flash, newspaper, news presenter, news website

Activity 3

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Musical/Rhythmic, Intrapersonal
- Learner types: Visual, Auditory

Answers

3a sadly
3b early – late fast – slowly

Definitions of intelligence types and learner types:
See Teacher's Book pages 8 and 9

Unit 5 Spot the difference

Activity 1

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Intrapersonal
- Learner types: Visual

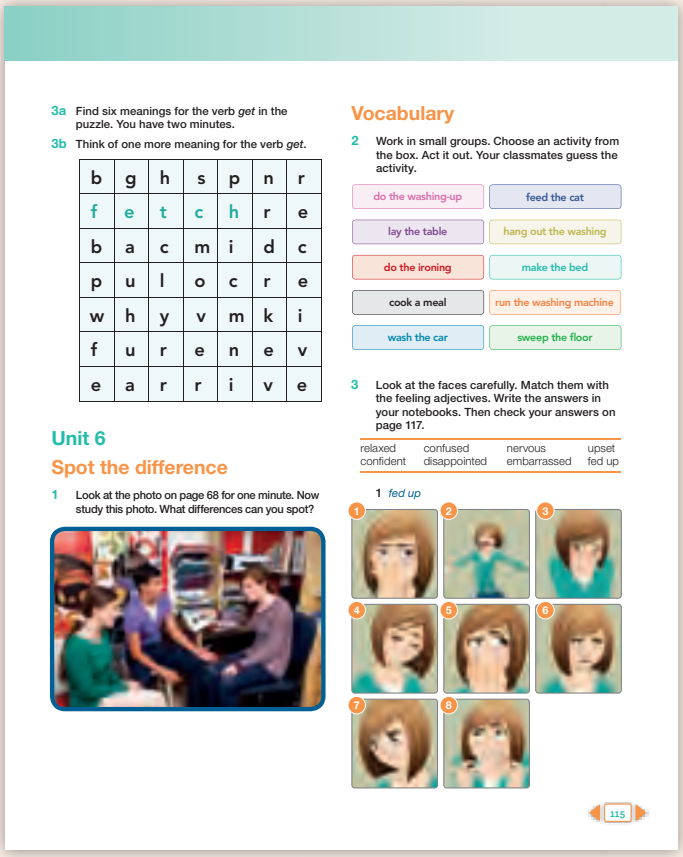
Answers

1 Ash isn't in the photo.
2 Mr Green is wearing a different jacket.
3 Mr Green is holding a book not a map.
4 The girl is pointing with her left hand, not her right.

Vocabulary

Activity 2

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Interpersonal
- Learner types: Visual, Auditory



3a Find six meanings for the verb *get* in the puzzle. You have two minutes.

3b Think of one more meaning for the verb *get*.

b	g	h	s	p	n	r
f	e	t	c	h	r	e
b	a	c	m	i	d	c
p	u	l	o	c	r	e
w	h	y	v	m	k	i
f	u	r	e	n	e	v
e	a	r	r	i	v	e

Unit 6

Spot the difference

1 Look at the photo on page 68 for one minute. Now study this photo. What differences can you spot?

Vocabulary

2 Work in small groups. Choose an activity from the box. Act it out. Your classmates guess the activity.

do the washing-up | feed the cat
lay the table | hang out the washing
do the ironing | make the bed
cook a meal | run the washing machine
wash the car | sweep the floor

3 Look at the faces carefully. Match them with the feeling adjectives. Write the answers in your notebooks. Then check your answers on page 117.

relaxed confused nervous upset
confident disappointed embarrassed fed up

1 *fed up*

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Answers

Students' own answers using:

1 book a holiday
2 go camping
3 go abroad
4 put up a tent
5 see the sights
6 eat out
7 get a tan
8 buy souvenirs
9 write a travel blog

Activity 3

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Logical/Mathematical, Intrapersonal
- Learner types: Visual, Kinaesthetic

Answers

3a arrive become buy *fetch* move receive
3b walk

Definitions of intelligence types and learner types:
See Teacher's Book pages 8 and 9

Unit 6 Spot the difference

Activity 1

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Intrapersonal
- Learner types: Visual

Answers

1 Ella has got a different hairstyle.
2 Ruby is wearing a different coloured top.
3 There are folders to the right of Ruby instead of a computer.

Vocabulary

Activity 2

- Intelligence types: Verbal/Linguistic, Bodily/Kinaesthetic, Interpersonal
- Learner types: Visual, Kinaesthetic/Tactile

Answers

Students' own answers

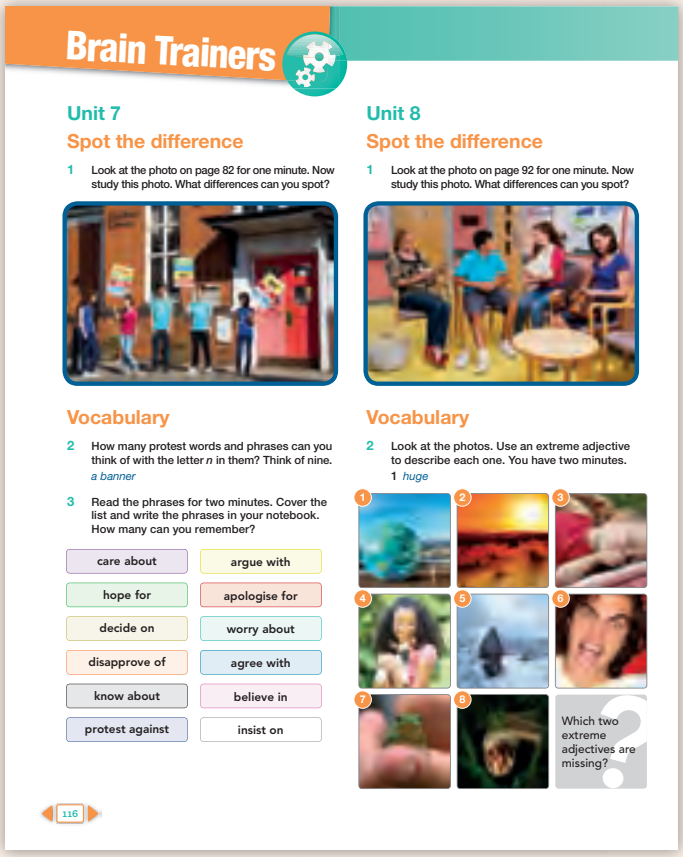
Activity 3

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Intrapersonal
- Learner types: Visual

Answers

2 confident
3 embarrassed
4 relaxed
5 confused
6 upset
7 disappointed
8 nervous

Definitions of intelligence types and learner types:
See Teacher's Book pages 8 and 9



Brain Trainers

Unit 7

Spot the difference

1 Look at the photo on page 82 for one minute. Now study this photo. What differences can you spot?

Vocabulary

2 How many protest words and phrases can you think of with the letter *n* in them? Think of nine.
a banner

3 Read the phrases for two minutes. Cover the list and write the phrases in your notebook. How many can you remember?

care about	argue with
hope for	apologise for
decide on	worry about
disapprove of	agree with
know about	believe in
protest against	insist on

Unit 8

Spot the difference

1 Look at the photo on page 92 for one minute. Now study this photo. What differences can you spot?

Vocabulary

2 Look at the photos. Use an extreme adjective to describe each one. You have two minutes.
1 *huge*

Which two extreme adjectives are missing?

116

Unit 7 Spot the difference

Activity 1

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Intrapersonal
- Learner types: Visual

Answers

1 Ruby is wearing a blue 'Save Our Library!' T-shirt not a green shirt.
2 Ella is wearing a pink top not a green 'Save Our Library!' T-shirt.
3 Ash hasn't got a placard.
4 The boy with the glasses isn't there.

Vocabulary

Activity 2

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Intrapersonal
- Learner types: Visual

Answers

collection, demonstration, donation, fundraising event, petition, sit-in, slogan, volunteer

Activity 3

- Intelligence types: Visual/Spatial,Verbal/Linguistic, Logical/Mathematical, Intrapersonal
- Learner types: Visual

Answers

Students' own answers

Definitions of intelligence types and learner types:
See Teacher's Book pages 8 and 9

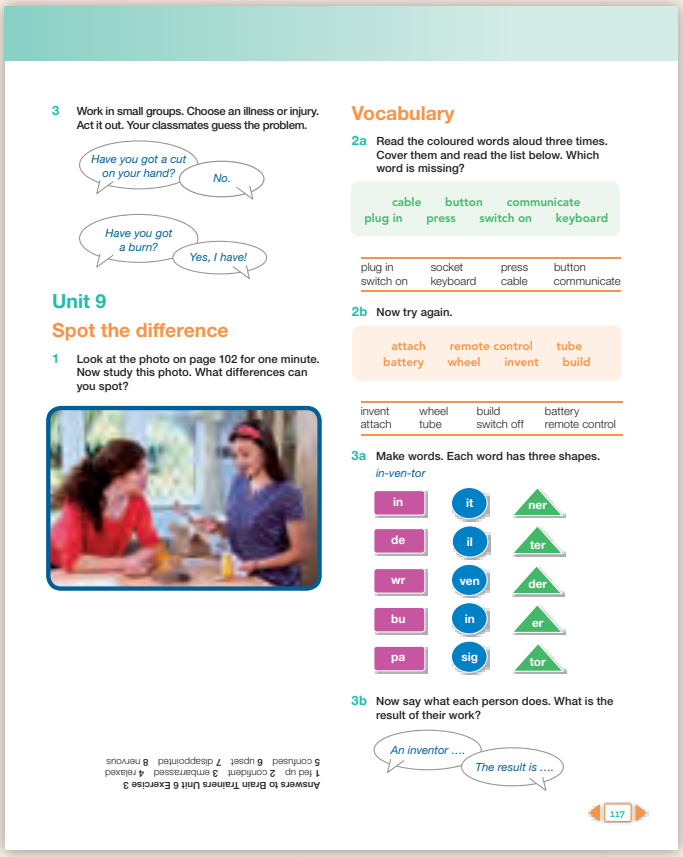
Unit 8 Spot the difference

Activity 1

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Intrapersonal
- Learner types: Visual

Answers

1 The two women are sitting in different chairs.
2 There aren't any magazines on the table.
3 Ruby has her left arm, not her right arm, in a sling.
4 The two women have swapped bags.
5 Now the woman in trousers and a top is reading a magazine.



3 Work in small groups. Choose an illness or injury. Act it out. Your classmates guess the problem.

Have you got a cut on your hand? — *No.*

Have you got a burn? — *Yes, I have!*

Unit 9

Spot the difference

1 Look at the photo on page 102 for one minute. Now study this photo. What differences can you spot?

Answers to Brain Trainers Unit 6 Exercise 3
1 fed up 2 comfort 3 embarrassed 4 relaxed
5 confused 6 upset 7 disappointed 8 nervous

Vocabulary

2a Read the coloured words aloud three times. Cover them and read the list below. Which word is missing?

cable button communicate
plug in press switch on keyboard

plug in socket press button
switch on keyboard cable communicate

2b Now try again.

attach remote control tube
battery wheel invent build

invent wheel build battery
attach tube switch off remote control

3a Make words. Each word has three shapes.

in-ven-tor

in	it	ner
de	il	ter
wr	ven	der
bu	in	er
pa	sig	tor

3b Now say what each person does. What is the result of their work?

An inventor .... — *The result is ....*

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Vocabulary

Activity 2

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Intrapersonal
- Learner types: Visual

Answers

2 boiling **3** exhausted **4** thrilled **5** freezing
6 furious **7** tiny **8** terrifying
missing extreme adjectives – awful, brilliant

Activity 3

- Intelligence types: Verbal/Linguistic, Bodily/Kinaesthetic, Interpersonal
- Learner types: Kinaesthetic/Tactile

Answers

Students' own answers

Definitions of intelligence types and learner types:
See Teacher's Book pages 8 and 9

Unit 9 Spot the difference

Activity 1

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Intrapersonal
- Learner types: Visual

Answers

1 Ruby hasn't got a battery.
2 There is a liquid clock instead of a tin can robot.
3 Ella is reading the instructions not holding the robot.

Vocabulary

Activity 2

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Musical/Rhythmic, Intrapersonal
- Learner types: Visual, Auditory

Answers

2a socket **2b** switch off

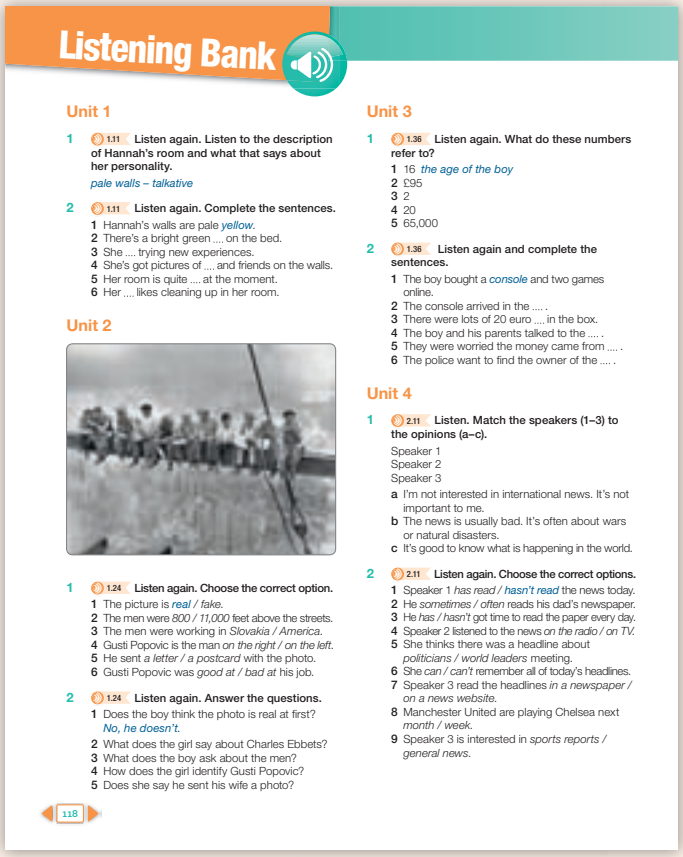
Activity 3

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Logical/Mathematical, Intrapersonal
- Learner types: Visual

Answers

inventor – invention builder – building
designer – design painter – painting
writer – writing

Definitions of intelligence types and learner types:
See Teacher's Book pages 8 and 9



Listening Bank

Unit 1

1 1.11 Listen again. Listen to the description of Hannah's room and what that says about her personality.
pale walls – talkative

2 1.11 Listen again. Complete the sentences.
1 Hannah's walls are pale *yellow*.
2 There's a bright green .... on the bed.
3 She .... trying new experiences.
4 She's got pictures of ... and friends on the walls.
5 Her room is quite .... at the moment.
6 Her .... likes cleaning up in her room.

Unit 2

1 1.24 Listen again. Choose the correct option.
1 The picture is *real / fake*.
2 The men were *800 / 11,000* feet above the streets.
3 The men were working in *Slovakia / America*.
4 Gusti Popovic is the man *on the right / on the left*.
5 He sent *a letter / a postcard* with the photo.
6 Gusti Popovic was *good at / bad at* his job.

2 1.24 Listen again. Answer the questions.
1 Does the boy think the photo is real at first?
No, he doesn't.
2 What does the girl say about Charles Ebbets?
3 What does the boy ask about the men?
4 How does the girl identify Gusti Popovic?
5 Does she say he sent his wife a photo?

Unit 3

1 1.36 Listen again. What do these numbers refer to?
1 16 *the age of the boy*
2 £95
3 2
4 20
5 65,000

2 1.36 Listen again and complete the sentences.
1 The boy bought a *console* and two games online.
2 The console arrived in the .... .
3 There were lots of 20 euro .... in the box.
4 The boy and his parents talked to the .... .
5 They were worried the money came from .... .
6 The police want to find the owner of the .... .

Unit 4

1 2.11 Listen. Match the speakers (1–3) to the opinions (a–c).
Speaker 1
Speaker 2
Speaker 3
a I'm not interested in international news. It's not important to me.
b The news is usually bad. It's often about wars or natural disasters.
c It's good to know what is happening in the world.

2 2.11 Listen again. Choose the correct options.
1 Speaker 1 *has read / hasn't read* the news today.
2 He *sometimes / often* reads his dad's newspaper.
3 He *has / hasn't* got time to read the paper every day.
4 Speaker 2 listened to the news *on the radio / on TV*.
5 She thinks there was a headline about *politicians / world leaders* meeting.
6 She *can / can't* remember all of today's headlines.
7 Speaker 3 read the headlines *in a newspaper / on a news website*.
8 Manchester United are playing Chelsea next *month / week*.
9 Speaker 3 is interested in *sports reports / general news*.

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Unit 1

Exercise 1 (Track 1.11)

Answers

bright colours – new experiences
pictures on the walls, but not of herself – unselfish
tidy – cheerful

Exercise 2 (Track 1.11)

Answers

2 duvet **3** likes **4** singers **5** tidy **6** mum

Unit 2

Exercise 1 (Track 1.24)

Answers

2 800 **3** America **4** on the right **5** a letter **6** good at

Exercise 2 (Track 1.24)

Answers

2 She says 'Charles Ebbets took this photograph in 1932.'
3 He asks 'What they were doing there?' and 'They weren't afraid of heights then?!'
4 She says 'He is the man on the right.'
5 Yes, she does. She says 'He sent his wife a letter with a copy of the photo.'

Unit 3

Exercise 1 (Track 1.36)

Answers

2 the cost of the console and games
3 the number of games the boy bought
4 the notes were 20 euro notes
5 the total money in euros

Exercise 2 (Track 1.36)

Answers

2 post **3** notes **4** police **5** crime **6** money

Unit 4

Exercise 1 (Track 2.11)

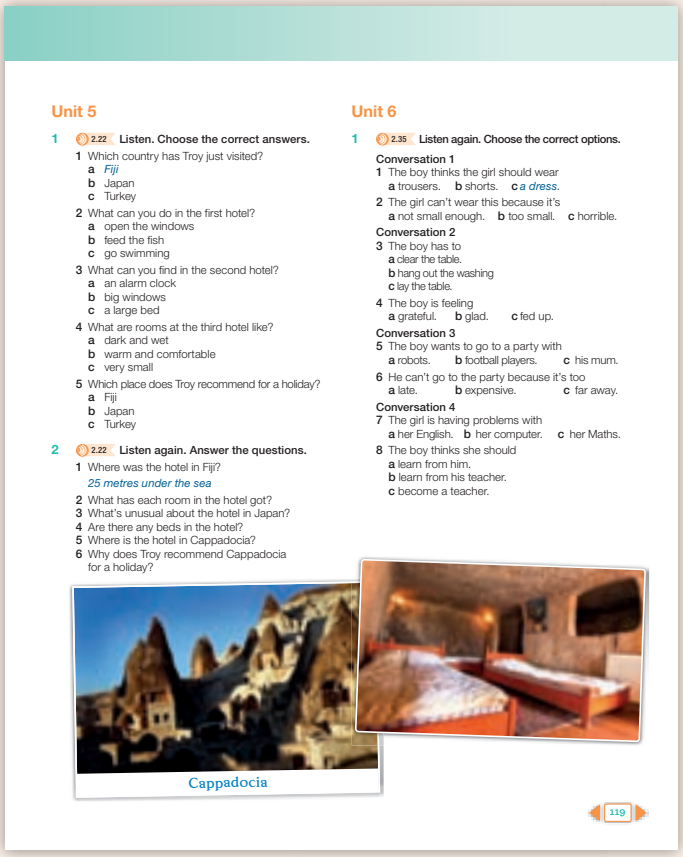
Answers

1 b **2** c **3** a

Exercise 2 (Track 2.11)

Answers

2 sometimes
3 hasn't
4 on the radio
5 world leaders
6 can't
7 on a news website
8 week
9 sports reports



Unit 5

1 2.22 Listen. Choose the correct answers.

1 Which country has Troy just visited?
a *Fiji*
b Japan
c Turkey

2 What can you do in the first hotel?
a open the windows
b feed the fish
c go swimming

3 What can you find in the second hotel?
a an alarm clock
b big windows
c a large bed

4 What are rooms at the third hotel like?
a dark and wet
b warm and comfortable
c very small

5 Which place does Troy recommend for a holiday?
a Fiji
b Japan
c Turkey

2 2.22 Listen again. Answer the questions.

1 Where was the hotel in Fiji?
25 metres under the sea
2 What has each room in the hotel got?
3 What's unusual about the hotel in Japan?
4 Are there any beds in the hotel?
5 Where is the hotel in Cappadocia?
6 Why does Troy recommend Cappadocia for a holiday?

Unit 6

1 2.35 Listen again. Choose the correct options.

Conversation 1
1 The boy thinks the girl should wear
a trousers. b shorts. c *a dress.*
2 The girl can't wear this because it's
a not small enough. b too small. c horrible.
Conversation 2
3 The boy has to
a clear the table.
b hang out the washing
c lay the table.
4 The boy is feeling
a grateful. b glad. c fed up.
Conversation 3
5 The boy wants to go to a party with
a robots. b football players. c his mum.
6 He can't go to the party because it's too
a late. b expensive. c far away.
Conversation 4
7 The girl is having problems with
a her English. b her computer. c her Maths.
8 The boy thinks she should
a learn from him.
b learn from his teacher.
c become a teacher.

Cappadocia

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Unit 5

Exercise 1 (Track 2.22)

Answers

2 b **3** a **4** b **5** c

Exercise 2 (Track 2.22)

Answers

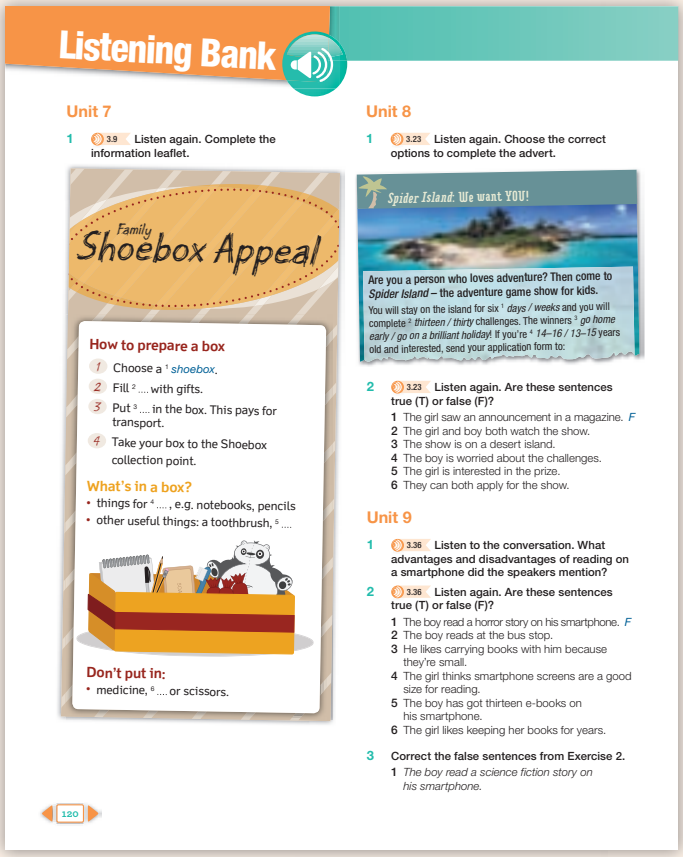
2 Each room has got big windows.
3 The hotel in Japan doesn't have rooms. It has lots of boxes.
4 Yes, there are. There's a little bed in each box.
5 The hotel is in a cave, in Turkey.
6 Because there are hundreds of amazing caves and it's a beautiful place.

Unit 6

Exercise 1 (Track 2.35)

Answers

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



Listening Bank

Unit 7

1 3.9 Listen again. Complete the information leaflet.

Family Shoebox Appeal

How to prepare a box

1 Choose a 1 shoebox.
2 Fill 2 .... with gifts.
3 Put 3 .... in the box. This pays for transport.
4 Take your box to the Shoebox collection point.

What's in a box?

- things for 4 ...., e.g. notebooks, pencils
- other useful things: a toothbrush, 5 ....

Don't put in:

- medicine, 6 .... or scissors.

Unit 8

1 3.23 Listen again. Choose the correct options to complete the advert.

Spider Island: We want YOU!

Are you a person who loves adventure? Then come to *Spider Island* – the adventure game show for kids.

You will stay on the island for six 1 *days / weeks* and you will complete 2 *thirteen / thirty* challenges. The winners 3 *go home early / go on a brilliant holiday*! If you're 4 *14–16 / 13–15* years old and interested, send your application form to:

2 3.23 Listen again. Are these sentences true (T) or false (F)?

1 The girl saw an announcement in a magazine. *F*
2 The girl and boy both watch the show.
3 The show is on a desert island.
4 The boy is worried about the challenges.
5 The girl is interested in the prize.
6 They can both apply for the show.

Unit 9

1 3.36 Listen to the conversation. What advantages and disadvantages of reading on a smartphone did the speakers mention?

2 3.36 Listen again. Are these sentences true (T) or false (F)?

1 The boy read a horror story on his smartphone. *F*
2 The boy reads at the bus stop.
3 He likes carrying books with him because they're small.
4 The girl thinks smartphone screens are a good size for reading.
5 The boy has got thirteen e-books on his smartphone.
6 The girl likes keeping her books for years.

3 Correct the false sentences from Exercise 2.

1 *The boy read a science fiction story on his smartphone.*

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Unit 7

Exercise 1 (Track 3.9)

Answers

2 it/the shoebox
3 £2
4 school
5 shampoo
6 glass

Unit 8

Exercise 1 (Track 3.23)

Answers

1 days
2 thirteen
3 go on a brilliant holiday
4 14–16

Exercise 2 (Track 3.23)

Answers

2 False (The girl watches the show, but the boy doesn't.)
3 True
4 True
5 True
6 False (The boy isn't old enough to apply for the show.)

Unit 9

Exercise 1 (Track 3.36)

Answers

Advantages: you can read anywhere, a smartphone is smaller than a book, a smartphone is easier to carry, you can have lots of e-books on your smartphone, you can buy more e-books and download them in seconds
Disadvantages: the screen on a smartphone is too small, if you lose your smartphone you lose all your books

Exercise 2 (Track 3.36)

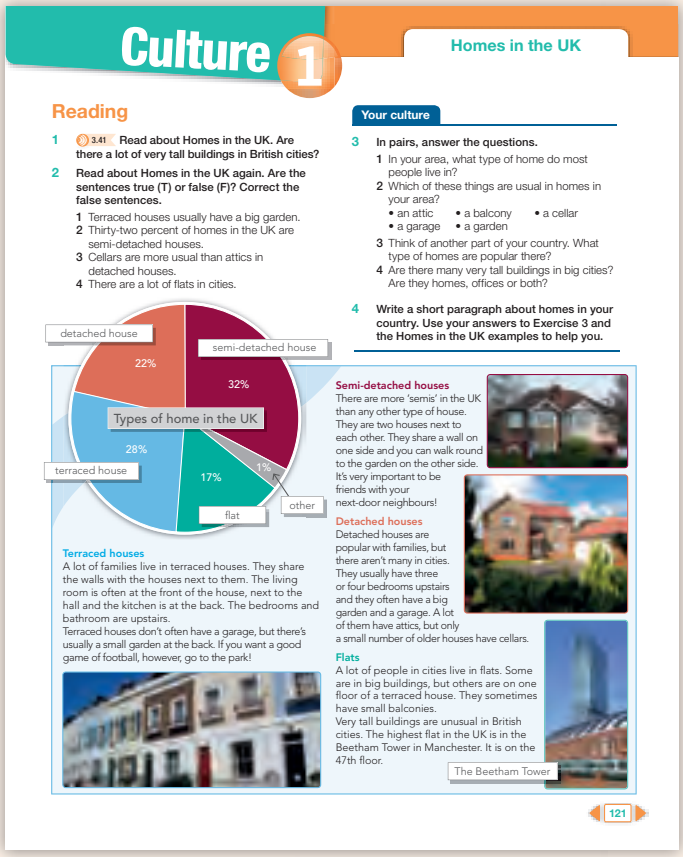
Answers

2 True
3 False
4 False
5 False
6 True

Exercise 3

Answers

3 His smartphone is smaller than a book, so it's easier to carry.
4 She thinks the screen on a smartphone is too small for reading.
5 He's got thirty e-books on his smartphone.


Culture 1
Homes in the UK
Reading
1 3.41 Read about Homes in the UK. Are there a lot of very tall buildings in British cities?
2 Read about Homes in the UK again. Are the sentences true (T) or false (F)? Correct the false sentences.
1 Terraced houses usually have a big garden.
2 Thirty-two percent of homes in the UK are semi-detached houses.
3 Cellars are more usual than attics in detached houses.
4 There are a lot of flats in cities.
Your culture
3 In pairs, answer the questions.
1 In your area, what type of home do most people live in?
2 Which of these things are usual in homes in your area?
• an attic • a balcony • a cellar
• a garage • a garden
3 Think of another part of your country. What type of homes are popular there?
4 Are there many very tall buildings in big cities? Are they homes, offices or both?
4 Write a short paragraph about homes in your country. Use your answers to Exercise 3 and the Homes in the UK examples to help you.
detached house
22%
semi-detached house
32%
Types of home in the UK
28%
terraced house
17%
1%
other
flat
Semi-detached houses
There are more 'semis' in the UK than any other type of house. They are two houses next to each other. They share a wall on one side and you can walk round to the garden on the other side. It's very important to be friends with your next-door neighbours!
Detached houses
Detached houses are popular with families, but there aren't many in cities. They usually have three or four bedrooms upstairs and they often have a big garden and a garage. A lot of them have attics, but only a small number of older houses have cellars.
Terraced houses
A lot of families live in terraced houses. They share the walls with the houses next to them. The living room is often at the front of the house, next to the hall and the kitchen is at the back. The bedrooms and bathroom are upstairs.
Terraced houses don't often have a garage, but there's usually a small garden at the back. If you want a good game of football, however, go to the park!
Flats
A lot of people in cities live in flats. Some are in big buildings, but others are on one floor of a terraced house. They sometimes have small balconies.
Very tall buildings are unusual in British cities. The highest flat in the UK is in the Beetham Tower in Manchester. It is on the 47th floor.
The Beetham Tower
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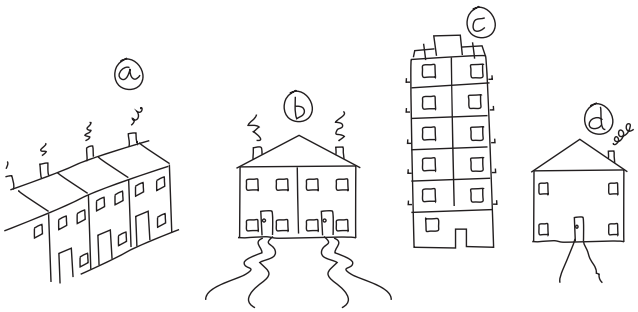
Reading

Extra activity

Books closed. Copy the following four drawings on to the board:



Ask students which type of home is most typical in their country. If some students have visited the UK or Ireland, ask them which types of home they saw there. Finally, ask students if they know the name for the four different types of home in English. Students open their books and skim read the text to find out the names for the four different types of home.
(Answers: *a – terraced houses*, *b – semi-detached houses*, *c – flats*, *d – detached houses*)

Exercise 1 (Track 3.41)

- Draw attention to the photos, the pie chart and the texts and ask students what they can see.
- Students read the text and answer the question.
- If you wish, play the recording for students to listen and read.

Answer

No, there aren't.

Exercise 2

- Students read the text again and decide if the sentences are true or false.
- They then check in pairs before checking answers as a class.
- When checking answers, ask students to correct the false sentences.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary, e.g. *terraced*, *share*, *upstairs*, *(semi-)detached*, *floor*.

Answers

1 False (Terraced houses usually have a small garden.)
2 True
3 False (Attics are more usual than cellars.)
4 True

Your Culture

Exercise 3

- Read through the questions with the class.
- In pairs, students ask and answer the questions.
- Monitor, but do not interrupt fluency.
- Take feedback as a class.

Exercise 4

- Suggest students attach a photo of a typical home in their country to their paragraph.
- After correcting students' paragraphs you could display them on the classroom walls.
- If you have students from a variety of backgrounds, they can find out the similarities and differences between the homes in the different countries.

Culture 2

The Republic of Ireland

Reading

1 3.42 Read about the Republic of Ireland. Which of these things are mentioned?

business technology | dancing tradition | mountains TV | religion

2 Read about the Republic of Ireland again and choose the correct options.

1 *All / Some* of Ireland is in the United Kingdom.
2 Irish is the main language in *some / all* schools in Ireland.
3 In Irish dancing, you have to move your *feet / arms* very fast.
4 Some people say that *not many / many* Irish people talk a lot.

Your culture

3 In pairs, answer the questions.

1 Was your country ever ruled by another country? Which one? Did this change your language or other parts of your culture?
2 What type of dancing is your country famous for? Have you ever tried it?
3 Is there anywhere in your country that has a strange tradition? What is it?

4 Write a short paragraph about your country. Use your answers to Exercise 3 and the Republic of Ireland examples to help you.

THE REPUBLIC OF IRELAND

Continent	Europe
Population	4.6 million
Official languages	English, Irish
Currency	Euro
Capital city	Dublin

North and South
For many centuries Ireland was ruled by the English, but in the early twentieth century, most of the island became an independent country, the Republic of Ireland. Northern Ireland, however, continued to be part of the United Kingdom. The two parts of Ireland have a shared culture, but there are some religious differences. In the north, most people are Protestants; in the south, most people are Catholics.

Language
Only about one percent of the population now speaks Irish as their main language at home. Most people speak English. However, more and more children are going to Irish-speaking schools and there are several Irish TV channels, radio stations and newspapers.

Culture
Ireland has had a strong cultural influence on the English-speaking world. It has produced many great writers, including Oscar Wilde and George Bernard Shaw; actors, including Pierce Brosnan and Colin Farrell; and musicians, including U2. Irish step dancing – fast foot movements while the body and arms don't move – has also become popular around the world.

The Gift of the Gab
At Blarney Castle in the south of Ireland, you can find the Blarney Stone. According to tradition, if you kiss this special stone you will have the 'gift of the gab' – the ability to talk well and persuade people easily. Some people think that the Irish are the most talkative people in the world. Have they all kissed the Blarney Stone?

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Reading

Extra activity

Students close their books before turning to Culture 2. Tell students you are going to give them five clues to help them identify a country. They must listen very carefully and then write down what they think the country is. Read the following sentences slowly and clearly:

1 It's in Europe.
2 It has two official languages.
3 It's got a population of 4.6 million.
4 It's flag is green, white and orange.
5 The capital city is Dublin.

(Answer: *Ireland*)

If you have a world map available, ask students where Ireland and Dublin are. Explain that the northeast corner of the island is Northern Ireland, which is part of the UK, but that the rest of the island has been an independent country since the early twentieth century.

Exercise 1 (Track 3.42)

- Draw attention to the map, the flag, the photos and the text and ask students what they can see.
- Students read the text and find out which things in the box are mentioned.
- If you wish, play the recording for students to listen and read.
- Check answers as a class.

Answers

dancing, religion, tradition, TV

Exercise 2

- Students read the text again and choose the correct options.
- They then check in pairs before checking answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary, e.g. *centuries*, *ruled*, *shared culture*, *produced*, *movements*, *persuade.*

Answers

1 Some **2** some **3** feet **4** many

Your Culture

Exercise 3

- Read through the questions with the class.
- In pairs, students ask and answer the questions.
- Monitor, but do not interrupt fluency.
- Take feedback as a class.

Exercise 4

- Suggest students attach photos of typical things in their country to their paragraph.
- After correcting students' paragraphs you could display them on the classroom walls.
- If you have students from a variety of backgrounds, they can decide which things they find most interesting or unusual about their classmates' countries.

Culture 3

Sports in the UK

Reading

1 3.43 Read about Sports in the UK. Which sport:
1 is the UK's favourite?
2 is popular in summer?
3 is popular with older people?
4 shares its name with a school?

2 Read about Sports in the UK again. Answer the questions.
1 How long are the longest cricket matches?
2 In football, what important things happened in the UK before they happened in other countries?
3 What three differences are there between football and rugby?
4 Why did the king make playing golf illegal?

Your culture

3 In pairs, answer the questions.
1 Are any of the sports on this page popular in your country? Which ones? Are you a fan of these sports?
2 What sports started in your country? Do you like playing or watching them?
3 What are the most important sporting events in your country? Where and when do they happen?

4 Write a short paragraph about sports in your country. Use your answers to Exercise 3 and the Sports in the UK examples to help you.

SPORTS in the UK

Cricket
Cricket began in England about four hundred years ago and today there are cricket matches all over the country on summer weekends. A local match takes all afternoon. Professional games at famous stadiums like Lord's in London can last for five days and there is often no winner at the end. People play cricket in most English-speaking countries and it is very popular in India and Pakistan.

Rugby
This sport began in a famous English school, Rugby School. It is like football, but there are some big differences. The ball is an oval shape and you can carry it as well as kick it. You can also pull players off their feet. Every year there is an important competition, the Six Nations, between the teams of England, Scotland, Wales, Ireland, France and Italy.

Football
The UK was the first country in the world with international football teams, professional players and a national football competition. Today football is the UK's most popular sport and the English Premier League has some of the world's most famous clubs and players. The most important match of the year is the FA Cup Final at London's Wembley Stadium.

Golf
Golf began in Scotland. In the fifteenth century, the sport was illegal – the king was worried that it was taking too much of people's time. Later, the sport became popular around the world. Many older people play golf in the UK today and some of the best professional players are British.

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Reading

Extra activity

Books closed. Write the following word snake on the board:
golfathleticsrugbysnowboardingcricketswimming gymnasticstennisjudoskateboardingbasketballfootball
Ask students to find the words in the snake.
(Answers: *athletics*, *basketball*, *cricket*, *football*, *golf*, *gymnastics*, *judo*, *rugby*, *skateboarding*, *snowboarding*, *swimming*, *tennis*)
Ask students which sports they think are the most popular in the UK. Students open their books and skim-read the text to find out which four sports are mentioned. (Answers: *cricket*, *football*, *rugby*, *golf*)

Exercise 1

- Draw attention to the photos and the text and ask students what they can see.
- Students read the text and identify the sports.
- If you wish, play the recording for students to listen and read.
- Check answers as a class.

Answers

1 football **2** cricket **3** golf **4** rugby

Exercise 2

- Students read the text again and answer the questions.
- They then check in pairs before checking answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary, e.g. *matches*, *stadiums*, *last*, *oval*, *shape*, *carry*, *kick*, *pull*.

Answers

1 They last for five days
2 The UK was the first country to have international football teams, professional players and a national football competition.
3 The ball is a different shape (it's oval), you can carry the ball, and you can pull players off their feet.
4 Because he was worried it was taking too much of people's time.

Your Culture

Exercise 3

- Read through the questions with the class.
- In pairs, students ask and answer the questions.
- Monitor, but do not interrupt fluency.
- Take feedback as a class.

Exercise 4

- Suggest students attach photos of popular sports or sporting events in their country to their paragraph.
- After correcting students' paragraphs you could display them on the classroom walls.
- If you have students from a variety of backgrounds, they can find out the similarities and differences between the sports in the different countries.

Culture 4
Robin Hood
Reading
1 3.44 Read about Robin Hood. Are these descriptions true (T), false (F), or don't know (DK)?
a character in TV shows
a hero
a king
a real thief
the Sheriff of Nottingham
2 Read about Robin Hood again. Answer the questions.
1 Why did Robin Hood go to the Middle East?
2 Why did he and his friends steal money?
3 How long have there been stories about Robin Hood?
4 Why do people visit the Major Oak?
Your culture
3 In pairs, answer the questions.
1 What traditional heroes are there in your culture?
2 What do they do in the stories about them?
3 Are the stories true?
4 Write a short paragraph about traditional heroes in your country. Use your answers to Exercise 3 and the Robin Hood examples to help you.
Robin Hood
The Major Oak
A statue of Robin Hood in Nottingham
Robin Hood is England's most famous hero. What do we know about him?
The stories
Robin was a rich man from the north of England. He was very good at archery and went to the Middle East to fight with King Richard I. When he came home, the Sheriff of Nottingham took his lands, so he lived in Sherwood Forest with a group of friends – Little John, Will Scarlett and others. They stole money from the rich and gave it to the poor.
Are the stories true?
We don't know. There are a lot of old papers about the thieves at the end of the twelfth century, when Richard I was king. But no one has found papers about a Robin Hood in Nottingham.
Robin Hood today
Robin Hood has been the hero of songs and stories for more than six hundred years and there have been more than fifty films and TV shows about him. There is a big Robin Hood celebration in Nottingham every year.
People wear twelfth-century clothes, listen to stories and music and try archery. They also go to the Robin Hood Visitor Centre in Sherwood Forest and see a big old tree called the Major Oak. In some stories, Robin hid from the Sheriff's men inside it.
Russell Crowe as Robin Hood in the 2010 film
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Reading

Extra activity

Students close their books before turning to Culture 4. Write these names on the board:
Sean Connery – Kevin Costner – Russell Crowe
Give students three guesses to find out what connects the actors. If necessary, give students a clue by telling them that all three actors have played the same famous character.
(Answer: *All three actors have played Robin Hood: Sean Connery in 1976, Kevin Costner in 1991 and Russell Crowe in 2010*)
In pairs, students brainstorm everything they know about Robin Hood. Collate information on the board. Students open their books and skim read the text to see if it contains any information they didn't know.

Exercise 1 (Track 3.44)

- Draw attention to the photos and the text and ask students what they can see.
- Students read the text and decide if the descriptions of Robin Hood are true or false. Make sure students understand that they should use 'don't know' (DK) if no information is given in the text.
- If you wish, play the recording for students to listen and read.
- Check answers as a class.

Answers

a character in TV shows – True
a hero – True
a king – False
a real thief – Don't know
the Sheriff of Nottingham – False

Exercise 2

- Students read the text again and answer the questions.
- They then check in pairs before checking answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary, e.g. *hero*, *rich*, *archery*, *poor*, *thieves*, *hid*.

Answers

1 To fight with King Richard I.
2 To give it to the poor.
3 For more than 600 years.
4 Because in some stories Robin hid from the Sheriff's men inside it.

Your Culture

Exercise 3

- Read through the questions with the class.
- In pairs, students ask and answer the questions.
- Monitor, but do not interrupt fluency.
- Take feedback as a class.

Exercise 4

- Suggest students attach pictures of traditional heroes in their country to their paragraph.
- After correcting students' paragraphs you could display them on the classroom walls.
- If you have students from a variety of backgrounds, they can find out about the traditional heroes in their classmates' countries and look for any similarities between them.

Culture 5
Multicultural Britain
Reading
1 3.45 Read about Multicultural Britain. Match the different groups of people (1–4) to these things.
curry | Diwali | Jamaica
newspapers | street festivals | the European Union
2 Read about Multicultural Britain again. Complete the sentences.
1 Four percent of the people in Britain are .... .
2 You can buy Polish .... , newspapers and .... magazines in British shops.
3 1.5 million people go to see the .... every year.
4 People with parents from different ethnic groups are called .... .
Your culture
3 In pairs, answer the questions.
1 What ethnic groups are there in your country?
2 How long have they lived there?
3 Which other countries' food is popular in your country?
4 Does your country celebrate any festivals from other cultures? What are they?
4 Write a short paragraph about different cultures in your country. Use your answers to Exercise 3 and the Multicultural Britain examples to help you.
Multicultural Britain
Many new groups of people have come to Britain since the Romans arrived two thousand years ago. Some important ethnic groups in Britain are:
1 South Asian
A lot of people from India, Pakistan, Bangladesh and Sri Lanka have moved to Britain since 1950. Today, four percent of the people in Britain are South Asian and their culture has become an important part of British life. There are more Indian restaurants in Britain than fish and chip shops and curry is one of Britain's favourite meals. A lot of British schools celebrate South Asian festivals like Diwali and Eid.
2 Polish
A lot of Polish people came to Britain in the 1940s. More came after 2004, when Poland joined the European Union. About 700,000 Polish people now live in Britain. Supermarkets all over the country sell Polish food and there are several Polish-language magazines and newspapers.
3 Afro-Caribbean
Between 1948 and 1962, many thousands of people came to Britain from Jamaica, Barbados and other Caribbean islands. There are now more than 600,000 Afro-Caribbean people in Britain. The Notting Hill Carnival is a celebration of Afro-Caribbean culture in London and Europe's largest street festival. 1.5 million people go to it every August.
4 Mixed race
Ten percent of British children are mixed race – their parents come from different ethnic groups. Soon mixed race people will be the second biggest ethnic group in Britain.
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Reading

Extra activity

Write *Bangladesh*, *Barbados*, *India*, *Jamaica*, *Pakistan*, *Poland* and *Sri Lanka* on the board. Tell students that there are many people who are originally from these countries living in the UK today. Ask students if they know where the countries are. Elicit the names of the continents in English before students work in pairs, deciding which continent each country is in. (Answers: *Asia – Bangladesh, India, Pakistan, Sri Lanka*; *Europe – Poland*; *North America – Barbados, Jamaica*) If you have a world map available, ask students where the different countries are.

Exercise 1 (Track 3.45)

- Draw attention to the photos and the text and ask students what they can see.
- Students read the text and match the groups of people to the things in the box.
- If you wish, play the recording for students to listen and read.
- Check answers as a class.

Answers

curry – South Asian
Diwali – South Asian
Jamaica – Afro-Caribbean
newspapers – Polish
street festivals – Afro-Caribbean
the European Union – Polish

Exercise 2

- Students read the text again and complete the sentences with appropriate words.
- They then check in pairs before checking answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary, e.g. *ethnic groups*, *moved*, *meals*, *joined*, *street festival*, *mixed race*.

Answers

1 South Asian
2 food, Polish-language
3 Notting Hill Carnival
4 mixed race

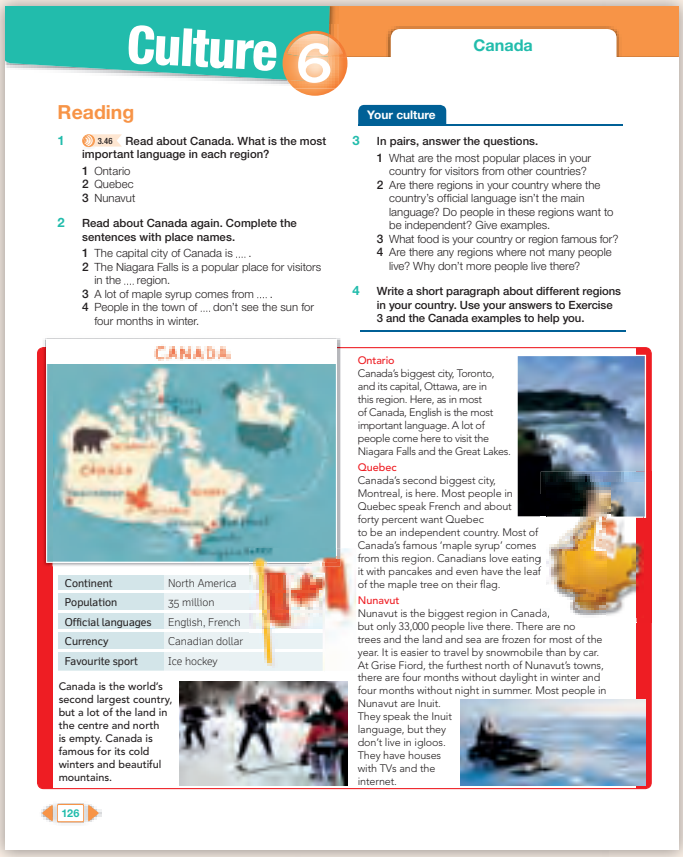
Your Culture

Exercise 3

- Read through the questions with the class.
- In pairs, students ask and answer the questions.
- Monitor, but do not interrupt fluency.
- Take feedback as a class.

Exercise 4

- Suggest students attach photos of food and festivals from other cultures which are popular in their country to their paragraph.
- After correcting students' paragraphs you could display them on the classroom walls.
- If you have students from a variety of backgrounds, they can find out about the ethnic groups, foods and festivals in the different countries.



Culture 6

Canada

Reading

1 3.46 Read about Canada. What is the most important language in each region?
1 Ontario
2 Quebec
3 Nunavut

2 Read about Canada again. Complete the sentences with place names.
1 The capital city of Canada is .... .
2 The Niagara Falls is a popular place for visitors in the ... region.
3 A lot of maple syrup comes from .... .
4 People in the town of .... don't see the sun for four months in winter.

Your culture

3 In pairs, answer the questions.
1 What are the most popular places in your country for visitors from other countries?
2 Are there regions in your country where the country's official language isn't the main language? Do people in these regions want to be independent? Give examples.
3 What food is your country or region famous for?
4 Are there any regions where not many people live? Why don't more people live there?

4 Write a short paragraph about different regions in your country. Use your answers to Exercise 3 and the Canada examples to help you.

CANADA

Continent	North America
Population	35 million
Official languages	English, French
Currency	Canadian dollar
Favourite sport	Ice hockey

Canada is the world's second largest country, but a lot of the land in the centre and north is empty. Canada is famous for its cold winters and beautiful mountains.

Ontario
Canada's biggest city, Toronto, and its capital, Ottawa, are in this region. Here, as in most of Canada, English is the most important language. A lot of people come here to visit the Niagara Falls and the Great Lakes.

Quebec
Canada's second biggest city, Montreal, is here. Most people in Quebec speak French and about forty percent want Quebec to be an independent country. Most of Canada's famous 'maple syrup' comes from this region. Canadians love eating it with pancakes and even have the leaf of the maple tree on their flag.

Nunavut
Nunavut is the biggest region in Canada, but only 33,000 people live there. There are no trees and the land and sea are frozen for most of the year. It is easier to travel by snowmobile than by car. At Grise Fiord, the furthest north of Nunavut's towns, there are four months without daylight in winter and four months without night in summer. Most people in Nunavut are Inuit. They speak the Inuit language, but they don't live in igloos. They have houses with TVs and the internet.

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Reading

Extra activity

Books closed. Write *Canada* on the board. If you have a world map available, ask students where Canada is. If you don't, ask students which continent Canada is in (Answer: *North America*). Draw up the following table on the board:

Continent	
Population	
Official languages	
Currency	
Favourites port	

In pairs, students try to complete the table with information about Canada. They then open their books and look at the table to see how much information they completed correctly.

Exercise 1 (Track 3.46)

- Draw attention to the map, the flag, the photos and the text and ask students what they can see.
- Students read the text and find out what the most important language in each region is.
- If you wish, play the recording for students to listen and read.
- Check answers as a class.

Answers

1 English **2** French **3** Inuit

Exercise 2

- Students read the text again and complete the sentences with the correct place names.
- They then check in pairs before checking answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary, e.g. *capital*, *region*, *maple syrup*, *pancakes*, *leaf*, *frozen*, *snowmobile*, *daylight*, *igloos*.

Answers

1 Ottawa **2** Ontario **3** Quebec **4** Grise Fiord

Your Culture

Exercise 3

- Read through the questions with the class.
- In pairs, students ask and answer the questions.
- Monitor, but do not interrupt fluency.
- Take feedback as a class.

Exercise 4

- Suggest students attach photos of typical things in their country or region to their paragraph.
- After correcting students' paragraphs you could display them on the classroom walls.
- If you have students from a variety of backgrounds, they can find out about the places, languages and food in the different countries or regions.

Students' Book Audioscripts

CD1 Track 11 Unit 1, page 16
Listening Exercises 1 and 2

Boy So, what's your bedroom like, Hannah? You're really talkative, so I'm guessing you've got pale walls …
Hannah Yes, I have! They're pale yellow. There are some orange cushions on the bed and a bright green duvet.
Boy Lots of bright colours, so you like trying new experiences.
Hannah Yes, I do. I hate doing the same thing all the time.
Boy Have you got any pictures on the walls?
Hannah Yeah. Lots of singers …some photos of my friends … There aren't any pictures of me, though. I hate seeing pictures of myself.
Boy That's good. You aren't selfish then.
Hannah And at the moment my room's looking quite tidy.
Boy Really? That means you're a cheerful person.
Hannah No, it doesn't. It means I must buy a lock for my door! My mum loves coming into my room and cleaning, but I can't stand it when she moves all my things.

CD 1 Track 24 Unit 2, page 26
Listening Exercises 1 and 2

Girl Wow! Is that a real photo?
Boy No, it's fake.
Girl No, look – it says Charles Ebbets took this photograph in 1932. It is real.
Boy No way! What were they doing there?
Girl They were building the Rockefeller Center. When Ebbets took the picture, 11 men were having lunch – 800 feet above the streets of New York!
Boy They weren't afraid of heights then?!
Girl No, they weren't. It says one of the men was from Slovakia. His name was Gusti Popovic – he is the man on the right.
Boy He was very brave.
Girl Yes, he sent his wife a letter with a copy of the photo.
Boy Was she angry with him?
Girl I don't think so, because he was good at his job. He wrote: 'Don't worry my dear Mariska, as you see I'm always OK with my friends. Yours, Gusti.'
Boy That's crazy!

CD 1 Track 36 Unit 3, page 36
Listening Exercise 2

And finally in the news tonight, a British teenager had the surprise of his life when he bought a games console on an online auction site. The 16-year-old boy paid £95 online for the console and two games. Some days later, a box arrived in the post. Inside it was the console, but there weren't any games in it. Instead, in the box he found some 20 euro notes …more than 65,000 euros in 20 euro notes!

The boy and his parents were worried that the cash came from crime. They told the police and the police are now looking for the owner of the money. If the police don't find the owner, however, the boy and his family can keep the money. He can buy a lot of new games with 65,000 euros!

CD 2 Track 11 Unit 4, page 50
Listening Bank Exercises 1 and 2

1
Interviewer Hi, have you read the news today?
Boy No, I haven't.
Interviewer But do you read a newspaper?
Boy Well, I sometimes look at my dad's newspaper, but not often.
Interviewer Why not?
Boy I haven't got time …and anyway, the news is always bad. It's about wars or natural disasters …who wants to read about that?

2
Interviewer Excuse me, do you know the news headlines?
Girl Yes, I do. I listened to the news on the radio this morning. It's good to know what's happening in the world.
Interviewer Can you remember what the headlines were?
Girl Something about a meeting of world leaders, something about the environment, I think. Sorry …I've forgotten!

3
Interviewer Hello, have you heard the news today?
Boy 2 Yes, I have. I looked at the BBC news website earlier.
Interviewer What were the headlines?
Boy 2 Manchester United are playing Chelsea next week.
Interviewer What about international news?
Boy 2 I'm not interested in international news. It's not important to me. I only read the sports reports.

CD 2 Track 22 Unit 5, page 60
Listening Exercise 1

Presenter Today on Unusual Hotels, we're talking to journalist Troy Hunter. Troy has just come back from Fiji.
Troy That's right. I stayed in a hotel 25 metres under the sea. Every room has big windows, so you can watch the fish and give them food.
Presenter That *is* unusual – and fun!
Troy Yes, it is. But in Japan, I stayed in a *really* unusual hotel. It doesn't have rooms; it has lots of boxes. In each box there's a little bed, a TV, a radio and an alarm clock. They're very small!
Presenter Is that the most unusual hotel you've ever stayed in?
Troy No …The most unusual hotel is in a cave in Cappadocia, in Turkey.
Presenter A cave? Isn't it dark and wet?
Troy No, it's warm and comfortable.
Presenter Is it a good place for a holiday?
Troy Yes, it is. There are hundreds of amazing caves in Cappadocia and it's a beautiful place.

CD 2 Track 35 Unit 6, page 70
Listening Exercise 1

Conversation 1
Girl What should I wear – trousers or shorts?
Boy I think you should wear your baggy dress.
Girl No, I can't wear that. It's too small for me now.

Conversation 2
Boy Our house robot isn't working at the moment so I have to lay the table *and* do the washing-up. I'm fed up with all this work!
Girl Are your parents glad you're helping?
Boy Yes. They seem quite grateful.

Conversation 3
Boy My favourite football player's going to be at a virtual party tonight and he might have some cool new robots with him.
Girl Will you be there?
Boy I can't. It starts at 11 and Mum says I must go to bed at 10. I'm so disappointed.

Conversation 4
Boy How are your English lessons going?
Girl Fine, but I'm really confused in Maths. I don't understand anything on my computer screen!
Boy Why don't you find a new teacher?
Girl But who?
Boy *My* Maths teacher's really good. You should join my class.

CD 3 Track 9 Unit 7, page 84
Listening Exercise 1

Presenter Today on the show we have Chad Williams. He's going to talk about the charity Link Romania.
Chad Thank you. Well, every year at Christmas, we send shoeboxes with gifts inside to poor families in Romania. This year we're going to send boxes to thousands of people.
Presenter That's great. So if I want to help, what will I need?
Chad First, get a shoebox, then fill it with gifts. School items, like notebooks and pencils. Useful things like a toothbrush or shampoo. Maybe some fun things, too like sweets and small toys.
Presenter What can't I put in the box?
Chad We won't send boxes if there's medicine inside, or anything dangerous like glass or scissors.
Presenter Then it's ready to send?
Chad Almost. If you add £2 in an envelope, that will pay for transport. Finally, take your shoebox to a collection point and you'll make a family very happy this Christmas …

CD 3 Track 23 Unit 8, page 94
Listening Exercise 1

Girl Hey, did you see the announcement on the Spider Island website? They're looking for teenagers to do a new show.
Boy Spider Island. What's that?
Girl It's an adventure gameshow for teenagers and it's on a desert island.
Boy Cool, what do they have to do?
Girl Well, there are two teams and they stay on the island for six days.
Boy But what do they do there?
Girl Well, they have 13 challenges, like swimming across a river or climbing a mountain.
Boy That's hard work. If I had to climb a mountain, I'd be terrified.
Girl But there's a brilliant prize for the winners. They get a holiday in the Caribbean! Come on, we can apply on their website. You have to be 14–16 years old and …
Boy Hang on, I'm still 13 …
Girl Oh, too bad.

CD3 Track 36 Unit 9, page 104
Listening Exercise 2

Boy I read a fantastic science fiction story on my smartphone last week.
Girl Really? Do you like reading on a smartphone?
Boy Yes. I can read anywhere: at the bus stop …when I'm waiting for a friend in town …
Girl But you can do that with a traditional book, too!
Boy True. But my smartphone's smaller than a book, so it's easier to carry.
Girl But the screen on a smartphone is too small for reading. Books are a better size.
Boy Maybe, but I've got about 30 e-books on my smartphone, so if I'm bored with one, I can easily start a different one. I can even buy a new one online and it's downloaded in seconds.
Girl But if your smartphone's lost, all your books are lost, too. Traditional books are better because you can keep them for years.
Boy Well, I think reading on a smartphone's great. You should try it!

Workbook Audioscripts

Track 6 Unit 1, page 14
Listening Exercises 1 and 2

Boy Wow! Look at this room! It's got a balcony and a big wardrobe!
Girl But it hasn't got a bookcase, or a desk for your computer.
Boy That's true! Let's go and look at the other bedroom.
Girl OK! There's a chest of drawers with a mirror on top. I like that!
Boy And it's got a nice bookcase, which is good for me!
Girl Yes, but I prefer the balcony, so I can sit and draw outside. And I've got lots of clothes so I need a wardrobe.
Boy Well, you can have the room with the balcony, if you want. But I'll need a desk in here.
Girl We can ask Mum and Dad to move the mirror for me and get a desk for you.
Boy OK.

Track 10 Unit 2, page 22
Listening Exercises 1 and 2

Interviewer Bridget, your dream is to be a professional photographer. Are these some of your favourite photos?
Bridget Yes! This is my brother on his fourth birthday, when he blew out the candles on the cake.
Interviewer That's a lovely picture!
Bridget And here's a holiday photo. I took this last summer.
Interviewer What kind of bird is that?
Bridget I don't know! We were out walking when I saw it fall out of the sky and catch the rabbit.
Interviewer It's very dramatic! And that one?
Bridget This one? I took that on a winter's day in Sheffield. Everything was cold and grey. And then a man opened a huge umbrella with lots of bright colours.
Interviewer Yes, it's a really colourful shot! And what's your favourite people photo?
Bridget Ah, this one! These two ladies are twins and they're ninety years old!

Track 14 Unit 3, page 30
Listening Exercise 1 and 2

1

Do you need new furniture? Visit Wizzard's Mega store! Winter sales are now on, with big-bargain prices for your home! Open daily from 9.00 a.m. to 8.00 p.m.

2

Calling all music fans! Prender's Music Stores have tickets for the Mike Springston concert on the 20 May. Reserve your tickets today: €35 in advance, €45 on the day. Call us on 0494 362577.

3

Tanner's bicycle shop announce a new prize draw for all their customers. When you buy a product at our store, you get a free ticket, with the chance to win a spectacular racing bike! Open Monday to Friday, from 9.00 a.m. to 6.00 p.m.

4

Looking for somewhere different to dance and have a good time? Then bring your friends to the King Planet disco. Opening on Friday, 15th March. The first 50 customers get free entry. Doors open at 10.00 p.m. Minimum age 18.

Track 19 Unit 4, page 40
Listening Exercises 1 and 2

Interviewer Today we interview Steve Black, lead singer and guitarist with Flagondry. Tell me, Steve: how long have you been a musician?
Steve Since I was at school, really.
Interviewer What made you decide to play in a group?
Steve Well, my parents both played instruments, so it was natural that I did, too.
Interviewer OK. And at school?
Steve At school I was a disaster! I didn't like it very much, and spent a lot of time with friends, listening to music, talking about music and playing music.
Interviewer What about your songs? Do you write your own songs?
Steve I've written some of our songs, but it's usually Jeff who writes the lyrics.
Interviewer So how many albums have you recorded?
Steve Six in ten years.
Interviewer Yes, because you do a lot of concerts as well.
Steve Oh yes! Concerts are much more fun than studio recordings!

Track 23 Unit 5, page 48
Speaking and Listening Exercises 1 and 2

Boy Excuse me! Can you help us?
Woman Sure! What can I do for you?
Boy We're looking for a good place to have lunch.
Woman What kind of food do you want? Fast food, takeaway, Italian, Indian – there are lots of places near here!
Boy Oh, right. Well, nothing too expensive, but not fast food. We've had pizza every day this week, so we don't want that!
Woman OK! There's a good Chinese restaurant with a buffet lunch for six euros per person. I've been there and the food is really good.
Boy Sorry, but what's a buffet lunch?
Woman There aren't any waiters, you get the food yourself and you can eat lots!
Boy That sounds great – we're starving! Is it far?
Woman It's about ten minutes if you're walking.
Boy How can we get there?
Woman Come with me, I'll show you the way …

Track 27 Unit 6, page 56
Listening Exercises 1 and 2

Presenter Hello and welcome to our weekly programme 'What's the Problem?' You tell us your problem, and we give you some advice! Our next caller is Maximilian from Gloucester. What's the problem, Max?
Max Hi! Well, I've got a sister who's five years older than me and she's going away to university next month, so it'll be very lonely at home without her.
Presenter Have you got any other brothers or sisters, Max?
Max No, I haven't. Just Thelma. But she says I can phone her.
Presenter OK, but remember she'll have a lot of classes and homework! I think you'll have to learn to be patient.
Max We can chat on the internet, too!
Presenter Yes, it's great to keep in touch, but I think you should also spend more time with your friends from school!
Max OK, I'll try that as well. Thank you.

Track 32 Unit 7, page 66
Listening Exercises 1 and 2

Girl Let's join the march this weekend.
Boy But we don't know where they're going.
Girl That's OK. I can borrow a route map from a friend.
Boy Yes, but what about the weather? If it rains, we'll get wet.
Girl Come on. It'll be fun. The rain won't hurt you!
Boy I don't know. I had a friend who got really wet on a demonstration and he had to go to hospital!
Girl Yes, well, these things happen. Now, have you got a placard?
Boy I'm not sure. I'll probably have to make a new one.
Girl Well, you can do that in a minute.
Boy But what about my feet? I don't want my feet to hurt for days afterwards!
Girl Didn't I tell you? There'll be volunteers with sandwiches and drinks as well.
Boy No, you didn't!
Girl Well, there will be! But you don't want to join the march.
Boy All right, you win! I'll do it.

Track 36 Unit 8, page 74
Listening Exercises 1 and 2

Mum How do you feel this morning? Did you sleep well?
Tom I'm much better, thanks. Is there any coffee? … Hi, Uncle Nick.
Uncle Nick Hi, Tom. You look terrible! What happened to you?
Mum He was out on his mountain bike yesterday and he had an awful accident. I've seen a video and it was terrifying!
Tom Mum, it wasn't that bad!
Mum Anyway, he was going very fast and fell off the bike. He sprained his knee and there are cuts all over his legs.
Uncle Nick How did it feel?
Tom Not too good! Have you never fallen off a bike?
Uncle Nick Not when I was going fast! How did it happen, anyway?
Tom The bike hit a stone and I fell off.
Uncle Nick So you took him to the doctor's?
Mum Yes. We had to wait for an hour to see her, but we were thrilled when she told us there were no broken bones.
Uncle Nick I'm not surprised!

Track 40 Unit 9, page 82
Listening Exercises 1 and 2

Ally What's the problem?
Ben We can't get the video to work properly.
Ally Is it the pictures or the sound?
Ben It's both, actually.
Ally OK. Have you checked all the cables?
Ben This one's OK. It's the power cable and it's plugged into the socket.
Ally Have you looked at the audio cable?
Ben Is that this one?
Ally Yes, but you've got it in the wrong socket!
Ben OK, so we change that round. And that one there?
Ally Yes, that's all right – that's the video cable. Just a minute! Where's the video you want to watch?
Ben It's on the hard disk drive.
Ally Ah, so there might be something wrong with the input source on the TV.
Ben I'm not sure!
Ally OK! Can you lend me the remote control?
Ben Sure. Here you are.
Ally That's it! There's the film on the TV screen!
Ben Thanks! That's great!

Workbook Answer Key

Starter Unit

Grammar and Vocabulary *to be*

Exercise 1
2 are,' m
3 are, is, is
4 Are, 's

have got

Exercise 2
2 e,h as
3 c,h ave
4 a,h asn't
5 b,h ave

be and *have got*

Exercise 3
2 haveg ot
3 haven'tg ot
4 is
5 hasg ot
6 are
7 haven'tg ot
8 isn't

Possessive *'s*

Exercise 4
2 Mum's
3 Dad's
4 dogs'
5 family's
6 Watsons'
7 cat's

is, has and possessive *'s*

Exercise 5
2 is
3 has
4 possessive
5 is
6 is
7 is

Subject and object pronouns

Exercise 6
2 She, her
3 He,w e
4 them,T hey
5 He,u s

Possessive adjectives

Exercise 7
2 His
3 my
4 Its
5 Her

Common verbs

Exercise 8
2 jump
3 swim
4 fly
5 sail
6 run
7 play
8 eat

Prepositions

Exercise 9
2 nextt o
3 over
4 in front of
5 behind
6 under

Indefinite pronouns

Exercise 10
1 anything, no one
2 Everyone,s omeone
3 everything,s omething

Everyday objects

Exercise 11
2 poster
3 laptop
4 notebook
5 camera
6 wallet
7 magazine
8 jumper
9 jeans

School subjects

Exercise 12
2 e 3 h 4 a 5 g 6 d 7 b 8 c

Present simple: affirmative and negative

Exercise 13
2 We have lunch at two o'clock.
3 Tina plays volleyball on Saturdays.
4 Tony never arrives on time.
5 Grandad watches TV all day.

Present simple: questions and short answers

Exercise 14
2 Does,d oesn't
3 like,d o
4 drive,d on't
5 study,d oes

Adverbs of frequency

Exercise 15
2 Jo and Ian don't usually play tennis on Fridays.
3 You hardly ever write to me anymore.
4 Susan always orders chicken at the restaurant.
5 We don't often have time to watch TV.
6 Ana and her friends sometimes go horse-riding.

Numbers and dates

Exercise 16
2 March the first
3 July the fifth
4 three hundred and sixty-five
5 one thousand, four hundred and forty
6 ah undred
7 November the twenty-second

was/were

Exercise 17
2 was
3 Were
4 was
5 wasn't
6 was
7 Were
8 weren't

Opinion adjectives

Exercise 18
1 rubbish
2 scary
3 boring
4 brilliant
5 funny
6 romantic
7 exciting
8 annoying
9 expensive
10 tasty

Speaking and Listening

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

Exercise 2
2 Whats ubjects
3 so her classes
4 To the library
5 Veryf unny!
6 What'sh appening

Exercise 3
2 two
3 can't
4 today
5 didn'tk now

Unit 1 Home Sweet Home

Vocabulary Rooms and parts of the house

Exercise 1
inside: attic, cellar, floor, landing
outside: balcony, drive, lawn, patio

Exercise 2
2 lawn
3 attic
4 landing
5 patio
6 balcony
7 floor
8 cellar

Exercise 3
2 ceilings
3 fireplace
4 hall
5 stairs
6 office
7 wall
8 garage

Exercise 4
2 stairs
3 landing
4 office
5 fireplace
6 wall
7 attic
8 roof

Reading

Exercise 1
c

Exercise 2
2 parking
3 garden
4 stadium
5 bus
6 car

Exercise 3
2 benstarkey
3 jenwatts,s tellabailey
4 stellabailey
5 benstarkey

Grammar Present simple and continuous

Exercise 1
2 isw orking
3 puts
4 covers
5 starts
6 isp ainting

Exercise 2
2 He doesn't usually help with the housework.
3 What do you normally do at the weekend?
4 Elena's listening to music on her MP3 player.
5 She isn't reading a magazine on the bus.
6 What are you doing now?

Exercise 3
2 She lives in a village, but now she's visiting the city.
3 He sells fish, but now he's talking on the phone.
4 He repairs cars, but now he's having a break.
5 She drives a taxi, and now she's taking a passenger to the station.
6 She goes to school, and now she's studying Maths.

Exercise 4
2 you don't normally cook
3 are you cooking
4 girlfriend'sc oming
5 We only have
6 Do you mean
7 it doesn't always have to
8 meat'sb urning

Exercise 5
2 What are you doing right now?
3 What's your sister doing this year?
4 Who is Tom talking to at the moment?
5 What are you waiting for?
6 How often/When does your Dad cut the lawn?
7 What do you do in the spring?
8 Have you got a fireplace in the living room?
9 Where does Kevin usually celebrate his birthday?

Vocabulary Furniture and household objects

Exercise 1
2 blind
3 chest of drawers
4 mirror
5 armchair
6 cushions
7 rug

Exercise 2
2 wardrobe
3 armchair,c ushions
4 blind
5 chest of drawers, mirror

Exercise 3
2 alarmc lock
3 duvet
4 vase
5 pillow
6 bookcase

Exercise 4
2 bookcase
3 armchair
4 mirror
5 curtains
6 cushions
7 duvet
8 pillows

Chatroom Describing a place

Speaking and Listening

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

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

Exercise 3
2 the house like
3 veryb ig
4 quite far
5 a bit small
6 thatl ike
7 reallyw onderful
8 a bit strange

Exercise 4
2 doesn'tl ive
3 location
4 good
5 near
6 a bit uncomfortable

Exercise 5
Students' own answers

Grammar Verb + *-ing*

Exercise 1
2 being
3 going
4 getting
5 renting
6 watching
7 listening

Exercise 2
2 She prefers sleeping with the light on.
3 Grandma enjoys watching TV all day.
4 My brother hates helping with the housework.
5 We love going out for a meal.

Exercise 3
2 I love sitting outside in the sun!
3 I can't stand driving with so many cars in the streets!
4 I like riding my bicycle!
5 I don't mind trying new foods!
6 I prefer speaking English!

Exercise 4
2 Justin enjoys/likes taking the dog for a walk.
3 Justin doesn't mind washing the car.
4 Justin hates/can't stand doing housework.
5 Leonor loves getting up late at the weekend.
6 Leonor enjoys/likes sending texts on her mobile phone.
7 Leonor doesn't mind helping her sister with her homework.
8 Leonor hates/can't stand cleaning the bath.

Reading

Exercise 1
1 C 2 A 3 B

Exercise 2
2 live
3 Six
4 easy
5 spend
6 doesn't

Listening

Exercise 1
a

Exercise 2
2 likes
3 bookcase
4 mirror
5 desk

Writing A description of a room

Exercise 1
2 We enjoy sitting on the balcony. We also like sitting on the patio.
3 She loves hiding behind the armchairs, but she's afraid of going down to the cellar.
4 That's his favourite pillow. However, he doesn't like using a duvet.
5 We like having pillow fights. We like playing with cushions, too.
6 I love lying on my grandmother's floor to read and Sheena loves looking at the photos on her walls.

Exercise 2
a rug ~~next to the bed~~ **in front of the bed**
I just close the ~~blinds~~ **curtains**.
On the wall to the ~~left~~ **right** of the window, there's a board
the drawers on the ~~right~~ **left** of the desk.

Exercise 3
Introduction: quite big, bright
Furniture and location: posters on the wall, papers in the drawers
Activities: lie on the bed, play video games

Exercise 4
Students' own answers

Exercise 5
Students' own answers

Unit 2 What's The Story

Vocabulary Adjectives to describe pictures

Exercise 1
one syllable: blurred, dull, fake
twos yllables: lovely, silly
threes yllables: amusing, colourful, dramatic, horrible, interesting, old-fashioned

Exercise 2
2 c 3 d 4 e 5 a 6 b

Exercise 3
2 dull
3 dramatic
4 blurred
5 silly
6 fake

Exercise 4
2 colourful
3 old-fashioned
4 amusing
5 blurred
6 dramatic
7 fake

Reading

Exercise 1
1 C 2 A 3 B

Exercise 2
2 dancing
3 came
4 garage
5 fell
6 listening

Exercise 3
2 F 3 F 4 T 5 F 6 T

Grammar Past simple

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

Exercise 2
2 didn'tw ant
3 sailed
4 didn'ts peak
5 found
6 studied
7 met

Exercise 3
2 She didn't wash her Dad's car.
3 She didn't make the birthday cake.
4 She bought a new top.
5 She replied to emails.
6 She didn't check her exam marks.
7 She cleaned the fireplace.

Past continuous

Exercise 4
2 I was dancing at the disco with some friends.
3 We were reading the newspapers all morning.
4 We weren't walking in a park on Sunday.
5 We were watching an old-fashioned film on TV.
6 They were acting silly.

Exercise 5
2 A dog was running in the park
3 A man was parking his car
4 A young couple were doing their shopping
5 Some friends were taking photos
6 A neighbour was washing his car
7 A cat was drinking milk

Vocabulary Adjective + preposition

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

Exercise 2
2 afraido f
3 exciteda bout
4 popularw ith
5 gooda t
6 interestedi n

Exercise 3
2 angry
3 keen
4 excited
5 interested
6 sorry

Exercise 4
2 with
3 about
4 of
5 for
6 of

Permission

Speaking and Listening

Exercise 1
2 Can I borrow your bicycle?
3 Is it OK if we take the dog?

Exercise 2
a Can I borrow your bicycle?
b Is it OK if we take the dog?

Exercise 3
2 you can
3 ofc ourse
4 Is it OK
5 Do you mind if
6 I'ma fraid

Exercise 4
2 shouldn't
3 in special areas
4 isn't
5 aren't

Exercise 5
Students' own answers

Grammar Past simple vs Past continuous

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

Exercise 2
1 were running, fell
2 landed, was eating
3 was watching, arrived
4 got, was waiting
5 were singing, took off

Exercise 3
3 What happened while the thieves were stealing the painting?
4 What were the thieves doing when the police arrived?
5 What were your parents doing when the storm started?
6 What happened while your parents were driving home?
7 What was Tania doing when her parents moved house?
8 What happened while Tania was living abroad?
9 What were you doing when the battery died?
10 What happened while you were filming the concert?

Exercise 4
2 What was your team doing when the rain started?
3 What were you doing when the camera battery died?
4 What was Ana doing when the phone rang?
5 What were your parents doing when the postman arrived?
6 What were the students doing when the teacher entered the room?

Reading

Exercise 1
b

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

Listening

Exercise 1
c

Exercise 2
2 b **3** c **4** b **5** b

Writing A description of a picture

Exercise 1
2 They had the meal in the garden.
3 The food is on the table in the foreground.
4 The people in the photo are laughing.
5 Her uncle is on the right of the photo.

Exercise 2
Introduction: visit my uncle, new house, two years ago
Who/What's in the photo and where: a special meal, meal outside, in the background, on the right, on the left, in the foreground, in the middle
Reasons for choosing: time together, good memories

Exercise 3
Students' own answers

Exercise 4
Students' own answers

Unit 3 It's A Bargain!

Vocabulary Shopping nouns

Exercise 1
2 e **3** d **4** f **5** b **6** a

Exercise 2
2 shoppingb asket
3 highs treet
4 cashpoint
5 markets tall
6 shop assistant

Exercise 3
2 products
3 change
4 bargain
5 customer
6 queue

Exercise 4
2 queue
3 notes
4 markets tall
5 stallholder
6 price
7 coin
8 change

Reading

Exercise 1
1 Matt
2 Sandra
3 Trish

Exercise 2
2 service
3 fresh
4 closed
5 cheaper

Exercise 3
2 Matt
3 Trish
4 Matt
5 Sandra
6 Trish

Grammar Comparatives and superlatives

Exercise 1
2 The mountains are nearer our town than the beach.
3 Benson's is the cheapest shop in town.
4 This market stall has the best products.
5 The internet is the most popular market in the world. / The most popular market in the world is the internet.
6 The supermarket has better bargains than our local shops.

Exercise 2
2 better
3 best
4 mostex pensive
5 mostp opular
6 easier
7 morei nteresting

Exercise 3
2 Ekomart has better service than Todds.
3 Breezer has worse service than Todds.
4 Ekomart has friendlier assistants than Todds.
5 Ekomart is more expensive than Breezer.
7 Ekomart has the best service.
8 Breezer has the worst service.
9 Breezer has the friendliest assistants.

too and *enough*

Exercise 4
2 enough
3 too
4 enough
5 too
6 enough

Exercise 5
2 I'm too busy at home.
3 I haven't got enough time.
4 Your flat is too far from my house.
5 The bus doesn't stop near enough.
6 I haven't got enough money to buy a present.
7 My party dress isn't new enough.
8 I'm too tired.

Vocabulary Money verbs

Exercise 1
2 d **3** f **4** a **5** c **6** b

Exercise 2
2 Win
3 Save
4 pay in cash
5 lend
6 afford

Exercise 3
2 lent
3 bought
4 sold
5 paid in cash
6 spent

Exercise 4
2 afford
3 saved
4 earned
5 borrowed
6 paidb yc reditc ard

Chatroom Asking for help

Speaking and Listening

Exercise 1
2 e **3** b **4** f **5** a **6** d

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

Exercise 3
2 Could
3 problem
4 mind
5 Sorry
6 give

Exercise 4
2 help
3 assistant
4 take
5 possible
6 decides

Grammar *many, much, a lot of*

Exercise 1
2 C **3** A **4** **F** **5** D **6** B

Exercise 2
2 a lot of
3 many
4 much
5 much
6 a lot of

Exercise 3
2 Our parents think my sister spends too much time on the phone.
3 My mother says I spend too much money on shoes.
4 I think my friends spend too much time on the internet.
5 My brother says I have too many hobbies.
6 There's too much salt in the soup!

Exercise 4
2 many
3 much
4 How many
5 toom any
6 toom uch

Reading

Exercise 1
1 B **2** C **3** A

Exercise 2
2 F **3** T **4** T **5** F **6** F

Listening

Exercise 1
a 3 **b** 4 **c** 1 **d** 2

Exercise 2
2 20thM ay
3 9a .m.
4 fifty

Writing A customer review

Exercise 1
A 3 **B** 4 **C** 2 **D** 1

Exercise 2
1 **opening times:** six days a week
2 **food and drink:** fresh, good selection, tasty; **prices:** reasonable; **service:** attentive, friendly
3 **atmosphere:** too dark, noisy
4 **recommendation:** good place for a quick lunch, not for a romantic dinner

Exercise 3
Students' own answers

Exercise 4
Students' own answers

Check Your Progress 1

Grammar

Exercise 1
1 'm checking
2 wants
3 does he live
4 don'tm ind
5 are you doing
6 I'mw aiting

Exercise 2
1 happened
2 werel ooking
3 saw
4 brought
5 wast rying
6 took
7 felt

Exercise 3
1 b **2** b **3** c **4** a **5** b **6** c **7** a

Vocabulary

Exercise 4
1 c **2** b **3** b **4** a **5** c **6** b **7** c **8** a **9** b **10** c

Speaking

Exercise 5
1 give me a hand
2 like
3 ab it
4 Would you mind
5 Canyo u
6 Is it OK?
7 I'm afraid it isn't
8 Can
9 mindi f
10 Id on't

Translation

Exercise 6
Students' own answers

Dictation

Exercise 7
1 My brother doesn't mind tidying his room.
2 How much did you spend on the trip to Paris?
3 We were driving home when the rain started.
4 My sister's got a bigger bookcase than I have.
5 Are you old enough to use a credit card?

Unit 4 In The News

Vocabulary News and media

Exercise 1
1 local news
2 national news
3 internationaln ews
4 news flash
5 newspaper
6 newsp resenter
7 news website

Exercise 2
2 blog
3 journalist
4 report
5 headline
6 podcast
7 current affairs programme

Exercise 3
2 g **3** f **4** c **5** b **6** h **7** d **8** a

Exercise 4
2 presenter
3 interviews
4 journalist
5 headlines
6 report
7 website
8 blogs

Reading

Exercise 1
1 b **2** c **3** a

Exercise 2
b 3 **c** 1 **d** 6 **e** 4 **f** 2

Exercise 3
2 F **3** F **4** T **5** F

Grammar Present perfect

Exercise 1
2 e **3** d **4** c **5** b **6** a

Exercise 2
2 recorded
3 opened
4 appeared
5 presented
6 discovered
7 interviewed
8 arrived

Exercise 3
2 Has your brother ever done, hasn't
3 Have your parents ever travelled, haven't
4 Has your family ever visited, have
5 Have you ever bought, have
6 Has your friend ever lost, has

Exercise 4
2 Have you ever written to someone in English?
3 Paul has always been interested in manga comics.
4 We have often gone camping at the weekend.
5 Have you ever tried to draw a person's face?
6 Have your parents ever gone on holiday without you?
7 Has your family ever been on TV?
8 Has your football team ever won a national competition?

Exercise 5
2 Have you ever interviewed
3 'vei nterviewed
4 have you done
5 Have you thought
6 'vep repared

Vocabulary Adverbs of manner

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

Exercise 2
2 carelessly
3 sadly
4 slowly
5 late
6 quietly

Exercise 3
2 loudly
3 carefully
4 fast
5 patiently
6 happily

Exercise 4
2 loudly
3 hard
4 carefully
5 happily
6 slowly

Chatroom Doubt and disbelief

Speaking and Listening

Exercise 1
2 That'si mpossible!
3 I don't believe it!
4 No,r eally?
5 That's strange!
6 That'sr idiculous!

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

Exercise 3
2 strangel ights
3 that's not all
4 I don't believe it
5 the best part
6 Are you sure

Exercise 4
2 T 3 T 4 F 5 T

Exercise 5
Students' own answers

Grammar Present perfect vs Past simple

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

Exercise 2
2 hasd isappeared
3 rescued
4 hash ad
5 hasw on
6 attended
7 havel ost
8 had

Exercise 3
2 haven'tr ead
3 'veh eard
4 had
5 hit
6 went
7 killed
8 fell
9 struck
10 has ever told

Exercise 4
2 started
3 received
4 hast aken
5 hasw ritten
6 recommended
7 sent
8 said/hass aid

Reading

Exercise 1
b

Exercise 2
2 land
3 grapes
4 angry
5 dangerous
6 frightened

Listening

Exercise 1
b

Exercise 2
2 played
3 bad
4 doesn'tw rite
5 six

Writing A profile

Exercise 1
2 he **has not lost** his ability
3 in2 008 **he also started** a foundation
4 which is one of the **Balearic Islands** in **Spain**

Exercise 2
b 1 c 3 d 2

Exercise 3
Paragraph1 : achievements, reasons for admiring
Paragraph2 : early life, education, career
Paragraph 3: recent activities, conclusion

Exercise 4
Students' own answers

Exercise 5
Students' own answers

Unit 5 Happy Holidays

Vocabulary Holidays

Exercise 1
2 g 3 b 4 f 5 a 6 c 7 d

Exercise 2
2 get
3 putu p
4 packed
5 booked
6 checkedi nto
7 bought

Exercise 3
2 go
3 packed
4 lost
5 see
6 buying,b uy

Exercise 4
2 holiday
3 tent
4 hotel
5 sights
6 tan
7 luggage

Reading

Exercise 1
c

Exercise 2
2 Rob and Doug
3 Brenda
4 Rob and Doug
5 Brenda
6 Kieran

Exercise 3
2 T 3 T 4 F 5 T 6 F

Grammar Present perfect + *for* and *since*; *How long?*

Exercise 1
2 since
3 since
4 for
5 since
6 for
7 since

Exercise 2
2 I've studied at this school since 2008.
3 Carrie and I have been friends since we were kids.
4 We haven't seen grandma for a long time.
5 I've wanted a new bicycle for six months.
6 She's had her pet dog since last Christmas.

Exercise 3
2 the last two
3 the weekend
4 threey ears
5 the end of
6 the last five weeks

Exercise 4
2 We've been to the beach every day since we arrived.
3 My parents have rented a car for five days.
4 We've been in the city since ten o'clock this morning.
5 I've written five postcards since we sat down at the table.
6 I've been too busy since the holiday started.
7 I haven't slept so well for a long time.

Exercise 5
2 How long has she had her MP3 player?
3 How long has he been on the plane?
4 How many kilometres have they driven today?
5 How long has she not got up early?
6 How long have you been in the swimming pool?
7 How many fish has he caught since lunchtime?

Vocabulary Meanings of *get*

Exercise 1
2 bought
3 arrive
4 walked
5 became
6 receive

Exercise 2
2 walked
3 arriveda t
4 became
5 fetched
6 bought

Exercise 3
2 Because I got frightened in the dark.
3 Yes, I'll get it for you in a moment.
4 Yes, I got some new shoes.
5 He got on the train and disappeared!
6 Did you get my message?

Exercise 4
2 wasb ecoming
3 arriveda t
4 buy
5 received
6 fetch

Chatroom Asking for information

Speaking and Listening

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

Exercise 2
a 5 b 4 c 7 d 1 e 6 f 2 g 3

Exercise 3
2 Howl ong
3 the shopping centre
4 can I get
5 go along this street
6 on the left

Exercise 4
2 isn't
3 isn't
4 isv isiting
5 after

Grammar Present Perfect with *just*

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

Exercise 2
2 lost
3 blown
4 melted
5 put
6 been

Exercise 3
2 Lucy's just won a prize in a competition.
3 Ken's dad has just bought a new car.
4 Peter's just booked a holiday in Germany.
5 They've just come back from camping in Canada.
6 We've just eaten out at a very good restaurant.

Exercise 4
2 She's just finished school.
3 They've just bought some souvenirs.
4 He's just taken down the tent.
5 They've just found €50.
6 The dog's/It's just eaten too much.

Reading

Exercise 1
b

Exercise 2
2 Wednesday
3 wasn't
4 wento uto f
5 interesting

Listening

Exercise 1
2 pizzas
3 €6
4 self-service
5 takes them there herself

Exercise 2
2 B 3 W 4 B 5 W 6 W

Writing A travel guide

Exercise 1
2 helpful
3 sunny
4 popular
5 musical
6 fantastic

Exercise 2
places: historic, big, good
people: friendly, helpful
weather: bright, sunny
tourist attractions: famous, popular, interactive

Exercise 3
Introduction: friendly, helpful; summer, weather is bright and sunny
Things to see and do: castle; day trips: safari park, walk in the hills, play golf, fishing in the river, other sports, watch Highland Games
Conclusion: transport: easy to get to by car, bus, train; on the internet

Exercise 4
Students' own answers

Exercise 5
Students' own answers

Unit 6 That's Life!

Vocabulary Household chores

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

Exercise 2
2 hang out
3 loaded
4 cook
5 mow
6 lay
7 did
8 vacuumed

Exercise 3
2 made
3 vacuum
4 hango ut
5 do
6 loading
7 takeo ut
8 mow

Exercise 4
2 George/He hasn't fed the cat.
3 He's run the washing machine.
4 He hasn't taken out the rubbish.
5 He's done the washing-up.
6 He hasn't hung out the washing.
7 He's swept the floor.
8 He hasn't walked the dog.

Reading

Exercise 1
1 c 2 a 3 b

Exercise 2
2 Malcolm
3 Becca
4 Malcolm's
5 Richie's

Exercise 3
1 washing-up
2 fridged oor
3 some
4 some

Grammar *have to/ don't have to*

Exercise 1
2 T 3 F 4 T 5 F 6 F 7 T 8 T

Exercise 2
2 Does your brother have to, does
3 Do your parents have to, do
4 Does your sister have to, doesn't
5 Do you have to, do.

Exercise 3
2 have to
3 Do you have to
4 havet o
5 havet o
6 don't have to
7 havet o

must/mustn't

Exercise 5
2 P 3 O 4 N/O 5 O 6 N/O 7 P

Exercise 6
2 We must/have to run the washing machine in the morning.
3 We mustn't hang out the washing on the balcony.
4 We don't have to do the ironing in the kitchen.
5 We mustn't vacuum the floor at night.
6 We must/have to sweep the floor on the landing.
7 We don't have to feed the neighbour's cats.

Vocabulary Feelings adjectives

Exercise 1
2 guilty
3 embarrassed
4 confident
5 confused
6 fedu p
7 upset

Exercise 2
2 disappointed
3 glad
4 nervous
5 relaxed
6 lonely
7 relieved

Exercise 3
2 fedu p
3 upset
4 jealous
5 embarrassed
6 relieved
7 guilty

Exercise 4
2 upset
3 fedu p
4 relaxed
5 embarrassed
6 grateful
7 lonely

Chatroom Giving advice

Speaking and Listening

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

Exercise 2
2 Maybe you should go to drawing classes.
3 I don't think you should worry about that!
4 Maybe you shouldn't have snacks between meals!
5 I think you should do more chores at home first!
6 I don't think you should buy so many new clothes.

Exercise 3
2 I feel tired
3 I don't think
4 Why don't you
5 you don't have time
6 yous hould

Exercise 4
2 wearing
3 different
4 do
5 learn

Exercise 5
Students' own answers

Grammar Predicitons with *will, won't, might*

Exercise 1
2 might
3 will
4 won't
5 might
6 won't
7 might

Exercise 2
2 d 3 f 4 c 5 a 6 b

Exercise 3
2 will
3 will
4 might
5 might
6 won't

Exercise 4
2 Leonor won't come because she's missed the bus.
3 Jack might not want to talk because he's very upset.
4 Grandfather will be disappointed if you don't send him a letter.
5 Chris might be embarrassed if Sheena tells that story!
6 Tony won't listen to you because he's too jealous.
7 Tina might not play on Saturday because she's got a cold.

Reading

Exercise 1
1 b 2 a

Exercise 2
2 T 3 F 4 T 5 F 6 F

Listening

Exercise 1
2 sister
3 miss
4 children
5 independent
6 idea
7 friends
8 school

Exercise 2
2 e 3 d 4 a 5 b

Writing A problem page

Exercise 1
2 She doesn't have to do the washing-up because they've got a dishwasher.
3 All friends argue sometimes, so you shouldn't get so upset.
4 It's raining, so I can't hang out the washing.
5 I'm feeling a bit lonely because everyone's gone home.
6 I have to study, so I can't do so many chores.

Exercise 2
1 three
2 four

Exercise 3
Paragraph 1: you mustn't get upset
Paragraph 2:
1 show your mum the network
2 explain how the system works
3 show your mum your cousins' photos and their accounts
4 Mum talk to your aunt/uncle
Paragraph 3:
5 keep your passwords secret
6 no strangers as friends

Exercise 4
Students' own answers

Exercise 5
Students' own answers

Check Your Progress 2

Grammar

Exercise 1
1 Have you been
2 've just come back
3 've stayed
4 have had to
5 've heard
6 haven'tt alked
7 have you known
8 'vem et
9 haven'tw ritten
10 's just moved

Exercise 2
1 mustn't
2 don't have to
3 have to
4 must
5 don't have to
6 mustn't
7 might
8 won't
9 'll
10 might

Vocabulary

Exercise 3
1 b 2 a 3 c 4 b 5 c

Exercise 4
1 loudly
2 confused
3 carefully
4 grateful
5 internationaln ews

Speaking

Exercise 5
1 strange
2 joking
3 Maybe you should try
4 I don't think you should
5 Why don't you
6 We're looking for
7 gett here
8 Is it far?
9 How long does it take
10 to buy souvenirs

Translation

Exercise 6
Students' own answers

Dictation

Exercise 7
1 I've done six exercises since I started my homework.
2 You mustn't wear a swimsuit inside the hotel.
3 We've just listened to an amazing podcast.
4 Has anyone fed the cat today?
5 You might not like travelling abroad.

Unit 7 Make A Difference

Vocabulary Protest and support

Exercise 1
2 march
3 placard
4 volunteer
5 fundraisinge vent
6 banner

Exercise 2
2 f 3 a 4 c 5 b 6 d

Exercise 3
2 slogan
3 fundraisinge vent
4 petition
5 march
6 demonstration

Exercise 4
2 petition
3 donation
4 march
5 slogans
6 placards

Reading

Exercise 1
A 4 B 3 C 2 D 1

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

Exercise 3
2 F 3 T 4 F 5 F 6 T

Grammar *be going to*

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

Exercise 2
2 What's Tamara going to present next?
3 When's the Maths teacher going to correct the exams?
4 Where are they going to make a collection?
5 What are we going to write for a slogan?
6 Who are you going to invite for the weekend?

Exercise 4
2 Where is it going to be?
3 When is it going to start?
4 Who's going to be there?
5 What kind of competition are you going to have?
6 Who's going to do a video report?

will or *be going to*

Exercise 5
2 we'll
3 he's going to
4 she'll probably
5 are going to
6 she'll

Exercise 6
2 'll
3 's going to
4 's going to
5 'll
6 'm going to

Vocabulary Verb + preposition

Exercise 1
2 carea bout
3 decidedo n
4 hopingf or
5 apologisef or
6 disapproveo f

Exercise 2
2 c 3 d 4 f 5 b 6 a

Exercise 3
2 agree
3 insisting
4 worry
5 believe
6 disapproves

Exercise 4
2 in
3 about
4 with
5 on
6 of
7 about

Chatroom Persuading

Speaking and Listening

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

Exercise 2
2 sure
3 than
4 know
5 I'll
6 I'm not sure.

Exercise 3
2 I'ms ure
3 it'll be fun
4 It's better than
5 I'll do that

Exercise 4
2 T 3 F 4 T 5 F

Exercise 5
Students' own answers

Grammar First conditional

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

Exercise 2
2 if the mayor stops the demonstration?
3 we will have to organise a march.
4 we will have to invent a better slogan.
5 we will need more people to sign the petition.

Exercise 3
2 you'll get lots of good ideas.
3 I'll miss my favourite series on TV.
4 if she doesn't arrive home on time.
5 if anything happens to the car.
6 if you don't feed it properly.

Exercise 4
2 wash, will you give
3 look for, 'll find
4 Will you make, tell
5 Will you wait for, I'm
6 will happen, don't go

Reading

Exercise 1
b

Exercise 2
2 petition
3 some
4 aren't
5 is

Listening

Exercise 1
2 boy
3 girl
4 boy
5 food

Exercise 2
2 B 3 G 4 B 5 G 6 B

Writing A formal letter

Exercise 1
1 b, e
2 c, f
3 d

Exercise 2
2 It is true
3 What can we do
4 like my grandmother
5 So you see

Exercise 3
The problem: some old people do not have family to look after them
A possible solution: organise volunteer groups to visit them

Exercise 4
Students' own answers

Exercise 5
Students' own answers

Unit 8 Danger And Risk

Vocabulary Extreme adjectives

Exercise 1
2 huge
3 furious
4 terrifying
5 boiling
6 brilliant

Exercise 2
2 thrilled
3 tiny
4 exhausted
5 huge
6 furious

Exercise 3
2 brilliant
3 tiny
4 huge
5 thrilled
6 exhausted

Exercise 4
2 tiny
3 boiling
4 freezing
5 awful
6 brilliant

Reading

Exercise 1
Brad

Exercise 2
2 wouldn't
3 often
4 isn't
5 isn't

Exercise 3
2 F 3 T 4 F 5 T

Grammar Second conditional

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

Exercise 2
2 c 3 a 4 e 5 f 6 d

Exercise 3
2 if I didn't go to school today?
3 would I get into trouble?
4 where would I live?
5 what would I miss about it?
6 if I had lots of money?

Exercise 4
2 If this book was more interesting, I'd finish reading it.
3 If the weather wasn't freezing, we'd go for a long walk.
4 I'd help you with your homework if I had more time.
5 We'd stay longer if we didn't have to catch the last bus.
6 They'd be much happier if it didn't rain so much.

Exercise 5
2 had, 'd buy
3 had, wouldn't be
4 wouldn't believe, told
5 wouldn't wear, paid
6 'd be, lied

Vocabulary Illness and injury

Exercise 1
2 headache
3 stomachache
4 sprained ankle
5 backache
6 burn
7 toothache
8 sore throat
9 cough
10 rash
11 temperature

Exercise 2
2 backache
3 ache
4 ache
5 ash
6 temperature

Exercise 3
2 d 3 f 4 a 5 c 6 b

Exercise 4
2 colds
3 temperature
4 headaches
5 burn
6 rashes

Chatroom Talking about health

Speaking and Listening

Exercise 1
2 ankle
3 Are
4 does
5 good
6 do
7 better

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

Exercise 3
2 That's awful
3 does it feel
4 them atter
5 do you feel
6 a bit better now

Exercise 4
2 Bob
3 Betsy
4 Bob
5 both

Exercise 5
Students' own answers

Grammar Relative pronouns

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

Exercise 2
2 who
3 where
4 who
5 which
6 where

Exercise 3
2 who
3 which
4 where
5 where
6 which

Exercise 4
2 This is the park where everything happened.
3 Here's the car which my father took me to the hospital in.
4 This is the doctor who looked at my leg.
5 That's the needle which he used to give me an injection.
6 This is the nurse who put a bandage on the bite.
7 Here's the room where I had to wait afterwards.

Reading

Exercises 1 and 2
Students' own answers (See Score box in Exercise 2)

Listening

Exercise 1
2 b 3 b 4 a 5 b

Exercise 2
2 M 3 M 4 U 5 S 6 U

Writing An application form

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

Exercise 2
2 Where do you live?
3 Have you ever been abroad?
4 Why would you like to go?
5 How often do you play sports?
6 How old will you be next April?
7 Who do you usually go to concerts with?

Exercise 3
2 F 3 T 4 F 5 T

Exercise 4
Students' own answers

Unit 9 Inventions

Vocabulary Machine nouns and verbs

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

Exercise 2
2 wheel
3 battery
4 keyboard
5 cable
6 button
7 socket
8 tube

Exercise 3
2 cable
3 plugged it in
4 socket
5 press
6 button
7 switchedi to n

Exercise 4
2 invented
3 plugi n
4 press
5 switcho ff
6 attach

Reading

Exercise 1
2 E 3 A 4 D 5 B

Exercise 2
2 e 3 b 4 c 5 a

Exercise 3
2 T 3 T 4 F 5 F 6 T

Grammar Present simple passive

Exercise 1
2 are
3 is
4 is
5 is
6 are

Exercise 2
2 a 3 f 4 c 5 d 6 b

Exercise 3
2 Is, it isn't
3 Are, they aren't
4 Are, they are
5 Is, it is
6 Are, they aren't
7 Are, are

Exercise 4
2 Are these oranges grown locally?
3 How is this programme installed on the computer?
4 Why are the cables not provided with the TVs?
5 Where are those watches sold?
6 How are these lorries built?

Exercise 5
2 All our famous dishes are prepared by our chef.
3 CDs like those are sold in the street market.
4 Passengers are asked not to stand near the doors.
5 These articles are written by the president of the club.
6 This kind of meat is usually cooked in a spicy sauce.
7 All the songs on this album are sung by Shakira.

Vocabulary Word building

Exercise 1
2 designer
3 buildings
4 products
5 painters
6 writing

Exercise 2
2 selection
3 players
4 programmers
5 drawings

Exercise 3
2 painter
3 buildings
4 products
5 designer
6 writing

Exercise 4
2 builders
3 written
4 producer
5 inventor
6 built
7 writing
8 products

Chatroom Problems with machines

Speaking and Listening

Exercise 1
2 e 3 d 4 c 5 a

Exercise 2
2 on
3 wrong
4 socket
5 checked

Exercise 3
2 something wrong
3 pressed the button
4 checkedt hem
5 I haven't tried that
6 see the images

Exercise 4
1 theb attery
2 the button to switch it on
3 thes ettings

Exercise 5
Students' own answers

Grammar Past simple passive

Exercise 1
2 Were, there were
3 Were, they weren't
4 Was, it wasn't
5 Were,t heyw ere

Exercise 2
2 sung
3 kept
4 flown
5 forgotten
6 caught
7 sold
8 grown

Exercise 3
2 When was the Arctic Monkeys' first album released?
3 When was Michael Jackson's last concert held?
4 Which famous English icon was killed in New York in 1980?
5 What was Stephenie Meyer's first book called?

Exercise 4
2 Ten houses were destroyed by a tornado last week.
3 Three children were rescued from the sea on Monday.
4 The school sports trophies were stolen last night!
5 Three cats were seen on the school roof this morning.
6 The petition to keep the local library open was signed by ten thousand people.

Reading

Exercise 1
1 a 2 c 3 b

Exercise 2
2 T 3 F 4 F 5 T 6 T

Listening

Exercise 1
2 power
3 audio
4 video
5 TV
6 remotec ontrol

Exercise 2
a 3 b 4 c 2 d 5 e 1

Writing An opinion essay

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

Exercise 2
2 fast and safe
3 the other traffic
4 that's not true
5 my social life

Exercise 3
Students' own answers

Exercise 4
Students' own answers

Check Your Progress 3

Grammar

Exercise 1
1 b 2 c 3 b 4 c 5 b

Exercise 2
1 She'll take you shopping if you ask her nicely.
2 If I knew how to repair the camera, I'd do it for you!
3 If you don't leave some money for the waiter, he won't be very happy
4 What would happen if it didn't rain all year?
5 If you had to go to school on Saturdays, what would you do on Sundays?

Exercise 3
1 wereb uilt
2 waso perated
3 werer un
4 is not produced
5 ared esigned

Vocabulary

Exercise 4
1 placards
2 slogans
3 agreew ith
4 arguew ith
5 believei n

Exercise 5
1 brilliant
2 rash
3 huge
4 cough
5 terrifying

Exercise 6
1 a 2 c 3 b 4 c 5 b

Speaking

Exercise 7
1 checked
2 pressing
3 says
4 matter
5 How
6 sore
7 should
8 Come
9 better
10 Let's

Translation

Exercise 6
Students' own answers

Dictation

Exercise 7
1 I'll invent a slogan if you make the placards.
2 I don't think you should insist on joining the march.
3 We wouldn't go if we didn't care about the forest.
4 These buildings were designed by a famous architect.
5 There might be something wrong with the cable.

Grammar Reference 1

Present simple and continuous

Exercise 1
2 e 3 a 4 d 5 b

Exercise 2
2 need
3 are you doing
4 'm putting
5 's talking
6 'm keeping
7 have got
8 haven't got

Exercise 3
1 **A** What do you do on Tuesdays?
B I usually go to the library,
A What are you doing today?
B Today I'm studying for an exam.
2 **A** Where does Amy live?
B Her family have a house on the coast, but she's living here with her aunt at the moment.
3 **A** What's John doing right now?
B He's waiting for the bus.
A What time does it leave?
B I'm not sure. Maybe it's late.

Verb + *-ing*

Exercise 4
1 looking
2 listening
3 watching
4 taking
5 having
6 waiting
7 hanging
8 living

Exercise 5
2 My mother enjoys having coffee on the patio.
3 Peter hates being alone in the attic!
4 She doesn't like sitting at the front of the bus.
5 Katy loves watching the flames in the fireplace.
6 I can't stand people smoking next to me.
7 The dogs love running across the lawn.
8 Pat prefers sleeping with the blinds closed.

Grammar Reference 2

Past simple

Exercise 1
2 Our cousins took lots of silly pictures on their school trip.
3 Their photos were blurred.
4 The album was full of old-fashioned photos.
5 My friend bought a book of dramatic wildlife photos.
6 The local newspaper printed colourful pictures of our school sports teams.
7 The photos of the fire looked fake.

Past continuous

Exercise 2
2 was crying
3 were having
4 was watching
5 were playing
6 were looking

Exercise 3
2 Were you taking photography lessons last month? No, I wasn't.
3 Were the neighbours telling amusing stories last weekend? Yes, they were.
4 Was Shane making coffee just now? No, he wasn't.
5 Were the girls reading colourful magazines? No, they weren't.

Past simple vs Past continuous

Exercise 4
2 when
3 When
4 While

Exercise 5
2 arrived
3 was playing
4 were painting
5 was ringing
6 didn't hear
7 did your brother take
8 was waiting
9 walked
10 happened
11 was helping
12 ran away

Grammar Reference 3

Comparatives and superlatives

Exercise 1
2 This suitcase is heavier than I thought.
3 The weather at home is better than here. / The weather here is better than at home.
4 She's the most popular girl in the class.
5 Our new car is better than the old one.
6 My cousin is the funniest person in the world.

Exercise 2
2 Is German more difficult than English?
3 Erika tells funnier jokes than Brian.
4 That cashpoint is farther/further than this one!
5 That café has the worst sandwiches in town!
6 Japan is the noisiest country in the world.
7 What's the most exciting film to watch?
8 That shop has the most expensive prices in town.

too and *enough*

Exercise 3
2 enough
3 enough
4 too
5 enough
6 too
7 enough
8 too

much, many, a lot of

Exercise 4
2 How many
3 a lot of
4 much
5 How much
6 too many

Grammar Reference 4

Present perfect

Exercise 1
2 Which African countries has he visited?
3 Has your brother written something for the school blog?
4 We've never watched a current affairs programme.
5 They have answered all today's emails.
6 I'm sorry, but I haven't finished my report.

Exercise 2
2 Where have they been?
3 What have you won?
4 What did your aunt have?
5 Where has Patricia gone?
6 Who has he interviewed?
7 What have you finished reading?
8 What have they written?

Present perfect vs Past simple

Exercise 3
2 a 3 d 4 c 5 b 6 e

Exercise 4
2 bought
3 haven't seen
4 went
5 has never had
6 did you get up
7 've never met

Exercise 5
2 In 2006 we visited Scotland and wrote a travel blog.
3 We downloaded a podcast, but it wasn't very interesting.
4 In Science class we've written three reports this week.
5 Amy has interviewed two local journalists for the school magazine.
6 We read the headlines on a news website then chose a report to read.

Exercise 6
2 caught
3 thought
4 couldn't
5 found
6 I've never heard
7 Did … switch on
8 has printed

Grammar Reference 5

Present perfect + *for* and *since*; *How long?*

Exercise 1
2 since
3 for
4 since
5 since
6 for

Exercise 2
2 You haven't tidied your room for weeks!
3 Maria hasn't eaten out for two years.
4 The weather has been very hot since the 15th.
5 We haven't stayed in a hotel since October.
6 Pablo has had to stay in bed for five days.
7 I haven't put up a tent since last summer.

Exercise 3
2 many
3 long
4 many
5 long
6 many

Exercise 4
2 How long has he had to walk to school?
3 How long have you worked here?
4 How many times have you been abroad?
5 How long has your dad been at the airport?
6 How long have you had your new car?

Present perfect with *just*

Exercise 5
2 e 3 b 4 f 5 a 6 d

Exercise 6
2 because she has just passed her test.
3 because she has just woken up.
4 because she has just booked a holiday.
5 because he has just walked ten kilometres.
6 because I have just been to the gym.
7 because he has just heard a good joke.

Grammar Reference 6

have to/don't have to, must/mustn't

Exercise 1
2 What chores do I have to do next weekend?
3 Did you have to work late last night?
4 They're staying in a hotel, so they don't have to cook their meals
5 Will we have to wear suits for the wedding tomorrow?
6 Phil got up early, so I didn't have to wake him up.

Exercise 2
2 have to
3 don't have to
4 Do you have to
5 do you have to
6 have to

Exercise 3
2 They must/have to sweep the floors.
3 They don't have to wash their uniforms.
4 They must/have to iron their uniforms.
5 They mustn't cook meals.
6 They must/have to do physical exercise.
7 They don't have to speak English.

Predictions with *will, won't, might*

Exercise 4
2 might
3 Will
4 won't
5 will

Exercise 5
2 Tamara is very upset, so she won't go out tonight.
3 Rob might invite you to the party if you ask him nicely!
4 Where will you be at five o'clock tomorrow afternoon?
5 Diana is very clever, but she might not know the answer!
6 Terry looks tired, but he won't give up!

Grammar Reference 7

be going to

Exercise 1
2 Where is Jane going to put her new mirror?
3 Why are you going to get a tattoo?
4 When are they going to open the new theatre?

be going to and *will*

Exercise 2
2 We're going to
3 she'll
4 They're going to
5 they'll
6 I'm going to

Exercise 3
2 will
3 'll
4 're going to
5 'll
6 'll

First conditional

Exercise 4
2 we'll get another one free.
3 you'll find a surprise inside.
4 if we're lucky!
5 if you look on the internet.
6 if Steve isn't at home.

Exercise 5
2 help, will you take
3 don't finish, won't get
4 Will you call, give
5 Will you do, vacuum
6 will Juliet do, doesn't come

Grammar Reference 8

Second conditional

Exercise 1
2 we had to go to school on Saturdays?
3 the man with the newspaper was a spy?
4 I could go to school by bike.
5 I wouldn't get to school on time.
6 I would have to walk to school in the rain.

Exercise 2
2 we'd all be in serious trouble!
3 he wouldn't believe his eyes!
4 if his temperature didn't go down.
5 if my flight was cancelled.
6 if I didn't know him!

Exercise 3
2 'd be, didn't send
3 were, 'd ask
4 had, wouldn't be
5 would be; weren't
6 wouldn't be; wasn't

Relative pronouns

Exercise 4
2 where
3 which
4 who
5 which
6 where

Exercise 5
2 This is the park where it happened.
3 These are the skates which I was wearing.
4 Here's the doctor who put the plaster on my arm.
5 This is the café where my father bought me an ice cream.
6 This is the nurse who wrote a message on my plaster!

Grammar Reference 9

Present simple passive

Exercise 1
2 is attached
3 are added
4 is produced
5 are tested
6 is sold

Exercise 2
2 How is this tube produced?
3 What kind of keyboard is used in China?
4 How are the sockets added?
5 When is the battery attached?
6 Where are these engines built?

Past simple passive

Exercise 3
2 Modern bicycles were not invented until about 1885.
3 The first car factory was built in Germany in 1885.
4 City bus services were begun in England and France in the 1820s.
5 The first railway trains were run in England in the 1820s.
6 The first aeroplanes were not flown until 1903.

Exercise 4
2 were, made
3 was, returned
4 was, rescued
5 was, thrown
6 was, filmed

Active and passive

Exercise 5
2 This play was performed by the school theatre group.
3 This blog is written by someone in France.
4 One thousand cars a week are produced by the local factory.
5 A huge social network was created by Mark Zuckerberg.
6 Our sandwiches were stolen by a monkey!
7 Some old coins were discovered in a field by three boys.

Vocabulary 1

Exercise 3
1 lift
2 washbasin
3 taps
5 chimney

Vocabulary 2

Exercise 3
1 mysterious
2 scary
4 surprised at
5 annoyed about

Vocabulary 3

Exercise 3
1 receipt
2 bar code
4 discount
5 refund.

Vocabulary 4

Exercise 3
1 front page
2 entertainments guide
3 cartoon strip
5 proudly

Vocabulary 5

Exercise 3
2 book bed and breakfast
3 buy a travel pass
4 get a taxi
5 get sunburnt

Vocabulary 6

Exercise 3
1 water the plants
2 mop the floor
3 change the bed
5 carefree

Vocabulary 7

Exercise 3
1 human rights
2 minority group
4 campaign for/against
5 hand in

Vocabulary 8

Exercise 3
1 delighted
3 needle
4 bandage
5 plaster

Vocabulary 9

Exercise 3
2 function key
3 enter key
4 sale
5 composer

Speaking and Listening 1

Exercise 1
2 very narrow
3 big windows
4 wooden ceilings
5 big fireplace
6 comfortable
7 wardrobe

Exercise 2
2 original
3 what
4 bit small
5 uncomfortable
6 very expensive

Exercise 3
1 coast
2 parents
3 photos
4 balcony
5 video games
6 sports
7 teenage

Exercise 4
1 Frank
2 Laura
3 Frank
4 Frank
5 Frank
6 Frank

Speaking and Listening 2

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

Exercise 2
1 take photos
2 Yes, of course
3 Can we do
4 Do you mind
5 I'm afraid

Exercise 3
2 album
3 1970
4 before
5 grandfather

Exercise 4
a 5 b 2 c 3 d 4 e 1

Speaking and Listening 3

Exercise 1
a 5 b 3 c 7 d 1 e 6 f 2 g 4

Exercise 2
2 No
3 looking
4 cost
5 price
6 lending
7 can't

Exercise 1
2 can't
3 weather
4 youth hostels
5 hasn't got

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

Speaking and Listening 4

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

Exercise 2
2 No, really?
3 a strange figure
4 just a statue
5 impossible
6 That's strange
7 joking

Exercise 3
2 c **3** e **4** b **5** a

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

Speaking and Listening 5

Exercise 1
2 **A** Where's a good place to buy T-shirts?
3 **A** How can we get there?
4 **A** Is there a bank there to get money?
5 **A** How long does it take to get to the zoo?

Exercise 2
2 here you are
3 over there
4 a bit far
5 The best way
6 About twenty minutes
7 not too expensive

Exercise 3
a 4 **b** 1 **c** 3 **d** 2

Exercise 4
2 F **3** T **4** F

Speaking and Listening 6

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

Exercise 2
2 I won't see
3 don't have to
4 Why don't you
5 you should let me

Exercise 3
2 her brother's
3 feed and walk
4 two solutions
5 dog

Exercise 4
2 B **3** G **4** B **5** G

Speaking and Listening 7

Exercise 1
2 It's better than doing nothing!
3 I'm sure we can learn quickly!
4 I don't know if that's a good idea.
5 OK, I'll do it!

Exercise 2
2 I don't know
3 it'll be fun
4 I'm not sure about
5 it's better than

Exercise 3
2 charity
3 want
4 change
5 doesn't
6 persuades

Exercise 4
2 D **3** M **4** D **5** M

Speaking and Listening 8

Exercise 1
2 exhausted
3 burn
4 feel
5 a bit better

Exercise 2
2 sore throat
3 drink some of this
4 How does it feel
5 a bit better

Exercise 3
2 car
3 Andy went to the doctor's.
4 days
5 watching a film at home

Exercise 4
a 5 **b** 4 **c** 2 **d** 1 **e** 3

Speaking and Listening 9

Exercise 1
2 can't
3 something
4 checked
5 pressing
6 wrong

Exercise 2
2 I've tried that
3 that doesn't work
4 something wrong
5 Have you checked
6 Let me have a look

Exercise 3
2 b **3** c

Exercise 4
a 5 **b** 2 **c** 4 **d** 1 **e** 3

Pronunciation

Unit 1

Exercise 2
/v/ *drive*, Five, heavy, vases, living
/w/ *will*, wait, away, Where, want, wait, while, away
/b/ *Bill*, library, bring, bicycle, books, bookcase, bike, balcony

Unit 2

Exercise 2
1 **What** did you **do**?
2 **What** did you **do** after **work**?
3 **What** were they **doing**?
4 **What** were they **doing** in the **morning**?
5 She was **doing** her **homework** in her **room**.
6 She **wasn't** playing **games** on her **laptop**.

Unit 3

Exercise 2
/ɒ/ *what*, lot, shops, got, pockets, lost, wallet, forest
/əʊ/ *don't*, know, no, mobile, phones, go, home

Unit 4

Exercise 2
/æ/ *laptop*, batteries, café, carry backpacks, Sam, having, ran, traffic, jam, match, That, album, sang, band
/ɑ:/ *can't*, charge, dance, passing

Unit 5

Exercise 2
/aɪ/ *bright*, sunshine, five, islands, I, bike, arrive, time
/ɪ/ *interactive*, visit, begins, six, It, little, village, in Italy

Unit 6

Exercise 2

/ʌ/ *tons*, rubbish, countryside, sometimes, money, running, Sunday
/juː/ *beautiful*, queue, museum

Unit 7

Exercise 2

I'm going to join a demonstration.
I'm going to hold a placard …
I'm not going to make plans …
I'm just going to take it easy.

Unit 8

Exercise 2

/f/ *enough*, laugh, cough, rough
silent *caught*, eight, frightened, brought, taught

Unit 9

Exercise 2

/ɪ/ *It*, pretty, little, village, Italy, If, it, isn't, in, bin, think, it, is
/iː/ *Please*, keep, feet, three, kilos, green, peas

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