NEXT MOVE

TEACHER'S BOOK

WITH MULTI-ROM

4

TIMOTHY JOHN FOSTER

B1

MULTI-ROM

ALWAYS LEARNING

PEARSON

PEARSON

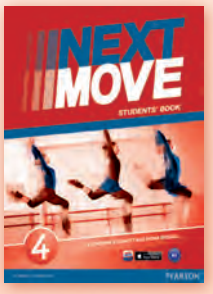
NEXT MOVE

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

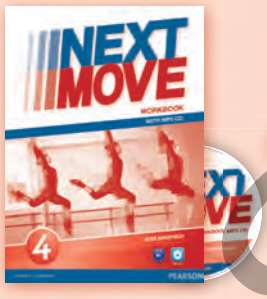
*Following a path of 21st century learning, the carefully structured, multi-level approach inspires you to reach new heights, fully prepared for your **NEXT MOVE**.*

FOR STUDENTS

Choose a paper Workbook or a blended solution



Students' Book



Workbook with MP3 CD

OR

Students' Book with MyEnglishLab

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

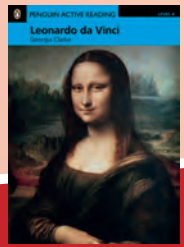
Class CDs

ActiveTeach

Interactive Whiteboard software disc including Teacher's Resources and video

PEARSON

For further reading we recommend:



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

ISBN 978-1-4479-4365-5
9 781447 943655 >

www.PearsonELT.com

NEXT MOVE

TEACHER'S BOOK

WITH MULTI-ROM

4

TIMOTHY JOHN FOSTER

PEARSON

Contents

Introduction 3

About the methodology 3
Course components 4
About the Students' Book 4
Other components 6
About the Teacher's Book 7
Multiple Intelligences 8
Learning Styles 9
Students' Book contents 10

Teaching notes 12

Starter Unit 12
Unit 1 18
Unit 2 38
Unit 3 58
Review 1 78
Unit 4 82
Unit 5 102
Unit 6 122
Review 2 142
Unit 7 146
Unit 8 166
Unit 9 186
Review 3 206

Brain Trainers 210
Listening Bank 216
Pronunciation 219
Culture 221
Students' Book Audioscripts 227
Workbook Audioscripts 231
Workbook Answer Key 234

PEARSON

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.

PEARSON

Course components

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

MyEnglishLab
Digital practice:
Starter unit
Units 1–9
Three Progress Tests
Language Reference
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.

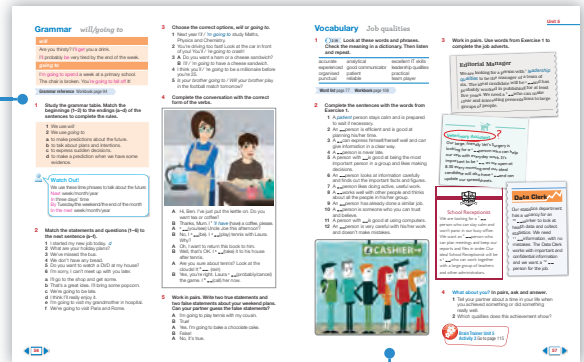
The Students' Book begins with a *Starter Unit*, which reviews some of the key points from *Next Move 3* and helps students refresh their studies from the previous level.

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?* questions.

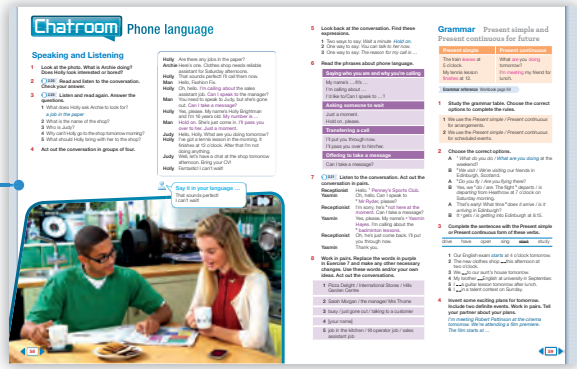
Page 3 *Grammar* – The first grammar point of the unit, which has been indirectly introduced in the preceding reading text, is presented. Deductive concept questions help students reach a deeper understanding of the grammar before they move on to a series of carefully organised controlled and freer-practice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



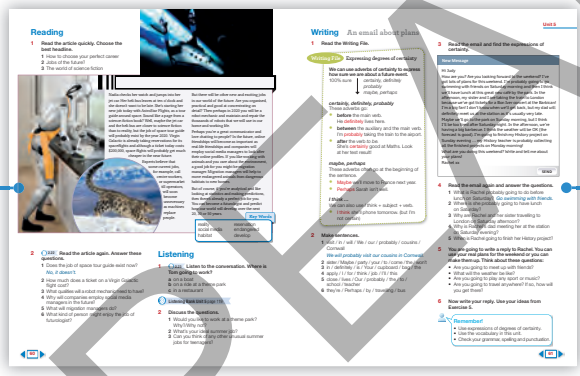
Page 4 *Vocabulary* – The second vocabulary page of the unit covers another lexical set related to the topic of the unit. The total number of lexical items introduced per unit is around thirty, approximately half on each vocabulary page.

PEARSON

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.

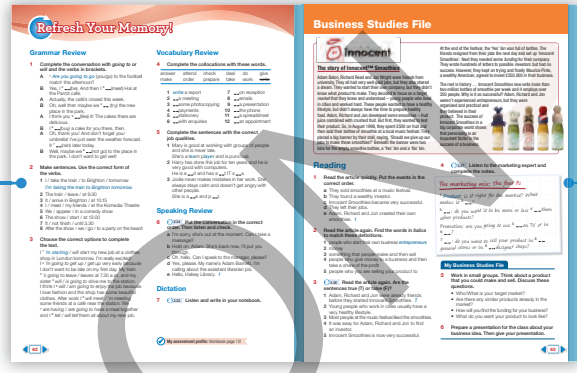


Page 7 *Reading and Listening* – This page further develops the topic of the unit and gives extended work on these key skills. Students work first on an extended reading text before moving on to the listening section. The comprehension of both sections is checked through a wide range of activities.



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.

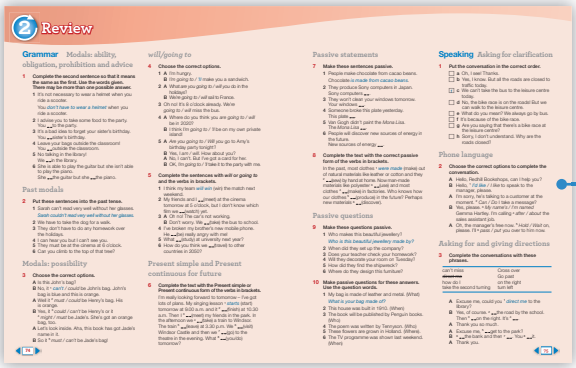


Page 10 *… File* – Odd-numbered units include a *… File*, essentially a *CLIL* page working on a cross-curricular area, loosely related to the theme of the unit. There is a reading text which presents the topic and appropriate activities to check comprehension before students work on a related project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

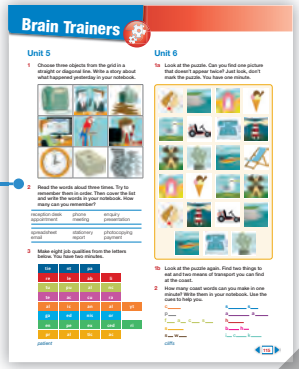
Each unit also contains a *Pronunciation* focus, related either to individual sounds or to features of connected speech. The exact location of this section varies depending on the area being covered.

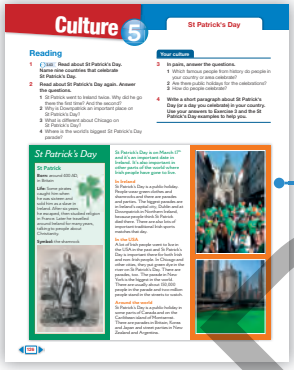
PEARSON



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.

PEARSON

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

PEARSON

/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

Typical careers: 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

PEARSON

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

Typical careers: 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 *Next Move* 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?

PEARSON

Contents

Unit		Page	Grammar	Vocabulary
Starter Unit		4	*to be/have got;* Present simple/Present continuous; Apostophes; Comparatives and superlatives; Relative pronouns; *some* and *any*; *much, many* and *a lot of*; Past simple; Irregular verbs	Daily routines; Pronouns and possessive adjectives; Useful adjectives; Free-time activities; Feelings adjectives; Telling the time
1	Different Lives Biology File	10	Past simple vs Past continuous *used to* for past habits	Compound nouns Phrasal verbs 1
2	Aiming High Bruce Baillie Hamilton	20	Present perfect + *ever, never, already, yet, just, since* and *for* Present perfect vs Past simple	Collocations with *make, go* and *keep* Jobs and suffixes *-or, -er, -ist*
3	Be Happy! Global Citizenship File	30	Gerunds and infinitives Present perfect continuous	Showing feelings Adjective suffixes
Review 1 Units 1–3 page 40				
4	Survive! Richard Turere	44	Modals: ability, obligation, prohibition, advice Past modals Modals: possibility	Natural disasters Phrasal verbs 2
5	Work For It Business Studies File	54	*will/going to* Present simple and Present continuous for future	Work collocations Job qualities
6	Coast Laura Dekker	64	Passive statements Passive questions	Coastal life Verbs with prefixes *dis-* and *re-*
Review 2 Units 4–6 page 74				
7	Final Frontiers Science File	78	First and Second conditional Subject/Object questions	Adjective antonyms Space
8	Spies Marnie Higgins	88	Past perfect Third conditional	Spy collocations Adjectives with prefixes *dis-, im-, in-, un-*
9	Celebrate! History File	98	Reported statements, commands and requests Reported questions	Party collocations Reporting verbs
Review 3 Units 7–9 page 108				

Brain Trainers pages 112–117 **Listening Bank** pages 118-120 **Pronunciation** page 121 **Culture** pages 122–127

PEARSON

	Reading and Listening	Speaking and Pronunciation	Writing
	An email	Asking for and giving information	A description of a friend
	A day in a life Ezekiel, the Bee Guardian Laura's career Dictation	Expressing extremes **Pronunciation:** Compound noun word stress	Telling a story **Writing File:** Using different tenses
	Making dreams come true It's never too soon …/ It's never too late … An interview with Raj Dictation	Giving/Responding to news **Pronunciation:** Sentence stress	A biography **Writing File:** Time expressions
	What's in a smile? Does fame bring happiness? An interview with Baz, an actor Dictation	Invitations **Pronunciation:** Showing feelings	A 'for and against' essay **Writing File:** Linking words: addition and contrast
	Fighting the cyclones TV saved my life! Talking about TV survival programmes Dictation	Asking for clarification **Pronunciation:** Consonant clusters	Giving instructions **Writing File:** Giving clear instructions
	Work experience Jobs of the future? An ideal summer job Dictation	Phone language **Pronunciation:** /ɜː/ and /ɔː/	An email about plans **Writing File:** Expressing degrees of certainty
	Life in a seaside town Shipwrecks, pirates and sunken treasure! A tour guide talking about the *Cutty Sark* Dictation	Asking for and giving directions **Pronunciation:** Weak vs strong form of *was*	A field trip report **Writing File:** Planning a field trip report
	Explorers: Where next? Next stop: Mars Building colonies in the future Dictation	Giving warnings **Pronunciation:** Elided syllables	An application letter **Writing File:** Letter writing
	I'm right behind you Who's watching you? Talking about CCTV cameras Dictation	Explaining and apologising **Pronunciation:** /eə/, /iː/ and /eɪ/	An opinion essay **Writing File:** Expressing opinions
	Prom night Coming-of-age Coming-of-age traditions Dictation	Reaching an agreement **Pronunciation:** /ʃ/, /ʒ/ and /dʒ/	A problem page **Writing File:** Referencing

Irregular verb list page 128

PEARSON

Starter Unit

Grammar and Vocabulary

to be and *have got*

1 **Complete the text with the correct form of *be* or *have got*.**

Hi. My name [1] *is* James and I [2] .... sixteen. I [3] .... a new MP3 player. It [4] .... red. It [5] .... a thousand songs on it, but it [6] .... (not) any rap songs because rap music [7] .... (not) very good. [8] .... (you) an MP3 player? How many songs [9] .... there on it? What [10] .... your favourite songs?

Daily routines

2 **Complete the phrases (1–9) with these words. Then match them with the pictures (a–i).**

bus	do	~~dressed~~	have	make
school	teeth	walk	washing	

1 get *dressed*
2 .... the dog
3 take the ....
4 .... your bed
5 do the ....-up
6 .... a shower
7 drive to ....
8 .... your homework
9 brush your ....

3 **Which things from Exercise 2 do you do every day? What other things do you do every day?**

Present simple

4 **Make sentences and questions. Use the Present simple.**

1 Where / you / live / ? *Where do you live?*
2 She / not study / Geography
3 He / have a shower / every morning
4 They / drive / to the supermarket / ?
No / they. They / take / the bus
5 I / not walk / the dog / every day
6 What / she / want / for dinner?
7 He / never / watch / TV
8 She / always / do / the washing-up
9 We / not / cycle / to school
10 Your dog / eat / cheese? Yes / it

Present continuous

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

A [1] *Are you having* (you/have) a good morning?
B No, I [2] .... . I [3] .... (wait) for Lucy and Grace and I [4] .... (get) bored.
A Why [5] .... (you/wait) for them?
B My mum [6] .... (not/work) today so we [7] .... (plan) a trip to a theme park. But Lucy and Grace [8] .... (travel) to my house by bus at the moment, and it's the slowest bus in history!

Present simple and continuous

6 **Choose the correct words.**

1 I *make / am making* my bed at 8 o'clock every morning.
2 Where *do you go / are you going* now?
3 His mother is from Spain, so she *speaks / is speaking* Spanish at home.
4 We never *get / are getting* dressed before breakfast.
5 They *stay / are staying* with their grandparents at the moment.
6 I *love / am loving* science-fiction stories.
7 *Does it rain / Is it raining* a lot in spring?
8 He *doesn't learn / isn't learning* French this year.

Exercise 1
2 'm
3 've got
4 's
5 's got
6 hasn't got
7 isn't
8 Have you got
9 are
10 are

Exercise 2
1 *dressed* – b
2 walk – d
3 bus – f
4 make – c
5 washing – i
6 have – a
7 school – h
8 do – e
9 teeth – g

Exercise 3
Possible answer
Every day, I have a shower, I brush my teeth, I get dressed and I make my bed. I also brush my hair and help my parents.

Exercise 4
2 She doesn't study Geography.
3 He has a shower every morning.
4 Do they drive to the supermarket? No, they don't. They take the bus.
5 I don't walk the dog every day.
6 What does she want for dinner?
7 He never watches TV.
8 She always does the washing-up.
9 We don't cycle to school.
10 Does your dog eat cheese? Yes, it does.

Exercise 5
2 'm not
3 'm waiting
4 'm getting
5 are you waiting
6 isn't working
7 're planning
8 are travelling

Exercise 6
2 are you going
3 speaks
4 get
5 are staying
6 love
7 Does it rain
8 isn't learning

PEARSON

Exercise 7

brothers brothers' names brother's
Fred's isn't films he's tells who's
boy's doesn't his helps It's

Exercise 10

2 taller, Little Luke
3 shortest hair
4 more popular, Robbie T
5 most colourful clothes
6 bigger, Danny Dream's
7 tiniest guitar
8 quietest music

Exercise 8

2 He
3 ours
4 his
5 its
6 us
7 mine
8 them
9 you

Exercise 9

2 quiet
3 popular
4 brilliant
5 dirty
6 disgusting
7 sore
8 huge
9 tiny
10 lovely

Exercise 11

Possible answers
Shelley is more annoying than Taylor.
Matt sing the worst songs.
Harry is the coolest person in the world.
I want to be more famous than Alicia Keys.
Jay writes better songs than Justin.
Katy is slimmer than Adele.

Apostrophes

7 **Add an apostrophe to the underlined words where necessary.**

Charlie's got three brothers. His two younger brothers names are Jack and Will and his oldest brothers Fred. Freds an actor. He isnt in any famous films, but hes got a part in a musical called *Billy Elliot*. It tells the story of a boy whos trying to become a dancer. The boys dad doesnt want a dancer in the family, but his dance teacher helps him. Its a really good show.

Pronouns and possessive adjectives

8 **Choose the correct options.**

1 Please help *me* / *my*.
2 *He* / *Him* is my best friend.
3 It isn't yours, it's *our* / *ours*.
4 What's *him* / *his* name?
5 What a big dog! Look at *it's* / *its* teeth.
6 Come and see *us* / *our* next week.
7 They want a mobile phone like *mine* / *my*.
8 Do you like *they* / *them*?
9 I can't see *you* / *your*.

Useful adjectives

9 **Complete the sentences with these words.**

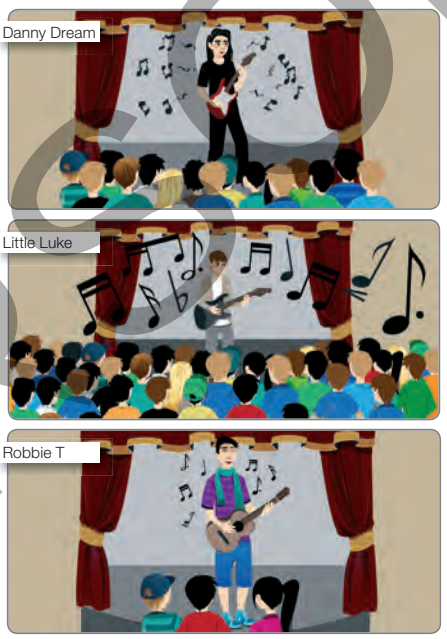
brilliant	~~colourful~~	dirty	disgusting	huge
lovely	popular	quiet	sore	tiny

1 Her clothes are very *colourful*. She loves wearing orange and purple.
2 I live in a .... village. There are no noisy roads here.
3 Football is a very .... sport for boys in Britain. Almost everyone plays.
4 She's .... at Maths. She never gets a wrong answer!
5 My boots are .... . I must clean them.
6 This food is .... . I can't eat it.
7 Go and see the doctor about your .... throat.
8 An elephant is a .... animal.
9 A chihuahua is a .... type of dog, usually only 15cm tall.
10 It's a .... sunny day.

Comparatives and superlatives

10 **Complete the sentences with these words. Use comparatives or superlatives.**

clothes	Danny Dream's	guitar	hair
Little Luke	music	Robbie T	~~singer~~



1 Danny Dream is the *worst singer*. (bad)
2 Danny Dream is .... than .... . (tall)
3 Robbie T has got the .... . (short)
4 Danny Dream is .... than .... . (popular)
5 Robbie T is wearing the .... . (colourful)
6 Robbie T's guitar is .... than .... guitar. (big)
7 Danny Dream has got the .... . (tiny)
8 Robbie T plays the .... . (quiet)

11 **Make six sentences about people you know with the comparative or superlative of these adjectives.**

annoying	bad	cool	famous	good	slim

PEARSON

Free-time activities

12 **Match 1–8 to a–h. Then match the activities to the pictures.**

1 play *d*	**a** surfing
2 listen	**b** gymnastics
3 use	**c** text messages
4 send	**d** the saxophone *picture g*
5 go	**e** to rap music
6 do	**f** basketball
7 play	**g** a horror film
8 watch	**h** the internet

13 **Copy and complete the table with these words. Then add more words.**

~~athletics~~ classical comedy ~~drums~~ fantasy
horror ice hockey judo keyboard reggae
rock skiing swimming tennis violin

Sports with *do*	Sports with *go*	Sports with *play*
athletics	....	....
Musical instruments	**Types of film**	**Types of music**
drums	....	....

Relative pronouns

14 **Complete the sentences with *who*, *which* or *where*.**

1 That's the girl *who* lives next to my uncle.
2 A bank is a place .... you can get cash.
3 Which is the classroom .... Mrs Tucker teaches?
4 Is that the coat .... you're borrowing from Sam?
5 This is the hospital .... my dad works.
6 I like the sausages .... they sell at the market.
7 He's the actor .... is in that historical film.
8 These are the books .... can help you with your Science homework.
9 They're the kids .... I see every day on the bus.

15 **Make true sentences. Use the words in the table. Write three more sentences with *who*, *which* or *where* and your own ideas.**

1 school	place	who	you put on the floor
2 journalist	thing	which	buys things
3 rug	person	where	you can stay
4 customer			children learn
5 hotel			goes on top of a bed
6 duvet			reports the news

1 *A school is a place where children learn.*

some and *any*

16 **Complete the sentences with *some* or *any*.**

1 Have you got *any* money?
2 There aren't .... cinemas in my town.
3 I've got .... apples. Would you like one?
4 There's .... water in the plastic bottle.
5 We haven't got .... homework tonight.
6 Are there .... fish in the lake?

much, *many* and *a lot of*

17 **Choose the correct words.**

1 She's got *much* / *a lot of* nice clothes.
2 How *much* / *many* time is there before our next lesson?
3 We need *much* / *a lot of* volunteers to help us.
4 There aren't *much* / *many* people here.
5 Have they got *much* / *many* DVDs?
6 You're making too *much* / *a lot of* noise.
7 How *much* / *many* people are here?
8 We have too *much* / *many* problems with our computer.

Exercise 12
2 e – picture b
3 h – picture e
4 c – picture d
5 a – picture f
6 b – picture h
7 f – picture a
8 g – picture c

Exercise 13

Sports with *do*	Sports with *go*	Sports with *play*
athletics, judo	skiing, swimming	ice hockey, tennis
Musical instruments	**Types of film**	**Types of music**
drums, keyboard, violin	comedy, fantasy, horror	classical, reggae, rock

Exercise 14
2 where
3 where
4 which
5 where
6 which
7 who
8 which
9 who

Exercise 15
2 A journalist is a person who reports the news.
3 A rug is a thing which you put on the floor.
4 A customer is a person who buys things.
5 A hotel is a place where you can stay.
6 A duvet is a thing which goes on top of a bed.

Exercise 16
2 any
3 some
4 some
5 any
6 any

Exercise 17
2 much
3 a lot of
4 many
5 many
6 much
7 many
8 many

PEARSON

Exercise 18

2 relaxed
3 afraid
4 angry
5 bored
6 embarrassed
7 upset
8 jealous
9 nervous
10 lonely
11 proud
12 tired

Exercise 19

2 wasn't
3 was
4 were you
5 was
6 was
7 weren't
8 were
9 Was she
10 was

Exercise 20

2 seemed
3 argued
4 travelled
5 studied
6 stayed

Exercise 21

2 They didn't seem very happy at Katie's house.
3 I didn't argue with Simon yesterday.
4 They didn't travel to the island by boat.
5 She didn't study glaciers in Geography last year.
6 He didn't stay at the party all night.

Exercise 22

2 Did they talk to Katie's mum? Yes, they did.
3 Did you and Simon argue about the project? Yes, we did.
4 Did they get to the island by plane? No, they didn't.
5 Did she study with Mr Davis? Yes, she did.
6 Did he go to the party with Rachel? No, he didn't.

Exercise 23

Infinitive	Past simple
buy	*bought*
sell	sold
eat	ate
drink	drank
run	ran
win	won
speak	spoke
give	gave
write	wrote
send	sent
hear	heard
feel	felt

Exercise 24

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

Exercise 25

Possible answers
At one o'clock I had lunch.
At three o'clock I went home.
At quarter past five I went to the shops.
At half past six I had a tennis lesson.
At nine o'clock I watched a good film on TV.
I went to bed at 11 o'clock last night.

Feelings adjectives

18 **Complete the words.**

1 I'm ex*cite*d about our holiday next week.
2 They're feeling quite rel _ x _ _ about the test.
3 I'm af _ _ _ d of snakes.
4 He gets really a _ _ ry when you're rude.
5 They're b _ _ _ d of rice for dinner every day.
6 I'm so e _ b _ r _ _ _ s _ d about my terrible dancing last night!
7 She's really u _ _ et about her brother's accident.
8 You're j _ _ l _ _ s of her because she's pretty.
9 I'm n _ _ v _ _ s about the match. It's really important that we win it.
10 She's feeling l _ _ _ ly because her parents are away.
11 She's p _ _ _ d of her good result in the exam.
12 I'm t _ _ ed of football. Let's play a different sport.

Past simple

19 **Complete the conversation. Use the Past simple form of *be*.**

A There [1] *were* some good shows on TV last night.
B Really? I [2] .... (not) at home. I [3] .... at Meg's house.
A Why [4] .... (you) there?
B She [5] .... upset about her exams.
A What [6] .... the problem?
B Her results [7] .... (not) very good and her parents [8] .... angry with her.
A [9] .... (she) happier after your visit?
B Yes, she [10] .... .

20 **Complete the sentences with the Past simple form of the verbs.**

1 We *watched* (watch) an action film last night.
2 They .... (seem) very happy at Katie's house.
3 I .... (argue) with Simon yesterday.
4 They .... (travel) to the island by boat.
5 She .... (study) glaciers in Geography last year.
6 He .... (stay) at the party all night.

21 **Make the sentences in Exercise 20 negative.**

1 *We didn't watch an action film last night.*

22 **Make Past simple questions and answers.**

1 you / like / the film? ×
Did you like the film? No, I didn't.
2 they / talk / to Katie's mum ✓
3 you and Simon / argue / about the project? ✓
4 they / get / to the island / by plane? ×
5 she / study / with Mr Davis? ✓
6 he / go / to the party / with Rachel? ×

Irregular verbs

23 **Read about Connor's exciting day. Copy and complete the table with the verbs in bold.**

Infinitive	Past simple
buy	*bought*

1 In the morning he **bought** some trainers. His friend Jake **sold** them to him.
2 In the afternoon he **ate** a banana and **drank** some orange juice.
3 Later he **ran** in a race and **won**.
4 After the race, the organisers **spoke** to him and **gave** him a prize.
5 He **wrote** a text message and **sent** it to all his family and friends.
6 His parents **heard** the news. They **felt** very proud of him.

Telling the time

24 **Match these times to the clocks in the pictures in Exercise 23.**

a quarter to four *4*
b half past three
c two o'clock
d five past four
e ten to four
f quarter past eleven

25 **What did you do yesterday? At what time? Write six sentences.**

At quarter past eight I went to school.

PEARSON

Exercise 1

1 Holly is happy.
2 Because her cousin Yasmin is moving to her town and she is going to go to her school.

Exercise 2

Name	*Yasmin*
Appearance	long dark hair
Character	confident, talkative
Hobbies/Interests	dancing, fashion, hip hop music

Speaking and Listening

1 1.2 **Read and listen to the conversation. Answer the questions.**

1 Is Holly happy or sad?
2 Why does she feel this way?

2 **Copy and complete the table.**

Name	*Yasmin*
Appearance	....
Character	....
Hobbies/interests	....

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

4 **Complete the questions. Match them to the answers.**

1 *How* are you? *b*
2 What's she .... ?
3 Is she interested .... football?

a No, she isn't.
b Fine, thanks.
c She's quite confident.

Fraser Hi, Holly. How are you?
Holly Fine, thanks. Better than fine, in fact. I've got some really good news. My cousin Yasmin is moving to Freston soon and she's going to be at our school!
Archie Was she the girl with long dark hair who stayed with you last summer?
Holly That's right. Look, I've got a photo of her on my phone.
Fraser What's she like?
Holly She's quite confident … and very talkative.
Archie I remember that. She talked and talked!
Holly Well, she's got lots of interesting things to talk about.
Fraser Is she interested in football?
Holly No, she isn't, but she does a lot of dancing in her free time. She loves fashion and hip hop music, too. I think you'll like her.
Archie Yes, she seemed really nice last year.

Exercise 4

2 like – c
3 in – a

PERSON

Unread Message

From holly:)brightman@my_mail
Subject Moving to Freston!

Hi Yasmin,

I'm so excited that you're moving to Freston. We'll be neighbours!

I hope you like it here. It's a small village, but lots of nice people live here. My best friends, Fraser and Archie, live in my street. Archie's the boy who you met last summer. Do you remember him? He's tall like me and he's got short dark hair. He's really good fun. He's sometimes a bit selfish, but I don't mind. I can be selfish, too! You didn't meet Fraser, but you'll like him. He's got blond hair like me. He's shy, but he's very generous. He's clever, too, so you can ask him for help with your homework.

There are only 700 students at Freston Hill, our school, so it's smaller than your school in London. Some of the teachers give too much homework, but everyone's very friendly. There are lots of after-school activities and they're a good way to make new friends. Archie and I do judo after school and Fraser plays football. We're all in a drama club, too. There's also a dance club. I'll try to find out more about it for you.

I'm sending a photo of you in the clothes which you bought when we went shopping. You look so cool!

Lots of love,

Holly

SEND

Reading

5 Read Holly's message to Yasmin. Find Fraser and Archie in the photo on page 8.

6 Read the message again. Copy and complete the table.

Name	Holly	Archie	Fraser
Appearance	*tall, blond hair*	....	....
Character	....	....	....
Hobbies/ Interests	....	....	....

Writing

7 Copy and complete the table about a friend of yours. Then write a paragraph about him or her.

Name	
Appearance	
Character	
Hobbies/Interests	

My assessment profile: Workbook page 126

Exercise 5

Archie is on the left and Fraser is on the right.

Exercise 7

Possible answer
My best friend is Susan Jones. She's tall and wears glasses and she's got long blond hair like me. She's really funny and she's very clever – she always knows the answer when the teacher asks her a question. She likes going surfing and playing basketball and she is also in the music club after school.

Exercise 6

Name	Holly	Archie	Fraser
Appearance	*tall, blond hair*	tall, short dark hair	blond hair
Character	can be selfish	good fun, (sometimes a bit) selfish	shy, generous, clever
Hobbies/Interests	judo, drama club	judo, drama club	football, drama club

READ ON

1 Different Lives

Grammar Past simple vs Past continuous; *used to* for past habits
Vocabulary Compound nouns; Phrasal verbs 1
Speaking Expressing extremes
Writing Telling a story

Vocabulary Compound nouns

1 1.3 **Match these words to the correct headings. Copy and complete the table. Then listen, check and repeat.**

~~babysitter~~	businessperson	caretaker
classmate	homework	lighthouse
skyscraper	snowmobile	spaceship
speedboat	whiteboard	windmill

jobs	*babysitter*	....	....
transport	....	....	....
school	....	....	....
building	....	....	....

Word list page 43 **Workbook** page 104

2 **Match the words in Exercise 1 to the pictures.**
babysitter *10*

3 **Match the clues to the correct words in Exercise 1.**
1 This sends out a light across the sea. *lighthouse*
2 This person works in an office and wears smart clothes.
3 This person looks after a building.
4 You make flour in this building.
5 Your teacher uses this every day.
6 You can travel fast in this when it's very cold.
7 Some people believe that aliens travel in this.
8 You use this on the water.
9 You are probably sitting next to one now!
10 You do this after school.
11 Most big cities have these. They are very tall.
12 This person looks after very young children.

1.4 **Pronunciation Unit 1** page 121

Brain Trainer Unit 1
Activities 1 and 2 Go to page 112

10

PEARSON

Unit contents

Vocabulary
- Compound nouns – *babysitter*, *businessperson*, *caretaker*, *classmate*, *homework*, *lighthouse*, *skyscraper*, *snowmobile*, *spaceship*, *speedboat*, *whiteboard*, *windmill*
- Phrasal verbs 1 – *fill in*, *find out*, *get back*, *give up*, *go away*, *hang out*, *look after*, *look for*, *run away*, *set up*

Grammar
- Past simple vs Past continuous
- *used to* for past habits

Communication
- Expressing extremes
- Writing a story; Telling a story using the Past simple and the Past continuous

Pronunciation
- Compound noun word stress

Culture 1 – Halloween

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

Vocabulary Compound nouns

Extra activity

Books closed. Write the following word snakes on the board:
homebasketkeynotefootskatebookheadfiretooth
caseballplacelinebookboardworkboardacheball
Students match the words from the first word snake to the words from the second to make compound nouns. Tell students there is only one combination which uses all the words from both snakes. Check answers by asking individual students to write the words on the board in alphabetical order. Elicit from the class the name (*compound nouns*) for this type of word.
(Answers: *homework*, *basketball*, *keyboard*, *notebook*, *football*, *skateboard*, *bookcase*, *headline*, *fireplace*, *toothache*)

Exercise 1 (Track 1.3)
- Individually, students copy the table and then match the words to the correct headings to complete the table.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each word to check students' pronunciation.

Answers

jobs – *babysitter*, businessperson, caretaker
transport – snowmobile, spaceship, speedboat
school – classmate, homework, whiteboard
building – lighthouse, skyscraper, windmill

Exercise 2
- Students match the words in Exercise 1 to the pictures.
- Check answers as a class.

Answers

1 caretaker	**5** snowmobile	**9** spaceship
2 skyscraper	**6** businessperson	**10** babysitter
3 classmate	**7** whiteboard	**11** homework
4 windmill	**8** speedboat	**12** lighthouse

Exercise 3
- Students work in pairs, matching the clues to the correct words in Exercise 1.

Answers

2 businessperson	**6** snowmobile	**10** homework
3 caretaker	**7** spaceship	**11** skyscraper
4 windmill	**8** speedboat	**12** babysitter
5 whiteboard	**9** classmate	

Extra activity

Write the following sentences on the board:
1 The teacher wrote the sentences on the … for us to copy and complete.
2 They travelled across Antarctica in a … .
3 They are building a … near here because the sea is very dangerous.
4 She is an important … and has a big office in the city centre.
5 I'm very sorry, but I didn't have time to finish my … last night.
Individually, students complete the sentences with compound nouns from Exercise 1. Check answers as a class.
(Answers: *1 whiteboard*; *2 snowmobile*; *3 lighthouse*; *4 businessperson*; *5 homework*)
Stronger groups write additional gapped sentences using the words from Exercise 1 not covered in this activity, i.e. *babysitter*, *classmate*, *caretaker*, *skyscraper*, *spaceship*, *speedboat*, *windmill*. Monitor and point out errors for students to self-correct. In pairs, students look at each other's sentences and complete the missing words.

Pronunciation (Track 1.4)
See Teacher's Book page 219 and Students' Book page 121

Further practice
Workbook pages 8 and 104

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

PEARSON

Reading

Revision

First – Write the following sentences on the board:

1 On Friday and Saturday evenings in this area because it's windy.
2 Some of my classmates are very noisy but the tallest is in fact in Dubai.
3 There are lots of windmills to make electricity and they often make the teacher angry.
4 She wants to buy a speedboat because he's always asking the teachers about me.
5 My dad is the caretaker at my school and she sometimes works as a babysitter.
6 In New York there are lots of skyscrapers, she loves the sea and money isn't a problem.

Second – Tell students that the sentences have got mixed up. They need to break each sentence into two pieces and reorganise them to make six logical sentences. Students work in pairs to solve 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 On Friday and Saturday evenings she sometimes works as a babysitter.*; *2 Some of my classmates are very noisy and they often make the teacher angry.*; *3 There are lots of windmills to make electricity in this area because it's windy.*; *4 She wants to buy a speedboat because she loves the sea and money isn't a problem.*; *5 My dad is the caretaker at my school and he's always asking the teachers about me.*; *6 In New York there are lots of skyscrapers, but the tallest is in fact in Dubai.*)

Cultural notes

- The *Sami* people live in Lapland, which consists of the northernmost parts of Norway, Sweden, Finland and the adjoining areas. The population is around 50,000. They have three languages but, because of rapid changes in their society, most are now bilingual and some don't speak their native language at all. They were originally a nomadic race, following their herds or reindeer across Lapland and living in tents, but now most Sami live in modern houses and only a few travel with their animals. Many Sami are now fully integrated into local society where they live and work.
- *Off-grid* is a term often applied to people who choose to live in a self-sufficient way. People who live off-grid usually aim to grow their own food, make their own clothes, generate their own heat and light, educate their own children, etc. rather than working, receiving a salary and then using that salary to purchase these things from others.

Extra activity

Books closed. Write the following word skeleton on the board:
N _ _ _ _ _ (Answer: *Norway*)
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:
T _ _ _ _ _ (Answer: *Taiwan*) and
C _ _ _ _ _ (Answer: *Canada*)
If you have a world map available, ask students where the countries are. Tell students they're going to read an article about a day in the life of teenagers who live in these countries but that first you want them to think about what a typical day is like in the life of a teenager in their country. Ask students to give you ideas.

Exercise 1

- Draw attention to the photos and ask students what they can see.
- Students read the article quickly and match the people to the photos.
- Make sure students understand not to read in detail at this point.

Answers

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

Exercise 2 (Track 1.5)

- 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 Florá **3** Tao **4** Tao and Tom **5** Florá

Extra activity

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

Exercise 3

- In pairs, students ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency.

Further practice

Workbook page 9

PEARSON

Reading

1 Read the article quickly. Match the people (1–3) to the photos (a–c).

2 1.5 Read the article again. Answer the questions.

1 Who was helping his/her family? *Florá and Tom*
2 Who uses a phone?
3 Who spent a long time at school?
4 Who was studying?
5 Who works in summer?

3 In pairs, ask and answer.

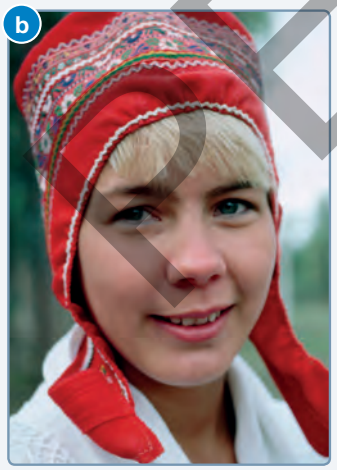
1 Whose life is most like yours?
2 Which facts did you find interesting/unusual/surprising in the article?
3 Imagine you can live another person's life for one day. Whose life would you choose?

A day in a life

What did you do yesterday? Tell us about your life.

a

b



c

1 ....

I am a Sami Norwegian and I live 200 miles north of the Arctic Circle. In winter, I go to school with my friends in Tromsø. But in summer the Sami people work with reindeer, so my life is very different. Yesterday, I helped my family with calf marking. We were checking our herd of reindeer and then making special marks in their ears to show that they belong to our family. In the past, my family followed our herd of reindeer on wooden skis, but now we travel by snowmobile! While I was helping with the calf marking, I sent two texts to my friends in Tromsø.

Florá Turi, 15, Norway

2 ....

Yesterday was the same as every other day. I got up at 6.00 a.m., ate a very quick breakfast and then I took the bus to school. When I got to school, at half past seven, my classmates were sweeping the classroom. I helped them and then we all sang our national song. Between 8 a.m. and midday I was studying, studying, studying and then, after lunch, I had more classes, until 4.30 p.m. Did I go home at 4.30 p.m.? No, I didn't! I stayed at school for an extra study class. And then I went to another school for more lessons. When I finally got home it was 10.00 p.m. I had some supper and then I did my homework. Life is all about study for Taiwanese teenagers!

Tao Chen, 16, Taiwan

3 ....

I live with my family in a beautiful part of Canada. We live 'off grid' – that means that we have no electricity in our house. We don't have the internet and we don't have phones, but we do have a radio in case of emergencies. I don't go to school – I'm homeschooled, but I learn a lot from my off-grid life. Yesterday, I worked with my dad. We were looking at his designs for a new windmill. Then in the afternoon I did some homework. I was researching some facts for a History project with other homeschooled kids. Of course, we didn't use the internet for our research, we used an encyclopedia and other books from the local library.

Tom Renwood, 15, Canada

PEARSON

Grammar Past simple vs Past continuous

Past simple	Past continuous
I got up at 6 a.m. We didn't use the internet for my project.	We were checking our herd of reindeer. Between 8 a.m. and midday I was studying.
Past simple and Past continuous	
When I got to school, my classmates were sweeping the classroom. While I was helping, I sent some texts to my friends in Tromsø.	

Grammar reference Workbook page 86

Watch Out!
Some verbs, for example: *know, understand, like, love, want, have, hear* are stative verbs. They don't usually take the continuous tense. (For a full list, see page 43.)

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

1 We use the *Past simple* / *Past continuous* for completed actions in the past.
2 We use the *Past simple* / *Past continuous* to describe a continuing situation in the past.
3 We usually use the *Past simple* / *Past continuous* after *when* and the *Past simple* / *Past continuous* after *while*.

2 **Complete the text with the correct form of the verbs.**

Hi Ted
I [1] *didn't have* (not have) a good day yesterday. First, I [2] .... (not hear) my alarm clock and so I [3] .... (sleep) until 8 o'clock. Then, while I [4] .... (eat) breakfast, I [5] .... (drop) my plate on the floor and [6] .... (break) it. I was very late for my first class. When I [7] .... (go) into the classroom the teacher [8] .... (talk) to everyone about their homework. My classmates [9] .... (write) lots of notes, but I [10] .... (not have) my notebook. It was in my bag – and my bag was still at home. So the teacher [11] ... (shout) at me because I was late and he [12] .... (give) me extra homework.
What about you? [13] .... (you/have) a good day yesterday?
Sam

3 **Choose the correct options, Past simple or Past continuous.**

Last weekend my brother and I [1] *went* / *were going* for a bike ride. We [2] *took* / *were taking* a train to Oxford and then we [3] *rode* / *were riding* our bikes to Woodstock. While we [4] *rode* / *were riding* along the road, we [5] *saw* / *were seeing* a car crash. We [6] *stopped* / *were stopping* and [7] *called* / *were calling* for an ambulance. When the ambulance [8] *arrived* / *was arriving*, the drivers [9] *sat* / *were sitting* on the pavement and they [10] *argued* / *were arguing* about the accident.

4 **Make sentences.**

1 While we / watch / TV / we / hear / a strange sound
While we were watching TV, we heard a strange sound.
2 When you / phone / I / do my homework
3 I / not hear / the doorbell / because / I / listen / to my MP3 player
4 I / see / a strange cat in the garden / while / I / clean / the car
5 She / drop / a plate / while / she / do / the washing-up
6 They / play football / when / a helicopter / land / on the pitch

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

1 What did you do the day before yesterday?
2 What were you doing between 2 p.m. and 5 p.m. last Saturday?
3 Where did you go last weekend?
4 What did you see on your way to school today?
5 When did you last use a phone? Who were you talking to?

PEARSON

Grammar Past simple vs Past continuous

Language notes

- This lesson contrasts the Past simple with the Past continuous through very clear examples and controlled exercises. It specifically revises 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).
- The spelling rules relating to the formation of the Past 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 Past continuous. However, there are three exceptions to this rule:

- Infinitive ends with consonant + stressed vowel + consonant: double the consonant, e.g. *stop*, *run* and *begin* which become *stopping*, *running* and *beginning*.
- Infinitive ends with vowel + consonant + *-e*: omit the *-e*, e.g. *write*, *have* and *come* which become *writing*, *having* and *coming*.
- Infinitive ends with *-ie*: *-ie* changes to *-y*, e.g. *lie* and *die* which become *lying* and *dying*.
- Students are also introduced to a group of stative verbs (*know*, *understand*, *like*, *love*, *want*, *have*, *hear*), which are rarely found in the continuous form. This is the first time students have seen these in *Next Move* so be prepared to help students with the possible complications posed by these forms.

Exercise 1

- Read the grammar table and the 'Watch Out!' section with the students.
- Students choose the correct options, referring back to the grammar table where necessary.
- Check answers as a class.

Answers

1 Past simple **2** Past continuous
3 Past simple, Past continuous

Extra activity

Before students look at the text in Exercise 2 and work on sentences with two clauses, practise the Past continuous in isolation by asking them questions like *'What were you doing (on Sunday) at (1 o'clock)?'*, *'What was your best friend doing (yesterday) at (8 o'clock in the morning)?'* and *'What were your parents doing (yesterday afternoon) at (3 o'clock)?'* 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 2

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

Answers

2 didn't hear **3** slept **4** was eating **5** dropped **6** broke **7** went **8** was talking **9** were writing **10** didn't have **11** shouted **12** gave **13** Did you have

Exercise 3

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

Answers

2 took **3** rode **4** were riding **5** saw **6** stopped **7** called **8** arrived **9** were sitting **10** were arguing

Exercise 4

- Students use the prompts to make sentences.
- Check answers as a class.

Answers

2 When you phoned, I was doing my homework.
3 I didn't hear the doorbell because I was listening to my MP3 player.
4 I saw a strange cat in the garden while I was cleaning the car.
5 She dropped a plate while she was doing the washing-up.
6 They were playing football when a helicopter landed on the pitch.

Extra activity

Write the following sentences on the board. Individually, students decide if they are correct or not. They suggest possible changes to the incorrect sentences.

1 While the teacher was writing on the whiteboard, my classmate's mobile phone rang. (✓)
2 I'm really sorry, but I wasn't understanding anything you said to me. (✗ – *I'm really sorry, but I didn't understand anything you said to me.*)
3 When she was arriving, he was cooking the dinner. (✗ – *When she arrived, he was cooking the dinner. / When she arrived, he cooked the dinner.*)
4 The caretaker was cleaning the office windows when it suddenly started to rain. (✓)

Exercise 5

- Monitor, but do not interrupt fluency unless students make mistakes with the Past simple or the Past continuous.

Further practice

Workbook pages 10 and 86–87

PEARSON

Vocabulary Phrasal verbs 1

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 the Past simple and the Past continuous to describe the scene. Do not let students see the photo. They listen to you and try to draw the photo. Use the following text as an example:
This picture is from my holiday two years ago. My brother and his family were living in Norway and we went to visit them. While we were staying there, we visited a lot of interesting places and in this photo we were standing inside the Arctic Circle – it was very, very cold! My nieces and nephews were riding their snowmobiles and my brother and his wife were telling me all about the lighthouse you can see behind us. My husband/wife was taking the photo so you can't see him/her in the picture. It was very cold and there was a lot of snow and there were reindeer everywhere. In fact, a herd of reindeer were crossing the snow in the distance, can you see them?

Second – 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.

Third – Students choose a photo of their own and practise describing it to a partner.

Language notes

This lesson introduces students to the concept of phrasal verbs. Students have already seen a number of phrasal verbs in various contexts in the previous levels of *Next Move*, e.g. *eat out*, *get up*, *plug in*, *throw away*, *turn off*, etc. but this is the first time they have seen a group of phrasal verbs together. Be prepared to explain to students that phrasal verbs are verbs which are followed by a 'particle', and that it is this particle which gives the verb its very specific meaning. In some phrasal verbs, e.g. *run away*, the meaning of the verb and the particle is clear, but in many cases, e.g. *look after*, it is abstract, which makes the meaning difficult or impossible to deduce without the context.
Students work in this lesson with phrasal verbs at a purely lexical level and the exercises do not require them to distinguish between separable and non-separable phrasal verbs.

Exercise 1 (Track 1.6)

- Individually, students complete the phrasal verbs.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each item to check students' pronunciation.

Answers

2 out **3** back **4** up **5** away **6** out **7** after **8** for **9** away **10** up

Exercise 2

- In pairs, students match the phrasal verbs in Exercise 1 to the definitions.
- Check answers as a class.

Answers

2 fill in **3** hang out **4** run away **5** find out **6** set up **7** give up **8** get back **9** look for **10** go away

Extra activity

Write the following beginnings and endings of the sentences on the board. Individually, students match the parts of the sentences.

1 My friends and I usually hang
2 His sister wants to set
3 I have to look
4 You have to fill
5 Can you find

a up her own business.
b after my brother on Saturday night.
c out in the park after school.
d out what time the film starts?
e in this form if you want to join the club.

Check answers as a class.
(Answers: *1c*; *2a*; *3b*; *4e*; *5d*)

Exercise 3 (Track 1.7)

- Individually, students match the pictures to the conversations.
- Check answers as a class.
- They then complete the conversations with the correct form of the phrasal verbs from Exercise 1.
- Play the recording for students to listen and check.

Answers

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

1 *look after* **2** get back **3** hang out **4** set up **5** fill in **6** give up **7** ran away **8** find out **9** looking for **10** go away

Exercise 4

- In pairs, students write short conversations using some of the phrasal verbs from Exercise 1.
- Ask some students to read out their conversations to the class.

Further practice

Workbook pages 11 and 104

Brain Trainer Unit 1 Activity 3

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

PEARSON

Vocabulary Phrasal verbs 1

1 1.6 **Read the text and complete these phrasal verbs with the correct preposition. Then listen, check and repeat.**

1 fill *in*
2 find ....
3 get ....
4 give ....
5 go ....
6 hang ....
7 look a ....
8 look f ....
9 run ....
10 set ....

Word list page 43 **Workbook** page 104

I usually hang out with my friends during the holidays and often feel bored. But last year, I set up a pet-minding service with my sister. We looked after people's pets when they went away. Our favourite pet was a dog called Tyson. On his first walk, he ran away. We looked for him for several hours, but finally we gave up. We went to the police station and filled in a 'missing pet' form. 'What will the owner say when he finds out?' my sister said. When we got back to the owner's house, we saw Tyson. He was waiting for us by the front door!

2 **Match the phrasal verbs to these definitions.**

1 to take care of someone *look after*
2 to complete a form
3 to spend time in a place doing nothing
4 to escape
5 to discover or learn new information
6 to start a new business or organisation
7 to stop doing something
8 to return
9 to search
10 to go on holiday

3 1.7 **Match the pictures (a–e) to the conversations (1–5). Then use the correct form of the phrasal verbs to complete the conversations. Listen and check your answers.**

1 **A** Can you [1] *look after* your little sister this afternoon? I've got a meeting in London.
B OK, but please don't [2] .... late because I've got a party in the evening.

2 **A** What did you do yesterday? Did you [3] .... with your friends in the park?
B No, I didn't. I went online and [4] .... a Facebook page for my new band.

3 **A** I'm trying to [5] .... this form online, but my computer isn't working. I can't do it!
B Don't [6] ....! Print out the form and post it.

4 **A** My cat [7] .... yesterday. He got onto the local bus and travelled into town.
B How did you [8] .... where he was?
A The bus driver saw the tag on his collar and phoned me.

5 **A** Are you [9] .... something?
B Yes, I am. I can't find my holiday photos.
A Oh! Did you [10] .... to somewhere nice?
B Yes, we did. We went to Portugal.

4 **Work in pairs. Choose at least four phrasal verbs from Exercise 1 and write a short conversation.**

Brain Trainer Unit 1
Activity 3 Go to page 112

PEARSON

Chatroom Expressing extremes

Speaking and Listening

1 **Look at the photo. Can you remember how the girls know each other?**

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

3 1.8 **Listen and read again. Answer the questions.**

1 Why is Yasmin in Freston? *She lives there now.*
2 What does she think of the village?
3 What does Archie think of the village?
4 What does Yasmin's mum do?
5 Does Yasmin's house have an amazing garden?

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

Holly Hi, Fraser! Hi, Archie! This is my cousin, Yasmin.
Archie Hey, Yasmin. We met last summer, remember?
Yasmin Yes, of course. And now I live here! I love Freston. It's such a cool village!
Archie Cool! I don't think so. It's really boring. It's so small and there's nothing to do in the evening.
Yasmin Well, I used to live in a really busy city and I hated it. It was so noisy.
Fraser Why did your family move here?
Yasmin My mum wanted to get out of the city. She used to have such a stressful job, but she gave it up and set up her own business as a garden designer.
Fraser Do you now live in a house with an amazing garden?
Yasmin As if! It's a junkyard. But Mum's got lots of plans.

Say it in your language …
I don't think so!
As if!

14

PEARSON

Chatroom Expressing extremes

Revision

First – Revise with students the phrasal verbs covered in the Students' Book on page 13. Write the following scrambled words on the board:

1 finill
2 petus
3 piveug
4 dintofu
5 floorok
6 goayaw
7 tagbeck
8 oathgnu
9 ayawurn
10 taleforok

Individually, students unscramble the phrasal verbs.
(Answers: *1 fill in*, *2 set up*, *3 give up*, *4 find out*, *5 look for*, *6 go away*, *7 get back*, *8 hang out*, *9 run away*, *10 look after*)

Second – Write the following gapped sentences on the board:

1 Can you help me … … my homework? I don't know where it is.
2 My friend's dog … … and we never saw it again!
3 While I was … … the form, my pen broke.

Students complete the sentences using the correct form of three of the phrasal verbs.
(Answers: *1 look for*, *2 ran away*, *3 filling in*)

Third – Students write gapped sentences using five of the phrasal verbs 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 them.

Speaking and Listening

Exercise 1

- Draw attention to the photo and ask students what they can see.
- Check students are clear about the names of the characters before they complete the exercises. (From left to right: Yasmin, Holly, Archie and Fraser)

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.

Exercise 2 (Track 1.8)

- Play the recording for students to listen, read and check their answer to Exercise 1.
- Check answers as a class.

Answer

They are cousins.

Exercise 3 (Track 1.8)

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

Answers

2 Yasmin loves Freston. She thinks it's cool.
3 Archie thinks Freston is boring and small and that there's nothing to do in the evening.
4 Yasmin's mum is a garden designer.
5 No, it doesn't.

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 reused 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.

I don't think so! – exclamation used to express disagreement with something which someone has just said. It is commonly used in informal situations and spoken with a 'light' intonation to indicate that the phrase is being used in friendly disagreement. It may, as in this case, be preceded by the specific word or phrase with which the person disagrees, e.g. *'Cool!'*, pronounced with exaggerated intonation.

As if! – phrase very similar in meaning to *'Of course (not)!'* Often used as a humorous response to an unusual question. You might use it in class, for example, if a student asks you *'So, are you not giving us any homework today?'* to which you might respond *'As if! Of course I'm giving you homework!'* It is frequently spoken with quite exaggerated intonation to indicate that we are being humorous.

PEARSON

Exercise 5

- Students read the conversation again and find the sentences with *so* and *such* and answer the question.
- Check answers as a class.

Answers

2 so **3** so **4** such
so comes before an adjective without a noun and *such* comes before an adjective with a noun.

Exercise 6

- Read through the phrases for expressing extremes with the class.
- Make sure students understand that *really* is a synonym of *very* and is followed by an adjective, that *so* is followed by an adjective without a noun, and that *such* is followed by an adjective with a noun.

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

- Students make their own conversations by replacing the words in purple in Exercise 7.
- Monitor, but do not interrupt fluency unless students make mistakes with the use of the words and phrases for expressing extremes.
- Stronger groups or fast finishers can use their own ideas.

Further practice

Workbook pages 12 and 113

Grammar *used to*

Language notes

In this lesson students are introduced to *used to* for the first time. Many languages have a structure to express the idea of past habits, but there may be slight differences between the use of the structure in students' L1 and the use of *used to* in English. The three most common areas of confusion are:

- Use of the final '*d*' – in the affirmative form *used to* always ends in '*d*'. In negatives and questions, however, students often also include a final '*d*', e.g. *'Did she used to … ?'*, *'They didn't used to … .'* If students have difficulty remembering this, point out that *used to* functions like any other regular past tense verb and finishes with '*-ed*' in the affirmative form but not in the negative or question form as we use the auxiliary verb *did*.
- Confusion between *used to* and *usually* – in English, unlike some other languages, *used to* can only be used to talk about the past. If we wish to talk about habits in the present we use the adverb *usually*.
- When *used to* can and cannot be used – in some cases it can be difficult to distinguish when exactly *used to* can be used. Make sure students understand that, as well as to talk about habits, *used to* is also often used to talk about regularly repeated actions or stable situations in the past, e.g. *'I used to go to school on the bus but now I walk.'*, *'I used to be in the same class as my best friend.'*, etc. Under no circumstances, however, can it be used to talk about completed actions which happened only once.

Exercise 1

- Read the grammar table with students.
- Students complete the rules, referring back to the grammar table where necessary.
- Check answers as a class.

Answers

1 used to, habits **2** used to **3** use to **4** use to

Exercise 2

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

Answers

2 didn't use to walk
3 use to go
4 Did you use to be, didn't use to enjoy
5 didn't use to spend
6 did you use to do

Exercise 3

- Students write sentences with their own ideas.
- Monitor and help with vocabulary if necessary.
- Ask some students to read their sentences to the class.

Possible answers

1 When I was five, I didn't use to walk the dog or do the washing-up.
2 I always used to like watching TV, but now I prefer listening to music on my MP3 player.
3 My family used to live in the country, but now we live in the city centre.

Further practice

Workbook pages 13 and 86–87

PEARSON

5 **Find and complete these sentences with *so* or *such*. Which word comes before an adjective without a noun?**

1 It's *such* a cool village.
2 It's .... small and there's nothing to do in the evening.
3 It was .... noisy.
4 She used to have .... a stressful job.

6 **Read the phrases for expressing extremes.**

Expressing extremes	
so	It was **so** noisy. The skyscrapers are **so** tall. I'm **so** hungry.
such	It's **such** a cool village! He's **such** a nice man. It's **such** a hot day today.
really	It's **really** boring. I used to live in a **really** busy city.

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

Holly I love this [1] film. It's so [2] funny!
Yasmin I agree. And [3] Carey Mulligan is such a [4] great actress.
Archie You've got such a [5] big house, Fraser.
Fraser It is [6] big, but [7] it's so cold in winter.

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 band / book
2 talented / exciting
3 Gerard Frost / the author
4 good singer / wonderful writer
5 lovely bedroom / small phone
6 lovely / small
7 hot in summer / difficult to use

Grammar *used to*

Affirmative		
I/He/She/We/ You/They	used to	live in a big city.
Negative		
I/He/She/We/ You/They	didn't use to	have a car.
Questions and short answers		
Did I/he/she/we/you/ they use to read comics when I/he/she/we/you/they was/were younger?	Yes, I/he/she/we/you/ they did.	
	No, I/he/she/we/you/ they didn't.	
***Wh-* questions**		
Who used to teach English at this school?		

Grammar reference Workbook page 86

1 **Study the grammar table. Complete the rules with *used to* or *use to* and choose the correct option.**

1 We use .... to talk about *habits / completed actions* in the past.
2 We form the positive with .... + infinitive.
3 We form the negative with *didn't* and .... + infinitive.
4 We form questions with *Did* + subject + ... + infinitive.

2 **Complete the sentences with the correct form of *used to* and the verbs in brackets.**

1 My sister *used to love* (love) chocolate but now she hates it.
2 I .... (not walk) to school but now I walk there every day.
3 Where did you .... (go) on holiday?
4 **A** .... (you be) in the football team?
B Yes, I did. But I .... (not enjoy) it.
5 We .... (not spend) much time in the park.
6 What .... (you do) after school when you lived in London?

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

1 When I was five, I didn't use to …
2 I always used to like … , but now …
3 My family used to … , but now …

PEARSON

Reading

1 **Read the article quickly. Which sentence is the best summary of the article?**

1 Ezekiel Barzey started The Golden Company because he was scared of bees.
2 Ezekiel Barzey's experience of beekeeping changed his life.
3 Ezekiel Barzey used to work for a bank but now he makes honey.

Ezekiel, the Bee Guardian

'I used to be a completely different person,' says Ezekiel Barzey, aged 19. 'A few years ago, I used to hang out with my friends and we got into trouble with the police. I felt excluded and I only saw the negative things in my community.'
But when Ezekiel was 17 years old, he got involved in a project run by Zoe Palmer and his life began to change.

Zoe used to be a filmmaker for a TV nature channel and she spent some time in Albania, filming bees and beekeepers. She was impressed by the relaxed and calm atmosphere around the beekeepers. When she got back to Britain she set up 'The Golden Company'. It teaches young people in London about beekeeping and gives them the opportunity to connect with nature and to find out how to develop, market and sell honey products.

Ezekiel is now a 'Bee Guardian' and he looks after a hive on the roof garden of the Nomura Investment Bank, in the heart of the City of London. The bank buys all the honey and uses it at meetings and business breakfasts. There are several other hives in London and they all have special 'Bee Guardians' from The Golden Company. Ezekiel also helps to run a stall at a local market in the city. He and other 'Bee Guardians' make beauty products from honey and sell them on the stall.

Ezekiel was scared of the bees when he started his training, but he learnt to calm down and not to panic. 'I'm more in touch with nature now,' he explains, 'I understand how bees operate!' He is also much more confident about himself and his role in society. 'Now I've got a chance in life to become successful,' he says. 'I'm glad the company was there for me when I needed it.'

Key Words

excluded	get involved
beekeeping/beekeeper	honey
hive	stall

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

1 Why did Ezekiel's life change when he was 17 years old?
Because he got involved in a project run by Zoe Palmer.
2 What impressed Zoe Palmer in Albania?
3 What is The Golden Company?
4 Where is the hive that Ezekiel looks after?
5 How does the bank use the honey?
6 What do Ezekiel and the other Bee Guardians make from the honey?
7 How did Ezekiel's feelings about bees change?
8 How did Ezekiel's feelings about himself change?

Listening

1 1.11 **Listen to the radio programme and choose the correct summary.**

1 Laura taught the trumpet and changed someone's life.
2 Laura heard the trumpet and it changed her life.
3 Laura found a trumpet on the street and it changed her life.

Listening Bank Unit 1 page 118

2 **Think about a famous person, for example, a sports star, a musician or an actor and imagine how they chose their career.**

1 What important moment do you imagine changed their life? Why was it important?
2 Was there an important moment in your life that changed you? How? What happened?

PEARSON

Reading

Cultural notes

- *Ezekiel Barzey* is a real person. He lives in the East End of London and was interviewed in the *Hackney Gazette* in 2011, where he talked about how important Zoe Palmer and The Golden Company have been in his life. Further information about him and The Golden Company is available by searching the internet.

Exercise 1

- Draw attention to the photos and the text and ask students what they can see.
- Students read the article quickly and choose the best summary of the article.
- Make sure students understand not to read in detail at this point.
- Check the answer as a class.

Answer

2 Ezekiel Barzey's experience of beekeeping changed his life.

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.

excluded – an adjective meaning not part of, the opposite of *included*, slightly formal in register

get involved – to become a part of an organisation, institution or activity voluntarily, without the objective of being paid

beekeeping/beekeeper – the activity of looking after bees and the places where they live/the job of looking after bees

honey – the very sweet, sticky, golden coloured liquid made by bees from the nectar of flowers and frequently 'stolen' by humans and other animals

hive – the structure where bees live, this may either be made by bees in nature, or made by humans, in which case it is usually a type of wooden box

stall – one of the individual 'shops' forming part of a market, which can usually be put up and taken down, e.g. *'We have a small stall in the market. It's made of a few pieces of metal and a cover to protect it from the rain.'*

Extra activity

Check students' understanding of the Key Words by giving them definitions for three of the words and asking them to choose the correct word from the Key Words box.

Exercise 2 (Track 1.10)

- Students read the article 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 The relaxed and calm atmosphere around the beekeepers in Albania impressed Zoe.
3 The Golden Company is a company that teaches young people in London about beekeeping, helps them connect with nature and teaches them about honey products.
4 The hive which Ezekial looks after is on the roof of the Nomura Investment Bank in London.
5 The bank uses the honey at meetings and business breakfasts.
6 Ezekial and the other Bee Guardians make beauty products from the honey.
7 Ezekial used to be scared of bees, but now he has learnt to calm down.
8 He feels much more confident about himself and his role in society.

Listening

Exercise 1 (Track 1.11)

- Play the recording. Students choose the correct summary.
- Check the answer as a class.

Answer

2 Laura heard the trumpet and it changed her life.

Audioscript

See Teacher's Book page 227

Listening Bank

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

Exercise 2

- Individually, students answer the questions. Explain that students should only make notes at this point.
- In pairs, students talk about their famous person and themselves.
- Ask some students to tell the class about their famous people or themselves.

Further practice

Workbook page 14

PEARSON

Writing Telling a story

Revision

First – Quickly review the pronunciation of the alphabet with the class, paying particular attention to any letters which habitually cause problems for your learners. Then write the word *windmill* 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.

Second – Give your students a ten-item backward spelling test. Check students understand the game before continuing. Students listen and write down the following words:

1 hang out *(t u o g n a h)*
2 run away *(y a w a n u r)*
3 look after *(r e t f a k o o l)*
4 spaceship *(p i h s e c a p s)*
5 babysitter *(r e t t i s y b a b)*
6 lighthouse *(e s u o h t h g i l)*
7 skyscraper *(r e p a r c s y k s)*
8 whiteboard *(d r a o b e t i h w)*
9 snowmobile *(e l i b o m w o n s)*
10 businessperson *(n o s r e p s s e n i s u b)*

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 spell other words from the course backwards.

Exercise 1

- Read the Writing File with the class.

Exercise 2

- Students use the prompts to make sentences and questions.
- Remind students to use the correct tenses.
- Check answers by asking individual students to read the sentences.

Answers

2 I usually get up at 7.00.
3 Yesterday afternoon my sister was reading a magazine when the doorbell rang.
4 'Do you like chocolate?' asked my teacher.

Exercise 3

- Students read the story and find the tenses.
- Check answers as a class.

Answers

Present simple – It's, don't believe, What is it?, Do you remember?, never win, usually go
Present continuous – I'm always entering
Past simple – was, began, got up, had, helped, wanted, came, said, read, shouted, asked, entered, didn't remember, won, laughed, ran, started
Past continuous – was shining, were singing, was holding

Exercise 4

- Students read the story 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 The weather was good (the sun was shining).
3 Gina was not happy because she had a lot of homework and she wanted to go out with her friends.
4 She's always entering competitions.
5 She won first prize – a family holiday to Florida.
6 They usually go camping in the rain.

Exercise 5

- Read through the questions with the students.
- 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 sections – an introductory paragraph, a middle section with direct speech, and a conclusion. Tell them that they should now organise their notes in the same way.
- Look at the questions in Exercise 5 with students again. Make sure they understand that they should answer the first question in the introductory paragraph, the second and third questions in the middle section and the last question in the conclusion.
- 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

PEARSON

Writing Telling a story

1 Read the Writing File.

Writing File Using different tenses

We often use a mix of tenses when we tell a story in the past.

- **We use the Past simple to describe a series of events.**
  I jumped out of bed, got dressed and went down to the kitchen.
- **We use the Past continuous for descriptions and continuous actions.**
  It was raining and a dog was barking.
- **We use the Present simple in dialogues and to describe states and things that don't change.**
  'I don't feel well today,' she said.
  My family lives in a small house by the sea.

2 **Make sentences. Choose the correct tense from Exercise 1.**

1 Last weekend / I / visit / my aunt / and then / go / to the cinema
Last weekend I visited my aunt and then went to the cinema.
2 I / usually / get up / at 7.00
3 Yesterday afternoon / my sister / read / a magazine / when / the doorbell / ring
4 'you / like / chocolate?' asked my teacher

3 **Read the story on the right. Find these tenses.**

- Present simple
- Past simple
- Present continuous
- Past continuous

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

1 What did Gina do after she got up?
She had breakfast and helped her dad in the garden.
2 Was the weather good or bad?
3 Why was Gina not happy?
4 What is Gina always doing?
5 What prize did Gina win?
6 Where does Gina's family usually go on holiday?

An Amazing Day by Gina Bett

Yesterday was an amazing day. It began as usual – a typical boring Saturday. I got up, had breakfast and helped my dad in the garden. The sun was shining and the birds were singing in the sky, but I was in a bad mood because I had a lot of homework and I wanted to go out with my friends. Then my mum came outside. She was holding a letter.

'It's for you!' she said.

I read the letter quickly and shouted 'I don't believe it!'

'What is it?' asked my mum.

'I entered a competition last week,' I said. 'Do you remember?'

Well, of course she didn't remember. I'm always entering competitions and I never win anything. But this time it was different.

'I won the first prize,' I said. 'A family holiday to Florida!'

We all shouted and laughed. Then we ran inside and started to plan our holiday. We usually go camping in the rain – but not this year!

5 **You are going to write a short story with the title *An Unusual Day*. Plan your story. Think about these things.**

- Who are the main characters in the story?
- What happens to them?
- How do they feel?
- What happens at the end of the story?

6 **Now write your story. Use your ideas from Exercise 5.**

Remember!
- Use a mix of tenses.
- Use the vocabulary in this unit.
- Check your grammar, spelling and punctuation.

PEARSON

Refresh Your Memory!

Grammar Review

1 **Match the sentence beginnings (1–5) to the endings (a–e).**

1 The sun was shining brightly *b*
2 When I got to the bus stop,
3 I sat down
4 I was waiting for the bus
5 While I was running towards the child,

a I dropped my bag.
b and the birds were singing.
c and waited for the bus.
d the bus was already disappearing down the road.
e when I saw a child in the middle of the road.

2 **Complete the text with the correct form of the verbs, Past simple or Past continuous.**

I [1] *was eating* (eat) my lunch when the phone [2] .... (ring). I [3] .... (stand) up quickly and [4] .... (run) towards the phone. While I [5] .... (run), I [6] .... (fall) over the dog and [7] .... (hurt) my leg. I [8] .... (try) to stand up again when I [9] .... (hear) the doorbell. I [10] .... (walk) slowly to the door and [11] .... (open) it. It was my friend, Kate. 'Are you OK?' she asked. 'You [12] .... (not/answer) the phone.'

3 **Make sentences with *used to* and *didn't use to* and the information in the chart.**

When John was five …

play football	×
be scared of the dark	✓
believe in ghosts	✓
have lots of homework	×
ride a bike to school	×
like chocolate	✓
climb trees in the park	✓

When John was five he didn't use to play football.

Vocabulary Review

4 **Match the words in box a to the words in box b to make compound nouns.**

a	baby*sitter*	business	care	class
	home	light	sky	snow
	space	speed	white	wind

b	board	boat	house	mate	mill
	mobile	person	scraper	ship	~~sitter~~
	taker	work			

5 **Complete the sentences with the correct form of these phrasal verbs.**

fill in	get back	give up	go away
hang out	look after	look for	~~set up~~

1 My mother *set up* her own travel company when she was 20 years old.
2 I know that the homework is difficult, but don't .... !
3 Please .... this form to apply for the job.
4 I .... my jacket in my bedroom, but I couldn't find it.
5 Last year we .... to France on holiday.
6 Can you .... our cat while we're on holiday?
7 I usually .... with my friends at the weekend.
8 I usually .... from school at 4 o'clock.

Speaking Review

6 1.12 **Complete the conversation with the correct words. Then listen and check.**

A I don't like this town. It's [1] *so* / *such* boring!
B I don't agree. I think it's [2] *such* / *really* great. It's got [3] *such* / *really* a fantastic park and the sports centre is [4] *so* / *such* cheap.
A Well, that's true. But we live [5] *so* / *such* a long way from the town centre. And the buses are [6] *so* / *such* expensive.
B Yes, but you have a [7] *so* / *really* big house with a lovely garden. You're [8] *so* / *such* lucky!

Dictation

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

My assessment profile: Workbook page 127

PEARSON

Refresh Your Memory!

Exercise 1

Answers

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

Exercise 2

Answers

2 rang **3** stood **4** ran **5** was running **6** fell
7 hurt **8** was trying **9** heard **10** walked **11** opened
12 didn't answer

Exercise 3

Answers

… he used to be scared of the dark.
… he used to believe in ghosts.
… he didn't use to have lots of homework.
… he didn't use to ride a bike to school.
… he used to like chocolate.
… he used to climb trees in the park.

Exercise 4

Answers

businessperson caretaker classmate homework
lighthouse skyscraper snowmobile spaceship
speedboat whiteboard windmill

Exercise 5

Answers

2 give up **3** fill in **4** looked for **5** went away
6 look after **7** hang out **8** get back

Exercise 6 (Track 1.12)

Answers

2 really **3** such **4** so **5** such **6** so **7** really **8** so

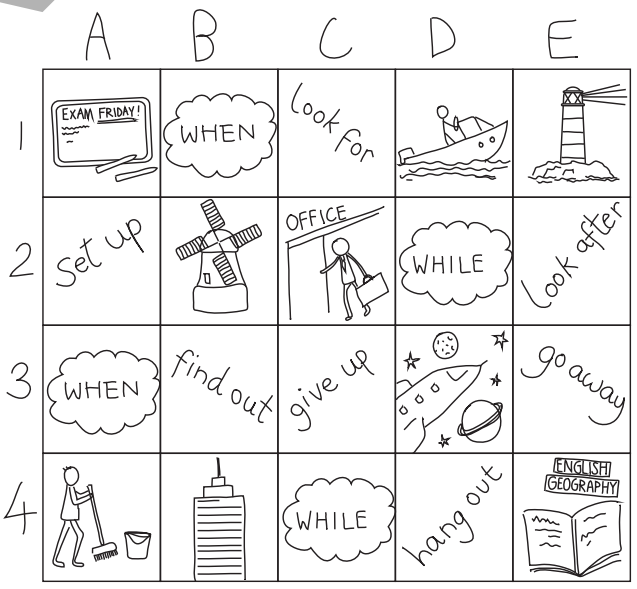
Exercise 7 (Track 1.13)

Answers and Audioscript

1 I was listening to some music when I heard a strange noise.
2 My sister didn't use to like coffee but now she drinks five cups a day.
3 She's a really clever girl, but she's so lazy.
4 My friend's dad used to own a speedboat.
5 Why were you running away from that boy?
6 Can you look after my dog this afternoon?

Extra activity

Revise the vocabulary and the grammar of the unit:
– Copy the grid onto the board. Explain to students that they are going to use the words and pictures to play a game. The objective is to make sentences to win squares on the board.
– Elicit the vocabulary for each picture from the class. (Answers: *1A whiteboard*, *1D speedboat*, *1E lighthouse*, *2B windmill*, *2C businessperson*, *3D spaceship*, *4A caretaker*, *4B skyscraper*, *4E homework*) and revise the meaning of the phrasal verbs by asking students to give you a definition or example sentence.
– Demonstrate the activity by choosing two of the squares, e.g. 4C and 4B and making a sentence connecting them *'While we were staying in New York, we went to the top of a skyscraper.'*
– Explain that when students make a sentence, they write their names in the square or squares they have used so the other student can't use them. Students can make sentences using one, two or even three squares at a time, but the sentences must always be logical and grammatically correct.
– Give students further examples of sentences, using one square, e.g. 2E *'At eight o'clock last night I was looking after my sister.'* and three squares, e.g. 2D, 1A and 1C *'While the teacher was writing on the whiteboard, I was looking for my pen in my bag.'*
– Students work in pairs and copy the grid into their notebooks. They don't need to copy all the words and pictures, only a small version of the grid on which to write who wins each square.
– Students work in pairs, taking turns to choose squares on the grid and trying to make sentences to connect them. The winner is the player with their name in the most squares on the grid at the end.



My Assessment Profile Unit 1

See Workbook page 127

Culture 1 – Halloween

See Teacher's Book page 221 and Students' Book page 122 (for extra reading, discussion and writing work).

PEARSON

Biology File Where are all the bees?

Cultural notes

- Exactly why over the last two decades the number of bees around the world has been declining worryingly is the subject of continuing debate. The technical word for this phenomenon in the scientific community is Colony Collapse Disorder (CCD). Up to a third of commercial beehives are being abandoned as the worker bees mysteriously fly away and leave the queen bee to die alone. Researchers have not yet identified the exact reason, but it is believed that pesticides are probably the main cause, possibly in combination with other factors including genetically modified crops, climate change and disease.

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: *reports*, *flying away*, *nectar*, *pollen*, *colonies*, *seeds*, *disease*, *community centres*.

Exercise 1

- Draw attention to the picture and photo and ask students what they can see.
- Students read the article quickly and match the sentences to the paragraphs.
- Check answers as a class.

Answers

2 b **3** d **4** a

Exercise 2 (Track 1.14)

- Students read the article again and 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.

Answers

1 Because bees are flying away from their hives and not returning.
2 Bees fly from one flower to another to look for nectar and pollen which they use to produce honey.
3 Pollination is when bees move pollen from one flower to another.
4 One bee can pollinate ten flowers in one day.
5 Possible causes include climate change, disease and pesticides.
6 Because they have gardens and parks with lots of different types of flowers.

Exercise 3 (Track 1.15)

- Draw attention to the fact file and the numbers.
- Play the recording for students to complete the fact file.
- Check answers as a class.

Answers

1 *25,000* **2** 254 **3** one-twelfth **4** 6 **5** 6.5 **6** 24

Audioscript

See Teacher's Book page 227

My Biology File

Exercise 4

- Individually, students find out information about butterflies.
- Remind students that further information about butterflies is available by searching the internet.

Exercise 5

- Students prepare a leaflet about butterflies.
- 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 leaflet.

In this unit have you …

… used the Grammar and Vocabulary worksheet?
… used the Reading and Listening worksheet?
… used the Writing worksheet?
… used the Speaking worksheet?
… used the 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

PEARSON

Biology File

Where are all the bees?

1 C. All around the world, there are reports that bees are flying away from their hives and not returning. Farmers, scientists and environmental groups are very worried and they are trying to find out why it's happening.

2 .... Are they so important to our environment? The short answer is, yes, it does matter and yes, they are important. Bees fly around from flower to flower, looking for nectar and pollen. They use these to produce honey, which is food for their colonies. But at the same time, the bees help to move pollen from one flower to another. This process is called 'pollination'. Pollination means that the flowers can create seeds and new flowers. Without bees, many flowers can't make seeds or fruit. In fact, bees are responsible for the pollination of one-third of all the plants which we eat. A single hive with 50,000 honeybees can pollinate 500,000 plants in one day! Imagine a world with no apples, carrots, onions, raspberries, strawberries or, of course, honey. That's a world with no bees.

3 .... Scientists think that there are several possible reasons, including climate change, disease and pesticides (chemicals which kill insects).

4 .... Beekeeping was popular two or three hundred years ago, when many families kept their own hives for honey. Now beekeeping is becoming popular again in towns and cities, as well as in the country. In fact, towns are actually good places for hives because they have gardens and parks with lots of different types of flowers. Primary schools, businesses, universities and community centres are now setting up their own hives. They enjoy the delicious honey and at the same time they know that they are helping to look after some of the most important insects on the planet.

Reading

1 **Read the article quickly. Match these sentences to the correct paragraphs.**

a But it's not all bad news.
b But does it really matter if bees disappear?
c Bees are disappearing.
d So, why are the bees disappearing?

2 1.14 **Read the article again. Answer the questions.**

1 Why are farmers, scientists and environmental groups worried about bees?
2 Why do bees fly from one flower to another?
3 What is pollination?
4 How many plants can one bee pollinate in one day?
5 What possible causes are there for the bees' disappearance?
6 Why are towns good environments for beekeeping?

3 1.15 **Listen to some more information on bees. Choose the correct numbers to complete the fact file.**

6.5	6	254	one-twelfth ($^1/_{12}$)	~~25,000~~	24

Bee fact file — Did you know …

- There are around [1] *25,000* species of bee in the world.
- There are over [2] .... species of bee in the UK.
- A bee produces [3] .... of a teaspoon of honey in its life.
- The average life of a worker bee is [4] .... weeks.
- Bees fly [5] .... kilometres on an average trip.
- They can fly at [6] .... kilometres per hour.

My Biology File

4 **You are going to produce a leaflet about butterflies. Find out the following information about them.**

- How they find food
- Why they are important for the environment
- If they face the same problems as bees
- How we can protect them
- How many species there are in the world/in your country

5 **Work in pairs or small groups and make your leaflet including pictures or photos if possible.**

PEARSON

2 Aiming High

Grammar Present perfect; Present perfect vs Past simple
Vocabulary Collocations with *make, go* and *keep*; Jobs and suffixes
Speaking Giving/Responding to news
Writing A biography

Vocabulary Collocations with *make, go* and *keep*

1 1.16 **Copy the table. Put these phrases under the correct verbs. Then listen, check and repeat.**

abroad	~~a decision~~	a difference
a secret	calm	control
crazy	for a walk	in touch
it to the final	missing	someone's dream come true

make	keep	go
a decision	....	....

Word list page 43 **Workbook** page 105

2 **Match the phrases from Exercise 1 to the definitions.**

1 not tell someone about something *keep a secret*
2 become very excited about something or be very impractical
3 move to another country
4 succeed in a sport so that you will play in the most important game/match
5 have an important effect on something
6 communicate with someone by speaking or writing
7 choose to do something
8 achieve an ambition or a hope
9 make a short journey on foot
10 manage
11 don't get angry or upset
12 become lost

3 1.17 **Complete the cartoons with the correct form of a collocation from Exercise 1. Then listen and check your answers.**

1.18 **Pronunciation Unit 2** page 121

1 Hannah goes *crazy* every time she hears One Direction.

2 My favourite One Direction CD went .... yesterday! Where is it?

3 It's a surprise present for your sister. Can you keep .... ?

4 I can't believe it! You made .... !

Brain Trainer Unit 2 Activities 1 and 2
Go to pages 112–113

PEARSON

Unit contents

Vocabulary
- Collocations with *make*, *go* and *keep* – *make a decision*, *make a difference*, *make it to the final*, *make someone's dream come true*; *go abroad*, *go crazy*, *go for a walk*, *go missing*; *keep a secret*, *keep calm*, *keep control*, *keep in touch*
- Word building: job suffixes – *artist*, *novelist*, *photographer*, *playwright*, *poet*, *sculptor*

Grammar
- Present perfect + *ever*, *never*, *already*, *yet* and *just*
- Present perfect with *since* and *for*
- Present perfect vs Past simple

Communication
- Giving/Responding to news
- Writing a biography; Time Expressions – … *years/months ago*, *during* + period of time, *in* + year/month, *the following year/month*, period of time + *later*, *After* + period of time, *When* + pronoun + *was*

Pronunciation
- Sentence stress

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

Vocabulary Collocations with *make, go and keep*

Exercise 1 (Track 1.16)
- Individually, students copy the table and put the phrases under the correct verbs.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each item to check students' pronunciation.

Answers

make – *a decision*, a difference, it to the final, someone's dream come true
keep – a secret, calm, control, in touch
go – abroad, crazy, for a walk, missing

Exercise 2
- Students match the phrases from Exercise 1 to the definitions.
- Check answers as a class.

Answers

2 go crazy
3 go abroad
4 make it to the final
5 make a difference
6 keep in touch
7 make a decision
8 make someone's dream come true
9 go for a walk
10 keep control
11 keep calm
12 go missing

Extra activity

Help students memorise the vocabulary by playing 'collocations tennis'. Demonstrate with a stronger student, explaining that you are going to say one of the phrases from the box in Exercise 1 and they must respond with the verb it collocates with. The student then says a new phrase and you respond with the corresponding verb, e.g.
Teacher *abroad*
Student *go – a secret*
Teacher *keep – a decision*
Student *make*, 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 (Track 1.17)
- Draw students' attention to the cartoons.
- Students complete the cartoons with the correct form of the collocations from Exercise 1.
- Play the recording for students to listen and check.

Answers

2 missing **3** a secret **4** my dreams come true

Extra activity

Stronger groups talk about their own experiences using the phrases. Write the following sentences on the board:
Talk about a time when …
… you had problems keeping calm.
… someone you know went missing.
… you had to make a difficult decision.
… you and your friends went really crazy.
… you did something that made a difference.
… you helped make someone's dream come true.
Students work in pairs, discussing the topics. Monitor, but do not interrupt fluency unless they make mistakes with the collocations in Exercise 1. Ask students to share some of their experiences with the class.

Pronunciation (Track 1.18)
See Teacher's Book page 219 and Students' Book page 121

Further practice
Workbook pages 16 and 105

Brain Trainer Unit 2 Activities 1 and 2
See Teacher's Book pages 210–211 and Students' Book pages 112–113

PEARSON

Reading

Revision

First – At the start of the class, revise the collocations from the previous lesson. Elicit the three verbs students saw in the Vocabulary section, i.e. *make*, *keep* and *go*.

Second – Tell students you are going to say ten phrases and that they must write them down with the correct verb. Read the following items:
a secret, *crazy*, *control*, *for a walk*, *a difference*, *in touch*, *a decision*, *missing*, *abroad*, *it to the final*

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: *keep a secret*, *go crazy*, *keep control*, *go for a walk*, *make a difference*, *keep in touch*, *make a decision*, *go missing*, *go abroad*, *make it to the final*)

Cultural notes

- *Panyee Football Club* became famous around the world in 2011 when they were featured, along with their floating football pitch, in a short film to publicise the TMB Bank in Thailand. The five-minute film has since been seen on YouTube by millions of people and features the island, its inhabitants, the 'floating village' of Koh Panyee and the football team building their pitch. The message of the film is to show people that even small actions can make big changes to their lives. Further information is available by searching the internet.

Extra activity

Books closed. Draw a table on the board with the following four columns: Nouns, Verbs, People, Other. Students brainstorm vocabulary connected with football they already know. Collate vocabulary on the board and drill for pronunciation and word stress.
(Possible vocabulary: nouns – *ball*, *foul*, *goal*, *match*, *pitch*; *verbs – draw*, *kick*, *lose*, *shoot*, *win*; *people – player*, *defender*, *goalkeeper*, *referee*, *striker*; *other – full-time*, *half-time*, *extra time*, *injury time*, *red card*, *yellow card*)

Exercise 1

- Draw attention to the larger photo and ask students what they can see.
- Individually, students answer the questions.

Answers

The football pitch is unusual because it is in the middle of the sea. It is in a small fishing village in Southern Thailand.

Exercise 2

- Students read the article quickly and put the events into the correct order.
- Make sure students understand not to read in detail at this point.
- Check answers as a class.

Answers

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

Extra activity

Students write *true/false* sentences about the text, e.g. *'The story of Panyee FC started in 2004.'* (*False – 'The story of Panyee FC started in 1986.'*) 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 3 (Track 1.19)

- Individually, students read the article again and 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

2 300 families live on Koh Panyee.
3 Watching the 1986 World Cup Football Championship on TV.
4 Because they didn't have anywhere to practise or play football.
5 They used old fishing boats and pieces of wood.
6 They practised for hours every day.

Exercise 4

- 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 prepare a short report about sports facilities in their town or village and suggest ways they think they could be improved. Encourage them to offer as many practical suggestions as possible.
When checking students' work, focus on the positive use of the 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 17

PEARSON

Reading

1 **Look at the large photo. In pairs, discuss. Why is this football pitch unusual? Where do you think it is?**

2 **Read the article quickly and put the events (a–e) into the correct order.**

a Panyee FC won the Youth Football Championship.
b The boys built a football pitch.
c The boys were watching the World Cup on TV. *1*
d Panyee FC got to the semi-finals of a local football competition.
e The boys practised their football skills on the wooden pitch.

3 1.19 **Read the article again. Answer the questions.**

1 What is the main industry of Koh Panyee? *fishing*
2 How many families live on Koh Panyee?
3 What inspired the boys to form a football team?
4 Why did the villagers laugh at the boys?
5 What materials did the boys use to make the football pitch?
6 How did the boys become so good at football?

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

- What sports facilities do you have in your town or village?
- Can you think of ways to improve them?
- Do you know any other unusual places where people play sports?

Making dreams come true

In a small fishing village in Southern Thailand, some boys enthusiastically play football. They run, shout, jump and kick like most other football players, but these boys are especially good at keeping control of the ball because their football pitch is a raft in the middle of the sea. They live on the island of Koh Panyee, where all the houses are on stilts. The island has a total population of three hundred families, but although the village is small, its success on the football pitch has been huge. Since 2004, the Panyee Football Club has won the Thai Youth Football Championships seven times.

The story of Panyee FC begins back in 1986. Some of the young boys from the village were watching the World Cup Football Championships on television. Suddenly, one of the boys said, 'We watch football on TV, but we've never played it.' The boys made a decision. 'Our football team starts today. We want to become world champions!' they shouted. But the villagers laughed at them. 'Are you crazy? Have you ever played football?' they asked. 'You've already formed a team, but you haven't found a pitch yet! How can you practise?' The boys were determined to make their dream come true. They used old fishing boats and pieces of wood to make a floating football pitch. They practised for hours every day, even when the pitch was wet and developed amazing skills. That first year, they made it to the semi-finals of the local football competition. They have now played for over twenty-five years and they are one of the best youth football teams in the country.

PEARSON

Grammar Present perfect

Present perfect + *ever, never, already, yet*

The village's success on the football pitch has been huge.

Have you ever played football?

We watch football on TV but we have never played it.

You've already formed a football team, but you haven't found a pitch yet!

Present perfect + *just*

Just means *very recently.*

I've just finished my homework!

Grammar reference Workbook page 88

Watch Out!

Never, already, ever and *just* come between *have/has* and the main verb. *Yet* comes at the end of the sentence.

I've never been to a football match.
The team hasn't scored a goal yet.

1 **Study the grammar table and Watch Out! Complete the rules with these words.**

already ever never yet

1 We use … with questions. It means 'at any time'.
2 .... means 'at no time'.
3 .... means 'earlier than expected'.
4 (not) .... means that something we expected to happen hasn't.

2 **Make questions with *ever*. Answer the questions.**

1 you / play / beach volleyball?
Have you ever played beach volleyball?
Yes, I have./No, I haven't.
2 you / sleep / on a train?
3 your family / travel / Greece?
4 you / swim / in the sea?
5 you / meet / a famous actor?

3 **Choose the correct options.**

Joe You look happy, Tom.
Tom I am! I've [1] *already / just* spoken to my aunt. She's given me and my brother tickets to watch Manchester United at Wembley.
Joe Wow! I've [2] *never / ever* been to Wembley Stadium. You're so lucky.
Tom I know! I haven't told my brother [3] *just / yet*. He's [4] *yet / already* gone to bed because he doesn't feel well.
Joe Have you [5] *already / ever* been to a Manchester United game before?
Tom Yes, I saw them play last year. It was amazing!

Present perfect with *since* and *for*

Since 2004, the Panyee Football Club has won the Thai Youth Football Championships seven times.

They have now played for over twenty-five years.

4 **Read the grammar table and choose the correct options.**

1 We use the Present perfect with *for / since* to talk about a period of time.
2 We use the Present perfect with *for / since* to talk about something that started at a point in time in the past.

5 **Copy the table and put these time words/ phrases in the correct column.**

ever
last summer
several years
2002
a few minutes
the last time I saw you
she was a child
~~a fortnight~~
~~my birthday~~
two hours

for	since
a fortnight	*my birthday*

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

1 What have you already done today?
2 What important things haven't you done yet this week?
3 How many text messages have you sent since yesterday?
4 What have you never done but want to do?

PEARSON

Grammar Present perfect + *ever, never, already, yet, just, since* and *for*

Language notes

- Students were first introduced to the use of the Present perfect for unspecified past time in *Next Move 2* and revised it in *Next Move 3* where they also contrasted it with the Past simple for the first time. In this unit they revise the affirmative, negative and question forms of the Present perfect and the adverbs *ever* and *never* before studying *already*, *yet* and *just*.
- 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.
- 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'.
- The adverbs *already*, *yet* and *just* are new to students in this level and you may need to check students understand the meaning fully. Be prepared to clarify that:
- *already* is used in affirmative sentences and suggests that something has been completed 'earlier than expected', e.g. *'John's already finished his homework.'* (= it didn't take him as long as I anticipated).
- *yet* is often used in negative sentences and suggests that something we expected to happen hasn't, e.g. *'It's nine o'clock and he hasn't phoned me yet.'* (= I was expecting to him to phone before now).
- *just*, when used with the Present perfect, indicates that something has happened very recently, e.g. *'It's just started raining – let's stay at home.'* (= a few minutes ago it wasn't raining and we were thinking about going out).

Exercise 1

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

Answers

1 ever **2** never **3** already **4** yet

Exercise 2

- Ask two students to read aloud the example question and answer.
- Students use the prompts to make questions with *ever* and answers.
- Check answers as a class.

Answers

2 Have you ever slept on a train?
Yes, I have. / No, I haven't.
3 Have your family ever travelled to Greece?
Yes, we have. / No, we haven't.
4 Have you ever swum in the sea?
Yes, I have. / No, I haven't.
5 Have you ever met a famous actor?
Yes, I have. / No, I haven't.

Exercise 3

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

Answers

2 never **3** yet **4** already **5** ever

Present perfect with *since* and *for*

Exercise 4

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

Answers

1 for **2** since

Exercise 5

- Individually, students classify the time words and phrases.
- Check answers by drawing the table on the board and asking individual students to complete it.

Answers

for	since
ever	last summer
a few minutes	the last time I saw you
a fortnight	*my birthday*
several years	she was a child
two hours	2002

Exercise 6

- Check the pronunciation of the questions before students work in pairs.
- In pairs, students ask and answer questions.
- Monitor, but do not interrupt fluency unless students make mistakes with the Present perfect.

Further practice

Workbook pages 18 and 88–89

PEARSON

Vocabulary Jobs and suffixes *-or, -er, -ist*

Revision

First – Prepare a 'live listening' about your day, telling students about things you have and haven't done and using adverbs (*already*, *yet* and *just* etc.) and *for* and *since*. Use the following text as an example:
Goodness me, I've had a really busy day today – I need to sit down! I've worked at this school for seven years and I've never had a day like this one before. It's only one o'clock and I've already taught four hours of classes. I've had classes since half past eight this morning and I haven't had time for a cup of coffee, a biscuit or anything. I'm incredibly hungry! And this afternoon I've got to give one of my groups their test results and I haven't finished marking their tests yet. 'Haven't finished'? That's not really true … I haven't started yet! Have you ever had to correct 30 exams? It's a horrible job! But you know what? I feel better now because I've just started my favourite class … with all of you!

Second – Students listen and answer the following questions:
Is today a 'typical' day for your teacher? (Answer: *no*)
When did your teacher start working at this school? (Answer: *seven years ago/in + year*)
Has your teacher had a lot to eat this morning? (Answer: *no*)
How many tests has your teacher corrected? (Answer: *none*)
Is your teacher happy to be in class with you? (Answer: *yes*)
Check answers as a class.

Third – In pairs, students talk about things they have and haven't done today and use adverbs where possible. Monitor and point out errors for students to self-correct. Ask students if they are having as stressful a day as you are.

Extra activity

Books closed. In pairs, students brainstorm vocabulary for jobs which they already know. Students then change partners and peer-teach the vocabulary they have thought of.
(Possible vocabulary: *architect*, *bus driver*, *electrician*, *engineer*, *fashion designer*, *fitness instructor*, *hairdresser*, *lawyer*, *lifeguard*, *nurse*, *police officer*, *shop assistant*, *waiter*, *web designer*)

Exercise 1 (Track 1.20)

- Draw attention to the picture and ask students what they can see.
- Students match the words to the items in the picture.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each word to check students' pronunciation.

Answers

2 sculptor
3 photographer
4 photograph
5 playwright
6 play
7 novelist
8 novel
9 poet
10 poem
11 art
12 artist

Exercise 2

- Students match the pairs of words from Exercise 1.
- Check answers as a class.

Answers

art – artist
novel – novelist
photograph – photographer
play – playwright
poem – poet
sculpture – sculptor

Exercise 3

- Check students understand how to use the wordweb by drawing it on the board and eliciting additional jobs for the suffix *-or*.
- In pairs, students make more job words with the suffixes.
- Check answers and spelling by drawing wordwebs for each of the suffixes on the board and asking individual students to add words to them.

Possible answers

-or – actor, author, doctor, fitness instructor
-er – bus driver, engineer, fashion designer, hairdresser, lawyer, police officer, waiter, web designer
-ist – biologist, chemist, dentist, physicist, psychologist, receptionist

Exercise 4

- Ask two students to read aloud the example.
- You might want students to brainstorm some words that they could use with the jobs in Exercises 1 and 3, e.g. *book*, *metal*, *words*, *rhyme*, *camera*, *stage*, *skeleton*, *history*, *bricks*, *paint*, *spade*, *pen*, *microphone*, *orchestra*, *audience*, *whiteboard*, *story*, *pictures*.
- Students work in pairs, saying words connected with jobs and guessing their partner's jobs.
- Monitor and help with vocabulary and feed in ideas if necessary.

Extra activity

Stronger groups draw a family tree for their immediate family and label it with the names of the people in their family. In pairs, they then tell each other about their family, say what each person does and how long they have had their present job, e.g. *'My mum is an architect and my dad is an engineer. They've both been working in their companies for a very long time. My older brother George isn't working at the moment, he's just left university and is looking for a job.'* etc. Monitor and help with vocabulary, but do not interrupt fluency.

Further practice

Workbook pages 19 and 105

Brain Trainer Unit 2 Activity 3

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

PEARSON

Vocabulary Jobs and suffixes

-or, -er, -ist

1 1.20 Match these words to the items in the picture (1–12). Then listen, check and repeat.

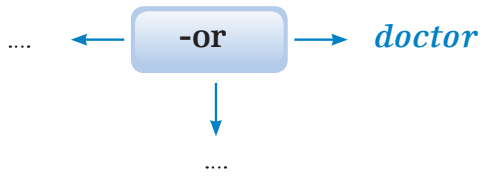
art	artist	novel	novelist
photograph	photographer	play	playwright
poem	poet	sculptor	sculpture *1*

Word list page 43 **Workbook** page 105

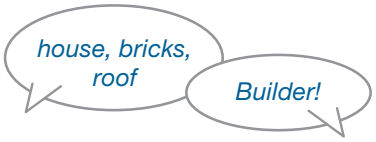
2 Match the pairs of words from Exercise 1.

art	*artist*
novel	....
photograph	....
play	....
poem	....
sculpture	....

3 Use the suffixes *-or*, *-er* or *-ist* to make more jobs. Draw wordwebs like this one in your notebook to record your words.



4 Work in pairs. Choose a job from Exercises 1 or 3. Say three words connected to the job, but don't use the word itself. Can your partner guess the job?



Brain Trainer Unit 2
Activity 3 Go to page 113

PEARSON

Chatroom Giving/Responding to news

Speaking and Listening

1 **Look at the photo. Who has just been playing frisbee?**

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

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

1 Who is probably worse at playing frisbee than Yasmin? *Archie*
2 Who is Mr Turnbull?
3 What has Mr Turnbull just won?
4 Does Holly think that Mr Turnbull is a good singer?
5 Why is Fraser surprised about the chocolate bar advert?

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

Yasmin I dropped it again. I'm hopeless at this!
Holly You've never played with Archie! He can't catch a thing!
Fraser Shh! Look, he's over there. He's waving at us. You're late, Archie. What's up?
Archie You'll never believe this!
Holly What?
Archie I've just heard some amazing news.
Yasmin So? Come on, what's the story?
Archie Well, I was reading the paper and you won't believe it, but Mr Turnbull, the football coach, has won a national songwriting competition.
Yasmin No way!
Holly Mr Turnbull is a songwriter? You're kidding me! He looks like he can't even sing in tune.
Archie Seriously. I swear it's true. He wrote the music for a chocolate bar advert on TV last year.
Fraser Unbelievable! And he's always saying that chocolate is bad for us!

Say it in your language …
I'm hopeless at this!
He can't catch a thing!

24

PEARSON

Chatroom Giving/Responding to news

Revision

First – Write the following prompts on the board:

A Have / you / ever write / poem / Susie / ?
B As if! / I / be a terrible poet / try to write / but / no good / !
A Really? / Someone / tell me / you / be very artistic
B Well / I / really enjoy / photography and art
A Have / you / ever have / picture / in an exhibition / ?
B Yes / I / already have pictures / three exhibitions / this year
A Amazing! / Have / you / ever won / a / competition / ?
B not yet / But / I / just / make it to the final / photograph of Thailand / !
A Brilliant / I / hope / you win / !
B Thanks / I / go crazy / waiting to find out / !

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.

(Complete conversation:

A *Have you ever written a poem, Susie?*
B *As if! I'm a terrible poet. I've tried to write, but I'm no good!*
A *Really? Someone told me that you're very artistic.*
B *Well, I really enjoy photography and art.*
A *Have you ever had a picture in an exhibition?*
B *Yes, I've already had pictures in three exhibitions this year.*
A *Amazing! Have you ever won a competition?*
B *I haven't yet. But I've just made it to the final with a photograph of Thailand!*
A *Brilliant! I hope you win!*
B *Thanks. I'm going crazy waiting to find out!*)

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 sitting in the park. They are all wearing casual clothes. Archie is reading a newspaper and I think they are talking about something in the newspaper. Yasmin has probably just finished playing frisbee.'* etc. 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 question.

Exercise 2 (Track 1.21)

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

Answers

Yasmin, Holly and Fraser have just been playing frisbee.

Exercise 3 (Track 1.21)

- Repeat the recording for students to answer the questions.
- They then check in pairs, before checking answers as a class.

Answers

2 He's the football coach.
3 He's just won a national songwriting competition.
4 No, she doesn't.
5 Because Mr Turnbull is always saying that chocolate is bad for them.

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 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.

I'm hopeless at this! – informal phrase commonly used to talk about things which we have no talent or ability for. Students might use it in class, for example, when they are working on a specific grammar point and find it extremely difficult. It is a semi-fixed phrase and common variations include *'You're brilliant at that!', I'm not very good at it!'* etc. It is not, however, common to use a positive adjective when talking about ourselves, as this could be seen as arrogant, or a negative adjective when talking about others, as this could be seen as rude.

He can't catch a thing! – phrase indicating that a person is completely incapable of using their hands to stop something which is thrown to them. The use of *'a thing'* makes the sentence more emphatic than it would be with *'anything'*. Other phrases with *'a thing'* are also common, e.g. *'I don't remember a thing.'*, *'She doesn't do a thing around the house.'* etc.

PEARSON

Exercise 5

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

Answers

1 *What's up?*, What's the story?
2 No way!, You're kidding me!, Unbelievable!
3 I swear it's true.

Exercise 6

- Read through the phrases for giving and responding to news 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

- Students make their own conversations by replacing the words in purple in Exercise 7.
- Monitor, but do not interrupt fluency unless students make mistakes with the use of the words and phrases for giving and responding to news.
- Stronger groups or fast finishers can use their own ideas.

Further practice
Workbook pages 20 and 114

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, introduce a topic or give background to a situation. We often then give more specific details about the topic using the Past simple. The text in Exercise 3 contains examples of this type, using the Present perfect to introduce the topic of the text without giving specific details, e.g. *'… Sarah Lee has won an international swimming competition'*, and to give background, e.g. *'… she has taught swimming for several years.'*. When specific information is given, the Past simple is used, e.g. *'On January 22nd she broke the European …'* You might like to highlight these uses for the students to help them understand the way the grammar is used in the text.

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 128 if necessary.

Exercise 1

- Read the grammar table with the 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

2 haven't seen **3** didn't watch, listened
4 Have you seen **5** hasn't spoken

Exercise 3

- Individually, students complete the news report.
- Check answers as a class.

Answers

2 joined **3** has taught **4** broke **5** 've taken part
6 've never won

Exercise 4

- Tell students you have won first prize in a cake-baking competition and they must interview you to find out more about your achievement. Remind them to ask you questions using the Present perfect and the Past simple.
- In pairs, students interview each other about their amazing achievements.
- Monitor, but do not interrupt fluency unless students make mistakes with the Present perfect or the Past simple.

Possible answers

A I've played basketball with the New York Giants.
B Really? Did you score any points?
A Yes, I did!

Further practice
Workbook pages 21 and 88–89

PEARSON

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

1 Two ways to say: *Tell me about it.*
What's up?
2 Three ways to say: *I don't believe you!*
3 One way to say: *It's true.*

6 **Read the phrases for giving and responding to news.**

Giving news
I've just heard some amazing news. You won't believe it, but …
Asking about news
What's up? What's the story?
Responding to news
No way! You're kidding me! Unbelievable!
Confiming news
Seriously. I swear it's true.

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

Yasmin I've just heard some amazing news!
Fraser What's the story?
Yasmin [1] My uncle's just got a job as the head teacher at our school.
Fraser No way!
Holly You won't believe it, but [2] I've won first prize in a poetry competition.
Archie You're kidding!
Holly Seriously.
Yasmin What's up, Fraser?
Fraser [3] I've just found £20 in my pocket.
Yasmin Unbelievable!

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

1 my brother / get a place / at drama school
2 my dog / win / first prize in a pet show
3 my dad / buy a Porsche

Grammar Present perfect vs Past simple

Present perfect
Mr Turnbull has won a songwriting competition.
Past simple
He wrote the music for a chocolate bar advert on TV last year.

Grammar reference Workbook page 88

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

1 We use the *Past simple* / *Present perfect* to talk about an action at an unspecified time in the past or in an unfinished time period that has a result in the present.
2 We use the *Past simple* / *Present perfect* to talk about an action at a specified time in the past.

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

1 Yesterday I *got up* (get up) early and *went* (go) for a run before breakfast.
2 We .... (not see) Mark since last Christmas.
3 They .... (not watch) a DVD yesterday, they .... (listen) to some music.
4 .... (you/see) the new Tom Hardy film? It's amazing!
5 She .... (not speak) to me for two weeks and she isn't speaking to me now.

3 **Complete the news report with the correct form of these verbs.**

break	join	never win
take part in	teach	~~win~~

School teacher is swimming star!

Maths teacher, Sarah Lee [1] *has won* an international swimming competition. Ms Lee [2] .... Fairbridge School two months ago, but she also works at Goldfins Swimming Club, where she [3] .... swimming for several years. On January 22nd she [4] .... the European 800 metres freestyle swimming record. 'I [5] .... in hundreds of competitions since I was a child,' said Ms Lee, 'but I [6] .... a medal before!'

4 **Work in pairs. Imagine you have achieved something amazing! Interview each other. Use the Present perfect and Past simple.**

PEARSON

It's never too soon ... to aim for success

Nancy Yi Fan was just 11 years old in 2004 when she started to write *Swordbird* – a fantasy novel about birds. She spent two years writing it and then emailed the book to several large publishing companies in the USA. Just one month later, in 2006, Nancy had a publishing deal and became one of the youngest published novelists in the USA. But what makes Nancy's achievement even more impressive is the fact that English isn't her first language. Nancy was born to Chinese parents in China and they moved to the USA when she was seven years old. In 2008, *Swordbird* reached the top of *The New York Times* best-seller list. Nancy has now written a prequel to *Swordbird*, called *Sword Quest* and she's also translated *Swordbird* into Chinese!

It's never too late ... to learn something new

In 1989, there was an exhibition of Aboriginal art at a gallery in Sydney, Australia. The exhibition was a big success and many art dealers and gallery owners became particularly interested in one of the artists there – Emily Kngwarreye. Kngwarreye's painting, *Emu Woman*, was the image on the front cover of the catalogue. The art world of Australia wanted to know more about this extraordinary artist. 'Who is she?' they wondered. 'What has she already painted?' Amazingly, Kngwarreye was a 79-year-old Aboriginal woman and *Emu Woman* was her first ever painting on canvas. In the following eight years, Kngwarreye produced nearly 3,000 paintings (approximately one painting per day). She died in 1999 and is now one of Australia's most famous abstract artists. Her paintings have become famous around the world. Not a bad achievement for an artist who only began painting at the age of 78!

Key Words

sword
impressive
art dealer
canvas
publishing deal
best-seller
gallery owner

Reading

1 **Read the article quickly. Choose the correct option.**

1 *Nancy/Emily* became famous at the age of 79.
2 *Nancy/Emily* has written two books.
3 *Nancy/Emily* is alive today.
4 *Nancy/Emily* produced thousands of paintings.

2 1.23 **Read the article again. Find the important events for these dates.**

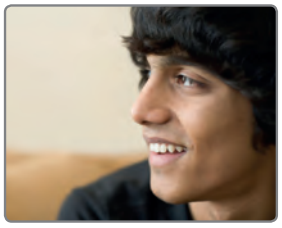
1 1989
There was an exhibition of Aboriginal art in Sydney, Australia.
2 1999
3 2004
4 2006
5 2008

Listening

1 1.24 **Listen to the news programme and match the people (1–4) to the descriptions (a–d).**

1 Raj Patel
2 Nisha Patel
3 Jennifer Marquez
4 Larry Nixon

a US chat show host
b musician
c student
d actor



Listening Bank Unit 2 page 118

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

1 Do you like listening to rap music?
2 Have you ever tried to write a rap song?
3 What kind of music videos do you like to watch?
4 Have you ever uploaded a video online?

PEARSON

Reading

Cultural notes

- *Nancy Yi Fan* was born in Beijing in 1993 and moved to New York with her parents when she was seven. Only a few years after Fan and her family had arrived in the country, her novel, *Swordbird*, became a bestseller and she became famous across the USA after being interviewed by Oprah Winfrey. It was Fan's pet birds which inspired the message of peace at the heart of her first novel. She studied at Harvard University, continues to write and still keeps birds.
- *Emily Kngwarreye* was born in 1910 about 250 km north of Alice Springs in Australia. Her first contact with art was when she learnt about the designs traditionally used by Aboriginal women for their traditional ceremonies. She subsequently learnt batik, a technique using wax to make patterns on cloth when it is dyed. The influence of these traditions and techniques can clearly be seen in the works on canvas which she created in the last years of her life. Some of her paintings are now worth hundreds of thousands of dollars.

Exercise 1

- Draw attention to the photos and ask students what they can see.
- Students read the article quickly and choose the correct options.
- Make sure students understand not to read in detail at this point.
- Check answers as a class.

Answers

2 Nancy **3** Nancy **4** Emily

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.

sword – a long, flat metal object, traditionally carried by soldiers, which is sharp on both sides and at the end and, when used correctly, can kill a person

publishing deal – an agreement with a publishing company in which a writer authorises them to publish a manuscript in exchange for money

impressive – a positive adjective meaning something which is special and which has the power to cause a dramatic response

best-seller – a book which sells a lot of copies, these are often listed in newspapers and magazines according to the exact number of copies sold

art dealer – a person whose job is to buy and sell paintings, photographs, sculptures, etc. and is usually paid a percentage of the sale as a commission

gallery owner – a person who has a building in which works of art can be displayed for the public to visit, usually the objects on display are for sale

canvas – a type of heavy fabric, stretched flat on a rectangular wooden frame, which artists often use for their paintings due to its strength

Exercise 2 (Track 1.23)

- Students read the article again and find the events for the dates.
- 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 Emily died.
3 Nancy started to write *Swordbird*.
4 Nancy had a publishing deal and became one of the youngest published novelists in the USA.
5 *Swordbird* reached the top of *The New York Times* best-seller list.

Listening

Exercise 1 (Track 1.24)

- Play the recording. Students match the people to the descriptions.
- Check the answers as a class.

Answers

1 c **2** b **3** d **4** a

Audioscript

See Teacher's Book page 227

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.

Further practice

Workbook page 22

PEARSON

Writing A biography

Revision

First – 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 a competition?'* (*Yes, I have.*), *'Have you been in a famous film?'* (*No, I haven't.*), *'Have you made it to the final of a sporting competition?'* (*Yes, I have.*), *'Was it the Olympics?'* (*Yes, it was.*) etc. When students think they know who you are, they put their hands up and guess, e.g. *'Are you Michael Phelps?'* (*Yes, I am.*)

Second – Explain that students are going to play the game in groups. First, in pairs, students brainstorm useful questions using the Present perfect to help them guess who the famous person is, e.g. *'Have you ever written a book / made a film / won an Oscar, etc.?'* Remind them that the Present perfect is useful at the beginning as it allows them to ask very 'open' questions. Once they have some idea about the person they can then use the Past simple to help identify exactly who it is.

Third – Divide the class into groups of 4–5 to play the game together. They take turns choosing a famous person for the others to guess. Make sure they understand that the famous person must be alive. If not, it would not be possible to use the Present perfect. Monitor and help with vocabulary and feed in ideas if necessary.

Cultural notes

- *Adele Laurie Blue Adkins*, professionally known simply as *Adele*, grew up in Tottenham in London. As a teenager she studied at the Brit School, a special state secondary school for students with outstanding talent in the performing arts. Her first album *19*, was very well received and immediately became a number one album in the UK. Shortly after the release of *19*, she appeared on *Saturday Night Live* in the USA, shot to fame there and won the first of many Grammy Awards. She repeated her success with her second album, *21*, as the album was the most successful of the year in both the USA and the UK.

Exercise 1

- Read the Writing File with the class.

Exercise 2

- Individually, students complete the sentences.
- Check answers as a class.

Answers

2 When **3** During **4** After **5** following

Exercise 3

- Students read the biography and find the time expressions.

Answers

in 1988	in May 2006
during her childhood	after only four months
When she was 13 years old	A year later
The following year	in 2008
in 2002	in 2011

Exercise 4

- Students read the biography again and complete the timeline.
- Check answers by drawing the timeline on the board and asking individual students to complete it.

Answers

1988	**Adele was born**
2001	**She went to a Pink concert**.
2002	She got a place at the Brit School.
May 2006	She graduated from the Brit School.
September 2006	**XL Recordings offered her a record contract**.
2007	**She released *Hometown Glory***.
2008	She released her first album, *19*.
2011	**She released her second album, *21***.

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 – an introductory paragraph, two middle paragraphs about important events in her life and a conclusion saying why the person is important today. Tell them that they should now organise their notes in the same way.
- 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 definitions game. Tell students that they are going to work in teams, making definitions for the others to guess. Demonstrate yourself with one of the words. For example, if you have the word *abroad* the definition might be *'It's a place. It means any part of the world that is not your home country.'* Divide the class into five teams and give each team an equal number of vocabulary cards. Students work together writing simple definitions for the words. Groups take turns to read their definitions and the rest of the class have to guess what the word is. The teams that guess correctly win one point. The winner is the team with the most points.

Further practice

Workbook page 23

PEARSON

Writing A biography

1 **Read the Writing File.**

Writing File Time expressions

When you write about a person's life, you can use different expressions of time:

- ***… years/months ago***
  Twenty-five years ago, Henry lived in a small house in the country.
- ***during* + period of time**
  During his childhood he became interested in poetry.
- ***in* + year/month**
  In 2006 he decided to move to Nigeria.
- ***the following year/month***
  The following year he met Jodie Taylor.
- **period of time + *later***
  Two years later they got married.
- ***After* + period of time**
  After several months, they set up an online business.
- ***When* + pronoun + *was***
  When Henry was 12 years old, he won a national poetry competition.

2 **Complete the sentences with the correct time word from the box.**

after during following ~~in~~ when

1 My aunt was born *in* 1967.
2 …. she was 17 years old she left school and travelled to India.
3 …. her stay in India, she worked for the 'Save the Children' charity.
4 …. three years in India, she decided to return to the UK in 1987 and set up her own charity.
5 The …. year she organised a charity fashion show in Birmingham.

3 **Read the biography and find the time expressions.**

Adele Laurie Blue Adkins was born *in 1988* in North London. Although her family wasn't very musical, Adele loved listening to music and singing and during her childhood she often sang songs for her mother's friends.

When she was 13 years old she went to a concert by the singer Pink and she was inspired by Pink's powerful voice. 'It changed my life,' she said later.

The following year, in 2002, Adele got a place at the Brit School – a school for the performing arts in London. She graduated in May 2006 and after only four months the recording company, XL Recordings, offered her a record contract.

A year later Adele released her first song, *Hometown Glory* and her first album, *19* came out in 2008. Adele released her second album, *21*, in 2011. It has been one of the most successful albums in recording history and Adele has won many awards for her amazing voice and songs.

4 **Read the biography again and complete the timeline.**

1988	Adele was born
2001	She went to a Pink concert.
2002	….
May 2006	….
….	XL Recordings offered her a record contract.
….	She released *Hometown Glory*.
2008	….
….	She released her second album, *21*.

5 **Make a timeline like the one in Exercise 4 about a member of your family or a famous person.**

6 **Write a biography. Use your timeline in Exercise 5 and the sample biography in Exercise 3 to help you.**

Remember!
- Use expressions of time.
- Use the vocabulary in this unit.
- Check your grammar, spelling and punctuation.

PEARSON

Refresh Your Memory!

Grammar Review

1 **Complete the sentences with these words.**

already	~~ever~~	never	just	yet

1 **A** Have you *ever* met a famous actor?
B No, I haven't.
2 **A** Why are you laughing?
B Because I've .... heard a funny joke.
3 **A** Have you read that magazine .... ?
B Yes, I have.
4 I've .... finished my History homework – I did it yesterday.
5 My brother has .... been swimming. He's really scared of the water.

2 **Choose the correct words.**

1 My family has lived in this town *for* / *since* 2008.
2 I haven't seen him *for* / *since* last Christmas.
3 James stayed with us *for* / *since* two weeks over the summer.
4 She's been crazy about music *for* / *since* she was three years old.
5 The girls played tennis yesterday *for* / *since* two hours.
6 Sarah has worked as a dentist *for* / *since* several months.

3 **Complete the email with the correct form of the verbs.**

Unread Message

Hi Sarah
How are you?
[1] *Have you met* (you/meet) my friend Sophie? She lives next to my school. She [2] .... (just/hear) some amazing news – she [3] .... (win) a place at Greyfriars Arts School. She [4] .... (go) to the school for an audition last month. She [5] .... (sing) a song and [6] .... (play) the violin. She was very nervous. She [7] .... (not hear) any news for two weeks, but then yesterday she [8] .... (get) a letter from the school with an offer of a place. I'm so jealous.
Kate xx

REPLY

Vocabulary Review

4 **Complete the sentences with these words.**

abroad	a decision	a difference	calm
control	~~crazy~~	for a walk	it to the final
in touch	missing		

1 Why are you riding your bike in the house? Have you gone *crazy*?
2 I can't find my cat. He's gone .... !
3 What's the plan for this afternoon? We need to make .... soon.
4 We were so excited when our team made .... of the talent contest.
5 It's a beautiful day. Let's go .... .
6 Please keep .... of your dog. It's in my garden!
7 We never go .... on holiday. We always stay in England.
8 My uncle lives in Australia, but he keeps .... by email.
9 Sometimes even very small things can make .... to the people around you.
10 Try to keep .... and don't panic!

5 **Make jobs from these words.**

art	*artist*	novel	photograph
play		poem	sculpture

Speaking Review

6 1.25 **Complete the conversations with these words. Then listen and check.**

it's true	~~I've just heard~~	No way!
Seriously	What's the story?	

A [1] *I've just heard* some amazing news.
B So? [2] ....
A My sister has won a car!
B [3] ....
A [4] .... , I swear [5] .... .
B That's fantastic!

Dictation

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

My assessment profile: Workbook page 128

PEARSON

Refresh Your Memory!

Exercise 1

Answers

2 just **3** yet **4** already **5** never

Exercise 2

Answers

2 since **3** for **4** since **5** for **6** for

Exercise 3

Answers

2 's just heard **3** 's won **4** went **5** sang **6** played
7 didn't hear **8** got

Exercise 4

Answers

2 missing **3** a decision **4** it to the final **5** for a walk
6 control **7** abroad **8** in touch **9** a difference
10 calm

Exercise 5

Answers

novelist photographer playwright poet sculptor

Exercise 6 (Track 1.25)

Answers

2 What's the story? **3** No way! **4** Seriously **5** it's true

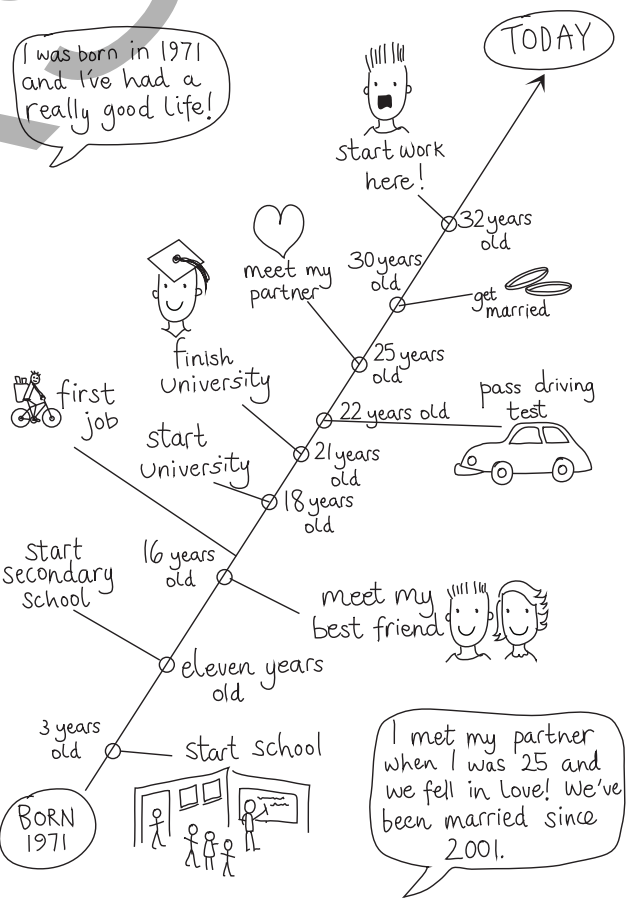
Exercise 7 (Track 1.26)

Answers and Audioscript

1 I've just made an important decision. I want to be a sculptor.
2 We've just met a really famous novelist!
3 They've lived in that house for 15 years.
4 My sister has never been abroad.
5 I haven't spoken to Bill since October.
6 Our team made it to the final last year.

Extra activity

Revise the use of the Present perfect with *for* and *since* with periods of time and points in time and the Past simple for talking about our lives:
– Copy the timeline onto the board, without any of the events, and explain to students that you are going to complete this line so that it represents your life.
– Elicit from the class the phrase *'I was born in 1971.'* before drawing up the first event, starting school at 3 years old. Ask them which tense they should use to talk about this event (*Past simple*) and why (*because it is an action at a specified time in the past).*
– Draw up the last event on the line and elicit *'I started work here when I was 32.'* Ask students if they can make a sentence with the Present perfect about this event, e.g. *'I've worked here since 2003.'* Ask them why it is possible to use the Present perfect in this case (*because you still work here so we can use 'for' or 'since' to connect the event with the present*).
– Tell students that you are going to continue writing events up on the timeline on the board. Students work in pairs, making sentences using the third person to talk about you. They should try to make Present perfect sentences whenever possible, but make sure they understand that it will not be possible in all cases.
– Write up the other events on the board and the two example speech bubbles while students make sentences in pairs about you, e.g. *'Our teacher met his/her best friend when he/she was 16. He/She has known him/her for a long time!'* etc. Monitor and point out errors for students to self-correct.
– Take feedback as a class. Ask students to make sentences with *you* for all the items on the timeline, using the Present perfect if they can, e.g. *'You've been married since 2001.'*
– Students then prepare their own timeline to represent their own life. Monitor and help with vocabulary if necessary. In pairs, students tell each other about their timelines.



My Assessment Profile Unit 2

See Workbook page 128

PEARSON

Real World Profiles

Cultural notes

- *Bruce Baillie Hamilton* was officially named 'The Most Multilingual Child in the UK' after taking part in a competition in 2012. In order to win the title he had to convince various language experts that he was really fluent in all the languages. He studies at Beaconhurst School in Stirling, Scotland, where he has achieved outstanding exam results in foreign languages. His brother Angus and sister Lucy are also multilingual and may even one day challenge him for his title.

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: *talented*, *foreign*, *clever*, *linguist*, *several*, *dreadful*, *thrilled*.

Exercise 1

- Draw attention to the photos and ask students what they can see.
- Students guess what a hyperpolyglot is and then read the profile and the article quickly to check their answer.
- Check the answer as a class.
- If you have a world map available, ask students where people speak the languages mentioned in the text.

Answer

c a person who can speak many languages

Exercise 2 (Track 1.27)

- Students read the article 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

1 Bruce was seven when he began to study French.
2 Because he wanted to learn a language with a different alphabet.
3 Russian grammar is really difficult.
4 It has no alphabet.
5 Bruce says they are much more friendly when you can speak Chinese.
6 He is planning to learn Lebanese Arabic next.
7 He spends a lot more than 20 hours per week on language learning.
8 Because she and her husband are both dreadful at languages.

Extra activity

Extend the work on language-learning by asking students to create a list of ten tips for successful language-learning, e.g. 'Listen to the language you want to learn as much as possible even if you don't understand everything.', 'Watch films in their original version with subtitles.', 'Don't worry about making mistakes – the world isn't going to end if you do!' etc. Students can compare their ideas in pairs before discussing them as a class.

Class discussion

- Read through the questions with the class.
- Students then work in pairs or small groups, discussing 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 Are people from your country good at learning foreign languages? Why? / Why not?
2 Can anyone in your family speak a foreign language really well? Who?
3 Do you think some languages are more difficult to learn than others? Why? / Why not?
4 Have you ever tried to learn a language and given up? Why did you give up?
5 What things could you do to help you learn English better?

In this unit have you …

… used the Grammar and Vocabulary worksheet?
… used the Reading and Listening worksheet?
… used the Writing worksheet?
… used the Speaking worksheet?
… used the 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

PEARSON

Real World Profiles

Bruce Baillie Hamilton's Profile

Age:	Home country:
14	Scotland

My favourite things …

languages, travelling, talking to people

Reading

1 **Read Bruce's profile and look at the headline for the article. Guess. What is a hyperpolyglot? Read the article quickly to check.**

a a person who has travelled to many countries
b a computer programme to teach languages
c a person who can speak many languages
d a person who talks a lot

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

1 How old was Bruce when he began to study French?
2 Why did he want to learn Russian?
3 What is difficult about the Russian language?
4 What is unusual about the Chinese language?
5 What does Bruce say about the people in China?
6 Which language will Bruce learn next?
7 How much time does Bruce spend on language learning when he's not at school?
8 Why is Paula surprised that her children are good at languages?

The hyperpolyglot

Bruce Baillie Hamilton, from Callander, in Scotland, is only fourteen years old, but he's already a talented hyperpolyglot. Who or what is a hyperpolyglot? It's not an illness, or a strange animal, it's a term for someone who can speak several languages fluently. Bruce has recently won a competition to find 'The Most Multilingual Child in the UK'.

His first foreign languages were French and German, which he started learning at school when he was seven years old. At the age of nine, he decided to learn a language with a different alphabet and began to study Russian. It wasn't easy – 'Russian grammar is really difficult,' says Bruce – but he didn't stop. The next language was Chinese. 'Chinese is very interesting even though it has no alphabet,' says Bruce. 'I found it hard at the start but it gets easier. I now think Chinese is the easiest of the languages to speak. When you are in China and you can speak Chinese, the people are much more friendly.'

He can also speak Spanish, Arabic and, of course, English and he is planning to learn Lebanese Arabic soon.

Bruce is clearly a very talented and clever teenager, but he has also worked very hard in order to learn these languages. Since the age of twelve, Bruce has spent about twenty hours per week of his free time on his language studies during the school term and many more hours over the school holidays.

Bruce isn't the only talented linguist in his family. His brother, Angus and his sister, Lucy are both studying several foreign languages. It's a big surprise to his parents. 'My husband and I are both dreadful at languages!' says his mother, Paula. 'I am absolutely thrilled for Bruce. He's worked so hard and he enjoys using the languages and communicating with them.'

Class discussion

1 Who can speak the most languages in your class?
2 What are the most commonly spoken languages in your country?
3 Which languages do you think are the most useful to learn? Why?

PEARSON

3 Be Happy!

Grammar Gerunds and infinitives; Present perfect continuous
Vocabulary Showing feelings; Adjective suffixes
Speaking Invitations
Writing A 'for and against' essay

Vocabulary Showing feelings

1 Match the pictures (1–6) to six words in the box.

blush	cry	frown *1*	gasp	laugh	scream
shiver	shout	sigh *7*	smile	sweat	yawn

Word list page 43 **Workbook** page 106

2 1.28 Listen and match the speakers (7–12) to the other six words in the box in Exercise 1. Then check your answers and repeat.

3 Complete the sentences with these words.

gasp	~~shout~~	sigh	sweat

1 We *shout* when we're angry.
2 We .... when we're very surprised.
3 We .... when we're hot.
4 We .... when we're fed up.

blush	frown	scream	smile

5 We .... when we're frightened.
6 We .... when we're embarrassed.
7 We .... when we're in a bad mood.
8 We .... when we're happy.

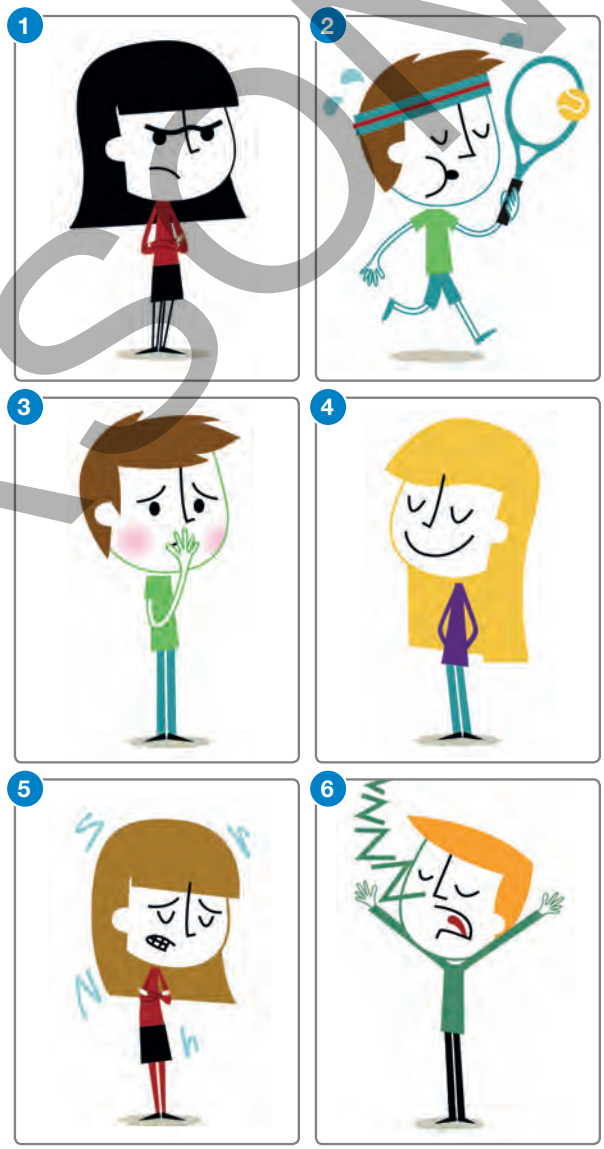
cry	laugh	shiver	yawn

9 We .... when we're cold.
10 We .... when we're tired.
11 We .... when we're upset.
12 We .... when we're amused.

4 When do you and your family do the things in Exercise 1?

I often shiver when I get out of the swimming pool.
My mum sighs when she sees my untidy bedroom.

1.29 **Pronunciation Unit 3** page 121



Brain Trainer Unit 3
Activities 1 and 2 Go to page 113

PEARSON

Unit contents

Vocabulary
→ Showing feelings – *blush*, *cry*, *frown*, *gasp*, *laugh*, *scream*, *shiver*, *shout*, *sigh*, *smile*, *sweat*, *yawn*
→ Adjective suffixes – *beautiful*, *dangerous*, *famous*, *healthy*, *lucky*, *peaceful*, *poisonous*, *successful*, *wealthy*

Grammar
→ Gerunds and infinitives
→ Present perfect continuous

Communication
→ Invitations
→ Writing a 'for and against' essay; Linking words: addition and contrast

Pronunciation
→ Showing feelings

Culture 2 – New Year's Eve

Key competences
→ Linguistic competence
→ Interpersonal, social and civic competence
→ Learning-to-learn
→ Autonomy and personal initiative

Vocabulary Showing feelings

Extra activity

Books closed. Write the following sentences on the board:
1 I'm fed up / guilty. It's Saturday night, I haven't got any money and I can't go out.
2 We were very amused / nervous when he told us the funny story.
3 My dad was really embarrassed / glad when he fell over in the street.
4 I was so disappointed / surprised when they told me I had made it to the final.
5 I'm usually frightened / relaxed when I watch horror films – I hate them!
6 My brother is confident / upset because his friend got angry with him.

Individually, students decide which of the two feelings adjectives completes each sentence correctly. Check answers as a class.
(Answers: *1 fed up*; *2 amused*; *3 embarrassed*; *4 surprised*; *5 frightened*; *6 upset*)

Exercise 1
- Individually, students match six of the words to the pictures.
- Check answers as a class.

Answers

2 sweat **3** blush **4** smile **5** shiver **6** yawn

Exercise 2 (Track 1.28)
- Play the recording for students to listen and match the speakers to the other six words.
- Check answers as a class.
- Repeat the recording. Pause after each word to check students' pronunciation.

Answers

8 scream **9** shout **10** gasp **11** cry **12** laugh

Audioscript
See Teacher's Book page 227

Exercise 3
- Students complete the sentences.
- They then check in pairs before checking answers as a class.

Answers

2 gasp **3** sweat **4** sigh **5** scream **6** blush **7** frown **8** smile **9** shiver **10** yawn **11** cry **12** laugh

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
- Read through the examples with students.
- In pairs, students talk about the things in Exercise 1.
- Monitor and help with vocabulary, but do not interrupt fluency.

Pronunciation (Track 1.29)
See Teacher's Book page 219 and Students' Book page 121

Further practice
Workbook pages 24 and 106

Brain Trainer Unit 3 Activities 1 and 2
See Teacher's Book page 211 and Students' Book page 113

PEARSON

Reading

Revision

First – Books closed. Divide the board in half down the centre and at the top of the left-hand column write *feelings adjectives*. In small groups, students brainstorm adjectives for feelings. Collate the adjectives on the board.
(Possible answers: *amused*, *angry*, *cold*, *confident*, *confused*, *disappointed*, *embarrassed*, *fed up*, *frightened*, *glad*, *grateful*, *guilty*, *happy*, *hot*, *jealous*, *lonely*, *nervous*, *relaxed*, *relieved*, *surprised*, *tired*, *upset*)

Second – At the top of the right-hand column write *feelings verbs*. Remind students that they saw 12 verbs in the previous lesson. Individually, they try to remember all 12. Check answers as a class. Collate the verbs on the board.
(Answers: *blush*, *cry*, *frown*, *gasp*, *laugh*, *scream*, *shiver*, *shout*, *sigh*, *smile*, *sweat*, *yawn*)
Drill all the vocabulary for pronunciation and word stress.

Third – Read the following sentence to students *'I was so frightened when I went to see that film that I screamed three times in the cinema!'* Tell them that they have to make as many sentences as possible using both an adjective and a verb. In pairs, students make sentences. Monitor and help with vocabulary if necessary. Ask some students to read out their sentences to the class.

Exercise 1

- Draw attention to the pictures and ask students what they can see.
- Students read the text quickly and identify the text type.
- Make sure students understand not to read in detail at this point.
- Check answers as a class.

Answers

2 an article

Extra activity

Write the following sentences on the board. Students read the text again and complete the sentences (*possible answers in brackets*).

1 It isn't possible to learn all the … in the world. (*languages*)
2 A … is a universal form of communication. (*smile*)
3 Scientists say that our smiles … in different situations. (*change*)
4 When we are amused by something, we don't usually … our mouth. (*close*)
5 If a person's smile is real, their eyes … . (*move*)
6 In France and Russia they don't really like … smiles. (*fake*)

Students compare their ideas before checking answers as a class.

Exercise 2 (Track 1.30)

- Students read the text again and 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 not really happy – c
proud of something – b
amused – a
3 They can watch funny films, dance to their favourite songs, eat chocolate, do sport or smile.
4 Endorphins are chemicals that send messages to your brain.
5 Because they smile back at you and that produces endorphins in their body.

Exercise 3

- In pairs, students ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency.
- Take feedback as a class.

Extra activity

Stronger groups or individual students investigate the subject of non-verbal communication in more detail. Tell them that the way we use our hands, face and body is very important when we are speaking to other people. They should find out as much as they can about body language and write a short paragraph talking about five key areas which it is important to be aware of, e.g. *'The right amount of eye contact is very important – too much can make you seem aggressive but not enough can make you seem nervous or worried.'*, *'Crossing your legs or folding your arms can appear negative as you appear to be "protecting" yourself from the person you are talking to.'*, etc. Further information about body language is available by searching the internet.

Further practice

Workbook page 25

PEARSON

Reading

1 **Read the text quickly. Is it:**

1 an advert? **2** an article? **3** a review?

2 1.30 **Read the text again and answer the questions.**

1 Which language can you use all around the world?

You can use your smile all around the world.

2 Look at the pictures. Which picture do you think shows someone who:
- is not really happy?
- is proud of something?
- is amused?

3 What can people in a bad mood do to feel better? Find five ideas in the text.
4 What are endorphins?
5 According to the text, why do people often feel happier if you smile at them?

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

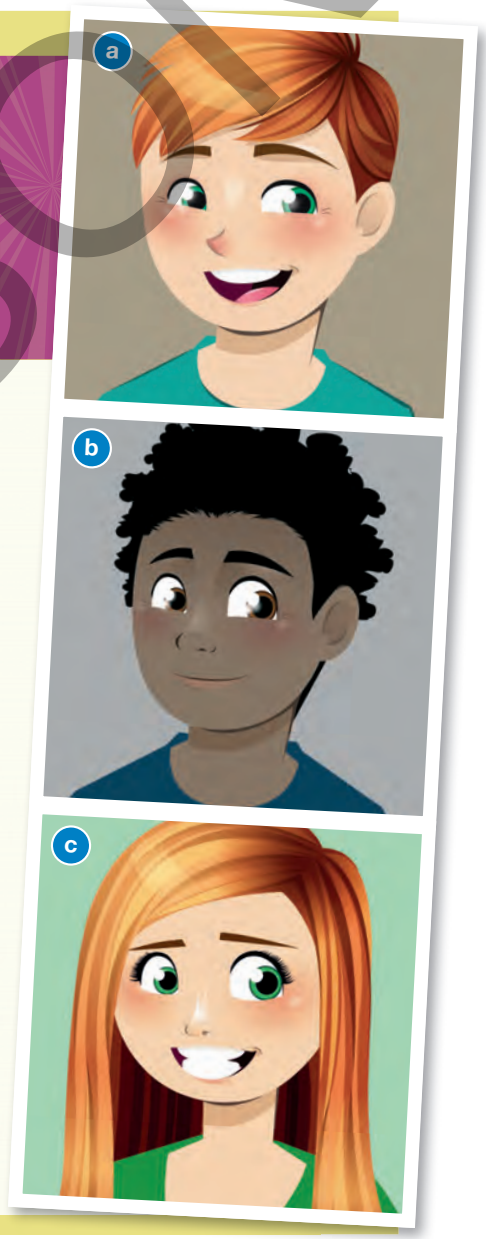
1 In what situations do people in your country smile at people who they don't know?
2 How do you feel if someone gives you a fake smile?
3 How do you cheer yourself up when you're in a bad mood?
4 Think about something very sad. Then think about the same thing and smile. Are your feelings the same or different?

What's in a smile?

You can't hope to learn all the world's languages, but there's one language which you can communicate with everywhere: your smile.

Smiling can show people that you're friendly and cheerful. According to scientists, however, we have more than fifty different types of smile for different situations. When something is funny, we usually smile with an open mouth. If we are proud of something, we keep our lips together. If our eyes become smaller when we smile, we are genuinely happy, but if the skin around our eyes doesn't move, our smile is fake. That's bad news in countries where people dislike a fake smile as much as a frown, like France and Russia.

But what if you are in a bad mood? It's hard to be cheerful all the time. Some people try to cheer themselves up by watching funny films. Others prefer dancing to their favourite songs or eating chocolate. Others do sport every day to put themselves in a good mood. But there's another, very easy way to feel happier: smile. When you smile (even if it's a fake smile) your body starts producing chemicals called endorphins. These endorphins send a message to your brain that you are happy. And there's more. When you smile at someone, they often smile back at you. This reaction produces endorphins in their body and they feel happier, too. A part of their brain remembers you as a person who makes them happy. You're halfway to having a new friend. And that's definitely something which you can smile about.



PEARSON

Grammar Gerunds and infinitives

Gerunds

1 They cheer themselves up by watching funny films.

2 Smiling can show people that you're friendly.

3 They prefer dancing to their favourite songs.

Infinitives

4 You can't hope to learn all the world's languages.

5 They do sport every day to put themselves in a good mood.

6 It's hard to be cheerful all the time.

Grammar reference Workbook page 90

1 **Study the grammar table. Match the examples (1–6) to the uses (a–f).**

We use **gerunds**:

a after certain verbs, e.g. *like, love, enjoy, hate, prefer, stop*.
b after prepositions.
c as the subject or object of a sentence.

We use **infinitives**:

d after certain verbs, e.g. *want, decide, hope, try, pretend, learn, remember, plan*.
e after certain adjectives, e.g. *easy, difficult, important, happy, sad, lucky*.
f when we are explaining the purpose of an action.

2 **Choose the correct options.**

Here are some of your ideas for [1] *being / to be* happy:

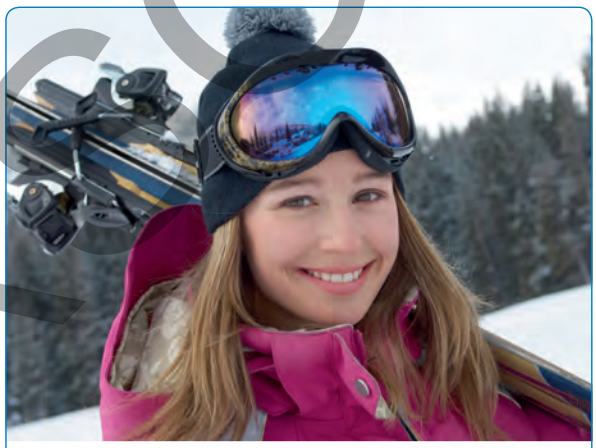
- [2] *Spending / To spend* time with my friends always makes me happy.
- Try [3] *not wanting / not to want* expensive gadgets. They can't bring you real happiness.
- I often go running [4] *escaping / to escape* my problems. I always feel better after a run.
- Remember [5] *not being / not to be* selfish. It's easier [6] *becoming / to become* happy by [7] *helping / to help* other people.
- I enjoy [8] *watching / to watch* comedies on TV. It's impossible [9] *frowning / to frown* when you're laughing!

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

1 It's important *to have* (have) good friends.
2 Are you hoping .... (go) on holiday this summer?
3 I hate .... (not be) at the same school as my sister.
4 Please stop .... (shout). You're giving me a headache!
5 It's hard .... (not feel) a bit jealous of Lucy. She's so popular!
6 They want .... (relax) this weekend.
7 She's going to London .... (visit) her grandparents.
8 .... (play) table tennis is good fun.

4 **Complete the text with the correct form of these verbs.**

do	feel	go	leave
meet	start	talk	~~work~~



Two years ago, my parents were tired of [1] *working* for big companies in London. They decided [2] .... their jobs. We moved to a new home in the mountains [3] .... a new life. At first I didn't enjoy [4] .... to my new school. No one in my class wanted [5] .... to me. Then I joined the school's mountain sports club. I learnt [6] .... sports like rock climbing and skiing and it was easier [7] .... friendly people in the club. Soon I stopped [8] .... unhappy, and now I love my new home.

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

1 Which sports and activities do you enjoy/not like doing?
2 What things are easy/difficult/important to do at school?
3 What are your plans and hopes for next year?

PEARSON

Grammar Gerunds and infinitives

Language notes

- Students often have problems with the use of gerunds and infinitives, not because the concept is a particularly difficult one, but because there are often serious variations between the way in which they are used in different languages and this can cause L1 interference for some learners. This lesson covers the three most common uses of the gerund and the three most common uses of the infinitive and provides clear practice to help students assimilate the rules.
- In some languages verbs of preference, e.g. *like*, *love*, *hate*, etc. are followed by the infinitive. 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 only taught at higher levels. Throughout *Next Move* the form taught after verbs of preference is the gerund.
- Students may also ask about modal verbs, like *can*, *could*, *should*, *might*, etc. Check they understand that these verbs are always followed by an infinitive without *to* and will be practised separately in Unit 4.

Exercise 1

- Read the grammar table with the students.
- Students work individually, matching the examples to the uses and referring back to the grammar table where necessary.
- Check answers as a class.

Answers

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

Extra activity

Write the following sentences on the board. Individually, students decide if they are correct or not. They suggest possible changes to the sentences which are not correct (possible answers in brackets).

1 He has decided to travel to France to study French. (✓)
2 To yawn and to sigh during your English class is very rude! (✗ – *Yawning and sighing during your English class is very rude!*)
3 She was very upset about failing the exam last week. (✓)
4 I really hate to see my friends in a bad mood. (✗ – *I really hate seeing my friends in a bad mood.*)
5 It's difficult smiling when inside you want to scream! (✗ – *It's difficult to smile when inside you want to scream.*)
6 He's just gone to the supermarket for buying some bread and milk. (✗ – *He's just gone to the supermarket to buy some bread and milk.*)

Exercise 2

- Students choose the correct options.
- Check answers as a class.

Answers

2 Spending **6** to become
3 not to want **7** helping
4 to escape **8** watching
5 not to be **9** to frown

Exercise 3

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

Answers

2 to go **6** to relax
3 not being **7** to visit
4 shouting **8** Playing
5 not to feel

Exercise 4

- Students complete the text.
- Check answers by asking individual students to read sentences from the text.

Answers

2 to leave **6** to do
3 to start **7** to meet
4 going **8** feeling
5 to talk

Exercise 5

- Check the pronunciation of the questions before students work in pairs.
- Monitor, but do not interrupt fluency unless students make mistakes with gerunds and infinitives.

Possible answers

1 I love running but I don't enjoy swimming because I hate getting wet.
2 It's easy to do sports at my school and it's important to work hard in class. It's difficult to find enough time to do everything!
3 Next year I hope to go on a school visit to the UK. My parents say I have to get a good mark in my English exam so I plan to learn five vocabulary items every day.

Extra activity

Students feed back to the class about their partner's answers in the third person, e.g. *'Sarah loves playing tennis and basketball, but she hates swimming.'* Extend the conversation as much as possible, asking students to justify and explain their opinions.

Further practice

Workbook pages 26 and 90–91

PEARSON

Vocabulary Adjective suffixes

Revision

First – Prepare six sentences about yourself using gerunds and infinitives and vocabulary from the course. Some should be true and some false. Use the following sentences as an example:

1 I love sweating when the weather is hot.
2 I've always wanted to go to Buenos Aires, but I've never been.
3 I think it's really easy to learn another language – I can speak nine!
4 When I'm in a bad mood, laughing at a good joke makes me feel better.
5 I never go to the cinema to see films, I prefer watching them at home on TV.
6 When I'm skiing, I'm always afraid of not keeping control and falling over!

Students listen and decide if the sentences are true or false. Do not allow students to write anything down apart from *true* or *false*.

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 were introduced to the concept of word building at the end of *Next Move 3*. They also saw the use of *-or*, *-er* and *-ist* suffixes to make jobs in the previous unit (*sculpture–sculptor*, *photograph–photographer*, *art–artist*, etc.). In this lesson they learn how to change nouns to adjectives using the suffixes *-ful*, *-y*, and *-ous*. If students ask, be prepared to explain that there are no clear rules to help identify which suffix should be used with any given word so they need to be learnt on a case by case basis.

Extra activity

Students read the text about Bhutan for comprehension first before focussing on the adjectives. Write the following questions on the board:

1 Is Bhutan a rich country?
2 Are the people in Bhutan happy with their lives?
3 Does the King of Bhutan do a good job?
4 What do people in Bhutan think being happy is connected to?
5 Are they building lots of factories in Bhutan?
6 How has Bhutan changed since people started watching TV?

Students check in pairs before checking answers as a class. If you have a world map available, ask students where Bhutan is.

(Answers: *1 No, it isn't.*; *2 Yes, they are.*; *3 Yes, he does.*; *4 Being healthy.*; *5 No, they aren't.*; *6 It has become more dangerous.*)

Exercise 1 (Track 1.31)

- Draw attention to the photos and ask students what they can see.
- Individually, students read the article and find the adjective forms of the nouns.
- If you wish, play the recording for students to listen and read.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

	Noun	Adjective
-ful	*beauty* peace success	*beautiful* peaceful successful
-y	health luck wealth	healthy lucky wealthy
-ous	danger fame poison	dangerous famous poisonous

Extra activity

Books closed. Tell students that you're going to spell some of the adjectives but you're going to miss out a letter and they have to identify which letter is missing. Ask *'Which letter is missing?'* and then spell aloud *'L – U – K – Y'* (Answer: *C*). Repeat with *'FAMUS'* (Answer: *O*) and *'PEACFUL'* (Answer: *E*) before writing the question *'Which letter is missing?'* on the board. Students then play the game in pairs using the adjectives from Exercise 1.

Exercise 2

- Individually, students complete the sentences.
- Check answers as a class.

Answers

2 luck
3 dangerous
4 wealthy
5 beautiful
6 famous
7 poisonous
8 success
9 healthy

Exercise 3

- Ask two students to read out the example.
- Students work in pairs, saying nouns from Exercise 1 and making sentences with the adjective forms.
- Monitor and help with vocabulary and feed in ideas if necessary.

Further practice

Workbook pages 27 and 106

Brain Trainer Unit 3 Activity 3

See Teacher's Book page 212 and Students' Book page 114

PEARSON

Bhutan

Bhutan is a small but beautiful country in the Himalayas. Its people are not wealthy – they live on less than three euros a day. But they feel lucky. They have a king who tries to make them happy, not rich, and he is very successful. The Bhutanese are famous for being the happiest people in all of Asia.

They believe that people can't be happy if they aren't healthy, so Bhutan has good hospitals. It doesn't want factories which pollute the environment with poisonous chemicals. Before 1999, the king thought that TV was a dangerous influence and didn't allow it. Today people can watch TV, but there is more crime now in this peaceful country.

Vocabulary Adjective suffixes

1 1.31 **Read the article and find the adjective forms of these nouns. Copy and complete the table. Then listen, check and repeat.**

~~beauty~~ danger fame health luck
peace poison success wealth

	Noun	Adjective
-ful	*beauty*	*beautiful*
-y	....	....
-ous	....	....

Word list page 43 **Workbook** page 106

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

1 No one ever fights in this town. It's a very *peaceful* place.
2 A lot of bad things have happened to him. He never has any good .... .
3 There are a lot of road accidents. Cars are very .... .
4 He can afford the most expensive clothes. He's very .... .
5 She's got a .... face, but she isn't tall enough to be a model.
6 Everyone has heard of Tom Cruise. He's a very .... actor.
7 Don't eat those mushrooms. They're .... !
8 He has won lots of races, but his .... in his sport hasn't made him rich or famous.
9 She's very .... – she plays tennis every day and eats a lot of fruit.

3 **In pairs, take turns to say a noun from Exercise 1. Your partner makes a sentence with the adjective form.**

luck

My uncle is very lucky. He always wins money on the lottery.

Brain Trainer Unit 3
Activity 3 Go to page 114

PEARSON

Chatroom Invitations

Speaking and Listening

1 **Look at the photo. How is Fraser feeling? Why?**

2 1.32 **Listen and read the conversation. Check your answer.**

3 1.32 **Listen and read again. Answer the questions.**

1 Why can't Archie and Holly go to the youth club?
Because they're going to Yasmin's party.
2 Why isn't Fraser going to the party?
3 Why does Yasmin phone Fraser?
4 Why did Yasmin think she had invited Fraser to her party?
5 What does Fraser decide to do tonight?

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

Fraser Do you want to come to the youth club tonight?
Archie That sounds fun, but I can't, I'm afraid. I'm going to Yasmin's party.
Fraser What about you, Holly? Do you fancy coming?
Holly Sorry. I'm going to have to say no, too. Yasmin's been planning her party for months. It's going to be a great night.
Fraser It's not fair! I didn't even get an invitation … Oh, that's my phone. Hello?
Yasmin Fraser, hi, it's Yasmin. I've been phoning you all day, but you never answer. Are you coming to my party? You haven't replied yet.
Fraser Well, you haven't invited me yet.
Yasmin Really? I thought I sent you a text last week.
Fraser I didn't get one.
Yasmin Oh, I'm hopeless! Sorry. Well, would you like to come? It's tonight at 7.30.
Fraser OK, thanks. I'll see you there.

Say it in your language …
It's not fair!
I'm hopeless!

34

PEARSON

Chatroom Invitations

Revision

First – Write the following word snake on the board:
luckwealthpeacedangerfamehealthpoisonbeautysuccess
Students must find all of the nouns.
Check answers and spelling as a class.
(Answers: *luck*; *wealth*; *peace*; *danger*; *fame*; *health*; *poison*; *beauty*; *success*)

Second – Read the following questions for students to answer with the adjective forms of the nouns in the previous stage.

1 How do you describe an activity or place which is not safe?
2 Which word can we use for something which can kill you if you eat it?
3 Which adjective describes a person who has lots of money?
4 How can we describe a place which is very quiet and relaxing?
5 What adjective can we use for someone who the whole world knows?
6 What word describes a person who is very physically attractive?

In pairs, students compare their answers before checking as a class.
(Answers: *1 dangerous*; *2 poisonous*; *3 wealthy*; *4 peaceful*; *5 famous*; *6 beautiful*)

Third – Individually, students write questions for the three words not covered in the previous stage, i.e. *healthy*, *lucky* and *successful*. Monitor and point out errors for students to self-correct. Ask some students to read their questions to the class for them to identify the adjectives.

Speaking and Listening

Extra activity

Ask students where Holly, Fraser and Archie are (Answer: *at the entrance to their school*). Give students a time limit of one minute to name the clothes that the three characters are wearing. They then compare their vocabulary in pairs. Collate all the vocabulary on the board and check spelling by asking students to spell the words to you. Elicit the word *uniform* to refer to the complete set of clothes which students wear for school. (Answers: *Holly – blouse/shirt, skirt, leggings/tights, shoes*; *Archie/Fraser – blazer/jacket, shirt, tie, trousers, shoes.*)

Exercise 1

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

Exercise 2 (Track 1.32)

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

Answer

Fraser is feeling sad (because he hasn't been invited to Yasmin's party).

Exercise 3 (Track 1.32)

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

Answers

2 Because he didn't get an invitation from Yasmin.
3 She phones Fraser to find out if he is coming to her party.
4 She thought she had sent him a text last week.
5 He decides to go to the party.

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's not fair! – phrase used to indicate that we don't think we or another person have received appropriate behaviour or treatment from another person. You might use it in class if you are playing a game with your students and catch one of them cheating, e.g. *'Don't cheat, David. It's not fair!'* It is also common to use the phrase *'That's not fair!'* when we want to sympathise with another person who has been treated unfairly.

I'm hopeless! – humorous informal exclamation used to say *'How silly am I?'* Students might use it in class, for example, when they have forgotten to bring something basic to class, like their book, notebook or pen. The phrase *'You're hopeless!'* can also be used to talk about others but care should be taken to use 'light' intonation to indicate that you are being humorous.

PEARSON

Exercise 5

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

Answers

2 Fraser **3** Fraser **4** Holly **5** Yasmin **6** Archie

Exercise 6

- Read through the phrases for inviting, and accepting and rejecting invitations with the class.
- Make sure students understand that *Do you want to … ?* and *Would you like to … ?* are followed by an infinitive, and *Do you fancy … ?* is followed by a gerund.

Exercise 7 (Track 1.33)

- Play the recording for students to find out who accepts the invitation and who rejects it.
- Repeat the recording, pausing after each line to check students' pronunciation.
- In pairs, students act out the conversations.

Answers

Fraser rejects both invitations.
Holly and Yasmin both accept the invitation.

Exercise 8

- Students make their own conversations by replacing the words in purple in Exercise 7.
- Monitor, but do not interrupt fluency unless students make mistakes with the use of the phrases for inviting, and accepting and rejecting invitations.
- Stronger groups or fast finishers can use their own ideas.

Further practice
Workbook pages 28 and 115

Grammar Present perfect continuous

Language notes

Students are introduced here to the Present perfect continuous. The construction of this tense is unlikely to cause students problems, but they may find knowing exactly when to use it more difficult. Clarify for them that all continuous tenses usually emphasise the duration of a longer action, in this case one which started in the past and continues until the present, e.g. *'I've been waiting for you in the rain for over an hour! Where were you?'*
(= I consider this a very long time to be waiting and I hope you are sorry!)
The Present perfect continuous is commonly used with both *for* and *since* to state when the action started, e.g. *'I've been living here since I was a child / for 30 years.'*
Check students remember that *for* is used with a period of time and *since* is used with a point in time.

Note also that the Present perfect continuous is never used when we state exactly how many times we have done something. In that case, we always use the Present perfect simple, e.g. *'I've written seven emails this morning.'* not *'I've been writing seven emails this morning.'*
Remind students that the stative verbs they saw in Unit 1, e.g. *know*, *understand*, *like*, *love*, *want*, *have*, *hear*, don't usually take the continuous form and this also applies to the Present perfect continuous.

Exercise 1

- Read the grammar table with the students.
- Students work individually, choosing the correct options and referring back to the grammar table where necessary.

Answers

1 *-ing* **2** longer, continues **3** might

Exercise 2

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

Answers

2 haven't been having
3 's been running
4 Has he been doing
5 haven't been learning
6 's been crying
7 have you been cooking
8 've been watching
9 's been swimming
10 have you been sleeping

Exercise 3

- Individually, students complete the sentences using the Present perfect continuous.
- Monitor and point out errors for students to self-correct.
- Ask some students to read out their sentences to the class.

Possible answers

1 've been studying it for three years.
2 have you been doing?
3 've been working all day.
4 has she been playing?
5 've been driving for hours.
6 hasn't been living here for very long.
7 've been talking about their school project.
8 've been studying for our exam tomorrow.

Further practice
Workbook pages 29 and 90–91

PEARSON

5 **Look back at the conversation. Who says what?**

1 Do you want to come to the youth club? *Fraser*
2 Do you fancy coming?
3 OK, thanks. I'll see you there.
4 Sorry. I'm going to have to say no.
5 Would you like to come?
6 That sounds fun, but I can't, I'm afraid.

6 **Read the phrases for inviting, and accepting and rejecting invitations.**

Inviting

Do you want to …?
Would you like to …?
Do you fancy … *-ing*?

Accepting

That's a great idea. I'd love to!
OK, thanks. I'll see you there.

Rejecting

That sounds fun, but I can't, I'm afraid.
Sorry. I'm going to have to say no.

7 1.33 **Listen to the conversations. Who accepts the invitation? Who rejects it? Act out the conversations.**

Archie Do you fancy [1] going to the cinema later?
Fraser That sounds fun, but I can't, I'm afraid. I've got [2] too much homework.

Holly Hello. Would you like to [1] play computer games at my house on Friday night?
Fraser Sorry. I'm going to have to say no. [2] My mum's birthday dinner is on Friday.

Yasmin Hi. Do you want to [1] come to a rock concert with me tonight?
Holly That's a great idea. I'd love to!

Archie Do you fancy [1] having lunch at my house on Saturday?
Yasmin OK, thanks. I'll see you there.

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 meet(ing) in the park / go(ing) out for a pizza / see(ing) a horror film / watch(ing) the school football match with me

2 my guitar lesson / my cousin's party

Grammar Present perfect continuous

How long has she been planning her party?

She has been planning her party for months.

She hasn't been planning her party for very long.

Grammar reference Workbook page 90

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

1 We form the Present perfect continuous with *have* (or *has*) + *been* + verb + *-ing* / *-ed*.
2 We use this tense for a *short and sudden* / *longer* action which started in the past and *continues* / *doesn't continue* until the present.
3 The action *might* / *won't* continue in the future.

2 **Complete the sentences with the Present perfect continuous form of the verbs in brackets.**

1 How long *has she been standing* (she/stand) there?
2 I …. (not have) a good time at my new school.
3 He's sweating because he …. (run) for two hours.
4 …. (he/do) homework this morning?
5 They …. (not learn) French for very long.
6 She's very upset. She …. (cry) for 20 minutes.
7 There's a horrible smell in the kitchen! What …. (you/cook)?
8 We …. (watch) TV since 2 o'clock.
9 He's shivering because he …. (swim) and the water's very cold.
10 Why …. (you/sleep)? There's work to do!

3 **Complete the sentences. Use the Present perfect continuous.**

1 I'm quite good at English now. I …. .
2 There's green paint in your hair. What …. ?
3 They're very tired. They …. .
4 Your little sister's brilliant at football. How long …. ?
5 This is such a long car journey! We …. .
6 He doesn't know many people in this town because he …. .
7 She's talking to Max on the phone. They …. .
8 We've been in the library. We …. .

PEARSON

Reading

1 **Read the article quickly. Which person:**

1 was a famous singer? *James*
2 had a celebrity boyfriend?
3 is happier in the background?
4 is missing his/her fame?

Most young people dream of being famous and with all the reality shows and talent contests on TV these days, it's never been easier to achieve that dream. But does fame bring happiness?

Melanie Greening

I was in a successful reality show when I was eighteen and I got a job as a TV presenter after that. My boyfriend was a famous footballer and we were in the newspapers all the time. We went to all the coolest parties. Life was fantastic! But I wasn't very good at presenting. I lost my job and then my boyfriend left me. One month I was a star and the next I was a nobody. No one recognised me in the street anymore. People have such short memories! It wasn't easy to find another job because I didn't pass any exams at school. I've been working in a clothes shop for the last nine months. It's OK, but I was definitely happier when I was famous.

James Levy

I won a TV singing contest when I was sixteen. I was thrilled, but that didn't last long. I was so busy with recording sessions, TV appearances, concerts and photo shoots that I never had time to relax. I really missed my family. They lived several hours away so I couldn't see them very often. And the fans were a problem, too. Every time I went out, people used to scream because they were excited to see me. They put their arms around me for a photo, or pushed a pen into my hand so I could sign something for them. One sent me a poisonous spider as a birthday present! Now I write songs and other people sing them. I still love the music industry, but fame? No, thanks. I prefer a more peaceful life.

Key Words

talent contest	TV presenter
recognise	recording session
TV appearance	photo shoot

2 1.34 **Read the article again. Are the sentences true (T), false (F) or don't know (DK)?**

1 Melanie worked for a newspaper *F*
2 She earned a lot of money when she was famous.
3 People forgot Melanie very quickly after she lost her job.
4 She didn't do very well at school.
5 After James won the competition, he had too much spare time.
6 He wanted to see his family more often.
7 It was hard to make new friends when he was famous.
8 He enjoyed all the attention from his fans.

Listening

1 1.35 **Listen to the interview with Baz Sykes. Are the sentences true (T) or false (F)?**

1 Baz is an actor.
2 He has been famous since he was five.
3 He's had a crazy life.

Listening Bank Unit 3 page 118

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

1 Do you know about the lives of any child stars? Tell your group about them.
2 Do you think child stars are lucky? Why?/Why not?
3 Would you like to be famous? Why?/Why not?

PEARSON

Reading

Exercise 1

- Draw attention to the photos and ask students what they can see.
- Students read the article quickly and identify the people.
- Make sure students understand not to read in detail at this point.
- Check answers as a class.

Answers

2 Melanie
3 James
4 Melanie

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.

talent contest – a competition, usually on TV, in which people show special abilities they have, like singing, dancing, or comedy

TV presenter – a person whose job is to introduce programmes on television and talk to the camera and the audience

recognise – to remember that you have seen someone or something before and to know exactly who or what they are

recording session – a period of time in a studio in which musicians can sing their songs or play their music and save it to listen to again later

TV appearance – when a famous person goes on television for a short time either to be interviewed or to perform for the camera and the audience

photo shoot – a special session in a studio where a photographer takes pictures of a specific person or group of people

Exercise 2 (Track 1.34)

- Students read the article again and decide if the sentences are true or false.
- Make sure students understand that if no information is given then they should mark the sentences DK.
- If you wish, play the recording for students to listen and read.
- Check answers as a class and ask them to correct the false sentences.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

2 DK
3 True
4 True
5 False (James says he was so busy that he never had time to relax.)
6 True
7 DK
8 False (James says the fans were a problem and that he prefers a more peaceful life.)

Extra activity

Write the Key Words on the left-hand side of the board and simple definitions on the right-hand side 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.

Listening

Exercise 1 (Track 1.35)

- Play the recording. Students decide if the sentences are true or false.
- Check the answers as a class.

Answers

1 True **2** False **3** False

Audioscript

See Teacher's Book page 228

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.

Extra activity

Stronger groups or individual students investigate a child star who is still famous today and write a mini-biography explaining how and why they became famous and their main achievements. Tell them that they should choose someone who is still alive. Explain that many people who are famous as adults actually became famous as children, including Christina Aguilera, Leonardo DiCaprio, Ryan Gosling, Shia LaBeouf and Justin Timberlake. Remind them to use the Present perfect simple and Present perfect continuous whenever appropriate. After correcting the texts you could display them on the classroom walls or use them as the basis for further comprehension work with your class.

Further practice

Workbook page 30

PEARSON

Writing A 'for and against' essay

Revision

First – Prepare a 'live listening' about a famous child star, including grammar and vocabulary from the unit. Do not include the name of the star. Use the following text as an example: *This person was born in 1981 in Jerusalem. Her mother is from the USA and her father is from Israel. When she was three her family moved to New York to start a new life, so she's been living in the USA for a very long time. She's been making films since she was thirteen, when she appeared in 'León: The Professional'. Since then she's made lots of films, including 'Star Wars: The Phantom Menace' in 1999, and 'Closer' in 2004. She has made us laugh in films like 'Everyone Says I Love You', cry in films like 'Cold Mountain', and sigh at her beauty as a dancer in 'Black Swan'. However, being famous and wealthy hasn't changed her much and winning an Oscar in 2010 for playing a dancer who goes crazy has made her one of the most successful stars in the world.*

Second – Draw a horizontal line on the board to represent time. Explain that the left-hand end of the line is when the person was born and the right-hand end of the line is now. Students copy the line and, as they listen, they complete the line with as much information as possible about the child star.

Third – Students compare their timelines in pairs. Check answers by asking individual students to write events on the timeline on the board and continue until students have collated all the information about the child star. Finally, ask students if they know who you were talking about. (Answer: *Natalie Portman*)

Exercise 1

- Read the Writing File with the class.

Exercise 2

- Students answer the questions about the linking words.
- Check answers as a class.

Answers

1 Moreover, However, On the other hand
2 also
3 and, but
4 too

Exercise 3

- Students complete the sentences with words from the Writing File.
- Check answers by asking individual students to read the sentences.

Answers

2 However **3** too **4** On the other hand **5** but
6 Moreover **7** and

Exercise 4

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

Answers

… comfortable home and enough food, and these things are very important.
They have more choices than ordinary people, too.
They can also afford designer clothes …
On the other hand, good relationships …
… with friends and family are more important than hoilidays and new clothes.
Moreover, expensive things …
However, I don't think …

Exercise 5

- Students read the essay again and complete the notes.
- They then check in pairs before checking answers as a class.

Answers

2 enough food
3 a job
4 designer clothes
5 exciting holidays
6 genuine
7 ordinary
8 happiest

Exercise 6

- 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 7

- Show students how the example text is divided into four paragraphs – an introductory paragraph, a paragraph *for* the title, a paragraph *against* the title and a conclusion expressing the writer's opinion. Tell them that they should now organise their notes in the same way.
- 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 scrambled words game. Before the class, prepare one or two of the words to demonstrate with, e.g. *revish* (*shiver*) and *snouposio* (*poisonous*). Give each student one word card for them to scramble. They then take turns writing their scrambled words on the board. The rest of the class have to write down the student's name and the unscrambled word. When all students have written up their scrambled words, check answers as a class.

Further practice
Workbook page 31

PEARSON

Writing A 'for and against' essay

1 Read the Writing File.

Writing File Linking words: addition and contrast

You can introduce additional ideas with *and*, *also*, *too* and *moreover*.

I was in a talent contest and I won.
He's an actor. He's also a TV presenter.
They can sing. They can dance, too.
She's very beautiful. Moreover, she's a very good actress.

You can introduce contrasting ideas with *but*, *however* and *on the other hand*.

She's a nurse, but she wants to be a singer.
He's learning to dance. However, he's not very good.
Famous singers often come from poor families. On the other hand, a few singers have very wealthy parents.

2 Answer the questions.

1 Which words go at the start of a sentence?
2 Which word goes after the first or second word in a sentence?
3 Which words go in the middle of a sentence?
4 Which word goes at the end of a sentence?

3 Complete the sentences with a word from the Writing File.

1 My brother's a footballer. My boyfriend's *also* a footballer.
2 I like rap music. .... , I don't like jazz.
3 He's been practising all day and he's going to practise this evening, ...
4 Living in a city has some advantages. .... , there are some disadvantages.
5 I'm happy to help, ... I haven't got much time.
6 Child stars have a very exciting life. .... , they earn a lot of money.
7 Robert Pattinson was in one of the Harry Potter films .... then he was in the *Twilight* films.

4 Read the essay. Find the linking words.

Wealth makes people happy

Many people dream of being rich, but does wealth make people happy?

Rich people certainly don't have the same worries as poor people. They can easily pay for a comfortable home and enough food and these things are very important. They have more choices than ordinary people, too. For example, they don't have to have a job. They can also afford designer clothes and exciting holidays.

On the other hand, good relationships with friends and family are more important than holidays and new clothes. It's difficult to know if your friends are genuine if you are rich. Perhaps they are pretending to like you to get some of your money. Moreover, expensive things soon seem ordinary if you can buy them all the time.

In conclusion, rich people definitely have a happier life than very poor people. However, I don't think rich people are always very happy. The happiest people are in the middle, neither rich nor poor.

5 Read the essay again and complete the notes.

Advantages of being rich
They can pay for [1] *a comfortable home* and [2] .... .
They don't have to have [3] .... .
They can afford [4] .... and [5] .... .

Disadvantages of being rich
They don't know if their friends are [6] .... .
Expensive things seem [7] .... to them.

Conclusion
The [8] .... people are not rich and not poor.

6 You are going to write an essay with the title *Fame makes people happy*. Make notes on the advantages and disadvantages of being famous.

7 Write your essay. Use the notes in Exercise 5 and the structure of the essay in Exercise 4 to help you.

Remember!
- Use linking words.
- Use the vocabulary in this unit.
- Check your grammar, spelling and punctuation.

PEARSON

Refresh Your Memory!

Grammar Review

1 **Choose the correct options.**

1 I'm lucky *having / to have* friends who live near my house.
2 I want *watching / to watch* a DVD at home tonight.
3 Stop *being / to be* so rude.
4 She went there *helping / to help* her cousin.
5 They were pretending *not recognising / not to recognise* me.
6 *Living / To live* by the sea is really good fun.
7 We're talking about *going / to go* on holiday together.

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

1 It's impossible *to surf* (surf) when there aren't any waves.
2 I'm going to London .... (learn) English.
3 He apologised for .... (forget) my birthday.
4 I hate .... (not have) a mobile phone.
5 Remember .... (not be) late home tonight.
6 She insisted on .... (pay) for everyone's tickets.
7 He isn't planning .... (leave) school next year.
8 .... (laugh) is the quickest way to feel happier.

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

A Oh, Jack, there you are! Mum [1] *has been looking* (look) for you. She [2] .... (shout) your name for about ten minutes.
B Oh, sorry. I didn't hear. I [3] .... (listen) to music in the garden.
A What else [4] .... (you/do) out there? Your hands are red. [5] .... (you/use) red paint?
B No. I [6] .... (not paint). I [7] .... (lie) in the sun with Carrie and we [8] .... (eat) strawberries.
A Well, wash your hands and find Mum. She [9] .... (work) all day and she's tired. She needs your help.

Vocabulary Review

4 **Complete the sentences with these words.**

blushed	cried	gasped	~~laughed~~
shivered	sweated	yawned	

1 Everyone *laughed* at his funny joke.
2 She .... in amazement when she heard the news.
3 I .... when I walked out into the cold winter weather.
4 He .... a lot in the match. He was so hot.
5 She .... for days when her boyfriend left her.
6 I .... when I saw the embarrassing photo.
7 He .... . It was late and he was tired.

5 **Complete the text with the adjective form of the words.**

Lots of us want to become [1] *wealthy* and live in a [2] .... big house, but it isn't easy to get rich. [3] .... actors are rich, but most actors are never [4] .... . You could start a business, but it isn't a [5] .... life.

It's better not to want a lot of money. If you are [6] .... , live in a place which isn't [7] .... and have good friends and enough food, you are a [8] .... person.

WEALTH
BEAUTY
FAME
SUCCESS
PEACE

HEALTH
DANGER
LUCK

Speaking Review

6 1.36 **Make questions and answers. Then listen and check.**

1 A you / fancy / go / to the park / ?
Do you fancy going to the park?
B I / can't / afraid
2 A you / like / come / to my house / ?
B great idea / love to
3 A you / want / meet / in town / later / ?
B Sorry / have / say no

Dictation

7 1.37 **Listen and write in your notebook.**

My assessment profile: Workbook page 129

PEARSON

Refresh Your Memory!

Exercise 1

Answers

2 to watch **3** being **4** to help **5** not to recognise
6 Living **7** going

Exercise 2

Answers

2 to learn **3** forgetting **4** not having **5** not to be
6 paying **7** to leave **8** Laughing

Exercise 3

Answers

2 's been shouting
3 've been listening
4 have you been doing
5 Have you been using
6 haven't been painting
7 've been lying
8 've been eating
9 's been working

Exercise 4

Answers

2 gasped **3** shivered **4** sweated **5** cried
6 blushed **7** yawned

Exercise 5

Answers

2 beautiful **3** Famous **4** successful **5** peaceful
6 healthy **7** dangerous **8** lucky

Exercise 6 (Track 1.36)

Answers

1 **A** *Do you fancy going to the park?*
B I can't, I'm afraid.
2 **A** Would you like to come to my house?
B That's a great idea. I'd love to.
3 **A** Do you want to meet in town later?
B Sorry. I'm going to have to say no.

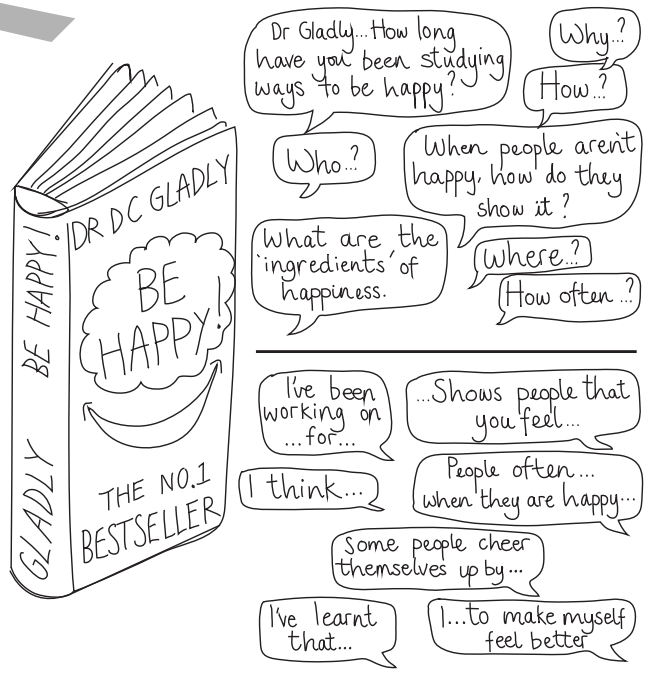
Exercise 7 (Track 1.37)

Answers and Audioscript

1 She's been shouting at him all day.
2 The snake isn't poisonous, so you can stop screaming now.
3 Does smiling make you happy?
4 He's decided to be an actor.
5 Health is more important than beauty.
6 I'm excited about going to London.

Extra activity

Revise the vocabulary and the grammar of the unit:
– Draw the book on the left-hand side of the board and check students remember the word *bestseller*.
– Explain that this book has been written by a famous expert on happiness and has sold millions of copies around the world. Inside it are some of the secrets he/she has discovered about being happy. In pairs, students brainstorm possible ideas for happiness which might be included in the book, e.g. *chocolate*, *endorphins*, *exercise*, *sport*, *dancing*, *being healthy/wealthy/beautiful/famous*, etc. Discuss their ideas as a class and find out which they think are most important.
– Tell students that they are going to interview Dr Gladly. Put them in small groups to brainstorm possible questions they would like to ask the expert. While they are thinking of their questions, copy the speech bubbles onto the right-hand side of the board.
– Draw students' attention to the phrases for Dr Gladly. Ask them to suggest possible ways to complete the sentences and check they use appropriate grammatical forms, e.g. *'Smiling and laughing shows people that you feel happy.'* (gerund as subject of the sentence, adjective after *feel*), *'Some people cheer themselves up by shopping.'* (gerund after a preposition), *'I've learnt that happiness is not connected with wealth.'* (phrase followed by clause), etc.
– Put students in pairs and tell them to decide which of them is going to be the interviewer and which of them is going to be Dr Gladly. Explain that the interviewers' job is to make Dr Gladly talk as much as possible about his/her life and to react appropriately. They can use the questions on the board but should also invent new questions in response to what their partner says.



PEARSON

My Assessment Profile Unit 3

Workbook page 129

Culture 2 – New Year's Eve

See Teacher's Book page 222 and Students' Book page 123 (for extra reading, discussion and writing work).

Global Citizenship File Operation Smile

Cultural notes

- *Operation Smile* is a non-governmental organisation which was set up in 1982. It aims to help children who require mouth surgery which is not available to them, but which would be considered standard procedure in the western world. Thousands of volunteers work for the charity, not just as doctors and nurses, but also to offer help as translators, cooks, drivers, etc. The students who accompany the group are usually responsible for teaching local people about health and dental hygiene and therefore make a very valuable contribution to the project. Bill and Kathy Magee continue to run the charity today and, thanks to their dedication and donations from people around the world, the organisation is able to treat over 10,000 children each year.

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: *cleft lip*, *cleft palate*, *rejected*, *allow*, *guilty*, *skills*, *fundraising*.

Exercise 1

- Draw attention to the photo and ask students what they can see.
- Students read the article quickly and decide if the sentences are true or false.
- Check answers as a class.
- Stronger groups or fast finishers can correct the false sentences.

Answers

2 True
3 False (Operation Smile works in more than 60 countries.)
4 False (5,000 volunteers give their time and skills but not all of them are doctors or nurses.)

Exercise 2 (Track 1.38)

- Students read the article 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 Because the operations are too expensive for ordinary people.
3 Because they felt guilty that they couldn't help more children when they went to the Philippines.
4 Operation Smile provides free mouth surgery to the children who need it most, provides medical equipment and trains local doctors.
5 They have usually done a lot of fundraising and told a lot of people about Operation Smile.

Exercise 3 (Track 1.39)

- Students copy the report about Marisa Correa.
- Play the recording for students to complete the report.
- Check answers as a class.

Answers

Name	Marisa Correa
Country visited	Bolivia
Length of trip	12 days
Work	healthy, their teeth
Enjoyed trip?	Yes
Number of operations	118

Audioscript

See Teacher's Book page 228

My Global Citizenship File

Exercise 4

- Individually, students find out about another important charity which teenagers can help.
- Remind students that further information about charities is available by searching the internet.

Exercise 5

- Students prepare a poster about their charity.
- Monitor and help with grammar and vocabulary if necessary.
- Remind students to check their grammar, spelling and punctuation carefully before they give you their poster.
- Students include photos or pictures to illustrate their poster.

In this unit have you …

… used the Grammar and Vocabulary worksheet?
… used the Reading and Listening worksheet?
… used the Writing worksheet?
… used the Speaking worksheet?
… used the 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

PEARSON

Global Citizenship File

Operation Smile

Every three minutes, a child is born with a cleft lip or cleft palate. Children with these conditions have terrible problems with eating, drinking and speaking and one in ten of them die before their first birthday. The luckier ones live, but they are often rejected by friends and sometimes even by their own families.

In rich countries, simple surgical operations can correct most of these mouth problems and allow children to live normal lives. But in poorer countries, the operations are too expensive for ordinary people and there are not enough doctors who can do them.

In 1982, American doctor Bill Magee and his wife Kathy, a nurse, went to the Philippines to do some cleft palate surgeries. But it was a short trip and there was no time to help all the children who needed surgery. They felt terribly guilty. When they got home, they started a new charity. They called it Operation Smile.

Now Operation Smile works in more than sixty countries. Five thousand volunteers give their time and skills to provide free mouth surgery to the children who need it most. The charity also provides medical equipment and trains local doctors to do the surgery themselves. In this way, the results of an Operation Smile visit continue long into the future.

When an international group of doctors and nurses travels to a country, two secondary school students go, too. The students are usually people who have done a lot of fundraising in their local area and told a lot of people about the work of Operation Smile. Their trip is a fantastic way to experience a completely different culture and help to change lives forever.

Reading

1 **Read the article quickly. Are the sentences true (T) or false (F)?**

1 Operation Smile is a charity. *T*
2 It helps children with medical problems.
3 Most of its work is in the USA.
4 All its volunteers are doctors and nurses.

2 1.38 **Read the article again and answer the questions.**

1 Why are cleft lips and cleft palates dangerous?
Because children can have terrible problems with eating, drinking and speaking.
2 Why is it difficult to have these operations in some countries?
3 Why did the Magees start Operation Smile?
4 What three things does Operation Smile do?
5 What have secondary school students usually done before they go on an Operation Smile trip?

3 1.39 **Listen to the interview. Copy and complete the report.**

Name	*Marisa Correa*
Country visited	....
Length of trip	.... days
Work	Taught children and their parents about staying .... and looking after .... .
Enjoyed trip? (please circle)	Yes / No
Number of operations	....

My Global Citizenship File

4 **Find out about another important charity which teenagers can help. Answer these questions.**

- What is the name of the charity?
- What work does it do?
- Why is its work important?
- What can teenagers do to help?
- What do teenagers say about their experiences with the charity?

5 **Make a poster for the charity, advertising for teenage volunteers.**

PEARSON

1 Review

Grammar

Past simple/Past continuous

1 **Choose the correct options.**

Yesterday I [1] *visited / was visiting* my cousins in London. When I [2] *arrived / was arriving* at their house, they [3] *listened / were listening* to music in their bedroom. We [4] *didn't have / weren't having* lunch at their house. We [5] *took / were taking* the bus to Covent Garden. While we [6] *ate / were eating* lunch we [7] *saw / were seeing* the actor Tom Hardy.

2 **Make sentences.**

1 We / walk to school / when / my sister / drop / her camera on the ground

We were walking to school when my sister dropped her camera on the ground.

2 While / Bob / talk on the phone / he / hear / a loud noise outside

3 My friends / play football / in the park / when / it / start / to rain

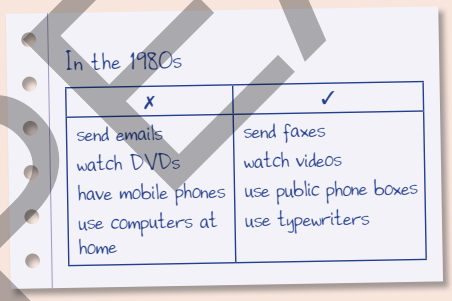
4 Nina / break / her leg / while / she / run / in the garden

5 My brother / see / a robbery / while / he / work / in the supermarket

6 I / sing / very loudly / when / I / noticed / that the window was open

used to

3 **Look at the notes. Make sentences about what people used to do and didn't use to do in the 1980s.**



In the 1980s people didn't use to send emails, they used to send faxes.

Present perfect + *ever, never, already, yet, just*

4 **Choose the correct options.**

1 I've *never / ever* eaten Japanese food.
2 Have you eaten your lunch *yet / just*?
3 I've *already / never* tidied my room, but I haven't walked the dog *yet / already*.
4 I'm laughing because I've *just / already* heard a funny joke.

5 **Complete the sentences with *for* or *since*.**

1 We've lived in this house *for* six years.
2 Greg's had the same bike .... 2012.
3 .... she was a child, Nora's been a fan of basketball.
4 I haven't seen my cousin .... ages!

6 **Complete the sentences. Use the Present perfect.**

1 A *Have* you *ever met* (ever/meet) a famous person?
B No, I haven't.
2 My mother .... (never fly) in a plane.
3 A Do you want a sandwich?
B No, thanks. I .... (already/have) lunch.
4 A .... you .... this book .... ? (read/yet)
B Yes, I .... (just/finish) it.

Present perfect/Past simple

7 **Make questions in the Present perfect and answers in the Past simple.**

1 you / ever / win a prize?
yes / win / singing competition / two years ago

Have you ever won a prize?
Yes, I won a singing competition two years ago.

2 you / see / the new James Bond film?
yes / see / it / last weekend
3 your parents / buy / a new car?
yes / buy / a Volkswagen / on Saturday
4 Peter / lose / his new phone?
yes / lose / it / at the party last night

8 **Complete the text with the Present perfect or Past simple form of the verbs.**

My sister [1] *'s just come* (just/come) back from France. She [2] .... (go) there on holiday with her friends Jenny and Sarah. They [3] .... (stay) in a hotel in Paris. I [4] .... (never/visit) France but I [5] .... (just/read) a really interesting book about the Eiffel Tower.

Exercise 1
2 arrived
3 were listening
4 didn't have
5 took
6 were eating
7 saw

Exercise 2
2 While Bob was talking on the phone, he heard a loud noise outside.
3 My friends were playing football in the park when it started to rain.
4 Nina broke her leg while she was running in the garden.
5 My brother saw a robbery while he was working in the supermarket.
6 I was singing very loudly when I noticed that the window was open.

Exercise 3
In the 1980s people didn't use to watch DVDs, they used to watch videos.
In the 1980s people didn't use to have mobile phones, they used to use public phone boxes.
In the 1980s people didn't use to use computers at home, they used to use typewriters.

Exercise 4
2 yet
3 already, yet
4 just

Exercise 5
2 since
3 Since
4 for

Exercise 6
2 's never flown
3 've already had
4 Have you read this book yet?
Yes, I have. I've just finished it.

Exercise 7
2 Have you seen the new James Bond film?
Yes, I saw it last weekend.
3 Have your parents bought a new car?
Yes, they bought a Volkswagen on Saturday.
4 Has Peter lost his new phone?
Yes, he lost it at the party last night.

Exercise 8
2 went
3 stayed
4 've never visited
5 've just read

PEARSON

Exercise 9
1 *to revise*, being, to read
2 to take, to catch
3 to get, to try, failing

Exercise 1
2 really amazing
3 such a great
4 really awful
5 such a terrible

Exercise 10
2 swimming
3 playing
4 going
5 to book
6 to take
7 Skiing
8 to find

Exercise 2
2 just heard
3 the story
4 believe
5 kidding me
6 Seriously

Exercise 11
2 How long has your sister been learning Chinese? She's been learning Chinese since 2011.
3 How long have Jess and Emma been working at this café? They've been working at this café for three months.
4 How long have we been standing on this platform? We've been standing on this platform for 40 minutes.

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

Exercise 12
2 haven't been studying
3 's been teaching
4 have been coming
5 've been watching

Gerunds and infinitives

9 **Choose the correct options.**

1 It's difficult *to revise* / *revising* for exams in the summer because I like *to be* / *being* outside with my friends and I don't want *to read* / *reading* books in my room.
2 I used my new camera *to take* / *taking* this photo of my dog. He was trying *to catch* / *catching* a rabbit.
3 It's important not *to get* / *getting* angry when you can't do something. Remember *to try* / *trying* hard and don't be afraid of *to fail* / *failing*.

10 **Complete the text with the infinitive or gerund form of the verbs.**

I hope [1] *to spend* (spend) the summer on the beach. I love [2] .... (swim) and I also enjoy [3] .... (play) beach volleyball. My brother, however, prefers [4] .... (go) on activity holidays. He's decided [5] .... (book) a holiday with our cousin. They're planning [6] .... (take) the train to Scotland and then go mountain climbing. [7] .... (Ski) is also one of his favourite sports, but it's unusual [8] .... (find) snow in the mountains at this time of year.

Present perfect continuous

11 **Make questions and answers in the Present perfect continuous.**

1 How long / you / wait / here
I / wait / here / for half an hour
How long have you been waiting here?
I've been waiting here for half an hour.
2 How long / your sister / learn / Chinese
She / learn / Chinese / since 2011
3 How long / Jess and Emma / work / at this café
They / work / at this café / for three months
4 How long / we / stand / on this platform
We / stand / on this platform / for 40 minutes

12 **Complete the text with the Present perfect continuous form of the verbs.**

I've just got my black belt in judo! I [1] *'ve been practising* (practise) martial arts for more than ten years but I [2] .... (not/study) judo for very long. My dad [3] .... (teach) judo since 2007. Some of my friends [4] .... (come) to his classes with me recently and then we [5] .... (watch) martial arts films together at the weekends.

Speaking Expressing extremes

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

really amazing	really awful	~~so good~~
such a great	such a terrible	

A Your brother's very talented. He's [1] *so good* at music.
B Yes, he's written some [2] .... songs.
A And he's [3] .... pianist as well.
B That's true. But he's a [4] .... singer.
A I didn't know that!
B Yes, he's got [5] .... voice!
A Oh dear!

Giving/Responding to news

2 **Complete the conversation.**

A [1] *What's up,* Dan?
B I've [2] j .... h .... the most incredible piece of news.
A What's [3] t .... s ....?
B You won't [4] b .... it, but my brother has just won the regional under-16 diving competition.
A You're [5] k .... m ....!
B [6] S .... . My mum just called me. He's made it to the national finals!

Invitations

3 **Put the conversation in the correct order.**

- [ ] **a** That sounds fun, but I can't, I'm afraid. I've got a tennis lesson this afternoon.
- [ ] **b** Do you want to meet me at the corner shop on Stanley Street at 6 o'clock? Then we can buy some popcorn and eat it at home while we're watching the film.
- [ ] **c** That's a great idea. I'd love to.
- [ ] **d** OK, thanks. I'll see you there.
- [1] **e** Hi, Katie. Do you fancy coming to the park this afternoon?
- [ ] **f** Oh, well, would you like to come round to my house later this evening? We can watch a DVD.

41

PEARSON

1 Review

Vocabulary Compound nouns

1 **Complete the compound nouns in the sentences.**

1 My father used to be a *business*person in the city but now he works as a ....taker at our school.
2 When we went to New York we saw lots of very tall sky.... .
3 The speed.... was racing through the water when the pilot saw the light.... .
4 We travelled fast through the snow on our snow.... .
5 My ....mates and I copied the information about our ....work from the white.... .
6 My little sister goes to a baby.... after school because my parents work until 6 p.m.
7 That isn't a space.... in the sky – it's a balloon!
8 The old wind.... in the village still makes flour for our local baker's.

Phrasal verbs 1

2 **Choose the correct options.**

1 My friends often hang *out* / *off* at the shopping centre at the weekend, but I can't because I usually look *in* / *after* my little brother.
2 Please fill *up* / *in* this form before you go *out* / *away* on holiday.
3 I'm looking *for* / *about* my cat. It ran *away* / *out* yesterday.
4 I give *away* / *up*! I want to find *up* / *out* some information for my Geography project, but my computer isn't working.
5 When we get *before* / *back* from holiday, I want to set *out* / *up* my own website.

Collocations with *make, go* and *keep*

3 **Find the odd one out.**

1 keep *a secret* / *missing* / *control*
2 make *crazy* / *a difference* / *it to the final*
3 keep *calm* / *a difference* / *in touch*
4 go *for a walk* / *a dream come true* / *abroad*
5 make *in touch* / *someone's dream come true* / *a decision*
6 go *crazy* / *missing* / *control*

Jobs and suffixes *-or, -er, -ist*

4 **Copy the table and complete the list.**

things	jobs
art	*artist*
....	novelist
....	photographer
play	....
poem	....
....	sculptor

Showing feelings

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

~~blush~~ frown gasp laugh scream shiver smile sweat yawn

1 She was embarrassed, so she *blushed*.
2 The girl .... loudly at my funny joke.
3 He's very tired. He's .... .
4 When it's hot, we .... and when it's cold, we .... .
5 She .... with surprise when the door opened and then .... in terror when she saw the ghost.
6 He is .... because he's in a bad mood at the moment, but when he's happy, he always .... .

Adjective suffixes

6 **Put the letters in the correct order to complete the adjectives.**

1	u b i a e t	*beauti*ful
2	e l h h a t	_ _ _ _ _ _ y
3	a m f	_ _ _ ous
4	e a w h l t	_ _ _ _ _ _ y
5	s n o i p o	_ _ _ _ _ _ ous
6	k l u c	_ _ _ _ y
7	c s c s e s u	_ _ _ _ _ _ _ ful
8	c p a e e	_ _ _ _ _ ful
9	g d a n e r	_ _ _ _ _ _ ous

42

Exercise 1
1 *businessperson*, caretaker
2 skyscrapers
3 speedboat, lighthouse
4 snowmobile
5 classmates, homework, whiteboard
6 babysitter
7 spaceship
8 windmill

Exercise 2
1 *out*, after
2 in, away
3 for, away
4 up, out
5 back, up

Exercise 3
2 crazy
3 a difference
4 a dream come true
5 in touch
6 control

Exercise 4

things	jobs
art	***artist***
novel	**novelist**
photograph	**photographer**
play	playwright
poem	poet
sculpture	**sculptor**

Exercise 5
2 laughed
3 yawning
4 sweat, shiver
5 gasped, screamed
6 frowning, smiles

Exercise 6
2 healthy
3 famous
4 wealthy
5 poisonous
6 lucky
7 successful
8 peaceful
9 dangerous

PEARSON

Word list

Unit 1 Different Lives

Compound nouns

babysitter	/ˈbeɪbiˌsɪtə/
businessperson	/ˈbɪznəsˈpɜːsən/
caretaker	/ˈkeəˌteɪkə/
classmate	/ˈklɑːsmeɪt/
homework	/ˈhəʊmwɜːk/
lighthouse	/ˈlaɪthaʊs/
skyscraper	/ˈskaɪˌskreɪpə/
snowmobile	/ˈsnəʊməbiːl/
spaceship	/ˈspeɪsˌʃɪp/
speedboat	/ˈspiːdbəʊt/
whiteboard	/ˈwaɪtbɔːd/
windmill	/ˈwɪndmɪl/

Phrasal verbs 1

fill in	/ˌfɪl ˈɪn/
find out	/ˌfaɪnd ˈaʊt/
get back	/get ˈbæk/
give up	/ˌgɪv ˈʌp/
go away	/ˌgəʊ əˈweɪ/
hang out	/ˌhæŋ ˈaʊt/
look after	/lʊk ˈɑːftə/
look for	/ˈlʊk fə, fɔː/
run away	/ˌrʌn əˈweɪ/
set up	/ˌset ˈʌp/

Unit 2 Aiming High

Collocations with *make, go* and *keep*

go abroad	/ˌgəʊ əˈbrɔːd/
go crazy	/ˌgəʊ ˈkreɪzi/
go for a walk	/ˌgəʊ fər ə ˈwɔːk/
go missing	/ˌgəʊ ˈmɪsɪŋ/
keep a secret	/ˌkiːp ə ˈsiːkrət/
keep calm	/ˌkiːp ˈkɑːm/
keep control	/ˌkiːp kənˈtrəʊl/
keep in touch	/ˌkiːp ɪn ˈtʌtʃ/
make a decision	/ˌmeɪk ə dɪˈsɪʒən/
make a difference	/ˌmeɪk ə ˈdɪfərəns/
make someone's dream come true	/ˌmeɪk ˈsʌmwʌnz ˌdriːm kʌm ˈtruː/
make it to the final	/ˌmeɪk ɪt tə ðə ˈfaɪnəl/

Common stative verbs (see page 12)

be	believe	belong	cost	feel
get	hate	have	hear	know
like	love	need	own	see
smell	taste	think	understand	want

Jobs and suffixes *-or, -er, -ist*

art	/ɑːt/
artist	/ˈɑːtəst/
novel	/ˈnɒvəl/
novelist	/ˈnɒvələst/
photograph	/ˈfəʊtəgrɑːf/
photographer	/fəˈtɒgrəfə/
play	/pleɪ/
playwright	/ˈpleɪraɪt/
poem	/ˈpəʊəm/
poet	/ˈpəʊət/
sculptor	/ˈskʌlptə/
sculpture	/ˈskʌlptʃə/

Unit 3 Be Happy!

Showing feelings

blush	/blʌʃ/
cry	/kraɪ/
frown	/fraʊn/
gasp	/gɑːsp/
laugh	/lɑːf/
scream	/skriːm/
shiver	/ˈʃɪvə/
shout	/ʃaʊt/
sigh	/saɪ/
smile	/smaɪl/
sweat	/swet/
yawn	/jɔːn/

Adjective suffixes

beautiful	/ˈbjuːtəfəl/
dangerous	/ˈdeɪndʒərəs/
famous	/ˈfeɪməs/
healthy	/ˈhelθi/
lucky	/ˈlʌki/
peaceful	/ˈpiːsfəl/
poisonous	/ˈpɔɪzənəs/
successful	/səkˈsesfəl/
wealthy	/ˈwelθi/

PEARSON

4 Survive!

Grammar	Modals: ability, obligation, prohibition, advice, possibility; Past modals
Vocabulary	Natural disasters; Phrasal verbs 2
Speaking	Asking for clarification
Writing	Giving instructions

Vocabulary Natural disasters

1 2.1 **Match sentences (1–9) to photos (a–i). Then listen, check and repeat.**

1 When **volcanoes erupt**, they are dangerous. *i*
2 **Earthquakes** can **destroy** buildings.
3 People sometimes **drown** in **floods**.
4 A **disease** can **spread** very quickly.
5 In a **famine**, people sometimes **starve**.
6 An **avalanche** can **bury** you under snow.
7 Most plants can't **survive** in a **drought**.
8 A **cyclone** is a type of storm with very strong winds.
9 A **tsunami** is a huge, dangerous wave.

Word list page 77 **Workbook** page 107

2 2.2 **Complete the sentences with the correct form of the words in bold in Exercise 1. Then listen and check.**

1 In the story of Noah's Ark, there was a great *flood*.
2 Mount Vesuvius is a .... which .... in 79 AD and .... the Roman city of Pompeii under five metres of ash.
3 Lots of people .... on the *Titanic* in 1912. The richer passengers were more likely to .... .
4 60,000 men died in an .... in the Alps in World War I.
5 6,000,000 people .... in a .... in Ukraine in the 1930s.
6 The world's longest .... was in the Atacama Desert in Chile. It didn't rain there for 400 years.
7 An .... near the coast of Japan in 2011 caused a terrible .... . The disaster killed more than 15,000 people and .... more than 300,000 buildings.
8 In North America, a .... is called a hurricane.
9 Malaria is a .... which mosquitoes .... .

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

1 Have there been any natural disasters in your country? What happened?
2 What natural disasters have happened in other countries? What can you remember about them?

2.3, 2.4 **Pronunciation Unit 4** page 121

Brain Trainer Unit 4
Activities 1 and 2 Go to page 114

PEARSON

Unit contents

Vocabulary
- Natural disasters (nouns) – *avalanche*, *cyclone*, *disease*, *drought*, *earthquake*, *famine*, *flood*, *tsunami*, *volcano*
- Natural disasters (verbs) – *bury*, *destroy*, *drown*, *erupt*, *spread*, *starve*, *survive*
- Phrasal verbs 2 – *break down*, *calm down*, *come across*, *get through*, *keep on*, *look forward to*, *put on*, *run out of*, *take off*, *work out*

Grammar
- Modals – ability: *can*, *can't*; obligation: *must*, *(don't) have to*; prohibition: *mustn't*; advice: *should*, *shouldn't*; possibility: *might*, *must*, *could*, *can't*
- Past modals – *could*, *couldn't*, *had to*, *didn't have to*

Communication
- Asking for clarification
- Writing instructions; Giving clear instructions

Pronunciation
- Consonant clusters

Culture 3 – Chinese New Year

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

Vocabulary Natural disasters

Extra activity

Books closed. With stronger groups, brainstorm vocabulary before they open their books. Write the words *NATURAL DISASTERS* on the board and elicit one or two example words, e.g. *flood*, *earthquake*, from the class. Students then work in pairs brainstorming natural disasters for two minutes. Collate vocabulary on the board and check spelling by asking students to spell the words to you. Ask students some of the possible results of these disasters, e.g. *'Flood – People drown. Property is damaged.'*, *'Earthquake – Buildings are destroyed.'* etc. Give students a further two minutes to write down possible results for the disasters. Add these phrases to the board before students open their books and look at the vocabulary in Exercise 1.

Exercise 1 (Track 2.1)
- Individually, students match the sentences to the photos.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each sentence to check students' pronunciation.

Answers

2 h **3** d **4** e **5** b **6** f **7** a **8** g **9** c

Exercise 2 (Track 2.2)
- Students complete the sentences.
- Play the recording for students to listen and check.
- Check answers as a class.

Answers

2 volcano, erupted, buried
3 drowned, survive
4 avalanche
5 starved, famine
6 drought
7 earthquake, tsunami, destroyed
8 cyclone
9 disease, spread

Exercise 3
- 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.

Extra activity

Students write a short text about a natural disaster which has happened in their country. They should include facts and figures, talk about when and where the disaster took place and explain exactly what happened. They should talk about the results of the disaster, whether it was preventable and if they think it could happen again. When checking students' work, focus on the positive use of the grammar and vocabulary taught so far.

Pronunciation (Track 2.3, 2.4)
See Teacher's Book page 219 and Students' Book page 121

Further practice
Workbook pages 34 and 107

Brain Trainer Unit 4 Activities 1 and 2
See Teacher's Book page 212 and Students' Book page 114

PEARSON

Reading

Revision

First – Write the following word snake on the board:
flooddiseasetsunamifamineavalanchevolcanodroughtcyclone earthquake
Students must find all of the words.
Check answers and spelling as a class.
(Answers: *flood*; *disease*; *tsunami*; *famine*; *avalanche*; *volcano*; *drought*; *cyclone*; *earthquake*)

Second – Read the following definitions and ask students to identify the natural disasters:

1 It's a time when there isn't any food and people often starve.
2 This is a type of mountain which can erupt and kill people who are in the area.
3 This can be very dangerous when you go skiing because it can bury you.
4 There's one of these when it rains for a long time and people can drown.
5 This is a very, very strong wind that can be very dangerous and move big things like cars.

In pairs, students compare their answers before checking as a class.
(Answers: *1 famine*; *2 volcano*; *3 avalanche*; *4 flood*; *5 cyclone*)

Third – Individually, students write definitions for the three words not covered in the previous stage, i.e. *disease*, *drought* and *tsunami*. Monitor and point out errors for students to self-correct. Ask some students to read out their questions for the class to identify the adjectives.

Cultural notes

- *Cyclone Bhola* hit Bangladesh on 12th November 1970 at over 100 miles per hour and officially killed around 500,000, with another 100,000 people never accounted for. Although it was not one of the strongest cyclones on record, the number of deaths made it one of the biggest natural disasters of the twentieth century.
- *Cyclone Gorky* hit land at nearly 150 miles per hour on 29th April 1991 and was even more violent than *Bhola* had been. Entire villages were destroyed and crops were swept away in a matter of minutes. Despite the massive destruction, the death toll was notably lower due to the construction of shelters. Nevertheless, around 140,000 people were still killed as the warning system failed to give everyone sufficient warning.
- *Cyclone Sidr* reached Bangladesh on 15th November 2007. Thanks to the work of volunteers over 500,000 people were evacuated from the predicted path of the cyclone and safely moved to over 1,500 cyclone shelters spread across the country. In this way the death toll was reduced dramatically although the destruction to property and crops was devastating.

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 read the article quickly to check their answers to Exercise 1.

Answers

1 It is Bangladesh.
2 The article says that cyclones in Bangladesh bring terrible floods and kill lots of people.
3 The article says that with modern technology, planning and education, we don't have to lose huge numbers of lives in natural disasters.

Exercise 3

- Individually, students match the sentences to the gaps in the article.
- Check answers as a class.

Answers

2 D 3 A 4 C

Exercise 4 (Track 2.5)

- Students read the article again and decide if the sentences are true or false.
- If you wish, play the recording for students to listen and read.
- They then check in pairs before checking answers as a class.
- Stronger groups or fast finishers can correct the false sentences.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

2 True
3 False (Around 140,000 people drowned in 1991 compared with 500,000 people killed in 1970.)
4 False (There were emergency shelters but many women and children didn't go into them.)
5 False (It is the teachers who warn the children about cyclones.)
6 True
7 False (All the buildings in the village were destroyed except for the school shelter.)
8 True

Exercise 5

- In pairs, students ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency.

Further practice

Workbook page 35

PEARSON

Reading

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

1 What part of the world do you think this is?
2 What bad news does the article give?
3 What good news does it give?

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

3 **Match sentences (1–4) to gaps (A–D) in the article.**

1 It came in 2007.
2 Not everyone in Bangladesh was so lucky.
3 It was one of the worst natural disasters of the twentieth century.
4 'You must come to the school now,' they shouted.

Fighting the cyclones

Every year, natural disasters affect about 250 million people and global warming is making droughts, floods and avalanches more common. Sadly, we can't stop the disasters, but we can reduce the number of people who die in them.

In Bangladesh, a lot of people have to live on flat land near the sea, but the cyclones there bring terrible floods. In 1970, Cyclone Bhola killed about 500,000 people. A .... In 1991, the even stronger Cyclone Gorky hit the country. This time, people could use special school buildings as emergency shelters. Unfortunately, many women and children didn't go to them and around 140,000 people drowned.

After this, villages set up groups of emergency volunteers and teachers had to talk to children every week about the things which they should do if there was a cyclone warning.

They didn't have to wait many years for the next big cyclone. B *1* Twelve hours before Cyclone Sidr reached land, a Bangladeshi scientist in the USA calculated the exact areas of danger on a computer. The emergency volunteers in the villages spread the warning fast.

Ten-year-old Rupa Begum and her friends ran to all their neighbours' homes. C .... 'You won't be safe if you stay here.' All the buildings in the village were destroyed in the cyclone except for the school shelter. But because of the children's warnings, everyone in the village survived.

D .... Four thousand people died in Cyclone Sidr. But this was a much smaller number than in the big cyclones of the twentieth century. With modern technology, planning and education, we don't have to lose huge numbers of lives in natural disasters.

4 2.5 **Read the article again. Are the sentences true (T) or false (F)?**

1 Because of global warming, there are more natural disasters now than there were in the past. *T*
2 The cyclone in 1991 was stronger than the cyclone in 1970.
3 The cyclone in 1991 killed more people than the cyclone in 1970.
4 In 1991, there was nowhere safe for women and children to go.
5 These days, emergency volunteers go to schools to warn the children about cyclones.
6 A scientist in the USA helped to save lives in Cyclone Sidr.
7 The buildings in Rupa's village survived because of the cyclone warning.
8 Many more people survived Cyclone Sidr than the cyclones of 1970 and 1991.

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

1 Are there ever floods in your country? What problems do they cause?
2 What do people do to prepare for natural disasters in your country? Do you think they do enough?
3 Many charities say 'There are more floods and droughts now because of global warming. Rich countries should pay the poor countries which are affected by these problems.' Why do they say this? Do you agree? Why?/Why not?

PEARSON

Grammar Modals: ability, obligation, prohibition, advice

Ability
We can reduce the number of people who die.
We can't stop natural disasters.
Obligation
You must come to the school now.
They have to live on flat land near the sea.
We don't have to lose huge numbers of lives.
Prohibition
You mustn't leave the shelter.
Advice
You should listen to the warnings.
You shouldn't go near the sea.

Grammar reference Workbook page 92

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

1 We use *must* or *have to* when an action is *necessary / against the rules*.
2 We use *don't have to* when an action is *impossible for someone / not necessary*.
3 We use *should* when an action is *a good idea / impossible for someone*.
4 We use *can* when an action is *not necessary / possible* for someone.
5 We use *mustn't* when an action is *a good idea / against the rules*.

2 **Choose the correct options.**

1 The mountains are popular because people *can / must* ski and climb there.
2 You *have to / mustn't* do mountain sports alone.
3 You *should / can't* check the weather before you go into the mountains.
4 We *mustn't / don't have to* worry about avalanches if there's no snow.
5 People *must / shouldn't* go on the snow when there's a danger of avalanches.
6 If you are buried in an avalanche, you *don't have to / can't* climb out. The snow is too heavy.
7 You *have to / don't have to* wait for help.
8 Someone *must / can* find you under the snow very quickly, or you will die.

3 **Choose the correct option, A, B, C or D, to complete the conversation.**

Dad You look tired. You [1] *D (should)* go to bed.
Bill I [2] .... go to bed yet. I [3] .... to learn my French vocabulary first.
Dad Your French test isn't tomorrow, it's on Friday. You [4] .... learn the vocabulary tonight. You [5] .... learn it another day.
Bill No, I [6] .... do it tonight, because I'm busy for the rest of the week. And I [7] .... get a bad mark in the test.
Dad You [8] .... worry so much. Tonight, sleep is more important than the test!

1	**A** shouldn't	**C** can't
	B mustn't	**D** should
2	**A** can	**C** can't
	B should	**D** must
3	**A** have	**C** shouldn't
	B must	**D** can
4	**A** don't have to	**C** can't
	B mustn't	**D** don't have
5	**A** mustn't	**C** doesn't have to
	B can	**D** can't
6	**A** must	**C** don't have
	B mustn't	**D** have
7	**A** should	**C** mustn't
	B must	**D** have to
8	**A** should	**C** shouldn't
	B must	**D** can

4 **Make sentences. Change the underlined words. Use these words.**

can	don't have to	has to	must
mustn't	~~should~~	shouldn't	

1 It's a good idea to take some exercise every day. (You)
You should take some exercise every day.
2 I have to phone Lucy. (I)
3 It isn't necessary to pay for the food. (You)
4 It's against the rules to use our mobile phones in class. (We)
5 He must visit his granny this weekend. (He)
6 It's a bad idea to eat lots of sweets. (People)
7 She's free to come shopping on Saturday. (She)

5 **What about you? Discuss in pairs.**
1 rules at your school
2 rules at home
3 advice for someone who is new at your school

PEARSON

Grammar Modals: ability, obligation, prohibition, advice

Language notes

Students revise the modal verbs *can/can't* to talk about ability, *must* and *(don't) have to* to talk about obligation or lack of it, *mustn't* to talk about prohibition and *should/shouldn't* to give advice.
Students often find the grammar of modal verbs confusing, so you might like to point out that modal verbs don't require auxiliary verbs in the negative or question forms. However, *(don't) have to* is not technically a modal verb and therefore forms the negative with *don't*.
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 but which we are free to do if we wish. Make sure students understand that *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 the students.
- Students work individually, completing the rules and referring back to the grammar table where necessary.
- Check answers as a class.

Answers

1 necessary
2 not necessary
3 a good idea
4 possible
5 against the rules

Exercise 2

- Students work individually, choosing the correct options.
- Check answers as a class.

Answers

2 mustn't **3** should **4** don't have to **5** shouldn't
6 can't **7** have to **8** must

Exercise 3

- Check students understand the task before they start.
- Students work individually, choosing the correct options.
- They then check answers in pairs before checking answers as a class.
- Ask two students to read out the completed conversation.

Answers

2 C **3** A **4** A **5** B **6** A **7** C **8** C

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 Bill and the half on the right that they are going to be his dad. 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

- Read through the example with students.
- Elicit a second example from the class using *I have to phone Lucy*.
- Students write sentences, changing the underlined words for modals.

Answers

2 I must phone Lucy.
3 You don't have to pay for the food.
4 We mustn't use our mobile phones in class.
5 He has to visit his granny this weekend.
6 People shouldn't eat lots of sweets.
7 She can come shopping on Saturday.

Extra activity

Stronger groups or individual students think of a place and write six sentences for that place using *can*, *can't*, *must*, *mustn't*, *have to*, *don't have to*, *should* and *shouldn't*, e.g. a library – *'You can get books here and you don't have to pay.'*, *'You mustn't write in the books.'* and *'You have to return the books after two or three weeks.'* Monitor and point out errors for students to self-correct. Ask some students to read out their sentences without telling the class what the place is. The rest of the class have to guess where the sentences are about.

Exercise 5

- Students work in pairs, discussing the rules and advice. Remind students to use the modals they have learned in this lesson.
- Monitor and help with vocabulary, but do not interrupt fluency unless students make mistakes with the modal verbs.

Further practice

Workbook pages 36 and 92–93

PEARSON

Past modals

Language notes

Students are introduced here to the modals *could/couldn't* to talk about ability in the past and *(didn't) have to* to talk about obligation in the past. Check students understand that we can't use the modal verb *must* to talk about obligation in the past, we can only use *have to*. Remind students that *have to*, unlike *could*, is not technically a modal verb and therefore forms the negative in the past with *didn't*. As with the present, the negative form *didn't have to* indicates something which was not necessary, and not a negative obligation.

Exercise 6

- Read the grammar table and the 'Watch Out!' section with the students.
- Students work individually, completing the rules and referring back to the grammar table where necessary.
- Check answers as a class.

Answers

1 could, couldn't
2 had to, didn't have to

Exercise 7

- Students rewrite the sentences using the past tense.
- They then check answers in pairs before checking answers as a class.

Answers

2 Could you see the avalanche?
3 They didn't have to help us.
4 He had to be careful.
5 We couldn't climb the volcano.

Extra activity

Write *'When I was three …'* on the board. Individually, students write as many sentences as possible about when they were three using *could/couldn't* and *(didn't) have to*, e.g. *'… I could walk and talk.'*, *'… I couldn't swim.'*, *'… I had to go to bed very early.'*, *'… I didn't have to do homework.'* etc. Monitor and point out errors for students to self-correct. Ask some students to read out their sentences to the class and elicit sentences about how their lives are different now, e.g. *'When I was three I had to go to bed very early, but now I can go to bed whenever I want.'*, *'I didn't have to do homework when I was three, but now I have to do two hours homework every day.'* etc.

Further practice

Workbook pages 36 and 92–93

Vocabulary Phrasal verbs 2

Language notes

Students were introduced to the concept of phrasal verbs in Unit 1 and here see a second group of phrasal verbs. Remind students that phrasal verbs are verbs which are followed by a preposition, often referred to as a 'particle', and that it is this particle which gives the verb its very specific meaning.
Students work in this lesson with phrasal verbs at a purely lexical level and the exercises do not require them to distinguish between separable and non-separable phrasal verbs.

Exercise 1 (Track 2.6)

- Draw attention to the picture and ask students what they can see.
- Students read the text, complete the phrasal verbs and match them to the definitions.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each word to check students' pronunciation.

Answers

2 calm down d
3 come across i
4 get through f
5 keep on a
6 look forward to g
7 put on b
8 run out of h
9 take off c
10 work out j

Exercise 2

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

Answers

1 get through
2 break down, ran out of
3 Keep on, work out
4 looking forward to
5 Take off, put on
6 came across

Exercise 3

- In pairs, students write a short conversation using six of the phrasal verbs.
- Monitor and point out errors for students to self-correct.
- Ask some pairs to read their dialogues to the class.

Further practice

Workbook pages 37 and 107

Brain Trainer Unit 4 Activity 3

See Teacher's Book page 212 and Students' Book page 114

PEARSON

Past modals

People could use schools as shelters.

I couldn't speak English when I was six.

They had to teach children about the dangers.

They didn't have to wait long for the next cyclone.

Grammar reference Workbook page 92

Watch Out!
We can't use *must* for obligation in the past.

6 **Study the grammar table. Complete the rules.**

1 For ability in the past, we use ..../.... .
2 For obligation in the past, we use ..../.... .

7 **Change these sentences to the past tense.**

1 She can't swim.
She couldn't swim.
2 Can you see the avalanche?
3 They don't have to help us.
4 He must be careful.
5 We can't climb the volcano.

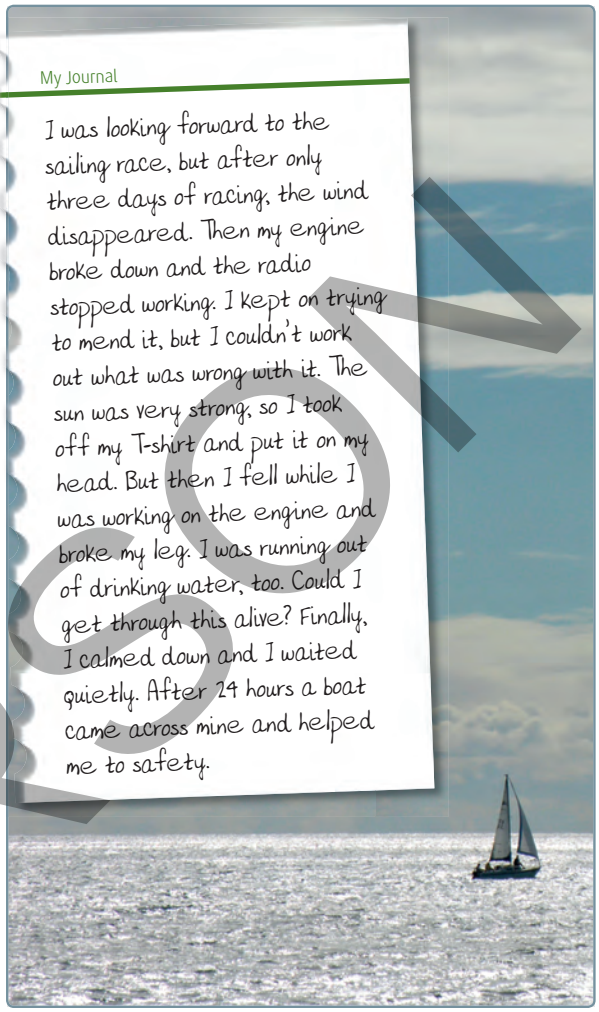
Vocabulary Phrasal verbs 2

1 2.6 **Read the text. Complete the phrasal verbs (1–10) and match them to their definitions (a–j). Then listen, check and repeat.**

1 break *down*
2 calm ....
3 come ....
4 get ....
5 keep ....
6 look ....
7 put ....
8 run ....
9 take ....
10 work ....

a continue
b get dressed in something
c stop wearing something
d stop worrying
e stop working or functioning *1*
f come to the end of a difficult time
g be excited about something that's going to happen
h use all of something, so there isn't any more of it
i meet without planning to
j calculate or understand

Word list page 77 **Workbook** page 107



2 **Complete the sentences with the correct form of the words from Exercise 1.**

1 Stop screaming and *calm down*! We won't .... this if we don't think sensibly.
2 The car didn't .... . It .... petrol.
3 .... looking at the map, and you'll soon .... where we are.
4 I'm really .... the weekend. I'm going to Italy.
5 .... your dirty clothes and .... some clean ones.
6 I .... an advert for a volcano tour in today's paper.

3 **Work in pairs. Choose six phrasal verbs from Exercise 1 and write a short conversation with them.**

Brain Trainer Unit 4
Activity 3 Go to page 114

PEARSON

Chatroom Asking for clarification

Speaking and Listening

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

1 Where are Archie, Holly and Yasmin?
2 What do you think has happened to Holly?
3 Who do you think Yasmin is talking to?

2 2.7 **Listen and read the conversation. Check your answers.**

3 2.7 **Listen and read again. Answer the questions.**

1 What is wrong with Holly's foot?
A snake has bitten it.
2 Does it hurt?
3 Is Archie worried about Holly? Why?/Why not?
4 Is an ambulance going to come to them?
5 Where does Holly have to go later?

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

Archie Hurry up, guys.
Holly We're coming … Ouch! What was that?
Yasmin Oh no! A snake! Did it bite you?
Holly Yes, on my foot.
Yasmin Poor you! That must hurt!
Holly Yes, and it could be really dangerous …
Archie Calm down, Holly. It might be a poisonous snake, but it can't be deadly. There aren't any deadly snakes in Britain.
Yasmin I'll phone the doctor. *(on phone)* Hello, my friend's got a snake bite on her foot. What should we do? … Sorry, I don't understand. What do you mean? Are you saying that we should call for an ambulance, or keep on walking? … Oh, I see! Thanks.
Holly What does the doctor think?
Yasmin You have to go to hospital. But we don't have to call an ambulance, so it can't be too serious.

Say it in your language …
Hurry up!
Ouch!

PEARSON

Chatroom Asking for clarification

Revision

First – Write the following sentences on the board:

1 Our new car broke to going skiing in the mountains on Saturday.
2 It was very cold last night so I put across this one of you.
3 I was looking at photos last night when I came on my winter clothes.
4 I'm really looking forward down while we were driving to the concert.
5 My sister keeps of time and I don't think I can finish my project for tomorrow.
6 I'm running out on shouting at me, but I haven't done anything wrong.

Second – Tell students that the sentences have got mixed up. They need to break each sentence into two pieces and reorganise them to make six logical sentences. 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 Our new car broke down while we were driving to the concert.*; *2 It was very cold last night so I put on my winter clothes.*; *3 I was looking at photos last night when I came across this one of you.*; *4 I'm really looking forward to going skiing in the mountains on Saturday.*; *5 My sister keeps on shouting at me, but I haven't done anything wrong.*; *6 I'm running out of time and I don't think I can finish my project for tomorrow.*)

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: Holly, Yasmin and Archie*) and ask them who is missing (*Fraser*). In pairs, students brainstorm everything they remember about the characters from the Starter Unit and Units 1–3. Feedback as a class.
(Possible answers: *The characters all live in Freston and go to the same school*; *Archie is good fun, but is sometimes a bit selfish, does judo after school, is in a drama club, thinks Freston is really boring, is very bad at frisbee*; *Fraser is shy, but very generous, is clever, plays football, is in a drama club*; *Holly is Yasmin's cousin, does judo after school, is in a drama club*; *Yasmin is Holly's cousin, is confident and talkative, does a lot of dancing, loves fashion and hip hop music, her mum set up her own business as a garden designer*)

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 2.7)

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

Answers

1 They are walking in the country.
2 Holly has hurt her foot. (She has been bitten by a snake.)
3 Yasmin is talking to a doctor.

Exercise 3 (Track 2.7)

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

Answers

2 Yes, it does.
3 No, he isn't. Because there aren't any deadly snakes in Britain.
4 No, it isn't.
5 She has to go to hospital.

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.

Hurry up! – phrase used to express urgency and tell people to move more quickly or get ready to do something faster. Often suggests that the speaker is frustrated because the other people are making them wait or causing them to be late. You might use it in class if your students arrive late and, despite not arriving on time, are slow to sit down, get their books out of their bags and get ready to start the class.

Ouch! – exclamation used to express sudden and surprising pain often when we stand on something, catch our finger in something or are bitten by an insect or animal. Depending on the degree of pain it may even be shouted or almost screamed.

PEARSON

Exercise 5

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

Answers

2 mean **3** saying **4** I see

Exercise 6

- Read through the phrases for asking for clarification with the class.
- Drill the phrases for sentence stress and intonation.

Exercise 7 (Track 2.8)

- Play the recording for students to find out what the problem is and what solution is suggested.
- Repeat the recording, pausing after each line to check students' pronunciation.
- In pairs, students act out the conversation.

Answers

The problem is that the water in the river is dangerous. The solution is that Yasmin should swim in a swimming pool instead.

Exercise 8

- Students make their own conversations by replacing the words in purple in Exercise 7.
- Monitor, but do not interrupt fluency unless students make mistakes with the use of the words and phrases for asking for clarification.
- Stronger groups or fast finishers can use their own ideas.

Further practice

Workbook pages 38 and 116

Grammar Modals: possibility

Language notes

Students are introduced to the modal verbs *must*, *might*, *could* and *can't* to talk about possibility. Make sure students understand that:

- *can't* is used to express inability to do something (*'I can't swim.'*), to state that something logically is not possible (*'John can't have broken the window, he wasn't here.'*) and to say that you do not have permission to do something (*No, you can't go out until you have done your homework.*).
- *must* is used to express an obligation (*'I must study for my exam.'*) and to state that something logically is true (*'It must be cold outside, people are wearing coats and hats.'*).
- *could* is used to express an ability in the past (*'I could ski when I was five.'*) and to state that something is possibly true, but we are not sure (*'It could rain later so take your umbrella.'*).

Exercise 1

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

Answers

1 might, could **2** can't **3** must

Exercise 2

- Students read the conversation and choose the correct options.
- Check answers as a class.

Answers

2 might **3** can't **4** must **5** must **6** might

Exercise 3

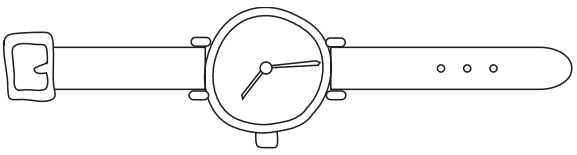
- Read through the example with students.
- Elicit a second example from the class using the picture of the volcano.
- Students make two sentences for each picture.

Answers

2 It can't be in Britain. It could / might be in Italy.
3 It could / might be a dolphin or it could / might be a shark.

Extra activity

Play a drawing game with the class to practise talking about possibility. Explain that you are thinking of something and are going to draw it on the board a little bit at a time for students to make sentences. Draw a circle on the board and ask students to speculate about what it *can't*, *could* or *might* be, e.g. *'It can't be a book.'*, *'It might be a football.'*, etc. Draw a small dot in the centre and elicit further sentences, e.g. *'It can't be a football.'*, *'It could be a wheel.'*, etc. Continue adding parts of the drawing until students are sure and then elicit the sentence *'It must be a watch.'* before confirming *'It is a watch. Well done!'*



Students play the game in small groups. Encourage them to make as many sentences as possible with the modal verbs of possibility.

Further practice

Workbook pages 39 and 93

PEARSON

5 **Look back at the conversation. Complete these sentences.**

1 Sorry, I don't *understand*.
2 What do you .... ?
3 Are you .... that we should call for an ambulance, or keep on walking?
4 Oh, ... ! Thanks.

6 **Read the phrases for asking for clarification.**

Asking for clarification

What do you mean?
Sorry, I don't understand.
Are you saying that …?
Oh, I see! Thanks.

7 2.8 **Listen to the conversation. What is the problem? What is the solution? Act out the conversation in pairs.**

Archie You shouldn't [1] swim in that river because of the [2] water.
Yasmin Sorry, I don't understand. Are you saying that [3] the water is dangerous?
Archie Yes, so you shouldn't [4] swim in it.
Yasmin What do you mean?
Archie Well, [5] people have caught diseases from it. You should [6] swim in a swimming pool instead.
Yasmin Oh, I see! Thanks.

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

You shouldn't ski there because of the snow.
Sorry, I don't …

1 ski there / visit that volcano / keep food in your tent
2 snow / gas / bears
3 there's a problem with the snow / gas is coming from the volcano / there are bears around here
4 ski on it today / go there / keep food in your tent
5 there are often avalanches when there's snow like that / the gas is poisonous / bears sometimes steal food from tents
6 ski somewhere else / visit a different place / leave it in the campsite kitchen

Grammar Modals: possibility

That bite must hurt.
It might be a poisonous snake.
The bite could be really dangerous.
The snake can't be deadly.

Grammar reference Workbook page 92

1 **Read the grammar table. Complete the rules.**

1 When something is possible, we use .... or .... .
2 When something is impossible, we use .... .
3 When something is certain, we use .... .

2 **Choose the correct options.**

A Where's Poppy?
B She isn't here. She [1] *could* / *must* be in her tent, or she [2] *might* / *can't* be by the river.
A She [3] *must* / *can't* be in her tent. It's empty.
B Listen! Someone's calling from the river. That [4] *must* / *can't* be her.
A She isn't calling, she's screaming. She [5] *must* / *could* be scared.
B You're right. She [6] *might* / *can't* be in danger. Let's go and help her.

3 **Make two sentences for each picture. Use *must*, *might*, *could* or *can't*.**

1 Who is this? Callum and Luke both like surfing.
It might be Callum.
It could be Luke.

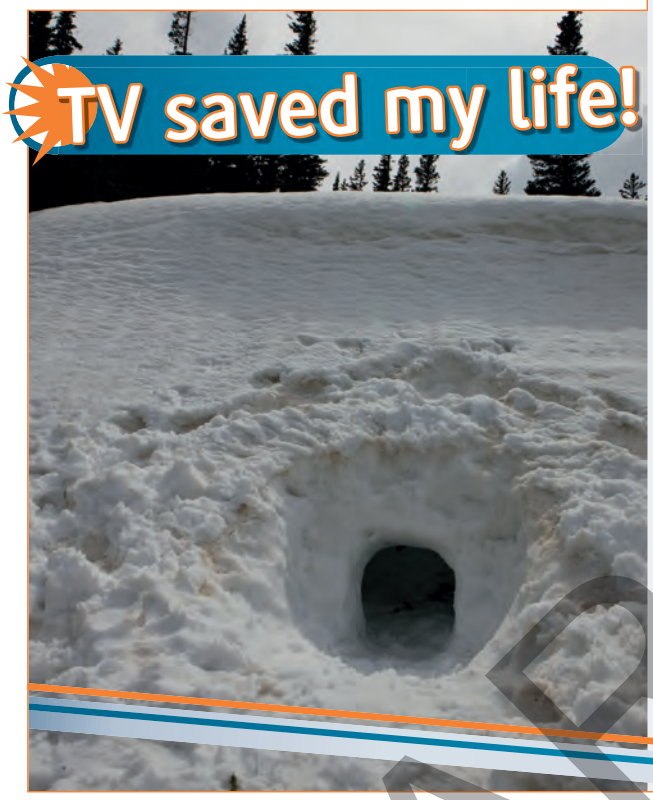
2 Where is this volcano? There aren't any volcanoes in Britain, but there are some in Italy.

3 What animal is that? Dolphins are grey and sharks are grey, too.

PEARSON

Reading

1 Look at the photo and the title of the article. How do you think a television programme saved this boy's life?



Teenager Jake Denham was skiing with his family in the USA when he fell over and lost one of his skis. His family didn't know that he had a problem. They kept on skiing. When they got to the bottom of the mountain, there was no sign of Jake.

Jake couldn't find his ski anywhere. In the end, he decided to take off his other ski and walk down the mountain. But he couldn't work out the right way to go.

It was now getting dark and he was a long way from any shelter. He knew that he might die that night in the cold temperatures. But Jake kept calm. At home, Jake watched a lot of TV programmes about surviving in difficult situations. He remembered the advice from these programmes and knew that he should build a cave in the snow. He made a hole and pointed it up the hill so the wind couldn't blow into it. Outside his cave, the temperature fell to a dangerous -15°C that night, but inside it Jake was safe from the cold.

But he had to get down the mountain. The TV programmes always said, 'If you are lost, you should find someone else's tracks through the snow and follow them.' 'I wanted to live my life,' remembers Jake. 'So I got up and I found some ski tracks and I followed those.' He walked and walked and finally he saw lights. Nine hours after he lost his ski, he came across a team of rescue workers. He was safe!

His mum was very relieved when she heard the news. Amazingly, Jake didn't even have to go to hospital. He got through the ordeal without any injuries.

So, the next time someone says that watching TV is a waste of time, think of Jake. Sometimes TV can save your life!

Key Words

cave	hole	blow
track	rescue	ordeal

2 Read the article quickly and check your answer to Exercise 1.

3 2.9 Read the article again and put these events in the correct order. Which event didn't happen?

a He sheltered in a snow cave.
b He found rescuers.
c He fell over. *1*
d He went to hospital.
e He got lost.
f He followed ski tracks.

4 2.9 Read the article again. Answer the questions.

1 Why didn't Jake's family help him when he fell over?
Because they didn't know he had a problem and kept on skiing.
2 At first, what did Jake plan to do?
3 Why was it dangerous for Jake when it got dark?
4 Why was his snow cave a good design?
5 How long was Jake lost on the mountain?
6 What injuries did Jake have?

Listening

1 2.10 Listen to a mountain rescue worker talk about survival programmes on TV. Are the sentences true (T) or false (F)?

1 They can help people.
2 They can give people dangerous ideas.
3 People should copy all the things that they see on them.

Listening Bank Unit 4 page 119

2 In pairs, discuss the questions. Give reasons.

1 Do you ever watch survival programmes on TV? Do you enjoy them?
2 Do you think the advice on survival programmes is useful?
3 Imagine yourself in a dangerous situation like Jake's. Do you think you would survive?

PEARSON

Reading

Cultural notes

- *Jake Denham* is a real person and his remarkable survival story was widely reported in the press in early January 2011. He is from Portland, Oregon, in the USA. On New Year's Eve 2010 he was skiing on Mount Bachelor near his home when he lost one of his skis and was forced to take shelter on the mountain for nine hours. Using techniques he had seen on survival programmes he was able to protect himself from the bitter cold and was ultimately rescued in the early hours of New Year's Day 2011.

Exercise 1

- Draw attention to the title of the article and the photo and ask students what they can see.
- In pairs, students answer the question.
- Take feedback as a class.

Exercise 2

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

Answer

Jake watched a lot of TV programmes about surviving in difficult situations and they saved his life.

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.

cave – a structure, normally curved in shape, with a small entrance, where people can protect themselves from the weather, they occur naturally in mountains or people can make them

hole – an empty space made in something, it can be very small in, for example, an item of clothing, or very large, as in the hole in the ozone layer

blow – a verb indicating a strong movement of air from one place to another, often caused by the wind, also the action when we exhale with force, typically to extinguish candles on a birthday cake

track – a mark left on the ground by a person or animal when they move, generally only visible when the ground is soft or covered in snow

rescue – save someone from a dangerous situation, it can be a verb, a noun and an adjective

ordeal – a very traumatic, difficult and frightening experience, normally one which has lasted for a long time

Exercise 3 (Track 2.9)

- Students read the text again, put the events in the correct order and identify which one didn't happen.
- If you wish, play the recording for students to listen and read.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

1 *c* **2** e **3** a **4** f **5** b
Event d didn't happen.

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 (Track 2.9)

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

Answers

2 He planned to walk down the mountain.
3 Because he was a long way from any shelter and it was very cold.
4 Because he pointed it up the hill so the wind couldn't blow into it.
5 He was lost on the mountain for nine hours.
6 He didn't have any injuries.

Listening

Exercise 1 (Track 2.10)

- Play the recording for students to decide if the sentences are true or false.
- Check answers as a class.

Answers

1 True **2** True **3** False

Audioscript

See Teacher's Book page 228

Listening Bank

See Teacher's Book page 217 and Students' Book page 119

Exercise 2

- In pairs, students ask and answer the questions.
- Take feedback as a class.

Further practice

Workbook page 40

PEARSON

Writing Giving instructions

Revision

First – Prepare a 'live listening' about a natural disaster which you experienced, including grammar and vocabulary from the unit. This can either be a true personal story which you are happy to share with your students or an invented story based on a real event. Use the following text as an example:
A few years ago I was on holiday in New Zealand. We were looking forward to a really good holiday. The first night, we went to bed, put on our pyjamas and went to sleep. In the middle of the night we suddenly woke up when we felt the bed moving. It was an earthquake! We remembered that, if you're inside when there's an earthquake, you should run under a table and shouldn't go outside. So we stayed in our room, under the table and waited. The hotel kept on shaking for a long time, but we got through it and the room finally stopped moving. The police arrived and told us we had to go outside immediately. We couldn't take anything with us and had to wait in our pyjamas in the street. The earthquake destroyed buildings and buried cars, but fortunately most people survived. It was really frightening.

Second – Students listen and note the key events from your story and put them in the correct order.

Third – Students compare their notes in pairs. Take feedback as a class and ask students if they think the story was true or false.

Exercise 1

- Read the Writing File with the class.

Exercise 2

- Students read the information leaflet and answer the questions.

Answers

There are six bullet points.
There are three sentences in the longest bullet points.

Extra activity

Write the following questions on the board. Students read the information leaflet again and answer them.

1 How can you find out about earthquakes before they reach you?
2 If you are inside, what should you do to protect yourself?
3 What shouldn't you do if you are outside?
4 What advice is there for drivers in the text?
5 Why are earthquakes particularly dangerous near the sea?
6 If there is a tsunami warning, where should you go?

Students check in pairs before checking answers as a class.
(Answers: *1 From organisations that send free warnings by text message.*; *2 You should hide under a strong table or desk, keep away from windows and heavy objects on the walls and turn off the gas or electricity if you are cooking.*; *3 You shouldn't stand near buildings, tress or electricity lines.*; *4 They should drive away from bridges, buildings, trees and electricity lines and stop the car. They shouldn't leave the car.*; *5 Because there are sometimes tsunamis after earthquakes.*; *6 You should run to high ground.*)

Exercise 3

- Individually, students match the headings to the advice.
- Check answers as a class.

Answers

1 a 2 c 3 b

Exercise 4

- Draw attention to the pictures and ask students what they can see.
- 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 5

- Show students how the example text is divided into three sections. Tell them that they should now organise their notes in the same way under the headings *Be prepared*, *In the desert* and *Afterwards*.
- 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 memory game. Books closed. Students work in pairs or groups of three. In five minutes they have to write down as many words as they can from the collection of cards. They score one point for each word they remember and an additional point for the correct spelling. Give students five minutes to write down as much vocabulary as they can remember. Check answers and spelling as a class by asking individual students to write words on the board.

Further practice

Workbook page 41

PEARSON

Writing Giving instructions

1 Read the Writing File.

Writing File Giving clear instructions

- Use headings so people can find the right information quickly.
- Use bullet points.
- Keep sentences short.
- Don't use linking words at the start of sentences.

2 Read the information leaflet. How many bullet points are there? How many sentences are in the longest bullet points?

HOW TO survive an earthquake

Be prepared

- If the danger of earthquakes is high in your area, find out about organisations that can send free earthquake warnings by text message. You might have a few seconds before the earthquake reaches you. A few seconds could save your life.

Before or during an earthquake

- People inside buildings should hide under a strong table or desk, away from windows and heavy objects on walls.
- If you are cooking, turn off the gas or electricity.
- People in outside areas should move away from buildings, trees and electricity lines.
- Drivers should drive carefully away from bridges, buildings, trees and electricity lines and then stop their car. They shouldn't leave the car.

After an earthquake

- In areas near the sea, there are sometimes tsunamis after earthquakes. You should listen to the radio. If there is any danger of a tsunami in your area, run to high ground.

3 Match the headings (1–3) to the advice (a–c).

1 Avoid the problem
2 Reduce the danger
3 During an attack

a Never swim in seas where there have been recent shark attacks.
b Hit the shark hard in the eyes or the end of its nose.
c Wear dark clothes. To a shark, people in bright colours might look like fish.

4 You are going to write an information leaflet about survival in the desert, or your own idea. Look at the ideas in the pictures and/or do your own research. Make some notes.

5 Write your information leaflet. Use your notes from Exercise 4.

Remember!
- Use headings and bullet points.
- Use the vocabulary in this unit.
- Check your grammar, spelling and punctuation.

PEARSON

Refresh Your Memory!

Grammar Review

1 **Choose the correct options.**

1 Rabbits *can't* / *must* fly.
2 You *could* / *mustn't* forget your book. You'll need it.
3 Last year I *must* / *had to* learn Chinese. It was really difficult.
4 I've been learning English for seven years, so I *can* / *have to* speak it quite well now.
5 You *should* / *mustn't* try harder in class.
6 My mum *can't* / *couldn't* swim when she was a child.
7 You *mustn't* / *don't have to* wash your hair every day. Twice a week is enough.
8 We *had to* / *could* see the sea from the house where we stayed last summer.
9 She *must* / *shouldn't* remember her hockey stick today because she's playing in a match.
10 I *have to* / *can't* study tonight because we have an important test tomorrow.
11 You *can* / *shouldn't* swim in the lake. It's very dangerous.
12 My grandad *mustn't* / *didn't have to* study Science at school.

2 **Complete the sentences with these verbs. Sometimes more than one answer is possible.**

can't	could	might	must

1 He *must* like chocolate. Everyone likes chocolate!
2 She .... live in Spain. I'm not sure.
3 I've lost my bag. It .... be somewhere at school, or maybe at Tom's house.
4 He .... have a sister who's 30. His mum and dad are only 40.
5 They .... be from France. They don't speak any French.
6 The people near the erupting volcano .... feel very scared.
7 That car .... cost a lot of money. It's a BMW, and BMWs are always expensive.
8 She .... play the piano. I don't know.

Vocabulary Review

3 **Complete the sentences.**

1 A *volcano* often produces ash when it e.... .
2 A.... happen in the mountains. If they b.... you in snow, it's very difficult to s.... .
3 If it doesn't rain for a long time, there's a d.... and sometimes there's a f.... , too. Many people s.... .
4 A c.... is a very strong wind that can d.... houses.
5 You should stay in bed if you have a serious d.... which you might s.... to other people.
6 T.... are big waves after an e.... out at sea. When the waves hit the coast, there are terrible f.... and a lot of people d.... .

4 **Complete the sentences with these words.**

~~across~~	down (x2)	forward	of	off
on (x2)	out (x2)	through	to	

1 I came *across* Lia in town yesterday.
2 Put .... a hat. It'll protect you from sunburn.
3 We've run .... milk. I'll go and buy some more.
4 Calm .... . It's not the end of the world.
5 We're really looking .... our holiday.
6 She worked .... a way to cross the river safely.
7 I was late because our car broke .... .
8 Don't worry, you'll get .... the exams OK.
9 Take .... your jumper if you're too hot.
10 He kept .... walking until he found help.

Speaking Review

5 2.11 **Complete the conversation with these words. Then listen and check.**

Are you saying	I don't understand.
I see!	~~What do you mean?~~

A We don't have to go to school tomorrow.
B [1] *What do you mean?* It's Monday tomorrow.
A Yes, but there's no school when there's a flood.
B Sorry, [2] .... [3] .... that there's a flood at school?
A Yes. There's water in the classrooms, so we can't have any lessons tomorrow.
B Oh, [4] .... Thanks for telling me.

Dictation

6 2.12 **Listen and write in your notebook.**

My assessment profile: Workbook page 130

PEARSON

Refresh Your Memory!

Exercise 1

Answers

2 mustn't **3** had to **4** can **5** should **6** couldn't
7 don't have to **8** could **9** must **10** have to
11 shouldn't **12** didn't have to

Exercise 2

Answers

2 could / might **3** could / might **4** can't **5** can't
6 must **7** must **8** could / might

Exercise 3

Answers

1 *volcano*, erupts
2 Avalanches, bury, survive
3 drought, famine, starve
4 cyclone, destroy
5 disease, spread
6 Tsunamis, earthquake, floods, die

Exercise 4

Answers

2 on **3** out of **4** down **5** forward to **6** out **7** down
8 through **9** off **10** on

Exercise 5 (Track 2.11)

Answers

2 I don't understand **3** Are you saying **4** I see

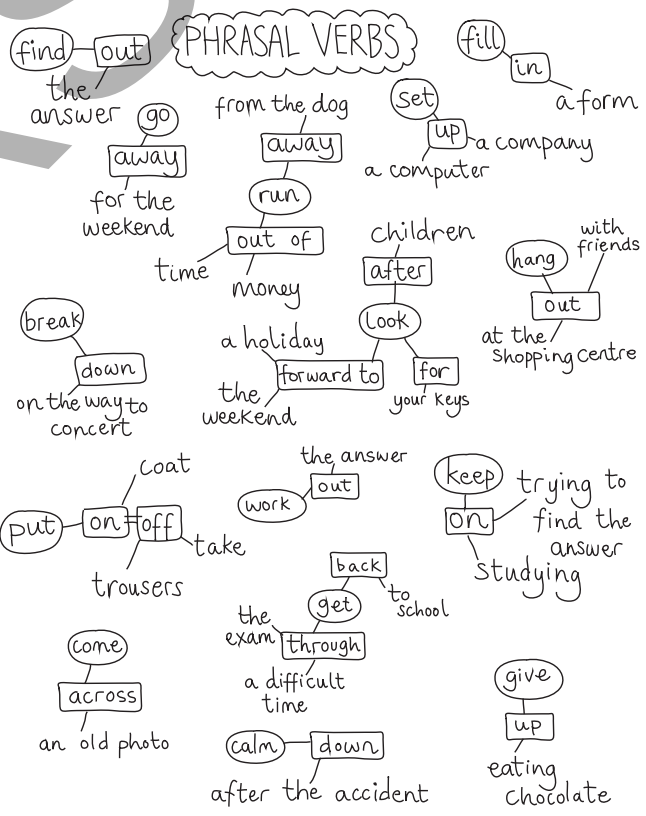
Exercise 6 (Track 2.12)

Answers and Audioscript

1 I couldn't see any signs of an avalanche.
2 We mustn't run out of water.
3 The cyclone destroyed hundreds of homes.
4 In a drought, people shouldn't wash their cars.
5 The cloud can't be from a volcano.
6 The earthquake might start a tsunami.

Extra activity

Revise the phrasal verbs seen on the course so far by creating a mind map:
– Start by writing *PHRASAL VERBS* in a cloud at the top of the board and drawing up the 15 empty circles. Check students remember that phrasal verbs are verbs which are followed by a preposition and that this gives the verb its very specific meaning.
– Ask students to call out the verbs which they have seen in Units 1 and 4 as part of the phrasal verbs, e.g. *get*, *look*, *put*, *run*, *take*, *work*, and write these in the circles. Ask them if they can remember which prepositions were used with each verb and write these up in rectangles connected up to the verbs by a line.
– Remind students that some verbs are used in more than one phrasal verb, i.e. *get*, *look* and *run* and elicit all the possible prepositions for those verbs. Continue until you have all 20 phrasal verbs on the board.
– Tell students that they are now going to think about meaning and words that are commonly used with the phrasal verbs. Draw students' attention to *look forward to* and ask them what the phrasal verb means (*anticipate with excitement*) and what sort of things you might look forward to, e.g. *the weekend*, *a holiday*. Write these on stems running off from the rectangle *'forward to'*.
– Elicit meanings and additional examples of collocations for some of the other phrasal verbs to check students understand the task.
– Ask students which verbs are opposites (*put on* and *take off*) and make sure they understand that these two phrasal verbs will therefore be used with the same set of words.
– Students then work in pairs, revising the meaning of the phrasal verbs and brainstorming vocabulary that collocates with the phrasal verbs and adding it to their diagrams. Give them a time limit of five minutes before collating vocabulary on the board.
(Possible answers are on the mind map)



My Assessment Profile Unit 4

Workbook page 130

Culture 3 – Chinese New Year

See Teacher's Book page 223 and Students' Book page 124 (for extra reading, discussion and writing work).

PEARSON

Real World Profiles

Cultural notes

- *Richard Turere* is a real person and lives with his family very close to the Nairobi National Park in Kenya. The proximity of their home to the park means that the danger to the Turere family's cows from lions is much greater than in other regions. Since he was very young Richard has enjoyed playing with electronics and he used this knowledge to develop his 'lion lights' system. 'Lion lights' are a series of small lights installed around the perimeter of the family farm which point out into the darkness and automatically turn on and off in sequence in order to give the impression that someone with a torch is walking around the farm all night. Thanks to his remarkable achievement, Richard was given a full scholarship to Brookhouse International School, one of the best schools in Kenya.

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: *conservationists*, *hope*, *fence*, *torch*, *car battery*, *solar panel*, *bulbs*, *feed*.

Exercise 1

- Draw attention to the photos and ask students what they can see.
- Students read Richard's profile and the article quickly to find out how Richard helped his family.
- Check answers as a class.
- If you have a world map available, ask students where Kenya is.

Answer

Richard helped his family by making special lights to protect their farm from lions.

Exercise 2 (Track 2.13)

- Students read the article 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 Farmers kill them to protect their farm animals.
3 There are only 2,000 lions in Kenya now.
4 Because a fence is much too expensive.
5 Because lions are afraid of humans and the lights tricked them into thinking someone was walking around the farm.
6 No, it wasn't.
7 The lights helped the farmers to feed their families and helped the lions to survive.
8 One of Kenya's best schools offered him a free education.

Extra activity

Extend the work on the natural world by asking students to research and prepare a poster about an environmental issue which affects their country or region particularly, e.g. *global warming*, *illegal waste disposal*, *deforestation*, *animals becoming extinct*. Their poster should have two sections: the first one should explain what the problem is, when and how it started, etc., and the second section should propose actions to improve the situation.

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 are the positive and negative aspects of tourism to places like Kenya?
2 Would you like to live and work with animals? Why? / Why not?
3 Have you ever invented anything? What was it? Was it a useful invention?
4 What qualities do you think you need to be an inventor?
5 Which invention do you think is the most important to your life?

In this unit have you …

… used the Grammar and Vocabulary worksheet?
… used the Reading and Listening worksheet?
… used the Writing worksheet?
… used the Speaking worksheet?
… used the 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

PEARSON

Real World Profiles

Richard Turere's Profile

Age:	Home country:
13	Kenya

My favourite things …

helping my family, inventing things

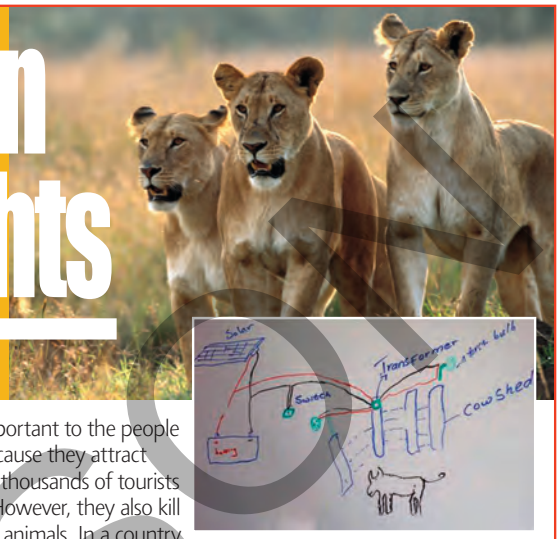
Reading

1 **Read Richard's profile and look at the photos. How do you think he helped his family? Read the article quickly to check.**

2 2.13 **Read the article again. Answer the questions.**

1 Why are lions a good thing for Kenya?
Because they attract hundreds of thousands of tourists every year.
2 Why do farmers kill them?
3 How many lions are there in Kenya?
4 Why couldn't Richard's farm have a fence to keep out the lions?
5 Why did his 'lion lights' keep the lions away?
6 Was it expensive to make the lights?
7 What two groups did his lights help?
8 How has Richard's life changed since people heard about his lights?

Lion lights



Lions are important to the people of Kenya because they attract hundreds of thousands of tourists every year. However, they also kill a lot of farm animals. In a country where droughts are common, it's hard for farmers to feed their families. It isn't surprising that they sometimes kill lions to protect their farms.

Twenty years ago there were 10,000 lions in Kenya. Now there are only 2,000. Conservationists started to think that there was no hope for the lions' future. But then they heard about Richard Turere.

From the age of nine, it was Richard's job to look after his family's cows. But when lions came out of the forest at night and ate them, Richard could do nothing. A fence high enough and strong enough to keep the lions out was much too expensive.

When he was eleven, Richard realised that the lions never attacked when someone was moving around outside with a torch. They were afraid of humans. This gave Richard an idea. Perhaps he could design some lights which could trick the lions. With an old car battery, a solar panel and some bulbs from broken torches, he created outside lights which looked like a moving torch. Since then, the lions have never come back to his farm.

Soon his neighbours asked him to put up 'lion lights' at their farms, too. Again, the lights worked brilliantly. Conservationists were very excited. Here was something simple and cheap which could help farmers to feed their families and help the lions to survive.

And there was help for Richard, too. One of Kenya's best schools heard about his clever invention and offered him a free education there. Richard now hopes to become an engineer and invent many other useful things in the future.

Class discussion

1 What do you think are more important, the lions or the farmers' animals? Why?
2 Do you know of any other simple ideas to keep unwanted animals away?
3 What did you have to do when you were eleven? Compare your life at that age with Richard's.

PEARSON

5 Work For It

Grammar	*will/going to*; Present simple/Present continuous for future
Vocabulary	Work collocations; Job qualities
Speaking	Phone language
Writing	An email about plans

Vocabulary Work collocations

1 2.14 **Match the items in the picture (1–11) to these words. One word is missing from the picture. Then listen, check and repeat.**

appointments	email	enquiry
meeting	payments	phone
photocopying	presentation *1*	reception desk
report	spreadsheet	stationery

Word list page 77 **Workbook** page 108

2 **Choose the correct options.**

1 attend *a meeting* / *a spreadsheet*
2 answer *an appointment* / *the phone*
3 deal *on reception* / *with enquiries*
4 write *a meeting* / *a report*
5 give *enquiries* / *a presentation*
6 make *an appointment* / *a phone*
7 check *emails* / *a meeting*
8 work *some photocopying* / *on reception*
9 prepare *a spreadsheet* / *on reception*
10 take *an appointment* / *payments*
11 do *some photocopying* / *a meeting*
12 order *stationery* / *enquiries*

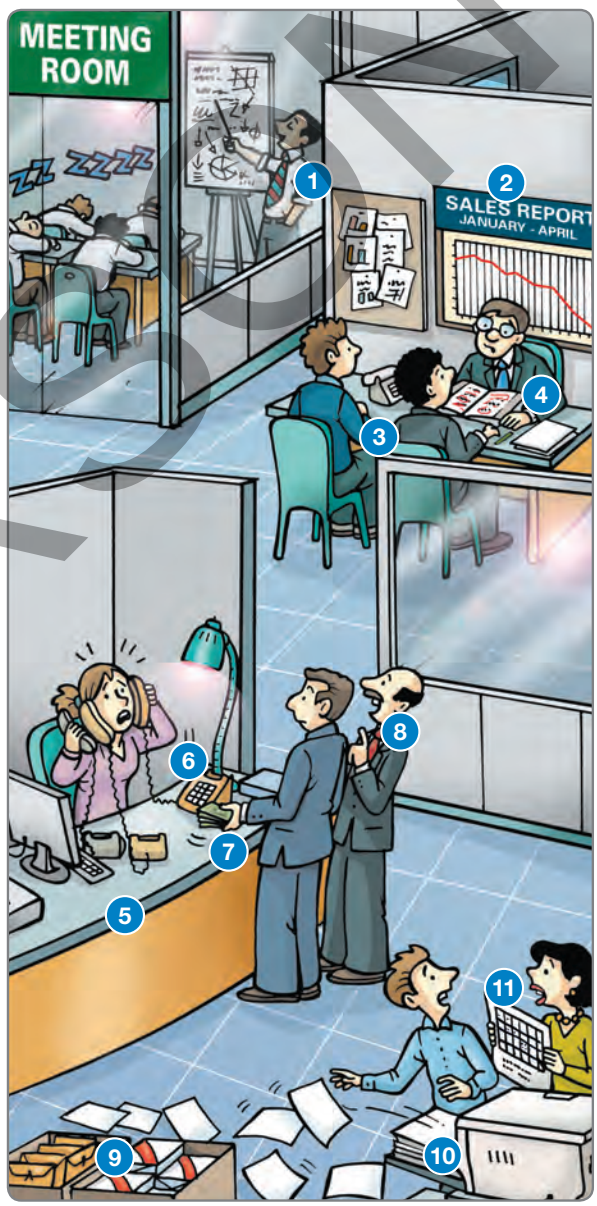
2.15, 2.16 **Pronunciation Unit 5** page 121

3 2.17 **Listen to Dan and Julie. What did they do yesterday? Use the collocations from Exercise 2.**

Dan worked on reception; …
Julie …

4 **Work in pairs. What do you think these people do at work? Use the words in Exercise 2 to help you.**

- a secretary
- a shop assistant
- a teacher
- a mechanic
- a police officer



Brain Trainer Unit 5
Activities 1 and 2 Go to page 115

PEARSON

Unit contents

Vocabulary
- Work collocations – *answer the phone*, *attend a meeting*, *check emails*, *deal with enquiries*, *do some photocopying*, *give a presentation*, *make an appointment*, *order stationery*, *prepare a spreadsheet*, *take payments*, *work on reception*, *write a report*
- Job qualities – *accurate*, *analytical*, *excellent IT skills*, *experienced*, *good communicator*, *leadership qualities*, *organised*, *patient*, *practical*, *punctual*, *reliable*, *team player*

Grammar
- *will/going to*
- Present simple and Present continuous for future

Communication
- Phone language
- Writing an email about plans; Expressing degrees of certainty

Pronunciation
- /ɜː/ and /ɔː/

Key competences
- Linguistic competence
- Interpersonal, social and civic competence
- Learning-to-learn
- Autonomy and personal initiative

Vocabulary Work collocations

Extra activity

Stronger groups or individual students cover the words in the box and complete Exercise 1 'blind' by looking only at the 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 2.14)
- Individually, students match 11 of the words to the pictures.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each item to check students' pronunciation.

Answers

2 report
3 meeting
4 appointments
5 reception desk
6 phone
7 payments
8 enquiry
9 stationery
10 photocopying
11 spreadsheet

The missing word is *email*.

Exercise 2
- Students choose the correct options.
- Check answers as a class.

Answers

2 the phone
3 with enquiries
4 a report
5 a presentation
6 an appointment
7 emails
8 on reception
9 a spreadsheet
10 payments
11 some photocopying
12 stationery

Extra activity

Students memorise the collocations in Exercise 2 for one minute. They then test themselves or their partner by covering first the verbs and then the nouns and seeing how many of them they can remember.

Pronunciation (Track 2.15, 2.16)
See Teacher's Book page 219 and Students' Book page 121

Exercise 3 (Track 2.17)
- Play the recording for students to listen and find out what Dan and Julie did yesterday.
- Repeat the recording, pausing after each section to check students' answers.

Answers

Dan worked on reception.
He answered the phone.
He dealt with enquiries.
He made some appointments for his boss.
He didn't do any photocopying.
Julie checked her emails.
She helped in her dad's office.
She did some photocopying for her dad.
She prepared some spreadsheets.

Audioscript
See Teacher's Book page 228

Exercise 4
- In pairs, students talk about what the people do at work.
- Make sure students understand that there are various possible answers.
- Take feedback as a class.

Further practice
Workbook page 42 and 108

Brain Trainer Unit 5 Activities 1 and 2
See Teacher's Book page 213 and Students' Book page 115

PEARSON

Reading

Revision

First – Books closed. Read the following definitions and ask students to identify the words from the previous lesson:

1 This is an object you use to talk to people who are in other places.
2 This is a system for sending written messages to people electronically.
3 This is a general word for paper, pens and other small office objects.
4 This is a formal situation when a group of people all gather to talk together about something.
5 This is when you talk to a group of people about something and often use PowerPoint.
6 This is a type of document which you use to make mathematical calculations.
7 This is a formal written document giving information about something.
8 This is when somebody asks for information about something.

(Answers: *1 phone*; *2 email*; *3 stationery*; *4 meeting*; *5 presentation*; *6 spreadsheet*; *7 report*; *8 enquiry*)

Second – Students check their answers in pairs. They then write down the verb that collocates with each word. Check answers and spelling by asking individual students to write collocations on the board.

(Answers: *1 answer the phone; 2 check email; 3 order stationery; 4 attend a meeting; 5 give a presentation; 6 prepare a spreadsheet; 7 write a report; 8 deal with enquiries*)

Third – Students write example sentences using some of the work collocations. Monitor and point out errors for students to self-correct. Ask some students to read their sentences to the class.

Exercise 1

- Draw attention to the photos and ask students what they can see.
- Make sure students understand not to read in detail at this point.
- Students read the webpage quickly and choose the best description.

Answer

3 It describes a scheme to get experience of work before leaving school.

Extra activity

Write the following questions on the board. Students read the article again and answer them.

1 What are the benefits of work experience according to the webpage?
2 Has Rema been successful since she left school?
3 What did Jed do on his work experience placement?
4 Where is Babblefish going to go with the primary school children?
5 Is Babblefish excited about his/her work placement?
6 Are Clarkson and Batgirl going to be inside all the time?

Students check in pairs before checking answers as a class.

(Answers: *1 You can find out about the skills you will need for the world of work.*; *2 Yes, she has. She got a job and is now the area manager.*; *3 He prepared spreadsheets, attended a marketing meeting and did a lot of photocopying.*; *4 He/She's going to accompany them on a school trip to a farm.*; *5 Yes he/she is. He's/She's really looking forward to it.*; *6 No, they aren't. Clarkson is going to go out on some test drives and Batgirl is going to assist with tennis coaching.*)

Exercise 2 (Track 2.18)

- Students read the webpage again and decide if the sentences are true or false.
- Make sure students understand that if no information is given then they should mark the sentences DK.
- If you wish, play the recording for students to listen and read.
- Check answers as a class.
- Stronger groups or fast finishers can correct the false sentences.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

2 False (She's now the area manager at a local mobile phone shop.)
3 False (Jed says that the people were great.)
4 Don't know
5 Don't know
6 False (Clarkson thinks the test drive will be the best of all.)
7 True
8 False (She'll probably deal with telephone enquiries.)

Exercise 3

- In pairs, students ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency.
- Take feedback as a class.

Extra activity

Take feedback as a class on the questions in Exercise 3. Ask students if it is common for teenagers in their country to have part-time jobs or do work experience placements. Encourage students to tell you about any work experience they have had and elicit the positive and negative aspects of it. Finally, ask students to share their dream work experience placement with the class and explain why they chose it.

Further practice

Workbook page 43

PEARSON

Reading

1 **Read the webpage quickly. Choose the best description.**

1 It describes different job opportunities for young people when they leave school.
2 It advises students on how to apply for a job.
3 It describes a scheme to get experience of work before leaving school.

2 2.18 **Read the webpage again. Are the sentences true (T), false (F) or don't know (DK)?**

1 Most UK students aged 14 or 15 do a week of work experience. *T*
2 Rema is still at school.
3 Jed didn't like the people at the building supplies firm.
4 Babblefish wants to be a Maths teacher.
5 Clarkson is good at repairing vehicles.
6 Clarkson isn't looking forward to going out on a test drive.
7 Batgirl is going to help with teaching sports on her placement.
8 She probably won't use the phone during her week at the sports centre.

3 **What about you? Ask and answer.**

1 Have you done any part-time jobs or had any work experience?
2 What kind of work would be interesting/useful as work experience for you?
3 What would be your dream work experience placement?

Work Experience

Today, we're looking at work experience. In UK schools, most students do a week of work experience when they are 14 or 15 years old. It's a great chance to find out about the skills you will need for the world of work.

Rema did her work experience at a local mobile phone shop and loved it! When she left school, she applied for a job there and now she's the area manager.

Jed got a work placement with a building supplies firm. He prepared some spreadsheets for the sales team, attended a marketing meeting and did a lot of photocopying. 'Some of the work was boring,' says Jed, 'but the people were great.'

COMMENTS

Tell us about your plans. What are you going to do for your work experience?

I'm going to spend a week at a primary school because I want to be a teacher. I'm going to observe some Maths classes and accompany the children on a school trip to a farm. I'll probably be very tired by the end of the week, but I'm really looking forward to it. **BABBLEFISH**

I've got a placement with the Police Vehicle Workshop, where mechanics repair police cars. I love trying to understand how vehicles and machines work, so I think this placement will be really interesting. I'm going to help the mechanics, wash and clean the cars and, best of all, I'm going to go out on some test drives with the mechanics! **CLARKSON**

I love sport, especially tennis, so I've got a work placement at my local sports centre. I'm going to assist with beginners' tennis coaching and organise the sports equipment. I'll probably also work on reception, make appointments for gym training sessions, take payments and deal with telephone enquiries. **BATGIRL**

PROOF

Grammar *will/going to*

will

Are you thirsty? I'll get you a drink.
I'll probably be very tired by the end of the week.

going to

I'm going to spend a week at a primary school.
The chair is broken. You're going to fall off it!

Grammar reference Workbook page 94

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

1 We use *will*
2 We use *going to*

a to make predictions about the future.
b to talk about plans and intentions.
c to express sudden decisions.
d to make a prediction when we have some evidence.

Watch Out!

We use these time phrases to talk about the future:
Next week/month/year
In three days' time
By Tuesday/the weekend/the end of the month
In the next week/month/year

2 **Match the statements and questions (1–6) to the next sentence (a–f).**

1 I started my new job today. *d*
2 What are your holiday plans?
3 We've missed the bus.
4 We don't have any bread.
5 Do you want to watch a DVD at my house?
6 I'm sorry, I can't meet up with you later.

a I'll go to the shop and get some.
b That's a great idea. I'll bring some popcorn.
c We're going to be late.
d I think I'll really enjoy it.
e I'm going to visit my grandmother in hospital.
f We're going to visit Paris and Rome.

3 **Choose the correct options, *will* or *going to*.**

1 Next year I'*ll* / *'m going to* study Maths, Physics and Chemistry.
2 You're driving too fast! Look at the car in front of you! You'*ll* / *'re going to* crash!
3 **A** Do you want a ham or a cheese sandwich?
B I'*ll* / *'m going to* have a cheese sandwich.
4 I think you'*ll* / *'re going to* be a millionaire before you're 25.
5 *Is your brother going to* / *Will your brother* play in the football match tomorrow?

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

A Hi, Ben. I've just put the kettle on. Do you want tea or coffee?
B Thanks, Mum. I [1] *'ll have* (have) a coffee, please.
A [2] .... (you/see) Uncle Joe this afternoon?
B No, I [3] .... (be). I [4] .... (play) tennis with Laura. Why?
A Oh, I want to return this book to him.
B Well, that's OK. I [5] .... (take) it to his house after tennis.
A Are you sure about tennis? Look at the clouds! It [6] .... . (rain)
B Yes, you're right. Laura [7] .... (probably/cancel) the game. I [8] .... (call) her now.

5 **Work in pairs. Write two true statements and two false statements about your weekend plans. Can your partner guess the false statements?**

A I'm going to play tennis with my cousin.
B True!
A Yes. I'm going to bake a chocolate cake.
B False!
A No, it's true.

PEARSON

Grammar *will/going to*

Language notes

In this section, students revise the distinction 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 … ?'*
Make sure students understand that the pronunciation of *going to* varies. Some people say /gəʊɪŋ tə/ while others say /ˈgʌnə/. Generally /geʊɪŋ tə/ is considered better English in the UK, but in the USA the pronunciation /ˈgʌnə/ is more frequent. Whatever the pronunciation, the infinitive form which follows *going to* is always stressed.

Exercise 1

- Read the grammar table with the students.
- Students work individually, matching the beginnings to the endings to make rules and referring back to the grammar table where necessary.
- Check answers as a class and read the 'Watch Out!' section with students.

Answers

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

Extra activity

Students make three predictions about what their partner will do, be or have in 2025?
(Possible answer: *In 2025 you will move to Germany. You will be a tennis player and you will have three children.*)

Exercise 2

- Students match the statements and questions to the sentences.
- Check answers as a class.

Answers

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

Exercise 3

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

Answers

2 're going to **3** 'll **4** 'll **5** Is your brother going to

Exercise 4

- Individually, students complete the conversation.
- Check answers as a class.
- Pairs act out the conversation.

Answers

2 Are you going to see
3 'm not
4 'm going to play
5 'll take
6 's going to rain
7 will probably cancel
8 'll call

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 the contraction *'ll* /l/ and *going to* /gəʊɪŋ tə/ or /ˈgʌnə/. 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 5

- Ask two students to read out the example statements and responses.
- Individually, students write two true statements and two false statements.
- Monitor and help with vocabulary and point out errors for students to self-correct.
- In pairs, students read each other their statements and guess if they are true or false.

Extra activity

Prepare four sentences about your weekend plans using *going to*. Remember to grade your language appropriately. Two of the sentences should be true and two false.
Read the sentences for students to decide if they think they are true or false. Do not allow students to write anything down apart from the words *true* or *false*. In pairs, students compare their answers.
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 as they write them down.
Check answers as a class and confirm which of your sentences were true and which were false.

Further practice

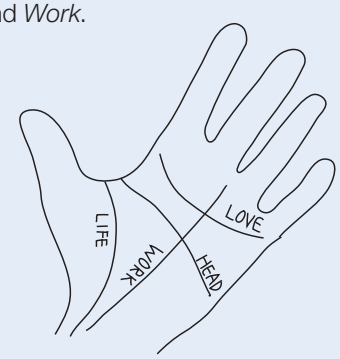
Workbook pages 44 and 94–95

PEARSON

Vocabulary Job qualities

Revision

First – Draw the outline of a palm on the board and tell students that, when you are not teaching English, you have a part-time job as a palm reader. Explain that you are going to teach them some of your 'trade secrets' so that they can see each other's future. Draw and label the four lines on the palm of the hand and tell students that the hands contain lots of information about the future, but the four main areas are *Love*, *Life*, *Head* and *Work*.



Second – Demonstrate by 'telling the fortune' of one of your students, e.g. *'I can see that your Head line is very long, so you're going to study a lot and be brilliant academically.'* and *'Your Love line is very strong, too, but there are three lines crossing it so I think you'll either get married three times or fall in love three times in your life.'* etc. Make sure you include examples of both concrete predictions with *going to* and more vague predictions with *will*.

Third – Students work in pairs, telling each other's fortunes by 'reading' each other's palms. Tell them they should say only positive things to their partner. Remind them to use *going to* for predictions which they can see 'clearly' and *will* for things which they are less sure about. Monitor, but do not interrupt fluency unless they make mistakes with *will* or *going to*.

Exercise 1 (Track 2.19)

- Students look at the words and phrases and check the meaning in a dictionary.
- Play the recording for students to listen and repeat.

Extra activity

Stronger groups cover Exercise 2 and write their own definitions in English for the job qualities in Exercise 1. Monitor and help with grammar and vocabulary if necessary. Ask some students to read out their definitions for the class to identify the job quality. Students then compare their definitions with those in Exercise 2.

Exercise 2

- Individually, students complete the sentences.
- Check answers as a class.

Answers

2 organised
3 good communicator
4 punctual
5 leadership qualities
6 analytical
7 practical
8 team player
9 experienced
10 reliable
11 excellent IT skills
12 accurate

Exercise 3

- In pairs, students read the job adverts and complete them with words and phrases from Exercise 1.
- Check answers by asking individual students to read sentences from the adverts.

Answers

2 experienced
3 good communicator
4 practical
5 punctual
6 excellent IT skills
7 patient
8 organised
9 team player
10 analytical
11 accurate
12 reliable

Extra activity

Extend the work on jobs by writing the following questions on the board. Students discuss them in pairs or small groups.

1 Which of the job adverts do you think is most interesting? Why?
2 Which of the jobs would you not like to do? Why not?
3 What are the positive and negative aspects of each job?
4 What qualities does an English teacher need? Why?
5 Which qualities are essential for all jobs? Why?
6 Which qualities do you have? Which do you need to improve?

Discuss the questions and take feedback as a class.

Exercise 4

- Students work in pairs, asking and answering the questions.
- Monitor and point out errors for students to self-correct.

Further practice

Workbook pages 45 and 108

Brain Trainer Unit 5 Activity 3

See Teacher's Book page 213 and Students' Book page 115

PEARSON

Vocabulary Job qualities

1 2.19 **Look at these words and phrases. Check the meaning in a dictionary. Then listen and repeat.**

accurate	analytical	excellent IT skills
experienced	good communicator	leadership qualities
organised	patient	practical
punctual	reliable	team player

Word list page 77 **Workbook** page 108

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

1 A *patient* person stays calm and is prepared to wait if necessary.
2 An .... person is efficient and is good at planning his/her time.
3 A .... can express himself/herself well and can give information in a clear way.
4 A .... person is never late.
5 A person with .... is good at being the most important person in a group and likes making decisions.
6 An .... person looks at information carefully and finds out the important facts and figures.
7 A .... person likes doing active, useful work.
8 A .... works well with other people and thinks about all the people in his/her group.
9 An .... person has already done a similar job.
10 A .... person is someone who you can trust and believe.
11 A person with .... is good at using computers.
12 An .... person is very careful with his/her work and doesn't make mistakes.

3 **Work in pairs. Use words from Exercise 1 to complete the job adverts.**

Editorial Manager

We are looking for a person with [1] *leadership qualities* to be the manager of a team of six. The ideal candidate will be [2] .... and has probably worked in publishing for at least five years. We need a [3] .... who can make clear and interesting presentations to large groups of people.

Veterinary Assistant

Our large, friendly Vet's Surgery is looking for a [4] ... person who can help our vets with everyday work. It's important to be [5] ..., as we open at 8.30 every morning and our ideal candidate will also have [6] ... and can update our spreadsheets.

School Receptionist

We are looking for a [7] .... person who can stay calm and won't panic in our busy office. We want an [8] .... person who can plan meetings and keep our reports and files in order. Our ideal School Receptionist will be a [9] .... who can work together with a large group of teachers and other administrators.

Data Clerk

Our statistics department has a vacancy for an [10] .... worker to look at health data and collect statistics. We need [11] .... information, with no mistakes. The Data Clerk works with important and confidential information and we want a [12] .... person for the job.

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

1 Tell your partner about a time in your life when you achieved something or did something really well.
2 Which qualities does this achievement show?

Brain Trainer Unit 5
Activity 3 Go to page 115

PEARSON

Chatroom Phone language

Speaking and Listening

1 **Look at the photo. What is Archie doing? Does Holly look interested or bored?**

2 2.20 **Read and listen to the conversation. Check your answer.**

3 2.20 **Listen and read again. Answer the questions.**

1 What does Holly ask Archie to look for?
a job in the paper
2 What is the name of the shop?
3 Who is Judy?
4 Why can't Holly go to the shop tomorrow morning?
5 What should Holly bring with her to the shop?

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

Holly Are there any jobs in the paper?
Archie Here's one. Clothes shop needs reliable assistant for Saturday afternoons.
Holly That sounds perfect! I'll call them now.
Man Hello, Fashion Fix.
Holly Oh, hello. I'm calling about the sales assistant job. Can I speak to the manager?
Man You need to speak to Judy, but she's gone out. Can I take a message?
Holly Yes, please. My name's Holly Brightman and I'm 16 years old. My number is …
Man Hold on. She's just come in. I'll pass you over to her. Just a moment.
Judy Hello, Holly. What are you doing tomorrow?
Holly I've got a tennis lesson in the morning. It finishes at 12 o'clock. After that I'm not doing anything.
Judy Well, let's have a chat at the shop tomorrow afternoon. Bring your CV!
Holly Fantastic! I can't wait!

Say it in your language …
That sounds perfect!
I can't wait!

PERSONAL

Chatroom Phone language

Revision

First – Prepare a 'live listening' about a job you are interested in applying for, including grammar and vocabulary from the unit. Naturally this can be fictitious. Use the following text as an example:
Now, I have to tell you something important today. I saw a really interesting job advertised in the paper yesterday and I've decided I'm going to apply for it. It's for a new Head of the English department at a big school near where I live. They're looking for someone very experienced who is organised and punctual and very reliable. They need a person who is going to be patient and help new teachers and who can deal with enquiries from parents and new students. The person also has to attend meetings and write reports about the department. According to the advert the most important things are to have good leadership qualities, excellent IT skills and to be a team player. I would have to teach, too of course, so I'd still have to do boring things like photocopying, but that's OK. I feel very optimistic and I think they'll be interested in my application.

Second – Students listen and take notes about the job you are interested in applying for. Reassure students that you are not really going to be leaving them halfway through the course.

Third – Students compare their notes in pairs and use the information to write a job advert similar to the ones on page 57, including work collocations and job qualities as appropriate.
(Possible answer: ***Head of English*** *– We are looking for an experienced person who is organised, punctual and very reliable to be the head of a big department. The ideal candidate will be patient and will be able to help new teachers and deal with enquiries from parents and new students. In addition to teaching, the Head of English needs to attend meetings and write reports about the department. Good leadership qualities, excellent IT skills and being a team player are all essential.*)

Speaking and Listening

Exercise 1

- Draw attention to the photo and ask students what they can see.
- In pairs, they answer the questions.

Exercise 2 (Track 2.20)

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

Answers

Archie is looking at the jobs in the newspaper.
Holly looks interested.

Exercise 3 (Track 2.20)

- Repeat the recording for students to answer the questions.
- They then check in pairs before checking answers as a class.

Answers

2 The shop is called 'Fashion Fix'.
3 Judy is the manager of 'Fashion Fix'.
4 Because she's got a tennis lesson.
5 She should bring her CV to the shop.

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.

That sounds perfect! – phrase used to express complete agreement with an idea or suggestion another person has made or to say that something which we have found is exactly what we were looking for. Often used to agree with a plan which someone else proposes, e.g. *'I thought on Saturday we could go to the cinema and then go out for dinner. What do you think?' 'That sounds perfect!'*

I can't wait! – expression used to show that we are really looking forward to something which is going to happen. Implies that we would like to do it much sooner, but that we know that it is not possible to. You might use it in class when the holidays are close, e.g. *'The Easter holiday starts a week on Friday. I can't wait! I need a break.'*

PEARSON

Exercise 5

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

Answers

1 *Hold on.*, Just a moment.
2 I'll pass you over to her.
3 I'm calling about …

Exercise 6

- Read through the phrases about phone language with the class.
- Drill the phrases for sentence stress and intonation.

Exercise 7 (Track 2.21)

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

Exercise 8

- Students make their own conversations by replacing the words in purple in Exercise 7.
- Monitor, but do not interrupt fluency unless students make mistakes with the use of the phrases about phone language.
- Stronger groups or fast finishers can use their own ideas.

Further practice

Workbook pages 46 and 117

Grammar Present simple and Present continuous for future

Language notes

In this lesson students contrast for the first time the use of the Present simple to talk about scheduled events and the Present continuous to talk about arrangements. You might need to make sure students understand that by scheduled events we mean actions that have some sort of 'official' time, i.e. they are inflexible and completely out of our control. By arrangements we mean activities which have in some way been confirmed, either by making a specific arrangement about the day and the time with another person, by buying tickets or by formally confirming that we will do something.

Exercise 1

- Read the grammar table with the students.
- Students complete the rules, referring back to the grammar table where necessary.
- Check answers as a class.

Answers

1 Present continuous **2** Present simple

Exercise 2

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

Answers

2 We're visiting
3 Are you flying
4 are
5 departs
6 does it arrive
7 gets

Exercise 3

- Individually, students complete the sentences with the correct form of the verbs.
- Check answers as a class.

Answers

2 opens
3 're driving
4 is studying
5 have
6 'm singing

Exercise 4

- Read through the example with the students.
- Individually, students invent some exciting plans and include two definite events.
- Monitor and help with vocabulary and point out errors for students to self-correct.
- In pairs, students tell each other about their plans.

Extra activity

In pairs, students brainstorm common free-time activities, e.g. *do gymnastics/judo/yoga*, *go surfing/swimming*, *listen to music*, *play basketball/football/tennis*, *play the piano/saxophone/violin*, *watch a film*, etc. Collate vocabulary on the board. In pairs, students take turns to talk about the week or weekend ahead, using the Present simple, Present continuous, *going to* and *will* and the ideas on the board or their own ideas, e.g. *'On Saturday afternoon I'm playing football. The match starts at 4 o'clock, but we're going to meet earlier to do some extra practice first. After the match I'll probably go the cinema with my friends.'*
Monitor and help with vocabulary, but do not interrupt fluency unless students make mistakes with the future forms.

Further practice

Workbook pages 47 and 94–95

PEARSON

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

1 Two ways to say: *Wait a minute* *Hold on.*
2 One way to say: *You can talk to her now.*
3 One way to say: *The reason for my call is …*

6 **Read the phrases about phone language.**

Saying who you are and why you're calling
My name's …/It's …
I'm calling about …
I'd like to/Can I speak to …?
Asking someone to wait
Just a moment.
Hold on, please.
Transferring a call
I'll put you through now.
I'll pass you over to him/her.
Offering to take a message
Can I take a message?

7 2.21 **Listen to the conversation. Act out the conversation in pairs.**

Receptionist Hello. [1] Penney's Sports Club.
Yasmin Oh, hello. Can I speak to [2] Mr Ryder, please?
Receptionist I'm sorry, he's [3] not here at the moment. Can I take a message?
Yasmin Yes, please. My name's [4] Yasmin Hayes. I'm calling about the [5] badminton lessons.
Receptionist Oh, he's just come back. I'll put you through now.
Yasmin Thank you.

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

1 Pizza Delight / International Stores / Hills Garden Centre
2 Sarah Morgan / the manager/ Mrs Thorne
3 busy / just gone out / talking to a customer
4 [your name]
5 job in the kitchen / till operator job / sales assistant job

Grammar Present simple and Present continuous for future

Present simple	Present continuous
The train leaves at 5 o'clock.	What are you doing tomorrow?
My tennis lesson finishes at 12.	I'm meeting my friend for lunch.

Grammar reference Workbook page 94

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

1 We use the *Present simple / Present continuous* for arrangements.
2 We use the *Present simple / Present continuous* for scheduled events.

2 **Choose the correct options.**

A [1] *What do you do / What are you doing* at the weekend?
B [2] *We visit / We're visiting* our friends in Edinburgh, Scotland.
A [3] *Do you fly / Are you flying* there?
B Yes, we [4] *do / are*. The flight [5] *departs / is departing* from Heathrow at 7 o'clock on Saturday morning.
A That's early! What time [6] *does it arrive / is it arriving* in Edinburgh?
B It [7] *gets / is getting* into Edinburgh at 8.15.

3 **Complete the sentences with the Present simple or Present continuous form of these verbs.**

drive have open sing ~~start~~ study

1 Our English exam *starts* at 4 o'clock tomorrow.
2 The new clothes shop .... this afternoon at two o'clock.
3 We .... to our aunt's house tomorrow.
4 My brother .... English at university in September.
5 I .... a guitar lesson tomorrow after lunch.
6 I .... in a talent contest on Sunday.

4 **Invent some exciting plans for tomorrow. Include two definite events. Work in pairs. Tell your partner about your plans.**

I'm meeting Robert Pattinson at the cinema tomorrow. We're attending a film premiere. The film starts at …

PEARSON

Reading

1 **Read the article quickly. Choose the best headline.**

1 How to choose your perfect career
2 Jobs of the future?
3 The world of science fiction

Nadia checks her watch and jumps into her jet car. Her heli-bus leaves at ten o'clock and she doesn't want to be late. She's starting her new job today with AstroStar Flights, as a tour guide around space. Sound like a page from a science-fiction book? Well, maybe the jet car and the heli-bus are closer to science fiction than to reality, but the job of space tour guide will probably exist by the year 2020. Virgin Galactic is already taking reservations for its spaceflights and although a ticket today costs $200,000, space flights will probably get much cheaper in the near future.

Experts believe that some current jobs, for example, call centre workers, or supermarket till operators, will soon become unnecessary as machines replace people.

But there will be other new and exciting jobs in our world of the future. Are you organised, practical and good at concentrating on detail? Then perhaps in 2020 you will be a robot mechanic and maintain and repair the thousands of robots that we will use in our home and working life.

Perhaps you're a great communicator and love chatting to people? In the future, online friendships will become as important as real-life friendships and companies will employ social media managers to look after their online profiles. If you like working with animals and you care about the environment, a good job for you might be migration manager. Migration managers will help to move endangered animals from dangerous habitats to new homes.

But of course, if you're analytical and like looking at statistics and making predictions, then there's already a perfect job for you. You can become a futurologist and predict how our world will develop over the next 20, 30 or 50 years.

Key Words

reality	reservation
social media	endangered
habitat	develop

2 2.22 **Read the article again. Answer these questions.**

1 Does the job of space tour guide exist now?
No, it doesn't.
2 How much does a ticket on a Virgin Galactic flight cost?
3 What qualities will a robot mechanic need to have?
4 Why will companies employ social media managers in the future?
5 What will migration managers do?
6 What kind of person might enjoy the job of futurologist?

Listening

1 2.23 **Listen to the conversation. Where is Tom going to work?**

a on a boat
b on a ride at a theme park
c in a restaurant

Listening Bank Unit 5 page 119

2 **Discuss the questions.**

1 Would you like to work at a theme park? Why?/Why not?
2 What's your ideal summer job?
3 Can you think of any other unusual summer jobs for teenagers?

PEARSON

Reading

Exercise 1

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

Answer

2 Jobs of the future?

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.

reality – the things that exist here and now in our world, not things that are a product of the imagination

reservation – a formal confirmation that you will attend an event or activity, necessary to keep a place available for you when spaces are limited, commonly used for trains, planes, hotels, etc.

social media – communication tools which people use to interact with friends and acquaintances via the internet, e.g. Facebook and Twitter

endangered – an animal which has a high probability of becoming extinct and disappearing forever, often because the human race is changing its natural environment

habitat – the immediate environment in which an animal typically lives in the wild, e.g. *parrots – rainforest*, *lizards – desert*, etc.

develop – to progress and change over an extended period of time

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.

Exercise 2 (Track 2.22)

- Students read the article 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 It costs $200,000.
3 A robot mechanic will need to be organised, practical and good at concentrating on detail.
4 Because online friendships will become as important as real-life friendships.
5 Migration managers will help to move endangered animals from dangerous habitats to new homes.
6 A person who is analytical and likes looking at statistics and making predictions.

Extra activity

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

1 Nadia travels to work by plane. (*False*)
2 Nadia is a character from a science-fiction book. (*False*)
3 Jobs in the future will be different from the jobs we do now. (*True*)
4 People will use robots both at home and at work. (*True*)
5 Online friendships will never be as important as real friendships. (*False*)
6 A migration manager needs to be analytical and a great communicator. (*False*)

They then compare their answers in pairs.

Listening

Exercise 1 (Track 2.23)

- Play the recording for students to find out where Tom is going to work.
- Check the answer as a class.

Answer

c in a restaurant

Audioscript

See Teacher's Book page 229

Listening Bank

See Teacher's Book page 217 and Students' Book page 119

Exercise 2

- In pairs, students ask and answer the questions.
- Take feedback as a class.

Extra activity

Students work in pairs or small groups writing a job advert for an unusual summer job, e.g. *a chef on a submarine*, *a lion tamer*, *the person who puts jam in doughnuts*, etc. Encourage them to recycle vocabulary from the unit as far as possible and to include a photo of the job.
When checking students' work, focus on the positive use of grammar and vocabulary taught so far. After correcting the texts you could display them on the classroom walls and ask students which job(s) they would be most interested in applying for and why.

Further practice

Workbook page 48

PEARSON

Writing An email about plans

Revision

First – Write the word *QUALITIES* vertically down the centre of the board. Add two dashes before the *Q* and four dashes after it 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: *enquiry*) Add one dash before the *U* of *QUALITIES* and six dashes after it. Repeat the procedure. (Answer: *punctual*) Continue working down the puzzle until students have completed all the words and the board looks as follows:

E N **Q** U I R Y
P **U** N C T U A L
O R G **A** N I S E D
A N A **L** Y T I C A L
A P P O **I** N T M E N T
P A **T** I E N T
S T A T **I** O N E R Y
P A Y M **E** N T S
L E A D E R **S** H I P

Ask students which of the words in the puzzle are qualities. (Answers: *punctual*, *organised*, *analytical*, *patient*, *leadership*) Ask them what verbs collocate with the other four words. (Answers: *deal with an enquiry*, *make an appointment*, *order stationery*, *take payments*)

Second – Divide the class into four 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 four, 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

- Individually, students put the words in order.
- Check answers by asking individual students to read the sentences.

Answers

2 Maybe your sister won't come to the party.
3 Your bag is definitely in the cupboard.
4 I think I'll apply for this job.
5 Our teacher probably lives close to the school.
6 Perhaps they're travelling by bus.

Exercise 3

- Students read the email and find the expressions of certainty.
- Check answers as a class.

Answers

I'm probably going to go swimming with friends …
I think we'll have lunch at this great new café …
… my dad will definitely meet us at the station …
Maybe we'll go to the park …
… but I think I'll be too tired after Saturday night.
I think the weather will be OK …
… my History teacher is probably collecting all the finished projects …

Exercise 4

- Students read the email again and answer the questions.
- They then check in pairs before checking answers as a class.

Answers

2 At a new café by the park.
3 They've got tickets for a Bon Iver concert at the Barbican.
4 Because it's usually very late when they get back.
5 On Sunday evening.

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 letter is divided into sections – an introductory informal greeting, a few questions about Judy, an extended paragraph about Rachel's plans for Saturday and another for Sunday, and a short informal closing paragraph. Tell them that they should structure their reply in the same way.
- 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 Word Cards 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. 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 49

PEARSON

Writing An email about plans

1 Read the Writing File.

Writing File Expressing degrees of certainty

We can use adverbs of certainty to express how sure we are about a future event.

100% sure ↓
certainly, definitely
probably
maybe, perhaps

certainly, definitely, probably
These adverbs go:

- **before** the main verb.
  He definitely lives here.
- **between** the auxiliary and the main verb.
  I'm probably taking the train to the airport.
- **after** the verb *to be*.
  She's certainly good at Maths. Look at her test result!

maybe, perhaps
These adverbs often go at the beginning of the sentence.

- Maybe we'll move to France next year.
- Perhaps Sarah isn't well.

I think …
We can also use *I think* + subject + verb.

- I think she'll phone tomorrow. (but I'm not certain)

2 Make sentences.

1 visit / in / will / We / our / probably / cousins / Cornwall
We will probably visit our cousins in Cornwall.
2 sister / Maybe / party / your / to / come / the / won't
3 in / definitely / is / Your / cupboard / bag / the
4 apply / I / for / think / job / I'll / this
5 close / lives / Our / probably / the / to / school / teacher
6 they're / Perhaps / by / travelling / bus

3 Read the email and find the expressions of certainty.

New Message

Hi Judy
How are you? Are you looking forward to the weekend? I've got lots of plans for this weekend. I'm probably going to go swimming with friends on Saturday morning and then I think we'll have lunch at this great new café by the park. In the afternoon, my sister and I are taking the train to London because we've got tickets for a Bon Iver concert at the Barbican! I'm a big fan! I don't know when we'll get back, but my dad will definitely meet us at the station as it's usually very late.
Maybe we'll go to the park on Sunday morning, but I think I'll be too tired after Saturday night. In the afternoon, we're having a big barbecue. I think the weather will be OK (the forecast is good). I'm going to finish my History project on Sunday evening … my History teacher is probably collecting all the finished projects on Monday morning!
What are you doing this weekend? Write and tell me about your plans!
Rachel xx

SEND

4 Read the email again and answer the questions.

1 What is Rachel probably going to do before lunch on Saturday? *Go swimming with friends.*
2 Where is she probably going to have lunch on Saturday?
3 Why are Rachel and her sister travelling to London on Saturday afternoon?
4 Why is Rachel's dad meeting her at the station on Saturday evening?
5 When is Rachel going to finish her History project?

5 You are going to write a reply to Rachel. You can use your real plans for the weekend or you can make them up. Think about these questions:

- Are you going to meet up with friends?
- What will the weather be like?
- Are you going to play any sport or music?
- Are you going to travel anywhere? If so, how will you get there?

6 Now write your reply. Use your ideas from Exercise 5.

Remember!
- Use expressions of degrees of certainty.
- Use the vocabulary in this unit.
- Check your grammar, spelling and punctuation.

PEARSON

Refresh Your Memory!

Grammar Review

1 **Complete the conversation with *going to* or *will* and the verbs in brackets.**

A [1] *Are you going to go* (you/go) to the football match this afternoon?
B Yes, I [2] .... (be). And then I [3] .... (meet) Hal at the Parrot café.
A Actually, the café's closed this week.
B Oh, well then maybe we [4] .... (try) the new place in the park.
A I think you [5] .... (like) it! The cakes there are delicious.
B I [6] .... (buy) a cake for you there, then.
A Oh, thank you! And don't forget your umbrella! I've just seen the weather forecast. It [7] .... (rain) later today.
B Well, maybe we [8] .... (not go) to the place in the park. I don't want to get wet!

2 **Make sentences. Use the correct form of the verbs.**

1 I / take the train / to Brighton / tomorrow
I'm taking the train to Brighton tomorrow.
2 The train / leave / at 9.30
3 It / arrive in Brighton / at 10.15
4 I / meet / my friends / at the Komedia Theatre
5 We / appear / in a comedy show
6 The show / start / at 12.00
7 It / not finish / until 3.30
8 After the show / we / go / to a party on the beach

3 **Choose the correct options to complete the text.**

I [1] *'m starting / will start* my new job at a clothes shop in London tomorrow. I'm really excited! I [2] *'m going to get up / get up* very early because I don't want to be late on my first day. My train [3] *'s going to leave / leaves* at 7.30 a.m. and my sister [4] *will / is going to* drive me to the station. I think I [5] *will / am going to* enjoy the job because I love fashion and the shop has some beautiful clothes. After work I [6] *will meet / 'm meeting* some friends at a café near the station. We [7] *are having / are going to have* a meal together and I [8] *tell / will tell* them all about my new job.

Vocabulary Review

4 **Complete the collocations with these words.**

answer	attend	check	deal	do	give
make	order	prepare	take	work	~~write~~

1 *write* a report
2 .... a meeting
3 .... some photocopying
4 .... payments
5 .... stationery
6 .... with enquiries
7 .... on reception
8 .... emails
9 .... a presentation
10 .... the phone
11 .... a spreadsheet
12 .... an appointment

5 **Complete the sentences with the correct job qualities.**

1 Mary is good at working with groups of people and she is never late.
She's a t*ea*m p*laye*r and is punctual.
2 Harry has done this job for ten years and he is very good with computers.
He is e .... d and has e .... t IT s .... s.
3 Jodie never makes mistakes in her work. She always stays calm and doesn't get angry with other people.
She is a .... e and p .... t.

Speaking Review

6 2.24 **Put the conversation in the correct order. Then listen and check.**

a I'm sorry, she's out at the moment. Can I take a message?
b Hold on, Adam. She's back now. I'll put you through.
c Oh, hello. Can I speak to the manager, please?
d Yes, please. My name's Adam Barnett. I'm calling about the assistant librarian job.
e Hello, Halsey Library. *1*

Dictation

7 2.25 **Listen and write in your notebook.**

My assessment profile: Workbook page 131

PEARSON

Refresh Your Memory!

Exercise 1

Answers

2 am **3** 'm going to meet **4** 'll try **5** 'll like **6** 'll buy
7 's going to rain **8** won't go

Exercise 2

Answers

2 The train leaves at 9.30.
3 It arrives in Brighton at 10.15.
4 I'm meeting my friends at the Komedia Theatre.
5 We're appearing in a comedy show.
6 The show starts at 12.00.
7 It doesn't finish until 3.30.
8 After the show, we're going to a party on the beach.

Exercise 3

Answers

2 'm going to get up **3** leaves **4** is going to **5** will
6 'm meeting **7** are going to have **8** will tell

Exercise 4

Answers

2 attend **3** do **4** take **5** order **6** deal **7** work
8 check **9** give **10** answer **11** prepare **12** make

Exercise 5

Answers

2 experienced, excellent IT skills **3** accurate, patient

Exercise 6 (Track 2.24)

Answers

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

Exercise 7 (Track 2.25)

Answers and Audioscript

1 She's going to check her emails before she leaves the office.
2 I'm sorry, I'm busy tomorrow. I'm attending a meeting.
3 He's punctual and reliable, but he's not really a team player.
4 What are you doing this weekend?
5 My flight departs at half past five tomorrow morning.
6 What job will you have in the future?

Extra activity

Revise the future forms and the work-related vocabulary from the unit by talking in detail about imaginary work experience placements:
– Tell students that next week they are going to do a work experience placement in a local company. During the week they are going to do a variety of tasks to help them learn about the world of work and develop qualities which are useful for jobs.
– Draw the two diary pages up on the board and ask students to look at the activities for each day and guess what sort of companies they think they might be for. Explain that the diary page on the left is for 'Eurofly Fast!', an airline which offers cheap flights to and from European cities, and the diary page on the right is for 'Greenfield Sports Club', which has a wide range of activities for members. Write up the names of the two companies.
– Tell students that during the week they are going to try to develop specific job qualities which will be useful for them in the future. Write up the two lists of personal objectives under the diary pages.
– Explain that students are going to work in pairs and tell each other about the work experience placements they have just received. Write up the speech bubbles in the centre of the board. Then, remind students of the basic uses of the four future forms they have seen in this unit, i.e. *will* for predictions and sudden decisions; *going to* for predictions with evidence, plans and intentions; Present continuous for arrangements; and Present simple for scheduled events.
– In pairs, students decide who is going on which work experience placement. They then talk in detail about what they are going to do each day, their personal objectives and what they think they will learn during their week.

My Assessment Profile Unit 5

See Workbook page 131

PEARSON

Business Studies File The story of Innocent™ Smoothies

Cultural notes

- *Innocent™ Smoothies* are sold across Europe in supermarkets and cafés and have been an astonishing success story. It's one of the fastest-growing companies in the UK and approximately 75% of all smoothies sold in the UK today are 'Innocent™ Smoothies'. This is, in part, due to the health aspect – a bottle of smoothie includes two of the five portions of fruit and vegetables which health authorities recommend we should eat each day. In the early years, the fresh nature of the ingredients did cause problems, though. 100,000 bottles had to be recalled in 2005 when the natural ingredients started fermenting and causing the bottles to explode. The company donates 10% of its profits to its own charity, the 'Innocent Foundation', which helps improve the quality of life for the people who live and work in the countries where the fruit is grown.

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: *well-paid*, *lifestyle*, *crushed*, *banner*, *resigned*, *corporate*, *factor*.

Exercise 1

- Draw attention to the photo and ask students what they can see.
- Students read the article quickly and order the events.
- Check answers as a class.

Answers

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

Exercise 2

- Students read the article again and match the words in italics to the definitions.
- They then check in pairs before checking answers as a class.

Answers

2 funding **3** product **4** investors **5** market

Exercise 3 (Track 2.26)

- Students read the article again and decide if the sentences are true or false.
- If you wish, play the recording for students to listen and read.
- Stronger groups or fast finishers can correct the false sentences.
- Check answers as a class.

Answers

2 False (These people want to have a healthy lifestyle, but don't always have the time to prepare healthy food.)
3 True
4 False (They wrote hundreds of letters to possible investors but had no success.)
5 True

Exercise 4 (Track 2.27)

- Read through the notes about marketing with the class.
- Play the recording for students to complete the notes.
- Check answers as a class.

Answers

2 special **3** Price **4** expensive **5** advertising
6 magazines **7** Place **8** big **9** small

Audioscript

See Teacher's Book page 229

My Business Studies File

Exercise 5

- In small groups, students choose a product and discuss the questions.
- Monitor and help with vocabulary and feed in ideas if necessary.

Exercise 6

- Groups prepare a presentation about their business idea.
- Make sure students understand that they should all speak at some point during the presentation.
- Give students time to rehearse their presentation before giving it to the class.
- Make a note of any mistakes relating to the content of the unit to go over with the class afterwards.

In this unit have you …

… used the Grammar and Vocabulary worksheet?
… used the Reading and Listening worksheet?
… used the Writing worksheet?
… used the Speaking worksheet?
… used the 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

PEARSON

Business Studies File

The story of Innocent™ Smoothies

Adam Balon, Richard Reed and Jon Wright were friends from university. They all had very well-paid jobs, but they also shared a dream. They wanted to start their own company, but they didn't know what *product* to make. They decided to focus on a target *market* that they knew and understood – young people who lived in cities and worked hard. These people wanted to have a healthy lifestyle, but didn't always have the time to prepare healthy food. Adam, Richard and Jon developed some smoothies – fruit juice combined with crushed fruit. But first, they wanted to test their product. So, in August 1998, they spent £500 on fruit and then sold their bottles of smoothie at a local music festival. They placed a big banner by their stall, saying, 'Should we give up our jobs to make these smoothies?' Beneath the banner were two bins for the empty smoothie bottles, a 'Yes' bin and a 'No' bin.

At the end of the festival, the 'Yes' bin was full of bottles. The friends resigned from their jobs the next day and set up 'Innocent Smoothies'. Next they needed some *funding* for their company. They wrote hundreds of letters to possible *investors*, but had no success. However, they kept on trying and finally Maurice Pinto, a wealthy American, agreed to invest £250,000 in their business.

The rest is history … Innocent Smoothies now sells more than two million bottles of smoothie per week and it employs over 250 people. Why is it so successful? Adam, Richard and Jon weren't experienced *entrepreneurs*, but they were organised and practical and they believed in their product. The success of Innocent Smoothies in a big corporate world shows that personality is an important factor in the success of a business.

Reading

1 **Read the article quickly. Put the events in the correct order.**

a They sold smoothies at a music festival.
b They found a wealthy investor.
c Innocent Smoothies became very successful.
d They left their jobs.
e Adam, Richard and Jon created their own smoothies. *1*

2 **Read the article again. Find the words in italics to match these definitions.**

1 people who start their own business *entrepreneurs*
2 money
3 something that people make and then sell
4 people who give money to a business and then take a share of the profit
5 people who you are selling your product to

3 2.26 **Read the article again. Are the sentences true (T) or false (F)?**

1 Adam, Richard and Jon were already friends before they started Innocent Smoothies. *T*
2 Young people who work in cities usually have a very healthy lifestyle.
3 Most people at the music festival liked the smoothies.
4 It was easy for Adam, Richard and Jon to find an investor.
5 Innocent Smoothies is now very successful.

4 2.27 **Listen to the marketing expert and complete the notes.**

The marketing mix: The four Ps

1 *Product*: is it right for the market? What makes it 2 …. ?

3 …. : do you want it to be more or less 4 …. than other products?

Promotion: are you going to use 5 …. on TV or in 6 …. ?

7 …. : do you want to sell your product in 8 …. general stores or in 9 …. designer shops?

My Business Studies File

5 **Work in small groups. Think about a product that you could make and sell. Discuss these questions.**

- Who/What is your target market?
- Are there any similar products already in the market?
- How will you find the funding for your business?
- What do you want your product to look like?

6 **Prepare a presentation for the class about your business idea. Then give your presentation.**

PEARSON

6 Coast

Grammar Passive statements; Passive questions
Vocabulary Coastal life; Word building: Verbs with prefixes *dis-* and *re-*
Speaking Asking for and giving directions
Writing A field trip report

Vocabulary Coastal life

1 2.28 **Match the photos (1–12) to these words. Then listen, check and repeat.**

amusement arcade	beach hut	cliffs
deckchair	fish and chip shop *1*	go-karts
harbour	ice cream kiosk	pier
seagull	sea wall	souvenir shop

Word list page 77 **Workbook** page 109

2 **Complete the texts with words from Exercise 1.**

Unread Message

Hi Jon

This is my last family holiday ever! A [1] *seagull* has just eaten my sandwich and I've got nothing to do! I want to go to the [2] .... and buy a postcard, but Mum says that I'll spend all my money. Dad won't let me ride the [3] .... because he says they're too fast, and instead they want to visit the boring [4] .... and look at loads of boats!

Oh well – this evening we're going to go to the [5] .... for supper, and maybe I can even get an ice cream from the [6] .... . So it's not all bad.

Sadie

Gina

Here's a photo of our new [7] .... . Isn't it lovely? I can sit here on my [8] .... and look out at the sea – I can even see the tall [9] .... far away. Lots of people visit the [10] .... on the [11] .... where there are lots of games to play. But I prefer the peace and quiet here.

Hope you're well!

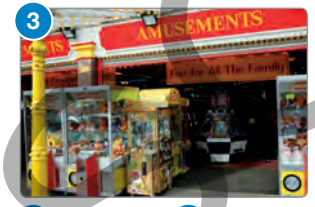
Aunt Helen

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

- Which seaside attractions do you have in your country?
- What do you usually do at the beach?

1

2



3

4

5

6

7

8

9

10

11

12

Brain Trainer Unit 6
Activities 1 and 2 Go to page 115

PEARSON

Unit contents

Vocabulary
- Coastal life – *amusement arcade*, *beach hut*, *cliffs*, *deckchair*, *fish and chip shop*, *go-karts*, *harbour*, *ice cream kiosk*, *pier*, *seagull*, *sea wall*, *souvenir shop*
- Word building: Verbs with prefixes: *dis-* and *re-* – *disagree*, *disappear*, *discontinue*, *discover*, *dislike*, *recover*, *release*, *remove*, *replace*, *research*, *restore*

Grammar
- Passive statements
- Passive questions

Communication
- Asking for and giving directions
- Writing a field trip report; Planning a field trip report

Pronunciation
- Weak vs strong form of *was*

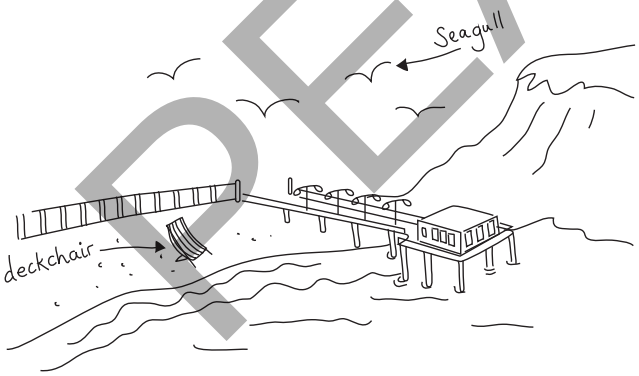
Culture 4 – Valentine's Day

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

Vocabulary Coastal life

Extra activity

Books closed. With stronger groups, brainstorm vocabulary before they open their books. Copy the following simple beach scene on the board and elicit the words *deckchair* and *seagull*.



Students then work in pairs brainstorming vocabulary and adding details to the picture. Encourage students to use their dictionaries when necessary. Collate vocabulary on the board by asking some students to come up to the board, add a detail to the picture and peer-teach the vocabulary they have thought of.

Exercise 1 (Track 2.28)

- Students look at the photos and match them to the words.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each item to check students' pronunciation.

Answers

2 pier
3 amusement arcade
4 go-karts
5 beach hut
6 ice cream kiosk
7 seagull
8 cliffs
9 souvenir shop
10 sea wall
11 harbour
12 deckchair

Extra activity

Read the following definitions and ask students to identify the words:
1 This is a place where you can see lots of ships and boats.
2 This is a place you can go in if you want to change your clothes in private.
3 This is a thing which protects the beach from the sea.
4 This is a place where you can buy postcards and presents.
5 This is a bird which is typical at the coast.
6 This is a structure which sticks out into the sea.
Students check their answers in pairs before checking as a class. Individually, students write definitions for the four words not covered in the previous stage, i.e. *amusement arcade*, *cliffs*, *deckchair* and *go-karts*. (Answers: *1 harbour*; *2 beach hut*; *3 sea wall*; *4 souvenir shop*; *5 seagull*; *6 pier*)

Exercise 2

- Students read the texts and complete them with words from Exercise 1.
- They then check in pairs before checking answers as a class.
- Check answers by asking individual students to read sentences from the text.

Answers

2 souvenir shop
3 go-karts
4 harbour
5 fish and chip shop
6 ice cream kiosk
7 beach hut
8 deckchair
9 cliffs
10 amusement arcade
11 pier

Exercise 3

- 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.

Further practice
Workbook pages 50 and 109

Brain Trainer Unit 6 Activities 1 and 2
See Teacher's Book page 213 and Students' Book page 115

PEARSON

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 for your learners. Then write the following word skeleton on the board: _ e _ _ _ _ _ t

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. Apply a 'zero-tolerance policy' regarding the alphabet – students will often confuse the letter they want to say, e.g. *e* for *i*, *g* for *j*, etc. but you should use the first letter they say, even if that was not the letter they really intended to say. When students think they know what the answer is, they put their hands up. (Answer: *beach hut*)

Third – Continue with other coastal life vocabulary, 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

- *Weston-super-Mare* is a relatively small town in southwest England with a population of around 80,000. It first became a popular holiday resort in the mid-nineteenth century with the arrival of the train. People came in huge numbers from other parts of the country to visit its large sandy beach and it quickly became one of the most popular tourist destinations in the UK. Although still a popular tourist destination today, business has declined in recent years due to the increase in international tourism.
- *Simon's Town* lies on the east side of the Cape Peninsula in South Africa. It is a small town with a population of just over 7,000. It was named after the first Governor of the Cape Colony, Simon van der Stel, from the Netherlands. The town itself is packed in a narrow strip between the harbour and the mountains behind. It has been connected with naval activity since 1741 when it was used by Dutch ships. The harbour was expanded dramatically in the 1970s and is now home to the South African Navy.

Exercise 1

- Draw attention to the photos and ask students what they can see.
- Individually, students match the photos to the maps.
- Make sure students understand not to read in detail at this point.
- Students read the texts quickly and check their answers.

Answers

A – Photos 2 and 3.
B – Photos 1 and 4.

Exercise 2 (Track 2.29)

- Students read the texts again and 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 Simon's Town **3** Simon's Town **4** Weston-super-Mare
5 Weston-super-Mare **6** Simon's Town

Exercise 3 (Track 2.29)

- Students read the texts again and decide if the sentences are true or false.
- Check answers as a class.
- Stronger groups or fast finishers can correct the false sentences.

Answers

1 *False* (Weston-super-Mare is busy in summer, but quieter in winter.)
2 True
3 False (Max doesn't go kite surfing very often because it's expensive.)
4 True
5 False (Lots of tourists come to Simon's Town just to see the penguins.)
6 True

Exercise 4

- In pairs, students ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency.
- Take feedback as a class.

Extra activity

Stronger groups or fast finishers write a paragraph summarising their partner's answers to the questions in Exercise 4, e.g. 'Susan would prefer to go on holiday to Weston-super-Mare because she loves going to the beach. The weather might be bad in the UK, but she wouldn't mind. She'd like to go to the pier because she's never been on a pier before. However, if she had to choose a place to live she'd choose Simon's Town because …'
Monitor and point out errors for students to self-correct.

Further practice

Workbook page 51

PEARSON

Reading

1 Match the photos (1–4) to the places (A–B). Read the texts quickly and check your answers.

2 2.29 Read the texts again. Where can you:

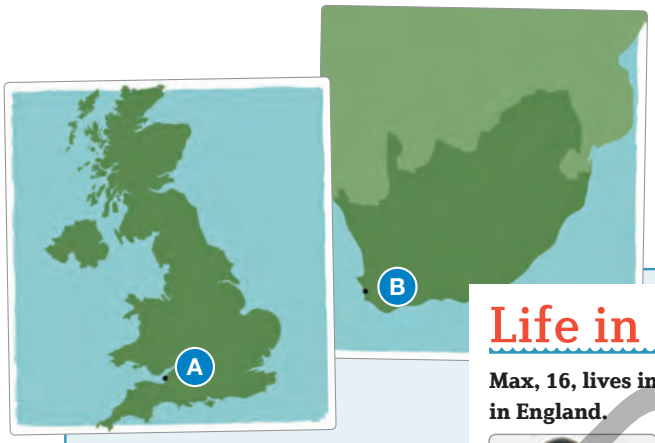
1 ride a go-kart? *Weston-super-Mare*
2 see penguins and whales?
3 see a working harbour?
4 listen to live music?
5 buy some unusual jewellery?
6 go sea kayaking?

3 2.29 Read the texts again. Are the sentences true (T) or false (F)?

1 Weston-super-Mare is very busy all year round. *F*
2 When the weather is bad, Max and his friends sometimes go to the amusement arcades.
3 Max often goes kite surfing in the winter.
4 Kayla probably lives close to the beach.
5 Not many people know about the penguins in Simon's Town.
6 The weather in Simon's Town in winter is better than in many other coastal towns.

4 In pairs, ask and answer.

1 Which place in the texts would you prefer to visit on holiday? Why?
2 Which place would you prefer to live in? Why?
3 How does your home town change in the different seasons?



Life in a seaside town

Max, 16, lives in Weston-super-Mare, in England.

In summer, it's crazy living here. Weston-super-Mare is a major seaside resort, so we get loads of tourists. All sorts of shops open up around the pier – ice cream kiosks, bucket and spade shops and places selling cool jewellery. There's also the pavilion at the end of the Grand Pier. It was completely destroyed in 2008 by a big fire, but it was rebuilt in 2010 and is now open again. It's got a huge go-kart track and lots of amusement arcades, so my friends and I hang out there sometimes, when the weather's not so good. There are also music festivals and sand sculpture exhibitions on the beach in summer. The winter is much quieter and lots of the summer shops are closed, but the beaches at Weston-super-Mare are perfect for kite surfing from October to March. I don't go often because it's expensive, but it's great fun!

Kayla, 17, lives in Simon's Town, in South Africa.

The amazing thing about Simon's Town is the wildlife. I can walk down to the beach in the morning and see whales out in the ocean and penguins and otters on the beach. There are more than 3,000 African penguins on Boulders Beach and lots of tourists come to Simon's Town just to see them! But Simon's Town is also an important naval base and it has a working harbour, so there are always ships coming in and out of the bay. Most places along the Cape Peninsula are wet and windy in winter, but we're lucky in Simon's Town because it's protected from the winds and rain by the Cape Peninsula mountains. My friends and I often go hiking in winter and sometimes we go sea kayaking. The sea is too rough for kayaking in summer, but it's calmer in winter and we can get really close to the whales and seals!

PEARSON

Grammar Passive statements

The town is protected by the mountains.

The Grand Pier was destroyed by a huge fire.

The work will be finished tomorrow.

Grammar reference Workbook page 96

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

1 Passive sentences start with the person or thing *which does the action / the action happens to*.
2 The main verb in passive sentences is always the *infinitive / past participle*.
3 We use *by / from* before the agent (the person who or thing that does the action).

2 **Make these sentences passive.**

1 Many people admire the stylish beach huts in Mudeford, Dorset.
The stylish beach huts in Mudeford, Dorset, are admired by many people.
2 The owners completely rebuilt Beach hut 97 a few years ago.
Beach hut 97 .... .
3 They put a new kitchen with a cooker in the hut.
A new kitchen .... .
4 They bought beautiful furniture for the hut.
Beautiful furniture .... .
5 The owners sold it in 2012 for £170,000.
It was .... .
6 A rich family with two children bought it.
It .... .
7 They probably won't sell it for many years.
It probably .... .

2.30 **Pronunciation Unit 6** page 121

3 **Complete the article with the passive form of the verbs.**

In 2006, at Weston-super-Mare's first sand sculpture exhibition, an amazing sculpture of King Kong [1] *was produced* (produce) by two Dutch sculptors. Twenty tonnes of sand [2] .... (use) to make the sculpture and it [3] .... (admire) by thousands of visitors. But unfortunately, the sculpture [4] .... (destroy) by vandals a month later. The following year, sculptures from different fairy tales, including *Cinderella* and *Alice in Wonderland*, [5] .... (create).

Weston-super-Mare council is now planning the exhibition for next year. 'A new and exciting theme for the exhibition [6] .... (announce) next week,' said Councillor Jones.

How to make a sand sculpture

Wet sand [7] .... (use) to make the sand sculptures. Water [8] .... (pour) onto the sand and then the wet sand [9] .... (press) down to remove all the air. Finally, the sand [10] .... (make) into the right shape.

4 **What about you?** **Work in pairs. Use the verbs in the box to describe one of these processes.**

add heat pour stir

- how to make a cup of coffee

cut put slice spread

- how to make a cheese and tomato sandwich

PEARSON

Grammar Passive statements

Language notes

In this lesson students revise the passive voice, which they first saw in *Next Move 3*. They are not likely to have major problems with the formation of the passive at this level nor are they likely to have problems with it as a concept, as many languages have a passive voice of some form. 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 students' 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 the students.
- Students work individually, choosing the correct options to complete the rules and referring back to the grammar table where necessary.
- Check answers as a class.

Answers

1 the action happens to
2 past participle
3 by

Extra activity

Write the following sentences on the board. Individually, students decide if they are correct or not. They suggest possible changes to the sentences which are not correct (possible answers in brackets).

1 A lot of cool jewellery is sold around the Grand Pier in summer. (✓)
2 They always be close the souvenir shop in winter. (✗ – *They always close the souvenir shop in winter.*)
3 The weather has being really wet and windy all summer. (✗ – *The weather has been really wet and windy all summer.*)
4 They say the new amusement arcade will open next month. (✓)
5 The harbour has used as a naval base since the 1970s. (✗ – *The harbour has been used as a naval base since the 1970s.*)
6 The sand sculptures on the beach were made for a famous artist. (✗ – *The sand sculptures on the beach were made by a famous artist.*)

Exercise 2

- Read through the example with students.
- Check students understand the task before they start.
- Students make the active sentences passive.

Answers

2 Beach Hut 97 was completely rebuilt a few years ago.
3 A new kitchen with a cooker was put in the hut.
4 Beautiful furniture was bought for the hut.
5 It was sold in 2012 for £170,000.
6 It was bought by a rich family with two children.
7 It probably won't be sold for many years.

Pronunciation (Track 2.30)

See Teacher's Book page 220 and Students' Book page 121

Exercise 3

- Students read the article and complete it with the passive form of the verbs.
- They then check in pairs before checking answers as a class.

Answers

2 were used
3 was admired
4 was destroyed
5 were created
6 will be announced
7 is used
8 is poured
9 is pressed
10 is made

Exercise 4

- Students work in pairs, using the verbs in the boxes to describe the processes. Remind them to use the passive voice.
- Monitor and point out errors for students to self-correct.
- Ask some students to describe the processes for the class to hear.

Possible answers

How to make a cup of coffee:
First, the water is heated. Then, some coffee is added to a cup. Finally, the hot water is poured onto the coffee in the cup and it is stirred.
How to make a cheese and tomato sandwich:
First, the bread is sliced and the cheese and tomato are cut. Then, some butter is spread on the bread. Finally, the cheese and tomato are put onto the bread.

Extra activity

Stronger groups or individual students choose another common process, e.g. *how to cook an egg*, *how to use a washing machine*, and write instructions to describe it. Encourage them to include diagrams to illustrate their instructions and to use their dictionaries when necessary. When checking students' work, focus on the positive use of grammar and vocabulary taught so far.

Further practice

Workbook pages 52 and 96–97

PEARSON

Vocabulary Verbs with prefixes: *dis-* and *re-*

Revision

First – Draw the following table on the board. Students then copy the table and complete it with the missing active and passive forms. Tell them that the agent should only be included when it is necessary for meaning. (Answers in brackets)

Tense	Active	Passive
Present simple – affirmative	You need lots and lots of wet sand to make a sand sculpture.	(*Lots and lots of wet sand is needed to make a sand sculpture.*)
Present simple – negative	(*People don't want a naval base in this town.*)	A naval base isn't wanted in this town.
Past simple – affirmative	Joris and Jaap produced the sculpture of King Kong in Weston-super-Mare.	(*The sculpture of King Kong in Weston-super-Mare was produced by Joris and Jaap.*)
Past simple – negative	The bad weather last winter didn't affect Simon's Town.	(*Simon's Town wasn't affected by the bad weather last winter.*)
will	They will rebuild the sea wall before the winter.	(*The sea wall will be rebuilt before the winter.*)
won't	(*They won't finish the new amusement arcade before Christmas.*)	The new amusement arcade won't be finished before Christmas.

Second – Check answers by asking individual students to write the sentences in the table on the board.

Third – Drill the sentences for pronunciation and sentence stress.

Language notes

This lesson introduces students to the prefixes *dis-* (meaning *not*) and *re-* (meaning *again*). Students have already seen a number of words with prefixes in various contexts in the previous levels of *Next Move*, e.g. *disapprove*, *unfriendly*, *unpopular*, etc. but this is the first time they actively focus on prefixes and their specific meaning. Make sure students understand that the prefixes *dis-* or *re-* can be used with other words, not just verbs, e.g. *disappointed* (adjective) and *reaction* (noun). Clarify also that many words start with *dis-* or *re-*, but this may not in fact be a prefix, e.g. *distance*, *disturb*, *reach*, *report*.

Extra activity

Books closed. Draw a large question mark on the board and to the right of it the words *agree*, *continue* and *like*.

agree
? *continue*
like

Ask students what they could do if they want to make the opposite of all three words. (Answer: *add the prefix 'dis-'.*) Check the answer as a class and explain that *dis-* is a prefix which is often used to give a word the opposite meaning. Elicit any other prefixes they know, along with their meaning and some example words, e.g. *un-* (meaning *not*) – *unhappy*, *unpopular*; *kilo-* (meaning *thousand*) – *kilobyte*, *kilometre*, etc.

Exercise 1 (Track 2.31)

- Individually, students match the words in the box to the definitions.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each item to check students' pronunciation.

Answers

2 restore **3** remove **4** discontinue **5** research
6 recover **7** discover **8** disagree **9** dislike
10 release **11** replace

Exercise 2

- Students refer back to Exercise 1 and choose the correct options.
- Check answers as a class.

Answers

1 re **2** dis

Exercise 3

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

Answers

1 *researched*, discovered
2 disappeared, recover
3 dislike, disagree
4 removed, replaced
5 restore, discontinued
6 released, discovered

Exercise 4

- Students work in pairs, asking and answering the questions.
- Monitor and point out errors for students to self-correct.

Further practice

Workbook pages 53 and 109

Brain Trainer Unit 6 Activity 3

See Teacher's Book page 214 and Students' Book page 116

PEARSON

Vocabulary Verbs with prefixes *dis-* and *re-*

1 2.31 **Match these words to the definitions (1–11). Then listen, check and repeat.**

disagree	disappear *1*	discontinue	discover
dislike	recover	release	remove
replace	research	restore	

1 become lost or impossible to see
2 clean and repair something or give something back to someone
3 take something away
4 stop producing something
5 study a subject in detail
6 become healthy again or bring something back which was lost
7 find
8 have a different opinion about something from another person
9 think someone or something is not very nice
10 allow someone to be free or to leave a place
11 take away something or someone and put a new thing there

Word list page 77 **Workbook** page 109

2 **Study the words and definitions in Exercise 1 again. Choose the correct options.**

1 The prefix *dis / re* means *again* or *back*.
2 The prefix *dis / re* means *not*.

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

1 We *researched* the topic of marine archaeology for our History project last week and .... some very interesting information.
2 Last week my computer crashed and all my files .... but fortunately a computer expert managed to .... most of the information.
3 I don't .... Tanya, but we .... about so many subjects that we often argue.
4 The old amusement arcades on the pier were .... last month and .... with new, 3D machines.
5 My computer broke down and I need to .... my files, but the software I have to buy has been .... .
6 A burglar broke into the local pet shop and .... all the animals. The pet shop owner .... them later hiding in the park.

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

1 Has anything ever mysteriously disappeared from your room/bag/desk? What?
2 Do you disagree with your parents/brother/sister/friends about any issues? Which?
3 Would you like to research a particular topic in Science/History/Geography? Why?/Why not?

Brain Trainer Unit 6
Activity 3 Go to page 116

PEARSON

Chatroom Asking for and giving directions

Speaking and Listening

1 **Look at the photo. Does Yasmin want to visit the tower? Does Fraser?**

2 2.32 **Listen and read the conversation. Check your answers.**

3 2.32 **Listen and read again. Answer the questions.**

1 When was the Naze Tower built? *In 1720*
2 What can you do at Naze Tower?
3 What does Fraser want to do?
4 What does Yasmin want to do?
5 What are Fraser and Yasmin looking for?

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

Fraser Wow, look at that tower. Does your aunt live here, Yasmin?
Yasmin Don't be silly! This is the Naze Tower.
Fraser It looks really old. When was it built?
Yasmin It was built in 1720 and then it was restored in 2004.
Fraser Are people allowed to visit it?
Yasmin Yes, of course. There's an art gallery and museum there, too.
Fraser Let's go there now. I've been researching naval history for my school project. This is perfect.
Yasmin Sorry, Fraser. My aunt's expecting us and we're late and lost. Let's ask for directions.
Fraser Excuse me, how do we get to Naze Park Road?
Man Go past the tower and then take the second turning on the left. Is that right?
Woman No, that's completely wrong! Cross over the road by the shop. Then turn left and take the first right. You can't miss it.
Yasmin Thanks so much. Sorry to disturb you!

Say it in your language …
Don't be silly!
Sorry to disturb you!

PEARSON

Chatroom Asking for and giving directions

Revision

First – Revise with students the verbs with prefixes covered in the previous lesson. 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 dislike *(e k i l s i d)*
2 remove *(e v o m e r)*
3 replace *(e c a l p e r)*
4 release *(e s a e l e r)*
5 recover *(r e v o c e r)*
6 discover *(r e v o c s i d)*
7 disagree *(e e r g a s i d)*
8 research *(h c r a e s e r)*
9 disappear *(r a e p p a s i d)*
10 discontinue *(e u n i t n o c s i d)*

Check answers by asking individual students to write words on the board.

Second – Write the following gapped sentences on the board:

1 I need to … my computer – it's really old and slow.
2 Have you seen my phone? It was in my bag before, but now it's … .
3 I've just … that there's an amusement arcade five minutes from my house!

Students complete the sentences using the correct form of the verbs with *dis-* and *-re-* from the first stage.
(Answers: *1 replace*; *2 disappeared*; *3 discovered*)

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 them.

Cultural notes

- *The Naze Tower* is an important coastal landmark in the UK. It stands on a small peninsula on the Essex coast. It is 26 metres high and there are 111 steps to reach the top. When built, its purpose was to guide ships along the coast. It is in fact an early example of a lighthouse and would originally have held a beacon as a guide for sailors. The tower is still owned by a local family, who paid for the 2004 restoration and continue to run the landmark today. As well as the art gallery and museum there is also a viewing platform on the roof with spectacular views of the area.

Speaking and Listening

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 2.32)

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

Answer

Yasmin doesn't want to visit the Tower but Fraser does.

Exercise 3 (Track 2.32)

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

Answers

2 You can visit an art gallery and a museum.
3 Fraser wants to visit the tower.
4 Yasmin wants to ask for directions and go to her aunt's house.
5 They are looking for Naze Park Road.

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 to 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.

Don't be silly! – exclamation used to respond to a comment or suggestion which the speaker considers to be foolish. Care should be taken with the intonation to make it sound light-hearted so as not to make the other person feel stupid.

Sorry to disturb you! – polite interjection used to apologise for having interrupted something another person was doing. Often used immediately after *'Excuse me'*. Can also be used with humorous irony, for example you might use it in class if a group of students are talking to each other and not doing their work, e.g. *'Excuse me guys. Sorry to disturb you, but as you're talking I imagine you've finished and want an extra exercise to do.'*

PEARSON

Exercise 5

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

Answers

2 Go past **3** second turning, left **4** by the shop
5 turn, take

Exercise 6

- Read through the phrases for asking for and giving directions.
- Drill the phrases for sentence stress and intonation.

Exercise 7 (Track 2.33)

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

Exercise 8

- Students make their own conversations about the places on the map by replacing the words in purple in Exercise 7.
- Monitor, but do not interrupt fluency unless students make mistakes with the use of the phrases for asking for and giving directions.

Extra activity

Stronger groups practise imaginary conversations with 'tourists' lost in their own town or city. Demonstrate with a stronger student. Establish exactly where you are before you start, e.g. *at the exit of the shopping centre in New Street*. The student takes the role of the local and you take the role of the tourist, e.g.

Teacher Excuse me, could you tell me where the museum is?
Student Of course. Cross over the road by the theatre. Take the second turning on the left and …

Students then work in pairs, taking turns asking for and giving directions around their town or city. Monitor and help with vocabulary if necessary.

Further practice

Workbook pages 54 and 118

Grammar Passive questions

Exercise 1

- Read the grammar table with the students.
- Students work individually, matching the beginnings to the endings to make rules and referring back to the grammar table where necessary.
- Check answers as a class.

Answers

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

Exercise 2

- Individually, students order the words.

Exercise 3 (Track 2.34)

- Play the recording for students to listen and check their questions.
- Check the questions as a class.
- Repeat the recording for students to make notes on the answers.

Answers

2 How was it destroyed?
3 Were any people injured in the fire?
4 Will a new pier be designed?
5 Are many photographs taken of the pier?
6 When will the old pier be removed?

Exercise 4

- Students check in pairs before checking answers as a class.

Answers

1 It was built in 1866.
2 It was destroyed by a big fire.
3 No, no people were injured in the fire.
4 No, a new pier won't be designed. An observation tower will be built there.
5 Yes, many photographs are taken of the pier.
6 The old pier will be removed soon.

Audioscript

See Teacher's Book page 229

Extra activity

Students practise rewriting questions in the passive. Write the following active questions on the board for students to make passive.

1 Why did they remove my deckchair?
2 When will they send me a postcard?
3 Do people in Italy make this ice cream?
4 Did people leave lots of litter on the beach last summer?
5 Will someone paint the house this week?
6 Where do they make this bread?

Students check in pairs before checking answers as a class.

(Answers: *1 Why was my deckchair removed?*; *2 When will a postcard be sent to me?*; *3 Is this ice cream made in Italy?*; *4 Was lots of litter left on the beach last summer?*; *5 Will the house be painted this week?*; *6 Where is this bread made?*)

Further practice

Workbook pages 55 and 96–97

PEARSON

5 **Look back at the conversation. Complete the sentences.**

1 Excuse me, *how do we get* to Naze Park Road?
2 .... the tower.
3 Take the .... on the .... .
4 Cross over the road .... .
5 Then .... left and .... the first right.

6 **Read the phrases for asking for and giving directions.**

Asking for directions

Excuse me, could you tell me where the post office is?
Excuse me, how do I get to the park?
Excuse me, could you direct me to the station?

Giving directions

Cross over the road by the bank.
Take the third turning on the left/right.
Turn left/right out of here.
Go past the bike shop and then turn left/right.
Take the first left/right.
It's on the left/right.
You can't miss it.

7 2.33 **Listen to the conversation. Act out the conversation in pairs.**

Holly Excuse me, could you tell me where the cinema is?
Woman Yes, of course. Turn left at the bookshop and take the first turning on the right. It's opposite the café.
Holly Thank you!

8 **Look at the map. Work in pairs. Practise giving directions to these places.**

1 supermarket
2 hospital
3 castle
4 bookshop
5 park
6 phone shop

Grammar Passive questions

Present simple

Are people allowed to visit it?
Where is cocoa produced?

Past simple

When was it built?
Were the buildings restored after the fire?

Future simple

What will be built there in the future?
Will the painting be shown in the art gallery?

Grammar reference Workbook page 96

1 **Study the grammar table. Match the beginnings (1–3) to the endings of the sentences (a–c) to complete the rules.**

1 Present simple questions are formed with
2 Past simple questions are formed with
3 Future simple questions are formed with

a *was/were* + past participle. The subject comes after *was/were*.
b *am/is/are* + past participle. The subject comes after *am/is/are*.
c *will* + *be* + past participle. The subject comes after *will* and before *be*.

2 **Make questions.**

1 pier / was / the / When / built?
When was the pier built?
2 it / destroyed / How / was?
3 injured / any / in / fire / the / people / Were?
4 new / designed / Will / pier / be / a?
5 the / Are / of / pier / taken / many / photographs?
6 old / be / When / will / removed / the / pier?

3 2.34 **Listen to the questions and check your answers. Then listen again and make notes on the answers.**

4 **Work in pairs and compare your notes.**

69

PEARSON

Reading

1 **Read the article quickly. Write the dates for these events:**

1 Blackbeard captured *La Concorde*. *1717*
2 *Queen Anne's Revenge* sank.
3 Blackbeard was killed.
4 The remains of *Queen Anne's Revenge* were discovered.

Shipwrecks, pirates and sunken treasure!

Discover the world of Blackbeard

Today marine archaeologist, Thelma Broad, tells us about Blackbeard's ship!

Who was Blackbeard?
Blackbeard was a pirate. His real name was Edward Teach and he lived from 1680–1718. In 1717, he captured a French slave ship called *La Concorde*. He renamed the ship *Queen Anne's Revenge*. This then became his main pirate ship and he cruised around the Caribbean, attacking other ships and stealing their treasure.

How did *Queen Anne's Revenge* sink?
In May 1718, Blackbeard sailed *Queen Anne's Revenge* from Charleston, in the USA, to North Carolina. Here, the ship got stuck in the sea floor and sank. Blackbeard was killed a few months later.

When was the wreck of *Queen Anne's Revenge* discovered?
In 1996, a private research company found the remains of *Queen Anne's Revenge* off the coast of North Carolina.

What kinds of objects were found on the wreck?
All sorts of interesting objects were discovered on *Queen Anne's Revenge*, including plates, guns and jewellery. In total, over 16,000 objects were recovered from the wreck between 1997 and 2012, giving us a fascinating understanding of the daily lives and habits of eighteenth century pirates.

How are the objects cleaned?
It is a very slow process. They have been underwater for such a long time that there is a thick hard cover around them. Marine archaeologists x-ray the objects in order to find out what there is inside the cover. Then chemicals are used to remove the cover gently. Most objects are put in a chemical bath for about five years!

Have archaeologists discovered any gold?
Yes! Marine archaeologists have found some gold dust, but they haven't found any coins. Blackbeard and his crew probably removed all the coins and other expensive objects before they abandoned the ship.

Key Words

cruise	stuck	sink
remains	dust	abandon

2 2.35 **Read the article again. Answer the questions.**

1 What was Blackbeard's real name?
Edward Teach
2 What is the connection between *La Concorde* and *Queen Anne's Revenge*?
3 Where did Blackbeard sail in May 1718?
4 Who found the wreck of *Queen Anne's Revenge* in 1996?
5 How many objects were recovered from the wreck between 1997 and 2012?
6 Why weren't there any expensive objects in the wreck?

Listening

1 2.36 **Listen to a tour guide talking about the *Cutty Sark*. Choose the best description.**

The *Cutty Sark* was:
1 a ship and then a school for sailors.
2 a ship and then a restaurant.
3 a ship and then a home for old sailors.

Listening Bank Unit 6 page 119

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

1 The restoration of the *Cutty Sark* was extremely expensive. Do you think it cost too much?
2 What do you think people can learn about when they visit the *Cutty Sark*?
3 Have you ever visited a historical ship? What was it like?

PEARSON

Reading

Cultural notes

- *Blackbeard* was a renowned English pirate who repeatedly attacked ships coming and going from the East Indies and the American colonies in the early eighteenth century. He is one of the most famous pirates in history and is particularly well known in the USA, having terrorised much of the east coast during his lifetime. Little is know for sure about his early life, but it is believed that he was born in Bristol and he may have been a private soldier as a young man. In the last years of his life he agreed to share the money he stole with the Governor of North Carolina. This was too much for the local people who begged the British Naval Forces for help and he was finally caught and beheaded in 1718. According to legend, he buried a huge amount of treasure, which to this day has never been found.

Exercise 1

- Draw attention to the picture and photo and ask students what they can see.
- Students read the article quickly and find the dates for the events.
- Make sure students understand not to read in detail at this point.

Answers

2 1718 **3** 1718 **4** 1996

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.

cruise – to travel around by boat, usually with a circular motion rather than going directly from one place to another

stuck – to not be mobile, to have become fixed in one position so it is impossible to move

sink – to fill with water and go to the bottom of the sea or another area of water

remains – what is left of something after a long time, usually only a small part of something as the main part has disappeared or decayed with time

dust – a very fine powder, tiny pieces so small that we cannot distinguish them individually with our eyes

abandon – to leave someone or something suddenly, without warning or planning, often because we are in danger

Exercise 2 (Track 2.35)

- Students read the article 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 It was the same ship. Blackbeard changed the name when he captured it.
3 He sailed from Charleston, in the USA, to North Carolina.
4 A private research company found the wreck.
5 Over 16,000 objects were recovered from the wreck.
6 Because Blackbeard and his crew probably removed all the expensive objects before they abandoned the ship.

Listening

Cultural notes

- The *Cutty Sark* is one of the most famous boats in British naval history. The ship was actually only used to transport tea for a few years as the Suez Canal opened in the same year it was completed which meant that the route to China was dramatically shortened. The *Cutty Sark* was extremely fast so, rather than using it on the now relatively short route to China, it was used to transport wool from Australia to Britain. During that period, the *Cutty Sark* was unquestionably the fastest ship travelling between Britain and Australia, but ultimately newer steam ships took over the route. The ship was fully restored after the 2007 fire at a total cost of over £40 million and was reopened to visitors in 2012 to coincide with the London Olympics.

Exercise 1 (Track 2.36)

- Play the recording for students to choose the best description.
- Check the answer as a class.

Answer

1 a ship and then a school for sailors.

Audioscript

See Teacher's Book page 229

Listening Bank

See Teacher's Book page 217 and Students' Book page 119

Exercise 2

- In pairs, students ask and answer the questions.
- Take feedback as a class.

Further practice

Workbook page 56

PEARSON

Writing A field trip report

Revision

First – Prepare a 'live listening' about an interesting monument or place in your town, including grammar and vocabulary from the unit. Explain to students how to get to it from the school and give them some basic information about its history. Use the following text as an example:
Have you ever been to the old cinema in the town centre? It doesn't show films when they are released, it shows old films. Most of the cinemas in the centre have disappeared, but this is still open. You turn left out of the school. Go past the shopping centre and cross over the road by the post office. It's on the right. You can't miss it. It was built in 1932, but it was bombed in the war and it was closed for a long time. I think it was abandoned for 20 or 30 years. When I was a child there was an amusement arcade next door and a fish and chip shop, too. My friends and I hung out there every weekend! Well, the cinema was restored two years ago and it's really beautiful now. The style is called 'art-deco' – go and see an old film there one day, you might discover that you really like them!

Second – Write a 'Fact File' up on the board, like the example below. As students listen to you, they complete the fact file with appropriate information.

Fact File
What?
Where?
Built?
Closed?
Restored?
Type of film?

(Answers: Fact File – *What? Art-deco cinema*; *Where? in the city centre*; *Built? 1932*; *Closed? for 20 or 30 years after the war*; *Restored? two years ago*; *Type of film? old films*)

Third – In pairs, students compare their ideas. Check answers by asking individual students to complete the Fact File on the board.

Exercise 1

- Read the Writing File with the class.

Exercise 2

- Draw attention to the photo and ask students what they can see.
- Individually, students decide if the sentences come from Section 1, 2 or 3.
- Check answers as a class.

Answers

Section 1 – Sentences 2 and 4
Section 2 – Sentences 3 and 5
Section 3 – Sentences *1* and 6

Exercise 3

- Students complete the field trip report with the phrases in the box.
- They then check in pairs before checking answers as a class.

Answers

2 Our first visit
3 In the afternoon we
4 In conclusion
5 We also concluded

Exercise 4

- 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 5

- Remind students that their field trip report should be divided into three sections – an introductory summary of the trip, a description of the trip in clear chronological order and conclusions drawn from the trip. Tell them to use the structure in the Writing File when they prepare their report.
- 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/she has to guess the word using the one-word clues which you're going to give. If, for example, you have the word *amusement arcade*, you might say:
Teacher: *fun* → Student: *weekend?* → Teacher: *holiday* → Student: *beach?* → Teacher: *pier* → Student: *ice cream kiosk?* → Teacher: *games* → Student: *amusement arcade?* → 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 finish with their vocabulary cards, change them with another pair until all the pairs have revised all the cards.

Further practice

Workbook page 57

PEARSON

Writing A field trip report

1 **Read the Writing File.**

Writing File Planning a field trip report

When you write a field trip report, divide your information into clear paragraphs or sections.

- **Section 1:** Give a brief summary of the basic information: what you did, why, when and where.
- **Section 2:** Write a description of the trip in clear chronological order.
- **Section 3:** Use the information from your trip to draw conclusions.

2 **Look at the sentences. Decide if they come from Section 1, 2 or 3.**

Sea defences in Mappleton

1 In conclusion, we discovered that there are different ways of managing coastal erosion. *3*
2 On Tuesday, 25th October, Class 9C travelled to Holderness, in Yorkshire.
3 We looked at the new sea defences which were built in 1991 to protect the beach.
4 Our aim was to research coastal erosion and to find out about different ways of managing it.
5 Our first visit in the morning was to Mappleton.
6 We also concluded that the use of sea defences in some areas can increase coastal erosion in other areas.

3 **Use the phrases in the box to complete this field trip report.**

In conclusion	In the afternoon we	~~Our aim was~~
Our first visit	We also concluded	

On Friday, 5th May, Class 10P travelled to Weston-super-Mare. [1] *Our aim was* to research the redevelopment of the Grand Pier and its impact on tourism.

[2] .... was to the Grand Pier. We interviewed the manager of the rebuilt pavilion and found out about the costs of the pier restoration programme. [3] .... divided into groups and did surveys of tourists to the town. We asked questions about why they were visiting Weston-super-Mare. We discovered that the main reasons for visiting Weston-super-Mare were the beach, the pier, the amusement arcades and the go-kart track at the pavilion. Some tourists also visited for water sports or to visit relatives.

[4] ...., we discovered that although the reconstruction of the pier was very expensive, it was also an important tourist attraction for the town. [5] .... that the town could attract more tourists by improving its water sports facilities.

4 **You are going to write a short field trip report about a visit to an interesting tourist attraction in your country.**
Think about:

- when it was built.
- how many people visit it.
- was it ever damaged or restored?

Complete these notes:
Field trip to: ....
Aim: Find out about ....
Conclusion: Is .... a good tourist attraction?

5 **Now write your report. Use the sample field trip report in Exercise 3 and your notes in Exercise 4.**

Remember!

- Plan your report carefully and divide it into sections.
- Use the vocabulary in this unit.
- Check your grammar, spelling and punctuation.

PEARSON

Refresh Your Memory!

Grammar Review

1 **Are the sentences active (A) or passive (P)?**

1 The Bell Rock Lighthouse was built in 1811. *P*
2 It was designed by Robert Stevenson and John Rennie.
3 They started work on the lighthouse in 1807.
4 It was built out of white stone.
5 Stevenson wrote a book about it.
6 People call it Stevenson's Lighthouse.
7 It is still used as a working lighthouse today.

2 **Make these sentences passive.**

1 A builder restored my house.
My house *was restored by a builder.*
2 They sell delicious food at this shop.
Delicious food .... .
3 We don't keep the bread in this cupboard.
The bread .... .
4 They will take the photograph this afternoon.
The photograph .... .
5 Someone stole my bag yesterday.
My bag .... .
6 Lots of tourists visit this attraction.
This attraction .... .
7 They won't fix my car this week.
My car .... .
8 They sent the postcard yesterday.
The postcard .... .

3 **Make questions. Then match the questions (1–5) to the answers (a–e).**

1 was / *Treasure Island* / When / the / written / book
When was the book 'Treasure Island' written?
2 by / was / written / Who / it
3 a / Was / book / made / of / film / the
4 lots / Is / today / read / people / it / by / of
5 book / sold / is / the / Where

a Yes, it is still read by many people today.
b Robert Louis Stevenson
c In 1883 *1*
d In all good bookshops.
e Yes, several films were made of the book.

Vocabulary Review

4 **Match (1–5) to (a–e) to make words about coastal life.**

1 fish	a gull
2 beach	b chair
3 souvenir	c shop
4 deck	d and chip shop
5 sea	e hut

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

~~discontinue~~	discover	dislike	recover
remove	replace	research	restore

1 You can't buy this mobile phone in the shops – it was *discontinued* last year.
2 Could you .... your bag from the chair? I want to sit down.
3 I was very ill at the weekend, but I've .... now.
4 I want to .... my old bike with a new one, but I haven't got enough money.
5 I don't .... Leo, but we're not best friends.
6 Look! I've .... £10 in my pocket!
7 My family moved into an old lighthouse last year and .... it.
8 I'm .... my family history at the moment. It's really interesting.

Speaking Review

6 2.37 **Complete the conversation with these phrases. Then listen and check.**

~~Could you tell me~~	cross over the road	Go past
how do I get to	Turn right	You can't miss it!

A Excuse me. [1] *Could you tell me* where the station is?
B Yes, of course. It's opposite the library. [2] ....
A Ah, but [3] .... the library?
B OK. [4] .... out of here and then [5] .... by the bookshop. [6] .... the school and then turn left.

Dictation

7 2.38 **Listen and write in your notebook.**

My assessment profile: Workbook page 132

PEARSON

Refresh Your Memory!

Exercise 1

Answers

2 P 3 A 4 P 5 A 6 A 7 P

Exercise 2

Answers

2 Delicious food is sold at this shop.
3 The bread isn't kept in this cupboard.
4 The photograph will be taken this afternoon.
5 My bag was stolen yesterday.
6 This attraction is visited by lots of tourists.
7 My car won't be fixed this week.
8 The postcard was sent yesterday.

Exercise 3

Answers

2 Who was it written by? b
3 Was a film made of the book? e
4 Is it read by lots of people today? a
5 Where is the book sold? d

Exercise 4

Answers

2 e 3 c 4 b 5 a

Exercise 5

Answers

2 remove 3 recovered 4 replace 5 dislike
6 discovered 7 restored 8 researching

Exercise 6 (Track 2.37)

Answers

2 You can't miss it! 3 how do I get to 4 Turn right
5 cross over the road 6 Go past

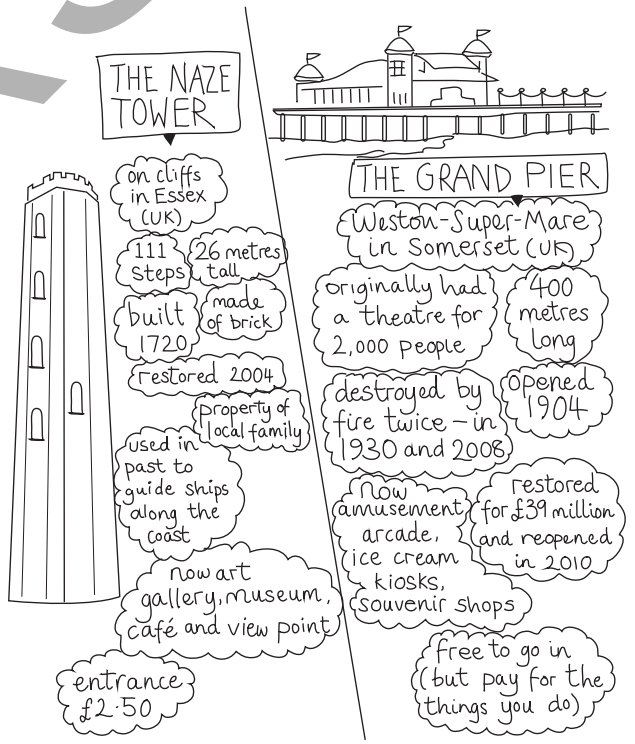
Exercise 7 (Track 2.38)

Answers and Audioscript

1 The sea wall was restored in 1997.
2 Will my sandwich be stolen by that seagull?
3 The pier is visited by thousands of tourists every week.
4 I don't like amusement arcades or go-karts because they're very noisy.
5 When was the beach hut sold?
6 The angry man was removed from the meeting.

Extra activity

Revise the vocabulary and grammar of the unit:
– Copy the pictures of the Naze Tower and the Grand Pier onto the board and ask students what they can remember about them from the unit. Tell students that they are going to find out a little bit more about the two structures in this activity.
– If you have a map of the UK available, show students where Essex and Weston-super-Mare are.
– In small groups students brainstorm questions to find out additional information about the two structures, e.g. *'How tall/long is it?'*, *'What's it made of?'*, *'Where is it?'*, *'How much does it cost to go in?'*, etc. While they brainstorm questions, write up the additional information about each place.
– Ask students to look at the additional information and see if they have thought of a question for each 'cloud'. Elicit questions for any items which they are not sure about and help with vocabulary and grammar if necessary.
– Check students understand that some of the questions will need to be in the passive, e.g. *'When was it built?'*, *'When was it restored?'*, *'What is it used for today?'*, etc. but others will be in the active.
– Tell students that they are going to work in pairs and take turns to be tourists and tour guides. Ask them to decide which of them is going to 'visit' the Naze Tower and which of them is going to 'visit' the Grand Pier.
– In pairs, students roleplay the situation. The tourist asks the tour guide about the Naze Tower. If the tourist asks the guide any questions which the student doesn't know the answer to, he/she can invent information.
– Students then change roles and repeat the activity with the information about the Grand Pier.



My Assessment Profile Unit 6

Workbook page 132

Culture 4 – Valentine's Day

See Teacher's Book page 224 and Students' Book page 125 (for extra reading, discussion and writing work).

PEARSON

Real World Profiles

Cultural notes

- *Laura Dekker* is a real person. She was born in New Zealand to a German mother and a Dutch father and so has triple nationality. At the time, her parents were on a seven-year sailing trip around the world and, although they eventually returned to the Netherlands to live, Laura has always been in love with sailing.
  She first talked about sailing around the world on her own in 2009 but, despite support from her parents, the Dutch authorities would not allow her to make the trip as, according to Dutch law, she was too young to make the trip alone.
  After several years of fighting with the authorities in the Netherlands, she was finally able to start her journey. Her route took her from St Maarten in the Caribbean, through the Panama Canal, across the north coast of Australia, around the Cape of Good Hope and then across the Atlantic back to St Maarten. When she arrived on 21st January 2012 her amazing voyage was reported in the media around the world.

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: *voyage*, *journey*, *settled*, *courage*, *determination*, *authorities*, *record-breaking*, *attempt*, *waves*, *pancakes*.

Exercise 1

- Draw attention to the photos and ask students what they can see.
- Students read the profile and the headline and guess what Laura has achieved.
- Check the answer as a class.
- If you have a world map available, ask students where the Netherlands is.

Answer

c She has sailed around the world.

Exercise 2 (Track 2.39)

- Students read the article again 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 sailed from the Netherlands to Britain.
3 Because they felt that she was too young to sail alone.
4 She was trying to buy a boat.
5 She was 16 years old.
6 She ate pasta, rice, biscuits and pancakes.
7 Yes, she did.

Extra activity

Extend the work on Laura Dekker and her round-the-world voyage by asking students to visit her website and find out more about the route she took around the world. Students then prepare a poster showing the route she took and including some of Laura's own photos from her trip with appropriate labels. Remind them that they should find out the names of the key places to include on the route in English.

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 do you think Laura learnt from her trip?
2 Imagine you are Laura's parents. Would you give her permission to go?
3 Laura studied during her trip, but do you think she'll get good results in her exams? Why?/Why not?
4 In what situations should authorities stop people from doing what they want?
5 If you could do something really adventurous, what would you do? Why?

In this unit have you …

… used the Grammar and Vocabulary worksheet?
… used the Reading and Listening worksheet?
… used the Writing worksheet?
… used the Speaking worksheet?
… used the 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

PEARSON

Real World Profiles

Laura Dekker's Profile

Age:	Home country:
17	The Netherlands

My favourite things …

sailing, surfing, scuba diving, playing the flute

Reading

1 **Read Laura's profile. Look at the photos and the headline. Guess what Laura has achieved.**

a She has written a book about sailing.
b She has designed and made her own boat.
c She has sailed around the world.
d She has built a house shaped like a boat.

2 2.39 **Read the article. Answer the questions.**

1 How old was Laura when her family moved to the Netherlands?
four years old
2 Where did Laura sail on her first solo journey?
3 Why did some people disagree with Laura's plans to sail solo around the world?
4 What was Laura doing when she was found in St Maarten?
5 How old was Laura when she completed her solo round-the-world trip?
6 What did she eat when she was sailing around the world?
7 Did she do any schoolwork during her trip?

Born to sail

Laura Dekker was born on a boat and lived there with her parents for the first four years of her life as they completed a seven-year voyage around the world. When that journey ended in 1999, Laura's family settled in the Netherlands, but her love of sailing and the sea grew stronger every day.

When she was six years old, she was given her own boat and learnt to sail it and soon began to make short solo sailing trips. At the age of thirteen, Laura made her first long solo journey from the Netherlands to Britain. Laura then started to plan a journey around the world, but although many people admired her courage and determination, other people disagreed and felt that she was too young to sail alone. The Dutch authorities tried to stop her. 'The journey is too dangerous for a thirteen-year-old and her education will be disturbed,' they said.

A few months later, Laura ran away from home and was discovered in St Maarten in the Caribbean. She was trying to buy a boat!

Finally, in July 2010, when Laura was fourteen years old, the Dutch authorities removed the ban on her record-breaking attempt. She began her journey in August 2011 and on January 21st 2012, at sixteen years and four months old, she arrived in St Maarten and became the youngest person to sail solo around the world.

During her journey, she had to deal with six-metre-high waves, storms and strong winds. She lived on a diet of pasta and rice, with biscuits and pancakes. She kept her boat and herself safe from bad weather and also from pirates and she even did some homework as well!

Class discussion

1 What do you think? Was Laura too young to sail solo around the world?
2 How do you think Laura felt during her journey? Why?
3 Would you like to do what Laura did? Why?/Why not?
4 What would you miss most if you sailed around the world?

PEARSON

Exercise 1
2 should take some food
3 shouldn't forget your
4 have to/must leave your bags
5 mustn't talk
6 can play, can't play

Exercise 4
2 are you going to, 're going to
3 're going to
4 will, 'll
5 Are you going to, am, 'll

2 Review

Grammar Modals: ability, obligation, prohibition and advice

1 **Complete the second sentence so that it means the same as the first. Use the words given. There may be more than one possible answer.**

1 It's not necessary to wear a helmet when you ride a scooter.
You *don't have to wear a helmet* when you ride a scooter.
2 I advise you to take some food to the party.
You .... to the party.
3 It's a bad idea to forget your sister's birthday.
You .... sister's birthday.
4 Leave your bags outside the classroom!
You .... outside the classroom.
5 No talking in the library!
We .... in the library.
6 She is able to play the guitar but she isn't able to play the piano.
She .... the guitar but she .... the piano.

Past modals

2 **Put these sentences into the past tense.**

1 Sarah can't read very well without her glasses.
Sarah couldn't read very well without her glasses.
2 We have to take the dog for a walk.
3 They don't have to do any homework over the holidays.
4 I can hear you but I can't see you.
5 They must be at the cinema at 6 o'clock.
6 Can you climb to the top of that tree?

Modals: possibility

3 **Choose the correct options.**

A Is this John's bag?
B No, it [1] *can't / could* be John's bag. John's bag is blue and this is orange.
A Well it [2] *must / could* be Henry's bag. His is orange.
B Yes, it [3] *could / can't* be Henry's or it [4] *might / must* be Jade's. She's got an orange bag, too.
A Let's look inside. Aha, this book has got Jade's name in it.
B So it [5] *must / can't* be Jade's bag!

will/going to

4 **Choose the correct options.**

1 **A** I'm hungry.
B *I'm going to / 'll* make you a sandwich.
2 **A** What *are you going to / will you* do in the holidays?
B We*'re going to / will* sail to France.
3 Oh no! It's 8 o'clock already. We*'re going to / will* miss the bus.
4 **A** Where do you think you *are going to / will* be in 2020?
B I think I*'m going to / 'll* be on my own private island!
5 **A** *Are you going to / Will you* go to Amy's birthday party tonight?
B Yes, I *am / will*. How about you?
A No, I can't. But I've got a card for her.
B OK, I*'m going to / 'll* take it to the party with me.

5 **Complete the sentences with *will* or *going to* and the verbs in brackets.**

1 I think my team *will win* (win) the match next weekend.
2 My friends and I .... (meet) at the cinema tomorrow at 5 o'clock, but I don't know which film we .... (watch) yet.
3 **A** Oh no! The car's not working.
B Don't worry. We .... (take) the bus to school.
4 I've broken my brother's new mobile phone. He .... (be) really angry with me!
5 What .... (study) at university next year?
6 How do you think we .... (travel) to other countries in 2050?

Present simple and Present continuous for future

6 **Complete the text with the Present simple or Present continuous form of the verbs in brackets.**

I'm really looking forward to tomorrow – I've got lots of plans. My singing lesson [1] *starts* (start) tomorrow at 9.00 a.m. and it [2] .... (finish) at 10.30 a.m. Then I [3] .... (meet) my friends in the park. In the afternoon we [4] … (take) a train to Windsor. The train [5] .... (leave) at 3.30 p.m. We [6] .... (visit) Windsor Castle and then we [7] .... (go) to the theatre in the evening. What [8] .... (you/do) tomorrow?

74

Exercise 2
2 We had to take the dog for a walk.
3 They didn't have to do any homework over the holidays.
4 I could hear you but I couldn't see you.
5 They had to be at the cinema at 6 o'clock.
6 Could you climb to the top of that tree?

Exercise 5
2 are going to meet, 'll watch
3 'll take
4 'll be
5 are you going to study
6 will travel

Exercise 3
2 could
3 could
4 might
5 must

Exercise 6
2 finishes
3 'm meeting
4 're taking
5 leaves
6 're visiting
7 're going
8 are you doing

PEARSON

Exercise 7
2 Sony computers are produced in Japan.
3 Your windows won't be cleaned tomorrow.
4 This plate was broken yesterday.
5 The *Mona Lisa* wasn't painted by Van Gogh.
6 New sources of energy will be discovered in the future.

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

Passive statements

7 **Make these sentences passive.**

1 People make chocolate from cacao beans.
Chocolate *is made from cacao beans*.
2 They produce Sony computers in Japan.
Sony computers .... .
3 They won't clean your windows tomorrow.
Your windows .... .
4 Someone broke this plate yesterday.
This plate .... .
5 Van Gogh didn't paint the *Mona Lisa*.
The *Mona Lisa* .... .
6 People will discover new sources of energy in the future.
New sources of energy .... .

Exercise 8
2 were sewn
3 are used
4 are made
5 will be produced
6 will be discovered

8 **Complete the text with the correct passive form of the verbs in brackets.**

In the past, most clothes [1] *were made* (make) out of natural materials like leather or cotton and they [2] .... (sew) by hand at home. Now man-made materials like polyester [3] .... (use) and most clothes [4] .... (make) in factories. Who knows how our clothes [5] .... (produce) in the future? Perhaps new materials [6] .... (discover).

Passive questions

9 **Make these questions passive.**

1 Who makes this beautiful jewellery?
Who is this beautiful jewellery made by?
2 When did they set up the company?
3 Does your teacher check your homework?
4 Will they decorate your room on Tuesday?
5 How did they find the shipwreck?
6 Where do they design this furniture?

Exercise 9
2 When was the company set up?
3 Is your homework checked by your teacher?
4 Will your room be decorated on Tuesday?
5 How was the shipwreck found?
6 Where is this furniture designed?

10 **Make passive questions for these answers. Use the question words.**

1 My bag is made of leather and metal. (What)
What is your bag made of?
2 This house was built in 1910. (When)
3 The book will be published by Penguin books. (Who)
4 The poem was written by Tennyson. (Who)
5 These flowers are grown in Holland. (Where).
6 The TV programme was shown last weekend. (When)

Exercise 10
2 When was this house built?
3 Who will the book be published by?
4 Who was the poem written by?
5 Where are these flowers grown?
6 When was the TV programme shown?

Speaking Asking for clarification

1 **Put the conversation in the correct order.**

- ☐ **a** Oh, I see! Thanks.
- ☐ **b** Yes, I know. But all the roads are closed to traffic today.
- [1] **c** We can't take the bus to the leisure centre today.
- ☐ **d** No, the bike race is on the roads! But we can walk to the leisure centre.
- ☐ **e** What do you mean? We always go by bus.
- ☐ **f** It's because of the bike race.
- ☐ **g** Are you saying that there's a bike race at the leisure centre?
- ☐ **h** Sorry, I don't understand. Why are the roads closed?

Phone language

2 **Choose the correct options to complete the conversation.**

A Hello, Redhill Bookshops, can I help you?
B Hello, [1] *I'd like / I like* to speak to the manager, please.
A I'm sorry, he's talking to a customer at the moment. [2] *Can / Do* I take a message?
B Yes, please. [3] *My name's / I'm named* Gemma Hartley. I'm calling [4] *after / about* the sales assistant job.
A Oh, the manager's free now. [5] *Hold / Wait* on, please. I'll [6] *pass / put* you over to him now.

Exercise 2
2 Can
3 My name's
4 about
5 Hold
6 pass

Asking for and giving directions

3 **Complete the conversations with these phrases.**

can't miss	Cross over
~~direct me~~	Go past
how do I	on the right
take the second turning	turn left

A Excuse me, could you [1] *direct me* to the library?
B Yes, of course. [2] .... the road by the school. Then [3] .... on the right. It's [4] .... .
A Thank you so much.
A Excuse me, [5] .... get to the park?
B [6] .... the bank and then [7] .... . You [8] .... it.
A Thank you.

Exercise 3
2 Cross over
3 take the second turning
4 on the right
5 how do I
6 Go past
7 turn left
8 can't miss

PEARSON

2 Review

Vocabulary Natural disasters

1 **Complete the words for natural disasters.**

1 tsu*nam*i
2 f_m__e
3 dr___ht
4 e__t_qu__e
5 fl__d
6 a_a___ch_
7 cy____e
8 di_ea__

Phrasal verbs 2

2 **Complete the sentences with these words.**

across	down (x2)	forward to
~~off~~	~~on~~	on
out (x2)	through	

1 It was very hot so I took *off* my sweater and put *on* some suncream.
2 If your car breaks .... on the motorway or runs .... of fuel, you should call the emergency services.
3 If you stop panicking and calm .... , we will be able to get .... this situation without an accident.
4 I came .... an interesting article in the newspaper yesterday.
5 Are you looking .... your holiday next week?
6 Let's keep .... trying to fix this engine – I'm sure we can work .... what's wrong with it.

Work collocations

3 **Choose the correct options.**

1 *answer* / prepare the phone
2 *make* / *take* an appointment
3 *check* / *work* on reception
4 *deal* / *do* some photocopying
5 *prepare* / *give* a spreadsheet
6 *attend* / *write* a report
7 *deal* / *attend* a meeting
8 *order* / *give* a presentation
9 *check* / *attend* emails
10 *take* / *answer* payments
11 *give* / *order* stationery
12 *give* / *deal* with enquiries

Job qualities

4 **Read the sentences (1–4) and then match two descriptions from the box to each name.**

excellent IT skills	experienced	good communicator
~~patient~~	practical	punctual
~~reliable~~	team player	

Jim: *patient*, *reliable*
Trudie: .... , ...
Dan: .... , ...
Kerry: .... , ...

1 Jim doesn't get angry quickly and you can always trust him.
2 Trudie is never late and she can do useful things.
3 Dan is good at using a computer and he likes working with other people.
4 Kerry has had this job for ten years and she is good at talking to people.

Coastal life

5 **Complete the words.**

1 You can buy presents for your friends in a s*ouveni*r shop.
2 A common coastal bird is a s__g_ll.
3 You can sit in a d__kc___r on the beach.
4 If you're hungry, you can buy some f__h and c__ps and then go to an i_e cr__m k__sk.
5 There is often an am____en_ ar__d_ at the end of the pi__.
6 You can get changed in a b__ch h_t.

Verbs with prefixes *dis-* and *re-*

6 **Match the verbs (a–h) to the definitions (1–8).**

a research
b disagree
c dislike
d remove
e release
f discover
g recover
h discontinue

1 think someone is wrong *b*
2 allow someone to leave a place
3 find something
4 take something away from somewhere
5 find out information about something
6 not like someone/something
7 get better
8 stop making something

Exercise 1
2 famine
3 drought
4 earthquake
5 flood
6 avalanche
7 cyclone
8 disease

Exercise 2
2 down, out
3 down, through
4 across
5 forward to
6 on, out

Exercise 3
2 make
3 work
4 do
5 prepare
6 write
7 attend
8 give
9 check
10 take
11 order
12 deal

Exercise 4
Trudie: punctual, practical
Dan: excellent IT skills, team player
Kerry: experienced, good communicator

Exercise 5
2 seagull
3 deckchair
4 fish, chips, ice cream kiosk
5 amusement arcade, pier
6 beach hut

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

PEARSON

Word list

Unit 4 Survive!

Natural disasters

avalanche	/ˈævəlɑːntʃ/
bury	/ˈberi/
cyclone	/ˈsaɪkləʊn/
destroy	/dɪˈstrɔɪ/
disease	/dɪˈziːz/
drought	/draʊt/
drown	/draʊn/
earthquake	/ˈɜːθkweɪk/
erupt	/ɪˌrʌpt/
famine	/ˈfæmən/
flood	/flʌd/
spread	/spred/
starve	/stɑːv/
survive	/səˈvaɪv/
tsunami	/suˈnɑːmi/
volcano	/vɒlˈkeɪnəʊ/

Phrasal verbs 2

break down	/ˌbreɪk ˈdaʊn/
calm down	/ˌkɑːm ˈdaʊn/
come across	/ˌkʌm əˈkrɒs/
get through	/get ˈθruː/
keep on	/ˌkiːp ˈɒn/
look forward to	/lʊk ˈfɔːwəd tə/
put on	/pʊt ˈɒn/
run out of	/ˌrʌn ˈaʊt əv/
take off	/ˌteɪk ˈɒf/
work out	/ˌwɜːk ˈaʊt/

Unit 5 Work For It

Work collocations

answer the phone	/ˌɑːnsə ðə ˈfəʊn/
attend a meeting	/əˌtend ə ˈmiːtɪŋ/
check emails	/ˌtʃek ˈiːmeɪlz/
deal with enquiries	/ˌdiːl wɪð ɪnˈkwaɪəriz/
do some photocopying	/ˌduː səm ˈfəʊtəʊˌkɒpi-ɪŋ/
give a presentation	/ˌgɪv ə prezənˈteɪʃən/
make an appointment	/ˌmeɪk ən əˈpɔɪntmənt/
order stationery	/ˌɔːdə ˈsteɪʃənəri/
prepare a spreadsheet	/prɪˌpeər ə ˈspredʃiːt/
take payments	/ˌteɪk ˈpeɪmənts/
work on reception	/ˌwɜːk ɒn rɪˈsepʃən/
write a report	/ˌraɪt ə rɪˈpɔːt/

Job qualities

accurate	/ˈækjərət/
analytical	/ˌænəˈlɪtɪkəl/
excellent IT skills	/ˌeksələnt aɪ ˈtiː ˌskɪlz/
experienced	/ɪkˈspɪəriənst/
good communicator	/ˌgʊd kəˈmjuːnɪkeɪtə/
leadership qualities	/ˈliːdəʃɪp ˌkwɒlətiz/
organised	/ˈɔːgənaɪzd/
patient	/ˈpeɪʃənt/
practical	/ˈpræktɪkəl/
punctual	/ˈpʌŋktʃuəl/
reliable	/rɪˈlaɪəbəl/
team player	/ˌtiːm ˈpleɪə/

Unit 6 Coast

Coastal life

amusement arcade	/əˈmjuːzmənt ɑːˌkeɪd/
beach hut	/ˈbiːtʃ hʌt/
cliffs	/klɪfs/
deckchair	/ˈdektʃeə/
fish and chip shop	/ˌfɪʃ ən ˈtʃɪp ʃɒp/
go-karts	/ˈgəʊ kɑːts/
harbour	/ˈhɑːbə/
ice cream kiosk	/aɪs ˈkriːm ˌkiːɒsk/
pier	/ˈpɪə/
seagull	/ˈsiːgʌl/
sea wall	/siː ˈwɔːl/
souvenir shop	/ˌsuːvəˈnɪə ʃɒp, ˈsuːvənɪə ˌʃɒp/

Verbs with prefixes *dis-* and *re-*

disagree	/ˌdɪsəˈgriː/
disappear	/ˌdɪsəˈpɪə/
discontinue	/ˌdɪskənˈtɪnjuː/
discover	/dɪsˈkʌvə/
dislike	/dɪsˈlaɪk/
recover	/rɪˈkʌvə/
release	/rɪˈliːs/
remove	/rɪˈmuːv/
replace	/rɪˈpleɪs/
research	/rɪˈsɜːtʃ/
restore	/rɪˈstɔː/

PEARSON

7 Final Frontiers

Grammar First and Second conditional; Subject/Object questions
Vocabulary Adjective antonyms; Space
Speaking Giving warnings
Writing An application letter

Vocabulary Adjective antonyms

1 3.1 **Match the words in the first box to the opposite words in the second box. Some words can make two pairs. Then listen, check and repeat.**

ancient	*modern*	deep	light	low
narrow		ordinary	permanent	weak

dark	heavy	high	~~modern~~
powerful	shallow	strange	strong
temporary	wide		

Word list page 111 **Workbook** page 110

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

1 'Can you carry it?' 'No, it's too *heavy*. My arms aren't *strong* enough.'
2 The plane has a very .... engine, so it can go really fast and really .... up in the sky.
3 Green Street is our .... address. We're moving to our .... home next month.
4 I love the new, ... buildings in Beijing and also the .... ones which were built 600 years ago.
5 The river is .... here. Over there it's too .... to cross.
6 The baby bird is very .... . We think it might die.
7 'Why is he wearing purple trousers? He looks really ....' 'He isn't wearing his .... clothes because he's in a comedy show today.'
8 The water in the lake is quite .... . Children play in it, but you can't swim because it isn't .... enough.
9 In summer, it's still .... at ten o'clock at night, because the sun goes down very late. But in winter it gets .... at four in the afternoon.
10 The wall's quite .... , so it's safe to jump over it.

3 **In pairs, describe the photos. Use adjectives from Exercise 1.**

The cave in photo 4 is dark, deep and narrow.

3.2, 3.3 **Pronunciation Unit 7** page 121

Brain Trainer Unit 7
Activities 1 and 2 Go to page 116

PEARSON

Unit contents

Vocabulary
- Adjective antonyms – *ancient/modern*, *deep/shallow*, *light/dark/heavy*, *low/high*, *narrow/wide*, *ordinary/strange*, *permanent/temporary*, *weak/powerful/strong*
- Space – *asteroid*, *astronaut*, *astronomer*, *comet*, *galaxy*, *Moon*, *orbit*, *planet*, *solar system*, *spacecraft*, *star*, *telescope*

Grammar
- First and Second conditional
- Subject/Object questions

Communication
- Giving warnings
- Writing an application letter; Language for writing an application letter

Pronunciation
- Elided syllables

Culture 5 – St Patrick's Day

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

Vocabulary Adjective antonyms

Extra activity

Stronger groups cover the left-hand column and look only at the photos on page 78. Tell them that in this lesson they are going to study a set of adjectives which can be used to describe the things in the pictures. Give them a time limit of two minutes. In pairs, they look at the photos carefully and think of adjectives which could be used to describe them. Take feedback as a class and ask students to peer-teach the vocabulary they have thought of before looking at Exercise 1 and seeing how many adjectives they guessed correctly.

Exercise 1 (Track 3.1)
- Individually, students match the pairs of opposites.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each word to check students' pronunciation.

Answers

ancient, modern
deep, shallow
light, dark, heavy
low, high
narrow, wide
ordinary, strange
permanent, temporary
weak, powerful, strong

Exercise 2
- Students complete the sentences with words from Exercise 1.
- They then check in pairs before checking answers as a class.
- Check answers by asking individual students to read the sentences.

Answers

2 powerful, high
3 temporary, permanent
4 modern, ancient
5 narrow, wide
6 weak
7 strange, ordinary
8 shallow, deep
9 light, dark
10 low

Exercise 3
- Students work in pairs, describing the photos using the adjectives.
- Monitor and help with vocabulary, but do not interrupt fluency.
- Ask some students to describe the photos to the class.

Possible answers

1 It's very narrow, there are high cliffs and a shallow stream. It can't be deep because someone is walking in it.
2 The skyscraper is very high and modern, but the building in front of it is ancient. The old building is low, but wide.
3 It's a very powerful rocket and it can probably fly very high.
4 The cave is dark, deep and narrow.
5 There's a tent, which is a type of temporary home. The green light in the sky is very strange.
6 It's a strange type of balloon. It's very light and I think it must be for the weather.

Extra activity

Students practise describing places and objects, using the adjectives. Demonstrate the activity by asking the class to guess what you are thinking of, e.g. *'They're near the beach and are really ancient. They are very, very high.'* (Answer: *cliffs*), *'It's small and light and it's got lots of buttons on it. It's quite modern.'* (Answer: *a mobile phone*). Students then work in pairs, describing places and objects to each other and guessing what they are. Monitor and point out errors for students to self-correct. Ask some students to say their descriptions to the class.

Pronunciation (Track 3.2, 3.3)
See Teacher's Book page 220 and Students' Book page 121

Further practice
Workbook pages 60 and 110

Brain Trainer Unit 7 Activities 1 and 2
See Teacher's Book page 214 and Students' Book page 116

PEARSON

Reading

Revision

First – Revise with students the adjective antonyms covered in the previous lesson. Write the following scrambled words on the board:

1 ghih **6** genrats
2 krad **7** walshlo
3 dewi **8** dromne
4 vayhe **9** peruwolf
5 gronts **10** ratemypro

Individually, students unscramble the words.
(Answers: *1 high*; *2 dark*; *3 wide*; *4 heavy*; *5 strong*; *6 strange*; *7 shallow*; *8 modern*; *9 powerful*; *10 temporary*)

Second – Without referring back to their notes, students try to remember the opposite words. They then check in pairs before checking answers as a class.
(Answers: *1 low*; *2 light*; *3 narrow*; *4 light*; *5 weak*; *6 ordinary*; *7 deep*; *8 ancient*; *9 weak*; *10 permanent*)

Third – Help students memorise the vocabulary by playing 'antonym tennis'. Demonstrate with a stronger student, explaining that you are going to say one of the adjectives and they must respond with the antonym. The student then says a new adjective and you respond with the antonym, e.g.

Teacher *shallow*
Student *deep – wide*
Teacher *narrow – temporary*
Student *permanent*, 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.

Cultural notes

- *Google Earth*™ is an internet-based map database which was set up in 2005 by Google Inc. It contains high-quality satellite images of almost the entire planet over which users can superimpose additional information of their choice, including road names, country borders, and encyclopaedia entries about places of interest. Google is currently in the process of adding 3D buildings in major cities allowing the user to move through the 'map' as if they were actually walking through the streets. There have been various cases of discoveries being made thanks to Google Earth™, including a meteorite crater in the Sahara and a 2,000-year-old Roman villa in Parma, Italy. The most famous discovery, the rainforest around Mount Mabu in Mozambique, was made in 2005 when scientists from Kew Royal Botanical Gardens noticed it while browsing the internet. The 'Google Forest' became international news and explorers are only now beginning to catalogue the thousands of new species to be found there.

Exercise 1

- Draw attention to the photos and ask students what they can see.
- Students compare their ideas in pairs before checking answers as a class.

Possible answer

There is a crystal flower in a cave, a rainforest tribe and an underwater city.

Exercise 2

- Individually, students match the headings to the paragraphs.
- Make sure students understand not to read in detail at this point.
- Check answers as a class.

Answers

1 C **2** A **3** B

Exercise 3 (Track 3.4)

- Students read the article again and 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 Because this is the approximate number of rainforest animals and plants which we know nothing about.
3 Because they know a lot about medicinal plants.
4 You might find new animal species, crystal flowers or ancient paintings.
5 Because they have disappeared underwater after earthquakes and floods.
6 A strong light is useful because it's completely dark.

Exercise 4

- In pairs, students ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency.

Extra activity

Students investigate another important discovery made in the last decade and write a paragraph about it explaining how it was found, who it was found by and why it is important.
After correcting the texts you could display them on the classroom walls and ask students to discuss the discoveries and vote for the one which they think is most important for the human race.

Further practice

Workbook page 61

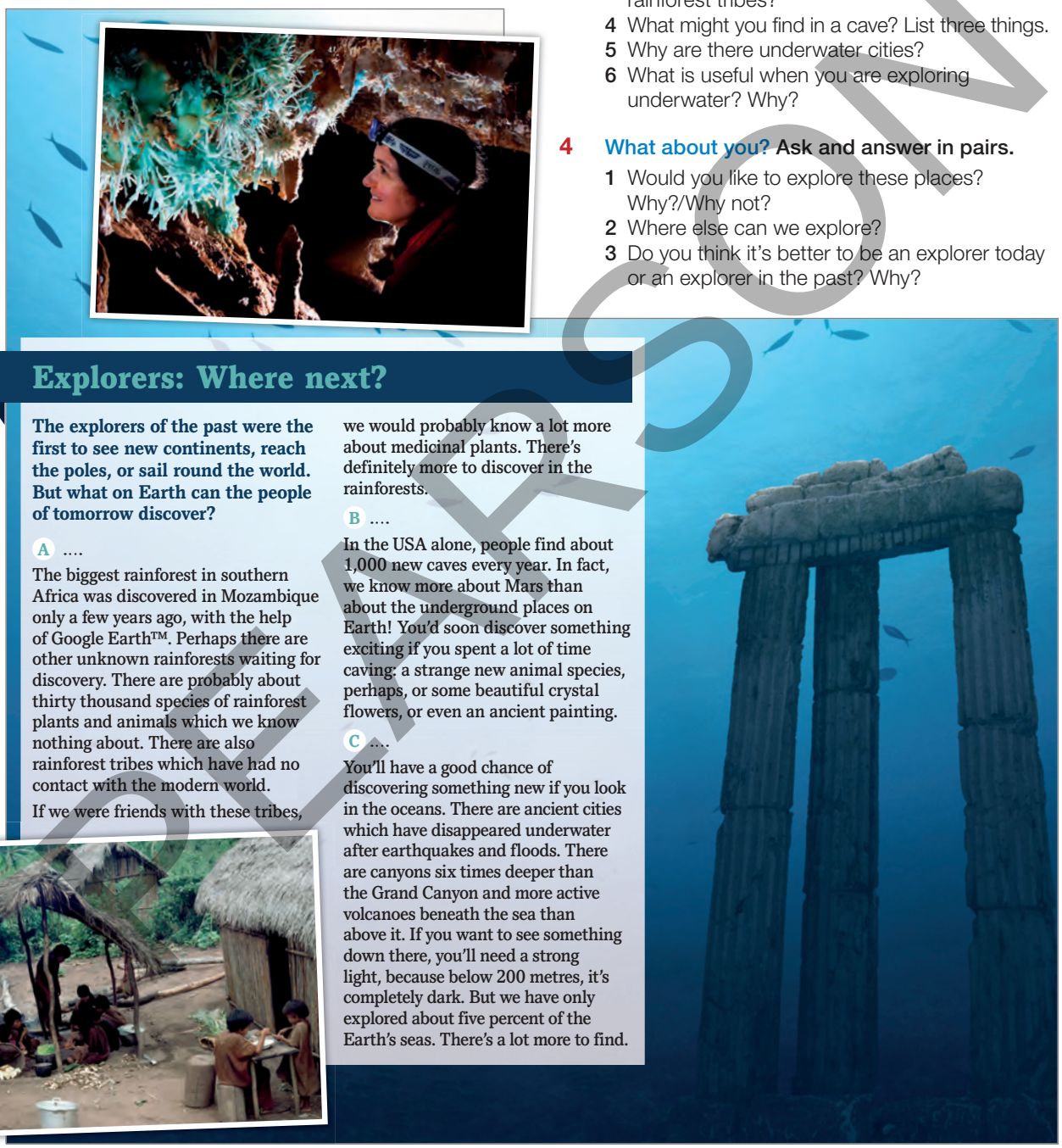
PEARSON

Reading

1 Look at the photos. What can you see in them?

2 Read the article quickly. Match the headings (1–3) to the paragraphs (A–C).

1 A world of water
2 New plants, new people
3 Underground secrets



Explorers: Where next?

The explorers of the past were the first to see new continents, reach the poles, or sail round the world. But what on Earth can the people of tomorrow discover?

A ....

The biggest rainforest in southern Africa was discovered in Mozambique only a few years ago, with the help of Google Earth™. Perhaps there are other unknown rainforests waiting for discovery. There are probably about thirty thousand species of rainforest plants and animals which we know nothing about. There are also rainforest tribes which have had no contact with the modern world.

If we were friends with these tribes, we would probably know a lot more about medicinal plants. There's definitely more to discover in the rainforests.

B ....

In the USA alone, people find about 1,000 new caves every year. In fact, we know more about Mars than about the underground places on Earth! You'd soon discover something exciting if you spent a lot of time caving: a strange new animal species, perhaps, or some beautiful crystal flowers, or even an ancient painting.

C ....

You'll have a good chance of discovering something new if you look in the oceans. There are ancient cities which have disappeared underwater after earthquakes and floods. There are canyons six times deeper than the Grand Canyon and more active volcanoes beneath the sea than above it. If you want to see something down there, you'll need a strong light, because below 200 metres, it's completely dark. But we have only explored about five percent of the Earth's seas. There's a lot more to find.

3 3.4 Read the article again. Answer the questions.

1 How did people discover a new rainforest?
With the help of Google Earth.
2 Why does the text mention the number 30,000?
3 Why is it useful to make contact with rainforest tribes?
4 What might you find in a cave? List three things.
5 Why are there underwater cities?
6 What is useful when you are exploring underwater? Why?

4 What about you? Ask and answer in pairs.

1 Would you like to explore these places? Why?/Why not?
2 Where else can we explore?
3 Do you think it's better to be an explorer today or an explorer in the past? Why?

PEARSON

Grammar First and Second conditional

First conditional

If you want to see something, you'll need a strong light.

Second conditional

If we were friends with these tribes, we would know a lot more.

Grammar reference Workbook page 98

1 **Study the grammar table. Copy and complete the table with these words.**

impossible past possible ~~present~~ will would

	First conditional	Second conditional
if clause	[1] *Present* simple	[2] .... simple
main clause	[3]	[4] ....
use	[5] .... situations in the future	unlikely or [6] .... situations in the present or future

2 **Choose the correct options.**

1 If you *explore / will explore* the oceans, you'll find some amazing fish.
2 The camera will take photos of the ocean floor if it *doesn't break / won't break* in the deep water.
3 He *is / will be* happy if he finds a new species.
4 If we *dive / will dive* below 200 metres, the water will be completely dark.
5 We *don't see / won't see* anything if we don't bring torches.
6 If you scream, people *hear / will hear* you.

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

1 If I was a climber, I *would want* (want) to climb Machapuchare ('Fish Tail Mountain') in Nepal.
2 However, I would get into trouble if the Nepalese .... (find) me there.
3 According to their beliefs, the god Shiva .... (not like) it if someone climbed up to his sacred home.
4 If the Nepalese .... (not have) these beliefs, people would try to climb Machapuchare.
5 If anyone reached the top, they .... (see) a view which no one has ever seen before.

4 **Complete the email with the correct form of the verb. Use the First or Second conditional.**

New Message

Hi Lily,
I'm in Antarctica! I'd be really cold if I [1] *didn't have* (not have) the right equipment, but I'm OK in my warm coat. If you [2] .... (be) here with us, you'd love it!
We [3] .... (start) our journey to the ice caves tomorrow if there isn't too much wind. If we [4] .... (reach) the caves, I'll take lots of photos.
I [5] .... (prefer) it if I had my big camera with me, but if I packed it in my bag, there [6] .... (not be) any space for my clothes! I hope my little camera will work OK. If we [7] .... (be) lucky with the weather, we'll stay at the caves for two weeks. The internet [8] .... (not work) there if the weather is bad, but I'll send another email as soon as I can.
Love,
Adam

5 **Complete the sentences so they are true for you.**

1 I'd be really scared if ...
2 My parents would worry if …
3 My friends will be really happy if …
4 If I arrived at school an hour late, …
5 If we have an English test next week, …

6 **Complete the questions with the correct form of these verbs.**

ask can choose ~~do~~ give

1 If it's sunny this weekend, what *will you do* (you)?
2 If you .... go to any country in the world, where would you go?
3 If you had to learn a new sport, which sport .... (you)?
4 If someone .... you some money for your birthday, what will you spend it on?
5 If you can't do your homework tonight, who .... (you) for help?

7 **Work in pairs. Ask and answer the questions in Exercise 6.**

If it's sunny this weekend, I'll probably go to the beach.

PEARSON

Grammar First and Second conditional

Language notes

Students revise First and Second conditional sentences, both of which they have seen in earlier levels of *Next Move*. However, this is the first time they are required to actively distinguish between possible situations in the future and unlikely or impossible situations in the present or future and decide which of the two constructions they need. Make sure students remember that when the conditional clauses are inverted the comma is omitted. In *Next Move 3* students also saw the phrase *'If I were you …'* commonly used for giving advice. Point out that some native speakers also use *were* rather than *was* in other conditional sentences, e.g. *'If he weren't an explorer, he'd probably be a scientist.'*, but this is relatively infrequent and its use is not taught in *Next Move*.

Exercise 1

- Read the grammar table with students.
- Students work individually, copying and completing the table about conditional sentences and referring back to the grammar table where necessary.
- Check answers as a class.

Answers

2 Past **3** will **4** would **5** possible **6** impossible

Extra activity

Write the following sentence beginnings and endings on the board. Individually, students match the parts of the sentences.

1 If the water was shallower,
2 I'll ask John to do it
3 If you like ancient monuments,
4 We could walk up the cliffs
5 If it was lighter in the cave,

a if he's strong enough.
b I wouldn't be frightened.
c if they weren't so high.
d we could go for a swim.
e you'll love Athens.

Check answers as a class.
(Answers: *1d*; *2a*; *3e*; *4c*; *5b*)

Exercise 2

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

Answers

2 doesn't break **3** will be **4** dive **5** won't see
6 will hear

Exercise 3

- Students complete the sentences.
- Check answers by asking individual students to read out the sentences.

Answers

2 found **3** wouldn't like **4** didn't have **5** would see

Exercise 4

- Students complete the email.
- Check answers by asking individual students to read out sentences from the email.

Answers

2 were **3** 'll start **4** reach **5** 'd prefer
6 wouldn't be **7** 're **8** won't work

Exercise 5

- Students work individually, completing the sentences so they are true for them. Remind them to use the First or Second conditional.
- Monitor and point out errors for students to self-correct.
- Ask some students to read out their sentences to the class.

Possible answers

1 I'd be really scared if I went swimming in very deep water.
2 My parents would worry if I didn't get home on time and didn't phone them.
3 My friends will be really happy if I have a big party for my birthday.
4 If I arrived at school an hour later, the teacher would be very angry with me.
5 If we have an English test next week, I'll have to study a lot!

Exercise 6

- Individually, students complete the questions.
- Check the questions before students start on Exercise 7.

Answers

2 could **3** would you choose **4** gives **5** will you ask

Exercise 7

- Read through the example with students.
- In pairs, students ask and answer the questions in Exercise 6.
- Monitor, but do not interrupt fluency unless students make mistakes with conditional sentences.

Further practice

Workbook pages 62 and 98–99

PEARSON

Vocabulary Space

Revision

First – Draw the following table on the board for students to copy in their notebooks.

	First or Second?	*if* clause verb, positive (+) or negative (–)?	main clause verb, positive (+) or negative (–)?	other word
1				
2				
3				
4				
5				
6				

Second – Tell students that you are going to say six conditional sentences. The first time you say the sentences, they should simply identify if each sentence is a First or Second conditional sentence and write *First* or *Second* in the first column. Read the following sentences:

1 If you want to explore that cave, you'll need a powerful light.
2 If I had stronger arms, I'd carry that big, heavy bag for you.
3 If they weren't strange, they'd probably have more friends.
4 If we look in very deep water, it won't be light enough to see.
5 If they don't like modern art, they really won't like the exhibition.
6 If the water was shallower here, I wouldn't be frightened of swimming.

Third – Repeat the sentences. This time students should complete the remaining columns with the infinitive of the verb in each clause and either '+' or '–' to indicate whether the clause is positive or negative. They are also allowed to write down one other word to help them remember the topic of the sentence, e.g.

	First or Second?	*if* clause verb, positive (+) or negative (–)?	main clause verb, positive (+) or negative (–)?	other word
1	*First*	*want (+)*	*need (+)*	*explore*

In pairs, students compare their tables and try to reconstruct the sentences from memory using their notes. Check answers by writing the original sentences on the board for students to compare with the sentences they have written.

Extra activity

Books closed. Divide the class into six small groups. Give each group two space words from the box in Exercise 1 on page 81 and tell them they will be responsible for defining these words to the class. Students use dictionaries to check the meaning and then work together to write simple, clear definitions for their words. Split the groups and regroup students into larger groups of six, each student with a different definition. In their new groups students take turns reading each other their definitions and peer-teaching their words before opening their books and looking at the picture in Exercise 1.

Exercise 1 (Track 3.5)

- Students match the words to the items in the picture.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each item to check students' pronunciation.

Answers

1 *comet* **2** planet **3** Moon **4** asteroid **5** star
6 spacecraft **7** astronaut **8** galaxy **9** solar system
10 orbit **11** telescope **12** astronomer

Exercise 2

- Individually, students complete the sentences.
- Check answers as a class.

Answers

2 galaxy **3** planet **4** asteroid **5** solar system
6 telescope **7** astronomer **8** comet **9** astronaut
10 orbit **11** Moon **12** spacecraft

Exercise 3

- In pairs, students do the quiz.
- They then check their own answers.

Answers

See bottom of Students' Book page 81

Extra activity

Stronger groups or fast finishers write additional *true/false* sentences using the space vocabulary. 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 out some of their sentences for the class to answer.

Further practice

Workbook pages 63 and 110

Brain Trainer Unit 7 Activity 3

See Teacher's Book page 214 and Students' Book page 116

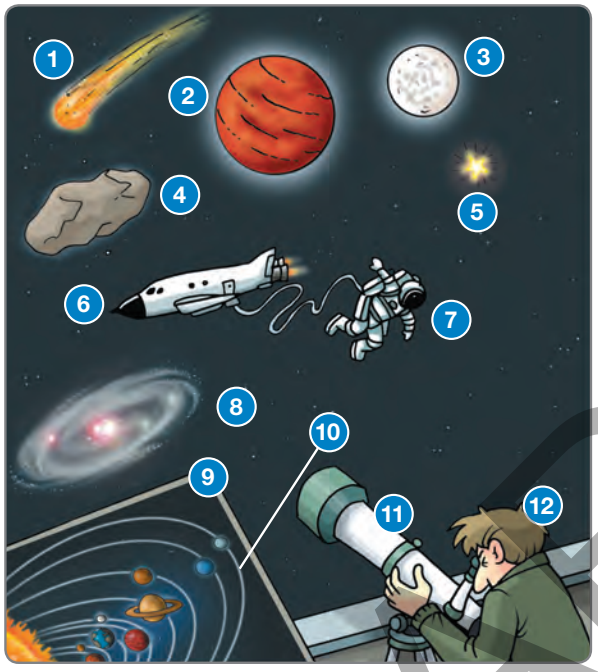
PEARSON

Vocabulary Space

1 3.5 **Match these words to the items in the picture (1–12). Then listen, check and repeat.**

asteroid	astronaut	astronomer	comet *1*
galaxy	Moon	orbit	planet
solar system	spacecraft	star	telescope

Word list page 111 **Workbook** page 110



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

1 I can see thousands of *stars* in the sky tonight.
2 A .... is a large group of stars.
3 Mars is a .... in our solar system.
4 An .... is an object in space which is smaller than a planet. Sometimes these objects crash into Earth.
5 Earth is one of the eight planets in our .... .
6 You will need a .... if you want to see the planets clearly.
7 An .... is a person who studies space.
8 In the night sky, a .... looks like a star with a tail.
9 An .... is a person who travels into space.
10 A planet's .... is its journey round the Sun.
11 The .... creates the biggest light in the sky at night.
12 Astronauts travel through space in a .... .

Brain Trainer Unit 7
Activity 3 Go to page 116

3 **Do the quiz. Then check your answers in the box below.**

SPACE QUIZ

TEST YOUR SPACE KNOWLEDGE!

TRUE (T) OR FALSE (F)?

1 The Earth's orbit around the Sun takes one month. *F*
2 Venus is the biggest planet in our solar system.
3 There are billions of galaxies and each galaxy has at least ten million stars.
4 A star is a sun in a different solar system from our own.
5 The first astronaut went to Mars in 1989.
6 The most powerful telescope on Earth is in the desert in Chile.
7 The planet Jupiter has got 63 moons.
8 There are rings around the planet Neptune.
9 We last saw Halley's Comet without a telescope in 1986 and we will see it next in 2061.

1 F (it takes one year) 2 F (Jupiter) 3 T 4 T
5 F (no astronauts have been to Mars) 6 T 7 T
8 F (Saturn) 9 T

PEARSON

Chatroom Giving warnings

Speaking and Listening

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

1 What did Fraser get for his birthday?
2 What can Yasmin see?
3 Why are Archie and Fraser laughing?

2 3.6 **Listen and read the conversation. Check your answers.**

3 3.6 **Listen and read again. Answer the questions.**

1 Where did the telescope come from?
It was Archie's birthday present from his uncle.
2 What is Archie's uncle's job?
3 What might make you blind?
4 Is it daytime or night time?
5 What does Yasmin think she can see in the telescope?
6 What can she really see?

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

Yasmin What did you get for your birthday, Fraser?
Fraser Come and see.
Archie Wow! A telescope! Who gave it to you?
Fraser My uncle. He's an astronomer.
Archie Cool job! What does he study?
Fraser Comets, I think.
Archie Can I look through the telescope?
Fraser OK, but make sure you don't break it. And be careful not to look at the Sun with it.
Archie Why? What happens?
Fraser It damages your eyes. You might even go blind.
Yasmin Chill, Fraser! That shouldn't be a problem now. It's dark outside. Can I have a look?
Fraser Sure. But I wouldn't press the red button if I were you. It changes the direction of the …
Yasmin Wow! I can see an orange planet really clearly. This is incredible!
Fraser Yasmin! That's my lamp!
Yasmin Oh! Er … I knew that!

Say it in your language …
Chill!
This is incredible!

CLARSON

Chatroom Giving warnings

Revision

First – Books closed. Write the following groups of *Say it in your language …* phrases on the board in boxes:

1 I don't think disturb you!
Sorry to so!
2 Don't be at this!
I'm hopeless silly!
3 I can't if!
That sounds wait!
As perfect!
4 Hurry fair!
It's not catch a thing!
He can't up!

Second – Tell students that the phrases in each group 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 – I don't think so!*, *Sorry to disturb you!*; *2 – Don't be silly!*, *I'm hopeless at this!*; *3 – I can't wait!*, *That sounds perfect!*, *As if!*; *4 – Hurry up!*, *It's not fair!*, *He can't catch a thing!*)

Speaking and Listening

Extra activity

Divide the class into four groups and assign each group a character (*Archie*, *Fraser*, *Holly* or *Yasmin*). 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 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 3.6)

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

Answers

1 Fraser got a telescope for his birthday.
2 Yasmin can see an orange planet.
3 Because the 'orange planet' is Fraser's lamp!

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 He's an astronomer.
3 Looking through a telescope at the Sun.
4 It's night time because it's dark outside.
5 She thinks she can see an orange planet.
6 She can really see Fraser's lamp.

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 to 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.

Chill! – imperative exclamation used to tell another person to relax and stop worrying about something. Usually used when we think the other person is becoming agitated unnecessarily about something relatively unimportant.

This is incredible! – expression used to express amazement at something and to show that we think it is totally astonishing and unexpected. Also sometimes used humorously, for example you might use it in class if all your students hand in their homework on time one day, e.g. *'You've all done your homework? This is incredible! I think I need to sit down for a moment!'*

PEARSON

Exercise 5

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

Answers

2 Be careful **3** were you

Exercise 6

- Read through the phrases for giving warnings with the class.
- Drill the phrases for sentence stress and intonation.

Exercise 7 (Track 3.7)

- Play the recording for students to listen to the conversations and find out what dangers the speakers mention.
- Repeat the recording, pausing after each line to check students' pronunciation.
- In pairs, students act out the conversations.

Answers

Yasmin says the park is dangerous if you go there alone at night.
Archie says to watch out for sharks and not to stay underwater too long.

Exercise 8

- Students make their own conversations by replacing the words in purple in Exercise 7.
- Monitor, but do not interrupt fluency unless students make mistakes with the use of the phrases for giving warnings.
- Stronger groups or fast finishers can use their own ideas.

Further practice

Workbook pages 64 and 119

Grammar Subject/Object questions

Language notes

Students are introduced here to Subject/Object questions for the first time. Make sure students understand that there are two basic types of question in English.

- The first, and more frequent, type asks about the object of the sentence, e.g. *'Where do you work?'*, *'What did he see through the telescope?'*, etc. The normal word order in questions of this type is QASI (*question word → auxiliary verb → subject → infinitive*).
- The second type asks about the subject of the verb, e.g. *'Who discovered the cave?'*, *'What happened next?'*, etc. In questions of this type we use normal sentence word order and there is no auxiliary verb so the question and answer are very similar in construction, *'Who drew the map?' → 'Stewart drew the map.'*

If students find it difficult to understand the difference, ask them to contrast questions and think about how to answer them, e.g. *Who did you tell?* (*I didn't tell anybody.*) / *Who told you?* (*Your mum told me.*)

Exercise 1

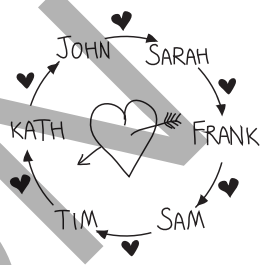
- Read the grammar table with the students.
- Students work individually, completing the rules and referring back to the grammar table where necessary.

Answers

1 object **2** subject

Extra activity

Tell the class that a group of your friends have a serious romantic problem at the moment. Copy the diagram on the right:



Ask students *'Who does Sarah love?'* and elicit the answer (*Frank*). Then ask them *'Who loves Sarah?'* and elicit the answer (*John*). Write up the two questions and answers on the board as examples and ask students to identify the subject question and the object question. In pairs, students then practise asking and answering questions of both types. Monitor and point out errors for students to self-correct.

Exercise 2

- Students identify the questions as object questions or subject questions.
- They then complete the questions, using auxiliary verbs where appropriate.
- Check answers as a class.

Answers

2 learn S **3** does that word mean O **4** goes S
5 drives S **6** do we know O

Exercise 3

- Students use the prompts to make questions.
- They then match the questions with the answers.
- Check answers as a class.

Answers

1 Which country did Leif Ericson discover in the 11th century? *Canada*
2 Who travelled in China in the 13th century? Marco Polo
3 What did Hernando Cortes bring to Europe in 1528? chocolate
4 What came to Europe on the ship of James Cook in 1770? a kangaroo
5 Which country did Lewis and Clark explore at the start of the 19th century? the USA
6 Who reached the South Pole first? Roald Amundsen
7 Which country sent the first man into space? Russia

Further practice

Workbook pages 65 and 98–99

PEARSON

5 **Look back at the conversation. Complete these sentences.**

1 *Make sure* you don't break it.
2 .... not to look at the Sun with it.
3 I wouldn't press the red button if I ....

6 **Read the phrases for giving warnings.**

Giving warnings

Make sure you don't ...
Watch out for the …
Be careful not to …
I wouldn't … if I were you.

7 3.7 **Listen to the conversations. What dangers do the speakers mention? Act out the conversations in pairs.**

Fraser I'm going to [1] take my telescope to the park.
Yasmin OK, but I wouldn't [2] go there alone at night if I were you. It's dangerous. And make sure you don't [3] forget your torch.

Holly I'm going to [4] learn to scuba dive.
Archie That sounds fun, but watch out for [5] sharks! And be careful not to [6] stay underwater too long.

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'm going to sail across the Atlantic.
OK, but I wouldn't …

1 sail across the Atlantic / work for NASA / go to the North Pole
2 do it on your own / become an astronaut / go there in winter
3 fall out of the boat / crash any spacecraft / forget your gloves
4 climb a mountain / go caving / go on a space flight
5 avalanches / scary bats / aliens
6 fall off a cliff / get lost underground / open the window

Grammar Subject/Object questions

Subject questions

What happens?
Who gave it to you?

Object questions

What does he do all day?
What did you get for your birthday?

Grammar reference Workbook page 98

1 **Study the grammar table. Complete the rules with *subject* or *object*.**

1 When the question word is the .... of the sentence, we make questions with: question word + *do/does/did* + subject + infinitive without *to*.
2 When the question word is the .... of the sentence, we make questions with: question word + Present/Past simple form. We don't use *do/does/did*.

2 **Are these object questions (O) or subject questions (S)? Complete the questions.**

1 What *do you want* (you/want) for your birthday? *O*
2 How many people .... (learn) English at your school?
3 What .... (that word/mean)?
4 Who .... (go) to the astronomy club on Fridays?
5 Who .... (drive) you to school in the morning?
6 Who .... (we/know) in London?

3 **Make questions. Match them with these answers.**

a kangaroo	~~Canada~~	chocolate
Marco Polo	Roald Amundsen	Russia
the USA		

Explorers quiz

1 Which country / Leif Ericson / discover / in the 11th century? *Canada*
2 Who / travel / in China / in the 13th century?
3 What / Hernando Cortes / bring / to Europe / in 1528?
4 What / come / to Europe / on the ship of James Cook / in 1770?
5 Which country / Lewis and Clark / explore / at the start of the 19th century?
6 Who / reach / the South Pole / first?
7 Which country / send / the first man / into space?

PEARSON

Reading

1 **Look at the picture and answer the questions.**

If humans started a colony on Mars:

1 would it be easy to spend time outside?
2 how would they build things?
3 where would they live?
4 how would they grow food?

NEXT STOP: MARS

No astronauts have walked on the Moon since 1972, but some people think that the days of humans on other planets are not far away. In twenty years, there might even be a permanent colony on Mars.

We asked astronomer Matthew Simmons to tell us more.

What makes Mars a good place for a colony in space?

Of all the planets in our solar system, Mars is the most suitable for human life. A day on Mars is a similar length to our own: 24 hours and 40 minutes. If you lived on Venus, a day would last 243 Earth days! Mars also has seasons like on Earth. There is ice on Mars, too, so if there were colonists there, they would be able to make water.

What problems would the colonists have?

One big problem would be the cold. Mars has an average temperature of -63˚C. There's also weaker gravity than on Earth, more radiation from the Sun and much less oxygen.

So how would people survive?

Robots would build underground homes before the colonists arrived. There would be big greenhouses, too and these would have a temperature warm enough to grow plants. Perhaps we could send spacecraft full of greenhouse gases to Mars and over time, change the temperature and atmosphere of the whole planet so it was more like Earth.

How long does the journey to Mars take?

About nine months. But if you went, you'd probably have to stay on Mars for the rest of your life.

No one would volunteer to be a colonist if they could never come home again!

Interestingly, that's not true. When a space magazine wrote about a future colony on Mars, it had letters from more than 400 people who wanted to be part of it.

Key Words

colony/colonist	gravity
radiation	oxygen
greenhouse	atmosphere

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

3 3.8 **Read the article again. Answer the questions.**

1 Where in space might humans live in the near future? *They might live on Mars.*
2 What is there on Mars which makes it more suitable for human life than other planets?
3 Unfortunately Mars has a lot more of this than Earth. What is it?
4 How might Mars change in the future?
5 How long would colonists from Earth stay on Mars?
6 If there was a colony on Mars, would anyone volunteer to go to it?

4 **Find these numbers in the article. Explain what they are.**

~~1972~~	20	243	-63	9	400

The last person on the Moon was there in 1972.

Listening

1 **You are going to listen to some ideas of other places where people might build colonies in the future. What places might the speakers mention?**

2 3.9 **Listen to speakers A–C. Which types of colony do they talk about?**

A ....
B ....
C ....

Listening Bank Unit 7 page 120

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

1 Would you like to be a colonist on Mars or in any of the places in Exercise 2? Why?/Why not?
2 What sort of person would be a good colonist in each of these places?

PEARSON

Reading

Exercise 1

- Draw attention to the picture and ask students what they can see.
- Students work in pairs, imagining life in a colony on Mars.
- Discuss the questions as a class and find out how much consensus there is among the group.

Exercise 2

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

Answers

1 No, it wouldn't. It's very cold, there is weak gravity, lots of radiation from the Sun and not much oxygen.
2 They would use robots to build things.
3 They would live in underground homes.
4 They would grow food in big greenhouses.

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.

colony/colonist – the place where a community of people live/the people who go to a new place to set up a new community

gravity – the invisible force which pulls objects to the surface of a planet and stops them floating around in space

radiation – invisible rays which are transmitted through space, often these can be dangerous if they are not controlled

oxygen – an invisible gas which has no smell or colour; it is a part of the air and humans and animals on Earth need to breathe it to survive

greenhouse – a building made of glass which catches the heat and light of the Sun and is good for growing plants in

atmosphere – the specific combination of gases which cover a planet like the Earth

Exercise 3 (Track 3.8)

- Students read the article 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 There is ice on Mars so we could make water. There are also seasons like on Earth and a day on Mars is a similar length to a day on Earth.
3 Radiation from the Sun.
4 Mars might become more like Earth if we sent greenhouse gases there on spacecraft.
5 They would stay for the rest of their lives.
6 Yes, they would.

Exercise 4

- Students read the article again and find the numbers.
- Check answers by asking individual students to explain what the numbers are.

Answers

In 20 years we might have a permanent colony on Mars.
One day on Venus would last 243 days on Earth.
–63 is the average temperature on Mars.
It takes 9 months to travel to Mars from Earth.
400 people wrote to a magazine about going to a colony on Mars.

Listening

Exercise 1

- Students brainstorm places where they think people might build colonies in the future.
- Collate suggestions on the board.

Exercise 2 (Track 3.9)

- Play the recording for students to find out which type of colony each speaker talks about.
- Check answers as a class.

Answers

A a floating city on enormous boats
B colonies on the sea floor in shallow parts of the ocean
C on a spacecraft looking for planets outside our solar system

Audioscript

See Teacher's Book page 230

Listening Bank

See Teacher's Book page 218 and Students' Book page 120

Exercise 3

- In pairs, students ask and answer the questions.
- Remind students that they learnt some character adjectives in Unit 5.
- Take feedback as a class.

Further practice

Workbook page 66

PEARSON

Writing An application letter

Revision

First – Prepare a 'live listening' about an important development in the history of science or space, for example Nicolaus Copernicus' theory that the Sun was the centre of the universe. Recycle the vocabulary of the unit where possible. Use the following text as an example:
Our ideas about space have changed a lot over the centuries. For example, today we all know that the Sun is the centre of the solar system, so it might seem strange that only 500 years ago, people thought we were the centre of the universe! People in the ancient world thought that the planets and the stars high in the sky all orbited the Earth. In 1543 a Polish astronomer called Copernicus wrote a book and explained how the Moon orbits the Earth, but the Earth and the other planets in the solar system orbit the Sun. At the time, it was an incredibly modern idea and most people didn't believe it!
A few years later, the astronomer Galileo built one of the first telescopes and used it to observe comets flying low in the Earth's atmosphere and our galaxy, the Milky Way. He had a lot of problems with the authorities, but his observations finally helped convince people that Copernicus' theories were correct.

Second – Students listen and answer the following questions:
1 What did people 500 years ago think was the centre of the solar system?
2 Where was the astronomer Copernicus born?
3 What did people say about Copernicus' theories?
4 What did Galileo make to confirm Copernicus' theories?
5 What is the 'Milky Way'?

Third – Students check their answers in pairs before checking answers as a class.
(Answers: *1 the Earth*; *2 Poland*; *3 They didn't believe them.*; *4 a telescope*; *5 our galaxy*)

Exercise 1

- Read the Writing File with the class.

Exercise 2

- Students read the job advert and the application letter and find the language from the Writing File.

Answers

Dear Sir/Madam
Underwater colony
I was very interested to see your advert.
I am writing to apply for a job as an underwater colonist.
I very much hope that you will choose me as a colonist.
I look forward to hearing from you.
Yours faithfully,

Exercise 3

- Students read the letter again and answer the questions.
- Check answers as a class.

Answers

2 Her dream is to find out more about life under the ocean.
3 She would like being closer to nature.
4 She is hardworking, flexible and a good communicator.
5 She has a lot of experience of being underwater.

Exercise 4

- Students complete the gaps in the reply to Jasmine's letter.
- They then check in pairs before checking answers as a class.

Answers

2 interested **3** very **4** hope **5** forward **6** hearing **7** sincerely

Exercise 5

- Students refer back to the article on page 84.
- Check answers as a class.

Answers

Items 2, 3 and 6

Exercise 6

- 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 7

- Show students how the example letter is divided into sections – an introductory formal greeting and a heading, an explanation of the purpose of the letter, an extended section about why the person is interested in the job and what they have to offer and a short formal closing paragraph. Tell them that they should structure their application letter in the same way.
- 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 forbidden words game. Demonstrate the activity by showing a stronger student a word and secretly giving him/her five 'forbidden' words, e.g. *astronaut – person*, *sky*, *planet*, *job*, *rocket*. He/She defines the word to the class without using any of those words. Divide the class into groups and share out the word cards. Students take turns defining the words. The speaker nominates a person in the group to choose the forbidden words and to monitor and check that he/she doesn't use them. When a group finishes, change their cards with another group.

Further practice

Workbook page 67

PEARSON

Writing An application letter

1 Read the Writing File.

Writing File Letter writing

- If you don't know the name of the person who you are writing to, start with *Dear Sir/Madam.*
- Write the subject of the letter as a heading.
- Give the reason for writing: *I was very interested to see … I am writing to …*
- In the last paragraph, say what you want to happen next: *I very much hope that you … I look forward to hearing from you.*
- End with *Yours sincerely* (if you know the name of the person you are writing to) or *Yours faithfully* (if you don't know the name of the person you are writing to) and your name.

2 Read the job advert and application letter. Find language from the Writing File.

Colonists needed

New Frontiers is looking for people to start two exciting new colonies, one on the sea floor and the other on Mars.

Dear Sir/Madam,

Underwater colony

I was very interested to see your advert. I am writing to apply for a job as an underwater colonist. I have always loved the water and for many years it has been my dream to find out more about life under the ocean. There are more people and less wildlife in my local area every year. If I lived in an underwater colony, I would be closer to nature and I would love that.

If I lived in the colony, I would be a very useful member of the team. I am a hardworking and flexible person and I am a good communicator. My favourite hobby is scuba diving, so I already have a lot of experience of being underwater. I have never dived in dark water, but I learn new skills quickly.

I very much hope that you will choose me as a colonist. I look forward to hearing from you.

Yours faithfully,
Jasmine Wilkins
Jasmine Wilkins

3 Read the letter again. Answer the questions.

1 Which colony is Jasmine applying for?
An underwater colony
2 What is her dream?
3 What would she like about living in the colony?
4 What sort of person is she?
5 What useful experience does she have?

4 Complete the gaps in the reply to Jasmine's letter.

Underwater colony

[1] *Dear* Jasmine,

I was very [2] …. to read your application letter. I would like to invite you to an interview at the New Frontiers office at 2.00 p.m on Thursday 5th May.

I [3] …. much [4] …. that you can come to the interview. I look [5] …. to [6] …. from you.

Yours [7] …. ,

Michael de Souza

5 Look back at the article on page 84. Which things would be useful if you lived in a colony on Mars?

1 I go horse-riding every weekend. ×
2 I have done a lot of caving.
3 I have often helped on my family's farm.
4 I am very good at playing the piano.
5 I have excellent IT skills.
6 I'm practical and reliable.

6 You are going to write a letter applying to be a Mars colonist. Make notes about yourself. Use the questions in Exercise 3 to help you.

7 Write your letter. Use the outline below and your notes from Exercise 6.

1 Opening *Dear Sir/Madam,*
2 Give the reason for writing.
3 Say why the job interests you.
4 Describe your skills, personality and experience.
5 Say what you want to happen next.
6 Closing (*Yours faithfully*)

Remember!
- Only include skills, personality qualities and experiences which might be useful for the job.
- Use phrases from the Writing File.
- Use vocabulary and grammar from this unit.
- Check your grammar, spelling and punctuation.

PEARSON

Refresh Your Memory!

Grammar Review

1 **Are the sentences First conditional (1) or Second conditional (2)? Complete them with the correct form of the verbs.**

1 If astronauts went to Venus, they *wouldn't survive* (not survive) the 465°C temperatures. *2*
2 We .... (be) out all day if we visit the space museum.
3 If we .... (find) intelligent life on other planets, will it be good or bad news for humans?
4 I'd look at the stars every night if I .... (have) a telescope.
5 What .... (you/do) if you met an alien?
6 She .... (not get) a job at NASA if she doesn't do well in her Science exams.
7 It would be fantastic if we .... (can go) to the Moon on holiday.
8 How would he stay in touch with his family if he .... (live) on Mars?

2 **Make answers. Use the First or Second conditional.**

1 Shall I tell Mel? (no / she / tell / everyone)
No. If you tell Mel, she'll tell everyone.
2 Are you getting a job? (yes / I / have / more money)
3 Is he from Chile? (no / he / speak / Spanish)
4 Can we go to Egypt? (probably / we / see / some amazing ancient buildings)
5 Do you like meat? (no / I / not be / a vegetarian)

3 **Complete the questions in the conversation. Use the correct form of the verbs in bold.**

Harry Lucy **learnt** to scuba dive last week.
Granny Who [1] *learnt* to scuba dive?
Harry Lucy. She **had** a nice instructor on her course.
Granny Who [2] .... on her course?
Harry A nice instructor. But on her first sea dive, she **broke** her arm on the side of the boat.
Granny What [3] .... ?
Harry Her arm.
Granny Oh dear! Is she OK?
Harry Yes. Her diving instructor **helped** her.
Granny Who [4] .... her?
Harry Her instructor. And he **sent** flowers to Lucy every day after that!
Granny What [5] .... ?
Harry Flowers. She **got** flowers from him.
Granny Who [6] .... flowers?
Harry Lucy!

Vocabulary Review

4 **Complete the sentences with these words.**

dark	heavy	low	modern	narrow
ordinary	~~shallow~~	temporary	weak	

1 The water's quite *shallow*. It's only up to my knees.
2 We can't drive past the car. The road is too .... .
3 I can't carry your bag. It's too .... .
4 He's got a .... job until the end of the summer.
5 It was an .... day, just like every other day.
6 She's very .... because she hasn't eaten for weeks.
7 The cliffs are quite .... , so they're easy to climb.
8 It's a .... building. It was built two years ago.
9 The windows are tiny, so the room is very .... .

5 **Write the antonyms of the adjectives in Exercise 4.**

shallow – deep

6 **Complete the sentences with suitable words.**

1 What stars can you see through a t*elescope*?
2 I want to be an a.... and travel in a s.... .
3 Is that a c.... in the sky? Look at its bright tail!
4 Saturn is in the same s.... s.... as Earth.
5 Our g.... has millions of stars.
6 The M.... travels around Earth. Each o.... takes about a month.
7 An a.... knows about space, but hasn't been there.

Speaking Review

7 3.10 **Complete the conversations with these words. Then listen and check.**

be careful	I were you	~~I wouldn't~~
Make sure you	Watch out for	

1 **A** I'm going to swim in the sea.
B *I wouldn't* swim in winter if .... .
2 **A** I'm going shopping.
B OK. .... don't forget your wallet.
3 **A** I'm going for a bike ride.
B .... the cars. And .... not to stay out after dark.

Dictation

8 3.11 **Listen and write in your notebook.**

My assessment profile: Workbook page 133

PEARSON

Refresh Your Memory!

Exercise 1

Answers

2 'll be 1 **3** find 1 **4** had 2 **5** would you do 2
6 won't get 1 **7** could go 2 **8** lived 2

Exercise 2

Answers

2 Yes. If I get a job, I'll have more money.
3 No. If he was from Chile, he would speak Spanish.
4 Probably. If we go to Egypt, we'll see some amazing, ancient buildings.
5 No. If I liked meat, I wouldn't be a vegetarian.

Exercise 3

Answers

2 did she have **3** did she break **4** helped
5 did he send to Lucy **6** got

Exercise 4

Answers

2 narrow **3** heavy **4** temporary **5** ordinary **6** weak
7 low **8** modern **9** dark

Exercise 5

Answers

2 wide **3** light **4** permanent **5** strange **6** strong
7 high **8** ancient **9** light

Exercise 6

Answers

2 astronaut, spacecraft **3** comet **4** solar system
5 galaxy **6** Moon, orbit **7** astronomer

Exercise 7 (Track 3.10)

Answers

1 *I wouldn't*, I were you **2** Make sure you
3 Watch out for, be careful

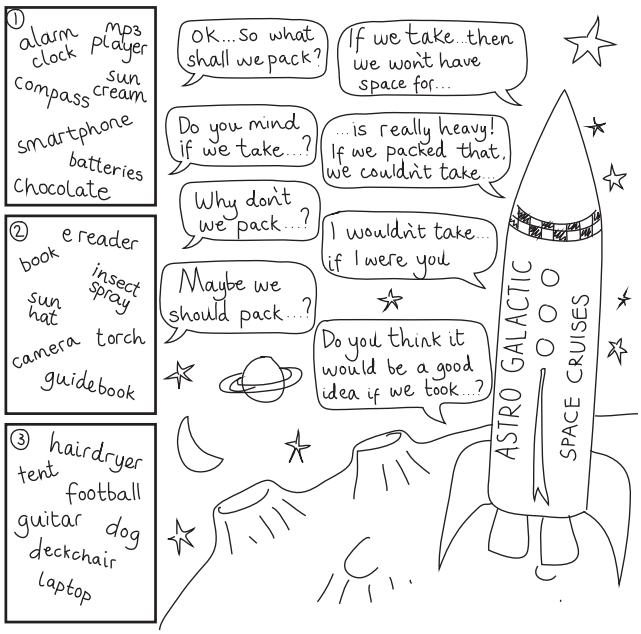
Exercise 8 (Track 3.11)

Answers and Audioscript

1 I wouldn't go there if I were you.
2 If you go to Greece, you'll see lots of ancient buildings.
3 Which astronauts went to the Moon?
4 What did they see there?
5 Will there ever be permanent homes on other planets?
6 If we lived on a spacecraft, we'd never go outside.

Extra activity

Revise the topic of space and conditionals:
– Tell students they have won a place on the very first 'Astro Galactic Cruise' to the Moon. Draw up the Moon's surface and the spacecraft on the board. Students brainstorm common objects that people typically take on holiday and also things they might want to take to the Moon.
– Draw the three boxes on the left of the board. Collate vocabulary, classifying the smallest/lightest objects in the top box, and the largest/heaviest objects in the bottom box. Ask the class to guess why you have organised the words in three boxes.
– Divide the class into threes and explain that, because the spacecraft isn't very big, they can only take a limited number of items. Each group has 10 points, and box 1 items = 1 points, box 2 items = 2 points, and box 3 items = 3 points. Groups have to keep within the limit.
– Write up the useful language in speech bubbles and remind students that First conditionals = realistic ideas, e.g. *'If we take an MP3 player, we won't get bored in the evenings!'*; and Second conditionals = unrealistic ideas, e.g. *'Oscar, I wouldn't take your dog if I were you. He'd be really frightened!'*
–In groups, students discuss what they are going to take. Monitor, but do not interrupt fluency.
– Ask students to feedback to the class, e.g. *'We would take a football if we went to the Moon, because it would be fun to play with no gravity!'*



My Assessment Profile Unit 7

Workbook page 133

Culture 5 – St Patrick's Day

See Teacher's Book page 225 and Students' Book page 126 (for extra reading, discussion and writing work).

PEARSON

Science File Asteroids

Cultural notes

- *The Barringer* (/ˈbærɪndʒə/) *Crater* was discovered in 1891 in Arizona, but the geologist who first investigated it believed it had been formed by some kind of volcanic explosion. In 1903, a mining engineer, Daniel Barringer, suggested that it might in fact be the crater from a meteorite impact. For many years his company, who had bought the site, searched for evidence of the meteorite, but failed to find conclusive evidence. It wasn't until the 1960s that traces of metals and minerals were found in the crater and Barringer's theory was confirmed. The crater today is a popular tourist attraction.
- *The Chicxulub* (/ˈtʃɪːkʃəluːb/) *Crater* is deep under the Yucatán Peninsula in Mexico and was discovered in the 1970s. It is one of the largest impact craters on the planet and is over 180 kilometres wide. In 2010 a panel of scientific experts concluded that this was the impact event which killed off the dinosaurs just over 65 million years ago.
- *The Tunguska* (/tʊnˈgʌskæ/) *Event* was a massive explosion which took place in a forest area of Siberia in 1908 and destroyed about 75 million trees. Scientists believe that a meteorite or comet of about 100 metres in diameter was blown to pieces as it flew through the Earth's atmosphere. It is estimated that the force of the impact was about 1,000 times greater than the atomic bomb dropped on Hiroshima.

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: *ice*, *piles*, *shape*, *diameter*, *asteroid belt*, *species*, *strike*, *chance*.

Exercise 1

- Draw attention to the photos and ask students what they can see.
- Students read the article quickly to find out what the size of the biggest asteroid in our solar system is.
- Check the answers as a class.

Answer

The biggest asteroid in our solar system has a diameter of 975 km.

Exercise 2 (Track 3.12)

- Students read the article again and decide if the sentences are true or false.
- If you wish, play the recording for students to listen and read.
- Students then check in pairs before checking answers as a class.
- Stronger groups or fast finishers can correct the false sentences.

Answers

1 *False* (They are made of rock or metal and some have ice on them, too.)
2 True
3 False (Earth's Moon might have been created when an asteroid crashed into Earth.)
4 True
5 False (Rocks from space hit Earth about 500 times a year.)
6 False (There is a 1 in 300 chance of a big asteroid hitting Earth.)

Exercise 3 (Track 3.13)

- Draw attention to the table and the photo of the Barringer Crater.
- Play the recording for students to choose the correct options.
- Check answers as a class.

Answers

1 *the USA* 2 50,000 3 metal 4 50 5 1,200 m
6 plants

Audioscript

See Teacher's Book page 230

My Science File

Exercise 4

- Individually, students find out about either Chicxulub or Tunguska.
- Remind students that further information about these impact events is available by searching the internet.

Exercise 5

- Students prepare a short paragraph about their chosen event.
- 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 paragraph.

In this unit have you …

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

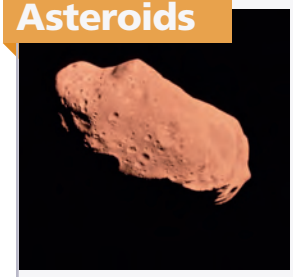
With the exception of the Speaking and Writing worksheets, all the Teacher's Resources are at two levels of difficulty:

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

PEARSON

Science File

Asteroids



What are asteroids?
Asteroids are objects in space which are smaller than planets and orbit the Sun. They are made of rock or metal and some have ice on them, too. This is the material which wasn't used when the planets in our solar system were formed 4.5 billion years ago.

How many asteroids are there in our solar system?
Millions. Some are small piles of stones and these are irregular in shape. But the largest asteroid in our solar system, Ceres, is the shape of a planet and has a diameter of 975 km – that's bigger than France!

Where are they?
There are asteroids in many parts of our solar system, but most of them are in the 'asteroid belt' between the orbits of Mars and Jupiter.

Do asteroids ever crash into planets?
Yes, sometimes. In fact, some people think that the Moon was created when a huge asteroid crashed into Earth early in our planet's history. And it was probably another impact event which caused the extinction of the dinosaurs and many other species about 65 million years ago. These big impact events don't happen very often, but smaller rocks strike Earth about 500 times a year. There are a lot of big holes in the ground which were made by these rocks.

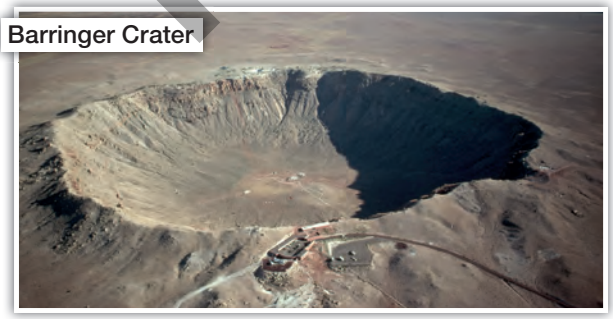
Is Earth in danger from asteroids today?
Sometimes big asteroids pass very close to Earth. In 1989, a 300-metre asteroid passed through the exact position where the Earth was only six hours before. If an asteroid of that size hit Earth, there would be an explosion twelve times more powerful than a big nuclear bomb. Astronomers think that about 2,000 asteroids bigger than one kilometre might hit Earth in the next billion years. These will be very dangerous. However, there's nothing terrible to worry about until the year 2880, when a kilometre-wide asteroid has a 1 in 300 chance of hitting Earth.

Reading

1 Read the article quickly. What is the size of the biggest asteroid in our solar system?

2 3.12 Read the article again. Are the sentences true (T) or false (F)?

1 All asteroids are made of rock. *F*
2 Asteroids are many different shapes.
3 Earth's Moon used to be an asteroid.
4 An asteroid probably killed the dinosaurs.
5 Rocks from space don't hit Earth very often.
6 A big asteroid will definitely hit Earth in the next thousand years.


Barringer Crater

3 3.13 Listen to information about the impact event which created the Barringer Crater. Choose the correct options.

Where?	[1] *the USA* / Australia
When?	[2] *5,000 / 50,000* years ago
What?	a piece of [3] *metal / rock*
How big?	[4] *50 / 300* metres
Results?	• a hole in the ground more than [5] *175 m / 1,200 m* wide • all [6] *plants / animals* in a 1,000 km² area were destroyed

My Science File

4 Find out about the impact event at either Chicxulub or Tunguska. Make a table about it like the one in Exercise 3.

5 Write a short paragraph about the event.

PEARSON

8 Spies

Grammar	Past perfect; Third conditional
Vocabulary	Spy collocations; Adjectives with prefixes *dis-, im-, in-, un-*
Speaking	Explaining and apologising
Writing	An opinion essay

Vocabulary Spy collocations

1 3.14 **Match these words to the definitions (1–12). Then listen, check and repeat.**

break into somewhere *9*	decode a message
escape from somewhere	follow someone
make a deal	spy on someone
take cover	tap a phone
tell a lie	tell the truth
track down a person	wear a disguise

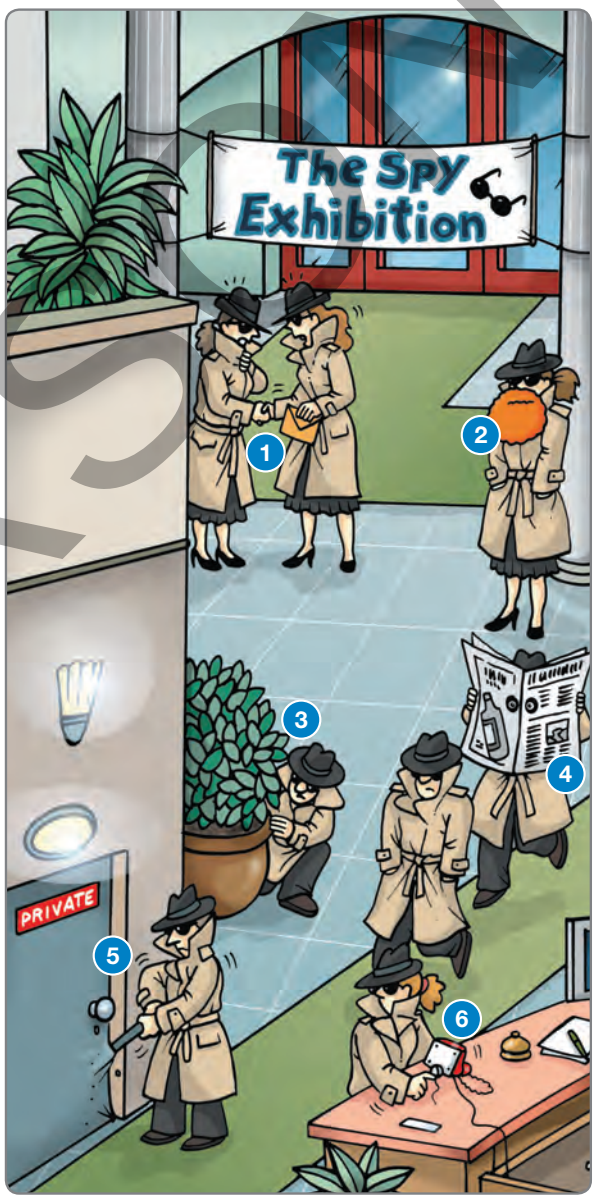
1 watch someone secretly
2 find someone after searching for them
3 get away from a dangerous place or situation
4 hide in a place to protect yourself
5 discover the meaning of some secret numbers or letters
6 use equipment to listen to someone's phone
7 say the actual facts about something
8 use clothes or other accessories so that people can't recognise you
9 get into a place by using force
10 say something untrue
11 agree to do something in exchange for something else
12 walk or drive secretly behind a person

Word list page 111 **Workbook** page 111

2 **Look at the picture. Find someone:**

taking cover *3*	wearing a disguise
tapping a phone	following another person
making a deal	breaking into somewhere

3 **Work in pairs. Have you ever done any of the things in Exercise 1? Tell your partner.**



3.15, 3.16 **Pronunciation Unit 8** page 121

Brain Trainer Unit 8
Activities 1 and 2 Go to page 117

PEARSON

Unit contents

Vocabulary
→ Spy collocations – *break into somewhere*, *decode a message*, *escape from somewhere*, *follow someone*, *make a deal*, *spy on someone*, *take cover*, *tap a phone*, *tell a lie*, *tell the truth*, *track down a person*, *wear a disguise*
→ Adjectives with prefixes: *dis-*, *im-*, *in-*, *un-* – *dishonest*, *disloyal*, *dissatisfied*, *impatient*, *impolite*, *impossible*, *inappropriate*, *incorrect*, *intolerant*, *unfair*, *unimportant*, *unsuccessful*

Grammar
→ Past perfect
→ Third conditional

Communication
→ Explaining, acknowledging and apologising
→ Writing an opinion essay; Expressing opinions

Pronunciation
→ /eə/, /iː/, /eɪ/

Key competences
→ Linguistic competence
→ Interpersonal, social and civic competence
→ Learning-to-learn
→ Autonomy and personal initiative

Vocabulary Spy collocations

Extra activity

Stronger groups work with their books closed. Write the following six spy collocations on the board:
decode a message *track down a person*
escape from somewhere *wear a disguise*
spy on someone *take cover*
In pairs students draw a cartoon to show the meaning of each collocation, e.g. a man climbing through the bars of a prison to illustrate *escape from somewhere*. Encourage students to use their dictionaries when necessary. Monitor and choose the six best cartoons and ask students to copy these onto the board to check meaning with the class.

Exercise 1 (Track 3.14)

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

Answers

1 spy on someone
2 track down a person
3 escape from somewhere
4 take cover
5 decode a message
6 tap a phone
7 tell the truth
8 wear a disguise
9 break into somewhere
10 tell a lie
11 make a deal
12 follow someone

Exercise 2

- Draw students' attention to the cartoon.
- Students match six of the phrases from Exercise 1 to people in the picture.
- Check answers as a class.

Answers

1 making a deal
2 wearing a disguise
3 *taking cover*
4 following another person
5 breaking into somewhere
6 tapping a phone

Extra activity

Write the following sentence beginnings and endings on the board. Individually, students match the parts of the sentences.

1 Someone broke into my house yesterday
2 Are you wearing a disguise
3 It started to rain so we
4 The criminal escaped from prison, but
5 Let's make a deal –

a or are those your own clothes?
b took cover in the shopping centre.
c if you do the cooking, I'll do the washing-up.
d and stole my homework!
e the police tracked him down very quickly.

Check answers as a class.
(Answers: *1d*; *2a*; *3b*; *4e*; *5c*)

Exercise 3

- In pairs, students talk about which of the things in Exercise 1 they have done.
- Monitor, but do not interrupt fluency unless they make mistakes with the collocations in Exercise 1.

Pronunciation (Track 3.15, 3.16)

See Teacher's Book page 220 and Students' Book page 121

Further practice

Workbook pages 68 and 111

Brain Trainer Unit 8 Activities 1 and 2

See Teacher's Book page 215 and Students' Book page 117

PEARSON

Reading

Revision

First – At the start of the class, revise the spy collocations from the previous lesson. Tell students to write the following verbs in a column in their notebooks:
break into, *decode*, *escape from*, *make*, *spy on*, *take*, *tap*, *tell*, *track down*, *wear*

Second – Tell students you are going to say ten phrases and that they must write them next to the most logical verb. Read the following items:
cover, *the criminal*, *the neighbours*, *his smartphone*, *a disguise*, *prison*, *a deal*, *a secret message*, *a bank*, *the truth*

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: *break into a bank*; *decode a secret message*; *escape from prison*; *make a deal*; *spy on the neighbours*; *take cover*; *tap his smartphone*; *tell the truth*; *track down the criminal*; *wear a disguise*)

Exercise 1

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

Answer

2 an extract from a spy novel

Exercise 2 (Track 3.17)

- Individually, students read the text again and 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 She was probably thinking about where 22 Hadrian Avenue was.
3 She went by bike.
4 Because he was an ordinary-looking man and his face was instantly forgettable.
5 He broke into the London School of Tropical Medicine and stole the virus.
6 She took cover behind a blue van parked on the corner.
7 Because from behind the van she could spy on the building and she had a good view of the street.
8 DeVere said '… in fact I'm right behind you!'

Extra activity

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

1 Stella woke up at seven o'clock in the morning when she heard her alarm clock ringing. (*False*)
2 There was a lot of traffic on the road at seven in the morning and she had to go slowly. (*False*)
3 Philip DeVere was a tall, handsome man with brown hair and brown eyes. (*False*)
4 The virus that DeVere stole was very, very strong and very, very dangerous. (*True*)
5 Stella didn't get in the blue van because she couldn't get the keys out of her bag without making a noise. (*False*)
6 Stella didn't see DeVere come out of the apartment block. (*False*)

They then compare their answers in pairs.

Exercise 3

- In pairs, students ask and answer the questions. Make it clear that students aren't supposed to be able to guess the answer from the text, but they should try to be detectives and find clues in the text. Encourage them to make lots of suggestions. Tell them that they will find out the answer in the next lesson.
- Monitor and help with vocabulary, but do not interrupt fluency.

Extra activity

Stronger groups or individual students write a conclusion to the story of Stella and DeVere. After correcting the texts you could display them on the classroom walls and ask students to vote for the one which they think is the best ending to the story.

Further practice

Workbook page 69

PEARSON

Reading

1 **Read the text quickly. Choose the best description.**

1 a newspaper article about spies
2 an extract from a spy novel
3 a biography of a famous spy

The phone call woke her at seven in the morning. There were no words, just a series of strange noises. Stella listened carefully and wrote some numbers on the notepad by her phone. By the time she put the pen down, she had already decoded the message. It was an address: 22 Hadrian Avenue. Stella opened a street map, moved her finger along the route, closed her eyes for a brief moment, then raced out of her apartment. As she sped through the empty silver streets on her bike, she reviewed what she already knew about her target. Philip DeVere was an ordinary-looking man. Medium height, mid-brown hair, grey-brown eyes. He didn't need to wear a disguise – his face was instantly forgettable. But this unremarkable man was in fact a very dangerous thief. Before he became a criminal, DeVere had been a brilliant scientist. But then two months ago, he broke into the London School of Tropical Medicine and stole a bottle of deadly virus. Just one drop could pollute the water supply to a whole city. Stella's job was to track down DeVere and get back the virus.

As she approached Hadrian Avenue, Stella jumped off her bike and took cover behind a blue van parked on the corner. From here she had a good view of the whole street. Number 22 was an old, grey apartment block opposite a small, empty children's playground. In the playground there was a woman with a pram and an old man sitting on a bench and reading a newspaper. Suddenly DeVere came running out of number 22 and across the playground.

Stella had already put her mobile phone in her pocket before she left her apartment that morning. Now she took it out and dialled a number. 'I'm right behind him,' she said. She switched off the phone and put it back in her pocket. 'Ah, my dear Stella,' said a voice, 'but in fact I'm right behind you!'

2 3.17 **Read the text again and answer the questions.**

1 How did Stella find out where DeVere was?
She decoded a message on her phone.
2 What was Stella probably doing when she 'closed her eyes for a brief moment'?
3 How did Stella get from her apartment to Hadrian Avenue?
4 Why didn't Philip DeVere need to wear a disguise?
5 How did DeVere get the virus?
6 How did Stella hide from DeVere?
7 Why did she choose this place to hide?
8 Who said '… in fact I'm right behind you!'

3 **What about you? Ask and answer.**

1 How was Stella tricked by DeVere? Can you find any clues in the text?
2 What do you think happens next?
3 Do you enjoy reading these kinds of stories? Why?/Why not?

PEARSON

Grammar Past perfect

By the time she put the pen down, she had already decoded the message.

Before he became a criminal, DeVere had been a brilliant scientist.

Stella had already put her mobile phone in her pocket before she left her apartment that morning.

Grammar reference Workbook page 100

Watch Out!

We often use the following time expressions with the Past perfect:
by the time, by (+ a time), just, already, when

By the time Helen finished her call, she had been on the phone for two hours.
The man had just opened the window when there was a loud explosion.

1 **Study the grammar table and Watch Out! Choose the correct options to complete the rules.**

1 We use the Past perfect to describe an action that occurred *before / after* another action in the past.
2 We form the Past perfect with *has / had* + past participle.

2 **Complete the sentences with these words.**

buy get hear see ~~send~~ spend

1 I lost the letter that you *had sent* the day before.
2 We .... all our money the weekend before so we couldn't go out last night.
3 He put on the disguise that he .... at the shop the day before.
4 We .... just .... home when the phone rang.
5 I .... never .... that song before you sang it last night.
6 She .... never .... a musical before and she was very excited.

3 **Complete the text with the Past simple or Past perfect form of the verbs.**

By the time Stella [1] *was* (be) on her way to Hadrian Avenue, DeVere [2] .... (already/plan) his escape. He [3] .... (put) on his disguise – a white wig and an old coat. He [4] ..... (just/pick) up a newspaper when his friend, Blaine, [5] .... (come) to his door. DeVere [6] .... (give) Blaine his instructions. 'Wait five minutes!' he said. 'Then run through the playground to the station.' Before Blaine [7] .... (have) time to ask any questions, DeVere [8] .... (leave) the building. He [9] .... (walk) slowly to the park bench and [10] .... (start) to read his newspaper. After he [11] .... (wait) for five minutes, he [12] .... (see) Stella at the top of Hadrian Avenue.

4 **Put the sentences into the Past perfect.**

1 I finished my sandwich and then I ate a banana. (after)
After I had finished my sandwich, I ate a banana.
2 She opened the window and saw a strange man. (just/when)
3 She put on her coat. Then she left the house. (after)
4 Everyone read the book and then we discussed it in class. (before).
5 The girl put on her disguise and then walked into the room. (after)
6 The thief made his escape. The alarm bell rang. (already, by the time)
7 Judy switched on the video camera and then left the house. (already/when)

5 **Use the Past perfect to make endings to the sentences.**

1 When I arrived at the cinema *the film had already started.*
2 When I opened the door …
3 Julie felt sad because …
4 There was no school yesterday because …
5 I was really happy because …

PEARSON

Grammar Past perfect

Language notes

Students are introduced to the Past perfect to describe an action that occurred before another action in the past. There may be slight differences between the use of the structure in students' L1 and the use of the Past perfect in English. Asking students to translate example sentences into their L1 and then contrast the tenses used can be a very valuable step to help them assimilate the structure. Check students understand that the form of the Past perfect is the same for all persons, the only change is the subject pronoun, i.e. *'I/you/he/she/it/we/they had become …'* etc.

Exercise 1

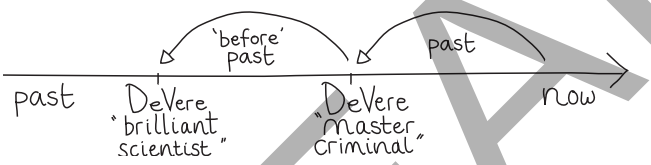
- Read the grammar table and the 'Watch Out!' section with the students.
- Students work individually, choosing the correct options and referring back to the grammar table and the 'Watch Out!' section where necessary.
- Check answers as a class.

Answers

1 before **2** had

Extra activity

Help students understand the difference between the Past perfect and the Past simple by drawing the following timeline on the board:



Check students understand that when we have two events in the past, we can use the Past perfect to talk about the one which is further in the past. Write the following sentence on the board:
Before he became a criminal, DeVere had been a brilliant scientist.
and show students how, even if we invert the two clauses, the meaning is still clear:
DeVere had been a brilliant scientist before he became a criminal.

Exercise 2

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

Answers

2 had spent **3** had bought **4** had (just) got
5 had (never) heard **6** had (never) seen

Exercise 3

- Students complete the text.
- Check answers by asking individual students to read out sentences from the text.

Answers

2 had already planned
3 had put
4 had just picked
5 came
6 gave
7 had
8 had left
9 had walked
10 started
11 had waited
12 saw

Exercise 4

- Read through the example with the students.
- Check students understand the task before they start.
- Students put the sentences into the Past perfect.

Answers

2 She had just opened the window when she saw a strange man.
3 After she had put on her coat, she left the house.
4 Everyone had read the book before we discussed it in class.
5 After the girl had put on her disguise, she walked into the room.
6 The thief had already made his escape by the time the alarm bell rang.
7 Judy had already switched on the video camera when she left the house.

Exercise 5

- Students work individually, completing the sentences.
- Monitor and point out errors for students to self-correct.
- Ask some students to read out their sentences to the class.

Possible answers

2 the boys had already given up and gone away.
3 she hadn't passed any of the exams.
4 the heating had broken down and it had snowed a lot.
5 I had just heard that I had won the competition.

Further practice

Workbook pages 70 and 100–101

PEARSON

Vocabulary Adjectives with prefixes *dis-, im-, in-, un-*

Revision

First – Prepare six sentences about yourself using the Past perfect for students to decide if they are true or false based on what they know about you, e g.

1 I'd already drunk three cups of coffee before nine o'clock this morning! (*False – You told us you gave up drinking coffee a long time ago because it gives you headaches.*)
2 My children had just gone to bed when I got home from work yesterday. (*False – Your children are all teenagers so they don't go to bed until much later.*)
3 By the time I'd finished marking your exams last weekend, I was very depressed! (*True – Our exam results weren't very good so you probably were depressed.*)

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 Past perfect. 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.

Language notes

This lesson revises the prefix *dis-* (meaning *not*) which students first saw in Unit 6. Students are also introduced to the other negative prefixes *im-*, *in-* and *un-*. They may ask how they know which prefix to use with each word. Tell them that, although there are some general rules, they are complicated and there are many exceptions so it is actually quicker and easier to simply remember the adjectives on a case-by-case basis.

Extra activity

Books closed. Write the following word snake on the board:
tolerantcorrectsatisfiedpatientpolitepossiblesuccessful appropriatefairimportantloyalhonest
Students must find all the words. Check answers and spelling as a class.
(Answers: *tolerant*; *correct*; *satisfied*; *patient*; *polite*; *possible*; *successful*; *appropriate*; *fair*; *important*; *loyal*; *honest*)
Divide the class into six small groups. Give each group two words from the word snake and ask them to write simple, clear definitions for their words. Split the groups and regroup students into larger groups of six, each student with different definitions. In their new groups students take turns reading each other their definitions and checking their classmates remember the meaning of all the words in the word snake.

Exercise 1

- Draw attention to the pictures and ask students what they can see.
- Students match the pictures to the adjectives.
- Check answers as a class.

Answers

2 incorrect **3** dishonest **4** unfair

Exercise 2 (Track 3.18)

- Individually, students copy the table and classify the words according to the prefix.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each item to check students' pronunciation.
- Check spelling by drawing the table on the board and asking individual students to complete it.

Answers

dis- *dishonest*, disloyal, dissatisfied
im- *impossible*, impatient, impolite
in- *incorrect*, inappropriate, intolerant
un- *unfair*, unimportant, unsuccessful

Exercise 3

- Students complete the sentences.
- Check answers by asking individual students to read out the sentences.

Answers

2 dissatisfied
3 incorrect
4 disloyal
5 inappropriate
6 impolite
7 intolerant
8 impossible
9 dishonest
10 unimportant
11 unfair
12 impatient

Extra activity

Play an elimination game using the adjectives with prefixes. Tell the whole class to stand up and explain that you are going to say a student's name and an adjective. The student has to respond immediately with the negative adjective. If the student hesitates or uses the wrong prefix, he/she is eliminated and sits down. Repeat the process, calling out students' names at random, giving them adjectives and eliminating those who make mistakes until there is a clear winner. If you wish, play the game again and allow a student to take your place nominating classmates and saying adjectives.

Exercise 4

- In pairs, students talk about the situations.
- Monitor, but do not interrupt fluency unless they make mistakes with the adjective prefixes.

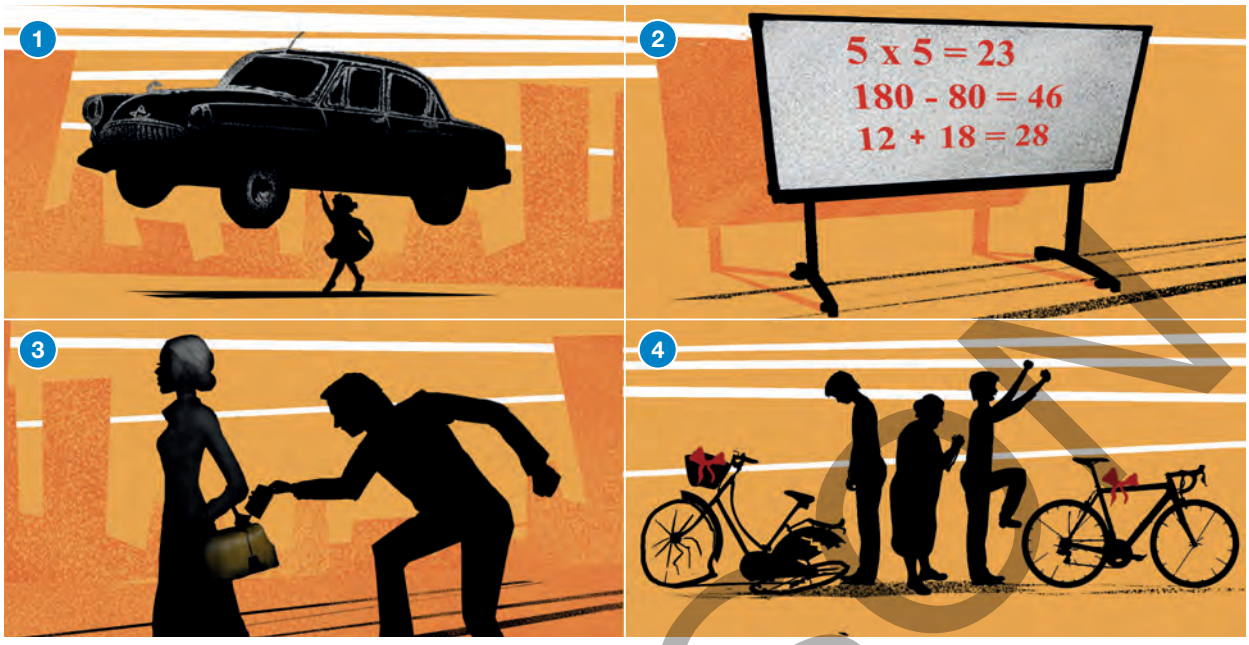
Further practice

Workbook pages 71 and 111

Brain Trainer Unit 8 Activity 3

See Teacher's Book page 215 and Students' Book page 117

PEARSON



Vocabulary Adjectives with prefixes *dis-, im-, in-, un-*

1 **Match pictures (1–4) to these adjectives.**

dishonest impossible *1* incorrect unfair

2 3.18 **Copy the table. Put the words under the correct headings. Then listen, check your answers and repeat.**

appropriate ~~correct~~ ~~fair~~ ~~honest~~
important loyal patient polite
~~possible~~ satisfied successful tolerant

dis-	*im-*	*in-*	*un-*
dishonest	*impossible*	*incorrect*	*unfair*
....	....	....	....
....	....	....	....

Word list page 111 **Workbook** page 111

3 **Complete the sentences with words from Exercise 2.**

1 Our team didn't win the match. We were *unsuccessful*.
2 He said sorry, but she was .... with his apology and didn't reply to his letter.
3 This answer is .... . Please look at it again.
4 If you don't support your friends when they have problems, people might think you are .... .
5 This film is very violent. It's .... for young children.
6 My sister never says 'please' or 'thank you'. She's really .... !
7 My dad's boss is very .... and he doesn't like people to disagree with him.
8 You can't get from London to New York in one hour. It's .... !
9 The .... boy cheated in his Maths exam.
10 I know you think this problem is .... , but it's really worrying me.
11 My sister's piece of cake is much bigger than mine. It's so .... !
12 She's never prepared to wait for other people – she's really .... .

4 **What about you? In pairs, tell your partner about:**

1 a time when you were honest.
2 a time when you felt something was unfair.
3 two situations that make you feel impatient.

Brain Trainer Unit 8
Activity 3 Go to page 117

PEARSON

Chatroom Explaining and apologising

Speaking and Listening

1 **Look at the photo. What is Archie's dad doing? Is Archie happy or angry about this?**

2 3.19 **Listen and read the conversation. Check your answers.**

3 3.19 **Listen and read again. Answer the questions.**

1 Why is Archie's dad looking at Archie's computer?
To check who he is talking to online.
2 Does Archie understand that he should be careful about online safety?
3 Why does Archie's dad worry about Archie's online friends?
4 Why does Archie think that this social networking site is safe?
5 Why is Archie so angry with his dad?

4 **Act out the conversation in pairs.**

Archie What's going on, Dad? Why are you using my computer?
Dad I'm checking your social networking account.
Archie That's outrageous! You're spying on my private conversations. It's totally unfair.
Dad No, Archie, that's not true. But the fact is that you have to be careful about who you talk to online.
Archie I know that! I would have told you immediately if a stranger had ever tried to contact me online. But nothing like that has ever happened.
Dad I'm sure that's true. But you have to understand that some people can be dishonest about their real identity.
Archie I'm aware of that, Dad. But there's nothing inappropriate on this social networking site. It's approved by my school.
Dad Well, let's forget about it, OK? I'm sorry that I upset you.
Archie OK, whatever. But if you had asked me first, I wouldn't have got so angry.

Say it in your language …
What's going on?
That's outrageous!

CLARENDON

Chatroom Explaining and apologising

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 find the 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** Excuse me, how do I get to the shopping centre?
B Take the first right and it's on the left. You can't miss it.
A Thanks so much. …

2 **A** My mum says I can't go to the Adele concert on Friday.
B Why not?
A Because I have to go and visit my grandparents. …

3 **A** So, he'd just told her the truth when … What was that?
B What's happened?
A Something has just bitten my arm, it really hurts!

4 **A** Can you help me?
B Of course! What's the problem?
A I'm trying to do my Maths homework, but it's really hard …

5 **A** I thought on Friday we could meet at the café and then go to the cinema.
B … Shall we meet about six o'clock?
A Great. See you then!

Third – Students compare their ideas in pairs before checking answers as a class. Drill the conversations for pronunciation and intonation.
(Answers: *1 Sorry to disturb you!*; *2 It's not fair!*; *3 Ouch!*; *4 I'm hopeless at this!*; *5 That sounds perfect!*)

Speaking and Listening

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 3.19)

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

Answers

Archie's dad is checking Archie's social networking account. Archie is very angry.

Exercise 3 (Track 3.19)

- Repeat the recording for students to answer the questions.
- They then check in pairs before checking answers as a class.

Answers

2 Yes, he does.
3 Because some people can be dishonest about their real identity.
4 Because it is approved by his school.
5 Because his dad didn't ask him before reading his private conversations.

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 to the class.

Extra activity

Drill the conversation for correct pronunciation. Tell the class that they are going to be Archie and that you are going to be his dad. Build up the conversation step by step until students can perform it unprompted. Repeat the process with the students being Archie's dad and you being Archie 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.

What's going on? – colloquial question used to ask what is happening, particularly when we think something suspicious is happening or that something is being hidden from us. You might use it if you walk into the classroom and sense that your students are doing something they shouldn't be doing.

That's outrageous! – expression of indignation used to refer to something which we think is completely unacceptable. Usually used with exaggerated intonation indicating that the speaker is very irritated by what is happening.

PEARSON

Exercise 5

- Students read the conversation again and find who says the phrases.
- Check answers as a class.

Answers

2 Dad **3** Archie **4** Dad **5** Dad **6** Dad

Exercise 6

- Read through the phrases for explaining, acknowledging and apologising with the class.

Exercise 7 (Track 3.20)

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

Exercise 8

- Students make their own conversations by replacing the words in purple in Exercise 7.
- Monitor, but do not interrupt fluency unless students make mistakes with the use of the words and phrases for explaining, acknowledging and apologising.
- Stronger groups or fast finishers can use their own ideas.

Further practice

Workbook pages 72 and 120

Grammar Third conditional

Language notes

Students continue their work on conditionals in this unit by studying Third conditional sentences for the first time. They see the Third conditional in isolation, not mixed with First or Second conditional forms. Students are unlikely to have serious problems with the Third conditional on a meaning level, but the grammatical construction of the sentence may cause students problems. Be prepared to offer students extra support and point out grammatical errors for them to self-correct. Remind students that the clauses in all conditional sentences can be inverted and the comma omitted.
Students only see Third conditionals with the auxiliary *would* although it is, of course possible to form conditionals with other past modals, e.g. *could have*, *might have*, *should have*, etc. They also do not see any form of mixed conditional, e.g. *'If I hadn't already spent all my money, I would be able to go out this evening.'* If you give any additional examples, be careful that they fit within the rules being taught and do not unintentionally include mixed conditional forms or other past modals.

Exercise 1

- Read the grammar table with the students.
- Students work individually, choosing the correct options and referring back to the grammar table where necessary.
- Check answers as a class.

Answers

1 unreal **2** Past perfect, Past participle

Exercise 2

- Students identify the Third conditional sentences.
- Check answers as a class.

Answers

Sentences *1* and 3 are Third conditional sentences.

Exercise 3

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

Answers

2 hadn't rained, would have played
3 had watched, would have been
4 would have practised, hadn't hurt
5 wouldn't have felt, had told
6 would have helped, had been

Extra activity

Stronger groups practise rewriting sentences using the Third conditional. Write the following sentences on the board:
1 I didn't have enough money so I didn't go out last night.
2 She fell over in the snow and broke her arm.
3 We didn't play football yesterday because we had to study.
4 I didn't reply to your email because my computer crashed.
5 He didn't go to school yesterday because he felt ill.
6 I dropped my smartphone in the river and it stopped working.
Check answers as a class.
(Answers: *1 If I had had enough money, I would have gone out last night.*; *2 If she hadn't fallen over in the snow, she wouldn't have broken her arm.*; *3 If we hadn't had to study, we would have played football yesterday.*; *4 If my computer hadn't crashed, I would have replied to your email.*; *5 If he hadn't felt ill yesterday, he would have gone to school.*; *6 If I hadn't dropped my smartphone in the river, it wouldn't have stopped working.*)

Exercise 4

- Students work individually, writing answers to the questions using the Third conditional.
- Monitor and point out errors for students to self-correct.
- Ask some students to read out their sentences to the class.

Further practice

Workbook pages 73 and 100–101

PEARSON

5 **Look at the conversation again. Who says what?**

1 It's totally unfair. *Archie*
2 The fact is …
3 I know that!
4 I'm sure that's true.
5 You have to understand that …
6 Let's forget about it.

6 **Read the phrases for explaining, acknowledging and apologising.**

Explaining, acknowledging and apologising	
Explaining	The fact is … You have to understand that …
Acknowledging	I know that. I'm aware of that. I'm sure that's true.
Apologising and accepting an apology	I'm sorry that … Let's forget about it.

7 3.20 **Listen to the conversation. Act out the conversation in pairs.**

Holly Yasmin, why are you [1] using my phone?
Yasmin [2] I'm looking for Fraser's number.
Holly Well, you should ask me first. [3] My phone is private.
Yasmin The fact is that you weren't here and [4] I need his number now.
Holly I'm sure that's true. But you shouldn't look at other people's stuff without asking.
Yasmin OK, I'm sorry that I upset you.

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

1 read my diary / in my bedroom / look at my email account
2 want to check when Mark's birthday is / try to find my jacket / look for Sara's email address
3 my diary / my bedroom / my email account
4 organise his party / need my jacket now / want to send her this photo now

Grammar Third conditional

If you had asked me first, I wouldn't have got so angry.
(You didn't ask me first and so I was angry.)

I would have told you immediately if a stranger had tried to contact me.
(A stranger didn't try to contact me and so I didn't tell you.)

Grammar reference Workbook page 100

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

1 We use the Third conditional to talk about *unreal* / *real* situations in the past.
2 We form the Third conditional with *If* + *Past perfect* / *Past participle* + *would(n't)* *have* + *Past perfect* / *Past participle*.

2 **Which are the Third conditional (3) sentences?**

1 If I hadn't caught the bus, I would have walked home. *3*
2 If I met Lady Gaga, I would ask for her autograph.
3 You wouldn't have failed the test if you had worked harder.
4 She would buy a new car if she won $10,000.

3 **Complete the sentences with the correct form of the verb. Use the Third conditional.**

1 If we *had known* (know) about your party, we *would have come* (come) to it.
2 If it …. (not rain) yesterday, we …. (play) football.
3 If you …. (watch) that horror film, you …. (be) very scared!
4 Marie …. (practise) the violin this morning if she …. (not hurt) her arm.
5 They …. (not feel) so angry if you …. (tell) them the truth.
6 I …. (help) you if I …. (be) there.

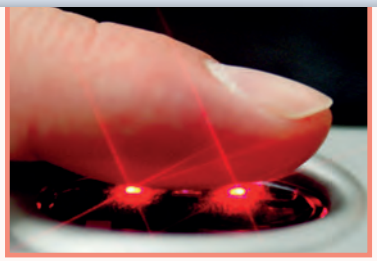
4 **What about you? Write answers to these questions. Use the Third conditional.**

1 Why were you so late yesterday?
I missed the bus. If I hadn't missed the bus, I wouldn't have been late.
2 Why didn't you go to school yesterday?
3 Why did you shout at your friend last night?
4 Why didn't you go swimming last weekend?

PEARSON

WHO'S WATCHING YOU?

Ted Barnes is a typical 16-year-old student at a large secondary school in Peterborough. He walks to school every morning, attends classes, eats his lunch at the school cafeteria, takes out books from the school library and sometimes goes to an after-school computer club before he walks home. And like most of his classmates, Ted is under surveillance throughout his school day. On his journey to school, he walks past four CCTV cameras. Ted's school has got thirty CCTV cameras in the corridors and by the school entrance. When Ted checks out books from his library, he uses a fingerprint scanner and when he buys his lunch at the cafeteria, he uses an ID card, which records what he buys. After school, at computer club, the teacher can see exactly which sites Ted visits and can monitor his online conversations. Ted and many of his friends feel more and more dissatisfied with the level of surveillance in their lives. 'Teachers, the police, our parents … they're spying on us all the time. They think that our right to privacy is unimportant.' complains Ted. 'They don't tap our phones, but they follow



us in so many other ways. Nothing is private anymore.'

But Lakshmi Singh, head teacher at Ted's school, argues that surveillance is a useful and necessary part of school life. 'Before we installed cameras here, students had reported a lot of problems with bullying. We had tried to identify the bullies, but before the CCTV cameras we were unsuccessful. After we had installed the cameras, we identified the bullies and noticed an immediate improvement in discipline. Now our students know that they are safe at school. If we hadn't put cameras in the corridors, we wouldn't have been able to track down the bullies. It's impossible to have a system that pleases everyone.'

Key Words

surveillance	check out
fingerprint scanner	monitor
privacy	install

Reading

1 **Read the article quickly. Choose the best description of Ted's opinion.**

1 There is too much surveillance in our daily lives.
2 Surveillance is important to keep us safe.
3 We need to find better ways than surveillance to protect students.

2 3.21 **Read the article again. Are these sentences true (T), false (F) or don't know (DK)?**

1 Ted is like most other 16-year-old students. *T*
2 Ted always goes home at the same time every day.
3 Ted's school can find out what he eats for lunch.
4 There are CCTV cameras in the computer club classroom.
5 Ted thinks that some people are listening to his phone conversations.
6 Lakshmi Singh agrees with Ted that there is too much surveillance at school.
7 Before CCTV cameras were installed, bullying was the biggest problem at the school.
8 The school used CCTV cameras to identify the bullies.

Listening

1 3.22 **Listen to the interview. How many students does the reporter talk to? Do they agree with each other?**

Listening Bank Unit 8 page 120

2 **Discuss the questions.**

1 Do you have CCTV cameras at your school? If so, where are they?
2 Do you think that CCTV cameras can help to stop problems like bullying and theft at school?
3 Do you think that CCTV cameras are an invasion of your privacy?

PEARSON

Reading

Exercise 1

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

Answer

1 There is too much surveillance in our daily lives.

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.

surveillance – when the police, army, etc. watch a person or place carefully because they might be connected with criminal activities

check out – to borrow something officially from somewhere like a library and for this to be recorded on a computer or other organised system

fingerprint scanner – a small security device which looks at the tiny lines on the end of your finger and uses them to identify you

monitor – to discreetly look at or listen to what other people are doing while they are doing it, in order to make sure their actions are 'acceptable'

privacy – an abstract noun meaning not public, but restricted, personal and almost secret

install – to put something electric or electronic in a place permanently and start it working for the first time

Exercise 2 (Track 3.21)

- Students read the article again and decide if the sentences are true or false.
- Make sure students understand that if no information is given then they should mark the sentences DK.
- If you wish, play the recording for students to listen and read.
- Check answers as a class.
- Stronger groups or fast finishers can correct the false sentences.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

2 False (Ted sometimes goes to an after-school computer club before he walks home.)
3 True
4 False (There are 30 CCTV cameras in the corridor and by the school entrance, but none in the computer club classroom.)
5 False (Ted says that his phoned isn't tapped.)
6 False (Lakshmi Singh thinks that surveillance is a useful and necessary part of school life.)
7 DK
8 True

Extra activity

Write the following questions on the board. Students read the article again and answer them.

1 How does Ted go to and from school each day?
2 What four types of surveillance technology are mentioned?
3 How do Ted and his friends feel about the surveillance around them?
4 What does Ted's school think about the students' right to privacy?
5 What does Lakshmi Singh feel about the cameras?
6 How did the school identify bullies before they had the CCTV cameras?

Students check in pairs before checking answers as a class.

(Answers: *1 He walks to and from school.*; *2 There are CCTV cameras, fingerprint scanners, ID cards and programs to monitor the computers.*; *3 They are feeling more and more dissatisfied about it.*; *4 They think that students' privacy is less important than protecting them from bullying.*; *5 He feels that they are a useful and necessary part of school life.*; *6 They didn't, because it was impossible to identify them without the cameras.*)

Listening

Exercise 1 (Track 3.22)

- Play the recording for students to find out how many students the reporter talks to and if they agree with each other.
- Check answers as a class.

Answers

The reporter talks to four students. They don't agree with each other; Digby and Ferdi think that cameras are a good idea, but Eleanor and Anna don't agree.

Audioscript

See Teacher's Book page 230

Listening Bank

See Teacher's Book page 218 and Students' Book page 120

Exercise 2

- In pairs, students ask and answer the questions.
- Take feedback as a class.

Further practice

Workbook page 74

PEARSON

Writing An opinion essay

Revision

First – Prepare a 'live listening' about the novel *Nineteen Eighty-Four* by George Orwell. Use the following text as an example:

Have you ever watched the TV programme 'Big Brother'? Do you know why it's called 'Big Brother'? Well, if you'd read the book 'Nineteen Eighty-Four' by George Orwell, you'd have found out why. It's the story of a dissatisfied office worker called Winston Smith who lives in a very intolerant society. He has a strange job – he rewrites old newspaper articles and changes them. That sounds impossible I know, but in the story the government didn't want newspapers to tell the truth, so when they found a story about something that had happened that they didn't like, they told Winston to rewrite it and tell lies to make history 'better'! They hadn't ever thought that that was unfair, obviously! The government also follows people who they think are disloyal, spies on them and taps their phones.

And what do you think the name of the person who controls the government is called? 'Big Brother', of course – he watches everything that is happening and there is no privacy for anyone anywhere!

Second – Students listen and make notes about the novel and the connection between the novel and the TV programme *Big Brother*. Students compare their notes in pairs. Take feedback as a class.

Third – Discuss the ideas behind the novel with the students by asking them the following questions:

1 When do you think George Orwell wrote the novel *Nineteen Eighty-Four*? Was he writing about the past, the present or the future?
2 What do you think was the message that he wanted to communicate through the novel?
3 Do you think it would ever be possible to have a society like the one in the novel? Why?/Why not?

(Possible answers: *1 He wrote the novel in 1949 and was writing about an imaginary future.; 2 That our personal freedom, privacy and the freedom of the press are all very important things that we should protect.; 3 Students' own answers*)

Exercise 1

- Read the Writing File with the class.

Exercise 2

- Individually, students order the parts of the essay.
- Check answers as a class.
- Ask students which words or phrases helped them to put the essay in the correct order.

Answers

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

Exercise 3

- Draw attention to the essay and ask students if fingerprint scanning would be popular in their school.
- Students read the opinion essay and find the language from the Writing File.

Answers

I think this is a really good idea.
In the first place, while it's easy to …
Another point to bear in mind is that people …
… I'm convinced that they are wrong.
In conclusion, I believe …

Exercise 4

- Students read the opinion essay again and answer the questions.
- Check answers as a class.

Answers

2 three
3 You can't forget your fingerprints.
4 Because the school doesn't store the fingerprints, it converts them into a code.

Exercise 5

- Explain that students should only make notes at this point or write short sentences.
- Students refer back to page 94 for ideas.
- Encourage students to ask you for any vocabulary they need.

Exercise 6

- Remind students that their opinion essay should be divided into three sections – an introductory paragraph, a middle section with two or three reasons for their opinion, each one in a new paragraph, and a conclusion. Tell them to use the structure in the Writing File when they prepare their essay.
- 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 one-minute quick-fire competition. Divide the class into teams. The objective is for each team in turn to identify as many words as possible in one minute. Select one team to play. One of the other teams keeps time and another keeps score while you give definitions of the words in English. If the team answers correctly, they win a point. Give each team a one-minute turn. The winner is the team with the most points.

Further practice

Workbook page 75

PEARSON

Writing An opinion essay

1 Read the Writing File.

Writing File Expressing opinions

Introductory paragraph

- **State the topic of the essay and your main opinion.**
  Our local council is planning to close the sports centre and open a new swimming pool. In my opinion/I think this is an excellent idea.

Middle paragraphs

- **Give reasons for your opinion. Use a new paragraph for each reason.**
  In the first place/Firstly, I feel that …
  I'm also convinced/I also believe that …
  Another point to bear in mind is …
  Finally, …

Conclusion

- **State your main opinion again, and give a brief summary of the reasons.**
  To conclude, I believe that … because …
  In conclusion, my view is that …

2 **Put the parts of an essay (a–e) into the correct order.**

a In the first place, many parents have already spent a lot of money on the current school uniform this year.
b In conclusion, I am opposed to the introduction of a new school uniform because it will be more expensive and also unpopular.
c Our school wants to introduce a new school uniform. In my opinion, this is a bad idea. *1*
d Finally, the suggested new uniform is much more expensive and this will affect parents with several children at the school.
e I also believe that our current uniform is very smart and popular and most students are proud of it.

3 **Read the essay and find the language from the Writing File.**

Our school has announced plans to introduce fingerprint scanning in the library. I think this is a really good idea.
In the first place, while it's easy to lose or forget a library card or a PIN, you can't lose your fingers! So students can always take out books when they need to.
Another point to bear in mind is that people can't steal or duplicate fingerprints. Students therefore don't need to worry about other people taking out books in their name.
Although some opponents of the plan think that fingerprint scanning is an invasion of privacy, I'm convinced that they are wrong. The school doesn't store the fingerprints; it converts each fingerprint into a code. For this reason, it isn't possible to steal information about students' fingerprints.
In conclusion, I believe that fingerprint scanning is a safer and more secure way of borrowing books from the library and it doesn't threaten students' privacy.

4 **Read the essay again and answer the questions.**

1 Is the writer for or against fingerprint scanning? *for*
2 How many reasons does the writer give for his/her opinion?
3 What is the advantage of fingerprint scanning over cards or PINs?
4 Why does the writer think that fingerprint scanning won't threaten students' privacy?

5 **You are going to write an opinion essay. Read the question below. Use ideas from page 94.**

Your school is planning to install 45 CCTV cameras in the corridors and classrooms.

- Decide whether you are for or against the plan.
- Plan your paragraphs.
- Include at least three reasons to support your opinion.

6 **Now write your opinion essay. Use your ideas from Exercise 5.**

Remember!
- Use clear paragraphs and language for giving your opinion.
- Use the vocabulary in this unit.
- Check your grammar, spelling and punctuation.

PEARSON

Refresh Your Memory!

Grammar Review

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

1 We *had already eaten* (already/eat) lunch before we *went* (go) to the café.
2 By the time I .... (get) to school, the lesson .... (start).
3 When I .... (arrive) at the cinema I .... (see) a long queue of people. Some of them .... (be) there for hours and others .... (just/arrive).
4 I .... (meet) James two years before, but I .... (not/recognise) him when he .... (speak) to me.
5 After she .... (finish) her homework, she .... (watch) TV.
6 We .... (just/open) the window when a bird .... (fly) into the room.

2 **Match the beginnings (1–5) to the endings (a–e) of the sentences.**

1 If she hadn't pulled the dog's tail, *d*
2 If I hadn't lost my phone,
3 If you had remembered your umbrella,
4 If we had been kinder to her,
5 If you had asked me first,

a I would have called you.
b I would have said yes.
c you wouldn't have got so wet.
d it wouldn't have bitten her.
e she wouldn't have been so upset.

3 **Make sentences. Use the Third conditional.**

1 I didn't remember my books. The librarian was angry.
If I had remembered my books, the librarian wouldn't have been angry.
2 They woke up late. They missed their favourite programme on TV.
3 We didn't study for the test. We didn't pass it.
4 She ate a lot of chocolate. She felt sick.
5 Fred and his sister visited their aunt. They didn't go to the football match.
6 I fell asleep during the film. I didn't understand the ending.

Vocabulary Review

4 **Complete the sentences with the correct form of these words.**

break	decode	escape	follow	make	~~spy~~
take	tell (x2)	tap	track	wear	

1 I think someone is *spying* on me! I'm sure that a man .... me home yesterday and I think someone is .... our phone!
2 Can you .... this strange message?
3 OK, I'll .... a deal with you. If you tell me who .... into the school last weekend, I'll give you £50.
4 The police have .... down the dangerous criminal, Harry Thughead, who .... from prison last night.
5 That's not an old woman! It's Tim! He's .... a disguise!
6 Most people don't always .... the truth.
7 I quickly .... cover behind the tree.
8 That girl's .... a lie! Her little brother didn't eat that cake – she did!

5 **Use the prefixes *dis-*, *im-*, *in-* or *un-* to make adjectives.**

1 *in*appropriate
2 ....correct
3 ....fair
4 ....patient
5 ....important
6 ....honest
7 ....polite
8 ....loyal
9 ....satisfied
10 ....successful

Speaking Review

6 3.23 **Put the conversation in the correct order. Then listen and check.**

a I know that. But the fact is that I left my purse on your desk this morning. So maybe you put it in your bag. I'm sorry that I upset you.
b What are you doing with my bag? *1*
c It's not in my bag! And you have to understand that it's important to ask before taking someone's bag.
d OK. Let's forget about it.
e I'm looking for my purse.

Dictation

7 3.24 **Listen and write in your notebook.**

My assessment profile: Workbook page 134

PEARSON

Refresh Your Memory!

Exercise 1

Answers

2 got, had started
3 arrived, saw, had been, had just arrived
4 had met, didn't recognise, spoke
5 had finished, watched
6 had just opened, flew

Exercise 2

Answers

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

Exercise 3

Answers

2 If they hadn't woken up late, they wouldn't have missed their favourite programme on TV.
3 If we had studied for the test, we would have passed it.
4 If she hadn't eaten a lot of chocolate, she wouldn't have felt sick.
5 If Fred and his sister hadn't visited their aunt, they would have gone to the football match.
6 If I hadn't fallen asleep during the film, I would have understood the ending.

Exercise 4

Answers

1 *spying*, followed, tapping **2** decode **3** make, broke
4 tracked, escaped **5** wearing **6** tell **7** took
8 telling

Exercise 5

Answers

2 incorrect **3** unfair **4** impatient **5** unimportant
6 dishonest **7** impolite **8** disloyal **9** dissatisfied
10 unsuccessful

Exercise 6 (Track 3.23)

Answers

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

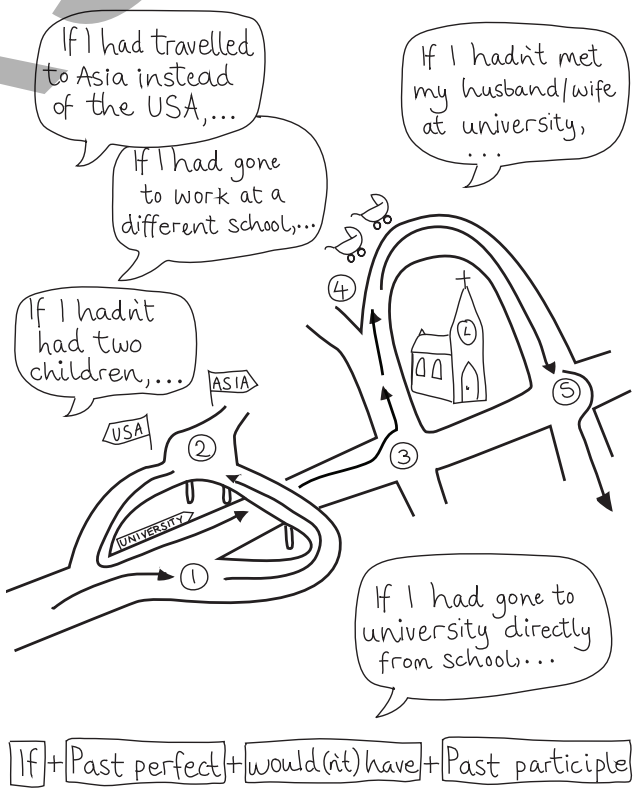
Exercise 7 (Track 3.24)

Answers and Audioscript

1 We had just finished breakfast when the phone rang.
2 I arrived at the theatre just after the play had started.
3 He's a successful writer, but he's very impolite.
4 Do you think your teacher can decode this message?
5 I wouldn't have shouted if your music hadn't been so loud.
6 If we had read the instructions, we wouldn't have broken the machine.

Extra activity

Revise and extend the work on Third conditionals:
– Copy the road onto the board and explain to students that it represents five important decisions that you have made in your life so far. Tell them that they are going to use the Third conditional to talk about how things would have been different if you hadn't made those decisions. Change the sentences to things which are true for you if you wish.
– Elicit from the class the structure of the Third conditional and write it up across the bottom of the board. Write up the five speech bubbles on the board. Students work in pairs putting them in a logical order.
– Students work in pairs to write two possible conclusions to each sentence about you, one with *would* and one with *wouldn't*.
– Monitor and point out errors for students to self-correct. Ask some students to read out their sentences to the class and confirm if you agree with their ideas or not.
– Individually, students prepare their own road about five important decisions they have made and include the beginnings of five conditional sentences.
– They then work with a partner and try to complete each other's sentences.
– Monitor, but do not interrupt fluency.



My Assessment Profile Unit 8
Workbook page 134

PEARSON

Real World Profiles

Cultural notes

- *Marnie Higgins* is a real person, who started working as a detective when she was just 15. She now has many years of experience and is a talented and valued undercover agent. In recent years, various agencies have opened in the UK specialising in young detectives for exactly the reason Marnie states in the text – young people are far more likely to pass unnoticed than adults and can therefore get results more quickly and easily than 'conventional' detectives.

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: *trilby hat*, *data clerk*, *stack shelves*, *pretend*, *thrilling*, *bug*, *combine*, *undergraduate*.

Exercise 1

- Draw attention to the photo and ask students what they can see.
- Students read the profile and guess what Marnie's job is.
- Check the answer as a class.

Answer

Marnie is a private detective.

Exercise 2 (Track 3.25)

- 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 Marnie works for a detective agency.
3 She was a data clerk.
4 Because people don't suspect that they are private detectives.
5 No, it isn't. Often it's very boring.
6 Because she was waiting in her car outside someone's house for six hours.
7 All the detectives wear a 'bug' so that they can get help if the situation gets dangerous.
8 Marnie combines her detective work with university studies.

Extra activity

Extend the work on private detectives by asking students to write a letter of application to a detective agency which is interested in hiring young people part-time. They should explain why they are interested in becoming a detective and give the hours they are available to work and information about their skills, personality and experience to support their application. Refer students back to the section on writing application letters on page 85 and remind them to use appropriately formal language in their letter.

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 would be the best and worst things about being a private detective?
2 Do you think you would be a good private detective? Why?/Why not?
3 What special equipment does a private detective usually use?
4 What sort of things do private detectives usually investigate?
5 If you could choose, would you be a private detective or a police detective? Why?

In this unit have you …

… used the Grammar and Vocabulary worksheet?
… used the Reading and Listening worksheet?
… used the Writing worksheet?
… used the Speaking worksheet?
… used the 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

PEARSON

Real World Profiles

Marnie Higgins' Profile*

Age:	Home country:
20	England

My favourite things …

following suspects, taking cover, wearing disguises

Reading

1 **Read Marnie's profile and look at the photo. What do you think Marnie's job is?**

2 3.25 **Read the text. Answer the questions.**

1 According to the author, what is the typical image of a private detective?
A middle-aged man wearing a brown coat and a trilby hat.
2 Who does Marnie work for?
3 What did Marnie do when she first started working for them?
4 Why does Marnie think that young people are better at surveillance?
5 Is the job always dangerous?
6 Why was Marnie's car full of sandwich boxes and magazines?
7 How does Marnie's boss make sure that she is always safe?
8 What does Marnie do now?

*Her photo can't be shown because of her job.

FOLLOW THAT CAR!

When we think of private detectives, we usually imagine middle-aged men dressed in brown coats and wearing trilby hats. But a successful detective agency in the south of England has a special group of 'teen detectives'. One of these detectives is Marnie, who started working for the agency while she was still at school. Her first job wasn't as a detective – she was a data clerk, but 'it was more exciting than stacking shelves for a supermarket!' Marnie explains. One day, one of the other detectives was following a suspect and he asked Marnie to pretend to be his niece. 'I was scared, but it was also really thrilling!' Marnie is now 20 years old, but sometimes she wears a disguise and pretends to be a school student. 'Young people are better at surveillance,' she explains. 'If you notice a schoolgirl standing on the street corner, you probably won't suspect she's a private detective!'

But isn't the job very dangerous? 'Sometimes it is, but often it's just very boring. When you do surveillance work, you often have to wait in one place for hours and hours. Last week I was in my car outside someone's house for six hours. By the time I had finished, the car was full of empty sandwich boxes, drinks cans and magazines!' Marnie's boss, the head of the detective agency, is very careful to protect her safety. 'My detectives always wear a 'bug' – a hidden microphone, so that I can follow them and listen to them. If the situation gets dangerous, we move in very quickly.' Marnie now combines her detective work with university studies. 'Many of the undergraduates on my course have part-time jobs while they study, but I'm the only private detective!'

Class discussion

1 Would you like to do Marnie's job? Why?/Why not?
2 What would your parents say if you got a job with a detective agency?
3 What personal qualities do you think a private detective needs? Make a list.

PEARSON

9 Celebrate!

Grammar Reported statements, commands and requests, questions
Vocabulary Party collocations; Reporting verbs
Speaking Reaching an agreement
Writing A problem page

Vocabulary Party collocations

1 3.26 **Complete the phrases (1–13) with these words. Then listen, check and repeat.**

do	greet	have	hire	make
put up	stay up	~~throw~~	travel	wear (x4)

1 *throw* a party
2 .... a jacket and tie
3 .... smart clothes
4 .... your hair
5 .... high heels
6 .... decorations
7 .... a DJ
8 .... by limo
9 .... casual clothes
10 .... the time of your life
11 .... all night
12 .... your guests
13 .... a speech

Word list page 111 **Workbook** page 112

2 **Complete the text with words from Exercise 1.**

Every year on Oscar night, the world's most famous film stars [1] *travel* by [2] *limo* to the Oscars ceremony in Hollywood. No one wears [3] .... that night. The men wear a [4] .... and [5] .... . The women wear [6] .... clothes, too, usually a beautiful long dress and [7] .... on their feet. A professional has done their [8] .... . At the ceremony, each Oscar winner has to [9] .... a [10] .... to say thank you. Then, after the ceremony, some celebrities [11] .... a [12] .... for their friends. They [13] .... their [14] .... and give them champagne and expensive food. Lots of people [15] .... all [16] .... . No one wants to go to bed when they're having the [17] .... their [18] .... .

3 **Describe the photos on this page. Use words from Exercise 1.**

In picture a, they've hired a DJ. Everyone's wearing ...

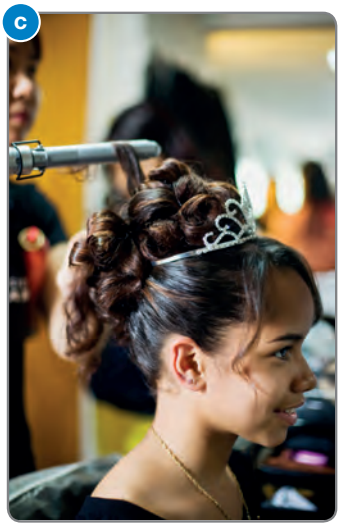
4 **In pairs, ask and answer the questions.**

Do you, your family or friends ever throw parties? What do you do to get ready for them? What do you do at them? What do you wear?

3.27, 3.28 **Pronunciation Unit 9** page 121

a

b


c

d

Brain Trainer Unit 9
Activities 1 and 2 Go to page 117

PROOF

Unit contents

Vocabulary
- Party collocations – *do your hair*, *greet your guests*, *have the time of your life*, *hire a DJ*, *make a speech*, *put up decorations*, *stay up all night*, *throw a party*, *travel by limo*, *wear a jacket and tie*, *wear casual clothes*, *wear smart clothes*, *wear high heels*
- Reporting verbs – *admit*, *agree*, *complain*, *explain*, *invite*, *mention*, *offer*, *promise*, *refuse*, *warn*

Grammar
- Reported statements
- Reported commands and requests
- Reported questions

Communication
- Reaching an agreement
- Writing a problem page; Referencing

Pronunciation
- /ʃ/, /ʒ/ and /dʒ/

Culture 6 – May Day

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

Vocabulary Party collocations

Extra activity

Books closed. In pairs or small groups, students brainstorm the ingredients of a perfect party, e.g. *a great DJ*, *good friends*, *people wearing smart clothes*, *lots of food and drink*, *parents giving permission to come home late*, etc. They change partners or groups and teach others the vocabulary. Collate suggestions on the board. Check spelling and pronunciation.

Exercise 1 (Track 3.26)
- Individually, students complete the phrases with the words.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each item to check students' pronunciation.

Answers

2 wear **3** wear **4** do **5** wear **6** put up **7** hire **8** travel **9** wear **10** have **11** stay up **12** greet **13** make

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

Answers

3 casual clothes **4** jacket **5** tie **6** smart **7** high heels **8** hair **9** make **10** speech **11** throw **12** party **13** greet **14** guests **15** stay up **16** night **17** time of **18** lives

Exercise 3
- Draw attention to the photos and ask students what they can see.
- Students describe the pictures using words from Exercise 1.
- Ask some students to describe the pictures to the class.

Possible answers

In picture a, they've hired a DJ. Everyone's wearing casual clothes.
In picture b, a limo is waiting.
In picture c, a professional is doing the girl's hair.
In picture d, a famous actor and his wife are at a ceremony. They are wearing smart clothes.

Exercise 4
- In pairs, students ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency.

Extra activity

Extend the discussion activity by writing the following questions on the board:
Do you prefer wearing smart clothes or more casual clothes when you go out? Why?
In what situations do people often make speeches?
Have you ever made a speech?
How late have you stayed up? How would you feel if you stayed up all night?
Have you ever travelled by limo? How do you usually get to your friends' parties?
Who's your favourite DJ? Why? What sort of music does he/she play?

Pronunciation (Track 3.27, 3.28)
See Teacher's Book page 220 and Students' Book page 121

Further practice
Workbook pages 76 and 112

Brain Trainer Unit 9 Activities 1 and 2
See Teacher's Book page 215 and Students' Book page 117

PEARSON

Reading

Revision

First – Write the word *CELEBRATE* vertically down the centre of the board. Add six dashes and a space before the *C* and six dashes after to indicate letters. Pick individual students, asking them to say a letter. If the letter they choose is in the phrase, write it in the correct position. If it is not, write it in a column on one side of the board. Apply a 'zero-tolerance policy' regarding the alphabet – students will often confuse the letter they want to say, e.g. *e* for *i*, *g* for *j*, etc. but you should use the first letter they say, even if that was not the letter they really intended to say. When students think they know what the phrase is, they put their hands up. (Answer: *casual clothes*)

Add one dash before the *E* of *CELEBRATE* and nine dashes after. Repeat the procedure. (Answer: *decorations*)

Continue working down the puzzle until students have completed all the words and the board looks as follows:

CASUAL **C**LOTHES
D**E**CORATIONS
HIGH HEE**L**S
A SP**E**ECH
BY LIMO
A PA**R**TY
SM**A**RT CLOTHES
A JACKE**T** AND TIE
YOUR GU**E**STS

Ask students what verbs collocate with the phrases. (Answers: *wear casual clothes*; *put up decorations*; *wear high heels*; *make a speech*; *travel by limo*; *throw a party*; *wear smart clothes*; *wear a jacket and tie*; *greet your guests*)

Second – Divide the class into 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 – Ask a member of a group to come to the board and present their group's puzzle to the rest of the class. Continue until all groups have presented their puzzles.

Cultural notes

- *Prom* derives from the word 'promenade', which means a walk for pleasure taken in public, usually in fine clothes and with the objective of being seen. The tradition of the prom dance first started in the USA almost a hundred years ago. Nevertheless, the idea of a young person's 'first public dance' goes back much further in many cultures and in the past was considered a very important event, representing a young person's presentation in society. Due to the influence of film and television, the American tradition of a dance in the last year of school has spread around the world and it is now an important event in the school calendar in many countries.

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 read the article quickly and check their answers to Exercise 1.

Answers

1 Proms are special parties and they're an important tradition in the USA.
2 Teenagers who are going to leave school go to them.
3 The USA and the UK both have proms.
4 Yes, it is.

Exercise 3 (Track 3.29)

- Individually, students read the article again and 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 No, there isn't. It started in the UK when British teenagers saw this American tradition on TV.
3 Michael Turner thinks the problem is that students always want something better than the year before and it becomes a competition.
4 They have to pay for the prom tickets, clothes and a limo and girls often pay for professionals to do their hair, nails and make-up.
5 The richer students at New View School liked the proms.
6 Because they wanted to earn enough money to pay for the prom.
7 Because students didn't do enough school work.
8 At a leavers' party the decorations are cheaper than at a prom, students bring their own music and wear casual clothes.

Exercise 4

- In pairs, students ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency.

Further practice

Workbook page 77

PEARSON

Reading

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

1 What are proms?
2 Who goes to them?
3 Which country or countries have them?
4 Is it expensive to go to them?

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

3 3.29 **Read the article again and answer the questions.**

1 What transport do people use to get to the prom? *They go by limo.*
2 Is there a long tradition of proms in the UK?
3 What, according to Michael Turner, is wrong with students' ideas for proms?
4 What do people have to pay for if they want to go to a prom?
5 What type of teenagers liked the proms at New View School?
6 Why did some students get weekend jobs?
7 Why were these jobs a problem?
8 What differences are there between the leavers' party and a prom?

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

1 Does your school throw a party for its leavers? What sort of party?
2 Would you like to go to a prom? Why?/Why not?
3 How much money should people spend on a party like a prom? How much is too much?

Prom night

A prom is a special party for school leavers and it's an important tradition in the USA. The girls wear a beautiful dress; the boys wear a jacket and tie. They travel by limo to the party, which for many is the highlight of their school career.

Proms have now spread across the Atlantic, too. British teenagers have seen this American tradition on TV and want to share in the fun. However, some UK schools are unhappy about this. 'The students always want something better than the year before. It becomes a sort of competition,' says Michael Turner, the head teacher of New View School in Bristol.

The average 16-year-old now spends £244 on his or her prom night, up from £218 last year and £196 the year before. There are the costs of prom tickets, clothes and a limo and the girls often ask professionals to do their hair, nails and make-up.

'Our school used to have proms in a hotel,' continues Mr Turner. 'The richer kids loved them. But others told me that they couldn't afford to go. Teachers said that some kids had found weekend jobs to pay for the prom and, as a result, weren't doing enough school work. Finally, we told the students that there wouldn't be any more proms.'

Were they disappointed? 'Some were, of course. But this year we threw a leavers' party in the school hall. We told the kids to put up cheap decorations and bring their own music. They wore casual clothes. Everyone felt very relaxed and they had the time of their lives.'

PEARSON

Grammar Reported statements

Present simple → Past simple

'Your dress is nice.'
→ They said that my dress was nice.

Present continuous → Past continuous

'They aren't doing enough work.'
→ He told me that they weren't doing enough work.

Past simple → Past perfect

'The richer kids loved the prom.'
→ He told the journalist that the richer kids had loved the prom.

Present perfect → Past perfect

'We have found weekend jobs.'
→ They said that they had found weekend jobs.

will → would

'There won't be a prom.'
→ We told them that there wouldn't be a prom.

am/is/are going to → was/were going to

'We're going to be there.'
→ They told us that they were going to be there.

have to/must → had to

'I must buy a new jacket.'
→ He said that he had to buy a new jacket.

can → could

'I can't afford it.'
→ He told me that he couldn't afford it.

Grammar reference Workbook page 102

Watch Out!
In reported speech, pronouns and place and time expressions sometimes have to change. For example:
now → then
here → there
this week → that week
last month → the month before
next year → the following year

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

1 When we report a statement with *said* or *told*, the tense goes *forward / back* in time.
2 There is *always / never* an object after *said*.
3 There is *always / never* an object after *told*.

2 **Complete the sentences. Use reported speech.**

1 'It was a great party.'
→ He said that it *was* a great party.
2 'I talked to some nice people.'
→ He told me that he .... to some nice people.
3 'I really like Lara.'
→ He said that he really .... Lara.
4 'I must see her again.'
→ He said that he .... her again.
5 'I've sent her a text message.'
→ He told me that he .... her a text message.
6 'I can meet you later.'
→ Lara told him that she .... him later.
7 'I'll wait for you at the park.'
→ He told Lara that he .... for her at the park.
8 'We're going to go to the cinema.'
→ He said that they .... to the cinema.

3 **Read the conversation. Then complete the text below. Use reported speech.**

Mia The Guy Fawkes fireworks are next Tuesday.
Otto I can't think about Guy Fawkes Night now. I'm too busy this week.
Mia You weren't here for Guy Fawkes last year. We have to go together this year. It'll be fun.

Mia told Otto that the Guy Fawkes fireworks were [1] *the following Tuesday*. Otto said that [2] .... couldn't think about Guy Fawkes Night [3] .... because he was too busy [4] .... . Mia said that [5] .... hadn't been [6] .... for Guy Fawkes [7] .... . She told him that [8] .... had to go together [9] .... . She said that it [10] .... be fun.

PEARSON

Grammar Reported statements

Language notes

In this lesson students are introduced to reported speech for the first time. They are unlikely to have major problems with the grammar necessary for reported speech, as they are now familiar with all the tenses they will need. However, they may find the idea of 'backshifting' the verbs more complicated. If necessary, explain to students that, because English lacks a subjunctive tense, in certain contexts we move verbs one step back into the past where other languages might use a subjunctive. Remind them that they have already seen examples of this, for example, in Second conditionals we use the Past simple even though we are talking about unlikely or impossible situations in the present or future.

Exercise 1

- Read the grammar table with the students.
- Students work individually, choosing the correct options and referring back to the grammar table where necessary.
- Check answers as a class.

Answers

1 back
2 never
3 always

Extra activity

Write the following direct speech sentences (1–5) on the left-hand side of the board and the reported speech sentences (a–e) on the right-hand side of the board. Individually, students match the direct speech to the reported versions.

1 'I'm going to throw a party for my birthday.'
2 'I haven't thrown a party this year.'
3 'I threw a party last night.'
4 'I love throwing parties.'
5 'I'm throwing a party tomorrow.'

a He said that he hadn't thrown a party that year.
b He said that he had thrown a party last night.
c He said that he was throwing a party tomorrow.
d He said that he was going to throw a party for his birthday.
e He said that he loved throwing parties.

Check answers as a class. Extend the activity by asking students to underline the verb forms used in each sentence and name the tenses.
Answers: *1d (am/is/are going to → was/were going to)*; *2a (Present perfect → Past perfect)*; *3b (Past simple → Past perfect)*; *4e (Present simple → Past simple)*; *5c (Present continuous → Past continuous)*

Exercise 2

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

Answers

2 had talked
3 liked
4 had to see
5 had sent
6 could meet
7 would wait
8 were going to go

Exercise 3

- Read the 'Watch Out!' section with the students.
- Ask two students to read out the conversation.
- Students read the text and complete it using reported speech.

Answers

2 he
3 then
4 that week
5 he
6 there
7 the year before
8 they
9 that year
10 would

Extra activity

Stronger groups or fast finishers think of six things which people have told them recently and write them down in reported speech. Monitor and point out errors for students to self-correct. They then work with a partner, reading each other's sentences and transforming them into direct speech or read out some of their sentences for the class to transform.

Further practice

Workbook pages 78 and 102–103

PEARSON

Reported commands and requests

Extra activity

Before starting on the content of this lesson, give students six commands and requests. They should not only listen, but should actually carry out your instructions. Emphasise that students should not write anything down, but must try and remember the six things your ask them to do.

1 Don't write anything down.
2 George, can you close the window, please?
3 Everybody stand up.
4 Get your books out of your bags.
5 Robert, can you turn the lights on, please?
6 Don't use your mobile phones in class.

After students complete Exercise 4, they work in pairs and try to remember the six instructions and write them as reported commands and requests. Check answers as a class.

(Answers: *1 You told us not to write anything down.*; *2 You asked George to close the window.*; *3 You told everybody to stand up.*; *4 You told us to get our books out of our bags.*; *5 You asked Robert to turn the lights on.*; *6 You told us not to use our mobile phones in class.*)

Exercise 1

- Read the grammar table with students.
- Students work individually, choosing the correct options and referring back to the grammar table where necessary.
- Check answers as a class.

Answers

1 infinitive **2** not **3** don't use

Exercise 2

- Read through the example with the students.
- Students work individually, making reported commands and requests.
- They then check in pairs before checking answers as a class.

Answers

2 She told him not to cancel the party.
3 They told her not to worry about the noise.
4 She asked me to help with the decorations.
5 They told us not to wear casual clothes.
6 We asked him not to shout.

Exercise 3

- Read through the example with the class.
- Ask students to report the command. (Answer: *He told me to touch my ear with my hand.*)
- In pairs, students give each other commands and practise reporting them.
- Monitor and point out errors for students to self-correct.

Exercise 4

- Make sure students understand that this exercise combines commands, requests and statements.
- Individually, students make reported commands, requests and statements.

Answers

2 I told him not to forget the bread.
3 She said that she had always loved watching fireworks.
4 She asked me to come/go to her Guy Fawkes Night party.
5 She told me that it would be fun.
6 He asked her to light the fire for him.

Further practice

Workbook pages 78 and 102–103

Vocabulary Reporting verbs

Exercise 1 (Track 3.30)

- Individually, students match the verbs to the definitions.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each item to check students' pronunciation.

Answers

2 g **3** j **4** a **5** e **6** c **7** h **8** b **9** f **10** i

Exercise 2

- Students classify the verbs according to the pattern they follow.
- Check answers as a class.

Answers

1 (ask) invite, (tell) warn **2** agree, offer, promise, refuse
3 admit, complain, explain, mention (say)

Exercise 3

- Read through the example with the students and remind them to use the patterns in Exercise 2.
- Students work individually, completing the sentences.
- They then check in pairs before checking answers as a class.

Answers

2 She complained that her leg hurt.
3 He invited Lulu to have dinner with him.
4 She warned the children not to be late.
5 I agreed to write to her.
6 She admitted that she had forgotten about the party.
7 He mentioned that it was his birthday soon.
8 They offered to carry the boxes.
9 She explained that she couldn't afford the ticket.
10 She promised not to tell anyone.

Further practice

Workbook pages 79 and 112

Brain Trainer Unit 9 Activity 3

See Teacher's Book page 215 and Students' Book page 117

PEARSON

Reported commands and requests

'Put up decorations.'
→ I told you to put up decorations.

'Can you do our hair, please?'/'Please do our hair.'
→ They asked her to do their hair.

'Don't hire a DJ.'
→ He told us not to hire a DJ.

Grammar reference Workbook page 102

1 **Study the grammar box. Choose the correct options.**

1 When we are reporting a command or request, we use the *infinitive / -ing* form.
2 In the negative, we use *don't / not* + infinitive.
3 We *use / don't use* 'please' in reported requests.

2 **Make commands and requests. Use reported speech.**

1 'Please eat some food.' (He asked us …)
He asked us to eat some food.
2 'Don't cancel the party.' (She told him …)
3 'Don't worry about the noise.' (They told her …)
4 'Could you help with the decorations?' (She asked me …)
5 'Don't wear casual clothes.' (They told us …)
6 'Please don't shout!' (We asked him …)

3 **Work in pairs. Give your partner a command. Your partner does the action and reports what you have said.**

Touch your ear with your hand!

4 **Make sentences. Use commands, requests or statements in reported speech.**

1 'We're going to cook sausages tonight.'
→ They told her *that they were going to cook sausages that night*.
2 'Don't forget the bread.'
→ I told him …
3 'I've always loved watching fireworks.'
→ She said …
4 'Please come to my Guy Fawkes Night party.'
→ She asked me …
5 'It'll be fun.'
→ She told me …
6 'Could you light the fire for me?'
→ He asked her …

Vocabulary Reporting verbs

1 3.30 **Match the bold verbs in sentences (1–10) to the definitions (a–j). Then listen, check and repeat.**

1 She **admitted** that she'd broken my laptop. *d*
2 He **agreed** to do the vacuuming.
3 He **complained** that the music was rubbish.
4 She **explained** that a 'paw paw' is a type of fruit.
5 We **invited** him to come on holiday with us.
6 They **mentioned** that they had seen you at the party.
7 She **offered** to bring some food. She's so kind.
8 We **promised** to look after him.
9 I **refused** to help him. He can do it himself.
10 We're in trouble now! He **warned** us not to make a mess.

a give information so someone can understand something
b tell someone that you will definitely do something
c talk about something during a conversation
d agree that something is true when you don't want to
e ask someone to come to an event with you
f say that you won't do something
g say yes to an idea or plan
h say that you are happy to do something helpful
i tell someone that something bad might happen
j say that you are annoyed about something

Word list page 111 **Workbook** page 112

2 **Which pattern do the verbs in Exercise 1 follow? What about *say*, *tell* and *ask*?**

1 verb + object (+ not) + infinitive *invite, …*
2 verb (+ not) + infinitive
3 verb + *that* + reported statement

3 **Complete the sentences. Use the structures from Exercise 2.**

1 'I'm not going to do it.' He refused *to do it*.
2 'My leg hurts.' She complained …. .
3 'Have dinner with me, Lulu.' He invited …. .
4 'Don't be late, children.' She warned …. .
5 'OK, I'll write to her.' I agreed …. .
6 'I forgot about the party.' She admitted …. .
7 'It's my birthday soon.' He mentioned …. .
8 'We'll carry the boxes.' They offered …. .
9 'I can't afford the ticket.' She explained …. .
10 'I won't tell anyone.' She promised …. .

Brain Trainer Unit 9
Activity 3 Go to page 117

PEARSON

Chatroom Reaching an agreement

Speaking and Listening

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

1 What are the friends wearing?
2 Where are they going?
3 Why are they riding bikes?

2 3.31 **Listen and read the conversation. Check your answers.**

3 3.31 **Listen and read again. Answer the questions.**

1 Who booked the limo? *Archie*
2 Why does Archie make a phone call?
3 Why hasn't the limo driver arrived yet?
4 When is he going to arrive?
5 Why doesn't Yasmin want to walk to school?
6 Why do they decide to travel by bike?

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

Yasmin Hey, Archie, what colour is our limo for tonight's prom?
Archie I don't know. I asked how much it was, but I didn't ask about the colour. The driver agreed to be here by seven. What's the time now?
Fraser Quarter past. Why don't we phone him?
Archie That's a good idea. I'll go and phone now. (*Later*) Oh dear. I asked him if he was almost here, and he admitted that he'd forgotten all about us!
Holly Is he coming now?
Archie No, he said he couldn't come.
Yasmin But that's a disaster!
Fraser It's not the end of the world. Do you think we could walk to school?
Yasmin No way! I'm wearing high heels.
Holly Then I think we should go by bike. We can get to school quite quickly that way.
Archie That makes sense. Come on, everyone!

Say it in your language …
That's a disaster!
It's not the end of the world.

FREE SAMPLE

Chatroom Reaching an agreement

Revision

First – Students draw a table in their notebooks with three columns marked:
verb + object (+ *not*) + infinitive
verb (+ *not*) + infinitive
verb + *that* + reported statement
Tell students that you are going to read out ten verbs and that they must write them in the correct column according to the grammatical pattern they follow. Read the following items and then check answers by asking individual students to write the words in columns on the board.
admit, agree, complain, explain, invite, mention, offer, promise, refuse, warn
(Answers: *verb + object* (+ not) + *infinitive – invite, warn*; *verb* (+ not) + *infinitive – agree, offer, promise, refuse*; *verb* + that + *reported statement – admit, complain, explain, mention*)

Second – Write the following jumbled sentences on the board:
1 decorations / up / the / put / me / help / to / offered / She
2 dad / My / stay / warned / to / not / me / night / all / up
3 by / expensive / limo / too / was / travelling / explained / that / They
4 tie / a / or / jacket / have / a / didn't / admitted / He / that / he
5 to / party / his / me / invite / didn't / I / why / know / don't / he
6 hair / my / She / do / forgotten / has / she / to / promised / but
Individually, students order the words to make sentences.

Third – Check answers as a class.
(Answers: *1 She offered to help me put up the decorations.*; *2 My dad warned me not to stay up all night.*; *3 They explained that travelling by limo was too expensive.*; *4 He admitted that he didn't have a jacket or a tie.*; *5 I don't know why he didn't invite me to his party.*; *6 She promised to do my hair, but she has forgotten.*)

Speaking and Listening

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 3.31)

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

Answers

1 The girls are wearing smart dresses and high heels. The boys are wearing jackets and ties.
2 They are going to the school prom.
3 Because the limo driver forgot about them.

Exercise 3 (Track 3.31)

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

Answers

2 To find out where the limo is.
3 Because he has forgotten all about them.
4 He isn't. He said he couldn't come.
5 Because she is wearing high heels.
6 Because they can get to school quite quickly that way.

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 to 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 a disaster! – exclamation used to respond to a piece of news which we think is really terrible and has really spoilt our plans. Usually used with exaggerated intonation indicating that the speaker is really upset by what has happened.

It's not the end of the world. – expression used to try to calm a person down when they are agitated by a problem or situation. It encourages the person to put the event in perspective and realise that it is really not as serious as they imagine. You might use it in class if a student who normally does quite well doesn't get as good an exam result as expected, e.g. *'It's not the end of the world – your other results are all good so you'll pass the course.'*

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.

PEARSON

Exercise 5

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

Answers

2 Archie **3** Fraser **4** Yasmin **5** Holly **6** Archie

Exercise 6

- Read through the phrases for reaching an agreement with the class.

Exercise 7 (Track 3.32)

- Play the recording for students to listen to the conversations and find out what the speakers agree to do.
- Repeat the recording, pausing after each line to check students' pronunciation.
- In pairs, students act out the conversations.

Answers

Yasmin and Holly agree to ask Archie to get some crisps from his house.
Archie and Fraser agree to get tickets to go on Friday.

Exercise 8

- Students make their own conversations by replacing the words in purple in Exercise 7.
- Monitor, but do not interrupt fluency unless students make mistakes with the use of the words and phrases for reaching an agreement.
- Stronger groups or fast finishers can use their own ideas.

Further practice

Workbook pages 80 and 121

Grammar Reported questions

Language notes

Students continue to study reported speech and work on reported questions. Make sure students understand that the tense changes for reported questions are the same as for reported statements, and that when we report questions we use the question word to report *wh-* questions and *if* to report *yes/no* questions. Clarify that the word order of a reported question is the same as an affirmative sentence and that we do not need an auxiliary verb as it is not a 'real' question. Point out, too that a reported question finishes with a full stop and not a question mark.
Note that native speakers commonly use *whether* as an alternative to *if* to report *yes/no* questions, but to avoid confusing students this less frequent option is not presented in *Next Move*.

Exercise 1

- Read the grammar table with the students.
- Students work individually, choosing the correct options and referring back to the grammar table where necessary.

Answers

1 statement **2** don't use **3** changes **4** if

Extra activity

Write the following reported questions on the board. Students complete them with the appropriate question words or *if*.
1 John asked George … he was doing.
2 He asked me … I'd had enough to eat.
3 I asked him … he'd been all day.
4 They asked me the reason … I'd said no.
5 She asked them … they could sing.
Check answers as a class.
(Answers: *1 what*; *2 if*; *3 where*; *4 why*; *5 if*)

Exercise 2

- Read through the example with the students.
- Individually, students write reported questions.
- They then check in pairs before checking answers as a class.

Answers

2 We asked what time the party started.
3 I asked Kate if she had seen Millie.
4 She asked me what I had worn to the prom.
5 They asked Ben if he would be in Paris the next day.

Exercise 3

- Ask two students to read out the conversation.
- Students read the text and complete it with reported questions.

Answers

2 that she was her friend Ella's sister
3 if she went to their school
4 that she went to a school in Cambridge
5 if she had a boyfriend
6 that she didn't know
7 if she could find out

Extra activity

Stronger groups extend the work on reported questions. Each student thinks of a question to ask the class, e.g. *'Do you prefer casual or smart clothes?'*, *'Have you ever had to make a speech?'*, *'Who's your favourite DJ?'*, etc. Tell students to stand up and ask everyone in the class their question and answer each other's questions. They are not allowed to write anything down.
In pairs, students write down in reported speech all the questions their classmates asked them, e.g. *'Margaret asked me if I preferred casual or smart clothes.'*, *'Mike asked me if I had ever had to make a speech'*, etc.
Check answers as a class.

Further practice

Workbook pages 81 and 102–103

PEARSON

5 **Look back at the conversation. Who says what?**

1 Why don't we phone him? *Fraser*
2 That's a good idea.
3 Do you think we could walk to school?
4 No way!
5 I think we should go by bike.
6 That makes sense.

6 **Read the phrases for reaching an agreement.**

Making suggestions
Do you think we could …? I think we should … Maybe we can … Why don't we …?
Disagreeing
I don't think we should … No way!
Agreeing
That's a good idea. That makes sense.

7 3.32 **Listen to the conversations. What do the speakers agree to do? Act out the conversations.**

Yasmin [1] We've run out of food.
Holly Why don't we [2] walk to the shop?
Yasmin No way! [3] It's raining.
Holly Do you think we could [4] ask Archie to get some crisps from his house?
Yasmin That's a good idea. Let's do that.

Archie [1] There aren't any tickets for Saturday.
Fraser Maybe we can [2] go on Sunday.
Archie I don't think we should do that. [3] It'll end late and we'll have school the next day.
Fraser Then I think we should [4] go on Friday.
Archie That makes sense. OK.

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 It's her birthday tomorrow. / The trains are cancelled. / We need a DJ for the disco.

2 throw her a party / go by bike / hire someone

3 It's too late. / It's too far. / DJs are expensive.

4 make her a nice card / ask your mum to drive us / ask my brother to be the DJ

Grammar Reported questions

wh- questions
'How much is it?' → I asked how much it was.
'Where were you?' → She asked me where I'd been.
***yes/no* questions**
'Do you like my dress?' → She asked him if he liked her dress.
'Will they cycle to the party?' → We asked if they would cycle to the party.

Grammar reference Workbook page 102

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

In reported questions with *ask*:
1 The word order is the same as an ordinary *question / statement*.
2 We *use / don't use do, does* and *did*.
3 The tense in the reported question *changes / doesn't change*.
4 We introduce a yes/no reported question with *if / that*.

2 **Make the questions into reported questions.**

1 'Where are you going, Mike?' asked Suzie.
Suzie asked Mike where he was going.
2 'What time does the party start?' we asked.
3 'Kate, have you seen Millie?' I asked.
4 'What did you wear to the prom?' she asked me.
5 'Ben, will you be in Paris tomorrow?' they asked.

3 **Read the conversation. Then complete the text below. Use reported questions.**

Dan Hey, Scarlett! Great party! Who's the girl with short dark hair?
Scarlett She's my friend Ella's sister.
Dan Does she go to our school?
Scarlett No, she goes to school in Cambridge.
Dan Er … Has she got a boyfriend?
Scarlett I don't know.
Dan Please can you find out for me?

Dan asked Scarlett [1] *who the girl with short dark hair was* and Scarlett told him [2] …. . Dan asked her [3] …. and Scarlett said [4] …. . After that he asked Scarlett [5] …. . When Scarlett said [6] …. , Dan asked her [7] …. for him.

103

PEARSON

Reading

1 **Look at the title and the photos. What is happening in each one? Match three of the photos to the countries (1–3).**

1 Taiwan
2 Mexico
3 Brazil

Coming-of-age

We asked young people around the world what made them an adult in their country. Here are some of the fascinating answers which we received.

Huang **Taiwan**

In my country, we have a special ceremony for all sixteen-year-olds. I did the ceremony last year. Before it, my mother explained the traditions. She said that the goddess Chiniangma had looked after me for the first sixteen years of my life, but now I had to share the adult responsibilities in the family. At the start of the ceremony, I had to wash my hands in a special bowl, as a sign that I was washing away my old habits. Then, I had to crawl under a wooden pagoda which my parents were holding. This was my journey into adult life.

Nerea **Mexico**

Girls in Mexico become adults on their fifteenth birthday. Their parents throw a big party called a *quinceañera*. First, you go to church and after that all the guests meet in a hotel. Traditionally, this party is the first time that a Mexican girl dances in public and the first time that she puts on make-up. In the middle of the party, the girl's father takes off her flat shoes and puts high heels on her feet, as a sign that she's now a woman.

Bruno **Brazil**

Like in Mexico, girls in Brazil have a big party when they are fifteen. But some tribes in the Brazilian rainforest have much scarier traditions. The boys of the Satere-Mawe tribe have to put their hands into gloves full of poisonous ants for ten minutes. I saw a TV programme about it and it said that each ant sting hurt thirty times more than a wasp sting. The boys have to do this glove ceremony twenty times to become an adult!

Key Words

ceremony, crawl, pagoda, flat (adj), ants, sting, wasp

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

3 3.33 **Read the article again. Which country has coming-of-age ceremonies:**

1 for **a)** girls? *Mexico* **b)** boys and girls?
2 for people aged **a)** fifteen? **b)** sixteen?
3 which involve **a)** water **b)** animals?

4 3.33 **Read the article again. Answer the questions.**

1 How did Huang learn about the meaning of his ceremony? *From his mother.*
2 What was the meaning of his crawl under the wooden pagoda?
3 According to Mexican tradition, what two things shouldn't girls do before they are fifteen?
4 What change happens during a *quinceañera* party?
5 Where does the Satere-Mawe tribe live?
6 Why is the glove ceremony scary?
7 After a boy has done the glove ceremony, is he a man? Why?/Why not?

Listening

1 3.34 **Look at photo c and listen to a radio interview. Answer the questions.**

1 What country is this?
2 How old are the people in the photo?
3 What have they just done?

Listening Bank Unit 9 page 120

2 What about you? **Ask and answer the questions in pairs.**

1 How old are people in your country when they become adults? Is this the right age in your opinion, or should they be older or younger?
2 Are there any coming-of-age traditions in your country? Describe them.
3 What do you think of the ceremonies in the pictures? Which of them would you like to experience? Are there any which you would refuse to take part in? Why?

PEARSON

Reading

Exercise 1

- Draw attention to the title and the photos and ask students what they can see.
- Students then match three of the photos to the countries.

Exercise 2

- Students read the article quickly and check their answers to Exercise 1.
- Make sure students understand not to read in detail at this point.
- If you have a world map available, ask students where Taiwan, Mexico and Brazil are.

Answers

1 d **2** b **3** a

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.

ceremony – a sequence of actions which are performed together in a specific situation and are of special significance for the people involved

crawl – to move along on your hands and knees

pagoda – a decorative structure used in many Asian religions which has various levels, each one a bit smaller than the one beneath it

flat (adj) – something basically horizontal and which doesn't have any substantial variation in its height

ants – tiny insects, usually black, but can also be other colours, very, very strong and capable of lifting objects 50 times their own weight

sting – the tiny, sharp part of certain insects, like bees, wasps and some ants, which the insect can use to inject poison into another creature

wasp – a yellow and black flying insect which has a sting in its tail and, unlike a bee, is capable of stinging more than once

Extra activity

Individually or in pairs, students write definitions for the words in the Key Words box. Monitor and help with the vocabulary and grammar as necessary.

Exercise 3 (Track 3.33)

- Students read the article and find out about coming-of-age ceremonies.
- If you wish, play the recording for students to listen and read.
- Check answers as a class.

Answers

1 b) Brazil, Taiwan
2 a) Mexico, Brazil b) Taiwan
3 a) Taiwan b) Brazil

Exercise 4 (Track 3.33)

- Students read the article again and answer the questions.
- Check answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

2 It was a sign of his journey into adult life.
3 Traditionally, girls shouldn't dance in public or put on make-up before they are fifteen.
4 The girl's father takes off her flat shoes and puts high heels on her feet. This is a sign that she is a woman.
5 They live in the Brazilian rainforest.
6 Because the glove is full of poisonous ants.
7 Yes, but he has to repeat the glove ceremony 20 times to become an adult.

Listening

Exercise 1 (Track 3.34)

- Draw attention to photo c.
- In pairs, students talk about the questions.
- Play the recording for students to listen and check.
- If you have a world map available, ask students where Japan is.

Answers

1 Japan
2 They are 20.
3 They've just been to a ceremony in the city government office with their families and have officially become adults.

Audioscript

See Teacher's Book page 230

Listening Bank

See Teacher's Book page 218 and Students' Book page 120

Exercise 2

- In pairs, students ask and answer the questions.
- Take feedback as a class.

Further practice

Workbook page 82

PEARSON

Writing A problem page

Revision

First – Books closed. In pairs, students brainstorm the eight text types they have studied in Units 1–8. Collate these on the board.
Unit 1: Telling a story
Unit 2: A biography
Unit 3: A 'for and against' essay
Unit 4: Giving instructions
Unit 5: An email about plans
Unit 6: A field trip report
Unit 7: An application letter
Unit 8: An opinion essay

Second – Tell students you are going to dictate eight sentences, one for each text type. They have to listen, write down the sentence and match it to the appropriate text type. Read the following items, repeating each one two or three times:

a When Tom was nine years old, he won his first poetry competition.
b If you are attacked by a shark, you should hit it in the eyes.
c We'll probably go to the cinema with our friends on Saturday.
d I'm also convinced that spying on people won't deal with the problem.
e I am writing to apply for a part-time job in your shop.
f We also concluded that there were not many activities for young people.
g Last night I was in bed when suddenly I heard a terrible scream.
h On the other hand, being famous has many disadvantages.

Third – Students compare their answers in pairs before checking answers as a class.
(Answers: *Unit 1 – sentence g*; *Unit 2 – sentence a*; *Unit 3 – sentence h*; *Unit 4 – sentence b*; *Unit 5 – sentence c*; *Unit 6 – sentence f*; *Unit 7 – sentence e*; *Unit 8 – sentence d*)

Exercise 1

- Read the Writing File with the class.

Exercise 2

- Draw attention to the problem page and ask students if they are common in magazines in their country.
- Students read the problem page and decide what the underlined words replace.

Answers

2 my friends **3** my birthday meal **4** your friends
5 your friends **6** your birthday meal
7 something else they had promised to do
8 your birthday meal
9 the people who have made other plans **10** your birthday

Exercise 3

- Students read the problem page again and answer the questions.
- Check answers as a class.

Answers

1 She feels sorry about the problem.
2 She mentions that Matt's meal might finish very late on a school night, or that maybe the friends had promised to do something else and had forgotten about it, or that they don't really want to be at Matt's meal.
3 She suggests Matt could arrange the meal for a night which is easier for everyone, or have the birthday meal without the ones who can't attend.
4 She says that one real friend is better than a group of false friends and that Matt should relax and enjoy his birthday.

Exercise 4

- Read through the problem with the class.
- In pairs, students discuss possible solutions to the problem.
- Take feedback as a class and collate suggestions on the board.

Exercise 5

- Students match the reasons to the solutions.
- They then check in pairs before checking answers as a class.

Answers

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

Exercise 6

- Read through the paragraph outline with the class and show them how the model reply in Exercise 2 follows this structure.
- Encourage students to use a dictionary to find any vocabulary they need.
- 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 vocabulary cards. If you have a few cards left over, give these to the stronger groups or fast finishers. Quickly remind students of the seven previous games (See Teacher's Book: *Unit 2 – definitions game*; *Unit 3 – scrambled words game*; *Unit 4 – memory game*; *Unit 5 – team definitions game*; *Unit 6 – one-word clue game*; *Unit 7 – forbidden words game*; *Unit 8 – one-minute quick-fire competition*).
Assign a different game to each group. 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

PEARSON

Writing A problem page

1 **Read the Writing File.**

Writing File Referencing

Try not to repeat the same nouns too often in your writing. Use pronouns and possessive adjectives instead.

- I like parties. ~~Parties~~ They are fun.
- It's Mark's birthday. I'm giving ~~Mark~~ him a T-shirt.
- Lia's dress is nice and ~~Lia's~~ her shoes are cool, too.

2 **Read part of a problem page in a magazine. What nouns do the underlined words replace?**

Problem page

Dear Amy,

It's my birthday next week and I've asked four of my friends to come out for a meal with me. Last week [1] they *my friends* all said that they could come, but this morning three of [2] them told me that they had made other plans. I'm really upset. Should I cancel my birthday meal, or have [3] it with the one friend who is still free?

Matt

Dear Matt,

I'm sorry to hear about your problem. It is often hard to organise parties and birthday celebrations!

Did you ask your friends why they had changed [4] their plans? They probably had a very good reason. For example, perhaps your meal finishes very late on a school night and their parents told them that [5] they couldn't come to [6] it. Or maybe they had already promised to do something else before you invited them, but they had forgotten about [7] it. If their reason is good enough, you should arrange your meal for a night which is easier for everyone. However, it's possible that these people don't really want to be at your meal. If that is true, you should have [8] it without [9] them. One real friend is better than a group of false friends, in my opinion.

Good luck. I hope you have the time of your life on your birthday. Relax and enjoy [10] it!

Amy

3 **Read Amy's answer again and answer the questions.**

1 How does she feel about the problem?
2 What three possible reasons for the problem does she mention?
3 What two solutions does she suggest?
4 What final advice does she give?

4 **Read the problem. What do you think the solution is?**

Dear Amy,

Last week my mum said that I could have a birthday party at my house, but now she's changed her mind. The problem is that I've already invited lots of friends. What should I do? It'll be really embarrassing if I have to cancel the party.

Charlotte

5 **Match the reasons (1–5) to the solutions (a–e).**

1 Mum is worried about the noise *e*
2 Mum is too busy
3 Mum is worried about the mess
4 Mum thinks you're not reliable enough
5 Mum thinks you'll stay up all night

a change the date of the party
b have the party in the garden or a local park
c promise to end the party early
d say that there won't be any bad behaviour
e promise not to play loud music

6 **Write a reply to the problem. Use the questions in Exercise 3, the ideas from Exercise 5 and the outline below to help you.**

Paragraph 1
Express sympathy with the writer.

Paragraph 2
Discuss some reasons for the problem and some possible solutions.

Paragraph 3
End with some positive words and some final advice.

Remember!
- Use pronouns and possessive adjectives so you don't repeat nouns too often.
- Use vocabulary and grammar from this unit.
- Check your grammar, spelling and punctuation.

PEARSON

Refresh Your Memory!

Grammar Review

1 **Make sentences. Use reported speech.**

1 'I am from Venice, in Italy.' (She said …)
She said she was from Venice, in Italy.
2 'I loved the carnival last year.' (She told me …)
3 'I've never seen such great fireworks.' (She said …)
4 'I'll show you some photos.' (She told me …)
5 'We're going to invite lots of friends next year.' (She said …)
6 'You can get to Venice by plane in just two hours.' (She told me …)

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

~~buy~~	cook	go	not complain
not give	play	ride	

Today has been a bad day. In the morning, my Mum asked me [1] *to buy* some pizzas from the shop on the way home from school. But after school my friend asked me [2] .... football with him and I forgot about the pizzas. When I got home, Mum asked me [3] .... my bike to the shop, but I told her [4] .... me all the jobs. She wasn't happy. She told me [5] .... to my room. Later, I said that I was hungry and asked her [6] .... me something, but she told me [7] .... . It's nine o'clock now and I haven't eaten anything since lunch!

3 **Make reported questions.**

1 'When are the guests arriving?' he asked.
He asked when the guests were arriving.
2 'Why did Sam get here late?' he asked.
3 'Has he brought any food?' we asked.
4 'Do I have to wear a tie?' he asked.
5 'Can I choose the music?' she asked.
6 'What time are we going to leave?' I asked.

4 **Put the text into reported speech.**

'Where are you, Sophie?' asked Connor.
Connor asked Sophie where she was.
'Hurry up!' he told her. 'The prom is starting soon.'
'I haven't finished my hair,' said Sophie. Then she asked, 'Are my high heels in the hall?'
Connor looked. 'They aren't here,' he said, 'and it's already quarter past six.'
'Go without me,' said Sophie. 'I'll come later.'
'Don't worry,' said Connor. 'I'm happy to wait.'

Vocabulary Review

5 **Complete the text with these words.**

all night	casual clothes	DJ
decorations	hair	high heels
jacket and tie	limo	~~party~~
smart clothes	time of our lives	

My friends and I are going to throw a [1] *party* this July. We've hired a [2] .... for the music and we're going to put up lots of [3] .... . Everyone's going to wear [4] .... : a [5] .... for the boys and a dress and [6] .... for the girls. If anyone wears [7] .... , they won't be allowed into the party. My friends and I are going to do our [8] .... at my house. We're going to travel to the party by [9] .... . We're planning to stay up [10] .... and I'm sure we'll have the [11] .... .

6 **Complete the sentences with these verbs.**

admitted	complained	offered
promised	~~refused~~	warned

1 He was tired, so he *refused* to go running with us.
2 We .... that the school food tasted disgusting.
3 They .... to come, so why aren't they here?
4 I .... you not to touch that dog. It bites.
5 She .... that she had cheated in the exam.
6 I .... to help her, but she didn't need any help.

Speaking Review

7 3.35 **Put the conversation in the correct order. Then listen and check.**

a That makes sense. Who can we ask?
b Why don't we go into town and buy some more?
c We haven't got enough decorations. *1*
d I think we should ask Katie. Her parents have lots of useful things in their attic.
e That's a good idea. Do you think we could go round to her house now?
f Maybe we can borrow some.
g No way! We can't afford any more.

Dictation

8 3.36 **Listen and write in your notebook.**

My assessment profile: Workbook page 135

PEARSON

Refresh Your Memory!

Exercise 1

Answers

2 She told me that she had loved the carnival the year before.
3 She said that she had never seen such great fireworks.
4 She told me that she would show me some photos.
5 She said that they were going to invite lots of friends the following year.
6 She told me that I could get to Venice by plane in just two hours.

Exercise 2

Answers

2 to play 3 to ride 4 not to give 5 to go 6 to cook
7 not to complain

Exercise 3

Answers

2 He asked why Sam had got there late.
3 We asked if he had brought any food.
4 He asked if he had to wear a tie.
5 She asked if she could choose the music.
6 I asked what time we were going to leave.

Exercise 4

Possible answer

Connor asked Sophie where she was. He told her to hurry up because the prom was starting soon.
Sophie said that she hadn't finished her hair and then she asked if her high heels were in the hall.
Connor looked and told her that they weren't there. He said that it was already quarter past six.
Sophie told him to go without her and said that she would come later.
Connor told her not to worry and said that he was happy to wait.

Exercise 5

Answers

2 DJ 3 decorations 4 smart clothes 5 jacket and tie
6 high heels 7 casual clothes 8 hair 9 limo
10 all night 11 time of our lives

Exercise 6

Answers

2 complained 3 promised 4 warned 5 admitted
6 offered

Exercise 7 (Track 3.35)

Answers

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

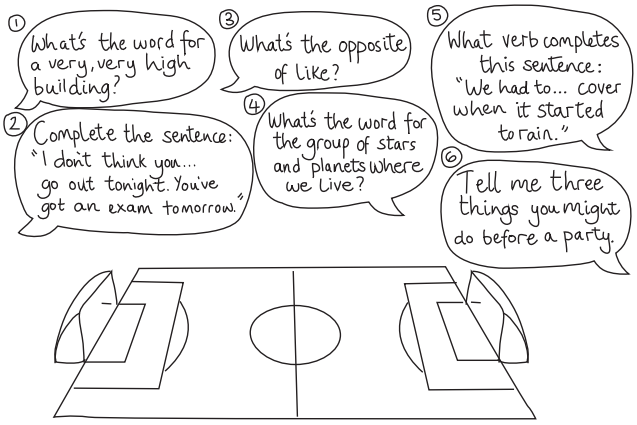
Exercise 8 (Track 3.36)

Answers and Audioscript

1 He agreed to make a speech.
2 They mentioned that you were coming.
3 I don't think we should invite a lot of guests.
4 I promised to help him with the decorations.
5 They told me not to be late.
6 She asked if we'd booked a limo.

Extra activity

Revise the vocabulary and grammar of the course:
– Draw the pitch on the board and explain that students are going to play 'football'. Tell them they are going to ask and answer questions about the course content. Write up the example questions on the board.
– Divide the class into two teams. Demonstrate the activity by drawing a ball in the centre of the pitch – nominate one student to answer the first question. If he/she answers correctly, rub out the ball and redraw it a bit closer to his/her team's goal. If he/she answers incorrectly, move the ball a bit closer to the other team's goal.
– Repeat the process, asking a student in the other team the second question. Continue until students have answered all six questions, alternating between teams each time.
– Subdivide each team into smaller groups. Students work together, writing questions to test the other team.
– Play the game with the whole class. Redraw the ball in the centre of the pitch. Nominate a student to ask a question and a student in the opposite team to answer. Move the ball closer to or further from the goal, depending on whether the students answers correctly or not.
– Visualise mentally that there are approximately three 'steps' from the centre of the pitch to the goals, but if you think a question is particularly hard or easy, adjust the distance as appropriate.



My Assessment Profile Unit 9
Workbook page 135

Culture 6 – May Day
See Teacher's Book page 226 and Students' Book page 127 (for extra reading, discussion and writing work).

PEARSON

History File Oliver Cromwell

Cultural notes

- *Oliver Cromwell* was a military leader who fought in the army against King Charles I during the English Civil War, which took place from 1642 to 1651. After the King was defeated and executed, Cromwell progressively began to take control of the country and, in 1653 became 'Lord Protector' of England. To this day he is a highly controversial figure – without doubt he is one of the most important people in English history, but historians are divided as to whether he should be remembered as a harsh dictator or a national hero. The truth probably lies somewhere in between, as he made England a great nation once again, but many of his measures could be regarded as very extreme. During this period, the powers of the head of state were also greatly limited so, when Charles II finally returned to the throne, he had much less real power than his father had had. This has meant that the UK has enjoyed a much more stable political system and has been governed democratically for much longer than many other countries.

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: *royal*, *ruler*, *civil war*, *execute*, *sin*, *holy*.

Exercise 1

- Draw attention to the Fact File.
- Students read the text quickly to complete the Fact File.
- Check answers as a class.

Answers

2 England **3** farmer **4** politician **5** 1653
6 1658 **7** rules

Exercise 2 (Track 3.37)

- Students read the text again and 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.

Answers

2 He was a Puritan, a type of Christian who believed that people should work very hard and that having fun was a sin.
3 Women couldn't wear make-up, jewellery or colourful dresses.
4 Under Charles I, people used to celebrate with special food and dancing, but under Cromwell they didn't eat any food all day.
5 They were very happy and relieved, and there were huge celebrations around the country.

Exercise 3 (Track 3.38)

- Play the recording for students to identify who the speakers are talking about.
- Check answers as a class.

Answers

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

Audioscript

See Teacher's Book page 230

My History File

Exercise 4

- Individually, students find out about another important ruler.
- Remind students that further information about important people from history is available by searching the internet.
- Students prepare a fact file about their ruler.

Exercise 5

- Individually, students prepare a presentation about their ruler.
- Give students time to rehearse their presentation before giving it to the class.
- Make a note of any mistakes relating to the content of the unit to go over with the class afterwards.

In this unit have you …

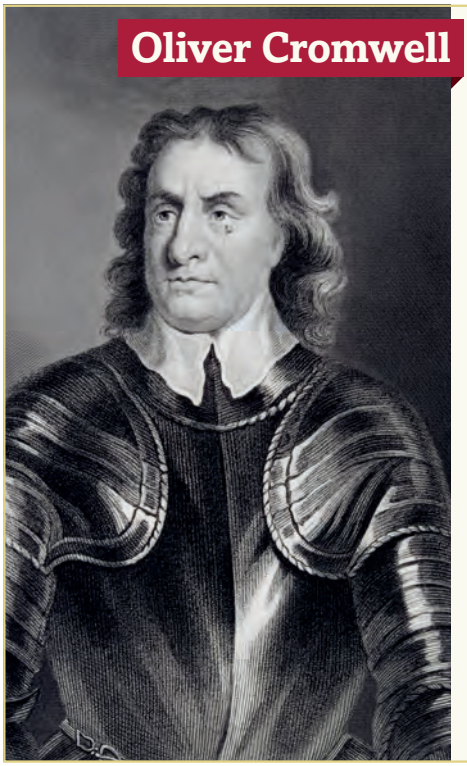
… used the Grammar and Vocabulary worksheet?
… used the Reading and Listening worksheet?
… used the Writing worksheet?
… used the Speaking worksheet?
… used the Unit test?

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

PEARSON

History File



Oliver Cromwell

These days Britain is one of the few countries in the world with a king or queen. 360 years ago, however, there wasn't a royal ruler in Britain. Instead, there was Oliver Cromwell.

Cromwell was an ordinary farmer until he decided to become a politician at the age of 40. The king at that time was Charles I. Cromwell and the other politicians in Parliament kept complaining that his taxes were unfair, but Charles refused to listen. In 1642, a civil war started between Parliament and the king. Cromwell became the leader of the Parliamentarian soldiers. After many years, Parliament won the war and put Charles I in prison. In 1649, the king was executed.

Oliver Cromwell was now the most powerful person in England and in 1653 he started ruling the country without help from Parliament. He was a Puritan, a type of Christian who believed that people should work very hard and that having fun was a sin. Under Cromwell, England had some very strict rules. No one could wear make-up, jewellery or colourful dresses. Theatres were closed and most sports were against the rules. In the time of Charles I, people used to celebrate holy days with special food and dancing. Under Cromwell, they celebrated these days by eating no food all day. On Christmas Day, soldiers walked around town. If they found any special Christmas food or decorations, they took them away. Most people hated living in Cromwell's England.

After Cromwell died in 1658, Charles I's son, Charles II, was invited to rule England. When the new king arrived from Holland, there were huge celebrations around the country. His journey through London to his palace took seven hours because there were so many happy people in the streets. Charles II soon cancelled Cromwell's strict rules. The people of England were relieved to have a king again.

Reading

1 **Read the text quickly. Complete the fact file.**

2 3.37 **Read the text again. Answer the questions.**

1 Why was Charles I an unpopular king?
Because he made people pay unfair taxes.
2 What religious beliefs did Cromwell have?
3 What rules did Cromwell have about a woman's appearance?
4 How were holy days different under Charles I and Cromwell?
5 How did people feel when Charles II became king?

3 3.38 **Listen to the people. Who are they talking about? Copy and complete the table.**

a Charles I b Cromwell c Charles II

1	*c*	4	....
2	....	5	....
3	....	6	....

FACT FILE

Name:	[1] *Oliver Cromwell*
Country:	[2] ....
Early career:	He was a [3] .... and then a [4] .... .
Ruled:	from [5] .... to [6] ....
During his rule:	strict [7] .... about clothes, food and entertainment

My History File

4 **Find out about another important ruler. Make a fact file like the one in Exercise 1.**

5 **Prepare a presentation for the class about this ruler, including pictures if possible. Then give your presentation.**

PEARSON

3 Review

Grammar First and Second conditional

1 **Match the beginnings of the sentences (1–8) to the endings (a–h).**

1 If you eat too much chocolate,	a she'd be so angry.
2 If you won the lottery,	b your teacher wouldn't be happy.
3 If you don't hurry up,	c you'll feel sick.
4 If you lost your mum's phone,	d you'll be tired tomorrow.
5 If you pass this exam,	e would you give me some money?
6 If you saw a ghost,	f you'll miss the bus.
7 If you don't go to bed before midnight,	g you'll be pleased.
8 If you were late for school,	h would you be scared?

2 **Complete the sentences. Use the correct form of the verbs.**

1 Would you buy that bike if you *had* (have) enough money?
2 If you .... (leave) now, you'll get there tonight.
3 I .... (not/be) angry if you tell me the truth.
4 If we moved to France, we .... (learn) French.
5 I .... (not/do) that if I were you.
6 She'll get wet if she .... (not/have) an umbrella.

Subject/Object questions

3 **Are these subject questions (S) or object questions (O)?**

1 What do you do all day? *O*
2 What happens on Christmas Day?
3 Who sent me this text?
4 Who did she send this text to?

4 **Make a subject and an object question for each statement.**

1 Joe gave the book to Penny. (Who/What)
Who gave the book to Penny?
What did Joe give to Penny?
2 Penny read the book. (Who/What)
3 Henry usually goes to the cinema on Sunday. (Who/When)
4 My friends live near the school. (Who/Where)
5 The small brown dog jumped through the window. (Which dog/Where)

Past perfect

5 **Put these sentences into the Past perfect.**

1 I saw him before.
I had seen him before.
2 We watched the film several months ago.
3 She drove there yesterday.
4 My friends returned from France last Tuesday.
5 She went to the station before breakfast.
6 He wrote to me last summer.

6 **Complete the text with the Past perfect or Past simple form of the verbs.**

By the time I [1] *got* (get) to my apartment, Rose [2] .... (already/disappear). I [3] .... (turn) around and [4] .... (run) down the stairs. Before Rose [5] .... (go), she [6] .... (leave) a note for me on the kitchen table. It was a poem. Rose [7] .... (write) it several months earlier. But I [8] .... (not/understand) it.

Third conditional

7 **Complete the Third conditional sentences.**

1 If you *had warned* (warn) me, I *wouldn't have answered* (not answer) the door.
2 If I .... (read) the book, I .... (understand) the film better.
3 If she .... (not smile) at him, he .... (feel) very sad.
4 You .... (not miss) the train if you .... (run) faster.
5 She .... (buy) the bag if it .... (be) cheaper.
6 If they .... (forget) the tickets, they .... (not get) into the concert.

8 **Make sentences. Use the Third conditional.**

1 Sarah didn't buy any food, so she felt very hungry.
If Sarah had bought some food, she wouldn't have felt very hungry.
2 Rama practised the piano and he passed his exam.
3 Jade forgot her phone, so she didn't get her friend's message.
4 Millie and Annabel didn't join the drama club, so they didn't perform in the play.
5 You fell over and hurt your knee.
6 My aunt's car broke down so she was very late for work.

108

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

Exercise 2
2 leave
3 won't be
4 'd learn
5 wouldn't do
6 doesn't have

Exercise 3
2 S 3 S 4 O

Exercise 4
2 Who read the book?
What (book) did Penny read?
3 Who usually goes to the cinema on Sunday?
When does Henry usually go to the cinema?
4 Who lives near the school?
Where do your friends live?
5 Which dog jumped through the window?
Where did the small brown dog jump?

Exercise 5
2 We had watched the film several months ago.
3 She had driven there yesterday.
4 My friends had returned from France last Tuesday.
5 She had gone to the station before breakfast.
6 He had written to me last summer.

Exercise 6
2 had already disappeared
3 turned
4 ran
5 went
6 'd left
7 had written
8 didn't understand

Exercise 7
2 had read, would have understood
3 hadn't smiled, would have felt
4 wouldn't have missed, had run
5 would have bought, had been
6 had forgotten, wouldn't have got

Exercise 8
2 If Rama hadn't practised the piano, he wouldn't have passed his exam.
3 If Jade hadn't forgotten her phone, she would have got her friend's message.
4 If Millie and Annabel had joined the drama club, they would have performed in the play.
5 If you hadn't fallen over, you wouldn't have hurt your knee.
6 If my aunt's car hadn't broken down, she wouldn't have been very late for work.

PEARSON

Exercise 9
2 He said that they had never travelled abroad.
3 He said that they were studying History that afternoon.
4 He said that she hadn't cycled to school.
5 He said that he was going to meet his friends and that they would probably go to the cinema.
6 He said that I could read the book but that I had to give it back to him.

Exercise 1
2 were
3 out
4 Make
5 be

Reported statements

9 **Make these sentences into reported statements. Begin each sentence with *He said that …***

1 'She loves coffee but she hates tea.'
He said that she loved coffee but she hated tea.
2 'They've never travelled abroad.'
3 'We are studying History this afternoon.'
4 'She didn't cycle to school.'
5 'I am going to meet my friends and we will probably go to the cinema.'
6 'You can read the book but you must give it back to me.'

Exercise 10
2 He told her not to stand on the chair.
3 She asked him to make her a sandwich.
4 He asked them to buy him a new phone.
5 They told her not to read her book.
6 She told him to give the letter to his teacher.

Reported commands and requests

10 **Complete the reported commands and requests.**

1 'Open the door!' (She told me …)
She told me to open the door.
2 'Don't stand on the chair!' (He told her …)
3 'Could you make me a sandwich?' (She asked him …)
4 'Can you buy me a new phone?' (He asked them …)
5 'Don't read your book!' (They told her …)
6 'Give the letter to your teacher.' (She told him …)

Reported questions

11 **Make reported questions.**

1 me why / She asked / in her garden. / I was
She asked me why I was in her garden.
2 her what / she was doing. / He asked
3 he had finished / They asked / his homework. / him if
4 them if / He asked / his dog / they had found
5 us where / the cinema was. / She asked
6 watching TV. / I asked / they were / them if

Exercise 11
2 He asked her what she was doing.
3 They asked him if he had finished his homework.
4 He asked them if they had found his dog.
5 She asked us where the cinema was.
6 I asked them if they were watching TV.

12 **Make these questions into reported questions. Begin each question with *He asked me …***

1 'Have you ever written a poem?'
He asked me if I had ever written a poem.
2 'Is your friend feeling OK?'
3 'Why did she steal John's watch?'
4 'When are you going to have lunch?'
5 'Will your team win the match?'
6 'Can you swim faster than Sharon?'

Exercise 12
2 He asked me if my friend was feeling OK.
3 He asked me why she had stolen John's watch.
4 He asked me when I was going to have lunch.
5 He asked me if my team would win the match.
6 He asked me if I could swim faster than Sharon.

Speaking Giving warnings

1 **Choose the correct options to complete the conversation.**

A I [1] *wouldn't / won't* go swimming in the sea today if I [2] *were / be* you.
B Why not? I swim in the sea every day.
A Well, watch [3] *out / about* for the weaver fish on the beach. [4] *Make / Do* sure you don't step on them.
B OK.
A And [5] *be / take* careful not to swim too close to the speedboats.
B Mum! Stop worrying! I'll be fine.

Explaining and apologising

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

have to understand	~~I know~~	I'm aware
let's forget	sorry that	that's true
the fact		

A What are you doing in my bedroom?
B I want to borrow your pink jacket.
A Well, you should ask before coming into my room.
B [1] *I know* that. But [2] …. is that you were busy and I'm going out soon.
A I'm sure [3] …. . But it's no excuse.
B So, can I borrow your jacket?
A No, you can't! You [4] …. that my stuff is mine.
B [5] …. of that. I'm [6] …. I upset you.
A OK, [7] …. about it.

Exercise 2
2 the fact
3 that's true
4 have to understand
5 I'm aware
6 sorry that
7 let's forget

Reaching an agreement

3 **Complete the conversation.**

A Mum's really upset with us. We forgot her birthday!
B Oh no! [1] *Why don't we* make a cake for her now?
A [2] I d_ _ '_ t_ _nk we s_ _ _ld do that. We'll just make a mess in the kitchen.
B [3] M_ _b_ we c_ _ go out now and buy her some chocolates.
A [4] N_ w_ _! She hates chocolates.
B [5] D_ you t_ _nk we c_ _ld order some flowers for her?
A [6] T_ _ _'s a g_ _d i_ _ _. She loves flowers.

Exercise 3
2 I don't think we should
3 Maybe we can
4 No way!
5 Do you think we could
6 That's a good idea.

PEARSON

3 Review

Vocabulary Adjective antonyms

1 **Complete the antonyms of these adjectives with the missing letters.**

1 high	l*ow*
2 modern	an_ _ _nt
3 narrow	w_ _e
4 ordinary	st_ _ _ _e
5 weak	p_ _ _rful / st_ _ _g
6 deep	s_ _ll_ _
7 light	h_ _v_ / d_ _k
8 permanent	t_ _por_ _ _

Space

2 **Match these words to the definitions (1–10).**

asteroid ~~galaxy~~ star | astronaut orbit telescope | astronomer planet | comet spacecraft

1 a very large group of stars and planets *galaxy*
2 a large rock that moves around in space
3 a bright object in space
4 the path of an object that moves around another object in space
5 a person who travels in space
6 a piece of equipment shaped like a tube, which you use to look at distant objects
7 a large round object that moves around a sun or a star
8 a person who studies planets, stars and space
9 a vehicle for travelling through space
10 an object that looks like a star with a tail

Spy collocations

3 **Choose the correct options.**

1 *tap / decode* a phone
2 *tell / make* a lie
3 *decode / track down* a person
4 *follow / spy* on someone
5 *make / wear* a deal
6 *break into / decode* a message
7 *tap / wear* a disguise
8 *follow / break into* a place
9 *take / tap* cover
10 *follow / decode* a person
11 *break into / tell* the truth
12 *escape / break* from somewhere

Adjectives with prefixes *dis-*, *im-*, *in-* and *un-*

4 **Put the letters in the correct order to complete the adjectives.**

1 r i a f	un*fair*
2 c c s u u l e s f s	un....
3 y o l a l	dis....
4 n e o h s t	dis....
5 p r a t i o p a p r e	in....
6 r c r c o t e	in....
7 t i a p e n t	im....
8 t i l p e o	im....

Party collocations

5 **Complete the text with these words.**

greeted limo | heels put up | hired smart | hair ~~throw~~ | jacket time

Last weekend, we decided to [1] *throw* a party for all our friends. We [2] .... lots of decorations and [3] .... a DJ. We asked everyone to wear [4] .... clothes – a [5] .... and tie for the boys and dresses with high [6] .... for the girls. We spent a long time doing our [7] .... . On the night, some of our friends even travelled by [8] .... to the party! We stood at the door and [9] .... all our guests. It was amazing, and we all had the [10] .... of our lives!

Reporting verbs

6 **Choose the correct options to complete the text.**

Jane [1] *refused / offered* to speak to Nick because he had stolen £5 from her purse. Nick [2] *admitted / warned* that he had taken the money, but [3] *agreed / explained* that he had planned to give it back. He [4] *mentioned / promised* to give her the £5 by the end of the week. But at the end of the week, Jane [5] *complained / invited* that she still hadn't received the money. She [6] *warned / admitted* him that she would tell his parents. We all [7] *promised / agreed* that Nick had made a big mistake.

Exercise 1
2 ancient
3 wide
4 strange
5 powerful, strong
6 shallow
7 heavy, dark
8 temporary

Exercise 2
2 asteroid
3 star
4 orbit
5 astronaut
6 telescope
7 planet
8 astronomer
9 spacecraft
10 comet

Exercise 3
2 tell
3 track down
4 spy
5 make
6 decode
7 wear
8 break into
9 take
10 follow
11 tell
12 escape

Exercise 4
2 unsuccessful
3 disloyal
4 dishonest
5 inappropriate
6 incorrect
7 impatient
8 impolite

Exercise 5
2 put up
3 hired
4 smart
5 jacket
6 heels
7 hair
8 limo
9 greeted
10 time

Exercise 6
2 admitted
3 explained
4 promised
5 complained
6 warned
7 agreed

PEARSON

Word list

Unit 7 Final Frontiers

Adjective antonyms

ancient	/ˈeɪnʃənt/
dark	/dɑːk/
deep	/diːp/
heavy	/ˈhevi/
high	/haɪ/
light	/laɪt/
low	/ləʊ/
modern	/ˈmɒdn/
narrow	/ˈnærəʊ/
ordinary	/ˈɔːdənəri/
permanent	/ˈpɜːmənənt/
powerful	/ˈpaʊəfəl/
shallow	/ˈʃæləʊ/
strange	/streɪndʒ/
strong	/strɒŋ/
temporary	/ˈtempərəri, -pəri/
weak	/wiːk/
wide	/waɪd/

Space

asteroid	/ˈæstərɔɪd/
astronaut	/ˈæstrənɔːt/
astronomer	/əˈstrɒnəmə/
comet	/ˈkɒmət/
galaxy	/ˈgæləksi/
Moon	/muːn/
orbit	/ˈɔːbɪt/
planet	/ˈplænət/
solar system	/ˈsəʊlə ˌsɪstəm/
spacecraft	/ˈspeɪskrɑːft/
star	/stɑː/
telescope	/ˈteləskəʊp/

Unit 8 Spies

Spy collocations

break into somewhere	/ˌbreɪk ˈɪntə ˌsʌmweə/
decode a message	/dɪˌkəʊd ə ˈmesɪdʒ/
escape from somewhere	/ɪˈskeɪp frəm ˌsʌmweə/
follow someone	/ˈfɒləʊ ˌsʌmwʌn/
make a deal	/ˌmeɪk ə ˈdiːl/
spy on someone	/ˈspaɪ ɒn ˌsʌmwʌn/
take cover	/ˌteɪk ˈkʌvə/
tap a phone	/ˌtæp ə ˈfəʊn/
tell a lie	/ˌtel ə ˈlaɪ/
tell the truth	/ˌtel ðə ˈtruːθ/
track down a person	/ˌtræk ˈdaʊn ə ˌpɜːsən/
wear a disguise	/ˌweər ə dɪsˈgaɪz/

Adjectives with prefixes *dis-*, *im-*, *in-* and *un-*

dishonest	/dɪsˈɒnəst/
disloyal	/dɪsˈlɔɪəl/
dissatisfied	/dɪˈsætəsfaɪd, dɪsˈsæ-/
impatient	/ɪmˈpeɪʃənt/
impolite	/ˌɪmpəˈlaɪt/
impossible	/ɪmˈpɒsəbəl/
inappropriate	/ˌɪnəˈprəʊpriət/
incorrect	/ˌɪnkəˈrekt/
intolerant	/ɪnˈtɒlərənt/
unfair	/ˌʌnˈfeə/
unimportant	/ˌʌnɪmˈpɔːtənt/
unsuccessful	/ˌʌnsəkˈsesfəl/

Unit 9 Celebrate!

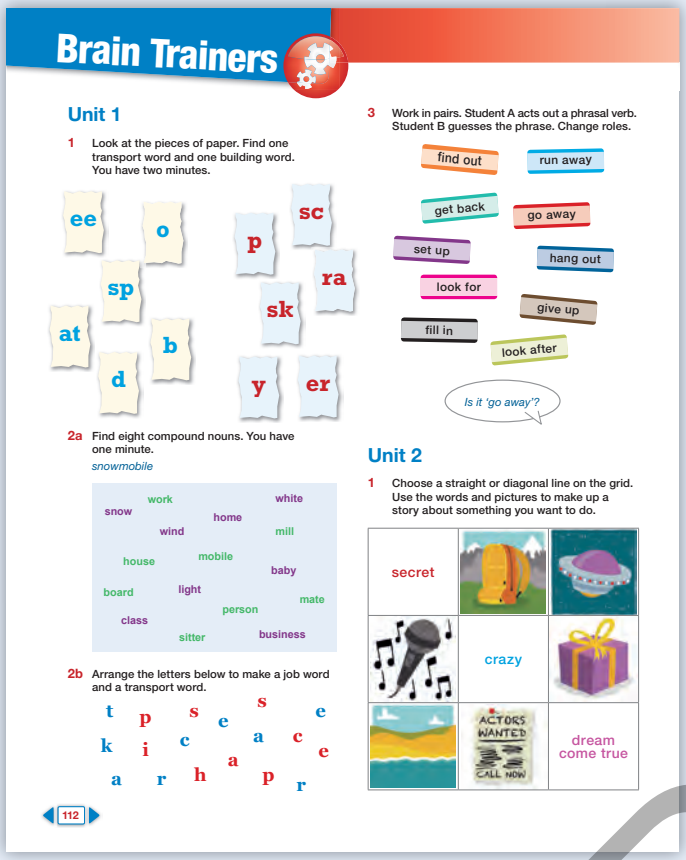
Party collocations

do your hair	/ˌduː jə ˈheə/
greet your guests	/ˌgriːt jɔː ˈgests/
have the time of your life	/hæv ðə ˌtaɪm əv jə ˈlaɪf/
hire a DJ	/ˌhaɪər ə ˈdiː dʒeɪ/
make a speech	/ˌmeɪk ə ˈspiːtʃ/
put up decorations	/ˌpʊt ʌp ˌdekəˈreɪʃənz/
stay up all night	/steɪ ˌʌp ɔːl ˈnaɪt/
throw a party	/ˌθrəʊ ə ˈpɑːti/
travel by limo	/ˌtrævəl baɪ ˈlɪməʊ/
wear a jacket and tie	/weər ə ˌdʒækət ən ˈtaɪ/
wear casual clothes	/weər ˌkæʒuəl ˈkləʊðz/
wear high heels	/ˌweə haɪ ˈhiːlz/
wear smart clothes	/ˌweə smɑːt ˈkləʊðz/

Reporting verbs

admit	/ədˈmɪt/
agree	/əˈgriː/
complain	/kəmˈpleɪn/
explain	/ɪkˈspleɪn/
invite	/ɪnˈvaɪt/
mention	/ˈmenʃən/
offer	/ˈɒfə/
promise	/ˈprɒməs/
refuse	/rɪˈfjuːz/
warn	/wɔːn/

PEARSON


Brain Trainers

Unit 1

1 Look at the pieces of paper. Find one transport word and one building word. You have two minutes.

ee o sp at b d p sc ra sk y er

2a Find eight compound nouns. You have one minute.

snowmobile

work white snow home wind mill house mobile baby board light mate person class sitter business

2b Arrange the letters below to make a job word and a transport word.

t p s e s e k i c a c e a r h a p r

3 Work in pairs. Student A acts out a phrasal verb. Student B guesses the phrase. Change roles.

find out run away get back go away set up hang out look for give up fill in look after

Is it 'go away'?

Unit 2

1 Choose a straight or diagonal line on the grid. Use the words and pictures to make up a story about something you want to do.

secret		
	crazy	
	ACTORS WANTED CALL NOW	dream come true

112

Unit 1

Activity 1

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Logical/Mathematical, Intrapersonal
- Learner types: Visual

Answers

speedboat, skyscraper

Activity 2

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Logical/Mathematical, Intrapersonal
- Learner types: Visual

Answers

2a *snowmobile*, windmill, classmate, businessperson, whiteboard, babysitter, lighthouse, homework

2b caretaker, spaceship

Activity 3

- Intelligence types: Verbal/Linguistic, Bodily/Kinaesthetic, Interpersonal
- Learner types: Auditory, Kinaesthetic/Tactile

Answers

Students' own answers

Unit 2

Activity 1

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Intrapersonal
- Learner types: Visual

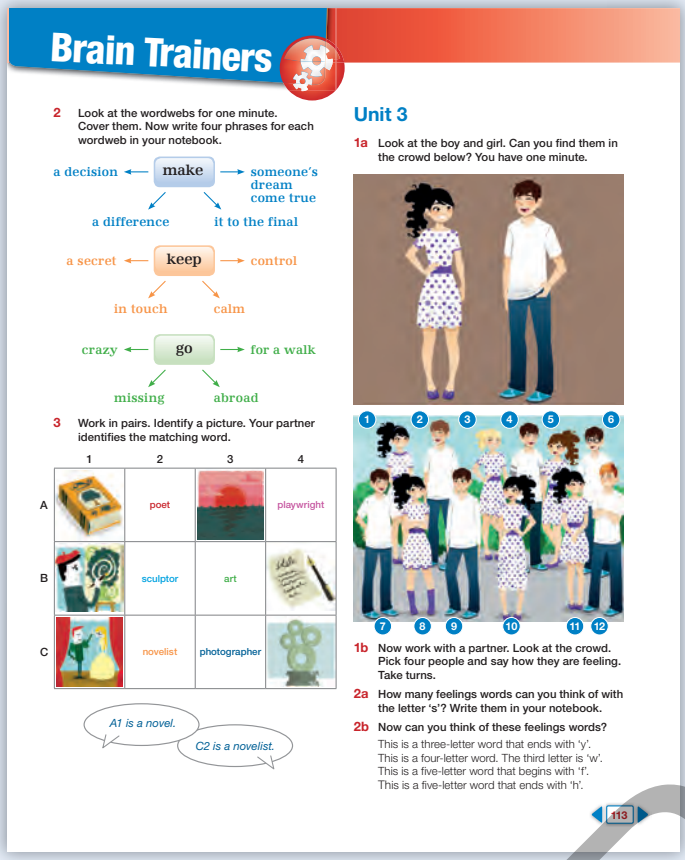
Possible answer

I want to become an actor and make films in beautiful places, like a tropical beach. That's my dream and I hope it comes true.

Definitions of intelligence types and learner types

See Teacher's Book pages 8–9

PEARSON


Brain Trainers

2 Look at the wordwebs for one minute. Cover them. Now write four phrases for each wordweb in your notebook.

make: a decision; someone's dream come true; a difference; it to the final

keep: a secret; control; in touch; calm

go: crazy; for a walk; missing; abroad

3 Work in pairs. Identify a picture. Your partner identifies the matching word.

	1	2	3	4
A		poet		playwright
B		sculptor	art	
C		novelist	photographer	

A1 is a novel.
C2 is a novelist.

Unit 3

1a Look at the boy and girl. Can you find them in the crowd below? You have one minute.

1b Now work with a partner. Look at the crowd. Pick four people and say how they are feeling. Take turns.

2a How many feelings words can you think of with the letter 's'? Write them in your notebook.

2b Now can you think of these feelings words?

This is a three-letter word that ends with 'y'.
This is a four-letter word. The third letter is 'w'.
This is a five-letter word that begins with 'f'.
This is a five-letter word that ends with 'h'.

113

Activity 2

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Logical/Mathematical, Intrapersonal
- Learner types: Visual

Answers

Students' own answers

Activity 3

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Logical/Mathematical, Interpersonal
- Learner types: Visual

Answers

A1 novel – C2 novelist
A2 poet – B4 poem
A3 photo – C3 photographer
A4 playwright – C1 play
B1 artist – B3 art
B2 sculptor – C4 sculpture

Unit 3

Activity 1

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Intrapersonal, Interpersonal
- Learner types: Visual

Answers

1a boy – 7
girl – 11
1b Students' own answers

Activity 2

- Intelligence types: Verbal/Linguistic, Logical/Mathematical, Intrapersonal
- Learner types: Visual

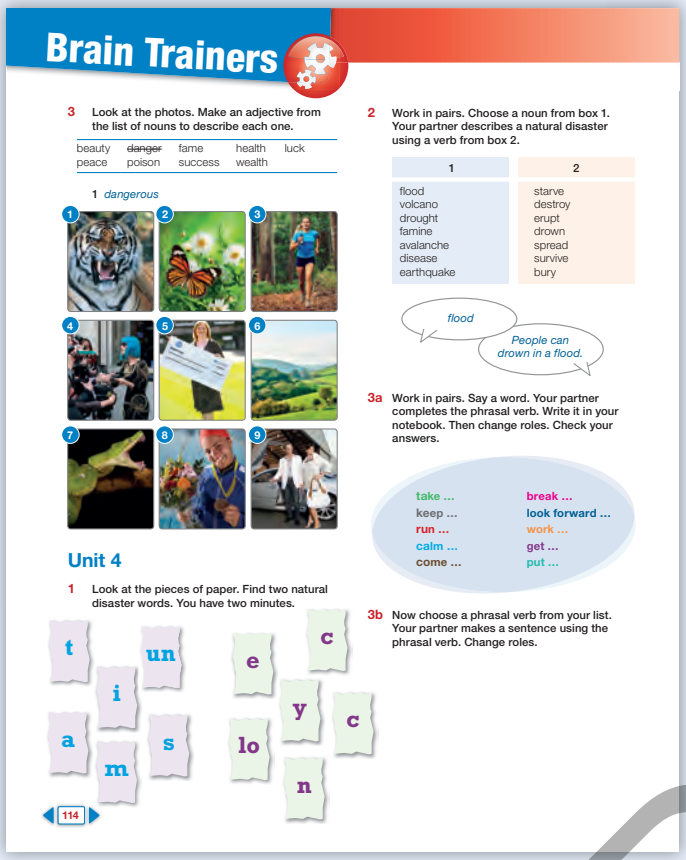
Answers

2a blush, gasp, scream, shiver, shout, sigh, smile, sweat
2b cry, yawn, frown, laugh

Definitions of intelligence types and learner types

See Teacher's Book pages 8–9

PEARSON


Brain Trainers

3 Look at the photos. Make an adjective from the list of nouns to describe each one.

beauty ~~danger~~ fame health luck
peace poison success wealth

1 *dangerous*

2 Work in pairs. Choose a noun from box 1. Your partner describes a natural disaster using a verb from box 2.

1	2
flood	starve
volcano	destroy
drought	erupt
famine	drown
avalanche	spread
disease	survive
earthquake	bury

flood
People can drown in a flood.

Unit 4

1 Look at the pieces of paper. Find two natural disaster words. You have two minutes.

3a Work in pairs. Say a word. Your partner completes the phrasal verb. Write it in your notebook. Then change roles. Check your answers.

take ... break ...
keep ... look forward ...
run ... work ...
calm ... get ...
come ... put ...

3b Now choose a phrasal verb from your list. Your partner makes a sentence using the phrasal verb. Change roles.

114

Activity 3

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Intrapersonal
- Learner types: Visual

Answers

2 beautiful
3 healthy
4 famous
5 lucky
6 peaceful
7 poisonous
8 successful
9 wealthy

Unit 4

Activity 1

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Logical/Mathematical, Intrapersonal
- Learner types: Visual

Answers

tsunami, cyclone

Activity 2

- Intelligence types: Verbal/Linguistic, Logical/Mathematical, Interpersonal
- Learner types: Auditory

Possible answers

People can drown in a flood.
Volcanoes are dangerous because they can erupt.
Plants can't survive in a drought.
People starve in a famine.
An avalanche can bury people.
Disease can spread (from person to person) quickly.
An earthquake can destroy buildings/towns/cities.

Activity 3

- Intelligence types: Verbal/Linguistic, Interpersonal
- Learner types: Auditory

Answers

3a take off, keep on, run out of, calm down, come across, break down, look forward to, work out, get through, put on

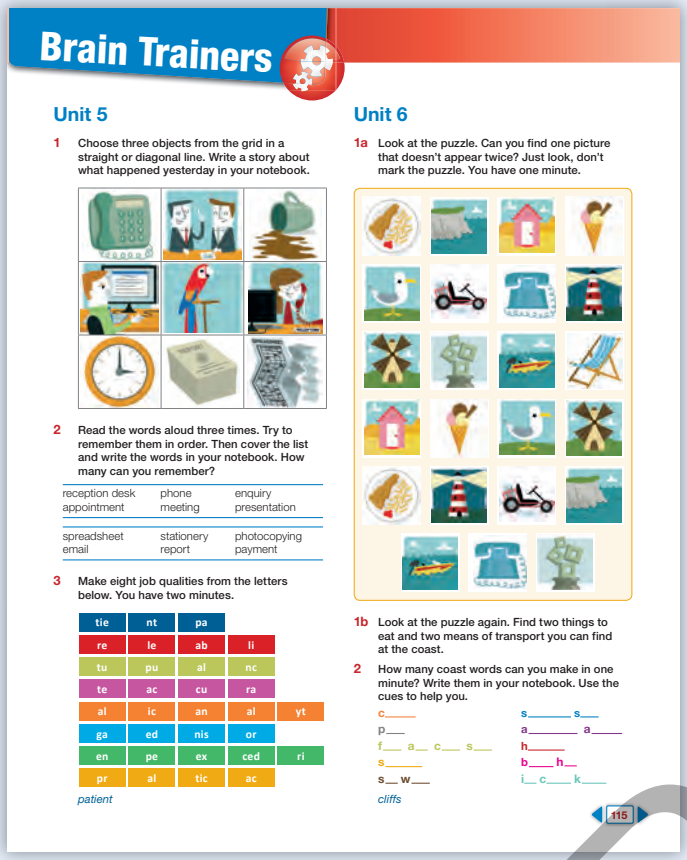
Possible answers

3b
take off – It's hot in here; you should take off your jacket.
keep on – We're tired, but we must keep on walking.
run out of – We don't have any sugar, we have run out of it.
calm down – Please stop crying and try to calm down.
come across – I came across Jenny at the shopping centre.
break down – My dad's car broke down yesterday and the mechanic is fixing it today.
look forward to – I always look forward to seeing my cousins in the summer.
work out – This maths problem is hard and I can't work out the answer.
get through – You should eat healthy food and sleep well to get through your exams.
put on – It's very sunny, so put on your hat when you go outside.

Definitions of intelligence types and learner types

See Teacher's Book pages 8–9

PEARSON



Brain Trainers

Unit 5

1 Choose three objects from the grid in a straight or diagonal line. Write a story about what happened yesterday in your notebook.

2 Read the words aloud three times. Try to remember them in order. Then cover the list and write the words in your notebook. How many can you remember?

reception desk	phone	enquiry
appointment	meeting	presentation
spreadsheet	stationery	photocopying
email	report	payment

3 Make eight job qualities from the letters below. You have two minutes.

tie	nt	pa		
re	le	ab	li	
tu	pu	al	nc	
te	ac	cu	ra	
al	ic	an	al	yt
ga	ed	nis	or	
en	pe	ex	ced	ri
pr	al	tic	ac	

patient

Unit 6

1a Look at the puzzle. Can you find one picture that doesn't appear twice? Just look, don't mark the puzzle. You have one minute.

1b Look at the puzzle again. Find two things to eat and two means of transport you can find at the coast.

2 How many coast words can you make in one minute? Write them in your notebook. Use the cues to help you.

c____ s_____ s__
p__ a_____ a_____
f__ a__ c__ s__ h_____
s_____ b____ h__
s__ w__ i__ c____ k____

cliffs

115

Unit 5

Activity 1

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Intrapersonal
- Learner types: Visual

Possible answer

I was in a meeting with my boss yesterday. I had some good ideas for the company and I wanted to talk to her about them. We were talking when the phone rang. I moved my hand to pick up the phone. Oh, no! I knocked over a cup of coffee and it spilt all over the table and on my boss, too! I was very upset.

Activity 2

- Intelligence types: Verbal/Linguistic, Logical/Mathematical, Musical/Rhythmic, Intrapersonal
- Learner types: Auditory

Answers

Students' own answers

Activity 3

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Logical/Mathematical, Intrapersonal
- Learner types: Visual

Answers

patient, reliable, punctual, accurate, analytical, organised, experienced, practical

Unit 6

Activity 1

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Intrapersonal
- Learner types: Visual

Answers

1a deckchair
1b Things to eat: fish and chips, ice cream
Means of transport: go-kart, speedboat

Activity 2

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Logical/Mathematical, Intrapersonal
- Learner types: Visual

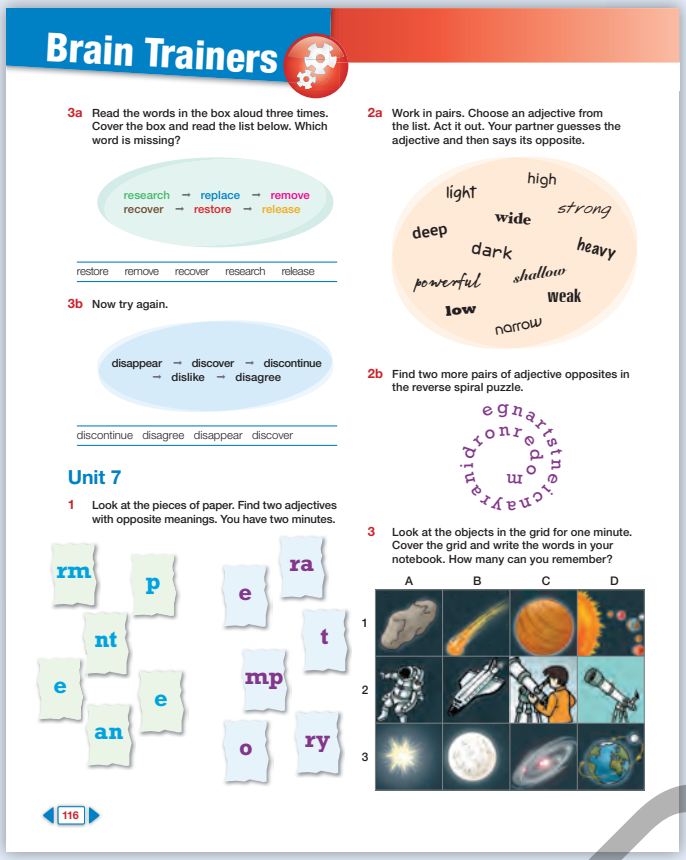
Answers

cliffs, souvenir shop, pier, amusement arcade, fish and chip shop, harbour, seagull, beach hut, sea wall, ice cream kiosk

Definitions of intelligence types and learner types

See Teacher's Book pages 8–9

PEARSON



Brain Trainers

3a Read the words in the box aloud three times. Cover the box and read the list below. Which word is missing?

research → replace → remove
recover → restore → release

restore remove recover research release

3b Now try again.

disappear → discover → discontinue
→ dislike → disagree

discontinue disagree disappear discover

Unit 7

1 Look at the pieces of paper. Find two adjectives with opposite meanings. You have two minutes.

rm p nt e e an e ra t mp o ry

2a Work in pairs. Choose an adjective from the list. Act it out. Your partner guesses the adjective and then says its opposite.

light high wide strong deep dark heavy powerful shallow low weak narrow

2b Find two more pairs of adjective opposites in the reverse spiral puzzle.

egnarts tneicna yrani dron redo m

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?

A B C D
1 2 3

116

Activity 3

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Logical/Mathematical, Musical/Rhythmic, Intrapersonal
- Learner types: Auditory

Answers

3a replace
3b dislike

Unit 7

Activity 1

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Logical/Mathematical, Intrapersonal
- Learner types: Visual

Answers

permanent, temporary

Activity 2

- Intelligence types: Verbal/Linguistic, Bodily/Kinaesthetic, Interpersonal
- Learner types: Kinaesthetic/Tactile

Answers

2a Students' own answers
2b modern – ancient; ordinary – strange

Activity 3

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Intrapersonal
- Learner types: Visual

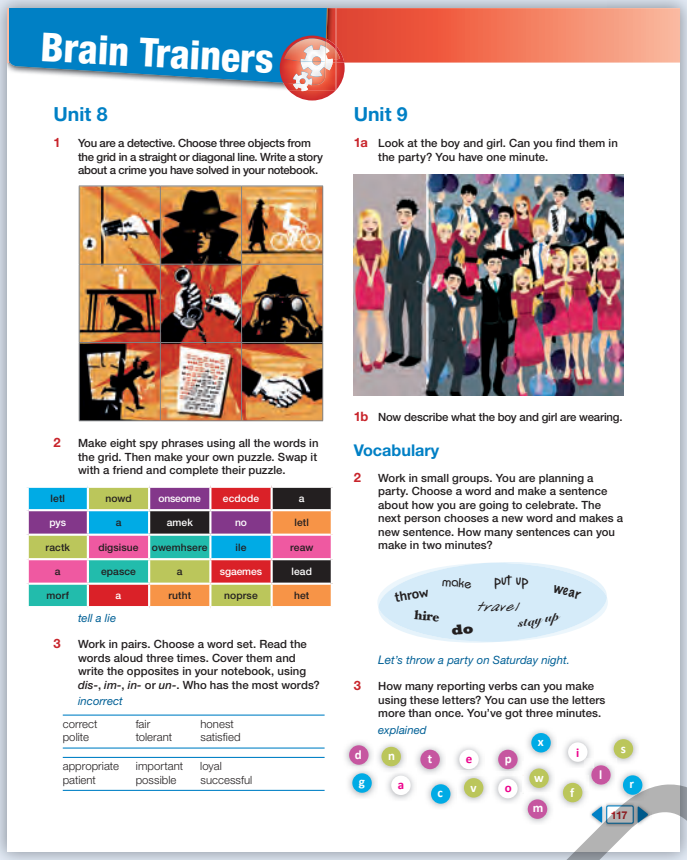
Answers

1A asteroid
1B comet
1C planet
1D solar system
2A astronaut
2B spacecraft
2C astronomer
2D telescope
3A star
3B moon
3C galaxy
3D orbit

Definitions of intelligence types and learner types

See Teacher's Book pages 8–9

PEARSON



Brain Trainers

Unit 8

1 You are a detective. Choose three objects from the grid in a straight or diagonal line. Write a story about a crime you have solved in your notebook.

2 Make eight spy phrases using all the words in the grid. Then make your own puzzle. Swap it with a friend and complete their puzzle.

letl	nowd	onseome	ecdode	a
pys	a	amek	no	letl
ractk	digsisue	owemhsere	ile	reaw
a	epasce	a	sgaemes	lead
morf	a	rutht	noprse	het

tell a lie

3 Work in pairs. Choose a word set. Read the words aloud three times. Cover them and write the opposites in your notebook, using *dis-*, *im-*, *in-* or *un-*. Who has the most words?

incorrect

correct	fair	honest
polite	tolerant	satisfied
appropriate	important	loyal
patient	possible	successful

Unit 9

1a Look at the boy and girl. Can you find them in the party? You have one minute.

1b Now describe what the boy and girl are wearing.

Vocabulary

2 Work in small groups. You are planning a party. Choose a word and make a sentence about how you are going to celebrate. The next person chooses a new word and makes a new sentence. How many sentences can you make in two minutes?

throw, make, put up, wear, hire, travel, do, stay up

Let's throw a party on Saturday night.

3 How many reporting verbs can you make using these letters? You can use the letters more than once. You've got three minutes.

explained

117

Unit 8

Activity 1

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Intrapersonal
- Learner types: Visual

Possible answer

Mrs Smith was very upset. Someone broke into her house and stole all of her jewellery. I went to all of the jewellery shops and asked about Mrs Smith's jewellery. Did anyone sell it to a shop? Yes! I asked the man in the shop to describe the thief. He said she was a woman and she was wearing a hat and sunglasses. Aha! She was wearing a disguise! The man in the jewellery shop said he saw her walking into the building across the street from his shop. So I waited for her. After a while, she left the building on her bike. I followed her and saw where she went. I called the police and they arrested her. Mrs Smith was extremely happy!

Activity 2

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Intrapersonal, Interpersonal
- Learner types: Visual

Answers

tell a lie, track down a person, spy on someone, decode a message, make a deal, tell the truth, wear a disguise, escape from somewhere

Activity 3

- Intelligence types: Verbal/Linguistic, Musical/Rhythmic, Interpersonal
- Learner types: Auditory

Answers

Word set 1
incorrect, unfair, dishonest, impolite, intolerant, dissatisfied

Word set 2
inappropriate, unimportant, disloyal, impatient, impossible, unsuccessful

Unit 9

Activity 1

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Intrapersonal, Interpersonal
- Learner types: Visual

Possible answers

1a The boy is in the foreground, on the left.
The girl is second from the right, near the front.
1b The boy is wearing a grey jacket and trousers and a blue tie. The girl is wearing a beautiful pink dress and high heels. They both have on smart clothes.

Activity 2

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Interpersonal
- Learner types: Visual, Auditory

Possible answers

Let's throw a party on Saturday night.
Let's hire a DJ.
Why don't we travel by limo?
We're going to wear smart clothes.
I'm going to do my hair.
Maybe I will make a speech.
My friends will put up decorations.
We're going to stay up late.

Activity 3

- Intelligence types: Visual/Spatial, Verbal/Linguistic, Logical/Mathematical, Intrapersonal
- Learner types: Visual

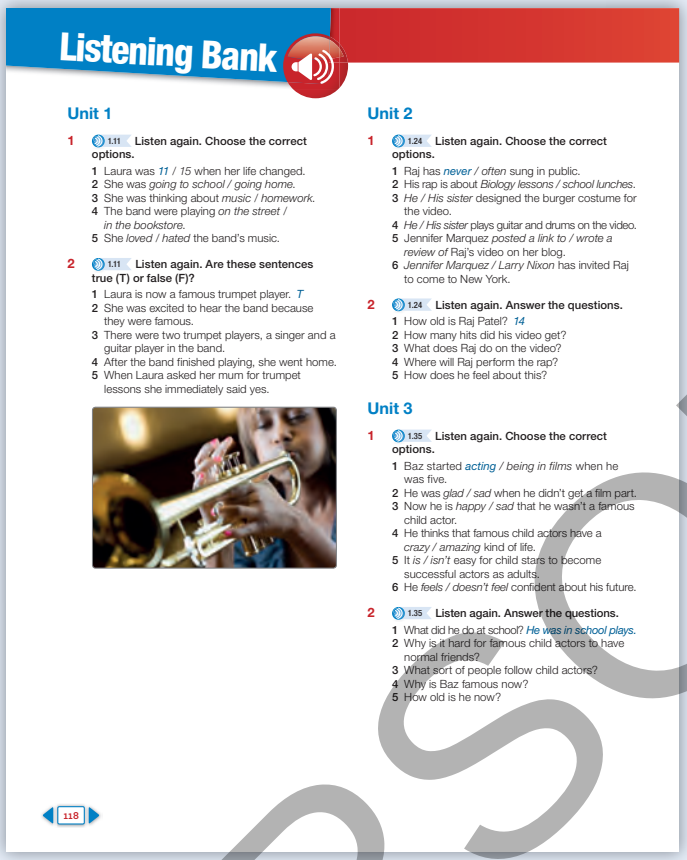
Answers

explained, admitted, agreed, complained, invited, mentioned, offered, promised, warned

Definitions of intelligence types and learner types

See Teacher's Book pages 8–9

PEARSON



Listening Bank

Unit 1

1 1.11 Listen again. Choose the correct options.

1 Laura was *11* / *15* when her life changed.
2 She was *going to school* / *going home*.
3 She was thinking about *music* / *homework*.
4 The band were playing *on the street* / *in the bookstore*.
5 She *loved* / *hated* the band's music.

2 1.11 Listen again. Are these sentences true (T) or false (F)?

1 Laura is now a famous trumpet player. *T*
2 She was excited to hear the band because they were famous.
3 There were two trumpet players, a singer and a guitar player in the band.
4 After the band finished playing, she went home.
5 When Laura asked her mum for trumpet lessons she immediately said yes.

Unit 2

1 1.24 Listen again. Choose the correct options.

1 Raj has *never* / *often* sung in public.
2 His rap is about *Biology lessons* / *school lunches*.
3 *He* / *His sister* designed the burger costume for the video.
4 *He* / *His sister* plays guitar and drums on the video.
5 Jennifer Marquez *posted a link to* / *wrote a review of* Raj's video on her blog.
6 *Jennifer Marquez* / *Larry Nixon* has invited Raj to come to New York.

2 1.24 Listen again. Answer the questions.

1 How old is Raj Patel? *14*
2 How many hits did his video get?
3 What does Raj do on the video?
4 Where will Raj perform the rap?
5 How does he feel about this?

Unit 3

1 1.35 Listen again. Choose the correct options.

1 Baz started *acting* / *being in films* when he was five.
2 He was *glad* / *sad* when he didn't get a film part.
3 Now he is *happy* / *sad* that he wasn't a famous child actor.
4 He thinks that famous child actors have a *crazy* / *amazing* kind of life.
5 It *is* / *isn't* easy for child stars to become successful actors as adults.
6 He *feels* / *doesn't feel* confident about his future.

2 1.35 Listen again. Answer the questions.

1 What did he do at school? *He was in school plays.*
2 Why is it hard for famous child actors to have normal friends?
3 What sort of people follow child actors?
4 Why is Baz famous now?
5 How old is he now?

118

Unit 1

Exercise 1 (Track 1.11)

Answers

2 going home 3 homework 4 on the street 5 loved

Exercise 2 (Track 1.11)

Answers

2 False (She was excited because they made an amazing sound.)
3 False (There were two guitar players, a singer and a trumpet player.)
4 True
5 False (Laura asked every day for weeks until her mother agreed.)

Unit 2

Exercise 1 (Track 1.24)

Answers

2 school lunches
3 He
4 His sister
5 posted a link to
6 Larry Nixon

Exercise 2 (Track 1.24)

Answers

2 His video got over a million hits in a week.
3 Raj dances and performs a rap about school lunches dressed as a giant burger.
4 He will perform the rap live on the Larry Nixon show in New York.
5 He feels amazed, excited and a bit scared.

Unit 3

Exercise 1 (Track 1.35)

Answers

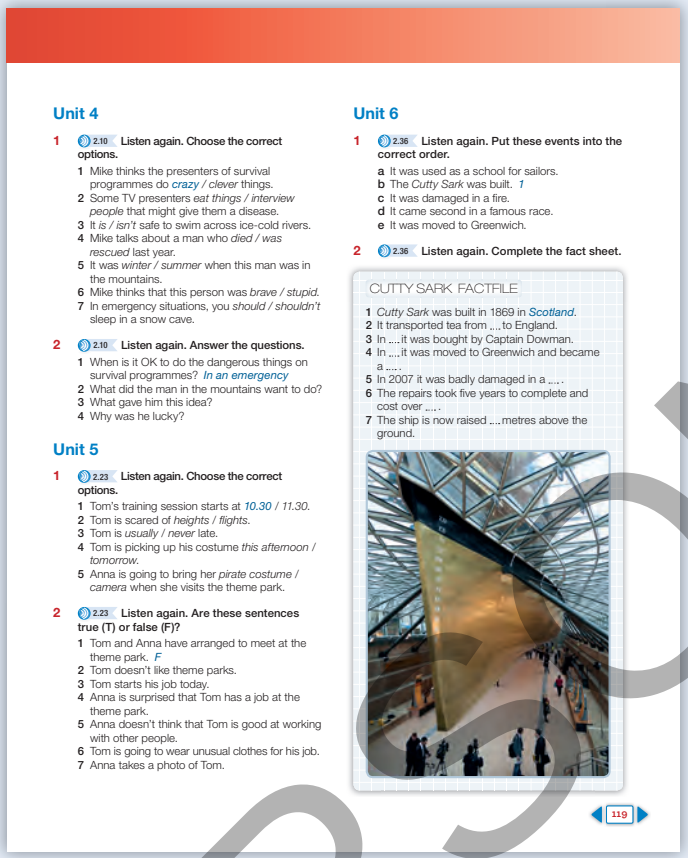
2 sad 3 happy 4 crazy 5 isn't 6 feels

Exercise 2 (Track 1.35)

Answers

2 Because the other kids are jealous of them.
3 Fans and photographers follow child actors wherever they go.
4 Because he won an Oscar for his last film.
5 He is 24.

PEARSON



Unit 4

1 2.10 Listen again. Choose the correct options.
1 Mike thinks the presenters of survival programmes do *crazy* / *clever* things.
2 Some TV presenters *eat things* / *interview people* that might give them a disease.
3 It *is* / *isn't* safe to swim across ice-cold rivers.
4 Mike talks about a man who *died* / *was rescued* last year.
5 It was *winter* / *summer* when this man was in the mountains.
6 Mike thinks that this person was *brave* / *stupid*.
7 In emergency situations, you *should* / *shouldn't* sleep in a snow cave.

2 2.10 Listen again. Answer the questions.
1 When is it OK to do the dangerous things on survival programmes? *In an emergency*
2 What did the man in the mountains want to do?
3 What gave him this idea?
4 Why was he lucky?

Unit 5

1 2.23 Listen again. Choose the correct options.
1 Tom's training session starts at *10.30* / *11.30*.
2 Tom is scared of *heights* / *flights*.
3 Tom is *usually* / *never* late.
4 Tom is picking up his costume *this afternoon* / *tomorrow*.
5 Anna is going to bring her *pirate costume* / *camera* when she visits the theme park.

2 2.23 Listen again. Are these sentences true (T) or false (F)?
1 Tom and Anna have arranged to meet at the theme park. *F*
2 Tom doesn't like theme parks.
3 Tom starts his job today.
4 Anna is surprised that Tom has a job at the theme park.
5 Anna doesn't think that Tom is good at working with other people.
6 Tom is going to wear unusual clothes for his job.
7 Anna takes a photo of Tom.

Unit 6

1 2.36 Listen again. Put these events into the correct order.
a It was used as a school for sailors.
b The *Cutty Sark* was built. *1*
c It was damaged in a fire.
d It came second in a famous race.
e It was moved to Greenwich.

2 2.36 Listen again. Complete the fact sheet.

CUTTY SARK FACTFILE

1 *Cutty Sark* was built in 1869 in *Scotland*.
2 It transported tea from ... to England.
3 In .... it was bought by Captain Dowman.
4 In .... it was moved to Greenwich and became a ....
5 In 2007 it was badly damaged in a ....
6 The repairs took five years to complete and cost over ....
7 The ship is now raised ... metres above the ground.

119

PEARSON

Unit 4

Exercise 1 (Track 2.10)

Answers

2 eat things
3 isn't
4 was rescued
5 winter
6 stupid
7 should

Exercise 2 (Track 2.10)

Answers

2 He wanted to live in the mountains all winter without proper shelter.
3 He had seen it on TV (as part of a survival programme).
4 Because he didn't die of cold.

Unit 5

Exercise 1 (Track 2.23)

Answers

2 heights
3 never
4 this afternoon
5 camera

Exercise 2 (Track 2.23)

Answers

2 True
3 False (His training session is today, but he starts his job tomorrow.)
4 True
5 False (Anna agrees that Tom is a team player.)
6 True
7 False (Next time she comes to the park she's going to take a photo of Tom.)

Unit 6

Exercise 1 (Track 2.36)

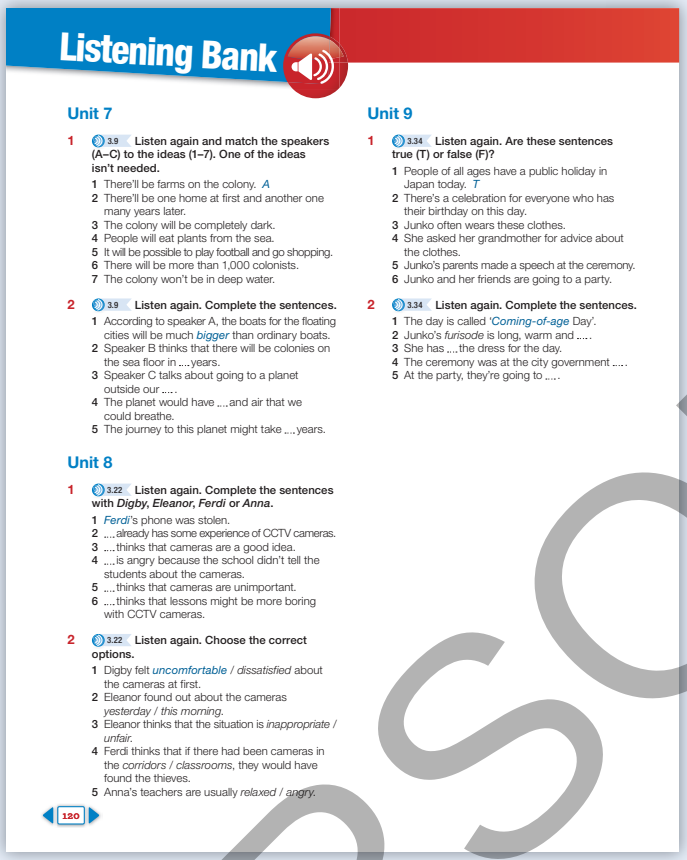
Answers

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

Exercise 2 (Track 2.36)

Answers

2 China
3 1922
4 1954, tourist attraction
5 fire
6 £40 million
7 3



Listening Bank

Unit 7

1 3.9 Listen again and match the speakers (A–C) to the ideas (1–7). One of the ideas isn't needed.
1 There'll be farms on the colony. *A*
2 There'll be one home at first and another one many years later.
3 The colony will be completely dark.
4 People will eat plants from the sea.
5 It will be possible to play football and go shopping.
6 There will be more than 1,000 colonists.
7 The colony won't be in deep water.

2 3.9 Listen again. Complete the sentences.
1 According to speaker A, the boats for the floating cities will be much *bigger* than ordinary boats.
2 Speaker B thinks that there will be colonies on the sea floor in ... years.
3 Speaker C talks about going to a planet outside our ... .
4 The planet would have ... and air that we could breathe.
5 The journey to this planet might take ... years.

Unit 8

1 3.22 Listen again. Complete the sentences with *Digby, Eleanor, Ferdi* or *Anna*.
1 *Ferdi*'s phone was stolen.
2 ... already has some experience of CCTV cameras.
3 ... thinks that cameras are a good idea.
4 ... is angry because the school didn't tell the students about the cameras.
5 ... thinks that cameras are unimportant.
6 ... thinks that lessons might be more boring with CCTV cameras.

2 3.22 Listen again. Choose the correct options.
1 Digby felt *uncomfortable* / *dissatisfied* about the cameras at first.
2 Eleanor found out about the cameras *yesterday* / *this morning*.
3 Eleanor thinks that the situation is *inappropriate* / *unfair*.
4 Ferdi thinks that if there had been cameras in the *corridors* / *classrooms*, they would have found the thieves.
5 Anna's teachers are usually *relaxed* / *angry*.

120

Unit 9

1 3.34 Listen again. Are these sentences true (T) or false (F)?
1 People of all ages have a public holiday in Japan today. *T*
2 There's a celebration for everyone who has their birthday on this day.
3 Junko often wears these clothes.
4 She asked her grandmother for advice about the clothes.
5 Junko's parents made a speech at the ceremony.
6 Junko and her friends are going to a party.

2 3.34 Listen again. Complete the sentences.
1 The day is called '*Coming-of-age* Day'.
2 Junko's *furisode* is long, warm and ... .
3 She has ... the dress for the day.
4 The ceremony was at the city government ... .
5 At the party, they're going to ... .

Unit 7

Exercise 1 (Track 3.9)

Answers

1 *A* **2** C **3** not needed **4** B **5** A **6** C **7** B

Exercise 2 (Track 3.9)

Answers

2 20 **3** solar system **4** water **5** 200

Unit 8

Exercise 1 (Track 3.22)

Answers

2 Digby **3** Ferdi **4** Eleanor **5** Digby **6** Anna

Exercise 2 (Track 3.22)

Answers

2 this morning **3** unfair **4** classrooms **5** relaxed

Unit 9

Exercise 1 (Track 3.34)

Answers

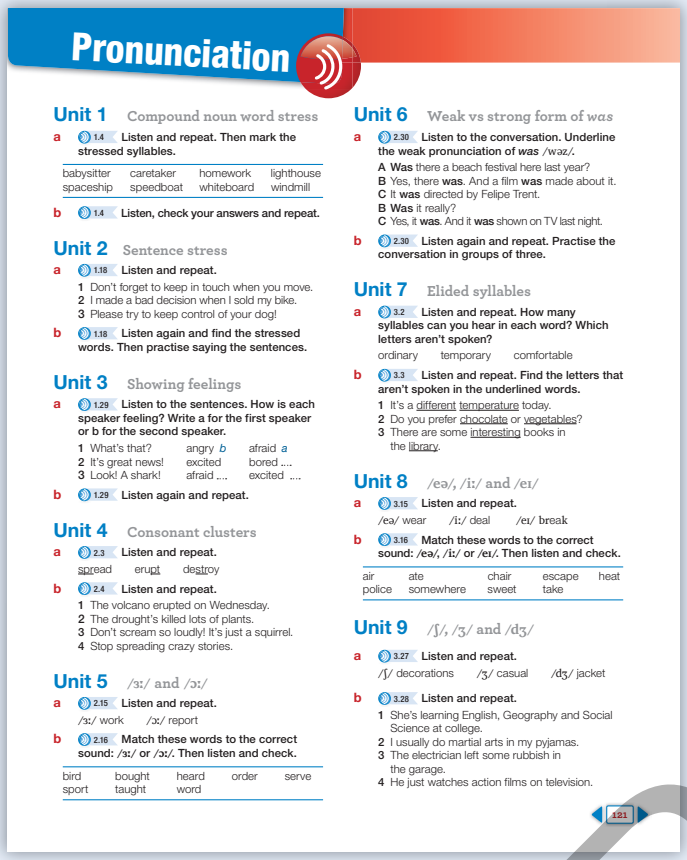
2 False (It's for people who have had their twentieth birthday during the past year.)
3 False (She's never worn a furisode before.)
4 True
5 False (The most important politician in their city made a speech.)
6 True

Exercise 2 (Track 3.34)

Answers

2 very colourful
3 hired
4 office
5 celebrate

PEARSON



Pronunciation

Unit 1 Compound noun word stress

a 1.4 **Listen and repeat. Then mark the stressed syllables.**

babysitter	caretaker	homework	lighthouse
spaceship	speedboat	whiteboard	windmill

b 1.4 **Listen, check your answers and repeat.**

Unit 2 Sentence stress

a 1.18 **Listen and repeat.**

1 Don't forget to keep in touch when you move.
2 I made a bad decision when I sold my bike.
3 Please try to keep control of your dog!

b 1.18 **Listen again and find the stressed words. Then practise saying the sentences.**

Unit 3 Showing feelings

a 1.29 **Listen to the sentences. How is each speaker feeling? Write a for the first speaker or b for the second speaker.**

1 What's that?	angry *b*	afraid *a*
2 It's great news!	excited	bored ....
3 Look! A shark!	afraid	excited ....

b 1.29 **Listen again and repeat.**

Unit 4 Consonant clusters

a 2.3 **Listen and repeat.**

spread erupt destroy

b 2.4 **Listen and repeat.**

1 The volcano erupted on Wednesday.
2 The drought's killed lots of plants.
3 Don't scream so loudly! It's just a squirrel.
4 Stop spreading crazy stories.

Unit 5 /ɜː/ and /ɔː/

a 2.15 **Listen and repeat.**

/ɜː/ work /ɔː/ report

b 2.16 **Match these words to the correct sound: /ɜː/ or /ɔː/. Then listen and check.**

bird	bought	heard	order	serve
sport	taught	word		

Unit 6 Weak vs strong form of *was*

a 2.30 **Listen to the conversation. Underline the weak pronunciation of *was* /wəz/.**

A Was there a beach festival here last year?
B Yes, there **was**. And a film **was** made about it.
C It **was** directed by Felipe Trent.
B Was it really?
C Yes, it **was**. And it **was** shown on TV last night.

b 2.30 **Listen again and repeat. Practise the conversation in groups of three.**

Unit 7 Elided syllables

a 3.2 **Listen and repeat. How many syllables can you hear in each word? Which letters aren't spoken?**

ordinary temporary comfortable

b 3.3 **Listen and repeat. Find the letters that aren't spoken in the underlined words.**

1 It's a different temperature today.
2 Do you prefer chocolate or vegetables?
3 There are some interesting books in the library.

Unit 8 /eə/, /iː/ and /eɪ/

a 3.15 **Listen and repeat.**

/eə/ wear /iː/ deal /eɪ/ break

b 3.16 **Match these words to the correct sound: /eə/, /iː/ or /eɪ/. Then listen and check.**

air	ate	chair	escape	heat
police	somewhere	sweet	take	

Unit 9 /ʃ/, /ʒ/ and /dʒ/

a 3.27 **Listen and repeat.**

/ʃ/ decorations /ʒ/ casual /dʒ/ jacket

b 3.28 **Listen and repeat.**

1 She's learning English, Geography and Social Science at college.
2 I usually do martial arts in my pyjamas.
3 The electrician left some rubbish in the garage.
4 He just watches action films on television.

121

Unit 1 Compound noun word stress

Exercise a (Track 1.4)

- Play the recording for students to listen and repeat.
- Individually, students copy the words and mark the stress on the compound nouns.
- Check answers as a class.

Answers

babysitter
caretaker
homework
lighthouse
spaceship
speedboat
whiteboard
windmill

Exercise b (Track 1.4)

- Repeat the recording for students to listen, check and repeat.

Unit 2 Sentence stress

Exercise a (Track 1.18)

- Play the recording for students to listen and repeat.

Exercise b (Track 1.18)

- Students copy the sentences.
- Repeat the recording for students to listen and identify which words are stressed.
- Check answers as a class.
- Repeat the recording. They then practise saying the sentences.

Answers

1 Don't forget to keep in touch when you move.
2 I made a bad decision when I sold my bike.
3 Please try to keep control of your dog!

Unit 3 Showing feelings

Exercise a (Track 1.29)

- Play the recording for students to listen and decide how each speaker is feeling.
- Check answers as a class.

Answers

2 excited – b, bored – a
3 afraid – a, excited – b

Exercise b (Track 1.29)

- Repeat the recording for students to listen and repeat.
- They then practise saying the sentences.

Unit 4 Consonant clusters

Exercise a (Track 2.3)

- Play the recording for students to listen and repeat the words.

Exercise b (Track 2.4)

- Play the recording for students to listen and repeat.
- They then practise saying the sentences.

Unit 5 /ɜː/ and /ɔː/

Exercise a (Track 2.15)

- Play the recording for students to listen and repeat.

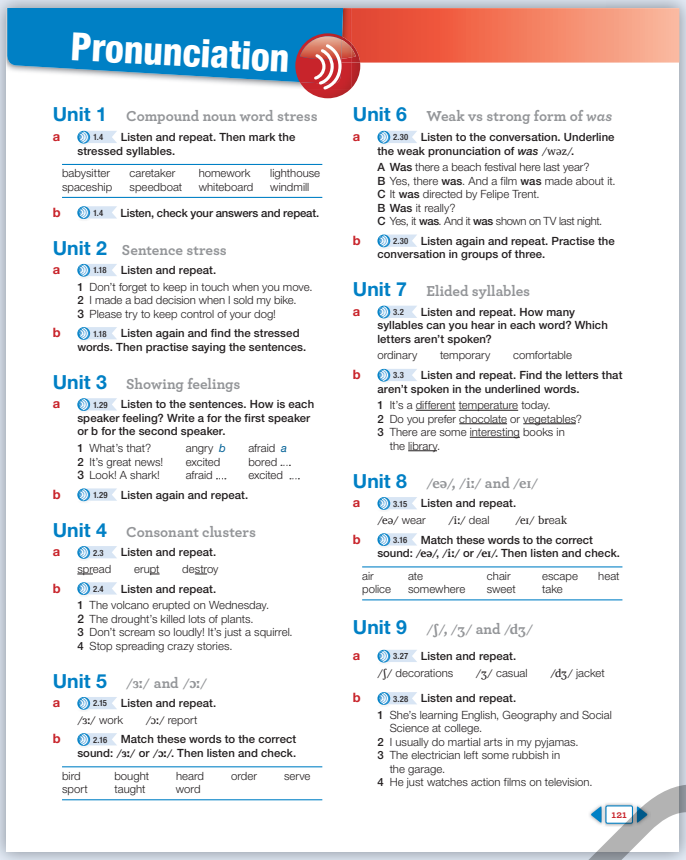
Exercise b (Track 2.16)

- Students classify the words according to the sounds.
- Play the recording for students to listen and check their answers.
- Repeat the recording. Pause after each item to check students' pronunciation.

Answers

/ɜː/ bird, heard, serve, word
/ɔː/ bought, order, sport, taught

PEARSON



Pronunciation

Unit 1 Compound noun word stress

a 1.4 **Listen and repeat. Then mark the stressed syllables.**

babysitter	caretaker	homework	lighthouse
spaceship	speedboat	whiteboard	windmill

b 1.4 **Listen, check your answers and repeat.**

Unit 2 Sentence stress

a 1.18 **Listen and repeat.**

1 Don't forget to keep in touch when you move.
2 I made a bad decision when I sold my bike.
3 Please try to keep control of your dog!

b 1.18 **Listen again and find the stressed words. Then practise saying the sentences.**

Unit 3 Showing feelings

a 1.29 **Listen to the sentences. How is each speaker feeling? Write a for the first speaker or b for the second speaker.**

1 What's that?	angry *b*	afraid *a*
2 It's great news!	excited	bored ....
3 Look! A shark!	afraid	excited ....

b 1.29 **Listen again and repeat.**

Unit 4 Consonant clusters

a 2.3 **Listen and repeat.**

spread erupt destroy

b 2.4 **Listen and repeat.**

1 The volcano erupted on Wednesday.
2 The drought's killed lots of plants.
3 Don't scream so loudly! It's just a squirrel.
4 Stop spreading crazy stories.

Unit 5 /ɜː/ and /ɔː/

a 2.15 **Listen and repeat.**

/ɜː/ work /ɔː/ report

b 2.16 **Match these words to the correct sound: /ɜː/ or /ɔː/. Then listen and check.**

bird	bought	heard	order	serve
sport	taught	word		

Unit 6 Weak vs strong form of *was*

a 2.30 **Listen to the conversation. Underline the weak pronunciation of *was* /wəz/.**

A Was there a beach festival here last year?
B Yes, there **was**. And a film **was** made about it.
C It **was** directed by Felipe Trent.
B Was it really?
C Yes, it **was**. And it **was** shown on TV last night.

b 2.30 **Listen again and repeat. Practise the conversation in groups of three.**

Unit 7 Elided syllables

a 3.2 **Listen and repeat. How many syllables can you hear in each word? Which letters aren't spoken?**

ordinary temporary comfortable

b 3.3 **Listen and repeat. Find the letters that aren't spoken in the underlined words.**

1 It's a different temperature today.
2 Do you prefer chocolate or vegetables?
3 There are some interesting books in the library.

Unit 8 /eə/, /iː/ and /eɪ/

a 3.15 **Listen and repeat.**

/eə/ wear /iː/ deal /eɪ/ break

b 3.16 **Match these words to the correct sound: /eə/, /iː/ or /eɪ/. Then listen and check.**

air	ate	chair	escape	heat
police	somewhere	sweet	take	

Unit 9 /ʃ/, /ʒ/ and /dʒ/

a 3.27 **Listen and repeat.**

/ʃ/ decorations /ʒ/ casual /dʒ/ jacket

b 3.28 **Listen and repeat.**

1 She's learning English, Geography and Social Science at college.
2 I usually do martial arts in my pyjamas.
3 The electrician left some rubbish in the garage.
4 He just watches action films on television.

121

Unit 6 Weak vs strong form of *was*

Exercise a (Track 2.30)

- Students copy the sentences.
- Play the recording for students to listen and underline the weak pronunciation of *was* /wəz/.
- Check answers as a class.

Answers

A **Was** there a beach festival here last year?
B Yes, there **was**. And a film **was** made about it.
C It **was** directed by Felipe Trent.
B **Was** it really?
C Yes, it **was**. And it **was** shown on TV last night.

Exercise b (Track 2.30)

- Repeat the recording. Pause after each sentence to check students' pronunciation.
- They then practise the conversation in groups of three.

Unit 7 Elided syllables

Exercise a (Track 3.2)

- Play the recording for students to listen and decide how many syllables they can hear in each word and which letters aren't spoken.
- Check answers as a class.

Answers

ordinary – three syllables, the *a* isn't spoken
temporary – three syllables, the *o* isn't spoken
comfortable – three syllables, the *or* and the *e* aren't spoken

Exercise b (Track 3.3)

- Play the recording for students to listen and repeat.
- Students identify the letters that aren't spoken.
- They then practise saying the sentences.

Answers

1 different – the *e* isn't spoken, temperature – the *e* isn't spoken after *p* and *r*
2 chocolate – the *o* after *c* and *e* aren't spoken, vegetables – the *e* after *g* and *l* aren't spoken
3 interesting – the *e* after *t* and the *g* aren't spoken, library – the *ra* isn't spoken

Unit 8 /eə/, /iː/ and /eɪ/

Exercise a (Track 3.15)

- Play the recording for students to listen and repeat.

Exercise b (Track 3.16)

- Students classify the words according to the sounds.
- Play the recording for students to check their answers.
- Repeat the recording. Pause after each item to check students' pronunciation.

Answers

/eə/ air, chair, somewhere
/iː/ heat, police, sweet
/eɪ/ ate, escape, take

Unit 9 /ʃ/, /ʒ/ and /dʒ/

Exercise a (Track 3.27)

- Play the recording for students to listen and repeat.

Exercise b (Track 3.28)

- Play the recording for students to listen and repeat.

Further practice
Workbook pages 122–124

PEARSON

Culture 1
Halloween
Reading
1 3.39 Read about Halloween. Name four countries where Halloween is celebrated.
2 Read about Halloween again. Answer the questions.
1 Why did people wear costumes at Halloween in the past?
2 Why do people sometimes throw eggs at Halloween?
3 Why do people put pumpkins outside their home?
4 Why is it lucky to find a ring in your cake at Halloween?
Your culture
3 In pairs, answer the questions.
1 Do people in your country celebrate Halloween or All Saint's Day? What do they do?
2 Are there other festivals in which people wear costumes? Describe them.
3 Barmbrack has a ring inside it. Are there any traditions in your country in which people put objects or symbols inside food?
4 Write a short paragraph about Halloween in your country. Use your answers to Exercise 3 and the Halloween examples to help you.
HALLOWEEN
The 31st October is Halloween, the night before All Saint's Day. In many parts of the world, it's the scariest night of the year!
Costumes in the past
People in Britain and Ireland used to believe that, when people died, their souls stayed on Earth until All Saint's Day. Halloween was the last time that these souls could get revenge on their enemies. For this reason, people wore costumes and masks so the souls couldn't recognise them.
Costumes today
Many people still wear costumes at Halloween today. In the UK, children usually dress as scary characters like witches, zombies or vampires. In the USA and Canada, there is a wider variety of costumes and there are lots of costume parties for adults as well as children.
Trick-or-treaters
In their costumes, children go to people's homes and say 'Trick or treat?' People usually give the children a treat, for example a sweet. If the children aren't given anything, they can sometimes play a trick on the people. For example, they might throw an egg at the front door.
Pumpkins
People cut a scary face into a pumpkin and light a candle inside it. They put this outside their house as a sign that they have treats for the trick-or-treaters.
Barmbrack
In Ireland, they eat a traditional fruitcake called 'barmbrack' at Halloween. Inside the cake there's a ring. The person with the ring in their piece of cake will find true love in the next year.
122

Extra activity

Books closed. Tell students you are going to give them five clues to help them identify a special day in the year. They must listen very carefully and then write down what they think the day is. Read the following sentences slowly and clearly:

1 Children usually eat too many sweets.
2 Some people wear special costumes and masks.
3 This celebration always happens in the autumn.
4 If you go out, you might see witches, zombies and vampires on the street.
5 'Trick-or-treat' is the most popular activity and people often have parties, too.

(Answer: *Halloween*)

In pairs, students brainstorm everything they know about Halloween celebrations around the world, e.g. *which countries Halloween is popular in*, *what traditions are associated with it*, *the foods people typically eat*, etc. 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.

Reading

Exercise 1 (Track 3.39)

- Draw attention to the photos and the text and ask students what they can see.
- Students read the text and find four countries where Halloween is celebrated.
- If you wish, play the recording for students to listen and read.

Answers

Halloween is celebrated in Britain, Ireland, the USA and Canada.

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. *souls*, *revenge*, *costumes*, *masks*, *trick-or-treaters*, *pumpkin*, *fruitcake*.

Answers

1 Because people thought that the souls of dead people could take revenge on their enemies. They wore costumes and masks so the souls couldn't recognise them.
2 If people don't give them a treat, they might throw an egg as a trick.
3 To show trick-or-treaters that they have treats in the house.
4 Because if you find the ring, you will find true love in the next year.

Your culture

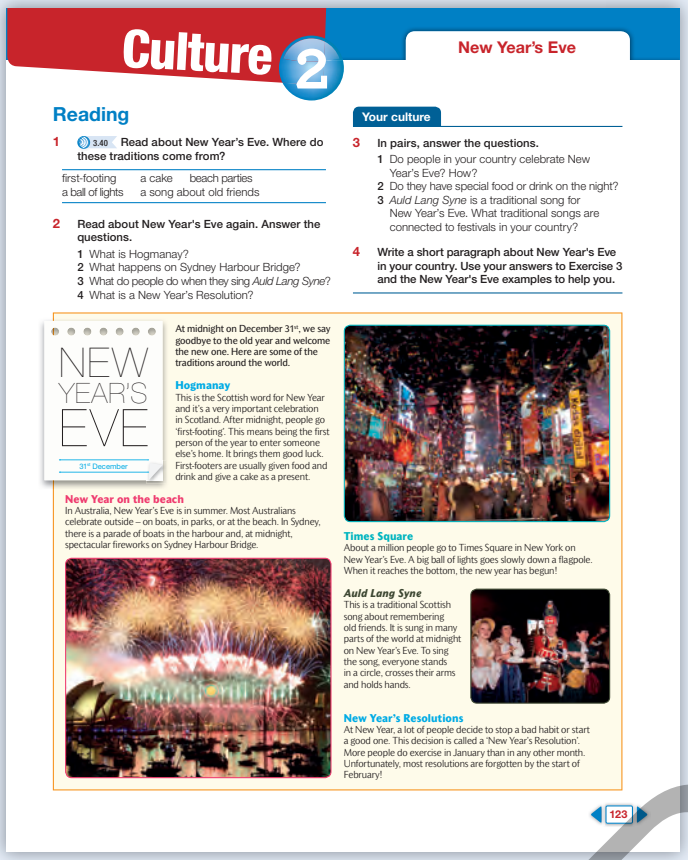
Exercise 3

- Read through the questions with the class.
- In pairs, students discuss the questions.
- Monitor, but do not interrupt fluency.
- Take feedback as a class.

Exercise 4

- Students write a short paragraph about Halloween in their country.
- Suggest students attach a photo showing a Halloween tradition 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 Halloween traditions in the different countries.

PEARSON



Culture 2

New Year's Eve

Reading

1 3.40 Read about New Year's Eve. Where do these traditions come from?

first-footing | a cake | beach parties
a ball of lights | a song about old friends

2 Read about New Year's Eve again. Answer the questions.
1 What is Hogmanay?
2 What happens on Sydney Harbour Bridge?
3 What do people do when they sing *Auld Lang Syne*?
4 What is a New Year's Resolution?

Your culture

3 In pairs, answer the questions.
1 Do people in your country celebrate New Year's Eve? How?
2 Do they have special food or drink on the night?
3 *Auld Lang Syne* is a traditional song for New Year's Eve. What traditional songs are connected to festivals in your country?

4 Write a short paragraph about New Year's Eve in your country. Use your answers to Exercise 3 and the New Year's Eve examples to help you.

NEW YEAR'S EVE
31st December

At midnight on December 31st, we say goodbye to the old year and welcome the new one. Here are some of the traditions around the world.

Hogmanay
This is the Scottish word for New Year and it's a very important celebration in Scotland. After midnight, people go 'first-footing'. This means being the first person of the year to enter someone else's home. It brings them good luck. First-footers are usually given food and drink and give a cake as a present.

New Year on the beach
In Australia, New Year's Eve is in summer. Most Australians celebrate outside – on boats, in parks, or at the beach. In Sydney, there is a parade of boats in the harbour and, at midnight, spectacular fireworks on Sydney Harbour Bridge.

Times Square
About a million people go to Times Square in New York on New Year's Eve. A big ball of lights goes slowly down a flagpole. When it reaches the bottom, the new year has begun!

Auld Lang Syne
This is a traditional Scottish song about remembering old friends. It is sung in many parts of the world at midnight on New Year's Eve. To sing the song, everyone stands in a circle, crosses their arms and holds hands.

New Year's Resolutions
At New Year, a lot of people decide to stop a bad habit or start a good one. This decision is called a 'New Year's Resolution'. More people do exercise in January than in any other month. Unfortunately, most resolutions are forgotten by the start of February!

123

Extra activity

Books closed. Write *New Year's Eve* on the board. Read the following five sentences about New Year's Eve traditions and tell students to use the internet if possible or guess which sentence is not true.

1 In Japan, people clean their houses.
2 In Spain, people eat 13 grapes at midnight.
3 In Puerto Rico, people throw water out of the window.
4 In Denmark, people throw plates at their friends' doors.
5 In the Philippines, people wear clothes with circular patterns and eat round food.

(Answer: *Sentence 2 is false. In Spain, people eat 12 grapes at midnight. However, in Peru, people eat 13 grapes, one more than in Spain.*)

Reading

Exercise 1 (Track 3.40)

- Draw attention to the photos and the text and ask students what they can see.
- Students read the text and find out where the traditions in the box come from.
- If you wish, play the recording for students to listen and read.

Answers

first-footing – Scotland
a cake – Scotland
beach parties – Australia
a ball of lights – New York
a song about old friends – Scotland

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. *luck*, *parade*, *harbour*, *flagpole*, *cross*, *decision*.

Answers

1 Hogmanay is the Scottish word for New Year and it's a very important celebration in Scotland.
2 There are fireworks on Sydney Harbour Bridge.
3 They stand in a circle, cross their arms and hold hands.
4 A decision you make at New Year to stop a bad habit or start a good one.

Your culture

Exercise 3

- Read through the questions with the class.
- In pairs, students discuss the questions.
- Monitor, but do not interrupt fluency.
- Take feedback as a class.

Exercise 4

- Students write a short paragraph about New Year's Eve in their country.
- Suggest students attach a photo showing a New Year's Eve tradition 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 New Year's Eve traditions in the different countries.

PEARSON

Culture 3
Chinese New Year
Reading
1 3.41 Read about Chinese New Year. Put these Chinese New Year traditions in the correct order.
a big meal
dragon dances
cleaning the house
painting the house door red
2 Read about Chinese New Year again. Answer the questions.
1 Why are Chinese New Year decorations often red?
2 How long is the holiday that people have at New Year in China?
3 Why are red packets important at New Year?
4 Why do people go to Chinatown in Sydney at Chinese New Year?
Your culture
3 In pairs, answer the questions.
1 Are there any Chinese New Year celebrations in your country? What happens at them?
2 Are there any other important festivals from other cultures which are celebrated in your country? Which?
3 Fireworks are an important part of Chinese New Year. Do you have fireworks in your country? When?
4 Write a short paragraph about Chinese New Year (or a festival you celebrate) in your country. Use your answers to Exercise 3 and the Chinese New Year examples to help you.
CHINESE NEW YEAR
New Year is the longest and most important festival in China. It isn't celebrated on January 1st, however. It is on a different date each year, between January 21st and February 20th.
Preparations
The whole house is cleaned before the festival, to sweep away the bad luck of the year before. Red is a lucky colour in China, so people often put up red decorations or paint their doors red. The house is now ready to welcome the good luck of the New Year.
Reunion dinner
Many people in China live a long way from their families, but everyone can go home at New Year because there are seven days of holiday. On the night before New Year, there is a special meal for the whole family.
New Year's Day
There are fireworks to send away evil spirits. There are lion and dragon dances, too. Parents and grandparents give children money in red packets.
Chinese New Year around the world
Chinese New Year is an important festival everywhere where large groups of Chinese people are living. It is a public holiday in Malaysia, Singapore, Mauritius, Indonesia and the Philippines. There are parades in many cities, including San Francisco and Los Angeles (USA), London (UK), Toronto (Canada) and Wellington (New Zealand). The biggest celebration outside Asia, however, is in Sydney (Australia). More than 600,000 go to the city's Chinatown every year to enjoy Chinese food, parades, dragon boat races and performances from some of Asia's best singers and dancers.
124

Extra activity

Books closed. Ask students if they can remember some of the New Year's Eve traditions from Scotland, Australia and New York, e.g. *Scotland – first-footing, singing 'Auld Lang Syne'*; *Australia – parade of boats in Sydney harbour, fireworks on Sydney Harbour Bridge*; *New York – big party in Times Square, ball of lights on a flagpole*, etc.

Reading

Exercise 1 (Track 3.41)

- Draw attention to the photos and the text and ask students what they can see.
- Students read the text and put the traditions in the correct order.
- If you wish, play the recording for students to listen and read.

Answers

cleaning the house
painting the house door red
a big meal
dragon dances

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. *preparations*, *sweep away*, *reunion*, *evil spirits*, *dragon*, *public holiday*, *dragon boat races*.

Answers

1 Because red is a lucky colour in China.
2 People have seven days of holiday at New Year in China.
3 Because parents and grandparents give their children money in red packets.
4 Because it's the biggest Chinese New Year celebration outside Asia.

Your culture

Exercise 3

- Read through the questions with the class.
- In pairs, students discuss the questions.
- Monitor, but do not interrupt fluency.
- Take feedback as a class.

Exercise 4

- Students write a short paragraph about Chinese New Year or a festival they celebrate in their country.
- Suggest students attach a photo showing the festival in their country that they have written about 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 what the celebrations in the countries all have in common.

PEARSON

Culture 4

Valentine's Day

Reading

1 3.42 Read about Valentine's Day. What different things do people give to each other?

2 Read about Valentine's Day again. Answer the questions.
1 What romantic thing did the priest Valentine do?
2 When did Valentine's Day start to be a celebration of love?
3 If you like getting cards on Valentine's Day, what job should you have?
4 What is White Day?

Your culture

3 In pairs, answer the questions.
1 Do people in your country celebrate Valentine's Day? What do they do?
2 Are sweets or chocolates part of the tradition on Valentine's Day? Are they important in any other festival?
3 Are any other saints' days celebrated in your country? How?

4 Write a short paragraph about Valentine's Day in your country. Use your answers to Exercise 3 and the Valentine's Day examples to help you.

Valentine's Day

Valentine's Day (or Saint Valentine's Day) is on February 14th and it's a celebration of love in many parts of the world.

There were three early Christian saints with the name Valentine who were killed for their religion. They didn't do anything very romantic, but stories were written about one of these Valentines long after his death. He was a priest in Rome and in the stories, he helped lots of young couples to get married in secret. They couldn't marry publicly because the Roman Emperor wanted the men to be soldiers, not husbands.

To my Valentine

Valentine's Day started to be a day for romance in the Middle Ages and by the nineteenth century people were sending romantic cards and gifts to the person who they loved. The cards were called 'valentines' and the tradition of sending them continues in most English-speaking countries today. People don't usually write their name on the card, so their identity is a secret.

Some people also give flowers, heart-shaped chocolates and other presents to their boyfriend or girlfriend. In the evening, restaurants are full of romantic couples. In the USA, about a billion valentines are given every year. Younger children often give cards to all their family and friends and the people who receive the most valentines are usually teachers.

Valentine's Day is also an important day in Japan and Korea. Women buy men chocolates on February 14th. This is followed by White Day on March 14th, when men buy women sweets. Half of all the chocolate in Japan is bought for Valentine's Day!

125

Extra activity

Books closed. Draw a circle in the centre of the board with a question mark in it. Tell students you are going to give them clues and they have to identify the special day in the year. Write the following words on lines running off from the central circle:
secret, *happy*, *husband*, *surprise*, *heart*, *boyfriend*, *love*, *romantic*, *roses*, *mystery*, *girlfriend*, *wife*, *candles*, *restaurant*
Ask students what they think the special day is and why. Students open their books, look at the photos and check their ideas. (Answer: *Valentine's Day*)

Reading

Exercise 1 (Track 3.42)

- Draw attention to the photos and the text and ask students what they can see.
- Students read the text and find out what different things people give to each other on Valentine's Day.
- If you wish, play the recording for students to listen and read.

Answers

People give each other cards, flowers, heart-shaped chocolates and other presents.

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. *celebration*, *saints*, *priest*, *couples*, *cards*, *gifts*, *sweets*.

Answers

1 He helped lots of young couples to get married in secret.
2 It started in the Middle Ages.
3 You should be a teacher.
4 White Day is celebrated on March 14th in Japan and Korea. On this day men buy women sweets.

Your culture

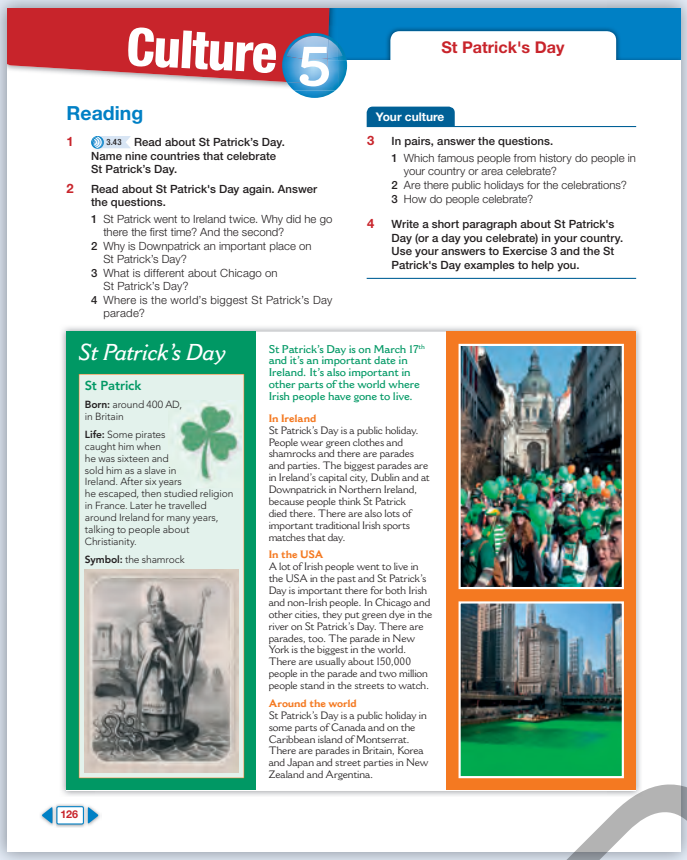
Exercise 3

- Read through the questions with the class.
- In pairs, students discuss the questions.
- Monitor, but do not interrupt fluency.
- Take feedback as a class.

Exercise 4

- Students write a short paragraph about Valentine's Day in their country.
- Suggest students attach a photo showing a Valentine's Day tradition 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 Valentine's Day traditions in the different countries.

PEARSON



Culture 5

St Patrick's Day

Reading

1 3.43 Read about St Patrick's Day. Name nine countries that celebrate St Patrick's Day.

2 Read about St Patrick's Day again. Answer the questions.
1 St Patrick went to Ireland twice. Why did he go there the first time? And the second?
2 Why is Downpatrick an important place on St Patrick's Day?
3 What is different about Chicago on St Patrick's Day?
4 Where is the world's biggest St Patrick's Day parade?

Your culture

3 In pairs, answer the questions.
1 Which famous people from history do people in your country or area celebrate?
2 Are there public holidays for the celebrations?
3 How do people celebrate?

4 Write a short paragraph about St Patrick's Day (or a day you celebrate) in your country. Use your answers to Exercise 3 and the St Patrick's Day examples to help you.

St Patrick's Day

St Patrick

Born: around 400 AD, in Britain

Life: Some pirates caught him when he was sixteen and sold him as a slave in Ireland. After six years he escaped, then studied religion in France. Later he travelled around Ireland for many years, talking to people about Christianity.

Symbol: the shamrock

St Patrick's Day is on March 17th and it's an important date in Ireland. It's also important in other parts of the world where Irish people have gone to live.

In Ireland
St Patrick's Day is a public holiday. People wear green clothes and shamrocks and there are parades and parties. The biggest parades are in Ireland's capital city, Dublin and at Downpatrick in Northern Ireland, because people think St Patrick died there. There are also lots of important traditional Irish sports matches that day.

In the USA
A lot of Irish people went to live in the USA in the past and St Patrick's Day is important there for both Irish and non-Irish people. In Chicago and other cities, they put green dye in the river on St Patrick's Day. There are parades, too. The parade in New York is the biggest in the world. There are usually about 150,000 people in the parade and two million people stand in the streets to watch.

Around the world
St Patrick's Day is a public holiday in some parts of Canada and on the Caribbean island of Montserrat. There are parades in Britain, Korea and Japan and street parties in New Zealand and Argentina.

126

Extra activity

Books closed. Read the following sentences and tell students to identify the person.

1 He was born around 400 AD, in Britain.
2 Some pirates caught him when he was 16.
3 The pirates sold him as a slave in Ireland.
4 After six years, he escaped, then studied religion in France.
5 Later he travelled around Ireland for many years.
6 He talked to people about Christianity.

(Answer: *St Patrick*)

Reading

Exercise 1 (Track 3.43)

- Draw attention to the photos and the text and ask students what they can see.
- Students read the text and find three countries it mentions that have St Patrick's Day parties.
- If you wish, play the recording for students to listen and read.

Answers

Ireland, the USA, Canada, Montserrat, Britain, Korea, Japan, New Zealand and Argentina all celebrate St Patrick's Day.

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. *date*, *shamrocks*, *matches*, *dye*, *stand*, *street parties*.

Answers

1 The first time he went he was a slave and the second time he went there to talk to people about Christianity.
2 Because people think St Patrick died there.
3 They put green dye in the river.
4 The world's biggest St Patrick's Day parade is in New York.

Your culture

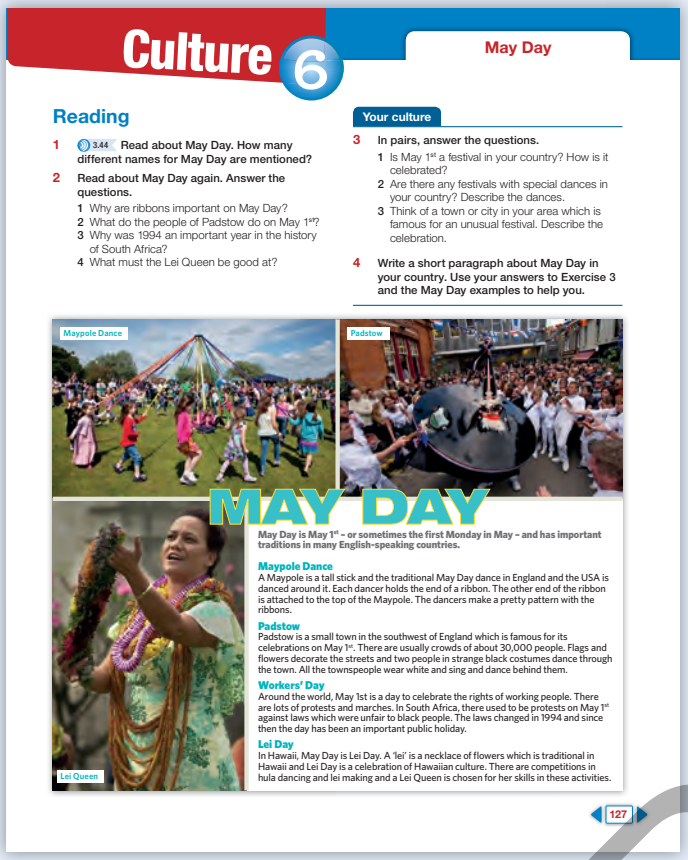
Exercise 3

- Read through the questions with the class.
- In pairs, students discuss the questions.
- Monitor, but do not interrupt fluency.
- Take feedback as a class.

Exercise 4

- Students write a short paragraph about St Patrick's Day or another day that they celebrate in their country.
- Suggest students attach a photo showing a tradition from the religious day that they have written about 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 what the celebrations in the countries all have in common.

PEARSON


Culture 6

May Day

Reading

1 3.44 Read about May Day. How many different names for May Day are mentioned?

2 Read about May Day again. Answer the questions.
1 Why are ribbons important on May Day?
2 What do the people of Padstow do on May 1st?
3 Why was 1994 an important year in the history of South Africa?
4 What must the Lei Queen be good at?

Your culture

3 In pairs, answer the questions.
1 Is May 1st a festival in your country? How is it celebrated?
2 Are there any festivals with special dances in your country? Describe the dances.
3 Think of a town or city in your area which is famous for an unusual festival. Describe the celebration.

4 Write a short paragraph about May Day in your country. Use your answers to Exercise 3 and the May Day examples to help you.

Maypole Dance

Padstow

MAY DAY

Lei Queen

May Day is May 1st – or sometimes the first Monday in May – and has important traditions in many English-speaking countries.

Maypole Dance
A Maypole is a tall stick and the traditional May Day dance in England and the USA is danced around it. Each dancer holds the end of a ribbon. The other end of the ribbon is attached to the top of the Maypole. The dancers make a pretty pattern with the ribbons.

Padstow
Padstow is a small town in the southwest of England which is famous for its celebrations on May 1st. There are usually crowds of about 30,000 people. Flags and flowers decorate the streets and two people in strange black costumes dance through the town. All the townspeople wear white and sing and dance behind them.

Workers' Day
Around the world, May 1st is a day to celebrate the rights of working people. There are lots of protests and marches. In South Africa, there used to be protests on May 1st against laws which were unfair to black people. The laws changed in 1994 and since then the day has been an important public holiday.

Lei Day
In Hawaii, May Day is Lei Day. A 'lei' is a necklace of flowers which is traditional in Hawaii and Lei Day is a celebration of Hawaiian culture. There are competitions in hula dancing and lei making and a Lei Queen is chosen for her skills in these activities.

127

Extra activity

Books closed. Elicit from the class the months of the year and write them on the board from left to right. Draw an arrow right at the beginning of January and elicit *New Year*. Draw further arrows/lines relating to the festivals which students have seen on the other Culture pages and elicit the names for these, i.e. *January/February – Chinese New Year*; *February 14th – Valentine's Day*; *March 17th – St Patrick's Day*; *October 31st – Halloween*. Drill the vocabulary for pronunciation and word stress. Elicit other important days during the year and ask students to tell you where to mark them on the timeline. Encourage students to talk about which days are celebrated around the world and which only in their own countries. If students do not talk about May 1st, draw an arrow to it on the timeline and ask student what is celebrated on that day.

Reading

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 find out how many different names for May Day are mentioned.
- If you wish, play the recording for students to listen and read.

Answers

Two – Worker's Day (around the world) and Lei Day (in Hawaii)

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. *stick*, *ribbon*, *pattern*, *flag*, *townspeople*, *protest*, *march*, *unfair*, *necklace*, *hula dancing*.

Answers

1 Because they are used in a traditional May Day dance in England and the USA.
2 They wear white and sing and dance behind two people in strange black costumes.
3 Because the laws which were unfair to black people were changed in 1994.
4 She must be good at hula dancing and making flower necklaces, or 'lei'.

Your culture

Exercise 3

- Read through the questions with the class.
- In pairs, students discuss the questions.
- Monitor, but do not interrupt fluency.
- Take feedback as a class.

Exercise 4

- Students write a short paragraph about May Day in their country.
- Suggest students attach a photo showing a May Day tradition 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 May Day traditions in the different countries.

PEARSON

Students' Book Audioscripts

CD 1 Track 11 Unit 1, page 16
Listening Exercise 1, Listening Bank Exercises 1 and 2

Presenter In this week's episode of *The moment my life changed*, we're talking to Laura Redway, world-famous trumpet player. Laura Redway was an ordinary kid, living an ordinary life in Baltimore in the USA. But on the 15th of February 1999, Laura's life changed completely. Laura, tell us what happened.

Laura Well, I was eleven years old; it was the end of the day and I was coming home from school. I was walking along the street, thinking about school and homework. I turned the corner near the bookstore, as usual, and I saw a band on the street playing music. There were four of them – two guitar players, a singer and a trumpet player. I stopped and listened to them. They made an amazing sound. I didn't know what type of music they were playing, but I knew that I loved it, especially the sound of the trumpet! When the band finished, I ran home. My mom was in the kitchen. 'Mom!' I said. 'I want to play the trumpet.' She was very surprised, but I didn't give up. I asked every day for weeks and finally, she agreed and I started trumpet lessons.

CD 1 Track 15 Unit 1, page 19
Biology File Exercise 3

Presenter In today's programme we're answering your questions about bees. And to help us we have bee expert Greg Walker in the studio. Greg, our listener Ahmed emailed to ask how many species of bee there are in the world. Do you know the answer?

Greg Well, we don't know exactly, but we think there are around 25,000 different species of bee. We have over 254 species of bee just in the UK.

Presenter That's amazing. Now, here's a question from Ella – how much honey can one bee produce?

Greg Oh, not much at all! In fact in its whole life, a bee only produces about one-twelfth of a teaspoon of honey!

Presenter You say, in its whole life. How long do bees live?

Greg The worker bee – the bee that makes the honey, lives for about six weeks. The queen bee – the bee that lays the eggs, well, she lives for about five years.

Presenter I think I'd rather be a queen bee! So, here's my last question, and this is from Henry. How far do bees usually fly on one trip?

Greg Honey bees usually fly up to about six and a half kilometres on a trip to collect nectar and pollen. And they fly pretty fast, too – at around 24 kilometres per hour.

Presenter Very interesting. Now, let's talk about …

CD 1 Track 24 Unit 2, page 26
Listening Exercise 1, Listening Bank Exercises 1 and 2

Presenter And our last news item is about Raj Patel. He's just 14 years old and he's never sung in public before, but the student from Bristol is now famous after his online music video got over a million hits in a week. Two weeks ago, Raj was an ordinary boy in an ordinary school, but then he wrote and performed a rap about school lunches as part of a Biology project. He designed his own costume for the video – in which he dances and sings dressed as a giant burger – and his musician sister, Nisha, provides the musical accompaniment on guitar and drums. Actor Jennifer Marquez saw the video and posted a link to it on her blog and now US chat show host Larry Nixon has invited Raj to come to New York and perform his rap live on his show. What does Raj think about it all?

Raj I'm amazed to think all this could come from a school project. Of course, I'm excited and …a bit scared, too!

CD 1 Track 28 Unit 3, page 30
Vocabulary Exercise 2

7 Oh dear!
8 A snake!
9 What are you doing?
10 Wow! That's amazing!
11 It's so sad!
12 That's so funny.

PEARSON

CD 1 Track 35 Unit 3 Listening Exercise, page 36 Listening Exercise 1, Listening Bank Exercises 1 and 2

Interviewer Today, I'm talking to actor Baz Sykes. How long have you been acting, Baz?
Baz Since I was five. I was in all the school plays and I really wanted to be famous. I auditioned for some film parts when I was a kid, actually. At the time I was really upset that I didn't get any of them, but now I think it was a good thing.
Interviewer Why do you say that?
Baz Well, it's often hard for famous child actors to have normal friends, because the other kids are jealous of them. And fans and photographers follow them wherever they go. It's a crazy kind of life for a child. It's also difficult for child stars to become successful actors as adults. Their fans want to remember them as cute little children.
Interviewer But you won an Oscar for your last film, so you're famous now. Are you worried about the fame?
Baz Maybe a bit. But I'm 24. I've had a very normal, happy life until now. I think I'll be OK.

CD 1 Track 39 Unit 3, page 39 Global Citizenship File Exercise 3

Presenter Today, I'm talking to 17-year-old Marisa Correa, who has just got back from a trip to Bolivia. Marisa, why Bolivia?
Marisa Well, I went there with the charity Operation Smile. They took a group of doctors to Bolivia because there were so many children there who needed surgery for cleft lips and cleft palates.
Presenter And you were there for … how long?
Marisa Twelve days in total.
Presenter And what did you do while you were there? Did you help with the operations?
Marisa No, I didn't. The doctors and nurses did the operations. It was my job to give presentations to the children and their families about staying healthy and looking after their teeth. I also played with the children before their operations and talked quietly with them afterwards. I met so many brave, wonderful kids. They were fantastic.
Presenter So you enjoyed your time there?
Marisa Very much. It was great to see the happiness of the children's parents, as they realised that their children's lives were full of new opportunities.
Presenter How many children had operations?
Marisa In twelve days, we gave free surgery to 118 kids. It's amazing how many lives you can change in such a short time.

CD 2 Track 10 Unit 4, page 50 Listening Exercise 1, Listening Bank Exercises 1 and 2

Presenter Today, we're talking to mountain rescue worker Mike Jones. Mike, there are a lot of TV programmes about survival these days. Do these programmes help people when they get into trouble?
Mike Sometimes, yes, they can help. But these programmes can be dangerous, too. The presenters do some crazy things.
Presenter What do you mean?
Mike Well, they swim across ice-cold rivers, for example. Or they eat disgusting things that can give you a disease. It's OK to do that if the only other choice is death. But people have to understand that it's not safe.
Presenter Have you ever had to save someone who did something that they saw on TV?
Mike Yes. Last year we rescued someone who wanted to live all winter in the mountains without proper shelter.
Presenter Wow! That was brave.
Mike Not brave. Stupid. He was lucky that he didn't die of cold. You should sleep in snow caves in emergencies only. You should never choose to be in a snow cave at night.
Presenter Thanks for that advice, Mike, and …

CD 2 Track 17 Unit 5, page 54 Vocabulary Exercise 3

Julie What was your day like yesterday, Dan? Were you busy?
Dan Yes, I was. I was working on reception all day. I had to answer the phone, deal with enquiries and also make some appointments for my boss. But I didn't do any photocopying, so that was good. I hate the photocopier! How about you?
Julie Oh, well in the morning I was checking my emails. I had loads! Then in the afternoon, I was helping in my dad's office. He had a big meeting, so I did some photocopying for him and I prepared some spreadsheets.

PEARSON

CD 2 Track 23 Unit 5, page 60
Listening Exercise 1, Listening Bank Exercises 1 and 2

Anna Hi, Tom. What are you doing here? I thought you hated theme parks.
Tom Hi, Anna. Yes, I do hate the rides, but I'm not here to enjoy myself. I've got a summer job here. My training session begins in about half an hour, at 10.30 and then tomorrow I start my actual job.
Anna You've got a job here? I don't believe it! You don't like theme parks, you hate fast rides and you're scared of heights.
Tom Well, actually, I have the perfect skills for this job. I'm a great communicator, I'm punctual and I'm a team player.
Anna Hmm. Well, that's true. So, come on then. What's the job?
Tom It's in the restaurant. I'm going to be a waiter.
Anna Hang on, do you mean the Blue Boat Café? The place where all the waiters are dressed as pirates?
Tom Um, yes. I'm picking up my costume from the manager this afternoon.
Anna Ha ha! That's perfect for you. Well, good luck! Next time I come here, I'm going to bring my camera and take a photo of Pirate Tom.

CD 2 Track 27 Unit 5, page 63
Business Studies File Exercise 4

So, you want to start your own company? Perhaps you dream about being as successful as Innocent™ Smoothies? Well, any young entrepreneur with plans to set up their own company needs to think about the marketing mix. The marketing mix is a combination of these four things:
Product: is your product a good product? Is it right for the market? What makes it special? How is it different from other similar products?
Price: is your product the right price? How much are similar products? Do you want your product to be more or less expensive than the competition?
Promotion: this means how you will tell your customers about the product. Are you going to use advertising on TV or in magazines? Perhaps you can make a YouTube video.
Place: where are you going to sell your product? Are you going to have an online shop? Do you want to sell it in big general stores, for example supermarkets, or do you want to sell it in small designer shops?
These are the four Ps in the marketing mix. You need to think about all four things: product, price, promotion and place when you start your own company.

CD 2 Track 34 Unit 6, page 69
Grammar Exercise 3

1 When was the pier built?
It was built in 1866.
2 How was it destroyed?
It was destroyed by a big fire.
3 Were any people injured in the fire?
No, no people were injured in the fire.
4 Will a new pier be designed?
No, a new pier won't be designed. An observation tower will be built there.
5 Are many photographs taken of the pier?
Yes, many photographs are taken of the pier.
6 When will the old pier be removed?
The old pier will be removed soon.

CD 2 Track 36 Unit 6, page 70
Listening Exercise 1, Listening Bank Exercises 1 and 2

Hello everyone, and welcome to the *Cutty Sark*. The *Cutty Sark* was built in 1869 in Scotland. It was originally a tea clipper – a kind of very fast ship which transported tea from China to England. In the 1860s and 1870s, ships raced each other across the seas to bring the first tea of the year back to England. The *Cutty Sark* never won the race, but it did come second in a very famous race in 1872. In 1922, the *Cutty Sark* was bought by a retired sailor called Captain Dowman. He used it as a school for sailors. It was moved to Greenwich in 1954 and it was then restored and became a tourist attraction. But it was badly damaged in a fire in 2007. The repairs to the ship took five years to complete and cost over £40 million. As you can see, the ship is now lifted up three metres from the ground, so that visitors can walk underneath it and admire every inch of it.

PEARSON

CD 3 Track 9 Unit 7, page 84
Listening Exercise 2, Listening Bank Exercises 1 and 2

Narrator If the world's population keeps growing, where will people live in the future? Mars is one possibility and here are some other ideas.

Speaker A If we run out of dry land, we'll build boats which are much bigger than ordinary boats. They'll be huge floating cities, with football pitches and shopping centres and flats and schools. They'll even have farms which grow food for the people who live there.

Speaker B I think that in 20 years there'll be colonies on the sea floor. In shallow water, so it's quite light – not in the deeper parts of the ocean. The people in the colonies will eat fish and sea plants.

Speaker C If we travelled outside our solar system, we might find planets with water and air which we could breathe. The journey might take two hundred years, but it wouldn't be impossible. We'd need a huge spacecraft for a thousand people or more. The spacecraft would be a temporary colony, the colonists' home and their children's and grandchildren's home, until they reached the new planet and set up a permanent colony.

CD 3 Track 13 Unit 7, page 87
Science File Exercise 3

Barringer Crater is in the desert in Arizona, USA. It was made about 50,000 years ago, when an object from space crashed into the Earth. Scientists believe that the object was made of metal. It was about 50 metres wide and was very heavy – about 300,000 tonnes. The crash made a huge hole in the ground. It's about 1,200 metres wide and 175 metres deep. The event killed a lot of animals and destroyed all plants in an area of about 1,000 square kilometres.

CD 3 Track 22 Unit 8, page 94
Listening Exercise 1, Listening Bank Exercises 1 and 2

Reporter Today, we're at Hillside School in Toronto, where they've just installed cameras in every classroom. What do the students think about this? Let's ask Digby first.

Digby Oh, I don't mind. They had loads of CCTV cameras at my last school. At first I felt uncomfortable, but then I just forgot about them. They're unimportant, really.

Reporter Eleanor, do you agree?

Eleanor No, I don't! If the school had informed us about the cameras, I wouldn't have been so angry, but we only found out when we got to school this morning. It's really unfair!

Reporter Ferdi, what do you think?

Ferdi Last year my phone was stolen. If they'd had cameras in the classroom, they would have found the thieves. So, I think they're a good idea.

Reporter Anna, do you think cameras in the classroom are a good idea?

Anna Cameras in the corridors are OK. But cameras in the classroom? Sometimes our teachers make jokes and laugh with us. It means that lessons are fun. But they might not be so relaxed in front of the cameras now.

CD 3 Track 34 Unit 9, page 104
Listening Exercise 1, Listening Bank Exercises 1 and 2

Reporter Today is Coming-of-Age Day here in Japan. It's a public holiday for people of all ages. But the day is particularly important for people who have had their twentieth birthday during the past year, because today their country is welcoming them into the adult world. I'm with some twenty-year-olds now. Junko, your clothes are beautiful. Could you describe them to our radio listeners?

Junko Of course. I'm wearing a furisode.

Reporter A furisode?

Junko That's right. It's a traditional Japanese dress. It's long and warm and very colourful, with pretty flowers on it. I've hired it for the day. I've never worn one before, so I had to ask my grandmother how you put it on!

Reporter And what have you and your friends been doing today?

Junko We've been to a ceremony in the city government office with our families. The most important politician in our city made a speech. Now we are officially adults and we're going to a party to celebrate!

CD 3 Track 38 Unit 9, page 107
History File Exercise 3

1 He's opened all the theatres again after all these years. Hooray!
2 We have to pay him lots of tax. It's so unfair.
3 Everything is against the rules now – we can't even wear nice clothes. He's a terrible ruler.
4 I can't believe it! He's dead. The Parliamentarians have executed him.
5 They've asked him to come back to England and be our king. I hope he's more popular than his father.
6 Christmas is so boring. If his soldiers weren't here, I'd put up decorations all around the house.

PEARSON

Workbook Audioscripts

Track 4 Unit 1, page 14
Listening Exercises 1 and 2

Presenter Good art can change lives. What inspired you this year?

Rosa Hello, I'm Rosa. A friend gave me *The Hunger Games* on my birthday. To be honest, I was disappointed! I used to prefer music to books. But while I was reading it that night, something new happened. I didn't want it to stop! It didn't inspire me to be a writer, but it did show me that books weren't always boring. Suddenly, I wanted to read …and read. I'm sure that's why I got such good marks in English! Mum was delighted!

Ali Hello, I'm Ali. I love nature, and I love TV, so I was very pleased when a friend gave me a DVD of a nature documentary called *Blue Planet*. Her brother gave it to her on her birthday, but she didn't like it! Anyway, I loved it. I decided I wanted to work in TV myself, so I changed my maths course to media studies. My marks went down at first, and Dad was far from happy. But I know it's right for me.

Track 7 Unit 2, page 22
Listening Exercises 1 and 2

My last birthday was absolutely amazing! We spent it in Florida. Mum bought me a new camera, which was perfect, because I'm really into art and design.

It was the best holiday I've ever had. We went to DisneyWorld™, of course …and you won't believe it, but I saw Rihanna there! I didn't say hello, though. I was too scared! Going on the rides was much less scary! What else? Oh, yes. We saw a motorbike race at the Daytona Speedway. I took loads of photos, but they weren't very good. They rode too fast!

On the last day, Dad told me I had a lesson. I was annoyed. I mean, who wants to study on holiday? But it was a swimming lesson, with dolphins! My crazy brother has swum with sharks, but I think this was much better!

I'm not usually very interested in animals, but dolphins are different. They're so friendly! You can play with them, talk to them – well, sort of. I've never felt happier!

Track 10 Unit 3, page 30
Listening Exercise 1 and 2

Presenter With me today is Dr Hugo Brown, an expert on tiredness. Can you give us some tips, Hugo?

Guest First of all, always go to bed before midnight, ideally at 10.00 p.m., but not at 9.00. Going to bed too early is also a mistake. Most people need between six and eight hours of sleep. Ten is too many!

Presenter But what if we still feel tired?

Hugo Luckily, there are things you can do to help.

Presenter Like drinking coffee or cola.

Hugo Absolutely not! Water is much better. And exercise helps. Try to do it in the morning or afternoon, though, rather than the evening.

Presenter What about food? I fancy chocolate when I'm tired, but I know that's a bad idea!

Hugo Perhaps not. Yes, normally it's good to eat healthy salads and fruit, but when we're tired, sometimes we need energy! Chocolate can help, especially dark chocolate. But don't eat too much!

Presenter Oh, right!

Hugo And most importantly, be nice to yourself! Being happy wakes us up. So do something fun, like listening to music. Reading books is harder when you're tired.

Track 14 Unit 4, page 40
Listening Exercises 1 and 2

1

Announcer Attention, ladies and gentleman. There are no trains to Newcastle today. There have been bad floods in Newcastle, and the train station is closed. Passengers who need to reach Newcastle today should travel by bus. We apologise for the inconvenience.

2

Boy Oof! I'm really hot. I think I need a cold bath to cool down.

Girl Don't do that!

Boy What? Why?

Girl You know there's a drought. I heard on the news that people shouldn't have baths, or we might run out of water.

Boy What about showers?

Girl I think they're fine …

3

News reader Many schools and offices closed in Scotland today as winds reach speeds of 90 kilometres per hour. The government advises that people should stay at home until the cyclone ends tonight.

PEARSON

4

Tour guide Welcome to Mount Etna Tours! We hope that you enjoy your trip. Your safety is very important to us, so please listen carefully. Mount Etna is an active volcano, and it is still erupting. Everyone must stay together, as getting lost can be dangerous here. And …

Track 17 Unit 5, page 48
Speaking and Listening Exercises 1 and 2

Interviewer Hello, Cameron. Why do you want this job?

Cameron It sounds really interesting! I love sport, and I'm taking a course in sports science at college. I prefer football and basketball, but I'm not bad at tennis. And, uh, I've had a job before. I worked in a café. I learnt a lot of useful skills there. I worked with customers of all ages, from 0 to 90! My manager described me as patient and helpful. It was very hard work. Being a tennis instructor sounds a bit more relaxing, which would be great.

Interviewer Good afternoon, Erin. Why do you want this job?

Erin Oh, I'm passionate about tennis, and I think I'll be an excellent instructor. I love teaching sport almost as much as I love playing it! Last summer I was a basketball instructor on a summer camp for 6 to 10-year-olds. Many of them hadn't played basketball before, so I had to be patient! I love new challenges, and I promise I'll give you 110% in this job!

Track 20 Unit 6, page 56
Listening Exercises 1 and 2

So, uh, today, I'm going to talk about the Giant's Causeway, on the northern coast of Northern Ireland. It's about 1 hour and 25 minutes from Belfast by car. UNESCO made it a World Heritage site in 1986, and about 350,000 people visit every year. It's very beautiful and unusual.

There are, um, about 40,000 strange, tall rocks there. Some are 1.8 metres high. They look like steps for a very tall person, or giant. That's, uh, that's why the place is called the Giant's Causeway. As well as climbing on the rocks, visitors can walk along the cliffs and see nearly 200 different kinds of plants and sea birds.

In 1588, a pirate ship sank here, and around 1,300 men and lots of gold and jewels went to the bottom of the sea. In 1967, divers discovered the ship, and now you can see many of the treasures in the Ulster Museum.

So, uh, that's what I've found out about the Giant's Causeway. Has anyone got any questions?

Track 24 Unit 7, page 66
Listening Exercises 1 and 2

Interviewer How will life be different in 2050?

Female 1 Um, well, I think it will be more exciting! I think we will discover new planets, just like people in the past discovered new countries or animals. If we travel to new galaxies, maybe we'll be able to find new places to live, too. But I don't think we'll find any aliens!

Male 1 I don't agree. If we don't stop pollution, we won't travel into space! We'll have less money, and more problems.

Interviewer How will life be different in 2050?

Female 2 Um …I don't know. I think there'll be fewer diseases. I can't think of anything else. Sorry!

Interviewer How will life be different in 2050?

Female 3 Um, let me think …Well, I think droughts will be a big problem in some places, and floods will be even worse. The polar ice is melting. Where is the water going to go?

Male 2 Oh, cheer up! I think we'll have new technology then. Scientists will help us to survive – if politicians don't stop them!

Track 27 Unit 8, page 74
Listening Exercises 1 and 2

Interviewer This morning on JobWatch I'm talking to Martin Fields from the British Security Service MI5, about some unusual job opportunities. Martin, good morning.

Martin Good morning.

Interviewer So, how do people become spies at MI5?

Martin Well, everyone has to take a test first. On the TV, we see spies fighting, or doing lots of very sporty activities, like climbing high walls. That doesn't often happen in real life! It's impossible to succeed in this job without a high level of intelligence, though.

Interviewer I see …I imagine that's quite important when you're following clever criminals through busy streets.

Martin Yes, although spies don't do that very often! They spend much more of their time doing online research, tapping phones, that sort of thing – usually working in big teams.

Interviewer I imagine it's exciting, being a spy.

Martin Actually, the opposite is true, most of the time. Good spies try to keep out of danger! Most people at MI5 aren't at all unusual. James Bond would be a terrible spy. Everyone would notice him immediately!

PEARSON

Track 30 Unit 9, page 82
Listening Exercises 1 and 2

Male 1 So, what shall we do tonight?
Female 1 Hang on, I've got a What's On festival guide here. Let's look.
Male 2 'Scream Night. All night horror, £6 a film.'
Female 1 I love horror! Why don't we do that?
Male 2 No, I don't think we should go to the cinema. That sounds boring – we do that at home! Maybe we could see a comedy show?
Female 1 'One Strange Lady' …Strange humour …£15 a ticket …that sounds good.
Male 1 No way! I've seen that comedian on TV. She wasn't very funny. I think we should go to the Fireworks Finale.
Female 1 That's a good idea. It's a big concert …it sounds amazing.
Male 2 I agree. Great!
Male 1 Oh, wait. The tickets are £28!
Female 1 What? That's too expensive.
Male 2 Oh, no! Is there anything else, Ollie?
Male 1 Yes, there's something called 'Roller Derby'.
Female 1 I've heard of that! There was a film about it, with Drew Barrymore.
Male 2 Oh, great.
Female 1 Yes, it is a great sport, you'll love it! And look, the tickets are only £8 and you get a free hot dog.
Male 2 Now that sounds more like it.
Male 1 Cheap tickets and free food make sense to me! Let's book.

PEARSON

Workbook Answer Key

Starter Unit

Grammar and Vocabulary

to be and *have got*

Exercise 1
2 I'm fifteen years old.
3 Have your friends got any interesting hobbies?
4 Our house hasn't got a garden.
5 Are you afraid of anything?
6 It isn't sunny today.
7 My parents have got a blue car.
8 They aren't hungry.

Daily routines

Exercise 2
2 a 3 i 4 g 5 b 6 c 7 f 8 h 9 d

Present simple

Exercise 3
1 don't like
2 Do you play, do, do
3 Does your best friend live, doesn't, goes
4 Who does, cooks, doesn't clean

Present continuous

Exercise 4
2 're having
3 are playing
4 is cooking
5 aren't doing
6 isn't shining
7 are you doing

Present simple and continuous

Exercise 5
2 're smiling
3 smile
4 'm sitting
5 are standing
6 think
7 is wearing
8 usually wears
9 appears

Who are the people in the photo?
A Fran
B Javi
C Ángela
D Gaby
E Reyes

Apostrophes

Exercise 6
He's married to Tess, and they've got six children! My cousin Jake's got five sisters but he hasn't got any brothers. Jake's sisters' names are Lily, Gina, Jo, Ava and Meg. There's also a dog, who's very friendly. Its name's Lucky, and it loves long walks when it's sunny.

Pronouns and possessive adjectives

Exercise 7
2 his 3 them 4 ours 5 her 6 it, your

Useful adjectives

Exercise 8
2 huge
3 popular
4 colourful
5 sore
6 quiet
7 tiny
8 dirty
9 disgusting
10 brilliant

Comparatives and superlatives

Exercise 9
1 younger than
2 the funniest
3 the most beautiful
4 better than
5 the worst
6 more difficult than

Free-time activities

Exercise 10
2 fantasy 3 rap 4 surfing 5 gymnastics

Exercise 11
1 played, listened
2 played, did, watched
3 played, used, played

Relative pronouns

Exercise 12
2 who, school
3 where, books
4 which, write
5 which, legs
6 bedroom, where
7 parents, who

some and *any*

Exercise 13
2 There's some orange juice in the fridge.
3 Are there any museums in your town?
4 We haven't got any lessons on Saturdays.
5 My dad usually eats some cereal for breakfast.
6 Does he like any interesting bands?
7 I don't usually do any work on Saturdays.

much, many and *a lot of*

Exercise 14a
2 a lot of
3 many
4 a lot of
5 much
6 many
7 many
8 much
9 much

Exercise 14b
The picture shows some drums, but Caleb hasn't got any drums.

Feelings adjectives

Exercise 15
2 angry
3 upset
4 bored
5 proud ✓
6 lonely
7 afraid
8 excited ✓
9 nervous
10 jealous
11 relaxed ✓
12 embarrassed

Past simple

Exercise 16
2 was
3 were
4 were
5 weren't
6 wasn't
7 Was it
8 were you

Exercise 17
2 I didn't walk to school.
3 'Did you play the violin?' 'Yes, I did.'
4 He liked Dana, so he carried her books.
5 Max didn't talk much because he was shy.
6 'Did Mr Scott live here?' 'No, he didn't.'

Irregular verbs

Exercise 18
2 ate
3 drank
4 went
5 bought
6 came
7 lost
8 wrote
9 sent
10 did

Telling the time

Exercise 19
2 nine o'clock
3 ten past three
4 a quarter to eight
5 five to four
6 half past eleven

Unit 1 Different Lives

Vocabulary Compound nouns

Exercise 1
2 a Picture 7
3 h Picture 8
4 e Picture 3
5 c Picture 2
6 f Picture 5
7 b Picture 4
8 g Picture 1

Exercise 2
2 classmate
3 homework
4 windmill, skyscraper
5 businessperson

Exercise 3
2 homework
3 whiteboard
4 speedboats
5 lighthouse
6 classmates

Exercise 4
2 caretaker
3 Snowmobiles
4 spaceship
5 lighthouse
6 babysitter

Reading

Exercise 1
1 the UK 2 moving to 3 Australia

Exercise 2
C

PEARSON

Exercise 3
2 people, London
3 scorpions
4 people, new town
5 Sophie's parents
6 rooms, farmhouse

Exercise 4
2 T (More than 8,000,000 people live in London; almost as many as Tokyo.)
3 T (We now have a vehicle. But this isn't good news.)
4 F (… everyone was really nice. Well, apart from one boy…)
5 F (I didn't mind too much.)
6 F (Dad offered me a lift to school on the motorbike.)
7 F (I nearly stood on a big, black tarantula!)
8 T (… it's quiet, the animals are scary, and I'm still not sure about the motorbike.)

Grammar Past simple vs Past continuous

Exercise 1
2 was drinking
3 was sending
4 wasn't looking
5 didn't see
6 got
7 used

Exercise 2
1 wasn't sitting
2 happened, was riding
3 were you doing, didn't hear

Exercise 3
2 was, were living
3 lost, was running
4 was swimming, saw
5 met, were travelling
6 wasn't working, happened

Exercise 4
2 scored
3 got
4 were waiting
5 wasn't living
6 didn't have
7 was looking
8 told
9 were trying
10 became
11 was learning
12 won

Vocabulary Phrasal verbs 1

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

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

Exercise 3
2 were setting up
3 was filling in
4 hung out
5 ran away
6 give up
7 found out
8 got back

Exercise 4
2 (Please) fill in
3 (Please) look after
4 Don't give up

Chatroom Expressing extremes

Speaking and Listening

Exercise 1
2 e, really, such
3 d, so
4 c, such, really
5 b, really
6 a, so

Exercise 2
2 smaller
3 raining
4 sea
5 brother
6 photo

Exercise 3
2 so quiet
3 really cool house
4 such a mess
5 really beautiful views
6 so friendly
7 so disappointing
8 such a nice sister

Exercise 4
Students' own answers.

Grammar *used to*

Exercise 1
2 used to
3 didn't use to
4 didn't use to
5 didn't use to
6 used to

Exercise 2
2 Did, use to travel, Yes
3 Did, use to be, didn't
4 Did, use to work, did
5 Did, use to have, they
6 Did, use to visit, No

Exercise 3
2 Most men used to wear hats.
3 Taxis didn't use to drive down the streets.
4 People didn't use to chat on mobile phones.
5 Some people used to ride bicycles.
6 Cameras didn't use to take colour photographs.

Exercise 4
2 Did you use to like coffee?
Yes, I did. / No, I didn't.
3 Did you use to walk to school by yourself?
Yes, I did. / No, I didn't.
4 Did your best friend use to go to your school?
Yes, he/she did. / No, he/she didn't.
5 Did you use to watch cartoons?
Yes, I did. / No, I didn't.
6 Did you and your family use to have a dog?
Yes, we did. / No, we didn't.
7 Did your bedroom use to be the same colour?
Yes, it did. / No, it didn't.

Reading

Exercise 1
b

Exercise 2
2 video games
3 thirteen
4 a/the motorcyclist/motorbike
5 YouTube video
6 village
7 fast
8 good/happy/positive

Listening

Exercise 1
1 a book 2 a TV programme

Exercise 2
2 Rosa
3 Rosa
4 Ali
5 Rosa and Ali
6 Ali

Writing Telling a story

Exercise 1
1 C 2 B 3 A

Exercise 2
2 was walking
3 wasn't having
4 opened
5 gave
6 'm

Exercise 3a
2 live
3 was putting
4 Do you know
5 was opening
6 left

Exercise 3b
b 3 c 5 d 1 e 5 f 2

Exercises 4–5
Students' own answers.

Unit 2 Aiming High

Vocabulary Collocations with *make, go* and *keep*

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

Exercise 2
2 made
3 went
4 made
5 keep
6 keep
7 went

Exercise 3
2 it
3 keep
4 true
5 a
6 went
7 for/on

Exercise 4
2 Mum goes crazy
3 Tom kept in touch
4 My parents made a big difference
5 Marie always keeps calm
6 Our cat went missing
7 My dad made the decision
8 We're going for a walk

PEARSON

Reading

Exercise 1
make, dreams, come, true

Exercise 2
b

Exercise 3
b 3 **c** 1 **d** not needed **e** 5 **f** 2

Exercise 4a
2 T **3** F **4** F **5** F **6** T **7** DK

Exercise 4b
Students' own answers.

Grammar Present perfect

Exercise 1
2 ever
3 just
4 never
5 yet
6 already
7 never
8 yet

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

Exercise 3
2 yet
3 since
4 never
5 just
6 for
7 already

Ellie and Hasan don't know about the party yet.

Exercise 4
2 I've never been abroad
3 We've already seen it
4 You haven't finished dinner yet
5 she's just texted me
6 Have you ever been

Vocabulary Jobs and suffixes *-or, -er, -ist*

Exercise 1
2 poet
3 novelist
4 playwright
5 artist
6 sculptor
7 photographer

Exercise 2
2 doctor (*person*)
3 poem (*thing*)
4 novelist (*person*)
5 builder (*person*)
6 sculpture (*thing*)
7 dentist (*person*)
8 playwright (*person*)

Exercise 3
2 poet
3 artist
4 playwright
5 novelist
6 builders

Exercise 4
2 photographer, photos
3 poet, poem
4 play
5 builder
6 doctor

Chatroom Giving/Responding to news

Speaking and Listening

Exercise 1
2, 4, 6

Exercise 2
2 up
3 believe
4 way
5 Seriously
6 true
7 Unbelievable
8 kidding

Exercise 3
2 ~~basketball~~ magazine
3 ~~an article~~ a short story
4 ~~café~~ library
5 ~~seventeen~~ seventy
6 ~~missing child~~ spaceship

Exercise 4
2 what's the
3 up
4 No
5 kidding me
6 swear it's

Grammar Present perfect vs Past simple

Exercise 1
2 B **3** B **4** A **5** B **6** A

Exercise 2
2 started
3 have already run
4 completed
5 amazed
6 has ever completed
7 has lived
8 was

Exercise 3
2 has collected
3 Have you ever worn
4 put
5 grew
6 took
7 has been
8 completed

Exercise 4a
2 A friend has just sent me a text.
3 I made an important decision yesterday.
4 My best friend has never been abroad.
5 I didn't do anything exciting last week.
6 I haven't won any competitions yet.
7 My parents have lived in this area since they were born.
8 I listened to my favourite song last night.

Exercise 4b
Students' own answers.

Reading

Exercise 1
seventeen

Exercise 2a
a Have you ever danced in the rain?
b Have you ever changed the colour of your hair?
c Have you ever learnt how to play a musical instrument?
d Have you ever stayed up all night?
e Have you ever done something nice for someone you don't know?

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

Exercise 3
b

Exercise 4
Students' own answers.

Listening

Exercise 1
Lucy

Exercise 2
1, 3, 4

Exercise 3
a

Writing A biography

Exercise 1
1 granddaughter

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

Exercise 3
2 when **3** In **4** During **5** later **6** After **7** In **8** ago

Exercises 4–5
Students' own answers.

Unit 3 Be Happy!

Vocabulary Showing feelings

Exercise 1
2 h **3** g **4** f **5** a **6** b **7** c **8** e

Exercise 2
2 cry **3** sighed **4** laugh **5** shout **6** yawn

Exercise 3
2 c **3** c **4** b **5** c **6** a

Exercise 4
2 She's shivering because she's cold.
3 He's yawning because he's tired.
4 They're laughing because they're amused.
5 She's screaming because she's frightened.
6 He's sweating because he's hot.

Reading

Exercise 1
a

Exercise 2
2 c **3** a **4** f **5** d **6** b

Exercise 3
2 It's a good idea to wear red for dates.
3 ✓
4 'I'm feeling blue' means 'I'm feeling fed up'.
5 The writer doesn't like orange clothes.
6 Lawyers wear black because they want to look strong and important.

PEARSON

Exercise 4
2 have problems
3 means
4 think so you don't make a mistake
5 better
6 appear similar to

Grammar Gerunds and infinitives

Exercise 1
2 I'm keen on singing.
3 Dancing makes me happy.
4 I want to learn the guitar.
5 I'm happy to cook.
6 I watch TV to relax.

Exercise 2a
2 to see
3 staying
4 to go
5 running
6 to feel

Exercise 2b
Two people are feeling positive (2 and 5).

Exercise 3
1 spending
2 asking
3 to listen
4 Lying
5 to show
6 to smile

Exercise 4
2 shouting, A
3 to play, B
4 going, E
5 to lie, F
6 to feel, D

Vocabulary Adjective suffixes

Exercise 1a
2 lucky
3 wealthy
4 dangerous
5 famous
6 poisonous
7 peaceful
8 successful
9 beautiful

Exercise 1b
dangerous, poisonous

Exercise 2
2 poison
3 health
4 wealthy
5 luck
6 peaceful

Exercise 3a
2 Successful
3 beautiful
4 healthy
5 dangerous
6 famous, lucky

Exercise 3b
Students' own answers.

Exercise 4
2 dangerous
3 lucky
4 healthy
5 peaceful
6 beautiful
7 successful
8 wealthy

Exercise 5a
2 poisonous
3 peace
4 wealthy
5 successful
6 luck

Exercise 5b
Students' own answers.

Chatroom Invitations

Speaking and Listening

Exercise 1
2 want
3 like
4 I'd
5 I'll
6 I'm
7 I'm going

Exercise 2
2 I can't
3 Would you like to
4 I'd love to
5 fancy
6 I'm going to have to
7 want
8 I'll

Exercise 3
2 his foot
3 eight
4 pizza
5 horror films
6 seven

Exercises 4a–4b
2 f, rejecting
3 g, inviting
4 a, accepting
5 c, inviting
6 e, rejecting
7 b, accepting

Exercise 5
Students' own answers.

Grammar Present perfect continuous

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

Exercise 2
2 's been raining
3 's been smiling
4 have been playing
5 haven't been sleeping
6 's been frowning
7 's been yawning
8 have you been doing

Exercise 3
2 've been sitting
3 's been dancing
4 's been tidying
5 've been chatting
6 've been watching
7 's been blushing

Exercise 4
2 's been painting/decorating
3 've been reading/looking at
4 've been doing
5 's been playing/listening to
6 've been making/baking
7 's been swimming

Reading

Exercise 1
1 B 3 A

Exercise 2
2 A 3 neither 4 both 5 A 6 B

Exercise 3
1, 2, 4, 5, 7

Listening

Exercise 1
feel tired

Exercise 2
2 six, eight
3 water
4 morning, afternoon
5 chocolate
6 listening to music

Writing A 'for and against' essay

Exercise 1
2 against 3 against 4 for 5 against

Exercise 2
3

Exercise 3
2 also
3 too
4 Moreover,
5 but
6 However,
7 On the other hand,

Exercise 4a
2 for
3 against
4 against
5 for
6 against

Exercise 4b
Students' own answers.

Exercises 5–6
Students' own answers.

Check Your Progress 1

Grammar

Exercise 1
1 went
2 was walking
3 've been looking
4 to meet
5 was sitting
6 used to hate
7 's changed
8 didn't use to be
9 talking
10 've been thinking/'ve thought

Exercise 2
1 didn't use to like
2 's been living in Lisbon
3 've never been
4 lucky to have
5 haven't seen Sarah since

Vocabulary

Exercise 3
1 keep 2 up 3 hang 4 for 5 gone

Exercise 4
1 blush
2 airport
3 mood
4 keep
5 goalkeeper

PEARSON

Exercise 5
1 sculptor
2 poet
3 wealthy
4 beautiful
5 famous

Speaking

Exercise 6
1 story
2 way
3 true
4 so
5 such
6 do
7 Sorry
8 so
9 would
10 to

Translation

Exercise 7
Students' own answers.

Dictation

Exercise 8
1 I'm sweating because I've just been running!
2 It's really difficult to become famous and wealthy.
3 She didn't use to be interested in poems.
4 I've been trying to keep calm since I heard the news.
5 I met the caretaker while I was walking to my classroom.

Unit 4 Survive!

Vocabulary Natural disasters

Exercise 1
2 cyclone
3 earthquake
4 tsunami
5 volcano
6 flood
7 disease
8 avalanche

Brain Trainer
3 fall (fell) 5 hit (hit)

Exercise 2
2 erupted
3 buried
4 starved
5 drowned
6 destroyed

Exercise 3
2 b, avalanche
3 c, famine
4 d, volcano
5 a, flood
6 e, drought

Reading

Exercise 1
b

Exercise 2
2 Ireland
3 40,000
4 1824
5 444
6 22

Exercise 3
1 b 2 a 3 b 4 c

Exercise 4
2 ✓ 3 ✓ 4 ✗ 5 ✗ 6 ✓

Grammar Modals: ability, obligation, prohibition, advice

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

Exercise 2
2 b 3 c 4 c 5 b 6 a

Exercise 3
2 couldn't
3 had to
4 didn't have to

Exercise 4
1 could, can
2 should
3 mustn't
4 don't have to
5 can't
6 must, didn't have to

Vocabulary Phrasal verbs 2

Exercises 1a–1b
2 through
3 to
4 over ☹
5 down ☹
6 out
7 on ☹
8 down

Exercise 2
2 work 3 come 4 broken 5 run

Exercise 3
2 out 3 over 4 out 5 on 6 across

Exercise 4
2 's just fallen over.
3 car has just broken down.
4 's just run out of water.
5 's putting on (a pair of/some/her) boots.
6 'm taking off my jumper.

Chatroom Asking for clarification

Speaking and Listening

Exercise 1
b

Exercise 2
2 understand
3 saying
4 mean
5 see
6 Hurry

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

The problem is that Ben's mother is a terrible cook, so the cake will not taste good.

Exercise 4
A

Exercise 5
2 g 3 e 4 a 5 c

Exercise 6
Students' own answers.

Grammar Modals: possibility

Exercise 1
2 ✗ 3 ? 4 ✓ 5 ? 6 ✓ 7 ✗ 8 ?

Exercise 2a
2 could
3 can't
4 must
5 might
6 must

Exercise 2b
Students' own answers.

Exercise 3
2 can't
3 must
4 might
5 must
6 can't
7 might
8 must

You could rewrite sentences 1, 4, 7 with *could*.

Exercise 4
2 must be very painful
3 might/could be dangerous
4 must think I'm an idiot
5 can't last forever
6 might/could be lost in the forest
7 can't enjoy this awful weather
8 could/might get help

Reading

Exercise 1
2 rabbit
3 alligator
4 worm
5 fish
6 snake

Exercise 2
1 camping equipment, b
2 Rory, f
3 a worm, d
4 survival skills, e
5 *Ray Mears*, a
6 1994, c

Listening

Exercise 1
b 1 **c** 4 **d** 3

Exercise 2
2 drought, have baths
3 cyclone, stay at home
4 volcano, stay together

Writing Giving instructions

Exercise 1
2 d 3 e

Exercise 2
9

Exercises 3–5
Students' own answers.

PEARSON

Unit 5 Work For It

Vocabulary Work collocations

Exercise 1
2 meeting
3 payment
4 enquiry
5 phone
6 report

Exercise 2
2 prepared
3 ordered
4 did
5 gave
6 made

Exercise 3
2 prepared a spreadsheet
3 he did some photocopying
4 he gave a presentation
5 he worked on reception
6 he answered the phone

Possible answer: At one o'clock, Dylan fell asleep. He probably felt tired after his busy morning!

Exercise 4
2 Make
3 take
4 Write
5 deals
6 order

Reading

Exercise 1
c

Exercise 2
2 breakfast 3 10 4 45 5 12 6 rain

Exercise 3
2 B 3 A 4 B 5 A 6 A

Exercise 4a
2 Festival rubbish collectors have to work outside (in the rain).
3 Festival rubbish collectors have to work for free.
4 Waiters and waitresses have to wear a uniform.

Exercise 4b
Students' own answers.

Grammar *will/going to*

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

Exercise 1b
d

Exercise 2
2 'll
3 'm going to
4 'll
5 're going to
6 will

Exercise 3
2 'm going to give
3 'll try
4 'll help
5 won't be
6 's going to be

Exercise 4
2 ✓
3 ✗ 're going to crash
4 ✓
5 ✗ 'll help
6 ✗ 's going to see

Exercise 5
2 's going to rain
3 'll open
4 is going to study
5 're going to be
6 's going to attend
7 will do
8 'll answer

Vocabulary Job qualities

Exercise 1
2 reliable
3 analytical
4 team players
5 good communicators
6 leadership qualities

Exercise 2
2 excellent
3 patient
4 accurate
5 punctual
6 organised

Exercise 3
2 punctual
3 accurate
4 a good communicator
5 a team player
6 analytical

Exercise 4a
2 experienced
3 organised
4 communicator
5 skills
6 punctual
7 leadership
8 patient

Exercise 4b
Students' own answers.

Chatroom Phone language

Speaking and Listening

Exercise 1
2 b 3 e 4 a 5 c

Exercise 2
2 about
3 Hold
4 put
5 moment
6 take

Exercise 3
2 sales assistant
3 Saturday
4 in the/her office
5 Ivy Peake
6 647209

Exercise 4
2 calling
3 Just
4 Hold
5 put
6 over ✗
7 take

Exercise 5
Students' own answers.

Grammar Present simple and Present continuous for future

Exercise 1
2 DP 3 SE 4 SE 5 DP 6 DP

Exercise 2
2 'm getting
3 opens
4 leaves
5 'm meeting
6 're seeing
7 starts
8 ends

Exercise 3
2 starts
3 opens
4 'm dealing
5 've got
6 finishes
7 'm not going
8 'm relaxing
9 are you doing?

Exercise 4
2 On Saturday he's spending all day at the beach.
3 On Saturday the bus leaves at 8.55.
4 On Saturday evening he's staying at his cousins' house.
5 On Sunday the train arrives home at 09.45.
6 On Sunday afternoon he's playing football.
7 On Sunday football practice starts at 2.00.
8 On Sunday evening he isn't doing anything.

Reading

Exercise 1
a

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

Exercise 3
2 DK 3 F 4 F 5 T 6 DK 7 T

Listening

Exercise 1
tennis

Exercise 2
2 C 3 E 4 C 5 B 6 E

Exercise 3
Possible answer: Erin (She has more useful experience and she loves tennis.)

Writing An email about plans

Exercise 1
2 bookshop 3 Rome/Italy

Exercise 2
2 definitely 3 probably 4 maybe
5 perhaps

Exercise 3
2 I think we'll go to the beach.
3 My brother definitely works too hard.
4 It's certainly very hot.
5 I'm probably going to do some studying.
6 Perhaps you'll visit us!

Exercise 4
Students' own answers.

PEARSON

Unit 6 Coast

Vocabulary Coastal life

Exercise 1
5, 6, 8, 9

Exercise 2
2 b, seagull
3 g, deckchair
4 a, beach hut
5 e, amusement arcade
6 d, souvenir shop
7 c, go-kart

Exercise 3
2 amusement arcades
3 souvenir shops
4 fish and chip shops
5 cliffs
6 harbours
7 deckchairs
8 beach huts

Reading

Exercise 1
b

Exercise 2
1 C, D
2 A, B
3 A, B
4 A, B, C
5 A, D
6 C, D

Exercise 3a
2 ordinary
3 welcoming
4 tasty
5 close
6 pleasant
7 loud
8 budget

Exercise 3b
2 F (clue = I'd describe the meals as fairly **ordinary**)
3 T (clue = impossible to find more **welcoming** staff anywhere)
4 F (clue = fish suppers are almost as **tasty** as … famous Whitby fish and chip shops)
5 T (clue = is described as '**close**'. This isn't true.)
6 F (clue = That's my only **pleasant** memory!)
7 T (clue = the seagulls were very **loud**)
8 F (clue = It isn't a **budget** resort)

Exercise 4
1 C **2** A **3** D **4** B

Grammar Passive statements

Exercise 1
2 measures
3 will be built
4 will make
5 are polluted
6 were killed

Exercise 2a
2 was invented
3 will be visited
4 is covered
5 was discovered
6 will be killed

Exercise 2b
Students' own answers.

Exercise 3
2 was named the UK's best beach destination
3 is described as one of the happiest places in the UK
4 was admired by J.R.R. Tolkien and Robert Louis Stevenson
5 are attracted by Bournemouth's pretty beaches
6 will be visited by over 100,000 people
7 was built by Stuart Murdoch

Exercise 4
2 is known
3 attend
4 will be organised
5 was named
6 will have
7 will be booked
8 was celebrated
9 ate
10 are caught

Vocabulary Verbs with prefixes *dis-* and *re-*

Exercise 1
3 discontinue
4 dislike
5 release
6 discover/recover
7 remove
8 disagree
9 research
10 restore

Exercise 2
2 disagree **3** remove **4** discontinue
5 discover

Exercise 3
2 c **3** a **4** c **5** a **6** b **7** c **8** c

Exercise 4
2 recover
3 discovered
4 disagree
5 be discontinued
6 research
7 restore
8 release

Exercise 5
2 dislike
3 research
4 disagree
5 recover
6 release
7 discover
8 replace

Chatroom Asking for and giving directions

Speaking and Listening

Exercise 1
2 Cross
3 Take
4 miss
5 direct
6 Turn
7 past
8 turning

Exercise 2
2 ✓
3 second left
4 ✓
5 ✓
6 the next left
7 opposite the library

Exercise 3
1 the park
2 the bus station
3 ten minutes
4 Main Street, Stone Road, Green Street

Exercise 4
1 direct, bus station
2 Turn right
3 Cross over, café
4 Take, turning, left
5 past, theatre
6 on, miss

Exercise 5
Students' own answers.

Grammar Passive questions

Exercise 1
2 is, called
3 will be discovered
4 was, played
5 are, left
6 was, eaten

They're all about pirates.

Exercise 2
2 Is the ice cream made here?
3 When were the beach huts sold?
4 Will the shark be caught?
5 How is the fish cooked?
6 Where will the arcade be built?

Exercise 3a
2 are pearls made
3 was the first *Jaws* film directed
4 was *Moby Dick* written
5 will 20% of sea turtles be killed
6 will most shark soup be eaten

Exercise 4
2 Where will the seagull be released?
3 How are the whales caught?
4 Why was the harbour visited?

Reading

Exercise 1
2 a **3** d **4** c

Exercise 2
2 ☺☺ **3** ☹ **4** ☹ **5** ☺ **6** ☺☺ **7** ☺

Exercise 3
2 was built, 2005
3 will be destroyed, fifty
4 American, is made, seafood
5 surfing, is enjoyed, ten

Listening

Exercise 1
c

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

Writing A field trip report

Exercise 1
a 4 **b** 2 **c** 1 **d** 3

Exercise 2
b 3 **c** 1 **d** 2 **e** 4

Exercises 3–4
Students' own answers.

PEARSON

Check Your Progress 2

Grammar

Exercise 1
1 b 2 c 3 a 4 b 5 b 6 c 7 b
8 c 9 a

Exercise 2
1 ✓
2 ✗ I could swim when I was only four.
3 ✗ Watch out! You're going to hit that tree!
4 ✗ When was ice cream invented?
5 ✓
6 ✗ You don't have to wear a hat, but it's a good idea.

Vocabulary

Exercise 3
1 amusement
2 make
3 across
4 accurate
5 wall
6 out

Exercise 4
1 disappeared
2 restore
3 recovered
4 dislike

Exercise 5
1 desk
2 seagull
3 deckchair
4 volcano
5 erupt/erupting

Speaking

Exercise 6
1 'd like
2 understand
3 saying
4 see
5 get
6 past
7 Take
8 on
9 pass
10 Hold

Translation

Exercise 7
Students' own answers.

Dictation

Exercise 8
1 The disease can spread very quickly.
2 You are expected to be punctual and reliable.
3 The fish and chip shop on the pier opens at six o'clock.
4 We should take extra water so we don't run out.
5 I'm going to take off this jumper and put on a T-shirt.

Unit 7 Final Frontiers

Vocabulary Adjective antonyms

Exercise 1
2 low
3 powerful
4 narrow
5 ancient
6 dark
7 deep
8 strange

Exercise 2
2 strange
3 light
4 ancient
5 shallow
6 strong
7 permanent
8 narrow

Exercise 3
2 high
3 wide
4 ancient
5 low
6 shallow

Exercise 4
2 is shallow
3 wasn't high
4 looked weak
5 isn't our permanent home
6 didn't live on a wide street

Reading

Exercise 1
2, 5, 6

Exercise 2
2 grey
3 rivers/lakes
4 lakes/rivers
5 plants

Exercise 3
2 b 3 a 4 a 5 b 6 c

Exercise 4
quite unlikely

Grammar First and Second conditional

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

Exercise 1b
Students' own answers.

Exercise 2
2 continues, L
3 didn't exist, U
4 'll discover, L
5 would happen, U
6 won't survive, L
7 destroy, L

Exercise 3
2 'll take
3 didn't climb
4 'd understand
5 won't explore
6 fell
7 wouldn't be
8 search

Exercise 4
2 I travelled into space, I'd visit different planets
3 'll/'d get better at English if I do/did more practice
4 I was/were extremely wealthy, I wouldn't do any work
5 'd have lots of free time if I didn't have any homework next year
6 won't stay at home all day if it's sunny this weekend
7 I don't get any answers right in this exercise, I'll be disappointed

Vocabulary Space

Exercise 1
2 telescope
3 stars
4 astronaut
5 spacecraft
6 solar

Exercise 2
2 orbit
3 galaxy
4 moon
5 asteroid
6 planet
7 system

Exercise 3
2 galaxy
3 system
4 orbit
5 telescope
6 astronomer
7 planet
8 asteroid
9 spacecraft
10 astronaut

Exercise 4
2 comet
3 moon
4 orbit
5 planets
6 solar
7 Astronomers

Chatroom Giving warnings

Speaking and Listening

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

Exercise 2
2 Be careful
3 Watch
4 Make
5 wouldn't, were

Exercise 3
a 2 c 4 d 1 e 3

Exercise 4
2 Watch out for the rocks!
3 careful not to ride
4 sure you don't get
5 go horse riding, were you

Exercise 5
No

Exercise 6
Students' own answers.

PEARSON

Grammar Subject/Object questions

Exercises 1a–1b
B O, Brazil
C S, China
D O, Denmark
E S, Egypt
F S, France

Exercise 2
2 When did Columbus become
3 What did the young Columbus sell
4 Who gave Columbus
5 Who did Columbus take
6 Which Europeans travelled

Exercise 3
2 Where did your family go on holiday last year?
3 Who spoke to you first today?
4 What usually happens on your birthday?
5 Which people inspire you today?
6 Which places do you want to explore in the future?
7 What fact or story interested you the most in Unit 7?

(Students' own answers.)

Exercise 4
2 What did Spanish explorers bring back from Mexico in the 1500s? a
3 Who led the first round-the-world expedition? c
4 What did a NASA spacecraft find on Mars? b
5 Who did HMS Beagle take to South America and Australia? c
6 What ate American naturalist Timothy Treadwell in 2003? b

Reading

Exercise 1
a

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

Exercise 3
expensive, dangerous

Listening

Exercise 1
1 2050 **2** 5

Exercise 2
1 planets
2 new places to live
3 worse
4 smaller
5 floods
6 Scientists

Exercise 3a
positive

Exercise 3b
Students' own answers.

Writing An application letter

Exercise 1
likely

Exercise 2
2 interested
3 am writing
4 If
5 can
6 hope
7 hearing
8 Yours

Exercises 3–4
Students' own answers.

Unit 8 Spies

Vocabulary Spy collocations

Exercise 1
2 lies
3 phone
4 disguise
5 truth
6 decode, message

Secret word: criminal

Brain Trainer
broke into, tracked down, took cover

Exercise 2
2 c **3** f **4** a **5** b **6** d

Exercise 3
2 truth
3 tap
4 decoded
5 following
6 spy
7 disguises

Famous character: Sherlock Holmes

Reading

Exercises 1a–1b
2 Ian Fleming
3 British/English
4 Sean Connery
5 Oddjob

Exercise 2
2 1945 **3** 1945 **4** 1952 **5** 1962 **6** 1964

Exercise 3
2 Ian Fleming's house
3 a local bird expert
4 Playing golf
5 a large bus
6 only wrote twelve

Exercise 4
adventurous, enjoys jokes
Julia's attitude is more positive than critical.

Grammar Past perfect

Exercise 1
2 had fallen
3 'd damaged
4 'd searched
5 had already left
6 hadn't chosen
7 'd drawn

Exercise 2
2 saw
3 had escaped
4 'd dressed
5 caught
6 'd crossed

Exercise 3
2 had just stolen
3 had already left
4 closed
5 had gone
6 had put
7 tracked
8 had been

Exercise 4
2 After he'd gone to the police, they made a deal.
3 By 2 o'clock, they'd tracked us down.
4 She'd just found the address when she heard a call for help.
5 He'd decoded the secret message before he burnt it.
6 By the time the detective arrived, the criminal had already escaped.

Vocabulary Adjectives with prefixes *dis-, im-, in-, un-*

Exercise 1
2 unfair
3 dissatisfied
4 impossible
5 unimportant
6 inappropriate

Exercise 2
2 impatient
3 dishonest
4 unsuccessful
5 intolerant
6 disloyal

Exercise 3
2 impossible
3 impatient
4 disloyal
5 inappropriate
6 unsuccessful

Exercise 4a
2 unfair
3 inappropriate
4 disloyal
5 impossible
6 unimportant

Exercise 4b
by a spy: 2, 3, 5
to a spy: 1, 4, 6

Exercise 5
2 dishonest
3 impatient
4 incorrect
5 unsuccessful
6 impossible
7 intolerant

Chatroom Explaining and apologising

Speaking and Listening

Exercise 1
2 a girl/another student **3** a pen

Exercise 2
2 pen
3 know
4 fact
5 true
6 sorry
7 forget

Exercise 3
2 of
3 know
4 sorry
5 about
6 understand
7 sure

Exercise 4
2 mother and son
3 to the library
4 to the shops/a shop, buy her a surprise birthday present
5 both of them
6 positively

PEARSON

Exercises 5a–5b
1 I'm aware of that. A
2 I'm sure that's true. A
3 The fact is that I wanted to buy you a present. E
4 I'm sorry that I followed you. AP
5 Let's forget about it. AP

Exercise 6
Students' own answers.

Grammar Third conditional

Exercise 1
2 b 3 c 4 a 5 b 6 a

Exercise 2
2 hadn't been
3 had asked
4 wouldn't have taken
5 hadn't found
6 wouldn't have tracked
7 would have returned
8 had told

Exercise 3
2 If he'd had enough money, Desi would have taken the bus.
3 He wouldn't have heard Millie shout 'help' if he hadn't walked down Green Street.
4 If he hadn't seen a thief taking Millie's bag, Desi wouldn't have run.

Exercise 4
2 If I'd stayed asleep, I wouldn't have gone downstairs.
3 If I hadn't gone downstairs, I wouldn't have seen the thief.
4 If I hadn't seen the thief, I wouldn't have phoned the police.
5 If I hadn't phoned the police, they wouldn't have caught the thief.
6 If they hadn't caught the thief, she would have stolen our laptop/computer.

Reading

Exercise 1
1 Finn 2 Ellie

Exercise 2
2 Ellie's/her mobile phone.
3 stayed at
4 (older) boys/students
5 Finn's/his little brother
6 the police

Exercise 3a
2 F 3 F 4 E 5 F 6 E

Exercise 3b
2 ✓ F
3 ✓ DK
4 ✗ E
5 ✓ F
6 ✗ DK

Listening

Exercise 1
MI5

Exercise 2
2 F 3 T 4 F 5 T 6 T 7 F 8 F

Writing An opinion essay

Exercise 1
2 B 3 E 4 A 5 D

Exercise 2
agree

Exercise 3
2 my opinion
3 first place
4 bear, mind
5 conclude
6 conclusion, view

Exercises 4–5
Students' own answers.

Unit 9 Celebrate!

Vocabulary Party collocations

Exercise 1
2 high
3 throw
4 hair
5 the time
6 greet

Exercise 2
2 wear
3 do
4 travel
5 make
6 throwing
7 hired
8 put
9 stay
10 wear

Exercise 3
2 wore/put on a dress and high heels
3 travelled to the prom by limo
4 made a speech
5 had the time of her life
6 stayed up all night

Reading

Exercise 1
2 beach
3 Sophie
4 She wasn't well.

Exercise 2
4, 5, 6

Exercise 3
2 Ryan
3 Grace
4 Grace
5 Grace and Ryan
6 Ryan

Grace and Ryan both liked/enjoyed the food.

Exercise 4
2 He wore a (surfer) shirt and (a pair of) shorts.
3 He helped to organise the party by hiring a DJ.
Grace thinks he doesn't (always)/can't be trusted to tell the truth!
4 She made (flower and coconut) decorations.
5 Jess's dad cooked. He made pineapple kebabs.

(Students' own answers.)

Grammar Reported statements

Exercise 1
2 told, he
3 couldn't, there
4 was, that night
5 said, they

Marina and Oscar

Exercise 2
2 I said that I wouldn't be home until late that day.
3 ✓
4 We told them/said that the DJ wouldn't play there.
5 ✓

Reported commands and requests

Exercise 3
2 to take
3 not to go
4 to tidy up
5 not to move
6 to go home

Who might say them: parents

Exercise 4
2 Josh asked his mum to give him a lift.
3 Josh's mum told him to get in the car.
4 Josh asked his mum to play some different music.
5 Josh's mum told him not to change her music.
6 Josh asked his mum not to play it too loudly when they arrived.

Vocabulary Reporting verbs

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

Exercise 2
2 c 3 a 4 c 5 a 6 b

Exercise 3
2 to pay/that he would pay for repairs.
3 to lend James any money that time.
4 that he didn't think it was an expensive table.
5 that James was only dancing.
6 everyone that her parents had just arrived.

James broke a table while he was dancing.

Exercise 4
2 offered to bring some music
3 explained that his sister was organising the music
4 promised to bring some food
5 admitted that he didn't really like her cooking
6 refused to come to Aaron's/his party
7 complained that Brooke was being a bit selfish

PEARSON

Chatroom Reaching an agreement

Speaking and Listening

Exercise 1
2 idea
3 Maybe
4 No
5 Why
6 makes
7 could
8 think

Exercise 2
1 way
2 we should, sense
3 Why don't, we should
4 Maybe we, a good idea

Exercise 3
1, 4, 6
The biggest problem is that Yasmin hasn't been invited, and it's her birthday party!

Exercise 4
2 C, A
3 C, S
4 G, A
5 C, D
6 C, D
7 C, S
8 G, S

Exercise 5
Students' own answers.

Grammar Reported questions

Exercise 1a
2 b 3 b 4 a 5 a 6 b

Exercise 1b
party guests: 3, 5
party organisers: 2, 4, 6

Exercise 2
2 is everyone going
3 Can we help
4 What time will the limo arrive
5 Do you want
6 How long has your sister been

Exercise 3
2 me who had chosen the music
3 us if we were going to come that night
4 Aimee where the bathroom was
5 him if he'd enjoyed the prom the night before
6 Ella how long she'd been a DJ (for)

Exercise 4
2 Shh! website asked me if I'd ever had any other jobs.
3 Starz website asked me if I would star in any exciting new films soon.
4 The Art Show asked me which character I was going to play next.
5 A fan asked me how I became famous.
6 Hiya magazine asked me if I enjoyed my fame.
7 Celeb Living blog asked me where I was living.
8 Most of my family and friends asked me if they could come and stay with me.

Reading

Exercise 1
1 Roller Derby
2 One Strange Lady
3 Fireworks Finale
4 Scream Night

Exercise 2
2 a 3 b 4 f 5 e 6 c 7 g

Exercise 3
1 Fireworks Finale
2 Scream Night, Roller Derby
3 Scream Night
4 One Strange Lady, Roller Derby

Listening

Exercise 1
a 3 **b** 4 **c** 2
sports event (Roller Derby)

Exercise 2
2 15, funny
3 28, expensive
4 8, cheap, free

Writing A problem page

Exercise 1
2 really angry
3 some extra housework at home
4 talk to your parents about the situation

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

Exercises 3–4
Students' own answers.

Check Your Progress 3

Grammar

Exercise 1
1 could
2 'd love
3 'd already taken
4 won't go
5 hadn't tapped
6 to wear

Exercise 2
1 What happened
2 What did you do
3 Who did you invite
4 Who came

Exercise 3
1 why she'd been so disloyal to me
2 the limo had (already) left
3 he would hire a DJ the next day
4 decoded the message she wouldn't have caught the criminal
5 if I'd gone to the party the day before/the previous day

Vocabulary

Exercise 4
1 a 2 a 3 c 4 b 5 c 6 c 7 a 8 c
9 b 10 a 11 b 12 a 13 c 14 b 15 a

Speaking

Exercise 5
1 were
2 that
3 why
4 No
5 think
6 makes
7 sure
8 be
9 have
10 about

Translation

Exercise 6
Students' own answers.

Dictation

Exercise 7
1 If you put up the decorations, I'll greet the guests.
2 She complained that I'd been intolerant.
3 He told us that the telescope was very powerful.
4 I'd visit the Moon if I had my own spacecraft.
5 After she'd put on some smart clothes, she did her make-up.

Grammar Reference 1

Past simple vs Past continuous

Exercise 1
2 was lying
3 was travelling
4 didn't finish
5 broke
6 weren't looking

Exercise 2
2 studied
3 were you doing
4 didn't see
5 weren't studying
6 was walking
7 had
8 were sitting

Exercise 3
2 At eight o'clock last night we were playing computer games.
3 They didn't live here three years ago.
4 I wasn't sleeping when you phoned.
5 She wasn't working when I saw her.
6 Did you ask him his name while you were dancing?

used to

Exercise 4
2 Many British children used to work.
3 People didn't use to live as long.
4 Cities used to be smaller.
5 Teenagers didn't use to wear jeans.
6 Some people used to think the Earth was flat.

Exercise 5
2 did you use to go, used to visit
3 didn't use to like
4 Did they use to play, didn't
5 Did she use to sit, did

PEARSON

Exercise 6
2 We used to be good friends.
3 My sister didn't use to drink much coffee.
4 How often did he use to call you?
5 Our neighbours used to have a noisy dog.
6 **A** Did your dad use to work here?
B No, he didn't.

Grammar Reference 2

Present perfect + *ever, never, already, yet, just, since* and *for*

Exercise 1
2 Have you ever met the President of the USA?
No, I've never met the President of the USA.
3 Has your dad ever won a skateboarding contest?
No, my dad has never/he's never won a skateboarding contest.

Exercise 2
2 Have you spoken to her yet?
3 We've just left school.
4 I've already eaten lunch.
5 Ben hasn't heard the song yet.
6 Have they paid you yet?

Exercise 3
2 've lived in this house for
3 has lived in this house for
4 've had my own room since
5 's changed a lot since
6 have been green for

Exercise 4
2 just
3 yet
4 already
5 never
6 ever
7 for
8 since

Present perfect vs Past simple

Exercise 5
1 've never been
2 bought
3 Have you told
4 was, started
5 haven't seen, have you been
6 has changed, moved

Exercise 6
2 've seen
3 's travelled
4 wrote
5 've never seen
6 made
7 's had

Grammar Reference 3

Gerunds and infinitives

Exercise 1
2 swimming
3 Swimming
4 to swim
5 to swim
6 swimming

Exercise 2
2 finding
3 to follow
4 Smoking
5 not to leave
6 Not paying

Exercise 3
2 to invent
3 performing
4 to become
5 to attend
6 telling
7 making

Present perfect continuous

Exercise 4
2 ✗ 3 ✓ 4 ✓ 5 ✗ 6 ✗

Exercise 5
2 've been gardening
3 's been raining
4 haven't been helping
5 've been cooking
6 have you been doing
7 Have you been working
8 haven't
9 've been relaxing

Exercise 6
2 She's been crying since she read his text.
3 We've been driving since 8.30 this morning.
4 Have you been waiting for hours?
5 I haven't been studying Mandarin for very long.
6 They haven't been speaking to each other since the argument.

Grammar Reference 4

Modals: ability, obligation, prohibition, advice

Exercise 1
2 don't have to
3 should
4 must
5 can't
6 mustn't

Exercise 2
2 should exercise
3 mustn't swim here
4 don't have to wear
5 can skate

Past modals

Exercise 3
2 had to
3 could
4 didn't have to
5 couldn't

Modals: possibility

Exercise 4
2 can't 3 could 4 must 5 might

Exercise 5
2 must 3 can't 4 might/could 5 must

Grammar Reference 5

will/going to

Exercise 1
2 a 3 b 4 d 5 c 6 a

Exercise 2
2 in 3 by 4 in 5 next 6 by

Exercise 3
2 's going to
3 Are you going to
4 'll
5 'm going to
6 won't

Exercise 4
2 won't stay
3 're going to drop
4 'll answer
5 aren't going to spend
6 will the world be

Present simple and Present continuous for future

Exercise 5
2 is giving
3 leaves
4 does it arrive
5 're meeting
6 starts

Exercise 6
2 Her plane lands at midnight tonight.
3 I'm giving a presentation here tomorrow.
4 Is he working late tonight?
5 The next bus doesn't stop on Main Street.
6 We aren't using the meeting room after lunch.

Grammar Reference 6

Passive statements

Exercise 1
2 present passive
3 future active
4 past passive
5 future passive
6 present active

Exercise 2
2 was built
3 is cleaned
4 wasn't discovered
5 won't be released
6 aren't seen

Exercise 3
2 The documentary will be filmed here
3 The dolphins are trained by animal experts
4 The event is organised every year
5 The photo was taken last year
6 The food won't be eaten by wild animals

Exercise 4
2 ✓
3 My bag was stolen ~~by someone~~ yesterday.
4 ✓
5 The house will be built ~~by builders~~ next year.
6 ✓

PEARSON

Passive questions

Exercise 5
2 Where were you born?
3 Is the surfing contest held here?
4 Will the treasure ever be discovered?
5 How many prizes will be awarded?
6 Were the buildings destroyed in the earthquake?

Exercise 6
2 Is it broken?
3 When was it invented?
4 Will the ship be saved?
5 Where are the deckchairs kept?
6 How long will the beach be closed?

Grammar Reference 7

First and Second conditional

Exercise 1
2 c (1st)
3 a (1st)
4 d (2nd)
5 e (2nd)
6 b (1st)

Exercise 2
2 'd
3 like
4 won't
5 wouldn't
6 had

Exercise 3
2 travel, 'll meet
3 'll keep, go
4 went, 'd look
5 wouldn't know, saw
6 don't see, 'll be

Subject/Object questions

Exercise 4
2 O 3 S 4 O 5 O 6 S

Exercise 5
2 What happened last weekend?
3 Who did he see yesterday?
4 Who invited her to dinner last night?
5 How fast does this spacecraft fly?
6 How many people live/lived in your house?

Exercise 6
2 Who did you text
3 What did you eat
4 Who gives you the money
5 What happened yesterday
6 How often do you phone him

Grammar Reference 8

Past perfect

Exercise 1
2 had started, We left after the film had started.
3 had eaten, Belle had eaten lunch before she went shopping.
4 had become, By the time he was ten, Tom had become famous.
5 had just woken, He had just woken up when the phone rang.
6 had already happened, The robbery had already happened before we got home.

Exercise 2
2 'd never seen
3 'd known
4 drank
5 hadn't finished
6 left, hadn't

Exercise 3
2 'd seen, ordered
3 'd just sat, appeared
4 reached, had already left
5 wanted, 'd never been
6 hadn't seen, decided

Third conditional

Exercise 4
2 'd run
3 hadn't been
4 wouldn't have got
5 you have stolen
6 hadn't committed

Exercise 5
2 'd have escaped, hadn't fallen
3 hadn't become, 'd have been
4 'd phoned, wouldn't have happened
5 would you have done, 'd seen
6 hadn't helped, would you have asked

Exercise 6
2 If they'd followed us, we wouldn't have been safe.
3 If she hadn't been in a hurry, she'd have waited.
4 I wouldn't have hidden if I hadn't been scared.
5 We'd have watched the film if we'd had enough money.
6 I wouldn't have known what to do if I hadn't read his message.

Grammar Reference 9

Reported statements

Exercise 1
2 'd decorated
3 'd emailed
4 would come
5 could bring
6 was going to be

Exercise 2
2 the night before
3 their
4 he
5 there
6 that day

Exercise 3
2 I told them that I'd really enjoyed their party
3 I said that I'd never been there before
4 Vicki told me that she'd call me the following week
5 They said that they had to go then
6 Steve told Emma that he loved her dress

Reported commands and requests

Exercise 4
2 R, I asked them to come in
3 C, The teacher told us to stop talking
4 R, He asked me to help (him)
5 R, I asked her not to go
6 C, You told him not to sit there

Reported questions

Exercise 5
2 I was getting home
3 would be
4 if
5 if you liked
6 we'd been

Exercise 6
2 He asked her if they'd met before.
3 He asked her if he could get her a drink.
4 He asked her if he'd told her about his heavy metal band.
5 He asked her if she wanted to meet up the next night/the following night.
6 He asked her where she was going.

Vocabulary 1

Exercise 3
2 playground
3 lifeguard
4 weightlifter
5 motorway
6 seatbelt

Vocabulary 2

Exercise 3
2 keep fit
3 make friends
4 keep a diary
5 go on holiday
6 make a mistake

Vocabulary 3

Exercise 3
2 relaxed
3 proud
4 jealous
5 annoyed
6 excited

Vocabulary 4

Exercise 3
2 rescue
3 burn
4 freeze
5 injure
6 crash

Vocabulary 5

Exercise 3
2 noticeboard
3 photocopier
4 keyboard
5 moitor
6 printer

Vocabulary 6

Exercise 3
2 fishing
3 beach volleyball
4 scuba-diving
5 sunbathing
6 kayaking

PEARSON

Vocabulary 7

Exercise 3
2 dry
3 full
4 empty
5 asleep
6 awake

Vocabulary 8

Exercise 3
2 take photos
3 do some research
4 make notes
5 solve a crime
6 report a crime to the police

Vocabulary 9

Exercise 3
2 have a barbecue
3 set off fireworks
4 go to a wedding
5 open presents
6 watch a parade

Speaking and Listening 1

Expressing extremes

Exercise 1
1 such **2** really, so **3** such, really

Exercise 2
2 such a bad
3 so difficult
4 really easy
5 such a good
6 really hungry
7 so good

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

Exercise 4
2 a pretty
3 her/their/Ellis's grandmother.
4 (really) tired
5 noses
6 a/Lottie's babysitter

Speaking and Listening 2

Giving/Responding to news

Exercise 1
2 just
3 believe
4 No
5 Seriously
6 What's
7 Unbelievable
8 kidding

Exercise 2
1 just
2 way, true
3 won't, What

Exercise 3
c

Exercise 4
2 magazine
3 Cornwall
4 California
5 plane tickets
6 won

Speaking and Listening 3

Invitations

Exercise 1
1 **B** I'll see you there.
2 **A** Do you fancy going shopping?
B Sorry. I'm going to have to say no.
3 **A** Would you like to play basketball?
B That sounds fun, but I can't, I'm afraid.

Exercise 2
2 'm afraid
3 like
4 Sorry
5 want
6 great
7 I'd
8 I'll

Exercise 3
2 Dan
3 Alice
4 Bethany
5 (in any order) Dan, Tessa, Mark and Alice

Exercise 4
2 (at/in) the park
3 12:30/half past twelve
4 (in any order) sandwiches, salads, and crisps
5 (in any order) cola and lemonade

Speaking and Listening 4

Asking for clarification

Exercise 1
2 do you mean
3 Are you saying
4 don't understand
5 I see

Exercise 2
1 don't **2** saying **3** do **4** you **5** Oh

Exercise 3
1 a and c
2 b and c
3 a and b

Exercise 4
2 wood
3 30
4 Polly
5 Bart
6 Polly, insects or cows

Speaking and Listening 5

Phone language

Exercise 1
1 like, over **2** Can, on **3** about, take

Exercise 2
2 I'm calling about
3 I speak to
4 I'll put
5 I'll pass
6 I take

Exercise 3
2 both **3** Steve **4** Lydia **5** neither

Exercise 4
2 ✗ Brightman
3 ✓
4 ✓
5 ✗ 01125 463909
6 ✗ 4.00

Speaking and Listening 6

Asking for and giving directions

Exercise 1
1 left **2** library, third **3** second, right

Exercise 2
2 a **3** a **4** b **5** c **6** b **7** b **8** c

Exercise 3
2, 3, 5, 6, 9, 10, 12
We don't hear 'sea wall', 'ice cream kiosk', 'bank' or 'art gallery'.

Exercise 4
2 twenty
3 forty-five
4 peas
5 dolphins
6 beach huts

Speaking and Listening 7

Giving warnings

Exercise 1
2 b **3** a **4** d **5** c

Exercise 2
2 not to
3 out for
4 I were
5 make
6 don't

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

Exercise 4
2 started/begun packing
3 camping trip/holiday
4 (waterproof) camera
5 laptop
6 (too) heavy, might break

PEARSON

Speaking and Listening 8

Explaining and apologising

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

Exercise 2
2 that's
3 Let's
4 is that
5 you have
6 of that

Exercise 3
2 C 3 C 4 C 5 J 6 J

Exercise 4
2 F 3 T 4 DK 5 F 6 T 7 F

Speaking and Listening 9

Reaching an agreement

Exercise 1
2 Why don't we walk there?
3 Maybe we can make some decorations.
4 **A** Do you think we could stay with Ava?
B That's a good idea.

Exercise 2
2 a good idea
3 could
4 should
5 don't we
6 way
7 think
8 sense

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

Exercise 4
2 c 3 a 4 b 5 c

Pronunciation practice

Unit 1

Exercise 1
1 babysitter
2 caretaker
3 classmate
4 skyscraper
5 snowmobile
6 windmill

We usually stress the first syllable.

Exercise 2
1 bedroom
2 blackboard
3 notebook
4 hairdresser
5 supermarket
6 newspaper

Unit 2

Exercise 1
1 We're happy because we made it to the finals.
2 Can you help me? My dog has gone missing!
3 You've made our dreams come true.

Exercise 2
1 I've made a very big decision.
2 My sister has moved to France.
3 We went for a walk in the park.
4 Have you heard the news? I'm so excited!

Unit 3

Exercise 1
1 angry 2 bored 3 excited 4 afraid

Exercise 2
1 excited 2 bored 3 afraid 4 angry

Unit 4

Exercise 1
a three **b** one **c** two

Exercise 2
1 The bus stops on a quiet street.
2 I remember her lovely home in the country.
3 He found her passport in the suitcase.

Unit 5

Exercise 1
1 learn, third, dessert
2 warm, before, thought

Exercise 2
/ɜː/ early, journey, university, world
/ɔː/ autumn, caught, floor, sort

Unit 6

Exercise 1
We say /wɒz/ when we want to emphasise *was*.

Exercise 2
1 W 2 W 3 S 4 W 5 S 6 S

Unit 7

Exercise 1
1 listening, 2
2 average, 2
3 memory, 2
4 musically, 3

Exercise 2
1 several, businesses, miserable
2 interests, literature, cameras
3 Every, evening, different, restaurant

Unit 8

Exercise 1
1 b 2 c 3 a

Exercise 2
1 stay /eɪ/
2 pair /eə/
3 metre /iː/
4 age /eɪ/
5 scared /eə/
6 weak /iː/

Unit 9

Exercise 1
1 sugar
2 special
3 usually
4 decision
5 juice
6 language

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

PEARSON

Pearson Education Limited,
Edinburgh Gate, Harlow
Essex, CM20 2JE, England
and Associated Companies throughout the world

www.pearsonelt.com

© Pearson Education Limited 2014
The right of Katherine Stannett, Fiona Beddall and Timothy John Foster to be identified as authors of this work has been asserted by them in accordance with the Copyright, Designs and Patents Act, 1988.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or bny any means, electronic, mechanical, photocopying, recording or otherwise without the prior written permission of the copyright holders.

First published 2014
ISBN 978-1-4082-9371-3
Set in 9.5/11.5pt LTC Helvetica Neue Light
Printed in China

Teacher's Book illustrated by Katie Frost.
Cover image: *Front:* **Shutterstock.com**: Corepics VOF

PEARSON