

Get INVOLVED!

A2

Teacher's Book
with Teacher's App



Ursula Mallows

www.frenglish.ru

Macmillan Education Limited
4 Crinan Street
London N1 9XW

Companies and representatives throughout the world

Get Involved! Teacher's Book A2 ISBN 978-1-380-06492-9
Get Involved! Teacher's Book A2 with Teacher's App ISBN 978-1-380-06880-4

Text, design and illustration © Macmillan Education Limited 2021
Written by Ursula Mallows

The author has asserted their right to be identified as the author of this work in accordance with the Copyright, Designs and Patents Act 1988.

First published 2021

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publishers.

Original design by Wild Apple Design Ltd
Page make-up by SPi Global
Cover design based on the Student's Book design by Designers Educational Ltd
Kahoot! and the K! logo are trademarks of Kahoot! AS.

The authors and publishers would like to thank the following for permission to reproduce their photographs:

Comstock Images p9(cheese), **Getty Images**/denphumi p9(milk), Getty Images/Donald Miralle p8(bl), Getty Images/E+/mgkaya p5(laptop), Getty Images/hudiemmm p5(tablet), Getty Images/Istock/Maksim Toome p9(fish), Getty Images/Mint Images p9(peas), Getty Images/Monica and Michael Sweet p8(mr), Getty Images/moment/d3sign pp5, 9(mobile); **Image Source** p9(cake); **Macmillan Education Limited** pp4(br), 9(mr); **Shutterstock**/Artelia p4(tr), Shutterstock/Kobal/Marvel/Disney p8(tl).

Additional sources:

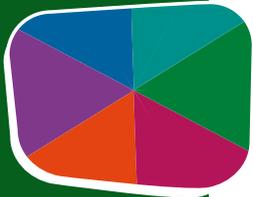
Data on p21, (2020) '25 Surprising Facts About Online Education', Online Schools Centre, onlineschoolscenter.com
Data on p105, Morris, H. (2018) '26 things you probably didn't know about swimming across the English Channel', Telegraph Media Group Limited, telegraph.co.uk

These materials may contain links for third party websites. We have no control over, and are not responsible for, the contents of such third party websites. Please use care when accessing them.

The inclusion of any specific companies, commercial products, trade names or otherwise does not constitute or imply its endorsement or recommendation by Macmillan Education Limited.

Printed and bound in **TBC**

2025 2024 2023 2022 2021
10 9 8 7 6 5 4 3 2 1



Contents

Welcome to <i>Get Involved!</i>	page 4
Activities bank	page 6
Course overview	page 8
Student's Book contents	page 10



What do you know?	page 12
-------------------	---------



School life	page 18
-------------	---------



Me time	page 31
---------	---------



Dressing up	page 44
-------------	---------



Extremes	page 57
----------	---------



Must try!	page 70
-----------	---------



Animals in danger	page 83
-------------------	---------



Heroes	page 96
--------	---------



Summer fun	page 109
------------	----------



Look what you know!	page 122
---------------------	----------

Audioscripts	page 130
--------------	----------

Videoscripts	page 139
--------------	----------

Welcome to *Get Involved!*

The world today is constantly changing. How can you, as teachers, ensure that your students are ready to face the future – a future in which most of them will work in jobs that don't even exist yet? A teacher can empower students with the skills they need to succeed and thrive in that world. *Get Involved!* will support you with this task as it gives teenagers the tools to build skills for the real world of the future.

Super skills: The World Economic Forum identified four competences that can equip today's students to succeed. The skills of **collaboration, creativity, communication** and **critical thinking** provide the foundations to be able to adapt and thrive in our changing world. In addition to the 4Cs, **social and emotional competences** are essential to students' development. Our carefully crafted methodology allows students to develop these super skills while learning English.



Collaborative projects:

Each unit opens with a **What do you think?** question encouraging students to reflect on the topic. The end-of-unit projects lead students to create a collaborative response to the question, putting into practice the knowledge and language gained in the unit. A unique approach to projects, including the **Graphic organiser** summary, makes project work easy to do in class and encourages all students to get involved in large classes. **Super skills** are developed step by step with each project, and learner autonomy is encouraged as students analyse and reflect on their work through **self-evaluation** steps.



Inclusive classroom: Every-ability features support different learner types and encourage all students to succeed. A variety of approaches support differentiated learning. **Workbook activities** have been carefully graded with star ratings to reinforce and stretch students' learning, and the **Teacher's Resource Centre** offers graded tests and worksheets to complement the syllabus.

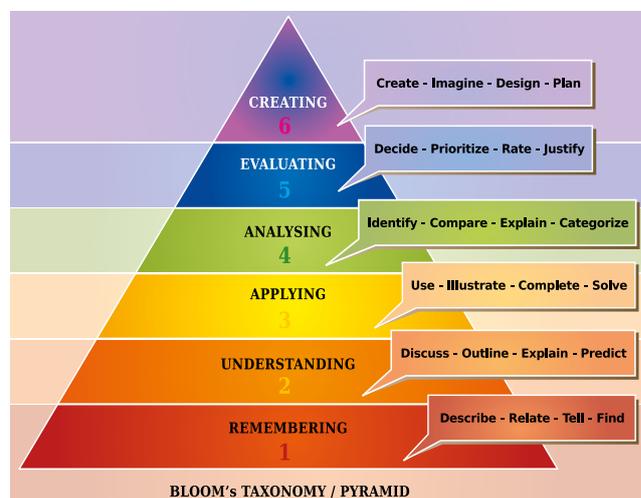
Whole-class engagement is integral to each lesson. **Brain teaser**

puzzles based on target grammar, with a focus on visual clues, mental arithmetic and logic, allow students to show their talents in the classroom. **Peer review** in productive skills can be used to pair stronger and weaker students to encourage individual and collaborative development.

This Teacher's Book offers you further ideas for mixed-ability classes, through reinforcement and challenge features as well as extra activities.



Real-world competence: The real-world competence-based approach to learning uses **factual content**, peer review and self-reflection as well as scaffolded language skills to engage teens. Reading texts focus on real-world people, places and events, and have been carefully selected to engage students in the topic, while critical thinking activities are structured from lower order thinking skills (remembering, understanding, applying) to higher order thinking skills (creating, evaluating, analysing).

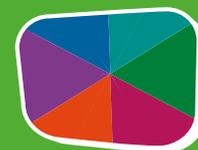


The subskill features cover a wide range of strategies to develop students' skills.

Media rich content: The course offers a wide variety of high-quality videos.

- Videos ranging from vlogs and tutorials to original documentary clips present the topic and target language in an engaging format designed to pique teens' interest. **Video skills** activities develop students' video literacy and viewing skills, helping them to analyse video content and understand the purpose of the video.
- Situational dialogue videos feature teens using functional language in real-life scenarios, and presenting key language in context with the aim of helping students with their own speaking.
- Project videos model project outcomes in a variety of contexts to frame students' own responses.

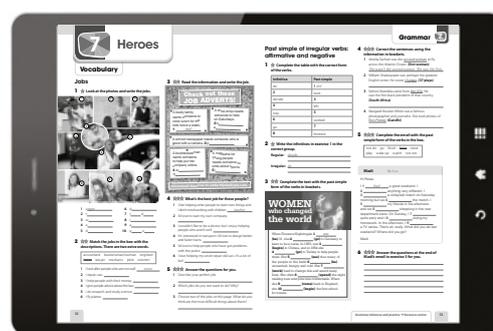




How *Get Involved!* can support your teaching

Get Involved! is a highly flexible course designed to support you in a variety of teaching and learning scenarios – in the classroom, on the go and in remote learning environments. A full digital offer is available through **The Macmillan Education Teacher App** where you can find all your lesson and class management resources in one place, including:

Classroom Presentation Kit



A digital Student's Book and Workbook with fully interactive activities. Audio and video are embedded and the answer key for each activity is accessible at the touch of a button.

Homework Manager

Assign homework and set helpful reminder notifications for students using the Student's App to complete the tasks in time for the next class.

Progress Tracker

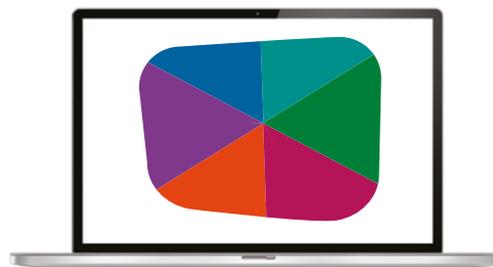
Monitor students' progress and development.

Test Generator



Create bespoke tests for students of every ability. Alternatively, download our pre-prepared two-level tests in PDF or Word and customise to your own needs.

Teacher's Resource Centre



Access a wealth of supplementary resource material and worksheets to support your students' needs.

On-the-Go Practice



Encourage students to reinforce their vocabulary and grammar knowledge, and collect rewards through course-aligned bitesize activities all designed for mobile use.

Kahoot!

Test language and real-world knowledge, and add an exciting and fast-paced competitive element to class revision.

Go to www.macmillanenglish.com/kahoot



These activities are designed to work with a variety of vocabulary or grammar points, so you can use them in the classroom again and again. Some of them are also suggested as lesson Warmers and Extra activities in the teaching notes.

The activities can act as a quick time-filler or be extended for in-depth practice of a key point. They require minimal preparation.

Alphabet race groupwork vocabulary

An adaptable game for encouraging students to broaden their vocabulary range.

Put students into small teams and ask them to think of a word for each letter of the alphabet for a vocabulary set you want to revise. Tell students not to get stuck on a letter and to move on if they can't think of a word. Set a four-minute time limit (or more/less depending on your class's ability and the difficulty of the set), give regular time updates, then when the time is up ask students to count their words.

The team with the most correct words wins the game. When checking answers, write some of the words on the board if students can use them in an activity later in the lesson.

Chain sentences whole class

vocabulary grammar

A creative, confidence-building game that could also be played in smaller groups.

The teacher starts by saying a sentence using target grammar or vocabulary. The teacher points to a student who has to use the last key piece of information/word/action/phrase in a new sentence using the target grammar structure(s). Then another student continues in the same way, etc.

e.g. *Teacher: I was walking home when I saw a football.*

Student 1: I was playing with the football when I saw a bike.

Student 2: I was riding the bike when I met my friend.

This activity can be adapted to become **Chain questions** where the teacher starts off with a question using target grammar or vocabulary. A student answers the question then asks another student a different question using the same target grammar/vocabulary, and so on.

Charades whole class vocabulary

An active favourite for practising vocabulary.

Put the class into small groups. Have one student from one team come up to the board and act out (with no noise and no props) an item of vocabulary or a phrase for his/her team to guess. They have 20 seconds to guess it. A correct guess gets a point for their team. If they fail, the other teams can try to steal the point.

Then a member of the next team comes up and does the same thing.

Optional: You can offer the chance to double their points if the student guessing can also spell the word correctly on the board.

Dictogloss pair/groupwork listening

A listening and transcription task that utilises a video or audio clip the students are already studying.

Play a short section of a video or listening text again (perhaps 30–40 seconds) for students to write down key words and short phrases. In pairs or small groups, students race to reconstruct the dialogue from memory using all of their notes. Play the video/audio again, if necessary. The pair/group who comes up with a text that is the most similar to the original wins.

To increase the level of challenge, use a completely new clip.

First to five pair/groupwork vocabulary

grammar

A racing game to practise vocabulary or grammar structures.

Read out a category related to the vocabulary set or grammar structure you want to practise. Pairs or small groups race to think of five words for each category. The first ones to complete the task shout out 'First to five'. Check their answers. If the words are correct, they win a point. Then give the class a new category and repeat. The pair or group with the most points wins the game.

In larger classes, assign five points to those who complete first, four points to second place, etc. and one point to everyone who completes their list. Use peer checking if necessary.

Hot seat whole class vocabulary

A team racing game that can get a little noisy!

Divide the class into two teams. Ask a volunteer from the first team to sit in a chair with his/her back to the board, facing the class. Write a word from the unit on the board so that the volunteer can't see the word. His/her team gives clues for him/her to guess the word in a minute using synonyms, antonyms and definitions, etc. A correct guess gets a point for their team. Swap teams and repeat with a new word, changing the volunteer every time. The team with the most points wins the game.

In my opinion groupwork speaking

A debate task that encourages students to be able to present both sides of an argument.

Set up the activity in groups of three for students to ask opinion questions on topics relevant to the unit you are working on. The first student asks an opinion question and the other two students must respond. One must give a positive response and the other a negative, irrespective of their own opinion. If you have a particular speaking subskill you'd like them to practise, point this out to them. Remind students to give reasons for their opinions to encourage them to debate each topic.



Memory game whole class

vocabulary grammar

A game to practise vocabulary or grammar as a class.

The first player begins by saying a sentence containing target vocabulary or grammar, e.g. *I went shopping and I bought a banana and some cereal*. They point to the next person who has to repeat the beginning and add a new item: *I went shopping and I bought a banana, some cereal and some cheese*.

Students can make new sentences if they wish, but they must say the original one first.

Students continue until someone makes a mistake or can't remember, then they pass their turn to another student, who can start a new sequence if they wish.

No points, please! pair/groupwork

vocabulary

A game to widen vocabulary.

The aim of the game is to score as few points as possible. In pairs or small groups, students brainstorm five vocabulary items connected to a topic (e.g. personal qualities). Write down five vocabulary items on the topic yourself. When everyone has finished, read out your words to the class. Students score two points for every word that other groups have come up with and zero points for any unique words – one that nobody else comes up with. Check understanding of any more difficult or unusual vocabulary. Encourage students to record words that are new to them or they had forgotten. You could also do this with grammar terms, e.g. irregular verbs, or with speaking phrases, e.g. the Key phrases of two or three units.

Snowman whole class vocabulary

A board game to review vocabulary or introduce a new topic.

Draw a snowman on the board (two or three snowballs, two eyes, a nose, a mouth, two stick arms, three buttons, and a hat). Choose a key word you want students to focus on. Draw dashes on the board to represent the letters. Ask students to suggest letters of the alphabet to guess the secret word. If they guess a letter in the word, write it in any spaces where this letter occurs. If they guess a letter that doesn't exist in the secret word, the snowman begins to melt – first his buttons fall off (all at once, otherwise it gets too long), then his mouth, then his nose and his eyes, etc. until he has completely melted and disappeared.

You can also ask students to guess a phrase, e.g. *_ / _ _ _ _ / _ _ _ _ _ ! "I love Snowman!"*

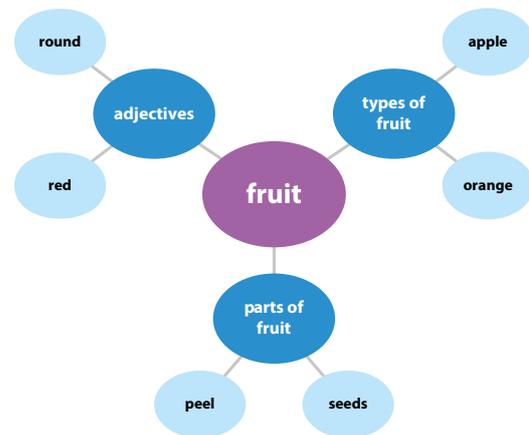
Spidergram whole class vocabulary

Spidergrams (also known as mind maps) can help students discuss and record vocabulary in a visual way, to aid memorisation. This activity encourages students to utilise them in their own vocabulary recording.

Write a word or phrase in a circle in the centre of the board, e.g. *fruit*. Then draw a few main topic lines radiating in all

directions from the centre, and elicit words related to the topic. Write these words at the end of each 'branch'. You can extend the exercise by eliciting other related vocabulary. See the spidergram below for examples. Colour, symbols and images all help to show the organisation of the subject, and they aid memorisation. Have students copy the spidergram onto a full page of their notebook, and they can add to it as they learn new vocabulary.

Once students are familiar with how spidergrams work, they can be tasked with creating their own in their notebooks.



Spidergram sentences pairwork

vocabulary

An activity to encourage students to use spidergrams as jumping off points for effective further language practice.

Draw a simple spidergram on the board with a key word in the middle and perhaps five associated words on a branch each.

Challenge students, in pairs, to think of a sentence using each of the words, on the subject of the word in the middle. It can be a defining sentence or just a model sentence.

Give them a time limit (perhaps 30 seconds per sentence you want them to produce).

When checking answers, decide if you want to correct grammar or overlook it at this stage – often this is a vocabulary activation task so grammar is not the focus.

Spot the mistake whole class

grammar

A simple but effective way to check what students do and don't know about a grammar point.

Put students into teams of four or five. Write a sentence on the board using key grammar. Students confer in their teams and quickly decide if the sentence is grammatically correct or incorrect. If the sentence is incorrect, students must come up with the correct sentence. The first team to tell you the right answer wins a point. Repeat with further sentences. The team with the most points at the end wins.

This can also be played with factual mistakes rather than grammatical ones, or with spelling mistakes, collocation errors, etc.

Get INVOLVED!

Collaborative projects

Collaborate with your classmates to develop your problem-solving skills in the WDYT? projects.

Become an expert on a topic and get involved with others in your class.



WDYT?
(What do you think?)

Real-world content

Learn about culture while you learn English. *Get Involved!* is full of real-world content, so go online and learn more about the people, events and places in the book.



Super skills

Get Involved! helps develop your critical thinking, collaboration, creativity and communication skills, which are essential for life in the 21st century.

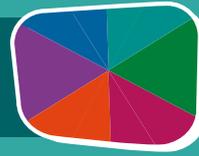
COLLABORATION

CRITICAL THINKING



COMMUNICATION

CREATIVITY



Social and emotional learning

Get Involved! helps you develop strategies to deal with social situations and gives you the vocabulary you need to discuss emotions that you or others experience.

Ways to be polite

- Be friendly. Look at people and

1 _____ when you talk to them.



Media-rich content

Get Involved! videos help you with critical thinking, communication and project presentations and improve your video literacy skills.

Access On-the-Go Practice on your phone through the Macmillan Student's App and improve your English with gamified content.



Inclusive classroom

Show your strengths and talents by putting your investigative skills and logic to the test with *Get Involved!* Brain teasers. Learn at your own pace with graded Workbook activities and The longer read.

B R A I N TEASER

2nd letter	5th letter	1st letter	1st letter	4th letter
l				

Look at the clues and write the correct letter. Then order the letters to make something you can eat.

What's the secret word?

2 ☆ Look at the sentences in exercise 1 again. Which past time expressions are used?
last week

3 ☆☆ Complete the email with the past simple form of the verbs in the box.

UNIT	VOCABULARY	GRAMMAR	READING AND CRITICAL THINKING
STARTER What do you know? Page 6	Vocabulary: countries and nationalities, in the classroom, family, describing people, action verbs		
1 School life WDYT? What is an ideal school? Page 12	Daily routines School subjects 📌 Japanese school life	Present simple: affirmative and negative Present simple: Yes/No questions Object pronouns	An online article <i>A day in the life of an online student</i> Subskill: Predicting from the title and the pictures
2 Me time WDYT? How important are hobbies for teenagers? Page 24	Free-time activities Collocations with <i>do, go</i> and <i>play</i> 📌 My time	Adverbs of frequency Likes and dislikes Present simple: <i>Wh-</i> questions	A blog <i>At the top of her game</i> Subskill: Reading for specific information
3 Dressing up WDYT? Why do people dress up? Page 36	Clothes and accessories Describing clothes 📌 The art of fashion	Present continuous Present simple and present continuous Time expressions	A live feed <i>Comic Con</i> Subskill: Identifying the text type
4 Extremes WDYT? How does the weather affect the way we live? Page 48	Seasons and weather Compound nouns: things to take on a trip 📌 Four seasons in a week	Comparative and superlative adjectives Modal verbs of obligation, permission and prohibition	A magazine article <i>Our amazing world</i> Subskill: Understanding the main idea
5 Must try! WDYT? What makes a town a good place to live in? Page 60	Food and drink Places in a town 📌 Picnic snack ideas	Countable and uncountable nouns <i>there is/are</i> <i>Is there ... ? Are there ... ?</i> <i>How much/many ... ?</i>	A guidebook <i>How to eat like a local</i> Subskill: Identifying key words
6 Animals in danger WDYT? What can we do to help animals in danger? Page 72	Describing animals Collocations: taking action 📌 Top five animal videos	Past simple: <i>be</i> Past simple of regular verbs: affirmative and negative	An article <i>The saiga and the mountain gorilla</i> Subskill: Understanding the content of paragraphs
7 Heroes WDYT? What makes a hero? Page 84	Jobs Adjectives to describe people 📌 Formula 1, let's go!	Past simple of irregular verbs: affirmative and negative Past simple: question forms and <i>ago</i>	A newspaper article <i>Heroic teens</i> Subskill: Understanding new words
8 Summer fun WDYT? What's your idea of a good holiday? Page 96	Holidays Holiday activities 📌 Cool summer holidays	<i>will</i> for predictions Future with <i>going to</i> Present continuous for future arrangements	A travel blog <i>Sit back, get comfortable and ... travel?</i> Subskill: Identifying facts and opinions
9 Look what you know! Page 108	Vocabulary and Grammar review		Reading: review of subskills
Pronunciation p116		Project planner p118	

LISTENING	REAL-WORLD SPEAKING	WRITING	PRONUNCIATION	PROJECT
Grammar: <i>be</i> (affirmative, negative and questions), possessive adjectives, possessive 's and <i>s'</i> , <i>have got</i> , <i>can</i> for ability				
A conversation British and Finnish teenagers comparing their schools Subskill: Identifying the type of listening	Working together to check answers	A blog post Subskill: Capital letters	Silent letters	Design a timetable for your ideal school. Critical thinking Making logical decisions
A radio interview with a hockey player Subskill: Listening for the general idea	Asking for information	Informal messages Subskill: <i>and</i> , <i>or</i> and <i>but</i>	<i>do you</i> /dʒu/	Do a survey about how students in the class spend their free time. Collaboration Planning and task management
A live report about No Uniform Day Subskill: Listening to questions and answers	Shopping for clothes	Photo descriptions Subskill: <i>because</i> and <i>so</i>	/n/ and /ŋ/	Make a mini-book about traditional clothes. Creativity Using your imagination and thinking of original ideas
Instructions for an adventure holiday in Yosemite Subskill: Using pictures to help you understand	Making and responding to suggestions	Instructions Subskill: <i>too</i> and <i>also</i>	<i>can</i>	Make a video giving weather advice to visitors to your country. Communication Active listening
An informal conversation about a visit to Buenos Aires Subskill: Predicting vocabulary	Asking for directions	A description of a place Subskill: Adjectives	/i:/ and /ɪ/	Make a map showing useful places for young people moving to live in your town. Critical thinking Considering the needs of other people
A podcast about a teen entrepreneur Subskill: Identifying which statements are true or false	Showing interest	An email Subskill: Sequencing words	Past simple endings /d/ /t/ /ɪd/	Prepare a poster about endangered animals to raise awareness and help to protect them. Collaboration Listening to other people's opinions
A podcast about two talented teens Subskill: Listening for numbers	Giving opinions	A biography Subskill: Writing in paragraphs	Schwa /ə/	Make a digital presentation about a hero from the past. Creativity Using feedback to improve your work
Phone conversations and messages about holiday plans Subskill: Listening for feelings	Making arrangements	Invitations Subskill: Apostrophes	<i>will</i>	Create a three-day holiday plan for you and your friends. Communication Communicating clearly
Listening: review of subskills		Speaking: review of Key phrases		Writing: review of subskills

All around the world

Student's Book pp6–7

Warmer

Introduce yourself to the class using some of the language from the lesson, e.g. *Hello, I'm Mrs Martinez. I'm Spanish. My favourite sport is football and my favourite singer is Beyoncé.*

With more confident classes, ask students to introduce themselves to the class. With less confident classes, have them introduce themselves to a partner.

Vocabulary: countries and nationalities

- Before the task, allow students time to copy and complete the table.
 - Do not check answers until the end of exercise 2.

Exercise 1

1 Australian	2 Brazil	3 Canadian
4 China	5 French	6 Ireland
7 Japan	8 Mexico	9 Moroccan
10 Nigeria	11 Spanish	12 Turkey
13 British	14 the USA	

Get online



Ask students to find out which language(s) is/are spoken in each of the countries in exercise 1. They could also add to the table their own neighbouring countries and any others that are relevant to their life.

- 1 See the audioscript on p130.

- To help students, ask them to identify the number of syllables in each word (they may want to notate this with small circles). Ask them to clap hands for each syllable. Then have them repeat the word after they hear it.
- When checking answers, ensure students have the correct spelling, as some countries and nationalities will have similar but slightly different spellings, e.g. Spain/Spanish.

Exercise 2

Brazil – Brazilian; Canada – Canadian; China – Chinese; France – French; Ireland – Irish; Japan – Japanese; Mexico – Mexican; Morocco – Moroccan; Nigeria – Nigerian; Spain – Spanish; Turkey – Turkish; the UK – British; the USA – American

- Students complete the quiz. Give them time updates every minute.

Exercise 3

- (any three of) Australia, Canada, Ireland, Nigeria, the UK, the USA
- Japan
- (any three of) France, Ireland, Spain, the UK
- Mexico, Spain
- (any five of) Australia, Brazil, France, Ireland, Morocco, Nigeria, Turkey
- Morocco, Nigeria

Extra activity

Ask students if they can think of one more correct answer for questions 1, 3, 4, 5 and 6.

Grammar: be (affirmative, negative and Yes/No questions)

- Before the task, allow students time to copy and complete the table.
 - If your class is less confident, model some correct examples, e.g. *I'm Spanish, I'm not British; We're Spanish, we aren't American; She's Spanish, she isn't Brazilian.*
 - If some of your students don't understand all of the contractions, only use the ones in the Student's Book.

Exercise 4

- 're
- 's
- aren't
- isn't

- Before the task, ask students to identify the flags in questions 3–6.

Exercise 5

- We're from Brazil.
- It isn't Australian.
- I'm Turkish.
- You aren't from Nigeria.

Talking about where you're from

ABCD

Remind students of the following structures:

- *I'm* + nationality adjective
- *I'm from* + country

Extra activity

Ask students to write a description of a flag for a country from exercise 1. In pairs, students read out their descriptions for their partner to identify the country it's from.

- 6 • Students do the task.
- After checking answers, confirm the short answers for other pronouns.

Exercise 6

1 first 2 don't use 3 use

- 7 • Students do the task.
- ▶ **Reinforcement** Ask students to underline the pronoun in each sentence first.

Exercise 7

1 b 2 e 3 c 4 a 5 d

Extra activity

Ask students to change the affirmative answers in exercise 7 to negative ones, and vice versa.

Are you new here?

Student's Book p7

Vocabulary: in the classroom

- 1 ▶² See the audioscript on p130.
- Before the task, go through the alphabet checking students know each letter.
- Check understanding of *capital* (= the large form of a letter, e.g. used at the beginning of a sentence) and *double* (= two of something) in this context.

Exercise 1

1 city 2 teacher 3 flag
4 Morocco 5 student 6 answer

- 2 • Students do the task.
- When checking answers, have students spell the whole words for practice.

Exercise 2

1 CLOCK 2 BOOK 3 PENCIL 4 CHAIR
5 BOARD 6 COMPUTER 7 NOTEBOOK 8 SHARPENER
9 DICTIONARY 10 WINDOW

Extra activity

Say the following sentences and ask students to say the item from exercise 2 that you need:

- 1 I need to sit down.
 - 2 I want to check something on the internet.
 - 3 I'm not sure how to spell a word.
 - 4 What's the time?
- (1 chair 2 computer 3 dictionary 4 clock)

- 3 • Before the task, ask students to read through the box, then demonstrate by pointing to objects and saying, *What's this/that? What are these/those?*
- 4 ▶³ See the audioscript on p130.

- Before the task, tell students they are going to hear instructions that a teacher often says. Ask them if they can guess any by looking at pictures a–f.

Exercise 4

1 c Ask your partner. 2 f Circle the country.
3 a Open your books. 4 e Match the question and answer.
5 b Write the answers. 6 d Underline the verb.

- 5 ▶⁴ See the audioscript on p130.

- Before the task, ask students what they can see in each of the pictures.

Exercise 5

1 C 2 A 3 D 4 B

- Follow-up questions:
What is the name of the new student? (Ross)
Where is he from? (Ireland)
Where are his parents from? (Ireland and England)

Grammar: *be* (*Wh-* questions)

- 6 • If necessary, before the task, write out the full forms of the contractions to make the verbs more obvious.

Exercise 6

after

- 7 • Students do the task.

Exercise 7

1 When? 2 Where? 3 Who? 4 How old? 5 What?

Extra activity

Play the audio from exercise 5 again and ask students what questions they hear.

Ask students to repeat the questions and write them on the board if correct.

- 8 • Students do the task.

Fast finishers

Ask students to add two more *Wh-* questions.

Exercise 8

1 What's your name? 2 Where are you from?
3 How old are you? 4 What's your favourite sport?
5 Who's your favourite singer?

- 9 • Students do the task.
 - ▶ **Challenge** Ask students to add some of their own questions using *Why* and *When*.

Further practice

- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics and standard) → Teacher's Resource Centre
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics and standard) → Teacher's Resource Centre

Homework 

Ask students to write six full sentences about themselves including the following information:

- name
- age
- where they're from
- what language(s) they speak
- their favourite foods/sport/music

Families – big and small

Student's Book pp8–9

Warmer

To review family vocabulary, write *me* towards the bottom of the board. Then start building a basic family tree.

Draw a line going up from *me* and a simple drawing of a woman. Ask: *Who is this?* to elicit *mother*.

Continue for *father, grandfather, grandmother, sister, brother, aunt, uncle, niece, nephew, cousin, daughter, son*.

Leave this family tree on the board for students to refer to during the lesson.

Vocabulary: family

- 1 • When checking answers, practise the pronunciation of the words:

aunt /ɑ:nt/	mother /'mʌðə(r)/
brother /'brʌðə(r)/	nephew /'nefju:z/
cousin /'kʌz(ə)n/	niece /ni:z/
daughter /'dɔ:tə(r)/	parent /'peərənt/
father /'fɑ:ðə(r)/	sister /'sɪstə(r)/
grandfather	son /sʌn/
/'græn(d),fɑ:ðə(r)/	uncle /'ʌŋk(ə)l/
grandmother	
/'græn(d),mʌðə(r)/	

Exercise 1

Male: father, grandfather, nephew, son, uncle
Female: aunt, daughter, grandmother, mother, niece, sister
Both: cousin, parent

- 2 • If necessary, refer students to the family tree from the Warmer.

Exercise 2

2 grandmother 3 nephew 4 sister 5 cousin

Extra activity

Ask students to describe their families to a partner (e.g. *I have one sister, three uncles, four aunts and eight cousins*).

- 3 • Before the task, remind students that there may be more than one correct answer for each person.
- 4 • Follow-up questions:
 - In description 1, where do the aunts and uncles live? (India)*
 - In description 2, does the grandmother live with the writer? Is it a big family? (Yes, she does; Yes, it's a big family.)*
 - In description 3, are Caleb and Damien her real brothers? (No, they're her neighbours' sons.)*
 - Are any of the families similar to yours?*

Exercise 4

1 C 2 D 3 A

Extra activity

Ask students to write a description of one of the photos. Then, they read out their description to a partner and have them guess which photo they are describing. Tell them to concentrate on physical features, such as hair colour, clothes, position in the photo, etc.

- 5 • Before the task, point out that each type of family member can only be counted the first time it is mentioned, e.g. *sister* is used more than once but only counts the first time.

Exercise 5

dad (father), aunts, uncles, cousins, mum (mother), sisters, son, daughter, nephew, niece, grandmother, brothers

Grammar: possessive adjectives

- 6 • Before the task, allow students time to copy the table.
 - Then draw students' attention to the example. Model more examples if necessary, e.g. point at things and say: *This is my book; That is your book; This is her pencil; This is our classroom*. Keep going with more objects but start leaving gaps for students to say the correct word if they know it, e.g.: *This is ____ bag*.

Exercise 6

1 your 2 his 3 its 4 our 5 their

- 7 • With less confident classes, go through the sentences and identify the subject pronouns and which subject pronoun the nouns refer to, before students complete the possessive adjectives independently.
- ▶ **Challenge** Ask students to write sentences using *its* and *my*.

Exercise 7

1 His 2 their 3 our 4 her 5 your

Grammar: possessive 's and s'

- 8 • Remind students that one of the uses of apostrophes in English is to show possession. Draw their attention to the examples in the box. Ask them to identify the singular noun and the plural noun and look at where the apostrophe goes.

Exercise 8

1 dad's 2 grandparents' 3 uncle's 4 cousins'

Who is it?

Student's Book p9

Vocabulary: describing people

- 1 • Before the task, remind students of the vocabulary by describing your own appearance and some of the students' appearances. Alternatively, use photos of celebrities.

Exercise 1

1 B 2 J 3 C 4 E

- 2 • Before the task, allow students time to copy the table.

Fast finishers

Ask students to add as many additional words as they can to the table.

Exercise 2

General description: tall
Hair: short, curly
Hair colour: black, blond(e), fair
Eyes: blue
Other: moustache

- 3 ▶⁵ See the audioscript on p130.
- Before the task, ask students to look at the other people in the picture and write notes about what they look like, underlining any key vocabulary.

Exercise 3

1 K 2 H 3 G 4 A 5 D

Extra activity

Nominate different students to describe a classmate (reminding them to be positive and complimentary) for the rest of the class to guess.

Grammar: have got

- 4 • Before the task, allow students time to copy the table.
- Refer students back to the descriptions in exercise 1 and ask them to find examples of *have got*.

Exercise 4

1 haven't 2 has 3 hasn't

- 5 • Remind students that *any* is used with negative sentences with *have got*.

Exercise 5

1 's got 2 haven't got 3 've got 4 haven't got 5 hasn't got

- 6 • Before the task, allow students time to copy the table.

Exercise 6

1 haven't 2 Has 3 hasn't 4 have

Extra activity

Ask the class questions about the people in the picture in exercise 1, e.g. *Has person A got glasses? Has person C got a beard?*

- 7 • Students do the task. If your class is less confident, do the first question together as an example.

Exercise 7

1 Have you got any brothers or sisters? 2 Has your dad got a beard?
 3 Has your mum got long hair? 4 Have your parents got any brothers or sisters?
 5 Have you got a lot of cousins?

- 8 • Follow up by nominating a few students to describe their partner's family.
- Do any students think any of their classmates have similar families to them?
- 9 • Tell students to sketch out a family tree to help them with the puzzle.
- If necessary, give them a hint: *Each son has one sister, not each son has a different sister.*

Exercise 9

nine (including parents)

Further practice

- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics and standard) → Teacher's Resource Centre
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics and standard) → Teacher's Resource Centre

Homework 

Ask students to write a description of their family including information about what each person looks like.

What can you do?

Student's Book p10

Warmer

Ask students to look at the pictures in exercise 1 and, in their notebooks, tick the things they can do and cross the things they can't do.

Feed back as a class and take a poll of how many students can and can't do each activity.

Vocabulary: action verbs

1 • Students do the task.

- Follow-up questions:
What other languages can you speak?
What other instruments can you play?
What things can you cook?

Exercise 1

- | | | | | |
|--------|---------|---------|---------|--------|
| 1 draw | 2 dance | 3 cook | 4 swim | 5 ride |
| 6 play | 7 sing | 8 speak | 9 spell | 10 run |

2  ⁶ See the audioscript on p130.

- Before the task, remind students that all the actions in the audio are from exercise 1.

Exercise 2

- | | |
|-------------------------|--|
| 2 play the guitar – yes | 3 speak (Chinese) – yes (first person), no (second person) |
| 4 swim – yes | 5 spell – no |
| 6 dance – yes | |

Grammar: can for ability

3 • Before the task, allow students time to copy the table.

Exercise 3

- | | |
|----------------------|-----------------------|
| 1 d – She can swim. | 2 a – He can't spell. |
| 3 b – Can they cook? | 4 c – Yes, they can. |

4 • Students do the task.

- ▶ **Reinforcement** Allow less confident students to work in pairs.

Exercise 4

- | | |
|--------------------------|-----------------------------|
| 1 She can sing. | 2 He can't play the guitar. |
| 3 Can she speak Chinese? | 4 He can swim. |
| 5 They can't spell. | 6 Can you dance? |

5 • Students do the task.

Extra activity

Refer students back to the things they ticked and crossed in exercise 1 for the Warmer, and in pairs, they ask and answer each other about things they can and can't do in pictures 1, 3, 5 and 10 (those not covered in exercises 4 and 5).

Remind students that they can either ask direct questions (*Can you draw?*) or make a statement followed by a question (*I can't cook. Can you?*).

6 • If your students like competition, you could ask them to do this as a timed challenge.

- At the end of the course, you could refer back to this to see if students can improve their scores.

Exercise 6

Suggested answers:

- (six colours) red, yellow, blue, green, purple, black, white, orange, grey, brown
- (ten animals) cat, dog, horse, elephant, lion, tiger, sheep, cow, kangaroo, camel, fish, rabbit
- (three things) computer, clock, chair, coat
- 20, 19, 18, 17, 16, 15, 14, 13, 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1
- (teacher's name)
- Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Further practice

- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics and standard) → Teacher's Resource Centre
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics and standard) → Teacher's Resource Centre

Homework 

Ask students to go through the questions in exercise 6 on p10 and complete any answers they weren't able to do in the lesson. Increase the challenge level if you like, by asking for more colours, more animals, etc.

What's in this book?

Student's Book p11

- Students do the task.
 - If your students are less confident, ask them to do this exercise in pairs.
 - Follow-up questions:
Which projects do you think look interesting?
Which unit do you think you will enjoy doing the most?

Exercise 1

- near the end of the unit on the Writing spread just before the Project
- eight
- pp134–135
- pp130–133

- Remind students to use the Contents pages to help them find the relevant page numbers.
 - Check answers after each question. Explain any new vocabulary and ask students if they have any other questions about that feature or part of the book.

Exercise 2

- How important are hobbies for teenagers?
- the average temperature and rainfall where you live; if you can go canyoning near where you live
- What animals do you see?
- Predicting from the title and the pictures
- electricity
- What foreign food restaurants are there where you live?
- Listening to questions and answers
- Communication – Communicating clearly

- Before the task, ask students what they think each photo shows. Help with any vocabulary necessary.
 - If necessary, suggest to students that they look at the unit titles on the Contents pages and guess which unit each photo might be from.

Exercise 3

- | | | |
|----------|----------|----------|
| 1 Unit 7 | 2 Unit 6 | 3 Unit 4 |
| 4 Unit 8 | 5 Unit 2 | 6 Unit 3 |
| 7 Unit 6 | 8 Unit 1 | |

- Point out to students that this is a race.
 - When checking answers, ask students to turn to the relevant page and point out the exercise so that they acquire more familiarity with the book.

Exercise 4

- | | |
|-----------|-----------------------------------|
| 1 Unit 1 | 2 Unit 6 |
| 3 Unit 2 | 4 on the Speaking page |
| 5 Unit 3 | 6 Think – Prepare – Write – Check |
| 7 Unit 4 | 8 Unit 8 |
| 9 Unit 7 | 10 in the Projects |
| 11 Unit 3 | 12 Unit 5 |

Extra activity

Ask students to look at the Contents pages and order the units 1 to 8 from what they think they'll find most to least interesting. Ask them to share their list with a partner (or with the class if you prefer), giving reasons.

End-of-unit further practice

- Diagnostic test → Teacher's Resource Centre
- Communication games → Teacher's Resource Centre
- Wordlists → Teacher's Resource Centre
- Student's Book audio and audioscripts → Teacher's Resource Centre

1

School life

Vocabulary

Student's Book pp12–13

Lesson aims Students learn about typical days in different countries and to talk about their typical day.

Warmer

On the board, draw a blank timetable. Ask students questions to complete it, e.g. *What time do you start school? What do you do every day at 10:30? What time does lunch start?*

Ask students to look at where the students are from in the texts on pp12–13 and, without reading, predict if they think their schooldays will be different or similar to their own and in what ways.

WDYT? What is an ideal school?

Check the meaning of *ideal*.

Point out that everyone's answers may be different. Ask students for their ideas of what would make a school ideal for them.

Tell students they will return to the question at the end of the unit.

Daily routines

1 Students do the task.

Fast finishers

Ask students to add an extra activity to each column in the table.

Exercise 1

Morning: get up, go to school, have breakfast, start school

Afternoon: finish school, go home, have lunch

Evening: go to bed, have dinner

- 2 • Before students do the exercise, check understanding of the words *canteen* (= a room in a school or factory, etc., where cheap meals are served) and *packed lunches* (= food that you take with you in a box or bag to work, school, etc. to eat for lunch).
- **Follow-up questions:**
Where do some students start school at seven in the morning? (Brazil)

Where does the student walk 6 km to school? (Ghana)
How long do the students in France have to eat their lunch? (two hours)
How many hours a day are students in Finland in class? (less than four hours)

Exercise 2

1 go	2 have	3 do	4 start
5 finish (school)	6 get up	7 go	

- 3 ► **Challenge** Ask students to use conjunctions like *and* and *but* to join similar or contrasting ideas.
- Ask students which things in the texts they think are good ideas and why.
- 4 Before reading the text, ask students to look at the pictures in pairs and discuss what they can see in each one.
- Check understanding of the word *typical* (= like most things of the same type). Then give students time to match paragraphs 1–6 with pictures A–F.
 - Draw attention to the pronunciation of *break* /breɪk/ and the silent 'e' in *changed* /tʃeɪndʒd/ and *dressed* /drest/.

Exercise 4

A 2	B 5	C 6	D 1	E 3	F 4
-----	-----	-----	-----	-----	-----

Weak pronunciation

ABCD

- Tell students that many words in English have both strong and weak forms. In full sentences, the weak forms of auxiliary verbs, prepositions and conjunctions are usually used to lay the emphasis on the more important words like the main verb, nouns or adjectives. Weak forms are often pronounced using the schwa sound. It can help students' fluency if they can use them.
- Practise the phrases from exercise 4, telling students the second version uses the weak form:
Have a shower: /hæv ɪ 'ʃaʊə(r)/ or /hæv ə 'ʃaʊə(r)/
Brush my hair: /brʌʃ maɪ heə(r)/ or /brʌʃ mə heə(r)/
Go to sleep: /gəʊ tu: sli:p/ or /gəʊ tə sli:p/
- Then ask students to use both in a sentence and say which sounds more natural.

- 5 • Before the task, check different ways of saying each of the times (e.g. twelve thirty, half twelve, half past twelve).
- After the exercise, you could ask students to say what they do on a typical schoolday at each of the times.

Exercise 5

- | | |
|------------------|----------------|
| A have lunch | B go to bed |
| C have dinner | D have a break |
| E finish school | F wake up |
| G have breakfast | H start school |

Telling the time

ABCD

- You can say hours then minutes, e.g. 8:53 = *eight fifty-three*, or vice versa using *past* and *to*, e.g. 7:20 = *twenty past seven*, 7:40 = *twenty to eight*.
 - With 15 and 30 minutes, you can use *quarter past/to* or *half past*: 3:15 = *quarter past three*; 3:30 = *half past three*; 3:45 = *quarter to four*.
 - For minutes one up to nine, people often pronounce the '0' as *oh*, e.g. 10:03 = *ten oh three*.
 - In spoken English, people usually use *in the morning/afternoon/evening* or *at night*. It's more formal to use *am* or *pm*.
- 6 • Students do the task.
- 7 • Before the task, ask students to read the information in the *Time and day* box.

Fast finishers

Ask students to write three sentences about their typical day using *at*, *in* and *on*.

Exercise 7

- | | |
|------|----------|
| 1 on | 2 in |
| 3 at | 4 in, at |
| 5 on | |

- 8 ▶ **Reinforcement** Allow students time to make notes first.
- Nominate a few pairs to say what is the same and different about their typical days.
 - To extend the activity, students compare their days with the Chinese student in exercise 4.

Get online

Ask students to find interesting facts about a student's typical day in other countries. Ask students to search for:

- a country with long/short schooldays
- a country with schools that offer unusual subjects

VIDEO SKILLS

9 See the videoscript on p139.

- Play the video and ask students to note down the daily activities they see students do. Encourage them to use other vocabulary as well as the phrases they have learnt on these two pages.
- If necessary, check understanding of *vlog*, *vlogger* and *vlogging*.

10 • Students do the task.

Exercise 9

We see students get dressed, go/cycle to school, have lessons, have lunch, clean the classroom, finish school and go home.

Exercise 10

Suggested answers:

- 1 The vlogger made the video to share her experience of studying in Japan for a year. She also wants to reach a large audience and become better known on social media.
- 2 This video is for teenagers who enjoy watching videos about vloggers' experiences, travels and interests.
- 3 The vlogger looks directly at the camera and this grabs our attention. We see a lot of activities and objects for short periods of time. This makes the video varied and interesting. We also see other activities such as cycling and cleaning the classroom and objects like shoes and bento boxes, for longer. These are important and we need to pay attention to them.

The music is upbeat and cheerful, and the vlogger speaks in an enthusiastic way.

Further practice

- Vocabulary → Workbook p4
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Centre

Homework

Ask students to write five or six sentences describing their ideal schoolday. Give them a model to follow and tell them to write in the present tense – *In my ideal schoolday, we get up at 9:00 am and go to school at 11:00 am.*

Reading and critical thinking

Student's Book pp14–15

Lesson aims Students predict the topic of a text, then read about and discuss the advantages and disadvantages of online learning.

Warmer

Ask students to cover the word box in exercise 1. Give them one minute to write down as many of the activities in the pictures as they can.

In pairs, ask students to choose three of the activities and say when they usually do each activity (a) at weekends and (b) on weekdays.

An online article

- Ask students to read through the activities in the box before doing the task.

Exercise 1

- | | | | |
|---------------|----------------|----------------|---------------|
| A have lunch | B have a break | C get up | D go to sleep |
| E get dressed | F go to school | G start school | H wake up |
| I go home | J pack my bag | | |

- Students do the task.

► **Reinforcement** Students can look back at the vocabulary lesson for ideas.

- Follow-up questions:

What time do we start school?

When do we have a break?

What time do we have lunch?

Exercise 2

- 1 wake up 2 get up 3 get dressed 4 pack my bag 5 go to school
6 start school 7 have a break 8 have lunch 9 go home 10 go to sleep

Other activities: have a shower, clean my teeth, brush my hair, make my bed, tidy my room, have breakfast, finish school, do homework

► Subskill: Predicting from the title and the pictures

Explain to students the benefits of looking at the photos and title of a text before reading:

- It will help students predict what the text is about.
- It will help students to think about particular words or phrases they might see in the text.
- The photos may help students understand new words.

- Before the task, discuss the advice for approaching the Subskill.
 - Follow up by asking students what they do on Mondays at 11:00 am and on Thursdays at 2:30 pm.

Fast finishers

Ask students to think of three questions they have about online learning (e.g. Do students have teachers? Do they have a break?).

After the next exercise, ask if their questions were answered in the article.

Exercise 3

- Monday, 11 o'clock in the morning; Thursday, half past two in the afternoon
- They're online students.
- Suggested answer:** They get up and get dressed, but they don't go to school or go home.

- 7 Students read and listen to the text, and answer the question.

Exercise 4

have lessons, wake up, (have) breakfast, start school, get up, have lunch, do homework

- Before the task, check the meaning of the words *fixed* (= something that has been agreed on and will not change) and *communicate* (= to express thoughts, feelings or information by speaking or writing).
 - When checking answers, ask students to identify the place in the text that helped them and how:
 - Students *can study when they want*, i.e. not at a fixed time. Tell students they won't always find the word from the question (i.e. *fixed*) but a different phrase that means the same or the opposite.
 - Abi says 'I read the notes on the whiteboard on my computer.'
 - Abi can ask questions later online or by phone.
 - Jack says, '***don't sit at the computer all day***'. Tell students they will often have to look for negative versions of verbs.
 - Abi says 'We do all the normal subjects like maths and history.'
 - We do all the normal subjects***. Again, students have to look for synonyms or antonyms for this answer.
- Ask follow-up questions about the true sentences:
 - How do students communicate with their teachers?* (online/by phone)
 - When do they see their classmates?* (at after-school clubs or on school trips)
 - Do they have tests in their subjects?* (Yes, they do.)

Exercise 5

- False – They can study when they want.
- True
- True
- False – They don't sit at the computer all day.
- True
- False – They do all the normal subjects like maths and history.

6 • Students do the task.

Exercise 6

- | | |
|-----------------------|----------------------------------|
| 1 nine o'clock | 2 eight o'clock |
| 3 four lessons | 4 do homework and class projects |
| 5 the things he likes | 6 after-school clubs |

- 7 • **Word work** Check the pronunciation of *library* /'laɪbrəri/, *subjects* /'sʌbdʒɪkts/ and *grades* /greɪds/ before students do the task.
- Ask students how they say each of the words and phrases in their own language. To help them, encourage them to look at the context of each word and think about what it could mean.

Exercise 7

- | | |
|--------------|----------------|
| 1 grades | 2 subjects |
| 3 library | 4 log on |
| 5 classmates | 6 school trips |

Extra activity

Ask students to write a dictionary definition for each word in exercise 7, including part of speech (e.g. library (noun): a place where you go to borrow books and study).

8 • Students do the task.

- ▶ **Challenge** Give them extra practice with synonyms, by asking them to think of alternative words or phrases that would work and how they are similar/different (e.g. 1 visits 2 shelf/area/room 3 marks 4 sign in/switch on the computer 5 friends 6 class/lesson).

Exercise 8

- | | |
|----------------|------------|
| 1 school trips | 2 library |
| 3 grades | 4 log on |
| 5 classmates | 6 subjects |

CRITICAL THINKING



- 1 • **Understand** (LOT) Give students four to five minutes to complete the task. Tell students to read through the article again for ideas or give them additional time to go online to find out more about online schools.
Nominate students to give their answers and write them up on the board.
- 2 • **Evaluate** (HOT) Ask students to look at their answers in exercise 1 of Critical thinking and think about which of these things are advantages or disadvantages. Give students time to think of their own ideas before comparing with a partner.

- Model an answer to help students, e.g. *I think studying alone is a disadvantage, because it's hard to be motivated without other students.*
 - Remind students that some things can be both disadvantages and advantages, but they should give their reasons for choosing one over the other.
 - Ask different pairs to feed back, encouraging others to agree or disagree.
- 3 • **Create** (HOT) Ask students to think of three advantages of a traditional school. Remind students to look at things they have decided were disadvantages of online schools to help them. Nominate different students to give their advantages and write them on the board.
- To follow up, ask students to look at all the advantages and disadvantages and then hold a class vote on whether they would prefer to go to a traditional or an online school.

Critical thinking

Suggested answers:

- 1 **The same:** Students have lessons, they do homework (and class projects), they do the normal subjects like maths and history, they get grades for their work, they go on school trips.
Different: They don't go to school, they stay at home and connect to classes via the internet, they can study when they want, they don't see the teacher, they don't see their classmates every day.
- 2 **Advantage:** You can stay at home, you can study when you want.
Disadvantage: You don't see your classmates every day.
- 3 You don't stay at home all the time, you have a daily routine, you can see your teacher and ask questions, you can work with other students and help each other, you see friends when you have a break.



Culture note

An **online school** (sometimes called virtual school, e-school or cyberschool) is one that teaches students online for the majority or entirety of the time. Online schools exist all over the world and for all ages and stages of education, and they are a growing part of education.

In some facilities, online learning means providing students with material for independent self-study. In other schools, they have live interactive classes where students participate and communicate with a teacher in a classroom setting.

There are a number of reasons why students may undertake online learning in the first instance. Sometimes it is for practical reasons: where students live too far from schools or colleges or they have a health problem that prevents them from travelling. Other times it's for social reasons, with some students feeling more comfortable and productive in their own environment.

Supporters of online learning say that it helps students as it cuts travel time and expense, allows students to be flexible with their time, helps advanced students develop beyond the school curriculum, helps students who are less confident or who have been bullied and enables students to meet people from a wider range of backgrounds. For university- and college-level studying, it is often a cheaper way to gain a qualification.

Critics of this type of schooling often focus on the lack of face-to-face interaction and the challenge to students of staying focused in a home environment.

Further practice

- Reading → Workbook p8
- The longer read → Teacher's Resource Centre
- Accessible reading worksheet → Teacher's Resource Centre

Homework

Ask students to think about being an online student and to write a timetable for what they would do on a typical day.

Grammar

Student's Book p16

Lesson aims Students learn the affirmative and negative form and use of the present simple and to complete a short text accurately.

Warmer

Ask students to look at the first three sentences of the article on p15 again or write them on the board: *Every year ... via the internet.* Ask students to circle the four verbs, and underline the one that is negative. Ask students if these verbs refer to things that happen once or things that students do many times.

Present simple: affirmative and negative

1 • Students do the task.

- ▶ **Challenge** Ask students to look at the sentences in the box in exercise 1 and change the affirmative sentences to negative, and vice versa.

Exercise 1

- | | |
|-------------|---------------|
| 1 wakes up | 2 stay |
| 3 don't sit | 4 doesn't see |

Present simple

ABCD

Common errors include:

- not using the -s for the third person singular:
He ~~go~~ goes to school ...
- adding the -s/-es to the second verb in negative sentences:
He doesn't ~~goes~~ go to school ...
- using *don't* instead of *doesn't*:
Sara ~~don't~~ doesn't like school ...

Extra activity

To give students practice using the third person, ask them to report back after any pairwork activities on their partner's answers rather than their own.

2 • Students do the task.

- ▶ **Reinforcement** Read through the sentences and decide what the subject is together before doing the exercise, e.g. *Many students = They; My younger brother = He.*
- Follow up by writing three of the sentences from the exercise on the board with gaps, e.g. *Our school _____ (open) at half past eight,* and ask students to complete each sentence with either an affirmative or negative present simple verb to make it true for them.

Exercise 2

- | | | |
|------------|------------|-----------------|
| 1 don't go | 2 start | 3 doesn't study |
| 4 opens | 5 don't do | 6 starts |

3 • Students do the task.

Exercise 3

finishes, gets up, goes, has, makes, plays, studies, watches

4 • When checking answers, write any irregular spellings on the board, e.g. *goes, studies.*

Exercise 4

- | | |
|-------------------------|-----------------------|
| 1 wake up, don't get up | 2 doesn't make, makes |
| 3 have, has | 4 goes |
| 5 gives, don't get | 6 studies |

5 • Make sure students know that they have to write two sentences for each if the current ones aren't true for them – one positive and one negative.

Exercise 5

- 2 My school day doesn't start at 11 o'clock. It starts at ...
- 3 We don't have a break at half past nine. We have a break at ...
- 4 I don't study English on Sundays. I study English on ...
- 5 My school day doesn't finish at six o'clock. It finishes at ...
- 6 My parents don't do my homework. I do my homework.

6  8 Before the task, ask students to look at the title and the photo, and ask them what they know about Hogwarts school. Ask students if they think the typical day there will be very different from their own school.

• **Follow-up questions:**

Do students sleep at Hogwarts? (Yes, it's a boarding school.)

Do they study normal subjects? (No, they don't. They study magic.)

Is there a real school like Hogwarts? (Yes, there is a wizardry school in California.)

Exercise 6

1 starts	2 rings
3 have	4 do
5 don't study	6 doesn't play
7 don't exist	8 teaches

- 7
- Explain to students that each answer is only true for one student.
 - Nominate students to give their answers, explaining how they chose each one.

Exercise 7

Tom starts school at quarter to nine. He likes chess.

Ana starts school at quarter past nine. She likes music.

Sara starts school at eight o'clock. She likes dance.

Further practice

- Grammar → Workbook p5
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Centre

Homework

Ask students to compare their routines with a member of their family using the present simple. Model the following example for them: *My sister gets up at seven o'clock, but I don't get up until half past seven.*

Get online

Ask students to find some information about the wizardry school in California mentioned in exercise 6, e.g.:

- When did the school open?
- What subjects can students study?
- How many students are there?

Vocabulary and Listening

Student's Book p17

Lesson aims Students learn school subjects and to identify the type of listening in a dialogue about types of schoolday.

Warmer

Ask students if they know how to say their school subjects in English. Ask them to look at the timetable on p17, then say if they have any of the same subjects today.

Ask if they know what the letters 'PE' and 'ICT' represent. (Physical Education and Information and Communication Technology)

School subjects

- 1
- Before the task, check students understand the words *creative* (= involving a lot of imagination and new ideas) and *foreign* (= from another country).
 - Explain that citizenship lessons help students develop skills to participate in society and be responsible citizens.
 - Check pronunciation of any subjects the students might find difficult or unfamiliar, e.g. science, design and technology, geography.

Exercise 1

1 chemistry, biology	2 music	3 French
----------------------	---------	----------

- 2
- Students do the task.
 - **Follow-up questions:**
What foreign languages do you study?
What creative subjects are there at our school?
What sports can you learn in PE?

Exercise 2

1 physics	2 art, drama	3 German
-----------	--------------	----------

Extra activity

Tell students any of the school subjects can be combined with the following words:

_ teacher, _ book, _ project, _ homework, _ test

In pairs, ask students to make combinations (e.g. maths teacher and history test).

3 9 See the audioscript on p131.

- Before listening, ask students to discuss in pairs what words they might hear for each subject.
- Follow-up questions:
What country does the teacher ask about in the geography lesson? (China)
Does the student know what a synonym is in the English language lesson? (no)
Is it the beginning or the end of the ICT lesson? (beginning)

Exercise 3

- | | |
|---------------|--------------------|
| 1 geography | 2 English language |
| 3 PE | 4 maths |
| 5 citizenship | 6 ICT |

- 4 • To follow up, ask students if they have any subjects that don't appear on the timetable. Then ask them to tell their partners what their favourite and least favourite day of their actual timetable is, and why.

A conversation

► Subskill: Identifying the type of listening

People: The number of speakers can say a lot about a listening piece, e.g. a talk or presentation is often just one person, but a dialogue or interview needs two or more people.

Place: Tell students to pay attention to background noises too to help them identify where people are.

Language: People will probably use more informal language when chatting to a friend and more formal language with someone they don't know.

5 10 See the audioscript on p131.

- Before doing the exercise, ask students to look at the photo and read through the paragraph next to it. Ask: *Where is Ansa from?* (Finland) *Why is she in England?* (visiting family)
- Ask students to read the Subskill and consider in which option there would only be one person and Ansa would be most informal.

Exercise 5

c

- 6 • Students do the task.

- Follow-up questions:

Do you think the boy wants to finish school at lunchtime too?

Are 'projects' the same in British and Finnish schools?

Exercise 6

Sentences 2 and 4 are true.

- 7 • After the task, show the script to students and ask them to say where they found the information in the script.

Exercise 7

- 1 Ansa thinks it's really different.
- 3 Ansa doesn't have school after lunch.
- 5 Different groups work on different things.
- 6 Finnish students study different subjects at the same time.

- 8 • If your class needs additional support, play the audio again and list all the things Ansa mentions about her school on the board first.

Further practice

- Vocabulary → Workbook p6
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Centre
- Listening → Workbook p9
- Listening worksheet → Teacher's Resource Centre
- Pronunciation → Student's Book p116

Pronunciation p116 Exercise 1

- | | |
|-----------------|-----------------|
| 1 history: o | 2 design: g |
| 3 technology: h | 4 literature: e |
| 5 chemistry: h | 6 geography: e |

Pronunciation p116 Exercise 2

- | | |
|---------------------|------------------|
| 1 biscuit: u | 2 camera: e |
| 3 chocolate: o, e | 4 cousin: o |
| 5 cupboard: p, a, r | 6 daughter: g, h |
| 7 guitar: u | 8 interesting: e |
| 9 stationery: e | 10 white: h, e |

Homework

Ask students to read the *fun facts*, then go online to find out at what age students start school in three other countries. Ask them to write three sentences explaining what they found out.

Grammar

Student's Book p18

Lesson aims Students learn the form and use of Yes/No questions in the present simple and to recognise and use object pronouns.

Warmer

Play the audio from exercise 5 on p17 (track 10). Ask students to raise their hands every time the boy asks a question.

Play the audio a second time. Pause after each question and ask students what words the boy used. Write suggestions on the board.

Repeat the exercise, this time listening for Ansa's responses. Leave the suggestions on the board to refer back to later.

Present simple: Yes/No questions

- Draw attention to the fact that the main verb doesn't change in questions, and students don't need to add -s, -es, etc. Remind students that for short answers, they only use the auxiliary verb.

Fast finishers

Ask students to write two new questions using *Do* and *Does*, and then write both affirmative and negative answers for each.

Exercise 1

1 you 2 do 3 Does 4 Yes 5 doesn't

- Students do the task.

- ▶ **Reinforcement** Read through the questions and answers together first and identify the subject.

Exercise 2

1 No, it doesn't. 2 Yes, we do. 3 No, they don't.
4 Yes, she does. 5 Yes, I do.

Extra activity

Ask students to write down answers to the questions about their school.

- Students do the task.

- ▶ **Reinforcement** Go through and decide if *Do* or *Does* is needed first.

Exercise 3

2 Does your class study German?
3 Do you have lessons on Saturdays?
4 Does your school finish at 3:30?
5 Do your teachers give homework?

- Students do the task.

Object pronouns

Subject vs object pronouns

ABCD

Before teaching object pronouns, it is a good idea to have students identify subject pronouns so you can then make the comparison. Copy some of the sentences from p18 on the board and have students circle the subject pronoun and underline the object pronoun.

- Students do the task.

Exercise 5

1 me	2 you
3 him	4 her
5 it	6 us

- It may help students to identify the object first, then use the table to find the corresponding object pronoun.

Exercise 6

1 it	2 him
3 them	4 her
5 us	

GRAMMAR ROUND-UP

- When checking answers, encourage students to say why each one is incorrect (e.g. 1 *wants* is for third person 2 you don't use *to* after *can*, etc.)
 - ▶ **Challenge** Students could do this exercise as a timed task without referring to other parts of the Student's Book.

Exercise 7

1 want	2 can download
3 them	4 you don't know
5 want	6 has
7 Do they cost	8 No, they don't.

Research

Allow students time to go online to do additional research on the apps. Ask students to say what information they found and what type of things they would use their chosen app for.

Further practice

- Grammar → Workbook p7
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Centre

Homework

Ask students to write four sentences about their school life, similar to the ones in exercise 6, with an object pronoun in each one.

Real-world speaking

Student's Book p19

Lesson aims Students learn Key phrases to work together to check answers.

Warmer

Students are going to do a short quiz and then check their answers in pairs.

Write the following on the board:

Quiz

- 1 How many planets can you name?
- 2 How many people in the world speak English as a second language?
- 3 What was the first animal to travel to space?

Ask students to write down the answers. They can use the internet if they need to.

Then ask students to check in pairs. Tell them that the first pair to submit the correct answers wins.

(1 Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune 2 approximately two billion 3 a monkey [in 1948])

Working together to check answers

- 1 • After the task, ask students why they wouldn't work together in b (e.g. You need to do your own work in an exam; Talking to another student is cheating, etc.).

Exercise 1

a and c

2 Students do the task.

- **Follow-up questions:**
Which country is the exercise about? (Australia)
What do you think question 2 is about? (the capital city of Australia)
What do Carmel and Lukas say at the end of the video, after question 5? (High five!)

Exercise 2

c

High five!

ABCD

High five is an expression originally used by sportsmen/women when they score a goal or win a game. When speakers say 'High five!' they raise and slap one hand with another person's hand; 'five' here refers to the five fingers on a hand and 'high' to the fact that hands are up high.

- 3 • Read through the Key phrases as a class before watching again.
 - Ask students to watch out for Lukas's facial expression and listen to his tone when he asks, 'Are you sure? I've got 24 million.' Ask: *Which words does he emphasise? (sure and 20)*
 - **Challenge** Ask students if they remember which Key phrases were used, before watching again to check.

Exercise 3

All phrases except: What have you got for number ... ?

Really? I've got ...

- 4 ► **Reinforcement** Before the task, play the video again.
 - Students do the task.
 - After checking answers, read through the Real-world grammar phrases. Explain that *I think ...* and *Do you think ...* will help students to state (or ask about) ideas and opinions. Using these lead-in phrases will sound more polite and natural, as well as less emphatic, than just saying *It's (34 million) or Is it (rugby)?*
 - Ask students to practise the completed dialogue in pairs, using the correct intonation. Allow plenty of time to swap parts and read again.

Exercise 4

1 about 2 got 3 know 4 think 5 sure 6 you

Extra activity

Ask students to find words and phrases in the dialogue to express these things:

- *let's think about this later* (let's leave that one)
- *sorry, I've made a mistake* (oops)

- 5 • **THINK** Ask students to look at the Geography quiz and to write their answers. Tell them not to worry if they are not sure about the answers.
 - **PREPARE** In pairs, ask students to compare their answers and use their conversation to prepare a dialogue of two students checking answers together using the Key phrases. Encourage

students to include an example from each category in the Key phrases box, if possible.

- **PRACTISE** Remind students to use the correct intonation for questions.
- **PERFORM** Ask students to read through the **Peer review** questions in exercise 6 before watching their classmates act out their dialogues.

Exercise 5

Answers to the quiz:

1 Seattle 2 the south 3 Mars 4 Ankara 5 Africa

- 6 • **Peer review** Ask students to listen to their classmates and answer the questions.

Further practice

- Speaking → Workbook p9
- Phrasebook → Student's Book p122

Homework

Ask students to choose a country and write a short quiz with three questions about it. They should find out the answers and write them down on a different page. In the next lesson, put students in pairs to swap quizzes with another pair. Ask them to check the answers together, before joining with the other pair to confirm answers.

Writing

Student's Book pp20–21

Lesson aims Students learn when to use capital letters and write a blog post about school life.

Warmer

In pairs, ask students to think of five questions that they would ask a student from another country about their school. Ask them which country they would most like to know about. Ask the pairs for their suggestions.

Before the task, read through the description of *All About My School*. Ask students if they know of any similar online projects.

Follow up by asking students what other questions they want to ask about a school in Albania.

A blog post

- 1 • Students do the task.

Exercise 1

all except questions 3 and 9

- 2 • Students do the task.

Exercise 2

1 900 students 2 no 3 no answer
 4 maths, biology, chemistry, history, ICT, PE, English, Albanian
 5 Yes, but not a lot. 6 7:30 am–2:00 pm 7 No, he has lunch at home.
 8 basketball 9 no answer



Culture note

Albania is a country in South-East Europe. It's just under 30,000 km² and has a population of around 2.9 million people. For a large part of the 20th century, it wasn't open to outsiders due to its communist regime. Since the early 1990s, tourists and visitors have been permitted to enter.

In Albania, children start school at six years old. Education is only compulsory for nine years until they are 15 years old, though most students stay on for an additional three years. From the age of 15, students either take 'regular' education with a focus on academic teaching and university preparation or they take vocational classes leading to a diploma or trade qualification.

Many schools in Albania are being rebuilt and equipped with modern technology as the economy grows.

Extra activity

Ask students to think about the categories below, and write one advantage and one disadvantage of each:
wearing a uniform
strict rules
computers in classrooms

- 3 • Students do the task.

Exercise 3

a: paragraph 2
 b: paragraph 3
 c: paragraph 1

- 4 ▶ **Reinforcement** Give students categories and ideas to consider, e.g. start and finish time, amount of homework, etc.

▶ Subskill: Capital letters

Explain to students that the use of capital letters in English may be different from their own language. For instance, in English not all nouns start with a capital – only 'proper nouns' (names, cities, countries, etc.).

Tell students to think about why capital letters are used every time they see them in a written text.

- 5 • Students do the task.

Exercise 5

Use capitals for languages and acronyms.

- 6 • Students do the task.
- Follow up by asking students if they can think of any other subjects that would need a capital letter (e.g. German, Spanish, RE).

- Ask students to think about the rules for using capital letters in their own language and how they are different.

Exercise 6

all except c

Extra activity

Ask students to look back through the unit and find examples of as many of the usages in the list as possible, e.g.:

For I – *I often walk to school with one of my classmates.*

At the start of a sentence – *An online school has lessons at fixed times.*

For days of the week – *We don't go to school on Saturdays.*

For greetings – *Hi! I'm Ansa.*

For months of the year – *Our school year starts in September.*

For names and surnames – *Both Jack and Abi have four lessons in the morning.*

For people's titles – *Our art teacher, Mr Flynn, is great.*

For cities, countries and nationalities – *At my school in France, we have two hours for lunch.*

Get online

Ask students which countries they think would have a similar school life to theirs. Give them time to research typical schools and schooldays in that country before sharing what they find with the class.

7 • Students do the task.

Exercise 7

Our, It, The, We (x3), My, But, In (x2) – at the start of a sentence

I – / as pronoun

Tirana, Albania – cities, countries

OK, PE, ICT – acronyms

English, Albanian – languages

Altin – name

- 8 ► **Reinforcement** Tell students they are looking for 18 letters to change.
- When checking answers, ask students to explain why a capital letter is needed in each case.

Exercise 8

Hi! I'm Pearl. I live in Edinburgh, in Scotland. The school year here starts in August and finishes in June. We have classes five days a week, from Monday to Friday.

My favourite subjects are PE and German. All our teachers are very nice, but my favourite is our biology teacher, Mr Liddle.

- 9 • **THINK** Encourage students to use full sentences.
- **PREPARE** Ask students to look at the paragraph headings from exercise 3 and identify the order in which Altin's post organised them. Ask students to organise their information under these headings, in the same way.
 - **WRITE** Before writing, ask students to read through the questions in the **CHECK** section, to see what they should include. Give students time to write, using Altin's post to help them.
 - **CHECK** Ask students to go through their blog post and answer the questions. Ask them to make any corrections if necessary.
- 10 • **Peer review** Ask students to exchange blog posts with another student and answer the questions.
- Ask students to check their partner's work against the **CHECK** section. Ask them to check the following:
 - that the blog post is organised into three paragraphs as follows: (1) general description, (2) subjects, (3) schoolday and free time
 - that the blog post is interesting
 - that the present simple is used correctly
 - that capital letters are used correctly
 - Ask students to underline any incorrect vocabulary or grammar and to write any further comments under the text.
 - Give students time to explain their feedback to their partner.
 - Ask students to rewrite their blog posts, taking the feedback on board.
 - If there is time after rewriting, ask students to swap, and review each other's blog posts again.
 - If time allows, nominate students to share anything new they have found out about their partner.

Further practice

- Writing → Workbook p10
- Writing competence → Teacher's Resource Centre

Homework

Ask students to write another blog post about their ideal school. Ask them to think of information, such as what subjects they would study, if they wear a uniform, what the teachers are like, how many students there are, etc.

Project

Student's Book pp22–23

Lesson aims Students design a timetable for their ideal school.

Warmer

Ask students to look at the Graphic organiser for this unit on p118. Allow five minutes to discuss with a partner what they learnt about school and school life and what they have enjoyed most about the unit.

WDYT? What is an ideal school?

Point out to students that this is the same WDYT? question that they were asked at the beginning of the unit. Ask students to look at the question again and discuss it with a partner. Ask them to think about the different types of schoolday they have learnt about in the unit:

Jack and Abi's online lessons (p15)

Ansa's schoolday in Finland (p17)

Altin's schoolday in Albania (p20)

Which of these schooldays would they most like to have, and why? Ask if there are other ideas they would like to add to their ideal day. Encourage them to think how their answers may be different now from those at the beginning of the unit.

TASK

Read through the task and learning outcomes as a class. Tell students that they are going to use their ideas from the WDYT? discussion to create their timetable.

Elicit the meaning of the word *logical* (= there are good reasons for it).

1  See the videoscript on p139.

- Read out the question. If necessary, revise the meaning of *ideal* and explain that the students on the video talk about their ideal timetable – so not their real timetable. As a result, some of the subjects they mention are not typical school subjects.
- Play the video and ask students to make a note of all the subjects they hear.
- Students can check their answers by looking at the first two days on the Model project timetable.

Exercise 1

yoga, Chinese, chemistry, history, film making, app design, science, inventing, English, cookery

STEP 1: THINK

- 2 • Students do the task.
- Ask students if they can study all of the subjects in their school. If not, ask them which subjects they think they'd like to study and why.

Exercise 2

A film making B cookery C martial arts/PE D chemistry/science

- 3 • Students do the task.

Exercise 3

1 d 2 b 3 a 4 c



Culture note

In **money management classes**, students often learn the basics of budgeting as well as learning about borrowing responsibly, using credit cards, interest rates, mortgages and bank accounts.

In **public speaking lessons**, students learn how to project their voice, speak clearly and use positive body language when they present. They also often study famous speeches and learn how to write their own speeches.

Extra activity

Ask students to put the subjects in order 1–4: 1 being the one they would be most interested in learning, 4 being the one they are least interested in.

- 4 • Remind students that this is an opinion task – there are no right or wrong answers. What's important is that they can justify their opinions.
- ▶ **Reinforcement** Prepare students for the task by asking some questions beforehand: *Could you use what you learn in a job? Do you think what you learn would help you to be more confident? When do you need to speak in public? Why do we need to be safe online? What things do you want to know about managing money?*

STEP 2: PLAN

- 5 • Follow-up questions:
*Why is it a bad idea to make a quick decision?
 Do you think you should look at the lists of advantages and disadvantages and go with the one that's longer?
 Why/Why not?
 What should you do if your lists of advantages and disadvantages are different from your partner's?*
- 6 • Remind students to consider the advantages and disadvantages when making decisions about their timetables.

STEP 3: CREATE ●●●●

- 7** • Students do the task.
- Use the Model project notes to discuss features of the Model project that students should potentially replicate in their own work.
 - ▶ **Reinforcement** If possible, find different examples of timetables to show students how they can format the information in different ways.
- 8** • Remind students to mention the advantages and disadvantages they considered when making decisions.

STEP 4: PRESENT ●●●●

- 9** • Students read the *How to ...* tips. Ask if they can add any more ideas to the list.
- Pairs present to one another.
 - ▶ **Challenge** Have pairs present their ideas to the whole class.
- 10** • **Peer review** Ask students to vote on the most interesting and useful timetable. You could ask some students to give reasons for their choices.

Model project

The model on p23 shows a timetable of three days (note that students have to create a timetable for a full school week of lessons).

Layout: The lessons are divided into equal blocks of 50 minutes with the times clearly labelled in the left column and days across the top. Break time and lunch time are included as well as the time to go home.

Content: The timetable shows an interesting variety of lessons across the three days.

Photos: The project includes a variety of photos of some of the subjects.

Further practice

- Super skills → Workbook p10

Homework 🏠

Ask students to think of a subject that they want to learn about at their school. Ask them to write three or four sentences about why they think it's useful and interesting for students.

End-of-unit further practice 1

- Social and emotional competence → Workbook pp68–69
- Exam trainer → Workbook pp84–94
- Progress test (standard and higher) → Teacher's Resource Centre
- Communication games → Teacher's Resource Centre
- CLIL and Culture worksheets → Teacher's Resource Centre
- Evaluation rubrics → Teacher's Resource Centre
- Wordlists → Teacher's Resource Centre
- Student's Book audio and audioscripts → Teacher's Resource Centre
- Workbook audio and audioscripts → Teacher's Resource Centre
- Workbook answer key → Teacher's Resource Centre

**FINAL REFLECTION**

- In their groups, ask students to work through the questions and decide which face best matches how they did. Remind students to give examples where necessary.
- In evaluating part 1, ask students to think about what their classmates thought about their timetable. Ask students to think about how they could present the information differently so that it was clearer (i.e. in a different format, with shorter sentences, etc.).
- In evaluating part 3, ask students to look at the Quick review on p21 to check what language from the unit they used. Ask them to think about other places where they could include the new language.
- Where students have chosen a face other than the smiley face, ask them what they think they can do differently next time to improve.

2

Me time

Vocabulary

Student's Book pp24–25

Lesson aims Students learn vocabulary for free-time activities and discuss how much time they spend on them.

Warmer

Write on the board five free-time activities that are popular with your students, e.g.:

playing football
watching TV
playing video games
building websites
taking photos
cooking

Ask students to discuss with a partner which of these pastimes they like and don't like, and why.

WDYT? How important are hobbies for teenagers?

Ask students if they think young people have enough time for hobbies and to briefly give reasons why/why not.

Tell students they will return to the question at the end of the unit.

Free-time activities

- Before looking closely at the statistics, read out the activities and ask students to estimate how much time they spend at the weekend doing the things mentioned.

Extra activity

Ask students to think about what they consider to be the ideal amount of time to spend on each activity in the statistics over the weekend (e.g. I think it's good to spend one hour a day studying. I think we should spend more time on sport, maybe two hours a day).

- Make sure students leave space at the bottom of their table, so that they can add to it later.

Exercise 2

Media and communication: play video games, watch TV series

Sports: play football

Art and music: listen to music, take photos

Other: sleep, meet friends

Extra activity

Ask students to note down their own free-time activities and to identify which column of the table most of their hobbies would go in. Ask students to predict which category would have most of their classmates' activities. Then have a show of hands to check. Ask students what other pastimes they can add to 'Other'.

Get online

Ask students to see if they can find any statistics for how teenagers spend their free time in their country. Then ask them to compare what they find to the statistics for the USA.

- Help students with the pronunciation of the words *collect* /kə'lekt/, *chess* /tʃes/, *piano* /pi'ænəʊ/, *social media* /səʊʃəl 'mi:diə/ and remind students of the weak forms of *to*, *a*, *the*, *at*.

Follow-up questions:

How do you help at home?

What types of team can you play in?

What activities can you do on your own?

Fast finishers

Ask students to add two more activities to each column in exercise 2.

(Suggested answers: Media and communication: surf the internet, watch movies **Sports:** go for a run, go for a bicycle ride, go swimming, do martial arts **Art and music:** read books, go to a concert/see a band **Other:** cooking, go shopping)

Exercise 3

- | | | |
|------------------|----------------------|--------------------|
| 1 collect things | 2 go to the gym | 3 play in a band |
| 4 play in a team | 5 practise the piano | 6 use social media |

Media and communication: make videos, use social media

Sport: go to a dance class, go to the gym, play in a team

Art and music: draw, play in a band, practise the piano

Other: collect things, help at home, play chess

Extra activity

Ask students to think of two additional things that they can collect, make and practise.

(Suggested answers: collect: stamps, shells, coins **make:** models, cakes **practise:** the guitar, speaking French)

- 4 • Before the task, ask students to read the first sentence. Check students understand the word *twins* (= two children born around the same time to the same mother), and ask them to predict how the twins are different.
- ▶ **Reinforcement** Go through the sentences first, identifying the subject in each one and reminding students where they will need to add an ending to the verb.

Exercise 4

- | | | |
|-------------------|--------------------|---------------|
| 1 play in a team | 2 go to the gym | 3 practises |
| 4 plays in a band | 5 use social media | 6 make videos |
| 7 help at home | | |

- 5 • Students make notes in their notebooks about their own free time. Point out that they will use these notes to have a discussion in exercise 6.
- 6 • Before the task, remind students of the various ways to say periods of time, e.g. *a quarter of an hour* or *15 minutes*, *an hour and a half* or *one and a half hours*, etc.
- Students do the task.
 - ▶ **Challenge** While monitoring, ensure students are using phrases such as 'Oh really?' and 'Me too' to react to their partner's answers and to form a natural conversation.
 - **Follow-up questions:**
Does anyone spend more than four hours on one activity?
Does anyone do more than two hours of sport?
Do you think you need more time to do free-time activities?

VIDEO SKILLS

7 See the videoscript on p139.

- Students watch the video and note down the things the vlogger does at the weekend.
- Check answers by nominating individual students to say one activity that Ryan does. Ask students to also think about activities that aren't free-time activities.
- **Follow-up questions:**
What's Ryan's best friend called? (Aaron)
What time does Ryan get up in the morning at weekends? (nine o'clock)

- 8 • Students do the task.
- Nominate pairs to share their ideas.

Exercise 7

He sleeps, gets dressed, eats, does sport, helps at home, vlogs, uses social media, meets with his best friend, does football training, edits videos, plays video games and watches videos.

Exercise 8

- 1 The images help to explain what the speaker is saying. For example, the vlogger says 'during the week I wake up at seven o'clock' and then we see the vlogger yawning, a clock at seven o'clock and a sad face emoji. The text helps us to understand the language. For example, the vlogger says, 'I usually meet Aaron. He's my best friend.' and at the same time we see a picture of a boy and the caption, 'Aaron – best friend'. The presenter speaks very clearly and slowly. He speaks directly to the camera so we can see his lips and facial expression which helps to understand what he says. His voice is very pleasant and he speaks in an enthusiastic and engaging way.
- 2 Young people identify with vloggers because they often are the same age, have similar interests and come from a similar background. Vlogs are popular because they are short and entertaining.
- 3 Students' own answers.

Further practice

- Vocabulary → Workbook p12
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Centre

Homework

Ask students to go online and find out how young people in another country of their choice spend their free time. They should write a paragraph highlighting how things are different from their own country and include any interesting facts and statistics.

Reading and critical thinking

Student's Book pp26–27

Lesson aims Students find specific information in a blog about a talented teenager and discuss the advantages and disadvantages of being good at a hobby.

Warmer

Play a game of **Snowman** to find the word *talent*. (See Activities bank, p7, for full instructions.)

Then drill the pronunciation and ask students to discuss what their talents are in pairs. Elicit the adjective form of the word (*talented*) and ask students if they know of any talented teenagers (they can be famous or someone they know at school or in their family).

A blog

1 13 See the audioscript on p131.

- Follow up by asking students what sounds they heard to help them decide what each activity was.

Exercise 1

- 1 practising a musical instrument 2 taking photos
3 doing sport/playing in a team 4 playing in a band
5 playing video games 6 listening to music 7 skateboarding

2 • Students do the task.

Exercise 2

girl, graffiti, hat, people watching, skateboard

Extra activity

Ask students to find the correct words for other things they can see in the main picture. Allow them to use their dictionaries. Ask students to share what they have found and point to the correct place on the picture.

(Suggested answers: ramp, knee pads, parasols/ umbrellas, trainers)

3 • Follow up by asking students why they think options a and b were incorrect.

(Suggested answers: A newspaper article doesn't usually have comments underneath; a novel doesn't usually have pictures and is much longer.)

Exercise 3

c

Suggested answer: It has a date, 'like' and 'reply' buttons and reader comments.

4 14 Students read and listen to the text and answer the question. Remind students that all answers may have some true information, but they should choose the answer that gives the best summary of the whole text, not just a part of it.

- Follow-up questions:
Do you know anyone who skateboards?
Do you think it is easy?
Do you think you would like skateboarding?

Exercise 4

b

Subskill: Reading for specific information

Explain to students that identifying key words in the exercise can help them find the specific information they are looking for more easily. Key words are often nouns, verbs and adjectives. Negative words such as *not* can also be crucial in finding the correct information.

Remind students that they won't necessarily find the same key words in the text, but they should think about words that might have a similar meaning.

5 • Students do the task.

- ▶ **Reinforcement** Before the task, work through the sentences together, identifying the key words and then deciding what type of information goes in each gap (e.g. 1 number, 2 (ordinal) number, 3 person's name).

Fast finishers

Ask students to write a comment that they would add to the bottom of the blog.

Exercise 5

- 1 13 2 8th
3 Beyoncé 4 YouTube
5 skateboarding 6 after
7 nervous

6 • Students do the task.

- ▶ **Challenge** Ask students to cover up the right-hand column and suggest their own answers for how to complete the sentences before matching with a–e.

- Follow-up questions:

Can you think of any other young famous people? What do they do?

Do you think it is easy to be famous when you're young? Why/Why not?

Exercise 6

- 1 e 2 c 3 a 4 b 5 d

- 7 • **Word work** Follow up by drilling the pronunciation of each new word (*champion* /'tʃæmpiən/, *junior* /'dʒuːniə(r)/, *train* /treɪn/, *superstar* /'suːpə(r),stɑː(r)/).

Exercise 7

- 1 superstar 2 trains
3 amazing 4 junior
5 champion 6 nervous

- 8 • Students do the task.
- If your class is confident, you could ask further questions during feedback:
How often does the person train?
Why are their photos amazing?
Does he/she have an expensive camera/phone?
How far does he/she swim?

CRITICAL THINKING



- 1 • **Understand** (LOT) Ask students to think about what a typical teenager's life is like before reading the text again.
- 2 • **Evaluate** (HOT) Ask students to read through the advantages and disadvantages given and then add some more to the lists. If students are finding it difficult to think of ideas, ask some questions to prompt them, e.g. *Do you think you would see your friends more or less? Do you think you would have time for other activities?* Ask them how a person's life can change if they become a sports star.
- 3 • **Create** (HOT) Model some questions to help with word order if necessary.
 - If there is time, ask students to swap roles so someone else has the chance to answer some questions.
 - After students have had time to ask and answer their questions, ask them to report back on what Brighton said.
 - Follow up by asking students if they think there are more advantages or more disadvantages to being very good at a hobby.

Critical thinking

Suggested answers:

- 1 Her life is normal because in the evening she usually does homework or listens to music. It's not normal because she is a champion skateboarder who competes against women twice her age.
- 2 **Advantages:** You can become famous. You can win competitions.
Disadvantages: You don't have time to see your friends. You can't have a normal life. You don't have time for other things.
- 3 Do your friends like skateboarding too? Is your skateboard really expensive? Does it hurt when you fall off?

Research

Ask students to research other sports in the X-Games. Which of the sports would they like to do? Ask students to share what they've found with the class.



Culture note

Brighton Zeuner (pronounced /'braɪtən 'zɔɪnə/) was born in Encinitas, California, in 2004.

She became known after joining the OG Betty skateboarding team at the age of ten.

She began skateboarding when she was just four years old, and by the time she was eight, she knew she wanted to pursue it as a career.

She won two gold medals in the 2017 X-Games (an annual extreme sports event) and was the youngest ever gold medal winner and competitor.

She is currently sponsored by many companies, including Vans (an American manufacturer of skateboarding shoes), and has been featured in *Vogue* and *The New York Times*.

Further practice

- Reading → Workbook p16
- The longer read → Teacher's Resource Centre
- Accessible reading worksheet → Teacher's Resource Centre

Homework

Ask students to use the questions and answers they came up with in the Critical thinking exercises to write a short interview with Brighton for an online magazine.

Get online

Ask students to research another famous young sports person. Ask them to find out what sport they do, when and how often they practise and what they do in their free time. Ask students to write a report with five or six sentences.

Grammar

Student's Book p28

Lesson aims Students learn adverbs of frequency and to express likes and dislikes.

Warmer

Ask students to think of three activities they do in their free time, then order them from the one they do most often to the one they do least often.

Ask them to think about an activity they never do and to add this to their list.

Ask students to compare their lists with a partner.

Adverbs of frequency

- Before the task, allow students time to copy the table.
 - Follow up by referring students back to the lists they wrote in the Warmer and ask them to use an adverb of frequency to say how often they do each activity.

Exercise 1

1 always 2 usually 3 sometimes 4 hardly ever

Memorisation tips

ABCD

- Tell students to think of these words in terms of percentages, with *always* being 100%, *never* being 0%, *usually* approximately 80%, *often* 70% and *sometimes* 50%.
- Note that *often* can be pronounced as /'ɒfən/ with a silent 't' or /'ɒftən/.

- Students do the task.

Exercise 2

1 after 2 before

Extra activity

Write the following sentences on the board and ask students to concentrate on word order, and tick the correct ones and correct the mistakes in the others.

- 1 He always is happy at school.
- 2 They go sometimes on holiday together.
- 3 We are hardly ever in that part of town.
- 4 I never am bored with my friends.
- 5 She often does judo on Saturdays.
- 6 You usually get good grades in exams.

(1 He is always happy at school. 2 They sometimes go on holiday together. 3 ✓ 4 I am never bored with my friends. 5 ✓ 6 ✓)

- Students do the task.
 - ▶ **Reinforcement** Go through the sentences first and identify the ones that contain the verb *be*.

Exercise 3

- 2 Frankie often practises the piano for hours.
- 3 Ahmed usually does his homework before playing video games.
- 4 They are sometimes very tired after going to their dance class.
- 5 My sister always takes lots of photos when we go on holiday.
- 6 Lily hardly ever helps her parents at home.
- 7 My best friend is always hungry after baseball practice.

Likes and dislikes

- Before the task, explain to students that *love* and *hate* are used to express stronger feelings, with *like* and *don't like* being more gentle and *don't mind* usually used when you have no strong opinion either way.

Exercise 4

- | | |
|--------------|--------------|
| 1 love | 2 don't mind |
| 3 don't like | 4 hate |

- Before the task, allow students time to copy the table.

Exercise 5

- | | |
|----------------|--------|
| 1 we | 2 love |
| 3 verb -ing | 4 she |
| 5 doesn't mind | |

- Students do the task.

Fast finishers

Ask students to write sentences about themselves using the activities in exercise 6 (e.g. I don't mind playing chess, I like drawing manga comics).

Exercise 6

- 1 They hate playing chess.
- 2 She loves drawing manga comics.
- 3 I like Barcelona.
- 4 We don't mind helping our parents.
- 5 He doesn't like playing video games.

- 7 • Before students do the task, go through the first few sentences together as a class and elicit the form of the verb and position of the frequency adverb.
- **Follow-up questions:**
Does she play with people the same age as her all the time? (No, she often plays with adults.)
Are the adults always happy when she wins? (No, they're sometimes angry.)
Is chess the only thing she enjoys? (No, she also likes sushi and playing with her grandmother's cat.)

Exercise 7

- | | |
|---------------------|-----------------|
| 1 often plays | 2 are sometimes |
| 3 hardly ever loses | 4 loves playing |
| 5 likes sushi | 6 loves playing |
| 7 likes making | 8 often posts |

- 8 • If students are finding it hard, underline the double *m* in *swimming* and the double *l* in *collecting* as an extra clue.
- Ask students if they can think of any other hobbies Jimmy and Jenny would like (e.g. skiing, running).

Exercise 8

No, they don't. Jimmy and Jenny only like activities with double letters!

Further practice

- Grammar → Workbook p13
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Centre

Homework

Ask students to interview a family member about his/her likes and dislikes in their own language. Ask them to find one thing that the family member loves, hates, doesn't mind and doesn't like, then write a sentence about each in English.

Vocabulary and Listening

Student's Book p29

Lesson aims Students learn collocations with *do, go and play*, and listen for the general idea in an interview.

Warmer

Ask students to look at the photos of activities in exercise 1. Ask if they do any of these activities. Write a selection of grammatically correct up on the board: *Yes, I do karate; Yes, I play hockey; Yes, I do aerobics; Yes, I go roller-skating.* Ask them to identify the verbs in the correct sentences (*do, go and play*). Discuss any errors.

Collocations with *do, go and play*

- 1 • Students do the task.
- Follow-up questions using the new vocabulary items:
How do you keep fit?
Do you do anything where there is a good team spirit?
Are you an expert in anything?

Exercise 1

Yes, for each person except 2.

- 2 • Students do the task.

Exercise 2

- 1 hockey, basketball, volleyball
- 2 none (they are all indoor sports)
- 3 karate
- 4 hockey, volleyball, basketball
- 5 swimming
- 6 hip-hop classes, roller-skating disco

Extra activity

Ask students to put together a timetable for the activities available at the Live Well Sports Centre at weekends.

They must use the activities mentioned in the advert but can add some others if they want.

Then have pairs ask each other questions about their timetables (e.g. What can I do on Saturday mornings? What time is volleyball?).

- 3 • Explain to students that a collocation is two or more words that often go together, e.g. *go swimming, do aerobics, play tennis*, and that it's useful to learn collocations.

Exercise 3

- | | | |
|--------|------|------|
| 1 play | 2 go | 3 do |
|--------|------|------|

- 4 • Students do the task.
- ▶ **Reinforcement** Before the task, identify the ball sports and the *-ing* endings.

Fast finishers

Ask students to add two or three more activities to each column.

- Follow up by asking students to look at the activities and say which of the columns has the activities they're most interested in doing.

Exercise 4

Do: aerobics, hip-hop, athletics, gymnastics, yoga

Go: swimming, roller-skating, skateboarding, cycling, horse-riding, surfing, skiing

Play: hockey, basketball, volleyball, badminton, table tennis

- 5 • Students do the task.

A radio interview

▶ Subskill: Listening for the general idea

Explain why students should wait until they finish listening before they choose their answer: it is likely that lots of the ideas will be mentioned in some way, but if they wait until the end, they can consider which one fits best overall. They also risk missing something important if they are concentrating on writing.

- 6  ¹⁵ See the audioscript on p131.

- Students do the task.
- After checking answers, follow up by asking students if they can remember any words or phrases that they heard that helped them choose the correct answer.

Exercise 6

c

- 7 • Answer the first question together with the class, then have students work individually through 2–6 while listening to the track.
- ▶ **Challenge** Ask students to try doing the exercise from memory and then listening again to check their answers.

Exercise 7

1, 3, 4, 6

- 8 • If it will help your class, go through each question individually to identify what type of information students need to listen for. (1 a number, 2 a number, 3 a time or a day, 4 a sport)

Exercise 8

1 13–15 years old

2 16 in total (11 play)

3 Mondays and Wednesdays, after school

4 He goes cycling.

- 9 • Students do the task.
- Follow up by asking students for feedback on their discussion. Write four columns on the board: *advantages/disadvantages of individual sports* and *advantages/disadvantages of team sports*.
 - Add to the columns as students give their answers.

Further practice

- Vocabulary → Workbook p14
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Centre
- Listening → Workbook p17
- Listening worksheet → Teacher's Resource Centre

Homework

Ask students to write four or five sentences about their favourite sport. Ask them to mention whether it is a team sport or an individual sport and the advantages and disadvantages for them.

Grammar

Student's Book p30

Lesson aims Students learn how to form and use *Wh-* questions in the present simple.

Warmer

Play the audio from exercise 6 on p29 (track 15). Ask students to raise their hands whenever they hear a question. Each time, pause the audio and ask students what they hear, then write the question on the board.

(You play hockey in your free time, right? How old are the players? Why do you like playing hockey? Why is that important for you? Does hockey help you in life in general ... ? How many people have you got in your team? When do you usually play?)

Ask students to identify the *Wh-* words used then ask them if they know any others. (How, Why, When)

Present simple: *Wh-* questions

- 1 • Before the task, allow students time to copy the table.

Exercise 1

be questions: c

have got questions: b

Questions with other present simple verbs: a

Extra activity

Draw students' attention to the fact that, with *be* questions, the verb goes directly after the question word. Ask students to add examples to the *Why* row using *am* and *are* (e.g. Why am I on the team? Why are they angry with the other team?) and to the *How old* row using *am* and *is* (e.g. How old am I in January? How old is the teacher?).

Repeat with the second and third tables, drawing attention to the position of verbs and asking students to complete each row with further examples.

Question intonation

ABCD

Explain to students that the intonation of *Wh-* questions is normally falling:

Why is hockey so important to you?

How old are the players?

2 • Students do the task.

- Follow up by drilling the sentences as a class, drawing students' attention to the falling intonation and the weak pronunciation of the auxiliary verbs.

Exercise 2

- When have you got PE?
- What are your favourite sports?
- How do you keep fit?
- Where does your local football team play?
- Who is your favourite sports star?

3 • Students do the task.

- If it will help your class, before the task, look at each question and decide whether it's a *be* question, a *have got* question or one with another present simple verb.

Exercise 4

- | | | | | |
|------|--------|------|--------|-------|
| 1 do | 2 have | 3 is | 4 does | 5 are |
|------|--------|------|--------|-------|

5  ¹⁶ See the audioscript on p132.

- After checking answers, follow up by asking students if any of the answers surprised them.

Exercise 5

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 b | 2 c | 3 b | 4 b | 5 a |
|-----|-----|-----|-----|-----|

Extra activity

Ask students to write two extra questions about sports for the quiz. Allow them to research online if necessary. Ask them to write three options including the correct answer. Then have them ask and answer in pairs.

6 • Students do the task.**Exercise 6**

- What do you do in your free time?
- When do you do it?
- How many video games have you got?
- What's your favourite game?
- Why do you like it?

7 • Remind students to take turns asking and answering the questions.**GRAMMAR ROUND-UP****8 • Students do the task.**

- Challenge** Have students do the exercise in test conditions.

Follow-up questions:

How old is bike polo? (over a hundred years old)

Is it only popular in Ireland? (No, it's popular all over the world.)

How often does Brendan Fox play bike polo? (every day after school)

Exercise 8

- | | | |
|----------------|----------------|----------------|
| 1 do | 2 comes | 3 usually play |
| 4 doesn't cost | 5 has | 6 playing |
| 7 him | 8 does he like | 9 is sometimes |

Further practice

- Grammar → Workbook p15
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Centre
- Pronunciation → Student's Book p116

Pronunciation p116 Exercise 1

- | | |
|------------------------|------------------|
| 1 What sport, like | 2 When, play |
| 3 Where, play | 4 Who, play with |
| 5 Why, like this sport | |

Homework 

Ask students to think of a famous person that they would like to meet, e.g. a politician, an actor, a writer. Ask them to write five *Wh-* questions they would like to ask them. Then tell them to go online and see if they can find any of the answers to their questions.

Real-world speaking

Student's Book p31

Lesson aims Students learn Key phrases to ask for information and to write and practise a dialogue.

Warmer

Elicit or teach the word *course* (= a series of lessons or lectures in an academic subject or practical skill).

Ask students to skim the dialogue on p31 and find three courses mentioned. (photography, painting and movie-making) Ask students if they would be interested in any of these courses, and why/why not.

Ask students if they currently take any courses in anything outside school.

Asking for information

- 1 • Before the task, check understanding of *street food* (= food usually sold in the street or a public place from a cart or a stall) and *robotics* (= designing and building robots).
- 2  Books closed. Students do the task.
 - **Follow-up questions:**
(You will probably need to write these on the board and allow students to watch the video a second time.)
Which course does Maria ask about first? (photography)
Why can't Maria do the photography course? (She plays basketball on Mondays.)
What does Maria say about the painting class? (She doesn't like painting.)
Which day is the movie-making course on? (on Thursdays)

Exercise 2

movie-making

- 3 • Before the task, read through the Key phrases with the students, paying attention to the intonation, as well as the silent letters in *sign* /saɪn/ and the stressed syllable in *photography* /fə'tɒgrəfi/.

Exercise 3

I'd like to find out about your courses, please.

How much is it?

Do you have a ... course?

Can I sign up for it?

Extra activity

Ask students to notice how the speakers attract each other's attention and initiate conversations by raising their voices slightly and using phrases like *Excuse me, Hi* and *What about ...*

- Ask students to read the US → UK note. Point out that the US version is not incorrect in British English – it just sounds more formal than the *got* version so is more common in written British English.
- 4 • Students do the task.
 - After checking answers, either ask students to read through the completed dialogue in pairs or do the following Extra activity. Allow plenty of time to swap parts and read again.

Exercise 4

1 find out about 2 Do you have 3 How much 4 sign up for it

Extra activity

In pairs, ask students to change some of the courses Maria enquires about and the reasons she gives for not being able to do them. Nominate a few pairs to perform their adapted dialogues for the class.

- 5 • **THINK** Ask students to work in pairs and decide on a suitable leisure activity.
 - ▶ **Challenge** Ask confident students to work individually to think about and prepare a dialogue each. Then they can come together to practise and perform their dialogue with a partner (each pair will perform two dialogues).
- **PREPARE** Ask pairs to write their dialogues. Remind them to use some of the Key phrases.
- **PRACTISE** Give students time to practise their dialogues, particularly if following the **Challenge** approach above. If not following the **Challenge** approach, tell students to take turns in each role.
- **PERFORM** Before performing, ask students to read through the **Peer review** questions in exercise 6 and to keep these in mind when watching their classmates. Then ask each pair to act out their dialogue. Encourage more confident students to perform without reading every word.
- After their performances, make some general corrections on the board.
- 6 • **Peer review** Ask students to answer the questions about their classmates' dialogues.

- **Follow-up questions:**
Which do you think is the most interesting course?
Why do you think people want to do each course?
Where can you do courses in your town?

Further practice

- Speaking → Workbook p17
- Phrasebook → Student's Book p122

Homework

Ask students to design a poster for a course they would like to do. The poster must answer the following *Wh-* questions: *what, where, when* and *how much*.

Optional additional information might include *who, how many (weeks/classes), what to bring*.

Writing

Student's Book pp32–33

Lesson aims Students write a reply to an informal message using *and*, or *and but* correctly.

Warmer

Ask students to think of types of informal messages (e.g. text, email, written note, notice on a board). Ask students to think about how many informal messages they have sent and received today. Nominate students to give their total. Ask students to give examples of things they write about in informal messages and who they usually send them to.

Informal messages

- If your class is less confident, answer the questions after reading each text instead of at the end of reading all three.
- Tell students that the answer to the second question is in the first paragraph of each text.

Fast finishers

Ask students to answer the questions in message C for a club or activity that they go to.

- After checking answers, follow up by asking students if they have ever written messages similar to A–C.

Exercise 1

- A to everyone from Akio
 - B to all students from Nick and Ava
 - C to Ed from Ciara
- A to find a pen pal
 - B to find out what people do in their free time for a class project
 - C to find out about the Tech Club

- Students do the task.
 - Follow up by asking students if they would want to join the club or if they go to a similar one already.

Exercise 2

C

- Students do the task.
 - **Follow-up questions:**
Do they always work alone? (No, they often work in groups.)
What things does everyone learn? (to install software and to solve problems with viruses)

Exercise 3

- 1 It meets on Thursdays, from four o'clock to five o'clock. They sometimes stay until half past five.
- 2 The club meets in the computer lab.
- 3 They do different things – create websites or blogs, design apps, learn how to install software and solve problems with viruses.

Subskill: *and, or and but*

Explain to students that certain words can be used to connect ideas in a sentence, rather than having to write two separate sentences. Different words can present the two ideas in different ways: contrasting, comparing or adding to the first one.

- Students do the task.
 - ▶ **Reinforcement** Ask students to look through the sentences in the reply and identify the two ideas in each sentence. Then ask students if the two ideas are different, similar or alternatives to each other.
 - ▶ **Challenge** Ask students to deduce the rules before they complete them.

Exercise 4

Alex from Class 5A organises the club **and** he's really great!
We all learn how to install software **and** solve problems with viruses.
... most people bring their own laptops **or** tablets.
Some people create websites **or** blogs.
We usually finish at five, **but** we sometimes stay until half past five.
We meet in the computer lab, **but** most people bring their own laptops or tablets.
1 **but** 2 **or** 3 **and**

Extra activity

Write the following beginnings of sentences on the board. For each one, ask students to complete the sentences with *and, or* or *but*, and then complete the sentence.

I love eating pizza ...

He doesn't mind doing karate ...

They hate watching football ...

- 5 • Students do the task.
- **Follow-up questions:**
Do you prefer doing or watching sports?
Do you like painting and drawing?
Do you prefer football or basketball?
 - Encourage the use of *and*, *or* and *but* in their answers.

Exercise 5

- | | |
|-------|-------|
| 1 or | 2 but |
| 3 and | 4 and |
| 5 or | 6 but |

- 6 • **THINK** Ask students to decide which message they want to answer, A or B, and to write down the questions the person asks. Ask them to identify what information they will need to give to answer the questions.
- **PREPARE** Ask students to make notes for their answers and to then write out their answers to the three questions. Ask them to think where they could use *and*, *or* and *but*.
 - **WRITE** Ask students to read through the prompts in blue. Then ask them to read through the questions in the **CHECK** section so they are clear about what they need to include, and then write their messages.
 - **CHECK** Ask students to read over their message and answer the questions. Give them time to make any corrections if necessary.
- 7 • **Peer review** Ask students to exchange their message with another student and answer the questions.
- Ask students to check their partner's work against the **CHECK** section. Ask them to check the following:
 - that the three questions are answered clearly
 - that adverbs of frequency are in the correct position in sentences
 - that there is an *-ing* verb after *like/love*, ...
 - that sentences with two ideas are linked correctly
 - Ask students to underline any incorrect vocabulary or grammar and to write any further comments under the text.
 - Give students time to explain their feedback to their partner.
 - Ask students to rewrite their messages, taking on board the feedback.
 - If there is time after rewriting, ask students to swap and review each other's messages again.

Further practice

- Writing → Workbook p18
- Writing competence → Teacher's Resource Centre

Homework

Ask students to write a reply to the message that they *didn't* choose in the lesson (A or B). Remind them to think of their answers in the **Peer review** and how they could improve their message.

Project

Student's Book pp34–35

Lesson aims *Students do a survey about how their classmates spend their free time.*

Warmer

Ask students to look at the Graphic organiser for this unit on p118. Allow five minutes to discuss with a partner what they learnt about hobbies and free time and what they have enjoyed most about the unit.

WDYT?

How important are hobbies for teenagers?

Point out to students that this is the same WDYT? question that they were asked at the beginning of the unit. Then ask them to discuss it with a partner. Ask them to think about the different ways of spending free time, the variety of hobbies they have learnt about, what they involve and their benefits. Ask them to think back to the answers they gave at the beginning of the unit and decide if their thoughts are different now.

Ask students whether they are going to use their free time differently after studying the unit, and how.

TASK

Read through the task brief and learning outcomes as a class. Tell students that they are going to use their ideas from the WDYT? discussion to create their survey.

1 See the videoscript on p140.

- **Before students do the task, check understanding of survey** (= a list of questions to find out information about people's activities, opinions, etc.) and *topic* (= subject).
- **Follow-up questions:**
 (You will probably need to write these on the board and allow students to watch the video a second time.)
What games does Marta like playing? (FIFA, Spider-Man and Fortnite)
How many hours does Marta spend playing video games? (nine hours a week)
Why is Fortnite her favourite game? (three reasons)
 (because she can compete with people all around the world, because she can play alone or as part of a team and because it's fun)

Exercise 1

free-time activities/video games/how students spend their free time

STEP 1: THINK ●●●●

- 2 • Students do the task.

Exercise 2

- 1 a 1
b 3 and 4
c 2, 5 and 6
2 a Who
b What
c How many (hours)
d Why

Extra activity

Ask students to think of another question using each question word that would fit with the survey's topic.

STEP 2: PLAN ●●●●

- 3 • Note that the next exercise (4) is best achieved in groups of three – you may wish to put students into threes for this task too.
- When students have read the tips, ask each group to think of ways they can organise tasks (e.g. one person takes on each part of the task) and ways to plan their time (e.g. they decide how much time to spend on each part of the task beforehand). Ask students if they have any other tips for planning and managing tasks.
 - Tell students to read the Key phrases aloud in their group. Answer any questions the groups have about pronunciation, intonation or meaning.
- 4 • In groups of three, ask students to choose a topic for their survey. Alternatively, you could choose ideas for students so there is no overlap.
- 5 • Remind students to include in their survey all question types identified in exercise 2.
- ▶ **Reinforcement** Write prompts on the board to form some questions for each topic.
- 6 • To organise this part of the task, you could separate groups and put each member into a new group (so no one has the same survey in each group). Each student then asks the people in their new group their questions.
- If students have created very long surveys, you could ask them to select the most important questions to ask.

STEP 3: CREATE ●●●●

- 7 • Remind students that a summary doesn't cover all the results in a survey, just the main ones or the most interesting ones.
- Use the Model project notes to guide the discussion.
 - Have students write the seven phrases in bold (one is in two parts) in the summary into their notebooks so that they can study them carefully and reuse them if they wish.

Fast finishers

Ask students to think of ways to adapt the phrases, e.g. *All students in the class ... Only six students ...*

Extra activity

After looking at the phrases in bold, you could ask the class to make predictions about their classmates' free-time activities using some of the phrases. After doing their surveys, ask them how accurate their predictions were.

- 8 • Remind the class that they don't need to discuss every result, only the most important ones.
- Ask them to identify what words and phrases they need to use.
- 9 • Students read the *How to ...* tips and then write their summary.
- If there isn't time for students to write a summary of all of their results, you could ask them to do/finish the task for homework.

STEP 4: PRESENT ●●●●

- 10 • **Peer review** Find space for students to display their summaries in the classroom. Then ask students to read other groups' results.

Model project

Layout: The survey and the summary in the Model project both have titles.

The survey is presented in a clear, simple manner.

The summary is divided into paragraphs to present information from the survey.

Content: The summary has both specific results (e.g. *only four students ...*) and more general statements (e.g. *they usually play ...*).

The summary focuses on the most important or interesting results – it doesn't contain all the information from the survey.

Point out to students that sometimes the most interesting results can be the lowest ones.

Language: The survey contains a mixture of closed questions, open questions and multiple-choice questions. The summary uses the present simple to talk about what students do regularly. It also uses adverbs of frequency plus superlatives and comparatives.

2 FINAL REFLECTION

- In their groups, ask students to work through the questions and decide which face best matches how they did. Remind students to give examples where necessary.
- In evaluating part 2, ask students to refer back to the Super skills box and give examples of how they organised the task. Ask them to think which parts needed better organisation or a different approach.
- In evaluating part 3, ask students to check what language from the unit they used.
- Where students have chosen a face other than the smiley face, ask them what they think they can do differently next time to improve.

Further practice

- Super skills → Workbook p18

Homework

Ask students to carry out their survey again, this time with friends and family.

Then compare their answers with the answers their classmates gave and write a summary, highlighting the differences.

End-of-unit further practice

- Social and emotional competence → Workbook pp70–71
- Exam trainer → Workbook pp84–94
- Progress test (standard and higher) → Teacher's Resource Centre
- Communication games → Teacher's Resource Centre
- CLIL and Culture worksheets → Teacher's Resource Centre
- Evaluation rubrics → Teacher's Resource Centre
- Wordlists → Teacher's Resource Centre
- Student's Book audio and audioscripts → Teacher's Resource Centre
- Workbook audio and audioscripts → Teacher's Resource Centre
- Workbook answer key → Teacher's Resource Centre

3

Dressing up

Vocabulary

Student's Book pp36–37

Lesson aims Students learn words related to clothes and discuss different fashions.

Warmer

Write the following activities on the board:

play football

go to school

go for a walk on a cold day

go to a wedding

go to the beach

Put students in pairs and give them two minutes to write down the clothes they wear for each activity.

Then ask pairs to share their suggestions.

WDYT?

Why do people dress up?

Ask students to read the WDYT? question. Explain that *to dress up* can mean to wear clothes that are nicer than what they would usually wear, e.g. a special dress to go to a party, or to wear a costume, e.g. a character from a book or a pirate.

Ask students to think about what type of events they might dress up for.

Tell students they will return to the question at the end of the unit.

Clothes and accessories

1 Students do the task.

• **Follow-up questions:**

Do you like wearing hats?

Do you have a favourite pair of shoes?

What colour shirts do you like?

Exercise 1

hat: B, C, D, G, I

jacket: G, H

jeans: C, H

shirt: C

Can't see coat or dress

shoes: E

skirt: E, G

trainers: C, D, F, G

trousers: A, F

2

Before the task, elicit the meaning of *top*.

If necessary, explain that *top* is often used as a general term for all types of T-shirts, shirts, vests or any clothing that you wear on your top half as a first layer (i.e. not jumpers, sweaters or hoodies). It is more commonly used to describe clothes for women.

► **Reinforcement** Read through each of the descriptions together. Draw attention to the parts of each description that students may understand, e.g. *black and white shirt*, and then ask them to find the correct photo. Then ask students if they can work out any new words in the description by looking at the photo.

• After checking answers, read through the new words and check pronunciation: *T-shirt* /'ti:ʒ:(r)t/, *hoodie* /'hʊdi/, *leggings* /'legɪŋz/, *top* /tɒp/, *scarf* /skɑ:(r)f/, *boots* /bu:ts/, *shorts* /ʃɔ:(r)ts/, *sandals* /'sænd(ə)ls/, *tights* /taɪts/, *sweater* /'swetə(r)/, *sunglasses* /'sʌŋglæsɪs/.

• **Follow-up questions:**

What do you wear around your neck when it's cold? (scarf)

What do you wear on your legs under a dress or skirt? (tights)

What do you wear on your feet when it's warm? (sandals)

Fast finishers

Ask students to complete the following sentences with clothes from exercises 1 and 2:

In summer, I like to wear ...

In winter, I like to wear ...

Exercise 2

1 C 2 F 3 D 4 A 5 B 6 E 7 I 8 G 9 H

Extra activity

Ask students to look back at their answers to the Warmer and add any extra clothes from exercise 2 to each situation.

- 3 • Students do the task.
- ▶ **Challenge** Ask students to cover exercise 2 and see how many of the words they can match from memory.

Fast finishers

Ask students to match the words from exercise 1 to the correct body part. Then elicit which one fits in two categories.

(**Head and neck:** hat **Upper body:** coat, jacket, shirt
Legs: jeans, skirt, trousers **Feet:** shoes, trainers
Two categories: dress – upper body and legs)

- After checking answers, ask students to read through the *Plurals* box. Remind them that the words used before plurals are different, e.g. *these* not *this*, no article.

Exercise 3

Head and neck: hoodie, scarf, sunglasses
Upper body: T-shirt, hoodie, top, sweater
Legs: leggings, tights, shorts
Feet: boots, sandals

Extra activity

Put students in pairs. Student A finds a photo in the unit and describes what a person in the photo is wearing. Student B has to find the correct person. They then swap roles.

- 4  ¹⁹ See the audioscript on p132.

- Students do the task.

Exercise 4

1 B (Collection 1) 2 F (Mickey) 3 D (Jenna) 4 I (Collection 2)

Extra activity

Ask students if they can remember any phrases the people in the audio used to say positive things about the clothes. (*I love ... , (It's/They're) perfect for ... , This is cool for ... , I'm a big fan of ... , I like this ... , I'm into ... , I like ...*)

Play the audio again if necessary.

Write all the phrases on the board and discuss what types of word can go with each phrase. Have students choose three phrases and write complete sentences about themselves or someone they know using vocabulary from exercises 1 and 2.

Then ask students to read their sentences to a partner.

- 5 • Students do the task.
- ▶ **Reinforcement** Read through the sentences as a class and draw attention to any language points that may help them make the correct choice, e.g. no article = plural noun needed.

Exercise 5

1 sandals 2 boots 3 trainers 4 coat
 5 T-shirt 6 shorts 7 leggings 8 hoodie

- 6 • If students did the extra activity after exercise 4, remind them to use some of the phrases they identified from the audio.
- Follow up by asking students to choose their favourite outfit, then have a class vote on the most popular one.

VIDEO SKILLS

- 7  See the videoscript on p140.

- Ask students to look at the photo and try to guess what it shows.
- Check understanding of *unusual* before students watch the video and answer the questions.
- Follow-up questions:
Where are the students studying? (at a famous art school/at Central St Martins in London)
What are the students doing in the video? (making clothes for their graduation show)
Who comes to see the clothes? (people from all over the world)

- 8 • Students ask and answer the questions in pairs.
- Nominate pairs to share their ideas, and elicit more opinions from the rest of the class.

Exercise 7

- 1 The clothes are very artistic and creative. They are not the type of clothes you normally see people wear in the street because they are made by fashion students. The clothes are strange shapes, they are very bright colours, they have lights on them, they aren't everyday clothes, they aren't easy to wear, they look more like works of art/sculptures.
- 2 Students' own answers

Exercise 8

- 1 Black and white is often used when the director wants to show something is artistic, creative or from the past. When we see the black and white footage, the narrator talks about an art school, a graduation show, drawing and creating clothes, so it shows the artistic side. It also helps to contrast with the brightly coloured clothes later in the video.
- 2 c 3 b

Culture note

Central St Martins is part of the University of the Arts in London. Students can study courses in a variety of art and design subjects as well as fashion design.

Further practice

- Vocabulary → Workbook p20
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Centre

Homework

Ask students to find a picture of someone famous in a magazine, newspaper or website and to write a short description of what they're wearing. Then ask them to say whether they like what that person is wearing and why/why not.

Reading and critical thinking

Student's Book pp38–39

Lesson aims Students identify the text type in an article about Comic Cons.

Warmer

Write the following words on the board and ask students if they know what connects them: *spider, super, bat, wonder, iron, captain*. Give students a minute or two to discuss in pairs before sharing their suggestions.

(They are the beginnings of the names of superheroes: Spider-Man, Superman, Batman, Wonder Woman, Iron Man, Captain Marvel, Captain America.)

Ask students where these characters are from and elicit the word *comic/comic book* (= a magazine that contains stories told in a series of drawings). In pairs, have students describe what each superhero wears using vocabulary from the previous lesson. You may need to teach *cape* and *mask*.

A live feed

- 1 • Students do the task.
- 2 • Students do the task.
 - Follow-up questions:
Do you want to go to a festival like this?
Are you interested in video games and comics?
Who would you dress up as?

Exercise 2

- 1 a festival/an exhibition for comic fans
- 2 People dress up as their heroes, you can play video games, you can watch artists.
- 3 fans, young people, people who like comics, video games and films

Subskill: Identifying the text type

Ask students to name some different text types (e.g. article, menu, blog, advert). Explain to students that they can identify these different text types by looking at the layout, the title, the images and whether times, days, prices, comments are included in the text.

- 3 • After the task, ask students to think of events where a live feed is often used (e.g. sports matches, big political events).

Exercise 3

- 1 live feed/Twitter feed/tweets
- 2 b and c
- 3 You start reading at the bottom; this is the first post.

- 4  20 Students read and listen to the text and answer the question.

Exercise 4

- | | | | |
|------------|-----------|------------|------------|
| A 3:31 pm | B 2:47 pm | C 12:15 pm | D 12:32 pm |
| E 11:25 am | F 1:54 pm | G 12:01 pm | |

- 5 • Before the task, remind students that they need to find the information in the text to support their answers.
 - **Reinforcement** Before the task, read through the sentences, underlining key words and thinking of synonyms and antonyms, e.g. *busy* = full, lots of people; *quiet* (antonym) = not a lot of people.
 - When checking answers, focus on why sentences are false:
 - **Question 1** The sentence says *isn't very busy*. Note that, when negatives are used in sentences or in the text, students should consider if the information is the same or the opposite. The place is busy as the text refers to a 'lot of people' and 'Hundreds of Comic Con fans'.
Remind students they might not see the exact word in the text so they need to keep synonyms in mind.
 - **Question 2** The text says, 'the organisers are telling people to go slowly but the fans aren't listening'. The word *slowly* is used but not in the right context.
Remind students that they may see a key word from the sentence but they should read the information before and after it to see if the sentence contains the right information.
 - **Question 5** The text doesn't directly say meet, but fans can get autographs and take a photo with their hero.

Remind students they will sometimes have to think carefully about slightly longer descriptions and whether they match what the sentence is saying.

Fast finishers

Ask students to write one true and one false sentence about the text. Then, in pairs, they read out their sentences to each other and decide which is true and which is false.

Exercise 5

- 1 False. The day's just starting but already a lot of people are waiting to get in.
- 2 False. The organisers are telling people to go slowly but the fans aren't listening.
- 3 True. . . . some of them are wearing amazing costumes.
- 4 True. . . . watching their favourite artists at work.
- 5 False. A lot of fans are getting autographs and you can take a photo with your hero.
- 6 True. They're playing this year's new games.

- 6 • **Word work** Students do the task.
- ▶ **Challenge** Students may be able to try this from memory before reading the article to check.
- When checking answers, practise pronunciation: *artist* /'ɑ:(r)tɪst/, *hero* /'hɪərəʊ/, *costume* /'kɒstjʊ:m/, *autograph* /'ɔ:təgrɑ:f/, *enormous* /ɪ'nɔ:(r)məs/, *excited* /ɪk'saɪtɪd/.
 - Follow-up questions:
Do you have a hero?
Do you have a famous person's autograph?
Can you think of an enormous building in this country?
Who is a good artist in this class?
What are you excited about at the moment?
When do you usually wear a costume?

Exercise 6

- | | | |
|--------------|------------|------------|
| 1 artists | 2 hero | 3 costumes |
| 4 autographs | 5 enormous | 6 excited |

- 7 • Students do the task.

Exercise 7

- 1 An elephant is an **enormous** animal.
- 2 Leonardo Da Vinci was a famous **artist**.
- 3 Superman is my favourite comic book **hero**.
- 4 People wear special **costumes** for Carnival.
- 5 It's my birthday tomorrow – I'm really **excited**!
- 6 Some people like collecting **autographs**.

CRITICAL THINKING



- 1 • **Understand** (LOT) Elicit other events students have followed with a live feed. Ask them to think about why a live feed would not be used to write about general information or things in the past.
- 2 • **Apply** (LOT) Using ideas they came up with in exercise 1, ask students to say why a live feed would or wouldn't work for each event in the list.
 - Follow up by asking when students last read a live feed describing any of the events listed. Ask them how it felt reading the live feed, e.g.:
Was it exciting?
Were you nervous?
 - Ask students what text types they think would be more suitable for the events they didn't choose.
- 3 • **Create** (HOT) Remind students they need to think of events where small pieces of information delivered immediately would be useful.
 - Nominate students to give their answers, encouraging them to say why they think a live feed would work well.

Critical thinking

- 1 a
- 2 a football match, an election, an awards ceremony
- 3 **Suggested answers:** an extreme weather situation, a royal wedding, a fashion show, another sporting event



Culture note

Comic Con is an abbreviation of the phrase 'Comic Book Convention'. It refers to events that focus on and celebrate comic books and comic culture. They often incorporate other interests such as video gaming too. Fans go to meet other like-minded people as well as artists and experts in the field. Dressing up in a costume of a comic book character is very common. Comic Cons often last several days and are usually held at large venues such as convention centres or hotels.

The first official Comic Con took place in 1964 in New York City, with around 100 comic book fans. A few years later, one was held in San Diego with around 300 fans. Nearly 50 years on, San Diego is considered one of the biggest Comic Cons in the world, regularly attracting around 130,000 people over 4 days. The event doesn't just focus on comics these days but aims to appeal to fans of anime, manga, toys, collectible card games, video games, webcomics and fantasy novels too.

Comic Cons have spread worldwide since 1964, with events being held from Finland to Brazil and from India to South Korea.

Further practice

- Reading → Workbook p24
- The longer read → Teacher's Resource Centre
- Accessible reading worksheet → Teacher's Resource Centre

Homework

Ask students to look at the events they thought about in the Subskill box. Ask them to choose one and write part of a live feed for the event. Ask them to write three posts in the feed and to include times. Remind them of the unusual order of a live feed (the latest time goes at the top). Ask them to use the present or the past simple when they write.

Get online

Ask students to read through the *fun facts* box on p38 and the *Facts* box on p39. Then ask students to go online and find two more interesting facts about Comic Cons. Are there any Comic Cons in their country this year?

Grammar

Student's Book p40

Lesson aims Students learn the form and use of the present continuous in affirmative and negative sentences and in questions.

Warmer

Introduce the present continuous through **Charades**.

(See Activities bank, p6, for full instructions.)

Ask students, *What am I doing?* Respond to any correct suggestion with *Yes, that's right, I **am playing** a video game.*

Present continuous

- Students do the task. If necessary, remind students how we contract the verb *to be*.
 - Ask students if they think we use the present continuous for actions happening at that moment or for facts about themselves. Note that when using the negative, we usually contract the *not* part rather than the verb (*except* when we are using *I*), e.g. *They aren't*; *He isn't* are more common than *They're not*; *He's not*, etc.

Exercise 1

1 'm 2 's 3 aren't 4 isn't 5 listening

Extra activity

Ask students to read the live feed on p39 again and take note of all the examples of the present continuous. (they're having ... , They're playing ... , fans are getting ... , People are buying ... watching, What's this man doing ... , He's drawing ... , he's wearing ... , One man is wearing ... , he's turning round ... , The doors are opening ... , people are coming ... , The organisers are telling ... , the fans aren't listening ... , The day's just starting ... , people are waiting ... , fans are arriving ... , some of them are wearing ...)

If your students are more confident, you could have them make a note of examples of the present simple too, then discuss how they are used differently.

- When checking answers, ask students to spell the word out. Write answers on the board so students can check.

Exercise 2

1 're taking 2 'm playing 3 aren't wearing
4 's waiting 5 isn't sitting

- Remind students to include negative sentences too.
 - ▶ **Reinforcement** Before the task, read through each prompt, identifying the subject and which form of the verb *be* is needed.
 - To extend the task, add additional prompts, e.g. *At the moment, I am feeling ...*; *Right now, I'm looking at ...* If your class is confident, prepare them for the next exercise by using questions at this stage, e.g. *What are you feeling at the moment?*
- Follow-up questions:
 - Am I wearing a blue top today?*
 - Is she sitting next to the window?*
 - What are we learning at the moment?*
 - In more confident classes, the student who answers the question could then ask the next question to someone else.

Exercise 4

Wh- questions

What's this man doing?

Yes/No questions

Are they having a good time?

Is he wearing a costume?

short answers

Yes, they are.

No, he isn't

- 5 • Remind students that they will need to use the correct form of *be* and in some cases a *Wh-* question word as well as an *-ing* ending.
- Note that sports teams such as Liverpool are usually considered to be plural, so *are* is used, not *is*.

Fast finishers

Ask students to add two or three extra lines to the conversation in exercise 5.

Exercise 5

- | | |
|----------------------------------|-----------------------------|
| 1 Are you doing your homework? | 2 No, I'm not. |
| 3 What are you doing? | 4 I'm playing a video game. |
| 5 Are you watching the football? | 6 Yes, I am. |
| 7 They are winning 3–1. | |

- 6 • Students do the task.
- 7 • Before doing the task, you could write some examples on the board, e.g. *They're playing chess in a tree.*

Exercise 7

They're playing chess in a tree. She's roller-skating on a table. He's skiing on the grass. He's swimming in a pool with a shark in it. He's wearing clothes in the swimming pool. The cat is eating an ice cream/wearing sunglasses. The girl is making her bed outside. The boy is building a snowman but there's no snow.

Further practice

- Grammar → Workbook p21
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Centre
- Pronunciation → Student's Book p116

Pronunciation p116 Exercise 3

- 1 b 2 b 3 a 4 a

Homework

Ask students to find a photo in the Student's Book and write a short description using the present continuous. Optional: At the beginning of the next class, ask students to read out the description to a partner who has to find the photo they are describing in the Student's Book.

Vocabulary and Listening

Student's Book p41

Lesson aims Students use adjectives to describe clothes and listen to questions and answers in an interview.

Warmer

Write on the board the following adverbs of frequency:

always *usually* *often*
sometimes *hardly ever* *never*

Ask students to talk with a partner about the clothes they wear, using the frequency adverbs. Give some examples, e.g. *I usually wear jeans at the weekend. I never wear a scarf because it's too hot here.*

Describing clothes

- 1 • Students do the task.

Fast finishers

Ask students to write about what they are wearing at the moment, using at least two of the new words from exercise 1.

- Follow up by working on the pronunciation of some of the new words: *comfortable* /'kʌmfətəb(ə)l/ (pronounced as three syllables with the *or* being silent), *tight* /taɪt/ (the *gh* is silent), *expensive* /ɪk'spensɪv/ (the stress is on the second syllable).

Exercise 1

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

- 2 • Students do the task.

- Follow up by reviewing pronunciation of any new words and drawing attention to the new words from this exercise, e.g. *cheap* /tʃi:p/, *casual* /'kæʒuəl/ (two syllables), *old-fashioned* /əʊld'fæʃ(ə)nd/.

Exercise 2

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

Extra activity

Bring in some magazines, or display some pictures on the board of people wearing a variety of outfits. Nominate students to identify one of the pictures and describe one piece of clothing. Then they should nominate another student to do the same.

- 3 • Follow up by nominating students to share some of their questions and answers, or with more confident classes, you could ask some new questions to individuals, e.g. *Are trendy clothes usually more expensive? Is it more important to be comfortable or trendy?*

A live report

- 4 ²¹ See the audioscript on p132.

- Before the task, ask students to look at the photo and identify what type of listening it will be. (an interview)
- Draw students' attention to the *fun facts* box. Ask students if they think this idea would work in their school if they have a uniform and if they don't already have a No Uniform Day.

Exercise 4

1 yes 2 no 3 yes

Subskill: Listening to questions and answers

Ask students to think about the different types of question they know (e.g. open or closed questions) and to pay attention to the question word used. This will help them understand the information in the answer, and whether the answer is a fact or an opinion.

- 5 • Before the task, allow students time to copy the table.

Exercise 5

Ella: a long dress and boots

Dylan: jeans and a hoodie

Kate: trousers and a top

Extra activity

Ask students to draw another table for the question *Does he/she like the school uniform?* Ask them if they can remember what each student answered. Then play the audio again for them to check.

- 6 • Students do the task.
- ▶ **Challenge** Ask students to complete the task from memory before listening again to check.

Exercise 6

1 smart
2 casual
3 expensive
4 uncomfortable/ not comfortable, old-fashioned

- 7 • Students do the task.
- ▶ **Reinforcement** Write some prompts on the board: *old-fashioned, expensive, smart, casual*. Ask students to identify who said each adjective and to complete the sentences.
 - Follow up by nominating students to give their answers and write them up in two columns on the board. Then have a class vote for/against wearing a uniform at school.

Further practice

- Vocabulary → Workbook p22
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Centre
- Listening → Workbook p25
- Listening worksheet → Teacher's Resource Centre

Homework

Ask students to design their ideal school uniform. Ask them to write as much detail as possible using the adjectives from exercise 2. Tell them they can also add a drawing or sketch if they want to.

Grammar

Student's Book p42

Lesson aims *Students practise using the present simple and present continuous with appropriate time expressions.*

Warmer

Ask students to write three or four sentences about their routine at the weekend.

Nominate students to read out examples of their routines. Write the correct sentences onto one half of the board. Then nominate students to come up and underline all the verbs in the sentences. Elicit what tense the verbs are in.

Nominate students to say what you and two or three other students are doing right now. Write the correct sentences onto the other half of the board. Then nominate students to come up and underline all the verbs in the sentences. Elicit what tense the verbs are in.

Present simple and present continuous

- 1 • After completing the task, draw students' attention to the verbs that we don't often use with the present continuous, listed in the box after the exercise.

Exercise 1

1 present continuous 2 present simple

Comparing tenses

ABCD

- To help students compare the two tenses, you can use timelines to show the difference between longer continuous actions and single repeated actions or facts.
- Another way to emphasise the difference between the two tenses is to display a picture of a scene, preferably with a number of people doing different activities. On one side of the image, ask students for sentences about the picture in the present simple (e.g. she has brown hair, he's tall, there is a park), and on the other side, ask for sentences in the present continuous (e.g. he's walking, they're talking, she's lying down).

- 2 • Before the task, read through each sentence together and identify if it refers to an action in progress or a routine/habit.

Exercise 2

- I'm wearing
- don't go
- isn't raining
- Do you wear

Time expressions

- 3 • Students do the task.

Exercise 3

- From exercise 2:** at the moment, on Saturdays, today, every day
Present simple: every day, every Monday, sometimes, usually
Present continuous: now, right now, this week, today

- 4 • Remind students to look for time expressions to help choose the correct tense.

Exercise 4

- I'm using
- is Sam reading, usually reads
- Does your teacher give, are studying
- isn't sitting, is talking

- 5 • Before the task, read through each question and decide together which tense to use.

Fast finishers

Ask students to write two or more prompts for questions in either tense, then they swap them with another fast finisher to write out the full questions.

Exercise 5

- What do you do in the evenings?
- What are other people in your family doing now?
- What do you usually wear to go out?
- What is your teacher wearing today?
- What language do you speak at home?

- 6 • Students do the task.

Extra activity

Write the sentences below on the board. Ask students to copy them into their notebooks and tick the correct ones and to change the tense in the incorrect ones.

- What are you doing every Saturday?
- Who do you usually see at school?
- I'm listening to my favourite song right now.
- He is not wanting to go out.
- It doesn't snow at the moment. We can go outside now.

(1 What do you do every Saturday? 2 ✓ 3 ✓ 4 He doesn't want to go out. 5 It isn't snowing at the moment.)

GRAMMAR ROUND-UP

- 7 • Before the task, remind students to look at the words before and after the gap and at any time expressions to help them choose the correct answer.

Exercise 7

- 1 c 2 b 3 b 4 a 5 c 6 b 7 a 8 c 9 b



Culture note

Brennan Agranoff is an American teenager who founded his sports apparel customisation company HoopSwagg at the age of just 13.

He got the idea for his company after he went to school wearing a colourful pair of socks. His classmates asked him where they could buy similar ones, and after researching the idea, he set up a custom athletic sock company called HoopSwagg. Currently, it has more than \$1 million in annual sales.

Further practice

- Grammar → Workbook p23
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Centre

Homework

Ask students to use the questions in exercise 5 to interview a family member or friend at home. They can do the interview in their first language. Ask them to write sentences about his/her answers, in English.

Reading and critical thinking

Student's Book p43

Lesson aims Students learn Key phrases for clothes shopping and use them in a dialogue.

Warmer

Ask students to look at the still from the video and answer the following questions:

- 1 Where is the boy?
- 2 What is he doing?
- 3 What do you think he has got in the bag?

Shopping for clothes

- 1 • Students do the task.
 - Follow-up questions:
Is your favourite clothes shop expensive or cheap?
Is it trendy?
- 2  Before you play the video, get students to look at the photo again. Ask: *What is Archie wearing?* (a yellow T-shirt and blue jeans)
 - Students do the task.

Exercise 2

Archie buys a sweater.

- 3 • Check understanding of *shop assistant* and *customer*. Ask: *Who is the customer in the video?* (Archie)
 - Students do the task. Nominate a student to read each phrase and another to say whether it is the customer or the shop assistant.
 - Refer students to the Real-world grammar phrase and ask them what tense it is. (present continuous) Elicit the reason. (to talk about an action in progress now)
 - Explain that *I'm/We're just looking* is a common phrase customers use to refuse help from a shop assistant when they just want to look around. Compare with *I'm looking for ...* which is used to request a shop assistant's help.

Exercise 3

Do you need any help? **shop assistant**
 I'm just looking, thanks. **customer**
 I'm looking for a sweater. **customer**
 How much is it? **customer**
 Can I try it on, please? **customer**
 The changing rooms are over there. **shop assistant**
 It's a bit small. **customer**
 What size is it? **customer**
 Have you got this in a medium? **customer**
 I'll take it. **customer**

- 4 • Students do the task.
 - Follow up by drilling the phrases as a class.

Exercise 4

All phrases except: I'm just looking, thanks.

- 5 • Students do the task.
 - Students can act out the dialogue in pairs.

Exercise 5

1 looking for	2 How much	3 try it on
4 What size	5 in a medium	6 I'll take it

Extra activity

Ask students to find three phrases in the dialogue that mean these things:

- *wait a moment* (hold on)
- *are there* (are over there)
- *here it is* (here you go)

When students watch again, ask them to notice what the shop assistant does when he says these phrases:

- *over there* (He points.)
- *Hold on.* (He looks at the label.)
- *Here you go.* (He gives Archie the sweater.)

- 6 • **THINK** Students could work in pairs or groups of three (with one shop assistant and two customers). Ask students to note down why they want to buy a particular item (i.e. price, colour, size, etc.). If they are working in a pair or group and disagree on the item to choose, they could wait until they start writing the dialogue and see which item they feel they can write a more interesting dialogue about.
 - **PREPARE** Ask students to think about what they would want to ask a shop assistant and the reasons they might or might not choose to buy something. If students are working in groups of three, ask them to think what friends might say to each other when trying on clothes. Remind them to use the Key phrases.

- **PRACTISE** Ask students to practise their dialogues, taking it in turns in each role. With more confident students, you could ask them to imagine the character of the shop assistant (e.g. helpful, impatient) and try to present that when they perform.
- **PERFORM** Before performing, ask students to read through the **Peer review** questions in exercise 7.
- Write any corrections from the students' dialogues onto the board.
- Follow-up questions:
Do you think shop assistants are usually helpful?
Do you sometimes buy clothes you don't like?

- 7 • **Peer review** Ask students to listen to their classmates' dialogues and answer the questions.

Further practice

- Speaking → Workbook p25
- Phrasebook → Student's Book p123

Homework

Ask students to write four to five sentences about their favourite clothes shop and why they like it. Ask them to include the following information:

- type of clothes (trendy, old-fashioned, sports)
- cost of clothes (expensive, cheap)
- what the shop assistants are like (friendly, helpful)

Writing

Student's Book pp44–45

Lesson aims Students use *because* and *so* when describing selfies.

Warmer

Check students understand the word *selfie* (= a photo you take of yourself, often for social media). Ask them to discuss the following questions in pairs:

- 1 *Do you like taking selfies?*
- 2 *How many photos do you usually take a day?*
- 3 *Do you prefer photos of people or things?*
- 4 *Where do you post your photos?*

After a few minutes, nominate pairs to share their answers.

Photo descriptions

- 1 • Remind students that we use the present continuous when describing photos. Refer them to the vocabulary pages in the unit to help with describing clothes.
- 2 • Students do the task.

Exercise 2

Photo A: She likes it because it's interesting and funny.

Photo B: She likes it because they're having fun.

Extra activity

Ask students to think about a selfie they have posted on social media. Ask them to give a very short description of their selfie to a partner saying where the photo is and why they posted it.

- 3 • Students do the task.
 - ▶ **Challenge** Ask students to do this from memory before checking the texts.
 - Follow up by asking students to choose which clothes they like best in the photos and why.

Exercise 3

- 1 in front of a blue door
- 2 a blue shirt, a hat
- 3 in front of my house
- 4 jeans, red trainers
- 5 a yellow sweater
- 6 a jacket, green glasses
- 7 a T-shirt, trousers, a blue hat

Subskill: *because* and *so*

Explain to students that we use different linking words in English to connect two ideas. *Because* is used to express a reason, e.g. *I like this T-shirt **because** it's comfortable.*

So is used to express a result, e.g. *He worked hard, **so** he passed his exams.*

Help students understand the difference by asking them to label parts of these example sentences 'reason' or 'result'.

It can also help to show the same information in a different order, e.g. *I didn't wear a coat because it was hot. > It was hot, so I didn't wear a coat.*

- 4 ▶ **Reinforcement** Find the examples in the text together and identify the two ideas in each sentence.

Exercise 4

I like this photo **because** it's interesting and funny.

I like this photo **because** we're having fun.

I've got the camera in front of me, **so** you can't see my face.

We don't go to the same school, **so** we only meet at weekends.

- 1 because 2 so

Extra activity

Write the following sentence beginnings on the board:

I like yellow T-shirts ...

I can't stand tight jeans ...

I love sunglasses ...

Ask students to complete each sentence in two ways, one with *because* and one with *so*. Do the first one as an example so students get the idea (e.g. *I like yellow T-shirts because they are colourful; I like yellow T-shirts, so I wear them often.*)

- 5 • Students do the task.
- To extend the exercise, ask students to write their own endings for each sentence.

Exercise 5

1 so 2 because 3 because 4 so 5 because

- 6 • Students do the task.
- ▶ **Reinforcement** Before the task, read through the sentences together and decide whether a reason or result is needed.
 - With a more confident class, after checking answers, you could ask students to reverse the reason and result in the sentences, (e.g. 1 We don't have school today because it's a holiday. > It's a holiday, so we don't have school today.).

Fast finishers

Ask students to change the *because* and *so* over in exercise 6 and complete the sentences again (e.g. We don't have school today so I'm going to the park.).

Exercise 6

Suggested answers:

- 1 it's Saturday/it's a holiday.
- 2 I never do them/watch them on TV.
- 3 I'm wearing a T-shirt/the window is open.
- 4 it's very expensive/I usually watch films online.
- 5 I take a lot of photos/I go to a photography club after school.

- 7 • **THINK** Ask students to choose photos that they think are interesting and they can describe. When writing answers, ask students to consider what tense they are going to use and to look for opportunities to use *because* and *so*.
- ▶ **Challenge** Ask students to think of any additional information they can include.
 - **PREPARE** Remind students to try to make sure they answer each question at least once. Tell them they should try to write an equal amount about each photo.
 - **WRITE** Before writing, ask students to read through the questions in the **CHECK** section to see what they should include. Ask them to think carefully about what tense to use and to check spellings of any *-ing* endings in the Quick review on p45.
 - **CHECK** Ask students to read their descriptions and answer the questions. Ask them to make any corrections if necessary.

- 8 • **Peer review** Ask students to exchange their descriptions with a partner and answer the questions.
- Ask students to check the following:
 - that the present continuous is used correctly to describe the photos
 - that the present simple is used correctly to talk about any habits and routines
 - that *because* and *so* are used correctly to express reasons and results
 - Ask students to underline any incorrect vocabulary or grammar and to write any further comments under the text.
 - Give students time to explain their feedback to their partner.
 - Ask students to rewrite their descriptions, taking the feedback on board.
 - If there is time after rewriting, ask students to swap again and review each other's revised descriptions.
 - If you have the facilities, you could display students' descriptions and photos on the classroom wall and have students walk around and look at each other's photos. Afterwards, you could follow up by discussing whose selfie was most interesting or most different.

Further practice

- Writing → Workbook p26
- Writing competence → Teacher's Resource Centre

Homework

Ask students to write three or four sentences describing their favourite outfit. Ask them to use *because* at least once and *so* at least once in their description.

Project

Student's Book pp46–47

Lesson aims Students research a traditional costume from a region and make and present a mini-book.

Warmer

Remind students of the two meanings of *dress up* (= to dress in your best clothes, e.g. *I like to dress up when I go to a nice restaurant*, or = to wear a costume).

Ask students to look at the Graphic organiser for this unit on p119. Allow five minutes to discuss with a partner what they learnt about clothes and dressing up and what they have enjoyed most about the unit.

WDYT? Why do people dress up?

Point out to students that this is the same WDYT? question that they were asked at the beginning of the unit. Ask them to look at the photos on p47. Elicit that it is a traditional costume. Ask the class if they know any other traditional costumes, e.g. Japanese kimonos. Ask the class to think about the different things people do every day and the types of clothes people wear around the world and the reasons they wear them. Ask them to think back to the answers they gave at the beginning of the unit and decide if their thoughts are different now.

TASK

Read the task and learning outcomes. Tell students that they are going to use their ideas from the WDYT? discussion to make a mini-book about traditional clothes.

Elicit the meaning of the word *traditional* (= based on customs or beliefs).

1  See the videoscript on p140.

- Ask students to watch the video of a student making a mini-book and answer the question.
- When you check the answer with the class, elicit any other things they will need to make a mini-book (e.g. suitable photos/pictures/drawings, maps as well as enough information and facts to enable them to write texts). Explain that most of this project involves finding suitable information and illustrations/photos.
- Follow-up questions:
What do you think of the girl's mini-book?
What do you think would make it better?

Exercise 1

coloured card, paper, colouring pens and pencils, scissors, glue, ruler, rubber, photos, stapler

Extra activity

Ask students to copy the list below into their notebooks, then watch the video again and tick the things they see:

- 1 a photo of the Bolivian flag
- 2 a picture of some jeans
- 3 a photo of women's traditional costumes
- 4 a title
- 5 red card
- 6 a photo of a museum
- 7 blue card
- 8 photos of children's traditional costumes

(3, 4, 7)

STEP 1: THINK

- 2 • Students do the task. When checking answers, ask them to identify the paragraph they found each piece of information in.
- Follow up by asking students how traditional costumes might be different in other countries (e.g. types of material, colours, where and when they're worn).

Exercise 2

All of the things except: information about the history of the region

STEP 2: PLAN

- 3 • Help students with suggestions for regions or countries that have traditional clothes.
- 4 • Give students time to look things up online and help them with ways to search for information.
- 5 • Remind students to look for photos that show clothes for both men and women.

STEP 3: CREATE

- 6 • Students first read through the Super skills tips and then practise saying each of the Key phrases aloud.
- Ask students to look at the Model project on p47 and think about what things could be done differently (e.g. different colours for each section, a different font for the title, a different photo, positioning the photo at the bottom, etc.).
- To review, ask pairs if they think the writer of the project made the right choices.
- Ask students to think about what to do if they disagree with each other (e.g. go with the majority; allow one person to decide each part; try different things to see if they can agree).

- 7 • Students read the tips individually, before coming back into pairs to write their mini-book.
- Remind students to plan the layout of the page, use different types of images and use different but coordinating colours to make their mini-book look appealing.

STEP 4: PRESENT ●●●●

- 8 • **Peer review** If there is time, ask students to exchange mini-books with more than one pair. Try to join pairs who have written about traditional clothes from different parts of the world together.
- **Follow-up questions:**
What interesting things do you know about traditional clothes now?
Whose project had an attractive photo?
Which country do you think has the most unusual traditional costume?
Were there any similarities between countries/regions that surprised you?

Model project

Layout: Point out that the Model project only shows a section of the mini-book and students will have to prepare a mini-book (and cover) similar to that in the video. The model has a simple, clear layout: the title is in a bold colour and the paragraphs are short and easy to read. The photos chosen show both male and female costumes and match the descriptions given in the text.

Content: The paragraphs are short and succinct and each one talks about a different thing. One of the paragraphs talks about what can be seen in the photos. The content is entirely factual, not opinion-based.

Visuals: The model project uses colourful pictures to show the clothes being described. Students can also draw their own pictures and include a map or a flag if necessary.

Language: The text is written in the present simple, except the final paragraph, describing the photos, which is in the present continuous. The text uses lots of adjectives, and the descriptions are clear and concise.

Further practice

- Super skills → Workbook p26

Homework

Ask students to look back through the unit and find their favourite photo of a person or people. Ask them to describe the people and what they are wearing and explain why they like the photo using *so* or *because*.

End-of-unit further practice

- Social and emotional competence → Workbook pp72–73
- Exam trainer → Workbook pp84–94
- Progress test (standard and higher) → Teacher's Resource Centre
- Units 1–3 test → Teacher's Resource Centre
- Communication games → Teacher's Resource Centre
- CLIL and Culture worksheets → Teacher's Resource Centre
- Evaluation rubrics → Teacher's Resource Centre
- Wordlists → Teacher's Resource Centre
- Student's Book audio and audioscripts → Teacher's Resource Centre
- Workbook audio and audioscripts → Teacher's Resource Centre
- Workbook answer key → Teacher's Resource Centre

FINAL REFLECTION

- In their pairs, ask students to work through the questions and decide which face best matches how they did. Remind students to give examples where necessary.
- In evaluating part 3, ask students to look at the Quick review on p45 to check what language from the unit they used. Ask them to think about other places where they could include the new language.
- Where students have chosen a face other than the smiley face, ask them what they think they can do differently next time to improve.

4

Extremes

Vocabulary

Student's Book pp48–49

Lesson aims Students learn words to describe the weather and discuss the weather in their region.

Warmer

Elicit the months of the year. Elicit things that students do in each one.

WDYT?

How does the weather affect the way we live?

Discuss the *WDYT?* question with the class. Ask students to think about things like daily routine, free-time activities and clothes. If necessary, give some suggestions, e.g. In hot countries, you wear lighter clothes like T-shirts and shorts. You go outside at different times of day. You can grow different food when there is sun.

Remind students that they will return to this question at the end of the unit.

Seasons and weather

1 Students do the task.

- ▶ **Reinforcement** Before the task, read through the words in the box and identify, together, which are adjectives.

Exercise 1

Four seasons: summer, autumn, winter

Four adjectives to describe temperature: warm, cool, cold

Three words to talk about the weather: sun, snow

Extra activity

To extend the activity, and to prepare for exercise 2, ask students to draw a **Spidergram** (see Activities bank, p7, for full instructions) for each of the four seasons. Ask them to complete their spidergrams by writing single words or phrases for each season (e.g. *summer* = holiday, outside, cold drinks, ice cream, beach, etc.).

- 2 • After the task, ask students to share their answers. Encourage them to give reasons. Give students some ideas if necessary, e.g. *I like winter because I like snowboarding; I like summer best because I like being outside a lot.* Then have a class vote on their favourite season.

Autumn/Fall

ABCD

Explain to students that in US English they will often hear *autumn* referred to as *fall*.

3 Students do the task.

- ▶ **Challenge** Ask students to do the task first without looking at the weather map and then to look at the map to check their answers.

Exercise 3

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

Extra activity

Ask students to think about their own region and make sentences using words 1–6 and adverbs of frequency (e.g. There is rarely ice; It is often wet, etc.).

Get online

Ask students to work in pairs and choose a place in the USA that isn't named on the map on pp48–49, and research what the typical weather there is like.

- 4 • When checking answers, draw attention to the fact that the final consonant needs to be doubled with *fog* and *sun* and the *e* removed from *ice* before adding the *-y*.

Fast finishers

Ask students to write sentences using adjectives from the table and the present simple and present continuous (e.g. I am feeling hot today because it's sunny; I am flying my kite today because it's windy.).

Exercise 4

Noun: ice, wind, frost

Adjective: sunny, cloudy, foggy

We often add *-y* to the noun to make an adjective.

Extra activity

Ask students to look at weather forecasts for the week in their own city and write a word to describe each day. Don't focus on the future tense at this point.

- 5 • Students do the task.

6  ²⁴ See the audioscript on p133.

- When checking answers, ask students what they heard in the audio that helped them identify each correct answer.

Exercise 6

- | | | |
|-----------------------|---------------------|----------------|
| 1 wet/rain | 2 wind/windy | 3 thunderstorm |
| 4 snow/frost/freezing | 5 icy/ice, freezing | |

7 • Students do the task.

- ▶ **Reinforcement** Before the task, read through each option together and decide what part of speech is needed.
- Follow up by asking students whether they would prefer to live in Phoenix or New York, and why.

Exercise 7

- | | | | |
|---------|----------|---------|-------|
| 1 sunny | 2 rains | 3 dry | 4 icy |
| 5 frost | 6 cloudy | 7 foggy | |

8 • If possible, allow students to go online to answer question 2. If not, encourage them to think of the general expected weather in each area at this time of year.

VIDEO SKILLS

9  See the videoscript on p141.

- Students do the task.
- When you check the answer to question 1, make sure students try to give as many specific words for the different kinds of weather that are forecast by Will as they can.
- When you check the answer to question 2, elicit suggestions of other clothes words suitable for different kinds of weather in the UK, (e.g. cold weather: coat, jacket, sweater, boots, hoodie; warm weather: sandals, T-shirt, shorts).

10 • When students have discussed the questions, nominate pairs to share their answers with the class. Elicit other opinions from the class and discuss.

Exercise 9

- 1 because the weather changes a lot in the UK – in one week you can have sun, clouds, rain, thunderstorms and snow
- 2 You need an umbrella, a hat, a scarf and sunglasses.

Exercise 10

- 1 You learn about the weather in the UK and the clothes to wear for different kinds of weather.
- 2 Students' own answers
- 3 As video is a visual medium, we can actually see different weather conditions. In addition, the dialogue, the clothes, the accessories and the captions give us more information.

Further practice

- Vocabulary → Workbook p28
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Centre

Homework

Ask students to research another country with extreme weather and write a short description about what it's like.

Get online

Ask students to find written or spoken weather reports in English. Ask them what words from the table in exercise 4 they can hear.

Reading and critical thinking

Student's Book pp50–51

Lesson aims *Students learn to read for the main idea in a text about extreme weather in different parts of the world.*

Warmer

Ask students if they can remember any of the extreme weather situations from the text in the previous lesson and write the correct vocabulary on the board. Ask if they know any other vocabulary for extreme weather.

Then elicit words to describe each extreme weather situation, and write them next to the relevant examples.

A magazine article

- 1 • Before the task, check understanding of the word *average* (= adding all the amounts together and dividing by the total number of amounts).
 - ▶ **Reinforcement** Give students relevant information about your own region, e.g. average rainfall and highest/lowest temperatures, so they can compare.

Exercise 1

Mawsynram: It's wet; it rains a lot.

Oymyakon: It's very cold; there's snow and ice.

- 2 • Students do the task.
- ▶ **Challenge** Ask students to do the task without dictionaries, using only the context and images to help them.

Exercise 2

Mawsynram: bridge, roots, umbrella

Oymyakon: freeze, reindeer

▶ **Subskill: Understanding the main idea**

Explain to students that the first time they read a text, they should not focus on the detail or try to understand every word. It will help them more to focus on the general idea before reading through a second or third time to understand the text in more detail.

If necessary, you could set a time for students to read through the first time, so they get used to reading more quickly.

- 3 • Students do the task.

Exercise 3

c

- 4 ▶²⁵ Students do the task.

Exercise 4

- 1 It rains every day in the monsoon season.
- 2 They put bamboo umbrellas over their heads.
- 3 Because the rain destroys normal bridges.
- 4 They freeze.
- 5 They eat meat because vegetables don't grow there.
- 6 When temperatures are lower than -52°C.

- 5 • Tell students to write *M*, *O* or *B* in their notebooks.
- When checking answers, ask students to say where in the text they found the information.
 - Follow-up questions:
Do you think people eat healthily in Oymyakon?
Is life there easy?
Do many people live in Mawsynram and Oymyakon?
 - See the *Culture note* on p49 for more information.

Exercise 5

- 1 Both: M – 'They stay at home most of the time in the rainy season.'
O – 'People can only stay outside for a minute or two.'
- 2 M – 'The heaviest rain is at night, so people put grass on the walls and roof of their homes to stop the noise.'
- 3 O – 'it's dark for 21 hours of the day.'
- 4 M – 'people put grass on the walls and roof of their homes ... they carry bamboo umbrellas over their heads ... They use the roots of living trees to make bridges across rivers.'
- 5 O – 'the nearest city is two days away by car.'
- 6 Both – The people of these two towns find ways to live with extreme weather.

- 6 • **Word work** After checking answers, drill the pronunciation of the words: *average* /'æv(ə)rɪdʒ/, *noise* /nɔɪz/, *grass* /grɑ:s/, *roof* /ru:f/, *destroys* /dɪ'strɔɪs/, *last* /lɑ:st/.

Exercise 6

- | | | |
|-----------|------------|---------|
| 1 noise | 2 destroys | 3 grass |
| 4 average | 5 last | 6 roof |

Extra activity

To give students more practice with pronunciation, ask them to look at the vowel sounds in the words in exercise 6 and say which have the same sound (*noise* and *destroys*; *grass* and *last*).

Write the following vowel sounds on the board: /ɪ/ /ɔɪ/ /ɑ:/ /u:/

Ask students if they can find at least one more word from the text for each one.

(Suggested answers: /ɪ/ India, in, it's, isn't, milk, city, is, wettest, living, river /ɔɪ/ Oymyakon /ɑ:/ dark, can't, hardly, car /u:/ two, bamboo, roots, to)

- 7 • Remind students to look at the words before and after the gap to decide what type of word they need.

Exercise 7

- | | | |
|--------|-----------|------------|
| 1 roof | 2 average | 3 noise |
| 4 last | 5 grass | 6 destroys |

Extra activity

Ask students to copy and complete the following sentences so they are true for them:

My lessons at school last ...
My journey to school lasts ...
My average grade at school is ...
On average, I sleep for ... hours every night.

CRITICAL THINKING



- 1 • **Remember** (LOT) Ask students to create two separate lists. Ask them to think about the consequences of some of the things in the text that might not be mentioned specifically, e.g. *What would be the result of having heavy rain at night?* (not being able to sleep); *What would be the result of not being able to eat vegetables?* (not having a healthy diet)
- 2 • **Analyse** (HOT) Remind students that there is no right or wrong answer, but they should consider the results that they thought of in part 1 and think about how serious these might be or how frequently they might occur.

- 3 • **Evaluate** (HOT) Ask students to look through their lists from part 2, compare the things at the top of each list and think which ones are more difficult. Ask them to think about whether some of the problems are temporary or rare as well as looking at the number of problems in each place. Remind students to give reasons for their decision.

Critical thinking

Suggested answers:

1 **Mawsynram:** In the (very long) monsoon season, it rains every day. People can't sleep at night because the rain is very heavy. People don't go out without an umbrella in the monsoon season. The rain destroys normal bridges.

Oymyakon: In winter, it's cold (-50°C). It's dark for 21 hours of the day. People can only stay outside for a minute or two. They can't make phone calls in the street because mobile phones freeze. Vegetables don't grow. It's far from the nearest city.

2 Students' own answers

3 **Ideas students might consider:**

Clothes: People in Oymyakon probably wear thick coats and boots. In Mawsynram, they put bamboo umbrellas on their heads. Their clothes are probably light and get wet very easily.

Daily routines: In both places, students go to school.

Food and drink: People don't usually eat fresh vegetables in Oymyakon in winter. Possibly, people have fresh food in Mawsynram.

Free-time activities: In both places, it's difficult to do free-time activities outside for some months. People stay at home. Maybe it's boring to stay inside.

Houses: In Mawsynram, people put grass on the roofs and walls of their homes. Inside the homes in Oymyakon, it's probably warm, but it might be difficult to keep them warm because of the low temperatures.

Transport: It's probably difficult to use cars in the cold in Oymyakon. People walk more in Mawsynram, and they have living bridges.

Research

Ask students to find the statistics for each month of the year. Be prepared for varying answers from different online sources, and come up with a class average. Ask the students if the answers surprise them. Is today colder or warmer, wetter or drier, than the average?



Culture note

Mawsynram is a village in Meghalaya state in north-eastern India. According to many sources, such as the *Guinness World Records*, it is the wettest place on earth.

As well as creating living bridges, the locals have adapted to the climate by wearing full-body umbrellas made of bamboo and banana leaf. Often it is too difficult to do any repair or construction work during monsoon seasons, so workers have to do things by hand until machinery is allowed in October of each year. The downpours in the region can cause chaos with powerlines and transport, but they do attract tourists who want to witness the spectacle, which in turn brings in an extra income for the locals. Life expectancy in the state is 67.8 years.

Oymyakon is a village in Siberia with a population of around 500 people. It is described as being the coldest permanently inhabited place on Earth.

Due to the limited sunlight in winter (around three hours) and the subfreezing temperatures, it is impossible to grow crops. Other issues include problems with starting cars, ink in pens freezing and electronics that can't work.

Despite all the problems, school children are still expected to attend class unless the temperature goes below -52°C.

Further practice

- Reading → Workbook p32
- The longer read → Teacher's Resource Centre
- Accessible reading worksheet → Teacher's Resource Centre

Homework

Ask students to research three towns or cities and write a fact file for each of them containing the following information: location, population, and average temperature and rainfall.

Get online

Ask students to research other countries that have a monsoon season. Ask them to note down the country, the average rainfall and the months when there is a lot of rain.

Grammar

Student's Book p52

Lesson aims *Students learn to form and use comparative and superlative adjectives.*

Warmer

This Warmer uses the information students found out through their homework in the previous lesson.

Write the following on the board:

place population average rainfall average temperature

Nominate students to share some of the information they found for their homework. Write the name of the town/city on the board alongside the data given.

Model some comparative and superlative sentences based on the information, e.g. *Rio is hotter than London; London is colder than Rio and Delhi; Delhi is the hottest.* Then ask some Yes/No questions using comparatives/superlatives, e.g. *Is Delhi wetter than London?*

Comparative and superlative adjectives

- 1 • Students do the task.

Exercise 1

Two things: Siberia is colder than India.
India is wetter than Siberia.

Three or more things: This is the coldest town in the world.
May and June are the wettest months.

- 2 • In less confident classes, help students by underlining the end of the comparative adjectives and pointing to *the*.

Exercise 2

1 than 2 the

Further useful facts

ABCD

Share the following useful information with students:

- It isn't always necessary to mention the other thing being compared:
The exam went better (than it did last time).
 - When comparing three or more things, it isn't necessary to mention all things. For example, *May and June are the wettest months.* (They are being compared to all the other months, even though they aren't listed.)
- 3 • When checking answers, ask students if they can think of any other adjectives that have three syllables or end with -y, then have them write the comparative and superlative forms.
- ▶ **Challenge** Ask students to choose three of the adjectives and write comparative and superlative sentences for each of them.

Exercise 3

1 coldest 2 wetter 3 heavier 4 most difficult 5 worst

- 4 • When checking answers, write the comparative adjectives on the board for correct spelling.

Exercise 4

1 hotter 2 windier 3 colder 4 better 5 more dangerous 6 warmer

Extra activity

Ask students to look back at the text on p51 and make a note of all of the comparatives and superlatives.

(Comparatives): The monsoon season is longer here than in any other place; the temperature is lower than -52°C ; life in Mawsynram and Oymyakon is more difficult than in other places.

Superlatives: This is the wettest place in the world; The heaviest rain is at night. Oymyakon in Siberia is the coldest town in the world; the nearest city is two days away)

- 5 • Before the task, ask what students know about Brazil and Ecuador.
- When checking answers, ask students if they knew any of the facts.

Exercise 5

- 1 Brazil is bigger than Ecuador.
- 2 Quito is higher than Brasilia.
- 3 Summers in Brasilia are hotter than in Quito.
- 4 Winters in Quito are cooler than in Brasilia.
- 5 Quito is wetter than Brasilia.

- 6 • Students do the task.

Exercise 6

- | | | |
|----------------|---------------|--------------------|
| 2 the smallest | 3 the hottest | 4 the most popular |
| 5 the driest | 6 the biggest | |

Extra activity

Write the following adjectives on the board and ask students to write the superlatives: *tall, short, old, young, sporty, good at (maths, science, French, etc.), talkative, friendly.* Then have students vote for which of their classmates best fits each superlative.

- 7  ²⁶ See the audioscript on p133.

- When checking answers, encourage students to respond with complete sentences.
- Follow-up questions:
What is the height of the highest mountain? (8,848 m)
What is the area of the smallest country? (0.44 km²)

Exercise 7

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

- 8 • Students do the task.

- Follow-up questions:
What can you do inside the shopping centre? (You can go skiing.)
Is everything expensive? (No, many things are cheap.)
Do you think you would like Dubai? Why/Why not?

Exercise 8

- | | | |
|-----------------|------------------|-----------|
| 1 tallest | 2 biggest | 3 larger |
| 4 most exciting | 5 more expensive | 6 cheaper |
| 7 busier | | |

- 9 • Students do the task.

- ▶ **Reinforcement** Ask students to write down the name of each town with the average temperature next to it. This will help them organise the information and deduce the correct answer.

Exercise 9

26°C

Further practice

- Grammar → Workbook p29
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Centre

Homework

Write the following adjectives on the board: *tall, small, busy, cheap, expensive*. Ask students to copy the words down then research and write sentences about records in their own town, or any other city of their choice, using four of the words.

Vocabulary and Listening

Student's Book p53

Lesson aims Students learn compound nouns to discuss which items they need to take on a trip. Students use pictures to help understand some instructions.

Warmer

Write *river, city* and *mountain* on the board.

Ask students to work in pairs and think of two items of clothing and one extra item they would need to pack for a trip to each place.

Nominate pairs to share their suggestions, giving reasons why they think each item is useful.

Compound nouns: things to take on a trip

- Before the task, ask students to look at the photo and predict what type of activities they may do on the trip.
- Follow-up questions:
 - Is it just for young people?* (No, it's for adults too.)
 - How many countries does the Outward Bound organisation work in?* (more than 30)
 - What other things do you think you can learn on a trip?*

Exercise 1

- 1 an organisation that offers outdoor education programmes for young people and adults
- 2 canoeing, climbing, camping
- 3 teamwork, communication



Culture note

Outward Bound is an educational charity that helps young people have adventures in the wild. It was founded in the UK by Kurt Hahn and Lawrence Holt in 1941. Today, there are schools in 33 countries. Each course is different and can involve activities such as sailing, rock climbing, abseiling, camping or hiking. The organisation helps fund courses for people from poorer backgrounds so that everyone can take part.

- Students do the task.

Exercise 2

Suggested answers: trousers, T-shirt, top, hoodie, shorts, hat, boots, trainers, sunglasses, waterproof jacket

- While checking answers, ask students why certain items are necessary and why others wouldn't be so useful.

Exercise 3

backpack: A **sleeping bag:** E **water bottle:** H **penknife:** B

- Before the task, allow students time to copy the table.

Exercise 4

One word: hairbrush, guidebook, penknife, suitcase, toothbrush, toothpaste

Two words: phrase book, sleeping bag, sun cream, wash bag, water bottle, waterproof jacket

- Before the task, remind students that some pictures contain more than one item.

Exercise 5

A backpack	B penknife
C guidebook	D suitcase
E sleeping bag	F waterproof jacket
G wash bag, toothbrush, toothpaste	H water bottle
I phrase book	J sun cream, beach towel
K hairbrush	

Get online

Ask students to find out some information about Yosemite National Park, e.g. average rainfall and temperature. Ask students to share their answers with the class.

- If applicable, remind students to use their research from the Get online activity to help them.

Exercise 6

Suggested answers:

Take: backpack, sleeping bag, penknife, sun cream, wash bag, water bottle, toothbrush, toothpaste, hairbrush, waterproof jacket

Maybe: guidebook, phrase book

Not take: suitcase, beach towel

Instructions

Subskill: Using pictures to help you understand

When a listening exercise involves pictures, explain to students they should look carefully at the pictures first and name what they can see. Tell them they should also think about what ideas these pictures may represent and about words that are connected to the images or ideas, as it is likely these will come up.

7 27 See the audioscript on p133.

- ▶ **Reinforcement** Before the task, look at each picture as a class and share ideas. Draw attention to the two things that aren't allowed.
- When checking answers, ask students to raise their hands when they hear information about one of the pictures. Ask them if they heard any particular words.

Exercise 7

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

- #### 8
- Students do the task.
 - ▶ **Challenge** Ask students to do the task from memory, then they listen to the audio again and check.

Fast finishers

Ask students to match the advice 1, 2, 3, 5 with a picture in exercise 7. (1 d 2 g, a 3 e 5 b)

Exercise 8

1 times 2 photos, plants or flowers 3 animals
4 backpack 5 box 6 hat, (full) water bottle

- #### 9
- To extend the activity, ask students if there are any ways to change the disadvantages:
Could you go at a different time of year? Could you go for a shorter trip?

Further practice

- Vocabulary → Workbook p30
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Centre
- Listening → Workbook p33
- Listening worksheet → Teacher's Resource Centre

Homework

Ask students to look again at the lists they made in the Warmer and to add any items they have learnt in the lesson to each list.

Grammar

Student's Book p54

Lesson aims Students learn modal verbs of obligation, permission and prohibition.

Warmer

Ask students Yes/No questions about rules in their school, e.g. *Can I eat food in the classroom? Can I wear jeans to school? Can I wear jewellery? Can I talk to my friends in the classroom?*

Elicit which of these rules they would change and why and if there are any rules they would add.

Modal verbs of obligation, permission and prohibition

- #### 1
- Before the task, allow students time to copy the table.
 - Ask students to focus on the headings in the table. Explain that *obligation* = something you do and you don't have a choice, *permission* = you are allowed to do something (but you have the choice not to do it) and *prohibition* = you are not allowed to do something.

Exercise 1

1 must 2 can 3/4 can't/mustn't

Can, can't, must and mustn't

ABCD

Clarify the uses of *can*, *can't*, *must* and *mustn't*, so that when further modals are learnt in higher levels, they won't be confused.

- *Can* is often used to ask for and give permission.
- Both *can't* and *mustn't* are used to show that something is prohibited – it is not allowed. Usually, *can't* tells us that something is against the rules, whereas *mustn't* is generally used when the obligation comes from the person who is speaking.
- In British English, the pronunciation of *can't* is /kɑ:nt/. In American English, it is pronounced /kænt/.
- The standard pronunciation of *can* in both American and British English is /kæn/, but British people often use the weak form /kən/.
- Likewise, *must* also has a strong and weak form: /mʌst/ and /məst/. In the negative, the first t is silent: /mʌs(ə)nt/.

- 2 • Before the task, allow students time to copy the table.

Exercise 2

Affirmative and negative

- All food must go in these special boxes.
- You can't leave any food in your backpack.

Questions and short answers

- Can we give food to the animals?
- No, you can't.

- 3 • Before the task, check students understand the symbols: ?, - and +.

Exercise 3

- You mustn't bring a small backpack.
- Can I phone home at weekends?
- You can't drink the water here.
- We can wear shorts today.
- You must eat here.
- Can we wear trainers for this walk?

- 4 • Students do the task.

- ▶ **Reinforcement** Before the task, go through each sentence together and decide if they need a modal of obligation, permission or prohibition.

Exercise 4

- You can come in a group of up to eight people.
- You must come with an adult.
- You mustn't/can't stay in the park overnight.
- You can visit the park from March to November.
- You must wear shoes, not open sandals.

- 5 • Students do the task.

- Follow up by having a class discussion about some rules and laws in your country. Write the following prompts on the board:

drive / go to school / leave school / get married / vote / have a bank account

and any others that you think would interest the students. Ask questions about them, e.g.:

When can you drive?

Can you drive on the right side of the road?

Can you go to school when you are six years old?

Exercise 5

Suggested answers:

- You can't use your mobile phone in class.
- You mustn't run in the school building.
- You can use a ball in the playground.
- You can't wear your own clothes. / You must wear uniform.
- You must arrive before 9:00.
- You can't eat and drink in the classroom.

GRAMMAR ROUND-UP

- 6 • Before the task, pre-teach the word *wetsuit* by drawing students' attention to the clothes in the picture.

Exercise 6

- | | |
|----------------|--------------------|
| 1 sometimes go | 2 it |
| 3 best | 4 you are wearing |
| 5 harder | 6 more interesting |
| 7 can go | 8 we always go |
| 9 must listen | |

Research

Give students time to go online and find out about canyoning near where they live.

Further practice

- Grammar → Workbook p31
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Centre
- Pronunciation → Student's Book p116

Pronunciation p116 Exercise 2

- | | |
|---------|---------|
| 1 /kən/ | 2 /kæn/ |
| 3 /kən/ | 4 /kən/ |
| 5 /kæn/ | 6 /kən/ |

Homework

Ask students to write the rules of their favourite sport or activity using *can*, *can't*, *must* and *mustn't*.

Real-world speaking

Student's Book p55

Lesson aims Students learn ways to make and respond to suggestions, then use them in a dialogue.

Warmer

Write the following questions on the board and ask students to discuss in pairs:

- 1 Where do you like to go with your friends?
- 2 How do you make plans? (e.g. by text, email, phone)
- 3 What things do you need to plan before you go out with friends?

After a few minutes, ask students for their ideas.

Making and responding to suggestions

- 1 • Help students with any vocabulary, such as *zip wire/zip line* (= a cable stretched between two points, for people to slide across for fun), *rope bridge* (= a bridge between two points, made mainly of rope and sometimes some wood), *adventure* (= an exciting and sometimes dangerous experience).
 - When checking answers, ask students to describe the park(s) near them.

Exercise 1

- 1 go on zip lines/zip wires, walk between trees
- 2 Students' own answers

- 2  Before they watch, tell students that the two people in the left-hand photo are talking about a visit to a zip line/zip wire.
 - When you check the answers, ask students how they know that the two friends, Kirsty and Sam, are organising the visit themselves. (because they say 'our day out', they discuss and decide what time to get the bus and what to do about lunch)
 - Focus on the US → UK vocabulary section at the bottom of the Key phrases box to draw attention to the US vocabulary used in the dialogue.

Exercise 2

The friends are organising it.

Extra activity

Write the following list on the board:

opening time
how much it costs
when to travel
clothes
lunch
time to come home

Ask volunteers to come up and circle the things they talk about in the video. Play the video again to check.

(opening time, when to travel, clothes, lunch)

- 3 • **Students do the task.**
 - ▶ **Challenge** Ask students to do the task from memory before watching again to check.

Exercise 3

Let's (get the bus).
 I'm not sure. I don't like (picnics).

Extra activity

Practise the Key phrases by making a suggestion, e.g. *The weather is beautiful so let's go to the park today*, and nominating a student to respond by either agreeing or disagreeing. That student then makes another suggestion and points to another student in the class to respond. Repeat until all the Key phrases have been used.

- 4 • After checking answers, have students read through the completed dialogue in pairs. Allow plenty of time to swap parts and read again.
 - **Follow-up questions:**
 - What time does the zip line open?* (8:00)
 - What bus do they decide to get?* (the 9:00 bus)
 - What shoes can't you wear?* (sandals)
 - Do they plan to eat in the café?* (No, they're going to take a picnic.)
 - How long is the zip line?* (2,700 feet)

Exercise 4

1 should 2 about getting 3 fine 4 don't we 5 good idea

- 5 • **THINK** Put students in pairs or groups of three. Tell students they can think of a real place or invent one. If necessary, allow them to go online to research.
 - **PREPARE** Remind students to include examples of agreeing and disagreeing with suggestions.
 - ▶ **Reinforcement** Provide the opening two parts of the dialogue. Students can then continue the dialogue in their own way.

- **PRACTISE** Have students practise all parts of the dialogue so they get used to using all of the different phrases.
 - **PERFORM** Before students perform to each other, ask them to read through the **Peer review** questions.
- 6 • **Peer review** Ask students to listen to their classmates' dialogues and answer the questions.
- Follow up by asking which places would be interesting to visit.

Further practice

- Speaking → Workbook p33
- Phrasebook → Student's Book p123

Homework

Ask students to write another dialogue about a different place to visit. Ask them to use any Key phrases that they didn't use in the lesson.

Get online

Ask students to research any adventure parks in their region. Ask them to find out what there is to do there, the entrance fee and what people need to wear and bring with them.

Writing

Student's Book pp56–57

Lesson aims Students learn how to use *too* and *also* and write a set of instructions.

Warmer

Give students one minute to look at the picture on p56. Then ask them to name as many of the things as possible. Check answers as a class.

Ask students to suggest other things to pack for a camping trip.

Instructions

- 1 • Before the task, ask students in what order they would pack things into a backpack and why.

Exercise 1

a 2 b 1 c 3

- 2 • Before the task, allow students time to copy the table.

Fast finishers

Ask students to think of two more items to add to their backpack (they can use their ideas from the Warmer) and write them in the appropriate place in the table.

- Ask students to match the items in the list to the items in the picture in the model text.

Exercise 2

What?

top: water bottle and waterproof jacket

bottom: sleeping bag, clothes and cooking equipment

Why?

top: because you use these things during the journey

bottom: because the sleeping bag is big but light; because you don't need these things during the day

Subskill: *too* and *also*

In English, *too* and *also* can both mean *in addition* (though they both have additional usages).

Explain to students that the main difference is the position in the sentence. *too* usually goes at the end of the sentence, though it can go after the subject with commas before and after, e.g. *They, too, wanted to go to the park.*

Many learners of English place *also* at the end of the sentence, e.g. *Our friends came also*, but it sounds more natural before the verb: *Our friends also came.*

Note that *also* comes after the verb *be*.

- 3 • Students do the task.

Exercise 3

This is a good place for your hat, your water bottle and a snack **too**.

After that, pack your clothes, cooking equipment and the rest of your food **too**.

The top section **also** has space to put your waterproof jacket . . .

. . . it's **also** quite light.

1 *too* 2 *also*

- 4 • Students do the task.

► **Reinforcement** Before the task, complete the first two sentences together.

► **Challenge** Ask students to look at exercise 4 again and write *also* in the correct position in sentences 1, 3 and 6 and *too* in the correct position in 2, 4 and 5.

(1 I normally pack a waterproof jacket and I also pack waterproof trousers.

2 I like canyoning and I like going on zip lines too.

3 We go to Italy on holiday and we also see my grandparents.

4 My suitcase is very big and it's very heavy too.

5 I listen to music on my mobile phone and I take photos with it too.

6 The sun's very hot today. You must use a hat and you must also use sun cream.)

Exercise 4

1 I normally pack a waterproof jacket and waterproof trousers **too**.

2 I like canyoning and I **also** like going on zip lines.

3 We go to Italy on holiday and to see my grandparents **too**.

4 My suitcase is very big. It's **also** very heavy.

5 I listen to music on my mobile phone and I **also** take photos with it.

6 The sun's very hot today. You must use a hat and sun cream **too**.

Extra activity

Write the following sentences on the board and ask students to tick the correct ones and correct the errors in the incorrect ones.

- 1 *When I go to the beach, I sunbathe and I play volleyball too.*
- 2 *I like playing football and I like also playing basketball.*
- 3 *They are funny and they also are friendly.*
- 4 *We're taking backpacks but we too can bring suitcases.*
- 5 *You must bring a sleeping bag and a tent. You should bring a hat and a scarf too.*

(1 ✓ 2 I also like playing ... 3 ... they are also friendly / ... they are friendly too 4 ... we can bring suitcases too / ... we can also bring suitcases 5 ✓)

- 5 • **THINK** For part 1, encourage students to think logically about which things should go in hand luggage (i.e. things that are smaller, breakable, valuable or that they will need to access).
- Refer them back to p53 for help with any vocabulary, or allow them to use dictionaries to find new words.
 - Ask them to write their lists independently. You could suggest that students write three to four items per column.
 - For part 2, encourage students to tell their partner why they think their items are necessary, and identify where there are differences.
 - For part 3, ask students to write their sentences independently. Ask them to use *also* and *too*, modal verbs and comparatives and superlatives.
 - You could ask students to compare their sentences with their partner again at this stage and have them say if they agree with what their partner has written.
 - **PREPARE** Refer students back to the text on p56 so they can see what to include in a general introduction. Ask students to check that they have enough information for each of paragraphs 2 and 3.
 - **WRITE** Before writing, ask students to read through the questions in the **CHECK** section to see what they should include. If necessary, give students a word limit for their text.
 - **CHECK** Give students time to correct their work after answering the questions. Remind them to look back at the rules for *also* and *too*. Ask them to check their word count and that their paragraphs are balanced and well organised.

Exercise 5

Suggested answers:

Hand luggage: a snack, water bottle, book, passport, tickets, laptop/tablet, money

Suitcase: dresses, jacket, skirts, shoes, sandals, sun hat, underwear, T-shirts, bikini, beach towel, pyjamas, wash bag

Example sentences:

It's a good idea to take a sun hat.

Your hand luggage is a good place for the things you need on the journey.

- 6 • **Peer review** Ask students to exchange their instructions with a partner and answer the questions.
- Ask students to check their partner's work against the **CHECK** section. Ask them to check the following:
 - that *also* and *too* are used correctly to add another idea to a sentence
 - that comparatives and superlatives are used correctly to compare things
 - that modal verbs are used correctly
 - Ask students to underline any incorrect vocabulary or grammar and to write any further comments under the text.
 - Give students time to explain their feedback to their partner.
 - Ask students to rewrite their instructions, taking on board the feedback.
 - If there is time after rewriting, ask students to swap and review each other's instructions again. You could ask students to exchange work with more than one partner, so they get a variety of feedback.

Further practice

- Writing → Workbook p34
- Writing competence → Teacher's Resource Centre

Homework

Ask students to imagine a friend is coming to visit their town from another country. Ask them to write some instructions about what things their friend should pack for the trip. Tell them to think about what activities they might do when they are here and what they might need for these.

Project

Student's Book pp58–59

Lesson aims Students create a video presentation giving some weather advice for their country.

Warmer

Ask students to look at the Graphic organiser for this unit on p119. Allow five minutes to discuss with a partner what they learnt about extreme weather, travel and packing and what they have enjoyed most about the unit.

WDYT?

How does the weather affect the way we live?

Ask students to work in pairs and discuss different types of weather and how it affects the way they, themselves, live and how they think it affects people in other parts of the world based on what they have learnt in the unit.

Ask them to think back to the answers they gave at the beginning of the unit and decide if their thoughts are different now.

TASK

Read through the task and learning outcomes as a class. Tell students that they are going to use their ideas from the WDYT? discussion to make a video giving weather advice to visitors to their country.

1  See the videoscript on p141.

- Students do the task.
- Follow-up questions:
(You will probably need to write these on the board and allow students to watch the video a second time.)
How cold can the weather be in Finland in the winter? (-30° centigrade)
According to the speaker, when is the best time to visit Finland? (spring or autumn)
How hot can the weather be in Finland in the summer? (32°)
- Ask students what they think of the video. Is there anything they would do differently for their own video?
- Point out to students that for their own presentation, they will be working in pairs, both to prepare it and to present it.

Exercise 1

winter, spring, autumn, summer (all of them)

Extra activity

Ask students to watch the video again and list one outdoor activity for each of winter, spring/autumn and summer.

(**winter:** skiing, snowboarding and ice-skating)

spring/autumn: walking in the countryside

summer: walking, sitting in the sun, fishing)

STEP 1: THINK

- 2
- For question 2, encourage students to think about the type of information they can see, e.g. temperature, etc.
 - Ask them to look at how the information has been ordered and presented in the Model project, e.g. How has it been divided up? What headings are there? Are complete sentences used?

Exercise 2

- 1 The information is mostly the same, but in the Model project, there are additional clothes items and activities. There are no complete sentences, only notes, in the Model project.
- 2 the months, temperatures, typical activities at this time of year, what to bring

Extra activity

Ask students if they would like to visit Finland and which season they would like to go in. Ask them how that season would be different from their own country.

STEP 2: PLAN

Active listening

ABCD

Active listening means to listen fully and actively rather than just passively hearing what the speaker has to say. Explain to students that to listen actively, they should give signs that they are listening so the speaker knows they are interested and taking in the information. These signs can be verbal, e.g. repeating what the speaker has said or asking relevant questions or non-verbal, e.g. nodding, making eye contact.

- 3
- Students read the tips and then practise the Key phrases in pairs.
 - Check understanding of *interrupt* (= say or do something to distract someone when they are speaking or concentrating).
 - Ask students to think of ways to show they are listening to what their partner is saying (e.g. nodding).
- 4
- To avoid students writing about the same areas, you could allocate a region to each pair.
 - See notes on the Model project to help students with what to include in their notes.

STEP 3: CREATE ■ ■ ■ ■

- 5 • In pairs, ask students to divide up the material for the video. They could divide the material by question, e.g. one person asks, *What's the weather like?* Or they could both give information on each of the areas. Ensure that they have a roughly equal amount to say.
- 6 • Remind students how to present clearly.
- 7 • For practice, students can record their videos more than once.
 - If it's not possible to record the video, have students present their research directly to other pairs in STEP 4.

STEP 4: PRESENT ■ ■ ■ ■

- 8 • **Peer review** If time is limited, have students work in groups of three or four pairs to present their videos. Groups could choose which video they think is best to share with the whole class.

Model project

The Model project presented on p59 of the Student's Book demonstrates background research, graphics and props.

Organisation: The Model project includes information on the four seasons in Finland. The information is divided up by season, with spring and autumn presented together as the climate in these seasons is similar.

Content: The information includes the months covered by the season, average temperatures, adjectives to describe the weather, activities people usually do and what people usually bring.

Photos: There is a photo to accompany each season. This photo will also help presenters remember what they want to say.

Language: The information is presented in note form, in preparation for being presented in a video. When presenting it in the video, students should expand on the notes to explain each point in more detail.

4 FINAL REFLECTION

- In their pairs, students answer the questions and decide which face best matches how they did. Remind students to give examples where necessary.
- In part 1, ask students to think about the feedback they were given from their classmates. Ask students to think whether their classmates understood the information and whether they could include anything different.
- In evaluating part 3, ask students to check what language from the unit they used. Ask them to think about other places where they could include the new language.
- Where students have chosen a face other than the smiley face, ask them what they can do differently next time to improve.

Further practice

- Super skills → Workbook p34

Homework

Ask students to think about the best season to visit their country and write a few sentences explaining why they think it's the best time to visit.

End-of-unit further practice 4

- Social and emotional competence → Workbook pp74–75
- Exam trainer → Workbook pp84–94
- Progress test (standard and higher) → Teacher's Resource Centre
- Communication games → Teacher's Resource Centre
- CLIL and Culture worksheets → Teacher's Resource Centre
- Evaluation rubrics → Teacher's Resource Centre
- Wordlists → Teacher's Resource Centre
- Student's Book audio and audioscripts → Teacher's Resource Centre
- Workbook audio and audioscripts → Teacher's Resource Centre
- Workbook answer key → Teacher's Resource Centre

5

Must try!

Vocabulary

Student's Book pp60–61

Lesson aims Students learn words related to food and discuss a popular dish in their country.

Warmer

Organise an **Alphabet race** on the topic of food and drink.

(See Activities Bank, p6, for full instructions.)

Follow up by writing the correct answers on the board.

WDYT?

What makes a town a good place to live in?

Write the following words on the board:

shops parks restaurants

Ask students if they can think of any other things that are important for a town to be a good place to live in. Write two of the students' ideas on the board alongside the three above.

Put students in pairs and allow them three minutes to list the items in order of importance: 1 = most important; 5 = least important.

Ask pairs to give their answers. Add up the totals underneath each item. Are students surprised by the results?

Follow up by asking if students have any favourite restaurants or places to eat in their town. Nominate a few students to give their answers and explain why.

Food and drink

1 Students do the task.

- ▶ **Challenge** Ask students to label the pictures without looking at the words in the box.

Exercise 1

1 peas	2 rice	3 chicken	4 cheese
5 banana	6 chocolate	7 oil	

Extra activity

Ask students if they take photos of their food and what they do with these photos. If possible, allow students to share and describe photos they have taken with a partner or small group.

- 2 • Before the task, allow students time to copy the table.

Exercise 2

Meat/fish: chicken	Carbs: rice	Dairy: cheese
Fruit: banana	Vegetables: peas	Desserts: chocolate
Other: oil		

Food groups

ABCD

- In English, carbohydrates (grains, rice, bread, cereals, etc.) are often referred to as 'carbs' for short:
Carbs should make up about 50% of your daily calories.
- Dairy products (milk, cheese, yoghurt, etc.) are often just called 'dairy':
I don't eat a lot of dairy.
- The word *heavy* is often used to describe a diet that's high in a particular food group:
My diet is carb-heavy.

Extra activity

Ask students to think about all the food they ate yesterday and add each item to the table in exercise 2. Ask them to identify which food group has the most food and if they think they had a balanced diet.

3 Students do the task.

Exercise 3

a Pasta	b milk	c beef	d Noodles
e butter	f onions	g Sauce	h herbs and spices

- 4 • After checking answers, drill the pronunciation of the following words: *chips* /tʃɪps/, *grapes* /greɪps/, *noodles* /'nu:d(ə)ls/, *onions* /'ɒnjəns/, *yoghurt* /'jɒgə(r)t/.

Exercise 4

Meat/fish: beef	Carbs: chips, noodles, pasta
Dairy: butter, eggs, milk, yoghurt	Fruit: grapes, melon
Vegetables: mushrooms, onions	Desserts: cake, ice cream
Other: herbs and spices, sauce	

- 5 • Ask students to read their answers aloud so the others can add any they don't have to the appropriate columns.
- 6 • Students do the task.
- ▶ **Challenge** Ask students to write two more questions of their own about food. Then they ask and answer the questions in pairs.

- 7 • Students do the task in pairs.
- Encourage them to list more than three, if they know them.

Exercise 7

Suggested answers:

- 1 butter, banana, chocolate, milk ...
- 2 cheese, herbs and spices, mushroom, chicken ...

- 8 • Students do the task.

VIDEO SKILLS

- 9  See the videoscript on p141.

- Ask students to look at the photo and guess what the video will be about.
- Before they watch, read out the questions and check understanding of *ingredient*.
- Elicit the British English word for cookie. (biscuit) *Heavy cream* is usually called *double cream* in British English.
- Students answer the questions.



Culture note

Oreo cookies are the best-selling brand of biscuit (or cookie) in the USA. The cookies consist of two chocolate biscuits joined in a sandwich with a sweet, white filling. They first appeared in 1912.

- 10 • When students have discussed the questions, nominate pairs to share their ideas and discuss as a class.
- Ask students if they have ever used a 'how to' video or have made one themselves.

Exercise 9

- 1 Oreo cheesecake and mango lemonade
- 2 Oreo cheesecake – (18) Oreo cookies, (80 g) sugar, (200 g) cream cheese, (300 ml) heavy (whipped) cream; Mango lemonade – (6) lemons, (1) mango, (300 ml) water, (2 tablespoons) sugar

Exercise 10

Suggested answers:

- 1 People normally make 'how to' video to show something they know how to do well to their viewers.
- 2 Often people want to find out quickly how to do something, so rather than read a book, instruction manual or website, they just watch a video as it's quicker and easier to understand and follow. Sometimes people are subscribed to a vlogger's YouTube channel and watch them for fun.
- 3 Students' own answers

Further practice

- Vocabulary → Workbook p36
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Centre
- Pronunciation → Student's Book p117

Pronunciation p117 Exercise 3

/i:/: teams, freezing, sea
/ɪ/: six, swimming, in, freezing

Pronunciation p117 Exercise 4

1 long 2 short 3 short 4 short 5 long 6 short

Homework

Ask students to think of their favourite dish or one that is popular in their region and make a list of the ingredients. Allow them to use their dictionaries for any types of food that they don't know.

Get online

In pairs or small groups, ask students to find further information about one of the following:

- the names and shapes of four more types of pasta
- the names of three or four different herbs and spices and one dish or type of food they are often used with

Reading and critical thinking

Student's Book pp62–63

Lesson aims Students read for specific information in a text about dishes from different countries.

Warmer

In pairs, ask students to discuss what food and drink they think visitors eat most when they come to their country or region. Ask them to say why they think visitors want to try it.

For less confident classes, provide the following prompts on the board:

*I think visitors to our country/city/region often eat/drink ...
They want to try ... because ...*

A guidebook

- 1  ³⁰ See the audioscript on p134.

- Students do the task.

Exercise 1

1 ice cream 2 chips 3 pasta 4 herbs and spices 5 peas

- 2 • Before the task, pre-teach a few useful words for describing food, e.g. *sweet* (= tasting like sugar), *savoury* (= tasting like salt or spices and not sweet), *colourful* (= bright and/or having a lot of different colours).
- 3 • If you think it would help your class, write the countries on the board and do this as a matching exercise.
- If students can't name any particular foods, you could ask them to say what types of food they eat in that country (e.g. I think that [country] eats a lot of meat, etc.).

Exercise 3

- A Canada (poutine)
 B Portugal (pastel de nata, grilled sardines, piri-piri)
 C Jamaica (jerk chicken, rice and peas, ackee and salt fish)
 D Philippines (halo-halo, adobo)
 E Thailand (pad Thai, tom yum soup, som tum mango salad)
 Food – Students' own answers

- 4 • When checking answers, ask students which words helped them identify the correct photo.

Exercise 4

- A jerk chicken B poutine C halo-halo
 D pad Thai E pastel de nata

Subskill: Identifying key words

Explain to students that, when reading for specific information, they should:

- underline important words in the question
- think about what words or what type of information to look for

They should then scan the text for the answer. Scanning means looking over the text quickly to find specific information rather than, for example, skimming the text for general meaning.

Remind students not to read every word when they're scanning and to use headers and titles to help them. It may help to set a time limit so students don't read the text in detail.

- 5 • Before the task, allow time for students to copy the table.

Exercise 5

- | | |
|------------------|-----------------------------|
| 1 Canada | 2 chips, cheese, meat sauce |
| 3 pastel de nata | 4 eggs, butter |
| 5 jerk chicken | 6 Jamaica |
| 7 Philippines | 8 fruit, milk, ice cream |
| 9 Thailand | |

- 6  31 Students do the task.

- Before the task, if you think your students need help, go through the sentences together and identify the key words in each one.
- When checking answers, draw attention to the ways the sentences and the text are different:
 - Sentences 2 and 3: the negative forms of *be* (there *isn't* any chocolate, there *aren't* any chips).
 - Sentences 4 and 5: the grammar structures, e.g. in the Philippines there is something *better* (therefore it can't be the best); with pad Thai, you *can* add some beef and chicken (it's a choice, you don't need to).

Exercise 6

- 1 It's a winter dish./Poutine is a good thing to eat in **winter**.
 2 There's no chocolate in pastel de nata./Pastel de nata is a delicious cake **made with eggs and butter**.
 3 You have jerk chicken with rice and peas, not chips./Jerk chicken and **rice** is popular in Jamaica.
 4 Halo-halo is better than an ice cream./**Halo-halo** is the best thing on a hot day in the Philippines.
 5 Beef and chicken are extras you can put in pad Thai, not essential ingredients./Pad Thai **sometimes** has beef and chicken.

- 7 • **Word work** Before the task, write the words in bold up on the board and ask students to close their books. Then ask students if they can define or use them correctly in a sentence before they check against the definitions in exercise 7.

Exercise 7

- 1 delicious 2 mix 3 smell 4 takeaway 5 add 6 food stalls

- 8 • Students do the task.
 ▶ **Reinforcement** Before the task, help students decide what type of word would fit in each gap.

Exercise 8

- 1 delicious 2 takeaway 3 smell 4 mix 5 add 6 food stalls

- 9 • Before the task, check students understand *takeaway* (= food you buy in a restaurant and take home to eat) and discuss types of food that are available for takeaway.
- Follow-up questions:
Which takeaway place is the best in this city?
How do you like to make your ice cream better?

- 10** • Follow up by asking whether students prefer eating takeaways, their own family's cooking, food from food stalls or food in restaurants. Ask them to give reasons for each one.

Exercise 10

Suggested answers:

- 1 You can buy pastries, popcorn and chips.
- 2 Yes, I often buy food in the street when I'm busy.
- 3 We eat different things; sometimes we have pizza or sushi.

CRITICAL THINKING



- 1 • **Remember** (LOT) Ask students to give reasons for their choice (e.g. The picture looks good; I like sweet food; It sounds very different from food here.). Ask students to think if they enjoy eating something similar in their own country.
- 2 • **Analyse** (LOT) Before students make their list, focus on the ingredients in each dish and discuss what they think it tastes like and if they eat anything that might taste similar. After the task, ask students if there are any foods they don't think they would like, or if they would still like to try their least favourite.
- 3 • **Evaluate** (HOT) Explain the word *foreign* (= from a different country). Allow students to research local restaurants online if necessary. Ask students to look at the menus if possible and say if they think they would eat there.
- 4 • You could help students with ideas by writing some prompts on the board, e.g. *health, new tastes, not bored, understanding new cultures, eating a bigger variety of food*. Ask students if they think they want to try foreign food next time they eat out.

Critical thinking

1, 2 and 3 Students' own answers

Suggested answers:

- 4 It's better for your health to have a varied diet. You can discover new tastes and foods that you like. It helps you to understand other cultures. You can get bored when you always eat the same food.

Research

You could allocate each student a different country so there is no overlap in answers.

After students have shared their research, ask if they know about or have tried any of the dishes. You could have students vote on which dish they most want to try.

Reinforcement As *have eaten* is a structure that the students have not yet studied, provide a model on the board for them to follow:

Yes, I have tried ...

No, I have never tried ...



Culture note

Poutine is said to have been created in 1957 in rural French-speaking Quebec, Canada, when a diner asked the chef to put cheese curds on top of his chips. The chef agreed and poutine was born. Though it was initially negatively perceived, it's now served everywhere in Canada, from the roadside diners that invented it up to Michelin-starred restaurants.

The word **halo-halo** means *mix-mix* because the dessert is intended to be stirred until the 'rainbow' of ingredients mix together. The dessert was reportedly introduced to the country by Japanese settlers. The dessert always contains condensed milk and mung beans, but there are lots of variations depending on locality – in some places they even add cheese or chilli! The purple ice cream is made using purple yam.

The **pastel de nata** originated in the 19th century. According to the story, a monk sold the recipe to a bakery in the Belém district of the capital of Portugal, Lisbon, in 1834, after the monasteries were closed by the state. Though many places produce them now, the official recipe is still a secret held by the same bakery in Belém.

Jerk is a way of cooking food that originates from Jamaica. The exact origins are disputed, but the method involves using a marinade that includes, among other things, pimento (or allspice) and habanero. After being marinated, the food is slow-smoked over pimento wood.

The government of Thailand created the dish **pad Thai** to protect rice resources after they had been depleted during World War II. Noodles were more economical to produce. These days it's commonly served as street food and in most restaurants in the country.

Further practice

- Reading → Workbook p40
- The longer read → Teacher's Resource Centre
- Accessible reading worksheet → Teacher's Resource Centre

Homework

Ask students to think about 'local' foods that are from their region or country. Ask them to write the ingredients for each dish, and the best place to try it.

Grammar

Student's Book p64

Lesson aims Students learn how to use countable and uncountable nouns with *There is/isn't* and *There are/aren't*.

Warmer

Put students in pairs and give them one minute to write down all the nouns they can see around them.

Write *countable* and *uncountable* on the board and elicit their meanings: *countable* (= a noun we can count); *uncountable* (= a noun that we can't count).

Ask pairs to share their nouns and decide as a class whether each one is countable or uncountable. Write each noun on the board under the correct heading.

Countable and uncountable nouns

- Before the task, go through each noun with the class and decide whether you can count it or whether you need another word, e.g. bottle of, bowl of, in front of it.

Exercise 1

Countable: cake, chips, bananas, apples

Uncountable: rice, beef, milk

- Allow students time to copy the table before they complete the task.

Fast finishers

Ask students to look back at the food in exercises 1 and 3 on pp60–61 and to add any new ones to the table.

Exercise 2

- It's a small cake.
- Add some beef.
- We haven't got any milk.
- I'd like some chips.
- I can't see any apples.

Countable and uncountable nouns

ABCD

- Remind students that some nouns are countable in other languages but uncountable in English. The most common uncountable ones are *accommodation*, *advice*, *bread*, *furniture*, *information*, *luggage*, *news*, *traffic*, *weather*, *work*.
- Be careful with nouns such as *chocolate* and *coffee*, both of which can be considered countable and uncountable nouns. In *a box of chocolates*, the *chocolates* are countable and you can take one, but in most other scenarios, *chocolate* is considered uncountable. Likewise, with *coffee*, it's usually considered uncountable:
I'm going to buy some coffee.
However, people will often say, '*I'd like a coffee*', as the measurement (a cup of) is implied here.

- 32 See the audioscript on p134.

Follow-up questions:

Does he always eat vegetables for dinner? (No, he often eats vegetables for dinner.)

Why doesn't he eat meat or fish? (because he's a vegetarian)

Exercise 3

1 an	2 some	3 any	4 –	5 some
6 an	7 some	8 –	9 a	10 any

- Encourage students to use some adverbs of frequency and sequencing words from previous units in their answers.
- Students do the task.
 - ▶ **Challenge** Ask students to add one or two extra questions to the interview.
 - After comparing answers, have students practise interviewing each other.

there is / are

- Before the task, allow students time to copy the table. Point out that *there is* contracts to *there's*.

Fast finishers

Ask students to find more examples of *there is/are* in the text on p63 and add them to the table.

(There is some great local food ... there is only one thing to eat ... there is a fantastic cake ... there's only one problem ... there's only one thing you want to eat ... There are two alternatives ... there is something better ... There are some great food stalls ...)

Exercise 6

1 is	2 isn't	3 is	4 isn't	5 are	6 aren't
------	---------	------	---------	-------	----------

- Students do the task.

Exercise 7

1 are	2 is	3 aren't	4 is	5 is	6 isn't
-------	------	----------	------	------	---------

Extra activity

Write the following sentences on the board and ask students to tick the correct ones and correct the mistakes in the incorrect ones:

- There is three bottles of water.*
- There are some apples.*
- There aren't some strawberries.*
- There isn't milk.*
- There is some oil.*

(1 There are three bottles of water. 2 ✓ 3 There aren't any strawberries./There are some strawberries. 4 There isn't any milk. 5 ✓)

8 • Follow-up questions:

Can I eat Bento boxes in a restaurant? (No, they are only available to take away.)

Do you think you would like to eat a Bento box for lunch?

Exercise 8

- | | | | |
|-------------|----------------|------------|------------|
| 1 There are | 2 there aren't | 3 there is | 4 there is |
| 5 There is | 6 There isn't | 7 There is | |

9 • Give students a time limit if you want, and let them work together in pairs.

- **Reinforcement** Write the names of the foods on the board for students to refer to.

Exercise 9

chips

Further practice

- Grammar → Workbook p37
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Centre

Homework

Ask students to find a picture of somewhere in their town and write five sentences to describe it using *there is/are*.

Vocabulary and Listening

Student's Book p65

Lesson aims *Students learn about places in a town and predict vocabulary in an informal conversation.*

Warmer

If possible, project the map on p65 onto the board. If not, ask students to look at images 1–12 on the map on p65. Elicit what places in a town they think the images represent. Don't confirm answers at this stage.

Places in a town

1 • Students do the task.

Exercise 1

- | | | |
|----------------|------------------------|-----------------------|
| 1 bike station | 2 skate park | 3 library |
| 4 cycle lane | 5 fast-food restaurant | 6 underground station |
| 7 music venue | 8 sports centre | 9 bus stop |
| 10 juice bar | 11 department store | 12 museum |

Extra activity

In pairs, have students discuss which of the places are in their town. Ask them to say how many cinemas, music venues, etc. there are and if they need more/fewer.

False friends

ABCD

- Address this with students if it is relevant given their first language. Point out that some words are similar in two languages but have different meanings. These are called 'false friends'.
 - Point out the false friends in the vocabulary set. Then provide some more examples of false friends using the students' L1.
 - Additionally, words that are similar in different languages may be pronounced differently, so it's important to drill the pronunciation of any that might confuse your students.
- 2 • Before the task, point out to students that some places may be correct for more than one category.
- After checking answers, ask students which places they go to most often.

Exercise 2

- 1 fast-food restaurant, juice bar, (department store)
- 2 skate park, sports centre, (cycle lane)
- 3 library, music venue, museum

- 3 • Note that *bus stop* (in exercise 1) is usually used for individual smaller stops on a route; *bus station* is used for larger places where many buses and coaches stop, often at the beginning or end of a journey.
- Follow-up questions:
Where do I go if someone stole my purse? (police station)
Where do I go to put petrol in my car? (petrol station)
Where do I go if I feel ill? (medical centre)

Exercise 3

- 1 station
- 2 centre

- 4 • To prepare students, help them come up with additional vocabulary they may need to describe places, e.g. underground train, band or pop group, report crime.

Extra activity

In pairs, students draw a labelled map of their ideal city centre. Then they describe it to another pair using *there is/are*.

An informal conversation

► Subskill: Predicting vocabulary

By predicting vocabulary beforehand, students will be listening more actively for the correct answers.

Encourage students to go through the questions and look at what type of information is needed. (a number, a mode of transport) Then ask them to underline key words and think of words with similar meanings that might come up in the listening.

- 5 • Ask students to read through the Subskill advice. Then they look at the places in exercises 1 and 3 and think which ones they may hear for each of a–d.
- 6  ³³ See the audioscript on p134.
- Students do the task.

Exercise 6

a 2 b 4 c 1 d 3

- 7 • Before doing the task, ask students to identify any key words in the notes.
- ▶ **Challenge** Students may be able to do this from memory before listening a second time to check their answers.
- Follow-up questions:
Why does Mia want a sports centre? (She wants to go to the gym.)
How many football teams are there? (20)
Which one's the best? (River Plate)
Why does Mia need to bring shorts and sunglasses? (It's really hot there now.)

Exercise 7

1 yes 2 three 3 yes 4 no (in the city centre)
 5 underground/bus/cycle 6 no (in the centre) 7 shorts
 8 sunglasses

- 8 • Students do the task.

Exercise 8

1 a skate park 2 some nice cafés and juice bars
 3 meat sandwiches 4 by underground
 5 No, there are a lot of cycle lanes. 6 in the city centre

- 9 • Allow students to go online and research things in their town or city if necessary.
- When students feed back their ideas, encourage them to use language from this and previous units, e.g. *X is the best place to eat; Buses are better than trains.*

Further practice

- Vocabulary → Workbook p38
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Centre
- Listening → Workbook p41
- Listening worksheet → Teacher's Resource Centre

Homework

Ask students to read the *fun facts* box, then go online and find two more interesting facts about Buenos Aires.

Ask them to write sentences explaining what they found out.

Grammar

Student's Book p66

Lesson aim Students learn how to form and use questions using *Is there*, *Are there*, *How much* and *How many*.

Warmer

Put students in pairs and ask them to sit back-to-back. Allow one minute for Student A to ask questions in order to identify all the objects in Student B's school bag (other options could include pencil case, school locker, bedroom, living room at home, etc.). Then swap roles.

Then elicit some of the questions they asked. Write the questions starting with *Is there ... ?* and *Are there ... ?* on the board. Ask students what type of noun (countable/uncountable) each question asks about.

Is there ... ? Are there ... ?

- 1 • Before the task, allow students time to copy the table.

Exercise 1

1 Is 2 isn't 3 Are 4 aren't

- 2 • In less confident classes, before the task, go through the questions and decide if the nouns are singular, plural or uncountable.

Exercise 2

1 Is there 2 Are there 3 Are there 4 Is there

- 3 • Students decide whether their answers should be affirmative or negative.

Exercise 3

1 Yes, there is./No, there isn't. 2 Yes, there are./No, there aren't.
 3 Yes, there are./No, there aren't. 4 Yes, there is./No, there isn't.

- 4 • Remind students that even if the answer is negative, the questions still begin with *Is there* or *Are there* and that *any* is usually used in questions (rather than *some*). Remind students to use *an*, not *a*, when the noun starts with a vowel.

Exercise 4

2 Is there an underground in your town? No, there isn't.
 3 Are there (any) fast-food restaurants? Yes, there are.
 4 Are there any juice bars? No, there aren't.
 5 Is there any good live music? No, there isn't.

How much/many ... ?

- 5 • Draw students' attention to the word order in *How much/many* questions and the position of *is there* and *are there*.
- ▶ **Reinforcement** Help students identify the nouns in the example sentences.

Exercise 5

1 uncountable 2 countable

How much/many ... ?

ABCD

Explain to students that sometimes the noun is omitted when it's clear what is being spoken about:

A: *Do you sell stamps?*

B: *Yes, how many (stamps) do you want?*

Extra activity

Read out some other nouns from the lesson and ask students if they would use *How much* or *How many*, e.g. fast-food restaurants, cafés, live music, street food.

- 6 • When checking answers, ask students to answer for their own town or city.

Exercise 6

1 How many 2 How much 3 How much
4 How many 5 How many

- 7 • Before the task, remind students that they need to add an auxiliary verb each time. If your class is less confident, you could complete the first two questions on the board as examples.

Fast finishers

Ask students to write one more question with *How much* and another with *How many*.

Exercise 7

1 How many brothers and sisters have you got?
2 How much homework do you do at weekends?
3 How much time do you spend watching TV?
4 How many comics or magazines do you read?
5 How much fruit do you eat every day?

- 8 • Follow-up questions:
Who spends the most time watching TV?
Who has got more brothers and sisters?
Who eats the most fruit?

GRAMMAR ROUND-UP

- 9 • If your class is less confident, allow students to refer back to relevant grammar pages while doing the exercises. With a more confident class, you could give them some time to revise, before doing the exercise under 'exam conditions'.
- ▶ **Challenge** Ask students to cover up the answer options and try to complete the text.
- **Follow-up questions:**
Does the text say that Melbourne, Madrid and New York aren't good places to live? (No, it says they're fun.)
Is the street food in Chicago expensive? (No, it doesn't cost a lot.)
Which things do you think are fun to do in Chicago at weekends?
Does the writer think that other cities offer the same experiences? (The writer's question at the end of the text implies that (s)he doesn't think many other cities offer that experience.)

Exercise 9

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

Further practice

- Grammar → Workbook p39
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Centre

Homework

Ask students to choose another town in their region and find out if there are the following things and how many there are:

- football teams
- cinemas
- restaurants serving international food
- sports centres
- theatres

Real-world speaking

Student's Book p67

Lesson aims Students learn Key phrases to ask for directions, then use them in a dialogue.

Warmer

Write places in your school on the board, e.g. *canteen/dining room, sports field, hall, main entrance, staff room, head teacher's office.*

Put students in pairs and ask them to take turns choosing one of the places on the board and saying where it is (e.g. The staff room is on the first floor. It is beside the hall.).

After five minutes, nominate students to tell the class one of the places they chose and to explain where it is.

Asking for directions

- If necessary, before the task, revise the prepositions in bold.
 - ▶ **Challenge** Ask students to study the map for two minutes, then cover it and do the task from memory.

Exercise 1

- 1 hotel 2 skate park 3 fast-food restaurant 4 department store

Extra activity

Ask students to describe the locations of the following additional places:

- 1 the petrol station
- 2 the juice bar
- 3 the bike station
- 4 the hotel
- 5 the sports centre

(Suggested answers: 1 The petrol station is on West Avenue, opposite the bus station. 2 The juice bar is on Well Street, next to the skate park. 3 The bike station is on Park Lane, opposite a lake. 4 The hotel is opposite the supermarket, next to the fast-food restaurant. 5 The sports centre is on East Street.

- ▶ While checking answers, ask students which other places on the map are mentioned in the dialogue. (a museum, the skate park, the sports centre, the police station)
 - Ask students: *Which expression does Archie use to start the two conversations he has?* (Excuse me.)
 - Ask students what they notice about the way the two people speak and act when they give directions. (They speak slowly and clearly, emphasising street names and left and right, and the woman uses hand gestures.)

Exercise 2

- 1 the library 2 two

- Before the task, ask students if they can trace Archie's route from memory. Then watch the video again to check.
 - Ask students: *How accurate do you think the man's directions are? Would any of them confuse you? Can you improve them?*

Exercise 3

From the school/'You are here' sign, go down Station Road and turn left onto Well Street, then right onto East Street, then right onto King Street. The library is on your right.

- While checking answers, drill the Key phrases so students can hear the correct pronunciation and intonation.
 - Ask students to read the Real-world grammar phrases. Ask students why *Is there*, not *Are there*, is used. (*Library* is singular.)

Exercise 4

all of them

Extra activity

Ask students to choose one of the places in the Warmer. In pairs, they give each other directions to that place using as many Key phrases from exercise 4 as possible.

- Students do the task.
 - After checking answers, have students read through the completed dialogue in groups of three. Allow plenty of time to swap parts and read again.

Exercise 5

- 1 to get to 2 straight ahead 3 go past
4 turn right 5 Is there 6 on your right

- **THINK** Encourage each pair to choose a different place to avoid too much overlap.
 - If you have mixed abilities in your classroom, assign places close to the school to less confident pairs and those further away to more confident pairs.
 - ▶ **Challenge** Add a level of complexity by having students ask their partner for directions to two different locations in one dialogue.
 - **PREPARE** Remind students to use the Key phrases in their dialogue.
 - **PRACTISE** Make sure students practise each part.

- **PERFORM** Before students perform to each other, ask them to read through the **Peer review** questions in exercise 7.
- 7 • **Peer review** Ask students to listen to their classmates' dialogues and answer the questions.
- Ask students to give constructive feedback to their classmates and make suggestions for how to give clearer directions.

Further practice

- Speaking → Workbook p41
- Phrasebook → Student's Book p124

Homework

Ask students to draw their own simple map, name the streets and add some places of interest. Then ask them to write another short dialogue with someone asking for directions to one of the places on the map.

Writing

Student's Book pp68–69

Lesson aims Students learn how to use adjectives and write a description of their favourite place.

Warmer

Ask students to work in pairs and describe what they can see in the photos on p68 using *There is/are*.

Nominate some pairs to share their ideas. Ask them to think where this place is and what things there are to do there.

A description of a place

- If your class is less confident, you could make a list of things together before students create a final list with a partner.
 - ▶ **Challenge** Ask students to give reasons for their answers, where possible.
- Before the task, elicit the meaning of *funfair* (= a place with rides, e.g. roller coasters, and other amusements).
 - Ask if there is somewhere in students' own country that they think is similar to Brighton.
- Students do the task.
 - ▶ **Challenge** Ask students to complete the sentences from memory before reading the text a second time to check.
 - Follow-up questions:
 - Do you think Brighton is good for shopping?*
 - What else is there to do near the beach? (a funfair)*
 - Does Jayden think other people should visit Brighton?* (Yes, he recommends visiting.)

Exercise 3

- 1 his cousins live there
- 2 it's full of interesting shops and cafés
- 3 it sells ice cream – it's got more than 20 different flavours
- 4 the beach
- 5 playing volleyball and swimming in the sea
- 6 a beautiful and exciting place

Subskill: Adjectives

Explain to students that adjectives give more information about a noun or a pronoun. They make a description more interesting and engaging.

In English, the adjective usually goes before the noun, e.g. an exciting film. It goes after verbs such as *be*, *look* or *feel*, e.g. *The film is exciting*.

Many adjectives in English end in *-ed* or *-ing*.

- 4 • Students do the task.

Exercise 4

favourite, small, modern, busy, old, interesting, quiet, crowded, beautiful, exciting

Extra activity

Ask students to use at least five of the adjectives from exercise 4 to write sentences about their own town. Point out that they could use them as negatives if they like, e.g. *My town is not old, but it's very interesting*.

This task will prepare students for the Homework task.

- 5 • Students do the task.

Exercise 5

1 modern 2 busy 3 crowded 4 quiet 5 exciting

Extra activity

Put students in teams and ask them to use adjectives to describe what they can see in each picture on p68.

After five minutes, ask students for their suggestions, encouraging them to say both the adjective and the noun (e.g. a cold ice cream, a white ice cream, a delicious ice cream, a vanilla ice cream).

Award groups one point for an appropriate adjective in the right place and an extra point if they use an adjective that no other team has.

- 6 • When checking answers, remind students that adjectives go before the noun but after the verb *be*.
 - Ask students if they think the correct sentences could describe their town.

Exercise 6

1 busy 2 beautiful 3 modern 4 small 5 quiet 6 exciting

Extra activity

Ask students if they can think of other adjectives that would fit into the sentences in exercise 6. Students could use adjectives from exercise 4 or they could use dictionaries to come up with additional ones.

- 7**
- **THINK** For part 1, if students have a few different places in mind, ask them to look at the questions in 2 and then choose the place that they feel they'll be able to write the most interesting description about.
 - For part 2, give students help with making notes by going through each question first and asking the class what information they could give and how they could answer it in an interesting way, e.g.:
 - *Is it big or small?* Students could use words like *quite, very, average* in their answer.
 - *What do you usually do there?* Students could write what they usually do contrasted with what they sometimes do (e.g. I usually go to visit friends, but sometimes I go sightseeing on my own.).
 - **PREPARE** Ask students to look at the **CHECK** section for things they should include, while making notes. Ask them to think of interesting and different adjectives they can use in each paragraph. Refer students back to the text on p68 so they can see the length and order of the paragraphs.
 - **WRITE** Remind students that following instructions exactly is an important skill for exams.
 - **CHECK** Give students time to correct their work after answering the questions. Remind them to look back at the rules for *there is/are* and using adjectives.
- 8**
- **Peer review** Ask students to check their partner's work against the **CHECK** section. Ask them to check the following:
 - that they have used the correct vocabulary for places in a town
 - that *there is/are* is used correctly
 - that adjectives are used correctly
 - Ask students to underline any incorrect vocabulary or grammar and to write any further comments under the text.
 - Give students time to explain their feedback to their partner.
 - In feedback, ask students to read out any interesting parts from their partner's description.

Further practice

- Writing → Workbook p42
- Writing competence → Teacher's Resource Centre

Homework 

Ask students to write a description of their town, including information about the size, places to eat and visit and reasons why they like it.

Project**Student's Book pp70–71**

Lesson aims Students make and present a map showing useful places for someone moving to their town.

Warmer

Ask students to look at the Graphic organiser for this unit on p120. Allow five minutes to discuss with a partner what they learnt about food and towns around the world and what they have enjoyed most about the unit.

WDYT?**What makes a town a good place to live in?**

Ask students to think back to the answers they gave at the beginning of the unit and decide if their thoughts are different now. Then ask them to consider the topics they discussed in the Graphic organiser to answer the question.

TASK

Read through the task and learning outcomes as a class. Tell students that they are going to use their ideas from the WDYT? discussion to make a map showing useful places for young people moving to live in their town.

1  See the video script on p142.

- Students watch the video and answer the questions. Tell them they can look at the Model project for a clearer view of the map the students in the video are presenting to help them decide.
- **Follow-up questions:**
 - Where is Poole?* (on the south coast of England, so it is near the sea)
 - Where can you go if it rains?* (The Lighthouse)
 - Where is a good place to eat if you don't want to spend much money?* (Tower Park)
- Play the video again for students to check their answers.
- Ask students what they will do differently when they present their own map and what other information they will include.

STEP 1: THINK ●●●●

- 2 • Before the task, allow students time to copy the diagram into their notebooks.

Exercise 2

Places to eat: fast-food restaurants, juice bar

Places to do exercise: country park, skate park, sports centre, park

Places for entertainment: cinema, arts centre, museum

Places to go shopping: supermarket, department store

Other places: station

- 3 • Students do the task.
- ▶ **Reinforcement** Write some places on the board for students to put in the correct categories, e.g. *market, music venue, tennis courts*.

Exercise 3

Suggested answers: market, food stalls, music venue, tennis courts, hospital, shopping centre, football stadium ...

STEP 2: PLAN ●●●●

- 4 • If you live in a big town or city, allocate different parts of the town to different students to ensure they have places that have enough facilities and don't overlap with each other.
- 5 • When students have had time to look at the tips, ask them in what ways they consider the needs of other people in their day-to-day life (e.g. I help my grandma carry heavy things, I help my little sister to get dressed.).
- Point out 'ideas for different people'. Discuss with the class ways in which people may need different things from a town, e.g. people who are creative, people who are sporty, people who don't have a lot of money, people who are disabled. Ask students to think what things these people might need and if their own town currently has them.
 - Ask students to think about what information and places are useful to them as young people and to imagine what someone new to their town would need to know (e.g. Is transport good? Where is a good place to meet new people?).
 - Then give plenty of time for students to practise the Key phrases. Help with pronunciation and intonation.
- 6 • Refer students to the Model project on p71 (and share with them the Model project notes) to help them decide what to include.
- In their groups, allow students time to go online to research places and how they may be suitable for different people.

STEP 3: CREATE ●●●●

- 7 • Students could create the map digitally if facilities allow. If this is not possible, ensure students have the materials they need to produce a hard copy. Refer students to the Model project on p71 again to help them with how to present their maps.
- Remind students to focus on the places and things to do and not to spend too much time on smaller details.
 - Ask students to think about what additional details they can add in the information boxes on their map (e.g. Are there more places that are out of the map grid that are worth detailing? What things in particular can you do at each place? Are any places good for particular weather?).

STEP 4: PRESENT ●●●●

- 8 • When students have read the *How to ...* tips, have them practise where to stand and ensure they have a pointer or pen to indicate parts of the visual.
- Ask students to read through the **Peer review** questions and consider them while they listen to the other groups. Remind them to prepare a question.
- 9 • **Peer review** Before the presentations, ask groups to write down one thing that is particularly useful, interesting, unique and thoughtful in each group's map.
- Ask students if there are any new places that they would now like to visit in their town after hearing the presentations.

Model project

Layout: The Model project has a title and some main attractions labelled. Only illustrate the main roads and railway, so the map is clear and simple. Small icons are used to label some of the places. Arrows are used when there isn't enough space on the map.

Content: The information boxes contain additional useful information, as well as options for entertainment and practical information, such as showing the location of a supermarket.

Language: The texts are short and simple. The language is informal, with contractions (*There's*), symbols (+) and impersonal *you*.

FINAL REFLECTION

- In their groups of three, ask students to work through the questions and decide which face best matches how they did.
- In evaluating part 2, ask students to think what different people they considered. Ask if there were other people they could have considered.
- In evaluating part 3, ask students to look at the Quick review on p69 to check what language from the unit they used. Ask them to think about other places where they could include the new language.
- Where students have chosen a face other than the smiley face, ask them what they think they can do differently next time to improve, e.g. how they can improve their map or the way they presented it.

Further practice

- Super skills → Workbook p42

Homework

Ask students to think of one more category that they think would be useful to add to their diagram and map, e.g. places to relax, places to study, places to get useful information, and then to add places to that category for their town.

End-of-unit further practice

- Social and emotional competence → Workbook pp76–77
- Exam trainer → Workbook pp84–94
- Progress test (standard and higher) → Teacher's Resource Centre
- Communication games → Teacher's Resource Centre
- CLIL and Culture worksheets → Teacher's Resource Centre
- Evaluation rubrics → Teacher's Resource Centre
- Wordlists → Teacher's Resource Centre
- Student's Book audio and audioscripts → Teacher's Resource Centre
- Workbook audio and audioscripts → Teacher's Resource Centre
- Workbook answer key → Teacher's Resource Centre

6

Animals in danger

Vocabulary

Student's Book pp72–73

Lesson aims Students learn and practise words to describe endangered animals and watch a video about animals.

Warmer

Books closed. Write the unit title on the board and elicit examples of situations where animals are in danger (e.g. a gazelle being chased by a cheetah; a dog running into a road; a rhino being hunted by humans). Discuss any that relate to animals being endangered, e.g. the rhino, and why this danger is a problem. (There will be none of that animal species left in the near future.)

WDYT? What can we do to help animals in danger?

Ask students if they have any suggestions as to how we can help. Don't offer solutions – tell students that they will learn more about this through the unit and return to the question at the end of the unit.

Describing animals

1 Revise the words in the 'Class' columns. Ask students if they can think of any examples for each type.

Exercise 1

bird: peacock**mammal:** dolphin**insect:** bee**reptile:** snake, turtle

- 2
- Encourage students to think about why they can't add one of the animals to the table.
 - Nominate a student to say which animal can't be added and to give their reason.
 - ▶ **Challenge** Ask students to discuss other animal classes such as *fish* and *amphibians*. Ask students if they can name any examples of each.

Fast finishers

Ask students to add two more animals to each column in the table and to compare their answers with other fast finishers.

(Suggested answers: **bird:** eagle, hawk **insect:** butterfly, wasp **mammal:** elephant, lion **reptile:** lizard, chameleon)

Exercise 2

bird: parrot, penguin**mammal:** rhinoceros**insect:** ant**reptile:** crocodile

We can't add *shark* because it's a fish.

3 Drill the pronunciation of the words in the box (see *Pronouncing th* below).

- ▶ **Reinforcement** Check meaning either with a simple description or an illustration on the board.

Exercise 3

1 shell 2 feathers 3 beak 4 horn 5 fur 6 tail 7 wings
8 fin 9 tooth (pl. teeth)

Pronouncing *th*

ABCD

- Students will often use *f*, *z* or *d* sounds instead of *th* (/ð/ and /θ/). To help students with both pronunciations of *th*, tell them their tongue should be between their teeth. Ask them to make *f*, *z* or *d* sounds. With *th* sounds, their tongue should stay behind their teeth. Suggest that they practise the two sounds at home in front of a mirror so they can see and feel the difference.
- To recognise the difference between the voiced /ð/ and the unvoiced /θ/, ask students to put their hand gently on their throat and say the following words: *tooth*, *three*, *think*. Then compare them to these three: *these*, *they*, *feather*. In the first three words, they shouldn't feel any vibrations during the *th* part of the words, but in the second three they will feel a vibration or hum in their throat.

Extra activity

Write further examples of animals on the board, e.g. dog, rabbit, goldfish, snail, owl, and ask the class which descriptions/body parts could be used in relation to each one.

Ask students to write sentences using positive or negative verbs about three of the animals from exercise 2, using the words from exercise 3.

If necessary, write the following examples on the board:

An ant doesn't have feathers or fur.

A rhinoceros has two horns.

A crocodile has lots of teeth.

- 4 • Read through the adjectives in the box as a class and check pronunciation. Point out that *spotted* is two syllables, but *striped* is only one.
- Before they do the task, draw students' attention to the language box and the use of *be* and *have got*.

Fast finishers

Ask fast finishers to look at the adjectives in exercise 4 again and to think of other animals that each one could describe.

(Suggested answers: **colourful:** toucan **dangerous:** shark, lion **marine:** whale, jellyfish **poisonous:** frog, spider **spotted:** leopard, ladybird **striped:** bee, zebra)

Exercise 4

- | | | |
|-------------|-------------|-------------|
| 1 striped | 2 marine | 3 colourful |
| 4 poisonous | 5 dangerous | 6 spotted |

- 5  ³⁶ See the audioscript on p134.
- Tell students they are going to hear four descriptions of animals.
 - ▶ **Reinforcement** The animals described are all in the box in exercise 2.

Exercise 5

- | | | | |
|-----------|-------------|-------|---------|
| 1 penguin | 2 crocodile | 3 ant | 4 shark |
|-----------|-------------|-------|---------|

Extra activity

After checking answers, ask students if they can remember any facts that were mentioned about each animal.

- 6 • Encourage students to look at each gap and decide whether a singular noun, a plural noun or an adjective is needed by looking at the words before and after it.
- Students then work independently to choose the correct noun or adjective from the box.
 - Follow-up questions:
Is a rhinoceros a marine animal? (no)
Does a rhinoceros have fur? (no)

Exercise 6

- | | | | |
|-------------|------------|--------|-------------|
| 1 colourful | 2 feathers | 3 beak | 4 wings |
| 5 tail | 6 horns | 7 tail | 8 dangerous |

- 7 • Tell Student B to only use *Yes/No* questions. Tell students they can choose any of the animals on the page.
- ▶ **Challenge** Allow students to choose animals not mentioned in the lesson.
 - Nominate a few pairs to ask and answer questions in front of the class.

VIDEO SKILLS

- 8  See the videoscript on p142.
- When you check answers, write the words on the board and elicit the correct animal class for each one. (**penguin:** bird **chameleon:** reptile **flamingos:** birds **dolphin:** mammal **cat:** mammal)
 - Watch the video a second time to confirm answers.
 - Follow-up questions:
What does Mia think the penguins are doing? (dancing)
What does the chameleon do in the video? (catches and eats an insect)
What is the cat doing in the video? (playing with a tablet)
What does Will think of Mia's number one animal? (He isn't impressed; he thinks it should be something more interesting.)
What do you think of Mia's list?
- 9 • Ask some pairs to share their ideas for questions 1–4 with the class, encouraging discussion and debate.

Exercise 8

penguins, a chameleon, flamingos, dolphins and a cat

Exercise 9**Suggested answers:**

- 1 Vloggers make top 5 videos because they are popular with their followers: people want to know what the number 1 option will be, who/what will win the mini-competition. They are easy to make and fun to watch.
- 2 People love lists and 'top 5' videos are essentially list videos. People like them because they are short, engaging and entertaining.
- 3 Students' own answers

Further practice

- Vocabulary → Workbook p44
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Centre

Homework

Ask students to research two more animals in danger and to write a short description of 20–30 words about each one. Remind them to include some of the nouns from exercise 3 and some of the adjectives from exercise 4.

Reading and critical thinking

Student's Book pp74–75

Lesson aims Students read an article about conservation and complete exercises focusing on understanding the main ideas.

Warmer

Show students some pictures of dinosaurs and other extinct animals.

Ask students if these animals are still around today and elicit the word *extinct*.

Check understanding of the word by asking questions:

- 1 Are there any of these animals left in the world? (no)
- 2 Are these animals gone forever? (yes)

Ask students if they know of any other extinct animals.

An article

- 1 • Look at the pictures and ask students if they know what these animals are.
 - Nominate students to share their answers but **don't confirm at this stage.** ([the skeleton of] Tyrannosaurus Rex, gorilla and saiga)

2  ³⁷ See the audioscript on p135.

- Play the audio to check answers.
- Listen again to the audio to confirm answers.
- Follow-up questions:
 - How long was the Titanosaur? (35 metres)
 - Were the dodo's feathers yellow? (no, grey)
 - How tall was the mammoth? (four metres tall)
 - Where did the baiji dolphin live? (in the Yangtze River, China)

Exercise 2

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

3  ³⁸ Check understanding of the term *conservation* (= work to prevent something from being destroyed).

- Check students understand the phrase *have (something) in common* (= have something about them that is the same).
- Ask students to read and listen to the article and answer the question.
- Follow-up questions:
 - Did you know about the animal called the saiga?
 - Do you know anything about the WWF or any other conservation organisations? (See the Culture note for notes on the WWF.)

Exercise 3

Both were in danger of extinction, but numbers are now improving.

► Subskill: Understanding the content of paragraphs

Explain that headings will usually provide a summary of the information that is to follow. They are a useful way to discover the main idea of a paragraph.

Taking the time to establish what each paragraph is about is an important exam skill because it will help students to locate the answers to specific questions more quickly.

- 4 • Before the task, revise the words *situation*, *facts* and *solutions* if necessary.

Exercise 4

1 E 2 B 3 D 4 A 5 C

- 5 • Students do the task.

Exercise 5

1 S 2 S 3 G 4 S 5 G

- 6 ► **Reinforcement** Indicate which paragraph/line students can find the information in.
 - Check answers with the class. With the false sentences (1, 2 and 5) ask students to identify the correct information in the text.

Exercise 6

- 1 False – It's got a strange, long nose.
- 2 False – It's got black fur.
- 3 True
- 4 True
- 5 False – A similar programme is also helping the giant panda.

- 7 • **Word work** Before doing the task, read through the definitions as a class and decide which part of speech they need to look for.

Exercise 7

- | | | |
|------------|--------------|-----------|
| 1 campaign | 2 population | 3 hunting |
| 4 laws | 5 habitat | 6 deserts |

Extra activity

Ask students to write six sentences, each using one of the new words from exercise 7 in the correct context.

- 8 • Students do the task.

- **Challenge** Ask students to cover their answers to exercise 7 and see if they can complete exercise 8 from memory before checking their answers.

Exercise 8

- | | | |
|------------|------------|--------------|
| 1 deserts | 2 habitats | 3 hunting |
| 4 campaign | 5 laws | 6 population |

CRITICAL THINKING



- **Remember** (LOT) Give students two to three minutes to complete the task. Share their ideas on the board.
- **Evaluate** (HOT) Model an example first, e.g.:
Action: more money to protect habitats
Advantage: Their habitats don't decrease further, so the animals have somewhere to live.
Disadvantage: This doesn't increase the size of their habitats, so there still isn't much space.
 • Then give students time to work in pairs to write their own list.
- **Create** (HOT) You could discuss some real examples that you or students have heard of, or allow students to research some online first.
 • After they have had time to note down some ideas, nominate students to share their campaigns and then have a class vote on the best one.

Critical thinking

Suggested answers:

- 1 A campaign to get more money to protect habitats and new laws to stop hunting. There were special exhibitions and a saiga stamp.
- 2 **Action:** protecting habitats
Advantage: The saigas and gorillas alive now have somewhere to live that can't be destroyed.
Disadvantage: If you just protect and don't increase the habitat, the population won't grow.
Action: new laws to stop hunting
Advantage: The population of these animals won't decrease further.
Disadvantage: If more of the animals stay alive, they will need more space and food.
- 3 Students' own answers



Culture note

The **WWF** (or **World Wildlife Fund**) is one of the largest and most well-known conservation organisations. It currently has over five million supporters worldwide and is present in more than 100 countries supporting around 1,300 projects. The charity helps many different species – from African elephants to marine turtles, emperor penguins to snow leopards.

WWF has a very distinctive panda logo which was based on a real panda named Chi Chi who was living in London Zoo at the time the logo was created.

WWF's aims are reducing carbon emissions, living sustainably, restoring wildlife, sustaining forests and oceans, protecting rivers and lakes and trading sustainable seafood and timber.

The increase in the number of mountain gorillas is one of the organisation's success stories, with numbers having increased so far to around 1,000.

Further practice

- Reading → Workbook p48
- The longer read → Teacher's Resource Centre
- Accessible reading worksheet → Teacher's Resource Centre

Homework

Draw students' attention to the *fun facts* box. Ask students to research online and find two more interesting facts about either the mountain gorilla or the saiga.

Get online

Elicit what other animal is being helped with a similar programme. (the giant panda) Ask students to go online and find information about conservation programmes for the panda.

Grammar

ABCD

Student's Book p76

Lesson aims Students learn and practise the form and use of the past simple of be and then complete a short text correctly.

Warmer

Write the following sentences on the board:

Today, I am in the classroom.

My students are in the classroom too.

Ask students if the sentences refer to the past, the present or the future. (the present)

Ask if they know how to write the same sentences about the past, starting: *Yesterday ...*

Don't correct their sentences yet. Allow students to review and correct them at the end of the lesson.

Past simple: be

- Ask students to copy and complete the tables in their notebooks.
 - Reinforcement** First, help students decide if each verb refers to a plural or a singular noun and if it is positive or negative. Suggest that students do this for other relevant exercises on this page (2 and 6).

Exercise 1

- The Tasmanian tiger wasn't a tiger.
- Steller's sea cows were very big sea mammals.
- There was less forest for the gorilla.
- There were more than a million saigas.

Extra activity

Reread the article on p75 as a class and find more sentences to add to the grammar table. (the population was less than 50,000 ... there were about 500 gorillas ... the population was about 200 ... there wasn't enough open space ... governments were very worried ... there was a big campaign ... there were special exhibitions ... there was even a saiga stamp!)

Challenge Students can also adapt the information from the article to create additional sentences.

Using a timeline

The past simple tense is used for single events, a series of separate events or habitual actions in the past that have been completed. Timelines are a good way of showing this visually for students, with 'past' and 'present' indicated on the line, and crosses to show single completed actions in the past. This way of visualising becomes more useful when comparing with other types of past tense in higher levels, so it is helpful to introduce it now.

- Students do the task.
 - Follow-up questions:**
Were the animals in the sentences alive in the past? (yes)
Are they alive now? (no)
 - Alternatively, ask them to explain why the past simple is used here.

Exercise 2

- | | |
|-----------------|--------------------|
| 1 was, was | 2 weren't, were |
| 3 weren't, were | 4 wasn't, was, was |

- Students do the task.

Exercise 3

- 1 first 2 after 3 before

Extra activity

Ask students to use the past simple to write two more incorrect sentences about the extinct animals discussed on p74. Then ask them to swap with a partner and correct each other's work.

- Remind students to check the position of the verb carefully and use the table to help them.
 - When checking answers, write the correct questions on the board to ensure accuracy.

Fast finishers

Ask fast finishers to use what they can remember from the quiz and article to ask and answer the questions in the *Wh-* questions section of the table with a partner.

- Follow-up questions:**
Were mammoths reptiles? (No, they weren't.)
Was the sea cow a mammal? (Yes, it was.)
Were there more than a million saigas in the 1990s? (Yes, there were.)

Exercise 4

- How big was the rhino?
- Was it dangerous?
- What was the rhino's diet?
- How many rhinos were there in 2011?
- Were there rhinos in Cameroon?

- 5 • Remind students to answer the ones they know first and to return to the more difficult ones after that.

Exercise 5

a 3	b 4
c 1	d 5
e 2	

- 6 • Students do the task independently.

Exercise 6

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

- 7 • Give students five minutes to discuss the puzzle in pairs.
- Circulate and suggest that students draw dots in a line to represent each mammoth. This will help them to visualise the options.

Exercise 7

three

Further practice

- Grammar → Workbook p45
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Centre

Homework

Ask students to research one type of dinosaur and write four sentences about it using *was*, *were*, *wasn't* and *weren't*.

Vocabulary and Listening

Student's Book p77

Lesson aims Students learn to use collocations and to listen for specific information in the context of taking action for wildlife to identify if statements are true or false.

Warmer

Preteach the word *wildlife* (= animals, birds and plants that live in natural conditions).

Ask students to name some wildlife that lives in their locality and some that lives further afield.

Discuss whether wildlife in the region/country is in danger.

Collocations: taking action

- 1 • Students do the task.
- ▶ **Challenge** Before completing the leaflet, ask students if they know of any words that often come after the verbs in the box.

Exercise 1

1 protect	2 solve
3 Visit	4 Join
5 Start	6 Organise
7 Raise	8 Donate

- 2 • Tell students they can use the text in exercise 1 to help them.
- When checking answers, tell students that *donate* can be used for things as well as money.
 - Write the following questions on the board and ask students to discuss them with a partner:
 - Do you like visiting museums?*
 - Which clubs or groups can you join at school?*
 - Do you donate your old clothes to charity?*

Exercise 2

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

A podcast

Subskill: Identifying which statements are true or false

Remind students not to assume that an option is true just because the key words they have underlined are mentioned – they should watch out for negative statements, synonyms and antonyms, and other similar distractors.

- 3  ³⁹ See the audioscript on p135.
- Ask students to read the questions and predict what type of information they need to listen for.
 - ▶ **Reinforcement** Check the meaning of *entrepreneur* (= someone who uses money to start business and make business deals) and *volunteer* (= someone who is not paid for the work they do).
 - When checking answers, ask students how they eliminated the false sentence.

(Suggested answers: **a** must be true as the audio says she's 13 years old/a teenager so she's young and talks to 'other' young entrepreneurs **b** must be true as she donates 20% of all her money to protect bees **c** can't be true as she earns money and has a \$60,000 contract so she can't be a volunteer [The audio doesn't mention a wildlife organisation.]

Exercise 3

a, b



Culture note

Mikaila Ulmer describes herself on her website as *A social entrepreneur, bee ambassador, educator and student*. She was introduced to President Barack Obama at the 2016 United State of Women Summit.

- 4 • Students do the task.
- Check answers as a class. When looking at the false sentences 1, 2 and 4, ask students what words or phrases told them these sentences were false.

Exercise 4

- False – 'She sells lemonade all over the USA.'
- False – 'She didn't like bees.'
- True
- False – 'She received a cookbook' with a recipe for lemonade from her great-grandmother and used it to make lemonade for the competition.
- True
- True

- 5 • Elicit how to say larger numbers, e.g. 60,000 = sixty thousand, and years, e.g. 2016 = two thousand and sixteen or twenty sixteen.

Exercise 5

- | | |
|--------|----------|
| 1 four | 2 60,000 |
| 3 11 | 4 20 |
| 5 2016 | |

Extra activity

Write the definitions below on the board. Ask students which words from the listening match the definitions. Play the audio again to check. After checking the answers, ask students to write example sentences with the new vocabulary.

- normal or average, not unusual or special (adjective)*
 - instructions for preparing a dish (noun)*
 - no longer happening or existing (verb)*
- (1 ordinary 2 recipe 3 disappearing)

- 6 • Check students understand the word **extraordinary** (= unusual, special or unique).
- Follow-up questions:
*Do you know any extraordinary people?
Why are they extraordinary?
Why do you think what Mikaila does is important?*

Exercise 6

Suggested answers:

- She started her business at a very young age, and she works very hard in an adult world.
- She raises awareness of bees and donates money to help protect them.

Further practice

- Vocabulary → Workbook p46
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Centre
- Listening → Workbook p49
- Listening worksheet → Teacher's Resource Centre

Homework

Ask students to write three ways they are going to try to help wildlife this month. Suggest ways they can start each sentence, e.g. I promise ... , I hope to ... , I want to ...

Grammar

Student's Book p78

Lesson aims Students learn to form and use regular affirmative and negative past simple sentences and complete a text.

Warmer

Play **Snowman** with some regular past tense verbs. Only use affirmative forms.

(See Activities bank, p7, for full instructions.)

Suggested verbs: *listened, visited, started, helped, liked, watched, played, finished.*

Past simple of regular verbs: affirmative and negative

- 1 • Students do the task.
- Follow-up questions:
*Do we use the past simple for events now or in the past?
(in the past)
Are the events finished? (yes)*

Fast finishers

Ask fast finishers to choose five affirmative verbs from the Warmer and use them in completely new negative sentences.

Exercise 1

- | | |
|-------|----------|
| 1 -ed | 2 didn't |
|-------|----------|

2 • Students do the task.

Exercise 2

finished, liked, organised, played, studied, travelled, visited, watched

Past tense forms

ABCD

Students may have difficulty with the fact that the negative (and question) form of the past simple uses auxiliary verbs with infinitives. Show an example on the board with the *-ed* ending crossed out in the negative version:

Affirmative: *She visited her grandparents last week.*

Negative: *She didn't ~~visited~~ her grandparents last week.*

Point out that the *-ed* ending transforms into an infinitive in negative sentences.

- 3** ▶ **Reinforcement** Before doing the task, help students decide whether they need to use a negative or an affirmative verb.
- Remind students to check the correct spelling of the affirmative verbs in exercise 2.

Exercise 3

- | | |
|---------------------|----------------|
| 1 didn't finish | 2 watched |
| 3 didn't play | 4 didn't visit |
| 5 didn't like/liked | 6 organised |

Extra activity

Play a game to consolidate spelling and form. Put students into four teams and show a verb flashcard or say a verb in the infinitive to one team. That team has one chance to spell the past simple form of the verb. If they get it wrong, the chance goes to the next team to win a bonus point.

- 4** • Read through the expressions in the *Time expressions* box.
- Tell students these are often used with the past simple and can go at the beginning or end of a sentence.

Exercise 4

- I played/didn't play a computer game last weekend.
- I visited/didn't visit another country last year.
- I studied/didn't study English last summer.
- I listened/didn't listen to music yesterday.
- I travelled/didn't travel by bus last week.

GRAMMAR ROUND-UP

- 5** • Before doing exercise 5, read through the *Irregular verbs* box.
- ▶ **Challenge** Ask students to add two more examples.
 - Students do the task.
 - When checking answers, ask students to explain why one answer is correct or the others incorrect.

Exercise 5

- | | | | |
|--------|------------|----------|----------|
| 1 are | 2 the most | 3 It was | 4 wasn't |
| 5 want | 6 decided | 7 helps | 8 must |

Research

Ask students to discuss the Research question with a partner and note down any ideas.

Then ask students to research online or in books and write down what they find.

Nominate pairs to report their findings to the class. Ask other pairs if they found anything different.

Further practice

- Grammar → Workbook p47
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Centre
- Pronunciation → Student's Book p117

Pronunciation p117 Exercise 2

/d/: listened, received, travelled

/t/: finished, helped, stopped

/ɪd/: decided, needed, started

Pronunciation p117 Exercise 3

t, d

Homework

Write the following prompt on the board:

The last time I went to a zoo or farm, ...

Tell students they need to write five or six sentences about the last time they went to a zoo, farm or animal park like the one mentioned in the text. Ask students to use a variety of verbs in the affirmative and negative.

Real-world speaking

Student's Book p79

Lesson aims Students learn Key phrases to show interest, then use them in a dialogue.

Warmer

To practise the past simple form of verbs, play an **Alphabet race**.

(See Activities bank, p6, for full instructions.)

(Suggested answers: asked, believed, carried, decided, entered, finished, Googled, helped, introduced, jumped, kicked, listened, mixed, needed, opened, played, qualified, remembered, studied, travelled, used, visited, wanted, X-rayed, yelled, zoomed)

Showing interest

- Before they watch the video, ask students to look at the photos and guess what the girl is telling the boy about.

 - If necessary, pause the video after Lukas says 'You're kidding!', and give students time to think about the first question before answering the second.
 - Follow-up questions:**
How many photos does Megan show Lukas? (three)
Why wasn't Megan good at feeding the chickens? (because they nearly escaped/ran away)
Why do you think Megan runs off at the end? (because she hasn't done her science project)

Exercise 1

- 1 city farm 2 studied

- Ask students to read through the Key phrases in the box.
 - Ask students to pay particular attention to the intonation Lukas uses when he says, 'No way' and 'You're kidding!' (e.g. warm, impressed, excited). Ask them to compare it to the way Megan says, 'Sounds boring!' (e.g. disappointed, sympathetic).
 - Point out the Real-world grammar phrases and have students locate them in the dialogue. Elicit which tense the verbs are. (past simple) Ask students for the reason for this. (talking about things in the past)

Exercise 2

No way!
 What was it like?
 That's cute!
 That's so funny!
 You're kidding!
 Sounds boring!

Extra activity

Tell students you are going to tell them something amazing or very boring you did last weekend, e.g. I saw a famous person; I won a competition; I cleaned my car, and point to someone. He/She has to respond with an appropriate phrase or question from the Key phrases box. Encourage them to use the correct intonation. The student then has to say something they did last weekend and point to another student for him/her to respond, etc.

- Students do the task.
 - If necessary, play the video again, pausing for students to complete the gaps.
 - Play the video again for students to check their answers. Confirm the correct answers as they watch.

Exercise 3

1 way 2 it like 3 cute 4 That's so 5 kidding 6 Sounds

- 40 Students do the task.
- THINK** Allow students time to brainstorm ideas in pairs. Encourage them to choose somewhere about which they have something interesting to say – something surprising, funny or unusual. It can be a personal experience or an interesting fact about the place.
 - If only one of them knows the place, ensure that they can communicate their experience to their partner so that they can both take part in the dialogue preparation.
 - Give them enough time to write notes about what they will talk about and to swap ideas with their partner.
 - PREPARE** Students work in pairs to turn their notes into a dialogue, using some of the Key phrases.
 - PRACTISE** Encourage students to give their partner feedback on their intonation.

- Ask them to practise both parts, then to decide which they will perform.
 - **PERFORM** Before students perform, ask them to read through the **Peer review** questions in exercise 6 and make notes as their classmates read their dialogues.
- 6 • **Peer review** After all students have performed their dialogues, nominate students to discuss whether their classmates used a variety of Key phrases and good intonation.

Further practice

- Speaking → Workbook p49
- Phrasebook → Student's Book p124

Homework

Ask students to think about the verbs they came up with in the Warmer and to use four or more of these in a short dialogue of their own, plus at least two Key phrases.

Writing

Student's Book pp80–81

Lesson aims Students write an email using sequencing words.

Warmer

Ask students to look at the two photos on p80 and discuss the following questions in pairs:

- 1 What place are the people visiting? (an aquarium)
- 2 What animals can you see? (a turtle, a shark and some fish)
- 3 What do the animals live in? (a tank)

Nominate students to give their answers. Elicit/Confirm the meaning of any new words.

An email

- 1 • Students do the task.
- ▶ **Reinforcement** Students read through the email in pairs or small groups and identify all the adjectives, before deciding which ones refer to his opinion.

Fast finishers

Ask fast finishers to think of three or four different other adjectives that Josef could use to describe his experiences. (**Suggested answers:** great, excellent, really good, fantastic)

Exercise 1

- 1 sharks, local fish, (white-spotted) jellyfish, stingrays, tropical fish, giant octopus, turtles
- 2 brilliant, the best, cool, amazing

- 2 • Check students understand the meaning of *section* and *especially*.
- Check answers as a class, asking students to say the place in the email where they found each answer.
 - Draw attention to the fact that sometimes Josef uses words or phrases that aren't the same as the ones in the sentences but have the same or similar meaning (e.g. *favourite* = the best).

Exercise 2

- 1 It was last week.
- 2 sharks (They were the best.)
- 3 There were local fish in the first section.
- 4 The white-spotted jellyfish was especially cool.
- 5 It's the biggest tank in the UK and you walk under the water.
- 6 No, there weren't. There were turtles.

- 3 • Students do the task.
- ▶ **Challenge** Ask students to try to do this from memory before checking against the text.
 - Ask students if there were any words or phrases in the email that helped them with this exercise. They may mention some of the sequencing words. If they don't, point out one or two as a lead-in to the Subskill.

Exercise 3

a 2 b 5 c 1 d 4 e 3

▶ Subskill: Sequencing words

In addition to the sequencing words in the lesson, students may frequently come across *first*, *second*, *third*, *afterwards*, *as soon as*, *lastly*, *meanwhile*.

Point out to students that:

- *after that*, *then* and *next* can be used in any order
- *first of all* and *finally* need to be used at the beginning or end of the sequence of events

Asking students to describe what they did that morning or at the weekend is a good way for them to use a variety of sequencing words and to practise the past simple. Instructions and recipes also lend themselves to using sequencing words, so ask students to write out their favourite recipes or instructions for a simple task, e.g. playing an instrument or taking a photo.

- 4 • Students do the task.
- When checking answers, elicit from students that we use a comma after the sequencing word or phrase.

Exercise 4

First of all, Then, After that, Next, Finally

Extra activity

Write the following verbs on the board:

walk, travel, eat, talk, want, help, visit

Ask students to choose four of them and make up a sequence of events using sequencing words.

- 5 • Read through the example as a class, then ask students to continue the exercise independently.
- ▶ **Reinforcement** Work through the exercise in stages: first, have the students underline the verbs, then ask them to write these in the past tense.
 - Ask one or two students to read their answers out. Draw attention to the fact that sometimes more than one answer is correct.

Exercise 5**Suggested answer:**

Last week, we went on a trip to a theme park. It was brilliant! First of all, we visited the 'Lost Kingdom' and saw 'living' dinosaurs. Then we went on the two giant rollercoasters there. After that, we had lunch in the picnic area. Next, we walked to the water attractions and went on the water slides. Finally, we met in the animal arena and watched the keepers feed the penguins.

- 6 • **THINK** Remind students to choose a place they feel was particularly interesting to them. Refer them back to the email on p80, so they can see the type of information to include and the level of detail.
- **PREPARE** Give students a set amount of time to complete this stage. After the time is finished, ask students to share their ideas with a partner and give extra help or ideas as needed before students start writing.
 - **WRITE** Before students write their email, ask them to read through points 1–4 in the **CHECK** section for things they should include. Refer them back to the email on p80 again, so they can see the length and order of the paragraphs.
 - ▶ **Challenge** Tell students that they are free to write more than two paragraphs and to expand on the suggested content in **PREPARE**.
 - **CHECK** Give students time to correct their work after answering the questions. Remind them to look back at the spelling rules for irregular verbs in the past.
- 7 • **Peer review** After students have had time to read and answer the questions, ask if anyone read about a place they would really like to visit and why.

Further practice

- Writing → Workbook p50
- Writing competence → Teacher's Resource Centre

Homework 

Ask students to think of a place they recently visited in their city or region and to write a brief description of what they did there using sequencing words.

Optional: Ask them not to mention the name of the place in their text. In the next class, nominate different students to read their descriptions and ask their classmates to guess where they went.

Get online 

Ask students to research an aquarium in or near their city. Ask them to list some of the marine animals they can see there and anything else that may be interesting for visitors.

Project**Student's Book pp82–83**

Lesson aims *Students prepare, present and evaluate a poster about endangered animals; students think about environmental responsibility and our impact on the natural world.*

Warmer

Ask students to look at the Graphic organiser for this unit on p120. Give them five minutes to discuss with a partner what they learnt about animals in danger and what they enjoyed most about the unit.

WDYT?**What can we do to help animals in danger?**

Ask students to name some animals that are in danger. Ask students for reasons as to why those species are declining. Ask if the main causes of decline are natural or caused by humans.

Discuss the question as a class and what students are able to do themselves to help endangered animals. Point out that raising awareness is an achievable goal.

Ask them to think back to the answers they gave at the beginning of the unit and decide if their thoughts are different now.

TASK

Ask students to look at the description of the task. Ask the following questions to check they have understood the task:

What are you going to prepare? (a poster and a presentation)

Can you make a poster about any type of animal? (no, only endangered animals)

What is this poster for? (to raise awareness)

Visit the Teacher's Resource Centre for ideas on how to integrate digital tools into project work.

1 See the videoscript on p142.

- Books closed. Students do the task.
- Follow-up questions (to do from memory from their first watch):
Name two countries red pandas live in. (China, India, Nepal or Myanmar)
What do red pandas eat a lot of? (bamboo)
How many red pandas are there now? (less than 10,000, possibly as few as 2,500)
- Play the video again for students to listen and check/find the answers they couldn't remember.
- Ask students what they think of the presentation in the video. Ask: *Is there anything you would do differently when presenting your own poster?*
- Point out to students that the video presentation shows one student presenting, but they will research and complete this task in pairs.

Exercise 1

red pandas (and sea otters)

STEP 1: THINK

- ### 2
- Have students read the Model project on p83.
 - When checking answers, ask students to say where in the texts they found the relevant information.

Exercise 2

All except: how the animal helps humans

- ### 3
- Help students with vocabulary such as *diagrams*, *statistics* and *fonts*.
 - Go through answers as a class and find examples of each item on the list.

Exercise 3

All except: maps and diagrams

STEP 2: PLAN

- ### 4
- Students do the task.
 - ▶ **Reinforcement** Write the animal classes from the first lesson (p72) up on the board and underneath write examples of species from that class, asking students for further examples. This will help students decide which class they are interested in researching.

- ### 5
- It may help if you have a list of endangered species/breeds prepared before the lesson in case students have difficulty choosing two.

STEP 3: CREATE

- ### 6
- Help with pronunciation and intonation as students practise the Key phrases aloud.
- ### 7
- The Super skills focus is on valuing the individual contributions made by each team member, so remind students to use the phrases and to listen and decide together while working on the presentation.
 - When sharing and discussing their research, remind students to think about which two animals they have found most information on and will be able to make an interesting presentation about.
- ### 8
- If you have the facilities, allow students to create and present their posters digitally.
 - Remind students to use language from the Quick review on p81 in their presentation where possible.

STEP 4: PRESENT

- ### 9
- Ensure that you leave enough time for both students in each pair to practise their presentation without feeling rushed. Before presenting, ask students to read through the **Peer review** questions in exercise 10.

Fast finishers

Fast finishers can offer one another feedback on their presentation and re-present any parts that their partner feels they could have done better.

- ### 10
- **Peer review** After all pairs have made their presentations, ask students to answer the questions.
 - Nominate different students to ask the questions they thought of in question 2.

Model project

Layout: The layout of a poster is flexible. In the Model project, there is one photo per animal, followed by three or four short snippets of information, which are broken up into separate pieces to make them easy to read. How these are displayed is a personal decision for the students.

Visuals: Pictures are important for a poster to be accessible and engaging. They can be photos or illustrations.

Language: The language used is clear and concise. Sentences are relatively short. These factors make a poster easy to read at a glance.

Varying tenses are used – present simple to explain characteristics of the animals; past simple to talk about their history. Modals are used to talk about actions for the future – *can* and *need*.

6 FINAL REFLECTION

- Ask students to work through the questions and decide which face best matches how they feel they did.
- In evaluating part 3, ask students to look at the Quick review on p81 to check what language from the unit they used. Ask them to think about other places where they could include the new language.
- Where students have chosen a face other than the smiley face, ask them to think about what they would do differently next time to improve.

Further practice

- Super skills → Workbook p50

Homework

Ask students to read the last paragraph in the presentation on p83 again (*The number of otters ...*). Ask them to research ways that we can reduce the amount of plastic in the oceans.

End-of-unit further practice



- Social and emotional competence → Workbook pp78–79
- Exam trainer → Workbook pp84–94
- Progress test (standard and higher) → Teacher's Resource Centre
- Units 4–6 test → Teacher's Resource Centre
- Communication games → Teacher's Resource Centre
- CLIL and Culture worksheets → Teacher's Resource Centre
- Evaluation rubrics → Teacher's Resource Centre
- Wordlists → Teacher's Resource Centre
- Student's Book audio and audioscripts → Teacher's Resource Centre
- Workbook audio and audioscripts → Teacher's Resource Centre
- Workbook answer key → Teacher's Resource Centre

7

Heroes

Vocabulary

Student's Book pp84–85

Lesson aims Students learn about different jobs and discuss a video about a female racing car driver.

Warmer

Ask students to look at the heroes on pp84–85 and ask if they know what their 'superpowers' are.

(**Suggested answers:** Captain Marvel can fly and can absorb and manipulate energy.

Batman has no superhuman power but is highly intelligent.

Superman has superhuman strength and speed, can fly and can fire laser beams from his eyes.

Shuri can transform her body into a stone-like substance or into a bird or flock of birds.

Spider-Man has the ability to cling to walls, superhuman strength and a sixth sense that alerts him to danger.

Iron Man has powered armour that gives him superhuman strength, flight and different weapons.)

WDYT?

What makes a hero?

Ask students to read the WDYT? question and think about the superheroes on the page but also 'heroes' in normal life.

Ask: *What does a hero do? Do you need to be a hero to do some jobs?*

Ask them to think about characteristics (courage, kindness, etc.), physical traits (strength, speed) and heroic acts (saving a person, being kind to someone, etc.).

Jobs

1 Before the task, ask students if they can think of a place where each of the people work.

(actor – theatre, artist – studio, dentist – dental surgery, doctor – hospital/surgery, police officer – police station, receptionist – office, singer – arena, taxi driver – car, teacher – school, waiter – restaurant)

Exercise 1

- | | |
|----------------|------------------|
| 1 teacher | 2 taxi driver |
| 3 artist | 4 waiter |
| 5 dentist | 6 police officer |
| 7 receptionist | |

Extra activity

Write the following adjectives on the board:

interesting difficult tiring fun

Ask students to work in pairs and discuss the jobs using comparative and superlative forms of the adjectives (e.g. I think being an actor is more fun than being a doctor).

2 • Students do the task.

Exercise 2

Suggested answers:

actor: I work in TV, films and the theatre. I act the part of different people.

doctor: I work in a hospital. I help sick people.

singer: I sing in a band, a choir or alone.

3 ⁴⁴ See the audioscript on p135.

- Clarify the meaning of *day job* (= the main job that someone does, usually used to describe something normal in comparison to something else they do when they aren't working).
- When checking answers, drill the pronunciation of the target words: *businessman* /'bɪznəsmæn/, *engineer* /ˌendʒɪ'nɪə(r)/, *journalist* /'dʒɜ:(r)nəlɪst/, *photographer* /fə'tɒgrəfə(r)/, *pilot* /'paɪlət/, *scientist* /'saɪəntɪst/.
- Follow up by asking students to tell a partner which of the jobs they would most like to do, and why.

Exercise 3

- | | | |
|---------------|----------------|--------------|
| 1 businessman | 2 pilot | 3 journalist |
| 4 scientist | 5 photographer | 6 engineer |

4 • Students do the task.

- ▶ **Reinforcement** Before the task, check understanding of *repairs* (= fix) and *legal problems* (= trouble or difficulty with the law).
- Encourage students to match the answers they are sure of first.

Exercise 4

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

Extra activity

Ask students to write similar sentences for the six jobs in exercise 3.

- 5 • Students do the task.
- ▶ **Challenge** Ask students to include jobs that aren't listed on the page.

Exercise 5

Suggested answers:

- 1 pilot, nurse, sales assistant, mechanic, businessman
- 2 web designer, accountant, manager, lawyer
- 3 dentist, doctor, nurse
- 4 chef, waiter
- 5 engineer/mechanic

Extra activity

Ask students to write a list of five things they are good at and then swap lists with a partner. Their partner has to choose two or three jobs from exercises 3 and 4 that they would be good at, giving reasons why.

Jobs

ABCD

- Remind students that in English *a* and *an* are always used with jobs.
 - The suffixes *-or* and *-er* are usually pronounced with the schwa sound /ə/ in standard British English, though some regional accents and American English versions pronounce the 'r'.
 - In English, the same words are usually used for female and male job titles. Where gender-split terms used to exist, the originally male terms are now sometimes used to cover both genders (*actor, hero, landlord*), but more often new terms such as *police officer, head teacher* and *flight attendant* are being used for both men and women.
- 6 • Before the task, ask students to read the *Job suffixes box*.

Exercise 6

- er:** photographer, police officer, waiter, lawyer, singer, taxi driver, engineer
- or:** doctor
- ist:** dentist, journalist, receptionist, scientist
- ant:** sales assistant

- 7 • Before the task, read through the example questions and answers with the class.
- If your class is more confident, allow them to think of jobs that aren't listed on the page. With a less confident class, model two or three further examples with different students.

VIDEO SKILLS

- 8  See the videoscript on p143.

- Before they watch, ask students to look at the photo and say what they think the video will be about.
 - Follow-up questions:
(Write these on the board and allow students to watch the video a second time.)
What does Susie wear on her head when she drives a Formula 1 car? (a helmet)
What does she use the simulator for? (to practise/ to train before the race)
What is the simulator like? (a video game)
Which does Susie prefer – a simulator or a real car? (a real car)
 - Ask students: *Would you like to be a racing driver? Why/Why not? Would you like to work as a race-car mechanic?*
- 9 • When they have discussed, nominate pairs to share their answers with the class.

Exercise 8

She's a racing car driver/F1 driver.

Exercise 9

- 1 a
- 2 Students' own answers
Suggested answer: interesting and exciting
- 3 people who like motor sports
- 4 We see close-up images of the woman and the cars for long periods of time.
The sound effects are very dramatic and upbeat and make us focus on the woman and her race.
The voiceover is enthusiastic and dramatic.



Culture note

Susie Wolff is a racing driver. She originally started in karting, then worked as a driver in Formula 3 and Formula 1. The **Formula 1 championship** is the highest level, the most famous and most exciting form of car racing, and races are held all over the world. Famous drivers include Lewis Hamilton, Sebastian Vettel and Michael Schumacher.

Further practice

- Vocabulary → Workbook p52
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Centre
- Pronunciation → Student's Book p117

Pronunciation p117 Exercise 2

- | | |
|----------------|----------------|
| 1 singer | 2 lawyer |
| 3 doctor | 4 accountant |
| 5 receptionist | 6 photographer |

Pronunciation p117 Exercise 4

- 1 two, She's **a** lawyer.
- 2 two, He's **a** good doctor.
- 3 three, My brother's **an** actor.
- 4 three, I'd like to be **a** teacher.

Homework 

Ask students to choose the one job from the lesson they would most like to do, and say why. Ask them to think about why they would be good at that job.

Get online 

Ask students to choose one of the jobs in exercise 3, and to find someone famous who did/does that job. Ask them to find out why that person chose that profession and some of his/her biggest achievements.

Reading and critical thinking

Student's Book pp86–87

Lesson aims *Students read a newspaper article about heroes and learn how to understand new words in a text.*

Warmer

In pairs, ask students to ask and answer the following questions:

- 1 *When did you last help someone? What did you do?*
- 2 *When was the last time someone helped you? How did they help?*

Nominate students to share their answers with the class.

A newspaper article

- 1 • If necessary, before the task, elicit or recap all the jobs covered in the last lesson.
- When checking answers, ask students to give examples of when someone in those jobs last helped them.

Exercise 1**Suggested answers:**

- 1 teacher, nurse, dentist, lawyer, scientist
- 2 Students' own answers

- 2 • Pre-teach any vocabulary that students may find useful for this task, e.g. *flood* (= covered or filled with water), *power cut* (= when electricity stops), *lack of* (*food, water, electricity*) (= don't have enough ...), *lifeboat* (= a small boat used to save people), *rescue* (= save from a dangerous situation).

Exercise 2**Suggested answers:**

- 1 It was wet, with a lot of rain.
- 2 It was difficult to go. It was impossible to use a car or bus. There was water in the houses.
- 3 rescue workers, nurses and doctors, police officers

- 3 • Students do the task.
- You could set a time limit for reading so students don't focus on the details at this point.

Exercise 3

B

- 4  ⁴⁵ Students do the task.
 - ▶ **Reinforcement** Before the task, read through the questions together, focusing on the question word and what type of information students need to look for.
 - ▶ **Challenge** Ask students to answer the questions from memory before reading again to check.

Exercise 4

- 1 in Texas
- 2 They didn't have drinking water or electricity, and they couldn't go outside.
- 3 Thomas Edwards, his friends Richard and Liam and his brother Declan
- 4 in a small fishing boat
- 5 more than 50 people
- 6 No, they also rescued pets (e.g. dogs and rabbits).

- 5 • Students do the task.
- **Follow-up questions:**
 - How did the boys know which people to rescue?* (They heard calls or neighbours gave them information.)
 - Were they the only 'heroes' in Storm Harvey?* (No, many ordinary citizens became heroes, and the police officers and rescue services helped too.)
 - Do you think they want to be called 'heroes'?* (No, they just did it because they wanted to help.)

Exercise 5

- | | |
|---------------------------------------|---|
| 1 were under water | 2 his car was under water, too |
| 3 calls for help | 4 alone |
| 5 police officers and rescue services | 6 took photos of the boys and posted them on social media |

Subskill: Understanding new words

Tell students that they shouldn't worry when they come across new words in a text. It is possible to guess words accurately by looking at the rest of the sentence and thinking about the general meaning and what word is likely to make sense, e.g.:

- *They didn't have drinking water or **electricity*** – the word in bold must be something that people often don't have in a natural disaster.
- ***brave** Texan people helped each other* – the word in bold must be a positive word to describe people.

Tell students they should also consider whether a positive or negative word is needed and whether the word looks similar to any words in their own language (though they should be aware of false friends).

- 6 • **Word work** If your students are less confident, look at each word as a class using the steps in the Subskill advice. Do not correct answers at this stage.

Exercise 6

electricity (n), brave (adj), citizens (n pl),
safe (adj), neighbours (n pl),
rescue services (n pl)

- 7 • Before the task, ask students to read through the definitions and see if any of them are similar to the meanings they guessed in exercise 6.

Fast finishers

Ask students to look at the following words from the text: *destroyed, luckily, several* and to write definitions for them based on the context.

Then allow them to use dictionaries to check.

Exercise 7

1 safe	2 citizens	3 brave
4 rescue services	5 neighbours	6 electricity

- 8 • Students do the task.
- After checking answers, ask students to write a sentence for *rescue services*.

Exercise 8

1 electricity	2 safe	3 brave
4 neighbours	5 citizens	6 rescue services

Extra activity

Ask students to write new sentences for each of the words from exercise 6.

CRITICAL THINKING



- **Understand** (LOT) For part 1, students can work individually, in pairs or in small groups.
 - Ask students to discuss or note down examples of the boys' heroism from the text, but also encourage them to think about things the text doesn't mention directly.
(They searched for and found extra people; They even helped when the police arrived; They didn't want lots of attention)
- **Apply** (LOT) Brainstorm one or two examples for each situation with the class, e.g.:
 - at school:**
 - helping someone who is being bullied
 - helping a new student who is lost
 - helping with ideas to raise money for charity
 - in free-time activities:**
 - volunteering in a poorer area
 - teaching young children a new hobby
 - during the holidays:**
 - helping an older person with gardening or shopping
 - starting an online campaign for a charity
- Then, in pairs, ask students to add any more examples to the lists.
- Ask students to tell their partner about any times they think they have been heroes in their normal life.
- **Evaluate** (HOT) Remind students to think back to their ideas in the Warmer when answering the questions.
 - Follow-up questions:
 - Does that person know he/she is a hero?*
 - How do you think we should reward heroes in society?*

Critical thinking

Suggested answers:

- They went out in a boat to rescue people. They took people to a safe place. They worked for several hours alone. Later, they helped police officers and rescue services. They rescued at least 50 people and even more pets. They didn't want to be heroes.
- If a hero can be described as a person with extra good qualities, then probably anyone can be a hero.
 - at school:** defending someone from bullying, helping others with schoolwork or when they have problems, being a class representative
 - in free-time activities:** playing a team sport and helping the team to win, being a role model, organising activities to raise money for charity
 - during the holidays:** volunteering, helping family
- A hero could be a family member, or someone in the community, or a person that the students have heard of who helps others.

**Culture note**

Storm Harvey (more commonly known as Hurricane Harvey) hit Texas in the USA in August 2017. It was the first category 4 storm to hit the USA in 12 years. More than 20 inches of rain fell onto 7 million people within a few days. In total, more than 20 trillion gallons of water fell onto the states of Texas and Louisiana. Eighty-nine people died, and more than 200,000 homes and businesses were damaged or destroyed. In total there was US\$127 billion of damage in the USA. Other countries including Barbados, Suriname and Guyana were also impacted.

Further practice

- Reading → Workbook p56
- The longer read → Teacher's Resource Centre
- Accessible reading worksheet → Teacher's Resource Centre

Homework

Ask students to think about their answers to part 3 in the Critical thinking and to write a short paragraph about someone they think is a hero.

Get online

Ask students to find out more about Storm Harvey (often known as Hurricane Harvey), e.g.: When was it? Which places did it affect? What was the fastest wind speed?

Grammar**Student's Book p88**

Lesson aims Students learn to use affirmative and negative irregular verbs in the past simple.

Warmer

Go round the class asking students to tell you one thing they did yesterday. Tell students they are not allowed to say the same thing as the person before them.

Write on the board three of the students' sentences with a regular verb and three with an irregular verb.

Nominate three students to underline the regular past tense verbs and to circle the irregular past tense verbs. Elicit or explain that the circled verbs are irregular.

Past simple of irregular verbs: affirmative and negative

- 1 • Students do the task.
 - When checking answers, ask students what the verbs would be in the present tense.

Exercise 1

woke up, saw, had

- 2 • Before the task, allow students time to copy the table.

Techniques for learning irregular verbs**ABCD**

- Not all irregular verbs are commonly used, so it's useful for students to begin by learning the most common irregular verbs first. These include:

<i>be (was/were)</i>	<i>have (had)</i>
<i>come (came)</i>	<i>know (knew)</i>
<i>do (did)</i>	<i>say (said)</i>
<i>get (got)</i>	<i>see (saw)</i>
<i>give (gave)</i>	<i>think (thought)</i>
<i>go (went)</i>	

- As they progress, encourage students to group irregular verbs together when they learn them, e.g. verbs that stay the same in present and past (e.g. cost, set, hit, put, let).
- Help students learn irregular forms by always giving them the past tense form when introducing new verbs, even if it's not needed immediately.

Exercise 2

1 woke up 2 didn't have 3 saw

- 3 • Students do the task.

Fast finishers

Ask students to write the negative forms.

Exercise 3

began, came, gave, rang, saw, spent, took, woke up

- 4 • Students do the task.

- ▶ **Challenge** Ask students to write sentences for the other three verbs in exercise 3.

Exercise 4

1 began 2 saw 3 rang 4 came, took

- 5 • Elicit the answer to question 1 as an example. Then ask students to complete the rest of the questions independently.

- Follow-up questions:

Did both women feel sick? (no, only one of them)
Did the pilot fly a plane? (No, he flew a helicopter.)
What was surprising about the pilot? (He was the famous American film star Harrison Ford.)

Exercise 5

1 met 2 went 3 became
 4 didn't know 5 heard 6 took

- 6 • Remind students to add extra information even when the sentence is affirmative (e.g. I met my friends last Saturday. We met at the park and played football.).

Exercise 6

- 2 I saw/didn't see a film on TV last weekend.
- 3 I woke up/didn't wake up before nine o'clock on Sunday.
- 4 We had/didn't have pizza for dinner last week.
- 5 I spent/didn't spend two hours doing homework last night.

- 7 • Students do the task.

Extra activity

Set up a game of Bingo. Ask students to draw a 3 x 3 grid and fill in each gap with an irregular verb from pp126–127 in the past simple tense.

Read out irregular verbs in the present tense and ask students to cross out the corresponding past tense verb if they have it.

The first student who crosses out all nine of their boxes should shout 'bingo' and is the winner.

- 8 • If your class is less confident, go through the verbs as a class and decide which ones are regular or irregular first.
- Follow-up questions:
*Why does the writer think Emma's a hero in real life? (She went back to study literature at university, and she uses her fame and money to help others.)
 Do you agree?*

Exercise 8

- | | | | | |
|-----------|---------|-----------|---------------|----------------|
| 1 came | 2 was | 3 decided | 4 didn't want | 5 went |
| 6 studied | 7 spent | 8 became | 9 gave | 10 didn't stop |

- 9 • Tell students that each time the boat goes across the river it must have at least one person in it. Tell students to draw a diagram of the crossings if it helps.

Exercise 9

The two children went across the river in the boat. One child returned. The father went across the river in the boat. The other child returned. The two children then went across the river together.

Further practice

- Grammar → Workbook p53
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Centre

Homework

Ask students to investigate another Goodwill Ambassador. They should write five or six sentences about this person using regular and irregular verbs.

Vocabulary and Listening

Student's Book p89

Lesson aims Students learn adjectives to describe people, then listen for numbers in a podcast.

Warmer

Write the following words on the board:

intelligent tall beautiful brave noisy thin

Elicit what type of word they are. (adjectives)

Then ask students which can be used to describe a person's appearance and which can be used to describe personality.

Ask students to think of a famous person they could describe with each adjective.

Adjectives to describe people

- 1 • Students do the task.

Exercise 1

- A lazy B talented C generous

- 2 • Students do the task.

Exercise 2

- 1 polite 2 special 3 careful 4 friendly 5 kind
 positive

Extra activity

Ask students to choose two adjectives that they think describe them the best and write sentences saying why (e.g. I'm friendly because I always smile at people and chat to them, I'm polite because I don't use rude words.).

- 3 • If your class is confident, ask them to close their books and guess the opposites of the words in exercise 2, before opening their books to complete the exercise and check.
- Note that more than one answer is possible for some of the words.

Exercise 3

- | | | |
|-----------------------|------------------|---------------|
| careless – careful | normal – special | rude – polite |
| unfriendly – friendly | unkind – kind | |

Suffixes and prefixes

Give students the most common prefixes and suffixes used with adjectives to make them opposites:

un- im- il- ir- non- dis- -less

im- usually goes before the letter *p* (*polite > impolite*)

il- goes before the letter *l* (*legal > illegal*)

ir- goes before the letter *r* (*regular > irregular*)

4 • Students do the task.

- ▶ **Reinforcement** Before the task, tell students that all the answers except for questions 1 and 5 are in the word boxes in exercises 2 and 3.

Exercise 4

1 talented	2 careful
3 generous	4 unkind
5 lazy	6 careless

Extra activity

If appropriate, ask students to think if they know anyone similar to the people described in exercise 4, giving reasons.

A podcast

- #### 5 • Students do the task. Alternatively, you could do this as a class helping students with vocabulary where necessary.

Exercise 5

Suggested answers:

1 a boy with a robotic hand	2 a girl wearing glasses
3 a Lego block	4 a mobile phone and headphones
5 a model airplane	6 the logo for the Betjeman Poetry Prize

6 46 See the audioscript on p136.

- Before the task, ask students if they listen to podcasts. Ask them which type of podcasts they listen to and what they are about. Ask which ones they would recommend.
- Follow-up questions:
What did Easton use to make the first robot hand? (Lego)
What made Easton angry? (the price of Momo's robot hand)
Is English Amineh's first language? (no)
Why was Amineh unhappy? (She didn't want to leave her country.)
What adjectives are used to describe Easton and Amineh? (Easton: generous Amineh: hard-working)

Exercise 6

Easton: 1, 4 and 5

Amineh: 2, 3 and 6

Subskill: Listening for numbers

Write some large numbers on the board and nominate different students to read them out.

Note that there is sometimes more than one correct way of saying numbers in English, e.g. 1,500 = one thousand five hundred = one and a half thousand = fifteen hundred.

Currencies are written before a number, but said afterwards, e.g. £1,000 = one thousand pounds.

7 • Students do the task.

- ▶ **Challenge** Ask students to tell you what the numbers in the box represent based on what they heard in exercise 6.

Exercise 7

1 \$80,000	2 16	3 13	4 N/A	5 1 year ago
6 N/A	7 \$600	8 14	9 £1,000	10 7

4 and 6 not used

- #### 8 • Before the task, check understanding of the word *impressive* (= something or someone you admire because they are very good or show great skill).
- Remind students that the questions in this task require them to give their opinion so they should start answers with *I think ...* or *In my opinion ...*

Further practice

- Vocabulary → Workbook p54
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Centre
- Listening → Workbook p57
- Listening worksheet → Teacher's Resource Centre

Homework

Give students Amineh and Easton's full names:

Amineh Abou Kerech

Easton LaChapelle

Ask students to research either Easton or Amineh online and find out any other information about their lives and achievements. Then ask them to use adjectives (either from the lesson or additional ones) to describe them, giving reasons where possible.

Grammar

Student's Book p90

Lesson aims Students learn how to form questions in the past simple and to use *ago* in questions and answers.

Warmer

Ask students to look at exercise 4 on p86 and to underline the auxiliary verbs and circle the main verbs.

Elicit the subject of each sentence.

Past simple: question forms and *ago*

- 1 • Before the task, allow students time to copy the table.

Fast finishers

Ask students to write two more questions beginning with *did* about the audioscript from the previous lesson.

Exercise 1

1 *Did* 2 verb 3 *Yes/No* 4 question word 5 *did*

Past simple question forms

ABCD

- A common error when forming questions in the past tense is to change the main verb:
What did you ate yesterday?
- Remind students that only one verb needs to be in the past tense (the auxiliary or verb *be*). The main verb only changes in the answer:
Yesterday I ate pizza.

- 2 • Students do the task.

Exercise 2

1 What did Easton design? 2 Did Amineh write a poem?
3 How did Easton feel? 4 How much did Momo's hand cost?
5 Did Amineh speak English in Syria?

- 3 • Before the task, if necessary, remind students that *How* is classed as a *Wh-* question even though it doesn't start with *Wh*.

Exercise 3

1 What time did you get up? 2 Did you watch TV at breakfast?
3 How did you go to school? 4 What did you have for lunch?
5 Who did you see after school?

- 4 • If your class is more confident, encourage them to react to their partner's answers and to ask follow-up questions, e.g.: *Oh, that's earlier than I got up. Did you get up at that time at the weekend?*

- 5 • Students do the task.
- If your class is more confident, you could make this task a race. The first student to put up their hand and say the words in the correct order wins.

Exercise 5

second, minute, hour, day, week, month, year

ago

ABCD

Read through the grammar box with the class, then point out that *ago* doesn't change with plurals.

Extra activity

Ask students to write down something they did an hour ago, a week ago, a month ago and a year ago. Then they compare sentences with a partner.

- 6 • Remind students to use *ago* in their answers.
- ▶ **Reinforcement** Before the task, write two or three example questions together.
 - ▶ **Challenge** Ask students to add words and events of their own.

GRAMMAR ROUND-UP

- 7 • Students do the task.

Exercise 7

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

Extra activity

Ask students to write questions about the text in the past simple tense (e.g. *When did he start wearing glasses? Where did he break his glasses?*).

Then students ask and answer their questions in pairs.

Research

Give students time to go online and research the answer to the question. Ask them to find the name of the place (if there is one), how/where you can donate and where they send the glasses to.

Further practice

- Grammar → Workbook p55
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Centre

Homework

Ask students to interview an older family member or friend about their childhood. Suggest questions, such as *What did you wear to school (30 years ago)? What did you do at the weekend with your friends? What did you do with your family in your free time?*

Ask students to write a short report of four or five sentences, highlighting the differences between their lives now and their interviewee's childhood.

Real-world speaking

Student's Book p91

Lesson aims Students learn phrases to give their opinions, then write a dialogue.

Warmer

Write the following questions on the board and ask students to note down their answers:

- 1 Who is the best football player in the world?
- 2 What is the best type of music?
- 3 Which country has the best food?

Ask students to compare answers with a partner.

Feed back as a class. Did any pairs agree with each other on all the questions?

Ask students if their answers are *fact* or *opinion*. Elicit the difference. (*fact* = something you can prove is true; *opinion* = something you believe or feel, but that may or may not be true)

Giving opinions

- 1 • Ask students if they know who the players in the photos are. (Mo Salah and Mbappé)
- If some students don't know much about football, pair them up with students who do to complete the task.
- After a minute of pairwork, elicit football words and more names and write these on the board.

Exercise 1

Suggested answers:

People: player, referee, goalkeeper, team, fan

Verbs: play, run, score, kick, pass

Things: goal, ball, boots, stadium, red/yellow card, club

- 2  Students watch the video and answer the question.

- Ask students which football players are mentioned in the video. Add their names to the board if they aren't already there (see spellings below).

- **Follow-up questions:**
Which players does Carmel like? (Firmino, Mbappé, Kanté)
Who does Louis like? (Mo Salah)
What does Louis call Mo Salah? (the Egyptian King)
- **Elicit opinions on these players.**

Exercise 2

No, she likes Firmino, Mbappé and Kanté, and he likes Mo Salah.

- 3 • Ask students to read aloud all of the Key phrases with a partner. Help with pronunciation and intonation.
- Focus on the Real-world grammar and elicit the tense of the highlighted verbs. (past simple for actions in the past) **Elicit the time expressions for past time.** (last night and yesterday)

Exercise 3

That's ridiculous.

- 4 • Students do the task.
- When they watch again, encourage students to listen carefully to the way Carmel and Louis emphasise particular words when they want to show the strength of their opinions (positive adjectives and nouns like *best, good, well, the superstar, the best in the world*, the names of players they consider good, and also words introducing their opinions like *I in I think* and *me in If you ask me*).
- After checking answers, have students read through the completed dialogue in pairs.

Exercise 4

- | | |
|--------------------|-----------------|
| 1 What about | 2 I think |
| 3 right about that | 4 If you ask me |
| 5 No way! | |

Extra activity

Ask students to discuss their opinions on the questions from the Warmer with a different partner. Ask them to use the Key phrases.

- 5 • **THINK** Tell students they can write about football players or other people from a different sport or field, e.g. singers, musicians, artists, film stars, and that they do not need to use their own opinions – they can make up the opinions if they prefer. The important thing is to use the Key phrases and grammar from the lesson.
- **PREPARE** Encourage students to have at least two examples of agreeing and disagreeing in their dialogues and to give reasons for their opinions.

- **PRACTISE** Ask students to swap parts in the dialogue when practising, then choose which one they are going to read when they perform.
 - **PERFORM** Before students perform to each other, ask them to read through the **Peer review** questions in exercise 6.
- 6** • **Peer review** Ask students to listen to their classmates' dialogues and answer the questions.
- Nominate students to share their answers and give constructive feedback after each pair has performed their dialogue.
 - **Follow-up questions:**
Why don't you agree?
Who do you think is best?
Is it important to have the same opinions as your friends?

Further practice

- Speaking → Workbook p57
- Phrasebook → Student's Book p125

Homework

Ask students to write another dialogue using one of the questions from the Warmer and the Key phrases from the lesson.

Writing

Student's Book pp92–93

Lesson aims *Students learn to use paragraphs and write a biography about a person from history.*

Warmer

Ask students to look at the photos and the map on p92 and answer the following questions:

- 1 *What do you think she was good at?*
- 2 *What do you think she did?*
- 3 *How many years ago do you think this was?*

Nominate students to share their answers, but don't confirm anything at the moment.

A biography

- 1 • Before the task, check understanding of the word *biography* (= a book or text that someone writes about someone else's life; usually this person is famous or a person of historical importance). An *autobiography* is written by the person about himself or herself.
- **Follow-up questions:**
Why do you think Trudy's achievement was special?
Do you think she's a hero?
Do you enjoy reading biographies and autobiographies?
If so, which ones do you think are really interesting?

Exercise 1

b

- 2 • Students do the task.
 - ▶ **Challenge** Ask students to ask and answer the questions in pairs, from memory. Then have them read the biography again to check.

Exercise 2

- 1 in New York
- 2 five (She was one of six children.)
- 3 No, swimming was not a popular women's sport.
- 4 She broke eight world records and won an Olympic gold medal.
- 5 The weather was terrible.
- 6 22 extra kilometres (56 km instead of 34 km)
- 7 No, her time was two hours quicker than the men's record.
- 8 She taught swimming to deaf children.



Culture note

'Swimming the Channel' describes the challenge of swimming across the English Channel (the water between England and mainland Europe). It is approximately 21 miles (32 km), but this distance can change depending on sea conditions. The fastest swim recorded is just over 7 hours, with the slowest being nearly 27 hours. People usually attempt the challenge between July and September when the temperatures are around 14–18°C. To officially achieve a 'Channel swim', swimmers must accomplish the feat without assistance of any kind and without any special equipment, e.g. swimming costumes offering thermal protection or buoyancy aids. Of the thousands of swimmers who have completed the challenge, 63% have been males, with the average age being 35.

▶ Subskill: Writing in paragraphs

Explain that each paragraph in a text usually has one main purpose or point. Paragraphs can vary in length, but it's usually not a good idea to have paragraphs that are too long (perhaps over 60 words) as the main point or purpose may become unclear to the reader.

When introducing students to reading texts, ask them to pay attention to the paragraph structures.

- 3 • Before the task, ask students to read through each paragraph in the text and identify the main purpose or idea of each one.

Exercise 3

1 d 2 c 3 e 4 b

Extra activity

Ask students to look at the reading text on p87 again and think of descriptions for each paragraph.

- 4 • Before the task, point out that *swim* is occasionally used as a noun.
- **Follow-up questions using the time expressions:**
When were you born?
What could you do at the age of 12?

Exercise 4

1 in 2 at the age of 3 when she was 4 after

Extra activity

Ask students to work in pairs and ask and answer questions about their past. Then have them write a short summary about their partner using the expressions from exercise 4.

- 5 • Students do the task.
- 6 • **THINK** If necessary, help students with suggestions for people, or categories of people, e.g. scientists, inventors, world leaders, charity workers, to consider.
- Remind students that some websites aren't reliable so they should use more than one source to check their facts.
 - Encourage students to choose people that may not be so well known. Ask them to look at the **PREPARE** section for suggestions of information to look for.
 - Refer students back to the Extra activity, where they thought about useful things to include in a biography.
 - **PREPARE** Encourage students to make each paragraph short. If the paragraph is too long (perhaps over 50–60 words), then they could divide the information into two paragraphs.
 - **WRITE** Remind students to look through the points in the **CHECK** section before writing.
 - **CHECK** Give students time to check over their biography and to make changes if they need to.
- 7 • **Peer review** Ask students to exchange their biography with another student and answer the questions.
- Ask students to check their partner's work against the **CHECK** section. Ask them to check the following:
 - that the writing is organised into paragraphs and the order is logical
 - that interesting and appropriate information is included about the person
 - that the past simple is used correctly
 - that past time expressions are used correctly
 - Ask students to underline any incorrect vocabulary or grammar and to write any further comments under the text.
 - Give students time to explain their feedback to their partner.
 - Ask students to rewrite their biography, taking the feedback on board.

- If there is time after rewriting, ask students to swap and review each other's biographies again.
- Follow up by asking students to give feedback on the biography they read by answering these questions:
 - Why did you find the biography interesting?*
 - Did you know about this person before?*
 - Would you like to find out more about them now?*
 - Do you think they are a hero?*

Further practice

- Writing → Workbook p58
- Writing competence → Teacher's Resource Centre

Homework 

Ask students to write a biography about themselves (i.e. they should use the third person and use both past and present tenses where appropriate). Ask them to assume they are writing in the future, when they are much older. They should include facts about their lives and list all of their achievements.

Get online 

Ask students to find other interesting facts about people who swam across the English Channel. Ask them to write sentences in the past simple about the information they find.

Project

Student's Book pp94–95

Lesson aims *Students create a digital presentation about a hero and learn to give feedback to their classmates.*

Warmer

Ask students to look at the Graphic organiser for this unit on p121. Allow five minutes to discuss with a partner what they learnt about heroes and what they have enjoyed most about the unit.

WDYT? What makes a hero?

Write the following names on the board:

*Yash Gupta Gertrude Ederle Easton LaChappelle
Amineh Kerech Emma Watson Thomas Edwards*

Ask students to work in pairs and brainstorm what they learnt about these people from the unit. Then allow them to open their Student's Books and check.

Ask students which of the people they think of most as a hero and why.

Then ask students to look at the WDYT? question again and discuss with a partner. Ask them to think back to the answers they gave at the beginning of the unit and decide if their thoughts are different now.

TASK

Read through the task brief and learning outcomes as a class. Tell students that they are going to use their ideas from the WDYT? discussion to create their digital presentation.

1 See the videoscript on p143.

- Books closed. Students watch the video and answer the question.

Exercise 1

She was a mathematician and space scientist, and she was one of the first black women to work on NASA space missions.

STEP 1: THINK

- ### 2
- When checking answers, ask students to point to the relevant slide. Then ask students to answer the questions.

Exercise 2

all questions except: 4

- ### 3
- Students do the task.
 - Follow up by discussing why the presentation doesn't use long sentences. (because they are difficult to read, especially when someone is talking)

Exercise 3

all except: long sentences

Get online

Ask students to find one extra piece of information about Katherine Johnson for each slide in the Model project.

STEP 2: PLAN

- ### 4
- If you think your students will struggle to think of heroes, brainstorm some together as a class. Write the categories given in the task on the board and give students clues for people, e.g. *The person who invented ...*; *The person who won a gold medal in ...*; *The person who wrote ...*, and have them go and research those individuals.
- ### 5
- Have students look at the steps in exercise 6 so they know the type of information they should include.

STEP 3: CREATE

- ### 6
- Give students time to read the *How to ...* tips on p121. Ask students to think of the kind of questions and pictures that would get their audience interested.

- Go through the Model project on p95 to show how the information presented fits the criteria for the project. Use the Model project notes to help you. Remind students that their slides should contain short bullet points.
- Remind them to include a picture, which is relevant to the text, on each slide, and only to include simple facts on each slide rather than all the information they have.
- They should also choose a simple and clear font and size so it's easy for their audience to read.

- ### 7
- Give students time to read through the Super skills box.
 - Have students practise the Key phrases in pairs before coming together to check pronunciation and intonation as a class.
 - Discuss the idea of 'constructive feedback' and emphasise that it's often okay to say something negative about someone's work, but you should use polite language and offer a suggestion for improvement.
 - Ask students to look through their own presentations to identify parts that they think they would like help with. Ask them to write focused questions which they could use to ask their classmates for help (e.g. Do you think I have enough information about her early life? Do you think it is clear why I think he is a hero? Is there too much information on each slide?).

- ### 8
- Put students in small groups to practise their presentations, so they have time to feed back and implement any suggested changes. Encourage them to take notes so they can offer clear feedback to others in the group.
 - ▶ **Reinforcement** When putting students in groups for exercise 8, consider mixing students of different abilities so more confident students can help less confident ones.

STEP 4: PRESENT

- ### 9
- Ask students to read through the **Peer review** questions before their classmates present.
- ### 10
- **Peer review** When students feed back on the second question, write a tally of the results on the board against each subject's name.
 - Follow-up questions:
 - What type of job do we think makes a hero?*
 - Does a hero need to win lots of awards?*
 - Does a hero need to be famous when they're alive?*

Model project

Layout: Each slide has a title and a large photo. The slides are clear and simple. Each point is on a new line.

Content: The Model project starts with a heading that introduces the topic and engages the audience.

The first slide gives the name of the subject, then a three-point overview to show who she was.

The second slide includes brief information about her early life along with key dates.

The third slide focuses on her work, listing her most important achievements and dates, where relevant.

The final slide includes an inspirational quote.

Language: The text is written in note form.



Culture note

Katherine Johnson was only the third African American to earn a PhD in Mathematics. NASA tasked her with calculating the orbital mechanics behind the NASA missions that launched crewed missions into space for the first time in US history.

Being a woman and African American was uncommon in NASA at the time, and Johnson contributed to breaking down some barriers. At the time, women weren't permitted to put their name to reports. Johnson, however, became the first woman in her division to put her name on a report.

Due to her contribution during her years at NASA and for being a role model for female scientists of colour, she was awarded the Presidential Medal of Freedom in 2015. She died in February 2020 at the age of 101.

End-of-unit further practice



- Social and emotional competence → Workbook pp80–81
- Exam trainer → Workbook pp84–94
- Progress test (standard and higher) → Teacher's Resource Centre
- Communication games → Teacher's Resource Centre
- CLIL and Culture worksheets → Teacher's Resource Centre
- Evaluation rubrics → Teacher's Resource Centre
- Wordlists → Teacher's Resource Centre
- Student's Book audio and audioscripts → Teacher's Resource Centre
- Workbook audio and audioscripts → Teacher's Resource Centre
- Workbook answer key → Teacher's Resource Centre



FINAL REFLECTION

- When evaluating on part 1, write the following on the board:
 - *Did you include the right information about your hero?*
 - *Did your classmates understand what your hero did and why he/she is your hero?*
 - *Do you think your slides were clear?*
 - *Did you remember to look at your classmates?*
- In evaluating part 3, ask students to think about other places where they could include the new language.
- Where students have chosen a face other than the smiley face, ask them what they think they can do differently next time to improve.

Further practice

- Super skills → Workbook p58

Homework

Ask students to think about which hero they were most interested in from their classmates' presentations and to find out some additional information about him/her and write a paragraph.

8

Summer fun

Vocabulary

Student's Book pp96–97

Lesson aims Students learn about different types of holiday accommodation and talk about a dream holiday.

Warmer

To introduce the unit topic and revise language from the previous unit, write the following prompts on the board:

- 1 When / you / last / go / holiday?
- 2 Where / you / go?
- 3 How long / you / stay / for?
- 4 What / do?

Elicit the correct form of the questions in the past simple tense and write them on the board.

- (1 When did you last go on holiday? 2 Where did you go?
3 How long did you stay for? 4 What did you do?)

Give students five minutes to ask and answer in pairs.

WDYT? What's your idea of a good holiday?

Ask students to read the WDYT? question and discuss their ideas in pairs. Ask them to consider whether the following are important:

- where you go
- what you do
- who you're with
- how long it is

Ask: *What else is important to you?*

Holidays

1 Students do the task.

Fast finishers

Ask students to choose the types of holidays they've been on and write where and when they went.

Exercise 1

- | | |
|--------------------------------|-----------------------------|
| 1 go to the beach | 2 go skiing |
| 3 go camping | 4 go on a city break |
| 5 go on a walking holiday | 6 go to a theme park resort |
| 7 go on a water sports holiday | |

- 2 • Follow up by asking students to number the holiday types from 1 to 7 from their most to least favourite, giving reasons for their choices. If they haven't been on each type of holiday, ask them to imagine which ones they would and wouldn't enjoy.
 - Finish by taking a class vote on each one.
- 3 After checking answers, ask students if they know of any examples of types of accommodation in or near their part of town.
 - Ask students what types of people they think might like to stay in each type of accommodation (e.g. I think younger people usually stay in youth hostels; I think families like to stay in country cottages; People who like the outdoors enjoy camping.).
 - Many languages have words that look similar to the target language but are pronounced differently, so drill the pronunciation carefully when checking the answers to exercise 3: *apartment* /ə'pɑ:(r)tmənt/, *B & B* /bi: ən 'bi:/, *campsite* /'kæmpsaɪt/, *country cottage* /'kʌntri 'kɒtɪdʒ/, *hotel* /həʊ'tel/, *youth hostel* /'ju:θ həʊst(ə)l/.
 - If your students are familiar with the phonetic alphabet, write the phonetic spellings on the board and have students match them to the words in exercise 3.

Exercise 3

- | | |
|-------------|-------------------|
| 1 hotel | 2 B & B |
| 3 campsite | 4 country cottage |
| 5 apartment | 6 youth hostel |

B & B vs hotel

ABCD

In English-speaking countries, the difference between a B & B and a hotel can be quite subtle. On the whole, a B & B is someone's home with the owner living onsite or nearby. The rooms in a hotel are usually more uniform, whereas in a B & B, they can differ in terms of size and décor. Hotels usually employ more staff for specific tasks, and bigger ones can run a 24-hour reception. In a B & B, the owners will often be responsible for cooking and cleaning too. In a B & B, breakfast is always included in the price; in a hotel it depends on the type of booking you make.

- 4 • Students do the task.
- Remind students that there is more than one possible answer, and they can use the same answers more than once.

Exercise 4

Suggested answers:

Beach: apartment, hotel

Skiing: apartment, hotel

Camping: campsite

City break: hotel, B & B, apartment

Walking holiday: youth hostel, campsite, B & B, country cottage

Theme park resort: hotel, apartment

Water sports holiday: hotel, apartment

Extra activity

Ask students to work in pairs and think of an advantage and a disadvantage to each accommodation type in exercise 3. Students can use this model:

One advantage of ____ is ... A disadvantage is ...

Have pairs share their ideas with the class.

- 5 • Encourage students to use frequency adverbs in their answers and give examples. Model some sentences using negatives too, so students can extend their discussions.
- If students don't stay in any of the accommodation types, allow them to look up more vocabulary in dictionaries (e.g. *caravan*). Tell students that they can also make up answers.
 - **Challenge** Ask students to practise the past simple tense alongside the present, e.g. *We usually stay in a campsite, but on our last holiday, we stayed in a hotel. It was more comfortable, but we didn't meet many people.*
- 6 • Students do the task.

Fast finishers

Ask students to think of another facility you might have in accommodation and to sketch an icon for it, e.g. restaurant, free Wi-Fi, guided tours.

Exercise 6

1 garden

2 bike hire

3 gym

4 games room

5 swimming pool

6 picnic area

7 car park

- 7 • Students do the task.

Exercise 7

1 campsite, swimming pool

2 hotel, garden

3 apartment, bike hire

4 youth hostel, games room

- 8 • Give students enough time to copy the form into their notebooks and make notes on their own dream holiday.
- Encourage them to ask and answer questions to create a natural conversation. Remind them of the Key phrases they learnt in previous Real-world speaking lessons, e.g. Unit 6, p79.

VIDEO SKILLS

- 9 ► See the videoscript on p143.

- Before they watch the video and find out different types of holiday, ask students to look at the photo. Ask them if they recognise the presenter in the picture (*Ryan the vlogger from Unit 2, who talked about his typical weekend*).

- Follow-up questions:**

Where is Martin going to stay on his holiday? (in a treehouse next to a lake)

What is Blanca going to do at the resort? (go on the rides)

- 10 • When they have discussed the questions, nominate pairs to share their ideas with the class and elicit reactions.

Exercise 9

a beach holiday, a camping holiday, a water sports holiday, a theme park resort holiday, a skiing holiday and a mountain climbing holiday

Exercise 10

1 b

2 Students' own answers

3 The main colour is blue and this is a relaxing colour. The vlogger is wearing a blue shirt, he is sitting on a blue sofa, the background of the photos is blue and we see blue water and sky. The other main colour is green – another relaxing colour.

There are a variety of attractive photos of different people and places. There is also a panoramic (360°) photo which gives the viewer the impression of being in the middle of the action.

The presenter's voice is very pleasant, enthusiastic and dramatic. He looks directly at the camera and asks a number of questions to the viewers. For example, 'Where are you going to go this year?' and 'Can you send pictures?'

Further practice

- Vocabulary → Workbook p60
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Centre

Homework

Tell students to imagine they went on one of the holiday types in exercise 1 and to write an email to a friend telling them what they did. Suggest that they write at least four or five sentences.

Get online

Ask students to choose one type of accommodation and research some examples of it in their region. Ask them to list what facilities it has and the cost per night/week and to see if it has positive or negative reviews.

Reading and critical thinking

Student's Book pp98–99

Lesson aims Students identify facts and opinions in a text about virtual reality holidays.

Warmer

Play a game of **Snowman** to introduce the noun *virtual reality*.

(See Activities bank, p7, for full instructions.)

When students have guessed the noun, check understanding by asking some concept-checking questions, e.g.:

- 1 *Is the experience/event really happening?* (no)
- 2 *Do you need special equipment?* (yes)

Ask students to think of any ways they use VR in their lives (e.g. video gaming).

(See the *Culture note* for further notes on virtual reality.)

A travel blog

- 1
 - Remind students to think back to the vocabulary and holiday types they learnt about in the previous lesson to answer questions 1 and 2.
 - **Follow-up questions:**
Why do you think Disney World is so popular?
What do you think the most expensive hotel room in the world is like inside?
What do you think tourists do in the International Space Station?
- 2
 - Students do the task.
 - Don't discuss the answers until students have completed exercise 3.

Exercise 2

Suggested answers:

- 1 a person wearing VR glasses and a view from behind a beautiful waterfall
- 2 what the person can see when wearing VR glasses

- 3
 - Students do the task.
 - When students have finished, check answers to exercise 2.
 - **Follow-up questions:**
What example of VR glasses being used was given in the second paragraph? (a virtual tour of the hotel)
Why would a virtual tour of a place before staying there be useful? (So you can see if it is suitable for your needs before you make a booking and travel there.)
- 4  49 Students do the task.
 - After checking answers, follow up by asking students to explain why the incorrect summaries are not right for the article.

Exercise 4

b

Extra activity

Ask students to read through the comments section again and note the types of things people write (questions about VR and their own experience of VR). Ask students to choose one type of comment and write their own to add to the section under the article.

- 5
 - You could prepare for the exercise as a class. Ask students to underline the key words and phrases in each sentence 1–5 and think of different ways of saying each one (e.g. 1 *cheaply* = less money; 2 *alternative* = different; 3 *in the sea* = in/underwater; 4 *same* = identical/similar; 5 *problems walking* = difficulty moving).
 - ▶ **Reinforcement** Help further by giving students the paragraph number where they will find the relevant information.
 - When checking answers, focus on answers 2, 3 and 4 and why they are false.
(Question 2: *Alternative holiday* suggests people use VR instead of going on holiday, but the sentence *Put on your VR glasses and take a look before you book* shows that it's used in addition to the actual holiday.
Question 3: The text does say *you can swim with dolphins*, but students should realise that's with VR so the person is not actually in the water.
Question 4: *Take a parachute jump while the person next to you visits a waterfall* shows that people in the same room can have different experiences.)

Exercise 5

- 1 True. You will soon be able to do all this and it won't cost a lot of money.
- 2 False. One travel company recently started offering visitors a virtual tour of their hotel.
- 3 False. With VR you can swim with dolphins.
- 4 False. ... take a parachute jump while the person next to you visits a waterfall.
- 5 True. VR travel is also good for people who can't walk well. I read about an 80-year-old grandmother who takes 3D holidays in Egypt, India and Australia.

Subskill: Identifying facts and opinions

Elicit the difference between a *fact* (= something that can be proven and would be the same in any text) and an *opinion* (= someone's personal ideas, sometimes based on facts).

Remind students that it isn't always immediately clear what is fact and what is opinion so they should be careful when reading a text.

Ask them to consider phrases that might introduce a personal opinion (e.g. *In my opinion ... , I believe ...*).

Ask students to think about what they might see to support a fact. (a list of sources to back up any research or statistics, a quote from an expert on the topic, etc.)

- 6 • Students do the task.
- Note that sentence 7 seems like a fact but is a prediction about the future and in the context of the text (*I'm sure that ...*), this is the writer's opinion, and he/she doesn't provide evidence to support the prediction.

Exercise 6

Fact: 2, 3, 5 and 6

Opinion: 1, 4 and 7

- 7 • **Word work** Students do the task.
- **Challenge** Ask students to do this from memory before checking against the text.

Exercise 7

- | | | |
|-------------|-------------|-------------|
| 1 parachute | 2 waterfall | 3 nightmare |
| 4 passport | 5 book | 6 climb |

- 8 • Students do the task.

Exercise 8

- | | | |
|-------------|------------------------|------------|
| 1 climb | 2 book | 3 passport |
| 4 waterfall | 5 parachute, nightmare | |

CRITICAL THINKING



- 1 • **Remember** (LOT) Ask students to think of additional advantages to those in the text (e.g. it's more environmentally friendly because you don't need to fly; it could be safer as you're not travelling outside, so you don't risk getting any diseases; it's quicker and more convenient; you don't have to pack a suitcase, etc.).
- 2 • **Evaluate** (HOT) Ask students to give reasons for their choices using phrases such as *I think ... , I believe ... , In my opinion ...*
- Ask them to think if the advantages would affect everyone or just a few people.

- 3 • Ask students to think of additional disadvantages not provided in the text (e.g. it encourages people to be inactive and that's unhealthy; it's antisocial – people should share holiday experiences together).
- Write all of the students' suggestions for disadvantages and advantages on the board to help them with question 4.
- 4 • Ask students to say which things affect their decision (e.g. cost, limits of destination) and if these things will change in the future. Have a class vote to see how many students would and wouldn't go on a VR holiday.
- 5 • **Create** (HOT) When students are sharing their ideas, ask follow-up questions:
- Do you think lots of other people would want to do it?*
- Do you think it would be better than the real experience?*

Critical thinking

Suggested answers:

- cheaper, experience amazing things, don't need a passport, good for people who can't travel
- Students' own answers
- You're not actually there. You can't experience the smells or tastes (e.g. eat pizza or other local food). You can't see real people in real time or meet them. Some of the fun of travelling is when things go wrong; it could be 'too' perfect. You have to pay for the VR glasses.
- Students' own answers
- Students' own answers

Culture note

The term **virtual reality** is used to describe a three-dimensional, computer-generated environment which can be explored and interacted with. With the help of computer technology and special equipment such as headsets or gloves, a person becomes part of a virtual world and is able to manipulate objects or perform actions.

Virtual reality has many practical applications, from gaming to training fighter pilots and surgeons. If something is too dangerous, expensive or impractical to do in real life, virtual reality can provide the solution.

Further practice

- Reading → Workbook p64
- The longer read → Teacher's Resource Centre
- Accessible reading worksheet → Teacher's Resource Centre

Homework

Ask students to research another use of VR – other than travel – and to make notes. Share ideas from the *Culture note* above with students. Ask them to think about the advantages and disadvantages of the particular use and to write a paragraph about it.

Grammar

Student's Book p100

Lesson aims Students learn how to form and use *will* to make predictions about the future.

Warmer

Write the following on the board:

Predictions:

I think it will rain tomorrow.

I hope Barcelona will win the Champions League.

Tell students these are your predictions and elicit answers to the following questions:

- 1 Are predictions about the past, present or future? (future)
- 2 Do I know for certain these things will happen? (no)
- 3 What word is in every sentence? (will)

Give students five minutes to write three predictions of their own. Nominate students to share their predictions with the class. Discuss how likely students feel the predictions are to happen.

will for predictions: affirmative and negative

- 1 • Before the task, allow students time to copy the table.

Exercise 1

- 1 We will eat VR food in the future.
- 2 It won't cost a lot of money.

will and won't

ABCD

- Point out that *will* is often contracted to 'll in English. Because of this, it's useful to drill the contracted forms /'ll /aɪl/, he'll /hi:l/, she'll /ʃi:l/, we'll /wi:l/, they'll /ðei:l/.
- Remind students that contracted forms are common in spoken and informal English, but they should use the full forms in formal writing.
- However, *will not* is nearly always contracted to *won't* in English (even in formal writing) and *will not* is only used for emphasis.
- Practise the difference in pronunciation between *want* /wɒnt/ and *won't* /wɒnt/. The /əʊ/ sound is a *diphthong* (= a sound made by combining two vowels in one syllable), and students should feel their mouth moving as they say the word.
- To decide whether a speaker has used *won't* or *want*, tell students to listen to the construction that comes after it: the infinitive with *to* follows *want*; the infinitive without *to* follows *won't*.

- 2 • With less confident classes, complete the first affirmative and negative sentences together.

Exercise 2

- | | |
|------------------------|-------------------------|
| 1 will have | 2 won't need, will have |
| 3 won't take, will use | 4 will use |

Extra activity

Ask students to add two more predictions of their own. Ask some students to read out one of their predictions to the class, then have the class vote on which they think is the most/least likely and which idea they like the most/least.

will for predictions: questions and short answers

- 3 • Before the task, allow students time to copy the table.

Fast finishers

Ask students to write possible answers for the *Wh-* questions.

Exercise 3

- | | | |
|-------------------------|-----------------|------------------------|
| 1 Will it be expensive? | 2 No, it won't. | 3 What will this cost? |
|-------------------------|-----------------|------------------------|

- 4 • Before the task, ask students to form questions from exercise 2.
 - When checking answers, if students disagree with the predictions, ask them to discuss in pairs what they think will happen instead.
- 5 • Students do the task.

Exercise 5

- 1 Who will you speak to next on the phone?
- 2 What will the weather be like tomorrow?
- 3 What time will you go to bed tonight?
- 4 What job will you have when you leave school?

- 6 • Before the task, read out the questions and ask students to note the emphasised words and weak forms in each one.
- 7 • Pre-teach *teleportation* (= sending people or objects very quickly from one place to another).
 - Before the task, have students work in groups and predict how they think holidays will change in 10, 30 and 80 years' time.
 - ▶ **Reinforcement** Ask students to read through the text first and think which verb would fit the meaning before writing the correct form.

Exercise 7

- | | | |
|------------------|--------------|----------------------|
| 1 will become | 2 will look | 3 will have |
| 4 will we travel | 5 won't take | 6 how will we travel |

- 8 • To help students, ask them to look at each pattern and think about what parts of the first and second diagram are in the third diagram.

Exercise 8

The last picture will be the smaller square in the middle only. □

Further practice

- Grammar → Workbook p61
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Centre
- Pronunciation → Student's Book p117

Pronunciation p117 Exercise 3

1 b 2 a 3 a 4 b 5 b

Homework

Ask students to predict what they will do in one, five and ten years' time. Give them the following sentences as examples: *In one year, I will be a student. In five years, I will live in a different city. In ten years, I will be a lawyer.*

Vocabulary and Listening

Student's Book p101

Lesson aims *Students learn holiday activities and how to identify feelings in phone conversations and messages.*

Warmer

Ask students to work in pairs and write a list of activities they do in the school holidays. After a few minutes, ask students to share some of their more interesting or unusual ones.

Discuss which of the activities they can generally do in their home town and which they have to go somewhere else to do.

Holiday activities

- 1 • Prepare students for the task by asking them to look at the pictures, the title and the headings.
- Then tell students to read the article quickly. Remind them not to read in detail at this stage. Give them a time limit if necessary.

Exercise 1

go on a bus tour, go for a bike ride, have a barbecue, visit an art gallery, look after pets

Extra activity

Ask students if they can think of one extra suggestion for each section in the text.

- 2 • Students do the task.
- If your class is more confident, ask students to guess the meaning of the phrases in bold based on the context, before checking against the definitions.

Exercise 2

- 1 go for a pizza
- 2 go on a day trip
- 3 hang out with friends
- 4 go sightseeing
- 5 stay with a friend
- 6 go for a walk
- 7 sunbathe

- 3 • Students do the task.

Exercise 3

- 1 go on 2 go to 3 go for

Extra activity

Ask students to write down more activities that use *go for*, *go to* or *go on*.

(**Suggested answers:** go for a meal, go for a jog, go to a theme park, go to a museum, go on a walking tour, go on a boat (trip), go on an excursion)

- 4 • Students do the task. Ask students if they can both agree on the best three ideas.
- Follow up with a class vote.

Phone conversations and messages

- 5  50 See the audioscript on p136.

- **Reinforcement** Elicit words and expressions for each of the feelings in the box (e.g. *bored* = This really isn't interesting. *confused* = I don't understand. *excited* = I can't wait! *nervous* = I feel a bit scared.)

Exercise 5

- 1 confused
- 2 excited
- 3 surprised
- 4 sad
- 5 nervous
- 6 bored

Subskill: Listening for feelings

Elicit how students know what someone is feeling (e.g. their words, their expression, their intonation).

When doing a listening exercise, it's not possible to see someone's expression, so explain to students that they should focus more on the words and the intonation.

To help students practise producing and recognising different emotions in intonation, give them a relatively neutral sentence, e.g. *The concert is tomorrow*. Then ask them to read it as if they were bored, confused, excited, surprised, scared, etc.

6 51 See the audioscript on p136.

- Before the task, ask students to read through the Subskill advice.
- Before the task, ask them to think about the intonation the speakers used in exercise 5. Play the audio from exercise 5 again for them to focus on the intonation used by the speakers.
- When checking answers, ask students if they can remember any words or phrases that helped them identify how each speaker was feeling.

Exercise 6

a excited b sad c bored

- 7 • If your class is more confident, ask students to answer from memory before listening again to check.

Exercise 7

1 Extract 3 2 Extract 1 3 Extract 2 4 Extract 3 5 Extract 2

- 8 • If your class is less confident, go through the questions together as a class to identify the type of information they need to listen out for.

Exercise 8

1 at the bus station at eight o'clock 2 on Saturday (at six o'clock)
3 tomorrow 4 this afternoon
5 go for a walk or play video games

- 9 • Encourage students to expand their answers and to give reasons for their opinions.

Further practice

- Vocabulary → Workbook p62
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Centre
- Listening → Workbook p65
- Listening worksheet → Teacher's Resource Centre

Homework

Ask students to choose one feeling from exercise 5 and write a short dialogue (four or five lines) involving a tourist on holiday.

Optional: in the next class, have them share and practise their dialogues with a partner before performing them to the class. Their classmates have to guess the feeling they chose.

Grammar

Student's Book p102

Lesson aims Students learn to use *going to + verb* for future plans and the *present continuous* for definite future arrangements.

Warmer

Write on the board:

My plans for this weekend:

I'm going to watch a film with friends.

I'm going to eat pizza.

Ask students to make a list of their plans for this weekend.

Nominate students to share their plans. Are any classmates planning to do the same things?

Future with *going to*

- 1 • Before the task, allow students time to copy the table.

Exercise 1

be, verb (infinitive)

going to – useful tips

ABCD

- Pronunciation: when using the future with *going to*, it is usual to emphasise the second verb, using the weak form of *to*.
- Like *will*, *going to* can also be used to make predictions. However, it is usually used when there is evidence: *Look at the cloud! I think it's going to rain tonight.*

- 2 • Students do the task.
- ▶ **Reinforcement** Before the task, ask students to read the sentences and think about the correct form of *be*.

Exercise 2

1 'm going to study
2 isn't going to work
3 are going to go
4 's going to come
5 'm not going to watch

3 • Students do the task.

Exercise 3

Suggested answers:

- 2 My mum's going to work on Saturday.
- 3 My parents aren't going to go shopping. My mum/dad is going to go shopping.
- 4 A friend isn't going to come to my place to play games. I'm going to go to a friend's place/We're going to meet ...
- 5 I'm going to watch TV.

4 • Before the task, allow students time to copy the table.

Exercise 4

- 1 Is 2 isn't 3 Are 4 aren't

Contracting short answers

ABCD

Remind students that there are two ways of contracting negative short answers:
No, she's not or *No, she isn't*.

5 • Before the task, model a few *Wh-* questions so students can note the word order.

Exercise 5

- 1 Are you going to go on holiday this summer?
- 2 Where are you going to go?
- 3 Where are you going to stay?
- 4 Are you going to go on any day trips?

6 • After students have answered the questions, nominate students to share their plans.

Follow-up questions:

What are you going to see there?
What are you going to eat?

Present continuous for future arrangements

7 • Students do the task.

Exercise 7

definite

8 • Remind students to be careful with the spelling of the *-ing* forms for *have*, *get* and *travel*.

Exercise 8

On Tuesday, he's having a guitar lesson at half past five.
On Wednesday, he's getting a bus to the water park at eight o'clock.
On Thursday, he's going to the cinema with Izan at seven o'clock.
On Friday, he's staying with Adrian.
On Saturday, he's travelling to the mountains.

Extra activity

Ask students to look at their school timetables for the week and ask and answer questions (e.g. What are you doing on Monday afternoon?/I'm studying French.).

GRAMMAR ROUND-UP

9 • Students do the task.

Follow-up questions:

What did the writer take from the box last time?
(a key ring)

Why does the writer use going to in question 8?
(It's a plan for the future.)

Why does the writer use will in question 10?
(It's a prediction.)

Exercise 9

- | | |
|--------------|---------------|
| 1 discovered | 2 ago |
| 3 gives | 4 are |
| 5 must | 6 was |
| 7 took | 8 'm going to |
| 9 better | 10 will love |

Research

Ask students to research where they can go geocaching in their country.

Ask them to find any stories about interesting items that were left in the boxes.

Finally, ask students if they would like to try it.

Further practice

- Grammar → Workbook p63
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Centre

Homework

Ask students to write a short calendar of their planned activities for next week, similar to the one in exercise 8. Ask them to include times. Then ask them to write three affirmative sentences and three negative sentences about their plans.

Real-world speaking

Student's Book p103

Lesson aims Students write and perform a dialogue about making arrangements.

Warmer

Ask students to look at the photos on p103. Elicit the activities. (going for a bike ride, having a barbecue, playing tennis)

Ask students to say which of these activities they do with friends and which ones, if any, they're doing this weekend. Ask them to name other activities they often do with friends at weekends.

Making arrangements

- 1 • Remind students to use *going to* in their sentences and to include some negatives and ask some questions if possible.
- 2  Students watch the video and answer the questions.
 - Follow-up questions:
What is Sam doing on Saturday morning? (He's going to the dentist.)
Why are Sam and his family going to have a barbecue? (to celebrate his exam results)
What is Maria doing on Sunday morning? (She's playing tennis.)
 - Draw students' attention to the US → UK section at the bottom of Key phrases. Ask students if they have heard all four versions before, and encourage them to try to use the right one for the type of English they wish to speak.

Exercise 2

- 1 They're going to go for a bike ride.
- 2 at the park at half past two on Sunday afternoon

- 3 • If your class is less confident, give students time to read through all the Key phrases before watching again.
 - ▶ **Challenge** Ask students to identify the Key phrases from memory and then watch again to check.
 - Ask students to work in pairs to practise saying all of the Key phrases and the US → UK phrases. Help with pronunciation and intonation.

Exercise 3

How about Saturday morning?	No, sorry, I'm ...
I can't Saturday morning. I'm ...	Are you doing anything on Sunday?
Are you free in the afternoon?	I'm free in the afternoon.

- 4 • After checking answers, if time allows, watch the video again and pause each time a Key phrase is used for students to repeat it.
 - Then have students read through the completed dialogue in pairs.

Exercise 4

- 1 I can't
- 2 Are you free
- 3 No, sorry
- 4 Are you doing
- 5 I'm free

Extra activity

Play the video again and ask students to identify these things:

- three phrases used to make suggestions (Why don't we ... ?; Let's ... ; How about ... ?)
- a phrase that shows sympathy (Poor you!)
- a phrase to show you think something's a good plan (Great idea!)

Then ask students to think how the speaker is feeling in the last two phrases.

- 5 • **THINK** Ask students to include an activity for the morning and another for the afternoon.
 - **PREPARE** Remind students that they may have to change their diaries in order to make their dialogues work. Ask students to include a few instances where a suggestion doesn't work, before they're able to make an arrangement.
 - **PRACTISE** Ask students to swap parts in the dialogue when practising, then choose which one they are going to read when they perform.
 - **PERFORM** Before students perform to each other, ask them to read through the **Peer review** questions.
 - With less confident classes (or very big classes), you could have students perform in smaller groups.
- 6 • **Peer review** Ask students to listen to their classmates' dialogues and answer the questions.
 - Nominate students to share their answers and give constructive feedback after each pair has performed their dialogue.
 - Follow-up questions:
Which other Key phrases could they use?
What reasons did they have for not meeting?
Did they choose an activity you often do with your friends?
How do you usually make arrangements with your friends? (e.g. by phone, talking to them at school, by text message, etc.)

Further practice

- Speaking → Workbook p65
- Phrasebook → Student's Book p125

Homework

Ask students to write another dialogue making sure to include any Key phrases they didn't use in their first one.

Writing

Student's Book pp104–105

Lesson aims Students look at the use of apostrophes and write a message inviting someone to do something.

Warmer

Elicit the term *emoji* and ask students to come up to the board and draw some that they commonly use. Have the rest of the class name the emojis or guess what they mean.

If your class is not keen on drawing, ask students to describe the ones they commonly use. Do they think they're accurate?

(See the *Culture note* below for further notes on emojis.)

Invitations

1 • Students do the task.

Exercise 1

- | | | |
|-----------|-----------|--------|
| 1 camping | 2 bike | 3 Bye! |
| 4 happy | 5 a party | 6 sad |

Extra activity

Ask students what they can see in each emoji (e.g. a tent, a smiling face, a waving hand).

Ask students to find other words in the text that could be replaced with an emoji and describe what they think the emoji would look like, e.g. grandparents, lunch, birthday, pool.



Culture note

Emojis are small pictures showing different emotions, expressions, activities, common objects, animals or types of weather as well as other things. They can be used to replace words or to add to what has already been written. They originated in Japan in the 1990s after a worker for a company added a heart symbol that could be used in pagers (basic communication devices).

In recent years, the use of emojis has increased dramatically in online messaging as more and more devices and apps support them. The term has even been included in the Oxford English Dictionary since 2013.

There are currently roughly 3,000 emojis supported by most apps and operating systems, with hundreds more being added each year.

2 • Students do the task.

- ▶ **Reinforcement** If students have difficulty following the conversations, ask them to write out the names of the people, *Ian*, *Jake* and *Emma*, and add *camping/swimming* next to each name. Ask them to tick/cross each one as they find the information in the texts.

Exercise 2

- | | |
|----------------|----------------------|
| 1 Ian and Alex | 2 Jake, Emma and Ian |
|----------------|----------------------|

3 • Students do the task.

- ▶ **Challenge** Pair up more confident students and have them do this from memory, asking and answering alternate questions before checking their answers in the text.

Exercise 3

- 1 He's leaving on Friday around six.
- 2 It's her sister's birthday and they're having a party.
- 3 He's meeting her at 11 o'clock.
- 4 They're meeting in the park.
- 5 He's going to his grandparents' house for lunch.

- ### 4 • After checking answers, 'invite' a student to do something. She/He then has to respond before inviting a classmate to do something, etc. Continue until each student has had a turn inviting and responding.

Exercise 4

- | | |
|----------------------------|---------------------------|
| Inviting: | Responding ('no'): |
| Do you fancy coming? | Sorry, I can't. |
| Would you like to come? | Sorry, I'm busy . . . |
| Responding ('yes'): | |
| I'd love to. | |
| Great! | |
| Sounds fun! | |

- ### 5 • Before the task, remind students that after the expression *Do you fancy . . . ?*, the *-ing* form of the verb is used. The *-ing* form is also used in answers beginning with *I fancy . . .*
- Then ask them to add extra lines, e.g. arranging when and where to meet, before practising reading through the messages.

Exercise 5

- | | |
|--------------------|-----------|
| 1 you fancy | 2 'd love |
| 3 I can't/I'm busy | 4 like to |
| 5 sounds | |

Subskill: Apostrophes

Elicit where students see apostrophes in English.

Explain that one of the main uses is in contractions to show that a letter or some letters are missing or that two words have also been joined together, e.g. *doesn't*, *that's*.

You could practise by putting contracted forms on the board and asking students to write out the full form and vice versa.

Encourage students to notice apostrophes for possession by asking them whether the original noun is singular or plural and what letter it ends in.

- 6 • Ask students to note the position of the apostrophe to show possession with a singular and a plural noun (see *Positioning apostrophes* below).
- Then ask them to think of any more common contractions before they complete the exercise.

Exercise 6

- a my sister's birthday
 b my grandparents' house
 c I'm (am) going ... , I'm (am) going to ask ... , I'd (would) love to, We're (are) leaving/having ... , I can't (cannot) ... , I'm (am) free ... , I'm (am) going/meeting ...

Positioning apostrophes

ABCD

When using apostrophes to show possession in English, there can be some confusion as to where they're positioned.

- With a singular noun that doesn't end in an *s*, you add an apostrophe then an *s* to show possession, e.g. *the dog's bowl*.
 - With a singular noun that ends in an *s* (often these are people's names), you can add just an apostrophe or an apostrophe and an *s*, e.g. *Jess's exercise book* or *Jess' exercise book*. Both are grammatically correct.
 - After a plural noun ending in *s*, just add an apostrophe, e.g. *the brothers' bikes*.
 - After a noun where the plural doesn't end in *s*, e.g. *children*, *men*, *women*, you add an apostrophe and an *s*, e.g. *the men's changing room*, *the children's toys*.
- 7 • Students do the task.
- Follow up by asking students to underline the apostrophes used for contractions and circle the ones used for possession.

Exercise 7

- 1 It's, I'm 2 I'd, I've 3 can't, We're, Paul's 4 parents', they're

- 8 • **THINK** Tell students that they can use ideas from the messages on p104 or ideas of their own.
- **PREPARE** Remind students to use phrases for inviting and responding.

- Ask them to check that they're using the correct future tense for the context.
 - **WRITE** Remind students to look through the points in the **CHECK** section before writing.
 - **CHECK** Give students time to check over their message dialogue and to make changes if they need to.
- 9 • **Peer review** Ask students to exchange their message dialogue with another student and answer the questions.
- Ask students to check their partner's work against the **CHECK** section. Ask them to check the following:
 - that appropriate vocabulary for holiday activities is included
 - that *going to* has been used correctly for plans and intentions
 - that the present continuous has been used correctly for future arrangements
 - that appropriate phrases have been used for inviting and accepting and declining invitations
 - that apostrophes have been used correctly
 - Ask students to underline any incorrect vocabulary, grammar or punctuation and to write any further comments under the text.
 - Give students time to explain their feedback to their partner.
 - Ask students to rewrite their message dialogue, taking the feedback on board.
 - If there is time after rewriting, ask students to swap and review each other's message dialogue again.

Further practice

- Writing → Workbook p66
- Writing competence → Teacher's Resource Centre

Homework

Write the below situations on the board, then ask students to write short text message dialogues for each one:

- *Inviting your teacher to a music performance you are performing next Wednesday at 7:00 pm. (She is free that evening.)*
- *Inviting your best friend to the cinema this weekend. (She/He is busy on Saturday but is free all afternoon on Sunday.)*
- *Inviting your grandparents to lunch at a local restaurant on Sunday at 2:00 pm. (Your grandparents are out of town for the whole weekend.)*

Tell students to use appropriate phrases and language for each situation, including emojis where appropriate.

Project

Student's Book pp106–107

Lesson aims Students create a plan and presentation for a three-day holiday and learn to communicate clearly.

Warmer

Ask students to look at the Graphic organiser for this unit on p121. Allow five minutes for students to discuss with a partner what they learnt about holidays and activities and what they have enjoyed most about the unit.

WDYT?

What's your idea of a good holiday?

Ask students to think about the WDYT? question again and discuss with a partner. In pairs, ask them to discuss any new ideas they have about this question. Encourage them to consider weather, transport, accommodation, places and people. Then ask them to think back to the answers they gave at the beginning of the unit and decide if their thoughts are different now.

TASK

Read through the task brief and learning outcomes as a class. Tell students that they are going to use their ideas from the WDYT? discussion to plan a three-day holiday for themselves and their friends.

Check understanding of *format* (= a way/method). Ask for examples of different formats for presenting, e.g. poster, digital slideshow, leaflet, etc.

1 See the videoscript on p144.

- Students do the task.
- Follow-up questions:
How many days are they going for? (three days)
How are the students going to travel to Glasgow?
(by plane)
Where are they going to stay? (in a B & B)

Exercise 1

Glasgow

Extra activity

Play the video again. Ask students to list the places the students say they are going to visit. (the Science Centre, IMAX cinema, Riverside Museum/transport museum)
Then ask them to name the different kinds of food/meals the students are planning to eat. (burgers, breakfast, packed lunch, pizza)

STEP 1: THINK

- See notes on the Model project.
 - When checking answers, ask students why the other items are not included. (because they are too detailed)

Exercise 2

type of accommodation, ideas for meals, plans for activities and places to visit

- Ask students to consider the place, the accommodation and the activities in their answer. Tell them they can like some parts and not others. Remind them to give reasons for their opinions.

STEP 2: PLAN

- Allow students time to read the Super skills box tips and to practise each of the Key phrases. Help with pronunciation and intonation.
 - Follow up by asking students what they could do if not everyone agreed (e.g. find somewhere 'in the middle', go with the majority or produce two versions of the plan and see which one is better at the end).
 - Ask them to think of ways they can ensure quieter people are heard (e.g. everyone has a set time to offer their opinion, or one person is the 'leader' and ensures that each person has time to talk).
- Allow students to research online. Ask them to note down places that they find interesting and hotels, food/restaurants that they like.
 - Remind students of the tips in the Super skills box and ask them to ensure that everyone's preferences are heard.

STEP 3: CREATE

- Remind students of the different formats they could use, e.g. a leaflet, a poster, etc.
 - Then discuss different ways you could present a plan, e.g. with times in a different column or as a timetable.
 - See the Model project on p107 and the Model project notes for further ideas.
- Go through the *How to ...* tips on p121 together.
 - Ask students to provide a clear but concise introduction and to think about how they're going to sequence their information. Ask them to predict any questions that their listeners may have and to note how they could respond.
 - Ask students to decide how they will divide up their presentation (e.g. one person reads each day, or one person reads activities, another accommodation).

STEP 4: PRESENT ●●●●

- 8 • **Peer review** Before they present, discuss tips on presenting, e.g.:
- Look at your audience (or just above their heads if you're nervous!).
 - Speak slowly and clearly.
 - Don't fidget.
 - If you make a mistake, stay calm and start the sentence again.
- Ask students to read through the **Peer review** questions before their classmates present.

Model project

The main focus of this project is a note-form holiday plan followed by a verbal presentation. The Model project does not represent the verbal presentation but instead presents visuals and notes that students can use as a model for creating their own presentation.

Layout: The layout of the notes is flexible, but it should be whatever is going to be clearest to follow when speaking. Each new point should be on a new line. Bullets can help.

Content: The Model project has a clear title stating the length and location of the trip. The three days are divided with headings for the day and the date. The accommodation type and ideas for meals are mentioned but not with too much detail. There are plans for activities and places to visit at approximate times.

Photos: Include a selection of photos to show accommodation and activities planned.

Language: The itinerary is written in note form. Students should write enough notes for them to be able to speak about their trip when presenting it to other groups, but they should avoid writing so much information that they end up reading instead of talking.

Further practice

- Super skills → Workbook p66

Homework

Ask students to imagine they are on the holiday now and to write a postcard to a friend telling them about:

- where they are
- what their accommodation is like
- what activities they did (using the simple past)
- what plans they have for the rest of the holiday (using going to and the present continuous)

End-of-unit further practice

- Social and emotional competence → Workbook pp82–83
- Exam trainer → Workbook pp84–94
- Progress test (standard and higher) → Teacher's Resource Centre
- Units 7–8 test → Teacher's Resource Centre
- Communication games → Teacher's Resource Centre
- CLIL and Culture worksheets → Teacher's Resource Centre
- Evaluation rubrics → Teacher's Resource Centre
- Wordlists → Teacher's Resource Centre
- Student's Book audio and audioscripts → Teacher's Resource Centre
- Workbook audio and audioscripts → Teacher's Resource Centre
- Workbook answer key → Teacher's Resource Centre

8

FINAL REFLECTION

- Point out to students that this time they are reflecting on their work as a group, not individually.
- When focusing on section 2, ask students to consider the following questions:
 - Did everyone in the group have a chance to talk?*
 - Did everyone share their opinions on ideas?*
 - Did you agree on things?*
 - What did you do if you didn't agree?*
 - Does your plan contain ideas from everyone?*
- In evaluating part 3, ask students to look at the Quick review on p105 to check what language from the unit they used. Ask them to think about other places where they could include the new language.
- Where students have chosen a face other than the smiley face, ask them what they think they can do differently next time to improve.

Vocabulary

Student's Book p108

Warmer

Set your students a quiz about what they have learnt in the course.

Put students in pairs or small teams.

Write the following questions on the board:

- 1 What country's school did you compare a British school with in Unit 2? (Finland)
- 2 What was the topic of the survey you created in Unit 3? (how students spend their free time)
- 3 How many ways of talking about the future do you know? (three ways – *will, going to* and the present continuous)
- 4 What did the swimmer achieve in Unit 7? (She broke eight world records, won an Olympic gold medal and was the first woman to cross the English Channel.)
- 5 Which two animals in Unit 6 were conservation success stories? (the saiga and the mountain gorilla)

- 1 • Tell students that for each picture, they must come up with one key word. For pictures B and E, it should be the places; for F they should name his profession.
 - With more confident classes, you could do this as a timed task.
 - ▶ **Reinforcement** Allow students to look back in the Student's Book to help them, or you could give them the first letter of each word.
 - Unless you think your students have made lots of mistakes, don't check answers until after students have completed exercise 2.

Exercise 1

A penguin	B skate park	C yoga
D sunglasses	E car park	F waiter
G pasta	H feather	I yoghurt

- 2 • Tell students that the word they make will spell out a subject.

Exercise 2

geography

- 3 • Students do the task.

Fast finishers

Ask students to choose one of the verbs and write all the correct collocations in sentences.

Exercise 3

2 breakfast	3 gymnastics	4 home
5 badminton	6 sad	7 social media

- 4 • Tell students that sometimes more than one verb is possible.

Exercise 4

2 have/make	3 do	4 get/go/arrive	5 play	6 be/feel	7 use
-------------	------	-----------------	--------	-----------	-------

- 5 • Students do the task.
 - When checking answers, encourage students to give their partner's answers as well as their own to let them practise using the third person and words for comparison (*but, also, too, etc.*).

Exercise 5

Suggested answers:

1 have breakfast	2 does gymnastics	3 get/go/arrive home
4 play badminton	5 are/feel sad	6 use social media

Student's own answers

- 6 • Students do the task.
 - ▶ **Reinforcement** Ask students to complete the compound nouns they know first to eliminate them.
 - After a few minutes, complete any remaining answers as a class, giving students prompts where necessary.

Exercise 6

1 k	2 c	3 b	4 i	5 h	6 d
7 j	8 a	9 g	10 l	11 e	12 f

Extra activity

Ask students to choose three of the compound nouns and write definitions for them. Then ask them to read them to a partner for him/her to guess the correct words.

- 7 • Students do the task.
 - Follow-up questions:
 - What tense does the writer use? Why?* (the past simple – to talk about events that happened in the past)
 - Who did the writer go on holiday with?* (his/her cousins)
 - Did the writer enjoy the swimming pool?* (No, the water was too cold.)
 - Why didn't Finn have a good time?* (He ate too much ice cream and felt sick.)

Exercise 7

- | | | |
|-------------------|---------------|----------------|
| 1 country cottage | 2 games room | 3 table tennis |
| 4 swimming pool | 5 day trip | 6 theme park |
| 7 ice cream | 8 bus station | 9 taxi driver |

Homework 

Ask students to make another puzzle similar to the one in exercise 2, spelling out another school subject. They can print pictures, draw pictures or write gapped sentences if they prefer.

Reading**Student's Book p109****Warmer**

In pairs, give students two minutes to try to remember all the types of texts they read throughout the course. Then allow them to look back through the book and check.

Elicit the text types and write them on the board. (These can be found on the Contents page.) Students may mention the topics, which is fine, but ask them to then think what the genre was for each.

Ask students to vote on which they thought was the most interesting. Then nominate some students to explain their choices.

- Students do the task.
 - ▶ **Challenge** Ask students to cover a–c and try to finish the advice before checking.
- When students have completed the task, point out the tip in the box at the end.

Exercise 1

- 1 b 2 c 3 a

- If necessary, clarify to students that all the texts are from the same place. Ask them to think about the layout and the length of the texts.
 - Ask students what they would expect to see in the other two types of texts (e.g. comments on a live feed, one long page of writing in a book).

Exercise 2

- c
layout, photos, lots of small texts

- With less confident classes, you could put one word for each story on the board and ask them to match them to the correct title. With more confident classes, you could extend the task and ask them if they can predict any ideas that might come up.
 - Follow-up questions to prepare for the next exercise:
 - 1 What types of extreme weather are there (e.g. storms, high winds, heavy rain > flooding)?

- 2 What things do we traditionally associate with little boys and girls (e.g. boys: blue, trucks, dinosaurs, monsters; girls: pink, princesses, fluffy things, dolls)? Is this still true?
- 3 What things do you always take on holiday?
- 4 What things do you think make somewhere the best place to live (e.g. lots of parks, good schools, good public transport, (near) a big city with lots to do ...)?

- 4  ⁵⁶ Ask students to follow along as the audio plays and to make a note of any words they don't understand, plus any interesting phrases or facts.
 - Check with students afterwards what they made a note of.

Exercise 4

- 1 b 2 a 3 d 4 c

- 5 • Before the task, if you think your students need to, go through the sentences together and decide on the key words. Then decide what type of information they need to look for in the texts.

Fast finishers

Ask students to look at the apostrophes in the sentences in exercise 5 and make a list of the ones that show possession and another list of the ones used for contractions.

Exercise 5

- | | | | |
|---------|--------|--------|---------|
| 1 False | 2 True | 3 True | 4 False |
| 5 False | 6 True | 7 True | 8 False |

Exam tip

Discuss the exam tip with students and ask for ideas for effectively planning their time in an exam, e.g. allocating a set number of minutes for each task, moving on if a question is difficult but putting a pencil mark in the margin so they know to come back to it.

- 6 • Students do the task.

Exercise 6

- 1 They stopped having different sections for boys and girls and just sell a mix of clothes for all children.
- 4 In parts of the desert, it never rains.
- 5 There are more than 230 cycle routes in Bristol.
- 8 They take food because they don't like foreign food or think it's too expensive.

- 7 • **Word work** Students do the task.
 - ▶ **Reinforcement** Allow students to look back at the units to find the words.

Exercise 7

- mix:** a combination of different things
desert: very hot, dry places, e.g. the Sahara
average: a typical amount of something
citizens: people who live in a town or city

- 8 • Comparing answers with a partner is a good opportunity to use the comparative and superlative forms, so model some examples first, e.g. *She thinks the article about Britain's healthy town is the most interesting. I find it the least interesting. She is more interested in health and sports than I am. I am more interested in clothes than she is.*

Homework

Ask students to go online and find one article that looks interesting from an English-language news website. If there is a website you like, suggest this one to students.

Tell students that they do not need to understand all the details. Ask them to read the article quickly, find three new words and try to guess their meanings before using their dictionaries to check.

Grammar

Student's Book pp110–111

Warmer

Ask students to look at each section on pp110–111 and see what grammar points each one covers. These are listed on the top line of each of the boxes.

Ask students to make a note of any grammar points they think they need to revise or practise more.

Give them time to look back to the relevant pages in the book before they start.

Red questions

- Ask students to answer the red questions around pp110–111. Ask them to write their answers in their notebooks, or do the questions orally as a whole class if you prefer. With more confident classes, you could do this as a timed exercise.
- After students have tried to answer all the questions, ask them if there are any areas they are unsure of before they start the questions in the red section.

Red questions

- 1 him, her, us, them
 5 He doesn't get up at seven o'clock.
 9 Where do they go to school?
 13 They come after the verb *be* (but before other verbs).
 17 verb *-ing* (or use a noun)

Red section

- 1 • Students do the task.
- **Reinforcement** Before the task, go through each sentence and write both the possessive adjective and the object pronoun next to the subject pronoun given in brackets. Ask students to choose from the two options.

- 2 • Students do the task.
- 3 • Remind students that for some answers they will need to add an auxiliary verb.

For further help with this grammar, return to p16, p18, p28 and p30.

Red section

Exercise 1

2 him 3 them 4 her 5 our 6 us 7 me

Exercise 2

1 studies 2 do 3 doesn't 4 playing 5 watch
 6 is always 7 listen

Exercise 3

1 do you speak, speak 2 Does your brother do, does, goes
 3 do your parents have, takes, doesn't have 4 does your sister get up, studies

Blue questions

- To prepare students for this section, read out some different nouns, e.g. *pencil, potato, water, music, chocolate, notebook*, and ask them to say if they are countable or uncountable. Then ask students some *How many/How much* questions about things around the classroom, encouraging them to give answers using *there is/there are*.
- Ask students to answer the blue questions around pp110–111. Ask them to write answers in their notebooks, or do the questions orally as a whole class if you prefer. With more confident classes, you could do this as a timed exercise.
- After students have tried to answer all the questions, ask them if there are any areas they are unsure of before they start the questions in the blue section.

Blue questions

- 3 **Countable:** oranges, apples, etc.
Uncountable: chocolate, sauce, oil, sugar, butter, etc.
 7 are
 11 any
 15 We use *How much* to ask about uncountable nouns and singular countable nouns and *How many* to ask about plural countable nouns.
 19 Einstein was a famous scientist.

Blue section

- 1 • When feeding back, ask students why each mistake is incorrect.
- 2 • With less confident classes, go through the answers together and identify whether *How much* or *How many* is needed.

3 • Students do the task.

For further help with this grammar, return to p64, p66 and p76.

Blue section

Exercise 1

- 1 Would you like **an** apple or a banana?
- 2 There are **some** great shops in town./There **aren't** any great shops in town.
- 3 Is there **a** library near here?
- 4 There isn't **any** chocolate in the cake./There **is** some chocolate in the cake.
- 5 **Is** there any ice cream in the fridge?
- 6 I usually have a sandwich **and milk** for breakfast.
I usually have a sandwich and **some** milk for breakfast.

Exercise 2

Suggested answers:

- 1 How many sports do you play?
- 2 How much money have you got (in your pocket)?
- 3 How many brothers and sisters have you got?
- 4 How much time do you spend on homework (a day)?/How many hours do you spend on homework (a day)?
- 5 How much fruit do you eat (every day)?
- 6 How many books do you read (every month)?

Exercise 3

- | | | | |
|-------------|-------------|----------------|--------------|
| 1 were | 2 was | 3 Were (there) | 4 there were |
| 5 there was | 6 Was there | 7 there wasn't | 8 there was |

Yellow questions

- To prepare students for this section, ask them to think of three ways of talking about the future. Ask students which tense is used to make predictions, which is used to talk about plans and which ones are used to make arrangements.
- Ask students to answer the yellow questions around pp110–111. Ask them to write answers in their notebooks, or do the questions orally as a whole class if you prefer.
- With more confident classes, you could do this as a timed exercise.
- After students have tried to answer all the questions, ask them if there are any areas they are unsure of before they start the questions in the yellow section.

Yellow questions

- 4 -ed
- 8 went, met, saw, came, wrote
- 12 Where did you go last night?
- 16 **Suggested answers:** I'll be famous. I'll live in a big house.
- 20 'm going to

Yellow section

- 1 • Before the task, ask students what tense is used in the exercise. Ask students when we need an auxiliary verb in the past simple.
- With less confident classes, identify the main verb in each sentence first and highlight the irregular verbs.

2 • Students do the task.

- ▶ **Reinforcement** Ask students to identify which *Wh-* question word is needed for each one.

- 3 • Before the task, ask students to identify which sentences are predictions, which are plans and which are arrangements. Then ask them to decide which tense to use for each.

For further help with this grammar, return to p88, p90, p100 and p102.

Yellow section

Exercise 1

- 2 I went to bed early last night.
- 3 She didn't help me/you with my/your homework.
- 4 Did they take a picnic with them?
- 5 The class started at 9:00.
- 6 Did he phone you at the weekend?
- 7 They didn't give me their address.

Exercise 2

- | | | |
|-----------------------|--------------------------------|-------------------------|
| 2 What did he see? | 3 Who did he go with? | 4 How much did it cost? |
| 5 Where did they sit? | 6 When/What time did it start? | |

Exercise 3

- | | | |
|-----------------|-------------------------|-------------|
| 1 Are you going | 2 I'm going to buy | 3 will have |
| 4 won't use | 5 aren't going to/won't | |

Green questions

- To prepare students for the section, ask them the following questions:
 - *Which tense do I use for things that are happening at the moment?* (present continuous)
 - *Which word do I use after the verb when comparing two things?* (more)
 - *Which modal verb do I use for something I always need to do?* (must)
- Ask students to answer the green questions around pp110–111. Ask them to write answers in their notebooks, or do the questions orally as a whole class if you prefer. With more confident classes, you could do this as a timed exercise.
- After students have tried to answer all the questions, ask them if there are any areas they are unsure of before they start the questions in the green section.

Green questions

- 2 **Suggested answers:** doing a quiz, sitting in class, working with my partner, etc.
- 6 present continuous – to talk about things happening now (and for future arrangements)
- 10 taller, more interesting – one-syllable adjectives + *er*, three-syllable adjectives *more* + adjective
- 14 the hottest
- 18 No

Green section

- 1 • Remind students to read each sentence carefully to decide which tense to use.
- 2 • Students do the task.
- 3 • Students do the task.

For further help with this grammar, return to p42, p52 and p54.

Green section

Exercise 1

- 1 are you doing 2 'm walking 3 play 4 's making
5 'm helping 6 Does your dad always cook 7 gets

Exercise 2

- 1 easiest 2 more difficult 3 biggest 4 worst 5 better

Exercise 3

- 2 You mustn't/can't use your mobile phone in class.
- 3 You can write on the board.
- 4 You must bring your books to class.
- 5 You mustn't/can't chat in class.
- 6 You can wear trainers.
- 7 You mustn't/can't eat in the classroom.

Homework

Ask students to write down the three grammar points they found the most difficult and to review the relevant lessons for homework.

Listening

Student's Book p112

Warmer

Play a game of **First to five** on the subject of music. (See Activities bank, p6, for full instructions.)

Then, ask students to discuss in their groups how each set of words makes them feel. Remind them to use opinion phrases such as *I think* and *I agree*.

- 1 • Students do the task.
 - Follow-up questions:
Do you listen to different music in different places?
Do you prefer to listen to music alone or with friends?
What is the best podcast? Why do you like it?
- 2 • Before the task, ask students to use the pictures and the words to make their predictions.
 - Follow up by asking students to share their key words and to write down any they didn't have.
- 3  ⁵⁷ See the audioscript on p137.
 - Follow up by asking students to reflect with a partner on whether their three words from exercise 2 came up. What other words did they use to decide on their answers?

Exercise 3

- 1 Good cooking! 2 Future world 3 News update
4 Teen talk 5 Natural science

- 4 • If your class is more confident, have students ask and answer alternate questions in pairs, before playing the audio again to check.
 - Follow-up questions:
How long does it take to make the chocolate cake? (30 minutes)
What three things do the speakers talk about packing in the second podcast? (food, shoes, oxygen)
Did the rescue team help anybody? (yes, two people)
Is it only girls who post their pictures on social media? (no, boys and girls do)
What did the tortoise enjoy eating? (carrots, apples and pears)

Exercise 4

- 1 butter, sugar, eggs, chocolate
- 2 on the Moon/on Mars
- 3 a thunderstorm, rain
- 4 They post photos of them online; other people pay to borrow them.
- 5 He was 185 years old – the oldest land animal in the world.

- 5 • Students do the task.
 - When feeding back, ask students if they've listened to any similar podcasts and if they would recommend them.
- 6 • Confirm that the photo is of an e-sports event (for further information, see the *Culture note*) but don't get into too much detail yet. Tell students that they will learn more in exercise 7.

Exercise 6

Students' own answers

Suggested answer:

We can see some gamers playing on computers, they seem very happy so maybe they won an online gaming competition. Online gaming competitions or e-sports are very popular all around the world.



Culture note

E-sports are video-game competitions. They're also known as electronic sports. Usually e-sports are played in multiplayer video-game competitions.

For many years video-game competitions were only for amateurs, but now there are professional players and teams, and tournaments take place all over the world in big arenas. Labelling video games as sports is controversial for some people, though there is still a movement to allow e-sports to be recognised at the Olympics.

There is a lot of money in e-sports. Gamers in the UK spent almost £3.3 billion on computer games in 2016 and the winners of competitions can earn thousands of pounds in prize money.

- 7  ⁵⁸ See the audioscript on p138.
 - Before the task, read the Exam tip with the class.
 - Allow students time to read the questions. Remind them to underline key words or think about how answers could be presented in different ways.

- 8 • When checking answers, pause the audio after each correct answer and ask students what words or phrases helped them.

Exercise 8

- 1 c – *Some players practise for eight hours a day!*
- 2 a – *More people had a computer at home and the internet was faster, so you could go online and play.*
- 3 b – *Big football teams, like Manchester City, have their own e-teams now.*
- 4 b – *E-sports clubs are great if you aren't good at normal sports.*
- 5 a – *I think they'll be bigger than ordinary sports one day!*

Extra activity

Ask students to work in pairs and think of two advantages and two disadvantages of e-sports.

Ask them to share their ideas with the class.

Finish with a class vote on whether e-sports are 'sports' (see the *Culture note* above).

- 9 • Students do the task.
- Follow up by nominating students to share their answers.

Homework

Ask students to go online and find out three more interesting facts about e-sports, e.g. which sport is most popular, which tournament has the most competitors, which competition has the biggest prize, etc.

Real-world speaking

Student's Book p113

Warmer

Give students three minutes to look back through the Speaking lessons in the Student's Book.

Elicit the different situations they've covered.

Ask students which they think would be most useful if they travelled to an English-speaking country. Can any student remember doing any of these things in an English-speaking country?

- 1 • After checking answers, elicit Key phrases for each situation.

Exercise 1

- 1 A woman is asking a receptionist for information about courses (Unit 2); A boy is asking for directions (Unit 5); A boy is shopping for clothes (Unit 3).
- 2 Working together to check answers (Unit 1); Making and responding to suggestions (Unit 4); Showing interest (Unit 6); Giving opinions (Unit 7); Making arrangements (Unit 8)

- 2 • Before the task, allow students to copy the table. Make sure students leave enough space to add more phrases to each category.

Exercise 2

Asking for information: What time does it start?

Shopping for clothes: How much is it?

Making suggestions: Why don't we take a picnic?

Asking for directions: Is there an underground station near here?

Giving opinions: What do you think of hip-hop music?

Making arrangements: Are you free on Saturday?

- 3 • Allow less confident classes to look back at the relevant lessons in the Student's Book.

Exercise 3

Suggested answers:

Asking for information: I'd like to find out about your courses, please. Can I sign up for it?

Shopping for clothes: I'm just looking, thanks. Can I try this on, please?

Making suggestions: Let's get the bus. How about getting the 9:00 bus?

Asking for directions: Excuse me. Can you tell me how to get to the library?

Giving opinions: You've got a point. If you ask me . . .

Making arrangements: No, sorry, I'm playing basketball then. I'm free in the afternoon.

Extra activity

Ask students to write answers for all the questions in exercise 2.

- 4 • Before the task, ask students to read through the two dialogues and identify the situations.
- After checking answers, ask students to practise the dialogues in pairs. Then nominate a few pairs to perform their dialogues.
 - Follow up by eliciting other questions that could be asked in each situation.
- 5 • **THINK** You could allocate a situation to each pair to ensure that all are being covered. Alternatively, have students choose a scenario, then assign partners dependent on who wants to write what, to ensure everyone is working with someone different from usual.
- **PREPARE** Refer students to the relevant pages in the Speaking lessons of the Student's Book: Scenario A: p103; Scenario B: p55; Scenario C: p91.
 - **PRACTISE** Before they practise, you could play the dialogues from the relevant units again so students can hear the correct intonation.
 - **PERFORM** Before they perform, ask students to read through the Exam tip. Ask the class if they have any other advice for staying calm in speaking exams.

- 6 • **Peer review** Ask students to listen to their classmates' dialogues and answer the questions.
- Ask students to share their thoughts after each pair has performed, offering any constructive criticism.

Homework

Ask students to choose one of the other situations (A–C) on p113 and write a different dialogue.

Writing

Student's Book p114

Warmer

Give students three minutes to look back at all the different texts they wrote in their Writing lessons. Have them look back at them in their notebooks if possible.

Ask students to tell a partner which one they think was most interesting and why.

- 1 • **Students do the task.**
- **Follow-up questions:**
What types of things can blogs be about?
What information would you expect in an invitation?
How can you greet a friend in an email?
When did you last use instructions?
Do you often comment on forums?

Exercise 1

- 1 C
- 2 D
- 3 A
- 4 B
- 5 E

- 2 • Ask students to find all the words and phrases 1–6 in the texts first and then to answer the questions.
- ▶ **Reinforcement** When answering the questions, have less confident students work with a more confident student.
 - When checking answers, ask students which questions they needed to look back in the Student's Book to answer. This will give you an indication of which areas may need more revision.
 - **Follow-up questions:**
Was the weather on Molly's holiday good? (no)
What size are the eyes in anime? (always big)
Could the children talk about any animals in their project? (No, only endangered animals or animals that were extinct.)
How many people are going shopping? (three)
What colour is the pesto? (green)

Exercise 2

- 1 (Text B) After that, Next, Finally
- 2 (Text A: France and Text E: Italy); languages, acronyms, days of the week, months, names, cities, countries, nationalities, at the start of a sentence, I
- 3 (Text A: *and* and *but* Text C: *or*) **a** but **b** and **c** or
- 4 (Text A: beautiful); **other possible adjectives:** busy, modern, quiet, small, old, crowded, exciting
- 5 (Text D) *also* – after *be*, before other verbs; *too* – at the end of the sentence
- 6 (Text E) *because* – to give the reason; *so* – to give the result

Extra activity

Ask students to write example sentences using *because*, *so*, *and*, *or*, *but*, *also* and *too* correctly.

- 3 • **Students do the task.**
- When checking answers, ask students to explain why the original sentence was incorrect.

Exercise 3

- 1 I went swimming and I **also** played beach volleyball.
- 2 We have maths on **Mondays**.
- 3 There are lots of **interesting** things to do here.
- 4 Do you prefer quiet **or** busy places?
- 5 We stayed in a **small** town in **Spain** last **August**.

Extra activity

Write the words *and*, *or*, *but*, *because* and *so* on the board. Then read out the following sentences saying 'mmm' where the gap is for students to complete:

- 1 *Which do you prefer, hip-hop [...] heavy metal? (or)*
- 2 *I love my town [...] it's never boring. (because)*
- 3 *There are lots of places to eat [...] they're expensive. (but)*
- 4 *Next week is the last day of school [...] we're having a party. (so)*
- 5 *This summer I'm going to sleep [...] hang out with friends. (and)*

- 4 • **THINK** Give students time to review any verb tenses they may need.
- You could do this as a timed task, giving students a set amount of time to prepare, then additional time to write. Also be sure to assign time for checking their writing, particularly if your students are new to timed writing tasks.
 - **PREPARE** Refer students to the Writing lesson in Unit 7 to remind them how to use paragraphs correctly.
 - **WRITE** Remind students to look through the points in the **CHECK** section before writing.
 - **CHECK** Give students time to check over their writing and to make changes if they need to. Encourage students to refer back to the relevant places in the Student's Book to check if their use of a particular language point is correct.

- 5 • **Peer review** Ask students to exchange their writing with another student and answer the questions.
- Ask students to check their partner's work against the **CHECK** section. Ask them to concentrate on the following:
 - that the writing is organised into paragraphs
 - that tenses are appropriate and used correctly
 - that appropriate vocabulary has been used
 - that linking words are used correctly
 - that punctuation is correct
 - Ask students to underline any incorrect vocabulary, grammar or punctuation and to write any further comments under the text.
 - Give students time to explain their feedback to their partner.
 - Ask students to rewrite their writing, taking the feedback on board.
 - If there is time after rewriting, ask students to swap and review each other's writing again.

Homework

Ask students to choose one of the other tasks in exercise 4 and complete it for homework. Remind them to use the same process of thinking, planning, writing and then checking.

Review game

Student's Book p115

- Before starting the game, ensure each group of students has the following:
 - a dice (or equivalent)
 - counters/markers for each student
 - a way of timing one minute for some of the tasks
- Before playing, read through the rules together.
- Check understanding of the blue squares *Miss a turn* and the green squares *Go back to START*.
- Ask students to quickly look through all the tasks and think about what they would say for each one.
- Follow-up questions for each group:
 - Who won the game?*
 - Did anyone speak for a full minute about their birthday?*
 - Did anyone have interesting plans for their holiday?*
- Finish by nominating students to say which questions they think they answered best and which ones they found more difficult.

End-of-unit further practice

9

- Exam trainer → Workbook pp84–94
- End-of-year test → Teacher's Resource Centre
- Wordlists → Teacher's Resource Centre
- Student's Book audio and audioscripts → Teacher's Resource Centre



Starter Unit

1

Vocabulary: countries and nationalities, exercise 2 p6

Australia, Australian; Brazil, Brazilian; Canada, Canadian; China, Chinese; France, French; Ireland, Irish; Japan, Japanese; Mexico, Mexican; Morocco, Moroccan; Nigeria, Nigerian; Spain, Spanish; Turkey, Turkish; the UK, British; the USA, American

2

Vocabulary: in the classroom, exercise 1 p7

- 1 C-I-T-Y
- 2 T-E-A-G-H-E-R
- 3 F-L-A-G
- 4 'CAPITAL' M-O-R-O-'DOUBLE C'-O
- 5 S-T-U-D-E-N-T
- 6 A-N-S-W-E-R

3

Vocabulary: in the classroom, exercise 4 p7

- 1 Ask your partner.
- 2 Circle the country.
- 3 Open your books.
- 4 Match the question and answer.
- 5 Write the answers.
- 6 Underline the verb.

4

Vocabulary: in the classroom, exercise 5 p7

- 1 **Tom:** Hi, Kim!
Kim: Hello, Tom! How are you?
Tom: I'm fine. You?
Kim: Yes, I'm good. Oops – time for school!

- 2 **Tom:** Is he a new student?
Kim: Who?
Tom: That boy over there.
Kim: Oh – yes. Let's say hello.
- 3 **Kim:** Hi, are you new here?
Ross: Er, yes, hello. Am I in the right classroom for English?
Kim: Yes. What's your name?
Ross: Oh, sorry, I'm Ross.
Kim: Hi, Ross, I'm Kim and this is Tom.
Tom: Hi!
- 4 **Tom:** Where are you from then Ross?
Ross: I'm from Ireland.
Tom: Ireland – wow!
Ross: Yeah, my dad's Irish but my mum's English.
Tom: Oh right. What's your ...

5

Vocabulary: describing people, exercise 3 p9

- 1 He's got a black beard and glasses.
- 2 She's tall and she's got straight brown hair.
- 3 She's got short red hair and green eyes.
- 4 He hasn't got any hair. He's got a grey beard and glasses.
- 5 She's short. She's got long blonde hair. She hasn't got glasses.

6

Vocabulary: action verbs, exercise 2 p10

- 1 [sound of a girl singing well]
- 2 [sound of someone playing a guitar]
- 3 **Boy:** [speaking Chinese]
Girl: Sorry, I don't understand.
- 4 [sound of someone swimming]
- 5 **Girl:** How do you spell 'sharpener'?
Boy: Um ... s – a – r – ... I don't know.
- 6 [sound of someone tap dancing]

Unit 1



Vocabulary and Listening, exercise 3 p17

- 1 **Teacher:** What's the capital of China?
Student: Miss, miss!
Teacher: OK, Jade?
Student: Beijing
Teacher: Good, Jade.
- 2 **Teacher:** Can anyone tell me a synonym of 'little'?
Student: A what?
Teacher: A synonym – a word that means the same as 'little'. Leo?
Student: Err, 'small'?
- 3 **Teacher:** OK – penalty corner to the reds.
- 4 **Teacher:** OK, so 17 multiplied by 4, plus 12, divided by 10 is ... ?
Student: Seven?
Teacher: No, eight.
- 5 **Teacher:** So today, Rights and Responsibilities. Any examples of responsibilities you have here in school?
Student: Um, work hard.
Teacher: Work – hard – OK?
Student: Do our homework.
Teacher: Good.
- 6 **Teacher:** Come in everyone and switch on the computers.



Vocabulary and Listening, exercises 5 and 6 p17

Boy: So, Ansa, what do you think about school in Britain? Do you think it's very different to school in Finland?

Ex 6.1 Ansa: Yes, I do. I think it's really different. For one thing, the schoolday is shorter.

Boy: Oh yeah? Does your school start later?

Ex 6.2 Ansa: No, it doesn't. We start at 8:30 and finish at 1:30.

Boy: OK, but do you go back in the afternoon?

Ex 6.3 Ansa: No, we don't. I'm too tired! I can't imagine having a subject like ... maths after lunch! We don't have much homework

Ex 6.4 either. And no exams!

Boy: Lucky you! What else is different? Do you have the same lessons in Finland?

Ansa: Well, yes and no. In my school we do a lot of work through projects.

Boy: Projects?

Ansa: Yes, we work on something like the

Ex 6.5 Aztecs in Mexico. So maybe one group does a study on life in Mexico and another does a study on life in Finland today and then we present them in class.

Boy: OK, we do that in our history lessons too.

Ansa: Yes, but then we make a game about the differences. So we study history and ICT and communication and art all at the same time, not in separate lessons.

Ex 6.6

Boy: Wow, that's really different.

Unit 2



Reading and critical thinking, exercise 1 p26

- 1 *[sound of someone practising a musical instrument]*
- 2 *[sound of a camera clicking]*
- 3 *[sound of people playing sport]*
- 4 *[sound of a band rehearsing]*
- 5 *[sounds of someone playing a video game]*
- 6 *[sound of someone listening and humming to music]*
- 7 *[sound of someone skateboarding]*



Vocabulary and Listening, exercises 6, 7 and 8 p29

Presenter: Now to the sports section of the programme. Sport is good for us, we all know that, but is it more than a way to keep fit? Let's find out. Ben Witherby is with me today. Ben, you play hockey in your free time, right?

Ben: Hi. Yeah, that's right.

Presenter: And you play for ... ?

Ben: The Saxton Tigers. It's a Junior League team.

Presenter: So how old are the players?



Ex 8.1 Ben: Between 13 and 15 – it's an under-16 team.

Presenter: Right, and why do you like playing hockey?

Ben: I like it because you're in a team. It's different from, say, doing athletics or swimming because you play in a group.

Presenter: Why is that important for you?

Ben: Well, you learn to work together and help each other. It's the only way to win games.

Presenter: And does hockey help you in life in general, not just when you're playing, I mean?

Ben: Yes, I think it does. We often do group work at school, when we do projects and things, and hockey teaches you to work with other people.

Presenter: Right, so how many people have you got in your team, Ben?

Ex 8.2 Ben: Sixteen in total, but only 11 play in a game.

Presenter: I see. And when do you usually play?

Ex 8.3 Ben: Well, we practise every Monday and Wednesday, after school, and then we play

Ex 8.4 matches on Saturdays. And I go cycling on other days.

Presenter: That's a lot!

Ben: It is, but that's another good thing. You learn to organise your time. I mean, you want to play with the team, but you have homework and other things to do too.

Presenter: Right! Well, that's all we have time for. Thanks, Ben. And now ...

16

Grammar, exercise 5 p30

- 1 When the score in tennis is 40–40, we say deuce. It comes from the French 'à deux de jeu'.
- 2 Surfing, skateboarding and karate are all Olympic sports.
- 3 The name of the New Zealand rugby team is the All Blacks.
- 4 The NBA basketball season usually begins in October.
- 5 The Olympic flag has five rings. They represent the five continents of the world.

Unit 3

19

Vocabulary, exercise 4 p37

1 Girl 1: I love these clothes – sandals, shorts – perfect for a day at the beach!

2 Boy 1: This is cool for skateboarding. I'm a big fan of the hoodie!

3 Girl 2: I like this sporty look. I'm into practical clothes I can move in.

4 Girl 3: This is a nice collection. I like the colour pink and boots are always good.

21

Vocabulary and Listening, exercises 4, 5 and 6 p41

Andy: Hi, Andy here, coming to you live on No Uniform Day ... yeeeeeah! I'm standing at the school gates, students are arriving, and I want to know what they think about No Uniform Day. Hi ... hello ... Excuse me. What's your name?

Ella: Hi! I'm Ella.

Andy: Can you tell our listeners about what you're wearing today?

Ella: Well, I'm wearing a long dress and boots.

Ex 6.1 Andy: Very smart!

Ella: Thanks!

Andy: So what do you think of No Uniform Day?

Ella: I like it. I usually dress up to go out, so why not to go to school?

Andy: Do you like your uniform?

Ella: No, I don't. It's really boring!

Andy: OK, thanks. Hi, what about you?

Dylan: Hi, I'm Dylan.

Andy: Are you a fan of No Uniform Day?

Dylan: Not really.

Andy: Oh, why not?

Dylan: Well, people always look at you and say 'Oh, what's he wearing today?' or 'What's

Ex 6.2 she wearing?' I'm in casual clothes – jeans and a hoodie, but some people go out and

Ex 6.3 buy expensive clothes, just for this one day. It's crazy!



Andy: So do you like your uniform then?

Dylan: Yeah, I do.

Andy: Thanks, and one more person. Hi there. What's your name?

Kate: Hi. I'm Kate.

Andy: Are you happy it's No Uniform Day?

Kate: Yeah, sure.

Andy: What are you wearing today?

Kate: Nothing special. Just trousers and a top.

Andy: What do you think of your uniform?

Ex 6.4 Kate: Well, it isn't very comfortable and it's quite old-fashioned, so I always get changed after school. I've got a friend – he goes to a different school – and he doesn't wear a school uniform. I prefer that.

Andy: OK, thanks.

Unit 4

24

Vocabulary, exercise 6 p49

- 1 [sound of heavy rain]
- 2 [sound of strong wind]
- 3 [sound of a thunderstorm]
- 4 [sound of someone walking on snow/frost]
- 5 [sound of someone de-icing a car]

26

Grammar, exercise 7 p52

- 1 The highest mountain in the world is Mount Everest. It's 8,848 metres high.
- 2 The smallest country in the world is Vatican City, at only 0.44 square kilometres. Monaco, at two square kilometres, is the second smallest country.
- 3 The hottest place in the world is Death Valley, in California. The record for the highest temperature there is 52°C.
- 4 The most popular country for tourists is France, with over 80 million visitors a year.

5 Most people say that the driest place in the world is the Atacama Desert. Here it rains three or four times every hundred years. Antarctica is drier, but it is a polar desert.

6 The biggest ocean in the world is the Pacific Ocean. It is about 155 million square kilometres.

27

Vocabulary and Listening, exercises 7 and 8 p53

Brett: OK everyone, welcome to the park. My name's Brett, and I'm one of the tour guides here at Outward Bound Yosemite. Now, the park is a safe place if you listen to what the tour guides tell you. If they give you an instruction, you must do

Ex 7.d what they say, so please listen to them at all times.

Remember we are just visitors here. So it's important to leave the park the same as it

Ex 7.9 is now. So, you can take photos, but you

Ex 7.a mustn't take any actual plants or flowers away with you.

Another thing that's really important. We have lots of animals in the park – some of them are quite big and dangerous.

Ex 7.e You must never give food to any animals and you can't leave any food in your backpack.

Teen: But can we take food into the park?

Brett: Yes, you can. You can bring food and drinks with you, but all food and toothpaste must go in these special boxes.

Teen: Toothpaste?!

Ex 7.f Brett: Yup. We have a bear who sometimes comes when he smells toothpaste – he thinks it's food. And you do not want a hungry bear coming along!

Now, tomorrow we have a five-hour walk in the mountains. It gets pretty sunny and hot at midday, so remember to wear a hat and **Ex 7.c** your walking boots and bring sun cream and a full water bottle.

It's important you stay with the group at all times. You can't just walk off – it's very easy to get lost. So, tomorrow morning we get up at ...



Unit 5

▶ 30

Reading and critical thinking, exercise 1 p62

- 1 You eat this food cold. It's popular at the beach in summer.
- 2 A lot of people eat this type of potato with a burger.
- 3 This food comes from Italy but is now popular all round the world. You normally eat it with a sauce.
- 4 This is part of a plant which you put in food to make it taste good.
- 5 This vegetable is small and green.

▶ 32

Grammar, exercise 3 p64

Interviewer: What do you have for breakfast?

Jonah: For breakfast I have an egg and some chocolate milk. I don't have any fruit in the morning.

Interviewer: What about lunch? Do you eat at school?

Jonah: Yes, I do. I often have pasta and some vegetables. After that, I normally have an apple or some grapes.

Interviewer: And in the evening?

Jonah: I often have vegetables with rice or a veggie burger. I don't eat any meat or fish because I'm a vegetarian.

▶ 33

Vocabulary and Listening, exercises 6, 7 and 8 p65

Mia: Hi there! How's it going?

Ethan: Hey! Good thanks. Are you ready for the trip?

Mia: More or less. Listen, is there a sports centre near you?

Ethan: Yeah, why?

Mia: I want to go to the gym while I'm there.

Ex 8.1 Ethan: Don't worry, there are three, and there's a skate park too.

Mia: Brilliant! And can we go to watch football while I'm there?

Ethan: Sure, which team?

Mia: How many teams are there?

Ethan: Twenty ... but five big ones. River Plate are the best, so we can go and see them.

Mia: Great! And what else can we do? Are there any museums?

Ex 8.2 Ethan: Well, there's a great museum near me and some nice cafés and juice bars to go and hang out.

Mia: Is there any street food?

Ex 8.3 Ethan: Mmm, not much here. The best thing is to go into the city centre. I know this food stall that does the best meat sandwiches.

Mia: OK, so how do we get there? Is there an underground?

Ex 8.4 Ethan: Yeah, and buses, but the underground's faster. Or we could cycle there?

Mia: What about the traffic? I hear it's crazy in Buenos Aires.

Ex 8.5 Ethan: Yes, it is, but we've got lots of cycle lanes now, and we can use the city bikes. They're free!

Mia: That's great. And what about music? How much live music is there?

Ex 8.6 Ethan: There are lots of music venues in the centre. Not many near me, but I know a place.

Mia: OK, great! Well, listen, you can tell me more when I get there.

Ethan: All right. Don't forget to pack shorts and sunglasses. It's really hot here right now.

Mia: OK, see you soon.

Ethan: See you!



Unit 6

36

Vocabulary, exercise 5 p73

- 1 It's a marine animal and lives in the Antarctic. It's got black and white feathers but it can't fly. It's a fantastic swimmer.
- 2 This dangerous reptile lives in rivers. It's got a lot of teeth and a very strong tail.
- 3 These animals are usually very small. They've got six legs and they live in large groups. They are often brown or red.
- 4 They live in the sea. They can be very dangerous for swimmers. You often see them in films. They have a big fin on their backs.

37

Reading and critical thinking, exercise 2 p74

- 1 The Titanosaur was the biggest land animal. It was about 35 metres long!
- 2 The dodo, from Mauritius in the Indian Ocean, was a large bird with grey feathers and yellow feet. Its wings were very short.
- 3 Steller's sea cows were enormous marine animals. They were very peaceful and not at all dangerous.
- 4 The mammoth was a cousin of the modern-day elephant. It was four metres tall.
- 5 The Tasmanian tiger was similar to a dog but with striped fur like a tiger. It wasn't a dog, though. It was a marsupial – a mammal from Australia and Tasmania.
- 6 The baiji dolphin's only home was the Yangtze River in China. There weren't any in Australia.

39

Vocabulary and Listening, exercises 3 and 4 p77

Presenter: Hi and welcome to the Teen Entrepreneurs podcast. I'm Sam Flynn. On today's show, we're talking about Mikaila Ulmer, a 13-year-old girl from Texas, and her business Me and the Bees Lemonade. Mikaila Ulmer is no ordinary teenager.

Ex 4.1 She makes and sells lemonade all over the USA. She travels and talks to other young entrepreneurs. And she helps to raise awareness about bees. So why does she do it?

Well, it all started when Mikaila was four years old. Like many kids, she didn't like bees. In fact, she was afraid of them.

Ex 4.3 But then two things happened. She decided to enter a business competition,

Ex 4.4 and she received a cookbook from her great-grandmother. The book contained a recipe for lemonade.

Mikaila used this recipe to make lemonade for the competition. And because the drink had honey in it, she also learnt about bees. She discovered that bees are disappearing and she wanted to help.

Anyway, people loved Mikaila's lemonade, and she started to sell it from home. But she **Ex 4.5** didn't stop there. She went to local stores and cafés and asked them to sell it. She appeared on a TV show for young entrepreneurs and received \$60,000 for her business. Now she's got an 11-million-dollar contract to sell the drink. But she donates 20% of all the money to protect bees.

Ex 4.6 You could say Mikaila's a celebrity now. In 2016, she even visited the White House and served her lemonade to the president.

We think Mikaila's extraordinary, but what do you think? We'd love to hear from our listeners about how teens can make a difference. Write to us using the link on our website. Next week, we'll talk to a 16-year-old millionaire from ...



Unit 7

44

Vocabulary, exercise 3 p84

- 1 Batman is the secret identity of Bruce Wayne, a rich businessman.
- 2 Carol Danvers is Captain Marvel, but before she was a pilot in the Air Force.
- 3 Superman's real name is Clark Kent. He's a journalist at the *Daily Planet*.
- 4 Shuri in *Black Panther* is a princess, and she's a scientist.
- 5 Spider-Man is really Peter Parker, a photographer for a New York newspaper.
- 6 Iron Man is a superhero, but during the day, he's Tony Stark. He's a brilliant engineer.

46

Vocabulary and Listening, exercises 6 and 7 p89

Presenter 1: OK, so on today's show we're talking about two very different heroes. And they're both very talented. The first is Easton LaChappelle from Colorado.

Presenter 2: Easton LaChappelle – what did he do?

Presenter 1: Well, when Easton was a child, **Ex 7.8** he was very good at science. When he was 14, Easton made his first robot hand using Lego and parts from model planes. **Ex 7.2 and Ex 7.10** When Easton was 16, he met a seven-year-old girl called Momo with only one hand. She also had a robot hand and Easton was very angry when he heard the price of it.

Presenter 2: Why? Did it cost a lot?

Ex 7.1 **Presenter 1:** Yes, it did. Momo's hand cost \$80,000.

Presenter 2: 80,000!

Ex 7.7 **Presenter 1:** Yes, so Easton decided to start a company making robot hands that cost only \$600. Easton is also very generous. He put all his work on the internet so everyone can use his ideas.

Presenter 2: OK, that's a great story. Let's hear about your second hero. What did she do?

Ex 7.3 **Presenter 1:** Thirteen-year-old Amineh About Kerech, a school girl from Oxford, **Ex 7.9** recently won £1,000 in the Betjeman Prize for Poetry, one of the most important poetry prizes in England.

Presenter 2: That's great. But why is Amineh special?

Presenter 1: Well, you see, Amineh is from **Ex 7.5** Syria and she only started speaking English when her family moved to England.

Presenter 2: When did they move?

Presenter 1: A year ago.

Presenter 2: No way! So why did she start writing poems?

Presenter 1: Amineh felt very sad about leaving her country. With the help of a very kind teacher, Amineh started using words she heard in songs and on TV to talk about her feelings. She worked really hard and her poem won first prize.

Presenter 2: OK, so tell me ...

Unit 8

50

Vocabulary and Listening, exercise 5 p101

- 1 **Speaker 1:** I don't understand. Can you tell me again?
- 2 **Speaker 2:** See you tomorrow then. I can't wait!
- 3 **Speaker 3:** You're kidding! Are you sure?
- 4 **Speaker 4:** Oh no! I really want to come but I can't.
- 5 **Speaker 5:** I don't know. Are you sure it's safe?
- 6 **Speaker 6:** The holidays are so long. There's nothing to do!



51

Vocabulary and Listening, exercises 6, 7 and 8 p101

- 1 Sam:** Hey Marco. Where are you? It's Sam here. Listen, I'm calling because Alisha and I are going to Aqualand tomorrow. Do you want to come? They've got a new water slide and we're going to try it for the first time. I can't wait! Anyway, we're meeting at the bus station at 8:00. Bring your things and something to eat – we aren't going to be home until late. Let me know if you can come, OK? Bye.
- Ex 7.2** **Lily:** Hi Nina.
Nina: Hi, Lily. How are things?
Ex 7.5 **Lily:** Good, thanks. Listen, what are you doing on Saturday?
Nina: Why?
Lily: There's a music festival in the park. I'm going to buy tickets tomorrow. Do you want to come?
Nina: I'd love to, but what time does it start?
Lily: At 6:00, I think, but we need to get there early.
Ex 7.3 **Nina:** Sorry, I can't. My parents are going to a wedding and they want me to stay at home with my sister.
Lily: What time will they be back?
Nina: I don't know. Ohhh, I really want to come.
- 3 Ed:** Hi there. It's Ed here. Are you still sleeping? It's ten o'clock! OK, well, I wanted to ask you, are you going to be around this afternoon? Karl's at summer camp and Piet's in Scotland and I haven't got anything to do. Mum and Dad said last night that we aren't going on holiday this year. I'm going to be at home all summer. Ugh!!! Anyway, do you want to get together? We could go for a walk, or I could come to your place and play video games. Give me a call, OK? Speak soon.
- Ex 7.4**
Ex 7.1

Unit 9

57

Listening, exercises 3 and 4 p112

- 1 Speaker 1:** ... It only takes about 30 minutes and it's really easy to make. So, **Ex 4.1** I'm going to start by putting the butter and sugar together in a bowl. Now, I'm adding the eggs. I'm using four eggs here ... and now the chocolate. You need about 200 grams of chocolate ... mmm, delicious ...
- 2 Teen 1:** This is exciting! Have we got any food?
Teen 2: Did you pack my shoes? You can only take one pair, you know.
Parent: Who's got the oxygen?
Presenter: Imagine this kind of conversation only a few years from now. Earth won't be our only holiday destination. **Ex 4.2** In the next ten years, we'll travel to the Moon for our summer holidays, or even to Mars ...
- 3 Speaker 3:** From about half past ten last night, there was a thunderstorm all over the city. It was the worst storm for a hundred years. About 50 centimetres of rain fell in less than six hours. Helicopters rescued two people, and houses and roads were ...
- Ex 4.3** **4 Teen:** It's a great idea because you sometimes buy a dress or an expensive jacket and you hardly ever wear it, so you post pictures of it on social media, and people pay you to borrow it. All my friends do it, both boys and girls. It's a good way to earn money and use the clothes that you don't like ...
- Ex 4.4** **5 Speaker 5:** ... believe it or not, he was about 185 years old. He arrived on the island of St Helena over 100 years ago. Here, he was a local hero. He loved eating carrots, apples and pears – perhaps that explains why he lived to such an old age. Anyway, **Ex 4.5** this giant tortoise was the oldest land animal in the world ...



Listening, exercises 7 and 8 p112

Sarah: Hi! This is Sarah Kennedy, and I'm at Comic Con to tell you about this year's sports event. Sports, at Comic Con, you ask? That's right, because this is all about gaming. People are playing e-football and thousands of fans are watching on big screens. With me is player Harry Adams. Harry, why is e-football so popular?

Harry: Well, it's just like football, except you play on a computer. You play in a team, so it's really good fun!

Sarah: Are all e-sports games based on real sports?

Harry: No, some are, but any video game can be an e-sport.

Sarah: So are they really sports?

Harry: Yes, I think so. You don't go running, or go to the gym, but you train, just like in any sport. Some players practise for eight hours a day!

Sarah: When did e-sports start?

Ex 7.2a Harry: Well, really, it was in the 1990s. That was when more people had a computer at home and the internet was faster, so you could go online and play with gamers all over the world. And you could watch other players online too.

Sarah: And now it's more than a hobby for some people.

Ex 7.3b Harry: That's right. Players can earn millions of dollars in competitions, or they can play for teams. Big football teams, like Manchester City, have their own e-teams now. They buy players, just like in normal football.

Sarah: And what about e-sports in schools? Do you think that's a good idea?

Ex 7.4b Harry: Yes, I do. E-sports clubs are great if you aren't good at normal sports. Some kids can't play football or run fast, but they can play video games.

Sarah: That's true. And finally, what's the future of e-sports, do you think?

Harry: Well, more people are playing, and millions of people watch. Here in the UK, you can watch e-sports 24 hours a day on TV. I think they'll be bigger than ordinary sports one day!

Sarah: Well, thanks Harry. That's all from me. Now, back to the studio ...



Unit 1

Vocabulary video p13

Japanese school life

Narrator: Meet Sophie.

Sophie: Hey everyone, my name is Sophie. I am originally from Germany.

Narrator: For six months, she went to high school in Japan.

Sophie: The very first thing that I loved about my Japanese high school is also the very first thing I got to do every morning, which was going to my school. I just loved riding my bicycle to school every single day. Number two of the things that I loved in my Japanese high school was that you weren't actually allowed to wear shoes inside of the building. So that doesn't only go for houses in Japan, it also goes for a lot of public buildings like schools! So basically, when you enter a Japanese high school, or probably any school, there is a place where everyone takes off their shoes. And everyone has their own shoe box, which is called 'Kutsubako'.

Narrator: Sophie was in the first year of high school. But what does that mean?

Sophie: In Japan, there is six years of primary school, or elementary school, whatever you want to call it. Then there's three years of middle school, and there's three years of high school.

Narrator: So Sophie was in the first year class, but was two years older than her classmates. This is because Japanese is very very different from German!

Sophie: The third thing I really loved about my Japanese high school, and it kinda goes hand in hand with the shoes thing, was my school uniform. I was super excited to wear a school uniform because we don't have them in Germany. Number four. The bentōs. I don't really think I have to explain that, because food is the best, right? And Japanese homemade food, it's the absolute best.

Narrator: She hated cleaning though! In Japanese schools the students clean their classrooms.

Sophie: That's it. That's the end of this video. I'm serious! This, this is the end. Just, go! Go!

Project video p22

Sophia: Hello! Today I'm going to tell you about our ideal school timetable. The school day starts at nine o'clock. It isn't very early, so students can get

up at a normal time and they have time to have breakfast before school. Our first lesson of the week is yoga because it helps us to relax and start the week doing some exercise. We also study Chinese because we think it's an important language to know. All our lessons are 50 minutes because it's not too long and students can concentrate. We have a break at 10:40. Twenty minutes gives us enough time to have a snack and relax in the playground. We think it's good to have regular breaks between lessons, so students don't feel too tired at the end of the day. After the break we have chemistry.

Then we study history – I love history, it's great to learn about the past! And finally, film-making, because it's fun to make videos. That's it for Monday. Classes finish at 1:30 so students can do homework and after-school activities in the afternoon. Liam, do you want to tell everyone about the next day?

Liam: Sure. On Tuesday morning we study app design – this is really cool because we learn to create our own apps. Then we have science. After the break we learn about inventing. It is important to study creative subjects. Then we have an English class because we need to practise speaking English! Then we learn to do cookery, because we all like eating ...

Unit 2

Vocabulary video p25

My time

Hi guys! It's Ryan here and today's video is 'My typical weekend'. Ready? Let's go! During the week, I wake up at seven o'clock. But at the weekend, I wake up at 9:00. Yeah! The first thing I do is use social media. I know that's not good, but a lot of my followers live in different time zones, so I often get comments on my videos during the night. Then, I have breakfast, get dressed and I usually meet Aaron. He's my best friend. We play in a football team together and we usually train on Saturdays. But some weeks, we don't. We just go home and play video games or watch online videos. In the evening, I help at home with dinner and the cleaning ... but then it's vlog time! I always make my videos on my phone, just like now. Then I edit them, add some cool graphics and post them online. So, in the end, my typical Saturday looks like this:



I sleep for nine hours, I eat for one hour and I do sports for two hours. Then, I spend almost four hours reading messages, using social media, playing games, vlogging, and watching videos ... all using my phone! That's a lot of time! Of course, on a weekday I spend less time on my phone – around two hours each day. But that's still 18 hours every week! That's 72 hours a month ... which is 864 hours a year! I need to take a break! So now I have an app that lets me use my phone for only one hour a day! But don't worry – the vlog doesn't stop. I'm using a camera instead! See you next time!

Project video p34

Nathan: Hi Marta, I'm doing a survey about how students spend their free time. Can I ask you a few questions about video games?

Marta: Hi, Nathan. Sure. Go ahead.

Nathan: OK. First question: Do you like playing computer games?

Marta: Yes, I love playing them.

Nathan: Right. Second question: What games do you like playing?

Marta: I like playing *FIFA* because I'm a big football fan, *Spider-Man* because I love the films, and, well, *Fortnite*, because everyone loves playing *Fortnite*!

Nathan: Cool! Third question: How many hours a week do you spend playing games? Here are the options: a) 1–3 hours b) 4–10 hours and c) over 10 hours.

Marta: Let me think. During the week I usually play one hour a day when I come back from school – it helps me relax! – and at the weekend I usually play two hours a day.

Nathan: Right. So nine hours a week, option 'b'. And fourth question: Who do you play games with?

Marta: I usually play with other people online or with my sister during the week, but I play with my friends at the weekend.

Nathan: And last question: What's your favourite game and why?

Marta: Hmm. I love playing *Fortnite*, because I can compete with people all around the world, and I can play it alone or as part of a team. It's fun too!

Nathan: That's great, Marta. Thanks for answering my questions! See you at school tomorrow.

Marta: OK! Bye!

Unit 3

Vocabulary video p37

The art of fashion

In London, there is a famous art school: Central Saint Martins. Something special is happening there. Students are making outfits, sewing, drawing, cutting. They are creating unique clothes for the school's annual graduation show. People come from all over the world to see the students' creations: the make-up, the hair, the clothes! In the fashion world, there is a lot of respect for these students. After all, famous designers such as Alexander McQueen and Stella McCartney also went to this school. And now it's time for the show. The models are wearing the young designers' best creations: from dresses with lights to outfits from space, all very different and really creative. What is this model wearing? Designers are asking the question: 'What is fashion?' Is it about colour? Is it about art? Or is it something quite different? Everyone has got their own answer.

Project video p46

Hello! Today I'm going to show you how to make a mini-book. It's very easy and it looks great! My book is about traditional costumes in Bolivia. These are my materials. I'm using card for the cover. I like the blue one, so let's go for that one! Now I'm folding the card in the middle. It's starting to look more like a book! For the inside, I just need two sheets of white paper. Now I'm folding them and attaching them to the blue cover with a stapler. Now, let's write the text! On the cover, I'm writing the title of the mini-book. It's important to write straight, so I'm using a pencil and a ruler to draw lines and then I'm writing the letters. This is the title: Traditional costumes in Bolivia. Don't forget to erase the lines with a rubber after! Now, let's start on the inside of the mini-book. I'm writing a short introduction on the first page. To make the mini-book more attractive, I'm using colouring pencils for some drawings to make the book very colourful. I'm even adding some colour behind the text. For pages 2 and 3, I want to mix text and photos. On the left, I'm writing information about the region and when people wear traditional costumes. Don't forget to think about what looks best – I think short paragraphs look quite nice, and are easy to read. And of course, I use lots of colours for the background. I'm using a photo from



a website about Bolivian costumes. I'm sticking it on the right. It's a photo of beautiful coloured cloth from a market in La Paz, Bolivia. The next two pages are for information about what Bolivian men and women usually wear for festivals and special occasions in the Highlands. It's important to vary the layout of the pages, so I'm writing one text at the top of the page, and the other at the bottom. Then I'm adding some colourful drawings of the costumes men and women wear at the festival. Nearly there! Let's make the last double page. I've got a photo of Bolivian men wearing traditional clothes for the Laja Festival in La Paz, and here's a photo of Bolivian women wearing colourful costumes. At the top, I'm writing a short paragraph to describe what the people are doing in the photos. And on the last page, I'm signing the mini-book with my name. I've finished the mini-book! Do you like it? What about creating your own mini-book?

Unit 4

Vocabulary video p49

Four seasons in a week

Mia: Hello! It's Mia here, and I'm answering questions from you: my followers! Here's today's question, and it's from Sam in California. He says, 'It's really, really hot here in San Francisco! What's the weather like in the UK?' Good question Sam! And the answer is – it changes. A *lot*. I mean, just look at this weather forecast from Will!

Will: Hello and welcome to the weather with Will! Let's take a look at the week ahead. Today, it's warm and quite sunny. I mean, it isn't hot and I still need a jumper, but it isn't raining. Until tomorrow, it's sunny in the morning but cloudy with showers in the afternoon. And on Wednesday, it's worse. There's heavy rain and some thunderstorms! And on Thursday, it's colder and there's even snow in some places! Crazy! But don't worry – Friday is a bit better with just ... showers ... again. And that's it from the weather with Will! Back to you Mia.

Mia: Great weather forecasting Will! So you can see that we really have four seasons in a week here in the UK. This means that you need to be prepared. So, we always have an umbrella for the rain, a hat and scarf for the snow, and sunglasses for the sun! Looking good, Will!

Will: Thanks, Mia. Er, I don't use those very often.

Mia: But what about you guys? What's the weather like where you are?

Will: Is it hot? Is it cold? Or does it change a lot too?

Mia: See you guys!

Will: Bye!

Project video p58

Hi there! Finland is a great country to visit at *any* time of the year. We have four seasons here – all different and all beautiful! Depending on the time of year you want to come, let me give you some advice about the weather and what to pack. Finland is a country in northern Europe between Norway, Sweden and Russia. The winter in Finland lasts from December to March and is very, very cold – probably colder than where you live! The temperatures can be as low as -30 degrees centigrade. It snows a lot and people often go skiing, snowboarding and ice-skating. You must bring warm clothes like a thick coat, gloves and waterproof boots. The weather in spring and autumn is warmer. From April to May and September to November, the temperatures are between 2 and 15 degrees centigrade. It's cool and windy, and sometimes it rains. But even with the rain, for me it's the best time to visit Finland! People often go walking in the countryside. If you come in spring or autumn, don't forget to bring things like walking boots, a waterproof jacket and a backpack to go and explore the country! The weather is much warmer in summer. From June to August, the temperatures go up to 32 degrees! People spend a lot of time outside, walking and sitting in the sun, but also fishing – it's very popular here! As it's sunny most of the time, bring lighter clothes like shorts, T-shirts and sandals. Don't forget your sun cream! See you soon in Finland! The question is – which season would you prefer to come and visit?

Unit 5

Vocabulary video p61

Picnic snack ideas

Hello everyone! Are you ready for Mon's delicious picnic snack ideas? The perfect recipe for some delicious summer fun. First: the Oreo cheesecake. You need 18 Oreo cookies. Cut half of them into bigger pieces and crush half of them into smaller crumbs. Then, you need some sugar and some cream cheese. Mix these two ingredients together. Then prepare some whipped cream. Add your sugar and cheese to the cream, and mix again! Now to build the cake. Big Oreo pieces at the bottom, a spoonful of the cream mix, decorate with



some more big pieces of Oreo, and that's it! Your Oreo cheesecake is ready.

Now for the mango lemonade. First, you need six lemons. Cut them in half, like this. Then, squeeze the lemons to get lemon juice. Now, take a mango. Peel it, cut it into small pieces and blend. Add the juice, and blend again. Next, you need water and sugar in a pan. Boil the water so the sugar melts. Now, pour the lemon and mango juice and the water into a bottle, close, and shake. And that's the mango lemonade ready! A great cold drink to go with your cheesecake for the perfect summer picnic.

Project video p70

Sophia: Hello! So, this is a map of our town, Poole. Poole is a town on the south coast of England. Poole is a small town, but there are lots of cool things to do, and it's a great place for teenagers to live in. First, if you're looking for a place to hang out with your friends, there's a really nice park called Poole Park which has a juice bar and a big lake. It's a great place on a sunny day.

Liam: Or if you prefer a place where you can do exercise, there's another cool park by the sea called Baiter Park. There's a skate park and I love going skateboarding there with my friends at the weekend. On a rainy day, you can go to The Lighthouse which is a cinema and arts centre. Poole has also got many cheap places to eat. Take a bus and go to Tower Park. There are lots of fast-food restaurants there.

Sophia: So, this is our town. What do you think of it?

Unit 6

Vocabulary video p73

Top five animal videos

Will: Hi guys! Do you like animal videos? Do you spend hours watching them? Mia does. She's got hundreds of favourite animal videos.

Mia: Not hundreds! I'll show you my top five! And here's number five! Look at these penguins. They are so cute! They live in Antarctica and like all birds they have wings and feathers, which are black and white.

Will: They are cute, but what are they doing?

Mia: They're dancing! And now to number four. This is a chameleon. I really like these creatures. They're reptiles and they can camouflage themselves! Can you see it?

Will: Er, yes! It looks ... interesting. Anyway, what's number three?

Mia: Check these guys out! They're flamingos. You can find them in South America, and they're really bright and colourful. Look at their pink feathers! I love their long beaks too.

Will: OK, they look cool. Can I get one?

Mia: Er ... no. Now number two – dolphins!

Will: Fish?

Mia: Dolphins are mammals, not fish!

Will: Oh, OK.

Mia: But they are marine animals and they have fins.

Will: There are loads of them!

Mia: Dolphins live in groups called pods. They're really intelligent: they can communicate with each other and they love playing in the waves.

Will: So, Mia, what's your number one favourite animal video?

Mia: Just look at this!

Will: A cat? With a tablet?

Mia: Isn't it cute?

Will: It's OK, I guess.

Mia: What? But it's a cat! Playing with a tablet!

Will: That's it from us. See you next time!

Mia: Bye!

Project video p82

Today, I'm going to talk about endangered animals. This is my poster about two endangered animals. The first animal I'd like to present is the red panda. First, let's look at its habitat. Red pandas live in Asia, more specifically in the forests of China, India, Nepal and Myanmar. As you can see, they've got red fur with black legs and a white striped face. I think they're really cute!

Unfortunately, red pandas are in danger because their natural habitat is disappearing. This means they can't find the food they need – red pandas eat a lot of bamboo. Now let's have a look at the past and present population. Fifty years ago, there were about 20,000 red pandas in the world. But today there are less than 10,000! Some scientists think the numbers are even lower, with only 2,500 red pandas left. This is why they are endangered, and we need to do something about it! So, what can you do to help red pandas? Well, you can join a wildlife organisation and adopt one. Or you can start a campaign to help preserve their habitat and stop the destruction of forests in Asia. There are



many ways to get involved! And now, let's move on to the second endangered animal, and that's sea otters ...

Unit 7

Vocabulary video p85

Formula 1, let's go!

Behind this helmet is the fastest woman in car racing: Susie Wolff. She's from Scotland and she is training to compete in Formula 1. Susie is one of the few women to train for Formula 1. Before each race, Susie takes a moment to think. She's great at her job, and she loves cars. The race is about to begin! Susie's always nervous before a race. Driving a fast car is hard physically but Susie's strong. With seven years of training behind her, she's ready. And she's off! Inside the car, it's small. Susie thinks hard and drives fast. To practise, Susie uses this simulator. She doesn't usually mind practising, but she prefers a real car. The simulator is like a video game. It helps her with the turns in the road. But the feeling is different. It's not the same as a real race car that goes over 300 km an hour. It's all visual. Her body feels different in a real race. The Formula 1 race day is here. She gets into the car. A real Formula 1 car. The time for training is over. She has 52 seconds to complete the test in this Formula 1 car. In just five seconds, it reaches 160 km an hour! Susie drives off. She goes faster and faster. Is she fast enough?

Project video p94

Look at this photo. What do you think this is? That's right, it's space. When we think about space, we think about astronauts like Neil Armstrong, but what about this woman? Not many people know about her and why she is important in the history of space exploration. Katherine Johnson was a mathematician and a space scientist. She worked at NASA for more than 30 years and helped send astronauts into space. People called her 'the human computer' because at the time, there were no computers, so humans had to do everything! Let's learn a bit more about Katherine's early life. She was born in 1918 in West Virginia in the USA. She loved numbers. She started high school in 1928 when she was 10. Her family moved 200 km away because there wasn't a high school for African American children where they lived. After high school, she went to university where she studied maths and French. She finished when she was 18. She became a teacher, then she got married and had children.

When her daughters were older, she studied maths at university again and became a mathematician. She started work at NASA in 1953. She helped send the first US astronaut into space and she worked on the Apollo 11 mission to the Moon. So, why is she a hero? She was brilliant at maths. However, she was black, and it was more difficult for black people to have an education. She wasn't famous at the time, but her work was very important for space travel. Many girls today can become scientists because of women like her. Katherine said, 'Girls are capable of doing everything men are capable of doing.' The words of a true hero!

Unit 8

Vocabulary video p97

Cool summer holidays

OK guys, it's summer here in the UK and I'm planning my holiday. But before I talk about that, I want to ask you – where are you going to go this year? And can you send pictures? So, I'm going to go to the beach with my family and we always go camping. But ... this is our tent! Yep. Not great! But what about you? Are your holiday plans better than mine? Let's look at three holidays that you sent me. This is from Martin in Santiago, Chile, and it's a, uh, treehouse. That's cool! Martin says, 'I'm going to go on a water sports holiday with my friends. We're going to go swimming, windsurfing and kayaking, but best of all we're staying in this treehouse next to the lake!' That looks so cool, Martin. OK, this photo is from Blanca in Valencia, Spain. Oh, I know what this is. Blanca is going to a theme park resort. Looks amazing, Blanca! What are you going to do there? Ha! Blanca says, 'Go on the rides! There are carousels, water slides and loads of rollercoasters. I can't wait!' Looks great! I think you'll have a brilliant time! And this is where Roberta from Milan in Italy goes! She says 'my favourite place' but I don't know where it is! Let's ask! Ah! She says, 'It's Mont Blanc! Every year we go on a skiing holiday and go mountain climbing. The view from the top is incredible!' And I agree! How do I know? Because Roberta sent this incredible panoramic photo! Do you want to see? Look at that! There are mountains and lakes. It feels like you can see the whole world from there! Thanks Roberta, Blanca and Martin. You guys are going on some very cool holidays. But I'm still excited about my camping trip. See you when I get back!



Project video p106

Emily: Hi Marta! Hi Nathan! How are you both doing?

Marta: Hi! I'm good, thanks.

Nathan: Hi, I'm very well. And you, Emily?

Emily: I'm really good. I've just finished my part of the three-day holiday presentation we're doing tomorrow. Do you want us all to go over it so we're ready for the class presentation?

Marta: OK, let's do it. I'm doing the first day so I'll start. So, we're going to Glasgow for three days, and here's what we're planning to do to discover this fantastic city! We'll travel to Glasgow by plane and we'll arrive at the airport on Tuesday afternoon. And then we're going to take the bus to the centre of Glasgow. We're staying at a B & B (that's 'bed and breakfast') in the centre for two nights. There are lots to choose from, and it's cheaper than a hotel. Then, in the evening, we're going to have burgers for dinner – there are lots of cool restaurants in the West End close to our B & B. Everyone loves burgers so we think it's the best option for the first night.

Emily: OK. I'm doing the second day. On Wednesday we're going to have breakfast at the B & B – it's included in the price. Then we're going to spend the morning at the Science Centre. It's close to the river and it's got lots of cool interactive things we can do. The building is beautiful too, so people can take great selfies after the visit. We are going to have a packed lunch there. After lunch we're going to watch a film at the amazing IMAX cinema in the Science Centre. In the evening we're going to have a pizza. There's a great pizza place not far from the B & B, so if we're tired we can go to bed early.

Nathan: And finally, on Thursday, after our breakfast at the B & B, we're going to visit the Riverside Museum, which is Glasgow's transport museum. There's everything there from planes to skateboards. The photos on the website look awesome! Then after the museum visit, we'll get the bus to the airport at 2:00 pm because our flight back home is at 5:00 pm. This is going to be an amazing holiday!

Emily: That all sounds great! Our class presentation is going to be the best!