



high note 1

Teacher's Book

Anna Cole

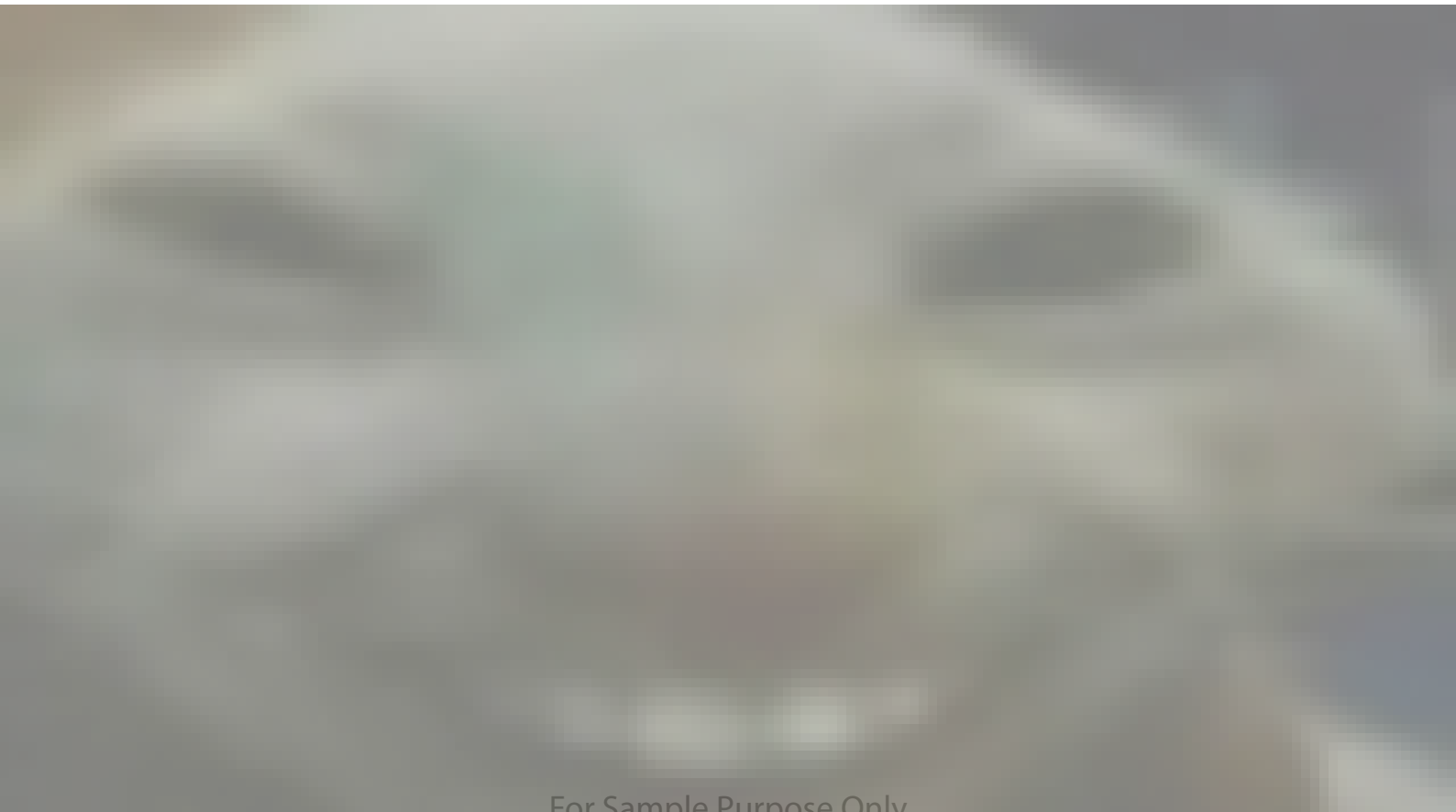


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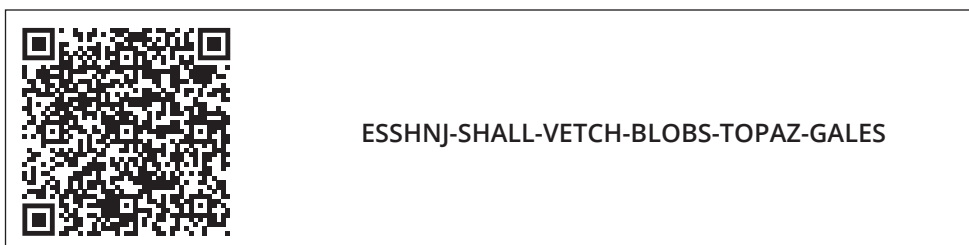
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First published in 2020

Teacher's Book ISBN: 978-1-292-30092-4

Set in Akko Pro

Printed in Slovakia by Neografia

Acknowledgements

The publishers would like to thank Beata Trapnell for writing the extra and next class activities, Rod Fricker for writing the culture notes, Bob Hastings for writing the extra grammar video activities and Maria Karyda for writing the listening photocopiables with the teacher's notes.

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INTRODUCTION

WHAT IS HIGH NOTE?

High Note is a dynamic and intensive five-level course for upper secondary students, ranging from A2 to C1 level of the Common European Framework of Reference (CEFR) and from 30 to 85 on the Global Scale of English (GSE).

The course aims to bridge the gap between school reality and young adult life. It has been designed to inspire and challenge modern teenagers so that they can fulfil their ambitious goals: pass school-leaving and external exams, communicate fluently and accurately in English in a variety of situations, become successful university students and increase their employability perspectives. This is achieved by equipping learners with a combination of language skills and life competencies as well as systematically building their confidence when speaking English.

Not only does *High Note* present new vocabulary and grammar, practise receptive and productive skills and acquaint students with typical exam tasks but it also teaches practical, everyday life skills that students will find useful both now and in the future. A specially prepared *Life Skills* development programme develops the types of skills that are needed at school, at university and at the future workplace:

- **academic and career-related skills** (e.g. giving successful presentations, debating, using online resources for school projects, planning a future career),
- **social skills** (e.g. working in a team, understanding how the media works) and
- **personal development skills** (e.g. time management, improving memory).

Throughout the course, students are also encouraged to think critically, use their creativity, assimilate new information and points of view, express and defend their opinions, develop research techniques, work alone and with others and reflect on their own learning. Additionally, *High Note* deepens students' understanding of important social issues and increases their cultural awareness, which helps them become fully rounded citizens of the global community.

The *High Note* syllabus is based on a combination of school curricula, school-leaving and external exam requirements and the Global Scale of English. This ensures comprehensive language coverage and the right balance of general English, exam and life skills. Students will be learning the right language and getting the right kind of practice to help them excel in their exams and communicate with confidence.

Although the course has been designed for use in state sector schools, it is also suitable for use in private language schools, and the activities will work well with both smaller and larger groups. It offers a lot of flexibility of use as it contains a wealth of materials to provide extra support or further challenge for students, and extra ideas and resources for teachers to allow them to tailor their teaching package to their classroom.

WHAT IS THE HIGH NOTE METHODOLOGY?

High Note is the direct result of extensive research and analysis of learners' needs and wants. This research has shown that the learning objectives of many students aged 15–19 are increasingly ambitious. The course addresses these needs by building on four notions: **inspiration**, **intensity**, **interaction** and **independence**.

INSPIRATION

The course material has been carefully prepared to appeal to students' interests, inspire discussion and engage them in learning English both inside and outside the classroom.

Relevant

The lessons in *High Note* are relevant to students in that they connect to their experiences. The reading and listening texts cover topics that learners at this age are naturally interested in and talk about in their everyday lives, such as technology, media, travel, relationships and sport, but also psychology, culture and future careers. New vocabulary and grammar are practised through questions about the students' own lives and experiences, which makes lessons more personal and memorable.

Authentic

Wherever possible, reading and listening texts come from authentic sources. Authentic *Documentary Videos* tell the stories of real people and present real places and events. *Grammar Videos* – 'vox pop' interviews with real people filmed on the streets of London – introduce students to authentic accents and real experiences and stories. All of this encourages authentic language learning.

Purposeful

Each lesson in *High Note* has a clear purpose, whether it is vocabulary and grammar presentation and practice, general language skills development or exam practice. Every unit begins with a list of unit objectives to help students understand the learning goals. There is also a clear can-do statement at the foot of each lesson so that students and teachers know exactly what they are doing, and which students can tick when they feel they have achieved the lesson aim.

The purposefulness of the material is enhanced by the practical *Life Skills* lessons, which help practise new competencies through engaging content and in a practical, discussion-driven way.

Absorbing

The texts in *High Note* are thought-provoking and information-rich. They enhance students' knowledge of the world and allow them to further investigate the themes they find interesting. Also, well-known topics are presented from unusual angles with the intention of sparking off natural opinion sharing, agreement and disagreement. Students' knowledge of British culture and other English-speaking countries is systematically developed throughout the course through a variety of curious cultural facts in the main units, as well as in the *Culture Spot* and *Literature Spot* sections at the back of the Student's Book.

Well-balanced

High Note is a course which is well-balanced on many different levels and helps students engage more with the material. In terms of topics, there is a balance of light, humorous issues and more serious themes. In terms of lessons, there is a harmonious topic flow from one lesson to another. Exam training is also seamlessly woven into the course: students increase their exam readiness through step-by-step activities and task-based exam tips. Finally, video clips are naturally integrated into the lessons, and the course components complement one another.

INTENSITY

High Note challenges students both at a cognitive and linguistic level.

The reading and listening texts push them to think critically and to raise their cultural and social awareness.

The intensive grammar syllabus and wide vocabulary coverage encourage them to explore the language, understand how it works and improve accuracy. The video material, audio recordings and numerous speaking activities, (discussions, debates and role-plays), naturally foster fluency: students become immersed in the language and learn to talk at length in a variety of personalised and meaningful contexts.

INTERACTION

When students are involved in the course material, the progress of their learning is quicker. In *High Note*, learners are encouraged to interact with the course and actively participate in every stage of the learning process.

Grammar

- Students analyse examples of language and arrive at the grammar rules themselves; the guided inductive approach helps them understand and remember the rules better.
- *Watch out!* boxes draw students' attention to areas of special difficulty and help pre-empt common errors.

Vocabulary

- New lexis is presented and activated in most lessons, with the main lexical set of the unit in a separate Vocabulary lesson. It is then recycled, consolidated and practised in the following lessons.
- The *Remember More* section at the back of the Student's Book activates the words from the word list through a series of exercises. Additionally, the *Active Vocabulary* boxes provide practical tips on how to activate the students' memory when learning new words.
- *Vocabulary Extension* sections in the Workbook introduce more words and phrases, focusing on such areas as phrasal verbs, collocations and wordbuilding.

Skills strategies

- *Active Reading* and *Active Listening* boxes contain crucial general reading and listening skills strategies, such as predicting, understanding the main idea, finding specific information or dealing with new words. Students can experience the strategy by completing exercises that accompany it.
- *Active Writing* boxes in the Workbook highlight the crucial stages in the process of writing a specific type of text.

Pronunciation

Active Pronunciation boxes in the Listening sections in the Workbook help students perceive the interdependencies between sounds and give tips on how to pronounce particular sounds correctly.

INDEPENDENCE

High Note reinforces students' independence by making them responsible for their own learning. In the context of language learning, independent learners are those who are able to recognise their learning needs, locate relevant information about language and develop relevant language skills on their own or with other learners. This results in increased recognition of strengths, weaknesses and progress, greater levels of confidence, more motivation, better management of learning and improved performance.

High Note supports independent learning in a variety of different sections and exercises in the book.

Clear learning goals and models for success

The goals at the beginning of each unit describe what the student will be able or better able to do at the end of the lesson.

Skills strategies

Active Reading and *Active Listening* boxes contain concise descriptions of the most important skills strategies, which students can actively practise through a series of exercises and use in the future.

Exam strategies

Strategy boxes contain useful tips on how to deal with most typical exam tasks.

Active Writing boxes in the Workbook

These contain a series of scaffolded tasks designed to develop the skills students need to write a given text type.

Project work

The *Life Skills* projects help students develop creative and collaboration skills and make decisions about the learning process and how to complete the project.

Resources for self-study

Resources such as word lists at the end of each unit, *Remember More* section, the *Grammar Reference and Practice* section at the back of the Student's Book, the Workbook, Online Practice and extra digital activities reinforce active consolidation of the material from the main units.

Self-assessment sections in the Workbook

These provide an opportunity for students to assess their progress and reflect on their learning.

KEY CONCEPTS BEHIND *HIGH NOTE*

21ST-CENTURY EDUCATION

In today's world of an ever-increasing flow of information and a rapidly changing workplace, an education based on learning facts at a one-size-fits-all pace does not seem to work anymore. These days, learners can find answers to any questions they might have in just a few seconds and can teach themselves about any topic they are interested in. They do not need school to do what they can do themselves. What they do need, however, is guidance in how to use the available information in smart and efficient ways and the development of social and professional skills that are needed to succeed in the modern world. The aim of 21st-century education is, therefore, to equip students with those skills and help them grow in confidence to practise them both at and beyond school.

21st-century students

We believe that today's students are sophisticated, intelligent and independent. They multitask very capably and usually know a lot about other cultures. They are comfortable with global and intercultural communication, and feel at ease with using different types of technology. They typically have a point of view and are not afraid of expressing themselves. They are also comfortable with change and keen to keep their interests and abilities up to date. In terms of their future career, they would like to find a job that reflects their interests and offers flexibility (e.g. living and working anywhere in the world, choosing their own hours and office space, working with peers across the globe). All these characteristics and skills provide a unique opportunity for teaching English. When students realise their needs and interests are met and feel inspired by the course, the learning process can be quick and extremely rewarding.

21st-century teachers

Modern teachers are forward-thinking leaders who are ready to address their students' needs. With such a widespread access to information and resources of all kinds, it may often be the case that students will know more than teachers in some areas. Most likely, they will also be a step ahead of teachers in using technology. This means that the teacher's role is likely to shift from an all-knowing expert to that of a guide or a mentor who supports students in the learning process, challenges them and motivates them.

21st-century skills and *High Note*

High Note provides students not just with English language skills, grammar and vocabulary, but also develops the key skills needed in the global 21st-century community.

Learning and Innovation Skills (the five Cs)

Communication and collaboration: These skills are practised throughout the entire course. The large number of discussions and role plays entail natural communication and collaboration among students. Additionally, the *Life Skills* projects require students to decide on their roles in a team and take responsibility for their work.

Creativity: This skill is developed through a range of thought-provoking questions students need to answer and a variety of authentic problems and tasks they need to solve, e.g. in the *Life Skills* projects. In Level 3, there is also a separate *Life Skills* lesson that offers tips on how to increase one's creativity.

Cultural awareness: Students have numerous opportunities to discuss various culture-related issues (*Reflect: Culture exercises*). *Documentary Videos* cover a range of cultural topics and *Grammar Videos* expose students to a wide variety of native and foreign accents, which will develop their sensitivity to other cultures and their listening skills. At the back of the Student's Book, students will also find *Culture Spot* lessons, which provide a wider perspective of cultural aspects linked to the unit topics and enable learners to compare cultural aspects of the English-speaking world with their own. The *Literature Spot* lessons, in turn, familiarise students with well-known literary works that have made an impact on popular culture.

Critical thinking: Problem solving and reasoning skills are developed throughout the course, especially via the reading and listening activities. Students are encouraged to differentiate facts from opinions, critically assess different viewpoints, look at problems from various perspectives, assimilate new information and points of view, as well as express and defend their own opinions.

Digital Literacy

The content, as well as the means of delivery of *High Note*, are rooted in today's digital environment and reflect the way today's teenagers already manage their lives: the topics cover up-to-date technology and media, the *Life Skills* projects encourage the use of digital tools, and the digital components of the course increase students' engagement with the course material.

Life and Career Skills

High Note offers a specially prepared *Life Skills* development programme which focuses on three key educational paths: academic and career-related skills (e.g. giving successful presentations, debating, using online resources for school projects, planning a future career), social skills (e.g. working in a team, understanding how the media works) and personal development skills (e.g. time management, improving memory). The programme is introduced through the *Life Skills* lessons at the end of every second unit. They offer engaging content and practise new competencies in an active, discussion-driven way. The *Life Skills* projects at the end of each *Life Skills* lesson involve research, collaboration, critical thinking and creativity.

THE COMMON EUROPEAN FRAMEWORK FOR LANGUAGES

The Common European Framework of Reference for Languages: learning, teaching, assessment (CEFR) is a guideline published in 2001 by the Council of Europe which describes what language learners can do at different stages of their learning. In 2017, the *CEFR Companion Volume with New Descriptors* was published, which complements the original publication. The document enriches the existing list of descriptors and gives a lot of focus to cross-linguistic mediation and plurilingual/pluricultural competence.

The term **mediation** is understood as mediating communication, a text and concepts. It combines reception, production and interaction and is a common part of everyday language use. It makes communication possible between people who, for whatever reason, are unable to communicate successfully with each other: they may speak different languages and require a translation, they may not have the same subject knowledge information and need an explanation or simplification, they may not be of the same

opinion and need someone to identify common ground. Mediation can also involve written texts – with the reader summarising, paraphrasing or interpreting the information for a different audience.

High Note contains numerous mediation activities. They include open reading and listening comprehension tasks, transformation tasks, gapped summaries, rewriting texts in a different register, picture description, speculating or drawing conclusions. There are also tasks which cater for mediating concepts and communication such as communicative pairwork or groupwork tasks, projects or problem-solving activities.

THE GLOBAL SCALE OF ENGLISH

The Global Scale of English (GSE) is a standardised, granular scale that measures English language proficiency. Using the Global Scale of English, students and teachers can now answer three questions accurately: *Exactly how good is my English? What progress have I made towards my learning goal? What do I need to do next if I want to improve?*

Unlike some other frameworks that measure English proficiency in broad bands, the Global Scale of English identifies what a learner can do at each point on a scale from 10 to 90, across each of the four skills (listening, reading, speaking and writing) as well as the enabling skills of grammar and vocabulary. This allows learners and teachers to understand a learner's exact level of proficiency, what progress they have made and what they need to learn next. The Global Scale of English is designed to motivate learners by making it easier to demonstrate granular progress in their language ability. Teachers can use their knowledge of their students' GSE levels to choose course materials that are precisely matched to ability and learning goals. The Global Scale of English serves as a standard against which English language courses and assessments worldwide can be benchmarked, offering a truly global and shared understanding of language proficiency levels.

Visit www.english.com/gse for more information about the Global Scale of English.

ASSESSMENT FOR LEARNING

With the GSE as the solid framework for syllabus design and assessment, *High Note* offers a uniquely sound and comprehensive Assessment for Learning package.

Any test can be used either as an assessment *of* learning or an assessment *for* learning. Assessment of learning usually takes place after the learning has happened and provides information about what the student has achieved by giving them a mark or grade. You can also use tests as assessment for learning by providing specific feedback on students' strengths and weaknesses, and suggestions for improvement as part of the continual learning process. It is the combination of both types of assessment which can provide a powerful tool for helping your students' progress.

Assessment for Learning is embedded throughout the *High Note* materials: in the Student's Book, Workbook, Online Practice and Assessment Package.

Student's Book

Every unit begins with a list of unit objectives to help students understand the learning goals. There is also a clear can-do statement as the end line of each lesson so that students and teachers know exactly what they are doing. Students can tick the can-do box when they feel they have achieved the lesson aim.

Every unit has a *Revision* section which includes exam training. Its goal is to provide examples of and practice in the specific tasks students are likely to face in test situations, focussing particularly on the relevant Cambridge English and Pearson Test of English General exams.

Workbook

Every unit contains a *Self-assessment* page where students assess how well they did in each lesson: in which areas they feel confident and where they feel they need more practice. This encourages students to reflect on their learning and helps them become independent learners. The *Self-assessment* page is followed by a *Self-check* page where students can do activities checking their knowledge of vocabulary and grammar from the unit with an additional focus on Use of English. The key to these exercises is at the end of the Workbook so that students can check their answers.

Assessment Package

There are downloadable tests in A and B versions. The Assessment Package includes:

- Placement test
- Grammar quizzes
- Vocabulary quizzes
- Unit tests:
 - Vocabulary, Grammar, Use of English
 - Dictation, Listening, Reading and Communication
 - Writing
- Cumulative review tests: Vocabulary, Grammar, Use of English
- Exam Speaking tests

Each test is provided in a Word format, so it can be easily modified if needed.

The full Assessment Package is provided through an access code in the Teacher's Book.

Extra digital activities and Online Practice (interactive workbook)

By doing digital exercises, students can check their readiness for class tests and monitor their progress. For most exercises, wrong answer feedback and correct answers are provided. When teachers set up classes and assign activities, the gradebook function collects students' results so that it is possible to diagnose and adjust one's teaching to the performance of each individual or class.

COURSE COMPONENTS

STUDENT'S BOOK

- 10 topic-based units divided into seven main teaching lessons
- 5 *Life Skills* sections at the end of every second unit which teach competencies indispensable to success in 21st century society
- Flexible order of lessons apart from the first spread (Grammar and Vocabulary) and the last page (Writing)
- Clear lesson objectives ('I can...') based on the Global Scale of English (GSE)
- Video in every unit (grammar, documentary, communication)
- Revision for every unit: practice of language and skills in an exam task format
- Word list at the end of each unit
- *Remember More* section with exercises activating key vocabulary and tips on how to learn new words
- *Grammar Reference and Practice*: detailed explanations of all the grammar topics covered in the units with examples and exercises.
- Use of English: more exam-orientated practice of the language
- 2 *Culture Spots*
- 2 *Literature Spots*
- *Watch and Reflect*: worksheets for the Documentary Videos

Access code to EXTRA DIGITAL ACTIVITIES AND RESOURCES

- Grammar and Vocabulary Checkpoints to help students check their readiness for class tests and monitor their progress
- Reading and Listening exercises
- All audio and video resources

Access code to PEARSON PRACTICE ENGLISH APP

- Student's Book audio
- Workbook audio
- Video

STUDENT'S BOOK WITH ONLINE PRACTICE

This version of the Student's Book contains everything described above (Student's Book, extra digital activities and resources, Pearson Practice English App) PLUS:

- **Interactive Workbook** with instant feedback
- **Gradebook** to review students' performance

WORKBOOK

- Mirrors the Student's Book unit structure
- Additional grammar, vocabulary and skills practice to reinforce material in the Student's Book
- New reading and listening texts
- Vocabulary extension in the Reading and Listening lessons
- Pronunciation programme
- Self-Checks after each unit
- Self-Assessment sections after each unit
- Lists of phrasal verbs and dependent prepositions



TEACHER'S BOOK

- Student's Book pages with an overprinted answer key
- Ideas for extra activities
- References to additional materials and the course assessment
- Student's Book audio and video scripts
- Workbook audio script
- Workbook answer key
- 45 photocopiable resources
- Culture notes
- Extra activities for the *Grammar Videos*

Access code to:

PRESENTATION TOOL

- Front-of-class teacher's tool with fully interactive version of Student's Book and Workbook activities with integrated audio and video
- Easy navigation via either book page or lesson flow

ONLINE PRACTICE, EXTRA DIGITAL ACTIVITIES AND RESOURCES

- Teacher view of Online Practice and extra digital activities
- Access to the Gradebook and student's performance area
- Assigning tasks to the whole class, groups or individual students
- Automatic marking to save time

TEACHER'S RESOURCES

- Photocopiable resources
- Culture notes
- Extra activities for the *Grammar Videos*
- Student's Book and Workbook answer keys
- Audio and video with scripts
- Word lists with audio recordings
- Assessment Package consisting of ready-made tests in versions A and B
- Lesson plans
- A series of video clips on how to use the course material

CLASS AUDIO CDS

Audio material for use in class (Student's Book).

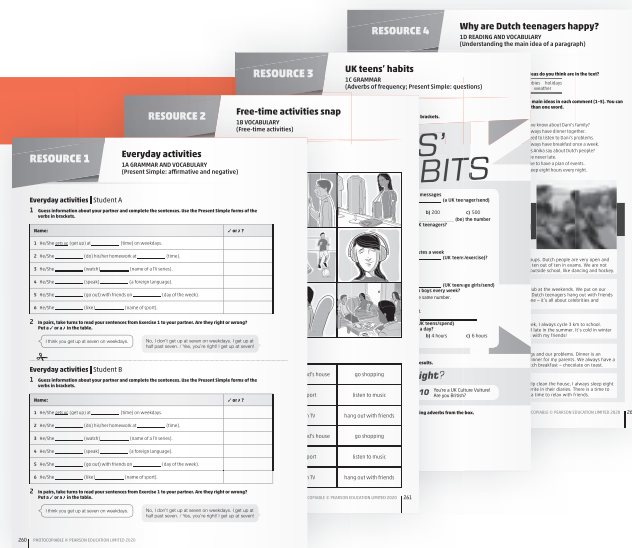
EXAM PRACTICE BOOKS

A series of booklets which provide additional, intensive practice and support for important international exams. These books work alongside the Level 1 Students' Book:

- Cambridge English Key (KET) and Preliminary (PET).
- Pearson Test of English General Level 1 (A2).

The audio and answer keys are available in the Teacher's Resources.

Additional information and support available on www.english.com/highnote



HIGH NOTE UNIT WALKTHROUGH

Each Student's Book unit is divided into seven lessons (Lessons A-G). It always starts with Grammar and Vocabulary (Lesson A) and ends with Writing (Lesson G). The order of the other lessons varies from unit to unit and is determined by the most natural and harmonious flow of the presented topics. This helps make teaching and learning more flexible and varied.

GRAMMAR

There are two grammar lessons in each unit:

- The first grammar point is introduced at the beginning of each unit and is combined with vocabulary for more integrated learning (Lesson A: Grammar and Vocabulary). This lesson is additionally supported by *Grammar Videos*, which provide authentic, manageable chunks of the target grammar in a real context. The grammar is then recycled throughout the rest of the unit.
- The second grammar lesson comes later in the unit and introduces another grammar point.

1

Clear summary of unit contents.

2

Learning objectives with an immediate opportunity for self-assessment.

3

Grammar presented through a variety of text types (blogs, magazine articles, dialogues, charts, etc.).

4

Guided discovery approach to grammar makes new language more memorable and enhances motivation.

5

Grammar boxes with clear explanations, enabling students to check their guesses about the grammar.

6

Grammar Reference and Practice section at the back of the book, with more explanations and exercises. It can be used for remediation, extra practice or in a flipped classroom scenario.

04

School life

VOCABULARY School, education collocations

GRAMMAR Present Continuous, Present Simple and Present Continuous Use of English - page 172

SPAKING Asking for, giving or refusing permission

WRITING An internet forum post

VIDEO Grammar C Documentary B Communication D

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4C GRAMMAR

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7

Variety of exercises provide meaningful practice of new structures in relevant contexts.

8

Watch out! boxes draw students' attention to areas of special difficulty and help pre-empt common errors.

9

Grammar Videos provide authentic examples of the presented grammar, which students can use as a model for their speaking.

VOCABULARY

Vocabulary is a vital element of each unit. It is integrated into all lessons and systematically developed.

- The first lesson (Lesson A) combines new grammar with new vocabulary.
- There is a separate Vocabulary lesson which presents the main lexical set(s) of the unit.
- There is additional vocabulary input in the Reading, Listening, and some other lessons.
- There is a *Remember More* section at the back of the Student's Book with extra exercises activating the word lists and tips on how to best memorise new words.

- 1** Main lexical input of the unit in a separate Vocabulary lesson (the page in the same colour as the course level, i.e. orange).
- 2** Vocabulary introduced through a variety of reading and listening texts and activities.
- 3** New words and phrases grouped in meaningful categories, making them easier to remember.
- 4** Pronunciation exercises focus students' attention on different aspects of pronouncing individual sounds and groups of sounds.
- 5** Clearly organised word lists include all the explicitly taught vocabulary from the unit. All entries are recorded, which facilitates pronunciation practice.
- 6** *Remember More* section provides further vocabulary practice and activates the words from the list, which helps more efficient learning.

4B VOCABULARY | School subjects and classroom objects

1 Match the school subjects with definitions 1-12.

1A1 History Chemistry Computer Science Drama Foreign Languages Geography History Maths Music Physical Education (PE) Physics

1 In _____ we learn about animals and plants.
2 In _____ we study important events from the past.
3 In _____ we learn how to sing and play an instrument.
4 In _____ we learn about electricity and atoms.
5 In _____ we study elements and substances.
6 In _____ we exercise and play sport.
7 In _____ we learn how to draw and paint.
8 In _____ we learn how to act.
9 In _____ we learn how to use computers and write computer programs.
10 In _____ we study things like continents or climates.
11 In _____ we learn how to speak, read and write in a different language.
12 In _____ we learn about the world around us.

2 Listen and match the school subjects in Exercise 1 with lessons 1-6 in the recording.

3 Listen in pairs, take turns to describe a school subject for your partner to guess.

4 Get back to an *Alphabetical Dictionary*. We learn about animals, humans and plants.

5 Match objects 1-11 in the pictures with the words from the box.

6 *Alphabetical Dictionary* | Children | Headphones | Backpack | Pencil | Eraser | Ruler | School bag | Notebook | Pencil case | School bag | Backpack | Pencil | Eraser | Ruler | School bag | Notebook | Pencil case

7 Listen to five more words and write them in the correct column in the table in Exercise 6.

8 SPEAKING In groups, discuss the questions.

9 What subjects are easy or difficult for you?
10 What foreign languages are you learning at school?
11 Which teachers give you a lot of homework?
12 How many subjects in the picture in Exercise 4 are you carrying in your school bag/backpack right now?
13 What other things do you always carry? Make a list. Is there anything surprising about other students' answers?

4D READING AND VOCABULARY

1 SPEAKING Imagine you can study at any school. What's important to you? Put the school subjects 1-12 in order of importance. Discuss your list with a partner.

2 SPEAKING Imagine you can study at any school. What's important to you? Put the school subjects 1-12 in order of importance. Discuss your list with a partner.

3 SPEAKING Imagine you can study at any school. What's important to you? Put the school subjects 1-12 in order of importance. Discuss your list with a partner.

4 SPEAKING Imagine you can study at any school. What's important to you? Put the school subjects 1-12 in order of importance. Discuss your list with a partner.

5 SPEAKING Imagine you can study at any school. What's important to you? Put the school subjects 1-12 in order of importance. Discuss your list with a partner.

6 SPEAKING Imagine you can study at any school. What's important to you? Put the school subjects 1-12 in order of importance. Discuss your list with a partner.

7 SPEAKING Imagine you can study at any school. What's important to you? Put the school subjects 1-12 in order of importance. Discuss your list with a partner.

8 SPEAKING Imagine you can study at any school. What's important to you? Put the school subjects 1-12 in order of importance. Discuss your list with a partner.

9 SPEAKING Imagine you can study at any school. What's important to you? Put the school subjects 1-12 in order of importance. Discuss your list with a partner.

10 SPEAKING Imagine you can study at any school. What's important to you? Put the school subjects 1-12 in order of importance. Discuss your list with a partner.

11 SPEAKING Imagine you can study at any school. What's important to you? Put the school subjects 1-12 in order of importance. Discuss your list with a partner.

12 SPEAKING Imagine you can study at any school. What's important to you? Put the school subjects 1-12 in order of importance. Discuss your list with a partner.

5 Word List

4A GRAMMAR AND VOCABULARY

4B VOCABULARY

4C VOCABULARY

4D VOCABULARY

4E VOCABULARY

4F VOCABULARY

4G VOCABULARY

4H VOCABULARY

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4V VOCABULARY

4W VOCABULARY

4X VOCABULARY

4Y VOCABULARY

4Z VOCABULARY

6 Remember More

Unit 1

Unit 2

Unit 3

Unit 4

Unit 5

Unit 6

Unit 7

Unit 8

Unit 9

Unit 10

Unit 11

Unit 12

Unit 13

Unit 14

Unit 15

Unit 16

Unit 17

Unit 18

Unit 19

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Unit 95

Unit 96

Unit 97

Unit 98

Unit 99

Unit 100

WORKBOOK

- Vocabulary Extensions in Reading and Listening lessons introduce more words and phrases, focusing on such areas as phrasal verbs, collocations and word building.
- There is also an extra Unit Vocabulary Practice section, which gathers the lexis from the entire unit.

READING

The Reading lessons feature a variety of information-rich and thought-provoking texts. They contain a range of exercises that practise reading for the main idea, followed by focusing on specific information, vocabulary practice and discussion. The *Active Reading* boxes cover all crucial skills strategies, which students can actively practise through a series of exercises. This lesson is additionally supported by *Documentary Videos*, which provide highly engaging clips that can be used as an extension to the themes raised in the reading texts.

1 Main comprehension exercises in the format of exam-specific tasks.

2 Active Reading boxes cover all crucial skills strategies, which students can actively practice through a series of exercises.

3 Vocabulary-from-the-text activities encourage students to notice and absorb new words and phrases.

4 All reading texts are recorded so that students can listen to them in their own time to focus on pronunciation.

5 Watch and Reflect sections with authentic *Documentary Videos* that extend the topics of the reading texts. The clips are accompanied by the video worksheets at the back of the Student's Book.

WORKBOOK

New reading texts recycle the grammar and vocabulary covered in the Student's Book and provide more skills practice.

LISTENING

The Listening lessons offer varied text types and tasks, and numerous opportunities for students to practise listening skills with new vocabulary.

1 Frequent opportunities for personalization and building fluency.

2 Main comprehension exercises in the format of exam-specific tasks.

3 New vocabulary is clearly highlighted in coloured boxes, making it easy to find.

4 Reflect exercises develop critical thinking, asking students to think more deeply about various social, cultural and value-related issues and consider various viewpoints. They can be found in different lessons within a unit and provide extra speaking practice and help build fluency.

WORKBOOK

- New listening texts recycle the grammar and vocabulary covered in the Student's Book and provide more skills practice.
- Active Pronunciation* boxes help students see superintendencies between sounds and give tips on how to pronounce particular sounds correctly.

4D READING AND VOCABULARY

1 SPEAKING Imagine you can study at any school. What's important to you? Put the phrases in order 1-6 (1 is very important). Then compare your ideas in groups.

At the EBCS in Berlin, Germany, students can't pass or ... exams because they don't get any grades until they are 18. After that, students study ... exams when they want to.

Students do normal ... much as German, Maths and English. But in a subject called Challenge, they also do ... based on real life. For example, the school gives them €10 each to plan an adventure for themselves, from kayaking to working on farms.

2 Read the article quickly. Choose the best answer. The author of the article is ...

3 Study Active Reading and read the text again. Complete the school profile.

1 Name ...
Where ...
The school day ...
Number of students ...
Subjects ...

2 ACTIVE READING Find specific information.

Read the questions or task. Think about what information you need, e.g. a number, a name, or a date.

Read the text quickly and find the parts of the text with the information you need. Don't worry about the rest of the text.

3 Read the article again. Answer the questions.

How old are the students at the school?
What do students often do for the computer game companies near the school?
When does the career centre host?
What adjectives does the author use to describe students at the end of the article?

4 Look at the highlighted phrases in the article. Complete the collocations with the words from the box.

break exam(s) grades project qualification subject

5 Look at the highlighted phrases in the article. Complete the collocations with the words from the box.

break exam(s) grades project qualification subject

6 Choose the correct words to complete the article.

At the EBCS in Berlin, Germany, students can't pass or ... exams because they don't get any grades until they are 18. After that, students study ... exams when they want to.

Students do normal ... much as German, Maths and English. But in a subject called Challenge, they also do ... based on real life. For example, the school gives them €10 each to plan an adventure for themselves, from kayaking to working on farms.

7 READING Fix the sentences that are true for you. Then, in pairs, compare your answers.

1 I take a break from studying every half an hour.
2 I do my school as an project at the moment.
3 I like taking exams.
4 I don't usually get good grades in Maths.
5 When I pass an exam, my mum usually cooks me my favourite dinner.

8 REFLECT Society in pairs, discuss the questions.

Do you think practical subjects like designing computer games or planning an adventure are useful or a waste of time? Say why.
Do you do any school subjects at your school?
What new subjects would you like to do at school? Say why.
Look at the list of features of the Studio and EBC in Berlin. Which would you like to have at your school? 'Real' projects, school cinema, all-day classes, free breakfast, lessons until 5 p.m., optional exams.

9 WATCH AND REFLECT Go to page 155. Watch the documentary A different kind of school and do the exercises.

10 I can identify specific information in an article and talk about school life.

The UK's first gaming school

by Thomas Rogers

04

Students don't only study games, of course. They do typical subjects: the Maths, Foreign Languages and History. They like exams too. But at the end of their time at the school, they also get a qualification in designing computer games.

The students at the school look happy and motivated. They want to learn, they want to pass their exams and do well at school.

05

A school with a difference

WATCH AND REFLECT 04

1 SPEAKING In pairs, look at the photo and answer the questions.

1 Where are the students?
2 What are they doing?

2 WATCH the video and tick (✓) all the things you can learn at Generation School.

3 WATCH the video again and choose the correct answer.

1 What are the students preparing for at the start of the video?
2 What are the students learning about?
3 How many days do the students spend on the boat?
4 How many times do the students go to the boat?
5 How many times do the students go to the boat?
6 How many times do the students go to the boat?
7 How many times do the students go to the boat?

4 DECIDE if statements 1-6 are true or false. Correct the false ones.

1 The boat belongs to Generation School.
2 The students do work on the boat.
3 The boat is used during the whole trip.
4 Some people don't feel well during the whole trip.
5 They learn to stay calm and keep each other.
6 The students are happy to leave the boat.

5 What activities do you do at your school that help you learn practical and teamwork skills?

6 Complete the text with the words from the box.

game challenge swim sailboat part responsible team

7 SPEAKING Discuss the questions in groups. Then share your opinions with another group.

1 In your opinion, what are the most important lessons the students learn from the boat? Tick three in order: 1 very important, 2 important, 3 not important.

2 Tell your group about a situation where you learned important lessons. What were they and how did you learn them?

3 How can young people learn about themselves and about team work? Do you think regular lessons or activities in school help you with that? Why or why not? (Think about activities in school that you think are important lessons for teenage sports and drama.)

8 WRITING Task Write a post for an online school forum about your experience of learning about yourself and learning to work as part of a team. Then compare your work to a partner's.

GLOSSARY

calm (adj) - not nervous or bad weather
manageable - not too big or difficult to do
sailboat - a boat with sails
share - to do or have things with other people

SPEAKING

The Speaking lessons prepare students for everyday interactions such as talking about likes and dislikes, asking for information, asking for, giving and refusing permission or giving and reacting to personal news. They are supported by witty *Communication Videos*, which present the functional language in a real-life context, making it meaningful and memorable.

1 Witty *Communication Videos* present the key language in a real-life context. The videos are also available in audio-only format.

2 *Speaking boxes* contain key functional language. The phrases are recorded in the Workbook.

3 Pairwork activities and role plays encourage students to use the functional language from the lesson and increase their confidence in speaking English.

4F SPEAKING

- Look at the photo and answer the questions.
 - Who are the people in the photo?
 - Where are they?
 - What do you think they are talking about?
- ▶ 13 ▶ 2.13 Watch or listen to Lucas and Zoe's conversation. Why does Zoe feel annoyed with Lucas? Watch or listen again to check.
- ▶ 13 ▶ 2.13 Which things does Lucas ask to borrow from Zoe? Which of them does she not give him? Read the dialogue and complete the gaps from memory. Watch or listen again to check.

Lucas Hi, Zoe. Is anyone sitting here?
Zoe Hi, Lucas. No ... That's all my stuff. Sorry. Your music's quite loud!
Lucas Sorry!
Zoe Shhhh!
Lucas Sorry. Can I borrow your ... please?
Zoe Yes, of course. Here you are.
Lucas Zoe. Could I borrow your ...? Mine is at home.
Zoe Yes, sure. But I have physics homework today so I need it soon. There are apps, you know ... for your phone.
Lucas I know, but I don't have one. Thanks. Just ask when you need it.
Everyone Shhhh!
Lucas Just one more thing ... is it OK if I use your ...?
Zoe No, sorry but you can't. I'm using it at the moment. OK?
Librarian Zoe! Please be quiet. This is a library!
Zoe Thanks a lot, Lucas!

4 Study the Speaking box and complete the conversations with one or two words in each gap.

1 A ... ask you a question?
B Yes, ...
2 A Is it ... I use your dictionary?
B ... but you can't. It's at home.
3 A Could ... your highlighter?
B Yes, that's fine, ... are.

2 SPEAKING [asking for, giving and refusing permission]

Asking for permission
Can I borrow your headphones, please?
Could I borrow your calculator?
Is it OK if I use your ruler?

Saying 'yes'
Yes, of course.
Yes, sure. Here you are.
Yes, that's fine.
That's no problem.

Saying 'no' (and giving a reason)
No, sorry. (I don't have one.)
I'm sorry but you can't. (I'm using it at the moment.)



- 5 Study Watch out! and complete the sentences with one or ones.
- That train is really crowded. Let's take the next one.
 - I need some new glasses. My old ones are really old.
 - Buy two bottles of water and get a third one free!
 - Can you see the two girls? The tall one is Cassie and the other one is Marta.
 - These tissues are really expensive. Have you got any cheaper ones?
 - We do a lot of different subjects at school, but my favourite ones are Art and Music.

WATCH OUT!

We use one and ones to avoid repeating countable nouns. Can I borrow a pen? Yes, of course. Which one do you want? Which ones are yours? The red ones.

- 6 In pairs, take turns to ask for permission and respond.
- borrow your phone?
 - look at your answers?
 - go to the toilet?
 - go out with my friends?
 - take a break?
 - use your highlighter?
 - move your backpack?
- A Can I borrow your phone, please?
B No, sorry. I don't have it with me.
- 7 In pairs, role play the situation. Student A turn to page 175. Student B, go to page 176. Then change roles.

☐ I can ask for and give, or refuse permission.

57

WRITING

The Writing lessons are carefully staged: they begin with an engaging input text relevant to students' lives, which is followed up by a series of preparation exercises that lead to students completing the final writing task.

1 Engaging and relevant model text.

2 Writing boxes with useful tips and key language.

3 Graded writing tasks provide students with opportunities to practise their writing skills.

What is a typical school day like in England?

Elijah Watson, Secondary School student in York, England. Chelsea FC fan

1 I'm at Bridge School, in York, England. I'm sixteen and I'm in Year 11.

Our school day starts at 8.45 a.m. We have an assembly in the gym. The head teacher talks about news at the school. Then we have two hours of lessons.

At 11 o'clock there is a 15-minute break. We usually have a snack and chat with friends. Then there are two more lessons before lunchtime.

We have lunch at 12.45 p.m. The school canteen gets really crowded! Some students bring sandwiches from home but you can buy food, like pasta, salads, and burgers. A lot of it is quite healthy so I eat at school. After lunch I play football outside on the playing fields.

Afternoon lessons finish at 3.30 p.m. but there are lots of after-school clubs. This term I'm doing Spanish.

4G WRITING | An Internet forum post

- SPEAKING Look at the photo. What are the students doing?
- Read the question on the website and Elijah's answer. Choose three topics Elijah mentions.
extra classes after school the computers at school the food at lunchtime his favourite subjects sport
- Study the Writing box. Find the phrases in Elijah's post.

2 WRITING | An Internet forum post

- Introduce yourself (your name, your school, your age, your year).
- I'm at Bridge School.
- I'm in Year ...
- Say what happens in the morning:
Our school day starts at ...
Then we have ...
At 11 o'clock ...
- Say what happens at lunchtime:
We have lunch at ...
You can buy food, like ...
- Talk about the afternoon and after-school activities:
Afternoon lessons finish at ...
This term I'm doing ...

4 Study Watch out! Then replace the underlined words and phrases in 1–4 with a pronoun.

- I really enjoy English. English is my best subject.
- I never bring sandwiches to school. I can't stand sandwiches.
- We like our Maths teacher, Mr Thomas. But Mr Thomas gives us a lot of homework.
- We're lucky because we have great playing fields at our school. The playing fields are really big!

I really enjoy English. It is my best subject.

WATCH OUT!
We use pronouns to avoid repeating nouns. You can also buy food, like pasta, salads, and burgers. A lot of it is quite healthy.

5 SPEAKING Work in pairs. Compare your school and Elijah's school. Use the prompts in Exercise 2 to help you.

6 WRITING TASK Write about your school. Use the text in Exercise 2 to help you. Use the Writing box as a guide.

- Use pronouns to avoid repeating nouns.
- Use linking words: and, but, and then.

58 ☐ I can describe a typical day at my school.

WORKBOOK

The *Active Writing* section guides students through all the stages of the process of writing a specific type of text.

REVISION

Unit revisions reinforce skills and practise the language covered in the unit. They have two parts: a review of vocabulary and grammar with a focus on the Use of English type of tasks, and an integrated skills section.

1 The *Vocabulary and Grammar* section focuses on reviewing the key language from the unit.

2 The *Use of English* section consolidates the grammar and vocabulary through task types that are often used in exams.

• The *Use of English* section at the back of the Student's Book provides more exam-oriented practice of the language taught in the unit.

3 Graded exam-style listening tasks (and reading tasks in odd-numbered units) help students review and practise listening/reading skills.

4 Useful strategies to deal with typical exam task types.

04 Revision

1 VOCABULARY AND GRAMMAR

Match definitions 1-10 with the words in the box. There are two extra words.

1 You read books here.
2 You learn about the past in this subject.
3 You eat your school lunch here.
4 Teachers meet and prepare lessons here.
5 You act in plays in this lesson.
6 You do Physical Education (PE) here.
7 You draw pictures in this lesson.
8 You study plant and animal life in this lesson.
9 You play instruments or sing in this lesson.
10 You learn about the world in this lesson.

Choose the correct words to complete the sentences.

1 Turn to page 22 in your notebook / desktop, please!
2 You need to use a calculator / dictionary to solve this Maths problem.
3 I haven't got any headphones / highlighters to mark the important parts in the book.
4 David put your things away in your folder / backpack. It's break time.
5 Complete the sentences with the words from the box.

break cool exams expensive grade pass simple subjects

Josh Which subjects are you studying at the moment, Lana?
Lana Maths. I want a really good grade this year.
Josh That's cool for you! You never fail any exams!
Lana Hey! Why don't we take a break tonight, stop studying and have some fun?
Josh That sounds great. There's a new pizza place in town. It's not expensive. And who knows, a night out with a genius could help me pass my exams too!

2 USE OF ENGLISH

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4 PLEASE READ AND NOT SHOOT IN THE SCHOOL GYM AT ALL TIMES!
a) headphones b) tissues c) trainers

5 If you are interested in a programming project this term please come to the computer room at 3 p.m.
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6 Please don't climb over the school walls. It's against the rules and it's dangerous.
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Use of English > page 172

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STRATEGY Multiple choice task with picture options. Look at the pictures and questions carefully to check that you understand what the pictures show. This will give you an idea of what sort of information to look for.

1 How does Jodie usually travel to school?

a) by car b) by bus c) by train

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8 In pairs, take turns to ask and answer the questions.

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2 What is your favourite subject?
3 Which subjects don't you enjoy studying?
4 What are you learning in English at the moment?
5 Which sports are you doing at the moment?
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9 Write an email to an English-speaking friend about your typical school day in which you:

- introduce yourself (your name, your school, your age, your year)
- say what happens in the morning
- say what happens at lunchtime
- talk about the afternoon and after-school activities.

From: daniel@ymail.com
To: elena@ymail.com
Subject: ...
Hi Elena,

04 Revision

1 VOCABULARY AND GRAMMAR

Match definitions 1-10 with the words in the box. There are two extra words.

1 You read books here.
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3 You eat your school lunch here.
4 Teachers meet and prepare lessons here.
5 You act in plays in this lesson.
6 You do Physical Education (PE) here.
7 You draw pictures in this lesson.
8 You study plant and animal life in this lesson.
9 You play instruments or sing in this lesson.
10 You learn about the world in this lesson.

Choose the correct words to complete the sentences.

1 Turn to page 22 in your notebook / desktop, please!
2 You need to use a calculator / dictionary to solve this Maths problem.
3 I haven't got any headphones / highlighters to mark the important parts in the book.
4 David put your things away in your folder / backpack. It's break time.
5 Complete the sentences with the words from the box.

break cool exams expensive grade pass simple subjects

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WORKBOOK

- The *Self-assessment* page provides an opportunity for students to assess their progress and reflect on their learning.
- The *Self-check* page lets students verify how much they have learnt with regard to the unit objectives.

04 Self-assessment

1. How well do you understand the key language from the unit?

2. Which of the tasks did you find most difficult?

3. What do you need to practice more?

04 Self-check

1. Complete the sentences with the correct word or phrase.

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3. Complete the sentences with the correct word or phrase.

4. Complete the sentences with the correct word or phrase.

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9. Complete the sentences with the correct word or phrase.

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ADDITIONAL LESSONS

LIFE SKILLS

The *Life Skills* lessons at the end of every second unit teach practical skills that are indispensable to achieve success in the modern 21st-century world.

- 1 Engaging content and an integrated skills approach help practise new competencies in an active, discussion-driven way.
- 2 *How to ...* boxes summarise the lessons and give useful life skills tips.
- 3 *Life Skills* projects involve research and encourage collaboration, critical thinking and creativity.

CULTURE SPOTS

Culture Spot lessons provide intriguing and useful information about various aspects of British culture.

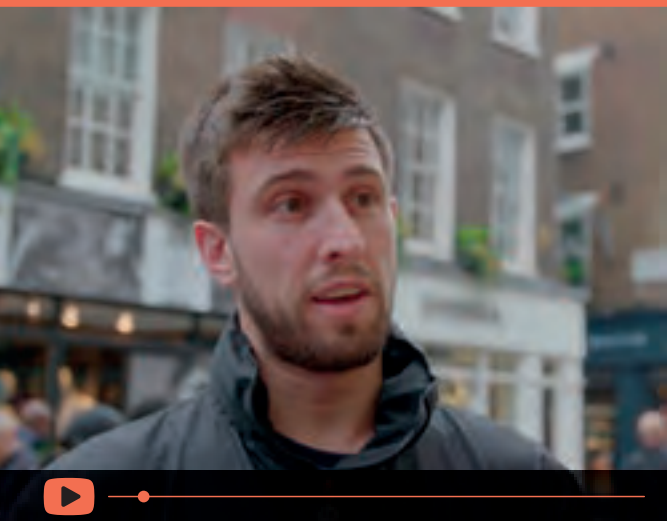
- 1 Culture topics are introduced through reading texts, all of which have been recorded.
- 2 Listening exercises extend the information introduced in the reading texts and offer extra skills practice.
- 3 New, culturally relevant vocabulary is introduced.
- 4 The final activity (*Reflect I Culture*) encourages students to compare the introduced aspects of British culture with those of their own culture.

LITERATURE SPOTS

The *Literature Spot* lessons familiarise students with well-known literary works that have made an impact on popular culture.

- 1 The literary texts have been carefully selected to offer a mixture of classic and contemporary writing and to appeal to students at this age. The language difficulty has been adjusted to the course level. All reading texts have been recorded.
- 2 *Fact boxes* contain crucial information about the author of the literary text.
- 3 New vocabulary is introduced and practised.





GRAMMAR VIDEOS (VOX POPS)

These are short clips of real people filmed on the streets of London, answering questions about their lives and opinions, following the topics and themes of the lesson. The purpose of this type of video is to provide short, manageable chunks of the target grammar structures presented in the lesson in a real context, which students can use as a model for their own speech, thus improving their productive accuracy. Because the vox pops are unscripted, authentic, spontaneous speech, students are exposed to real language uttered by speakers of English from the UK as well as from other countries.

Number of videos: 10 (1 per unit)

Place in the book: first grammar lesson in the unit (first spread)

Video activities: in the Teacher's Book (pages 238–240)



DOCUMENTARY VIDEOS

These are 3–4-minute-long authentic, thought-provoking documentary films produced in cooperation with ITN Productions. The intention for the *High Note* documentaries concept is to provide film extension to the topics and themes raised in the reading texts, which will enable students to get more insight into a given issue, think about it critically and discuss it at length. Authentic documentary videos will boost students' motivation, expose them to natural, real-life language, extend their vocabulary and develop their receptive fluency and critical thinking skills.

Number of videos: 10 (1 per unit)

Place in the book: Reading lessons

Video activities: in the *Watch and Reflect* section at the back of the Student's Book



COMMUNICATION VIDEOS

These are situational, stand-alone videos presenting the key functional language of the Speaking lessons. All the video clips are available in audio-only format on the class audio CDs for those classrooms where video is not readily available. The purpose of these videos is to present the target language of the lesson in a way that is truly engaging and meaningful. When new language is supported by visual clues and context (location, action, body language, facial expression), it transforms the learning experience so that language is acquired rather than just learnt. This will improve both students' receptive skills and their fluency in speaking.

Number of videos: 10 (1 per unit)

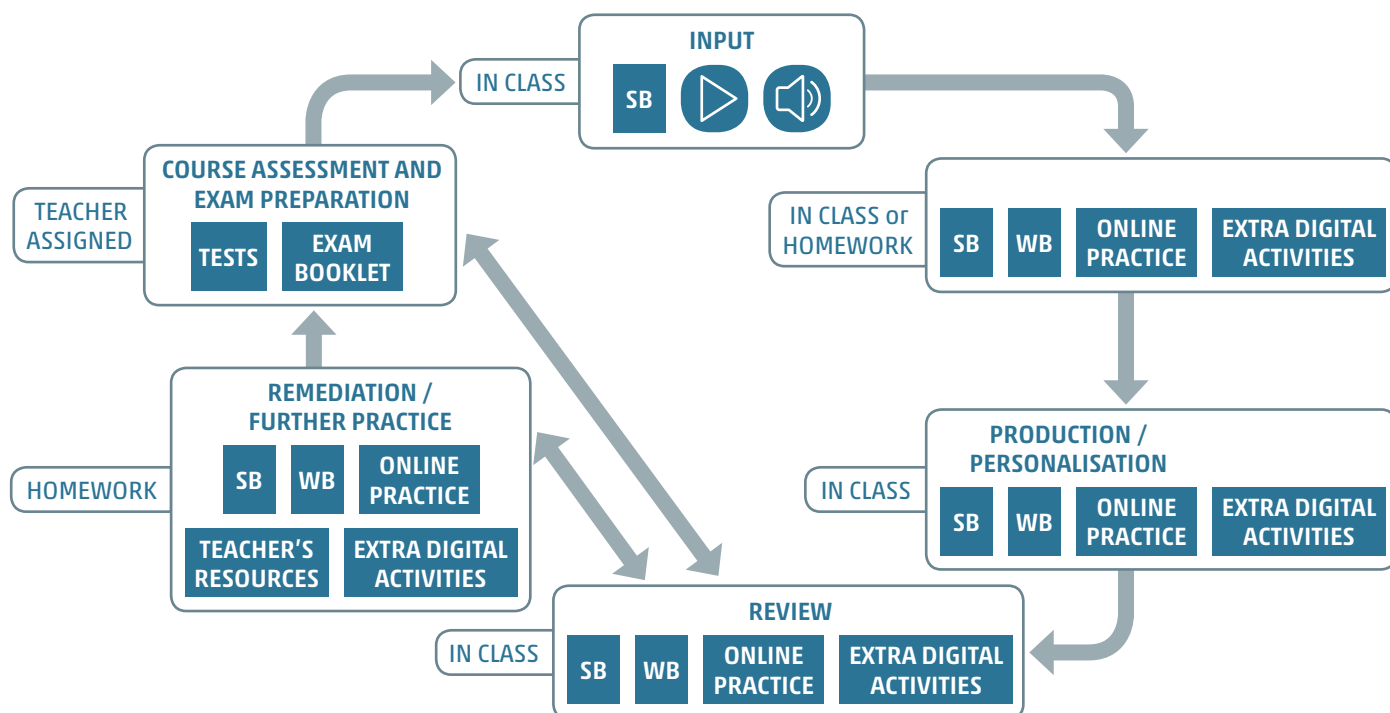
Place in the book: Speaking lessons

Video activities: integrated into the Speaking lessons

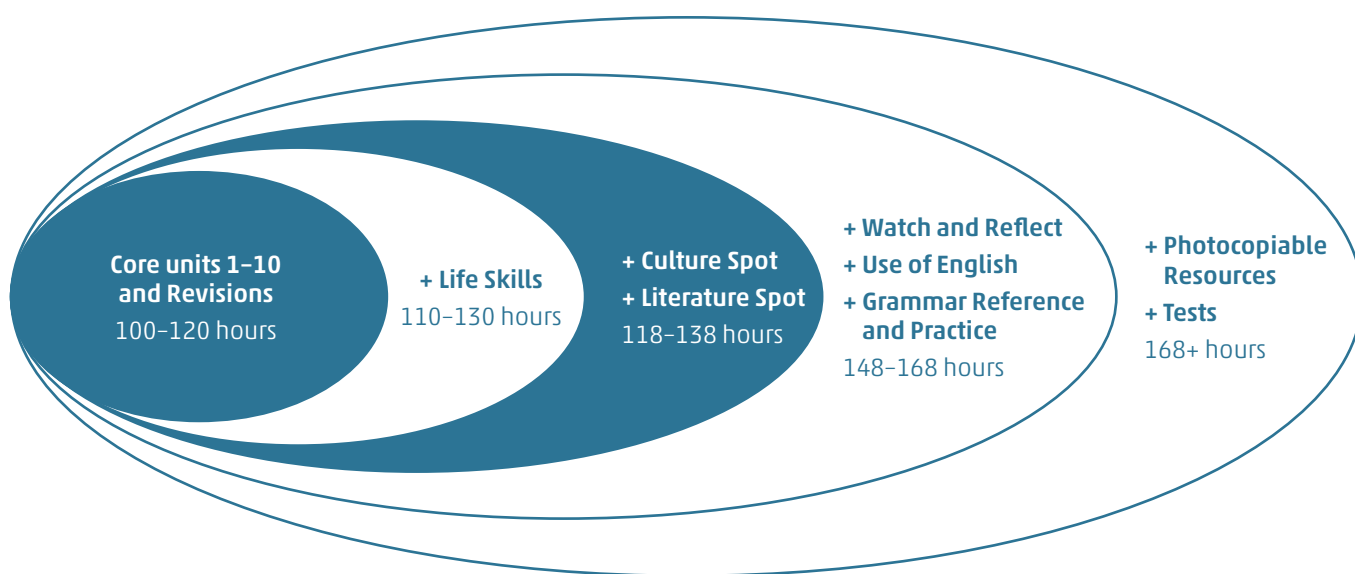
TEACHING PATHWAYS

There are many different ways to teach English, which are influenced by such factors as a teacher's specific teaching context, a preferred teaching style, the number of students in class, their level and background. For this reason, *High Note* was designed to be easily customised for each unique teaching situation. It was also created to make it easy and rewarding to integrate digital tools in one's teaching in a gradual, step-by-step way.

This diagram describes how *High Note* was prepared to be used and how all the components fit together to enable students to achieve the stated learning objectives most efficiently.



This diagram shows the estimated numbers of hours needed to cover specific sections of the Student's Book. Depending on one's teaching situation, these numbers may vary.



HOW TO TEACH FOR EXAMS WITH *HIGH NOTE*

High Note is a general English course that is beneficial for both exam and non-exam students. It provides a number of resources that help develop the technical skills students need to deal with exam tasks, while also improving and extending their general language skills.

Exam training is woven seamlessly into the flow of a lesson. Each unit includes types of exam tasks that are typical of most school-leaving and international exams such as multiple choice, matching or gap fill and which test crucial subskills such as finding specific information or identifying facts from opinions. Students are exposed to realistic tasks with a focus on the target language of the unit. Over the course of the book, students build their exam strategies and their confidence through step-by-step activities and task-based exam tips.

DEVELOPMENT OF LANGUAGE

Exam tasks require students to demonstrate a range of language at the appropriate level. The grammar and vocabulary sections in *High Note* develop this range in topic-related units, which makes it easy for students to apply them to exam tasks and to the real world.

SKILLS STRATEGIES

High Note carefully develops students' general reading and listening strategies which students can use both in exams and in real life. The *Active Reading* and *Active Listening* boxes contain concise descriptions of such crucial sub-skills as understanding the main idea, finding specific information, differentiating fact from opinion, understanding the author's attitude, understanding links in a text, and summarising. The descriptions are then followed by a series of practice exercises which help students apply and internalise a given strategy.

GRADED EXAM TASKS

Exam tasks are introduced to students early in the course, but in a graded way. This may mean that a task has fewer questions or a simpler text or that it tests a more limited range of language. This helps them understand the exam task and therefore learn to deal with it more effectively.

EXAM STRATEGIES

There are exam strategies in every *Revision* section. They focus on those aspects of a given exam task that will help students deal with it effectively. The tips help students understand exactly what is being tested, what to look out for and develop a bank of appropriate exam techniques that they can refer to. As they work through the Student's Book and become familiar with the tips, the exam tasks become easier.

WRITING TASKS

To help students identify good practice in writing tasks, lessons in the Student's Book provide model texts. There are also tasks that encourage students to analyse the model texts, which gives them greater understanding of how to complete the tasks themselves. There is a task at the end of each Writing section which mirrors the model so that students can practise writing an answer themselves. In the Workbook, there is an *Active Writing* section which guides students through all the stages of the process of writing a specific type of text.

RESOURCES FOR SELF-STUDY

There are numerous resources which provide opportunities for self-study, give supplementary information and further practice. These can be used in class or at home. They include:

- a *Word List* at the end of each unit in the Student's Book
- a *Use of English* section at the back of the Student's Book
- a *Grammar Reference and Practice* section at the back of the Student's Book
- audio scripts for the listening tasks
- the Workbook/Online Practice
- extra digital activities

EXAM PRACTICE BOOKS

High Note comes with a series of booklets which provide additional practice and support for Pearson Test of English General exams and Cambridge English exams. The books have been matched to the specific levels of the course. Please see page 9 for more details.

EXAM CORRELATION

The table below shows the correlation between the language level of each part of the *High Note* series and international exam requirements.

	GSE	CEFR	EXAMS
High Note 1	30–40	A2/A2+	Pearson Test of English Level 1, Cambridge Key (KET) and Preliminary (PET)
High Note 2	37–52	A2+/B1	Pearson Test of English Level 1 & 2, Cambridge Preliminary (PET)
High Note 3	50–62	B1+/B2	Pearson Test of English Level 2 & 3, Cambridge Preliminary (PET) and First (FCE)
High Note 4	61–75	B2/B2+	Pearson Test of English Level 3 & 4, Cambridge First (FCE)
High Note 5	73–85	B2+/C1	Pearson Test of English Level 4, Cambridge Advanced (CAE)

It is worth noting that a careful development of language in *High Note*, its systematic development of skills strategies, and a wide variety of exam tasks covered in the course may prove beneficial also for those students who intend to take other international exams than those described above, e.g. TOEFL, IELTS or International GCSE.

HOW TO FLIP THE CLASSROOM WITH *HIGH NOTE*

The flipped classroom is an approach where classroom instruction is given to students at home via a video, tasks are usually given for homework and then completed in class with the teacher's support. Teachers who flip their classrooms believe that the approach allows students to become more independent in their learning: rather than receive information in the classroom, they take more control and ensure they learn outside the classroom. In class, students have time to ask the teacher questions if they still do not understand and choose when they need support. This autonomy can motivate students and may result in a higher level of engagement. What is more, they gain more practice time and receive more feedback from the teacher on performance.

In English language learning, flipping the classroom means students listen to or read information about language at home before a lesson, leaving more time for practice of that language in the classroom. Alternatively, it could be information about an exam technique or how to write a specific type of text. Students can tackle the same tasks or collaborate in groups on different tasks to ensure they work at a level suitable for them.

In the lesson, the teacher begins by checking students' understanding of the material that was set as homework (video, reading, listening or a grammar explanation), then gives several practice tasks to complete. Finally, at the end of the lesson, students reflect on what they have learnt to help them identify progress and areas where they still need to improve. This reflection allows students to gain a greater understanding of their strengths and weaknesses, and encourages them to set achievable learning goals for future lessons.

High Note provides the following resources that will help flip the classroom:

VIDEO

The teacher can ask students to watch any of the wide variety of video clips at home. This allows the teacher to check understanding before the lesson and adjust their lesson plan if students have found the language particularly easy or difficult.

READING AND LISTENING TEXTS

The teacher can also set a reading text (and its recorded version) or a listening text in a lesson as homework for the next class. By doing this, the time in class can be spent on checking comprehension and the actual discussion about the text rather than reading it or listening to it for the first time, which usually takes a lot of time. Another advantage of this approach is that students' involvement with the text will be greater if they have seen it several times, which accelerates the learning process.

GRAMMAR REFERENCE AND PRACTICE

The *Grammar Reference and Practice* section at the back of the Student's Book contains detailed information about the meaning, function and form of the target language, with examples and practice exercises. These can be used by the teacher in class, when explaining language, but they can also be set as homework for students.

VOCABULARY: WORD LISTS AND THE REMEMBER MORE SECTION

The teacher can also start a unit by checking students' knowledge of the unit vocabulary with the aim of identifying the areas which need more focus and maximising student's exposure to the new words. For this purpose, he or she can ask students to analyse the word lists at the end of each unit and complete the exercises in the *Remember More* section at the back of the Student's Book.

WORKBOOK SUPPORT

The Workbook contains exercises on the grammar points taught in each unit. These can be used as homework prior to the Grammar lesson to check what students already know. With students at this level, the grammar is unlikely to be completely new to them and so a test-teach-test approach can be used. Alternatively, the Workbook exercises can be completed in class to provide as much practice as possible while the teacher is available to offer support and clarify any confusing aspects of the language.

ONLINE PRACTICE

Similarly to the paper Workbook, some of the exercises can be completed online prior to the lesson to maximise learning. This is particularly beneficial as the interactive Workbook exercises have an instant feedback functionality, which enables students to quickly check their answers.

EXTRA DIGITAL ACTIVITIES

The extra digital activities contain Grammar and Vocabulary Checkpoints as well as Reading, Listening and Use of English banks of texts and exercises which help students prepare for class tests, check their progress and exam readiness. A teacher may choose to ask students to complete them before the class.

CONTENTS

Welcome!	0A About me Vocabulary Countries and nationalities Grammar Subject pronouns, <i>to be</i> Speaking Greetings, giving and asking for personal information, asking for spelling	0B About my stuff Vocabulary Personal possessions, basic adjectives Grammar Plural nouns, articles, <i>this/that/these/those</i> Speaking Describing things
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02 No place like home	pp24–25 <i>There is/there are</i> with <i>some</i> and <i>any</i> Grammar Video ▶ p26 Prepositions of place p27 <i>Can/can't</i> Pronunciation: <i>Can/can't</i>	pp24–25 House p26 Rooms and furniture p27 Household chores p28 Adjectives to describe a house p30 Collocations with <i>make</i> and <i>do</i> p33 Word List
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05 Appearances	pp64–65 Past Simple: <i>to be</i> and <i>can</i> p65 Past Simple: affirmative Grammar Video ▶ p65 Pronunciation: Past Simple regular verb endings p68 Past Simple: negative and questions	pp64–65 Personality adjectives p66 Appearance, clothes p69 <i>Fit, go with, match, suit</i> pp70–71 Expressions for difference and similarity p73 Word List
06 The arts around us	pp76–77 Comparative and superlative adjectives Grammar Video ▶ p81 <i>Too</i> and <i>(not) enough</i> Pronunciation: The sounds /ɑ:/, /eɪ/, /æ/ and /ɔ:/	pp76–77 The arts, jobs in the arts p78 Opinion adjectives p80 Films p82 Collocations with <i>get</i> p85 Word List
LIFE SKILLS How to work in a team on school projects pp88–89		
07 Going to town	pp90–91 <i>Going to</i> Grammar Video ▶ p94 Present Continuous: future arrangements	pp90–91 Activities in the city p92 Places in the city and transport Pronunciation: The sounds /aɪ/ and /ɪ/ p97 Travelling expressions p99 Word List
08 Smart future	pp102–103 <i>Will</i> for predictions about the future Grammar Video ▶ Pronunciation: <i>Will/'ll</i> and <i>won't</i> p105 Adverbs of manner	pp102–103 Gadgets p104 Computer equipment p106 Science pp108–109 Feelings p111 Word List
LIFE SKILLS How to use the Internet in a safe way pp114–115		
09 Fit and healthy	pp116–117 <i>Must/mustn't, have to/don't have to</i> Grammar Video ▶ p120 <i>Should/shouldn't</i>	pp116–117 Sports p118 Sports equipment p119 Body parts, adjectives Pronunciation: The sounds /ɪ/ and /i:/ p120 Health pp122–123 Body and mind p125 Word List
10 Our planet, our hands	pp128–129 Present Perfect with <i>ever</i> and <i>never</i> Grammar Video ▶ p131 Present Perfect with <i>already, just</i> and <i>yet</i>	pp128–129 Geographical features p130 Animals and animal body parts Pronunciation: The sounds /i:/, /e/ and /eɪ/ pp132–133 Environment p134 Weather pp137 Word List
LIFE SKILLS How to improve your memory pp140–141		

pp142–145 Culture Spot pp146–149 Literature Spot pp150–159 Watch and Reflect ▶ (Documentary Video worksheets)

OC About my family Vocabulary Family, jobs Grammar Possessive adjectives, possessive 's, have got Speaking Describing family		OD About my class Vocabulary Classroom instructions Grammar Imperatives, object pronouns Speaking Giving instructions		OE About my time Vocabulary Days of the week, months, seasons, Grammar Ordinal numbers Speaking Talking about dates, asking about birthdays, telling the time	
READING		LISTENING		SPEAKING	
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pp28–29 <i>What makes your house a home?</i> Active Reading: Predicting Documentary Video ▶		p30 An interview about roommates		p31 Asking for information Communication Video ▶	
pp44–45 <i>Ethical restaurants</i> Documentary Video ▶		p43 An interview about jobs and food Active Listening: Understanding the main idea		pp40–41 Ordering food Communication Video ▶	
pp54–55 <i>The UK's first gaming school</i> Active Reading: Finding specific information Documentary Video ▶		p56 A podcast about commuting		p57 Asking for, giving, and refusing permission Communication Video ▶	
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VOCABULARY Countries and nationalities

GRAMMAR Subject pronouns, *to be*

SPEAKING Greetings, giving and asking for personal information, asking for spelling



1 **SPEAKING** In pairs, ask and answer the questions.

- 1 Do you use video chats?
- 2 Which ones? Who with? What for?

2 **1.2** Read and listen to the video chat. Answer the questions.

- 1 What's the teacher's name? **Kathy**
- 2 Where's Carlos from? **Argentina**
- 3 How old is Fatma? **seventeen**
- 4 What nationality is Sanjit? **French**
- 5 Where are his parents from? **India**
- 6 What's Kathy's email address? **kathyclaire@letstalk.co.uk**

Kathy Welcome to 'Let's talk!' English video chat. I'm your teacher, Kathy. I'm from Scotland and I'm twenty-five.

Carlos Good morning, Kathy! I'm Carlos and I'm Argentinian.

Kathy Hello Carlos. Nice to meet you! How old are you?

Carlos I'm eighteen.

Fatma Hi guys! My name's Fatma and I'm seventeen.

Kathy Sorry, can you spell your name, please?

Fatma Yes, it's F-a-t-m-a.

Kathy Welcome, Fatma! Where are you from?

Fatma I'm from Istanbul. I'm Turkish.

Sanjit Hello everyone! Pleased to meet you! I'm Sanjit. That's S-a-n-j-i-t. It's an Indian name.

Kathy Hello Sanjit. Are you from India?

Sanjit No, I'm not. I'm French, but my parents are from India.

Carlos Kathy, what's your email address?

Kathy Good question! It's kathyclaire@letstalk.co.uk.

4

REFERENCES

AUDIO SCRIPT page 192
CULTURE NOTES page 187

EXTRA ACTIVITIES IN CLASS

- After Exercise 2, get students to practise the dialogue in the Student's Book in groups of four, changing the information to make it true about themselves. Alternatively, in weaker classes, get them to just practise reading the dialogue in their groups.

- After Exercise 7, students can work in pairs to test each other on countries and nationalities. Student A starts: he/she says a country or nationality from the table, and Student B, with his/her book closed, has to respond with the corresponding nationality/country.

Subject pronouns, to be

3 Study the Grammar box and complete the rules.

- In affirmative sentences we put subject pronouns before / after the verb.
- In negative sentences we add 'not' before / after the verb.
- In questions we put subject pronouns before / after the verb.

Subject pronouns, to be

	I	He • She • It	We • You • They
+	I am ('m) Brazilian.	He is Brazilian.	We are Brazilian.
-	I am not ('m not) from Poland.	She is not (isn't) from Poland.	You are not (aren't) from Poland.
?	Am I a student? Yes, I am ./No, I am not ('m not) .	Is it your address? Yes, it is ./No, it is not (isn't) .	Are they students? Yes, they are ./No, they are not (aren't) .

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4 Correct the sentences and rewrite them with the correct subject pronouns.

- Carlos, Fatma and Sanjit are on the Face-to-face app. (Let's talk!)
No, they aren't. They're on the Let's talk! app.
- My family and I are from Brazil. (France)
- Carlos is American. (Argentinian)
- Kathy's phone number is 07756759941. (0775679888)
- Sanjit is a Greek name. (Indian)
- You and your friend are sixteen. (fifteen)
- I'm a teacher. (student)

5 Complete the conversation with the correct form of to be.

- Kathy** Let's welcome our new student: Hi! What ¹is your name?
- Ariadne** It ²is/s Ariadne.
- Kathy** Can you spell it, please?
- Ariadne** Yes, it ³is/s A-r-i-a-d-n-e.
- Kathy** What a lovely name! ⁴Is it Italian?
- Ariadne** No, it ⁵is not/isn't. It ⁶is/s Greek.
- Kathy** ⁷Are you from Greece?
- Ariadne** Yes, I ⁸am.
- Kathy** How old ⁹are you, Ariadne?
- Ariadne** I ¹⁰am/m sixteen.

6 SPEAKING In pairs, ask and answer the questions from Exercise 5.

7 1.3 Complete the table with the missing words. Listen and check.

Country	Nationality	Country	Nationality
Argentina	Argentinian	Scotland	Scottish
Brazil	Brazilian	Spain	Spanish
Egypt	Egyptian	Turkey	Turkish
Hungary	Hungarian	China	Chinese
India	Indian	Japan	Japanese
Italy	Italian	Vietnam	Vietnamese
Morocco	Moroccan	France	French
Romania	Romanian	Greece	Greek
England	English	New Zealand	New Zealander
Poland	Polish	The USA	American

8 1.4 Listen and complete the student cards.

1

NAME: ¹Mito

AGE: 16

COUNTRY: Japan

2

NAME: Natalia

AGE: 16

COUNTRY: Hungary

3

NAME: Tomas

AGE: 16

COUNTRY: France

Exercise 4

- No, we aren't. We're from France.
- No, he isn't. He's Argentinian.
- No, it isn't. It's 0775679888.
- No, it isn't. It's Indian.
- No, you aren't. You're fifteen.
- No, I'm not. I'm a student.

9 SPEAKING Work in pairs. Take turns to talk about famous people from the box. Ask questions to guess who your partner is talking about.

Adele (1988) Alice Braga (1983) Andy Murray (1987)
Donatella Versace (1955) Kendall Jenner (1995)
Lana Condor (1997) Lionel Messi (1987)
Mark Zuckerberg (1984) J.K. Rowling (1965)
Paloma Picasso (1949) Rafael Nadal (1986)

- A** *Is it a man?* **B** *No, it's a woman.*
A *Where is she from?* **B** *She's English.*
A *How old is she?* **B** *She is thirty-one.*
A *Is it Adele?* **B** *Yes, she is!*

10 Write a short online profile about yourself. In your profile include:

- your name.
- your age.
- your nationality.

Student A tests Student B on 4–5 more words in the same way. Students then swap roles and repeat the activity, with Student B testing Student A.

VOCABULARY Personal possessions, basic adjectives
GRAMMAR Plural nouns, articles, *this/that/these/those*
SPEAKING Describing things

1 SPEAKING Which of the things in the pictures 1–12 are with you in class right now?

2 **1.5** Match the words with the pictures. Listen and check.

bag books headphones diary skateboard keys
 scarf smartphone sunglasses tablet wallet watch

3 Read the posts. Answer the questions.

- | | |
|---|---|
| 1 What's long ? skateboard | 5 What's gold ? smartphone |
| 2 What's cool ? sunglasses | 6 What's new ? scooter/keys |
| 3 What's expensive ? headphones | 7 What's orange ? scarf |
| 4 What's old ? watch | 8 What's small ? tablet |

1 skateboard

Plural nouns, articles

4 Study the Grammar box on page 7 and complete the rules.

Plural nouns

- We add -s to make the plural of regular nouns.
- We add -es to make the plural of nouns ending in *-ch*, *-s*, *-sh*, *-ss* or *-x*.
- We delete -y and add -ies to make the plural of nouns ending in *-y*.

Articles

- We use a or an to talk about single objects in general.
- We use the to talk about specific objects.
- We don't use a/an or the to talk about plural objects in general.

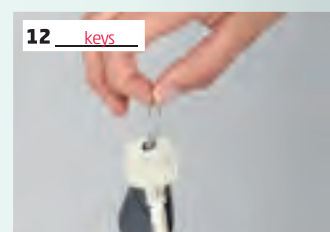
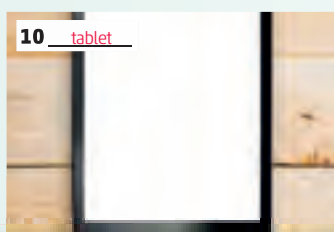
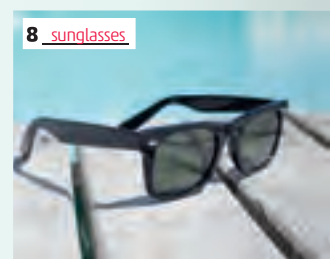
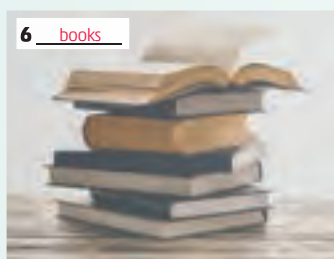
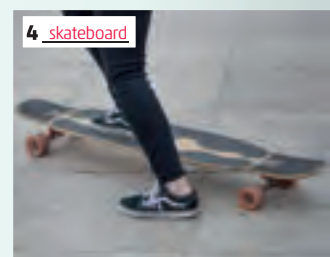
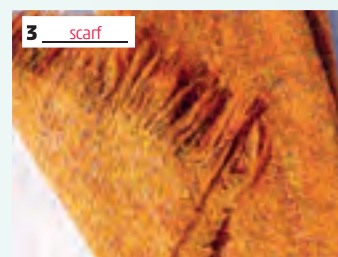
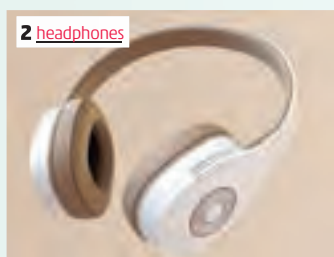
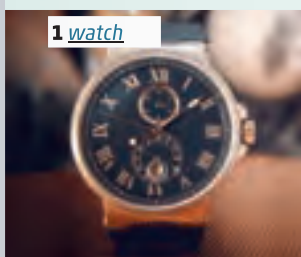
@myfavouritethings

followers: 304 following: 321

Here are my favourite things:

That's my bag.
 And those are my favourite books.
 This is a wallet with no money in it!
 That's a mini tablet – it's very small!
 This isn't just a phone – it's a gold smartphone!
 Those are my cool sunglasses.

This is my secret diary!
 These are the keys to a new scooter. Yay!
 These are very expensive headphones!
 That's an old watch from Dad.
 That's an orange scarf.
 Oh! And that's a really long skateboard!



EXTRA ACTIVITIES IN CLASS

- After Exercise 3, get students to make a list of their favourite things – they should be just nouns (*my sunglasses, my smartphone, my wallet*, etc.). Provide them with any vocabulary they may need for this. They can then share and compare their lists in pairs or small groups.

- After Exercise 5, invite students to tell you other singular nouns they know in English and list them on the board. Then ask them to form the plural of these nouns; they could do this as a class, with students coming up to the board to write the plural form, or you could get them to copy the list into their notebooks and do the activity individually or in pairs.

Plural nouns, articles

Plural nouns

Regular	key- keys , smartphone- smartphones , wallet- wallets
-ch, -s, -sh, -ss or -x	watch- watches , bus- buses , brush- brushes class- classes , box- boxes
Consonant +y	country- countries , diary- diaries
Irregular	child- children , man- men , mouse- mice , person- people , scarf- scarves

Articles

a/an	It's a watch. It's an old watch.
the	It's the watch from my father. They are the keys to the house.
No article	They are old watches.

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5 Write the plural forms of these words.

1 bag	<u>bags</u>	4 class	<u>classes</u>
2 tablet	<u>tablets</u>	5 woman	<u>women</u>
3 baby	<u>babies</u>	6 bus	<u>buses</u>

6 Look at the picture and complete the description with a, an, the or no article.

It's ¹a picture of ²a young woman. In her hand are ³two shopping bags: ⁴a yellow bag and ⁵a red bag.
⁶The woman is happy. It's ⁷a nice day!

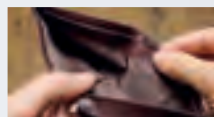
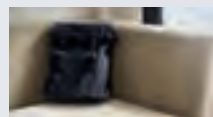
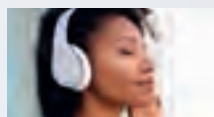
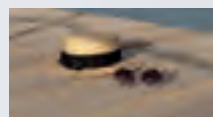


This/that/these/those

7 Study the Grammar box and complete the rules.

- We use this for singular objects near us.
- We use that for singular objects not near us.
- We use these for plural objects near us.
- We use those for plural objects not near us.

This/that/these/those

**This** is my wallet.**That** is my schoolbag.**These** are my headphones.**Those** are my sunglasses.

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8 1.6 Read the conversation and choose the correct words. Listen and check.

- Paula Look! ¹This / These is my new smartphone.
John ²This / That phone on the table over there?
Paula No, ³this / that phone here in my hand!
John ⁴These / Those modern phones are good but they're big! I prefer ⁵that / those old, small phones!
Paula No way!

9 Rewrite the sentences in their plural form.

- That's a big wallet!
Those are big wallets!
- Where's the key?
- 'What's that?' 'It's just an old box.'
- Keep out! A diary is secret!
- Look at this new scarf – it's beautiful!
- It's a game for a child.

Exercise 9

- Where are the keys?
- 'What are those?' 'They're just old boxes.'
- Keep out! Diaries are secret!
- Look at these new scarves – they're beautiful!
- They're games for children.

10 1.7 Listen and match each person with their favourite thing. There are two extra things.

- | | |
|-----------------------------------|--------------|
| 1 ☐ Javier | a bag |
| 2 ☐ Sofia | b diary |
| 3 ☐ Greta | c football |
| 4 ☐ Parvez | d headphones |
| | e smartphone |
| | f sunglasses |

11 1.7 Complete the missing information. Then listen again to check your answers.

- This is my favourite thing – my smartphone.
It's really cool!
- My favourite thing is the yellow and red bag – it's a birthday present.
- What? I can't hear you! These new headphones are fantastic!
- That old football in the photo is my favourite object!

12 Write your own post about your favourite things. Then tell your partner about them.

This new sports watch is my favourite thing. It's big and black and from ...

VOCABULARY Family, jobs**GRAMMAR** Possessive adjectives, possessive 's, have got**SPEAKING** Describing family

MY FAMILY

Hi, I'm Julia and I'm sixteen. I haven't got a very big family, just my **mum**, my **dad**, my **brother** Aden (he's fourteen) and me.

My **mother's** name is Suzanne – she's thirty-eight and she's an office worker. My **father's** name is Daniel. He's forty and he's a nurse.

My **parents** haven't got **brothers** or **sisters**, so I haven't got **uncles** or **aunts** or **cousins**. But I've got cool **grandparents**. Their names are: Sam and Alice (on the bikes) – mum's parents, and Ben and Trudy (in the sports car) – dad's parents. My **grandfather** Sam is sixty and he's a doctor and his **wife**, Alice, is fifty-eight and she's a science teacher. My other **grandmother**, Trudy is an actor and her **husband**, Ben is a pilot. They're great!



1 1.8 Read and listen. Decide if statements 1–6 are true or false.

- 1 Julia's brother is 14. **T**
- 2 Her sister is called Suzanne. **F**
- 3 Her father has got two brothers. **F**
- 4 Her grandmother, Alice, is a doctor. **F**
- 5 Ben and Trudy are her father's parents. **T**

Possessive adjectives, possessive 's

2 Study the grammar box and complete the rules.

- 1 We use possessive adjectives or possessive 's/s' to say who *does* /**has** something.
- 2 We put the apostrophe **before** / *after* the -s for singular nouns.
- 3 We put the apostrophe *before* / **after** the -s for plural nouns.

Possessive adjectives, possessive 's

Possessive adjectives

My • Your • His • Her • Its • Our • Your • Their
My family is big.

Whose and possessive 's/s'

Singular

Whose friend is she?
 She's my sister's friend.
Whose toy is it?
 It's the baby's toy.

Plural

Whose friends are they?
 They're my parents' friends.
Whose house is it?
 It's my cousins' house.

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3 Read about Dan's family and choose the correct words.

Hi! ¹**My** / *Your* name's Dan. I've got one brother, ²**her** / **his** name is Alex, and a sister, ³**his** / **her** name is Liz. ⁴**Our** / *Your* parents are both busy doctors, and we've got lovely grandparents. We've also got two cats – ⁵**his** / **their** names are Laurel and Hardy! Tell me about ⁶**our** / **your** family.

4 **SPEAKING** In pairs, ask and answer questions about the photos above.

- A *What colour is Julia's grandparents' car?*
 B *It's blue.*

5 Write 's or s' to complete the sentences.

- 1 This is Tom's tablet.
- 2 My two brother's bikes are new.
- 3 My grandparent's house is very big. They live in the country.
- 4 Is your dad's name Alastair?
- 5 That's Aden's ball. Don't touch it!
- 6 Our cousin's house is in America. Their names are Paul and Anne.

6 **SPEAKING** Work in pairs. Ask and answer questions about things in your classroom.

- A *Whose bag is that?*
 B *It's Hanna's.*
 A *Whose books are those?*
 B *They are Andy's.*

EXTRA ACTIVITIES IN CLASS

- You could do this activity as an extension to Exercise 6. Collect different things around the class and put them in a bag – ask students to keep their eyes closed while you are doing this, so they won't see who each item belongs to. Then walk around the class, inviting

different students to pick out an item from the bag and say who it belongs to (e.g. T: *Whose keys are these?* S: *They're Marta's.*).

- After Exercise 10, put students in new pairs and ask them to write five sentences about different people in their family and their jobs. Three sentences should be true and two

should be false. They then share their sentences with their partner, who has to guess which ones are false.

- After Exercise 13, students tell the class what they found out about their partner's family (e.g. *Lorant has got a big family. He's got two brothers – their names are Natan and Michal, and a sister – her name is Emilia. ...*).

7 **1.9** Complete the table with the words from the box. Listen and check.

aunt brother children cousins father grandfather grandmother grandparents mother parents sister uncle

Male	brother	father	grandfather	uncle
Female	aunt	grandmother	mother	sister
Male or female	children	cousins	grandparents	parents

8 Complete the definitions.

- Your mother's mother is your grandmother.
- Your aunt's child is your cousin.
- Your father's brother is your uncle.
- Your mother and father are your parents.
- Your parents' parents are your grandparents.
- You, your brother and sister are your parents' children.

9 **1.10** Match photos 1–12 with the words from the box. Listen and check.

8 actor 12 doctor 7 factory worker 3 farmer
6 nurse 4 office worker 2 pilot 11 police officer
1 scientist 5 teacher 9 server 10 vet

10 **SPEAKING** In pairs, ask and answer questions about your family's jobs.

- A What's your father's job?
B He's an office worker. What's your mother's job?
A She is a pilot.

Have got

11 Study the grammar box and complete the rule.

We use *have got* to talk about *actions* / *possessions*.

Have got		
	I • You • We • They	He • She • It
+	I have ('ve) got a car.	He has ('s) got a big family.
-	You have not (haven't) got pets.	She has not (hasn't) got a brother.
?	Have they got grandparents? Yes, they have ./No, they have not (haven't) .	Has she got a sister? Yes, she has ./No, she has not (hasn't) .
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12 Complete the conversation with the correct forms of *have got*.

- Amy ¹**Have** you **got** a big family?
Mark Yes, I ²**have**. What about you?
Amy I ³**haven't got** a brother or a sister, but I ⁴**ve got** three cousins. ⁵**Have** you **got** a brother or a sister?
Mark Yes, I ⁶**have**. I ⁷**ve got** two brothers and three sisters!
Amy Wow! ⁸**Has** your mother **got** a job?
Mark Yes, she ⁹**has**. She's a French teacher.

13 **SPEAKING** In pairs, use the questions in Exercise 12 to help you talk about your family.

14 Write a short blog post about your family. Use the text in Exercise 3 as a model.

My family is very big ...



VOCABULARY Classroom instructions

GRAMMAR Imperatives, object pronouns

SPEAKING Giving instructions



1



2

- 1 **1.11** Read and listen. Check you understand the instructions. Which instructions match the photos 1–2.

ask and answer questions copy it from the board
don't disturb the lesson listen to the teacher
make notes in your exercise book read the instructions
speak English use a dictionary work in groups

Imperatives

- 2 Study the Grammar box and complete the rules.

- We use the imperative to say we want to do something / somebody to do something.
- There are no subject pronouns / verbs in imperative sentences.

Imperatives

Finish the exercises!

Don't speak Italian!

Listen to me/you/him/her/it/us/them!

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- 3 **1.12** Complete the instructions with the correct forms of the verbs from the box. Then listen and check.

ask find not forget not leave read use write

How to do your homework

¹ Ask your teacher if you don't understand your homework.

² _____ to do it! ³ _____ it to the last minute!

⁴ _____ a quiet place to study.

⁵ _____ your homework in your exercise book.

⁶ _____ a dictionary to check your spelling and

⁷ _____ your homework again to check for mistakes.

Object pronouns

- 4 Study the Grammar box and complete the rule.

Object pronouns go after / before the verb or preposition.

Object pronouns

Ask **me** questions.

Work with **him**.

Talk to **her**.

Copy **it** from the board.

Tell **us** about your holiday.

I can help **you**.

Meet **them** in class.

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- 5 Choose the correct words to complete the instructions about how to relax.

1 A nice hot bath – have it / you just before you go to bed!

2 Lights – don't forget to switch **him** / them off!

3 A good friend – spend time with her / us!

4 Find a good book – and read **him** / it

5 Computers or tablets – don't use **me** / them all the time!

6 The dog – take him / you for a long walk!

- 6 In pairs, write your own instructions for one of the following situations. Then give them to another pair.

how to learn English songs how to pass exams

how to remember new vocabulary

how to watch English films

How to learn English songs:

• *find a song on the internet.*

• *listen to it four or five times.*

• *read ...*

Exercise 3

2 Don't forget

3 Don't leave

4 Find

5 Write

6 Use

7 read

10

EXTRA ACTIVITIES IN CLASS

- After Exercise 3, students can make (a) poster(s) with tips for their English classes, using imperatives and the ideas in Exercises 1 and 3 – they can also ask you about any other vocabulary they may need if they want to add their own ideas. Depending on the size of your

class, this can be done in groups or as a whole-class activity. The poster(s) can then be displayed in the classroom.

- Students can also create posters for their instructions in Exercise 6.

VOCABULARY Days of the week, months, seasons, times, dates

GRAMMAR Ordinal numbers

SPEAKING Saying what date it is, asking about birthdays, telling the time

- 1 **1.13** Look at Alice's diary and answer the questions. Listen and check.

MONDAY 1.10	
5 p.m.	hairdresser's appointment
TUESDAY 2.10	
8 a.m.	start of autumn term
WEDNESDAY 3.10	
3 p.m.	piano lesson
THURSDAY 4.10	
8 a.m.	dentist's
FRIDAY 5.10	
3 p.m.	shopping for books
SATURDAY 6.10	
8 a.m.	my birthday
8 p.m.	my party
SUNDAY 7.10	
1 p.m.	Grandma's

- What day is it today? *Monday*
- What's the date? *1st October*
- Which month is next? *November*
- Which season is it now? *autumn*
- When is Alice's birthday? *Saturday 6th October*
- What time is her party? *8 p.m.*

- 2 **1.14** Complete the table with the words from the box. Then listen and check.

January July March May November Saturday
September summer Thursday *Tuesday* winter

Days of the week	<i>Monday, Tuesday, Wednesday, Friday, Sunday</i>
Months	<i>February, April, June, August, October, December</i>
Seasons	<i>Spring, autumn,</i>

WATCH OUT!

You write *4th September*, but you say: 'the fourth of September'.

You write *2019*, but you say: 'twenty nineteen, two thousand and nineteen'.

- 3 **1.15** Say the following dates in pairs. Listen and check your answers.

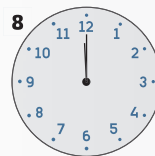
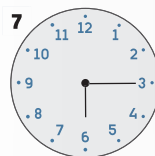
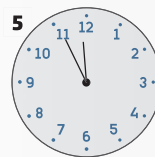
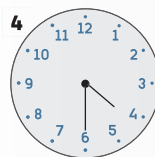
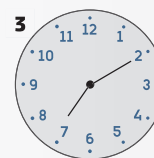
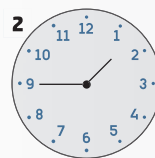
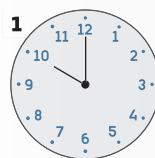
- 31/3/1992
- 24th July
- 12/11/2015
- 22nd April
- 5/2/2004
- 9/6/1978
- 13th July

The thirty-first of March nineteen ninety-two.

- 4 **SPEAKING** In pairs, study the expressions. Then look at the clocks and ask and answer questions about the time.

What's the time?/What time is it?

6.00	<i>It's six o'clock.</i>
3.15	<i>It's a quarter past three.</i>
2.30	<i>It's half past two.</i>
3.45	<i>It's a quarter to four.</i>
12.50	<i>It's ten to one.</i>
24.00	<i>It's midnight.</i>



- 1 What's the time?
It's ten o'clock.

- 5 **SPEAKING** In pairs, use the prompts to ask and answer questions.

When/birthday?
What/time ...?
What/day ...?
Which month/Christmas day?
What/date ...?
Which season ...?

- A *When's your birthday?*
B *It's on ...*

Exercise 3

- The twenty-fourth of July.
- The twelfth of November, two thousand and fifteen/twenty fifteen.
- The twenty-second of April.
- The fifth of February, two thousand and four/twenty oh four.
- The ninth of June, nineteen seventy-eight.
- The thirteenth of July.

Exercise 4

- It's a quarter to two.
- It's ten past seven.
- It's half past four.
- It's five to twelve.
- It's twenty to nine.
- It's a quarter past six.
- It's 12 a.m./It's midnight.

Exercise 2

Days of the week: Thursday
Saturday
Months: January March
May July September
November
Seasons: summer winter

REFERENCES

AUDIO SCRIPT page 192

EXTRA ACTIVITIES IN CLASS

- After Exercise 3, ask students to list three or four dates which are important to them. Then put them in pairs and get them to ask and answer about those

dates. Teach *Why is ... important for you?* if necessary and during the activity, monitor and help students as necessary.

- After Exercise 4, put students in pairs and get them to take it in turns to say a time for their partner to draw on a clock.

01

The things we do

VOCABULARY Daily routines, free-time activities and frequency expressions

GRAMMAR Present Simple affirmative and negative, adverbs of frequency and Present Simple questions [Use of English > page 172](#)

SPEAKING Talking about likes and dislikes

WRITING A personal profile

VIDEO Grammar ▶ Documentary ▶ Communication ▶

Different countries, different routines



A  **Lan-Fen** In China, we do exercise before school starts. #differentworlds
Lily Wow! Are all those people students at your school?
Lan-Fen Yes. We've got 5,000.
Lily That's amazing! Our school's got 600 students.

B  **Yuna** I get up at 6 a.m. I'm at school until 5 p.m. and then I have extra lessons. I get home at 9 p.m. This isn't unusual in Japan. #differentworlds
Josie 😱 That's a LONG day!
Yuna I know. And then I do my homework!

C  **Luis** We have dinner at 9.30 in the evening. It isn't unusual in Spain. #differentworlds
Gemma That's really late! We eat at about 6.30 p.m. in the UK. Or maybe 7 p.m. at weekends. I go to bed at 10!

D  **Khalid** The weekend starts on Friday in the United Arab Emirates. I don't go to school and my dad doesn't go to work. We play chess. #differentworlds
Ellis Three days without school! You're lucky!
Khalid We don't have three days. Our weekend is Friday and Saturday. School starts on Sunday morning again.



12

REFERENCES

VIDEO SCRIPT page 207
 CULTURE NOTES page 187

EXTRA ACTIVITIES IN CLASS

- Students rewrite the sentences in Exercise 4 to make them true about them (e.g. *I go to a very big school. I don't start school at 6 a.m.*)
- After Exercise 5, ask students to write sentences about what they found out about their partner. How is his/her life different from the people's in the posts?

- After Exercise 9, students write sentences about their typical weekday using phrases from Exercise 6 and time expressions from Exercise 9. They then share their sentences with a partner and look for differences in each other's weekdays.

For Sample Purpose Only

Present Simple: affirmative and negative

1 Look at the photos and read posts A–D. In pairs, decide which post is about:

- 1 ☐ free time?
- 2 ☐ a meal?
- 3 ☐ a morning activity?
- 4 ☐ a typical schoolday?

2 Match sentences 1–2 with rules a–b.

- 1 ☐ The weekend starts on Friday in the United Arab Emirates.
- 2 ☐ We have dinner at 9.30 in the evening.
- a We use the Present Simple to talk about a regular/repeated action/activity.
- b We use the Present Simple to talk about a fact.

3 Study the Grammar box and find more examples of the Present Simple in the text.

Present Simple: affirmative and negative

	I • You • We • They	He • She • It
+	I go out with my friends on Saturdays. We get up at 10 a.m. at weekends.	My cousin lives in the UK. My mum goes to work at 7.30 a.m.
–	They don't have lessons on Sundays.	He doesn't go to my school.

Spelling rules for third person he/she/it:

Most verbs: **live** → **lives**, **play** → **plays**

Verb ends in -o, -ch, -sh, -s, -x: **watch** → **watches**

Verb ends in a consonant + y: **study** → **studies**

Grammar Reference and Practice > page 162

4 Read the posts again and choose the correct words.

- 1 Lan-Fen **goes** / **doesn't go** to a very big school.
- 2 Yuna **starts** / **doesn't start** school at 6 a.m.
- 3 Gemma **has** / **doesn't have** dinner before 7 p.m.
- 4 Khalid **plays** / **doesn't play** chess on Sundays.

5 **SPEAKING** In pairs, talk about how your life is different from the people's in the posts.

I don't get up at 6 a.m. I'm at school until 3 p.m.

6 Complete the table with these words. Which activities are in the photos in Exercise 1?

do get go ~~go to~~ have

- 1 **go to** school/work/bed
- 2 **do** exercise/homework/housework
- 3 **have** a shower/lessons/breakfast/lunch/dinner
- 4 **go** home/out with friends/shopping
- 5 **get** home/dressed/up

Exercise 6
Activities in the photos:
get up
do exercise
have dinner

7 **1.16** Complete the text with the correct forms of the verbs in brackets. Then listen and check.

For Yuna, in Japan, the schoolday ¹**starts** (start) at 8.30 so on weekdays she ²**gets up** (get up) at about 6 a.m. 'I ³**have** (have) a shower and I ⁴**get** (get) dressed – we wear a uniform. I ⁵**don't like** (not like) it!' She ⁶**has** (have) lessons until 3.30 p.m. Then after school she goes to clubs. Yuna ⁷**doesn't like** (not like) sport. She ⁸**goes** (go) to a homework club. Then she and her friends ⁹**go** (go) to extra English lessons at a private school. 'Our teacher ¹⁰**comes** (come) from London, in England. He ¹¹**doesn't speak** (not speak) any Japanese so we ¹²**speak** (speak) English all the time.' Yuna ¹³**gets** (get) home at about 9 p.m. She ¹⁴**studies** (study) for another hour. Then it's time for bed.

8 **1.17 PRONUNCIATION** How do we say the final 's' in the verbs in the table? Put the verbs from the box in the correct column. Listen and check your answers. Practise saying these verbs.

eats goes likes lives studies watches

/s/	/z/	/ɪz/
starts eats , likes	plays, goes , lives , studies	teaches, watches

9 Complete the table with these time expressions. Then write six sentences using the verb phrases from Exercise 6 and these time expressions.

6 a.m. Friday January Saturday morning
the evening weekends

on	Wednesday afternoon, weekdays, ¹ Friday , ² _____
in	the morning, August, ³ _____, ⁴ _____
at	eight o'clock, midnight, ⁵ _____, ⁶ _____

I do homework in the evening.

10 **SPEAKING** In pairs, talk about what you do on Saturdays. Then tell the class.

On Saturdays I get up at 8. Sally gets up at 10!

1 Read the sentence below and watch the video. Say what the speakers answer. Then in pairs, talk about your typical Sunday.

Tell me about your typical Sunday.



☐ I can use the Present Simple to talk about daily routines.

13

FURTHER PRACTICE

- Photocopiable extra Grammar Video activity 1, page 238
- Grammar Reference and Practice, Student's Book page 162
- Workbook pages 4–5/Online Practice
- Photocopiable resource 1: Everyday activities, page 260

- Extra digital activities: Grammar Checkpoint 1A

ASSESSMENT

Grammar Quiz 1A

NEXT CLASS

Ask students to bring photos showing what they and their friends/family do in their free time (or have them available on their phone).

1B VOCABULARY | Free-time activities and frequency expressions



Exercise 4

- 2 plays football
- 3 goes out with friends
- 4 does (his) homework
- 5 goes shopping
- 6 has art club/ goes to art club

Exercise 5

- 2 He plays football three times a week.
- 3 He goes out with friends twice a week.
- 4 He does (his) homework five times a week.
- 5 He goes shopping once a week.
- 6 He goes to art club twice a week.



- 1 Match verbs 1–12 with activities a–d. Which of the activities can you see in the photos?

- | | |
|-------------------------------------|------------------------------|
| 1 ☐ hang out | a shopping |
| 2 ☐ go | b computer games |
| 3 ☐ go to | c with friends |
| 4 ☐ play | d a friend's house |
| 5 ☐ play | a to music |
| 6 ☐ listen | b books |
| 7 ☐ read | c to the cinema |
| 8 ☐ go | d games on your mobile phone |
| 9 ☐ play | a sport |
| 10 ☐ go | b a blog |
| 11 ☐ write | c to parties |
| 12 ☐ watch | d TV or films |

- 2 1.18 Listen to six people and check your answers to Exercise 1.

- 3 Complete the text with the verbs from Exercise 1.

I love weekends. On Saturdays I ¹ hang out with my friends. We ² go to the cinema or we ³ go shopping in the city. Every month we ⁴ go to a party or a concert – we ⁵ listen to music a lot. On Sunday mornings I get up late and I ⁶ read a book in bed. I spend the rest of the day with my family. My brother and I ⁷ play computer games or we all ⁸ play sport together. My parents love sport. On Sunday evenings we ⁹ watch a film.

- 4 Look at Felix's diary. Complete the sentences.

- 1 He has a guitar lesson on Tuesday and Sunday evenings.
- 2 He _____ on Mondays, Thursdays and Saturdays.
- 3 He _____ on Friday and Saturday evenings.
- 4 He _____ on Mondays, Tuesdays, Wednesdays, Thursdays and Sundays.
- 5 He _____ on Saturday afternoons.
- 6 He _____ on Wednesday and Fridays.

Monday	5.30 p.m.	football
	8 p.m.	homework
Tuesday	6 p.m.	guitar lesson
	8.30 p.m.	homework
Wednesday	4 p.m.	art club
	5.30 p.m.	homework
Thursday	5.30 p.m.	football
	8 p.m.	homework
Friday	4 p.m.	art club
	7 p.m.	go out with friends
Saturday	10.30 a.m.	football
	2 p.m.	go shopping
	7 p.m.	go out with friends
Sunday	3 p.m.	homework
	6 p.m.	guitar lesson

WATCH OUT!

We use frequency expressions to talk about how often we do things:

*I have a party **once a year**.*

*I go the cinema **twice a month**.*

*I play sport **three/four times a week**.*

Grammar Reference and Practice > 162

- 5 Rewrite the sentences in Exercise 4 with the expressions from the box.

once a week twice a week three times a week
five times a week

1 He has a guitar lesson twice a week.

- 6 **SPEAKING** Use a word or phrase from each column to talk about how often you do these activities.

have English lessons	once	a day
make dinner for my parents	twice	a week
do exercise	three times	a month
go to the cinema	four times	a year
go to parties		
have a shower		

*I have English lessons **three times a week**.*

14 ☐ I can talk about free-time activities and hobbies.

REFERENCES

AUDIO SCRIPT page 192

EXTRA ACTIVITY IN CLASS

After Exercise 2, refer students to the photos they have brought from home (or have on their phones). Ask them to share their photos in pairs or small groups. Do they show any of the activities

from Exercise 1? What other activities do they show? (Provide students with any vocabulary they may need.)

FURTHER PRACTICE

- Workbook page 6/Online Practice
- Photocopiable resource 2: Free-time activities snap, page 261
- Extra digital activities: Vocabulary Checkpoint 1

ASSESSMENT

Vocabulary Quiz 1

NEXT CLASS

Ask students to think about what they use their mobile phones for and make a list (e.g. to call friends, to surf the internet, to send/receive emails, to listen to music).



5 SIGNS YOU ARE A PHONE ADDICT

01

- 1 You **always** check your phone before you get up.
- 2 Your phone battery **usually** dies before you get home.
- 3 You **often** check your phone for new messages.
- 4 You are **never** without your phone.
- 5 You **sometimes** feel nervous when your phone doesn't get a signal.

1C GRAMMAR

Adverbs of frequency

- 1 Read 5 signs you are a phone addict. Which sentences are true for you?
- 2 Study the Grammar box and put the adverbs in brackets in the correct place in the sentences below.
Your phone is with you. (always)
You check your phone after each lesson. (usually)

Adverbs of frequency

We often use adverbs of frequency with the Present Simple:
never < hardly ever < sometimes < often < usually < always
0% 100%

We put **adverbs of frequency**:

- before the main verb
- after the verb be

Grammar Reference and Practice > page 162

- 3 1.19 Read the conversation and choose the correct words to complete the sentences. Then listen and check.

Rachel Do you want to have lunch, Tom? Tom?
Tom Lunch? Yes, I do. Sorry.
Rachel On your phone again!
Tom It's a quiz: *Five signs you are a mobile phone addict.*
Rachel Well, the answer for you is 'Yes'.
Tom You're the same!
Rachel No way! I hardly ever use / use *hardly ever* my phone.
Tom Let's see, One: How often do you check your phone before you get up?
Rachel Well, I always do / do *always* that. I get sometimes / sometimes get important messages.
Tom So that's 'True'. Two: How often does your phone die before you get home?
Rachel Never. It usually has / has *usually* about 50% left.
Tom Three: How often do you check your phone for new messages?
Rachel Only when I hear the sound for a new message.
Tom OK. Four: Do you ever go out without your phone?
Rachel No, I don't. It always is / 's always in my pocket.
Tom Another 'True'. And five: How do you feel when your phone doesn't get a signal? Bad, maybe?
Rachel Bad? Never. But I feel often / often feel bad when I miss lunch! Let's eat!

Present Simple: questions

- 4 Read the questions. Choose the correct words to complete the rules.
Do you want to have lunch, Tom?
How often does your phone die before you get home?
1 We use do / does to form Present Simple questions with I/you/we/they.
2 We use do / does to form Present Simple questions with he/she/it.
3 In questions with *does*, the main verb has / doesn't / have an -s ending.
- 5 Study the Grammar box and check your answers to Exercise 4.

Present Simple: questions

	I • You • We • They	He • She • It
?	Do you go out on Saturdays? Yes, I do ./No, I don't .	Does he work at weekends? Yes, he does ./No, he doesn't .
Wh-?	What time do you get up on Sundays?	How does your dad go to work?

Grammar Reference and Practice > page 162

- 6 Put the words in the correct order to make questions. Then, in pairs, ask and answer the questions.
1 games / Does / on / your / her / mum / phone? / play / mobile
Does your mum play games on her mobile phone?
2 does / often / How / sport? / play / dad / your
3 write / you / a / blog? / Do
4 shopping? / often / do / you / go / How
5 friends? / with / you / hang / out / do / your / Where
6 text / you? / often / best friend / How / your / does
- 7 **SPEAKING** In pairs, ask and answer the questions.
1 Do you ever switch your phone off?
2 How often do you check emails on your phone?
3 How many songs have you got on your phone?
4 How often do you take photos on your phone?

Exercise 2

Your phone is **always** with you.
You **usually** check your phone after each lesson.

Exercise 6

- 2 How often does your dad play sport?
- 3 Do you write a blog?
- 4 How often do you go shopping?
- 5 Where do you hang out with your friends?
- 6 How often does your best friend text you?

☐ I can ask and answer questions about everyday life and use adverbs of frequency.

15

EXTRA ACTIVITIES IN CLASS

- Use the lists students made at home to lead in to Exercise 1. Ask them to look at their lists and share their ideas with the class. List their ideas on the board.
- After Exercise 7, students tell the class what they found out about their partner. Alternatively, they can write a few sentences about him/her instead, in class or as homework.

FURTHER PRACTICE

- Grammar Reference and Practice, Student's Book page 162
- Workbook page 7/Online Practice
- Photocopiable resource 3: UK teens' habits, page 262
- Extra digital activities: Grammar Checkpoint 1C

ASSESSMENT

Grammar Quiz 1C

NEXT CLASS

Write on the board: *Things most teenagers do* and ask students to make a list at home.



STEREOTYPES! ARE THEY TRUE?

1.20

1 b EMILY

My dad often says this about me. It's true that I hardly ever read newspapers. But I read the news online every day. And it isn't all stuff about celebrities or my favourite bands! At school, we also talk about important events or problems. They're important to us. And we often **look up** more information about them online.

2 f OLIVER

Do people really think this is true? It's a really old and boring stereotype. I love all kinds of music: from 1970s music to modern electronic pop. My brother is only thirteen and he's the same. When my parents **put on** their favourite songs in the car, we usually love them.

3 a HARRY

The problem is teenagers don't have the experience of adults. I don't always think before I do things. I sometimes go out with my friends until late and we often forget to send our parents a message. Hey, we're sixteen! We forget! But they worry about me. And when I **get back**, they're sometimes angry.

4 e EVIE

I think teenagers and adults do this. My mum loves games. And my dad never **puts** his mobile **down**. He often checks his emails at dinner. He reads the news and he plays games as well. I never play games. They're a waste of time. OK, I read a lot of social network stuff on my phone and that isn't very useful. But I also use it for homework, take photos and listen to music and podcasts.

5 d GRACE

This isn't true! I play sports at school twice a week. I get up at eight on Saturdays and I play football in a team. I usually cycle to school and when I go out, I hardly ever eat fast food. Of course, some teenagers **stay in** all the time and their only hobby is TV or computer games. Adults don't help much. Parents hardly ever go out and play games with their children.

16

REFERENCES

VIDEO SCRIPT page 207

EXTRA ACTIVITIES IN CLASS

- Use the lists students made at home to lead in to Exercise 1. Write *Things most teenagers do* on the board, refer students to their lists and invite them to contribute ideas. List their ideas

on the board. Use this activity as an opportunity to pre-teach *stereotype*.

- After Exercise 7, put students in pairs or small groups and ask them to think of stereotypical views for another group of their choice (e.g. parents, grandparents, teachers, doctors).

They should then share them with the class, who say whether they agree or disagree using phrases from Exercise 2.

FURTHER PRACTICE

- Workbook pages 8–9/Online Practice
- Photocopiable resource 4: Why are Dutch teenagers happy?, page 263

1 SPEAKING Read the stereotypes about teenagers. Who usually says these things about teenagers? **adults**

- a 'They often make bad decisions.'
- b 'They are hardly ever interested in the real world.'
- c 'They wear terrible clothes.'
- d 'They don't do any exercise.'
- e 'They're always on their phones.'
- f 'They always listen to terrible music.'

2 Do you agree or disagree with the stereotypes in Exercise 1? Use the phrases below.

I don't agree!

This is often true.

This is sometimes true.

I agree.

3 Study Active Reading and match quotes a-f from Exercise 1 with comments 1-5 on page 16. There is one extra stereotype.

ACTIVE READING | Understanding the main idea of a paragraph

- Read the text quickly.
- Don't worry about new words.
- Find important words or phrases in each paragraph.

4 Read comments 1-5 again and choose the correct answers.

- 1 Emily thinks that teenagers
 - a prefer talking about news to reading news.
 - b are only interested in celebrity news.
 - ☒ c care about the real world.
- 2 What do we know about Oliver's taste in music?
 - ☒ a It's often similar to his parents'.
 - b It's very different from his brother's.
 - c It's mainly modern.
- 3 Harry thinks that teenagers
 - a are often angry.
 - ☒ b often forget things.
 - c worry all the time.
- 4 What does Evie say about mobile phones?
 - a She only uses her phone for useful activities.
 - ☒ b Her parents sometimes waste time on their phones.
 - c Her dad takes photos on his phone.
- 5 Grace says she
 - a often eats unhealthy food.
 - b loves computer games.
 - ☒ c does a lot of sport.

5 Complete the questions with the highlighted phrasal verbs in the comments on page 16. Then in pairs, ask and answer these questions.

- 1 When you go out, do you ever **get back** after midnight?
- 2 Do you ever **stay in** on Saturday night?
- 3 How often do you **put on** a favourite song when you get up?
- 4 What kind of information do you often **look up** on your phone?
- 5 Why is it not a good idea to **put** your phone **down** on the table in a café?

6 REFLECT | Society Read the quotes. Which group of people are they about? Do you agree with the quotes? Discuss in groups. **They are stereotypes of adults.**

“ They never listen to young people. ”

“ They work all the time and they don't have fun. ”

“ They always talk about boring subjects. ”

“ They always watch TV in the evenings. ”

7 SPEAKING In groups, think of other stereotypical views teenagers have of adults. Are they always true?

2 WATCH AND REFLECT Go to page 150. Watch the documentary *Free time on an island* and do the exercises.



☐ I can understand the main idea of a paragraph and talk about stereotypes.

17

NEXT CLASS

On the board, draw a table with three columns, each headed with an emoji: ☹ for the first column, 😐 for the second column and 😊 for the third column. Ask students to copy it on a piece of paper. At home, they should think about birthday presents and write three or four items in each column: presents they would

hate for the first column, presents they wouldn't mind for the second column and presents they would love for the third column.

1E SPEAKING

1 In pairs, ask and answer the questions.

- How often do you buy presents for your friends on their birthdays or on other special days?
- What kind of presents do you usually buy?
- What kind of presents do you like?

2 1.21 Phoebe wants to buy a present for Finlay. Watch or listen and decide who suggests each idea – Mum (M) or Phoebe (P)?

- a computer game **M**
- a fantasy book **P**
- two cinema tickets **M**

3 Study the Speaking box and tick the sentences that are in the dialogue.

- Phoebe** What's that?
- Mum** It's a new lamp for Finlay. It's his birthday on Saturday. Have you got a present for him?
- Phoebe** No, I haven't.
- Mum** He enjoys playing computer games. What about a game?
- Phoebe** They're expensive! And anyway, I can't stand playing computer games.
- Mum** OK, but this is a present for Finlay, not ...
- Phoebe** What kind of books does he like reading? Does he enjoy reading fantasy books?
- Mum** Phoebe, I know you like fantasy books, but remember, it's Finlay's ...
- Phoebe** Yes, sure.
- Mum** I know, he loves going to the cinema. What about two tickets to see a film?
- Phoebe** Cinema tickets? Actually, that's a good idea. I quite like watching films at the cinema.
- Mum** Um, yes ... But Finlay has other friends, Phoebe. Remember, it's his birthday.
- Phoebe** Yeah, but I don't like staying in on Saturdays. The cinema's a great idea. Thanks, Mum!
- Mum** You're welcome.

SPEAKING | Talking about likes and dislikes

Asking about likes and dislikes

- ☐ What's your favourite film?
- ☒ What kind of books **does he like reading**?
- ☒ Does he **enjoy reading** fantasy books?

Like/enjoy/love

- ☒ You **like reading** fantasy books (a lot).
- ☒ He **enjoys playing** computer games.
- ☒ He **loves going** to the cinema.

Quite like/don't mind

- ☒ I **quite like watching** films at the cinema.
- ☒ I **don't mind staying** in on Saturdays.

Don't like/can't stand/hate

- ☐ I **don't like staying** in on Saturdays.
- ☒ I **can't stand playing** computer games.
- ☐ I **hate doing** exercise.



4 Study Watch out! and complete the conversations with the correct forms of the verbs from the box. Then, in pairs, ask and answer the questions.

do go hang out play stay in watch x 2

A Do you like watching films at the cinema or on TV?

B I quite like ¹going to the cinema but I don't mind ²watching films at home.

A Do you go out on Saturday nights?

B Always! I hate ³staying in on Saturdays.

A What's your favourite free-time activity?

B I enjoy ⁴hanging out with my friends. We listen to music, play football and we talk.

A Does your dad like ⁵doing exercise?

B No. He loves ⁶watching football on TV but he never plays.

A What kind of computer games do you like ⁷playing?

B I enjoy sports games.

WATCH OUT!

After the verbs and phrases *like, love, enjoy, hate, can't stand, don't mind* we use the *-ing* form of the verb.

5 In groups of three, ask and answer questions to find activities:

- only one person loves/hates doing
- two people love/hate doing
- all three people love/hate doing

6 In pairs, role play the situation below.

It is your friend's birthday next week and you want to buy him/her a present. Discuss the things he/she likes/loves, can't stand/hates doing. Decide on a suitable present.

A *It's Jacob's birthday next week. We haven't got a present.*

B *Does he like watching films?*

A *Not really. He ...*

18 ☐ I can talk about likes and dislikes.

REFERENCES

VIDEO / AUDIO SCRIPT page 207

EXTRA ACTIVITY IN CLASS

After Exercise 6, put students in new pairs, refer them to the list they made at home and ask them to give it to their partner. Individually, they should write a conversation with a friend about a similar

situation to that in Exercise 6, referring to their partner's list to decide on a present for him/her. They can work together to plan their conversations and help each other during the activity, but they should each write their own conversation.

FURTHER PRACTICE

Workbook page 10/Online Practice

NEXT CLASS

Students prepare a set of questions about free-time activities to ask a partner in the next class, to find out whether he/she enjoys doing these activities.

- 1 **SPEAKING** In pairs, discuss the activities. Which ones do you like, love or can't stand doing?

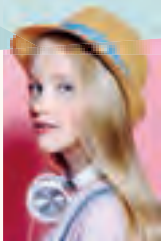
dancing in front of the mirror
reading celebrity magazines
singing in the shower sleeping late
watching children's cartoons
watching reality TV

- 2 In pairs, read the podcast summary and discuss the questions.

- 1 What is a 'guilty pleasure'?
2 Are any of the activities in Exercise 1 your guilty pleasures?



ZOE'S PERSONAL PODCAST



What is your guilty pleasure? What things do you like doing but you never tell anyone about? Today some of my friends and family members tell me about their guilty pleasures.

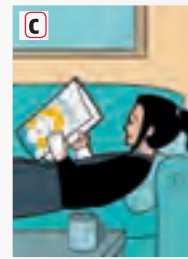
- 3 **1.22** Listen to Zoe's conversation with her three friends about their guilty pleasures. Which activity from Exercise 1 does each person enjoy doing? In pairs, check your answers.

- 1 Jen reading celebrity magazines
2 Owen sleeping late
3 Jack watching reality TV shows



- 4 **1.23** Read the questions. Then listen again and choose the correct pictures.

- 1 Where does Jen read celebrity magazines?



- 2 Where is Owen's mum on Saturday mornings?



- 3 In which situation does Jack watch reality TV?



- 5 **1.24** Dictation. Listen to Zoe talking about her guilty pleasure. Then write down exactly what you hear.

- 6 **1.25** Complete the sentences with the prepositions from the box. You can use some prepositions more than once. Then listen and check.

~~about~~ about at for with

- 1 I look at the pictures and dream about the homes, clothes and lifestyles.
2 I never read them with friends. They laugh at me!
3 I never tell anyone about my extra sleep.
4 My sister doesn't agree with me.
5 I wait for my parents to go to work.

- 7 Write five sentences using the verbs and the prepositions in Exercise 6.

I dream about having a holiday in Australia.

- 8 **SPEAKING** Do you ever tell anyone about your guilty pleasures? Discuss in pairs.

Exercise 2

1 It's an activity you like doing but you never tell anyone about.

Exercise 5

I love singing in the shower. In the morning, I wait for my parents to go to work. I haven't got any brothers or sisters. I put on a song in the bathroom and I sing!

☐ I can understand a simple personal podcast and talk about guilty pleasures.

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REFERENCES

AUDIO SCRIPT page 192

EXTRA ACTIVITY IN CLASS

Lead in to Exercise 1 by putting students in pairs and getting them to ask and answer the questions they prepared at home.

FURTHER PRACTICE

- Workbook page 11/Online Practice
- Photocopiable resource 5: Guilty pleasures, page 264

NEXT CLASS

Ask students to imagine they have to write a short paragraph about themselves

(a personal profile) for a social media website. What information would they include in it? Ask them to make a list (name, age, likes and dislikes, etc.). Make it clear that they should only list the type of information, *not* write the actual profile!

I'M ALEX

- I'm 15 and I'm from the UK.** I live with my parents and my sister in Liverpool. We've also got a cat, Louis.
- On schooldays I get up at 7.30 a.m.** I usually get home at 6 p.m. because I go to clubs after school. My favourite club is Spanish but I'm not very good at it.
- I enjoy doing different things in my free time but I don't like being alone.** On Saturdays I go out with friends. We usually go shopping and to the cinema. I also love playing computer games. My best friend has a lot of games so I often go to his house.



1G WRITING | A personal profile

- Read the profile. Which paragraph does the photo match?** paragraph 3
- Match paragraphs 1–3 in the profile with topics a–c.**
 - free-time activities
 - personal information
 - daily routine
- Study the Writing box and check your answers to Exercise 2.**

WRITING | A personal profile

Paragraph 1

Introduce yourself (name, age, country/nationality, family):

I'm Alex.

I'm 15 and I'm from the UK.

I live with my parents and my sister.

Paragraph 2

Talk about your daily life:

On schooldays I get up at 7.30 a.m.

Paragraph 3

Talk about your free time – use *like/enjoy/love/can't stand/hate + -ing*:

I enjoy doing different things in my free time.

Exercise 5

- he doesn't live with us
- I get up very early
- then I have two hours of sports training
- I love clothes
- going shopping

- Choose the correct words to complete the sentences.**

- I like watching films on TV but / because I love watching them in the cinema.
- I go to school at 7 a.m. and / so I get home at 4.30 p.m.
- It's Tom's birthday so / because I need to buy a present.
- I never play computer games so / because I think they're a waste of time.
- I buy things online because / but I don't enjoy busy shops.
- She plays the guitar but / and she plays the piano.
- I love playing sport but / so I can't stand doing exercise.
- We don't live near a cinema because / so I watch films at home.

- Complete Carrie's profile with the phrases from the box.**

going shopping he doesn't live with us
I get up very early live in Boston, in the USA
I love clothes then I have two hours of sports training

My name's Carrie. I'm 16 and ¹ live in Boston, in the USA. I have got a brother but ² _____. He's at college, in San Francisco. School starts at 7.30 a.m. so ³ _____. I'm always really tired in my first class. Classes finish at about 2 p.m. but ⁴ _____. I get home at about 5 p.m. I do homework every night. In my free time, I spend a lot of time online. I write a blog about fashion because ⁵ _____. I also enjoy reading and ⁶ _____.

- WRITING TASK Write your personal profile.**

- Use the Writing box as a guide.
- Use linking words: *and*, *but*, *so* and *because*.

WATCH OUT!

We link information in sentences with *and*, *but*, *so*, *because*. We use:

- and* to connect similar information:
I'm 15 and I'm from the UK.
- but* to contrast information:
My favourite club is Spanish but I'm not very good at it.
- so* to talk about a result:
My best friend has a lot of games so I often go to his house.
- because* to give a reason for something:
I usually get home at 6 p.m. because I go to clubs after school.

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☐ I can write a personal profile.

REFERENCES

CULTURE NOTES page 187

EXTRA ACTIVITIES IN CLASS

- After Exercise 1, refer students to the lists they made at home, elicit their ideas and list them on the board. Does Alex's profile include any of this information?

- Do this activity after Exercise 6. Put students in pairs and ask them to read each other's profiles and give their partner feedback. Does their partner's profile follow the model in the Writing box? Does their partner use the linking words *and*, *but*, *so* and *because*?

FURTHER PRACTICE

Workbook page 12/Online Practice

For Sample Purpose Only

NEXT CLASS

- If you did the peer feedback activity above, you could ask students to rewrite their personal profiles following their partner's feedback
- Ask students to study the word list and do the Remember More exercise on Student's Book page 174.

1A GRAMMAR AND VOCABULARY

5.1

activity (n) /æk'tɪvəti/
amazing (adj) /ə'meɪzɪŋ/
before/after school /bɪ'fɔː/ə'ftə 'skuːl/
come from sth /'kʌm frəm 'sʌmθɪŋ/
do exercise /duː 'eksəsaɪz/
do homework /,duː 'həʊmwɜːk/
do housework /,duː 'haʊswɜːk/
extra lessons /ek'strə 'lesənz/
free time (n) /,friː 'taɪm/
get dressed /,get 'drest/
get home /,get 'həʊm/
get up /,get 'ʌp/
go home /,gəʊ 'həʊm/
go out with friends /,gəʊ aʊt wɪð 'frendz/
go shopping /,gəʊ 'ʃɒpɪŋ/
go to a club /,gəʊ tə ə 'klʌb/
go to bed /,gəʊ tə 'bed/
go to school/work /,gəʊ tə 'skuːl/'wɜːk/
have a shower /,hæv ə 'ʃaʊə/
have breakfast/lunch/dinner /,hæv 'brekfəst/ 'lʌntʃ/'dɪnə/
have lessons /,hæv 'lesənz/
life (n) /laɪf/
meal (n) /miːl/
play chess /,pleɪ 'tʃes/
routine (n) /ruː'tiːn/
school/day (n) /'skuːldeɪ/
start (v) /stɑːt/
study (v) /'stʌdi/
unusual (adj) /ʌn'juːʒuəl/
wear a uniform /,weə ə 'juːnəfɔːm/
world (n) /wɜːld/

1B VOCABULARY 5.2

every month (adv) /,evri 'mʌnθ/
go to a friend's house/the cinema/a party/a concert /,gəʊ tə ə 'frendz haʊs/ðə 'sɪnəmə/ ə 'pɑːti/ə 'kɒnsə/
hang out with friends /,hæŋ aʊt wɪð 'frendz/
have a guitar lesson /,hæv ə gɪ'tɑː 'lesən/
late (adv) /leɪt/
listen to music /,lɪsən tə 'mjuːzɪk/
once/twice/three times a week (adv) /wʌns/ 'twɪs/θriː taɪmz ə 'wiːk/
play computer games /,pleɪ kəm'pjʊːtə geɪmz/
play games on your mobile phone /,pleɪ 'geɪmz ɒn jə 'məʊbaɪl 'fəʊn/

play sport/tennis/football /,pleɪ 'spɔːt/'tenɪs/ 'fʊtbɔːl/
read a book /,riːd ə 'bʊk/
spend (v) /spend/
watch TV/a film /,wɒtʃ 'tiː 'viː/ə 'fɪlm/
write a blog /,raɪt ə 'blog/

1C GRAMMAR 5.3

addict (n) /'ædɪkt/
answer (n) /'ɑːnsə/
check your phone (for new messages) /tʃek jə 'fəʊn (fə 'njuː 'mesɪdʒɪz)/
die (v) /daɪ/
feel bad /,fiːl 'bæd/
feel nervous /,fiːl 'nɜːvəs/
get a signal /,get ə 'sɪɡnəl/
miss (v) /mɪs/
phone battery (n) /'fəʊn 'bætəri/
quiz (n) /kwɪz/
sign (n) /saɪn/
sound (n) /saʊnd/
switch off (v) /,swɪtʃ 'ɒf/
take photos /,teɪk 'fəʊtəʊz/
text (n, v) /tekst/
true (adj) /truː/

1D READING AND VOCABULARY

5.4

adult (n) /'ædʌlt/
be interested in sth /,bi 'ɪntrɪstɪd ɪn 'sʌmθɪŋ/
be on the phone /,bi ɒn ðə 'fəʊn/
boring (adj) /'bɔːrɪŋ/
care about sth (v) /,keə ə'baʊt 'sʌmθɪŋ/
celebrity (n) /sə'lebrəti/
clothes (n) /kləʊðz/
cycle (v) /'saɪkəl/
do sport /,duː 'spɔːt/
event (n) /ɪ'vent/
experience (n) /ɪk'spiəriəns/
forget (v) /fə'get/
get back /,get 'bæk/
have fun /,hæv 'fʌn/
hobby (n) /'hɒbi/
kind of music /,kaɪnd əv 'mjuːzɪk/
look up /,lʊk 'ʌp/
make a decision /,meɪk ə dɪ'sɪʒən/
modern (adj) /'mɒdən/
newspaper (n) /'njuːspetəpə/

online (adv) /,ɒn'laɪn/
put down /,pʊt 'daʊn/
put on (a song) (v) /,pʊt ɒn (ə 'sɒŋ)/
real world /,riəl 'wɜːld/
send a message /,send ə 'mesɪdʒ/
similar (adj) /'sɪmələ/
social network (n) /,səʊʃəl 'netwɜːk/
stay in /,steɪ 'ɪn/
stereotype (n) /'steriətaɪp/
stuff (n) /stʌf/
subject (n) /'sʌbdʒɪkt/
taste in music /,teɪst ɪn 'mjuːzɪk/
team (n) /tiːm/
teenager (n) /'tiːneɪdʒə/
terrible (adj) /'terəbəl/
the news (n) /ðə 'njuːz/
unhealthy food /ʌn'helθi 'fuːd/
useful (adj) /'juːsfəl/
waste (n, v) /weɪst/
worry about sth (v) /'wʌri ə'baʊt 'sʌmθɪŋ/

1E SPEAKING 5.5

cinema ticket (n) /'sɪnəmə 'tɪkɪt/
enjoy (v) /ɪn'dʒɔɪ/
expensive (adj) /ɪk'spensɪv/
fantasy book (n) /'fæntəsi bʊk/
good idea /,ɡʊd aɪ'dɪə/
next week (adv) /,nekst 'wiːk/
present for sb (n) /'prezənt fə 'sʌmbɒdi/

1F LISTENING AND VOCABULARY

5.6

agree with sb (v) /ə'ɡriː wɪð 'sʌmbɒdi/
dream about sth (v) /driːm ə'baʊt 'sʌmθɪŋ/
family member (n) /'fæməli 'membə/
guilty pleasure (n) /,ɡɪlti 'pleʒə/
laugh at sth /'lɑːf ət 'sʌmθɪŋ/
lifestyle (n) /'laɪfstɑɪl/
tell sb about sth (v) /'tel 'sʌmbɒdi ə'baʊt 'sʌmθɪŋ/
wait for sb (v) /weɪt fə 'sʌmbɒdi/

1G WRITING 5.7

at college /ət 'kɒlɪdʒ/
fashion (n) /'fæʃən/
finish (v) /'fɪnɪʃ/
good at sth (adj) /'ɡʊd ət 'sʌmθɪŋ/
personal information (n) /,pɜːsənəl ɪnfə'meɪʃən/
sports training (n) /'spɔːts 'treɪnɪŋ/

Remember More > page 174

21

EXTRA ACTIVITIES IN CLASS

- Individually, students write gap-fill sentences with words from the word list. To make the exercise easier, they could supply the first letter of each word. Then, in pairs, they swap sentences, complete them and check their answers with their partner.

- Divide the class into two or three teams and tell them they will play a game to practise vocabulary for free-time activities. Call out the first part of a collocation from Exercise 1 on page 14 of the Student's Book. The first student to shout out the second part wins a point for his/her team. Record teams' scores on the board. The team with the most points at the end are the winners.

FURTHER PRACTICE

Workbook page 13/Online Practice

NEXT CLASS

Ask students to revise Unit 1.

VOCABULARY AND GRAMMAR

1 Complete the expressions with the words from the box.

a shower bed computer games dinner films
home homework housework out with friends
school sport TV

- 1 play computer games, sport
- 2 go home, out with friends
- 3 do homework, housework
- 4 go to bed, school
- 5 have a shower, dinner
- 6 watch films, TV

2 Complete the sentences with the verbs from the box.

dream about get back laugh at look up put on
stay in

- 1 My parents usually get back from work at 7 p.m.
- 2 I often look up facts online for homework projects.
- 3 My friends and I never laugh at animal videos on the internet. They're just not funny!
- 4 I always stay in on school nights.
- 5 I often dream about being famous one day.
- 6 I usually put on the local radio station in the morning.

3 Choose the correct words to complete the sentences.

- 1 British students *doesn't go* / *don't go* to school on Saturdays or Sundays.
- 2 I *haven't* / *don't have* breakfast before school because I'm never hungry.
- 3 My little brother *don't read* / *doesn't read* books – he prefers computer games.
- 4 My best friend and I usually *hang out* / *hangs out* after school because we *lives* / *live* close to each other.
- 5 Julia and her sister, Anna, *goes* / *go* to bed at ten o'clock on weekdays. Julia *gets up* / *get up* at seven, but Anna *doesn't get up* / *don't get up* until nine.
- 6 Charlie *write* / *writes* a blog about sport, but he *don't do* / *doesn't do* it every day.

4 Complete the conversation with the correct forms of the verbs in brackets.

- Hayley So, what ¹do you do (you/do) in your free time, Elena?
- Elena Well, I ²_____ (go) to the cinema quite often.
- Hayley Cool! What type of films ³_____ (you/like) watching?
- Elena I ⁴_____ (love) fantasy and horror films.
- Hayley Really? Me too! My brother ⁵_____ (not like) horror films at all!
- Elena So what ⁶_____ (your brother/do) in his free time?
- Hayley He ⁷_____ (listen) to music or ⁸_____ (read) books. He ⁹_____ (not enjoy) reading scary books!

Exercise 4

- 2 go
- 3 do you like
- 4 love
- 5 doesn't like
- 6 does your brother do
- 7 listens
- 8 reads
- 9 doesn't enjoy

5 Put the adverbs of frequency a-f into the correct order.

always hardly ever never often sometimes
usually

- | | |
|------------------------|----------------------|
| a <u>1</u> never | d <u>6</u> always |
| b <u>4</u> often | e <u>3</u> sometimes |
| c <u>2</u> hardly ever | f <u>5</u> usually |

6 Add adverbs of frequency to these sentences to make them true for you.

- 1 I listen to really loud music in my bedroom.
- 2 My family and I watch TV on Saturday night.
- 3 My mum helps me do my homework.
- 4 My brother does the housework.
- 5 It rains in my country.
- 6 Our teachers give us a lot of homework.

USE OF ENGLISH

7 Choose the correct words a-c to complete the texts.

STRATEGY | Multiple choice - short texts

Read each text first and try to understand the general idea. Look at the words before and after the gap and choose the right answer.

- 1 If you and your friends like ___ to the cinema, this 2 for 1 offer on tickets is perfect for you!

a go b goes c going

- 2 Come and ___ your homework at after-school club 4–6 p.m., Monday to Friday.

a do b have c put

- 3 The football team meets ___ a week for training.

a one b once c one time

- 4 DO YOU FIND IT HARD TO GET ___ IN THE MORNING? THEN MAYBE YOU NEED MORE SLEEP?

a over b to c up

- 5 This is an invitation to my birthday party ___ 7 p.m., on Friday, 25th June.

a at b in c on

- 6 RUBY, PLEASE MAKE DINNER ___ YOURSELF AND BEN. I NEED TO WORK LATE TONIGHT. XXX MUM

a for b in c with

Use of English > page 172

REFERENCES

CULTURE NOTES page 187

FURTHER PRACTICE

- Use of English, Student's Book page 172

- Self-assessment 1 and Self-check 1, Workbook pages 14–15/Online Practice
- Extra digital activities: Use of English, Reading, Listening

ASSESSMENT

- Unit 1 Language Test (Vocabulary, Grammar, Use of English)
- Unit 1 Skills Test (Dictation, Listening, Reading, Communication)
- Unit 1 Writing Test

READING

8 Read texts 1–5 and choose the correct answers: a, b or c.

1

PHOTOGRAPHY CLUB

ON WEDNESDAYS AND FRIDAYS

3.30 P.M.–5.00 P.M.

IN THE ART ROOM (H35)

LEARN TO TAKE **BETTER PHOTOS!**

- a They have a photography club in the music room on Wednesdays.
- ☒ b They have a photography club at school twice a week.
- c They have a photography club at school every day.

2

Hi Sam

I live in Manchester in the north of England. In my free time I like playing computer games and watching TV series with my friends. We sometimes play football in the park after school.

Jack

- a Jack likes playing football at the weekends.
- b Jack loves playing games on his mobile phone.
- ☒ c Jack enjoys watching television with his friends.

3

FILM AT ODEON CINEMA, OXFORD

FILM TIME: 7.45 p.m.

LENGTH OF FILM: 2 hours, 30 minutes

TICKETS: adults £10.50, children £7.95

- a The film finishes at a quarter to eight.
- ☒ b The film is two and a half hours long.
- c The film is the same price for adults and children.

4

Hi Amy

I've got two tickets for the FREE TIME concert on Saturday. Do you want to come with me? I know they're one of your favourite bands. Let me know if you want to come.

Love

Becky

- a Amy's got two tickets for a FREE TIME concert.
- b Becky wants to give Amy her ticket to a FREE TIME concert.
- ☒ c Amy likes FREE TIME very much.

5

University Student BASKETBALL CLUB

needs **new players** for its men's team
Training: 8.00 p.m. on Monday, Wednesday
and Friday evenings

Matches: Saturday afternoons: 4 p.m.
Phone: Luke on 07799 123123

- a The team needs men and women.
- ☒ b The team plays matches at weekends.
- c The team trains every Saturday.

SPEAKING

9 In pairs, take turns to ask and answer the questions.

- 1 What do you usually do after school?
- 2 How many hours of homework do you do on weekdays?
- 3 How often do you play sport?
- 4 What do you usually do at weekends?
- 5 How many hours do you spend online every day?

WRITING

10 Read part of an email from Pablo.



I'm Pablo from Barcelona. Please write and tell me about yourself, your family and your friends. Tell me about your school and what you do on a typical day. What do you like doing in your free time?

Write an email to Pablo telling him about yourself and your life.

02

No place like home

VOCABULARY House, household chores, prepositions of place

GRAMMAR *There is/There are, some and any, can/can't*, **Use of English** > page 172

SPEAKING Asking for information

WRITING A description of a place

VIDEO Grammar ▶ Documentary ▶ Communication ▶



HOW WE LIVE HOBBY HOUSES

What are your hobbies? How much time do you spend on your hobby? One, two or three hours a day? In special hobby houses all around the world people practise their hobbies at home 24/7!

A A SKATEBOARDER'S DREAM

This Californian house is a skateboarder's dream! There aren't any straight walls in it so it's possible to skate along the floor and up the walls. You get around the house on four wheels: from the living room, dining room and kitchen area to the bedroom and bathroom area. Then go outside and practise some new moves on the skate terrace.

B A CLIMBER'S PARADISE

This house in Osaka is perfect for free climbers – there aren't any stairs! You use your hands and feet to climb up the high walls to the bedrooms upstairs. There are only two floors, and there isn't an attic, but it is possible to climb up to the roof. Then climb down to the balcony and to the front of the house and start all over again!

C A HOME MUSIC STUDIO

But what if music is your hobby? Are there any hobby houses for music lovers? Yes, of course there are. In this London house there's a music studio in the cellar under the hall. In the studio there are some speakers and some musical instruments. There's a microphone, a computer and a keyboard too.

24

REFERENCES

VIDEO SCRIPT page 207

CULTURE NOTE pages 187–188

EXTRA ACTIVITIES IN CLASS

- Put students in pairs and ask them to choose four or five nouns from the box in Exercise 2 to write anagrams for

(e.g. *rerctea* – *terrace*). Point out that they should not show their anagrams to their partner. When they are ready, they swap lists and try to solve the anagrams as quickly as they can. This activity can be done after Exercise 2 or 3.

- After Exercise 10, students write five sentences about their house using

there is/there are and *some/any*. Three of the sentences should be true and two should be false. Then, in pairs, they take it in turns to read their sentences to their partner, who tries to guess which ones are false. Note that students should *not* do this activity in the same pairs as Exercise 10.

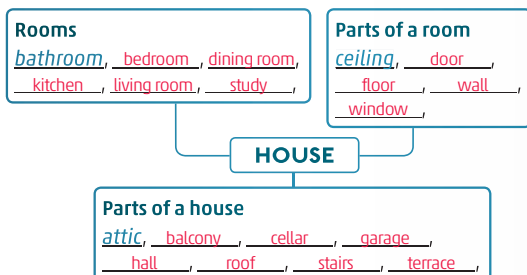
1 **SPEAKING** In pairs, ask and answer the questions.

- Where do you live and who do you live with?
- What is your family home like? Is it a flat or a house?
- Do you like the place where you live? Say why.

2 Match photos 1–3 with texts A–C. Then say which of the things below you can see in the photos.

attic balcony bathroom bedroom ceiling cellar
dining room door floor garage hall kitchen
living room roof stairs study terrace wall
window

3 Add the words from Exercise 2 to the vocabulary map.



4 Read the text and match houses A–C with sentences 1–5. Which house:

- ☐ has a special place under the hall
- ☐ hasn't got any stairs
- ☐ has a special terrace to practise a hobby
- ☐ hasn't got any straight walls
- ☐ has got a balcony

There is/There are with some and any

5 Look at the examples and complete the rules.

There are some musical instruments in the studio.
There aren't any straight walls.
Are there any hobby houses for music lovers?

We use some / any in affirmative sentences.

We use some / any in negative sentences and questions.

6 Study the Grammar box and check your answers to Exercise 5.

There is/There are with some and any

	Singular	Plural
+	There is ('s) an attic. There is not (isn't) a garden.	There are ('re) some stairs. There are not (aren't) any pictures.
-	Is there a cellar?	Are there any flats here?
?	Yes, there is. No, there isn't.	Yes, there are (some). No, there aren't (any).

Grammar Reference and Practice > page 162

7 Complete the text about an artist with *there is/there isn't* or *there are/there aren't*.

My sister Lily is a great artist. On the walls in her bedroom ¹there are some fantastic drawings. In my favourite drawing ²there is a wonderful white horse running across a river. ³There is a house behind the horse and ⁴there are some trees next to the house. But ⁵there isn't a person on the horse's back. In fact, ⁶there aren't any people in Lily's drawings because she only likes drawing horses.

8 **1.26** Complete the conversation with *a/an, some or any*. Listen and check.

- Tom In my dream house there's ¹a swimming pool and a cinema and in the cellar there are ²some games to play, lots of games. Are there ³any games in your dream house?
- Lily No, there aren't. There aren't ⁴any games or TVs but there's ⁵an art studio and on the walls there are ⁶some paintings by famous artists.
- Tom Is there ⁷a garden?
- Lily Yes, there is.
- Tom Are there ⁸any animals in your dream house – cats or dogs?
- Lily There aren't ⁹any cats or dogs but there are ¹⁰some horses!

9 **SPEAKING** Work in pairs. Which house in this lesson do you like and why?

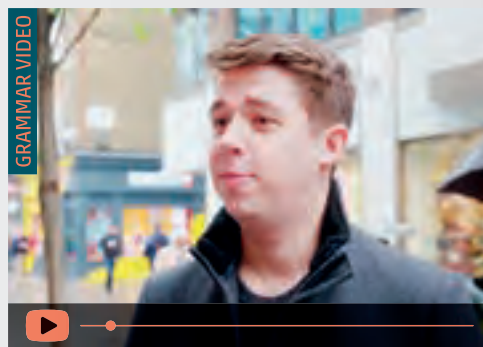
I like the music house because there's a studio for my band there.

10 **SPEAKING** Work in pairs. Describe your dream house to your partner. Use *there is/there are*.

There are three bedrooms, a bathroom, a kitchen and a living room in my flat.

4 Read the questions and watch the video. Say what the speakers answer. Then in pairs, ask and answer the questions.

- What's your favourite room in your house? Why?
- What is there in your favourite room?



☐ I can use *there is/there are* and *some* and *any* to talk about my home.

25

FURTHER PRACTICE

- Photocopiable extra Grammar Video activity 2, page 238
- Grammar Reference and Practice, Student's Book page 162
- Workbook pages 16–17/Online Practice
- Photocopiable resource 6: In my house, page 265

- Extra digital activities: Grammar Checkpoint 2A

ASSESSMENT

Grammar Quiz 2A

NEXT CLASS

Ask students to bring a photo of a room they like. It can be any room in a house.

2B VOCABULARY | Rooms and furniture

Exercise 3

- b The guinea pig is under the blanket.
c The guinea pig is on the armchair.
d The guinea pig is behind the ball.
e The guinea pig is next to the TV.
f The guinea pig is opposite the dog.
g The guinea pig is in front of the fireplace.

1 SPEAKING In pairs, look at the website and answer the questions.

- Is there a flat or house for rent? **a flat**
- Where is it? **in Birmingham**
- How many rooms are there? **four: a bedroom, a kitchen, a living room and a bathroom**
- Is there a garage? **We don't know.**

Make a move

One-bedroom flat for rent : £725 per month



Birmingham

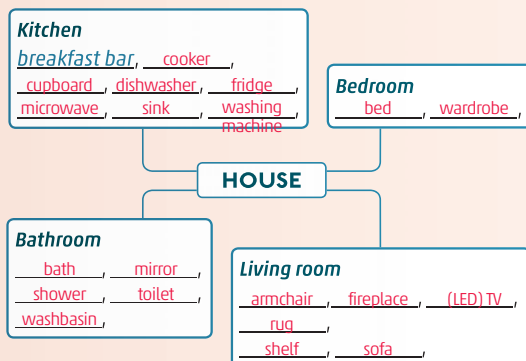
General information:

Modern 1-bedroom flat, with living room, kitchen and bathroom. 10-minute walk from the city centre and the shops.

[Click here](#) for more details.

2 1.27 Listen and add the words from the box to the vocabulary map. Which thing is not in the flat? In pairs, decide what other rooms some of the items can go in.

armchair bath bed breakfast bar carpet cooker cupboard dishwasher fireplace fridge microwave mirror (LED) TV rug shelf sink shower sofa toilet washbasin washing machine wardrobe



The carpet isn't in any of the rooms.

3 Study the pictures below and say where the guinea pig is.

1 The guinea pig is between the plants.

Prepositions of place



4 Look at the picture of the living room in Exercise 1 again. Complete the text with prepositions of place in Exercise 3.

The living room has got a lovely black and white rug ¹ on the floor and there are big windows ² behind the sofa, so it's very light. ³ Next to the sofa there's an armchair. And the little table ⁴ in front of the sofa is perfect for a drink or a snack when you relax and watch your favourite TV programmes. There is another sofa ⁵ opposite the wall with the TV. A cupboard ⁶ under the TV is a good place for your favourite CDs. There's also a lovely fireplace ⁷ between the TV and some shelves.

5 What's important for you in a home? Choose four things from the list and write sentences. Then read them to your partner. Do you both agree?

a beautiful view a big bedroom a big garden
a fireplace a games room a swimming pool
a TV in every room an attic extra bathrooms

*It's important there's a games room for me and my friends.
I'd really like a swimming pool in the garden.*

6 SPEAKING In pairs, role play the situations. Student A go to page 175. Student B, go to page 176.

26 ☐ I can talk about rooms, furniture and the location of things in a house.

REFERENCES

AUDIO SCRIPT page 192
CULTURE NOTES page 188

EXTRA ACTIVITY IN CLASS

After Exercise 4, put students in pairs and refer them to the photos they have brought with them. Get them to prepare write descriptions of the rooms using

there is/there are and vocabulary from Exercises 2 and 3. If there is no time to do this as a writing task, students could say sentences about their photos instead.

FURTHER PRACTICE

- Workbook page 18/Online Practice

- Photocopiable resource 7: Give me a clue, page 266
- Extra digital activities: Vocabulary Checkpoint 2

ASSESSMENT

Vocabulary Quiz 2

CAMPUS LIFE

Are you ready to leave home?

Congratulations on your student place at the Metropolitan University! University is an exciting new time in your life, but are you really ready to leave home? Life on a university campus is not just about parties and fun, you also need to do some chores. So answer these simple questions:

- Can you **keep your room tidy**?
- Can you **sweep the floor** and **vacuum the carpets**?
- Can you **wash and dry your clothes** and not turn them grey or pink?

- Can you **iron your clothes** and not burn them or yourself?
 - Can you **cook a simple meal** and **do the washing-up** after?
- Are three to five of your answers 'Yes, I can.'? You are probably ready to leave home and there's nothing to worry about. Are three to five of your answers 'No, I can't.'? Maybe it's time to practise some chores around the house before you leave home? Good luck and remember the Metropolitan University Student Advice Service is here to help you!



Exercise 1

for new students at the Metropolitan University; washing and drying your clothes

Exercise 2

- do the washing-up
- wash and dry
- sweep, vacuum
- keep our rooms tidy
- iron

- Read the article. Who is it for? Which of the chores in bold from the text is in the photo?

- 1.28 Listen to Ruby talking to her big brother, Theo, a new university student. Complete the sentences with the words from the box.

cook do the washing-up iron keep our rooms tidy sweep vacuum wash and dry

- Mum and Dad can cook really well.
- I can definitely _____.
- That doesn't mean I can't _____ clothes.
- Anybody can _____ the floor or _____ the carpet!
- Mum always complains we can't _____.
- I can't _____ very well.

Can/can't

- Look at the examples and tick the correct sentence.

Mum and Dad can cook very well!

I can't iron very well.

What chores can you do?

- ☒ Can has the same form for all persons.
- ☐ Can has different forms for different persons.

Can/can't

We use **can** and **can't** to talk about ability.

I • You • He • She • It • We • They

+ I **can** run five kilometres.

- He **can't** play tennis.

? **Can** you tidy the house?
Yes, I **can**./No, I **can't**.

Grammar Reference and Practice > page 163

- 1.29 PRONUNCIATION Listen and circle the words you hear: **can** or **can't**.

- I can / can't definitely do the washing-up!
- You can / can't do that!
- That doesn't mean I can / can't wash and dry clothes!
- Anybody can / can't sweep the floor.
- I can / can't iron very well.

- Complete the conversation with **can** or **can't**.

Luke What's up, Emily?

Emily I ¹ can't use this microwave!

Luke Really? It's easy!

Emily I never use it! I ² can't work it out.

Luke No problem! My mum ³ can make a whole meal in it.

Emily I'm sure she ⁴ can do that but I only want to heat some hot chocolate!

Luke Here is your hot chocolate!

Emily Oh, thanks!

Luke You're welcome.

- SPEAKING Are you ready to leave home? In pairs, ask and answer questions from the article in Exercise 1.

A Can you keep your room tidy?

B Yes, I can.

☐ I can use **can** and **can't** to talk about household chores.

27

REFERENCES

AUDIO SCRIPT page 192

EXTRA ACTIVITY IN CLASS

After Exercise 6, ask students to make a list of there more chores they rarely do (or find difficult). Then, in pairs get them to ask and answer more *Can you ... ?* questions about the chores on their lists. If there is time, they

can then report to the class what they found out about their partner.

FURTHER PRACTICE

- Grammar Reference and Practice, Student's Book page 163
- Workbook page 19/Online Practice
- Photocopiable resource 8: Leaving home, page 267

- Extra digital activities: Grammar Checkpoint 2C

ASSESSMENT

Grammar Quiz 2C

NEXT CLASS

Ask students to make a list of the things they love about their home.

2D READING AND VOCABULARY

1 SPEAKING What do you miss when you are away from home?

the food your bedroom your family
your favourite TV programmes your friends
your pets your routines your things

I miss my dog and all my things.

I miss my favourite TV programmes and the food!

Exercise 2

1 top: a woman drinking tea or coffee from a mug, in front of the fireplace

bottom: a family in the kitchen having a meal. The father is cooking while the mother watches on and the girls are eating and talking.

2 Study Active Reading and answer the questions.

- What can you see in the photos?
- Read the title. Can you guess what the text is about?

ACTIVE READING | Predicting

Before you read, look at the title and the photo. This can help you guess what the text is about.

3 Read the article and decide if statements 1–6 are true or false.

- ☐ 'House' and 'home' have the same meaning in English.
- ☐ Joy's family hasn't got a pet.
- ☐ Joy's family doesn't have favourite rooms.
- ☐ She misses everyday family activities when she's not at home.
- ☐ She doesn't know her neighbours.
- ☐ There's a party in her street every year.

4 Read the text again and answer the questions.

- According to the author, what do people usually do in the living room?
- Where does Joy like to be in her house?
- Which is Joy's mother's favourite place in the house?
- Why is the ironing in Joy's sister's room?
- Who usually makes the meals in Joy's house?
- What does Jasper do when Joy comes back home?
- Who looks after Jasper when the family is away?
- When is the street party?

5 Work in pairs. Look at the adjectives highlighted in the text and try to work out their meaning. Then match them with the opposites in the table.

Adjective	Opposite
1 traditional	modern
2 empty	full
3 uncomfortable	comfortable
4 cold	hot
5 tidy	messy
6 quiet	noisy
7 clean	dirty
8 terrible	fantastic
9 normal	special
10 light	dark



6 Complete the blog post with some adjectives from Exercise 5.

I live in an apartment in New York City. In America it's ¹normal to call flats apartments. There are only two bedrooms, but it's really ²light because it's on the top floor where it's often sunny. It's also very ³noisy because we're right in the city centre, where you can hear traffic all the time and the streets are always ⁴full of people. It's quite a ⁵modern home, not like my grandparents' traditional house in the UK. But it isn't ⁶tidy – we are quite messy! I really love our home because it's ours!

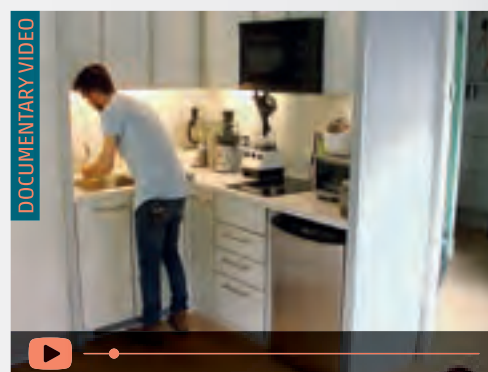
7 In pairs, read sentences 1–5. Which ones do you think are true for Joy? Which ones are true for you? Say why.

- I have nice neighbours. I always say 'Hello' when I see them.
- I don't know my neighbours' names or what they do.
- I can never ask my neighbours for help.
- I can talk to my neighbours about any problem, e.g. a noisy dog or a dangerous tree.
- I often help my neighbours.

8 REFLECT | Society In pairs, answer the questions.

- What makes a good neighbour? Are you one? What about your neighbours?
- Do you think a street party is a good idea to get to know your neighbours? Say why.

5 WATCH AND REFLECT Go to page 151. Watch the documentary *Micro-living* and do the exercises.



REFERENCES

VIDEO SCRIPT page 207

CULTURE NOTES page 188

EXTRA ACTIVITIES IN CLASS

- Lead in to Exercise 1 by referring students to the lists they made at home and getting them to share their ideas.

Depending on the time available and the size of your class, they could do this in pairs, small groups or as a whole class.

- Students write sentences about their home using vocabulary from Exercise 5. This activity can be done after Exercise 5 or 6.

- As an extension to Exercise 8, question 2, ask students what other things might be good ideas for getting to know your neighbours.

What makes your HOUSE A HOME?

 1.30

The words 'house' and 'home' don't mean the same in English. A **modern** house in towns and cities is a building with four walls and a roof above it, usually in a street with lots of other houses around it. In most houses there are rooms for different activities. So people can eat in the kitchen, sleep in the bedrooms, wash in the bathroom and relax in the living room.

But a home is a house **full** of people with their favourite rooms. For example, my favourite room is my bedroom. It has all my stuff in it so it's a bit **messy** but I love it. My mum loves reading in the **comfortable** armchair in the living room. Jasper, the cat, lies under her feet by the **hot** fireplace. My younger sister spends a lot of time in the garden – she loves playing there with her friends! My big sister is away at university so her bedroom is the room for ironing. And my dad can cook really well so he's usually in the kitchen.

When I'm away from home I sometimes feel homesick. Of course, I miss all my music, my games, my books and my photographs, but I also miss family routines. Our house is **noisy** in the morning before work or school. Then, when I get back in the evening, Jasper jumps on me with his **dirty** cat feet and there is the **fantastic** smell of my dad's cooking.

So home is the people and animals who live in a house, and the objects in the rooms that are **special** to us. It's the activities we do, our feelings and the familiar atmosphere around us. But home is also the community we are part of. I often take our neighbours' dog, Milo, out and they look after Jasper when we're away. And every summer, when it's not **dark** in the evenings, there's a big party in our street with all the neighbours. That's what home is for me.

by Joy Cassidy, student and future journalist



☐ I can predict what the text is about and talk about houses.

29

FURTHER PRACTICE

- Workbook pages 20–21/Online Practice
- Photocopiable resource 9: Sixteen-year-old tiny house builder, page 268

NEXT CLASS

As homework, you could ask students to write a paragraph answering the questions in Exercise 8, question 1. To help them, when you do Exercise 8, list their ideas on the board and get them to make notes, which they can then refer to at home, when they write their paragraphs.

2E LISTENING AND VOCABULARY



- 1 Look at the photo and read the text. Where do university students live in your country?
- 2 **SPEAKING** Work in pairs. What qualities in a roommate are important to you? Number the qualities 1 to 5 (1 = very important). Compare your list with a partner.

- a ☐ a clean and tidy person
- b ☐ a quiet person
- c ☐ a person with the same interests
- d ☐ a person with healthy habits
- e ☐ a generous person, e.g. they share food/clothes

A Number 1 for me is 'a clean and tidy person'. I can't stand messy rooms.

B The most important one for me is 'a person with the same interests'. It's easy to become friends when you like similar things.

- 3 **1.31** Listen to the interview. What is the topic?

- a The types of problems roommates have.
- b** How universities match roommates.
- c Advice for new roommates.

- 4 **1.31** Read the questions. Then listen again and choose the correct answers.

- 1 Christina thinks that it's very important to match students
 - a with the same interests.
 - b** with similar daily routines.
 - c who study the same subjects.
- 2 Older students sometimes help Christina match roommates because
 - a** they have experience of sharing a room.
 - b the computer programme makes mistakes.
 - c there are over 1,000 questionnaires every year.
- 3 At Harris University, they don't usually match people
 - a** with friends from school.
 - b from the same part of the country.
 - c with different nationalities.
- 4 Before university starts, Harris University usually sends students
 - a the address of their roommate.
 - b a list of furniture to bring.
 - c** the name and phone number of their roommate.

ROOMMATE

In many universities in the USA, students in their first year live with roommates. This means they share a room with one (or sometimes two) other students. Roommates usually sleep and study in the same room.

- 5 **1.32** Complete the sentences with **do** or **make**. Then listen and check.

- 1 At Harris, students do a questionnaire before they start.
- 2 Do you make a lot of mess in your room or is it always tidy?
- 3 We also do our best to match people with some similar interests but this isn't necessary.
- 4 We ask some second or third year students to make suggestions of roommates because they understand the typical problems of sharing a room.
- 5 Some students ask to live with school friends but we don't like doing that. It's good for students to make new friends.

- 6 Write five sentences about yourself using the phrases with **do** and **make** from Exercise 5.

I sometimes do questionnaires online.

- 7 In groups, write five questions for a roommate questionnaire. Then compare your questions with another group and choose the best ten questions.

ROOMMATE QUESTIONNAIRE

- 1 What time do you get up and go to bed?
- 2 When do you usually study?
- 3 What types of music do you like?

- 8 **SPEAKING** Ask the questions in your questionnaire in your group. Compare answers and find the best roommate for you in the group.

30

☐ I can identify specific information in an interview and talk about roommates.

REFERENCES

AUDIO SCRIPT page 193

EXTRA ACTIVITY IN CLASS

After Exercise 8, students write a paragraph (or, in weaker classes, sentences) about their ideal roommate. Encourage them to use their ideas from

Exercises 2 and 8. If there is no time to do this in class, it can be assigned as homework.

FURTHER PRACTICE

- Workbook page 22/Online Practice
- Photocopiable resource 10: Roommates, page 269

NEXT CLASS

Ask students to bring a photo of (the exterior of) a house or flat in their area.

1 In pairs, read the advert and answer the questions.

- Which adjectives describe the flat? **modern, tidy, quiet, available**
- When can you rent the flat? **now**

INFORMATION
REVIEWS (0)
LOCATION

Modern, tidy flat London, England

NEW ON THE WEBSITE TODAY

 4 Guests

 2 Bedrooms

 2 Beds

Description: quiet flat, only 10 minutes' walk from Shoreditch underground station.
Available now! Minimum two nights.

2 **1.33** Look at the photo. Then watch or listen to the conversation and answer the questions.

- Which adjectives from Exercise 1 are not true about the flat?
- When does Emma want to rent the flat?
- Is the flat ready for rent? Say why.

3 Study the Speaking box. In pairs, from memory, write down Ryan's answers to the questions in the box. Then read the conversation again and check.

Ryan That's it, Amber. The flat's on the website.

Ryan Hello.

Emma Hi. My name's Emma. Can you give me some information about the flat for rent?

Ryan The flat? Yes, of course. How can I help?

Emma How many bathrooms are there?

Ryan Just one.

Emma Is there a shower?

Ryan Yes. There's a bath and a new shower.

Amber Ryan! The shower doesn't work yet!

Emma Has the flat got a garden? Can we cook outside?

Ryan There's a small garden and ... a BBQ.

Emma What do you mean by 'small'?

Ryan Well, there's space for four people.

Amber Ryan! Four people here? It's impossible!

Emma What's that noise?

Ryan That's just the, um, the washing machine.

Emma Oh, OK. Have you got a dishwasher? I hate washing up!

Ryan Um, sorry, no. I hate washing up too.

Amber Ryan! Your flat is so untidy! It's terrible!

Emma OK ... I've got a few more questions ...

Ryan So when do you want to rent the flat?

Emma From Saturday to Saturday.

Ryan That's the 16th until ...

Emma No, the 9th until the 16th.

Ryan The 9th?! But that's tomorrow.

Emma Yes. Is that OK?

Ryan Um, that's fine.

Emma OK. See you tomorrow. About 12 p.m.? Bye!

Ryan Bye.

Amber Ryan! Tomorrow? Seriously? It's impossible!



SPEAKING | Asking for information

Can you give me some information about the flat for rent?
How many bathrooms are there?
Is there a shower?
Has the flat got a garden?
Can we cook outside?
What do you mean by 'small'?
Have you got a dishwasher?

4 Study the Speaking box again and complete the conversation.

- A** ¹Can you give me some information about the house for rent in Bristol?
- B** Yes, of course. What do you want to know?
- A** ²How many bedrooms are there?
- B** There are three bedrooms. And an extra bed in the living room.
- A** ³What do you mean by 'extra bed'?
- B** The sofa in the living room is also a bed.
- A** Ah, OK. Is ⁴there a TV?
- B** Yes, there's a TV in the living room.
- A** And ⁵can we bring a dog?
- B** Yes, you can. Pets are welcome.
- A** Great! Also, has the flat ⁶got a fridge-freezer?
- B** Yes, there's a big fridge-freezer in the kitchen.

5 In pairs, role play the situations. Student A, go to page 175. Student B, go to page 176.

☐ I can ask for information about a house or flat.

31

REFERENCES

VIDEO / AUDIO SCRIPT page 208
CULTURE NOTES page 188

EXTRA ACTIVITY IN CLASS

After Exercise 5, put students in new pairs and ask them to show each other the photos they have brought with them. Ask

them to imagine they are renting out the house/flat in their photo. Their partner calls them to find out more information about it. Give them 1–2 minutes to prepare – explain that they can invent the information – then get them to roleplay the conversations.

FURTHER PRACTICE

Workbook page 23/Online Practice

NEXT CLASS

Ask students to bring photos of their bedrooms (or have them available on their phones).



Holly

My room is always clean and tidy because I like to know where all my stuff is. I love art so there are pictures by my favourite artists on the walls. I sometimes sit at my round table and draw, but I only put the good pieces of art up for people to see. There's a big red armchair in front of the window. I often go to sleep in it because it's so comfortable! And there's a big bed with beautiful red covers on it next to the window. Opposite the bed there is a big wardrobe for my clothes. There is a big mirror on it so I can check how I look before I go out! At weekends my friends come over and we listen to music. My parents usually tell us to turn it down because it's too noisy. I really like my room because it's comfortable and shows my personality and interests!

comment



- Look at the picture and read Holly's online post. Does the post show Holly's personality and interests? **yes**
- Read the post again and tick ✓ the true sentences.
 - ☒ Holly's room is clean and tidy.
 - ☐ Her armchair is uncomfortable.
 - ☐ There is a double bed next to the window.
 - ☒ She likes listening to music with her friends.
 - ☐ There isn't a mirror in her room.
- Complete Alastair's post with the words from the box.
but in front of ~~messy~~ on so wall



Alastair

I love my bedroom, but it's very ¹messy because I'm not good at keeping it tidy. I've always got lots of books and papers ²on the desk. There's a comfortable chair ³in front of it. It's light blue because I'm a Manchester City football fan. And there are some signed posters of my favourite players on the ⁴wall. There's a big bed under the window, ⁵so it's light in the morning when I wake up. There is also a big wardrobe in my room, ⁶but there aren't any clothes in it, they're all on the floor! I like my room because it's my space.

comment

WRITING | A description of a place

Opening

Start with a general description of your room:

I love my bedroom but it's very messy.

My room is always clean and tidy.

Description

Describe your room in more detail. Include these things:

- furniture: **armchair, bed, chair, desk, wardrobe**
- parts of a room: **door, floor, window**
- prepositions of place: **in front of, on, next to, under**
- your hobby/interest: *I'm a Manchester City football fan./ I sometimes draw.*
- adjectives: **comfortable, big, light blue, tidy**
- linkers: **and, because, but, so**

Conclusion

Say why you like your room:

I really like my room because it's comfortable and shows my personality!

I like my room because it's my space.

- WRITING TASK** Write a description of your bedroom. Use the Writing box to help you.

32

☐ I can write a description of a place.

REFERENCES

CULTURE NOTES page 188

EXTRA ACTIVITY IN CLASS

As preparation for the writing task in Exercise 4, put students in pairs and refer them to the photos they have brought with them (or have on their phones).

Get them to look at each other's photos and plan their descriptions together, following the instructions in the Writing box.

FURTHER PRACTICE

Workbook page 24/Online Practice

NEXT CLASS

Ask students to study the word list and do the Remember More exercise on Student's Book page 174.

2A GRAMMAR AND VOCABULARY

5.8

attic (n) /'ætrɪk/
balcony (n) /'bælkəni/
bathroom (n) /'bɑːθrʊm/
bedroom (n) /'bedrʊm/
ceiling (n) /'siːlɪŋ/
cellar (n) /'selə/
climb up/down /ˌklaɪm 'ʌp/'daʊn/
dining room (n) /'daɪnɪŋ ruːm/
door (n) /dɔː/
drawing (n) /'drɔːɪŋ/
floor (n) /flɔː/
front (n) /frʌnt/
garage (n) /'gærɪdʒ/
garden (n) /'gɑːdn/
hall (n) /hɔːl/
high (adj) /haɪ/
horse (n) /hɔː(r)s/
kitchen (n) /'kɪtʃɪn/
living room (n) /'lɪvɪŋ ruːm/
music studio (n) /'mjuːzɪk 'stjuːdiəʊ/
paint (v) /peɪnt/
painting (n) /'peɪntɪŋ/
paradise (n) /'pærədaɪs/
roof (n) /ruːf/
speakers (n) /'spiːkəz/
stairs (n) /steəz/
straight (adj) /streɪt/
study (n) /'stʌdi/
swimming pool (n) /'swɪmɪŋ puːl/
terrace (n) /'terɪs/
upstairs/downstairs (adv) /ˌʌp'steəz/ˌdaʊn'steəz/
wall (n) /wɔːl/
window (n) /'wɪndəʊ/

2B VOCABULARY 5.9

armchair (n) /'ɑːmtʃeə/
attractive (adj) /ə'træktɪv/
bath (n) /bɑːθ/
behind (prep) /bɪ'haɪnd/
between (prep) /bɪ'twiːn/
breakfast bar (n) /'brekfəst bɑː/
carpet (n) /'kɑːpɪt/
cooker (n) /'kʊkə/
cupboard (n) /'kʌbəd/
dishwasher (n) /'dɪʃˌwɒʃə/

fireplace (n) /'faɪəpleɪs/
for rent /fə'rent/
fridge (n) /frɪdʒ/
furniture (n) /'fɜːnɪtʃə/
LED TV (n) /el iː ˌdiː ˌtiː ˈviː/
light (adj) /laɪt/
lovely (adj) /'lʌvli/
microwave (n) /'maɪkrəweɪv/
mirror (n) /'mɪrə/
next to (prep) /'nekst tə/
opposite (prep) /'ɒpəzət/
perfect (adj) /'pɜːfɪkt/
rug (n) /rʌg/
shelf (pl. shelves) (n) /ʃelf/ʃelvz/
shower (n) /'ʃaʊə/
sink (n) /sɪŋk/
sofa (n) /'səʊfə/
ten-minute walk from /ˌten ˌmɪnət ˈwɔːk frəm/
toilet (n) /'tɔɪlɪt/
view (n) /vjuː/
wardrobe (n) /'wɔːdrəʊb/
washbasin (n) /'wɒʃˌbeɪsɪn/
washing machine (n) /'wɒʃɪŋ məʃiːn/

2C GRAMMAR AND VOCABULARY

5.10

cook a meal /ˌkʊk ə 'miːl/
do chores /ˌduː ˈtʃɔːz/
do the washing-up /ˌduː ðə ˌwɒʃɪŋ ˈʌp/
keep your room tidy /ˌkiːp jə ˌruːm ˈtaɪdi/
leave home /ˌliːv ˈhəʊm/
sweep the floor /ˌswiːp ðə ˈflɔː/
vacuum the carpet /ˌvækjuəm ðə ˈkɑːpɪt/
wash/dry/iron clothes /ˌwɒʃ/ˌdraɪ/ˌaɪən ˈkləʊðz/

2D READING AND VOCABULARY

5.11

building (n) /'bɪldɪŋ/
clean (adj) /kliːn/
cold (adj) /kəʊld/
comfortable (adj) /'kʌmfətəbəl/
community (n) /kə'mjuːnəti/
dangerous (adj) /ˈdeɪndʒərəs/
dark (adj) /dɑːk/
dirty (adj) /dɜːti/
empty (adj) /'empti/
familiar atmosphere /ˌfæmɪliə ˈætməsfɪə/
fantastic (adj) /fæn'tæstɪk/

feel homesick /fiːl ˈhəʊmˌsɪk/
flat/apartment (n) /flæt/ə'pɑːtmənt/
full of people /fʊl əv ˈpiːpəl/
hot (adj) /hɒt/
light (adj) /laɪt/
messy (adj) /'mesi/
modern (adj) /'mɒdn/
neighbour (n) /'neɪbə/
noisy (adj) /'nɔɪzi/
normal (adj) /'nɔːmə/
object (n) /'ɒbdʒɪkt/
quiet (adj) /'kwaɪət/
special (adj) /'speʃəl/
sunny (adj) /'sʌni/
terrible (adj) /'terəbəl/
tidy (adj) /'taɪdi/
top floor (n) /ˌtɒp ˈflɔː/
traditional (adj) /trə'dɪʃənəl/
traffic (n) /'træfɪk/
uncomfortable (adj) /ˌʌn'kʌmfətəbəl/

2E LISTENING AND VOCABULARY

5.12

do a questionnaire /ˌduː ə ˌkwɛstʃə'neə/
do your best /ˌduː jə ˈbest/
generous (adj) /'dʒenərəs/
habit (n) /'hæbɪt/
interests (n) /'ɪntrəsts/
make a mess /ˌmeɪk ə ˈmes/
make a suggestion /ˌmeɪk ə sə'dʒestʃən/
make new friends /ˌmeɪk ˌnjuː ˈfrendz/
match (v) /mætʃ/
roommate (n) /'ruːmˌmeɪt/
share a room /ˌʃeə ə ˈruːm/

2F SPEAKING 5.13

available (adj) /ə'veɪləbəl/
location (n) /ləʊ'keɪʃən/
noise (n) /nɔɪz/
rent (v) /rent/
space (n) /speɪs/

2G WRITING 5.14

cover (n) /'kʌvə/
desk (n) /desk/
poster (n) /'pəʊstə/

Remember More > page 174

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EXTRA ACTIVITIES IN CLASS

- Ask students to choose 3–4 words or phrases from the word list and write each word/phrase on a piece of paper. Collect all the pieces of paper, put them in a bag and get each student to take out 3–4 pieces of paper. They must write one sentence with each of the words/phrases they picked.

- In pairs, students take it in turns to choose a noun from Lesson 2B for their partner to say the room it can be found in (e.g. *cooker* – *kitchen*).
- In pairs or small groups, students play *Hangman* with words from the word list.

FURTHER PRACTICE

Workbook page 25/Online Practice

NEXT CLASS

Ask students to revise Unit 2.

VOCABULARY AND GRAMMAR

1 Read the descriptions and write the rooms or parts of a house.

- 1 You sleep here. bedroom
- 2 You cook here. kitchen
- 3 You relax here. living room
- 4 You wash yourself here. bathroom
- 5 You work here. study
- 6 You park your car here. garage

2 Label the photos.



3 Look at the photo and complete the description of the room with the correct prepositions of place.

There's a big desk and a chair ¹in front of the window. ²Opposite the window, there's a comfortable bed. There is a big wardrobe full of clothes ³next to it. On the floor, ⁴between the bed and the desk, there's a beautiful blue rug. There's also a big map ⁵on the wall. On the desk there's a lamp and a computer ⁶under a little bookshelf.



4 Choose the correct words to complete the conversation.

- Arron** How's your house share? Do your housemates ¹do / make a mess all the time?
- Molly** Some people ²do / make their best to keep the house ³clean / dirty and tidy, but others don't.
- Arron** Well, that's ⁴normal / special when you share a house with other people.
- Molly** I suppose. The rooms are really ⁵cold / warm as well because there's no heating!
- Arron** Oh, no! What about your housemates?
- Molly** They seem cool. The house is always ⁶empty / full of people so it's easy to ⁷make / do new friends.
- Arron** Great! I guess there are lots of ⁸fantastic / terrible parties too! Right?
- Molly** There are parties every weekend and I can't sleep because they are so ⁹noisy / quiet!
- Arron** It sounds like my dream house!

5 Complete the post with the correct form of *there is*, *there are*, *some* or *any*.

Topic: Typical British houses

Question: What are British houses like?

How many rooms ¹are there?

Are there ²any special features in British houses?

Answer: My house

Cleo

³ There are two floors in my house. Downstairs ⁴ there's a bathroom, a big living room and a kitchen. ⁵ There isn't a dining room, but in the kitchen ⁶ there's a big table and there are ⁷ some chairs. Upstairs ⁸ there's another bathroom and three bedrooms. Like in all old British houses, the rooms have high ceilings and big windows, but there aren't ⁹ any balconies! In front of the house there are ¹⁰ some parking spaces for cars and a lovely garden behind.

6 Complete the conversation with *can*/*can't* and the verbs in brackets.

- Sam** What things around the house ¹can you do (you/ do)?
- Becky** I ² can keep (keep) my room tidy.
- Sam** Everyone ³ can do (do) that!
- Becky** My sister ⁴ can't! Her room is always messy!
- Sam** ⁵ Can you iron (iron) your clothes?
- Becky** Yes, I ⁶ can!
- Sam** But I bet you ⁷ can't cook (not/cook)!
- Becky** No, I ⁸ can't! ⁹ Can you cook (you/cook)?
- Sam** Yes, my brother and I ¹⁰ can make (make) spaghetti bolognese. We make it every Saturday for our parents.

REFERENCES

AUDIO SCRIPT page 193
CULTURE NOTES page 188

FURTHER PRACTICE

- Use of English, Student's Book page 172

- Self-assessment 2 and Self-check 2, Workbook pages 26–27/Online Practice
- Extra digital activities: Use of English, Reading, Listening

ASSESSMENT

- Unit 2 Language Test (Vocabulary, Grammar, Use of English)

- Unit 2 Skills Test (Dictation, Listening, Reading, Communication)
- Unit 2 Writing Test
- Units 1–2 Cumulative Review Test
- Units 1–2 Exam Speaking

USE OF ENGLISH

7 Choose the correct words a–d to complete the text.



House | 2 bedrooms | 1 bathroom | sleeps 4

Seaview Cottage is a lovely place for a family holiday. It's a(n) ¹___ house for a perfect countryside experience, but with all the things you need for modern-day life.

...

When you open the front ²___ and walk into the living room, there is a lovely fireplace and ³___ comfortable sofas and armchairs. There's a big kitchen ⁴___ to the living room with a cooker, a fridge and a microwave. There's also a bathroom with a toilet, washbasin and bath ⁵___ it. Upstairs ⁶___ two bedrooms with windows looking out on the garden. One of the windows is a door to the outside ⁷___.

The house is in Brixham village, so you can walk everywhere and we are happy to make ⁸___ about good places to eat or visit in the area.

Please ⁹___ our visitor questionnaire before you leave to help us improve the service we provide.

Thank you!

Click [here](#) for more information and available dates.

- | | | | |
|--------------|---------------|-------------|----------------|
| 1 a dark | b light | c modern | d traditional |
| 2 a door | b floor | c wall | d window |
| 3 a an | b any | c some | d the |
| 4 a behind | b between | c in front | d next |
| 5 a in | b on | c between | d under |
| 6 a there is | b there isn't | c there are | d there aren't |
| 7 a attic | b cellar | c roof | d terrace |
| 8 a things | b suggestions | c questions | d ideas |
| 9 a do | b have | c make | d write |

Use of English > page 172

LISTENING

8 1.34 You will hear an answerphone message about a flat. Complete the notes below with one or two words in each gap.

STRATEGY | Notes completion

Read the notes you need to complete carefully before you hear the recording for the first time. Try to predict if the word or information you need to listen for is a place, a name, a number etc.

41a HAMILTON ROAD

It's perfect for us – there are ¹four big bedrooms!

The kitchen's very new – it's only ²six months old.

In the kitchen there's a sink, a ³dishwasher, a cooker, a microwave and a washing machine.

When it's sunny, the best room in the flat is the

⁴living room.

The flat doesn't have a dining room but there's a

⁵big table in the kitchen.

When it's warm and sunny, you can sit outside but the garden's a bit ⁶messy.

SPEAKING

9 In pairs, role play the situation below. Then change roles and do the task again.

Student A

Phone Student B to ask about a flat for rent. Ask for some information about the flat. Ask:

- how many bedrooms there are.
- some questions about the kitchen.
- how many bathrooms there are.
- some questions about the living room.
- if the flat has a garden or a balcony.

Student B

You have a flat for rent. Write some notes about the flat before you start, using the prompts below. Student A wants some information about the flat. Answer his/her questions.

- Number of bedrooms.
- What's in the kitchen?
- Number of bathrooms.
- What's in the living room?
- Garden or balcony?

WRITING

10 Imagine you are renting a beautiful flat in London for two weeks in the summer holidays. Write a postcard to a friend in your country, telling him/her about the flat.

In your postcard tell your friend:

- where the flat is.
- how many bedrooms there are.
- how many bathrooms there are.
- if there is a garden or balcony.
- some interesting information about the flat.

WATCH OUT FOR TIME WASTERS!

You send us your study problems. We give you advice.



SAM

I'm really untidy. My school bag is a mess and I can never find anything on my desk. I waste a lot of time trying to find my homework, my books, a ruler or a rubber.

Our advice:

First, tidy your desk, your bag and your pencil case. Do it now and do it every day! Before you start your homework, put everything you need (textbook, exercise book, dictionary, pens, pencils, rubber, etc.) on your desk. That way you don't need to stop studying to look for things.



MOLLY

For me the biggest problem is social media. I've got lots of friends on social media sites. I get a notification from somebody every few minutes so it's really hard for me to study.

Our advice:

Why don't you reduce the number of your contacts on social media? Seriously, how many of your 'friends' are really friends? Keep your close friends and family and lose the others. It's also a good idea to mute group chats on your phone so they don't distract you from your homework.



JAKE

Sometimes when I do my homework I can't concentrate. I start thinking about other things, like my favourite TV programmes, my football team's next match or other distractions.

Our advice:

You can concentrate on your work better if you give yourself a reward. So after forty-five minutes, stop studying and have a short break. Phone a friend, listen to some music or have a snack. Then start studying again.

GLOSSARY

distraction – something that stops you concentrating on what you are doing

notification – an automatically sent message to inform you about activity on your social media account

mute – stop someone's messages, pictures, etc. appearing on a social media website when you look at it

REFERENCES

AUDIO SCRIPT page 193

EXTRA ACTIVITY IN CLASS

After Exercise 6, ask students if they already follow any of the tips in the Life Skills box. Can they think of any other tips for avoiding time wasters?

1 In pairs, ask and answer these questions about your study habits.

- 1 Where do you usually study/do your homework?
- 2 Do you check your phone for messages/go on social media when you study?
- 3 Is your desk always tidy?
- 4 What's your favourite time for studying?

2 Read the website. Then in pairs, discuss the questions.

- 1 Which person has similar problems to you?
- 2 What do you think of the advice?

3 Read the website again and write Sam, Molly or Jake.

- 1 Who has problems with his/her studies because of social media? **Molly**
- 2 Who finds it difficult to find things? **Sam**
- 3 Who doesn't always focus very well on his/her homework? **Jake**
- 4 Who needs to limit the number of his/her friends on social media? **Molly**
- 5 Who needs to have a short break after studying for some time? **Jake**
- 6 Who needs to organise his/her things better? **Sam**

4 1.35 Listen to an interview with an expert on how to avoid time wasters when studying. Then, in pairs, answer the questions.

- 1 Which of the problems from the text does the expert mention?
- 2 What other problems does she talk about?

5 1.35 Listen again and complete the advice with the words and phrases from the box.

busy close desk off quiet remove room switch

LIFE SKILLS | How to avoid time wasters

- Find somewhere ¹ **quiet** to study, for example, in your bedroom or in the library.
- ² **Close** your email and social media and turn
- ³ **off** your notifications.
- ⁴ **Switch** off your phone or put it in another
- ⁵ **room**.
- ⁶ **Remove** magazines, books, photos and computer games from your ⁷ **desk**.
- Say 'no' to people when you're ⁸ **busy**.

6 Order the tips in the Life Skills box from 1-5 according to how useful they are (1= very important, 5 = not so important). Then discuss in pairs.

7 Complete the table and calculate the number of free hours you have for studying. Compare your answers in pairs.



HOW MANY HOURS A WEEK DO YOU HAVE FREE FOR STUDYING?

ACTIVITY	NO. OF HOURS PER DAY	NO. OF DAYS	NO. OF HOURS PER WEEK
sleep		× 7 =	
meals (breakfast, lunch, dinner)		× 7 =	
school		× 5 =	
after-school clubs		× ____ =	
travel to/from school		× 5 =	
jobs at home		× 7 =	
extra activities (sport, languages, music, etc.)		× ____ =	
time with friends		× ____ =	
TV/computer games		× 7 =	
social media		× 7 =	
			Total: ____

There are 168 hours per week. After all of my activities, I have: 168 - ____ hours = ____ hours free for studying.

Exercise 4

Problems from the text: distractions, social media, phone messages, untidy desk
Other problems: the internet, tablets, TV, people that bother you

8 Do the task below.

LIFE SKILLS | Project

- A** Look again at your results in the table in Exercise 7. Decide what your time wasters are. Make a plan to avoid them and to find more time for studying. Use the ideas in this lesson and in the Life Skills box in Exercise 5 to help you design a good plan.
- B** Follow your plan for one week.
- C** After the week is over, tell your class which parts of your plan work for you and which don't. Say why.

03

Eat in – eat out

VOCABULARY Food and drink, containers, prices, phrasal verbs

GRAMMAR Countable and uncountable nouns with *some/any/no*, quantifiers
[Use of English > page 172](#)

SPEAKING Ordering food

WRITING A café review

VIDEO Grammar ▶ Communication ▶ Documentary ▶

THE RIGHT DIET FOR YOUR JOB

What do you need to eat every day? Well, sometimes it depends on the job you have.



INDIA BLACKWELL
18 | acrobat

India is a trapeze artist with Circomania, a modern circus with no animals, only acrobats. She does tricks above the circus ring, but she doesn't use lots of calories. She needs to keep her body weight down. It's important what and how much she eats so she cooks her meals herself.

For breakfast, India usually eats ¹*some eggs* with bread and butter, and drinks ²*some milk*. She doesn't drink ³*any coffee*. She loves Japanese and Mexican food, so lunch is sushi rice with tuna and spinach, and some water. And today's dinner is taco beef with some cheese, tomatoes and lettuce. She doesn't usually eat any desserts, but her favourites are ice cream and chocolate.



SAM CLARK
20 | cycle courier

Sam works for a company called Citysprint and takes packages around the city. His day usually starts with some coffee, ⁴*a sandwich* and then some cake before the first courier call. Sam always carries special energy biscuits and some fruit with him. Does he carry ⁵*any crisps* or energy drinks? No, he doesn't – just some juice. He doesn't stop for lunch because it slows him down! By dinner time he's really hungry so he eats some pasta or some meat with potatoes and other vegetables, and sometimes dessert.

So, how much food does Sam eat every day? That depends on how many kilometres he cycles. He does about eighty kilometres so he usually eats a lot.

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REFERENCES

VIDEO SCRIPT page 208

EXTRA ACTIVITIES IN CLASS

- After Exercise 2, students play a guessing game in groups. They take it in turns to choose an item from the box in Exercise 1 for the rest of the group to guess by asking *yes/no* questions

(e.g. *Is it meat? Is it a drink? Is it sweet?*).

The student can only answer *yes* or *no*. The first player to guess the word wins a point, and the player with the most points at the end is the winner. In smaller classes, this can be played as a whole-class game.

- After Exercise 7, students write more questions with *how much* and *how*

many to find out about a partner's diet. They can write their questions individually and then ask and answer them in the same pairs as Exercise 7. Alternatively, they can write them in the same pairs, and then work in new pairs to ask and answer them.

- After Exercise 8, students write sentences about what they eat for

1 SPEAKING In pairs, look at the photos and tick the items you can see. Then read the texts. How is your diet different from India's and from Sam's?

- ☒ beef ☒ bread ☐ biscuits ☐ butter ☒ cake
☐ chocolate ☐ coffee ☐ crisps ☐ eggs ☐ ice cream
☐ juice ☒ lettuce ☐ milk ☒ pasta ☐ potatoes
☐ rice ☐ sandwich ☒ tomatoes ☐ water

India doesn't drink coffee, but I do.

2 1.36 Add the food and drinks from Exercise 1 to the table. Use one of the words in two groups. Listen and check.

Fruit and Vegetables	Dairy	Meat	Fish	Drinks	Others
apples C spinach U	yoghurt cheese	chicken	sardines tuna	tea	cereal

3 SPEAKING Tell your partner which foods you love, like, don't like or can't stand.

I love bread and chocolate, but I can't stand spinach!

Countable and uncountable nouns with some/any/no

4 Look at the names of the food and drinks in Exercise 2 again. Write C for the things you can count and U for the things you can't count.

5 Match phrases 1–5 in the texts with explanations a–d. Then check your answers in the Grammar box.

- a ☐ 4 We use a(n) / some with singular countable nouns.
b ☐ 1 We use a(n) / some with plural countable nouns.
c ☐ 2 We use a(n) / some with uncountable nouns.
d ☐ 3 We use any / some in questions and in negative sentences with uncountable nouns and plural countable nouns.

Countable and uncountable nouns with some/any/no

	Countable	Uncountable
+	I often have an apple. I eat some sandwiches.	I eat some cereal.
-	There isn't a fridge. There aren't any eggs. There are no eggs.	There isn't any rice. There is no rice.
?	Have you got a snack? Do you eat any eggs?	Do you drink any milk?
How much?/How many?	How many potatoes do you want?	How much coffee do you drink?

Grammar Reference and Practice > page 163

6 1.37 Study Watch out! then complete the dialogue with a, an, some, any or no.

- Louis I'm hungry. What is there to eat?
India There's **a** apple.
Louis Oh! Have you got **any** chocolate?
India No, I haven't, but there's **a** banana if you want it.
Louis You know I hate fruit! Have you got **any** biscuits?
India No, I'm sorry there are **no** biscuits or chocolate in the house!
Louis You're so healthy! Come on, let's go and buy **some** ice cream!

WATCH OUT!

We can use **no** to mean the same as **not any**:
There **isn't any** milk. = There **is no** milk.

7 Complete the questions with **How much** or **How many**. Then answer the questions in pairs.

- 1 **How much** chocolate do you eat every day?
2 **How many** sandwiches do you have a week?
3 **How many** biscuits do you eat every day?
4 **How much** water do you drink every day?
5 **How much** fruit do you eat every week?
6 **How many** snacks do you have in the evening?

- A **How much chocolate do you eat every day?**
B **I drink a cup of hot chocolate every morning.**

8 SPEAKING Work in pairs. What do you usually have for breakfast, lunch and dinner?

I usually have **some cereal with milk**. I drink **some orange juice**, but I **never have any tea or coffee**.

Exercise 2

Fruit and vegetables: lettuce, potatoes, tomatoes
Dairy: butter, ice cream, milk
Meat: beef
Drinks: coffee, juice, milk, water
Others: bread, biscuits, cake, chocolate, crisps, eggs, pasta, rice, sandwich

Exercise 4

Fruit and vegetables: lettuce U, potatoes C, tomatoes C
Dairy: yoghurt U, cheese U, butter U, ice cream U, milk U
Meat: chicken U, beef U
Fish: sardines C, tuna U
Drinks: tea U, coffee U, juice U, milk U, water U
Others: cereal U, bread U, biscuits C, cake C/U, chocolate U, crisps C, eggs C, pasta U, rice U, sandwich C

7 Read the questions and watch the video. Say what the speakers answer. Then in pairs, ask and answer the questions.

- 1 How many meals do you have every day?
2 What do you usually have for breakfast?



☐ I can use countable and uncountable nouns to talk about diets.

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breakfast, lunch and dinner, leaving gaps for words such as *a/an, some, any* and *no*. In pairs, they then swap sentences, complete them and check their answers with their partner.

FURTHER PRACTICE

- Photocopiable extra Grammar Video activity 3, page 238

- Grammar Reference and Practice, Student's Book page 163
- Workbook pages 28–29/Online Practice
- Photocopiable resource 11: Lunch party, page 270
- Extra digital activities: Grammar Checkpoint 3A

ASSESSMENT

Grammar Quiz 3A

NEXT CLASS

Ask students to make a list of the five or six most common food items they buy. If appropriate, you could also ask them to write the price of each item next to it.

3B VOCABULARY | Containers, prices

- 1 1.38 Look at the pictures and complete labels a–h with the words from the box. Then listen and check.

bag bottle box can carton jar packet tin



- a a box of chocolates b a bag of sweets c a can of cola d a carton of juice



- e a bottle of water f a tin of tuna g a jar of mayonnaise h a packet of biscuits

- 2 1.38 PRONUNCIATION Listen and repeat the phrases in Exercise 1. Notice how you pronounce *of* /əv/.

- 3 Make a shopping list with the eight containers in Exercise 1. Then, in pairs, find out which things are on your partner's shopping list.

- A Have you got a packet of crisps?
B Yes, I have. Have you got a jar of coffee?
A No, I haven't

- 4 1.39 Read and match the prices with how you say them. Then listen and check.

- 1 b £2.50 a one pound ninety-nine
2 c £3.00 b two pounds fifty
3 d £4.60 c three pounds
4 a £1.99 d four pounds sixty
5 e 70p e seventy pence

- 5 1.40 Listen and write the prices.

SHOPEROO'S SPECIAL OFFERS

ONE JAR OF
COFFEE ¹£ 3.46

THREE TINS OF SARDINES IN
TOMATO SAUCE ²£ 1.78

SIX PACKETS OF CRISPS ³£ 1.00

BUY ONE, GET ONE FREE!

TWO BOTTLES OF LEMONADE ⁴£ 2.19

TWO BAGS OF SALAD ⁵£ 1.50

- 6 SPEAKING In pairs, role play the situations. Student A go to page 175. Student B go to page 176.

3C SPEAKING

- 1 Look at the photo on page 41. In pairs, discuss the questions.

- 1 Are there any cafés near your home or your school?
2 How often do you go there?
3 Who do you go with?

- 2 8 1.41 Watch or listen to Part 1 of the conversation. Decide if statements 1–4 are true or false.

- 1 F Robin is at the café.
2 F Leila orders two tuna salads.
3 T There isn't any carrot cake.
4 F Leila's order is £12.50.

- 3 8 1.41 Look at the menu and answer the questions. Watch or listen again to check your answers.

- 1 What does Leila order for herself?
2 What does Leila order for Robin?

CARIBOU CAFÉ

SANDWICHES

tuna mayonnaise	£3
chicken and cheese	£4
chicken and salad	£4.50

SALADS

spinach and rice salad	£4.50
tuna salad	£5
chicken salad	£6

DESSERTS

yoghurt and fruit	£2.50
carrot cake	£3
chocolate cake	£3

HOT DRINKS

tea	£1.50
coffee	£2.50
hot chocolate	£2

COLD DRINKS

water – sparkling/still	£1.50
orange juice	£2.50
apple juice	£2.50

- 4 9 1.42 Watch or listen to Part 2. What's the problem with Robin's food?

Leila ordered a chicken and cheese sandwich for Robin, but he doesn't eat any meat.

REFERENCES

AUDIO SCRIPT page 194

EXTRA ACTIVITY IN CLASS

In pairs or small groups, students share the lists they prepared at home and say what container they buy each item in. You could also teach them the necessary words for their country's currency (e.g.

euros, cents), and get them to say the price of each item as well. Depending on whether you choose to practise prices, this activity can be done after Exercise 3 or after Exercise 5.

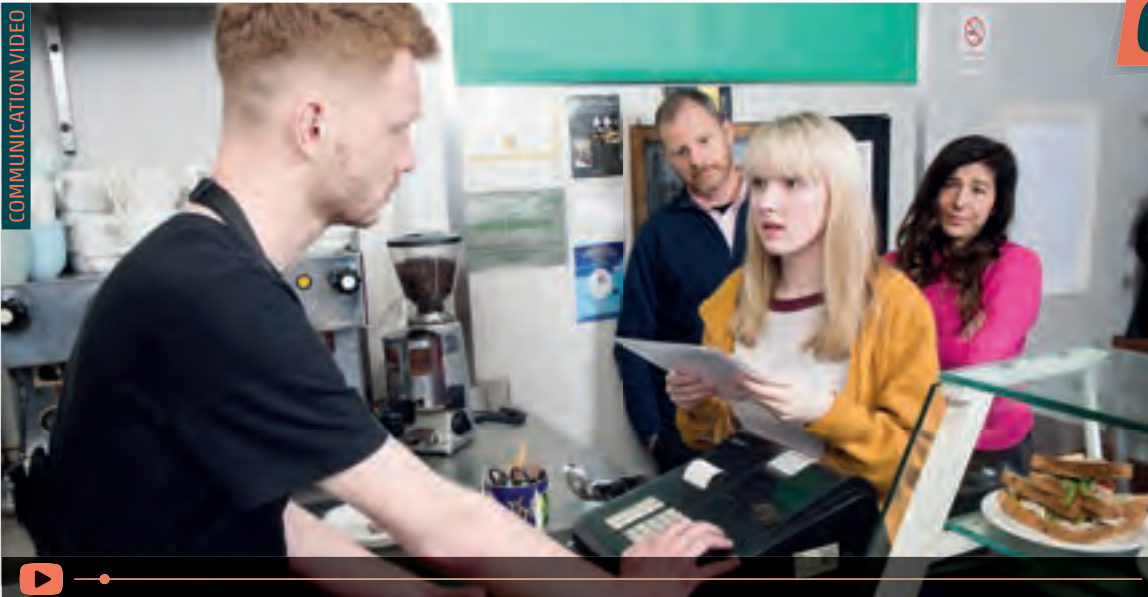
FURTHER PRACTICE

- Workbook page 30/Online Practice

- Photocopiable resource 12: What do we need?, page 271
- Extra digital activities: Vocabulary Checkpoint 3

ASSESSMENT

Vocabulary Quiz 3



5 Study the Speaking box and complete the conversation with one or two words in each gap.

- Server** Hi. How can I ¹ help you?
- Leila** Hi. I'd like ... Sorry ... Hi, Robin. Where are you?
- Robin** Sorry, Leila. I'm on my way. Where are you?
- Leila** I'm in the café. What would you like?
- Robin** A tuna salad – and a sandwich.
- Server** Are you ² ready to order?
- Robin** Maybe cheese? And a white coffee and ...
- Leila** OK. Bye. Sorry about that. Em... Can I ³ have a tuna salad please? And ...
- Server** Two salads. Which? We've got tuna, chicken ...
- Leila** No. One tuna salad, please. And I'd ⁴ like a spinach and rice salad.
- Server** OK. So two salads. Anything else?
- Leila** Yes, my friend would like a cheese sandwich.
- Server** We haven't got any cheese sandwiches. Is chicken and cheese OK?
- Leila** Um, maybe I can check ... No, chicken and cheese. That's fine.
- Server** ⁵ Would you like any cake or desserts?
- Leila** Yes, I'd like a piece of carrot cake, please.
- Server** Sorry. There isn't any carrot cake. There's chocolate ...
- Leila** Yes, OK.
- Server** ⁶ Anything to drink?
- Leila** Yes, a cup of coffee and a glass of apple juice please.
- Server** White or black?
- Leila** Sorry? Oh, the coffee. White, please.
- Server** One white coffee.
- Leila** ⁷ How much is that?
- Server** ⁸ That's £21.50, please.
- Leila** Here you are.
- Server** Thank you. Oh, eh! Sorry! Excuse me! Sorry, but it's £21.50 and this is £12.50.
- Leila** Oh, I'm so sorry. Here you are.
- Server** Thank you.

SPEAKING | Ordering food

Taking orders

How can I help you?
Are you ready to order?
What would you like to eat/drink?
Would you like any cake or desserts?
Anything else?
Anything to drink?
Is that all?
That's £21.50, please.
You're welcome.

Giving orders

Can I have (a tuna salad), please?
I'd like a/some ..., please.
Yes, I want ..., please.
How much is that?
Here you are.
Thank you.

6 1.43 Put the conversation in the correct order. Then listen and check.

- 9 Server** OK. That's £8.50, please.
- 13 Server** You're welcome.
- 7 Server** Are you ready to order?
- 5 Server** OK. A chicken and salad sandwich. Is that all? Would you like any cake or dessert?
- 3 Server** What would you like?
- 7 Server** Sure. Would you like anything to drink?
- 10 Customer** Here you are. Thank you.
- 8 Customer** I'd like a bottle of sparkling water, please.
- 2 Customer** Yes.
- 6 Customer** Yes, I'd like some yoghurt and fruit, please.
- 4 Customer** Can I have a chicken and salad sandwich, please?

7 In pairs, practise the dialogue in Exercise 6.

8 In pairs, role play the situations. Student A, go to page 175. Student B, go to page 176.

☐ I can order food and drinks in a café.

41

REFERENCES

VIDEO / AUDIO SCRIPT page 208

EXTRA ACTIVITY IN CLASS

After Exercise 7, students practise similar conversations in pairs, choosing different items from the menu in Exercise 3. The take it in turns to be the server and customer. Remind them to use language from the Speaking box.

FURTHER PRACTICE

Workbook page 31/Online Practice

NEXT CLASS

Ask students to make a list of three or four food items they/their family often throw away.

3D GRAMMAR

- 1 **SPEAKING** Work in pairs. What do you think are the top three types of food people waste?

bananas bread cheese eggs fish meat milk
potatoes salad tomatoes

I think people waste a lot of bread.

- 2 **1.44** Listen to an expert and check your answers to Exercise 1. *bread, potatoes and milk*

Quantifiers: a lot of, too many, too much, a few, a little, not many, not much

- 3 Decide if the underlined nouns are countable (C) or uncountable (U).

- 1 We all waste too much food. U
- 2 Not many people try to change this. C
- 3 That's a lot of money. U
- 4 We don't just waste a little bread. U
- 5 We each throw away a few potatoes. C
- 6 That's a lot of chips! C
- 7 Stop buying too many things. C
- 8 How much milk have we got? Not much. U

- 4 Study the Grammar box and check your answers to Exercise 3.

Quantifiers: a lot of, too many, too much, a few, a little, not many, not much

	Countable	Uncountable
+	They have a lot of cakes! There are too many olives in this salad. There are a few chips in the bag.	There's a lot of cheese on this pizza. You put too much sugar in your tea! There's a little water in the bottle.
-	Oh, there aren't many biscuits in the packet!	There isn't much coffee in the jar.
?	Are there many chocolates in the box?	Do people eat much rice in South America?

Grammar Reference and Practice > page 164

- 5 Look again at the sentences in Exercise 3 and decide which refer to a small amount, a big amount or more than you need.

- 1 small amount:
2, 4, 5, 8
- 2 big amount:
3, 6
- 3 more than you need:
1, 7

- 6 Choose the correct words to complete the poster.

Stop
food waste

SHOP SMART!

- Don't buy too ¹much / many food when you shop – make a shopping list.

Shop more often and only buy ²a few / a little milk and bread and a ³a few / little fresh vegetables.

STORE SMART!

- Don't keep too ⁴much / many tins in the cupboard and check use-by dates.
- Make sure there isn't ⁵much / many meat or fish in your fridge.

EAT SMART!

- Don't put ⁶a lot of / much things on your plate at one time, you can always have some more.
- Just have a ⁷few / little pasta or rice and a ⁸few / little chips or potatoes. Don't waste food!

- 7 Think of your fridge and cupboards at home and write sentences about what food and drink there is in them. Then, in pairs, compare your answers.

- 1 There's a lot of ...
- 2 There isn't much ...
- 3 There are too many ...
- 4 There are only a few ...
- 5 There's a little ...
- 6 There aren't many ...

1 *There's a lot of orange juice in my fridge.*

- 8 **REFLECT | Society** In pairs, ask and answer the questions.

- 1 Do you waste a lot of food? What do you waste and why?
- 2 What do you do with the leftovers? (E.g. throw them away, eat them the next day, freeze them.)

42 ☐ I can use quantifiers to talk about amounts.

REFERENCES

AUDIO SCRIPT page 194

EXTRA ACTIVITIES IN CLASS

- Lead in to Exercise 1 by getting students to share the lists they made at home with the class. List their ideas on the board. Then, after Exercise 2, they can check if the recording mentions any of the items on their lists.

- After Exercise 8, students write sentences about other things they waste/throw away (e.g. paper, water) using quantifiers from the Grammar box.

FURTHER PRACTICE

- Grammar Reference and Practice, Student's Book page 164
- Workbook page 32/Online Practice

- Photocopiable resource 13: Complete, ask, answer, page 272
- Extra digital activities: Grammar Checkpoint 3D

ASSESSMENT

Grammar Quiz 3D

3E LISTENING AND VOCABULARY

03

1 Match definitions 1–7 with the jobs in the box.

baker butcher chef dietician food photographer
restaurant reviewer waiter

- 1 gives advice about healthy food and eating dietician
- 2 makes and sells bread
- 3 serves customers in a restaurant or café
- 4 visits restaurants, tries the food and writes about it
- 5 sells meat in a shop
- 6 takes photos of food for websites, magazines, etc.
- 7 cooks food in a restaurant

2 1.45 Listen to the first part of an interview with Rachel. What's her job? food photographer

3 1.45 Read the questions. Listen again. Which question does Rachel answer? question 1

- 1 Is food important to you personally?
- 2 Can you describe your typical day?
- 3 Where do you usually work?

4 Read the first part of the interview. How do you know the answers to Exercise 2 and 3? Find the key phrases.

I love food. I love eating it and I also love looking at it. I visit a lot of good restaurants and some amazing chefs come to my studio. So I see and try some fantastic food. I enjoy cooking too but I'm not a professional. There is actually another food photographer – he's quite famous – called Francesco Tonelli. He's a chef too. When he photographs food, he also cooks a meal for everyone!

5 1.46 Study Active Listening and read questions 1–4. Then listen to the rest of the interview and match the questions to answers A–D in the interview.

- 1 What tips do you have? C
- 2 What equipment do you need? A
- 3 What happens to the food after you finish your work? D
- 4 What food is difficult to work with? B

ACTIVE LISTENING | Understanding the main idea

- Think what you know about the topic and listen for key words and phrases.
- Listen to the whole recording without stopping.
- Don't try to understand every word.

6 1.47 Listen to the whole interview and complete the sentences with one word in each gap.

- 1 Francesco Tonelli is a professional chef and food photographer.
- 2 Rachel thinks you can use cameras on phones for a blog.
- 3 Hamburgers and ice cream are two examples of difficult food to photograph.
- 4 Rachel uses water to make fruit and vegetables look fresh.
- 5 Unfortunately, Rachel wastes a lot of the food she uses during a photo shoot.



Exercise 1

- 2 baker
- 3 waiter
- 4 restaurant reviewer
- 5 butcher
- 6 food photographer
- 7 chef

Exercise 4

Ex. 2: some amazing chefs come to my studio, there is actually another food photographer
Ex. 3: I love food. I love eating it and I also love looking at it.

7 1.48 Look at the photos and match items a–g with the words in the box. Then, listen to the descriptions of the photos and check.

a bowl b cup d fork a glass e knife c plate
f spoon

8 SPEAKING | Complete the sentences with the correct form of the words from Exercise 7. Then, in pairs, ask and answer the questions.

- 1 How many cups of tea or coffee do you drink every day?
- 2 Do you have a bowl of cereal for breakfast in the morning?
- 3 Do you keep a glass of water next to your bed at night?
- 4 You need a fork and a knife to eat steak. How do you eat a pizza?
- 5 Some people eat spaghetti with a spoon and a fork and some with just a fork. How do you eat spaghetti?

☐ I can understand the main idea of a radio interview and talk about people and food.

43

REFERENCES

AUDIO SCRIPT page 194
CULTURE NOTES page 188

EXTRA ACTIVITY IN CLASS

After Exercise 7, students work in pairs and take it in turns to give simple definitions of the words in the box for their partner to guess (e.g. *You eat your*

soup in this. You drink water in this.). In weaker classes, instead of definitions, students can say the words in their own language, for their partner to give the English words.

FURTHER PRACTICE

- Workbook page 33/Online Practice
- Photocopiable resource 14: Food photography, page 273

NEXT CLASS

Ask students to think about their favourite restaurant and make notes; they should include some information about the restaurant and reasons why they like eating there.

3F READING AND VOCABULARY

1 SPEAKING | In pairs, look at photos A and B and discuss the questions.

- Do you ever go out for a meal? What do you usually eat?
- Where do you go to: fast food chains, restaurants, pizzerias?
- Which of the two restaurants in the photos do you like more? Say why.



Exercise 5

- \$10 or more
- three
- \$1
- \$8,500
- 30
- £4.50

2 What do you think an ethical restaurant is? In pairs, discuss the ideas below.

it helps homeless people
it uses natural or local ingredients
it's cheap or you pay very little it's expensive but the money goes to charity the food comes from other countries it only serves vegetarian food

I think an ethical restaurant is cheap and uses natural or local ingredients.

3 Read the text and check your answers to Exercise 2.

Exercise 3

It's a restaurant that helps (homeless) people, uses natural or local ingredients and is cheap or you pay very little.

4 Read the text again and choose the correct answers.

- Why do people often eat at home these days?
 - Because home-cooked meals taste great.
 - Because they want to use special ingredients.
 - Because they like cooking.
 - Because they don't want to spend a lot of money.
- What is true about JBJ?
 - You can work with a chef.
 - You can only eat at the weekends.
 - You never pay for a meal.
 - You can become famous.
- Which of the following is not true about Rosa's?
 - It's in Philadelphia.
 - Homeless people can't eat there.
 - It's a pizza restaurant.
 - There are messages on all the walls.
- What can you do at *Indian Veg*?
 - Work for free in the kitchen.
 - Meet famous vegetarians.
 - Learn about vegetarianism.
 - Eat delicious meat dishes.
- What do we learn about ethical restaurants from the article?
 - They are all vegetarian.
 - They all have the same rules.
 - They are not very popular.
 - They all try to help people in some way.

5 Read the text again and answer the questions.

- How much do you pay at the *JB* restaurant?
- How many courses can you have at the *JB* restaurant?
- How much does an extra piece of pizza cost at *Rosa's*?
- How many pieces of pizza do homeless people eat at *Rosa's* in nine months?
- How many dishes do they offer at *Indian Veg*?
- How much do you pay at *Indian Veg* to eat all you can?

6 Look at the phrasal verbs highlighted in the text and choose the correct option.

- I want to find / give out what happens when you cook an egg in the microwave!
- Sit down / out, the food is almost ready!
- Sometimes we eat in / out at a restaurant.
- My brother and I find / help out at our aunt's restaurant once a week.
- It's difficult but don't give out / up.
- They often give / help out leaflets about new restaurants in town.

7 Write questions with four phrasal verbs from the box. Then ask and answer the questions in pairs.

eat in eat out find out give out give up help out sit down

A *Do you sometimes help out at home?*

B *Yes, I often do the washing-up and help make dinner.*

REFERENCES

AUDIO SCRIPT page 195
VIDEO SCRIPT page 208
CULTURE NOTES page 188

EXTRA ACTIVITIES IN CLASS

- This activity can be done before or after Exercise 1. Refer students to the notes they made at home and get them to share the information about their favourite restaurant – they could do this in pairs, groups or, in smaller classes, as a whole class.

- After Exercise 5, ask students if they like the ideas for ethical restaurants in the article. Which one do they like best? Why? Are there any similar restaurants in their country?

FURTHER PRACTICE

Workbook pages 34–35/Online Practice

Ethical restaurants

2.1

These days people often cook and **eat in** – this saves some money and people can also choose what ingredients they use for their meals. But here are some interesting places around the world to **eat out** and taste great food. They aren't expensive and you can help a few people at the same time.

- 10 The JBJ Soul Foundation community restaurant in New Jersey, USA, is a 'pay what you can' restaurant. People who have got money pay \$10 or more. But people without money work in the restaurant and get free meals. You can also pay and **help out** with one of the famous guest chefs in the kitchen – you can wash up or make food. Every day there are delicious meals of starters, main courses and desserts, with ingredients from their organic garden or the local area.

Rosa's Fresh Pizza Restaurant in Philadelphia, USA, is the first 'pay it forward' restaurant.

- 25 You pay just \$1 for an extra piece of pizza and a homeless person can eat it later. At Rosa's, staff **give out** post-it notes and customers write personal messages on them. In fact, there are post-it notes all over the restaurant walls, with messages like: 'Have a great day!' 'Don't **give up**!' and 'Enjoy your pizza!' There are also a lot of 'Thank you' messages from homeless people. Around thirty to forty homeless people eat at Rosa's every day, that's 8,500 pieces of pizza in nine months!

- Indian Veg** is an 'all you can eat' restaurant in London. You pay £4.50 for thirty different vegetarian dishes – almost too many to choose from! Office workers, students, tourists and homeless people **sit down** to eat together. On the walls there are facts and figures about how vegetarians help animals, people and the environment. You can even **find out** which famous people are vegetarian from the photos and posters on the walls. You can also see how healthy and tasty vegetarian food is. Every year they offer free meals to homeless people on Christmas Day.

- 8 **2.2** Listen to someone talking about an app for restaurants and cafés and choose the correct words to complete the sentences.

NAME OF APP: Too Good To Go (TGTG)

What the app does: helps to stop ¹**food** / paper waste in restaurants and cafés.

Information in the app: number of ²**dishes** / meals and their price.

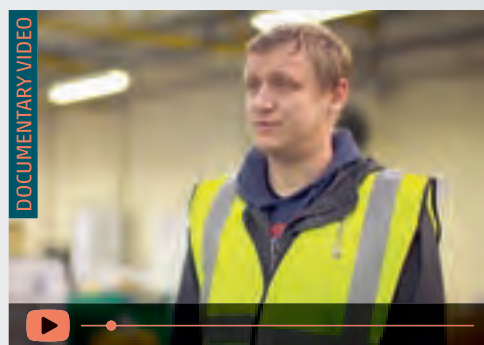
How to search: by ³**area** / town or by the name of a café or restaurant.

How to order: ⁴**click** / call, pay and collect.

- 9 **REFLECT | Values** In pairs, discuss the questions.

- 1 Do you like the idea of the app?
- 2 Is it useful? Say why.
- 3 Is there a similar app in your country?

10 WATCH AND REFLECT Go to page 152. Watch the documentary *The Real Junk Food Project* and do the exercises.



45

NEXT CLASS

Ask students to make notes about a popular café in their area. They should include some information about it (its name, where it is, etc.), as well as reasons why they think it is so popular.

3G WRITING | A café review

1 SPEAKING In pairs, ask and answer the questions.

- 1 What's your favourite café?
- 2 Why do you like it?

2 Read the café review 1 and answer the questions.

- 1 What's the name of the café?
- 2 What is the writer's favourite dish?
- 3 What does the writer like about the café?
- 4 How many LMNH! cafés are there and where are they?
- 5 When is the café open?

3 Read review 1 again and tick the things that have capital letters in English. Is it the same in your language?

- | | |
|---|---|
| ☒ countries/nationalities | ☒ days/months |
| ☒ the pronoun 'I' | ☒ names of cities and streets |
| ☒ new sentences | ☒ parts of the day |
| ☒ people's names/surnames | |

4 Read the second review and put capital letters where they are missing.

5 Study the Writing box. Read the examples from Jennie's review and find more examples in Miklós's review.

WRITING | A café review

- Write the name and the type of the café:
look mum no hands! isn't just a café, it's also a bike repair shop.
 - Describe it and say why people like it:
It's very popular because it serves very good food.
 - Give information about the menu and your favourite dish:
It serves tasty hot and cold food and drink. My favourite dish is the speciality 'English breakfast'.
 - Say what you particularly like about the café:
I really like the cycle theme, the comfortable chairs and free wi-fi.
 - Give the location and the opening hours:
There are two LMNHs in London, in Old Street and in Back Church Lane, open all day Monday to Sunday.
- Don't forget to check your spelling and capital letters!

6 WRITING TASK Write a café review. Use the Writing box to help you.



Jennie Cooke, September 2018

1 look mum no hands! isn't just a café with a strange name, it's also a bike repair shop. It's very popular because it serves very good hot and cold food and drink. My favourite dish is the speciality 'English breakfast' – but it's only available in the morning.

I really like the cycle theme, the comfortable chairs and the free wi-fi. The staff are cool too because they don't ask you to leave when you finish your coffee!

There are two LMNHs in London, in Old Street and in Back Church Lane, open all day Monday to Sunday. But there are also pop-up LMNHs around the UK.

miklós arany, April 2018

2 Cat café, Budapest is a cat café in the hungarian capital.¹ it's a cool new place to enjoy a drink and a snack with cats all around you.² on the cat theme menu,³ there are speciality drinks, like my favourite cat-puccino! and there are just too many fantastic cakes to choose from, all with cute cat art on them.⁴ The staff are really friendly and helpful, but the cats are awesome – i love them!⁵ you can visit the café from monday to sunday, between 10 a.m. and 9 p.m. at 3 révay street, Budapest.



46

☐ I can write a café review.

EXTRA ACTIVITIES IN CLASS

- This activity can be done before or after Exercise 1. Refer students to the notes they made at home and get them to share the information in pairs or small groups. Then, if there is time, invite a few students to tell the class about the café they chose to talk about.

- After students complete the writing task in Exercise 6, put them in pairs and get them to read each other's reviews and discuss the following questions: *After reading your partner's review, do you think you know enough about the café? Do you want to visit it? Is there anything else you want to know?*

FURTHER PRACTICE

Workbook page 36/Online Practice

NEXT CLASS

Ask students to study the word list and do the Remember More exercise on Student's Book page 174.

3A GRAMMAR AND VOCABULARY

5.15

apple (n) /'æpəl/	
banana (n) /bə'nɑ:nə/	
beef (n) /bi:f/	
biscuit (n) /'bɪskɪt/	
body weight (n) /'bɒdi weɪt/	
bread (n) /bred/	
butter (n) /'bʌtə/	
cake (n) /keɪk/	
calorie (n) /'kæləri/	
cereal (n) /'sɪəriəl/	
cheese (n) /tʃi:z/	
chicken (n) /'tʃɪkɪn/	
chocolate (n) /'tʃɒklət/	
coffee (n) /'kɒfi/	
crisps (n) /krɪspz/	
dairy (n) /'deəri/	
dessert (n) /dɪ'zɜ:t/	
diet (n) /'daɪət/	
drink (n, v) /drɪŋk/	
eggs (n) /egz/	
energy drink (n) /'enədʒi drɪŋk/	
fish (n) /fɪʃ/	
fruit (n) /fru:t/	
ham (n) /hæm/	
hungry (adj) /'hʌŋgri/	
ice cream (n) /,aɪs 'kri:m/	
juice (n) /dʒu:s/	
lettuce (n) /'letɪs/	
meat (n) /mi:t/	
milk (n) /mɪlk/	
orange (n) /'brændʒ/	
pasta (n) /'pæstə/	
pizza (n) /'pi:tʃə/	
potato (n) /pə'tetəʊ/	
rice (n) /raɪs/	
sardines (n) /,saɪ'di:nz/	
snack (n) /snæk/	
spinach (n) /'spɪnɪdʒ/	
tea (n) /ti:/	
sandwich (n) /sæn'wɪdʒ/	
tomato (n) /tə'mɑ:təʊ/	
tuna (n) /'tju:nə/	
vegetables (n) /'vedʒtəbəlz/	
water (n) /'wɔ:tə/	
yoghurt (n) /'jɒgət/	

3B VOCABULARY 5.16

bag (n) /bæg/
bottle (n) /'bɒtl/
box (n) /bɒks/
can (n) /kæn/
carton (n) /'kɑ:tɪn/
free (adv) /fri:/
jar (n) /dʒɑ:/
lemonade (n) /,lemə'neɪd/
mayonnaise (n) /,meɪə'neɪz/
packet (n) /'pækɪt/
pence (n) /pens/
pound (n) /paʊnd/
price (n) /praɪs/
salad (n) /'sæləd/
special offer (n) /,speʃəl 'ɒfə/
sweets (n) /swi:tz/
tin (n) /tɪn/
tomato sauce (n) /tə'mɑ:təʊ saʊs/

3C SPEAKING 5.17

carrot cake (n) /'kærət keɪk/
change (n) /tʃeɪndʒ/
customer (n) /'kʌstəmə/
order (n, v) /'ɔ:də/
server (n) /'sɜ:və/
sparkling/still water (n) /,spɑ:kɪŋ/,stɪl 'wɔ:tə/

3D GRAMMAR 5.18

chips (n) /tʃɪps/
food waste (n) /'fu:d weɪst/
freeze (v) /fri:z/
keep (v) /ki:p/
leftovers (n) /'leftəʊvəz/
shopping list (n) /'ʃɒpɪŋ lɪst/
smart (adj, adv) /smɑ:t/
store (v) /stɔ:/
sugar (n) /'ʃʊgə/
throw away /θrəʊ ə'weɪ/
use-by date (n) /'ju:z baɪ deɪt/

3E LISTENING AND VOCABULARY

5.19

baker (n) /'beɪkə/
bowl (n) /bəʊl/
butcher (n) /'bʊtʃə/
chef (n) /ʃef/
cup (n) /kʌp/

dietician (n) /,daɪə'tɪʃən/
equipment (n) /'ɪkwɪpmənt/
food photographer (n) /'fu:d fə'tɒgrəfə/
fork (n) /fɔ:k/
fresh (adj) /fref/
glass (n) /glɑ:s/
job (n) /dʒɒb/
knife (n) /naɪf/
plate (n) /pleɪt/
restaurant reviewer (n) /'restərɒnt rɪ'vju:ə/
sell (v) /sel/
spoon (n) /spu:n/
steak (n) /steɪk/
waiter (n) /'weɪtə/

3F READING AND VOCABULARY

5.20

cheap (adj) /tʃi:p/
collect (v) /kə'lekt/
cost (v) /kɒst/
delicious (adj) /dɪ'lɪʃəs/
dish (n) /dɪʃ/
eat in /,i:t 'ɪn/
eat out /,i:t 'aʊt/
environment (n) /ɪn'vaɪrənmənt/
ethical (adj) /'eθɪkəl/
find out /,faɪnd 'aʊt/
give out /,gɪv 'aʊt/
give up /,gɪv 'ʌp/
help out /,help 'aʊt/
homeless people (n) /'həʊmləs pi:pəl/
main course (n) /,meɪn 'kɔ:s/
natural/local ingredients /,nætʃərəl/,ləʊkəl ɪn'ɡri:dɪənts/
organic (adj) /ɔ:'ɡænɪk/
pizzeria/pizza restaurant (n) /,pi:tʃəri:ə/'pi:tʃə ,restərɒnt/
search (by sth) (v) /'sɜ:tʃ (baɪ ,sʌmθɪŋ)/
serve (v) /sɜ:v /
sit down /,sɪt 'daʊn/
spend/save money /,spend/,seɪv 'mʌni/
starter (n) /'stɑ:tə/
taste (v) /teɪst/
vegetarian (n, adj) /,vedʒə'teəriən/

3G WRITING 5.21

opening hours (n) /'əʊpənɪŋ ,aʊəz/
speciality (n) /,speʃɪ'æləti/

Remember More > page 174

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EXTRA ACTIVITIES IN CLASS

- Divide the class into two teams. Choose eight words from the word list. One member of each team comes to you and you give them the first word you have chosen. They have to return to their teams and help them guess the word – they can give definitions or draw clues, but they cannot say the word. When the team have guessed the word, the

next team member comes to you for the second word, then another member for the third word, etc. The first team to guess all eight words are the winners.

- Students choose 6–8 words from the word list (or one word from each lesson) to describe to a partner. In pairs, they take turns to describe the words for their partner to guess. In weaker classes, instead of a

description/definition, students can say their chosen words in their own language, for their partner to give the English words.

FURTHER PRACTICE

Workbook page 37/Online Practice

NEXT CLASS

Ask students to revise Unit 3.

VOCABULARY AND GRAMMAR

1 Complete the shopping list with the words from the box.

beef butter cheese chicken drinks ice cream
juice lettuce meat potatoes sardines spinach
tea tomatoes tuna yoghurt

Shopping list

Fruit and vegetables: apples, lettuce, potatoes, spinach,
tomatoes

Meat: beef, chicken

Fish: sardines, tuna

Dairy: butter, cheese, milk, ice cream, yoghurt

Drinks: coffee, milk, juice, tea

2 Match the foods with the containers.

- | | |
|------------------------|--------------|
| 1 <u>b</u> a box of | a mayonnaise |
| 2 <u>e</u> a can of | b chocolates |
| 3 <u>d</u> a carton of | c tuna |
| 4 <u>a</u> a jar of | d juice |
| 5 <u>c</u> a tin of | e cola |

3 Write two food-related jobs for each category.

Restaurant jobs: waiter, chef

Shop jobs: baker, butcher

Newspaper/magazine jobs: restaurant, food
reviewer, photographer

4 Match the items in pictures a-g with the words from the box.

- | | | | | |
|----------------|----------------|---------------|----------------|----------------|
| <u>a</u> bowl | <u>a</u> cup | <u>f</u> fork | <u>c</u> glass | <u>d</u> knife |
| <u>e</u> plate | <u>b</u> spoon | | | |



5 Complete the table with the words from Exercise 1.

Countable	Uncountable
<u>apples</u>	

6 Choose the correct words to complete the sentences.

- I usually eat a / an apple at break time every day.
- John has any / no breakfast before he goes to school, so he's hungry by ten o'clock.
- There isn't a / any meat in this dish - it's vegetarian.
- I'd like any / some coffee please, black with any / no milk.
- There's a / an packet of biscuits in the cupboard if you want no / some.
- Are there any / no nuts in this cake? I'm allergic to them.

7 Complete the conversation with the phrases from the box. There is one extra phrase.

a few a little how many how much not many
not much too many too much

- Gwen ¹ How much milk have we got in the fridge?
Adam ² Not much! We need some more.
Gwen What about eggs? ³ How many are there in the carton?
Adam Let me look. There are only ⁴ a few eggs left - just four.
Gwen That's ⁵ not many. We need to go shopping. I want to make some cakes later.
Adam Do you need butter? We have only got ⁶ a little, just half a packet.
Gwen It's OK. I don't want to make a cake with ⁷ too much butter. It's not good for you.
Adam True. And ⁸ too many cakes are not good for you, so I think I should eat them all!

USE OF ENGLISH

8 Choose the correct words a-d to complete the text.

THE RED CHILLI

A new Indian restaurant is now open in your area.

Come and eat ¹ _____ or take out with our free local delivery service.

We offer a range of meat: ² _____, beef or lamb, fish and vegetable meals.

Take a look at our online menu to ³ _____ out what today's special dishes are.

And we plan to give ⁴ _____ free homemade desserts to our first 100 customers! Don't miss out because our specialist ⁵ _____ makes excellent cakes!

So hurry up and come to our restaurant.

You can book a table Monday to Sunday for ⁶ _____ (12-3 p.m.), or dinner (6-10 p.m.). Alternatively, ⁷ _____ your meals online at **redchilly.co.uk!**



- | | | | |
|--------------------|---------------|--------------|----------------|
| 1 a at | b down | <u>c</u> in | d under |
| 2 <u>a</u> chicken | b kitchen | c spinach | d eggs |
| 3 a eat | <u>b</u> find | c give | d help |
| 4 a on | b off | <u>c</u> out | d up |
| 5 <u>a</u> baker | b butcher | c customer | d waiter |
| 6 a breakfast | b eat | c food | <u>d</u> lunch |
| 7 a do | b like | c make | <u>d</u> order |

Use of English > page 172

Exercise 5

Countable: drinks, potatoes, sardines, tomatoes, vegetables

Uncountable: beef, butter, coffee, cheese, chicken, ice cream, juice, lettuce, meat, milk, spinach, tea, tuna, yoghurt

FURTHER PRACTICE

- Use of English, Student's Book page 172
- Self-assessment 3 and Self-check 3, Workbook pages 38-39/Online Practice

- Extra digital activities: Use of English, Reading, Listening

ASSESSMENT

- Unit 3 Language Test (Vocabulary, Grammar, Use of English)
- Unit 3 Skills Test (Dictation, Listening, Reading, Communication)
- Unit 3 Writing Test

The Health KITCHEN

A There's a great new restaurant opposite the station. It's called the *Health Kitchen* and the food's amazing. It isn't very expensive, so it's always very busy. You can't book a table so it's best to go there early. At lunchtime they serve sandwiches, soup and salads. The prices are quite low. For example, chicken soup with bread and butter costs £4.95 and a tuna salad with chips is just £6.50. They also have a few very tasty cakes and ice creams. Again, these aren't very expensive: a piece of carrot cake is only £2.45 and ice cream is just £1.95. In the evenings you can have a three-course meal and there are lots of dishes to choose from. Their chef cooks all kinds of dishes from all over the world. For example, you can choose a Thai chicken curry, a Spanish paella, an Italian pasta dish or a French fish soup. They also have some very tasty vegetarian dishes and some amazing salads.

READING

9 Read Part A of the text and answer the questions.

- 1 Where is the *Health Kitchen*?
- 2 Why is the restaurant always busy?
- 3 What kind of food can you have there at lunchtime?
- 4 What kind of food do they serve in the evenings?

10 Read Part B of the text and complete the notes. Write no more than three words in each gap.

STRATEGY | Notes completion

Use key words to look for information and grammatical clues to decide what kind of word is needed in each gap. Read through all your answers to check that the completed sentences make sense and are grammatically correct.

- 1 The *Health Kitchen* uses food products from _____.
- 2 When you choose a dish, you know _____ calories it has.
- 3 _____ can give you advice about the dishes.
- 4 Your food arrives quickly because there are _____ waiters.
- 5 Helen wants to go to the *Health Kitchen* next month because it's _____.

B So why is the restaurant called the *Health Kitchen*? Well, there are two reasons. The first is because all the food is 100 percent organic and is 'zero kilometre'. This means that all ingredients come from the local area. The second reason is because they tell you the number of calories in each dish. This means that you can make sure you're eating a healthy meal. The staff are really friendly and helpful – they know a lot about the chef's food so they can recommend the best dishes for you to try. The service is fast: there are a lot of waiters so you never have to wait a long time for your food to arrive.

In my opinion, it's a fantastic restaurant and I love going there. It's my birthday next month so maybe I can celebrate it with a few of my friends at the *Health Kitchen*!

By Helen Compton

SPEAKING

11 Look at the photo of the shopping basket. In pairs, ask and answer the questions below.

- 1 Which vegetables can you see in the basket?
- 2 What kind of dairy food is there in the basket?
- 3 What's your favourite dish and how often do you eat it?



Exercise 9

- 1 It's opposite the station.
- 2 the food is amazing and not very expensive
- 3 sandwiches, soups, salads, cakes and ice creams
- 4 a three-course meal, e.g. curry, paella, pasta, soup, vegetarian dishes and salads

Exercise 10

- 1 the local area
- 2 the number of/how many
- 3 the staff
- 4 a lot of/many
- 5 her birthday

Exercise 11

- 1 peppers, tomatoes, onions, cucumbers, egg plants
- 2 milk, cheese

WRITING

12 Look at Helen Compton's review of the *Health Kitchen* restaurant again. Write an email to a friend. Write the following information:

- tell him/her about the *Health Kitchen*
- say what kind of food you can eat there
- ask him/her to go there with you on your birthday

04

School life

VOCABULARY School, education collocations

GRAMMAR Present Continuous, Present Simple and Present Continuous
[Use of English > page 172](#)

SPEAKING Asking for, giving or refusing permission

WRITING An Internet forum post

VIDEO Grammar ▶ Documentary ▶ Communication ▶



Josh Is she coming?
Carrie No, she isn't. Oh, wait ... No, it's Mr Blake. Hold on. Hi, Mr Blake!
Mr Blake Oh, hello Carrie. What are you doing in the hallway? Lessons are starting now. And are you making phone calls in school? You know the rules, Carrie – only before lessons and at lunch time, please.
Carrie I'm not talking to anyone, Mr Blake. I'm, um, doing some new subjects this term so I'm checking my timetable. It's on my phone. Ah, yes. My next lesson is in the art room.
Mr Blake Ah, with Miss Stobart? Well, she's sitting in the staffroom with Mr Taylor at the moment. She's a bit sad today ... Anyway, I've got a class in the library and I'm late. And you are too!
Carrie Yes, Mr Blake. I'm going now ... Josh? I'm back. She isn't coming. She's still in the staffroom.
Josh OK. Wait there. We need a few minutes.
Carrie OK. I can see her! She's walking along the corridor. I'm coming back right now. And listen, you're all making too much noise Be quiet! ... Shhh!
Miss Stobart Sorry, everyone. Oh!

4A GRAMMAR AND VOCABULARY

- 1 SPEAKING** Look at the words in the box. Say which rooms or places you go to each day of the week.

art room canteen computer room gym hallway
library music room playing fields science lab
staffroom

On Mondays I have classes in the music room and the science lab. I go to the canteen every day.

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REFERENCES

AUDIO SCRIPT page 195
VIDEO SCRIPT page 209
CULTURE NOTES page 188

EXTRA ACTIVITIES IN CLASS

- After Exercise 8, students play *Where am I?* in pairs to practise the Present Continuous affirmative and vocabulary from Exercise 1. In turn, they imagine they are in one of the rooms in Exercise 1 and say a sentence about what they are doing in that room, in order to help their partner guess where they are (e.g.

A: I'm painting a picture. B: You're in the art room. A: I'm singing a song. B: You're in the music room.).

- After Exercise 12, students write five sentences about themselves using the Present Continuous for temporary situations. Three of the sentences should be true and two should be false. Then, in pairs, they take it in turns to read their



- 2 **2.3** Read and listen to the conversation and look at the photos on page 50. Which places from Exercise 1 are the people in? *hallway, art room, staff room*
- 3 **2.3** Read and listen to the conversation again. Where is Carrie? Where are her friends? Where is Miss Stobart?

Present Continuous

- 4 Read the sentences. Then choose the correct option in the rule below.

I'm not talking to anyone.

I'm checking my timetable.

We use the Present Continuous to talk about activities that happen regularly / *are happening now*.

- 5 Read the Grammar box and check your answers to Exercise 4.

Present Continuous

We use the **Present Continuous** to talk about actions that are happening now, at the moment of speaking.

+ I'm **having** lunch at the moment.
She's **getting** up now.
They're **playing** games.

- I'm **not talking** to anyone.
He **isn't coming**.
You **aren't listening**.

? **Are** you **doing** your homework?
Yes, I **am**./No, I'm **not**.

Wh-? Where **is** she **going**?

Spelling rules:

do → doing, write → writing, swim → swimming

Grammar Reference and Practice > page 164

- 6 Complete the sentences. Use the Present Continuous affirmative or negative. Then check with the conversation on page 50.
- Carrie and Mr Blake aren't talking (talk) in the staffroom.
 - Miss Stobart isn't feeling (feel) happy.
 - Josh is waiting (wait) in the art room.
 - Carrie isn't sitting (sit) in a classroom.
 - The students in the art room are making (make) a lot of noise.
- 7 Look again at the photos on page 50. Use the prompts to describe what is happening.
- Carrie/talk/teacher
 - Carrie/stand/hallway.
 - Students/prepare/decorations/classroom
 - Josh/talk to Carrie/on the phone
- 8 **2.4** Listen and answer the questions.
- Why are the students feeling sad?
 - What is happening in the classroom now?

- 9 Write sentences about people in your classroom. Use the words and phrases from the box to make affirmative and negative sentences in the Present Continuous.

ask the teacher a question do an exercise eat
play a game read sit on chairs write in a notebook

- I'm ...
 - One person ...
 - A few students ...
 - Our teacher ...
 - A lot of students ...
- 1 I'm doing an exercise now.

- 10 **SPEAKING** In pairs, think of one person in your classroom. Take turns to ask and answer questions and guess the people.

- A Is the person writing at the moment?
B No, he isn't.
A Is he doing an exercise?
B Yes, he is.

- 11 Study **Watch out!** and read the sentences. Is the speaker describing an event happening now or a temporary situation?

- We're leaving right now. Do you want to come? *now*
- I'm learning Spanish at school this year.
- I can't talk now. I'm having breakfast.
- We're reading Shakespeare this term.
- Look! Deb isn't wearing her school uniform.

WATCH OUT!

We also use the Present Continuous to talk about temporary situations that aren't happening exactly at the time of speaking:

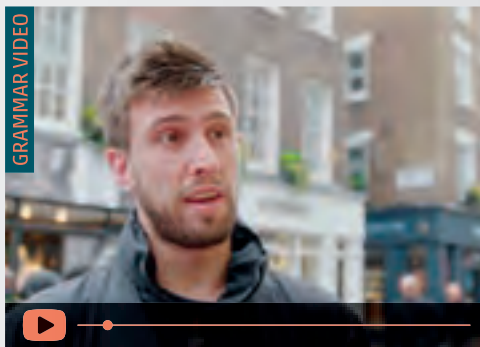
I'm doing some new subjects this term.

- 12 **SPEAKING** In pairs, ask and answer the questions.

- What TV shows are you watching at the moment?
- Are you reading any interesting books at the moment?
- Are you doing any after-school clubs this term?
- What subjects are you really enjoying this term?

- 11** Read the question and watch the video. Say what the speakers answer. Then, in pairs, ask and answer the question.

Are you learning anything new at the moment?



Exercise 3

Carrie is in the hallway and her friends are in the art room. Miss Stobart is in the staff room.

Exercise 11

- temporary situation
- now
- temporary situation
- now

Exercise 7

- Carrie is talking to a teacher.
- Carrie is standing in the hallway.
- The students are preparing decorations in the classroom.
- Josh is talking to Carrie on the phone.

Exercise 8

- It's Miss Stobart's last day at the school.
- They're having a party for Miss Stobart.

☐ I can use the Present Continuous to talk about things happening now or temporary situations.

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sentences to their partner, who tries to guess which ones are false. Note that students should *not* do this activity in the same pairs as Exercise 12.

FURTHER PRACTICE

- Photocopiable extra Grammar Video activity 4, page 238

- Grammar Reference and Practice, Student's Book page 164
- Workbook pages 40–41/Online Practice
- Photocopiable resource 15: School tour, page 274
- Extra digital activities: Grammar Checkpoint 4A

ASSESSMENT

Grammar Quiz 4A

NEXT CLASS

Ask students to bring a copy of their school timetable (in their own language).

4B VOCABULARY | School subjects and classroom objects

Exercise 1

- 2 History
- 3 Music
- 4 Physics
- 5 Chemistry
- 6 Physical Education (PE)
- 7 Art
- 8 Maths
- 9 Drama
- 10 Computer Science
- 11 Geography
- 12 Foreign Languages

Exercise 2

- 2 Foreign Languages
- 3 Maths
- 4 Geography
- 5 Computer Science
- 6 Physical Education (PE)

Exercises 6 and 7

- Oo: Music, ruler
 Ooo: Chemistry, physical
 Oooo: calculator, dictionary
 oOoo: Biology, Geography
 ooOo: education, information

1 Match the school subjects with definitions 1–12.

Art **Biology** Chemistry Computer Science Drama
 Foreign Languages Geography History Maths
 Music Physical Education (PE) Physics

- 1 In **Biology** we learn about animals and plants.
- 2 In _____ we study important events from the past.
- 3 In _____ we learn how to sing and play an instrument.
- 4 In _____ we learn about electricity and atoms.
- 5 In _____ we study elements and substances.
- 6 In _____ we exercise and play sport.
- 7 In _____ we learn how to draw and paint.
- 8 In _____ we study numbers.
- 9 In _____ we learn how to act.
- 10 In _____ we learn how to use computers and write computer programs.
- 11 In _____ we study things like continents or climate.
- 12 In _____ we learn how to speak, read and write in a different language.

2 2.5 Listen and match the school subjects in Exercise 1 with lessons 1–6 in the recording.

- 1 **Art**
- 3 _____
- 5 _____
- 2 _____
- 4 _____
- 6 _____

3 **SPEAKING** In pairs, take turns to describe a school subject for your partner to guess.

- A *We have it on Mondays and Thursdays. We learn about animals, humans and plants.*
 B *It's Biology.*

4 Match objects 1–11 in the pictures with the words from the box.

calculator dictionary folders headphones
 highlighters keys notebooks ruler
 school backpack textbook tissues



5 2.6 Listen to the descriptions of six objects. Put objects a–f with recordings 1–6.

- a highlighters
- b tissues
- c textbook
- d dictionary
- e headphones
- f calculator

6 2.7 **PRONUNCIATION** Listen and notice the number of syllables and the stress. Then listen again and repeat the words.

●.	●..	●...	..●..	..●..
Music	Chemistry	calculator	Biology	education
_____	_____	_____	_____	_____

7 2.8 Listen to five more words and write them in the correct column in the table in Exercise 6.

8 **SPEAKING** In groups, discuss the questions.

- 1 What subjects are easy or difficult for you?
- 2 What foreign languages are you learning at school this year?
- 3 Which teachers give you a lot of homework?
- 4 How many objects in the picture in Exercise 4 are you carrying in your school bag/backpack right now?
- 5 What other things do you always carry? Make a list. Is there anything surprising about other students' answers?

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☐ I can talk about school, school subjects and classroom objects.

REFERENCES

AUDIO SCRIPT page 195

EXTRA ACTIVITY IN CLASS

After Exercise 2 or 3, refer students to the school timetable they have brought with them and get them to write it in English – they could do this individually or in pairs.

FURTHER PRACTICE

- Workbook page 42/Online Practice
- Photocopiable resource 16: Taboo, page 275
- Extra digital activities: Vocabulary Checkpoint 4

ASSESSMENT

Vocabulary Quiz 4

NEXT CLASS

Ask students to think about a special day/ event their school organises every year and make notes. What happens on that day?

NO PENS DAY WEDNESDAY

This looks like a normal classroom in the UK. The students are wearing uniforms and right now they're having a debate. There are some books and folders on the desks, but there aren't any pens.

'No Pens Day Wednesday' happens once a year, every year in the UK. The aim of the day is to improve students' listening and speaking skills. Thousands of schools join the event. For one day, students put down their pens. They don't write anything all day. In every lesson, from languages to Maths and even Art, students only do speaking activities.

'It's a great idea,' says Emma Davis, a student in Brighton. 'On Wednesdays we usually practise writing essays but today we're talking about our favourite characters in the book that we're reading this term.'

1 **SPEAKING** Look at the photo and answer the questions.

- What are the students doing?
- Is it a typical lesson? Say why.

2 Read the article and check your answers in Exercise 1. Then, in pairs, discuss the questions.

- Do you think 'No Pens Day Wednesday' is a good idea?
- Would you like a day like this in your school? Say why.

Present Simple and Present Continuous

3 Are the underlined verbs in the sentences in the Present Simple (PS), Present Continuous for now (PC for now), or Present Continuous for temporary situation (PC temporary)?

- Right now they're having a debate. *PC for now*
- No Pens Wednesday* happens once a year, every year in the UK. _____
- On Wednesdays we usually practise writing essays but today we're talking about our favourite characters in the book we're reading this term. _____

4 Read the Grammar box and check your answers to Exercise 3.

Present Simple and Present Continuous

We use the **Present Simple** to talk about regular actions/activities and facts.

We **have** music lessons twice a week.

Time expressions: always, usually, every day, once a week, etc.

We use the **Present Continuous**:

- to talk about actions/activities happening now
- to talk about temporary situations.

Today we're **practising** for a concert.

This term I'm **learning** to play the guitar.

Time expressions: now, at the moment, this week/month/term, etc.

Grammar Reference and Practice > page 164

5 Choose the correct form of the verb to complete the sentences.

- We have / *are having* Maths classes twice a week.
- Do you eat / Are you eating? Please don't eat in the classroom.
- Sports Day happens / *is happening* once a year at our school.
- I learn / 'm learning to write computer code this term.
- Jamie's angry about something. He *doesn't talk* / isn't talking to me at the moment.
- There's chicken on this pizza. Do you eat / *Are you eating* meat or are you a vegetarian?

6 Complete the email with the correct Present Simple and Present Continuous forms of the verbs in brackets.

Hi Jin,

Today is Takeover Day in my school. It 1 happens (happen) once a year. Students take over adult roles at school for just one day. For example, some students 2 become (become) teachers for the day, others 3 are (be) cooks or school secretaries. I'm the assistant head teacher of my school today. At the moment, I 4 'm sitting (sit) in a meeting about school meals. Head teachers 5 have (have) a lot of boring meetings but I 6 'm enjoying (enjoy) this one. All the other teachers 7 are listening (listen) to my opinions!

7 **SPEAKING** In pairs, ask and answer the questions.

- What do you usually do after school on Wednesdays?
- Are you learning to play a sport or an instrument at the moment? What is it?
- What do you usually do on your way to school (listen to music, talk to friends, etc.)?
- What is your teacher doing now?

Exercise 1

- 1 They're listening to the teacher.
- 2 No, because the students aren't sitting at their desks and because there aren't any pens or tablets on the table.

Exercise 3

- 2 PS
- 3 PS, PC for now, PC temporary

☐ I can use the Present Simple and the Present Continuous to talk about regular actions and activities happening now.

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REFERENCES

CULTURE NOTES page 188

EXTRA ACTIVITY IN CLASS

After Exercise 6, refer students to the notes they made at home and ask them to imagine the special day/event is today. They should write a short description similar to the one in Exercise 6, saying

what usually happens on that day and what is happening/what the students are doing today. If you think your students will find the activity hard, you could let them do it in pairs, choosing one of the days/events from their notes to write about.

FURTHER PRACTICE

- Grammar Reference and Practice, Student's Book page 164

- Workbook page 43/Online Practice
- Photocopiable resource 17: Sleepy students, page 276
- Extra digital activities: Grammar Checkpoint 4C

ASSESSMENT

Grammar Quiz 4C

4D READING AND VOCABULARY

- 1 SPEAKING** Imagine you can study at any school. What's important to you? Put the phrases in order 1–6 (1 = very important). Then compare your ideas in groups.

- ☐ subjects you can study
- ☐ the school building
- ☐ opinions about the school
- ☐ the sports
- ☐ the distance from your house
- ☐ friends at the same school

- 2** Read the article quickly. Choose the best answer. The author of the article is

- a thinking about studying at the Studio.
- b a new student at the Studio.
- c** an adult.

- 3** Study Active Reading and read the text again. Complete the school profile.

Name ¹The Studio
 Where ²Liverpool, UK
 The school day Starts: ³9 a.m. Finishes: ⁴5 p.m.
 Number of students About: ⁵250
 Subjects Typical subjects and designing ⁶computer games

ACTIVE READING | Finding specific information

- Read the questions or task. Think about what information you need, e.g. a number, a name, or a date.
- Read the text quickly and find the parts of the text with the information you need. Don't worry about the rest of the text.

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

- How old are the students at the school?
- How much is breakfast at the school?
- What do students often do for the computer game companies near the school?
- When does the canteen serve food?
- What adjectives does the author use to describe the students at the end of the article?

- 5** Look at the highlighted phrases in the article. Complete the collocations with the words from the box.

break exam (x2) grades project qualification subject

- do a subject
a project
- take an exam
a break
- get a qualification
good/bad grades
- pass/fail an exam

- 6** Choose the correct words to complete the article.

At the ESBC school in Berlin, Germany, students can't pass or ¹_____ exams because they don't get any grades until they are fifteen. After that, students only ²_____ exams when they want to.

Students do normal ³_____, such as German, Maths and English. But in a subject called 'Challenge' they also do ⁴_____ based on real life. For example, the school gives them €150 each to plan an 'adventure' by themselves, from kayaking to working on farms.

- a do **b** fail c get
- a make b pass **c** take
- a** subjects b activities c languages
- a practice **b** projects c qualifications

- 7 SPEAKING** Tick the sentences that are true for you. Then, in pairs, compare your answers.

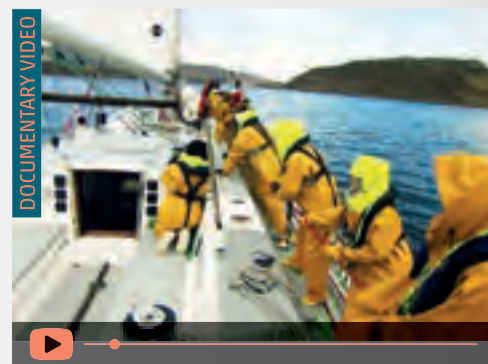
- ☐ I take a break from studying every half an hour.
- ☐ I'm doing an art project at the moment.
- ☐ I like taking exams.
- ☐ I don't usually get good grades in Maths.
- ☐ When I pass an exam, my mum usually cooks me my favourite dinner!

- 8 REFLECT | Society** In pairs, discuss the questions.

- Do you think practical subjects like designing computer games or planning an adventure are useful or a waste of time? Say why.
- Do you do any unusual subjects at your school?
- What new subjects would you like to do at school? Say why.
- Look at the list of features of *The Studio* and *ESBC in Berlin*. Which would you like to have at your school?

'real life' projects a school cinema an all-day canteen
 free breakfast lessons until 5 p.m. optional exams

12 WATCH AND REFLECT Go to page 153. Watch the documentary *A different kind of school* and do the exercises.



REFERENCES

VIDEO SCRIPT page 209

EXTRA ACTIVITIES IN CLASS

- After Exercise 4, ask students to read the text again and underline all the words/phrases that are new to them

(except for the highlighted ones). Put them in pairs and ask them to choose three or four of these words and see if they can work out their meanings by reading the text around them, then check their guesses in their dictionaries (or with you). You could then get them to record the words/phrases in their

notebooks, and write one example sentence for each.

- After Exercise 7, ask students to write example sentences for four or five of the collocations in Exercise 5. They should then remove the main verb from each sentence to create a gap-fill exercise. Put them in pairs and get

The UK's first gaming school

by Thomas Rogers

04



2.9

Today I'm visiting *The Studio* in Liverpool. It's the UK's first gaming school for students between the ages of fourteen and nineteen. The school is different from normal schools: students mix lessons with real work and each day starts at 9 a.m. and finishes at 5 p.m., like a typical working day.

The time is 8.45 a.m. and some students are arriving at school. Some are already enjoying a free breakfast inside. They're all wearing uniforms and they look smart. The school looks cool, like the office of an Internet tech company.

It's now 9 a.m. and school is starting. First there's an assembly, in the school cinema. I'm sitting in a really comfortable chair. This isn't like my old school ...

Lessons usually start at 9.20 a.m. But today is Games Day at the school and the students are **doing projects** in teams all day. Each team is designing, writing and making a computer game. They have adults to help them. But the adults aren't teachers - they're real games designers. In fact, there are a lot of computer game companies near the school. Students often test games for the companies and sometimes they get money for it.

Suddenly it's 1 p.m. and I'm getting hungry. When is lunch?

'There isn't a special time,' a student tells me. 'The school serves food all day so students can **take a break** when they need to - like in the working world.'

In the canteen, students and teachers are eating together and talking about their games. In total, there are about 250 students at The Studio.

Students don't only study games, of course. They **do typical subjects** like Maths, Foreign Languages and History. They **take exams** too. But at the end of their time at the school, they also **get a qualification** in designing computer games.

The students at the school look happy and motivated. They want to learn, they want to **pass** their **exams** and **get good grades**.

This really isn't like my old school. I want to be a student again. But in this school.



55

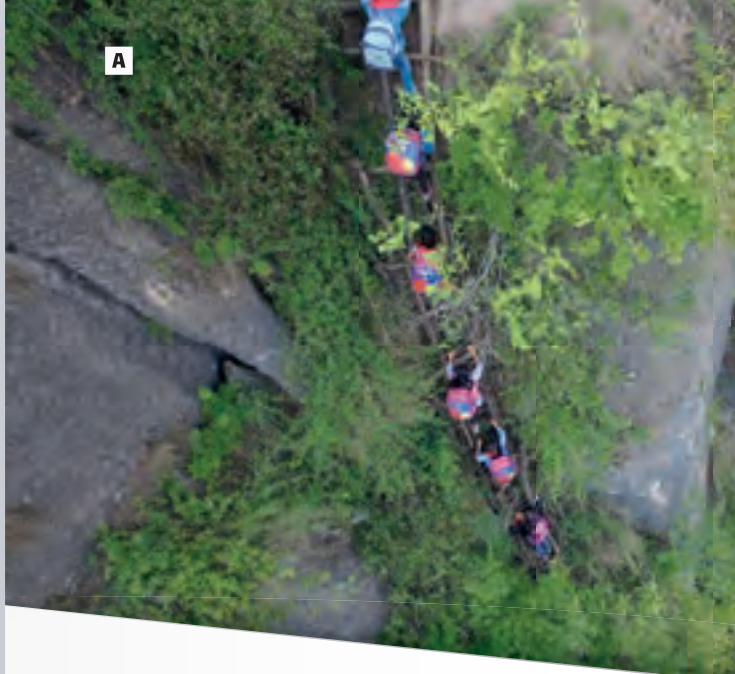
them to swap exercises, complete them and then check their answers with their partner. In weaker classes, they could write their sentences in pairs and then swap sentences with another pair.

FURTHER PRACTICE

- Workbook pages 44-45/Online Practice
- Photocopiable resource 18: School rules!, page 277

NEXT CLASS

Ask students to interview a few students at their school to find out how they usually get a) to school and b) to other places they have to go to on weekdays.



4E LISTENING AND VOCABULARY

1 **SPEAKING** In pairs, discuss the questions.

- How do you usually get to school? By car, by public transport or on foot?
- How long does the journey take?
- What do you usually do on the journey?

2 **Look at the photos. Find these things in the photos.**

canal ladders plane skaters

3 **2.10** Listen to the podcast. Number the photos A–C in the order the speaker mentions them.

- 1 **A** 2 **C** 3 **B**

4 **2.10** Read the questions. Then listen again and choose the correct answer.

- Josie gets to school
 - by car.
 - by bus.
 - on foot.
- The students in China
 - use the ladders to go to school every day.
 - don't see their parents at weekends.
 - live about a kilometre from their school.
- The Rideau Canal
 - is eight kilometres long.
 - is open for skating for about two months.
 - is closed in the afternoons.
- Jonathan Davey
 - studies at a university in Poland.
 - takes a flight on Wednesdays and Fridays.
 - spends £10,000 on flights every year.

5 **2.11** Complete the sentences from the podcast with the adjectives from the box. Then listen and check.

crowded dangerous expensive freezing fun
simple tiny

- I have a simple journey in the morning.
- The bus is always really crowded, so I can never sit down.
- These Chinese students are from a tiny village in the mountains.
- That looks like a dangerous journey for children.
- It looks cold – in fact, it's freezing!
- Ice-skating! That's a fun way to get to school.
- But London is really expensive, so Jonathan lives in Gdańsk, Poland.

6 **2.12** Dictation. Listen to a short part of a podcast. Then listen again and write exactly what you hear.

7 **REFLECT | Society** Read the advert and in pairs, discuss the questions.

- What does the advert ask students to do?
- What are the good things about walking to school in the advert? Can you think of any others?
- Are there similar challenges at your school?

FREE YOUR feet

Our five-day walking challenge encourages students to walk all or part of the way to school every day for a week. It's a great way to feel good and help the environment.



56

☐ I can identify key details in a podcast and talk about commuting.

REFERENCES

AUDIO SCRIPT pages 195–196
CULTURE NOTES page 188

EXTRA ACTIVITY IN CLASS

Before doing Exercise 1, ask students what they found out about other students at their school: how do most of them get to school? What about other places they have to go to on weekdays?

FURTHER PRACTICE

- Workbook page 46/Online Practice
- Photocopiable resource 19: Getting to school, page 278

4F SPEAKING

04

1 Look at the photo and answer the questions.

- Who are the people in the photo?
- Where are they?
- What do you think they are talking about?

2 **2.13** Watch or listen to Lucas and Zoe's conversation. Why does Zoe feel annoyed with Lucas?

3 **2.13** Which things does Lucas ask to borrow from Zoe? Which of them does she not give him? Read the dialogue and complete the gaps from memory. Watch or listen again to check. *She doesn't give him the ruler.*

Lucas Hi, Zoe. Is anyone sitting here?
Zoe Hi, Lucas. No ... That's all my stuff. Sorry. Your music's quite loud!
Lucas Sorry!
Zoe Shhhh!
Lucas Sorry. Can I borrow your ¹ headphones, please?
Zoe Yes, of course. Here you are.
Lucas Zoe. Could I borrow your ² calculator? Mine is at home.
Zoe Yes, sure. But I have physics homework today so I need it soon. There are apps, you know ... for your phone.
Lucas I know, but I don't have one. Thanks. Just ask when you need it.
Everyone Shhhh!
Lucas Just one more thing ... Is it OK if I use your ³ ruler?
Zoe No, sorry but you can't. I'm using it at the moment. OK?
Librarian Zoe! Please be quiet. This is a library!
Zoe Thanks a lot, Lucas!

4 Study the Speaking box and complete the conversations with one or two words in each gap.

- A** _____ ask you a question?
B Yes, _____
- A** Is it _____ I use your dictionary?
B _____ but you can't. It's at home.
- A** Could _____ your highlighter?
B Yes, that's fine. _____ are.

SPEAKING | Asking for, giving and refusing permission

Asking for permission

Can I borrow your headphones, please?
 Could I borrow your calculator?
 Is it OK if I use your ruler?

Saying 'yes'

Yes, of course.
 Yes, sure. Here you are.
 Yes, that's fine.
 That's no problem.

Saying 'no' (and giving a reason)

No, sorry. (I don't have one.)
 I'm sorry but you can't. (I'm using it at the moment.)



5 Study *Watch out!* and complete the sentences with *one* or *ones*.

- That train is really crowded. Let's take the next one.
- I need some new glasses. My old ones are really old.
- Buy two bottles of water and get a third one free!
- Can you see the two girls? The tall one is Cassie and the other one is Marta.
- These tissues are really expensive. Have you got any cheaper ones?
- We do a lot of different subjects at school, but my favourite ones are Art and Music.

WATCH OUT!

We use *one* and *ones* to avoid repeating countable nouns.
 Can I borrow a pen? Yes, of course. Which **one** do you want?
 Which headphones are yours? The red **ones**.

6 In pairs, take turns to ask for permission and respond.

- borrow your phone?
 - look at your answers?
 - go to the toilet?
 - go out with my friends?
 - take a break?
 - use your highlighter?
 - move your backpack?
- A** *Can I borrow your phone, please?*
B *No, sorry. I don't have it with me*

7 In pairs, role play the situation. Student A turn to page 175. Student B, go to page 176. Then change roles.

☐ I can ask for and give, or refuse permission.

57

Exercise 1

- students
- in a library
- Students' own answers
(The boy is asking the girl to borrow something.)

Exercise 2

because he keeps asking to borrow her things

Exercise 4

- A: Can/Could I
 B: of course/sure/
 that's fine
- A: OK if
 B: I'm sorry
- A: I borrow/use
 B: Here you

REFERENCES

VIDEO / AUDIO SCRIPT page 209

EXTRA ACTIVITY IN CLASS

After Exercise 7, put students in new pairs to role play a different situation. Student A is staying with Student B for a few days but has forgotten to pack quite a few

things he/she needs and so needs to ask Student B for permission to use/borrow them. Give them 1–2 minutes to think about what things they need before they role play the conversation. If time allows, get them to swap roles and role play a second conversation.

FURTHER PRACTICE

Workbook page 47/Online Practice

NEXT CLASS

Ask students to make brief notes in answer to the following question: *What is a typical day like at your school?*



What is a typical school day like in England?

Elijah Watson, Secondary School student in York, England. Chelsea FC fan

I'm at Bridge School, in York, England. I'm sixteen and I'm in Year 11.

Our school day starts at 8.45 a.m. We have an assembly in the gym. The head teacher talks about news at the school. Then we have two hours of lessons.

At 11 o'clock there is a 15-minute break. We usually have a snack and chat with friends. Then there are two more lessons before lunchtime.

We have lunch at 12.45 p.m. The school canteen gets really crowded! Some students bring sandwiches from home but you can buy food, like pasta, salads, and burgers. A lot of it is quite healthy so I eat at school. After lunch I play football outside on the playing fields.

Afternoon lessons finish at 3.30 p.m. but there are lots of after-school clubs. This term I'm doing Spanish.



4G WRITING | An Internet forum post

- 1 SPEAKING** Look at the photo. What are the students doing? *They're sitting on the grass in the school playground.*
- 2** Read the question on the website and Elijah's answer. Choose three topics Elijah mentions.

extra classes after school the computers at school
the food at lunchtime his favourite subjects sport
- 3** Study the Writing box. Find the phrases in Elijah's post.

WRITING | An Internet forum post

- Introduce yourself (your name, your school, your age, your year):
I'm at Bridge School.
I'm in Year ...
- Say what happens in the morning:
Our school day starts at ...
Then we have ...
At 11 o'clock ...
- Say what happens at lunchtime:
We have lunch at ...
You can buy food, like ...
- Talk about the afternoon and after-school activities:
Afternoon lessons finish at ...
This term I'm doing ...

- 4** Study *Watch out!* Then replace the underlined words and phrases in 1–4 with a pronoun.
 - I really enjoy English. English is my best subject.
 - I never bring sandwiches to school. I can't stand sandwiches! them
 - We like our Maths teacher, Mr Thomas. But Mr Thomas gives us a lot of homework. he
 - We're lucky because we have great playing fields at our school. The playing fields are really big! They

I really enjoy English. It is my best subject.

WATCH OUT!

We use pronouns to avoid repeating nouns:

*You can also buy **food**, like pasta, salads, and burgers. A lot of **it** is quite healthy.*

- 5 SPEAKING** Work in pairs. Compare your school and Elijah's school. Use the prompts in Exercise 2 to help you.
- 6 WRITING TASK** Write about your school. Use the text in Exercise 2 to help you. Use the Writing box as a guide.
 - Use pronouns to avoid repeating nouns.
 - Use linking words: *and*, *but*, and *then*.

58 ☐ I can describe a typical day at my school.

REFERENCES

CULTURE NOTES page 188

EXTRA ACTIVITY IN CLASS

Before students do Exercise 5, remind them of the notes they made at home. Encourage them to refer to their notes in addition to the prompts in Exercise 2 to help them. They can also use their notes (and add to them) in preparation for the writing task in Exercise 6.

FURTHER PRACTICE

Workbook page 48/Online Practice

NEXT CLASS

Ask students to study the word list and do the Remember More exercise on Student's Book page 174.

4A GRAMMAR AND VOCABULARY

5.22

afterschool club (n) /ˌɑːftə'skuːl klʌb/

art room (n) /ɑːt ruːm/

be late /bi 'leɪt/

canteen (n) /kæn'tiːn/

check your timetable /tʃek jə 'taɪm'teɪbəl/

classroom (n) /'klaːsrʊm/

computer room (n) /kəm'pjʊːtə ruːm/

documentary (n) /ˌdɒkjə'mentəri/

gym (n) /dʒɪm/

hallway (n) /'hɔːlweɪ/

hold on /həʊld 'ɒn/

library (n) /'laɪbrəri/

make a phone call /meɪk ə 'fəʊn kɔːl/

music room (n) /'mjuːzɪk ruːm/

playing fields (n) /'pleɪɪŋ fiːldz/

prepare (v) /prɪ'peə/

school uniform (n) /'skuːl 'juːnəfɔːm/

science lab (n) /'saɪəns læb/

staffroom (n) /'stɑːfruːm/

term (n) /tɜːm/

4B VOCABULARY 5.23

act (v) /ækt/

Art (n) /ɑːt/

atom (n) /'ætəm/

backpack (n) /'bæk.pæk/

Biology (n) /baɪ'ɒlədʒi/

calculator (n) /'kælkjələtə/

Chemistry (n) /'keməstri/

climate (n) /'klaɪmət/

Computer Science (n) /kəm'pjʊːtə 'saɪəns/

continent (n) /'kɒntɪnənt/

dictionary (n) /'dɪkʃənəri/

Drama (n) /'drɑːmə/

education (n) /ˌedʒu'keɪʃən/

electricity (n) /ɪ'lek'trɪsəti/

element (n) /'eləmənt/

folder (n) /'fəʊldə/

foreign languages (n) /ˌfɒrɪn 'læŋɡwɪdʒɪz/

Geography (n) /dʒɪ'ɒɡrəfi/

headphones (n) /'hedfəʊnz/

highlighter (n) /'haɪlaɪtə/

History (n) /'hɪstəri/

keys (n) /kiːz/

Maths (n) /mæθs/

Music (n) /'mjuːzɪk/

notebook (n) /'nəʊtbʊk/

object (n) /'ɒbdʒɪkt/

Physical Education (n) /ˌfɪzɪkəl ˌedʒu'keɪʃən/

Physics (n) /'fɪzɪks/

plant (n) /plɑːnt/

play an instrument /pleɪ ən 'ɪnstɹəmənt/

ruler (n) /'ruːlə/

school bag (n) /'skuːl bæɡ/

substance (n) /'sʌbstəns/

textbook (n) /'tekstbʊk/

the past (n) /ðə 'pɑːst/

tissue (n) /'tɪʃuː/

4C GRAMMAR 5.24

assistant head teacher (n) /ə'sɪstənt hed 'tiːtʃə/

character (n) /'kærəktə/

computer code (n) /kəm'pjʊːtə kəʊd/

essay (n) /'eseɪ/

have a debate /hæv ə dɪ'beɪt/

improve (v) /ɪm'pruːv/

join (v) /dʒɔɪn/

listening/speaking skills (n) /'lɪsənɪŋ/'spiːkɪŋ skɪlz/

meeting (n) /'miːtɪŋ/

pen (n) /pen/

practise doing sth /ˌpræktɪs 'duːɪŋ ˌsʌmθɪŋ/

role (n) /rəʊl/

take over /teɪk əʊvə/

takeover (n) /'teɪkəʊvə/

4D READING AND VOCABULARY

5.25

adventure (n) /əd'ventʃə/

arrive at (school) (v) /ə'raɪv æt ('skuːl)/

assembly (n) /ə'sembli/

design a computer game /dɪ'zaɪn ə kəm'pjʊːtə geɪm/

do a project /ˌduː ə 'prɒdʒekt/

do a subject /ˌduː ə 'sʌbdʒɪkt/

games designer (n) /'geɪmz dɪ'zaɪnə/

gaming (n) /'geɪmɪŋ/

get a qualification in sth /get ə ˌkwɒlɪfɪ'keɪʃən ɪn ˌsʌmθɪŋ/

get good grades /get gud 'ɡreɪdɪz/

mix (v) /mɪks/

motivated (adj) /'məʊtɪveɪtəd/

office (n) /'ɒfɪs/

optional (adj) /'ɒpʃənəl/

pass/fail an exam /pɑːs/'feɪl ən ɪɡ'zæm/

practical (adj) /'præktɪkəl/

smart (adj) /smɑːt/

take a break (from sth) /teɪk ə 'breɪk (frəm ˌsʌmθɪŋ)/

take an exam /teɪk ən ɪɡ'zæm/

test (v) /test/

working day (n) /wɜːkɪŋ 'deɪ/

4E LISTENING AND VOCABULARY

5.26

advert (n) /'ædvɜːt/

by car/bus/public transport /baɪ 'kɑː/'bʌs/ˌpʌblɪk 'træns'pɔːt/

canal (n) /kə'næl/

challenge (n) /'tʃæləndʒ/

closed (adj) /kləʊzd/

crowded (adj) /'kraʊdɪd/

dangerous (adj) /'deɪndʒərəs/

expensive (adj) /ɪk'spensɪv/

free (v) /friː/

freezing (adj) /'friːzɪŋ/

fun (adj) /fʌn/

get to school /get tə 'skuːl/

journey (n) /'dʒɜːni/

kilometre (n) /'kɪlə'mɪtə/

ladder (n) /'lædə/

on foot /ɒn 'fʊt/

plane (n) /pleɪn/

simple (adj) /sɪmpəl/

skater (n) /'sketə/

skating/ice-skating (n) /'sketɪŋ/'aɪs ˌsketɪŋ/

take (v) /teɪk/

take a flight /teɪk ə 'flaɪt/

tiny (adj) /'taɪni/

travel (v) /'trævəl/

village (n) /'vɪlɪdʒ/

walk (v) /wɔːk/

4F SPEAKING 5.27

borrow (v) /'bɒrəʊ/

go to the toilet /gəʊ tə ðə 'tɔɪlət/

loud (adj) /laʊd/

4G WRITING 5.28

chat with friends /tʃæt wɪð 'frendz/

give a talk /ɡɪv ə 'tɔːk/

Internet forum post (n) /ɪntənət 'fɔːrəm pəʊst/

secondary school (n) /'sekəndəri skuːl/

Remember More > page 174

59

EXTRA ACTIVITIES IN CLASS

- Write anagrams of 6–8 words from the word list on the board. Individually or in pairs, students try to solve the anagrams as quickly as they can. The first student/pair to do so wins. To make the activity easier, you could choose words from a category (e.g.

School subjects or Classroom objects) and give students that category before they begin.

- Divide the class into teams and give each team in turn a word or phrase from the word list. They have to use it correctly in a sentence. Each correct sentence gives each team a point, and

the team with the most points at the end wins.

FURTHER PRACTICE

Workbook page 49/Online Practice

NEXT CLASS

Ask students to revise Unit 4.

VOCABULARY AND GRAMMAR

Exercise 4

- 1 aren't listening, 're playing
 - 2 isn't doing, 's using
 - 3 'm not running
 - 4 are you reading
 - 5 Are the girls having, aren't, 're eating
 - 6 Are you studying, am
- Temporary situations: 3, 6

Exercise 5

- 2 are taking part
- 3 studies
- 4 is learning
- 5 is doing
- 6 has
- 7 are measuring
- 8 are trying
- 9 don't leave
- 10 are cleaning
- 11 you usually do
- 12 is happening

1 Match definitions 1–10 with the words in the box. There are two extra words.

- 7 Art 8 Biology 3 canteen 4 Chemistry 5 Drama
10 Geography 6 gym 1 hallway 2 History
7 library 9 Music 4 staffroom

- 1 You read books here.
- 2 You learn about the past in this subject.
- 3 You eat your school lunch here.
- 4 Teachers meet and prepare lessons here.
- 5 You act in plays in this lesson.
- 6 You do Physical Education (PE) here.
- 7 You draw pictures in this lesson.
- 8 You study plant and animal life in this lesson.
- 9 You play instruments or sing in this lesson.
- 10 You learn about the world in this lesson.

2 Choose the correct words to complete the sentences.

- 1 Turn to page 21 in your notebooks / textbooks, please!
- 2 You need to use a calculator / dictionary to solve this Maths problem.
- 3 I haven't got any headphones / highlighters to mark the important parts in the book.
- 4 Class! Put your things away in your folders / backpacks. It's break time.

3 Complete the sentences with the words from the box.

break cool exams expensive grade pass simple subjects

- Josh Which ¹subjects are you studying at the moment, Lana?
- Lana Maths. I want a really good ² grade this year.
- Josh That's ³ simple for you! You never fail any ⁴ exams, not like me!
- Lana Hey! Why don't we take a ⁵ break tonight, stop studying and have some fun?
- Josh That sounds ⁶ cool! There's a new pizza place in town. It's not very ⁷ expensive. And who knows, a night out with a genius could help me ⁸ pass my exams too!



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4 Complete the sentences with the Present Continuous forms of the verbs (in brackets). Tick the sentences that talk about temporary situations.

- 1 ☐ The students _____ (not listen) to the teacher, they _____ (play) a game of cards.
- 2 ☐ John _____ (not do) his homework, he _____ (use) his mobile phone.
- 3 ☐ I _____ (not run) this week because I feel ill.
- 4 ☐ 'What _____ (you read)?' 'It's a book about art.'
- 5 ☐ '_____ (the girls have) lunch?' 'No, they _____ (not be). They _____ (eat) chocolate!'
- 6 ☐ '_____ (you study) the Romans this term?' 'Yes, I _____ (be).'

5 Complete the text with the Present Simple or Present Continuous forms of the verbs in brackets.



OUTDOOR CLASSROOM DAY

Across the world today students ¹are not studying (not study) in their classrooms, they ² _____ (take part) in Outdoor Classroom Day. For example, at this time on Thursdays, Pablo in Rio usually ³ _____ (study) Physics in the Science room, but today he ⁴ _____ (learn) about nature in the fields around his school. In fact, the whole school ⁵ _____ (do) a project on nature this term. Maria in Athens usually ⁶ _____ (have) double Maths now, but today she and her classmates ⁷ _____ (measure) an area outside the school for a new vegetable garden. This is because Greek schools ⁸ _____ (try) to become green this year. Sven and Anna ⁹ _____ (not leave) their school in Stockholm very often, but today they ¹⁰ _____ (clean) a local beach. What about you? Tell us what ¹¹ _____ (usually/you/do) at school and what ¹² _____ (happen) today!

REFERENCES

AUDIO SCRIPT page 196

FURTHER PRACTICE

- Use of English, Student's Book page 172

- Self-assessment 4 and Self-check 4, Workbook pages 50–51/Online Practice
- Extra digital activities: Use of English, Reading, Listening

ASSESSMENT

- Unit 4 Language Test (Vocabulary, Grammar, Use of English)

- Unit 4 Skills Test (Dictation, Listening, Reading, Communication)
- Unit 4 Writing Test
- Units 3–4 Cumulative Review Test
- Units 3–4 Exam Speaking

USE OF ENGLISH

6 Choose the correct words a–c to complete the texts.

1 School is closed this week because it's ___ and the central heating isn't working.

- a tiny b cool **c cold**

2 **SPORTS DAY** starts at 9 a.m. on the school ___ fields. Don't be late!

- a drama **b playing** c game

3 This year all students studying ___ languages can take part in our school exchange project.

- a foreign** b funny c strange

4 **PLEASE WEAR ___ AND NOT SHOES IN THE SCHOOL GYM AT ALL TIMES!**

- a headphones b tissues **c trainers**

5 If you are interested in ___ a programming project this term please come to the computer room at 3 p.m.

- a doing** b getting c taking

6 Please don't climb over the school walls. It's against the rules and it's ___.

- a crowded **b dangerous** c expensive

Use of English > page 172

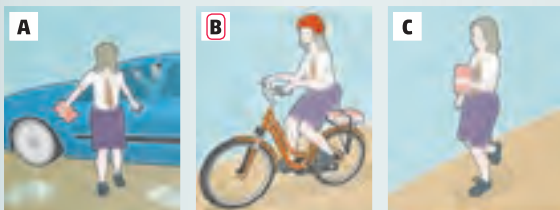
LISTENING

7 2.14 Read questions 1–5 and study the pictures. Then listen and choose the correct answer for each recording.

STRATEGY | Multiple choice task with picture options

Look at the pictures and questions carefully to check that you understand what the pictures show. This will give you an idea of what sort of information to look for.

1 How does Jodie usually travel to school?



2 What does Jamie borrow from Amy?



3 Which homework is Becky doing?



SPEAKING

8 In pairs, take turns to ask and answer the questions.

- What time do you usually finish school?
- What is your favourite subject?
- Which subjects don't you enjoy studying?
- What are you learning in English at the moment?
- Which sports are you doing at the moment?
- What kind of music are you listening to these days?

WRITING

9 Write an email to an English-speaking friend about your typical school day in which you:

- introduce yourself (your name, your school, your age, your year)
- say what happens in the morning
- say what happens at lunchtime
- talk about the afternoon and after-school activities.

From: danrob@gmail.com

To: steven04@gmail.com

Subject:

Hi Steven



STUDY FORUM

- Sal06** I find revising for exams really stressful. Any ideas on how to reduce the stress?
- Kirsten** Don't study all the time. Get up and do something! I go for a run and that really helps me to relax.
- Edi39** I find it helps to revise late at night. I often stay up till 2 a.m. It's quieter and there's nobody around to annoy me.
- LauraX** I get very nervous when I'm revising on my own. I start thinking I don't know anything. So I do past exam papers with my best friend and I feel less stressed.
- Mark2** It's easy to feel worried when there's so much to do. I read all my notes quickly and highlight the things I'm not sure about. Then the exams seem less scary.

- 1** Order these situations from the least (1) to the most (6) stressful. Then compare in pairs. Can you think of anything more stressful?

- ☐ you lose your phone
- ☐ you get up late and miss the bus to school
- ☐ you have an argument with your best friend
- ☐ your parents ask you to do some housework while you're studying
- ☐ your end of year exams start tomorrow
- ☐ you are sitting an important exam

- 2** Discuss in pairs. What can you do to avoid stress in situations like those in Exercise 1?

- 3** Read the comments on the study forum. In pairs, say who has the best idea for reducing exam stress. What do you do to feel less stressed before exams?

- 4** Read the article and match headings A-F with the advice for revising 1-6.

- A** Don't be afraid to ask **3**
- B** Be organised and start early **1**
- C** Make it interesting **2**
- D** Eat and sleep well **5**
- E** Don't keep your stress to yourself **6**
- F** Healthy body, healthy brain **4**

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REFERENCES

AUDIO SCRIPT page 196

EXTRA ACTIVITY IN CLASS

After Exercise 6, ask students if they can think of any other tips like the ones Mark gives Laura. List their ideas on the board, then get them to answer the questions in Exercise 6 about the tips on the board.

NEXT CLASS

After students get feedback on their timetable from their classmates, you could ask them to revise it. Can they make any improvements following their classmates' advice?

Taking stress out of exams

This month, Jonathan Pearson, director of the Student Support Centre discusses how to cope with the stress of exams.

Pre-exam stress is one of the biggest problems in students' lives. It makes you feel bad and stops you from thinking clearly. So here are my tips to help you revise, relax and reduce the stress of exams.

1 ☐ The best way to cope with exam stress is to have a good study plan. Decide which subjects to study every day and how much time to spend on each one. And don't wait until just before the exam to begin your revision.

2 ☐ When you get bored, you don't learn so well. So take a short break every 45-60 minutes. Change the subject you're studying when you start feeling bored. And try studying with a friend. It's more fun when there are two of you.

3 ☐ When we don't understand something, we feel stressed. It's normal. But don't worry about it, do something about it! Ask your teacher for help. You may find it hard to believe but all teachers want their students to do well in exams.

4 ☐ Your body needs exercise for your brain to work better. So don't study all the time. It can just make you more stressed. Do some sport, go to the gym or just go for a walk but get up and move!

5 ☐ It's important for your brain to rest so try to get eight hours' sleep every night. Eat a healthy diet and avoid drinks with caffeine that can stop you from sleeping well.

6 ☐ Finally, if after following all this advice, you still feel stressed, then don't keep it a secret. Talk to someone, your mum or your dad, a friend or a teacher and tell them how you feel. We all need help sometimes.

5  **2.15** Listen to Laura asking her brother Mark for tips for the day of her exam. Complete Mark's advice with 2-3 words in each gap.

- Go ¹ to bed early the night before the exam.
- Have a ² _____ so you don't feel hungry.
- Take a ³ _____ to the exam, it's good for your brain.
- Leave ⁴ _____ so you aren't late for the exam.
- When you get the exam paper, ⁵ _____ very carefully.
- Answer the ⁶ _____ first. It makes you feel good.
- Plan ⁷ _____ to spend on each question.
- If you panic in the exam, try to relax. ⁸ _____ and take deep breaths.

6 In pairs, answer the questions.

- 1 Which of Mark's tips do you usually follow?
- 2 Which ones would you like to try?

7 Complete the Life Skills box with the words below.

answer breaks carefully early eight exercise late revising talk teacher

LIFE SKILLS | How to manage exam stress

Start ¹ revising a long time before the exam but don't study all the time – take short ² breaks often. Take care of yourself: try to get ³ eight hours' sleep every night, have a healthy diet and get lots of physical ⁴ exercise. Ask your ⁵ teacher to explain complicated things and ⁶ talk to someone if you feel stressed. The night before the exam, go to bed ⁷ early. In the morning have a good breakfast but don't be ⁸ late for your exam. Read the exam paper ⁹ carefully, make a plan and ¹⁰ answer the easy questions first.

8 Do the task below.

LIFE SKILLS | Project

A Imagine you have an important test in two weeks' time.

Plan your revision timetable. Decide:

- which subjects to study
- what to do when you aren't studying
- when and where to study
- when to have breaks/relax/see friends
- what kind of exercise to do and when to do it
- when to sleep

B Present your timetable to the class. What do you think of your classmates' timetables?

Exercise 5

- 2 good breakfast
- 3 bottle of water
- 4 home early
- 5 read the instructions
- 6 easy questions
- 7 how much time
- 8 Close your eyes

05

Appearances

VOCABULARY Personality adjectives, appearance, clothes

GRAMMAR Past Simple **Use of English** > page 172

SPEAKING Shopping for clothes

WRITING An informal email

VIDEO Grammar ▶ Communication ▶ Documentary ▶

INSPIRING PEOPLE



Last week we asked readers to write about their heroes when they were kids. Who were they? What could they do?

1 When I was four, there was a fire in my house. I was in bed upstairs and my parents couldn't reach me. Fortunately, our neighbour Rosie was a firefighter. She climbed a ladder and saved me. She was so brave! After that Rosie was my hero and my friend. My parents weren't often around so I was with Rosie a lot. She wasn't very patient but she was creative and full of good ideas. She could climb trees, ride a horse, ski and lots more. Unfortunately, she doesn't live here now. I miss her.
JESSE, INVERNESS

2 When I was eight, I started at a new school. On my first day, I felt nervous and lonely. I pushed open a door and went into the wrong classroom. Some of the pupils laughed at me. But then a teacher came into the room and the children stopped laughing. The teacher's name was Mrs McKay. She did so much for me. She was always very helpful. I wasn't confident. I had learning difficulties. But Mrs McKay taught me to believe in myself. Thanks to her, I became a serious student. I studied hard and got good results. She was easy-going and funny but she also inspired her students. I cried when she moved away.
ALEX, BRIGHTON

5A GRAMMAR AND VOCABULARY

- Describe the photo. Then read the texts quickly. Does the photo show text 1, 2 or both? **text 1**
- Read the texts again. What are the heroes' names and why were they heroes?

Past Simple: to be and can

- Look at the examples underlined in the introduction and text 1. Complete the sentences with **could** or **was/were**. Then find questions and negative forms of **can** and **to be** in the past.

- We use could to talk about ability in the past.
- We use was and were for the verb to be in the past.

Past Simple: to be and can

to be

I • He • She • It	We • You • They
+ I was happy.	We were brave.
- It wasn't funny.	You weren't helpful.
? Was he patient? Yes, he was ./No, he wasn't .	Were they confident? Yes, they were ./No, they weren't .

can

I • You • He • She • It • We • They
+ We could draw very well.
- I couldn't dance.
? Could they sing? Yes, they could ./ No, they couldn't .

Grammar Reference and Practice > page 165

Exercise 2

Rosie was brave and saved Jesse's life.
Mrs McKay was a good/helpful and inspiring teacher.

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REFERENCES

VIDEO SCRIPT page 209
CULTURE NOTES page 189

EXTRA ACTIVITIES IN CLASS

- After Exercise 4, put students in pairs and ask them to write sentences about the things they think their partner

could/couldn't do when he/she was younger. Encourage them to be creative and think about things they know about him/her. They then read their sentences to their partner, who confirms if they were right or wrong (e.g. A: You could read when you were four. B: Wrong! I was too young. But I could read when I was six.)

- After the Grammar Video, students can write a short paragraph (or, in weaker classes, sentences) about what someone they know well was like as a child. They may choose to write about anyone, e.g. their best friend, someone they admire or a family member.

- 4 In pairs, complete the conversation with the correct forms of **could**, **was** or **were**. Then have a similar conversation beginning with the first question.

Matt Who ¹ was your hero when you ² were little?

Emma My sister Jodie.

Matt ³ Were you the same age?

Emma No, we ⁴ weren't. She ⁵ was two years older.

Matt ⁶ Could you do the same things as her?

Emma No, obviously I ⁷ couldn't do all the things that she ⁸ could do because I ⁹ wasn't big and strong like her but she ¹⁰ was always very patient with me.

Past Simple: affirmative

- 5 Look at the examples and answer the questions.

Some of the pupils laughed at me.

A teacher came into the room. She did so much for me.

- What do you add to a regular verb to make it past? **-ed**
- Which two verbs have irregular forms? **come, do**

Past Simple: affirmative

We use the **Past Simple** to talk about things that started and finished in the past.

I • You • He • She • It • We • They

Regular verbs

We **watched** TV last night.

Irregular verbs

We **went** to Greece in 2014.

Time expressions

last week/night/year/month, yesterday, thirty years/two minutes/five days ago, in 1950/April/the 1990s

Grammar Reference and Practice > page 165

- 6 Find the Past Simple forms of the verbs in the box in the texts and decide if they are regular or irregular.

ask become come cry do feel get go have
inspire laugh move push start stop study teach

Regular verbs	Irregular verbs
<u>asked</u>	<u>became</u>

- 7 **2.16** Complete the text with some of the verbs from Exercise 6. Then listen and check.

My grandad George ¹ came from a small town in Wales. When he was seven, his family ² moved house to London. When he ³ started school there he couldn't read or write but his teachers ⁴ taught him well and he ⁵ studied hard. He ⁶ became the first person in our family to go to university. After university he ⁷ got a job at the BBC. During his life he ⁸ had many hobbies, especially skiing and he ⁹ did some amazing things. In 2004 he ¹⁰ went to the South Pole to make a documentary. He was my hero.

- 8 **2.17 PRONUNCIATION** Listen and put the verbs from the box in the correct column. Then listen again and check.

asked cried decided described died ended
pushed saved shouted started stopped watched

/t/	/d/	/ɪd/
<u>asked</u>	<u>cried</u>	<u>decided</u>

- 9 Put these past time expressions in order from the most recent. Then use them to write sentences about your life. Read them to your partner.

in 2003 last weekend last night two months ago
yesterday morning

I watched a great film on TV last night.

- 10 Match the highlighted adjectives in the text in Exercise 1 with the definitions.

- My brother makes me laugh. He's really funny.
- My mum's afraid of nothing. She is very brave.
- My best friend has a lot of imagination. She is very creative.
- I'm generally relaxed and calm. I'm easy-going.
- My sister is always ready to do things for other people. She is so helpful!
- Our neighbour never laughs or smiles. He's always serious.
- My dad can wait without becoming angry or upset. He is so patient.
- I don't believe in myself. I'm not confident.

- 11 Write six sentences about people you know. Use the adjectives from Exercise 10.

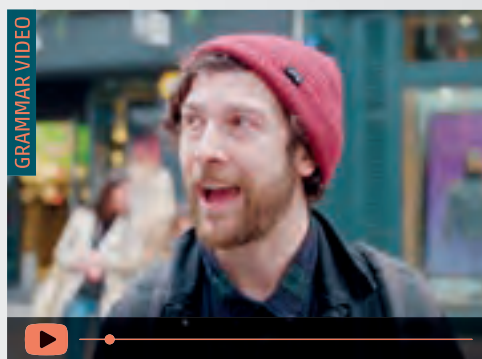
Tanya is really funny. She always makes me laugh.

- 12 **SPEAKING** In pairs, talk about your heroes. Say what they were like and what they could do.

My older brother was my hero. He could play football really well and taught me how to play.

- 14** Read the question and watch the video. Say what the speakers answer. Then in pairs, talk about yourselves.

What were you like as a child?



☐ I can use the Past Simple to talk about the past.

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Exercise 8

/t/: asked, pushed, stopped, watched
/d/: cried, described, died, saved
/ɪd/: decided, ended, shouted, started

Exercise 9

last night
yesterday morning
last weekend
two months ago
in 2003

Exercise 6

Regular verbs: cried, inspired, laughed, moved, pushed, started, stopped, studied
Irregular verbs: came, did, felt, got, went, had, taught

FURTHER PRACTICE

- Photocopiable extra Grammar Video activity 5, page 239
- Grammar Reference and Practice, Student's Book page 165
- Workbook pages 52–53/Online Practice

- Photocopiable resource 20: Lady Gaga – the early years, page 279
- Extra digital activities: Grammar Checkpoint 5A

ASSESSMENT

Grammar Quiz 5A

NEXT CLASS

Ask students to bring a (full-length) photo of someone they follow on social media – it can be someone famous or one of their friends.

5B VOCABULARY | Appearance, clothes

Exercise 4

- 1 Jane has got long, blonde, straight hair.
- 2 My mum has got lovely, big, blue eyes.
- 3 My dad is bald and has got a short grey beard.
- 4 Ben has got beautiful, black, curly hair.
- 5 Mr Jones is a good-looking young man.

- 1 Match the words in the box with the clothes 1–20 in the pictures.

18 boots 5 cardigan 17 coat 4 dress 20 gloves
2 hat 10 hoody 1 jacket 14 jeans 16 jumper
19 scarf 13 shirt 15 shoes 9 skirt 6 socks 8 T-shirt
7 top 11 tracksuit bottoms 12 trainers 3 trousers

- 2 2.18 Listen and match the names with the people in the photos.

Bill Jake Josh Julia Ling Leon Mandy Susie

Photo A: (left to right): Jake, Susie, Ling

Josh

Photo B: Mandy

Photo D: Leon

Photo C: Bill

Photo E: Julia

- 3 Read the descriptions and look at photos A–E. Complete the vocabulary map using the words from the descriptions.

Susie is quite **short**, **slim** and **pretty**. She has got **long**, **red**, **wavy hair** and **green eyes**. She's wearing a really cool hat!

Ling has got **medium-length**, **brown**, **straight hair** and **brown eyes**. She's got a **nice smile**.

Leon is **tall**, **well-built** and **good-looking**. He has got **short**, **black hair**, brown eyes and a **beard**.

General

Opinion: pretty, good-looking

Age: young, middle-aged, old

Face

eyes: blue, grey, green, brown

other: beard, a nice smile

APPEARANCE

Body

Height: short, tall

Build: thin, slim, well-built

Hair

Colour: dark, fair, grey, white, blond(e), red, brown, black

Type: curly, wavy, straight

Length: bald, long, medium, short, length

- 4 Study Watch Out! and complete the sentences with the words in the correct order.

- 1 Jane has got (blonde / hair / long / straight).
- 2 My mum has got (big / blue / eyes / lovely).
- 3 My dad is bald and has got a (beard / grey / short).
- 4 Ben has got (hair / curly / black / beautiful).
- 5 Mr Jones is a (good-looking / man / young).

WATCH OUT!

For appearance we use this order of adjectives:

opinion	length/size	age	colour	type	noun
beautiful	short		brown	curly	hair
attractive	tall	young			woman

- 5 Write descriptions of three of the other people in the photos.

Bill is slim and quite tall. He's got short dark hair and brown eyes. He's wearing a grey hoody and tracksuit bottoms.

- 6 **SPEAKING** In pairs, take turns to describe a person in your class. Your partner guesses who it is.

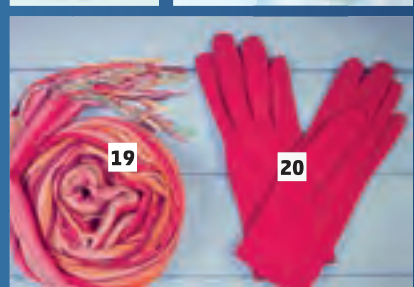
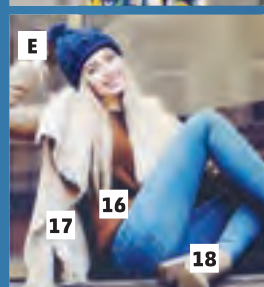
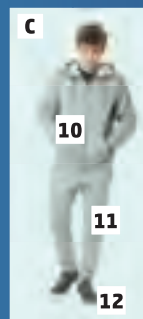
A *This person is quite tall and slim and she has got long, brown, straight hair and blue eyes. She is wearing jeans, a red T-shirt and black trainers.*

B *It's Maria!*

- 7 **REFLECT | Society** In pairs, discuss the questions.

- 1 Which adjectives are better to describe somebody: ugly or not very attractive, short or not very tall, old or not very young? Say why.
- 2 Do you think it's important to be positive when talking about other people's appearance or personality? Say why.

shopit Rose@retro_rose



66 ☐ I can talk about people's appearance and clothes.

REFERENCES

AUDIO SCRIPT page 197

EXTRA ACTIVITY IN CLASS

After Exercise 5 or 6, put students in pairs and ask them to write short descriptions of the people in the photos they have brought with them. In their descriptions, they should include two false pieces of

information. They then exchange photos and descriptions with another pair, who have to identify the mistakes.

FURTHER PRACTICE

- Workbook page 54/Online Practice
- Photocopiable resource 21: Sketch artists, page 280
- Extra digital activities: Vocabulary Checkpoint 5

ASSESSMENT

Vocabulary Quiz 5

NEXT CLASS

Ask students to think about the last time they went shopping with a friend or family member and make notes. Who did they go with? What did they buy? Did they enjoy shopping with that person?

1 In pairs, discuss the questions.

- How often do you go shopping for clothes?
- Which shops do you go to?
- Do you prefer shopping for clothes alone or with friends? Say why.
- Do you enjoy going shopping for clothes? Say why.

2 Look at the photo. Who wants to buy some clothes, Theo or Katie? Who is not interested? How do you know?

3 ▶ 15 🔊 2.19 Watch or listen to the conversation. What items of clothing do Katie and Theo decide to buy?

4 ▶ 15 🔊 2.19 Study the Speaking box and complete the dialogue with one word in each gap. Watch or listen to check.

Katie Oh, please, Theo. I just want to look at a few things.

Theo OK. But don't be a long time. I don't need any clothes.

Assistant Can I ¹ help you?

Theo No, thanks. I'm just ² looking.

Katie Um. Yes, please. I'm looking ³ for a green T-shirt.

Assistant OK. There are some here. What ⁴ size are you?

Katie Medium.

Assistant Here you are.

Katie Thanks.

Ten minutes later...

Katie Can I try these ⁵ on?

Assistant Of course. The changing ⁶ rooms are over there.

Katie Thanks.

Katie Hey, Theo, what do you think of this T-shirt and these jeans? I really like them!

Theo Um, yeah, cool. Look, I've got a few things too.

Katie Wow! Trousers, T-shirts, jeans, a jumper ... You don't need any clothes, eh?

Theo Yeah, well.

Assistant ⁷ Do they fit?

Katie The jeans are great. But have you got this T-shirt in a small?

Assistant Sorry. No.

Katie Theo? Are you ready to go?

Theo Just a minute!

Katie Theo! Hurry up. I'm bored!

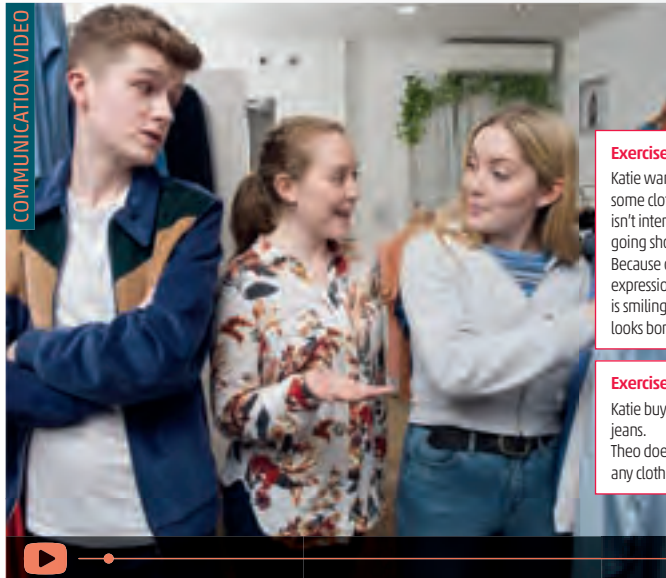
Theo I'm ready. I only like this T-shirt. Does it ⁸ suit me?

Katie Yes, it's ⁹ perfect. Can we go?

Theo No, it doesn't ¹⁰ look right. I don't like it anymore.

Katie OK. I need to pay for these jeans.

Theo What? Katie! Hurry up! I'm bored!



Exercise 2

Katie wants to buy some clothes. Theo isn't interested in going shopping. Because of their expressions; Katie is smiling and Theo looks bored.

Exercise 3

Katie buys a pair of jeans. Theo doesn't buy any clothes.

SPEAKING | Shopping for clothes

What sales assistants say

Can I help you?

Do you need any help?

What size are you?

The changing rooms are (over there).

Does it/Do they fit?

What customers say

Yes, please. I'm looking for ...

No, thanks. I'm just looking.

Small/Medium/Large

Can I try this/these on?

Yes, it's/they're perfect.

Have you got this (T-shirt) in a small/medium/large?

Does it/Do they suit me?

No, it doesn't look right.

5 🔊 2.20 Put the conversation in the correct order. Listen and check.

- a** [5] **Assistant** Here you are.
- b** [7] **Assistant** Of course. The changing rooms are over there.
- c** [9] **Assistant** What do you think? Does it fit?
- d** [1] **Assistant** Hi. Can I help you?
- e** [3] **Assistant** OK. We have three different ones at the moment. What size are you?
- f** [4] **Customer** Medium, please.
- g** [8] **Customer** Where? Oh, there. OK. Thanks.
- h** [6] **Customer** Thanks. Can I try it on?
- i** [10] **Customer** Yes, it does. I really like it.
- j** [2] **Customer** Yes, please. I'm looking for a blue jacket.

6 Think of an item of clothing you want to buy. In pairs, practise the conversation in Exercise 5.

7 In pairs, role play the situation. Student A, go to page 175. Student B go to page 176.

☐ I can shop for clothes.

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REFERENCES

VIDEO / AUDIO SCRIPT page 210

EXTRA ACTIVITIES IN CLASS

- Before or after Exercise 1, refer students to the notes they made at home and get them to share their experiences in pairs, small groups or, in smaller

classes, with the whole class.

- Before Exercise 7, students test each other on the language in the Speaking box. Student A chooses four phrases and reads them to Student B, who, with his/her book closed, has to decide who might say each one: the customer or

the sales assistant. Students then swap roles and repeat the activity.

FURTHER PRACTICE

Workbook page 55/Online Practice

NEXT CLASS

Ask students to bring photos of themselves when they were small children.

5D GRAMMAR

- 1 **SPEAKING** In pairs, describe the people in the photo and compare their appearance with the way people look today.



Exercise 2

Elsa's grandparents – Didi and her husband.

Exercise 5

- 2 we saw
- 3 Did Grandpa wear
- 4 he didn't
- 5 we went
- 6 he didn't wear
- 7 Did you like
- 8 did
- 9 did you change
- 10 I didn't want

Exercise 6

- 2 I didn't buy a new phone yesterday.
- 3 I didn't go to a great party on Saturday.
- 4 I didn't meet my best friend when I was four.
- 5 My parents didn't give me a guitar for my birthday.
- 6 My sister and I didn't play video games last night.
- 7 I didn't really enjoy the last film I saw at the cinema.
- 8 Our Maths teacher didn't give us any homework this morning.

Exercise 7

- 2 Did you buy a new phone yesterday?
- 3 Did you go to a great party on Saturday?
- 4 Did you meet your best friend when you were four?
- 5 Did your parents give you a guitar for your birthday?
- 6 Did you (and your sister) play video games last night?
- 7 Did you enjoy the last film you saw at the cinema?
- 8 Did your Maths teacher give you any homework this morning?

- 2 **2.21** Listen and read the conversation between Elsa and Didi. Who are the people in the photo?

Didi Did you find the photo album, Elsa?
Elsa Oh! No, I didn't. Where did you put it?
Didi I put it on the coffee table last night. Here it is. Oh, look! That's me when I was eighteen.
Elsa You look so pretty! Did Grandpa take that photo?
Didi No, he didn't. That's Grandpa next to me.
Elsa What did you say?
Didi That's Grandpa. He had wavy hair and a beard when he was young. He didn't go bald until he was forty.
Elsa Did you always dress like that in those days?
Didi No, we didn't dress like that at work.
Elsa I love your dress! Did you keep it?
Didi Yes, I did. It's in my wardrobe.
Elsa Oh! Can I try it on? Please!

Past Simple: negative and question forms

- 3 Look at the examples. Then complete rules 1–2.

Did you find the photo album?
 We didn't dress like that at work.

- 1 To make negative sentences in the Past Simple we use didn't + infinitive.
- 2 To make questions in the Past Simple we use did + I/you/he/she/it/we/they + infinitive.

- 4 Study the Grammar box. Then find more examples of the Past Simple in Elsa and Didi's conversation.

Past Simple: negative and question forms

	I • You • He • She • It • We • They
+	He liked her. They had a conversation.
-	He didn't tell her. They didn't talk about his T-shirt collection.
?	Did he like her? Yes, he did ./No, he didn't .
Wh-?	What did you eat ?

Grammar Reference and Practice > page 166

- 5 **2.22** Complete the conversation with the correct forms of the words in brackets. Then listen and check your answers.

Elsa You look so different in these photos. When ¹**did** you **take** (you/take) them?

Didi In 1973 when ²_____ (we/see) David Bowie in concert.

Elsa ³_____ (Grandpa/wear) make-up all the time in 1973?

Didi No, ⁴_____ (he/not do), only when ⁵_____ (we/go) to glam rock concerts. And ⁶_____ (he/not wear) platform shoes very often either, thank goodness!

Elsa You look great! ⁷_____ (you/like) your hair long?

Didi Yes, ⁸_____ (I/do).

Elsa So, why ⁹_____ (you/change) it?

Didi Because ¹⁰_____ (I/not want) to be unfashionable.

- 6 Make the sentences negative.

- 1 I went shopping last weekend.
I didn't go shopping last weekend.
- 2 I bought a new phone yesterday.
- 3 I went to a great party on Saturday.
- 4 I met my best friend when I was four.
- 5 My parents gave me a guitar for my birthday.
- 6 My sister and I played video games last night.
- 7 I really enjoyed the last film I saw at the cinema.
- 8 Our Maths teacher gave us some homework this morning.

- 7 **SPEAKING** Use the sentences in Exercise 6 to make questions. Then, ask and answer the questions in pairs.

- A** Did you go shopping last weekend?
B Yes, I did.
A What did you buy?
B I didn't buy much but I bought a case for my phone.

REFERENCES

CULTURE NOTES page 189

EXTRA ACTIVITY IN CLASS

After Exercise 7, put students in new pairs or small groups and get them to talk about the photos they have brought with them: how were they different as children? Encourage them to ask each

other questions to keep the conversation going, e.g. they can ask about things their partner liked/didn't like or did/didn't do – refer them to the conversation in Exercise 2.

FURTHER PRACTICE

- Grammar Reference and Practice, Student's Book page 166

- Workbook page 56/Online Practice
- Photocopiable resource 22: Find someone who didn't ..., page 281
- Extra digital activities: Grammar Checkpoint 5D

ASSESSMENT

Grammar Quiz 5D

- 1 Look at the photo. Is it a boy or a girl? How do you know?



- 2 **2.23** Listen to the first part of the interview to check your answers in Exercise 1. Were you surprised? Say why.

- 3 **2.24** Listen to the rest of the interview. What is the main topic?

- a Young children's clothes in the 19th century.
- b Why pink is a traditional colour for girls.
- c Changes in fashion for boys and girls.

- 4 **Study Active Listening.** Then read sentences 1–6 and decide what information you need.

- 1 At the end of the 19th century, boys under six in the western world often had long hair.
- 2 At that time boys also wore dresses until they were six.
- 3 When good quality coloured clothes became available, they were light colours.
- 4 Until the early twentieth century, boys and girls both wore pink and blue clothes.
- 5 The article from 1918 says blue is the best colour for girls.
- 6 In the 1980s, in America, pink became the only colour for girls' clothes.

ACTIVE LISTENING | Finding specific information

- Think about the topic before you listen.
- Read sentences or questions before you listen and decide what information you need. For example, what kind of word do you need – an adjective, a noun or a verb. Do you need a number, a place, a date or something else?
- Listen for the information you need. Don't try to understand every word.

- 5 **2.25** Listen to the interview again and complete the sentences in Exercise 4 with one or two words.

- 6 **Study Watch out!** Then complete the sentences with the verbs from the box.

fit go with match suit

- 1 Your socks don't match! One is black and the other is blue!
- 2 Jeans go well with everything. I wear them all the time.
- 3 This top doesn't fit me anymore. It's really small.
- 4 I never wear light-coloured clothing. Dark colours suit me.

WATCH OUT!

fit, suit, go with, match

*These trousers **fit** me.* They are the correct size.

*Red **suits** you.* You look great in red.

*Those shoes don't **go with** that dress.* They don't look good together.

*Your T-shirt **matches** your trainers.* They look good together.

- 7 **REFLECT | Society** In pairs, read the text and answer the questions. Then compare your answers with other pairs.

- 1 What type of toys did you play with when you were young?
- 2 Do you think it is important for girls and boys to play with the same toys? Why?
- 3 How strong is the tradition of blue for boys and pink for girls in your country?
- 4 What do you think about this tradition?



Many shops offer different toys for boys and girls. Boys' toys often involve building or technology while girls' toys involve role-playing and arty things – and too

many of them are pink! The people behind the campaign, *Let Toys be Toys*, want to stop this gender stereotyping. They say kids should be free to choose which toys to play with and that all children need to play with different toys to develop different skills.

Exercise 1

Students' own answers but they might comment that the person is wearing a dress and is therefore a girl.

Exercise 4

- 1 a noun/a noun phrase – length of hair
- 2 a noun – an item of clothing
- 3 an adjective – to describe the noun 'colours'
- 4 an ordinal number
- 5 a noun – a type of person
- 6 a noun – a place

☐ I can identify specific information in an interview and talk about clothes.

69

REFERENCES

AUDIO SCRIPT page 197

EXTRA ACTIVITY IN CLASS

As an extension to Exercise 7, ask students to think of more examples of gender stereotyping for children/teenagers. How strong are these stereotypes in their country? Do they agree with them? Why?

FURTHER PRACTICE

- Workbook page 57/Online Practice
- Photocopiable resource 23: A brief history of children's clothing, page 282

NEXT CLASS

Ask students to think about a person they think they are similar to and make notes. How are they similar to that person? How are they different?

DIGITAL DOPPELGÄNGERS



A



B

2.26

Is it possible to find someone who looks like you but is not part of your family?

Most people look very different from each other. ¹ A However, these genes can combine by chance to produce faces that look very similar to ours. They are not exactly the same – there's usually a small difference: a different smile, different shaped eyes, etc.

Many people today are interested in finding their doubles and thanks to a new website, it is now possible to find your lookalike online. The process is simple: you register, upload current photos, then answer questions about your appearance (the shape and size of your face, eyes, mouth, nose, etc.). A computer matches people who look similar and then you can contact your doppelgängers through the website.

I wanted to find out more about digital doppelgängers, so I spoke to some people who found their doubles online. Douglas, aged 23 from Scotland, met Vincent, also 23, from France, via webcam. 'I couldn't believe my eyes! We were identical. ² D'. We both had a beard and the same colour hair, although Vincent's was longer. But our accents were so different we started to laugh when we spoke!

Sophie, 19, and Gracie, 18, were born just ten miles apart in London, but they didn't know each other before their online match. 'In the online photos I thought we actually looked quite different from each other, because I've got brown hair and green eyes and Gracie's got blonde hair and blue eyes,' Sophie told me. ³ C We both play with our hair when we're nervous, and we even talk the same way!' said Gracie.

The doppelgänger website is very popular. Why? 'Because when you meet someone who looks like you, you feel an instant connection, you do not feel alone,' says Anna, another person I interviewed.

I think she has a point. Right! It's time for me to find my twin!



C



D

REFERENCES

AUDIO SCRIPT page 197
VIDEO SCRIPT page 210
CULTURE NOTES page 189

EXTRA ACTIVITIES IN CLASS

- Start the class by putting students in pairs or small groups and referring them to the notes they made at home. Get them to tell their partner/group about the person they wrote about and their similarities/differences.

- After Exercise 4, ask students to find four more words/phrases from the text which are new to them and try to work out their meanings by 'reading around' them, then check their guesses in their dictionaries (or with you). You could then get them to record the words/phrases in their notebooks, and write one example sentence for each.

- 1 **SPEAKING** Work in pairs. Describe the pairs of people in photos A–D. What's similar and what's different about them? Talk about the things below.

age build clothes eye colour height
hair (style, colour, length) other features

I think the two men in picture B are similar, but they have got different hair styles and they are wearing different clothes.

- 2 Read the text on page 70. What's a doppelgänger?

a person who looks like you, but isn't part of your family

- 3 Read the text again. Match sentences A–E with gaps 1–3. There are two extra sentences.

- A The differences in our appearance depend on a small number of genes.
B But you can't always find a match.
C 'But when we met face to face, we discovered a lot of similarities.'
D It was like looking in the mirror!
E It would be great to meet my twin!

- 4 Read the text and answer the questions.

- 1 What decides the way we look?
Our genes.
2 Who/What matches digital doppelgängers on the website?
3 How did Douglas and Vincent meet for the first time?
4 What was similar about them?
5 Why did Sophie and Gracie seem different in the photo?
6 According to one person in the text, what do we feel when we meet a person who looks like us?

- 5 Complete the sentences with the correct form of the words from the box.

different from lookalikes look different look like
similar to identical the same

- 1 I *look like* my grandmother, tall and slim.
2 My little sister is _____ the rest of my family – she's very serious but we tell jokes all the time.
3 Is that your mother in the photo? You don't look very _____ her!
4 I'm exactly _____ as my dad – we're both very easy-going!
5 My brother _____ from the rest of the family because he's the only one with red hair.
6 My twin brother and I are _____ – we're the same height and our faces are similar – but we're not _____ – he's got blue eyes and mine are brown – and our personalities are really different.
- 6 Use the phrases from Exercise 5 to write four sentences about your family.

I'm different from my two sisters – they're both confident but I'm quite shy.

We look different too because ...

- 7 **2.27** Listen to a podcast interview about working as lookalikes and complete the notes.

Do you want to work as a lookalike?

What you need

Anyone can work as a lookalike if they look similar to a ¹*famous* person. You need to sound like them or walk like them or even ² *sing* or dance like them.

You can be successful if you've got a lot in ³ *common* with your lookalike.

What you do

You go to public events and private VIP ⁴ *parties*.

You do photo shoots for a ⁵ *magazine* or open a new building.

Some lookalikes work as actors' doubles in ⁶ *films*.



- 8 **SPEAKING** In pairs, ask and answer the questions.

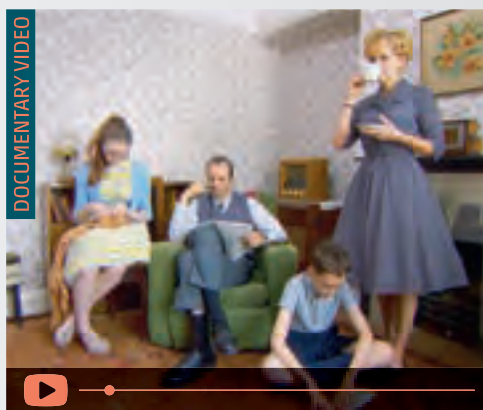
- 1 Do you look like a famous person or do you know anybody who does?
2 How are you or they similar to and different from the famous person?

My brother looks a bit like tennis player Novak Djokovic. He's got the same colour hair and eyes and he's very tall, but he can't play tennis like him!

- 9 **REFLECT | Society** In pairs, discuss the questions.

- 1 What are the advantages or disadvantages of being famous?
2 Would you like to be famous? Say why. What would you like to be famous for?

16 WATCH AND REFLECT Go to page 154. Watch the documentary *Lifestyles now and then* and do the exercises.



Exercise 4

- 2 a computer
3 via webcam
4 They both had a beard and the same colour hair.
5 Because they had different colour hair and eyes.
6 We feel an instant connection.

Exercise 5

- 2 different from
3 similar to
4 the same
5 looks different
6 lookalikes / identical

☐ I can understand the structure of a text and talk about family and lookalikes.

71

- As a follow-up to Exercise 7, ask students if they would like to do this job and why/why not.

FURTHER PRACTICE

Workbook pages 58–59/Online Practice

5G WRITING | An informal email

1 Read the email and put the things below in the order they are mentioned in the text.

- ☐ 3 Interests
- ☐ 1 Appearance
- ☐ 2 Personality

New message from Chris

Hi John,
How are you? What's new? Guess what! I met a guy called Seb last Saturday and he knows you! He says he was in your class at primary school. Do you remember him?
He's quite tall and he's got short dark hair and green eyes. He looks a bit like the French footballer Olivier Giroud, but without the beard!
He seemed quite shy at first because he didn't say much. Then we started talking about football and friends – and he's actually really funny and easy-going. We have a lot in common.
He really likes sport – he plays in a local basketball team. He also loves skateboarding and hip hop like me.
Do you fancy meeting Seb and me in town next weekend?
Text me!
Bye for now,
Chris

2 Match questions 1–3 with the categories from the box. Then find the answers to the questions about Seb in the email.

☐ 2 appearance ☐ 3 personality ☐ 1 interests

- 1 What does he like?
- 2 What does he look like?
- 3 What is he like?

3 Study the Writing box. Then put Saskia's email to Brigitte in the correct order.

WRITING | An informal email

- Open the email:
Hi John,
How are you?
- Say who it is about:
I met a guy called Seb last Saturday.
- Describe the person's appearance:
He looks a bit like the French footballer Olivier Giroud, but without the beard!
- Describe the person's character:
He seemed quite shy at first because he didn't say much.
- Talk about their interests/what you have in common:
He really likes sport – he plays in a local basketball team. He also loves skateboarding and hip hop music like me.
- Suggest something to do together:
Do you fancy meeting Seb and me in town next weekend? Text me!
- End the email:
Bye for now,
Chris



a ☐ 2 A new girl from Singapore called Leila moved to my school last month. She sits next to me in class and we're great friends!

b ☐ 1 Hello Brigitte, How are you? How's school?

c ☐ 4 Leila's confident and very creative and she's really helpful, especially in Maths because she's really good at it.

d ☐ 7 See you in the summer. Bye for now,
Saskia

e ☐ 3 She's short and slim and she's got long black straight hair and brown eyes. In fact, she's very pretty and looks like a model, but she's still really nice!

f ☐ 5 We've got the same interests – photography and cinema, but we don't like PE or Computer Science!

g ☐ 6 Why don't you come for a visit so you can meet her yourself?

4 WRITING TASK Write an email about a new friend. Use the Writing box to help you. In your email:

- describe how you met.
- describe your friend's appearance.
- describe your friend's personality.
- talk about his/her interests and what you have in common.
- suggest something to do together.

72 ☐ I can write an informal email.

REFERENCES

CULTURE NOTES page 189

EXTRA ACTIVITIES IN CLASS

- Before students do the writing task in Exercise 4, put them in pairs to plan their email. They should think about what to write about each of the five points in Exercise 4 and how to

organise their email using the Writing box. This activity would be particularly useful in weaker classes.

- If students do the writing task in class, you can put them in pairs for some peer correction. They check each other's work and make suggestions for improvements. They then rewrite their emails, in class or as homework, following their partner's feedback.

FURTHER PRACTICE

Workbook page 60/Online Practice

NEXT CLASS

Ask students to study the word list and do the Remember More exercise on Student's Book page 174.

5A GRAMMAR AND VOCABULARY

5.29

accident (n) /'æksɪdənt/
brave (adj) /breɪv/
confident (adj) /'kɒnfɪdənt/
creative (adj) /kri'eɪtɪv/
cry (v) /kraɪ/
die (v) /daɪ/
easy-going (adj) /i:zi 'gəʊɪŋ/
feel afraid/scared /fi:l ə'freɪd/'skeəd/
fire (n) /faɪə/
firefighter (n) /'faɪə'faɪtə/
funny (adj) /'fʌni/
helpful (adj) /'helpfəl/
hero (n) /'hɪərəʊ/
inspire (v) /ɪn'spaɪə(r)/
move house /,mu:v 'haʊs/
patient (adj) /'peɪʃənt/
push (v) /pʊʃ/
reach (v) /ri:tʃ/
ride a horse /,raɪd ə 'hɔ:s/
save (v) /seɪv/
serious (adj) /'sɪəriəs/
shout at sb (v) /'faʊt ət ,sʌmbɒdi/

5B VOCABULARY 5.30

appearance (n) /ə'piərəns/
attractive (adj) /ə'træktɪv/
bald (adj) /bɔ:ld/
beard (n) /bɪəd/
blue/grey/brown/green eyes /,blu:/'greɪ/ ,braʊn,'gri:n 'aɪz/
boots (n) /bu:ts/
build (n) /bɪld/
cardigan (n) /'kɑ:dɪgən/
coat (n) /kəʊt/
curly/straight/wavy hair /,kɜ:li/ ,streɪt/ ,weɪvi 'heə/
dark/fair/grey/white/blond(e)/red/brown/black hair /,dɑ:k/ ,feə/ ,greɪ/ ,waɪt/ ,blɒnd/ ,red/ ,braʊn/ ,blæk 'heə/
dress (n) /dres/
gloves (n) /glʌvz/
good-looking (adj) /gʊd 'lʊkɪŋ/
hair colour/type/length (n) /'heə ,kʌlə/ ,taɪp/ ,leŋθ/
hat (n) /hæt/
height (n) /haɪt/
hoody (n) /'hʊdi/

jacket (n) /'dʒækɪt/
jeans (n) /dʒi:nz/
jumper (n) /'dʒʌmpə/
middle-aged (adj) /,mɪdəl 'eɪdʒd/
nice (adj) /naɪs/
old (adj) /əʊld/
pretty (adj) /'prɪti/
scarf (n) /skɑ:f/
shirt (n) /ʃɜ:t/
shoes (n) /ʃu:z/
short/medium-length/long hair /,ʃɔ:t/ ,mi:diəm ,leŋθ/ ,lɒŋ 'heə/
skirt (n) /skɜ:t/
slim (adj) /slɪm/
smile (n) /smaɪl/
socks (n) /sɒks/
tall (adj) /tɔ:l/
thin (adj) /θɪn/
top (n) /tɒp/
tracksuit bottoms (n) /'træksuɪt ,bɒtəmz/
trainers (n) /'treɪnəz/
trousers (n) /'traʊəzə/
T-shirt (n) /'ti: ʃɜ:t/
well-built (adj) /wel 'bɪlt/
young (adj) /jʌŋ/

5C SPEAKING 5.31

changing room (n) /'tʃeɪndʒɪŋ ru:m/
fit (v) /fɪt/
go shopping for clothes /gəʊ ʃɒpɪŋ fə 'kləʊðz/
sales assistant (n) /'seɪlɪz ə'sɪstənt/
size (n) /saɪz/
small/medium/large (adj) /smɔ:l/ ,mi:diəm/ ,lɑ:dʒ/
suit (v) /su:t/
try on (v) /traɪ 'ɒn/

5D GRAMMAR 5.32

dress (v) /dres/
go bald /gəʊ 'bɔ:ld/
platform shoes (n) /,plætfɔ:m 'ʃu:z/
unfashionable (adj) /ʌn'fæʃənəbəl/
wear make-up /weə 'meɪkʌp/

5E LISTENING AND VOCABULARY

5.33

campaign (n) /kæm'peɪn/
century (n) /'sentʃəri/
construction (n) /kən'strʌkʃən/

fit (v) /fɪt/
gender (n) /'dʒendə/
go with sth /'gəʊ wɪð ,sʌmθɪŋ/
good quality (adj) /,gʊd 'kwɒləti/
match (v) /mætʃ/
stereotyping (n) /'steriətaɪpɪŋ/
suit (v) /su:t/
toy (n) /tɔɪ/
western world /,westən 'wɜ:ld/

5F READING AND VOCABULARY

5.34

combine (v) /kəm'baɪn/
contact (v) /'kɒntækt/
current photo (adj) /,kʌrənt 'fəʊtəʊ/
difference (n) /'dɪfərəns/
different from (adj) /'dɪfrənt frɒm/
doppelganger (n) /'dɒpəlɡæŋə/
digital (adj) /'dɪdʒətl/
double (n) /'dʌblə/
facial features (n) /,feɪʃəl 'fi:tʃəz/
feel an instant connection /fi:l ən ɪnstənt kə'nekʃən/
find a match /,faɪnd ə 'mætʃ/
genes (n) /dʒi:nz/
have a lot in common /,hæv ə lɒt ɪn 'kɒmən/
have a point /,hæv ə 'pɔɪnt/
identical (adj) /aɪ'dentɪkəl/
look like sb /'lʊk laɪk ,sʌmbɒdi/
look/seem different /'lʊk/ ,si:m 'dɪfərənt/
lookalike (n) /'lʊkəlaɪk/
looks (n) /lʊks/
meet face to face /,mi:t ,feɪs tə 'feɪs/
qualities (n) /'kwɒlətɪz/
shape (n) /ʃeɪp/
shy (adj) /ʃaɪ/
similar to sb (n) /'sɪmələ tə ,sʌmbɒdi/
sound (v) /saʊnd/
specific (adj) /spə'sɪfɪk/
tell jokes /tel 'dʒəʊks/
the same (as sb/sth) /ðə 'seɪm (əz ,sʌmbɒdi/ ,sʌmθɪŋ)/
twin (n) /twɪn/
virtual (adj) /'vɜ:ʃuəl/

5G WRITING 5.35

fancy doing sth /,fænsi 'du:ɪŋ ,sʌmθɪŋ/
primary school (n) /'praɪməri sku:l/

Remember More > page 174

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EXTRA ACTIVITIES IN CLASS

- Students choose a photo of a person from Units 1–5 in the Student's Book and write a description of that person using vocabulary from Lesson 5B in the word list. They then give their description to a partner, who has to read it and find the photo in his/her book.

- Students choose one or two words from each lesson that they want to remember and write example sentences. Tell them to try to think of sentences about themselves or people they know if possible. This will help them remember the words.

FURTHER PRACTICE

Workbook page 61/Online Practice

NEXT CLASS

Ask students to revise Unit 5.

VOCABULARY AND GRAMMAR

1 Complete the sentences with the words from the box. There is one extra word.

brave easy-going funny ~~patient~~ serious

- My mum is very patient. She always sits with me and helps me do my homework.
- Not many TV comedians are funny these days. They just don't make you laugh!
- George was very serious in school and studied hard, so he decided to become a politician.
- Easy-going people are generally more relaxed and calm.
- As a child, Susan was very brave. She loved to meet new people and talked to everyone!

2 Complete the table with the words from the box.

boots cardigan coat dress gloves hat hoody jacket jeans jumper scarf shirt shoes skirt socks T-shirt tracksuit bottoms trainers trousers

Shop by department

Footwear: boots, shoes, socks, trainers

Tops and bottoms: cardigan, dress, hoody, jeans, jumper, shirt, skirt, T-shirt, tracksuit bottoms, trousers

Outdoor clothes: coat, jacket

Others: gloves, hat, scarf

3 Look at the pictures and complete the descriptions with the words from the box.

bald beard dark good-looking middle-aged short slim straight young



Sid's a tall, young man with short dark hair and a beard.



Judy's a middle-aged woman with short blonde hair and blue eyes.



Kim's a beautiful, slim young woman with long brown straight hair.



Chris is a good-looking, well-built, bald man with brown eyes.

4 Match 1–6 with a–f to make sentences.

- These shoes don't fit me, c a because of the colour of your eyes.
- I don't think this shirt d b so they look the same.
- I look very similar f c they're not my size.
- My brother is different from e d goes with this skirt.
- The sisters are identical twins b e the rest of the family.
- Green really suits you a f to my mum.

5 Complete the conversation with the correct form of was/were or could. Add not if necessary.

- Julie Dad, what 1 were you good at as a child?
- Dad Well, I 2 was a great footballer.
- Julie Really? Mum said you 3 couldn't play sport!
- Dad No, your mother 4 wasn't good at sport, but I was!
- Julie So you 5 were in the school team like me?
- Dad Well, no. But me and my friends 6 were in a band.
- Julie Cool! 7 Could you play an instrument?
- Dad Yes, we all 8 could, but there 9 weren't really instruments in our band, we just sang.
- Julie Dad!

6 Complete the sentences with the correct form of the verbs in brackets and complete the short answers. Which verbs are regular and which are irregular?

- My parents studied (study) music in the 1990s.
- John's team didn't win (not win) last Saturday.
- 'Did you see (you/see) Alice this afternoon?' 'No, I didn't see (leave) school at lunchtime!'
- I went (go) shopping in town yesterday afternoon.
- 'Did you have (we/have) any English homework last week?' 'Yes, we did.'
- The Romans arrived (arrive) in Britain in 43 AD.

Exercise 6

2 didn't win

3 Did you see, didn't, left

4 went

5 Did we have, did

6 arrived

Regular verbs: study, arrive

Irregular verbs: win, see, leave, go, have

FURTHER PRACTICE

- Use of English, Student's Book page 172
- Self-assessment 5 and Self-check 5, Workbook pages 62–63/Online Practice

- Extra digital activities: Use of English, Reading, Listening

ASSESSMENT

- Unit 5 Language Test (Vocabulary, Grammar, Use of English)
- Unit 5 Skills Test (Dictation, Listening, Reading, Communication)
- Unit 5 Writing Test

USE OF ENGLISH

7 Complete the text with the missing words.

Inspiring figures

William Shakespeare ¹was an important English writer. He ²wrote at least thirty-seven plays and many poems. He was probably ³born in Stratford-upon-Avon ⁴in April, 1564, and died there just over 400 years ⁵ago. His parents ⁶were a successful merchant and a farmer's daughter, so the family wasn't poor. William probably ⁷studied at King's New Grammar School. He got married at the age of eighteen and ⁸had three children. We don't know if he ⁹could write well at school, but around 1592 he started work as a professional playwright and poet in London. His plays are just as popular today as they ¹⁰were in the past.

Use of English > page 172

READING

8 Read the article and choose the correct answers a-d.

STRATEGY | Multiple choice task

First, read the text and the main parts of the questions without reading the answers. Try to answer the questions yourself. Then read the options a-d, if your answer is one of them, it's probably correct.

- 1 Why did Diana leave school when she was sixteen?
 - a She wasn't very confident.
 - b** She didn't pass her exams.
 - c Her parents' marriage ended.
 - d She wanted to learn to play the piano.
- 2 When Diana married Charles
 - a there were guests from 750 countries.
 - b the ceremony was in Sandringham.
 - c it was two years after they met.
 - d** millions of people watched the wedding on TV.
- 3 Which sentence is true about Diana?
 - a She liked to photograph women.
 - b She worked for newspapers around the world.
 - c She didn't belong to the Royal Family.
 - d** She wanted to help people without homes.
- 4 After her divorce, Diana
 - a was no longer popular.
 - b created a new charity.
 - c started a new magazine 'People's Princess'.
 - d** continued helping the charities.

SPEAKING

9 In pairs, discuss the questions.

- 1 What's your best friend like? Describe his/her personality.
- 2 What does your mother look like? Describe her appearance.
- 3 What did you buy when you last went shopping for clothes?
- 4 Would you like to wear a school uniform? Why/Why not?

WRITING

10 You made a new friend last weekend. Write an email to your friend and tell him/her about the person.

Include the following information:

- describe how you met
- describe the person's appearance
- describe the person's personality
- talk about his/her interests and what they have in common
- suggest that they do something together

Lady Di

Diana Spencer was born in Sandringham, a village in the east of England, on 1st July, 1961. Her parents divorced when she was seven years old, so she didn't have a very happy childhood. As a teenager she was very shy. She didn't get very good grades at school but she could play the piano very well and was good at swimming and diving. When she was sixteen she failed her exams and left school.

In 1980 she started dating Prince Charles, the oldest son of Queen Elizabeth II, and he asked her to marry him a year later. When Charles and Diana got married, in July 1981, at St Paul's Cathedral in London, 750 million people around the world watched the ceremony on TV.

Diana soon became one of the most photographed women in the world. She was slim with short, blonde hair and she was very pretty. Her photos appeared in newspapers and magazines all over the world and she soon became a global fashion icon.

Diana used her position as a member of the British Royal Family to help people. She worked closely with charities that helped people who were ill. She also worked for a charity in London that helped the homeless – people who don't have anywhere to live and often sleep in the streets.

Diana and Charles had two children, William and Harry, but their marriage was not a happy one and they divorced in 1996. After her divorce, Diana continued to do a lot of work to help these charities. She was very popular and the newspapers called her the 'People's Princess'. The British people loved her because she was very kind and generous and they were very shocked and sad when she died in a car accident in Paris in 1997.

06

The arts around us

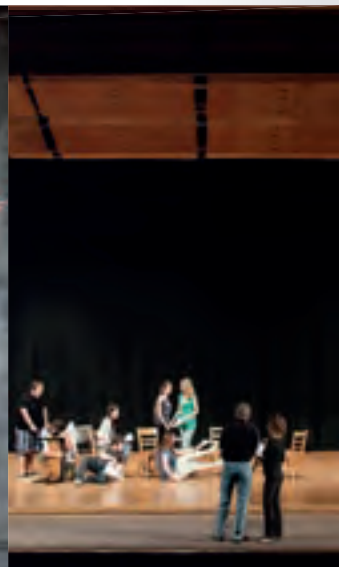
VOCABULARY The arts, jobs in the arts

GRAMMAR Comparative and superlative adjectives, (not) as ... as, too, (not) enough
[Use of English > page 172](#)

SPEAKING Suggestions

WRITING A film review

VIDEO Grammar Documentary Communication



EXTREME ARTS!

6A GRAMMAR AND VOCABULARY

- 1 Look at the photos. What different types of arts can you see? **theatre, dance, sculpture**

dance film literature music painting
photography sculpture theatre

- 2 2.28 Complete the gaps with the people in the box. Then listen and check.

choreographer composer director poet scriptwriter

The arts	People
dance	¹ <u>choreographer</u> , dancer
film	actor/actress, ² <u>scriptwriter</u> , director
literature	writer, ³ <u>poet</u>
music	⁴ <u>composer</u> , musician
painting	painter
photography	photographer
sculpture	sculptor
theatre	actor, ⁵ <u>director</u>

Find out about the longest films, the strangest songs, the smallest sculptures, and their creators.

In 2014 a Swedish director, Anders Weberg made a trailer for his film, *Ambiancé*. It was seventy-two minutes long. In 2016 he made a second trailer. It was longer than the first one – seven hours and nineteen minutes! So how long is the film? It's thirty days long! But *Ambiancé* isn't as long as the world record. Another Swedish film, called *Logistics*, is thirty-five days long.

Austrian artist Raoul Haspel's first record became the most popular piece of music in Austria in 2015. The record was one minute of silence.

Haspel's record wasn't an original idea. There are many 'silent' records, some by famous artists, such as John Lennon. However, Haspel's record was more successful and made €15,000.

South African, Jonty Hurwitz used 3D printing technology to create seven of the tiniest sculptures of people in the world. The biggest of Hurwitz's sculptures is as wide as a human hair.

The smallest one is a sculpture of a dancer. It's smaller than an ant's eye.

The first version of Jonty's dancer took him several months to make. But a photographer destroyed it by accident during a photo shoot – in a second!

76

REFERENCES

VIDEO SCRIPT page 210
CULTURE NOTES page 189

EXTRA ACTIVITIES IN CLASS

- Before Exercise 1 and with books closed, ask students to tell you all the different types of art they know. List

their ideas on the board, then ask them to open their books and look at the box in Exercise 1. Did they mention any of the types of art in it?

- After Exercise 8, put students in pairs and ask them to write sentences comparing different examples of art – they can write about books, films, music/musicians, etc. When they are

ready, invite students from different pairs to share their sentences with the class.

FURTHER PRACTICE

- Photocopiable extra Grammar Video activity 6, page 239

- 3 **SPEAKING** In pairs, discuss examples of the different types of arts and people in Exercise 2.

*I really like **Pride and Prejudice** by the writer Jane Austen. My favourite film director is Wes Anderson.*

- 4 Read the article quickly. Who are the people below and what did they create?

Anders Weberg Raoul Haspel Jonty Hurwitz

Comparative and superlative adjectives

- 5 Read the sentences. Then match fragments 1–3 with a–c to complete the rules.

Comparative adjectives

The second trailer was longer than the first one.

Haspel's record was more successful.

Superlative adjectives

The smallest one is a sculpture of a dancer.

Haspel's record became the most popular piece of music in Austria in 2015.

- 1 We add -er or -est a [3] after comparatives.
2 We add *more* or *the most* b [1] to one-syllable adjectives
3 We often use *than* c [2] before adjectives with two or more syllables

- 6 Study the Grammar box and check your answers to Exercise 5. Which two adjectives are irregular? Find more examples of comparatives and superlatives in the text. Irregular adjectives: good, bad

Comparative and superlative adjectives

	Adjective	Comparative	Superlative
one syllable	cold	colder (than)	the coldest
one syllable, ends in -e	wide	wider (than)	the widest
one syllable, ends in vowel + consonant	hot	hotter (than)	the hottest
two syllables, ends in -y	tidy	tidier (than)	the tidiest
two or more syllables	interesting	more interesting (than)	the most interesting
irregular	good bad	better (than) worse (than)	the best the worst

Grammar Reference and Practice > page 167

- 7 Complete the sentences with the comparative forms of the adjectives in brackets. Add *than* if necessary.

- 1 You're **better than** (good) me at photography.
2 The last *Harry Potter* film was _____ (scary) the first one.
3 These theatre tickets are _____ (expensive) because the seats are _____ (close) to the stage.
4 The film *Ambiancé* is _____ (short) *Logistics*.
5 Hurwitz's sculpture of a dancer is _____ (thin) a human hair.

- 8 **2.29** Complete the sentences with the superlative form of the adjectives. Which records are the most surprising? Listen and check.

busy expensive fast high **successful**

RECORD-BREAKING ARTS

- 1 **The most successful** piece of literature of all time, with sales of over 500 million copies, is *Don Quixote* by Cervantes.
2 **The highest** (and probably the coldest!) art gallery in the world is on a mountain in Argentina. It's over 4,000 metres above sea level.
3 The Louvre in Paris gets over seven million visitors a year. It's **the busiest** museum in Europe.
4 **The most expensive** movie in the world was *The Pirates of the Caribbean: At World's End*. It cost over \$370 million but it earned almost a billion dollars.
5 **The fastest** rapping is in a song by Eminem. The singer says 1,560 words in six minutes and four seconds. That's 4.28 words every second.

- 9 Study *Watch out!* and rewrite the sentences with (not) as ... as.

- 1 Rock music is more popular than hip-hop.
Hip-hop isn't as popular as rock music.
2 TV series are more interesting than films.
Films _____.
3 The earlier *Star Wars* films are better than the latest ones.
The latest *Star Wars* films _____.
4 In my opinion films are more exciting than theatre.
I don't think theatre _____.

WATCH OUT!

We can also compare two things with (not) as ... as:

But Ambiancé still isn't as long as the world record.

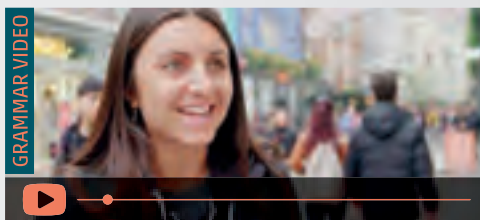
The biggest sculpture is about as wide as a human hair.

- 10 **SPEAKING** Discuss in pairs. Do you agree with the sentences in Exercise 9?

- 1 *I don't agree. I don't think rock music is as popular as hip-hop.*

17 Read the question and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

Which is better - watching a film at home or going to the cinema? Why?



Exercise 4

Anders Weberg is a Swedish film director. He made a very long film. Raoul Haspel is an Austrian artist. He made a successful silent record. Jonty Hurwitz is a South African sculptor. He made some tiny sculptures of people.

Exercise 9

- 2 Films aren't as interesting as TV series.
3 The latest *Star Wars* films aren't as good as the first ones.
4 I don't think theatre is as exciting as films.

Exercise 7

- 2 scarier than
3 more expensive, closer
4 shorter than
5 thinner than

☐ I can use comparative and superlative adjectives to talk about people and objects.

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- Grammar Reference and Practice, Student's Book page 167
- Workbook pages 64–65/Online Practice
- Photocopiable resource 24: Are you an art lover?, page 283
- Extra digital activities: Grammar Checkpoint 6A

ASSESSMENT

Grammar Quiz 6A

NEXT CLASS

Ask students to find information online about Glastonbury Festival. They should note down any facts/information they find interesting, to share with the class in the next lesson. You could also ask them to bring a few photos.

A brief guide to ... Glastonbury

Everything you need to know about the UK's number 1
music and arts festival



2.30

It started on a farm in 1970, the day after American rock star Jimi Hendrix died. Tickets cost £1 and 1,500 people showed up for two days of rock and folk music. There was also free milk for everyone! The next year, the festival got its famous 'Pyramid Stage'. Singer David Bowie was the headliner and there were around 8,000 people. This time the festival was free.

5

Now, Glastonbury is the biggest annual music and arts festival in the UK and it's still on the same farm. Every June, the tiny village of Pilton (population: 996) welcomes 180,000 guests, including 2,000 of the most talented and popular performers in the world.

10

It's now also a longer festival than in the past – with five days of live shows from music of every kind, to dance, theatre, comedy, film and literature. It isn't as cheap as it was, of course. Ticket prices now start at £250. Even at this price, they usually sell out in a few hours but the festival is still free for people from Pilton! You can bring a tent or rent one – the most luxurious, with four bedrooms and two bathrooms, costs £9,000.

15

When so many people spend five days in a field, it's not surprising that they make a lot of mess. And it's worse when it rains during the festival because, at the end, many people leave their wet and dirty things on the farm. In 2016, the wettest year in the festival's history, people left 11,000 kg of clothes and camping equipment including 2,200 chairs and 5,500 tents. It took two weeks to clean up the farm!

25

What are your experiences of Glastonbury? Have you got any tips?



Comments (64)



Marla

I volunteered at Glastonbury last year. You don't earn any money but when you aren't working, you can enjoy the festival. It was an awesome experience. I hung out a lot with the other volunteers and I made a lot of interesting new friends.



Simon

Don't believe the weather forecast. It almost always rains at Glastonbury. But it's still a brilliant festival. I buy a ticket every year. Just wear your wellies!



Michael

I never go! Stay at home and watch it on TV. Glastonbury's really crowded. The weather is usually awful and the food at all festivals is disgusting!



Cass

Reply

I'm sorry, but what a boring comment! And the food at festivals is often delicious. It isn't cheap, of course ...

78

REFERENCES

AUDIO SCRIPT page 198
VIDEO SCRIPT page 210
CULTURE NOTES page 189

EXTRA ACTIVITIES IN CLASS

- Before Exercise 2, tell students that they are going to read an article about Glastonbury Festival. Before they do, ask them to tell the class what they found out about it.
- After Exercise 6 or 7, get students to record the vocabulary in a vocabulary

map with *OPINION ADJECTIVES* in the middle. Encourage them to add any other opinion adjectives they know, and to keep adding to it as they come across new adjectives during the course.

1 **SPEAKING** In pairs, discuss the questions.

- What music or arts festivals do you know in your country or abroad?
- Which one would you like to go to? Say why.

2 Read the article quickly and complete the notes.

Glastonbury – the facts

When it started:	¹ <u>1970</u>
When it happens:	² in <u>June</u> , every year
Where it happens:	³ in <u>Pilton</u> , in the UK
How many people go now:	⁴ <u>180,000</u>
The number of performers now:	⁵ <u>2,000</u>
The price of the cheapest ticket:	⁶ <u>£250</u>

3 Read the article again and choose the correct answers.

- How did Glastonbury change between 1970 and 1971?
 - It got a new name 'The Pyramid stage'.
 - The tickets became more expensive.
 - It became more popular.
- What does Glastonbury now have in common with Glastonbury in 1970?
 - It is still in the same village.
 - It is still two days long.
 - It is still only rock and folk music.
- What is different about the Glastonbury Festival today?
 - It is now free to people from Pilton.
 - You can now pay to borrow a tent on the farm.
 - It attracts talented and famous musicians.
- How many tents did people leave at Glastonbury in 2016?
 - 2,200
 - 5,500
 - 11,000

4 Read the comments. Complete the sentences with the correct name.

- Marla and Michael didn't buy a ticket last year.
- Cass thinks the food is expensive.
- Simon gives advice about clothes.

5 Study Active Reading. Then look at the underlined words and choose their correct meanings below.

- Showed up* means
 - arrived.
 - left.
- Headliner* means
 - main organiser.
 - biggest star.
- When something *sells out* it means
 - it becomes cheaper for a short period of time.
 - you can't buy it because there aren't any left.
- Luxurious* means
 - expensive and beautiful
 - cheap but beautiful
- Earn* means
 - receive money.
 - pay money.
- Wellies* are shoes you wear in
 - good weather.
 - bad weather.

ACTIVE READING | Understanding new words

- Read the whole sentence with the new word.
- Decide if the word is a verb, noun or adjective.
- Read the sentences around the new word and use the context to understand its meaning.

6 Study the highlighted adjectives in the comments. Then find:

- two opinion adjectives with opposite meanings to describe food.
delicious, disgusting
- an opinion adjective with the opposite meaning to 'interesting'.
- two opinion adjectives that mean 'very good'.
- an opinion adjective that means 'very bad'.

Exercise 6

- boring
- awesome, brilliant
- awful

7 Complete the sentences with adjectives from Exercise 6. Sometimes more than one answer is possible.

- This pasta is *delicious*. Can I have some more, please?
- Bob can't come? Oh, no! That's _____ news.
- I tried to read that book but I fell asleep. It was really _____.
- There's too much salt in this. It's _____!
- You won the competition! That's _____ news!

Exercise 7

- awful
- boring/awful
- disgusting/awful
- awesome/brilliant

8 **2.31** Listen to the report about volunteers at festivals. Are the sentences true or false?

- ☐ Over 1,500 people volunteer to work at Glastonbury.
- ☐ Volunteers usually start work on the first day of the festival.
- ☐ Volunteers don't need experience of this kind of work.
- ☐ Volunteers finish working when the festival ends.

9 **REFLECT | Culture** In pairs, discuss the questions.

- Do you think volunteering at a festival is a good idea?
- What kind of festival jobs can you think of? Which of them would you like to do?
- What good things and bad things about volunteering at a festival can you think of?

18 WATCH AND REFLECT Go to page 155. Watch the documentary *High school musical awards* and do the exercises.



☐ I can understand new words in a text and talk about music festivals.

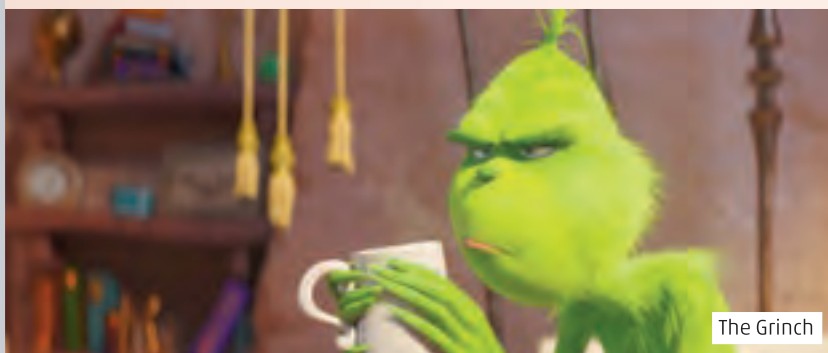
79

FURTHER PRACTICE

- Workbook pages 66–67/Online Practice
- Photocopiable resource 25: Coachella – a festival in the desert, page 284

NEXT CLASS

Divide the class into four groups and assign one of the following films to each group: *The Grinch*, *The Space Between Us*, *Titanic*, *How To Train Your Dragon*. Ask groups to find information online about their films, to share with the class in the next lesson.



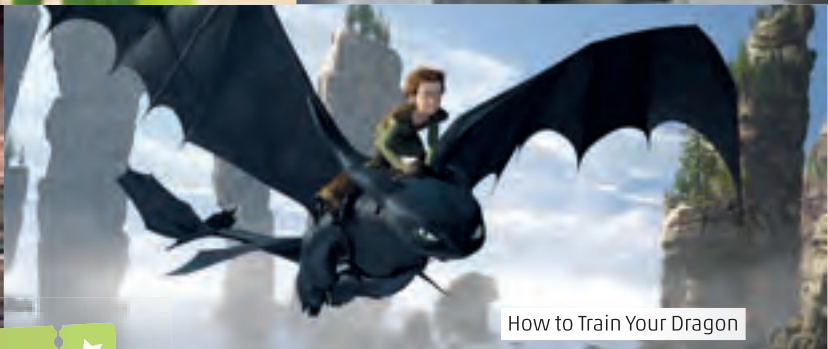
The Grinch



The Space Between Us



Titanic



How to Train Your Dragon

Classic MOVIE CHOICE!

Choose the types of film
you are interested in.

Exercise 1

films in photos: animated
film, fantasy, romance,
science fiction

Exercise 2

1 horror
2 musical
3 science fiction
4 comedy

- 1 **SPEAKING** What types of film can you see in the posters? What films do you like watching?

action animated film comedy documentary
drama fantasy horror musical romance
science fiction superhero western

I really like science fiction. Star Wars is my favourite film.

- 2 **2.32** Listen to four people talking about films. What type of film did each person see?

- 3 **2.33** Match definitions 1–8 with the words in the box. Then listen and check.

1 audience 2 cast 4 character 8 ending
3 plot 7 scene 5 soundtrack 6 special effects

- 1 the people who watch a film
- 2 all the actors in a film
- 3 the story of a film
- 4 a person in a film
- 5 the music from a film
- 6 computer-generated images in a film
- 7 a short part of a film
- 8 the way that a story finishes

- 4 **2.34** Check you understand the highlighted words. Read the review and choose the correct adjectives. Then listen and check.

This film cost \$200 million so I expected another ¹**big-budget** / **low-budget** superhero film, with some good special effects but ²**an exciting** / **a predictable** plot – superhero fights bad person, superhero wins! But actually there were lots of new ideas and the plot was really ³**disappointing** / **original** and unusual. The main character is really ⁴**funny** / **scary** – I laughed a lot. And the action scenes were, at times, quite ⁵**funny** / **scary**. I couldn't watch the scene in the restaurant. I covered my face with my hands! The only ⁶**disappointing** / **original** thing was the soundtrack. I hate heavy metal!

- 5 **SPEAKING** Complete the sentences with the names of films you know. Then, in pairs, discuss your answers.

The film with the ...

- 1 funniest character is ...
- 2 scariest character is ...
- 3 most disappointing ending is ...
- 4 most predictable plot is ...
- 5 most original plot is ...

- 6 **SPEAKING** Take turns to describe a film but don't say its title. Can your partner guess what it is?

80

☐ I can talk about films.

REFERENCES

AUDIO SCRIPT page 198

CULTURE NOTES page 189

EXTRA ACTIVITIES IN CLASS

- Before Exercise 1, ask students to share the information they found online about each of the four films on page 80 of their Student's Books.

- Do this activity before or after Exercise 5. Individually, students write gap fill sentences with words from Exercises 1, 3 and 4. To make the exercise easier, they could supply the first letter of each gapped word. Then, in pairs, they swap sentences, complete them and check their answers with their partner. In weaker classes, students can write their sentences in pairs, then swap them with another pair.

FURTHER PRACTICE

- Workbook page 68/Online Practice
- Photocopiable resource 26: Film pelmanism, page 285
- Extra digital activities: Vocabulary Checkpoint 6

ASSESSMENT

Vocabulary Quiz 6

6D GRAMMAR

06



1 SPEAKING In pairs, look at the photo and answer the questions.

- Who are your favourite film directors?
- What films did they make?

2 What are the most important qualities for a film director? Say why. Discuss in pairs.

brave confident creative easy-going funny
patient talented

3 2.35 Listen to an interview with film director Frances Campbell. Which adjectives from Exercise 2 does she use to describe a good film director?

patient, confident, creative

4 2.35 Complete the sentences with adjectives from Exercise 2. Listen again to check.

- That was a very funny comedy.
- I'm sometimes not patient enough. I want things to go right first time.
- You also need to believe in yourself, to be confident to ask actors to do a scene again and again.
- Actors aren't always the most easy-going people in the world - they can be very tense!
- You have to be creative enough to find a clever solution that isn't too complicated.
- If you think you're talented enough, then just start!
- Do it right now! Be brave! Don't wait!

Too, (not) enough

5 Read sentences 1-3 and match them with a-c to make rules. Study the Grammar box to check.

In the past the equipment was too expensive.

I'm sometimes not patient enough.

Your mobile phone is good enough to make your first film.

- | | |
|---|--|
| 1 We use <i>too</i> + adjective when b | a something is less than you need or want. |
| 2 We use adjective + <i>enough</i> when c | b something is more than you need or want. |
| 3 We use <i>not</i> + adjective + <i>enough</i> when a | c something is suitable for what you need or want. |

Too, (not) enough

<i>too</i> + adjective	The story was too complicated.
adjective + <i>enough</i>	He's creative enough to be an artist.
<i>not</i> + adjective + <i>enough</i>	The plot was not interesting enough .

We use:

- *enough* when there is the right amount of something
- *not enough* when there is less than we need or want
- *too* when there is more than we need or want.

Grammar Reference and Practice > page 167

6 2.36 Complete the conversations. Use *too* and *enough* with pairs of adjectives from the box. Listen and check.

interesting / long short / loud talented / worried

- A Did you enjoy the concert?
B It was OK but they only played for forty minutes. It was ¹ _____. And the lead singer wasn't ² _____ - I couldn't hear her!
- A Why aren't you in the school play?
B I'm not ³ _____ and I'm ⁴ _____ about performing in front of the whole school.
- A What's that book like?
B The story's ⁵ _____ but it's ⁶ _____. It took me a month to read.

7 Rewrite the sentences with *too* + adjective or (not) adjective + *enough*.

- We're too young to go to the concert.
- The cinema screen isn't big enough.
- These paintings are too traditional for me.
- The plot wasn't original enough.
- The film was too short.

8 2.37 PRONUNCIATION Listen and then put the words from the box in the correct column.

actor art cast drama fantasy fastest largest
made patient small

/ɑ:/	/eɪ/	/æ/	/ɔ:/
dance	play	romance actor	awful

9 2.38 PRONUNCIATION Listen and check your answers to Exercise 8. Then practise saying the words.

10 SPEAKING In pairs, talk about these things. Use *too*+adjective, (not) adjective + *enough* to give reasons.

- a film you don't like
- a type of music you don't listen to
- a book you didn't finish
- a type of film you never watch

Exercise 6

- too short
- loud enough
- talented enough
- too worried
- interesting enough
- too long

Exercise 7

- We're not old enough to go to the concert.
- The cinema screen is too small.
- These paintings aren't modern enough for me.
- The plot was too predictable.
- The film wasn't long enough.

Exercise 8

- /ɑ:/ art, cast, drama, fastest, largest
/eɪ/ made, patient
/æ/ fantasy
/ɔ:/ small

☐ I can use '*too*' and '*(not) enough*' to talk about the quantity of something.

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REFERENCES

AUDIO SCRIPT page 198

EXTRA ACTIVITY IN CLASS

As a follow-up to Exercise 10, get students to write a paragraph about one of the items (1-4) in the exercise. Encourage them to use vocabulary from the lesson and *too* + adjective, (not) adjective + *enough* to give reasons. If there is no time

to do this in class, it can be assigned as homework.

FURTHER PRACTICE

- Grammar Reference and Practice, Student's Book page 167
- Workbook page 69/Online Practice
- Photocopiable resource 27: What did you think of the film?, page 286

- Extra digital activities: Grammar Checkpoint 6D

ASSESSMENT

Grammar Quiz 6D

NEXT CLASS

Ask students to bring photos of one or two pieces of graffiti they like.

For Sample Purpose Only

WHAT DO YOU KNOW ABOUT GraFFiTi?

1 What do graffiti artists usually use?

- ☒ a spray paint
- ☐ b pens

2 Who is a famous graffiti artist?

- ☒ a Banksy
- ☐ b Andy Warhol

6E LISTENING AND VOCABULARY

1 Do the quiz in pairs. Check the answers on page 176.

2 3.1 Listen to a conversation and decide who is speaking.

- ☒ a a radio interviewer and a graffiti artist
- ☐ b two graffiti artists
- ☐ c a radio interviewer and an expert on street art

3 3.1 Read the questions. Then listen again and choose the correct answers.

- 1 What does Thomas say about his first experience with graffiti?
 - ☐ a His dad was really pleased.
 - ☐ b He painted his name on his bedroom door.
 - ☒ c His dad's reaction surprised him.
- 2 How did Thomas feel about art classes at school?
 - ☐ a He only liked modern art.
 - ☐ b He enjoyed doing the homework.
 - ☒ c He liked the teacher.
- 3 Where did Thomas get his first tagging name from?
 - ☒ a It was his favourite type of music at that time.
 - ☐ b It's the place where he lives.
 - ☐ c It's a shorter version of his first name.
- 4 Why did Thomas start painting larger paintings?
 - ☐ a He got bored with small paintings.
 - ☒ b He wanted grey, empty walls to look nicer.
 - ☐ c People who lived or worked there asked him to do so.
- 5 How did Thomas's first customer find him?
 - ☐ a He contacted Thomas's parents.
 - ☒ b He saw Thomas's name in a local newspaper.
 - ☐ c He met Thomas in a bar.
- 6 Thomas thinks that many graffiti artists
 - ☐ a are lucky.
 - ☒ b were unsuccessful at school.
 - ☐ c were very different from him.

4 Look at the examples of *get* from the audio script. Match each use of *get* to one of the meanings a–d.

- 1 ☒ a As soon as my dad **got home** I showed it to him.
- 2 ☐ c I wore a hoody and I even **got a mask**.
- 3 ☐ b I **got too confident**.
- 4 ☒ d I **got a £1000 fine**.
- 5 ☐ d Then I **got a call** from a local bar owner.
- 6 ☐ b They **got bored** as teenagers.

a arrive b become c buy d receive

5 Complete the sentences with the correct forms of *get* and the words and phrases from the box.

a good grade angry a ticket warm something to eat to school

- 1 I **got a good grade** in the exam.
- 2 I'm hungry. Where can I _____ near here?
- 3 Thomas's father _____ when he saw the graffiti on the door.
- 4 What time do usually you _____?
- 5 She waited until it _____ before she went for a walk.
- 6 Did you _____ me _____ for the concert? How much was it?

6 **REFLECT | Society** Read the article. Then in groups discuss the questions.

- 1 What types of graffiti are there in your town?
- 2 Do you like any of it?
- 3 When does graffiti become street art?

In big cities in the UK, there are special graffiti walls for artists to use. People who paint graffiti in other places can get fines or even go to prison. But it's still a big problem. The cost of cleaning graffiti from British walls is now over £1 billion every year.

Exercise 5

- 2 get something to eat
- 3 got angry
- 4 get to school
- 5 got warmer
- 6 get me a ticket

82

☐ I can identify specific information in an interview and talk about graffiti.

REFERENCES

AUDIO SCRIPT page 198
CULTURE NOTES page 190

EXTRA ACTIVITY IN CLASS

Lead in to Exercise 1 by putting students in groups and getting them to share the photos they have brought with them.

They should briefly discuss and compare the photos, and vote on the best piece in the group, which you could then get them to show to the rest of the class.

FURTHER PRACTICE

- Workbook page 70/Online Practice
- Photocopiable resource 28: How I became a graffiti artist, page 287

NEXT CLASS

Ask students to make a list of things they may do on a quiet evening at home.



1 In pairs, ask and answer the questions.

- 1 Which of these things do you do when you're bored?
- 2 What other things do you do?

check my phone do sport go for a walk go to an exhibition
listen to podcasts phone a friend play games watch a film

When I'm bored I go for a walk or I phone a friend.

2 19 3.2 Watch or listen to the conversation. Which activities does Tanya suggest?

3 Study the Speaking box. Then read the dialogue and find the phrases Tanya and Steven use to make, accept and refuse suggestions.

- Tanya** What's up?
Steven My phone's dead and I was in your street.
Tanya Come on, then.
Steven Let's do something.
Tanya Sure. I know. Why don't we go to that graffiti exhibition?
Steven That's a good idea. Where is it?
Tanya In the centre of town.
Steven No way! That's too far!
Tanya OK. What about going to the cinema? I want to see that fantasy ...
Steven I don't think so. I haven't got any money.
Tanya OK. Let's play football in the park instead.
Steven I don't think that's a great idea. I'm wearing my best trainers.
Tanya I haven't got any more ideas. How about watching that new series online?
Steven OK, let's do that. Is it OK if I charge my phone?
Tanya Sure.
Steven That's strange. Five messages from my parents. Oh, no. I forgot! It's my cousin's birthday today. There's a party at his house this afternoon. I need to go. Now!
Tanya What?
Steven Um ... do you want to do something tomorrow?
Tanya Sure. Call me later ... But check your diary first!

SPEAKING | Suggestions

Making suggestions

What/How about (playing) ...
 Why don't we (go) ...
 Let's (go) ...

Accepting suggestions

That's a good idea.
 Yes, why not?
 OK, let's do that.
 Sounds good/great/amazing.

Refusing suggestions

No way! (informal)
 I don't think that's a great idea.
 I don't think so.
 I'm not sure.

Suggesting an alternative

Why don't we ... instead?
 Let's ... instead.

4 Choose the correct phrase to complete the suggestions.

- 1 How about / Let's calling Jack?
- 2 Why don't we / How about eat out tonight?
- 3 What about / Let's buy some tickets to a music festival.
- 4 What about / Why don't we going shopping today?
- 5 Let's / Why don't watch that new X-men film at the cinema.

5 Complete the replies with the missing words.

- a Yes, why not? I need some new clothes.
- b No way! I made a curry. It's delicious!
- c Sounds amazing! But we need permission first ...
- d I don't think that's a great idea. He and I are not talking at the moment.
- e I'm not sure. It looks the same as the last one.

6 3.3 Match questions 1–5 in Exercise 4 with replies a–e in Exercise 5. Listen and check.

- 1 d 2 b 3 c 4 a 5 e

7 In pairs, practise the short conversations in Exercises 4 and 5.

8 In pairs, role play the situations. Student A go to page 175. Student B go to page 176.

Exercise 2

go to a graffiti exhibition
 go to the cinema/watch a film
 play football/do sport
 watch a series online

☐ I can make and accept or refuse suggestions.

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REFERENCES

VIDEO / AUDIO SCRIPT page 211

EXTRA ACTIVITIES IN CLASS

- Refer students to the lists they made at home, elicit ideas around the class and write them on the board. Get them to compare the list on the board with the one in Exercise 1 before they answer

the questions. Does it mention any of their ideas?

- After Exercise 7, put students in new pairs. They should take it in turns to read out each suggestion from Exercise 4 for their partner to respond using a different phrase from the Speaking box to that in Exercise 5.

FURTHER PRACTICE

Workbook page 71/Online Practice

NEXT CLASS

Tell students that in the next class, they are going to write a review of a film. Ask them to think about a film they would like to write about and note down the following information about it: title, type of film, year, actors, director, prizes (if any).

6G WRITING | A film review

Exercise 1

3 Possible answers: the title of the film, the plot, the name of actors/director, the location, the soundtrack, the reviewer's personal opinion

Exercise 2

the title of the film, the plot, the name of actors/director, the film's location, the reviewer's personal opinion

1 SPEAKING In pairs, discuss the questions.

- 1 Do you read film reviews? Do you read them before or after you watch films? Say why.
- 2 In your opinion, what's the best place to find good reviews?
- 3 What information do you expect to find in a film review?

2 Read Maria's review. Which pieces of information from question 3 in Exercise 1 does she mention?

3 Read the review again. Complete the table.

Title	¹ <u>La La Land</u>
Type of film	² <u>musical, romance, drama</u>
Location	³ <u>Los Angeles</u>
Main actors	⁴ <u>Emma Stone, Ryan Gosling</u>
Director	⁵ <u>Damien Chazelle</u>
Plot	A(n) ⁶ <u>actress</u> meets a ⁷ <u>musician</u> and they fall in love.
Maria's opinion	⁸ <u>awesome</u> acting, singing and dancing

4 Study the Writing box. Find similar phrases in Maria's review.

WRITING | A film review

- Give general information about the film (title, type, year, actors, director, prizes)
... is a (science fiction film)
It came out in ...
The cast includes ...
The director is ...
The film won ...
- Describe characters and story
The main characters are ...
The plot is ...
The film is set in ...
- Give your opinion
The special effects were incredible.
My favourite scene was in the traffic jam.
The ending was surprising.
It made me feel happy.
- Summarise
Overall, I (don't) think ...
I would/wouldn't recommend this film to ...

WATCH OUT!

We use present tenses to describe the plot of a film:
*Mia and Sebastian both **live** in Los Angeles. Mia **is trying** to find work as an actress.*



Maria's film reviews

La La Land is a musical, a romance and a drama. It came out in 2017 and the cast includes Emma Stone and Ryan Gosling. The film won seven Oscars, including Best Actress for Stone and Best Director for Damien Chazelle. The film is set in Los Angeles and the plot is simple: Mia (Stone) is trying to find work as an actress. Sebastian (Gosling) wants to be a professional musician with his own jazz club. They meet and fall in love but is their friendship strong enough? Or are their ambitions stronger?
I usually prefer more exciting movies but this film surprised me. Stone and Gosling's acting, singing and dancing are awesome. Gosling even learned to play the piano for this role! From the beginning of the film, when Mia and Sebastian meet in a traffic jam, to the surprising ending (my favourite scene), *La La Land* made me feel both happy, and sometimes, sad. I would recommend it to anyone.

5 3.4 Read part of a film review and choose the correct answers. Listen and check.

Brothers is a comedy film. It came ¹ _____ over five years ago. The film is set ² _____ an American high school and the main ³ _____ are two brothers with very different personalities. My favourite ⁴ _____ was in the Science lesson but I didn't laugh a lot in this film. And the ⁵ _____ is very predictable. ⁶ _____, I don't think it was very good and I wouldn't ⁷ _____ this film to anyone.

- | | | |
|----------------|--------------|----------|
| 1 a in | b out | c up |
| 2 a about | b on | c in |
| 3 a characters | b cast | c plots |
| 4 a ending | b soundtrack | c scene |
| 5 a final | b ending | c finish |
| 6 a Overall | b Above | c Around |
| 7 a recommend | b tell | c talk |

6 WRITING TASK Write a review of a film.

- Use the table in Exercise 3 to plan your review.
- Use the phrases in the Writing box.
- Use present tenses to describe the plot.
- Use opinion adjectives.

EXTRA ACTIVITIES IN CLASS

- Before students do the writing task in Exercise 6, remind them of the notes they made at home – they should help them plan their review more quickly.
- Elicit opinion adjectives students know and list them on the board before

Exercise 6, for them to refer to during the writing task.

- After Exercise 6, put students in pairs and get them to read each other's reviews and make suggestions for improvements. They can then rewrite their reviews, in class or as homework, following in their partner's feedback.

FURTHER PRACTICE

Workbook page 72/Online Practice

NEXT CLASS

Ask students to study the word list and do the Remember More exercise on Student's Book page 174.

6A GRAMMAR AND VOCABULARY

5.36

3D printing (n) /θriː diː ˈprɪntɪŋ/
actor/actress (n) /æktə/æktɪs/
art gallery (n) /ɑːt ˌɡæləri/
choreographer (n) /kɔːriˈɒɡrəfə/
composer (n) /kəmˈpəʊzə/
copy (n) /ˈkɒpi/
create (v) /kriˈeɪt/
creator (n) /kriˈeɪtə/
dance (n) /dɑːns/
dancer (n) /dɑːnsə/
director (n) /dəˈrektə/
fast (adj) /fɑːst/
film (n) /fɪlm/
literature (n) /ˈlɪtərətʃə/
movie (n) /ˈmuːvi/
museum (n) /mjuːˈziəm/
music (n) /ˈmjuːzɪk/
musician (n) /mjuːˈzɪʃən/
painter (n) /ˈpeɪntə/
painting (n) /ˈpeɪntɪŋ/
photographer (n) /fəˈtɒɡrəfə/
photography (n) /fəˈtɒɡrəfi/
piece of music/literature /piːs əv ˈmjuːzɪk/ ˈlɪtərətʃə/
poet (n) /ˈpəʊɪt/
rap (v) /ræp/
record (n) /ˈrekɔːd/
record-breaking (adj) /ˈrekɔːd ˌbreɪkɪŋ/
sales (n) /seɪlz/
scriptwriter (n) /ˈskɪptˌraɪtə/
sculptor (n) /ˈskʌlptə/
sculpture (n) /ˈskʌlptʃə/
seat (n) /siːt/
stage (n) /steɪdʒ/
talented (adj) /ˈtæləntɪd/
theatre (n) /ˈθiətə/
trailer (n) /ˈtreɪlə/
version (n) /ˈvɜːʃən/
visitor (n) /ˈvɪzɪtə/
world record (n) /ˈwɜːld ˈrekɔːd/
writer (n) /ˈraɪtə/

6B READING AND VOCABULARY

5.37

annual (adj) /æˈnjuəl/
attract (v) /əˈtrækt/

awesome (adj) /ˈɔːsəm/
awful (adj) /ˈɔːfəl/
boring (adj) /ˈbɔːrɪŋ/
brief (adj) /brɪːf/
brilliant (adj) /ˈbrɪljənt/
clean up /ˌkliːn ˈʌp/
delicious (adj) /dɪˈlɪʃəs/
disgusting (adj) /dɪsˈɡʌstɪŋ/
earn (v) /ɜːn/
guide to sth (n) /ˈɡaɪd tə ˌsʌmθɪŋ/
headliner (n) /ˈhedlaɪnə/
live show /ˌlaɪv ˈʃəʊ/
luxurious (adj) /lʌɡˈʒʊəriəs/
music/arts festival (n) /ˈmjuːzɪk/ɑːts ˌfestəvəl/
performer (n) /pəˈfɔːmə/
population (n) /ˌpɒpjəˈleɪʃən/
sell out /ˌsel ˈaʊt/
show up /ˌʃəʊ ˈʌp/
star (n) /stɑː/
talented (adj) /ˈtæləntɪd/
tent (n) /tent/
volunteer (n, v) /ˌvɒləntɪə/
weather forecast (n) /ˈweðə ˌfɔːkɑːst/
wellies (n) /ˈwelɪz/
wet (adj) /wet/

6C VOCABULARY 5.38

action film (n) /ˈækʃən fɪlm/
animated film (n) /ˈænɪmətɪd fɪlm/
audience (n) /ˈɔːdiəns/
big/low-budget (adj) /ˌbɪɡ/ˌləʊ ˈbʌdʒɪt/
cast (n) /kɑːst/
character (n) /ˈkærɪktə(r)/
comedy (n) /ˈkɒmədi/
computer-generated images (adj) /kəmˈpjʊtə ˌdʒenəreɪtɪd ˈɪmɪdʒɪz/
disappointing (adj) /ˌdɪsəˈpɔɪntɪŋ/
documentary (n) /ˌdɒkjəˈmentəri/
drama (n) /ˈdrɑːmə/
ending (n) /ˈendɪŋ/
exciting (adj) /ɪkˈsaɪtɪŋ/
fantasy film (n) /ˈfæntəsi fɪlm/
funny (adj) /ˈfʌni/
horror film (n) /ˈhɒrə fɪlm/
main character (n) /ˌmeɪn ˈkærəktə/
musical (n) /ˈmjuːzɪkəl/
original (adj) /əˈrɪdʒɪnəl/

plot (n) /plɒt/
predictable (adj) /prɪˈdɪktəbəl/
romance (n) /ˈrəʊməns/
scary (adj) /ˈskeəri/
scene (n) /siːn/
science fiction film (n) /ˌsaɪəns ˈfɪkʃən fɪlm/
soundtrack (n) /ˈsaʊndtræk/
special effects (n) /ˌspeʃəl ˈɪfɛkts/
superhero film (n) /ˈsuːpəˌhɪərəʊ fɪlm/
unusual (adj) /ʌnˈjuːʒuəl/
western (n) /ˈwestən/

6D GRAMMAR 5.39

camera (n) /ˈkæməɾə/
direct (v) /dəˈrekt/
perform (v) /pəˈfɔːm/
school play (n) /ˌskuːl ˈpleɪ/
screen (n) /skriːn/

6E LISTENING AND VOCABULARY

5.40

be unsuccessful /bi ˌʌnsəkˈsesfəl/
get a call /ˌget ə ˈkɔːl/
get a fine /ˌget ə ˈfaɪn/
get a good grade /ˌget ə ˌɡʊd ˈɡreɪd/
get bored/angry /ˌget ˈbɔːd/ˈæŋɡri/
get dark /ˌget ˈdɑːk/
get home/to school /ˌget ˈhəʊm/tə ˈskuːl/
get worse /ˌget ˈwɜːs/
graffiti artist (n) /ˌɡræˈfɪti ˌɑːtɪst/
mask (n) /mɑːsk/
modern art (n) /ˌmɒdn ˈɑːt/
spray paint (n) /ˌspreɪ ˈpeɪnt/
street art (n) /ˌstriːt ˈɑːt/
tagging (n) /ˈtæɡɪŋ/

6F SPEAKING 5.41

check your diary /ˌtʃek jə ˈdaɪəri/
go to an exhibition /ɡəʊ tə ən ˌeksəˈbɪʃən/
watch a series /wɒtʃ ə ˈsɪəriːz/

6G WRITING 5.42

acting (n) /ˈæktɪŋ/
be set in ... /bi ˈset ɪn/
beginning (n) /bɪˈɡɪnɪŋ/
incredible (adj) /ɪnˈkredəbəl/
recommend (v) /ˌrekəˈmend/
win an Oscar /wɪn ən ˈɒskə/

Remember More > page 174

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EXTRA ACTIVITIES IN CLASS

- Students play *Memory Challenge*. Give them 2–3 minutes to study the word list, then ask them to close their books. Write *People in the arts* on the board, put students in pairs or small groups and set a time limit (e.g. 2 minutes). In their pairs/groups, they should write

as many words for this category as they can. The pair/group with the most items on their list at the end of the time limit are the winners. To add a spelling element to the game, you could award one extra point for each correctly spelt item. You could then repeat the game for *Types of film* and/or *Words to talk about films*.

- In pairs or small groups, students play *Hangman* with words from the word list.

FURTHER PRACTICE

Workbook page 73/Online Practice

NEXT CLASS

Ask students to revise Unit 6.

VOCABULARY AND GRAMMAR

1 Read the definitions and write the words.

- 1 a film with singing and dancing in it **musical**
- 2 a person who writes the story of a film **scriptwriter**
- 3 a scary film **horror**
- 4 a person who writes classical music **composer**
- 5 a film based on drawings **animated film**
- 6 the music in a film **soundtrack**
- 7 a film about real people and events **documentary**
- 8 moving to music, often with a partner **dance**

2 Complete the film review with the words from the box.

audience big-budget cast characters **director**
drama plot scenes special effects

DUNKIRK

Critics love ¹**director** Christopher Nolan's latest film *Dunkirk* because it tells the story of real events in a new and interesting way. The ² **plot** tells the story of how civilian ships came to Dunkirk to rescue British soldiers from France in World War II. But *Dunkirk* isn't just a war film, it's a ³ **drama**. It tells the story of real people and the cost of war on their lives. Despite the big names in the ⁴ **cast**: Kenneth Branagh, Mark Rylance and even singer Harry Styles, this is not really a ⁵ **big-budget** film compared to \$378.5 million for *Pirates of the Caribbean* (2011). What is even more surprising for a film of this genre, it doesn't rely on amazing ⁶ **special effects** to tell the story. The exciting opening ⁷ **scenes** include perfect camera work and close-up. This makes the ⁸ **audience** feel that they are at the centre of the action. As a result, they believe in the events and really care about what happens to the ⁹ **characters** in the story.

3 Choose the correct words to complete the sentences.

- 1 George Orwell is the *literature* / **writer** of the book *Animal Farm*.
- 2 I want to see a *photographer* / **photography** exhibition at the National Portrait Gallery.
- 3 Which **actor** / *director* did you like the most in the play?
- 4 *The Kiss* by Rodin is one of the most famous **sculptors** / *sculptures* in the world.
- 5 My favourite **painter** / *musician* is Leonardo da Vinci. I love the 'Mona Lisa' at the Louvre Gallery.
- 6 The tickets for the concert **sold out** / *showed up* in 24 hours.
- 7 'What do you think of this burger?' 'It's **delicious** / *disgusting*! I'm going to order another one!'

4 Match sentences 1–4 with the uses of get.

3 arrive 2 become 1 buy 4 receive

- 1 Tom's got me a ticket to Glastonbury Festival.
- 2 Dad never gets angry with us – he's great!
- 3 I always get to school late in the morning.
- 4 I got good grades in all my subjects at school this year.

5 Complete the sentences with the comparative or superlative forms of the adjectives in brackets.

- 1 For me, **the worst** (bad) part of the book is when the main character dies. It's so sad!
- 2 Which tickets are _____ (expensive) in the UK: theatre tickets or cinema tickets?
- 3 Artist Damien Hirst's new exhibition is _____ (good) than his previous ones.
- 4 I prefer to see films at the cinema because there's a _____ (wide) screen.
- 5 _____ (scary) character in a film is definitely Damien in the *Omen*!
- 6 Is the Eiffel Tower _____ (big) building in Europe?

6 Complete the text with *as/not as ... as* and the adjectives in brackets.

Life of Pi: which was better, the book or the film? Nobody imagined a film version of *Life of Pi* could ever be ¹ **as successful as** (successful) the book, but it was! Of course, there are many differences between the two. For example, the main character, Pi, is ² _____ (young) the character in the book. And in the original novel Pi is ³ _____ (happy) he is in the film version – well it is Hollywood after all! Strangely, in the book version of *Life of Pi* the tiger is ⁴ _____ (wild) it is at the end of the film when Pi frees it on a deserted island. Whichever you personally prefer, critics agree that the story-telling in the film is just ⁵ _____ (good) in the book.

7 Write sentences using the prompts and *too + adjective* or *(not) + adjective + enough*.

- 1 You never laugh. You're **too serious** (serious).
- 2 I'm falling asleep. This film is _____ (interesting).
- 3 Turn the music down. It's _____ (loud).
- 4 I didn't really enjoy the book. The plot was _____ (predictable).
- 5 I don't think I'm _____ (talented) to become a professional singer.
- 6 This painting is not _____ (modern) for the Tate Modern art gallery. It's from 1540!

Exercise 5

- 2 more expensive
- 3 better
- 4 wider
- 5 The scariest
- 6 the biggest

Exercise 6

- 2 not as young as
- 3 not as happy as
- 4 not as wild as
- 5 as good as

Exercise 7

- 2 isn't interesting enough
- 3 too loud
- 4 too predictable
- 5 talented enough
- 6 modern enough

REFERENCES

AUDIO SCRIPT page 199
CULTURE NOTES page 190

FURTHER PRACTICE

- Use of English, Student's Book page 172

- Self-assessment 6 and Self-check 6, Workbook pages 74–75/Online Practice
- Extra digital activities: Use of English, Reading, Listening

ASSESSMENT

- Unit 6 Language Test (Vocabulary, Grammar, Use of English)
- Unit 6 Skills Test (Dictation, Listening, Reading, Communication)
- Unit 6 Writing Test
- Units 5–6 Cumulative Review Test
- Units 5–6 Exam Speaking

USE OF ENGLISH

8 Complete the text with the correct answers a–d.

STRATEGY | Multiple choice cloze

Remember that the word you choose must fit grammatically into the sentence and must also have the correct meaning.

The Red Shoes

The Red Shoes is one of the most popular ballet productions by international ¹ __ Mathew Bourne, a former professional dancer. It's based on a fairy story by Hans Christian Andersen that describes a young girl's dream to be the world's ² __ dancer. Bourne, however, treats the story in a(n) ³ __ way by showing us that life can be like art. Thanks to a(n) ⁴ __ artistic team, the scenes on stage are magical and dream-like. But don't expect a happy ⁵ __. In this version of the story – it gets very ⁶ __! The ballet's music, played by the New Adventures Orchestra, is by the famous ⁷ __ Bernard Hermann. In the past he worked with director Alfred Hitchcock, famous for his action and mystery ⁸ __. What everyone is saying: 'It's Bourne's ⁹ __ ballet!' 'Red Shoes is too ¹⁰ __ to miss!'

- 1 **a** audience **b** cast **c** character
d choreographer
- 2 **a** great **b** greater **c** greatest **d** too great
- 3 **a** awful **b** boring **c** delicious **d** original
- 4 **a** brilliant **b** disgusting **c** old **d** predictable
- 5 **a** end **b** ending **c** finish **d** finishing
- 6 **a** angry **b** exciting **c** funny **d** sad
- 7 **a** composer **b** dancer **c** soundtrack **d** writer
- 8 **a** films **b** literature **c** painting **d** photographs
- 9 **a** exciting **b** more exciting
c most exciting **d** the most exciting
- 10 **a** bad **b** better **c** good **d** terrible

Use of English > page 172

LISTENING

9 3.5 You are going to hear a review of a film. Complete the sentences.

- 1 The Martian is a science fiction film.
- 2 It's set in 2035 when a team of astronauts visit the planet Mars.
- 3 The director of the film is Ridley Scott.
- 4 Joe thinks the film is boring because it's too long.
- 5 Joe says the plot is predictable.
- 6 He thinks that the Alien films are more exciting.

SPEAKING

10 Read the information below and look at the photos. Then, in pairs, do the speaking task.

You are free next weekend and you would like to go out and do something cultural with a friend. Talk to your friend and decide on the best place to go. Look at the pictures which show some ideas to help you.



WRITING

11 You see the following on a website.

Our readers' favourite films

Tell us about your favourite film. Say what type of film it is, who the actors are, who the director is and describe the plot. Tell us why you loved the film.

Write a post about your favourite film.



CREATING SUCCESSFUL SCHOOL PROJECTS

In this week's article, James Maddison, the head teacher of Hilltop Secondary School, gives us some useful tips on how to create a successful school project.

In my experience, the students that plan their projects carefully get the best results. It's a good idea to talk about the key stages of your project with the other people in your team. In my opinion, there are four key stages in a project:



A Deciding on the project

Imagine your teacher wants you to do a project on the UK. Clearly, your project can't provide information about every aspect of the UK. So, the first thing for your team to do is to choose which topic you want to focus on. Let's say that your team decides to focus on geography. You can then brainstorm ideas to help you decide which aspects of British geography you want to include, for example, the mountains and the rivers and the major towns and cities.

B Planning your project

It's important to plan your work on the project together. It's a good idea for each member of the team to have a different role. Perhaps the most creative person in your team can design the slides? You need to give each person a specific task and agree on a deadline for completing the research and producing the information (factfiles, maps, tables, graphs, video, etc.) for the presentation.



C Researching the information

You can talk together about the best ways of finding the information you need for your project. You can use the library and, of course, there's lots of information on the Internet. Perhaps the people in your team can suggest good websites to visit?

D Presenting the project

The final stage is to decide in detail what you want to include in the project and how to present this information to your class. Together, you can look at all the information from your research and choose the most important elements. It is a good idea to practise the presentation in your group before you present it to the class.

Working on a school project with your classmates teaches you a lot about teamwork. By following these suggestions you can create successful school projects and develop the teamworking skills everyone needs when they enter the world of work.



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REFERENCES

AUDIO SCRIPT page 199

EXTRA ACTIVITY IN CLASS

After Exercise 6, ask students if they already follow any of the tips in the Life Skills box. Can they think of any other tips for avoiding time wasters?

1 In pairs, discuss the questions.

- How often do you do projects at school? Which projects are you working on at the moment?
- Do you like working on a project on your own or with a team? Say why.

2 Read the article. Then in pairs say which stage A-D you find the most difficult. Say why.

3 Read the article again and complete the chart with words from the text.

A Deciding on the project

- Read the instructions.
- ¹ Choose the topic.
- ² Brainstorm ideas.
- Agree the content of the project.

B Planning your project

- Decide each person's ³ role and tasks.
- Agree on a ⁴ deadline.

C Researching the information

- Consult books and the ⁵ Internet.

D Presenting the project

- Decide ⁶ how to present the information.
- ⁷ Practise your presentation before you present it to the class.

4 In pairs, read these sentences and decide which stage of a project (A-D) in Exercise 3 they belong to.

- ☒ 'OK, so Jack's job is to create the slides and Sarah's job is to find some good photos of British castles.'
- ☒ 'In this diagram you can see the organisation of the British parliament.'
- ☐ 'Yesterday I found a fantastic website that gives a lot of information about the history of cricket.'
- ☒ 'Space? Let's see, we could include the International Space Station or the Apollo missions to the Moon.'
- ☒ 'Do we agree that all the information needs to be ready by next Monday?'
- ☒ 'Why don't we make some posters and a map? We can put them on the walls of our classroom.'

5 What can go wrong when you work on a project in a team? What problems can you face? Discuss in pairs.

6 3.6 Listen to Anna and David as they tell Chloe about a presentation they did at school. Then answer the questions.

- What was the presentation about?
- How many people were in the team?
- Which team members did all the work?
- What was the problem with Ben?
- What was the problem with Abby?
- What problem did they have during the presentation?
- How did they solve the problem?

7 3.6 Read the advice for working in a team on school projects. Did Anna and David follow all the advice? What about Abby? Listen again to check.

LIFE SKILLS | How to work in a team on school projects

- Before you start, discuss the project with the other people in your team.
- Each team member has different skills, so give each person in the team a different role.
- Listen to other people's ideas and opinions.
- Use brainstorming to help you to choose the best ideas.
- Explain things to the other people in your team if they don't understand.

8 In groups of four, discuss your ideas for the project 'A brief guide to an English-speaking country'. Decide on a country, the topics and plan the work for your team. Use the tips from the list below.

- Choose one of these countries for your project:
Australia Canada New Zealand the USA
- Choose one of these topics:
culture films food geography sport
- Brainstorm ideas to decide which aspects of the topic you want to include.
- Agree what to include in the project.
- Agree each person's role.
- Agree a deadline for researching and preparing the information.

9 Do the task below.

LIFE SKILLS | Project

A brief guide to an English-speaking country:

- Prepare your part of the project – research the topic, use factfiles, tables, graphs, maps, etc.
- Create the final presentation with your team.
- Present your team's project to the class.
- Discuss with the class how well you worked as a team, describe any problems you had and say how you solved them.

Exercise 6

- British pop music
- Four
- Anna and David
- He didn't come to the meetings, he missed all the deadlines, he did no research or work.
- She had lots of ideas but they were terrible. She didn't respect the other team members. She didn't do any work.
- The computer crashed. They had no pictures or music.
- David sang the songs from the presentation.

Exercise 7

David and Anna followed all the advice but Abby didn't listen to other people's opinions or explain things to the others.

07

Going to town

VOCABULARY City, transport, travel activities in the city

GRAMMAR *Going to*, Present Continuous for future arrangements, future time expressions [Use of English > page 173](#)

SPEAKING Asking for and giving directions

WRITING A short message

VIDEO Grammar ▶ Communication ▶ Documentary ▶

SUMMER in the CITY



Oxford Street

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- Emma** Do you realise there are only three days until the holidays?
- Harry** Yes, I can't wait. Are you going to go somewhere nice?
- Emma** No, I'm not going to go anywhere. I've got no money.
- Harry** So, what are you going to do this summer?
- Emma** I'm going to get a summer job in a shop or a café. What about you? Where are you guys going to spend the summer?
- Harry** We're not going to take any trips this year. Our American cousins are coming to stay with us for a month so we're going to do some sightseeing in London. I'm going to take them to all the usual tourist places but I'd like to do something more original. Any ideas?
- Emma** Do they like the theatre? I'm going to go to the open-air theatre in Regent's Park again this summer. It's great. You can have a picnic while you watch the show.
- Harry** Sounds like fun.
- Emma** And you could visit the British Museum. It's free and they're going to have some awesome exhibitions there.
- Harry** Great! But they're not going to want to spend all their time doing cultural things so ...
- Emma** I know! Take them to the lido in Tooting! It's a brilliant outdoor swimming pool! I'm going to go there this weekend with some friends. Why don't you come along?
- Harry** That's a great idea, except for one thing.
- Emma** What?
- Harry** I can't swim.

REFERENCES

VIDEO SCRIPT page 211
CULTURE NOTES page 190

EXTRA ACTIVITIES IN CLASS

- Before students read and listen to the conversation in Exercise 2, ask them what 'usual tourist places' in London

they know of. Elicit ideas around the class.

- After Exercise 7, put students in pairs to test each other on the collocations in Exercise 6. They take it in turns to say the second part of a phrase for their partner to say the verb (e.g. A: *Sightseeing*. B: *Do. Do (some) sightseeing.*)

- Do this activity after Exercise 8. Ask students to imagine that a cousin is coming to visit them for three days next week. First, they should choose three or four activities from Exercise 6 to do with him/her – explain that they have already decided to do these things with their cousin. In pairs, they take it in turns to tell their partner about their

- 1 **SPEAKING** Work in pairs. Tell your partner what you usually do in the summer.
I usually spend time with my friends and I sometimes go away with my family.
- 2 **3.7** Look at the photo of London and read and listen to the text. What are 'the usual tourist places' in London? Which three suggestions does Emma make?

Going to

- 3 Read the sentences and decide which explanation is correct: a or b. Check your answer in the Grammar box.
- What are you going to do this summer?
 I'm not going to go anywhere.
 I'm going to get a job in a shop or a café.
- We use *going to* + verb to talk about:
- a things we are doing now
 b things we plan or intend to do in the future.

Going to

We use **going to** + verb to talk about future intentions and plans that can change.

+	I'm going to watch a film. We're going to get a summer job.
-	He isn't going to visit Paris. She isn't going to do much sightseeing.
?	Are you going to have a picnic? Yes, we are ./No, we aren't .
Wh-?	Where is he going to be this summer? What are they going to do?

Grammar Reference and Practice > page 167

- 4 **3.8** Complete the conversation with the correct forms of the words in brackets and *going to*. Then listen and check your answers.
- Emma So where ¹*are you going to take* (you/take) your cousins, Harry?
- Harry I'm not sure, but one night ²_____ (we/watch) the open-air show in Regent's Park.
- Emma Great! ³_____ (I book) tickets next week. Do you want me to get yours too?
- Harry No, don't worry. ⁴_____ (I/not get) the tickets yet. I want to discuss it with my cousins first. ⁵_____ (They/do) a lot of sightseeing, so ⁶_____ (there/not be) time for everything.
- Emma OK. ⁷_____ (My brother/have) a barbecue sometime in the summer. He's got an outdoor pool in his garden. Why don't you all come?
- Harry Thanks, Emma! That's a great idea!

- 5 Complete the sentences with the correct forms of *going to* and one of the verbs from the box.

buy ~~do~~ eat not spend not study stay travel

- 1 'What *are you going to do* this weekend?' 'I'm not sure. I've got no plans.'
- 2 Anna _____ the weekend at the seaside because she wants to stay at home.
- 3 My parents _____ a new car this summer and we _____ around Europe.
- 4 'What _____ tonight?' 'We can have a takeaway if you like.'
- 5 Jim _____ at university because he wants to get a job straight after school.
- 6 I _____ in tonight. I'm too tired to go out.

- 6 Find the verbs in the conversation in Exercise 2 that go with these nouns.

- 1 *go to an open-air theatre/a lido/a party/the cinema/the beach/the park*
- 2 *visit* a museum/a city/family or friends
- 3 *do* (some) sightseeing
- 4 *take* a trip
- 5 *watch* a match/a show/a band
- 6 *have* a meal/a picnic/a coffee/a barbecue/a party
- 7 *get* a summer job

- 7 Write five sentences with *going to* about your plans this weekend. Use the phrases from Exercise 6.

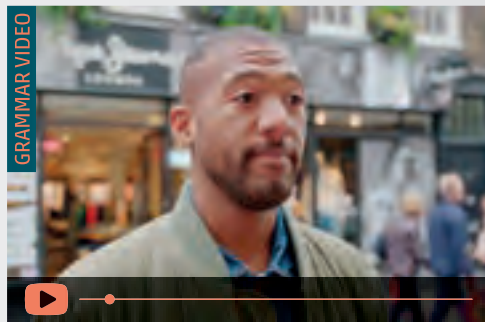
I'm going to watch a band with my friends on Saturday.

- 8 **SPEAKING** In pairs, talk about your plans from Exercise 7. Try to think of follow-up questions.

- A *I'm going to watch a band with my friends on Saturday.*
 B *Who are you going to see?*
 A *A band called Murmurs.*
 B *I know them! They're going to play at that festival in June.*

20 Read the question and watch the video. Say what the speakers answer. Then, in pairs, ask and answer the question.

What are you going to do this summer?



Exercise 2

Usual tourist places in London: answers may vary, e.g. Buckingham Palace, London Eye, Kew Gardens, etc.
 Emma's suggestions: the open-air theatre in Regent's Park, the British Museum, Tooting Lido

Exercise 5

- 2 isn't going to spend
 3 are going to buy, 're going to travel
 4 are we going to eat
 5 isn't going to study
 6 'm going to stay

Exercise 4

- 2 we're going to watch
 3 I'm going to book
 4 I'm not going to get
 5 They're going to do
 6 there isn't going to be
 7 My brother is going to have

☐ I can use *going to* to talk about future intentions and plans.

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plans. Encourage them to ask questions to keep the conversation going, e.g. *So, what are you going to do on ...? Are you going to ...? Where are you going to go on ...? Who are you going to see?*

FURTHER PRACTICE

- Photocopiable extra Grammar Video activity 7, page 239

- Grammar Reference and Practice, Student's Book page 167
- Workbook pages 76–77/Online Practice
- Photocopiable resource 29: What are you going to do?, page 288
- Extra digital activities: Grammar Checkpoint 7A

ASSESSMENT

Grammar Quiz 7A

NEXT CLASS

Ask students to bring photos of interesting places/buildings in their city/area (or have them available on their phones).



MANCHESTER

GETTING HERE

You can get here by:

- **train**
Arrive at one of the three main train stations: Piccadilly, Oxford Road or Victoria and use a free bus service between them.
- **coach/bus**
Arrive at Chorlton Street coach station in the city centre.
- **car**
Drive your car from the M60 motorway straight into Manchester and park in one of the city's car parks.
- **plane**
Arrive by plane at Manchester Airport and take the bus, the train or a taxi into town.

GETTING AROUND

You can:

- go on foot to most places in the city centre (it only takes about twenty minutes to walk across it).
- ride a bike, moped or motorbike (parking is free).
- go by bus or tram – buy a ticket or a travel card before or when you get on and inform the driver when you want to get off.
- take a trip along the canal by boat or take a water taxi.

- 2 3.9 Look at the photos and listen. Tick the places in the photos people describe in Manchester. There are two extra places.

1 ☐ e 2 ☐ f 3 ☐ a 4 ☐ c

- 3 **SPEAKING** Work in pairs. Tell your partner about your own favourite place in the city. Where do you go with your friends? Where do you go with your family?

- 4 Read the text about transport in Manchester and complete the table with the verbs from the box.

drive get go by ride take go

1 <u>drive</u> a/your	car
2 <u>get</u> on/off a/the	bus/metro/tram/train
3 <u>ride</u> a/your	bike/moped/motorbike
4 <u>go</u>	on foot
5 <u>go by</u>	train/coach/bus/plane/metro/taxi/car
6 <u>take</u> a/the	taxi/water taxi/bus/boat/train/metro

- 1 **SPEAKING** In pairs, look at the words in the box. Which place do you go to most often? Which places do you never go to?

art gallery bank bridge castle church cinema
concert hall hospital hotel library market
museum park post office sports centre square
station supermarket theatre
tourist information centre town hall

I often go to the cinema but I never go to the theatre.

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☐ I can talk about places and transport in cities.

REFERENCES

AUDIO SCRIPT page 200

CULTURE NOTES page 190

EXTRA ACTIVITY IN CLASS

After Exercise 4, put students in pairs or small groups, refer them to the photos they have brought with them (or have

on their phones) and ask them to talk about the places/buildings. What do they know about them? Why do they think they're interesting? How can people get to these places? Encourage them to use vocabulary from Exercises 1 and 4.

FURTHER PRACTICE

- Workbook page 78/Online Practice

- Photocopiable resource 30: Tourists in a city, page 289

- Extra digital activities: Vocabulary Checkpoint 7

ASSESSMENT

Vocabulary Quiz 7

7C LISTENING

- 5 Choose the correct words to complete the text message.

Hi Joe,
Why don't you ¹drive / take a bus from Manchester and get ²off / on at Salford Quays? From there you can take a ³boat / tram along the canal and have lunch on board. Then you can go back to Manchester ⁴by / on coach in time to visit the Imperial War ⁵Church / Museum and see the 'Life, Art, War' exhibition you're interested in. When I finish college for the day I can come and meet you for dinner at one of the ⁶restaurants / banks on the Quays. And if you're not too tired, we could watch a show at The Lowry ⁷Station / Theatre after.
Let me know what you think.
Gemma xxx

- 6 **3.10 PRONUNCIATION** Look at the underlined vowels in the words below and put them in the correct place in the table. Listen and check.

bike bridge buy drive finish library
lido Piccadilly picnic ride river,
sightseeing trip visit

/aɪ/	arrive, <u>by</u> , _____, _____, _____, _____
/ɪ/	city, in, _____, _____, _____, _____

- 7 **SPEAKING** In pairs, use the prompts in the box to ask and answer the questions.

- Which means of transport do you use to ...?
- When do you use it?

get to or from school go on holiday
go clothes/food shopping
visit family/friends

I take a bus to the town centre to go clothes shopping, or I sometimes go to London by train.

- 1 **SPEAKING** Discuss in pairs. Where do you usually hear announcements? Do you listen to them? Say why.

- 2 **3.11** Listen to announcements 1–5. Match them with the places in the box. There is one extra place.

☐ 5 a coach ☐ 4 a museum ☐ 1 a supermarket ☐ 2 a theatre
☐ a train station ☐ 3 an underground station

- 3 **3.11** Listen again and choose the correct answers.

- What is the problem?
☐ a Someone can't get their car out of the car park.
☐ b There's a car in front of the exit to the car park.
☐ c Two drivers are arguing in the car park.
- When is someone making this announcement?
☐ a before the play
☐ b in the break, between parts of the play
☐ c after the play
- Who is the announcement for?
☐ a passengers with young families ☐ b station staff ☐ c all passengers
- What is the main purpose of the announcement?
☐ a To thank people for coming to the exhibition.
☐ b To encourage people to buy something in the shop.
☐ c To ask people to leave the museum immediately.
- What is the purpose of the announcement?
☐ a To give a warning. ☐ b To give information. ☐ c To give advice.

- 4 **3.12** Study Active Listening. Then listen to part of each announcement. Is the missing word a verb or a noun?

1 verb 2 noun 3 verb 4 noun 5 noun

ACTIVE LISTENING | Understanding new words

- Decide what type of word it is, e.g. a noun or a verb.
- Try to write the word. Is it similar to a word in your language?

- 5 **3.13** Read the sentences and guess the missing word. Then listen and check.

- Your car is blocking a blue Ford Focus in the shop's car park. Please move it immediately.
- This evening's performance of *Macbeth* is three hours long, including a 20-minute interval.
- If you don't feel well, please do not board an underground train. Contact a member of station staff for help.
- Before you leave, please visit our shop. We have a large selection of books and gifts.
- Please take all your belongings with you when you leave the coach.

- 6 Match the missing words in Exercise 5 with their meanings.

- ☐ 2 a short break between two parts of a play
- ☐ 3 get on
- ☐ 1 stopping something from moving
- ☐ 4 a group of things you can choose from
- ☐ 5 things you own or are carrying

- 7 In pairs, write three public announcements. Make the announcements to your class and guess where you could hear your classmates' announcements.

☐ I can understand new words in announcements.

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REFERENCES

AUDIO SCRIPT page 200

EXTRA ACTIVITY IN CLASS

After Exercise 6, ask students to write one example sentence for each of the gapped words in Exercise 5. They should then remove these words from the sentences to create a gap-fill exercise. Put them in

pairs and get them to swap exercises, complete them and then check their answers with their partner. In weaker classes, they could write their sentences in pairs and then swap sentences with another pair.

FURTHER PRACTICE

- Workbook page 79/Online Practice

- Photocopiable resource 31: Attention, please! page 290

NEXT CLASS

Ask students to find information online about New York City. They should note down any facts/information they find interesting, to share with the class in the next lesson. You could also ask them to bring a few photos.

- Lisa** Welcome to Manhattan, I'm Lisa, your tour guide. Before we get to the hotel, let me explain what's happening this weekend.
- Janet** Are we meeting this evening?
- Lisa** Yes, we're meeting at the hotel reception at eight. Then we're having dinner at Gallagher's, a traditional steak house.
- Janet** What are we doing tomorrow?
- Lisa** There are two trips tomorrow. My colleague, Rick, is taking you on an art tour along Museum Mile in the morning, then you're having a picnic lunch in Central Park!
- Janet** That sounds amazing! What are we doing in the afternoon?
- Lisa** We're taking a trip to Grand Central Terminal and Times Square. We're going up to the top of the Empire State Building and then we're going around the shops.
- Janet** Shopping! Fantastic! I'm definitely coming!
- Simon** Huh! I'm not going to any shops when I'm on holiday in New York!



Exercise 2

They're going to visit a traditional steak house, some museums, Central Park, Grand Central Terminal, Times Square, the Empire State Building and some shops.

Exercise 4

- 2 We're meeting
- 3 I'm seeing
- 4 Isn't Josh joining us
- 5 he's taking
- 6 you're not going
- 7 Are you coming
- 8 I am

Exercise 5

She's having a pizza with Simon at 7.30 pm on Tuesday.
She's playing tennis at 2 p.m. on Wednesday.
She's going to the cinema at 8 p.m. on Thursday.
She's going shopping with her mum on Friday morning.
She's going to Dan's party at 8 p.m. on Saturday.
She's helping her dad in the garden on Sunday morning.

7D GRAMMAR

- 1 **SPEAKING** Would you like to visit New York City? What would you like to see there? Discuss in pairs.
- 2 **3.14** Listen and read the conversation. What places are the tourists going to see?

Present Continuous: future arrangements

- 3 Read the sentences and choose the correct answer. Then study the Grammar box and find more examples of the Present Continuous in the conversation in Exercise 2.

We're having dinner at Gallagher's.

Rick is taking you on an art tour in the morning.

We use the Present Continuous for future plans and arrangements that we are / aren't sure about.

Present Continuous: future arrangements

We use the **Present Continuous** to talk about future arrangements.

I'm flying to New York on Saturday.

Time expressions: in the morning, next Saturday, this weekend, tomorrow afternoon, tonight.

Grammar Reference and Practice > page 167

WATCH OUT!

I'm going to see a Warhol exhibition at the Royal Academy. (That's my intention.)

I'm seeing a Warhol exhibition at the Royal Academy. (That's my plan and I've got the tickets.)

- 4 **3.15** Complete the conversation with the correct Present Continuous forms of the words in brackets. Then listen and check.

Simon What time ¹are you leaving (you/leave) the hotel tomorrow afternoon?

Janet ²_____ (we/meet) in the hotel reception at about two-thirty. Why?

Simon I can't come. ³_____ (I/see) Josh in the afternoon.

Janet ⁴_____ (Josh /not join) us in Greenwich Village in the evening?

Simon Yes, he is, but ⁵_____ (he/take) me in the aerial tram to Roosevelt Island before that.

Janet Really? Well, ⁶_____ (you/not go) without me!

Simon ⁷_____ (you/come) with us then?

Janet Yes ⁸_____ (I/be)!

- 5 Look at Janet's diary and write sentences for each day.

JUNE

Mon	10 p.m. fly home from New York
Tue	7.30 p.m. pizza with Simon
Wed	2 p.m. tennis
Thur	8 p.m. cinema
Fri	shopping with Mum in morning
Sat	Dan's party 8 p.m.
Sun	morning – help Dad in garden

Janet's flying home from New York at 10 p.m. on Monday.

- 6 **SPEAKING** Work in pairs. Write your real or imaginary diary for next week and then arrange a time to meet.
 - A *What are you doing on Tuesday evening? Are you free?*
 - B *No, I'm not. I'm playing football after school on Tuesday. What about Wednesday afternoon?*
 - A *I'm busy on Wednesday. I'm going to the hairdresser's.*

REFERENCES

CULTURE NOTES page 190

EXTRA ACTIVITIES IN CLASS

- Before Exercise 1, students tell the class what they found out about New York City.
- After Exercise 6, students choose three time expressions from the Grammar box and make guesses about what a partner

is doing at those times (e.g. *Eva is working tonight.*) Then, in pairs they check their guesses (e.g. *Are you working tonight?*).

FURTHER PRACTICE

- Grammar Reference and Practice, Student's Book page 167
- Workbook page 80/Online Practice
- Photocopiable resource 32: A London weekend, page 291

- Extra digital activities: Grammar Checkpoint 7D

ASSESSMENT

Grammar Quiz 7D

NEXT CLASS

Ask students to bring a map of their town/area (or have it available on their phones).

7E SPEAKING

1 Read the conversation and complete the sentence.

Maisy and Scott are meeting at a café near Blackwall underground station at 1 p.m..

Maisy Hi, Scott. What time do you want to meet?

Scott Is 12.30 OK? Do you know where the café is?

Maisy 1 p.m. is better. I don't even know the name of the café!

Scott 1 p.m. is fine. It's a new place called Tin Café. It's really near Blackwall underground station.

Maisy OK. I can use my phone. See you there!

2 21 3.16 Watch or listen to the conversation. Where does the woman give Maisy directions to?

- a Blackwall underground station only
- b Blackwall underground station and Tin Café
- ☒ c Blackwall and Kingsway underground stations

3 21 3.16 Study the Speaking box. On the map find the bus stop where Maisy asks for directions. Then watch or listen to the conversation again and identify which places (A-E) are Kingsway and Blackwall stations.

SPEAKING | Asking for and giving directions

Asking for directions

Excuse me .../Sorry ...

Where's (Blackwall station)?

How do I get to (Blackwall station)?

Can you tell me the way to (the station)?

Where's the nearest (post office)?

Is there (a visitor information centre) near here?

Giving directions

Go/Walk to the end of (Queen Street).

Go/Walk straight on.

Take the first/second road on the left/right.

Go/Walk along (Green Street).

Turn left/right at the (traffic lights).

Go/Walk past (the library).

It's on the left/right.

It's opposite/next to (a supermarket).

4 3.17 Complete the conversations with one word in each gap. Then listen and check.

A Excuse me. Is ¹there a good café near here?

B Yes. Go to the ²end of Broad Street. There's a good café on the right. It's ³next to a clothes shop.

A Excuse me. How do I ⁴get to the castle?

B Go ⁵straight on. ⁶Turn left at the sports centre. Then ⁷take the first road on the right.

A Sorry. Where's ⁸the nearest park?

B Walk ⁹along Roman Road. Go ¹⁰past the shopping centre and the park is ¹¹on the left.

COMMUNICATION VIDEO



Exercise 3

A Kingsway underground station
E Blackwall underground station



5 3.18 Listen to three conversations. Match places 1-3 with the letters A-E on the map.

- 1 ☐ C post office
- 2 ☐ B visitor information centre
- 3 ☐ D market

6 In pairs, take turns to give directions. Use the map to ask for and give directions:

- 1 from the museum to the supermarket.
- 2 from Kingsway underground station to the park.
- 3 from the supermarket to the gym.

☐ I can ask for and give directions.

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REFERENCES

AUDIO SCRIPT page 200

VIDEO / AUDIO SCRIPT page 211

EXTRA ACTIVITY IN CLASS

After Exercise 6, put students in new pairs, refer them to the maps they have brought with them (or have on their phones) and ask them to take turns to ask for and give

directions to different places. Remind them to decide on a 'You are here' point on the map before they begin.

FURTHER PRACTICE

Workbook page 81/Online Practice

NEXT CLASS

Write the following on the board: *San Francisco, USA; tour of Europe; Oxford, UK; Australia*. Ask students to research these places and decide which one would make the most interesting travel experience and why. Ask them to make brief notes.

7F READING AND VOCABULARY

Exercise 1

- 1 people planning a trip
- 2 Let's go!
- 3 It helps you find the perfect travel friend.
- 4 Nothing – it's free.

Exercise 3

- 1 in July
- 2 the Island of Alcatraz
- 3 by train
- 4 Paris, Venice, Florence, Rome and Vienna
- 5 a host family
- 6 by bike
- 7 She's going to book cheap flights, stay with friends and eat street food.
- 8 snorkel in the Great Barrier Reef

1 Read the advert and answer the questions.

- 1 Who is the advert for?
- 2 What's the name of the website?
- 3 What services does it provide?
- 4 How much does it cost?

2 Read the travel plans and decide which person you would like to join on their trip. Say why.

3 Read the text again and answer the questions.

- 1 When is Mark going to San Francisco?
- 2 Where is Mark going to visit by boat?
- 3 How is George going to travel?
- 4 Which cities is he planning to visit?
- 5 Who is Elena going to stay with in Oxford?
- 6 How does she plan to get around Oxford?
- 7 How is Tessa going to save money?
- 8 What does she want to do in Queensland?

4 Read the text and match holiday plans 1–4 with travel friends A–E. There is one extra person.

- A Jonathan is studying in Australia and he's planning to travel cheaply for a year before going home to the UK. **4**
- B Zoe lives in New York and would like to spend the summer in a different city in the USA. **1**
- C Hannah would love to spend some time learning a new skill during the summer.
- D Steve would like to see some great artwork and architecture before starting art college in September. **2**
- E Yolanda wants to improve her English and see some old architecture. **3**

5 3.20 Complete the conversation with the highlighted words from the text. Then listen and check.

- Tessa** I'd love to go to Perth. We could ¹ stay with my friend Lucy there. Let's ² check the train timetables.
- Dave** I'm not going to go from Sydney to Perth by train!
- Tessa** OK. I can ³ go on my own.
- Dave** No. I'm happy to go to Perth especially if we don't need to find ⁴ accommodation. But I'm not going to buy a train ⁵ ticket.
- Tessa** Why not?
- Dave** It's too far. It takes forty-eight hours by train. It's better to ⁶ book a flight. It only takes six hours by plane.
- Tessa** Cool! Lucy's great. We stayed with the same ⁷ host family in France last year.
- Dave** What do you want to do this morning? We could take a sightseeing ⁸ tour if you like.
- Tessa** No. Let's ⁹ hire bikes! That way we can visit Sydney and get fit at the same time!
- Dave** Good idea!

Are you planning a trip but are nervous about travelling alone?

Are you looking for friends to share a fantastic travel experience with?

Then 'Let's go!' is the website for you.

We match people, places and interests to help you find the perfect travel friend.

All you need to do is create an online profile and write a brief summary of your travel plans.

The service is absolutely free!



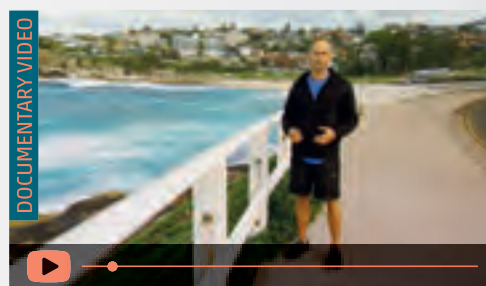
6 **SPEAKING** In pairs, plan a city trip with places you would like to visit. Then ask and answer questions about your plans with another pair.

- A *Where are you planning to go?*
- B *We're planning to visit London.*
- A *When are you leaving?*
- B *We're leaving in July.*
- A *What are you going to do in London?*
- B *We're going to ...*

7 **REFLECT | Society** Look at the website and different travel ideas. In pairs, discuss the questions.

- 1 Do young people in your country usually travel on their own, with friends or family?
- 2 What do you think are the most interesting places to visit in your country?
- 3 What's the best way to get around your country?

 **22 WATCH AND REFLECT** Go to page 156. Watch the documentary *Sydney – the perfect city?* and do the exercises.



REFERENCES

VIDEO SCRIPT page 211
CULTURE NOTES page 191

EXTRA ACTIVITIES IN CLASS

- Before Exercise 1, refer students to the notes they made at home and ask them to share their decisions (and reasons) with the class. Then, after Exercise 2, you could ask them if they have changed their mind after reading the advert. If yes, why? If not, what other

reasons did the advert give them for choosing this travel experience?

- After students discuss the questions in Exercise 7 in their pairs, broaden this up into a class discussion. Discuss the following questions in open class: *What are the most popular (but not necessarily interesting) tourist destinations in your*

Find a travel friend

✈️ Let's go!

3.19

1 San Franciscan Summer

I'm spending July in San Francisco this year! I can't wait! I'm really looking forward to seeing the Golden Gate Bridge although the bridge isn't actually gold, it's red. San Francisco is famous for its historic buildings like the Mission Dolores church and the cable cars that go up and down the beautiful steep streets. You can't visit the city without taking a boat trip to the Island of Alcatraz with its famous old prison. It was impossible to escape from.

Get in touch if you're a history fanatic like me!

Mark

2 A Grand Tour of Europe

In the past rich young British and American people travelled to Europe to admire the works of art and architecture. And guess what? That's what I'm doing this summer! I'm leaving in July, but I need to [check the train timetables](#) and [buy](#) my Interrail [ticket](#). I'm going to visit Paris, Venice, Florence, Rome and Vienna. I'm going to [find](#) cheap [accommodation](#) in hostels and I want to book tours for the museums and art galleries before I get there. If you want to come, please contact me ASAP.

George

3 English in Oxford

I'm doing an English course at a school in Oxford for a month next August and I'm [staying with a host family](#). I'm a bit nervous about [going on my own](#), so I'm looking for another Spanish speaker (16–18) to hang out with. I'm going to do some sightseeing – Oxford was the first university city in the UK so there are lots of important cultural sites to visit. And as everyone cycles in Oxford, I'm going to [hire a bike](#) to get around. If you are interested, let me know.

Elena

4 An Australian blog

I'm going to travel around Australia for a year and blog about it. To keep costs low, I'm going to [book](#) cheap [flights](#) and stay with friends in different cities and eat street food. I'm going to start in Sydney and [take a tour](#) of the Sydney Opera House – it's an amazing building. It has lots of events every year (ballets, concerts, operas), so I'm going to watch at least one show. I'm also going to visit Queensland because I really want to snorkel in the Great Barrier Reef. Did you know it's the largest living thing on Earth and you can see it from space? Would you like to join me or even be my guide in the cities I visit?

Tessa



97

country? Which places in your country would you advise tourists to avoid? Why?

FURTHER PRACTICE

Workbook pages 82–83/Online Practice

NEXT CLASS

Students write a short text or social media message informing a new classmate about their next English lesson. They should include information about the day and time of the lesson, and also say what they need to do for homework.

7G WRITING | A short message

- 1 SPEAKING** In pairs, discuss the question. What type of messages do you usually read or write? Use the prompts below to help you.

computer chat email letter social media message (post-it) note text message

I don't often write emails or letters, but I write text messages and social media messages to my friends and family.

- 2** Read messages 1–2. Who are they to and from? What are the messages about? Are they formal or informal?

1

Kev,
Going to be late tonight – going to parents' evening. Dinner in oven – just need to heat it up for ten minutes. Don't forget to take dog for walk and do your homework.
See you later,
Mum

2

Laura,
Really sorry. On the bus but going to be late – heavy traffic. Don't wait at home. Meet me outside cinema at 7.30. Please buy tickets and popcorn.
Thanks!;
Phil

- 3** Read messages 1–2 again and choose the correct answers a–c.

Message 1:

- a** The woman is going to meet her son at the parents' evening.
- b** The woman can't go to the parents' evening because she is working late.
- c** The woman is going to be late home because she is going to the parents' evening.

Message 2:

- a** Phil isn't going to get to the cinema on time.
- b** Phil and Laura aren't travelling to the cinema together.
- c** Phil is going to meet Laura at the cinema after he buys the tickets.

- 4** Compare the message below and message 1 in Exercise 2. Which kinds of words are missing in the message in Exercise 2? Study the Writing box and check your answers.

Kev,

I'm going to be late home tonight because I'm going to the parents' evening. There's some dinner in the oven – you just need to heat it up for ten minutes.

Don't forget to take the dog for a walk and do your homework.

See you later,

Mum

WRITING | A short message

In an informal message, you can leave some words out: the verb to be: **am, is, are**

determiners: **some**

subject pronouns: **I, you, he, she, it, we, they**

there is/there are

articles: **the, a, an**

conjunctions: **because, ...**

prepositions: **for, in, on, at, ...**

- 5** Read the message and remove some words to make it shorter.

Hi Mum,
Thanks a lot for dinner. I loved your lasagne! I took the dog to the park. I'm sorry that I'm not home. I'm at Keira's. We've got some History homework to do. I'm going to get the 10 o'clock bus home.
Love,
Kev

- 6 SPEAKING** In pairs, take turns to role play this situation: phone your friend and arrange to go shopping together on Saturday afternoon. Agree a time and a place to meet.

- 7 WRITING TASK** After your phone call you remember you agreed to help your mum/dad on Saturday afternoon. Write a message to your friend. Then shorten your message – leave out all the words that you can. In your message:

- apologise for a change in your plans
- explain the reason for the change
- suggest a new plan

Exercise 2

Message 1: from mother to son, instructions for the evening, informal

Message 2: from friend/brother to sister, plans for the evening, informal

Exercise 4

I'm going to be late tonight because I'm going to the parents' evening. There's some dinner in the oven – you just need to heat it up for ten minutes. Don't forget to take the dog for a walk and do your homework.

Exercise 5

Mum,
Thanks for dinner. Loved your lasagne! Took dog to park. Sorry I'm not home. At Keira's. Got History homework to do. Going to get 10 o'clock bus home.
Love,
Kev

EXTRA ACTIVITY IN CLASS

You could do this activity before or after Exercise 5. Put students in pairs and refer them to the messages they wrote at home. Ask them to work together to make their messages shorter; remind them to refer to the Writing box and check what type of words they can leave out.

FURTHER PRACTICE

Workbook page 84/Online Practice

NEXT CLASS

Ask students to study the word list and do the Remember More exercise on Student's Book page 174.

7A GRAMMAR AND VOCABULARY

5.43

at the seaside	/ət ðə 'si:saɪd/
book a ticket	/bʊk ə 'tɪkɪt/
do (some) sightseeing	/ˌduː (səm) 'saɪtˌsiːɪŋ/
get a summer job	/ˌɡet ə ˌsʌmə 'dʒɒb/
go away	(v) /ˌɡəʊ ə'weɪ/
go to an open-air theatre/a lido/a party/the cinema/the beach/the park	/ˌɡəʊ tə ən ˌəʊpən ˌeə 'θiətə/ə 'liːdəʊ/ə 'pɑːti/ðə 'sɪnəmə/ðə 'biːtʃ/ðə 'pɑːk/
have a picnic/a barbecue/a party	/ˌhæv ə 'pɪknɪk/ə 'bɑːbɪkjʊː/ə 'pɑːti/
have a takeaway	/ˌhæv ə 'teɪkəweɪ/
have coffee/a meal	/ˌhæv 'kɒfi/ə 'miːl/
have plans	/ˌhæv 'plænz/
look out for sb	/ˌlʊk 'aʊt fə ˌsʌmbədi /
stay with sb	(v) /ˌsteɪ wɪð ˌsʌmbədi /
take a trip	/ˌteɪk ə 'trɪp/
travel around Europe	/ˌtrævəl əˌraʊnd 'jʊərəp/
visit a museum/a city	/ˌvɪzɪt ə mjuː'ziəm/ə 'sɪti/
visit family/friends	/ˌvɪzɪt 'fæməli/'frendz/
watch a match/a show/a band	/ˌwɒtʃ ə 'mætʃ/ə 'jʊə/ə 'bænd/

7B VOCABULARY 5.44

airport	(n) /'eəpɔːt/
art gallery	(n) /ɑːt ˌɡæləri/
bank	(n) /bæŋk/
bridge	(n) /brɪdʒ/
bus service	(n) /'bʌs ˌsɜːvɪs/
canal	(n) /kə'næl/
car park	(n) /'kɑː pɑːk/
castle	(n) /'kɑːsəl/
church	(n) /tʃɜːtʃ/
cinema	(n) /'sɪnəmə/
concert hall	(n) /'kɒnsət hɔːl/
drive (your car)	/ˌdraɪv (jə 'kɑː)/
driver	(n) /'draɪvə/
get on/off the bus	/ˌɡet ɒn/ɒf ðə 'bʌs/
go back (to Manchester)	/ˌɡəʊ ˌbæk (tə 'mæntʃəstə)/
go by boat/by plane	/ˌɡəʊ baɪ 'bəʊt/baɪ'pleɪn/
go by train/coach/bus/tram	/ˌɡəʊ baɪ 'treɪn/'kəʊtʃ/'bʌs/'træm/
go on foot	/ˌɡəʊ ɒn 'fʊt/
hospital	(n) /'hɒspɪtl/
hotel	(n) /həʊ'tel/
library	(n) /'laɪbrəri/
market	(n) /'mɑːkɪt/

motorway	(n) /'məʊtəweɪ/
museum	(n) /mjuː'ziəm/
on board	/ɒn 'bɔːd/
park	(n) /pɑːk/
park	(v) /pɑːk/
post office	(n) /'pəʊst ˌɒfɪs/
quay	(n) /kiː/
restaurant	(n) /'restərɒnt/
ride a bike/a moped/a motorbike	/ˌraɪd ə 'baɪk/ə 'məʊpəd/ə 'məʊtəbaɪk/
see an exhibition	/siː ən ˌeksə'bjʃən/
shopping centre	(n) /'ʃɒpɪŋ ˌsentə/
sports centre	(n) /'spɔːts ˌsentə/
square	(n) /skweə/
station	(n) /'steɪʃən/
supermarket	(n) /'suːpəˌmɑːkɪt/
take a taxi/a bus/a tram	/ˌteɪk ə 'tæksi/ə 'bʌs/ə 'træm/
take a water taxi/a boat	/ˌteɪk ə 'wɔːtə ˌtæksi/ə 'bəʊt/
theatre	(n) /'θiətə/
tourist information centre	(n) /ˌtuərɪst ˌɪnfə'meɪʃən ˌsentə/
town hall	(n) /ˌtaʊn 'hɔːl/
train/bus station	(n) /'treɪn/'bʌs ˌsteɪʃən/
travelcard	(n) /'trævəlkaːd/
walk	(v) /wɔːk/

7C LISTENING 5.45

attention	(n) /ə'tenʃən/
belongings	(n) /bɪ'lɒŋɪŋz/
block	(v) /blɒk/
board a train	/ˌbɔːd ə 'treɪn/
exit	(n) /'egzɪt/
gift	(n) /ɡɪft/
give sb a warning	/ˌɡɪv ˌsʌmbədi ə 'wɔːnɪŋ/
interval	(n) /'ɪntəvəl/
make an announcement	/ˌmeɪk ən ə'naʊnsmənt/
member of staff	/ˌmembə əv 'stɑːf/
passenger	(n) /'pæsnɪdʒə/
performance	(n) /pə'fɔːməns/
play	(n) /pleɪ/
selection (of books)	/səˌlekʃən (əv 'bʊks)/
station staff	(n) /'steɪʃ(ə)n stɑːf/
ticket office	(n) /'tɪkɪt ˌɒfɪs/
underground station	(n) /ˌʌndəˌɡraʊnd ˌsteɪʃən/
underground train	(n) /ˌʌndəˌɡraʊnd 'treɪn/

7D GRAMMAR 5.46

aerial tram	(n) /ˌeəriəl 'træm/
art tour	(n) /ɑːt tuə/
fly	(v) /flaɪ/
hotel reception	(n) /həʊˌtel rɪ'sepʃən/
island	(n) /aɪlənd/
tour guide	(n) /tuə ɡaɪd/
tourist sight	(n) /ˌtuərɪst saɪt/

7E SPEAKING 5.47

ask for/give directions	/ˌɑːsk fə/ˌɡɪv ˌdaɪrə'keɪʃnz/
road	(n) /rəʊd/
tell sb the way	/ˌtel ˌsʌmbədi ðə 'weɪ/

7F READING AND VOCABULARY

5.48

admire	(v) /əd'maɪə/
architecture	(n) /ˌɑːkətektʃə/
book a place (on a flight)	/ˌbʊk ə ˌpleɪs (ɒn ə 'flaɪt)/
buy a ticket	/baɪ ə 'tɪkɪt/
check the train timetable	/ˌtʃek ðə 'treɪn ˌtaɪmˌteɪbəl/
create a profile	/kriːɪt ə 'prəʊfaɪl/
cultural site	(n) /ˌkʌltʃərəl 'saɪt/
find accommodation	/ˌfaɪnd əˌkɒmə'deɪʃən/
go on your own	/ˌɡəʊ ɒn jə 'əʊn/
hire a bike	/ˌhaɪə ə 'baɪk/
hostel	(n) /'hɒstl/
keep costs low	/ˌkiːp ˌkɒsts ˌləʊ/
on Earth	/ɒn 'ɜːθ/
opera house	(n) /'ɒpərə haʊs/
prison	(n) /'prɪzən/
rich	(adj) /rɪtʃ/
snorkel	(v) /'snɔːkəl/
space	(n) /speɪs/
stay with a host family	/ˌsteɪ wɪð ə ˌhəʊst ˌfæməli/
take a tour of the city	/ˌteɪk ə ˌtuə əv ðə 'sɪti/
travel cheaply	/ˌtrævəl 'tʃiːpli/
work of art	/ˌwɜːk əv ɑːt/

7G WRITING 5.49

letter	(n) /'letə/
on time	/ɒn 'taɪm/
parents' evening	(n) /'peərənts ˌiːvɪŋ/
social media message	(n) /ˌsəʊʃəl 'miːdiə ˌmesɪdʒ/
text message	(n) /ˌtekst ˌmesɪdʒ/

Remember More > page 174

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EXTRA ACTIVITIES IN CLASS

- In teams and with books closed, students list as many places in a city from Lesson 7B as they can in a given time limit. When the time is up, the team with the most words write them on the board. The other teams take it in turns to add more words. They all get one point for each correct word on

their list and the team with the most points are the winners.

- Put students in pairs. Student A says a word from the word list. Student B spells it and then gives the translation or, in stronger classes, a simple definition in English. Then it is Student B's turn to give a word for A to spell and translate/explain. Pairs continue for 3–5 minutes. Students win one point

for spelling a word correctly and one for each correct translation/definition. The student with the most points at the end wins.

FURTHER PRACTICE

Workbook page 85/Online Practice

NEXT CLASS

Ask students to revise Unit 7.

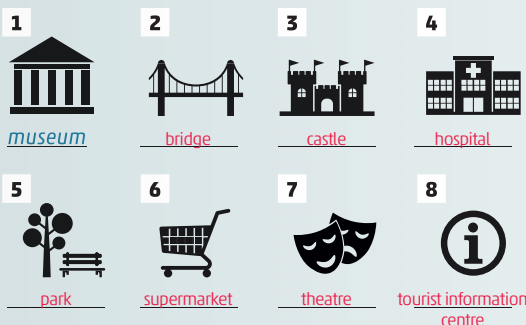
For Sample Purpose Only

Exercise 5

- 2 I'm going to watch
- 3 I'm going to clean
- 4 I'm going to help
- 5 Are you going to go
- 6 I'm not going to go
- 7 I'm going to visit
- 8 Are you going to come over
- 9 You are going to help

VOCABULARY AND GRAMMAR

1 Look at the pictures and write the words.



2 Complete the sentences with one word in each gap.

- 1 We always take a taxi to the airport – it's expensive but it's more convenient.
- 2 I usually ride a bike to school – It's cheap and good for the environment!
- 3 Lots of people drive a car to work every day and end up in traffic jams.
- 4 In small cities it's usually quick and easy to go to places on foot.
- 5 Sometimes the bus driver doesn't let you get on the bus if it's really full.
- 6 I'm so excited! I'm going to Paris by plane next weekend and I love flying!

3 Match each person's situation with the best suggestion(s) about what to do.

- | | |
|---|--|
| ☐ 1 get a summer job | ☐ 2 do some sightseeing |
| ☐ 3 go to the beach | ☐ 4 have a sandwich |
| ☐ 5 visit a museum | ☐ 6 visit friends |

- 1 I haven't got any money to go on holiday.
- 2 I want to get to know this city.
- 3 I'm hungry.
- 4 I don't want to stay home alone!
- 5 I want to do something cultural this summer.
- 6 I just want to have fun!

4 Choose the correct words to complete the text.

ARE YOU LOOKING FOR AN ADVENTURE HOLIDAY?

¹Book / Rent a seat on the Orient Express and travel across Europe to Asia in style.
Trains depart all year round, just ²check / look the online timetable for details.
Journeys are flexible so you can leave the train to ³go / take a tour of cities on the way.
And we can also help you ⁴find / stay overnight accommodation.
So what are you waiting for? Train tickets go fast so ⁵buy / sell yours now!

5 Complete the conversation with the correct form of going to and the verbs in brackets.

- Rose What ¹are you going to do (do) today?
Jim I ²watch (watch) the match on TV, what about you?
Rose I ³clean (clean) the house. And you ⁴help (help). We agreed, remember?
Jim ⁵you go (you go) to the shops after?
Rose No, I ⁶don't go (not go) because Lily can't come. She ⁷visits (visit) her mother in hospital.
Jim Oh! Did I tell you Rob and Jenny ⁸came over (come over) after the match?
Rose Really? OK, then ⁹you help (you/help) me with the housework, right?
Jim Of course I am!

6 Complete the sentences with the correct Present Continuous forms of the verbs in brackets.

- 1 Harry ¹is swimming (swim) at 9 a.m. on Saturday morning.
- 2 Maisy ²is having (have) a guitar lesson on Sunday.
- 3 They ³'re going (go) shopping in the afternoon.
- 4 On Sunday in the morning they ⁴'re cleaning (clean) the house.
- 5 They ⁵aren't watching (not watch) football on Saturday.
- 6 In the afternoon Susan ⁶is visiting (visit) her grandparents.
- 7 They ⁷aren't going (not go) to the cinema this weekend.

USE OF ENGLISH

7 Choose the correct words a–c to complete the texts.

1 Please make sure you **clear your rubbish away** if you a barbecue on the beach.

- a get b have c make

2 **RESPECT OTHERS AT ALL TIMES AND BE QUIET WHEN USING THE** a.

- a library b market c station

3 Follow the signs and go straight c for the metro.

- a off b iup c on

4 PLEASE RING THE BELL WHEN YOU WANT TO GET b THE BUS.

- a from b off c out

5 The a is a great place to see opera, ballet and listen to classical music.

- a concert hall b town hall c sports centre

6 Queue here to c tickets to travel today.

- a shop b find c buy

Use of English > page 173

REFERENCES

CULTURE NOTES page 191

FURTHER PRACTICE

- Use of English, Student's Book page 173
- Self-assessment 7 and Self-check 7, Workbook pages 86–87/Online Practice
- Extra digital activities: Use of English, Reading, Listening

ASSESSMENT

- Unit 7 Language Test (Vocabulary, Grammar, Use of English)
- Unit 7 Skills Test (Dictation, Listening, Reading, Communication)
- Unit 7 Writing Test

READING

- 8 Read the text s and match people 1–4 with activities A–E. There is one extra activity.

STRATEGY | Multiple matching

In this task you need to match descriptions of people with different texts. Start by reading the descriptions and underlining important information. Then do the same with the texts.

A

I'm going to an arts exhibition in a gallery opposite Brighton football stadium on Sunday. There are going to be lots of different artists and sculptors showing their creations and giving talks. I'm definitely going to go so if you want to come with me, let me know.

Sara

B

My mum's a big fan of the opera and she bought four tickets so we could all go and see *Carmen* at the Royal Opera House in Covent Garden this Saturday. Unfortunately, my brother's got the flu so he can't come with us. This morning my mum said, 'Why don't you ask one of your friends to come, instead?'. Is anyone interested?

Amy

C

On Sunday I'm going to the British Museum with a group of friends. They've got a special exhibition about Ancient Egypt. They're organising a guided tour where they tell you all about their amazing collection of Egyptian statues and sculptures. It's going to be fascinating! Let me know if you're interested.

Ben

D

We're studying Shakespeare's *Romeo and Juliet* at school this term. Yesterday our English teacher told us that they're performing it at the open-air theatre in Regent's Park at the moment. So, a few of us are going to try and get tickets for Saturday evening. I just hope it doesn't rain - you never know with the British weather!

Mia

E

The new football season starts this weekend and I'm going with my dad to the Chelsea–Liverpool match in London. Both teams were really good last year so I think it's going to be an amazing game. Dad says I can invite two friends because it's my birthday on Saturday, so get in touch if you want to come.

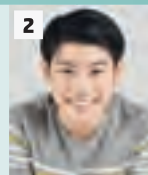
Danny

1



B David loves music and enjoys going to all types of concerts. He doesn't know much about classical music but he's interested in trying new things.

2



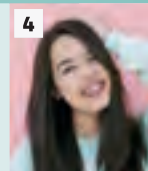
E Matt is an American teenager who is staying in London with his English cousin, Sam. Both Matt and Sam like playing and watching all kinds of sport.

3



D Phoebe is studying Literature and Drama at school and would love to become an actress one day. She doesn't have any plans for this weekend.

4



C Laura is very keen on history and loves watching documentaries. She also enjoys reading about past civilisations like the Romans and the Greeks. She'd like to study Archaeology at university.

SPEAKING

- 9 In pairs, take turns to ask for and give directions. Use the map below. Student A: you are at the station and you want to go to the theatre. Student B: you are at the station and you want to go to the cinema.



WRITING

- 10 Read the task below.

A friend is arriving in your town by train tomorrow. You are going to meet him/her at a café in the town centre. Write a short email and tell him/her how to get from the station to the café.

Write a an email.

08

Smart future

VOCABULARY Gadgets, computers, science

GRAMMAR Will for predictions about the future [Use of English > page 173](#)

SPEAKING Opinions

WRITING A notice

VIDEO Grammar ▶ Communication ▶ Documentary ▶

TOMORROW'S WORLD

A guide to the next fifty years

BY 2030

A What will ___ be like?

By 2030, people will buy over thirty percent of things online and drones will deliver most of them in less than half an hour. There will be some real shops too, of course, but many of them won't have checkouts anymore. You will be able to take anything you want and you will automatically pay and get a receipt later.

BY 2050

C Where will we ___?

By 2050, the population of the world will be 9.6 billion and seventy-five percent of people will live in cities, often in huge 'smart' apartment buildings, over ten kilometres tall. Virtual reality will be a big part of our everyday lives. For example, most people in cities won't need to leave their homes. Houses won't even need windows – 'virtual windows' will look completely real.

Exercise 2

- A shopping
- B money
- C live
- D health

BY 2040

B How will ___ change?

In 2040, most countries will use digital money. There won't be any paper notes or coins and we will use smartphones or smartwatches to pay for everything. Fortunately, their batteries will be better so we won't need to carry a charger with us all the time!

BY 2050

D How will we look after our ___?

Over the next fifty years, we will use technology to analyse our health all day and every day. Our clothes will have tiny health trackers which will contact our doctor when there are any problems. 3D printers will be able to make new body parts such as skin or even a heart!

8A GRAMMAR AND VOCABULARY

- 1 **SPEAKING** Use a dictionary to check the meaning of the words from the box. Then, in pairs, discuss the questions.

3D printer charger drone health tracker
smartphone smartwatch tablet computer
virtual reality (VR) headset wireless headphones

- 1 Which of these gadgets do you use?
- 2 Which is your favourite? Say why.
- 3 Which gadget would you like to own? Say why.

- 2 In pairs, read the texts and complete headings A–D with the words from the box.

health live money shopping

- 3 What do you think of the predictions? Which are more/less probable? Which are better/worse for people? Discuss in pairs.

102

REFERENCES

VIDEO SCRIPT page 212

EXTRA ACTIVITY IN CLASS

After Exercise 10, put students in new pairs and ask them to think of as many ways as they can to finish the following sentence: *We think that in the next ten years ...* Set a time limit for this and when it is up, invite different students to share their ideas with the class.

FURTHER PRACTICE

- Photocopiable extra Grammar Video activity 8, page 239
- Grammar Reference and Practice, Student's Book page 168
- Workbook pages 88–89/Online Practice

Will

4 Read the sentences and choose the correct answers in the rules.

By 2030, drones will deliver most things in less than half an hour.

By 2040, there won't be any paper notes or coins.

Where will we live?

1 We use *will/won't* to talk about

a future plans.

b future predictions.

2 We use

a *will/won't* + *to* + infinitive

b *will/won't* + infinitive

5 Study the Grammar box and check your answers to Exercise 4.

Will

We use *will* to make predictions about the future.

+ In a few years I **will** ('ll) **leave** home.

- In twenty years people **will not** (**won't**) **use** paper money or coins.

? **Will** you **study** languages at university?
Yes, I **will**. / No, I **won't**.

Wh-? When **will** you **leave** home?

Time expressions: in the next few years, in ten months, next year, by 2050

Grammar Reference and Practice > page 168

6 Study *Watch out!* and complete the sentences with *will* or *won't*. Then, in pairs, say if you agree or disagree with the predictions.

- In ten years many homes will have a robot assistant to help clean, cook and do other chores.
- In the next twenty years computers will become as creative as humans. They will be able to create works of art on their own.
- By 2050, petrol cars won't exist any more and all transport will be electric.
- In the next fifty years thanks to 3D printers, scientists will be able to make many human body parts.
- In 100 years thousands of scientists will live on the Moon and tourists will go there on holiday.
- By 2200 people won't need to study languages because English will be the only language.
- In the next 200 years we will make contact with people from another planet.

WATCH OUT!

Present: We **can** travel all over the world.

Future: In the future we **will be able to** go on holiday without leaving our homes.

7 3.21 PRONUNCIATION Listen and choose the sentence you hear.

- a He will be late. b He'll be late.
- a It will be cold. b It'll be cold.
- a We will leave soon. b We'll leave soon.
- a They won't like it. b They don't like it.

8 3.22 Listen and complete the sentences.

- I'll be there at six.
- We won't need any money.
- My sister will help us.
- You'll love virtual reality.

9 Complete the predictions with *will/won't* and a verb from the box to make them true for you. Then write seven questions to ask your partner.

be buy drive go learn live move start

- In the next few weeks I will buy a new smartphone.
Will you buy a new smartphone in the next few weeks?
- In the next two years I _____ how to play the guitar.
- I _____ to university in the next five years.
- In 20 years I _____ an electric car.
- I _____ at my parents' house in 2040.
- In fifty years I _____ a grandparent.
- In the future I _____ to another country.
- Next year I _____ some new subjects at school.

10 **SPAKING** In pairs, ask and answer the questions you wrote in Exercise 9. Try to add another question to find more information.

A *Will you buy a new smartphone in the next few weeks?*

B *Yes, I will.*

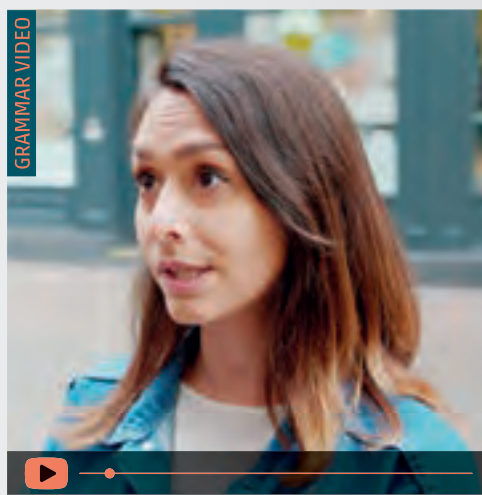
A *Where will you buy it?*

Exercise 9

2 *will/won't* learn
In the next two years, will you learn how to play the guitar?
3 *will/won't* go
Will you go to university in the next five years?
4 *will/won't* drive
In 20 years, will you drive an electric car?
5 *will/won't* live
Will you live at your parents' house in 2040?
6 *will/won't* be
In fifty years, will you be a grandparent?
7 *will/won't* move
In the future, will you move to another country?
8 *will/won't* start
Next year, will you start any new subjects at school?
Note: In each case, the time phrase can also go at the beginning of the question. For example,
In the next few weeks, will you buy a new smartphone?/Will you buy a new smartphone in the next few weeks?

23 Read the question and watch the video. Say what the speakers answer. Then, in pairs, ask and answer the question.

How will we live in the future?



☐ I can use *will/won't* to make predictions about the future.

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- Photocopiable resource 33: The fortune teller, page 292
- Extra digital activities: Grammar Checkpoint 8A

ASSESSMENT

Grammar Quiz 8A

NEXT CLASS

Ask students to think about how they would answer the following question and make notes: *Which gadget or device can't you live without? Why?* Reassure

them that it is OK if they don't know the English word for the gadget/device – they can look it up in their dictionaries or ask you about it in the next lesson. What's important is that they think about reasons why this gadget is so important to them.

Second-hand computer equipment Buy cheaper, sell faster!



¹ desktop computer, 4.2GHz, 16GB RAM **Price: €499**



² speakers, for PC/Laptop **Price: €45**



³ laptop battery **Price: €25**



⁴ USB cable **Price: €5**



⁵ wireless mouse **Price: €25**



⁶ scanner **Price: €149**



⁷ hard disk, 500GB **Price: €99**



⁸ wireless keyboard **Price: €35**



61cm, LED ⁹ screen monitor **Price: €199**

8B VOCABULARY | Computer equipment

- 1 Complete descriptions 1–9 with the words from the box.

desktop computer hard disk laptop battery scanner
screen speakers USB cable wireless keyboard
wireless mouse

- 2 Which items of computer equipment in Exercise 1 do you have in your room? Discuss in pairs.

- 3 Complete the sentences with the verbs from the box.

charge print scan switch off turn up type

- How often do you need to charge the battery on your phone?
- Do you switch off your computer when you go to bed or do you leave it on all night?
- Can you type without looking at the keyboard?
- Do you turn up your speakers and listen to loud music when you're home alone?
- Have you got a printer that can print/scan and scan/print?

- 4 3.23 Listen to a man answering the questions in Exercise 3. What are his answers? Then ask and answer the questions in pairs.

- 5 Match the verbs with the icons.

attach copy delete download install save



1 delete



2 copy



3 attach



4 download



5 save



6 install

- 6 Choose two words or phrases that go with each verb.

- delete a file / a hard disk / an email
- save the Internet / your changes / a document
- copy some text / a file / a keyboard
- attach a website / a USB cable to your phone / a file
- install an app / a printer / a document
- download some music / a laptop / an app

- 7 **SPEAKING** In pairs, answer the questions.

- What do you do with emails and text messages after you read them?
- Do you usually download music or listen to it online? Say why.
- How many apps did you install on your phone last week? What were they?
- Do you check your phone after going to bed? Is it a good idea? Say why.

Exercise 4

- twice a day sometimes (he charges it every evening, often it's down to 15% by lunchtime and sometimes it dies before he gets home)
- He sometimes leaves his laptop on but he always switches off his desktop because it's noisy.
- Yes, he can (he's got a brilliant new wireless keyboard).
- Yes, to listen to music and to play games.
- Yes, it's a laser colour printer and scanner but it's not working at the moment.

104

☐ I can talk about computers.

REFERENCES

AUDIO SCRIPT page 200

EXTRA ACTIVITIES IN CLASS

- Start the class by referring students to the notes they made at home and getting them to share their answers with the class or, in larger classes, in groups.

- After Exercise 6, students, in pairs, take it in turns to choose a phrase from Exercise 1 or 6 and say the verb, for their partner to say a noun that can complete the phrase (e.g. A: *install ...* B: *an app*; B: *turn up ...* A: *your speakers*).

FURTHER PRACTICE

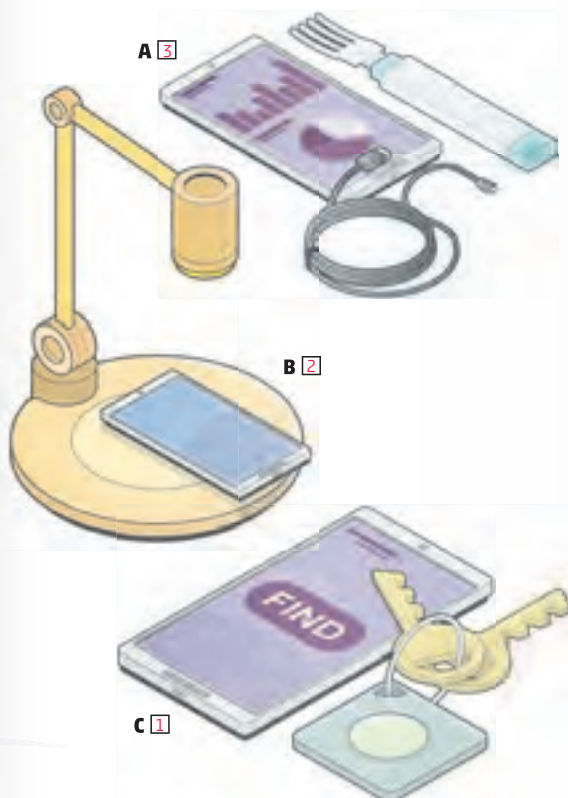
- Workbook page 90/Online Practice

- Photocopiable resource 34: Computer Catchphrase, page 293
- Extra digital activities: Vocabulary Checkpoint 8

ASSESSMENT

Vocabulary Quiz 8

- 1 Look at the pictures of gadgets. What do you think they do?



- 2 **3.24** Listen and match the conversations to each gadget.

Adverbs of manner

- 3 **3.24** Match the beginnings and endings of the sentences from the conversations. Then listen again and check.

- | | |
|--|--|
| 1 ☐ The tracker beeps <u>quietly</u> at first | a and sometimes I get a stomach ache. |
| 2 ☐ It's brilliant! | b can charge <u>wirelessly</u> . |
| 3 ☐ I could charge my phone | c and then it starts beeping <u>loudly</u> . |
| 4 ☐ Check your phone | d really <u>easily</u> with this gadget. |
| 5 ☐ My mum says | e It works really <u>well</u> . |
| 6 ☐ Eating <u>slowly</u> | f can help you lose weight. |
| 7 ☐ I eat too <u>quickly</u> | g that I always eat too <u>fast</u> . |

- 4 Look at the underlined adverbs in Exercise 3. Then choose the correct words to complete rules 1–4. Study the Grammar box to check.

- We add -ly to most adjectives / verbs to make adverbs.
- For adjectives ending in -y, we change -y to -i / -e and add -ly.
- The adverbs good and fast are regular / irregular.
- We often put adverbs at the beginning / end of a sentence.

Adverbs of manner

We use **adverbs of manner** to describe how we do things.

Adjective	Adverb
loud	loudly
slow	slowly
safe	safely
beautiful	beautifully
easy	easily
Irregular	
good	well
fast	fast
hard	hard

Grammar Reference and Practice > page 168

- 5 Change the adjectives in the box to adverbs and complete the sentences.

bad careful good healthy perfect polite urgent

- My brother speaks English perfectly. He lived in London for ten years.
- I did very badly in my last exam. I need to get a better mark this time.
- Can I borrow your phone? I need to call someone urgently.
- You need to read this carefully. It's very important.
- Can I have a salad? I'm trying to eat healthily.
- I like Thomas. When I see him, he always smiles politely.
- Well done! You played really well.

- 6 **3.25** Listen and complete the sentences with the adverb form of the adjectives from the box.

confident dangerous happy hard loud quick

- She is speaking confidently.
- Someone is screaming loudly.
- He is studying hard.
- Someone is typing quickly.
- The baby is smiling happily.
- The man is driving dangerously.

- 7 Complete the sentences with the correct forms of the words in brackets. Use the adjective or adverb.

- My sister plays the guitar really well although she is not a professional musician. (good, professional)
- He isn't a careful driver. He always drives too fast. (careful, fast)
- I've got a very important exam tomorrow. I have to study hard tonight. (important, hard)
- My computer wasn't cheap but it starts up really slowly. (cheap, slow)

- 8 In pairs, take turns to mime an action in the manner of adverbs from this lesson. Guess what your partner is doing.

Are you riding a bike dangerously?

☐ I can use adverbs to talk about the way we do things.

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REFERENCES

AUDIO SCRIPT page 201

EXTRA ACTIVITY IN CLASS

After Exercise 7 or 8, students write true sentences about themselves or people they know using adverbs from the lesson

(e.g. I always eat slowly. My sister makes friends very easily.). If there is time, get them to share their sentences in pairs/ groups or with the class.

FURTHER PRACTICE

- Grammar Reference and Practice, Student's Book page 168

- Workbook page 91/Online Practice
- Photocopiable resource 35: What happened in the end?, page 294
- Extra digital activities: Grammar Checkpoint 8C

ASSESSMENT

Grammar Quiz 8C



8D LISTENING AND VOCABULARY

1 **SPEAKING** In pairs, describe photos A–D. What are the people doing in each photo?

2 **3.26** Listen to four conversations. Match them with photos A–D.

1 **D** 2 **C** 3 **A** 4 **B**

3 **3.26** Listen to the conversations again and choose the correct answers.

- 1 What does the girl think the problem is with the computer?
 - a The keyboard isn't working properly.
 - b** The hard disk is broken.
 - c They need to charge the battery.
- 2 How did the girl feel about her experience with a virtual reality headset?
 - a Frightened because everything looked so real.
 - b** Excited about trying it one more time.
 - c Surprised about the quality of the picture.
- 3 The two friends agree that smart speakers are
 - a useful.
 - b good fun at parties.
 - c** cheap.
- 4 What does the girl think about time travel?
 - a** She loves films about travelling in time.
 - b She believes that one day we will be able to travel in time.
 - c She is very interested in the science of time travel.

4 **3.27** Listen again to these sentences from the conversations and complete them with the correct forms of the verbs from the box.

develop discover experiment invent produce test

- 1 Mum knows how to test the hard disk.
 - 2 Well, lots of companies are producing headsets now.
 - 3 You need to experiment with questions.
 - 4 Perhaps scientists will discover something new and amazing about physics.
 - 5 Then they'll be able to develop a time machine.
 - 6 I think a time machine is a lot harder to invent than the Internet.
- 5 **Choose the correct verbs to complete the predictions.**
In the next ten years ...
- 1 astronomers will develop / discover life on another planet.
 - 2 IT companies will experiment / produce very cheap 3D video phones.
 - 3 we will stop inventing / testing cosmetics on animals.
 - 4 scientists will continue to experiment / produce with animals.
 - 5 companies will develop / test video games that are even more and more realistic.
 - 6 somebody will discover / invent a new, better alternative to the Internet.
- 6 **SPEAKING** In pairs, say why you agree or disagree with the predictions in Exercise 5. Then use the verbs in Exercise 4 to make your own predictions.

I think scientists will discover new sources of energy.

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☐ I can identify the main points in a conversation and talk about technology.

REFERENCES

AUDIO SCRIPT page 201

EXTRA ACTIVITY IN CLASS

After Exercise 6, students share their predictions in groups or, in smaller classes, with the class. They then discuss the predictions, saying whether they agree or disagree.

FURTHER PRACTICE

- Workbook page 92/Online Practice
- Photocopiable resource 36: Tech talk, page 295

NEXT CLASS

Ask students to make a list of devices in a home which can connect to the Internet.

8E SPEAKING

- 1 Read the article below. What is 'the Internet of things'? Does it make our lives easier? Discuss in pairs.

IN THE AVERAGE UK HOME, around eight devices connect to the Internet. In the next few years, experts think that number will increase dramatically. You can already buy 'smart' versions of many everyday objects. For instance, there are already 'smart' lights, fridges and even mirrors! These gadgets are part of 'the Internet of things'. You can control them with an app on your mobile phone and some work with 'voice assistants' – you just say your instructions.

- 2 24 3.28 Watch or listen. How does Charlie turn on the lights/the TV? How does he play some music? What goes wrong?

- 3 24 3.28 Study the Speaking box. Complete the conversation with a word or phrase in each gap. Then watch or listen again to check.

VA = Voice Assistant

Mia Charlie, I'm not saying the Internet of things is rubbish. But personally I ¹ think it will make our lives easier.

Max ² I agree with Mia. Now let's go inside.

Charlie I'm sorry but I ³ don't agree.

Max It's dark. Turn the lights on. Wow, Charlie! You turned the lights on with your phone!

Charlie Yes, Max. We've got 'smart' lights.

Mia Yeah, but who wants to take their phone out, start the app ... It takes too long.

Charlie You're ⁴ right, Mia. So what about this? Voice Assistant, turn on the TV.

VA I'm turning on the TV.

Mia/Max Awesome!

Charlie Voice Assistant, play a song.

VA Here's one of your favourite songs.

Max Cool. Voice Assistant, turn it up! I can't hear because of the TV.

VA I'm turning up the TV.

Charlie No! Not the TV! Voice Assistant, turn it off.

VA I'm turning off the lights.

Max Um, Charlie. I can't see anything.

Charlie Well, obviously it doesn't work perfectly, but in ⁵ my opinion, we'll use these gadgets a lot in the future.

Mia Really? I'm ⁶ not sure about that.

SPEAKING | Opinions

Giving opinions

(Personally,) I think ... In my opinion, ...
(Personally,) I don't think ... I'm sure that ...

Agreeing

Yes, I agree.
You're right.
Exactly.
I agree with him/her/you.
I think so too.

Disagreeing

(I'm sorry but) I don't agree.
That's (probably) true but ...
I'm not sure (about that).
I don't think so.

REFERENCES

VIDEO / AUDIO SCRIPT page 212

EXTRA ACTIVITIES IN CLASS

- Start the class by referring students to the lists they made at home. Elicit ideas around the class and list them on

the board. Then move on to Exercise 1 about 'the Internet of things'.

- This activity can be done before or after Exercise 5. Put students in pairs and ask them to discuss the initial statements in each of the conversations in Exercise 4, using language from the Speaking box to give their opinion.

FURTHER PRACTICE

Workbook page 93/Online Practice

NEXT CLASS

Ask students to make notes about the following statement: *Computers and robots will become as intelligent as humans one day.* Do they agree? Why/Why not?

COMMUNICATION VIDEO



08

Exercise 1

The Internet of things describes 'smart' gadgets that connect to the Internet and you can control them with an app on your mobile phone.

Exercise 2

He turns the lights on with his phone and the TV with the Voice Assistant.

- 4 3.29 In pairs, choose the correct words to complete the conversations. Then listen and check.

- A ¹ I'm sure / Personally. I think that in ten years' time most cars will be electric.
- B I'm not sure about / with that. They're too expensive.
- A Yes, for now, but they will get cheaper very quickly.
- A ³ In my opinion / Exactly, technology will become one of our biggest problems.
- B I think / don't think so too. Lots of people won't have jobs.
- A You're right / sure. And no jobs means no money!
- A I'm agree / sure that in five years' time virtual reality will be part of everyday life.
- B Yes, I agree / think. Virtual reality is amazing now. Imagine it in five years' time!
- A Exactly! / Personally. It'll be amazing!
- A I don't think / That's true our planet is the only one with life.
- B I agree with you / you. One day we'll find another one.
- A That's / You're probably true but I won't be alive!

- 5 Work in groups of three. Read the statements. Take turns to give your opinion, agree and disagree.

- Many young people spend too much time online.
- Every home will have a voice-controlled assistant.
- Everyone in the world needs free Internet access.
- We will all have personal robots in the future.

☐ I can express, agree and disagree with opinions.

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8F READING AND VOCABULARY

1 SPEAKING In pairs, look at the photos on page 109. What do you think is happening? Think of ways in which robots can help us in our daily lives.

2 Read the article quickly. Does the author think that computers and robots will become as intelligent as humans one day? **yes**

3 Look at the text extract below. What do you think the underlined pronouns 'they' refer to? **computers**

Will computers become as intelligent as the human brain one day? In some ways they are already smarter than us. They can solve problems quickly and without making mistakes. And they don't need to eat or sleep, of course.

4 Study Active Reading and then check your answers to Exercise 3.

ACTIVE READING | Understanding pronouns

A pronoun replaces a noun. When you are not sure what a pronoun refers to:

- read the sentence with the pronoun carefully.
- read the sentences before and after the one with the pronoun to find the noun or nouns.
- decide if the noun matches the pronoun – for example, it cannot refer to a person; they cannot refer to a singular noun.

5 Read the article. Match sentences A–F with gaps 1–4 in the text. Use the underlined words to help you. There are two extra sentences.

- A** They'll be able to recognise how you are feeling.
B They say that eighty-seven percent of the time their machine understands our emotions correctly.
C They can write original music and stories and even invent new technology.
D The company sells them for less than \$2,000.
E One interesting idea is to use them in online education.
F For example, it looks happy when it sees you in the morning.

6 Read the text again and answer the questions.

- 1 What do humans need that computers don't need?
- 2 Which country does *Affectiva* come from?
- 3 Which company makes Pepper?
- 4 How long did it take to sell the first 1,000 Peppers?
- 5 Who will computers help by understanding their emotions?

7 Look at the highlighted adjectives and phrases in the text. Which ones are positive? Which are negative? Which can be both positive and negative? Put them in the correct column of the table.

Positive	Negative	Both
<i>in a good mood</i>		

8 Complete the sentences for you. Then, in pairs, compare your sentences.

- 1 I feel angry when ...
- 2 I'm usually in a good mood when ...
- 3 I get worried when ...
- 4 I am usually in a bad mood when ...
- 5 I am always bored ...
- 6 I feel amazed when ...
- 7 I get scared when ...

9 REFLECT | Society Read the article. Then, in pairs, discuss the questions.

A recent survey suggests that many teenagers now prefer to communicate online than in person – face-to-face. In the survey, fifty percent of teenagers said they feel more confident when they can type messages to friends. They also prefer texting because it's quick and easy, and it gives them more time to think.

In another survey, nearly half of families with children said they text each other when they're at home!

- 1 Do the survey results surprise you? Do you prefer communicating online or in person?
- 2 What are the advantages and disadvantages of texting friends instead of talking to them face-to-face?

25 WATCH AND REFLECT Go to page 157. Watch the documentary *Microchipping* and do the exercises.



Exercise 6

- 1 to eat and sleep
- 2 the US
- 3 SoftBank Robotics
- 4 one minute
- 5 students who study online

Exercise 7

Positive: happy, excited
Negative: in a bad mood, sad, worried, angry, scared, bored, stressed
Both: surprised, amazed

REFERENCES

VIDEO SCRIPT page 212

EXTRA ACTIVITIES IN CLASS

- Before Exercise 2, refer students to the notes they made at home and elicit ideas around the class. Do students

agree with the statement? Then, when they read the text in Exercise 2, you could ask them to check if it mentions any of their ideas.

- After Exercise 9, ask students to underline all the pronouns in the article and say what they refer to.

They could do this individually or, in weaker classes, in pairs. If they work individually, get them to compare answers in pairs before class feedback.

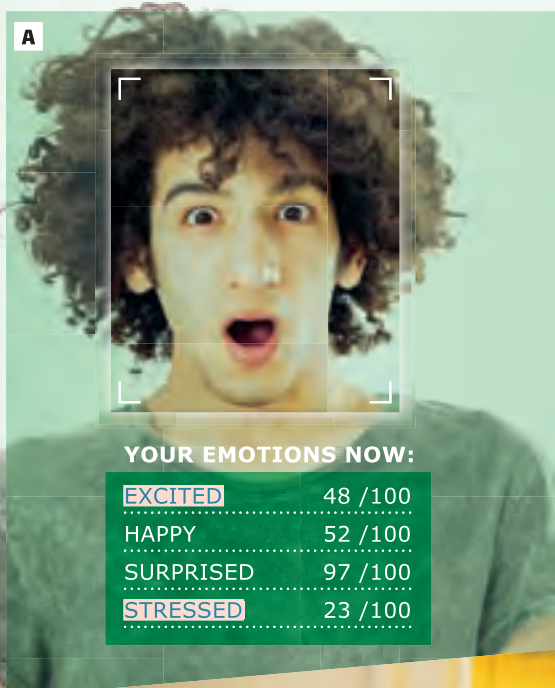
FURTHER PRACTICE

- Workbook pages 94–95/Online Practice

COMPUTERS AND ROBOTS WITH EMOTIONAL INTELLIGENCE

3.30

- Will computers become as intelligent as the human brain one day? In some ways they are already smarter than us. They can solve problems quickly and without making mistakes. And they don't need to eat or sleep, of course. But the human brain has other abilities that we can't give computers – at least, not yet! For instance, humans are creative. ¹ C Humans can also feel and recognise emotions. We know, for example, when another person is in a good or in a bad mood. And this ability is very important in interaction with other people.

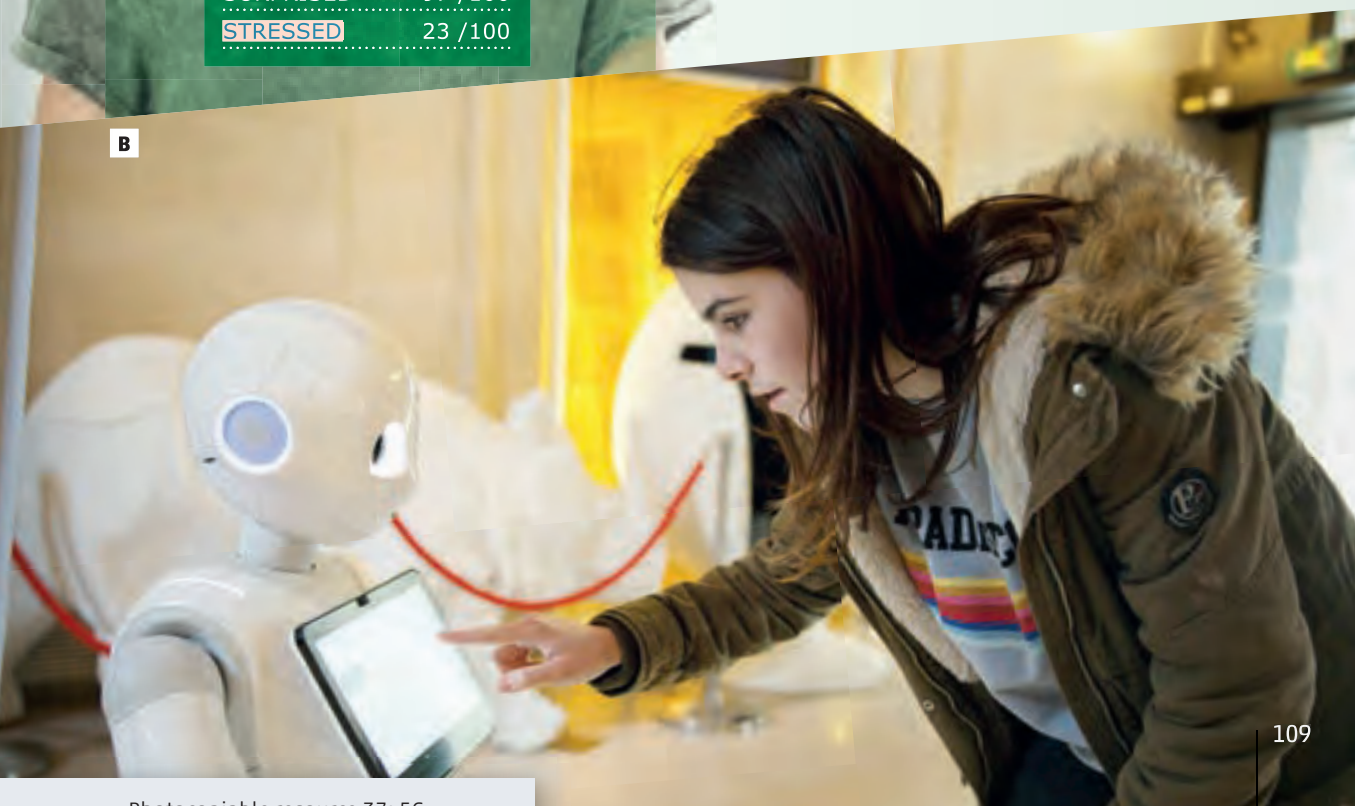


Now scientists are studying how computers can read human emotions. Affectiva, a US company, is developing software that uses cameras to look at human faces. The company collected over six million videos of people from

- seventy-five different countries to use in their software. However, it isn't always possible to identify someone's emotion from their face. That's why researchers at a US university developed a computer that can hear your heart and your breathing wirelessly. ² B
- 20** A Japanese company, SoftBank Robotics already produces and sells a robot called Pepper that can recognise human emotions. Pepper analyses both your face and the sound of your voice. It knows when you are happy, surprised or amazed and tries to help when you are sad, worried or angry. Pepper can also show its own emotions. ³ F It even gets scared in the dark! But are we ready for a robot like Pepper in our daily lives? It seems some people are. The company sold the first 1,000 Peppers in just one minute.
- 30** What about the future? How will computers that understand our emotions be useful? ⁴ E Computers will soon be able to recognise when students are finding a subject too easy or too difficult, or even when they're bored. They can use this information to change the activities students do – to help them learn.

And when will this all happen? Some computer scientists believe that within fifteen years computers will understand our emotions perfectly. Can you imagine this? Your smartphone will know more about your

- feelings than your best friend!



- Photocopiable resource 37: 5G, page 296

NEXT CLASS

Ask students to choose an object from their room they could sell online and bring it (or a photo of it) to class.

LOST! REWARD £20

WHAT? MY WIRELESS RHYTHM AX1 HEADPHONES
WHERE? SOMEWHERE IN SCHOOL
WHEN? ON TUESDAY 7TH FEBRUARY

PLEASE HELP! THESE HEADPHONES WERE A BIRTHDAY PRESENT AND MY FAVOURITE POSSESSION.
CONTACT:
SALLY CRIPPS, YEAR 9
07700 900346



A

B



I'm selling my Samson Sports fitness tracker. It's only six months old and it's in perfect condition. I got it from my brother when he bought a new one but I never use it. Send me an email if you're interested.
Jake

1 SPEAKING In pairs, discuss the questions.

- What kind of things do you often lose?
- What was the last thing you lost? What happened?
- What do you do with old gadgets, such as smartphones? Do you sell them to other people or swap them with friends?

2 Read notices A and B. Match them with the statements below.

- A** someone wants to find something.
- B** someone wants to sell something.

3 Read the notices again. Answer the questions.

- Which notice is better at attracting your attention, A or B? Say why.
- Is there any information that is not necessary in notice A or B?
- Is there any important information missing from notice A or B?

4 Study the Writing box and check your answers.

WRITING | A notice

To attract people's attention, you can:

- write a big heading, e.g.: LOST! FOR SALE!
- include an accurate photo of the item you lost/want to sell.

Make your notice clear and easy to read:

- use bullet points.
- don't include unnecessary information.

Include all the necessary information:

- write a simple description of the object (colour, name, etc.).
- say where and when you lost the object (LOST!).
- give your name and contact details.
- offer a reward (LOST!) or give the price (FOR SALE!).

5 The writer of notice A included these sentences. Do you think they are useful? Say why.

'PLEASE HELP! THESE HEADPHONES WERE A BIRTHDAY PRESENT AND MY FAVOURITE POSSESSION!'

6 Rewrite notice B. Use the tips in the Writing box. Add any necessary information.

7 3.31 Listen and complete the texts with one word in each gap.

- Lucy wants to sell her ¹ laptop. It's a ² 73 with a 13 inch screen. It originally cost ³ £500 but she is selling it for ⁴ £250. It's ⁵ two years old and is in ⁶ perfect condition.
- Robert lost his ⁷ phone today. It's a Samson ⁸ S9. He left it in a ⁹ café on Upper Street at about ¹⁰ 5 p.m. He wants to offer a reward of ¹¹ £50.

8 WRITING TASK Choose one of the situations in Exercise 7 and write a LOST! or FOR SALE! notice.

- Use the Writing box to help you.
- Add any other necessary information, e.g. a contact number or email address.

Exercise 3

1 Notice A is better. It has a big heading, it's easy to read because it's short and in note form, and it's colourful.

2 Notice A: You *could* take out the information about how the headphones were a birthday present. However, this is sometimes useful information to include – see exercise 5.

Notice B: 'I got it from my brother when he bought a new one but I never use it' is not necessary.

3 Notice B: There isn't a FOR SALE heading or a price and Jake's email address is missing.

Exercise 5

They show the writer's emotions. A reader of this notice will feel more motivated to help.

Exercise 6

FOR SALE
I'm selling my Samson Sports fitness tracker. It's only six months old and it's in perfect condition. Send me an email if you're interested.
jkershaw@mailme.net

REFERENCES

AUDIO SCRIPT page 202

EXTRA ACTIVITY IN CLASS

After Exercise 6, put students in pairs and ask them to write two 'FOR SALE!' notices for the objects they have brought with them. The notices can then be displayed

around the classroom, for the class to decide which two or three items they would buy after reading the notices.

FURTHER PRACTICE

Workbook page 96/Online Practice

NEXT CLASS

Ask students to study the word list and do the Remember More exercise on Student's Book page 174.

8A GRAMMAR AND VOCABULARY

🔊 5.50

3D printer (n) /θriːˈdiːˈprɪntə/

analyse (v) /ˈænəlaɪz/

automatically (adv) /ˌɔːtəˈmætɪkli/

charger (n) /ˈtʃɑːdʒə/

checkout (n) /ˈtʃekəʊt/

coin (n) /kɔɪn/

deliver (v) /dɪˈlɪvə/

drone (n) /dron/

electric car (n) /ɪˈlektrɪk ˈkɑː/

future (n) /ˈfjuːtʃə/

gadget (n) /ˈɡædʒɪt/

health tracker (n) /ˈhelθ ˈtrækə/

make contact with sb /ˌmeɪk ˈkɒntækt wɪð ˌsʌmbədi/

Moon (n) /muːn/

note (n) /nəʊt/

part of the body/body part /ˌpɑːt əv ðə ˈbɒdi/ ˈbɒdi ˌpɑːt/

petrol car (n) /ˈpetrəl kɑː/

planet (n) /ˈplænɪt/

robot (n) /ˈrəʊbɒt/

scientist (n) /ˈsaɪəntɪst/

smartphone (n) /ˈsmɑːtfəʊn/

smartwatch (n) /ˈsmɑːtwɒtʃ/

tablet computer (n) /ˌtæblɪt kəmˈpjʊːtə/

virtual reality (VR) headset (n) /ˌvɜːtʃʊəl rɪˈæləti (viː ˈɑː) ˈhedset/

wireless headphones (n) /ˌwaɪələs ˈhedfəʊnz/

8B VOCABULARY 🔊 5.51

attach a cable to your phone /əˈtætʃ ə ˌkeɪbəl tə jə ˈfəʊn/

attach a file /əˈtætʃ ə ˈfaɪl/

charge (v) /tʃɑːdʒ/

computer equipment (n) /kəmˈpjʊːtə ɪˌkwɪpmənt/

copy some text/a file /ˌkɒpi səm ˈteɪkst/ə ˈfaɪl/

delete a file/an email /dɪˈliːt ə ˈfaɪl/ən ˈiː meɪl/

desktop computer (n) /ˌdeskɒp kəmˈpjʊːtə/

download music/an app /ˌdaʊnˌləʊd ˈmjuːzɪk/ ən ˈæp/

hard disk (n) /ˌhɑːd ˈdɪsk/

install an app/a printer /ɪnˌstɔːl ən ˈæp/ə ˈprɪntə/

laptop battery (n) /ˈlæptɒp ˌbætəri/

PC (n) /piː ˈsiː/

print (v) /prɪnt/

save a document/your changes /seɪv ə ˈdɒkjəmənt/jə ˈtʃeɪndʒɪz/

scan (v) /skæn/

scanner (n) /ˈskænə/

screen (n) /skriːn/

speakers (n) /ˈspiːkəz/

switch off /ˌswɪtʃ ˈɒf/

tech-free (adj) /ˌtek ˈfriː/

turn up /ˌtɜːn ˈʌp/

type (v) /taɪp/

USB cable (n) /juː es ˈbiː ˌkeɪbəl/

wireless keyboard/mouse /ˌwaɪələs ˈkiːbɔːd/ ˈmaʊs/

8C GRAMMAR 🔊 5.52

badly (adv) /ˈbædli/

confidently (adv) /ˈkɒnfɪdəntli/

dangerously (adv) /ˈdeɪndʒərəsli/

do well in an exam /ˌduː wel ɪn ən ɪɡˈzæm/

fast (adj, adv) /fɑːst/

happily (adv) /ˈhæpili/

hard (adj, adv) /hɑːd/

healthily (adv) /ˈhelθili/

key ring (n) /ˈkiː rɪŋ/

lose (v) /luːz/

loudly (adv) /ˈlaʊdli/

perfectly (adv) /ˈpɜːfɪktli/

politely (adv) /pəˈlaɪtli/

press a button /pres ə ˈbʌtn/

safely (adv) /ˈseɪfli/

slowly (adv) /ˈsləʊli/

start up /ˌstɑːt ˈʌp/

tracker (n) /ˈtrækə/

urgently (adv) /ˈɜːdʒəntli/

well (adv) /wel/

8D LISTENING AND VOCABULARY

🔊 5.53

broken (adj) /ˈbrəʊkən/

develop (v) /dɪˈveləp/

discover (v) /dɪsˈkʌvə/

excited (adj) /ɪkˈsaɪtɪd/

experiment with sth (v) /ɪkˈsperɪmənt wɪð ˌsʌmθɪŋ/

frightened (adj) /ˈfraɪtnd/

invent (v) /ɪnˈvent/

produce (v) /prəˈdjuːs/

surprised (adj) /səˈpraɪzd/

test (v) /test/

time machine (n) /ˈtaɪm məˈʃiːn/

time travel (n) /ˈtaɪm ˌtrævl/

travel in time /ˌtrævl ɪn ˈtaɪm/

8E SPEAKING 🔊 5.54

alive (adj) /əˈlaɪv/

imagine (v) /ɪˈmædʒɪn/

Internet access (n) /ˈɪntənət ˌækses/

make life easier /ˌmeɪk laɪf ˈiːziə/

personal robot (n) /ˌpɜːsənəl ˈrəʊbɒt/

start an app /ˌstɑːt ən ˈæp/

turn the lights on/off /ˌtɜːn ðə ˈlaɪts ˈɒn/ˈɒf/

voice assistant/voice-controlled assistant (n) /ˌvoɪs əˈsɪstənt/ˌvoɪs kənˌtrəʊld əˈsɪstənt/

8F READING AND VOCABULARY

🔊 5.55

amazed (adj) /əˈmeɪzd/

angry (adj) /æŋɡri/

bored (adj) /bɔːd/

breathing (n) /ˈbriːðɪŋ/

communicate face-to-face/in person /kəˌmjʊːnɪkeɪt feɪs tə ˈfeɪs/ɪn ˈpɜːsən/

communicate online /kəˌmjʊːnɪkeɪt ˌɒnˈlaɪn/

computer scientist (n) /kəmˈpjʊːtə ˈsaɪəntɪst/

excited (adj) /ɪkˈsaɪtɪd/

happy (adj) /ˈhæpi/

heart (n) /hɑːt/

human brain /ˌhjuːmən ˈbreɪn/

in a good/bad mood /ɪn ə ɡʊd/ˌbæd ˈmuːd/

interaction (with other people) /ˌɪntərˌæksjən (wɪð ˌʌðə ˈpiːpəl)/

recognise (v) /ˈrekəɡnaɪz/

researcher (n) /ˈriːsɜːtʃə/

sad (adj) /sæd/

scared (adj) /skeəd/

software (n) /ˈsɒftweə/

solve problems /sɒlv ˈprɒbləmz/

stressed (adj) /strest/

surprised (adj) /səˈpraɪzd/

understand/recognise/read/identify/show emotions /ʌndəˈstænd/ˌrekəɡnaɪz/riːd/ aɪˌdentɪfaɪ/ʃəʊ ɪˈməʊʃənz/

worried (adj) /ˈwʌrɪd/

8G WRITING 🔊 5.56

fitness tracker (n) /ˈfɪtnəs ˌtrækə/

in perfect condition /ɪn ˌpɜːfɪkt kənˈdɪʃən/

notice (n) /ˈnəʊtɪs/

possession (n) /pəˈzeʃən/

reward (n) /rɪˈwɔːd/

swap (v) /swɒp/

Remember More > page 174

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EXTRA ACTIVITIES IN CLASS

- Write the following adjectives on the board: *perfect, confident, polite, healthy, urgent*. Ask students to form adverbs from the adjectives, then check their answers in the word list for Lesson 8C. You could then ask them to write one example sentence for each adverb.

- Students choose 6–8 words/phrases from the word list (or one word/phrase from each lesson) to describe to a partner. In pairs, they take turns to describe the words/phrases for their partner to guess. In weaker classes, instead of a description/definition, students can say their chosen words/phrases in their own language, for

their partner to give the English words/phrases.

FURTHER PRACTICE

Workbook page 97/Online Practice

NEXT CLASS

Ask students to revise Unit 8.

VOCABULARY AND GRAMMAR

1 Match 1–7 with a–g to make the names of computer equipment and gadgets.

- | | |
|----------------------------|--------------|
| 1 b desktop | a battery |
| 2 q fitness | b computer |
| 3 d hard | c cable |
| 4 a laptop | d disk |
| 5 c USB | e headset |
| 6 e virtual reality | f headphones |
| 7 f wireless | g tracker |

2 Complete the instructions with the correct words from the box.

attach document save screen smartphone switch-on

HOW TO EMAIL A DOCUMENT USING YOUR NEW SMART PRINTER

- ¹ Switch on your computer, tablet or ² smartphone.
- Place your ³ document under the scanner.
- Check you are happy with the scan on your device ⁴ screen.
- ⁵ Save the file, ⁶ attach it to your email and send.

3 Match the adjectives in the box with the situations 1–6.

angry bored excited interested surprised nervous

- 1 You've got an important exam. nervous
- 2 You receive an unusual present. surprised
- 3 Someone is rude to you. angry
- 4 There is something good on TV. interested
- 5 It's raining and there's nothing to do. bored
- 6 You're about to go on holiday. excited

4 Complete the conversation with *will* and the correct form of the verbs in brackets.

- Harry Where ¹ will you live (you/live) in ten years?
- Gracie ² I'll move (I/move) to London with friends, but ³ we won't have (we/not have) a house – we'll get a flat. What about you?
- Harry ⁴ I'll be (I/be) a famous scientist, so ⁵ I won't stay (I/not stay) in one place but travel all over the world!
- Gracie Cool! And do you think ⁶ you'll drive (you/drive) a big sports car?
- Harry No, because ⁷ people will use (people/will use) public transport or walk everywhere in the future.
- Gracie So how ⁸ will you travel (you/travel)?
- Harry (I/fly) ⁹ I'll fly everywhere by plane, of course!

5 Write predictions about yourself using the verbs in the box and time expressions.

become buy find go learn start

- 1 by 2025
- 2 in the next three years
- 3 in six months
- 4 next year
- 5 in the future
- 6 in the next few weeks

6 Choose the correct words to complete the sentences.

- 1 Stay safe / safely! Never drive too quick / quickly.
- 2 This is a message for Chris: please contact the office urgent / urgently.
- 3 John did good / well in his exams.
- 4 My sister makes friends very easy / easily.
- 5 Read all the exam questions careful / carefully.
- 6 'Can you speak French?' 'Yes, I can speak it perfect / perfectly'.
- 7 Sh! You are talking very loud / loudly.
- 8 I plan to eat more healthy / healthily food this year!

USE OF ENGLISH

7 Choose the correct words a–d to complete the text.

IN THE NEXT TEN YEARS ...

Scientists will further ¹ __ eye-control technology for all our devices and gadgets. There will be a 3D ² __ in every house, so we can make food, medicines and things for the home. Artificial intelligence will ³ __ very important in all aspects of our lives. And we will get most of our entertainment and information through ⁴ __ reality headsets. Someone will ⁵ __ some new smart clothes. These will change colour or shape when it's too hot or cold. We won't be ⁶ __ about our personal information online because ⁷ __ be so much information about everyone online we won't ⁸ __ stop it. In fact, technology will progress so ⁹ __, that we will be ¹⁰ __ by all the changes.

- | | | | |
|-----------------------|---------------------|------------------|------------------|
| 1 a develop | b discover | c experiment | d invent |
| 2 a computer | b keyboard | c mouse | d printer |
| 3 a become | b exist | c find | d go |
| 4 a wireless | b fast | c visual | d virtual |
| 5 a do | b plan | c learn | d test |
| 6 a angry | b excited | c interested | d worried |
| 7 a there will | b there won't | c will there | d won't there |
| 8 a able to | b be able to | c can | d can be |
| 9 a easily | b hard | c quickly | d slowly |
| 10 a amazed | b bored | c happy | d stressed |

REFERENCES

AUDIO SCRIPT page 202

FURTHER PRACTICE

- Use of English, Student's Book page 173
- Self-assessment 8 and Self-check 8, Workbook pages 98–99/Online Practice
- Extra digital activities: Use of English, Reading, Listening

ASSESSMENT

- Unit 8 Language Test (Vocabulary, Grammar, Use of English)
- Unit 8 Skills Test (Dictation, Listening, Reading, Communication)
- Unit 8 Writing Test
- Units 7–8 Cumulative Review Test
- Units 7–8 Exam Speaking

- 8 Complete the second sentence so that it means the same as the first one. Use no more than three words in each gap.

STRATEGY | Transformations

Make sure you read the first sentence carefully and understand the meaning. The second sentence must be as close to that meaning as possible.

- 1 My brother loves listening to music at full volume on his speakers.
My brother loves *turning up the* volume on his speakers to listen to music.
- 2 There are new apps on my phone.
I _____ on my phone yesterday.
- 3 My school will have a new art room next year.
Next year, there _____ a new art room in my school.
- 4 I'm optimistic about getting a place at university.
I hope I _____ a place at university.
- 5 Our class didn't do very well in the test and the teacher was angry.
We did very _____ test so the teacher was angry.

Use of English > page 173

LISTENING

- 9  3.32 Listen and choose the correct answers.

- 1 The teacher thinks that Jack is tired because
 - a he read a book until midnight.
 - ☒ b he was online until midnight.
 - c he went to bed late.
- 2 The app is for people who want to
 - a know the best way to get to school.
 - b listen to music.
 - ☒ c live healthily.
- 3 The scientist thinks that in twenty years' time electric cars will
 - a be able to go faster.
 - ☒ b have better batteries.
 - c be cleaner.
- 4 The boy thinks that his personal robot will be able to
 - ☒ a do the housework for him.
 - b go to the supermarket for him.
 - c have a conversation with him.

SPEAKING

- 10 Look at the photos. In pairs, take turns to describe what you can see in the photos and answer the questions below.

- 1 What are the students doing?
- 2 What class do you think this is?
- 3 Talk about other things in the photograph.



WRITING

- 11 Write an email to a friend to tell him/her about the gadget you decided to buy for your brother/sister. Include the following information:
- what the gadget is
 - why you want to buy this gadget
 - what your brother/sister will be able to do with it
 - ask your friend what he/she thinks of the idea for the gadget

Exercise 8

- 2 downloaded new apps
3 will be
4 will get
5 badly in the



1 Jed, 16

The other day I sent a message to Amy, a girl in my class, asking her to go to the cinema. Only, it wasn't me! Someone pretended to be me. I think it was my friend, Steven, because I once told him my password. I think he sent the message to Amy as a (not very funny) joke. It was so embarrassing when I saw Amy in class the next day. I explained what happened and said I was very sorry. She didn't think it was very funny. ¹ B

2 Chloe, 16

It was my sixteenth birthday last Saturday so I had a party with a few of my friends at my house. Unfortunately, one day last week I told some friends about the party on social media and gave them my address. My parents went out for the evening. At ten o'clock a large group of students arrived at the party. They were from my school but they weren't my friends. They were very loud and badly behaved and they played a stupid game in the hall. When my parents got home they were very angry because the house was a mess and the big mirror near the front door was broken. ² A



3 Will, 15

Last week, I posted a selfie of me and my best friend Ben on my social media site. We were with some friends in the park and it was a really cool photo. Well, it was a really cool photo of me. I looked great! But it was a terrible photo of Ben. He looked completely ridiculous! Now, he's really angry with me and won't answer his phone when I call him. It was really stupid of me to post that photo but I did it without thinking. ³ C



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REFERENCES

AUDIO SCRIPT page 202

EXTRA ACTIVITIES IN CLASS

- As an extension to Exercise 1, discuss the following questions in open class: How do you decide who to add to your friends lists? Do you ever share your location on your social media profiles? Are your social media profiles public or private?
- After Exercise 6, ask students to tell the class about similar situations they or people they know have been in, or problems they have had, while using social media. What advice would they give to these people?

1 In pairs, discuss the questions below.

- 1 What do you use the Internet for?
- 2 Which social networking sites do you use?
- 3 What are the good things about using social media?
- 4 What problems can you have when you use social media?

2 Read the forum posts and match gaps 1-3 with sentences A-C. Then, in pairs, say which of these problems you had.

- A** My dad told me to change my privacy settings so that only my close friends can see my posts in the future.
- B** Anyway, I'm going to change my password and I won't share it with anyone ever again.
- C** I'll be more careful when I share photos online in the future.

3 3.33 Listen to someone talking about staying safe online. Complete her advice with the words from the box. Then match tips a-d to forum entries 1-3 opposite. There is one extra tip.

check cyberbully horrible identity online
passwords post settings share social strangers

- a** Think about your privacy ¹settings. It isn't a very good idea if people you don't know – complete ²strangers – can see what you're posting ³online, so please ⁴check your settings carefully. **2**
- b** Think carefully before you ⁵post a photo. Would the other people in the photo be happy to see it on ⁶social media? **3**
- c** Keep all your ⁷passwords secret. Don't ⁸share them with anyone. That way you can protect your ⁹identity. **1**
- d** Never say anything ¹⁰horrible about another person online. Don't be a ¹¹cyberbully. And if someone is horrible to you, tell your parents or your teacher.

4 3.33 Listen again and check your answers.

5 Read the advice in the box below. Are you a smart Internet user? In groups, say how often you follow each piece of advice – always, sometimes or never.

- A** *Do you ever share your passwords?*
- B** *No, I don't.*
- C** *Sometimes. My sister knows one of my passwords so that she can post things on my site.*

LIFE SKILLS | How to use the Internet in a safe way

- 1 Don't share your password with other people.
- 2 Don't share personal information online.
- 3 Be nice to other people when you're online.
- 4 Check your privacy settings on social media sites.
- 5 Be careful when you post photos on the Internet.

6 In pairs, look at the situations below and say what advice you can give each person.

- 1 Once I told my brother my Facebook password and yesterday he sent a message from me to a boy at my school. The message said, HAPPY VALENTINE'S DAY! It was really embarrassing!
- 2 There's a girl in my class who's always horrible to me. She always tells other people that I'm stupid. So last week I sent a message to her. I wrote, 'No one in our class likes you because you're so unfriendly'.
- 3 I got a message on Facebook from someone I don't know this morning. He said he liked all my photos and he wants to meet me after school.
- 4 Once I went to a party dressed as Dracula. I posted a photo on Facebook and now all my teachers call me 'Dracula'. It's so annoying!

7 REFLECT | Values In groups of four, discuss these statements. Do you agree with them? Say why.

- 1 When you post messages to people on social media, imagine you are speaking to them face-to-face.
- 2 Respect other people when you are online.
- 3 A person that you only know online isn't a real friend.
- 4 When you post a comment or a photo on social media, it will be online forever.

8 Do the task below in pairs.

LIFE SKILLS | Project

- A** With your partner, agree a personal action plan for how you will use social media sites in the future. Write the action plan on a piece of paper.
- B** Go online and make any necessary changes to your social media account(s).
- C** Tell the rest of the class what action you took to improve your safety online.

INTERNET SAFETY ACTION PLAN

- 1 I will change my passwords.
- 2 I won't ...
- 3
- 4
- 5

Exercise 6

- 1 Don't share your passwords with other people.
- 2 Be nice to other people when you're online.
- 3 Don't share personal information online; be careful when you post photos on the Internet.
- 4 Be careful when you post photos on the Internet.

09

Fit and healthy

VOCABULARY Sports, equipment, body and health

GRAMMAR *Must/mustn't, have to/don't have to, should/shouldn't*
Use of English > page 173

SPEAKING Talking about illness

WRITING An online forum post

VIDEO Grammar ▶ Communication ▶ Documentary ▶

UNUSUAL SPORTS

Fed up with football? Bored with basketball? Tired of tennis? Well, don't worry because in this week's blog post we're looking at some unusual sports and they're great fun!



Cycle ball, or radball, is basically playing football on a bike in a gym. There are two players in each team. They have to hit the ball with their heads or the front wheels of their bikes. They mustn't put their feet on the ground at any time. The goalkeepers can use their hands to defend but the other players mustn't touch the ball with their hands. It's simple and fun but you must be good at riding a bike if you want to play radball.

When you go kayaking, you usually look for water. But snow kayakers have to find some snow. It's great fun but you must be fit and strong to do this sport. That's because you have to carry your kayak to the top of a hill before you can start and kayaks are heavy! Do you have to have any particular skills to kayak down a hill? Well, you don't have to be a good skier, although it probably helps if you are, but you must like snow. If you aren't afraid of going very, very fast, check it out. It's so cool!

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REFERENCES

VIDEO SCRIPT page 213
CULTURE NOTES page 191

EXTRA ACTIVITIES IN CLASS

- After Exercise 6, give students a minute to look at the table and ask them to close their books. Call out different sports for students to say the verb they are used with – *do, go* or *play*.

- After Exercise 7, students write one or two sentences for each modal verb about their hobbies (e.g. *I must wear a helmet when I go cycling.*).

FURTHER PRACTICE

- Photocopiable extra Grammar Video activity 9, page 240

1 SPEAKING In pairs, ask and answer the questions.

- What's your favourite sport?
- How often do you play it?
- Is it a popular sport in your country? Say why.

2 Look at the photos of two sports. Do you know what they are and what is unusual about them? Read the text and check your answers.**Must/mustn't/have to/don't have to****3** Read the examples and complete the sentences with **must, mustn't, have to** or **don't have to**.

You **must** be good at riding a bike.
 You **don't have to** be a good skier.
 Snow kayakers **have to** find some snow.
 They **mustn't** put their feet on the ground.

- We use must / have to when something is necessary.
- We use don't have to when something isn't necessary.
- We use mustn't when something isn't allowed.

Must/mustn't/have to/don't have to**must/have to** = it's necessary

You **must** be really fit to do this sport.
 They **must** have a healthy diet.
 You **have to** run fast.
 She **has to** be a very good swimmer.
 Does he **have to** practise every day?
 Do you **have to** know the rules?

don't have to = it isn't necessary

You **don't have to** know the rules.
 He **doesn't have to** use special equipment.

mustn't = it isn't allowed

They **mustn't** touch the ball with their hands.

Grammar Reference and Practice > page 169

4 **3.34** Complete the conversation with the correct words. Listen and check.

- Jules** What are you reading, Alex?
Alex It's a blog post about unusual sports, this article's about Octopush.
Jules Is that when someone has to / have to fight an octopus?
Alex No, it's like underwater hockey in a swimming pool.
Jules Wow! You don't have to / have to be good at swimming to do that.
Alex Yes, you must / mustn't hold your breath for a long time too.
Jules Do you have to / have know the rules of hockey?
Alex No, you don't have to / mustn't be an expert hockey player but you don't have to / mustn't be afraid of the water.
Jules It's not for me then!

5 Complete the swimming pool rules with **must/mustn't** and the verbs in the box.

eat have leave push run use

VICTORIA POOL RULES

You 1 must leave your clothes and shoes in the changing room.

You 2 must have a shower before entering the pool.

You 3 mustn't eat or drink in the pool area, only in the canteen.

You 4 mustn't push other people into the pool.

You 5 mustn't run around the swimming pool.

Small children 6 must use the pool with an adult.

6 Put the words from the box in the correct column of the table.

aerobics athletics basketball climbing cycling hockey horse riding judo karate mountain biking rugby skateboarding swimming tennis volleyball yoga

do	go	play
aerobics	climbing	basketball

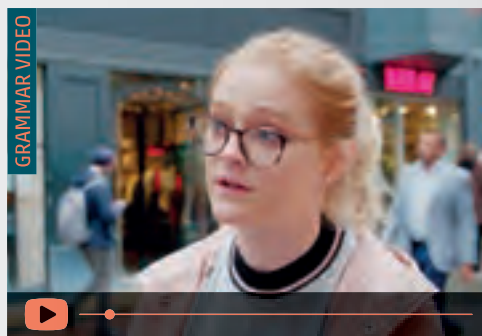
7 Write two things you don't have to do and two things you mustn't do when you practise one of the sports from Exercise 6. Then guess your partner's sport.

A You *don't have to* do this with other people. You *don't have to* use special equipment. You *mustn't* talk when you do this.

B Is it yoga?

8 SPEAKING Discuss in pairs. Would you like to be an elite sportsperson? Say why. **26** Read the question and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

What do you have to do to be a professional sportsperson?


☐ I can use **must, mustn't, have to, don't have to** to talk about necessity.

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- Grammar Reference and Practice, Student's Book page 169
- Workbook pages 100–101/Online Practice
- Photocopiable resource 38: How sporty are you?, page 297
- Extra digital activities: Grammar Checkpoint 9A

ASSESSMENT

Grammar Quiz 9A

NEXT CLASS

Students look online for the rules of an unusual sport and prepare a poster. They should use modal verbs from this lesson to explain the rules. They can share and

discuss their posters in groups in the next class. Alternatively, the posters can be displayed in the classroom and the class can vote for the most interesting/unusual sport.

Exercise 2

Cycle ball/Radball; it's unusual because you play football on a bike in a gym.
 Snow kayaking; it's unusual because you need snow to do it.

Exercise 6

do: athletics, judo, karate, yoga
go: cycling, horse riding, mountain biking, skateboarding, swimming
play: hockey, rugby, tennis, volleyball

9B LISTENING AND VOCABULARY

- 1 SPEAKING** In groups of four, ask and answer questions to find out who likes sport the most.
I play basketball three times a week, I go to football matches every weekend and I watch a lot of sport on TV. What about you?
- In groups, work out the meaning of the highlighted words in the quiz. Then do the quiz and check your answers on page 175.

QUIZ WHAT DO YOU KNOW ABOUT SPORT?

- How high is a tennis **net** in centimetres?
a 50 cm b 91 cm c 140 cm
- The first **trophy** for the FIFA World Cup was called the Jules Rimet Trophy. Who was Jules Rimet?
a a lawyer and president of FIFA
b a French footballer
c the sculptor of the trophy
- Do you use a **bat** or a **racket** in these sports?
tennis badminton table tennis baseball cricket
- Which player always wears **gloves** in a football team?
- How wide is a football **goal** in metres?
a 5.5 m b 7.3 m c 9.1 m
- Think of three sports that you usually have to wear a **helmet** for.
- When did people start using **swimming goggles**?
a the 14th century b the 18th century
c the 20th century
- What is the best colour for a **life jacket**?
a grey b black c orange

Exercise 2

- b
- a
- bat: table tennis, baseball, cricket
racket: table tennis, badminton
- the goalkeeper
- b
- Possible answers: climbing, cycling, horse riding, kayaking, mountain biking, skateboarding, skiing, snowboarding
- a (We think the Persians first used swimming goggles when they were diving for pearls.)
- c

Exercise 4

- Possible answers:
- mountain biking, bike, gloves, alarm clock, helmet
 - money, football shirt, trophy
 - kayaking, helmet, lifejacket, football, ball, goal, swimming, swimming pool, goggles
 - fruit juice and coffee/tea, fruit juice, fruit, apples, blueberries, pasta, vegetables, carrots, cucumber

- 4.1** In pairs, compare your lists. Then listen to the conversations and check. How many words did you and your partner guess correctly?
- 4.1** Listen to the four conversations again. Choose the correct answers.

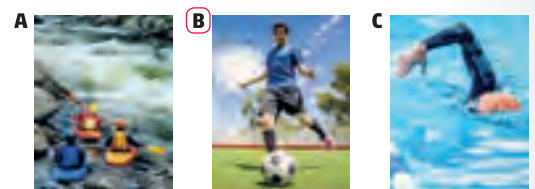
- What does Simon need to borrow?



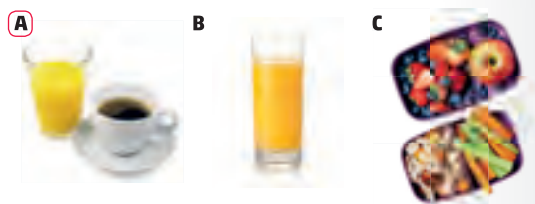
- What did Carla's team win?



- Which activity did Jack not want to do on Sunday?



- What does Seb have before swimming competitions?



- REFLECT | Society** In pairs, discuss the questions.

- Do cyclists have to wear a bike helmet in your country? Is it a good idea?
- Do you always wear a bike helmet when you cycle? Why? Why not?

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☐ I can identify specific information in a conversation and talk about sport.

REFERENCES

AUDIO SCRIPT page 203
CULTURE NOTES page 191

EXTRA ACTIVITY IN CLASS

After Exercise 2, students work in pairs or small groups to write more quiz questions about different sports – encourage them to think about unusual or interesting facts

to ask about. They then swap questions with another pair/group, answer them and check their answers with that pair/group.

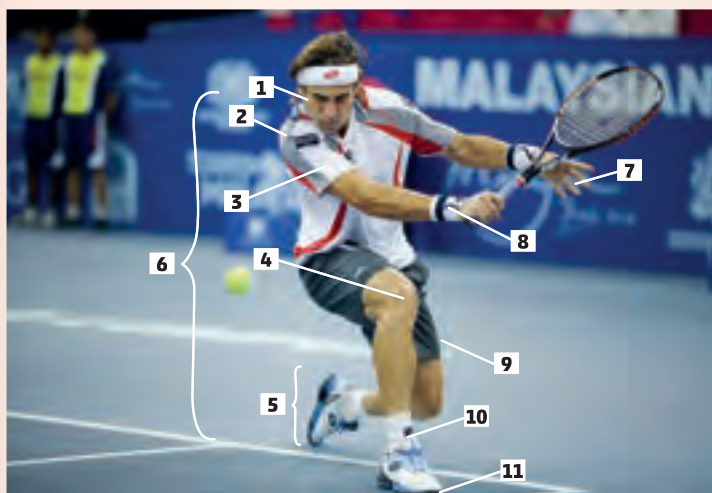
FURTHER PRACTICE

- Workbook page 102/Online Practice
- Photocopiable resource 39: Sport talk, page 298

NEXT CLASS

Ask students to bring a (full-length) photo of a famous sportsperson (or have it available on their phones).

For Sample Purpose Only



9C VOCABULARY | Body

- 1 SPEAKING** Look at the photos and say what sports they show. Then answer the questions in pairs.

- 1 Do you like these sports? Say why.
- 2 Which sport do you think is harder? Say why.

- 2** Match items 1-20 in the photos with the words from the box. Which word is not in the photos? What does it mean? *Back is not in the photos.*

10 ankle 3 arm 1 back 6 body 13 ear 15 elbow
17 eye 1 face 7 finger 5 foot 16 hand 12 head
4 knee 9 leg 19 mouth 14 neck 18 nose
2 shoulder 20 stomach 11 toe 8 wrist

- 3** Read Emma's post on social media. What does she want to find out?

- 4** Read Rachel and Rick's comments. What sports are they talking about? How did they answer Emma's question?

- 5** **4.2 PRONUNCIATION** Listen and mark the words in the box with /ɪ/ or /i:/. Can you think of any other words you know in English with these sounds?

	fit	feet	finger	knee	teeth	wrist
/ɪ/	✓		✓			✓
/i:/		✓		✓	✓	

- 6** Check you understand the adjectives below. Then for each one find an opposite adjective in the text.

Adjective	Opposite
narrow	1 <u>wide</u>
round	2 <u>flat</u>
weak	3 <u>strong</u>
fat	4 <u>slim/thin</u> 5 <u>thin/slim</u>

- 7 SPEAKING** Choose a different sportsperson. In pairs, describe his/her body. Use the texts and the adjectives from Exercise 6 to help you.

Exercise 1

The sports in the photos are running and tennis.

Exercise 3

Emma wants to find out how your body is different if you are a professional sportsperson.

Exercise 4

Rachel is talking about marathon running. Professional marathon runners don't have to be slim but they must have strong legs. They must wear good running shoes and they have to breathe well to get a lot of air into their bodies. Rick is talking about tennis. Top tennis players usually have wide shoulders and strong backs and one of their arms is stronger than the other.

SPORTS FORUM

EMMA: Hi all! I just wondered... How is your body different if you're a professional sportsperson?

RACHEL: Marathon runners are often slim. I run a lot every day and I have a flat stomach and thin arms. My friend is not thin and she's a great runner too! But we have to have strong legs. When you run long distances, it's important to wear very good running shoes to protect your feet, toes and ankles.

RICK: Tennis players usually have wide shoulders and a strong back. Also, we play with one arm so it's stronger than the other one. For example, I play with my left hand so my left arm, hand and even my wrist and the fingers are stronger.

REFERENCES

CULTURE NOTES page 191

EXTRA ACTIVITIES IN CLASS

- After Exercise 2, put students in pairs and ask them to show each other the photos they have brought with them (or have on their phones). They should take it in turns to point to different

parts of the body of the people in their photos, for their partner to name those parts.

- After Exercise 7, students can write a short description of the sportsperson in their photo using adjectives from Exercise 6.

FURTHER PRACTICE

- Workbook page 103/Online Practice
- Photocopiable resource 40: The body crossword, page 299
- Extra digital activities: Vocabulary Checkpoint 9

ASSESSMENT

Vocabulary Quiz 9

What should you do to get fit?



1 DO IT EVERY DAY

- Exercise should be part of your daily routine like brushing your teeth or doing your homework.
- You shouldn't take the lift, you should walk up the stairs.
- You shouldn't go to school by car. Instead, you should walk or cycle.
- If you have to take the bus, you should get off a couple of stops from school and walk (or run) the rest of the way.
- You shouldn't spend so much time in front of screens. You should get outside more.
- When you listen to music, you shouldn't sit still. You should get up and dance.

2 MAKE SURE IT'S FUN

You ¹should do a sport but you ²shouldn't do one you dislike. If you like being with people, you ³should try a team sport or join a gym. If you like your own company, you ⁴should choose an individual sport. But the main thing is you ⁵should have fun.

NO PAIN, NO GAIN?

⁶Should exercise hurt? Whatever exercise you do, it ⁷should be something that makes you breathe hard. You ⁸shouldn't stop as soon as it gets hard but you ⁹shouldn't do too much, either.

TAKE CARE OF YOURSELF

You ¹⁰should always warm up before you start. You ¹¹shouldn't use cheap sports equipment.

9D GRAMMAR AND VOCABULARY

1 SPEAKING What do you do to get fit? Discuss in pairs.

2 Read Part 1 of the leaflet. In pairs, say how often you follow the recommendations in the leaflet.

I don't do exercise every day, only at weekends or in PE class. What about you?

Should/shouldn't

3 Read the sentences from the leaflet and decide if grammar explanations 1-3 are true or false.

What should you do to get fit?

Exercise should be part of your daily routine.

You shouldn't take the lift.

- ☐ We use should/shouldn't to say something is a good idea.
- ☐ We use should/shouldn't to give advice.
- ☐ Should/Shouldn't have different forms for different persons.

4 Study the Grammar box to check your answers to Exercise 3. Then find more examples of should and shouldn't in the leaflet.

Should/shouldn't

We use should/shouldn't to say something is a good idea or to give advice.

I • You • He • She • It • We • They

+ I should do regular exercise.

- You shouldn't eat too much.

? Should we drink more water?
Yes, we should./No, we shouldn't.

Grammar Reference and Practice > page 169

Exercise 7

Possible answers:

- You shouldn't run so far next time. You should warm up before you start. You should wear better trainers.
- You should do more sport. You should go for a walk. You shouldn't play video games so much. You should take some aspirin.
- You should go to bed with a hot drink. You should see a doctor. You should take some aspirin. You should wear a hat and a scarf next time.
- You shouldn't eat so much. You should see a dentist.

5 Complete Part 2 of the leaflet with should or shouldn't. Then, in pairs, say if you agree or disagree with the recommendations in the leaflet.

6 Read the health problems below and work out the meaning of the highlighted expressions.

- I ran 10 kilometres and now my feet hurt and I've got a backache.
- I spent all weekend in my room gaming and now I feel sick and I've got a headache.
- I went snowboarding yesterday and now I've got a temperature and a sore throat.
- I spent hours watching TV series and eating chocolate and now I've got a toothache and my stomach hurts.

WATCH OUT!

My arm hurts. I've got a backache.

7 SPEAKING In pairs, think of advice to health problems in Exercise 6. Use should/shouldn't and the prompts below.

do more sport go for a walk go to bed with a hot drink
not eat so much not play video games so much
not run so far next time see a doctor/dentist
take some aspirin warm up before you start
wear a hat and a scarf next time wear better trainers

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☐ I can use should and shouldn't to give an opinion or advice.

EXTRA ACTIVITY IN CLASS

After Exercise 7, students take it in turns to describe a health problem and give advice with should/shouldn't (e.g. A: *I ate too much cake this morning and now I've got a stomachache!* B: *You should/shouldn't ...*). They can use the prompts in Exercise 7 or their own ideas.

FURTHER PRACTICE

- Grammar Reference and Practice, Student's Book page 169
- Workbook page 104/Online Practice
- Photocopiable resource 41: I need your advice, page 300
- Extra digital activities: Grammar Checkpoint 9D

ASSESSMENT

Grammar Quiz 9D

9E SPEAKING

1 In pairs, describe the photo. What do you think is going to happen?

2  27  4.3 Read and watch or listen. Why does Martin want to catch his sister's illness?

Thursday morning ...

Mum Jo, what's the matter?

Jo I feel sick and my stomach hurts.

Mum Come here ... Let me see ... Oh, dear! You've got a temperature. You shouldn't go to school today.

Martin I wasn't well last week and I went to school.

Mum You only had a cold. Jo, you should try to eat something.

Jo Martin, do you want my cereal? I can't eat it.

Martin No, thanks. I don't want to be sick. And I've got exams next week. Actually, ...

Jo What are you doing?

Martin I'm going to eat your cereal! Maybe I'll be in bed next week too. Then I can't do my exams!

Jo Martin!

Martin Get well soon!

Friday afternoon ...

Martin How are you feeling, Jo?

Jo I feel a lot better. I'll be fine for Jake's party, I think.

Martin What?

Jo You look terrible, Martin. Are you feeling alright?

Mum Let's see ... You've got the same thing as Jo.

Martin But I'm meeting friends later. And Saturday is Jake's party!

Mum Sorry, Martin. You must go to bed. Jo's illness only lasted two days. You'll be OK for your exams next week!

Martin Oh, no!

3  27  4.3 Study the Speaking box. Use the prompts to write sentences about Martin and Jo's health problems and the results. Watch or listen again and check.

1 Martin/last week

2 Jo/Thursday

3 Martin/Friday

SPEAKING | Talking about illness

Asking about someone's health

What's the matter? Are you feeling alright?

How are you feeling? What's wrong?

Describing how you're feeling/symptoms

I don't feel well. I've got (a sore throat).

I feel sick. My (stomach) hurts.

I can't sleep. I feel (a lot) better.

Showing sympathy

I hope you feel better soon. Get well soon.

Giving advice

You should (try to eat some breakfast).

You shouldn't (go to school today).

You must (go to bed). Why don't you ...?

COMMUNICATION VIDEO



Exercise 2

because he wants to miss his exams at school

Exercise 3

Last week Martin didn't feel well/had a cold. On Thursday Jo felt sick, her stomach hurt and she had a temperature. On Friday Martin felt sick, his stomach hurt and he had a temperature.

4  4.4 Study the Speaking box again. Then put the conversation in the correct order. Listen and check.

a  5 Doctor OK. I'll just have a look. Well, the ear seems to be healthy. Does anything else hurt?

b  7 Doctor I see. Can I look? Say 'Ah'.

c  4 James It's my left ear. It really hurts.

d  8 James Ah.

e  3 Doctor Which side? Or is it both?

f  11 Doctor You're welcome. I hope you feel better soon.

g  2 James Hi Doctor. I've got earache. It's really bad.

h  6 James I've got a sore throat too.

i  7 Doctor Sit down, James. How are you feeling today?

j  10 James Ah, OK. I'll call my dentist this afternoon. Thanks Doctor.

k  9 Doctor OK. Ah. There's a problem with the tooth at the back. You must see a dentist, James.

5 Complete the short conversations with the phrases from the box.

eat anything sweet go to the hospital lie on the floor
sit down take a paracetamol

A My back hurts.

B Why don't you ¹ lie on the floor?

A I've got a headache

B You should ² _____.

A My arm hurts and I can't move it.

B You must ³ _____.

A I have toothache.

B You shouldn't ⁴ _____.

A My legs feel weak.

B Why don't you ⁵ _____?

6 In pairs, take turns to role play the situations. Student A, go to page 175. Student B go to page 176. Then change roles.

Exercise 5

2 take a paracetamol
3 go to the hospital
4 eat anything sweet
5 sit down

☐ I can ask and talk about health and illness.

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REFERENCES

VIDEO / AUDIO SCRIPT page 213

EXTRA ACTIVITIES IN CLASS

- As a lead-in, invite different students to tell the class about the last time they fell ill. In bigger classes, students could do this in groups.

- After Exercise 5, students write two or three similar short exchanges using phrases from the Speaking box. They then remove a word from these phrases to make a gap-fill exercise. In pairs, they swap exercises, complete them and check their answers with their partner.

FURTHER PRACTICE

Workbook page 105/Online Practice

9F READING AND VOCABULARY

Exercise 2

you spend a lot of time in a small space with other people; you live in zero gravity conditions; you stay in extreme conditions with limited equipment and food; there's no running water, so you must wash with wet tissues; dry food doesn't taste good; sleeping is hard because you must cover your eyes from the sun and attach yourself to something so you don't fly away; bones and muscles become thin and weak, so you must do a lot of exercise to stay fit and healthy; you sometimes have backache because you grow in space; headaches and feeling sick are common at the beginning; you must take vitamins instead of fresh fruit or vegetables; it can be hard to play ball games in space.

- 1 **SPEAKING** In pairs, look at the pictures. What do you think is difficult when you live or work in space?
- 2 Read the text and check your answers. Did you learn anything new?
- 3 Read the text again and choose the correct answers.
 - 1 You must have an easy-going personality in space because
 - a it's hard to study science.
 - b it helps you stay physically fit.
 - c** you need to stay friends with others.
 - d you may be on your own a lot.
 - 2 What must you experience to prepare for space?
 - a Long distance walking
 - b** Zero gravity
 - c Bad weather
 - d Extreme team sports
 - 3 Sleeping in space is hard because it's often
 - a dirty.
 - b** light.
 - c hot.
 - d dark.
 - 4 What happens to you in space at first but then stops?
 - a You feel weak.
 - b You grow.
 - c** Your head hurts.
 - d Your skin turns brown.
 - 5 Which activity don't astronauts do inside the spaceship?
 - a Gymnastics
 - b Baseball
 - c Basketball
 - d** Golf
 - 6 Which sentence gives the best summary of the text?
 - a** What you need to know to become an astronaut.
 - b A step-by-step guide to space travel.
 - c The history of life in space.
 - d Why don't young people today want to become astronauts?

- 4 Match the highlighted words from the text with definitions 1–6.
 - 1 It's a red liquid that moves oxygen around your body. You can't live without it. **blood**
 - 2 It's an organ that moves blood around your body. It's the symbol of love. **heart**
 - 3 They help you move your arms and legs. If you train a lot they get bigger. **muscles**
 - 4 They're hard and sportspeople sometimes break them. **bones**
 - 5 This covers and protects the whole of your body. **skin**
 - 6 You think and remember with this. **mind**
- 5 **SPEAKING** In pairs, ask and answer the questions.

What should you do to have:

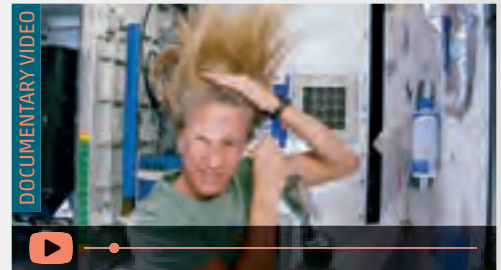
 - strong muscles/bones?
 - a happy mind?
 - a healthy heart?
 - healthy skin?

You have to do yoga or go to the gym to develop strong muscles.
- 6 **REFLECT | Society** What is important for good teamwork? In pairs or small groups, discuss the question.

agree with others be creative be flexible
do what you want follow the rules listen to others
respect people solve problems take turns

A *In my opinion, you should agree with others.*
B *I don't agree! Sometimes people have really crazy ideas you don't have to accept!*

28 WATCH AND REFLECT Go to page 158. Watch the documentary *Life in zero gravity* and do the exercises.



122

REFERENCES

VIDEO SCRIPT page 213
CULTURE NOTES page 191

EXTRA ACTIVITIES IN CLASS

- As a lead-in, discuss the following questions with the class: *Would you like to travel into space? Why/Why not? How important is learning about space? Why?* Invite different students to share their answers with the class. Encourage them to give reasons.

- As a follow-up to Exercise 5, ask students which of the things they identified they already do. They could do this in the same pairs as Exercise 5 or as a whole class.
- After Exercise 6, encourage students to record the phrases in the box in their vocabulary notebooks, with example sentences.



So you want to go to space?

09

4.5

CAN ANYONE BE AN ASTRONAUT?

Of course, not. For a start, if you want to be an astronaut, you have to be able to speak English, the international language of space. You don't have to have a Science degree but most astronauts do. Most of them are pilots too. Life in a spaceship is physically and mentally hard so you must have a healthy body and **mind**. You need to be easy-going, patient, and helpful to spend so much time in a small space with other people.

WHAT'S THE TRAINING LIKE?

Candidates have to train for a year to learn how to stay healthy and safe. They practise space walking and living in zero gravity. They train in extreme conditions with limited equipment and food to learn how to solve problems and to work in a team. Everyday tasks like eating, washing and sleeping can be complicated on a spaceship. There is no running water so you have to wash with wet tissues; it's hard to enjoy the dry food that astronauts have to eat. And to sleep you must cover your eyes because the sun rises every 90 minutes on the International Space Station (ISS). You also have to attach yourself to something so you don't fly away!

WHAT HEALTH PROBLEMS DO ASTRONAUTS HAVE?

Life in zero gravity causes changes to our bodies. **Bones** and **muscles** become thin and weak so you must do a lot of exercise in space to stay fit and to help the **heart** move **blood** around your body. Astronauts often get backache because you actually grow in space – up to 8 centimetres! It's also common to have headaches and to feel sick, especially at the beginning. You have to take vitamins to replace fresh fruit and vegetables. But you don't have to put on sun cream because space suits protect your **skin** from radiation.



CAN YOU PLAY SPORTS IN SPACE?

According to NASA, astronauts on board the ISS spend most of their time working and exercising (they do a lot of gymnastics). But they also enjoy playing sports like baseball and basketball. One time, an astronaut even hit golf balls into space while space walking. As you can imagine, playing ball games in zero gravity is not the same as on Earth but it's still fun!

ARE YOU STILL INTERESTED?

So now you know. If you want to go to space, study hard, learn to fly and take care of your body and mind.



☐ I can identify specific information in a text and talk about health and fitness in space. 123

FURTHER PRACTICE

Workbook pages 106–107/Online Practice

NEXT CLASS

Ask students to make a list of habits teenagers often have which may be bad for their health.



9G WRITING | An online forum post

1 **SPEAKING** Which of the things below worry you about your health and fitness?

bad diet problems concentrating feeling tired/no energy
no exercise/fresh air not enough/too much sleep
stress too much technology

I worry about my bad diet, but I don't worry about stress.

2 Read the online posts and match them with the problems from Exercise 1.

SPEAK OUT! / STUDENT FORUM

Libby (16)

I never manage to go to bed early during the week even when I know I have to get up for school in the morning. This **also** means I often miss the bus to school. And when I'm in class and I know I must concentrate properly – I can't, so the teachers complain **too**. The truth is I find it hard to fall asleep, but I don't really understand why! I know I shouldn't use my phone or tablet late at night but I always do. I **also** have no energy during the day which is really annoying! Have you got experience of being a zombie **too**? Help!

Tom (17)

My problem is I don't get enough exercise or fresh air and my diet is bad ¹ **too**! I know I shouldn't miss breakfast but I often do, so I'm always hungry by the morning break. At college you don't have to go far for unhealthy food – there are self-service machines with lots of sugary snacks and fizzy drinks ² **too**. There is ³ **also** a fast food café where my friends and I go for lunch. We can ⁴ **also** walk to the local shops to buy healthier food but they're quite far away so we don't do that very often. I ⁵ **also** tried preparing my food at home but I kept forgetting to bring it to college with me! PLEASE give me some advice on how to become a better and healthier me!

3 Read Libby's post again and complete the rules with **too** or **also**.

- We use the linking word **also** before the verb (but after the verb *to be*).
- We use the linking word **too** at the end of the sentence.

4 Read Tom's post and complete it with **too** and **also**.

5 Study the Writing box. Read the examples from Libby and Tom's posts. Find more examples.

WRITING | An online forum post

Give details about the problem:

I never manage to go to bed early during the week. This means I usually miss breakfast so I'm tired but I'm also hungry.

It also means I often miss the bus to school. I also have problem concentrating in class.

Say how you feel about it:

I feel bad and the teachers complain too. I'm also annoyed because I have no energy. The truth is I find it hard to fall asleep.

Say how you tried to solve the problem(s):

I also tried preparing my food at home.

Ask for advice:

Have you got experience of being a zombie too? Help!

6 **WRITING TASK** Write a post on the student forum. In your post:

- explain what the problem is.
- say how it makes you feel.
- ask for advice.

Exercise 2

Libby: not enough sleep, problems concentrating, too much technology, feeling tired/no energy
Tom: no exercise/fresh air, bad diet

Exercise 5

Give details about the problem:

My problem is I don't get enough exercise or fresh air and my diet is bad too!

Say how you feel about it:

I know I shouldn't miss breakfast but I often do, so I'm always hungry by the morning break.

Say how you tried to solve the problem(s):

We can also walk to the local shops to buy healthier food, but they're quite far away so we don't do that very often.

I also tried preparing my food at home but I kept forgetting to bring it to college with me!

Ask for advice:

PLEASE give me some advice on how to become a better and healthier me!

124 ☐ I can write an online forum post.

EXTRA ACTIVITIES IN CLASS

- Start the class by referring students to the lists they made at home and getting them to share their ideas with the class. List them on the board and ask students if they do any of these things – ask for a show of hands for each one.

- If students do the writing task in class, you can put them in pairs for some peer correction. They check each other's work and make suggestions for improvements. They then rewrite their posts, in class or as homework, following their partner's feedback.

FURTHER PRACTICE

Workbook page 108/Online Practice

NEXT CLASS

Ask students to study the word list and do the Remember More exercise on Student's Book page 174.

9A GRAMMAR AND VOCABULARY

5.57

aerobics n /ə'reʊbɪks/

athletics n /æθ'letɪks/

basketball n /'bɑːskɛtbɔːl/

climbing n /'klaɪmɪŋ/

competitive adj /kəm'petətɪv/

cycling n /'saɪklɪŋ/

defend v /dɪ'fend/

goalkeeper n /gəʊl'ki:pə/

gymnastics n /dʒɪm'næstɪks/

hit the ball (with your head) /hɪt ðə bɔːl (wɪð jə hed)/

hockey n /'hɒki/

horse riding n /hɔːs 'raɪdɪŋ/

hurt yourself v /hɜːt jɔː'self/

judo n /dʒuːdɔː/

karate n /kə'reɪti/

kayaker n /kaɪækə/

kayaking n /kaɪækɪŋ/

mountain biking n /'maʊntɪn 'baɪkɪŋ/

rugby n /'rʌɡbi/

skateboarding n /'sketɔːbɔːdɪŋ/

snow n /snoʊ/

swimming n /'swɪmɪŋ/

tennis n /'tenɪs/

underwater n /ˌʌndə'wɔːtə/

volleyball n /'vɒlibɔːl/

win v /wɪn/

yoga n /'jəʊgə/

9B LISTENING AND VOCABULARY

5.58

alarm clock n /ə'lɑːm klɒk/

baseball / cricket bat n /'beɪsbɔːl / 'krɪkɪt bæ/

cyclist n /'saɪklɪst, 'saɪklɪst/

field n /fiːld/

FIFA World Cup n /'fiːfə wɜːld kʌp/

football goal n /'fʊtbɔːl gəʊl/

football team n /'fʊtbɔːl tiːm/

footballer n /'fʊtbɔːlə/

gloves n /glʌvz/

goalkeeper n /gəʊl'ki:pə/

helmet n /'helmt/

life jacket n /laɪf 'dʒækt/

swimming goggles n /'swɪmɪŋ 'gɒɡəlz/

table tennis bat n /'teɪbəl 'tenɪs bæ/

tennis / badminton racket n /'tenɪs / 'bædmɪntən 'rækt/

tennis net n /'tenɪs net/

towel n /'taʊəl/

trophy n /'trɒfi/

9C VOCABULARY 5.59

ankle n /'æŋkəl/

arm n /ɑːm/

back n /bæk/

body n /bɒdi/

ear n /ɪə/

elbow n /'elbəʊ/

eye n /aɪ/

face n /feɪs/

fat adj /fæt/

flat adj /flæt/

finger n /'fɪŋɡə/

foot (pl. feet) n /fʊt/fiːt/

hand n /hænd/

hard adj /hɑːd/

head n /hed/

knee n /niː/

leg n /leg/

mouth n /maʊθ/

narrow adj /næroʊ/

neck n /nek/

nose n /nəʊz/

round adj /raʊnd/

shoulder n /'ʃəʊldə/

slim adj /slɪm/

soft adj /sɒft/

stomach n /'stʌmək/

strong adj /strɒŋ/

toe n /təʊ/

tooth (pl. teeth) n /tuːθ/tiːθ/

weak adj /wiːk/

wide adj /waɪd/

wrist n /rɪst/

9D GRAMMAR AND VOCABULARY

5.60

feel sick /fiːl sɪk/

go to the dentist /gəʊ tə ðə 'dentɪst/

have a headache / toothache / backache /
stomach ache / earache /hæv ɪ 'hedeɪk /
'tuːθ-eɪk / 'bækeɪk / 'stʌmək eɪk/

have a sore throat /hæv ɪ sɔː θrəʊt/

have a temperature v /hæv ɪ 'temprətʃə/

have an earache /hæv ən 'ɪəreɪk/

hurt v /hɜːt/

see a doctor /siː ɪ 'dɒktə/

take some aspirin /teɪk səm 'æsprɪn/

9E SPEAKING 5.61

feel alright /fiːl ɔː'raɪt/

feel weak /fiːl wiːk/

have a cold v /hæv ɪ kəʊld/

illness n /'ɪlnəs/

symptom n /'sɪmptəm/

9F READING AND VOCABULARY

5.62

astronaut n /'æstrɒnɔːt/

blood n /blʌd/

bone n /bəʊn/

candidate n /'kændɪdət/

dry food n /draɪ fuːd/

extreme conditions n /ɪk'striːm kən 'dɪʃ ənz/

grow v /grəʊ/

health problems n /helθ 'prɒb ləmz/

heart n /hɑːt/

International Space Station n /ɪntə'næʃənəl speɪs
'steɪʃən/

liquid n /'lɪkwɪd/

mind n /maɪnd/

muscle n /'mʌsəl/

organ n /'ɔːɡən/

pilot n /'paɪlət/

protect something from (radiation) v /prə'tekt
'sʌmθɪŋ frəm ('reɪdɪ'eɪʃən)/

running water n /'rʌnɪŋ 'wɔːtə/

skin n /skɪn/

space suit n /speɪs suːt/

space travel n /speɪs 'trævl/

survive v /sə'vaɪv/

train to be (an astronaut) v /treɪn tə bi (ən
'æstrɒnɔːt)/

zero gravity n /'ziərəʊ 'ɡrævəti/

9G WRITING 5.63

bad diet n /bæd 'daɪət/

fizzy drink n /'fɪzi drɪŋk/

fresh air n /fref eə/

stress n /stres/

sugary snacks n /'fʊɡəri snæks/

Remember More > page 174

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EXTRA ACTIVITIES IN CLASS

- Put students in groups of four and divide each group into two pairs. Assign one vocabulary category to each pair (*Sports and Sports equipment*). Each pair writes anagrams with four or five words from their category, then close their books. Point out that they should not show their anagrams to the other pair. Pairs then swap lists and the first

pair to solve all the anagrams are the winners.

- Dictate short definitions of parts of the body from Lesson 9B, e.g. *Your eyes, nose and mouth are on this. (face)*. Students supply the correct word for each definition.

- Divide the class into teams. Give each team in turn a word or phrase from the word list. They have to use it correctly in

a sentence. Each correct sentence gives each team one point, and the team with the most points at the end are the winners.

FURTHER PRACTICE

Workbook page 109/Online Practice

NEXT CLASS

Ask students to revise Unit 9.

For Sample Purpose Only

VOCABULARY AND GRAMMAR

1 Complete the sports collocations.

aerobics climbing cycling hockey judo karate
kayaking rugby swimming tennis volleyball yoga

do aerobics, judo, karate, yoga
go climbing, cycling, kayaking, swimming
play hockey, rugby, tennis, volleyball

2 Complete the sentences with the words from the box.

bat gloves goggles life jacket net trophy

- You must hit the ball over the net in tennis.
- You should wear swimming goggles under water – they help you see better.
- Goalkeepers have to wear gloves in football and hockey to protect their hands.
- Which country has got the World Cup trophy now?
- You have to play cricket with a bat not a racket!
- You shouldn't go kayaking without a life jacket.

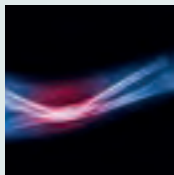
3 Look at the pictures and write the parts of the body.



1 ankle



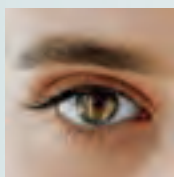
2 back



3 bone(s)



4 elbow



5 eye



6 finger(s)



7 neck



8 shoulder



9 wrist

4 Complete the conversation with one word in each gap.

- Megan** You look terrible, Owen! Are you feeling ¹alright?
- Owen** No, I don't feel very ²well.
- Megan** What's the ³matter?
- Owen** My stomach ⁴hurts.
- Megan** Your face feels hot. Have you got a ⁵temperature?
- Owen** No, but I feel ⁶sick/ill/bad. I really can't eat!
- Megan** Maybe you should go to the ⁷doctor/hospital.
- Owen** Good idea. I hope I feel ⁸better soon!

5 Choose the correct words to complete the school gym rules.

RULES FOR USING THE SCHOOL GYM

- You must / mustn't bring bags into the gym. Someone could fall over them and get hurt.
- You don't have to / mustn't wear special gym clothes, just comfortable clothes.
- You have to / don't have to wait for the teacher before entering the gym for safety reasons.
- You don't have to / mustn't play on the equipment at any time.
- You have to / mustn't help others to use the equipment if you can.
- You must / don't have to put everything away at the end of the lesson, ready for the next class.

6 Read the problems and write suggestions using *should* or *shouldn't*.

- I can't sleep at night.
- I need to lose weight.
- I'm stressed about my exams.
- I'm hungry all the time.
- I don't like fruit and vegetables.
- I often get hurt during football practice.

USE OF ENGLISH

7 Complete the text with one word in each gap.

WHAT SHOULD YOU DO IF YOU FIND A PERSON ON THE GROUND

First you ¹should say something to see if the person can hear you, but you ²_____ move them.

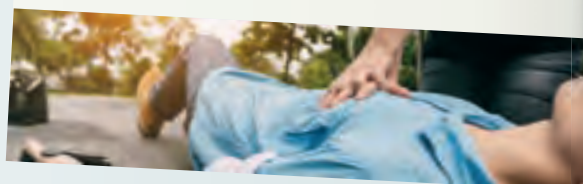
To check if they are breathing, you ³_____ to put your ear near their face and listen carefully.

If they are not breathing, gently push their ⁴_____ back to let air come in through their nose and mouth.

Next, go down on your ⁵_____ next to the person and put your two ⁶_____ over their heart.

Push down hard thirty times and then breathe into their ⁷_____ twice.

You ⁸_____ repeat the process until the ambulance arrives.



Use of English > page 173

Exercise 7
2 shouldn't/mustn't
3 have/need
4 head
5 knees
6 hands
7 mouth
8 must/should

REFERENCES

CULTURE NOTES page 191

FURTHER PRACTICE

- Use of English, Student's Book page 173

- Self-assessment 9 and Self-check 9, Workbook pages 110–111/Online Practice
- Extra digital activities: Use of English, Reading, Listening

ASSESSMENT

- Unit 9 Language Test (Vocabulary, Grammar, Use of English)
- Unit 9 Skills Test (Dictation, Listening, Reading, Communication)
- Unit 9 Writing Test

READING

- 8 Read the text. Match sentences A–H with gaps 1–5 in the text. There are three extra sentences.

STRATEGY | Gapped text

Read the text ignoring the gaps to understand its general meaning. Then try to choose the missing information to complete the text. Pay special attention to the words that come before and after the gaps.

- A Alistair Brownlee is fitter than his brother, Jonny.
- B He wants to win another gold medal at the next Olympic Games.
- C Jonny finished second in the Olympic Games in Rio de Janeiro in 2016.
- D What kind of training does Alistair do to prepare for triathlons?
- E Sometimes, I even do the three sports on the same day!
- F In a triathlon you have to do three sports, one after the other.
- G He isn't going to take part in the triathlon at the next Olympic Games.
- H After doing this, they go to the running track, where they usually run for about seventy-five minutes.

SPEAKING

- 9 Look at the photo showing a sports star with an injury. In pairs, take turns to describe what you can see in the photo and answer the questions below.

- 1 What's the matter with the footballer?
- 2 How is he feeling?
- 3 What's going to happen next?



WRITING

- 10 Do the task below.

Write a short story about someone who has a sports injury. Include the following information:

- where the person was and when it happened
- how he/she got the injury
- the part of the body he/she hurt
- what happened after he/she got the injury

my dream is ... to do a marathon

I like keeping fit so I cycle to work during the week.

I go running on Saturdays and I go swimming on Sundays. ¹ E My dream is to take part in a triathlon. It's one of the hardest sporting competitions in the world. ² F First, you have to swim 1.5 kilometres, then you have to cycle forty kilometres and, finally, you have to run ten kilometres.

Last week, I decided to find out how to prepare for one. I know that you have to be incredibly fit to compete in triathlons. So the first thing I did was to find out everything about the world's best ever triathlete: Alistair Brownlee, the British athlete who won gold medals at the Olympic Games in both 2012 and 2016.

³ D Every day he trains with his younger brother, Jonny, who is also a top triathlete. They get up at 6.15, have a quick breakfast of muesli or cereals and at 7.00 they go to the pool, where they swim for one and a half hours. ⁴ H Then they work out in the gym for an hour or so before having a break for lunch – usually a sandwich or a bowl of pasta – at around 12.30. In the afternoon they start training again, riding their bikes for three hours in the countryside near the town of Leeds in the north of England.

Clearly, Alistair is a very determined person.

⁵ B He knows that the only way he will be able to be an Olympic champion again is to train for five or six hours every day, follow a special diet and go to bed early every night so that he doesn't feel tired when he trains the following day.

Alistair is one of the most successful British athletes of all time and he works extremely hard to maintain his physical fitness. He is my real hero!

10

Our planet, our hands

VOCABULARY Geographical features, animals, environment, weather

GRAMMAR Present Perfect with *ever* and *never*, Present Perfect with *already*, *just* and *yet* **Use of English** > page 173

SPEAKING Giving and reacting to personal news

WRITING An article

VIDEO Grammar ▶ Documentary ▶ Communication ▶

WILDTIME PROJECTS

If you care about animals and the environment, join us! We're looking for volunteers!

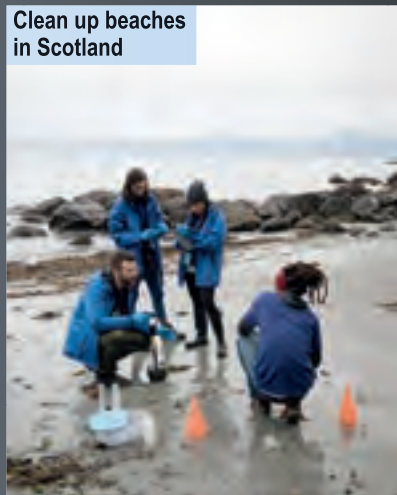
Help in Thailand



Keep the deserts in Australia healthy



Clean up beaches in Scotland



Exercise 2

Left: coast, river/lake/sea, forest/jungle
Middle: desert, hill/mountain, rocks, valley
Right: beach/coast, ocean/sea, sand, rocks

Exercise 5

1 Maisie Turner
2 She wants to join the Elephant Project in Thailand.
3 Yes, she's going to study to Veterinary Science, she wants to work with elephants and she works as a volunteer in a zoo.
4 Her work at the zoo cleaning cages and feeding animals, her trip to Thailand with her family.
5 Last year, she went to the islands in the south with her family and they spent a lot of time at the beach.
6 Because he has experience of working as a volunteer on the Elephant Project.
7 Yes, she was.

10A GRAMMAR AND VOCABULARY

1 **SPEAKING** Look at the photos. Which project looks the most interesting? Say why.

2 Which of these geographical features can you see in the photos?

beach coast desert forest hill island jungle
lake mountain ocean river rocks sand sea
valley waterfall

3 Complete the sentences with words from Exercise 2.

- The Atacama is the driest desert in South America.
- The Pacific is the largest ocean in the world. It's half the size of world's open water supply.
- The world's highest waterfall is Angel Falls in Venezuela. The water falls almost 1,000 metres!
- About 250 people live on the island of Tristan da Cunha in the South Atlantic. Their nearest neighbours are 2,400 kilometres away!
- Uluru or Ayers Rock is a large rock in Northern Australia which is almost 350 metres high.

4 In groups, take turns to think of one of the geographical features in Exercise 2. Then give clues to your partners to help them guess what it is.

A *You often find this next to a valley.*

B *Is it a mountain?*

A *No, it isn't. It's similar but it isn't as high as a mountain.*

C *Is it a hill?*

A *Yes, your turn.*

5 **4.6** Listen to the interview and answer the questions.

- Who is Cassie talking to?
- Which project does Cassie want to volunteer for?
- Does Cassie like animals? How do you know?
- What useful experience has Cassie got for this project?
- When did she go to Thailand and what did she do there?
- Why should Cassie speak to Simon?
- Was Cassie successful in her interview?

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REFERENCES

AUDIO SCRIPT page 203
VIDEO SCRIPT page 213
CULTURE NOTES page 191

EXTRA ACTIVITIES IN CLASS

- After Exercise 3, write anagrams of words from Exercise 2 on the board. Individually or in pairs, students try to solve the anagrams as quickly as they can. The first student/pair to do so wins. To make the activity easier, you could give them the first letter of each word

(e.g. by circling or underlining it in the anagrams).

- After Exercise 7, students play *Irregular Verb Tennis* in pairs. Student A says an irregular verb, Student B puts it in the Past Simple, Student A says the past participle and Student B forms a sentence with the verb in the Present

Present Perfect with *ever* and *never*

6 4.7 Read and listen to an extract from the interview. Look at the underlined sentences and choose the correct words in the sentences below.

- Maisie** In your application it says you've volunteered at a zoo in the UK.
- Cassie** That's right.
- Maisie** When did you start?
- Cassie** I started two years ago. I haven't worked with elephants but I've worked with other animals. I've done lots of things. I've cleaned their cages, I've given them their food and ...
- Maisie** OK, now, this is a three-month project. Have you ever lived abroad without your family?
- Cassie** No, I haven't. I've never been abroad alone but I've travelled a lot with my family. In fact, we went to Thailand last year.
- Maisie** Oh, you've visited Thailand! Where did you go?
- Cassie** We visited the islands in the south. We spent a lot of time at the beach.
- Maisie** Well, there aren't any beaches in this project. It's in a village over 500 kilometres from the sea, on a river in the middle of the jungle!
- Cassie** Yes, I know. A friend of mine has volunteered on your project. Simon Tench? He's told me all about it. It sounds amazing.

- We form the Present Perfect with the correct form of have / *be* and the past participle of a verb.
- We use the Present Perfect to describe experiences / everyday activities.
- We use /don't use past time expressions (e.g. last year, two weeks ago, yesterday) with the Present Perfect.
- We use ever / *never* in questions and ever / never in negative sentences.

7 Study the Grammar box and check your answers.

Present Perfect with *ever* and *never*

We use the **Present Perfect** to talk about past experiences in our life when we do not say exactly when they happened.

	I • You • We • They	He • She • It
+	I have ('ve) visited Spain.	He has ('s) seen a jungle.
-	We have not (haven't) stayed on an island. They have ('ve) never visited Thailand.	He has not (hasn't) volunteered .
?	Have you (ever) climbed a mountain? Yes, I have ./No, I haven't .	Has she (ever) worked with children? Yes, she has ./No, she hasn't .

Past participles of regular verbs end in *-ed*.
There is a list of irregular past participles on page 171.

Grammar Reference and Practice > page 170

8 Complete the sentences with the correct affirmative Present Perfect forms of the verbs in brackets.

- You have met (meet) my sister before.
- My parents have lived (live) in another country.
- My brother has lost (lose) two phones.
- Sam and I have tried (try) Thai food.
- I have ridden (ride) on an elephant.

9 Complete the sentences with the correct Present Perfect forms of the words from the box.

never/travel ever/drive never/do visit write

- I have written three songs.
- We _____ yoga.
- Sara _____ many foreign countries.
- A _____ your parents _____ in the UK?
B Yes, _____.
- I _____ to the US.

10 Write questions in the Present Perfect. Use the verbs from the box. More than one answer is sometimes possible.

climb see sleep swim visit volunteer

- in a forest?
 - in a lake?
 - a mountain?
 - a country in Asia?
 - on a project abroad?
 - a waterfall?
- 1 *Have you ever slept in a forest?*

WATCH OUT!

We use the Present Perfect to ask about experiences and the Past Simple to ask for more details, e.g. When? Where? etc.

- A *Have you ever been to Thailand?* B Yes, I have.
A *Where did you go?* B I went to Bangkok.

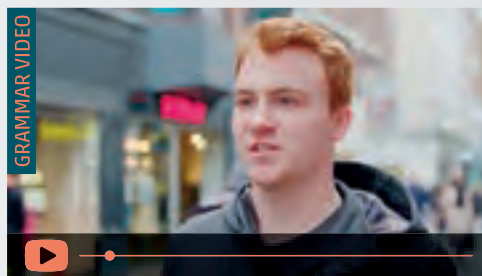
11 SPEAKING In pairs, ask and answer the questions in Exercise 10. Ask for more details.

12 Form new pairs and use your notes from Exercise 11 to talk about your partner's experiences.

Anna has lived in Thailand. She spent a year there when she was four but she can't remember much about it.

29 Read the unfinished sentence and watch the video. Say how the speakers finish the sentence. Then in pairs, finish the sentence for yourselves.

I have never ...



☐ I can use the Present Perfect to talk about experiences.

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Perfect. In weaker classes or if time is short, you can skip the last step.

FURTHER PRACTICE

- Photocopiable extra Grammar Video activity 10, page 240
- Grammar Reference and Practice, Student's Book page 170

- Workbook pages 112–113/Online Practice
- Photocopiable resource 42: Have you ever ... ?, page 301
- Extra digital activities: Grammar Checkpoint 10A

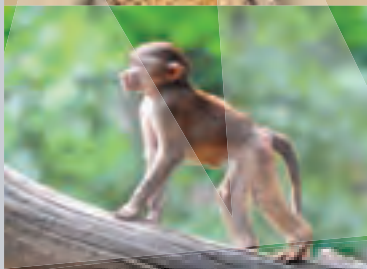
ASSESSMENT

Grammar Quiz 10A

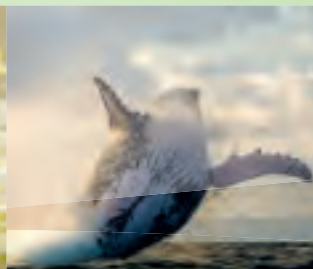
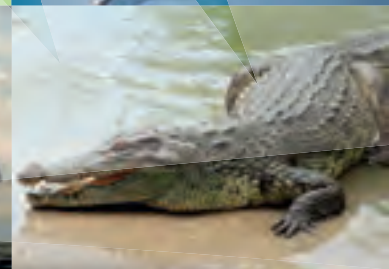
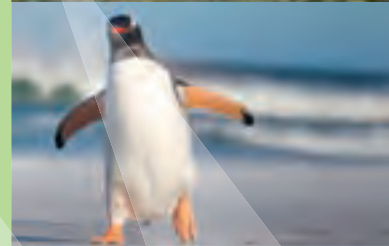
NEXT CLASS

Ask students to look online for some interesting/weird/funny animal facts to share with the class in the next lesson.

Which animals...



- are the most dangerous to humans?
a sharks **b mosquitoes** c snakes
- can predict the weather?
a ants b lions c flies
- can jump up waterfalls?
a sharks b crocodiles **c salmon**
- can't recognise themselves in a mirror?
a dolphins **b dogs** c penguins
- are the same as they were 30 million years ago?
a whales **b crocodiles** c tigers
- communicate by dancing?
a monkeys b flies **c bees**
- can't jump?
a elephants b ducks c bees



10B VOCABULARY | Animals and animal body parts

Exercise 2

Animals in the photos:
snake, duck, fly, monkey,
bee, whale, crocodile,
shark, penguin, salmon

Exercise 7

/i:/ bee, mosquito, teeth
/e/ feather, head,
penguin, weather
/ei/ lake, snake, tail,
whale

- How many animals can you write in 60 seconds? Make a list and then compare it with your partner's list.

- SPEAKING** Look at the words in the box. Are there any animals you wrote in Exercise 1? Which can you see in the photos?

ant bee crocodile dolphin duck elephant fly
lion monkey mosquito penguin salmon shark
snake tiger whale

- 4.8** Do the quiz. Then listen and check.

- SPEAKING** In pairs, ask and answer the questions.

- Which animals in Exercise 1 live in your country?
- How many of the animals have you seen in the wild?
- Have you ever had a pet? What was it?

- Write the animals in Exercise 1 in the correct column. Then add two more animals you know to each column.

Birds	Fish	Insects	Mammals	Reptiles
		ant		

Birds: duck, penguin

Fish: salmon, shark

Insects: bee, fly, mosquito

Mammals: dolphin, elephant, lion, monkey, tiger, whale

Reptiles: crocodile, snake

- Match descriptions 1–7 with animals from Exercise 2.

- This is a type of cat. It has orange and black fur. **tiger**
- This animal has wings and can fly. It makes honey. **bee**
- This reptile has four legs, a huge mouth, with sharp teeth. **crocodile**
- This animal uses its tail to help it climb trees. **monkey**
- This animal's skin is very thick on its body but very thin on its huge ears. **elephant**
- This bird uses its feathers to keep dry in the water. **duck**
- This is the most common bird in Antarctica. It has no teeth but uses its beak to catch fish. **penguin**

- 4.9 PRONUNCIATION** Look at the underlined vowels in the words below and put them in the correct place in the table. Listen and check.

beak, bee, feather, head, lake, mosquito, penguin,
snake, tail, teeth, weather, whale

/i:/	/e/	/ei/
beach beak	desert	dangerous

- SPEAKING** Take turns to choose an animal from your table in Exercise 5, then describe it to your partner. How many animals can you guess in one minute?

- A** This animal has grey skin and lots of sharp teeth.
B A shark!

130

☐ I can talk about animals.

REFERENCES

AUDIO SCRIPT page 203

EXTRA ACTIVITY IN CLASS

After Exercise 3, ask students which of the animal facts in the quiz they found the most interesting/surprising. Then get them to share the facts they found online with the class.

FURTHER PRACTICE

- Workbook page 114/Online Practice
- Photocopiable resource 43: Are you a bee?, page 302
- Extra digital activities: Vocabulary Checkpoint 10

ASSESSMENT

Vocabulary Quiz 10

NEXT CLASS

Ask students to make a list of the things they do to help protect the environment.

SAVE THE PLANET

We're doing a lot to protect the environment: recycling, saving water, etc. But we haven't done enough yet. So what have you done to save the planet? Post your answers in the comments.

- A**  I've just come back from volunteering on a conservation project in Greece. I think I saw more plastic bags in the sea than fish! This must stop!
- B**  Our teacher asked us to calculate how much electricity we waste at home. So I'm looking for all the things that are on but we aren't using. I've already turned off six lights, a TV, and a computer in our house and I haven't checked all the rooms yet!
- C**  We've just finished doing this survey on recycling at our school. It's a really good way to make people think and there are prizes! Have you done it at your school yet?
- D**  We've already picked up almost fifty kilograms of rubbish from our local beach and it's only lunchtime! How much will we collect by the end of the day?

1 Read the messages on social media. Which person (A–D):

- C** wants more people to answer some questions?
- B** is doing some homework on an environmental topic?
- D** is doing some volunteer work right now?
- A** got home from a trip abroad a short time ago?

Present Perfect with *already*, *just* and *yet*

2 Look at the underlined words in the posts and answer the questions.

- We use just in affirmative sentences for things that happened a short time ago.
- We use already in affirmative sentences to say something happened earlier than we expected.
- We use yet at the end of negative sentences and questions to talk about something we expect to happen.
- We put just and already after the auxiliary verb *have*.

3 Study the Grammar box and check your answers to Exercise 2.

Present Perfect with *already*, *just* and *yet*

We use the **Present Perfect** to talk about things that happened in the past but are important now.

We often use the **Present Perfect** with *already*, *just* and *yet*.

+	I've just got home. We've already seen three dolphins.
–	We haven't been into the jungle yet .
?	Have you asked Dad yet ?

Grammar Reference and Practice > page 170

WATCH OUT!

The past participle of the verb *go* is *gone* or *been*:

They've gone to the UK. (= They are in the UK or travelling there at the moment.)

They've been to the UK. (= They went to the UK and they returned.)

4 4.10 Choose the correct words to complete the sentences.

- A** Let's go out tonight.
B I can't. I've already / just got back from holiday.
- A** Have you finished your project just / yet?
B No! I've just / yet started.
- A** This is my friend, Tom.
B Hi, Tom. I think we've already / just met – at Carla's party.
- A** Where are you? I've already / just been here for ten minutes.
B Sorry. We haven't left home already / yet.

5 Write sentences and questions in the Present Perfect and the words in brackets.

- My sister / pass / her driving test. (just)
- She / go / to Thailand. (already)
- the match / start? (yet)
- My friends and I / finish / our exams. (already)
- I / win / a competition. (just)
- We / not / leave / school. (yet)

6 **SPEAKING** In pairs, ask and answer questions about your partner's day using the Present Perfect and *already*, *just* and *yet*. Add information using the Past Simple.

- (do) any homework?
- (post) any photos, questions or comments online?
- (plan) your weekend?
- (download) any apps on your phone?
- (read) the news?

A *Have you done any homework yet?*

B *Yes, I've already done Maths. I did it at lunchtime. But I haven't done English yet.*

Exercise 5

- My sister has just passed her driving test.
- She's already been/gone to Thailand.
- Has the match started yet?
- My friends and I have already finished our exams.
- I've just won a competition.
- We haven't left school yet.

☐ I can use the Present Perfect to talk about past events that are important now.

131

EXTRA ACTIVITIES IN CLASS

- As a lead-in, refer students to the lists they made at home and get them to share their ideas with the class.
- After Exercise 6, invite a few students to tell the class what they found out about their partner's day.

FURTHER PRACTICE

- Grammar Reference and Practice, Student's Book page 170
- Workbook page 115/Online Practice
- Photocopiable resource 44: Are you ready to go?, page 303
- Extra digital activities: Grammar Checkpoint 10C

ASSESSMENT

Grammar Quiz 10C

NEXT CLASS

Ask students to make a list of things made of plastic which they and their family often use.

Say 'no' to PLASTIC BAGS

4.11

Close your eyes for a second and imagine a beautiful tropical beach. Now, imagine the same beach covered in ugly plastic waste. Terrible, isn't it? Well, that picture inspired sisters Isabel and Melati Wijsen from the island of Bali to start an environmental campaign to stop plastic pollution. And now their campaign has spread across the world.

Bali is one of 17,000 islands in Indonesia. It is a popular tourist destination which is famous for its weather, beaches, mountains and forests, as well as wildlife, such as birds, monkeys, dolphins and sharks. But every year, during the wet season, wind pushes a 100 tonnes of plastic from the sea onto the beaches. It takes hundreds of people and thirty-five lorries to remove it all. The next day it's back again.

After a school lesson about world leaders, Isabel and Melati started thinking. How could they, as schoolchildren, make a difference to the world? The girls wrote a list of Bali's problems and agreed that plastic pollution was the most important. They found out that Rwanda, a very poor country in Africa, decided to ban plastic bags in 2008. The girls agreed this is what they wanted to happen in Bali. But to do that, they needed help. So they started Bye Bye Plastic Bags (BBPB) – a campaign to stop plastic bags polluting the beautiful beaches of Bali.

The first thing they tried to do was to collect a million signatures from supporters. Soon they realised this could take a long time and they were impatient for action. So once they had 100,000 signatures, they presented the petition to the local government and asked for a meeting. While they waited, the girls, and other volunteers on the campaign, gave presentations at schools, markets and festivals. Eighteen months later, the government agreed to meet them. In the meeting, the government promised to encourage the people of Bali to stop using plastic bags. The campaign wasn't over but now everyone knew about it.

Isabel and Melati were only ten and twelve when they started their campaign in 2013. Since then they've spent almost all their free time on BBPB. They've travelled all over the world and they've spoken at over 150 events. They've talked to a lot of important people about their campaign and they've won several environmental awards. The ban on plastic bags was officially announced on Bali in 2019 by the Governor of the island. But not only on Bali is BBPB active: with almost 50 global teams all over the world Bye Bye Plastic Bags has grown into a global NGO (non-governmental organisation) led by young people. The story of Isabel and Melati has inspired other teenagers to take similar actions.

132

REFERENCES

VIDEO SCRIPT page 214

EXTRA ACTIVITIES IN CLASS

- As a lead-in, refer students to the lists they made at home and get them to compare them in pairs or small groups. If time allows, get brief feedback

from the class. Do students use a lot of plastic? Do they think about plastic packaging before they buy something?

- After Exercise 4, ask students what they think of the BBPB campaign. Would they like to join an NGO like Bye Bye Plastic Bags?

- After Exercise 6, ask students to find four or five more words/phrases from the text which are new to them and try to work out their meanings by 'reading around' them, then check their guesses in their dictionaries (or with you). You could then get them to record the words/phrases in their notebooks, and write one example sentence for each.

1 SPEAKING Look at the photo on page 132. Discuss the questions.

- 1 What is the environmental problem in the photo?
- 2 Where do you think this is?

2 In pairs, read the Plastic Facts information and say what these numbers correspond to.

20 450 100,000 a million 5 trillion

3 Read the article quickly. What would be a good introduction?

- A In this article, we meet two sisters from Bali, Indonesia, to learn about how school has changed their lives.
- B For Isabel and Melati Wijsen, their lives are a balance of school and environmental campaigning. Here we learn how they do it.
- C You don't have to wait to be an adult to make a difference to the world. Here we meet two young people with big ideas.

4 Read the article again and choose the correct answers.

- 1 What do we know about Bali from the article?
 - a The weather on the island is always good.
 - b The island produces a lot of plastic.
 - c Tourism is important to the island.
 - d It's the largest island in Indonesia.
- 2 Isabel and Melati decided to start a campaign against plastic bags because
 - a they learned about another country's successful campaign.
 - b it was part of a project at school.
 - c they are the biggest form of plastic pollution in Bali.
 - d it was an easy problem to solve.
- 3 Why didn't the girls collect more signatures?
 - a They didn't want to wait.
 - b The government said it was unnecessary.
 - c They didn't have enough volunteers
 - d They needed more time for other parts of the campaign.
- 4 In the writer's opinion, what is the most important thing the girls have done?
 - a They've had meetings with world leaders.
 - b They've encouraged other people to start BBPB campaigns.
 - c They've found the time to work on the campaign.
 - d They've changed the law in Indonesia.

5 Match the highlighted words in the article and Plastic Facts information with definitions 1–6.

- 1 Stop people using something. **ban**
- 2 People who help or agree with you. **supporters**
- 3 An organised plan to do something. **campaign**
- 4 Animals in their natural environment. **wildlife**
- 5 The negative, dirty results of industry and transport. **pollution**
- 6 Break down into tiny pieces. **decompose**



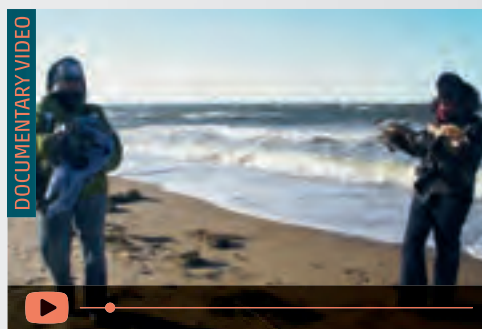
6 Complete the questions with the words from Exercise 5. Then, in pairs, ask and answer the questions.

- 1 Is there a similar environmental **campaign** to BBPB in your country?
- 2 Have you heard that it can take an orange skin six months to **decompose**? Why do you think it is not ok to throw it on the ground?
- 3 What would you like to **ban** in your country?
- 4 What's the best way to persuade people to become **supporters** of a campaign to keep your town clean?
- 5 Is plastic **pollution** a big problem where you live?
- 6 What **wildlife** is in danger where you live?

7 SPEAKING In pairs, think about the article you read and discuss these questions.

- 1 How often do you buy bottled water? What do you do with the bottle after drinking it?
- 2 What can we do to use less plastic packaging?

30 WATCH AND REFLECT Go to page 159. Watch the documentary *Helping hands* and do the exercises.



Exercise 1

- 1 plastic pollution
- 2 Student's own answers

Exercise 2

- 20 – the time it takes a plastic bag to decompose
- 450 – the time it can take a plastic bottle to decompose
- 100,000 – the number of sea mammals killed by plastic pollution in our oceans in one year
- a million – the number of sea birds and fish killed by plastic pollution in our oceans in one year
- 5 trillion – the number of pieces of plastic in the sea

Exercise 7

- 2 Possible answers: We could stop buying food with packaging, especially bottled water, and use our own containers. We could go shopping more often – to avoid waste. We could grow our own food.

☐ I can understand specific information in a longer text and talk about the environment.

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FURTHER PRACTICE

Workbook pages 116–117/Online Practice

10E LISTENING AND VOCABULARY

- 1 **SPEAKING** How often do you check the weather forecast? Where do you usually check it?
- 2 **4.12** You are going to hear four conversations. Match situations A–D with questions 1–4 in Exercise 3. Then listen and check.

- A a podcast about the weather 3
B a conversation between two friends 2
C a conversation between a parent and a child 4
D a weather forecast 1

- 3 **4.12** Listen to the four conversations again. For each question, choose the correct answer A, B or C.

- 1 What will the weather be like next week?
a very different from last week
b better than last week
c as rainy as last week
- 2 What does Sally advise Jack to do?
a take appropriate clothing for the weather
b be careful of the hot sun
c look up the weather forecast again
- 3 What does Clare think is the most important reason for giving storms names?
a It encourages safety.
b It helps with communication.
c It makes storms more interesting.
- 4 What do Mark and his mum agree about?
a He should take a light jacket to school.
b He can decide what to take later.
c He doesn't need to take a coat today.

- 4 Match the words in the box with the cities on the weather map. Then in pairs, ask and answer questions about the weather forecast.

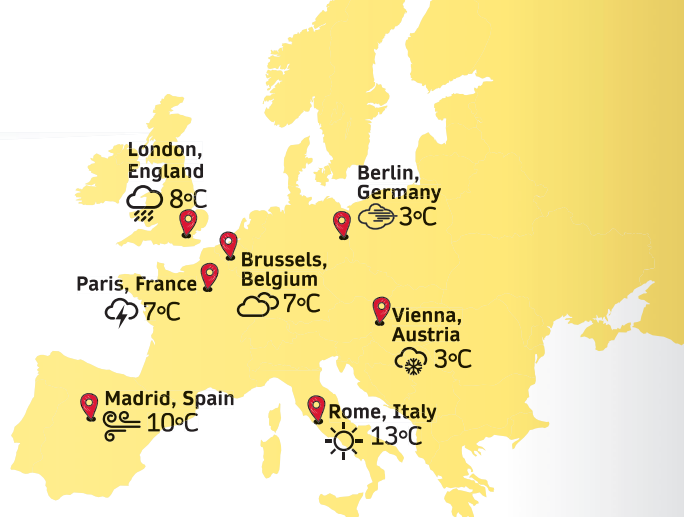
cloudy foggy rainy snowy stormy sunny windy

- A What's the weather like in London?
B It's rainy.
A What's the temperature?
B It's eight degrees.

- 5 Match the nouns in the box with the adjectives in the table.

cloud fog rain snow storm sun wind

Adjective	Noun
cloudy	1 <u>cloud</u>
stormy	2 <u>storm</u>
rainy	3 <u>rain</u>
windy	4 <u>wind</u>
foggy	5 <u>fog</u>
sunny	6 <u>sun</u>
snowy	7 <u>snow</u>



- 6 Complete the sentences with the correct nouns or adjectives from Exercise 5.

- 1 It's really hot today. You shouldn't sit in the sun for a long time.
2 Dad doesn't want to drive today. It's too foggy and he can't see.
3 I hate stormy weather because I'm afraid of lightning.
4 Be careful! The wind is so strong I almost fell over.
5 The rain is really heavy and I forgot my umbrella.
6 This morning was beautiful but the sky is a bit cloudy now.
7 There was so much snow so we went skiing.

- 7 **SPEAKING** Discuss the questions.

- 1 What's the weather like today? How is it different from last week?
2 What's your favourite season: spring, summer, autumn or winter? Say why.
3 Have you ever had really bad weather during a holiday? What did you do?

- 8 **REFLECT | Society** In pairs, read the text and discuss the questions.

- 1 Why do the British talk about the weather so often?
2 Do people often talk about the weather in your country too? If not, what do people prefer talking about?

The British love talking about the weather. According to a survey 94 percent of British people say they have had a conversation about the weather in the last six hours. The average adult posts at least one comment about it on social media every week. And each person spends eleven minutes every week checking the forecast on TV or on their phones. What is the reason for this obsession? One reason is that British weather is never boring. It's difficult to predict and it often changes during the day. But many British people admit that the topic is simply an easy one to discuss with anyone – especially people we don't know very well.



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☐ I can understand the context and identify specific information in a conversation and talk about weather.

REFERENCES

AUDIO SCRIPT page 204

EXTRA ACTIVITY IN CLASS

After Exercise 7, students write sentences about things they often do in different weather (e.g. stay at home when it's

rainy, have a picnic when it's sunny). They then share and compare their sentences in pairs or groups.

FURTHER PRACTICE

- Workbook page 118/Online Practice
- Photocopiable resource 45: Weather talk, page 304

NEXT CLASS

Ask students to read about a famous person they like and note down three interesting pieces of news about him/her.

10F SPEAKING

1 In pairs, look at the notice and answer the questions.

- 1 What is the notice about?
- 2 What do students have to do?
- 3 What can students win?

GO GREEN!

POSTER COMPETITION

Theme: Supporting the environment in everyday life

We're looking for artists and designers with a passion for the environment. Design a poster and win!

PRIZES

First prize of £500 for your school to spend on environmental projects. The top five posters will appear in schools all over the country.

More details at www.gogreenposters.org

- 2 31 4.13 Watch or listen to Part 1 of the story. Who is going to design a poster for the competition?
- 3 32 4.14 Watch or listen to Part 2. What did Liam, Ava and Karen win? Is Liam happy at the end? Say why.
- 4 32 4.14 Study the Speaking box and read the dialogue. Then watch or listen to Part 2 again and choose the words and phrases you hear.

Ms. Turner Guys! Guys! I've got some ²good / ³fantastic news! I've just heard the results of the *Go Green!* competition. Two students from our school have won prizes.

Liam ⁴That's amazing news! / Oh, wow! Who won?

Ms. Turner Well, Karen Taylor's poster is one of the top five. Well done, Karen. Your poster will be in schools all over the country.

Liam ⁵Good for you, / I'm really happy for you, Karen!

Ava Yes, congratulations! So ...

Ms. Turner ⁶Unfortunately, / ⁷I'm sorry, but you didn't win this time, Ava.

Liam ⁸Oh, no! / That's awful.

Ms. Turner Liam! You've won £500 for the school!

Liam Oh, wow! I've never won anything before! I'm sorry, Ava.

Ava No. ⁹Don't worry, / ¹⁰Never mind. I'm really happy for you Liam.

Ms. Turner Liam. ¹¹Bad luck! / ¹²More good news! The head teacher would like you to give a speech to the school next week - with some ideas on how to spend the money.

Liam A speech? In front of the whole school?

COMMUNICATION VIDEO



10

Exercise 1

- 1 It's about a poster competition.
- 2 They have to design a poster about the environment.
- 3 They can win £500 for the school to spend on environmental projects. The best five posters will appear in a campaign in schools all over the country.

SPEAKING | Giving and reacting to personal news

Giving good news

Good news!

I've got some good/fantastic/great news.

I've just heard (the results of the *Go Green!* competition).

Giving bad news

I'm afraid I've got some bad/terrible/awful news.

I'm sorry, but ...

Unfortunately, ...

Responding to good news

That's great/amazing (news).

Congratulations!

I'm really happy for you.

Oh, wow!

Well done!

Good for you!

Responding to bad news

That's terrible/awful (news).

Oh, no!

Never mind.

Bad luck!

Don't worry.

- 5 4.15 Listen to four people giving news and choose the best response. Then listen and check.

- 1 a That's amazing news.
b Never mind.
c Congratulations!
- 2 a Good for her.
b That's awful!
c I'm really happy for you.
- 3 a Don't worry.
b Oh, no!
c Oh, wow!

- 6 Write three pieces of news, using the topics below.

- you / your family / your friends / your school
- an event in your or another country

- 7 In groups, share your news and respond to the news you hear. Then repeat the news you've heard to other students.

Exercise 2

Liam and Ava

Exercise 3

Liam's won 1st prize - £500 for the school and his poster will appear in the campaign.
Karen's poster will appear in the campaign.
Ava didn't win anything.
Liam isn't happy in the end because he has to give a speech in front of the whole school.

☐ I can give and react to good and bad news. | 135

REFERENCES

AUDIO SCRIPT page 204

VIDEO / AUDIO SCRIPT page 214

EXTRA ACTIVITY IN CLASS

After Exercise 7, refer students to the notes they made at home. Ask them to

imagine they are that person, and they are sharing their news with a friend. In pairs, they should take it in turns to give and respond to the news using language from the Speaking box.

FURTHER PRACTICE

Workbook page 119/Online Practice

NEXT CLASS

Ask students to bring a photo which could accompany an article about protecting the environment. They can use it to illustrate the article they write for Exercise 6 in the next lesson.

10G WRITING | An article

- 1 SPEAKING** In pairs, look at photos A and B and the notice at the top of the website. Then, answer the questions.
 - Do you have any of these environmental problems in your area?
 - What other types of environmental problems are there?
 - Which problem would you like to write about?
- 2** Read the article. Does the article answer all the questions in the notice on the website? *yes*
- 3** Study the Writing box and read the article again. Does the writer follow all the advice?

Exercise 3

Yes. The writer has an interesting title and introduced the topic. The next two paragraphs answer each question and there is an example from his school. There is also a short conclusion and it finishes with an interesting sentence.

WRITING | An article

- Add an interesting title to encourage the reader to read the article.
MY WORLD IS NOT YOUR RUBBISH BIN
- Introduce the topic.
I live in ... / There are several typical environmental problems ... / One of the biggest problem is ...
- Use the next two or three paragraphs to answer each question.
Why is it a problem? Firstly, rubbish is unhealthy ... / Finally, it costs ...
What can young people do about it? Young people need to start a local campaign.
- Give examples where possible.
For example, rubbish encourages ... / For instance, at our school we organised a petition.
- Add a short conclusion and finish with an interesting sentence.
In my opinion, / To sum up, / In conclusion, / I'm sure we could ... / Our planet is in our hands.

- 4** Read the notice below. Which of the titles a–c is best for an article like this?

ARTICLES WANTED!

What things do you do in your daily life that are good for the environment? What could you do that you haven't done yet? What should we do to encourage young people to help save the planet from pollution?

- Leave home half an hour earlier and ... save the planet!
- b** My Green Day!
- You're never too young to do this.

- 5** Look at the phrases in the box. Which of them are things you do every day? Which are things you could do in an environmental campaign?

walk or cycle to school give talks grow food at home
make a video organise meetings pick up rubbish
recycle waste design posters save water turn off lights
use less packaging volunteer on a wildlife project

- 6 WRITING TASK** Write your article. Use the tips in the Writing box and the ideas in Exercise 5 to help you. Write your article in response to the notice in Exercise 4.

Exercise 5

Things you do every day: answers will vary
Things you could do in an environmental campaign: give talks, make a video, organise meetings, design posters, volunteer on a wildlife project

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☐ I can write an article.

EXTRA ACTIVITY IN CLASS

After students do the writing task in Exercise 6, put them in pairs to plan a second article, in response to the notice in Exercise 1. They should think about the points in the Writing box and brainstorm ideas for their main body paragraphs. Encourage them to use the model

article in Exercise 1 to help them. They can then write their articles in class or as homework, depending on the time available.

FURTHER PRACTICE

Workbook page 120/Online Practice

NEXT CLASS

Ask students to study the word list and do the Remember More exercise on Student's Book page 174.

A



ARTICLES WANTED!

**Which local environmental problem are you most interested in?
Why is it a problem?
What can young people do about it?**

Write an article that answers these questions and send it to us. We'll print the most interesting articles on our website.

THIS MONTH'S WINNER: MY WORLD IS NOT YOUR RUBBISH BIN

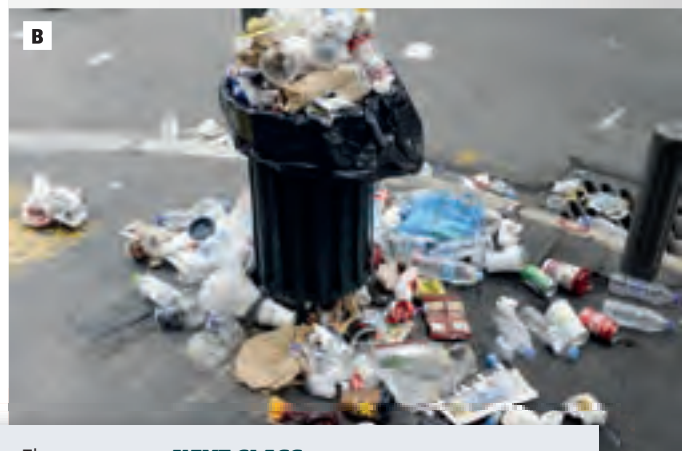
I live in a huge city with two million people so there are several typical environmental problems, such as traffic and air pollution. For me, one of the worst problems is rubbish on the streets.

Firstly, rubbish on the streets is unhealthy for both humans and wildlife. For example, rubbish attracts animals like rats and they spread diseases. Other animals can easily eat something dangerous in the rubbish and die. A lot of rubbish goes down rivers and adds to the pollution in the sea. Finally, it costs a lot of money to clean up our rubbish. We could spend this on many more useful things.

Young people need to set an example for the next generation and always put their rubbish in the bin – if possible, a recycling bin. They could also start a local campaign to encourage other people to recycle. For instance, at our school we organised a petition to put more bins on the streets. We got 2,000 signatures!

In my opinion, it's not that difficult to solve the problem of rubbish. I'm sure we could all do a lot more to improve the situation. Our planet is in our hands!

B



10A GRAMMAR AND VOCABULARY

5.64

abroad (adv) /ə'brɔ:d/
 beach (n) /bi:tʃ/
 coast (n) /kəʊst/
 desert (n) /'dezət/
 elephant (n) /'eləfənt/
 forest (n) /'fɒrɪst/
 hill (n) /hɪl/
 island (n) /'aɪlənd/
 jungle (n) /'dʒʌŋɡəl/
 lake (n) /leɪk/
 mountain (n) /'maʊntɪn/
 ocean (n) /'əʊʃən/
 open water (n) /'əʊpən'wɔ:tə(r)/
 river (n) /'rɪvə/
 rocks (n) /rɒks/
 sand (n) /sænd/
 sea (n) /si:/
 valley (n) /'væli/
 waterfall (n) /'wɔ:təfɔ:l/

10B VOCABULARY 5.65

ant (n) /ænt/
 beak (n) /bi:k/
 bee (n) /bi:/
 bird (n) /bɜ:d/
 body part (n) /'bɒdi pɑ:t/
 crocodile (n) /'krɒkədaɪl/
 dolphin (n) /'dɒlfɪn/
 duck (n) /dʌk/
 elephant (n) /'eləfənt/
 feather (n) /'feðə/
 fish (n) /fɪʃ/
 fly (n) /flaɪ/
 fur (n) /fɜ:/
 honey (n) /'hʌni/
 insect (n) /'ɪnsekt/
 lion (n) /'laɪən/
 mammal (n) /'mæməl/
 monkey (n) /'mʌŋki/
 mosquito (n) /mə'ski:təʊ/
 penguin (n) /'peŋɡwɪn/
 reptile (n) /'reptail/
 salmon (n) /'sælmən/
 shark (n) /ʃɑ:k/
 sharp (adj) /ʃɑ:p/

skin (n) /skɪn/
 snake (n) /sneɪk/
 tail (n) /teɪl/
 thick (adj) /θɪk/
 tiger (n) /'taɪɡə/
 tooth (pl. teeth) (n) /tu:θ/ti:θ/
 whale (n) /weɪl/
 wings (n) /wɪŋz/

10C GRAMMAR 5.66

do a survey /du: ə'sʌ:(r)veɪ/
 do volunteer work /,du: vɒlən'tɪə wɜ:k/
 environmental (adj) /ɪn,vəɪrən'mentl/
 plastic bag (n) /plæstɪk 'bæg/
 post a comment/a photo/a question /pəʊst ə 'kɒment/ə 'fəʊtəʊ/ə 'kwɛstʃən/
 recycling (n) /rɪ'saɪklɪŋ/

10D READING AND VOCABULARY

5.67

ban (v) /bæn/
 bottled water (n) /'bɒtlɪd 'wɔ:tə/
 campaign (n) /kæm'peɪn/
 decompose (v) /,di:kəm'pəʊz/
 kill (v) /kɪl/
 local government (n) /lɒkəl 'ɡʌvəmənt/
 plastic packaging (n) /plæstɪk 'pækɪdʒɪŋ/
 plastic pollution (n) /plæstɪk pə'lju:ʃən/
 plastic/glass bottle (n) /plæstɪk/glo:s 'bɒtl/
 present (v) /prɪ'zent/
 promise (v) /'prɒmɪs/
 recycle (v) /rɪ'saɪkl/
 reduce waste /rɪ'dju:s 'weɪst/
 research (n) /rɪ'sɜ:tʃ/
 sign a petition /saɪn ə pə'tɪʃən/
 signature (n) /'sɪɡnətʃə/
 spread (v) /spred/
 supporter (n) /sə'pɔ:tə/
 tourism (n) /'tuərɪzəm/
 wet season (n) /wet 'si:zən/
 wildlife (n) /'waɪldlaɪf/
 wind (n) /wɪnd/
 world leader (n) /wɜ:ld 'li:də/

10E LISTENING AND VOCABULARY

5.68

advise (v) /əd'vaɪz/
 appropriate (adj) /ə'prəʊpriət/

bad weather (n) /bəd 'weðə/
 cloud (n) /klaʊd/
 cloudy (adj) /'klaʊdi/
 degree (n) /dɪ'ɡri:/
 fall over (v) /fɔ:l 'əʊvə/
 fog (n) /fɒɡ/
 foggy (adj) /'fɒgi/
 heavy rain (n) /'hevi 'reɪn/
 lightning (n) /'laɪtnɪŋ/
 rainy (adj) /'reɪni/
 season (n) /'si:zən/
 sky (n) /skaɪ/
 snow (n) /snəʊ/
 snowy (adj) /'snəʊi/
 storm (n) /stɔ:m/
 stormy (adj) /'stɔ:mi/
 sun (n) /sʌn/
 sunny (adj) /'sʌni/
 temperature (n) /'temprətʃə/
 topic (n) /'tɒpɪk/
 umbrella (n) /ʌm'brelə/
 weather forecast (n) /'weðə(r) 'fɔ:(r)kɑ:st/
 wind (n) /wɪnd/
 windy (adj) /'wɪndi/

10F SPEAKING 5.69

appear (v) /ə'piə/
 design (v) /dɪ'zaɪn/
 give a speech /,ɡɪv ə 'spi:tʃ/
 go green /,ɡəʊ 'ɡri:n/
 good news /,ɡʊd 'nju:z/
 passion for sth (n) /'pæʃən fə 'sʌmθɪŋ/

10G WRITING AND VOCABULARY

5.70

air pollution (n) /'eə pə'lju:ʃən/
 attract (v) /ə'trækt/
 grow food /,ɡrəʊ 'fu:d/
 rat (n) /ræt/
 rubbish bin (n) /'rʌbɪʃ bɪn/
 set an example /,set ən ɪɡ'zɑ:mpəl/
 spread diseases /,spred dɪ'zi:zɪz/
 traffic pollution (n) /'træfɪk pə'lju:ʃ(ə)n/
 win a prize /wɪn ə 'praɪz/

Remember More > page 174

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EXTRA ACTIVITIES IN CLASS

- Give students a category from the word list (e.g. *Geographical features*) and choose a few words from the category to write on the board without vowels (e.g. *bch - beach; frst - forest*). Students add the missing vowels to complete

the words. To make the activity easier, you could show the number of missing letters using gaps, e.g. *b_ _ch, f_r_st*.

- Individually, students write gap-fill sentences with words from the word list. To make the exercise easier, they could supply the first letter of each word. Then, in pairs, they swap

sentences, complete them and check their answers with their partner.

FURTHER PRACTICE

Workbook page 121/Online Practice

NEXT CLASS

Ask students to revise Unit 10.

VOCABULARY AND GRAMMAR

1 Look at the map and label the geographical features.



Exercise 5

- 2 Have you ever seen dolphins?
- 3 Have you ever flown in a helicopter?
- 4 Have you ever volunteered on a wildlife project?
- 5 Have you ever visited a jungle?
- 6 Have you ever ridden an elephant?

2 Choose the correct words to complete the sentences.

- 1 *Ants* / Bees make honey from flowers.
- 2 We're going down to the lake to feed the *whales* / ducks.
- 3 A *shark* / whale is a mammal not a fish.
- 4 *Elephants* / Monkeys can jump high and climb trees.
- 5 Big cats like lions / *penguins* hunt for food in a group.
- 6 A *dolphin* / salmon can be a sea fish or a river fish.
- 7 Don't worry, it won't bite you. It's just a fly / *mosquito*!
- 8 People are scared of snakes / *sharks* because of the way they move across the ground.

3 Read the descriptions and write the correct words.

- 1 Monkeys use this to hold on to trees so they can use their hands to eat fruit. tail
- 2 A bird uses this to pick up and eat food. beak
- 3 This is black and yellow on tigers. fur
- 4 Penguins have black and white ones. feathers
- 5 Bees move these quickly to fly. wings
- 6 Animals use these to bite with. teeth
- 7 This covers the bodies of all mammals. skin

4 Complete the conversation with the words from the box.

cloudy foggy rainy snowy stormy sunny windy

- Jay** When is the best time to visit India, Myra?
- Myra** Probably November to February but it depends where you go. It's 1 snowy in the Himalayan Mountains in winter, but in the south it's usually 2 sunny, but not too hot.
- Jay** Is there a 3 rainy season?
- Myra** Yes, there is. From June to October it can be very wet and 4 stormy with lightning and ...
- Jay** And what about from March to May? What's the weather like then?
- Myra** That's summertime in India and it's much too hot to do anything. The sky is blue, it's never 5 cloudy. It can be a bit 6 windy by the sea, which is nice when it's so hot.
- Jay** I bet you don't have any 7 foggy days in India when you can't see anything!
- Myra** Oh, no, you get lots in big cities like Mumbai or Delhi because of the traffic pollution! We call it 'smog'.

5 Write Present Perfect questions with *ever* using the prompts. Then answer the questions.

- 1 you / swim / Pacific Ocean?
Have you ever swum in the Pacific Ocean?
- 2 you / see / dolphins?
- 3 you / fly / in a helicopter?
- 4 you / volunteer / wildlife project?
- 5 you / ever / visit / jungle?
- 6 you / ride / elephant?

6 Write six sentences about family and friends with *never* and the Present Perfect form of the verbs from the box.

drive lose meet try sleep write

7 Complete the sentences with *just*, *yet* or *already*.

- 1 Have we arrived yet?
- 2 Oh, no, we've just missed the last bus home!
- 3 I've already seen this film twice before.
- 4 You don't need to download the app again. I've already done it.
- 5 You can't drive yet. You're too young!
- 6 'Have you heard about the accident?' 'Yes, I've just heard about it on the news!'

REFERENCES

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FURTHER PRACTICE

- Use of English, Student's Book page 173

- Self-assessment 10 and Self-check 10, Workbook pages 122–123/Online Practice
- Extra digital activities: Use of English, Reading, Listening

ASSESSMENT

- Unit 10 Language Test (Vocabulary, Grammar, Use of English)
- Unit 10 Skills Test (Dictation, Listening, Reading, Communication)
- Unit 10 Writing Test
- Units 9–10 Cumulative Review Test
- Units 9–10 Exam Speaking

USE OF ENGLISH

8 Choose the correct words a-d to complete the text.

STRATEGY | Multiple choice cloze

Remember that the word you choose must fit grammatically into the sentence and must also have the correct meaning.

WILDLIFE IN THE DESERT

¹___ are dry areas. They never have much rain but they aren't all full of sand. There are also ²___ polar deserts – these are full of ice. And there are cool deserts near the coast – the water from the sea cools the temperature.

It's not easy to see the wildlife in the desert ³___ there are some animals that live there. Many birds live in the desert. They can use their ⁴___ to fly up high when it is very hot. Big mammals, such ⁵___ elephants and lions also live in the desert because they can move to cooler places. Reptiles like snakes can live there too. They need to keep cool, ⁶___ during the day they go underground. They come out at night ⁷___ they must look for food. Insects can also survive in ⁸___ conditions. Little ants with very long ⁹___ quickly work together to carry food underground.

- | | | | |
|--------------------|----------------------|------------------|------------------|
| 1 a deserts | b jungles | c valleys | d islands |
| 2 a hot | b tropical | c cold | d warm |
| 3 a firstly | b also | c and | d but |
| 4 a beaks | b fur | c tails | d wings |
| 5 a as | b for example | c that | d too |
| 6 a because | b but | c so | d also |
| 7 a just | b because | c often | d that |
| 8 a that | b a | c this | d these |
| 9 a beaks | b feathers | c legs | d teeth |

9 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words including the word in bold.

- I've never been to Australia, but I'd like to go. **YET**
I haven't visited Australia yet, but I'd like to go.
- They announced the flight two minutes ago. **JUST**
They have just announced the flight.
- Congratulations on winning the competition! **HAPPY**
You've won the competition! I 'm happy for you!
- Are they away now or haven't they left? **ALREADY**
Have they already left for their holiday?
- Which plants and animals do we need to protect today? **DANGER**
Which plants and animals are in danger today?

Use of English > page 173

LISTENING

10 **4.16** You will hear Tom telling Sophie about his trip to South Africa. For each question, choose the correct answer a-c.

STRATEGY | Multiple choice task

When you're not sure which option to choose, use the method of elimination: start by crossing out the answer which is definitely wrong, then the one which you think is probably wrong, until there is only one option to choose.

- Tom went to South Africa
a for a holiday.
b to study at a university.
c to work as a volunteer.
- In South Africa Tom worked
a in a safari park.
b in a monkey hospital.
c in a school.
- At the animal hospital there were
a only monkeys.
b a lot of different animals.
c monkeys and a few other animals too.
- During his trip to South Africa Tom took lots of photos of
a monkeys
b horses.
c lions, rhinos and giraffes.
- When Tom was in South Africa
a it wasn't very warm at night.
b it was very hot during the day.
c it was cloudy most of the time.
- What did Tom dislike about the trip?
a There were too many mosquitoes.
b He had to sleep in a tent.
c He had to share a bedroom with other people.

SPEAKING

11 In pairs, discuss the questions.

- What can you and your friends do to help to protect the environment?
- What are the most serious environmental problems in your country?
- What should the government do to make the cities in your country cleaner?
- Have you ever signed a petition? What was it for?

WRITING

12 Write a short article about the problems where you live. Say what the government should do to protect the environment. Remember to:

- add an interesting title to encourage the reader to read the article
- introduce the topic
- write two or three paragraphs
- give examples where possible
- add a short conclusion

MAKING SENSE OF MEMORY



1 D How do you remember the information you need when you take a test or an exam? The answer, of course, is that you use your memory. But what is memory and how does it work? In your everyday life it's important to create new memories, store them in your brain and then recall them when you need them. For example, when you cycle to school, you need to remember the rules of the road and how to get to school from your house. And when school finishes, you must remember exactly where you left your bike that morning.

2 B Our brain uses three main processes in order to create memories. First, it encodes the information that you see, hear, smell or taste into a form that your mind can understand. Then it stores the information in your short-term or long-term memory. Later, when you need the information, you can recall it from your memory. This is similar to the way your computer works. It encodes the data in a language the computer can understand and stores it in a file on the hard disk. Later you can open the file when you need the information.

According to scientists, there are three stages of memory:

3 C This is the earliest stage of memory and happens when you first experience something. At this stage we store information about things that we see for no more than half a second and information about things that we hear for three to four seconds. In order to remember any of this information, we must go to the next stage.

4 G This is the information we are currently thinking about. When we pay attention to sensory memories, we create short-term memories. These memories usually last for twenty to thirty seconds. An example of this is when someone tells you their phone number and you need to remember it while you look for a pen and some paper.

5 A If information is important to us, it becomes part of our long-term memory. In theory we can store very large amounts of data in our brains forever. We can access some of this information easily, but, as everyone knows, some of it can be difficult to remember.

6 F So why do we have problems remembering things? Sometimes this is because we don't encode the information properly. For example, you know what a ten-euro note looks like. You can remember the colour and you know that it looks different from a five-euro note. But can you draw a picture of it? If you can't, it's because you didn't encode it into your memory. Another reason is that sometimes we find it hard to recall the information from our long-term memory. Fortunately, there are a number of ways you can improve your ability to remember things. One technique is to use mnemonics – these help you to remember things when you take tests or exams.

GLOSSARY

sensory – connected with the four senses (sight, hearing, smell or taste)

recall – remember something from the past

encode – put information into a different form for storing

store – put things in a special place for use in the future

short/long-term – something that lasts for a short/long time

1 In pairs, take turns to do these memory tests.

- Write five numbers and show the list to your partner for five seconds. Can he/she write them down?
- Tell your partner about everything you did after school yesterday until you went to sleep. Give as much detail as possible. Can he/she repeat it in the correct order?

2 Which of these things are easy or difficult for you to remember: words, images, numbers, position of objects, order of things? Discuss in pairs.

3 Read the article and match headings A–G with paragraphs 1–6. There is one extra heading.

- A** Long-term memory
- B** How do we 'make' memories?
- C** Sensory memory
- D** What is memory?
- E** The effects of age on memory
- F** Remembering isn't always easy
- G** Short-term memory

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EXTRA ACTIVITY IN CLASS

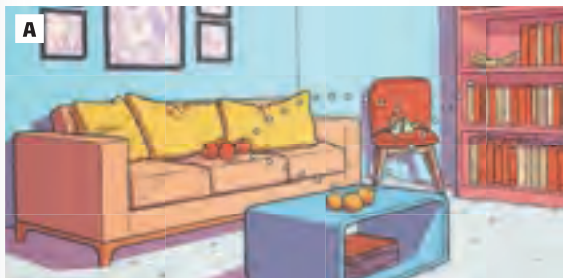
After Exercise 6, ask students if they already follow any of the tips in the Life Skills box. Can they think of any other tips for avoiding time wasters?

4 In pairs, answer the questions.

- How can you remember things better?
- What techniques can we use?

5 4.17 Listen to five students' tips for remembering information and match people 1-5 with pictures A-E.

- | | | | |
|---------|----------|--------|----------|
| 1 Chloe | <u>D</u> | 4 Zoe | <u>E</u> |
| 2 David | <u>B</u> | 5 Alan | <u>C</u> |
| 3 Ed | <u>A</u> | | |



6 Complete the advice below with the words from the box.

acronyms acrostics chunks loci rhymes

LIFE SKILLS | How to improve your memory

One of the ways to improve memory is to use mnemonics.

- Use loci: when you use this technique, you imagine placing the things you want to remember along a route you know well or in a room or building you're familiar with.
- Use chunks: this technique can help you to remember phone numbers, bank account numbers and lists.
- Use acronyms: they contain the first letters of the words or ideas you need to remember.
- Use rhymes: here is an example that can help you with your English spelling: I before E, except after C, but only when the sound is E.
- Use acrostics: these are sentences that help you remember information in the correct order. The words contain the first letter of the words or ideas you need to remember.

7 Which of the techniques in Exercise 6 would you use to remember the following? In pairs, create a mnemonic to help you remember each piece of information. Use each mnemonic from Exercise 6 once only.

- the colours of the rainbow: red, orange, yellow, green, blue, indigo, violet
- a bank account number, for example: 748255260
- the year that the first astronauts landed on the Moon: 1969
- the points of the compass in clockwise order: north, east, south and west
- the names of all my teachers

8 Which of the six mnemonics in Exercise 6 have you used before? Tell your partner about a mnemonic you have used to help you remember information in your studies.

9 Do the task below.

LIFE SKILLS | Project

- In pairs, use three of the techniques described to create a mnemonic to help you remember an important piece of information in three different school subjects.
- Present one of your mnemonics to the class.
- Vote for the best five mnemonics created by your class.

CULTURE SPOT 1

British food



WE ASKED **JEFF COLLINS**,
AN AMERICAN FOOD
JOURNALIST LIVING IN
LONDON, TO TELL US WHAT
KIND OF FOOD THE BRITISH
EAT THESE DAYS.

4.18

Ed So, what's the food like in the UK?

Jeff Well, in my experience, it's generally very good. These days British people like eating Indian, Chinese, Thai or Italian food, so there's plenty of variety. For example, for dinner British families often cook Asian dishes, like curries and stir-fries or they sometimes make spaghetti Bolognese or lasagne.

Ed And why do you think they eat so much international food?

Jeff I think it's because when British people go on holiday they usually go abroad, to countries where it's warm and sunny, like France, Spain, Italy and Greece. When they're in these places they try all kinds of different food. They eat the same meals as the locals. Also, because in the 1960s and 1970s thousands of immigrants arrived and brought with them their own traditional food. Now you can find Indian, Chinese, Thai, Greek, Italian and Spanish restaurants in every town in the UK – there's so much choice!

Ed So, what typical British dishes can you find in the UK these days?

Jeff Well, if they go out to a pub for lunch on Sundays, people usually have a Sunday roast – that's roast beef, lamb or chicken with Yorkshire pudding, vegetables and gravy. For me it's the perfect Sunday lunch!

Ed And do the British still have bacon and eggs for breakfast?

Jeff Well, yes, they do, but not every day. Sometimes people have a full English breakfast at the weekends, either at home or in a café.

Ed And what about fish and chips? Are you a fan?

Jeff Yes, absolutely! I don't have it very often, but there's a fantastic fish-and-chip shop near where I live, so sometimes I get a takeaway on my way home from work. Fish and chips go nicely with another British speciality, a strong cup of tea.

Ed And finally, are there any other British specialties you can recommend?

Jeff Yes, there are. If you come to the UK, you should try a cream tea.

Ed A cream tea? What's that?

Jeff Well, it's a scone – a kind of cake – that you eat with strawberry jam and cream. You usually have it in the afternoon with a cup of tea. It's delicious!

FACT BOX Popular British dishes

- The most popular food for British people to cook at home is a Chinese stir-fry.
- The British eat nearly 400 million portions of fish and chips every year.
- A full English breakfast contains more than 1,000 calories.

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REFERENCES

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1 In pairs, answer the questions.

- 1 Imagine a British friend is coming to your country. Can you recommend five typical dishes from your country for them to try?
- 2 Can you name any typical British foods or drinks? Use the photos on page 142 to help you.
- 3 Read the introduction to the interview. Who is Jeff Collins?

2 In pairs, match dishes 1–5 with photos A–E. Read the text to check.

- 1 ☐ fish and chips
- 2 ☐ cream tea
- 3 ☐ stir-fry
- 4 ☐ roast beef
- 5 ☐ English breakfast

3 Choose the correct words a–c to complete the sentences.

- 1 When British people are on holiday they usually eat
 - a British food.
 - ☒ the local dishes.
 - c better food than in the UK.
- 2 People in the UK sometimes have bacon and eggs
 - ☒ on Saturdays or Sundays.
 - b every morning.
 - c for lunch on Sundays.
- 3 When Jeff has fish and chips he also has
 - a a cup of cold milk.
 - ☒ a cup of tea.
 - c a cup of coffee.
- 4 A cream tea is
 - a a cup of tea with cream.
 - b a cake.
 - ☒ c a cup of tea with a special cake.

4 In pairs, answer the questions.

- 1 Which of the dishes that Jeff describes would you like to try? Say why.
- 2 Which of the dishes wouldn't you like to try? Why not?

5 4.19 Listen to Julia talking to Adam about her trip to the UK. Complete the sentences.

- 1 When Julia was in the UK she ate both British and international food.
- 2 She stayed in the home of a British family.
- 3 In a kedgerree there is rice, fish, onions, boiled eggs and peas.
- 4 Julia thought that the apple crumble and custard was lovely.
- 5 You make custard with milk, eggs and sugar.
- 6 Julia also tried sausage and mash.
- 7 British people usually have gravy with their roast beef.

6 Complete the sentences with the words from the box.

dessert dish ingredients ~~main course~~ meal
starter takeaway

- 1 For my main course I had roast beef, Yorkshire pudding and vegetables.
- 2 When we were in London we had a fantastic three-course meal in a Thai restaurant.
- 3 The ingredients of a typical English breakfast are eggs, bacon, sausages, fried bread and baked beans.
- 4 Paella is a popular Spanish dish made with rice and sea food.
- 5 For my starter I'd like the tomato soup.
- 6 Would you like apple pie and ice cream for dessert?
- 7 I don't want to cook this evening, so let's get a takeaway. How about a pizza?

7 REFLECT | Culture In groups, answer the questions.

- 1 What is a traditional breakfast in your country? Does it include any of the same ingredients as an English breakfast?
- 2 What is a typical Sunday lunch or dinner in your country?
- 3 What are the most popular 'takeaway' foods where you live? Can you find fish and chips in your country?
- 4 Which international foods does your family eat?
- 5 Do you think people eat fewer traditional dishes these days?

GLOSSARY

calorie - a unit for measuring the amount of energy that food can produce

custard - a sweet sauce made of milk, sugar, eggs and flour

immigrant - a person who comes to a country to live there

Exercise 1

- 2 Examples may include: a full English breakfast, Yorkshire pudding, roast beef, fish and chips, a cream tea, shepherd's pie, etc.
- 3 an American food journalist



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CULTURE SPOT 2 *English or British?*



The Giant's Causeway

4.20

Northern Ireland is separated from the other countries in the UK by the Irish Sea. It is the smallest country in the UK and a third of its 1.9 million people live in the capital city, Belfast. Northern Ireland is a country of hills, mountains, lakes and a dramatic coastline. Lough Neagh is the largest inland lake in the UK and the Giant's Causeway on the northern coast is a UNESCO World Heritage Site.



The Gower Peninsula near Swansea

Wales is famous for its mountains, rivers and spectacular beaches and is a popular destination for people who like walking, mountain-biking, canoeing or surfing. There are also lots of historic castles you can visit, as well as the beautiful 12th century cathedral in St Davids, the smallest city in the UK. The population of Wales is just over three million and about 500,000 people speak Welsh, as well as English. The Welsh for 'Good morning' is 'Bore da'. Wales also has the railway station with the longest name in the world: Llanfairpwllgwyngyllgogerychwyrndrobwllllan tysiliogogogoch.



The Edinburgh Festival

Scotland Most of the UK's mountains are in the Scottish Highlands, including Ben Nevis, the highest mountain in the UK at 1,345 meters. Scotland is the only place in the UK where you can go skiing. It is also famous for its beautiful lochs (lakes) and for the hundreds of islands around its coast. There are 790 of them and only 130 are populated! Scotland is very popular among tourists, who are fascinated by traditions, such as the Highland Games, Scottish dancing, men wearing kilts and, of course, bagpipes. Every year over one million people visit Edinburgh and most of them come in August, when the city is home to 'The Fringe', the biggest festival of theatre and the arts in the world.



The Roman Baths in the city of Bath

England You can find mountains in the north of England, but in the rest of the country there are low hills or the land is quite flat. England is part of the island of Great Britain and you are never more than seventy miles from the sea. There are hundreds of beautiful beaches around the coast but it isn't often warm enough to swim, except in summer, and the sea is always cold. London welcomed over nineteen million visitors from other countries in 2016 and large numbers of tourists also visited the historic cities of Oxford, Cambridge, York, Bath and Stratford-upon-Avon, where Shakespeare was born. Make sure you don't miss Stonehenge, a prehistoric monument that is over 4,000 years old.

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REFERENCES

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FACTFILE UNITED KINGDOM AND NORTHERN IRELAND

AREA: 242,495 km²

POPULATION: 67 million

COUNTRIES: England, Wales, Scotland and Northern Ireland

CAPITAL CITY: London

CURRENCY: pound sterling (£)

FACTFILE ENGLAND

CAPITAL CITY: London, population 9,2 million

FLAG: St George's Cross

SYMBOL: the English Rose



FACTFILE WALES

CAPITAL CITY: Cardiff, population 474,000

FLAG: the Welsh Dragon

SYMBOL: the Leek



FACTFILE SCOTLAND

CAPITAL CITY: Edinburgh, population 530,000

FLAG: St Andrew's Cross

SYMBOL: the Thistle



FACTFILE NORTHERN IRELAND

CAPITAL CITY: Belfast, population 340,000

FLAG: St Patrick's flag

SYMBOL: the Shamrock



GLOSSARY

bagpipes - a traditional Scottish musical instrument

coast - the area where the land meets the sea

hill - an area of land that is higher than the land around it

kilt - a type of skirt traditionally worn by Scottish men

sink - disappear under the surface of water

1 Look at the Factfile and answer the questions in pairs.

- How many countries are there in the United Kingdom (UK)?
- How many people live in the UK?
- Which currency do they use in the UK?
- What are the capital cities and symbols of Wales, Scotland and Northern Ireland?
- What is the population of London?

2 Read the text quickly and decide what these numbers refer to.

- | | | |
|---------------|-------------|--------------|
| 1 1.9 million | 4 790 | 7 19 million |
| 2 500,000 | 5 1 million | 8 4,000 |
| 3 1,345 | 6 70 | |

1 It's the population of Northern Ireland.

3 Read the text again and decide if statements 1-6 are true or false.

- ☐ The Giant's Causeway is the name of a lake in Northern Ireland.
- ☐ Wales is a good place to go for activity holidays.
- ☐ Many people in Wales speak Welsh and English.
- ☐ There aren't many mountains in Scotland.
- ☐ A lot of tourists visit Edinburgh every summer.
- ☐ Shakespeare was born in London.

4 In pairs, answer the questions. Which country in the UK would you most like to visit? Say why.

5 4.21 Listen to Sarah talking to Paul about her holiday in the UK. Complete the table.

Country	Town/Place	Activities
England	¹ <u>London</u>	They visited ² <u>museums</u> and art galleries. They went to a ³ <u>musical/show</u> called <i>Mamma Mia</i> .
	Bath	They visited the ⁴ <u>Roman Baths</u> .
⁵ <u>Wales</u>	Gower Peninsula	They went swimming and ⁶ <u>surfing</u> .
Northern Ireland	⁷ <u>Belfast</u>	They visited the ⁸ <u>Titanic</u> Museum.
Scotland	Edinburgh	They went to the Edinburgh ⁹ <u>Festival</u> .
		They saw a funny ¹⁰ <u>play</u> and a musical.

6 REFLECT | Culture In groups, answer the questions.

- Compare your country to the UK. Think about the area, the geography and the population of the country and its capital city.
- Which is the highest mountain in your country? Which is the longest river?
- Which are the most popular cities or places for tourists to visit in your country?
- Which festivals do tourists go to in your country?

Exercise 1

- Four: England, Wales, Scotland and Northern Ireland
- 67 million
- pound sterling
- Wales: Cardiff, the leek; Scotland: Edinburgh, the thistle; Northern Ireland: Belfast, the shamrock
- 9,2 million

Exercise 2

- the number of people who live in Belfast, Northern Ireland
- the number of people in Wales who speak Welsh
- the height of Ben Nevis - the highest mountain in the UK
- the number of islands around the Scottish coast
- the number of tourists who visit Edinburgh every year
- the greatest distance you have from the sea when you are in England
- the number of people who visited London in 2016
- the age of Stonehenge

Exercise 2

A daughter goes with her father to a house where she is surprised to meet his fiancée and her children.

FACT BOX Ann Brashares

Ann Brashares wrote *The Sisterhood of the Travelling Pants* in 2001. It was the first of a series of five Sisterhood books. The book follows the adventures of four school friends as they spend the summer holidays apart, sharing a pair of jeans which fits them all despite their different sizes.

1 In pairs, read the information in the Fact Box and answer the questions.

- 1 Do you know any books by Ann Brashares or films based on her books? Which ones have you read or watched?
- 2 Do you usually read books before or after watching their film adaptations? Say why.
- 3 What are your favourite TV series? Say why.

2 Read the extract on page 147 quickly. Who is Carmen? What happens in the extract? Discuss in pairs.

3 Read the text again. Decide if statements 1–6 are true or false.

- 1 ☐ Carmen visits her father's apartment downtown.
- 2 ☐ Her father kept his plans secret.
- 3 ☐ The woman and girl hug Carmen before she knows who they are.
- 4 ☐ Carmen's father called her 'bun' in front of the others.
- 5 ☐ Carmen is surprised that Lydia calls her father 'Albert'.
- 6 ☐ Carmen tells her father why she is upset with him.

4 Complete the phrases which show how Carmen feels.

- 1 excited: I can't wait _____ to ...
- 2 confused: to be surprised _____; to have no idea _____ what to do/say
- 3 nervous: she was holding her breath _____

5 Match words 1–6 with words or phrases a–f that have the same meaning.

- | | |
|--------------------------------------|-----------------------------|
| 1 ☐ downtown | a strange |
| 2 ☐ apartment | b quietly |
| 3 ☐ in person | c in the centre of the city |
| 4 ☐ weird | d very excited and happy |
| 5 ☐ thrilled | e flat |
| 6 ☐ faintly | f face-to-face |

6 4.23 Listen to two people discussing the film *The Sisterhood of the Travelling Pants* and match the characters to the information.

- | | |
|------------------------------------|---|
| 1 ☐ Carmen | a feels depressed after a summer sports camp |
| 2 ☐ Lena | b meets a young girl who is very ill |
| 3 ☐ Tibby | c visits her father, he is getting married soon |
| 4 ☐ Bridget | d goes to Greece and falls in love |

7 Listen again and complete the sentences with one word in each gap.

- 1 The boy doesn't want to watch it because he thinks it will be about teenage girls' summer romances.
- 2 The girl thinks the boy will be interested in Carmen's story because her relationship with her family is similar to his.
- 3 The girl compares Lena's story with the story of Romeo and Juliet.
- 4 After Tibby has her adventures, she becomes more confident.
- 5 The story about Bridget is not just about her time at camp but also shows how she feels when she gets home.
- 6 The girl suggests watching part two of the story the following night.

8 SPEAKING In pairs, discuss the questions.

- 1 Carmen's father told his daughter about his new family when she arrived. Do you think he was right to wait with this news?
- 2 Do you find it difficult to tell family or friends about things which upset or annoy you? What are the advantages and disadvantages of not saying anything, like Carmen?

9 WRITING TASK Imagine you are Carmen and that you are with your father and his new family. Write a letter to a friend describing how you feel and how you are getting on with Lydia and her children.



FROM PAGE TO LIFE

There are two films about the stories in the books. The first came out in 2005 and the second came out in 2008. They were both so successful that a musical adaptation of the film is under development.

GLOSSARY

in person – face-to-face; not using a telephone or computer or other means

get settled – everything necessary to feel comfortable in a new situation; organise your clothes and cosmetics, wash, find out where things are, relax, etc.

inconsiderate – without thinking about another person's feelings

harsh – unpleasant, unkind

preparation – planning, getting ready for something

THE SISTERHOOD OF THE TRAVELLING PANTS

4.22

'I can't wait to see your place,' Carmen said. 'Isn't it pretty amazing that this is my first time here?'

Her father didn't say anything as they drove along small suburban streets until he slowed down and stopped in front of a cream-coloured house.

'Where's this?' Carmen asked.

'This is home.'

'I thought you lived in an apartment downtown.'

'I moved. Just last month.'

'You did? Why didn't you tell me on the phone?'

'Because ... there's a lot of big stuff, bun. Stuff I wanted to say in person,' he answered. 'Let's go inside, okay?'

Carmen had no idea where they were or what to expect. Her dad pushed open the door without

knocking. Carmen realized she was holding her breath. Who would be here?

Within seconds a woman came into the room with a girl about Carmen's age. Carmen was very surprised as the woman and then the girl each hugged her. They were quickly followed by a tall young man, aged about eighteen.

'Lydia, Krista, Paul, this is my daughter, Carmen,' her dad said. Her name sounded weird in his voice. He always called her 'sweetheart' or 'baby' or 'bun'. He never called her 'Carmen'.

She had no idea what to say or do.

'Carmen, this is Lydia. My fiancée. And Krista and Paul, her children.'

Carmen closed her eyes and opened them again. 'When did you get a fiancée?' she asked in a near whisper.

Her father laughed. 'April twenty-fourth, to be exact,' he said.

'And you're getting married?'

'In August,' he said. 'The nineteenth.'

'Oh,' she said.

Lydia took one of her hands. 'Carmen, we are so happy to have you this summer. Why don't you come inside and relax? Albert will show you your room so you can get settled.'

Albert? Whoever called her father 'Albert'? She followed him upstairs to a bedroom facing the backyard. 'You get settled,' he said. 'I'll bring your suitcase up.'

He started for the door. 'Hey, Dad?'

He turned. He looked nervous.

She wanted to tell him it was pretty inconsiderate not to give her any warning. It was pretty harsh walking into this house full of strangers without any preparation.

'Nothing,' she said faintly.

She watched him go, realizing she was just like him. She also didn't like to say the difficult things.



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Exercise 5

- 1 They have to make a short film based on a short story. It should be 4-5 minutes long.
- 2 1912
- 3 He thinks it's really good.
- 4 Joyce thinks it's ridiculous, and David agrees.
- 5 No, she hasn't.
- 6 There are too many characters and they won't be able to get a talking cat.
- 7 She doesn't like it.

1 In groups, discuss the questions.

- 1 Have you seen these films? What do they have in common?

Alice in Wonderland The Chronicles of Narnia Garfield
The Jungle Book Scooby Doo The Guardians of the Galaxy

- 2 Would you like to have a pet that can talk? Say why.
- 3 What are the advantages and disadvantages of talking animals?
- 4 What do you think of the idea of teaching animals to talk? Is it ridiculous or realistic?

2 Read the Fact box and the text quickly. What do the people in the story want to do to Tobermory?

They want to stop Tobermory from speaking.

FACT BOX Hector Hugh Munro

Hector Hugh Munro (1870-1916), who wrote under the pen name 'Saki', was a British writer famous for his humorous short stories. As with most of Saki's short stories, *Tobermory* was first published in a newspaper. The story takes place during a party at Lord and Lady Blemley's posh country house. One of the guests, Cornelius Appin, has made an amazing scientific discovery about the Blemleys' cat, Tobermory.

3 Read the text again and decide if statements 1-7 are true or false

- 1 ☐ Mr Appin claims he has taught a cat to speak basic English.
- 2 ☐ The guests find it hard to believe Mr Appin's claim.
- 3 ☐ *Tobermory* is polite and respectful with the guests.
- 4 ☐ *Tobermory* felt embarrassed because he couldn't answer some questions.
- 5 ☐ The guests felt uncomfortable about the idea of animals talking about them.
- 6 ☐ Mr Appin agreed it was necessary to stop *Tobermory* from speaking.
- 7 ☐ Clovis didn't seem upset when he read about Appin's death.

4 Check you understand the highlighted adverbs in the text. Then, in pairs, choose the correct adverbs in sentences 1-6. Say if the sentences are true for you.

- 1 The kids in my school always talk coldly / excitedly until the teacher arrives.
- 2 I think it's incredibly / nervously difficult to pronounce English perfectly / quietly.
- 3 I spend a lot of time sitting at home excitedly / quietly and reading.
- 4 I laugh nervously / patiently and speak too incredibly / quickly whenever I meet someone new.
- 5 Even when I'm really hungry, I wait patiently / quickly for my family to sit down before I start eating.
- 6 When my sister's in a bad mood, she looks at me coldly / perfectly and says nothing.

5 4.25 Listen to two students in an after school club talking about making a short film based on the story *Tobermory* and answer the questions.

- 1 What project do the students have to do?
- 2 When was *Tobermory* first published?
- 3 What does David think of the story?
- 4 What does Joyce think of the idea of a talking cat? Does David agree?
- 5 Has Joyce already read *Tobermory*?
- 6 Why does Joyce think *Tobermory* is not a good idea for a short film?

6 SPEAKING In pairs, discuss the questions.

- 1 How can animals communicate with people?
- 2 Which animals have people taught to talk?
- 3 Do you think that cats and dogs will be able to talk with us one day? Say why.

7 REFLECT | Values Do you think animals have the same feelings as humans? Should they have the same rights? Look at the list of things in the box and discuss in groups.

we eat animals and drink their milk
we make clothes from animals
we kill animals for sport
we test cosmetics on animals
we use animals in experiments
we make animals perform in circuses/shows/sports
we have animals beauty shows

8 WRITING TASK Imagine you meet a talking animal. Write a humorous conversation you have with it. Write about 100 words.



FROM PAGE TO LIFE

There have been several television adaptations of Saki's stories. The first *The Schartz-Metterklume Method* was an episode in the series 'Alfred Hitchcock Presents' in 1960. A BBC TV production in 2007 includes three of Saki's stories: *The Storyteller*, *The Lumber Room* and *Sredni Vashtar*. So far, no one has tried to make a film of *Tobermory* but there are many films and TV programmes with animals that can talk.

GLOSSARY

- brainless** – stupid
fall silent – become silent
gossip – talk about other people's private lives
ignore – pay no attention to something or someone
judge – decide, form an opinion
nod – to move your head up and down when you want to agree with someone
sceptical – doubtful, not convinced something is true



Tobermory

by Saki

4.24

'You claim,' Sir Wilfrid said, 'you can teach animals to speak, and that Tobermory is your first successful pupil?'

5 'Yes,' said Mr Appin, 'I've experimented with thousands of animals but Tobermory is an **incredibly** intelligent cat.'

'So Tobermory can say and understand short, easy words.'

10 'Tobermory,' said Appin **patiently**, 'can speak **perfectly**.'

The guests seemed sceptical.

'Perhaps we should invite the cat in so we can judge for ourselves?' suggested Lady Blemley.

15 Sir Wilfrid went to find the animal. After a minute he returned, his face white.

'It's true! I found Tobermory and told him to come and eat, and he replied that he'd come when he felt like it!'

They all began talking **excitedly**.

20 Tobermory entered the room. Everyone fell silent, 'Will you have some milk, Tobermory?' asked Lady Blemley.

'I don't mind if I do,' was the response.

Lady Blemley poured out the milk **nervously**.

25 'I'm afraid I've spilt some,' she apologised.

'So? It's not my carpet,' said Tobermory.

'Was it difficult to learn English?' asked Miss Resker.

30 Tobermory ignored her. It was clear he found the question boring.

'What do you think of human intelligence?' asked Mavis Pellington.

'Whose intelligence in particular?' asked Tobermory **coldly**.

35 'Well, mine for instance,' said Mavis.

'This is embarrassing,' said Tobermory, who didn't seem embarrassed at all. 'When Lady Blemley suggested inviting you, Sir Wilfrid said you're the

40 most brainless woman he knows. Lady Blemley agreed but pointed out you're the only person idiotic enough to buy that old car they want to sell.'

As the conversation continued, the guests began to look worried.

45 Eventually, Tobermory saw another cat and **quickly** ran into the garden.

The anxious guests turned on Appin. Could Tobermory teach other cats to speak? This was terrible! Imagine a world where pets could gossip and share your secrets!

50 'I'm sure you agree,' Clovis said **quietly**, 'we must do something so that Tobermory can never speak again.' They all nodded.

55 'But my great discovery!' protested Appin, 'Years of research and experiment ...'

'You can experiment on cows or elephants. At least, they don't live in our houses and hear everything we say.'

That day Tobermory died in a fight with another cat.

60 Several weeks later an elephant in Dresden Zoo killed an Englishman. The victim's name was Appin.

65 'If he was teaching the poor animal German irregular verbs,' said Clovis, 'he deserved all he got.'

1 SPEAKING In pairs, read the information in the Fact Box and answer the questions.

- 1 Would you like to live on the Isle of Skye? Say why.
- 2 What do you/don't you like about life there?

FACT BOX The Isle of Skye

The Isle of Skye is an island on the west coast of Scotland. People have lots of space because only about 9,000 people live there. There is a bridge between the island and Scotland, but it is a two-hour trip to the small city of Inverness and four hours to the big city of Glasgow by car.

In the winter it often rains on Skye and it gets dark very early. But in the summer it gets dark later and people enjoy lots of outdoor activities. They go out in boats, go cycling, or go exploring nature on the beautiful island.

2 **▶ 2** Watch the video and decide if statements 1–5 are true, false, or doesn't say.

- 1 ☐ F Skye is not part of the UK.
- 2 ☐ T There's peace and quiet on the island.
- 3 ☐ F Tristan is sixteen years old.
- 4 ☐ DS He lives with his mum and dad, and a brother.
- 5 ☐ F Tristan's friends don't like the island.

3 **▶ 2** Watch the video again and complete the profile about a teenager from Skye.

Name: Tristan

Age: 18

Sport: cycling

Where he practises: outside

Level: semi-professional

4 How do you usually spend your free time? Is it similar to what Tristan does? Say why.

5 Complete the summary with the verbs from the box.

countryside freedom island lives loves quiet

What can you do on an ¹island like this when you are a teenager? Tristan is a teenager and he ²lives on the Isle of Skye. He has kilometres of beautiful ³countryside all around him and he spends hours on his bike. He has the ⁴freedom to go everywhere he wants, explore and have fun. He doesn't want to change the way he lives – he ⁵loves exploring the countryside. The Isle of Skye is a real paradise for those who want peace and ⁶quiet.

6 Match the words from the box with the definitions.

adrenalin sport adventurer compete explore
paradise woodland

- 1 A person that likes new and exciting experiences. adventurer
- 2 A beautiful and perfect place. paradise
- 3 An area with trees in it. woodland
- 4 A fast and dangerous activity. adrenalin sport
- 5 Take part in a game or sport to win. compete
- 6 To discover new places. explore



7 Choose the correct words to complete the sentences. Then, in pairs, say if the sentences are true for you.

- 1 I'm a freedom lover. I love the free / peace and quiet of the country / playground.
- 2 I love cycling up high islands / mountains and through rivers / woodlands with tall trees.
- 3 The countryside / paradise near my home is flat with lots of oceans / open spaces. It isn't very beautiful and there's nowhere special to explore / practise.

8 **SPEAKING** Discuss the questions in groups. Then share your opinions with another group.

- 1 What is good or bad about these things on Skye?

visiting other places spending free time
having things to do hanging out with friends
going shopping getting to and from school

- 2 What is good or bad about where you live? Look at the things in the box above and discuss.

- 3 Discuss the positives and negatives of teenage life in cities and teenage life in the countryside. Decide which you prefer. Use the expressions from the video to help you.

exciting free fun lucky perfect quiet

Teenage life in a city is fun because there are always new things to do.

But teenagers in the countryside are lucky because they can spend time outside.

9 **WRITING TASK** Imagine Tristan is your friend. Write a profile about him for your school magazine. Use the information and the vocabulary from the video to help you.

GLOSSARY

envy – to wish that you had someone else's possessions, abilities, etc.

jealous – feeling unhappy because someone has something that you would like to have

1 **SPEAKING** In pairs, look at the photo and answer the questions.

- 1 How many rooms do you think there are in this apartment?
- 2 Where can you find apartments like this?

2 **▶ 5** Watch the video and answer the questions.

- 1 Why do people have micro apartments in big cities?
 - a There aren't any big apartments.
 - b They are cheap.
 - c They are popular.
- 2 How many rooms do micro apartments have?
 - a One
 - b One or two
 - c Two
- 3 Sean doesn't have many things in his apartment because he
 - a doesn't need them.
 - b hasn't got much money.
 - c is never there.
- 4 Where do Andy and his wife live?
 - a Vancouver
 - b London
 - c Hong Kong
- 5 What do they particularly like about their flat?
 - a the wardrobe
 - b the home cinema
 - c the seats
- 6 Who is this type of living space good for?
 - a families
 - b old people
 - c young people

3 **▶ 5** In pairs, check you understand the words in the box. Then watch the video again. Do they mention these things when talking about Sean's flat (A) or Andy's (B)?

bed A bookcase B extra chair A coffee table A
home cinema B kitchen table A wardrobe B

4 Would you like to live in a micro apartment? Say why.

5 Complete the text with the words and expressions from the box.

cosy expensive micro apartments ~~move~~ solution
space spend

A lot of people ¹move to big cities because there are more jobs there. But ²space in these cities is a real problem. Vancouver and Hong Kong are popular and ³expensive cities. So, it's very difficult to find somewhere to live. Luckily, there is a ⁴solution – going small. It seems that living in ⁵microapartments is the future for young people. They don't need a lot of space because they ⁶spend most of their time at work or out with friends. And small apartments can be very ⁷cosy and comfortable places where you can create a real home.

6 Replace the underlined words or phrases in sentences 1–6 with words with the same meaning from the box.

seat surround-sound hidden doubles bookcase

- 1 There's a place for books behind the door. bookcase
- 2 There is a bed that you can also use as a kitchen table. doubles
- 3 Shelves that can become a chair. seat
- 4 There's a bed you can't see behind a sofa. hidden
- 5 Andy and his wife have a home cinema system with noise all around you. surround-sound



7 **SPEAKING** Discuss the questions in groups. Then share your opinions with another group.

- 1 Are there any rooms in your flat or house you don't use? Which rooms do you like most? Say why.
- 2 What do you think of the space-saving ideas in the two micro apartments? Which do you prefer? Can you think of any more?

a coffee table you can use as an extra chair
a bed that doubles as a kitchen table
shelves that can become a seat
a bed hidden behind a sofa
a wardrobe under the table
a bookcase behind a door
a home cinema inside a wall

- 3 Do you need all the things you have at home? List five things that are absolutely necessary for you and five things that you don't need. Compare in groups.

I don't really need a desk in my room because I can work on my laptop or in the library at school.

8 **WRITING TASK** Write a description of one of the two micro apartments. Use the photo, the information, and the vocabulary from the video to help you.

GLOSSARY

around the corner – near
honest – always telling the truth
two-tiered seating – having two parts or levels
unnecessary – something that you don't need

REFERENCES

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1 **SPEAKING** How can we stop food waste? Discuss in groups.

2 **▶ 10** Watch the video and choose the correct answers.

- 1 The waste food comes from
 a homes. b companies.
 c both homes and companies
- 2 Adam Smith is from
 a Leeds. b London. c Manchester.
- 3 He says that _____ are the reason why there is a lot of food waste.
 a unhealthy food b bad containers c use-by dates
- 4 Customers at Adam's shop
 a pay what they want. b get food for free.
 c all pay the same amount.
- 5 An average family in the UK spends about _____ on food they throw away.
 a £70 b £700 c £7,000

3 **▶ 10** Watch the video again and complete the information about Adam Smith and his organisation.

Adam Smith

Job: ¹chef

Organisation he runs: The Real ² Junk Food Project

Sells food at his: ³supermarket and a café.

Only throws food away which looks or ⁴ smells bad.

Gets about ⁵ fifty/50 customers a day at his café.

4 Would you like to eat at Adam's café? Say why?

5 Complete the text with the words from the box.

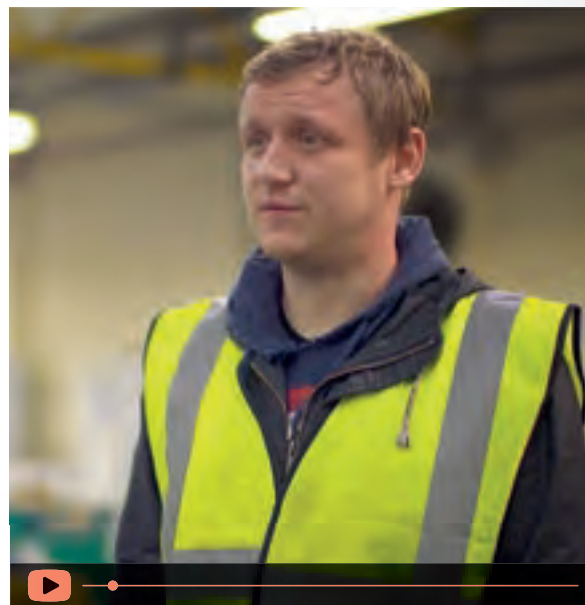
afford banks bin price throw use-by waste

Adam Smith gets ¹waste food from different places and sells it in his supermarket and café. Some of it comes from other shops or businesses and some comes from **food** ² banks. These are places where poor people can get free food from. Why do shops ³ throw food away? One reason is because it is past its ⁴ use-by date. Adam says that we can eat food after this date. We just have to use our noses to test that it's alright. Adam's food doesn't have a price. People pay what they **can** ⁵ afford. People who don't have a lot of money can **pay a low** ⁶ price, or even nothing. Adam's organisation teaches people that when they **put food in the** ⁷ bin they are throwing their own money away!

6 Match the words from the box with the definitions.

catering ingredients junk food recycling smell

- 1 All the different food items in a meal. **ingredients**
- 2 Using old materials, such as plastic, paper and glass again. **recycling**
- 3 Food that is easy to cook but isn't healthy for us, like fast food. **junk food**
- 4 Something you can sense with your nose. **smell**
- 5 The business of providing food and drinks for events, such as parties and meetings. **catering**



7 **SPEAKING** Discuss the questions in pairs. Then share your opinions with another group.

- 1 Do you worry about use-by dates on food? Do you throw food away which is one day older than its use-by date?
- 2 What do you think of having a shop and café with no prices and asking people to pay what they can? Are there any other businesses where this idea could work?
- 3 Look at the reasons below. Why do people in your family throw away food?

They buy special offers in supermarkets that they don't need.

They cook very big meals and throw away what they don't eat.

They make something new which the family doesn't like.

Sometimes people don't come home for dinner because they go out with friends.

8 **WRITING TASK** Imagine you are from Leeds and often go to Adam's café with your friends. Write an email to a friend from a different town. Describe the café and the food and say why you like going there.

GLOSSARY

available – to be there for us to use or have

average (UK home) – typical

environment – the air, land and sea

run an organisation – to be the boss of an organisation

1 **SPEAKING** In pairs, look at the photo and answer the questions.

- 1 Where are the students?
- 2 What are they doing?

2 **12** Watch the video and tick (✓) all the things you can learn at Gordonstoun School.

- ☐ art ☒ camping ☐ climbing
☐ designing computer games ☒ drama ☒ hiking
☒ sailing ☒ team work

3 **12** Watch the video again and choose the correct answers.

- 1 What are the students preparing for at the start of the video?
 a entrance exams ☒ b final exams
 c their holidays
- 2 What do the students learn apart from lessons and exams?
 a business skills ☒ b practical skills c technical skills
- 3 How many days do the students spend on the boat?
 a fifteen b ten ☒ c seven
- 4 What can they learn on their trip?
☒ a How to live together. b How to live alone.
 c How to live in the countryside.
- 5 How does the director describe the lessons learnt on 'Ocean Spirit'?
 a easy b hard ☒ c strong
- 6 After the boat trip the students know more about
 a nature. b sailing. ☒ c themselves.

4 Decide if statements 1–6 are true or false. Correct the false ones.

- 1 ☐ The boat belongs to Gordonstoun School.
- 2 ☐ The students do everything on the boat.
- 3 ☐ The sea is calm during the whole trip.
- 4 ☐ Some people don't feel well during the whole trip.
- 5 ☐ They learn to stay calm and help each other.
- 6 ☐ The students are happy to leave the boat.

5 What activities do you do at your school that help you learn practical and teamwork skills?

6 Complete the text with the words from the box.

calm challenge exams useful part responsible team

Students at Gordonstoun are studying hard for final ¹ exams. But as well as lessons and exams, students take ² part in many different activities during the school year. These 15-year-old students in Year 10 face a big ³ challenge: they are going to spend a week on the boat. The group is ⁴ useful for everything on the boat. They also learn ⁵ lessons: how to stay ⁶ calm and help each other. After the week's journey the students know much more about themselves and ⁷ team work.



7 **SPEAKING** Discuss the questions in groups. Then share your opinions with another group.

- 1 In your opinion, what are the most important lessons the students learn on the boat? Put these in order: 1 (very important)–8 (not important).

- ☐ cleaning and tidying ☐ cooking
☐ helping each other ☐ learning about themselves
☐ living together in a small space ☐ sailing
☐ staying calm ☐ working together

- 2 Tell your group about a situation where you learnt important life lessons. What were they and how did you learn them?

- 3 How can young people learn about themselves and about team work? Do you think regular lessons or activities in school help you with this? Say why.

I think some activities in school teach you important lessons – for example sports and drama.

8 **WRITING TASK** Write a post for an online school forum about your experiences of learning about yourself and learning to work as part of a team. Then compare your posts in groups.

GLOSSARY

calm (sea) – no waves or bad weather

miserable – not happy

seasick – feeling ill on a boat

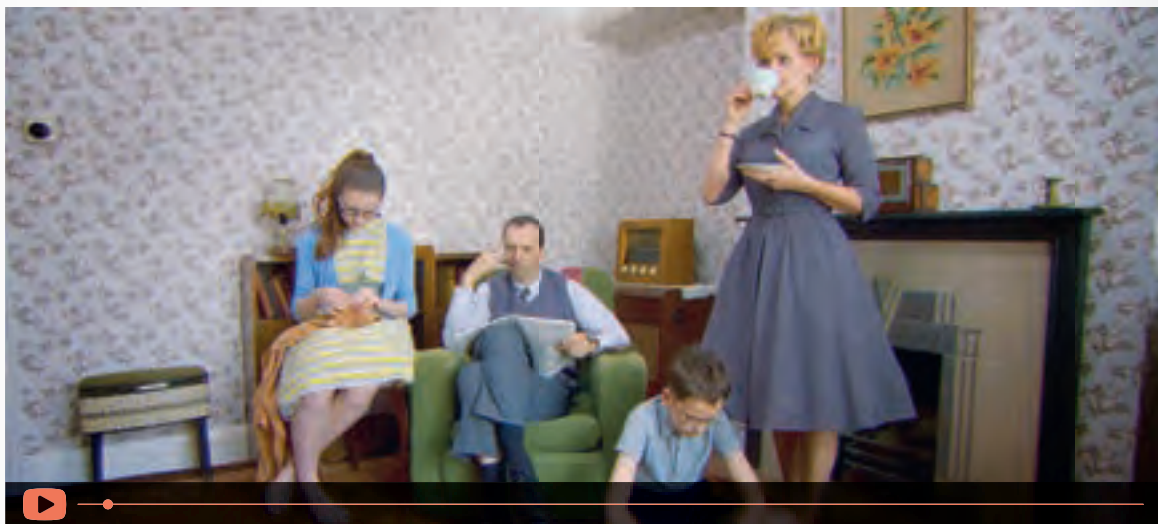
share – to do or divide things with other people

Exercise 6

- 2 part
 3 challenge
 4 responsible
 5 useful
 6 calm
 7 team

REFERENCES

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Exercise 2

- 1 a TV programme
- 2 everyday life in different decades
- 3 their rooms, their clothes and their hobbies
- 4 History lesson
- 5 Mum Steph
- 6 talk and listen to each other

1 **SPEAKING** In pairs, look at the photo and answer the questions.

- 1 Can you guess what the video is about?
- 2 What are the people wearing? Do you know when in history the clothes are from?

2 **▶ 16** Watch the video and answer the questions.

- 1 What is *Back in Time*?
- 2 What could the family experience in the programme?
- 3 What changed every week for the family?
- 4 What kind of lesson does Seth hope to get?
- 5 Who wanted the family to stop looking at their phones?
- 6 What could they do instead of looking at their phones?

3 **▶ 16** Watch the video again and match the phrases in the box with the two decades. A – 1950s or B – 1970s.

- | | |
|---|---|
| ☐ A being overdressed | ☐ B camping holiday |
| ☐ B colourful clothes | ☐ B darts and dancing |
| ☐ A difficult housework | ☐ A DIY (Do It Yourself) |
| ☐ A formal clothes | ☐ B fun hobbies |
| ☐ A no vacuum cleaners | |
| ☐ B swingball, keyboards and computers | |

4 Would you like to take part in the programme *Back in Time*? Say why.

5 Match the words from the box with the definitions.

colourful formal overdressed ridiculous
traditional typical

- 1 Silly or funny. *ridiculous*
- 2 Normal, not unusual. *typical*
- 3 Wearing a suit and tie, for example. *formal*
- 4 Not black and white. *colourful*
- 5 Wearing a suit and tie to go to the supermarket. *overdressed*
- 6 Clothes people wore in the past. *traditional*

6 Complete the text with the words from the box.

camping decades devices DIY formal fun past typical

The Ashby-Hawkins experienced life in different ¹decades. Changing their rooms, clothes and hobbies taught them about the ²past. They talked to each other instead of looking at their electronic ³devices. They wore ⁴typical clothes from the 1950s but they all thought they were too ⁵formal. There was lots of housework and ⁶DIY to do, for example Dad made a chair. In the 1970s the clothes were colourful and the hobbies were ⁷fun. The family enjoyed spending time together and went on a ⁸camping holiday!

7 **SPEAKING** Discuss the questions in groups. Then share your opinions with another group.

- 1 How did the family's life change between the two decades. Think about:

clothes free time hobbies housework holidays

The family had more free time in the 1970s.

- 2 What did the family learn from their experience?
- 3 Which decade would you like to travel back to? Say why.

8 **WRITING TASK** Imagine you are Daisy or Seth. Write an email to your English-speaking friend about the experience of travelling back in time. In your email say:

- what you liked
- what you didn't like
- what you learnt

GLOSSARY

bond – become good friends

century – a hundred years

DIY (Do It Yourself) – making things yourself

(electronic) devices – smartphones, tablets, etc.

overdressed – wearing formal clothes in a casual situation

vacuum cleaner – a machine that cleans floors

REFERENCES

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1 **SPEAKING** In pairs, look at the photo and answer the questions.

- 1 What are the people doing?
- 2 Do you think these performers are professionals? Say why.

2 **18** Watch the video and answer the questions.

- 1 In which American state are students now working hard? *in Pennsylvania*
- 2 What are the prizes for high school musicals called?
- 3 Do students prefer being on or offstage? Why?
- 4 Who plays soccer and now loves drama?
- 5 How do the students feel on awards night?
- 6 Where are people watching the Freddy Awards?

3 **18** Watch the video again and complete the sentences with the missing information.

All over ¹*Pennsylvania* high school students are working hard. They practise singing, acting, dancing and playing ² *music*. It takes a lot of time and effort but the students ³ *learn* a lot. Amanda performs because she enjoys making others ⁴ *happy*. John has one of the starring roles in his school's ⁵ *show*. Every time they practise, they get a bit ⁶ *better*. The theatre is ready, and the ⁷ *audience* is coming in. Each high school performs its musical for the ⁸ *judges*.

4 Would you like to perform in a musical? Say why?

5 Match these words from the box with the definitions.

audience musical note offstage stage star theatre

- 1 When you're not performing. *offstage*
- 2 You perform a show standing on this. *stage*
- 3 The people watching a show. *audience*
- 4 The activity of preparing and performing in a play. *theatre*
- 5 A symbol or sound in music. *note*
- 6 A play or film with singing and dancing. *musical*
- 7 A famous or talented person. *star*

6 Do you remember what some students said? Complete the sentences with the words from exercise 5.

- 1 'It just feels natural for me to be on *stage*.'
- 2 'Because *offstage*, like, you're vulnerable.'
- 3 'I love to have that connection with the *audience*.'
- 4 'I can just take them away from all their troubles just because I'm singing a *note*.'"
- 5 'I was always a soccer *star*, not a drama.'
- 6 'People don't realise that *theatre* is a team sport.'
- 7 A team trying to make a beautiful *musical*.'

7 **SPEAKING** Discuss the questions in groups. Then share your opinions with another group.

- 1 What did students learn performing in the musical?
- 2 Does theatre help the young people in the video to feel better about themselves and with the others? Say why.
- 3 'These are the people that are going to take care of this theatre, this town, this world. That's wonderful!' What abilities and talents does this speaker admire so much in the young people?
I think she admires the way they work in a team.
Yes, I agree. And the fact that all the actors are important.

8 **WRITING TASK** Write a review of a live show. Use the words and expressions from the video to help you. In your review include:

- general information
- information about the characters and story
- your opinion
- if you recommend the show

GLOSSARY

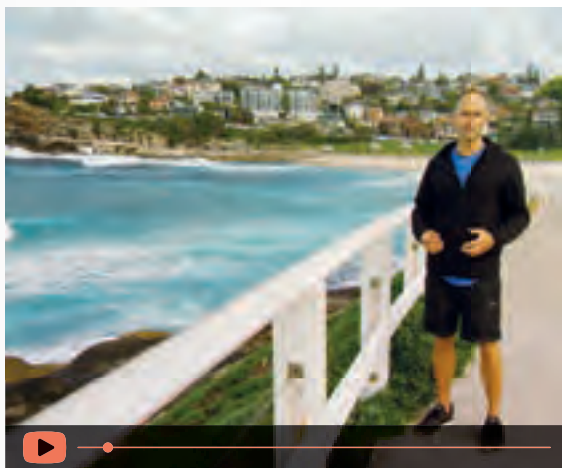
confused – not able to think clearly
effort – the time and energy put into an activity
highlight – best thing/moment/person
judges – people who choose the winner of a competition
soccer – football
starring role – the most important character in the cast
vulnerable – a vulnerable person can be easily hurt or attacked

Exercise 2

- 2 the Freddy's
- 3 on stage because it helps them feel better about themselves
- 4 John
- 5 nervous but excited
- 6 in the theatre and on TV

REFERENCES

VIDEO SCRIPT page 210



1 SPEAKING In pairs, look at the photo and answer the questions. Then read the Fact Box to check.

- 1 What is the man in the photo doing?
- 2 What do you know about Sydney?

2 **22** Watch the video and answer the questions.

- 1 What is Morgan Burnett's job?
He's a cameraman and a presenter.
- 2 Where does Morgan work? *In different places all over the world.*
- 3 Where is he from? *Sydney.*
- 4 How does he travel to Sydney? *By plane.*
- 5 What does he think of Sydney? *It's a great place to live.*
- 6 Where is he going to drive? *South of the city.*

3 **22** Watch the video again. Decide if statements 1–6 are true or false. Correct the false ones.

- 1 ☐ Sydney has an opera house.
- 2 ☐ There are lots of restaurants and places to shop.
- 3 ☐ There are ten beaches in Sydney. (*over 100*)
- 4 ☐ Nowra has a beautiful forest.
- 5 ☐ Morgan is staying in a hotel in Nowra. (*a tent*)
- 6 ☐ He goes paddleboarding in the sea. (*on the river*)

4 Would you like to visit Sydney? Say why.

5 Complete the text with the correct words and expressions from the box.

being on holiday drive south famous landmarks
own city starting the journey too far away from
travels the world

Morgan Burnett ¹*travels the world* and films different places for TV shows. Today he is going to visit his ²_____: Sydney, in Australia. He's ³____ in Sydney. And then he's going to ⁴_____ to visit some beautiful places that aren't ⁵_____ the city. Morgan thinks that living in this city is a bit like ⁶_____ because it has beautiful views. Sydney is a great place for sightseeing because there are lots of ⁷_____, like the Opera House and the Harbour Bridge.

FACT BOX Sydney

Sydney is a city on the east coast of Australia. It isn't the capital city, but it is the biggest city in Australia, and over four million people live there. It's a great city for tourists because there are lots of things to do there. You can go sightseeing and visit its many famous buildings, like the Sydney Harbour Bridge or the Sydney Opera House. But you can also go to the beautiful national parks and beaches – Bondi beach is the most famous.

6 Replace the underlined parts of the sentences with the words and expressions from the box.

(his) accommodation cameraman connection to
go paddleboarding paradise spectacular

- 1 Morgan Burnett is a person that films things and a presenter. *cameraman*
- 2 He says: 'I'm living in a beautiful place where everyday's a holiday.' *a paradise*
- 3 One of the greatest things about Sydney is the city's links with water. *connection to*
- 4 It's got a beautiful and dramatic coastline, countless beaches and a big, beautiful harbour. *spectacular*
- 5 In Nowra, the place where Morgan stays isn't a hotel but a huge tent in the forest. *his accommodation*
- 6 He can surf on a board on the river. *go paddleboarding*

7 SPEAKING Discuss the questions in groups. Then share your opinions with another group.

- 1 What can tourists do in your favourite town or city? Think about:

activities famous sights how to get around the city
things to visit

- 2 What is important for local residents in a city?
- 3 What makes a perfect city? Say why.
*I don't think our city is perfect because there is too much traffic and it is very dirty and noisy.
Yes, but there are lots of things to do here like ...*

8 WRITING TASK Write a short message to an English-speaking friend, inviting him or her to join you on a sightseeing tour of a town or city. In your message:

- ask them if they are free
- tell them when and where you are meeting
- say what you're going to visit/do

GLOSSARY

coastline – area of land near the sea

crowded – full of people

harbour – where people leave small boats

landmark – a well-known place people know

view – the whole area that you can

Exercise 5

- 2 own city
- 3 starting the journey
- 4 drive south
- 5 too far away from
- 6 being on holiday
- 7 famous landmarks

REFERENCES

VIDEO SCRIPT page 211

1 **SPEAKING** In pairs, look at the photo and answer the questions.

- 1 Where are the men?
- 2 What do you think is happening in the photo?

2 **▶ 25** Watch the video and answer the questions.

- 1 In which country are people using microchips when travelling by train? *In Sweden.*
- 2 Where is Stephan Ray's microchip?
- 3 What information does it contain?
- 4 Where else are people using microchip implants?
- 5 What aspects of microchipping do people worry about?

3 **▶ 25** Watch the video again and match the two parts of the sentences.

- 1 ☒ 'Chipped' passengers have a tiny microchip implanted
- 2 ☒ The conductor can scan the implant,
- 3 ☒ Patrick Mesterton introduced optional microchipping
- 4 ☒ Putting a piece of technology into your body
- 5 ☒ Microchip implants will be able to collect a lot of data
- 6 ☒ It's not certain who will have access

- a to the personal data stored in microchip implants.
- b to make people's lives easier.
- c is an extreme thing to do.
- d into their hand.
- e and access their ticket information online.
- f about our daily activities.

4 Would you like to have a microchip implant in your hand? Say why.

5 Complete the text with the words and expressions from the box.

airline fares data gym implant keys microchip printers unique

This man has got his ticket stored in his hand on a ¹ microchip implant. This tiny piece contains their ² unique customer number. The conductor can scan the ³ implant, and access their ticket information online. Train tickets aren't the only ⁴ data we can store on a microchip. Workers can use their microchip implants to open doors, use ⁵ printers, and buy food and drinks.

You don't have to have ⁶ keys, you don't have to use tags or anything else. You can also pay for ⁷ airline fares with it, or go to your local ⁸ gym.

GLOSSARY

conductor – a person who checks tickets on a train or bus

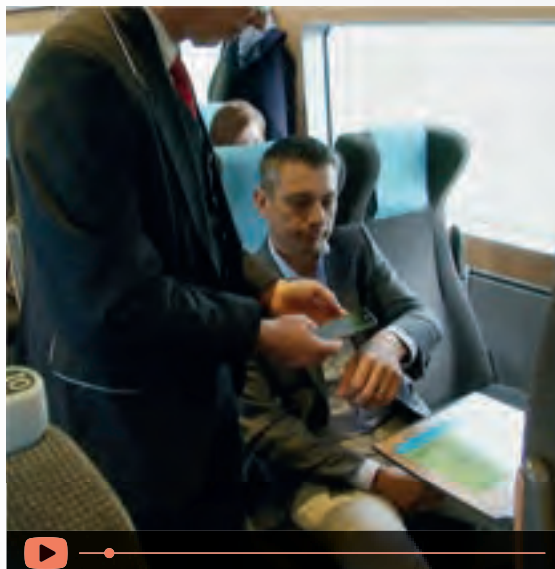
optional – you don't have to do it

privacy – to be free from other people's attention

tags – electronic devices you can wear that make things work or open

simplify – make things easier

unique – only one



Exercise 2

- 2 in his hand
- 3 a unique customer number
- 4 in offices
- 5 They worry about their privacy.

6 Replace the underlined words and phrases with the phrases from the box with the same meaning.

data experts have access to health microbiologist your whereabouts

- 1 They will be able to collect a lot of facts about our daily activities. *data*
- 2 So some people who know a lot about it are worried about our privacy. *experts*
- 3 Ben Libberton, a person studying very small living things, is worried about this technology. *microbiologist*
- 4 It's not certain who will be able to see the personal data. *have access to*
- 5 You could get data about your physical condition. *health*
- 6 You could get data about where you are. *your whereabouts*

7 **SPEAKING** Discuss the questions in groups. Then share your opinions with another group.

- 1 In what situations and where will we use microchip implants in the future?
We will use them to buy things online.
- 2 The narrator says: 'Putting a piece of technology into your body is an extreme thing to do.' Do you agree? Say why.
- 3 Read these questions and give your opinions: 'Are microchip implants something to be happy, or worried about? How will we use them?'
We are happy about using microchip implants as they will make our lives easier. We'll be able to ...
We are worried about using microchip implants because we won't have privacy in the future ...

8 **WRITING TASK** You work for a company selling microchip implants. Write a short advert for your product. In your advert you should:

- describe the product
- explain how it will change customers' lives
- say how cheap and easy it is to implant it

REFERENCES

VIDEO SCRIPT page 212



Exercise 2

- 2 for six months
 3 They have to build parts of the space station and do experiments.
 4 Water floats in space.
 5 the astronauts
 6 She likes running with a special machine.
 7 Because of zero gravity.
 8 A team of people collect them from the capsule.

1 **SPEAKING** In pairs, look at the photo and answer the questions.

- What is the astronaut doing in the photo?
- What do you think is the best and worst thing about living in space?

2 **▶ 28** Watch the video and answers the questions.

- Where does the International Space Station travel?
Around Earth
- How long does each astronaut work and live there?
- What do they have to build and do?
- What happens to water in space?
- Who fixes problems on the space station?
- What does Karen like doing every day and how does she do it?
- Why are simple activities difficult in space?
- How do astronauts return to Earth?

3 **▶ 28** Watch the video again. Put a tick (✓) next to what astronauts do and a (X) next to what they don't do.

- | | |
|--|--|
| ☒ build parts of the space station | ☐ cook their food |
| ☒ do exercise | ☒ do tests and experiments |
| ☒ eat dry food | ☒ eat lots of vitamins and nutrients |
| ☒ go home after 6 months | |
| ☒ go outside to fix problems | ☒ wash their hair |
| ☐ go out without their spacesuits | |
| ☒ sleep connected to the wall | ☐ sleep on a bed |

4 Which of the activities in exercise 3 would you like to do or wouldn't you like to do in space?

5 Match the words and phrases from the box with the definitions.

astronaut Earth gravity International Space Station
 space spacesuits zero

- The planet we live on. *Earth*
- When there is no force that pulls you to the ground. *zero gravity*
- Astronauts' clothes. *spacesuits*
- Everything outside the Earth's atmosphere. *space*
- A place where astronaut go to study space. *International Space Station*
- A person trained to travel in space. *astronaut*

6 Complete the sentences with the correct words.

blood bones hair healthy heart muscles
 nutrients *vitamins*

- Food should have lots of *vitamins* and *nutrients* so that the astronauts stay healthy in space.
- They must do exercise every day to keep fit and *healthy* on the space station.
- 'We exercise to keep our *bones* and our *muscles* strong.'
- Karen uses her arms, legs and *heart* to push *blood* around her body.
- How do you think astronauts wash their *hair* in space?

7 **SPEAKING** Discuss the questions in groups. Then share your opinions with another group.

- What are the things you have to do and things you don't have to do in space?
- Imagine you are going to live on the Space Station for six months. List five personal objects you want to take with you and say why you need them.
- Which aspects of life in a space station can be the most difficult/most interesting?
Keeping fit can be the most difficult because you have to stay inside and there's not much space.
Understanding how things work in zero gravity can be the most interesting.

8 **WRITING TASK** You are an astronaut on the International Space Station. On an online health and fitness forum post a problem you are having in space and ask for some advice.

GLOSSARY

cabin – a small room in a ship/spaceship
capsule – a small vehicle for travelling through space
floating – moving freely in liquid or air
no rinse (shampoo) – you don't have to wash it out
secure – attach, connect

REFERENCES

VIDEO SCRIPT page 213

1 **SPEAKING** In pairs, look at the photos and answer the questions.

- 1 What are these people doing?
- 2 Why do you think they are doing it?

2 **▶ 30** Watch the video and answer the questions.

- 1 What do volunteers do on Cape Cod? *They help save turtles.*
- 2 Why do they have to do this?
- 3 What do the volunteers do with the turtles they find?
- 4 Which animals do Susan and Jim look after?
- 5 When did they start looking after them?
- 6 How do Jim and Susan see the animals?

3 **▶ 30** Watch the video again and complete the profiles about the two wildlife projects.

Species: Kemp Ridley ¹ turtles

Location: Wellfleet Bay ² wildlife Sanctuary, Cape Cod

People involved: ³ volunteers

Problem: in danger of ⁴ disappearing

Number rescued: ⁵ hundreds every year

Project aim: To return them to the ⁶ sea.

Species: Kodiak bears

Location: Animal ⁷ sanctuary for bears in New York.

People involved: Susan and ⁸ Jim

Problem: the bears lost their ⁹ mothers

Number rescued: ¹⁰ eleven

Project aim: To ¹¹ look after them.

4 Which of the two wildlife projects would you like to volunteer for? Say why.

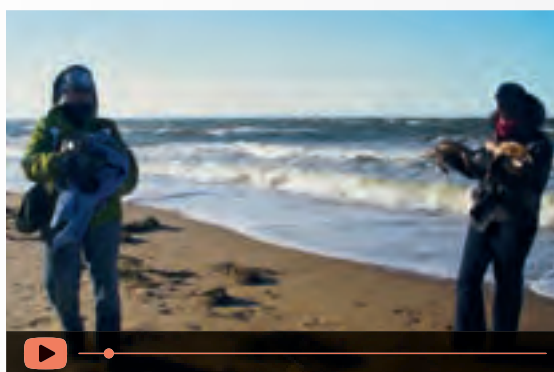
5 Complete the sentences with the correct words from the box.

alive environment help in danger sanctuary volunteers

- 1 All around the world there are people who care about animals and the environment.
- 2 Some people love to help wild animals.
- 3 This species is in danger of disappearing.
- 4 But luckily, these volunteers are ready to help.
- 5 They make the turtles healthy at the sanctuary.
- 6 There are more Kemp's turtles alive today.

6 Choose the correct words to complete the sentences.

- 1 Susan and Jim run an animal sanctuary for bears.
- 2 They look after for eleven bears.
- 3 Living with the bears is dangerous / safe because they are very strong / weak animals.
- 4 Kodiak bears are one of the largest / smallest species in the world.
- 5 They can weigh up to 1,400 lbs! A lot more / less than Susan and Jim.
- 6 But Jim and Susan have developed a close / closed relationship with the furry animals.
- 7 These people show us that we can do / make a difference.



Exercise 2

- 2 because the turtles wash up on the beach
- 3 They take the turtles back to the sanctuary and make them healthy again.
- 4 (Kodiak) Bears
- 5 when they were babies
- 6 like their children

7 **SPEAKING** Discuss the questions in groups. Then share your opinions with another group.

- 1 Are there similar wildlife projects in your country? Who runs them? What do they do?
- 2 Which of the two projects in the video is the most effective in your opinion and why?
- 3 Read these sentences from the video and give your opinions.
... Many animal species are still disappearing every year. Can we still save them, or is it too late?
I think we can still save lots of animal species, but we need to protect the environment where they live.
Yes, but some species, like the black rhino, are almost extinct so it's too late for them!

8 **WRITING TASK** Write an article about a species in danger of disappearing in your country. In your article you should give information about:

- the species
- where it usually lives
- why it is in danger
- what people can do to save it

GLOSSARY

alive – not dead

get stuck – can't move

species – a group of animals whose members are similar

REFERENCES

VIDEO SCRIPT page 214

Grammar Reference and Practice

0A Subject pronouns, to be

Subject pronouns	
I'm a student.	We're from Spain.
You are in my class.	You're sixteen.
He's a teacher.	She's a new student.
It's black.	They're French.

Subject pronouns replace nouns:

Jo is seventeen. = He's seventeen.
Ale Marie and Pierre from France? = Are they from France?

To be	
Affirmative	Negative
I	I am not ('m not)
You/We/They	You/We/They are not ('aren't)
He/She/It	He/She/It is not ('isn't)

Questions	
Am	Is
I	Yes, I am. No, I am not ('m not).
You/We/They	Yes, you/we/they are. No, you/we/they are not ('aren't).
He/She/It	Yes, he/she/it is. No, he/she/it is not ('isn't).

Wh- questions

What	Is (s)	your email address?
------	--------	---------------------

0B Plural nouns, articles, this/that/these/those

Plural nouns	
Singular	Plural
most nouns	tablets
nouns ending in -sh, -ch, -s, -x, -z and some ending in -o	watches boxes classes
nouns ending in a consonant and -y	families diaries
irregular nouns	children people sheep wives women

Articles (a, an, the, no article)

We use the indefinite article **a** or **an** to talk about single countable nouns when:

- the thing or person we are talking about is one of many similar people or things:
It's **an** old house.
- we mention a person or thing for the first time:
There's **a** new restaurant *on this street*.

We use the definite article **the** with singular and plural countable nouns and with uncountable nouns to talk about:

- something specific or unique:
*Look at **the** sky!*
- something we have mentioned before:
*There is a new café **on this street**. **The** café is very good.*

We don't use an article when we are talking about something in general:
Chocolate isn't healthy.

This/That/These/Those

We use **this** (singular) and **these** (plural) to talk about people or objects close to us:

This is my new house. **These** are my keys.

We use **that** (singular) and **those** (plural) to talk about people and things further away from us:

That is my school. **Those** are my neighbours.

0C Possessive adjectives, possessive 's, have got

Possessive adjectives

My brother is 6 years old.

Your friend is very nice.

His bike is cool.

Her mum is a nurse.

This bag is great. **Its** colour is orange.

Our neighbours are French.

Your cousins are in the garden.

Their car is fantastic.

We use possessive adjectives to say who has something or to talk about family members and friends.
These are **our** best friends, *Jake and Thomas*.

Possessive 's

We use the possessive 's to say who has something:

Whose bag is it? It's my friend's bag.

We add:

s to singular nouns:
He's Sally's boyfriend.

's to regular plural nouns:
They're the boys' bags.

's to irregular plural nouns:
The children's room is over there.

's to possessive pronouns:
It's his bag.

's to possessive adjectives:
It's her bag.

's to possessive nouns:
It's the cat's house.

's to possessive pronouns:
It's his bag.

's to possessive adjectives:
It's her bag.

's to possessive nouns:
It's the cat's house.

's to possessive pronouns:
It's his bag.

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It's her bag.

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It's his bag.

's to possessive adjectives:
It's her bag.

's to possessive nouns:
It's the cat's house.

's to possessive pronouns:
It's his bag.

We use **have got** to talk about possessions (things and people):
I have got a big family.
Has he got two sisters?
We haven't got cats.

0D Imperatives, object pronouns

We use the infinitive or **don't do not** + infinitive to give instructions or orders:
Listen to the teacher.
Don't forget to check the spelling.

Object pronouns

Tell me.

Talk to him.

Listen to her.

Don't forget it.

Help us.

See you tomorrow.

Don't use them (mobile phones).

Object pronouns:

- go after the verb if they are direct:

Help me. Tell him.

- go after a preposition if they are indirect:

Talk to me. Listen to her.

- This** is an expensive watch!
- These** are cool sunglasses!



5 OC Complete the conversation with the correct possessive pronoun or whose.

Rick Hi, I'm Rick and this is my brother.

John Hi, I'm John! What are your names?

Sarah Hi Rick! Hi John! Our names are Sarah and Jill. We're twins.

John So your name is Sarah, right?

Jill No, it's Jill. Her name is Sarah!

John Hey Rick, these girls are twins and their names are...

Rick I've got it! And whose is this dog?

Sarah He's my dog! His name is Rufus!

6 OC Write 's or 's.

1 My mum's name is Elena.

2 Dan's skateboard is really cool!

3 Our cousin's names are Ivan and Marianne.

4 What's your English teacher's name? Sam.

5 Whose bags are those? They're the children's bags.

6 These are my grandparents' favourite objects.

7 OC Complete the sentences with the correct form of have got.

1 **Has** Rick got a brother? Yes, he has.

2 John **hasn't got** a sister, but he's got a brother.

3 Jill and Sarah are twin sisters, but they **haven't got** brothers.

4 **Have** you got a dog? No, I haven't.

5 **Has** your brother got a job? Yes, he has.

6 **Has** your dog got a toy? Yes, it has.

8 OD Complete the sentences with the correct form of the verbs from the box. Then rewrite the sentences changing the underlined words into the correct object pronouns.

give listen start talk tell write

1 Give the dictionary to Chloe. Give it to her.

2 me and your dad about your new bicycle.

3 Class, please to what I say.

4 the test before the teacher tells you to.

5 the answers in your exercise book.

6 to your friends during the test!

We use **have got** to talk about possessions (things and people):
I have got a big family.
Has he got two sisters?
We haven't got cats.

0D Imperatives, object pronouns

We use the infinitive or **don't do not** + infinitive to give instructions or orders:
Listen to the teacher.
Don't forget to check the spelling.

Object pronouns

Tell me.

Talk to him.

Listen to her.

Don't forget it.

Help us.

See you tomorrow.

Don't use them (mobile phones).

Object pronouns:

- go after the verb if they are direct:

Help me. Tell him.

- go after a preposition if they are indirect:

Talk to me. Listen to her.

1 OA Choose the correct verbs.

1 (I'm) /re Canadian from Montreal.

2 They isn't /aren't from China. They's / (re) Japanese.

3 We's / (re) school friends.

4 She's /re our English teacher.

5 (Am) /Are I in your class? Yes, you is /are.

6 (Is) /Are Alex Hungarian? No, he isn't /aren't. He's /aren't Romanian.

7 (Am) /Are I in Class 1A?

8 She's /am a young woman.

2 OB Write the sentences in the plural form.

1 This is a photo of our family.

2 This is Helen's secret diary.

3 Look at that man with sunglasses and a gold watch!

4 How old is this boy?

5 Is that student from Spain?

3 OB Complete the text with a/an/the or no article.

Welcome to ¹ my new home! It's ² an old house, but it isn't in ³ an expensive area. It's ⁴ a cool place. ⁵ The people in ⁶ the houses in my street are very nice!

4 OB Write this, that, these, or those.

1 That is a big dog over there! 2 Those are very small sheep!



1A Present Simple: affirmative and negative

Present Simple			
Affirmative	Negative		
I/you/we/they eat	I/you/we/they	do not (don't)	eat
He/she/it eats	He/she/it	does not (doesn't)	eat

We use the *Present Simple* to talk about:

- regular/repeated actions or activities:
I **start** each day with some exercise.
- facts:
We **live** in the south of Spain.

Spelling rules for third person singular:

- general rule: Infinitive + s, e.g. *start* - *starts*, *drive* - *drives*
- verbs ending in -o, -ch, -sh, -s, -x: +es, e.g. *go* - *goes*, *watch* - *watches*, *wash* - *washes*
- verbs ending in a consonant and -y: -y +ies, e.g. *try* - *tries*

1C Adverbs of frequency and Present Simple questions

Adverbs of frequency

never < hardly ever < sometimes < often < usually < always

0%

The battery **always** dies before the end of the day.

They **never** leave their phones at home.

We put adverbs of frequency after the verb be and before other main verbs:

She **is always** busy at the weekends.

I **often do** sport.

We use frequency expressions to talk about how often we do things:

John goes to the cinema **once a month**.

My parents have a big party **twice a year**.

Present Simple: questions

Yes/No questions	Answers	
Do I/you/we/they	Yes, I/you/we/they do.	No, I/you/we/they do not (don't).
Does he/she/it	Yes, he/she/it does.	No, he/she/it doesn't.
Wh- questions		
How often	do	you
Where	do	your parents
What time	does	school?
		check messages on your phone?
		work?
		start?

1 1A Complete the sentences with the correct form of the verb in brackets.

- She *doesn't like* (not like) her school uniform.
- School *starts* (start) at 8.30 and *finishes* (finish) at 3.30 p.m.
- Lucy and her friends often *study* (study) in a homework club after school.
- Her parents *work* (work) in the city and they *don't get home* (not get) home before 7 p.m.
- My dad always *reads* (read) a newspaper before breakfast.
- Some teenagers *do not exercise* (not do) any exercise.
- Kevin *does not get up* (not get up) before 9 a.m. at the weekends.

2 1C Put the words in the correct order.

- do / park / you / how / go / the / often / to / ?
How often do you go to the park?
- favourite / activities / are / your / what / free-time / ?
What are your favourite activities in your free-time?
- play / you / sport / when / do / ?
When do you play sport?
- your / check / do / often / phone / you / ?
Do you check your phone often?
- friends / you / with / where / hang out / your / do / ?
Where do you hang out with your friends?
- shopping / you / do / often / go / how / ?
How often do you go shopping?
- films / you / like / what / do / watching / ?
What films do you like watching?

2A There is/There are with some and any

There is/There are with some and any		
Affirmative	Negative	
There is (is)	a picture on the wall.	There is not (isn't)
There are (are)	some pictures on the wall.	There are not (aren't)

Yes/No questions

Is there	a picture on the wall?	Yes, there is.
Are there	any pictures on the wall?	No, there isn't.

We use *there is/there are* to say where things are:

There is a big window in the living room.

There isn't a fireplace in this house.

There are a lot of photographs on the wall.

There aren't many houses in this street.

We use *some* in affirmative sentences:

There are **some** beautiful plants in the garden.

We use *any* in negative sentences or questions:

Are there **any** mirrors here?

There aren't **any** chairs in the kitchen yet.

Exercise 1

- starts, finishes
- study
- work, don't get
- reads
- doesn't do
- doesn't get up

Exercise 2

- What are your favourite free-time activities?
- When do you play sport?
- Do you often check your phone?
- Where do you hang out with your friends?
- How often do you go shopping?
- What films do you like watching?

3A Countable and uncountable nouns with some/any/no

Countable and uncountable nouns with some/any/no	
Countable nouns	Uncountable nouns
I always have an egg for breakfast. I usually take some bananas with me.	I sometimes have some bread too.
There isn't a can of coke in the fridge. There aren't any crisps in this packet. There are no crisps in the packet.	There isn't any milk in the fridge. There is no milk in the fridge.
Have you got a sandwich for lunch? Are there any cakes for desert?	Do you eat any pasta in your diet?
How many snacks do you eat between meals?	How much chocolate do you eat every day?

Countable nouns:

- name things we can count: *There is an apple on the table.*
- have singular and plural forms: *This tomato is very sweet. These tomatoes are big.*

Uncountable nouns:

- name things we cannot count: *I often drink tea.*
- do not have a plural form: *Vegetarians don't eat meat.*
- use some with plural countable or uncountable nouns: *There are some eggs in the fridge.*

Can I have **some** water, please?

We use *any* in questions and in negative sentences with uncountable nouns and plural countable nouns:

Are there **any** potatoes in this salad?

I'm sorry, we haven't got **any** ice cream.

We can use *no* in affirmative sentences to replace *not any*.

There isn't **any** tea in the cupboard = *There is no tea.*

1 3A Complete the sentences with a/an, some, any or no.

- There is an flour in this cake. I made it with ice cream!
- Are there any biscuits? Yes, please have some.
- I have a snack on my way to school. I usually have an apple.
- I don't drink any sugary drinks because they are bad for your health.
- Do you need any butter for the cake? 'No, thanks.'

2 3A Match the questions with the answers.

- How much coffee do you drink? **a** Three: breakfast, lunch and dinner.
- How many packets of crisps do you eat? **b** I don't drink any. I prefer tea.
- How much pasta do you eat? **c** I eat two packets a week.
- How many meals do you have? **d** I eat it every day.

3D Quantifiers: a lot of, too many, too much, a few, a little, not many, not much

Quantifiers: a lot of, too many, too much, a few, a little, not many, not much	Uncountable nouns
There are a lot of tomatoes on this pizza!	There's a lot of cheese on this pizza.
Don't eat too many sweets because they're bad for you!	Don't use too much sugar because it's bad for you!
There are a few biscuits in the packet – eat them!	There's a little coffee in the pot – drink it!
There are not many tins in the cupboard!	There is not much mayonnaise in this jar!
Do people eat many potatoes in your country?	Do people eat much bread in the UK?

We use **a lot of** to talk about big amounts of countable or uncountable nouns.

*I try to eat **a lot of** vegetables every day.*
We use **too many** to talk about countable nouns when we have more than we need.

*Eating **too many** crisps isn't good for you.*
We use **too much** to talk about uncountable nouns when we have more than we need.

*There's **too much** salt in this soup.*
We use **a few** to talk about small amounts of countable nouns.

*Can I have **a few** bananas?*
We use **a little** to talk about small amounts of uncountable nouns.

*Add **a little** olive oil to the sauce.*
We use **not many** to talk about small amounts of countable nouns.

*There are **not many** vegetarian dishes on the menu.*
We use **not much** to talk about small amounts of uncountable nouns.

*There's **not much** carrot cake left.*

1 3D Choose the correct words to complete the conversations.

- A There is a lot of / many salt in this dish!
B I agree! There's too much / many!
- A How much / many food do you waste?
B We don't waste much / many things.
- A Do you want a few / little sugar in your tea?
B No, I try not to eat too much / many sugar.
- A Are there much / many ingredients in this recipe?
B No, only a few / little.

4A Present Continuous

Present Continuous	Affirmative	Negative
I	am ('m)	am not ('m not)
You/We/They	are ('re)	are not ('aren't)
He/She/It	is ('s)	is not ('isn't)
Yes/No questions		Short answers
Am	I	Yes, I am. No, I'm not.
Are	you/we/they	Yes, you/we/they are. No, you/we/they are not ('aren't).
Is	it	Yes, he/she/it is. No, he/she/it is ('isn't).
Wh- questions		
What	am are is	I you/we/they he/she/it talking about?

We use the Present Continuous:

- to talk about actions that are happening now at the moment of speaking.
*Listen! Peter **is playing** the piano.*
*I can't talk now. I'm **sitting** in the library.*
- to talk about temporary situations.
*This term we **are learning** to write essays.*

Spelling rules: -ing form

General rule: infinitive + -ing, e.g. go – **going**, play – **playing**
double the consonant + -ing, e.g. sit – **sitting**, run – **running**
Verbs ending in a consonant + -e: -e -ing, e.g. make – **making**, use – **using**

One-syllable verbs ending in one vowel + one consonant: double the consonant + -ing, e.g. sit – **sitting**, run – **running**
Time expressions we use with the Present Continuous:
at the moment, now, at present

4C Present Simple and Present Continuous

Present Simple

We use the Present Simple to talk about:

- regular activities:
*I often **listen** to music on my way to school.*
- states and permanent situations:
*We **live** near the mountains.*
- preferences, with verbs like like, love, hate, prefer:
*Children **love** water.*

Time expressions we use with the Present Simple:

always, often, never, sometimes, usually, every day/evening/week/winter, on Sundays, once a week

Present Continuous

We use the Present Continuous to talk about:

- activities and events taking place at the moment of speaking:
*Listen! Peter **is playing** the piano.*
- temporary situations:
*We **are learning** to write emails now.*

Time expressions we use with the Present Continuous:
at the moment/right now, now, today, this morning/evening, this month, this summer

1 4A Complete the sentences with the correct Present Continuous form of the verb in brackets.

- A Where's Tom?
B *He's **shopping** (He/shop).*
- A Really? What ¹ _____ (he/try) to buy a present for his sister?
B Well, ² _____ (he/try) to buy a present for his sister.
- A Where are Paul and Ed? ³ _____ (they/work) on the art project?
B No, ⁴ _____ (they/not). Their posters are here.
I think ⁵ _____ (they/study) in the library.
- A Really? ⁶ _____ (they/try) to prepare for the exams?
B Yes, they want to get good grades this year.
- A ⁷ _____ (you/listen) to me, John?
B Yes, sir.
- A Have you got a mobile phone under the desk?
B Er, yes sir but ⁸ _____ (I/not) using it.
- A Good, so you can give it to me until the end of the lesson, right?

2 4A Complete the sentences with the correct form of the Present Continuous.

- 1 Why aren't you weaving your school uniform?
2 Shi I am trying trying to sleep!
3 'Where's Hannah?' 'She's just having a shower.'
4 'Are you listening to me?' 'Yes, of course I am making/ for dinner?' 'Paella!'
5 'What's Dad cooking you going?'
6 Stop! Where are you going?

3 4C Complete the sentences with the correct Present Simple or Present Continuous form of the verbs in brackets.

- Stacy What ¹ are you doing (you/do)?
Gary ² am starting (I/start) a blog.
Stacy What ³ is it (it/be) about?
Gary It's about the subjects we're doing (we/do) at school at the moment.
Stacy That's a good idea. ⁴ I write (I/write) a blog too.
Gary Really? What ⁵ are you doing (you/do) right now? Can you help me get started?
Stacy Sorry! ⁶ am studying (I/study) for our English test tomorrow!

5A Past Simple: to be, can and affirmative of regular and irregular verbs

Past simple: to be	Affirmative	Negative
I/He/She/It	was	was not ('wasn't)
You/We/They	were	were not ('weren't)
Yes/No questions		Short answers
Was	I/he/she/it	Yes, I/he/she/it was. No, I/he/she/it was not ('wasn't).
Were	you/we/they	Yes, you/we/they were. No, you/we/they were not ('weren't).
Wh- questions		
Where	was were	I/he/she/it? you/we/they?

Past simple: can	Affirmative	Negative
I/You/He/She/It/We/They	could	could not ('couldn't)
Wh- questions		
What	could	I/you/he/she/it/we/they sing?

We use the Past Simple to talk about events that started and ended in the past.
The Past Simple form of the verb to be is **was/were**.
They **were** both amazing artists.
Was she a famous writer?
He **wasn't** confident at the beginning of his career.
The past form of the verb **can** is **could**.
We use **could** and **couldn't** to talk about ability in the past:
*I **could** sing well but I **couldn't** dance when I was a child.*
*He **could** sing a lot of songs when he was a child.*
*I **couldn't** dance very well at school.*

Past Simple: affirmative	Regular verbs	Irregular verbs
I/You/He/She/It/We/They	watched 'tv.	I/You/He/She/It/We/They went to the cinema.

We use the Past Simple to talk about actions and situations that started and finished in the past or happened at a specific time in the past.
*Jason **watched** the match yesterday.*
*Last year we **went** to Majorca.*
*I **started** boxing in the 1980s.*

Time expressions we use with the Past Simple:
yesterday, last weekend/year, ten days/a minute ago, in 1969/ the 1980s/July.

- Exercise 1**
- she's buying
 - he's trying
 - are they working
 - they aren't
 - they're studying
 - are they trying
 - are you listening
 - I'm not using

Spelling rules

Regular verbs:

- infinitive: + -ed, e.g. **start - started, ask - asked**
- verbs ending in -e: + -d, e.g. **move - moved**
- verbs ending in a consonant + -y: -y + -ied, e.g. **study - studied**
- verbs ending in one vowel + one consonant: double the consonant + -ed, e.g. **stop - stopped**

Irregular verbs

For a list of irregular verbs, see page 171.

5D Past simple: negative and question forms

Past simple: negative and question forms

Affirmative		Negative	
I/You/He/She/It/We/They	watched TV and went to the cinema.	I/You/He/She/It/We/They	did not (didn't) watch TV and go to the cinema.
Yes/No questions		Short answers	
Did	I/you/She/he/It/we/they	watch TV and go to the cinema?	Yes, I/you/She/he/It/we/they did . No, I/you/She/he/It/we/they didn't .
Wh- questions		Short answers	
What	did	I/you/She/he/It/we/they	watch?

We use the Past Simple to talk about events and finished situations from the past.

We use **didn't** + infinitive to make negative sentences in the Past Simple:

We **didn't see** this movie.

We use **did** to make questions:

Did you work long yesterday?

1 5A Choose the correct form of the verb to complete the sentences.

- Cal Where **were** you last night? Dan and I **2 were** at your house.
- Jen I **1 was** at home all night!
- Cal No, you **4 weren't**. There **5 was** no answer at the door.
- Jen What time **6 was** it? Maybe I **7 was** asleep.
- Cal It **8 wasn't** very late, about 8 p.m.
- Jen Ah! I **9 was** at the park with my dog.
- 2 5A Choose the correct form of the verb.
- 1 **Could** you see us at the airport with the big 'Welcome home' sign? 'Yes!'
- 2 I **could** swim when I was young, but I'm really good now.
- 3 All the Jackson Five brothers **could** sing and dance from a young age. They were amazing.
- 4 **Could** you play the piano well so I joined the football team instead.
- 5 Were you good at Art? Yes, I **could** paint or draw almost anything.

Exercise 4

- What did Susan give me?
- When did we visit that museum?
- Who did Kate meet at the concert yesterday?
- Why did they come back home early?
- How often did Peter play football when he was in primary school?
- Where did my grandparents live?
- What time did she go to bed yesterday?

3 5D Complete the text with the correct Past Simple form of the verbs in brackets.

BIOGRAPHIES Winnie Mandela

Winnie Mandela (be) **1 was** born in South Africa in 1936. She (marry) **2 married** Nelson Mandela in 1957 and they (have) **3 had** two children together. Winnie (go) **4 went** to prison many times, but unlike Nelson she (not stay) **5 didn't stay** there for twenty-seven years. She and Nelson (get) **6 got** divorced in 1996, a few years after Nelson (come) **7 came** out of prison. A lot of people (not like) **8 didn't like** Winnie Mandela because of things she (do) **9 did**, but she (fight) **10 fought** for black rights all her life. She (die) **11 died** in 2018 at 81.



4 5D Make questions for the sentences below. Ask about the underlined part.

- Paul went to the cinema on Sunday.
Where **did Paul go on Sunday**?
- Susan gave me a present.
What **did Susan give me**?
- We visited that museum five years ago.
When **did you visit that museum**?
- Kate met her cousin at the concert yesterday.
Who **did Kate meet**?
- They came back home early because they were tired.
Why **did they come back home early**?
- Peter played football three times a week when he was in primary school.
How often **did Peter play football**?
- My grandparents lived in a little town in Scotland.
Where **did your grandparents live**?
- She went to bed at 10 o'clock yesterday.
What time **did she go to bed**?

6A Comparative and superlative adjectives

Adjective	Comparative	Superlative
one-syllable	higher	the highest
one-syllable ends in -e	larger	the largest
one-syllable ends vowel + consonant	hotter	the hottest
two syllables, ends in -y	scarier	the scariest
two or more syllables	more expensive	the most expensive
Irregular	good bad	the best the worst

We use comparative adjectives to compare two people or things:

Films are **more exciting than** books.

We use superlative adjectives to say that someone or something has the highest degree of a certain quality (when compared with at least two other people or things):

Bollywood films are **the longest** of all.

We can also use (not) as + adjective + as to compare two things:

The Dark Side of the Moon (Pink Floyd) **wasn't as successful as** Thriller (Michael Jackson).

The film Titanic **is as long as** Godfather II.

6D Too, (not) enough

Too and **(not) enough**

We use **too** + adjective when something is more than you need or want:

That film was **too short**.

We use adjective + **enough** when something is suitable for what you need or want:

I think that plot was **interesting enough**.

We use **not** + adjective + **enough** when something is less than you need or want:

That comedy was **just not funny enough**.

1 6A Complete the sentences with the correct form of the adjectives in brackets.

- I heard the (funny) **funniest** joke the other day!
 - That's the (bad) **worst** TV programme ever!
 - Which is (interesting) **more**, the British Museum or the National Gallery? **interesting**
 - The garden looks (big) **bigger** than usual in this photo because I used a (wide) **wider** panoramic camera view.
- 2 6D Complete the book review with **too** or **enough**.
- The novel was **1 too** long and the plot **2 too** slow. I just wasn't patient **3 enough** to read it. The characters were realistic **4 enough**, but the narrator was **5 too** boring. Overall, for a first novel, it was good **6 enough**. I suppose, but I wouldn't read it again!

7A Going to

Going to	
Affirmative	Negative
I am going to study.	I am not going to study.
You/We/They are going to study.	You/We/They aren't going to study.
He/She/It is going to study.	He/She/It isn't going to study.

Yes/No questions

Am I going to study?

Are you/we/they going to study?

Is he/she/it going to study?

What are you going to do?

What are you going to do?

What are you going to do?

What are you going to do?

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What are you going to do?

What are you going to do?

Exercise 2

- We're flying to Miami on Friday.
- She isn't working next weekend.
- Are they coming to the UK this summer?
- I'm taking my younger brother to the cinema on Sunday.

1 7A Complete the conversation with the correct form of going to.

- Jen What **are you going to** do next weekend?
- Sam I **2'm going to** play video games. You?
- Jen My parents **3 are going to** have a barbecue in their garden.
- Sam That sounds like fun. **4 Is** your brother **5 going to** be there?
- Jen No, he **6 isn't**. He **7's going to** study.
- 2 7D Use the prompts to write about future plans in the Present Continuous.
- 1 I have lunch/Nando's tomorrow.
- 2 We fly/Miami/Friday
- 3 She/not work/next weekend
- 4 They/come/to/UK/this summer?
- 5 I take/my younger brother/to/cinema/Sunday

8A Will

Will		Negative	
Affirmative	will ('ll)	I/you/he/ she/it we/they	will not (won't)
I/you/he/ she/it we/they	buy things online.	I/you/he/ she/it we/they	buy things online.
Yes/No questions		Short answers	
Will	buy things online?	Yes, I/you/he/she/it/we/they will.	No, I/you/he/she/it/we/they won't.
WH- questions		Short answers	
How long	will	I/you/he/she/it/ we/they	live in the future?

We use **will/won't** to make predictions based on our opinions, feelings or experiences:
*I think in the future people **will** work from home.*
Will robots **become** our family members?
We won't buy things in shops, we **will buy** everything online.

Time expressions we use with will:
in (the) future, in two months/years, next month/year, by 2030/March

We use **will** to make personal predictions about the future, based on our opinion or experience:
*In 20 years, I **will have** children and at least two dogs.*
*In the future, people **won't work** in offices.*
 We often use expressions like *I think, In my opinion or I'm sure* before **will**:

I don't think space flights **will be** possible in the near future.
I'm sure robots **will become** our family members.
 When we talk about ability in the future we use **be able to**, not **can**:

Present: Drones **can** take aerial pictures.
 Future: Drones **will be able to deliver** things to us in less than half an hour.

8C Adverbs of manner

Adverbs of manner		Negative	
Affirmative		slowly	loudly
I/you/he/ she/it we/they	buy things online.	I/you/he/ she/it we/they	buy things online.
Yes/No questions		Short answers	
Will	buy things online?	Yes, I/you/he/she/it/we/they will.	No, I/you/he/she/it/we/they won't.
WH- questions		Short answers	
How long	will	I/you/he/she/it/ we/they	live in the future?

Exercise 1

- 1 will be
- 2 won't buy, will deliver
- 3 will be
- 4 won't be, will watch
- 5 will do

An adverb describes a verb and tells you how something happens:
 He ate his sandwich **quickly**.

To form an adverb, we add **-ly** to most adjectives:
 quick – **quickly**, careful – **carefully**

For adjectives ending in **-y**, we change **y** to **i** and add **-ly**:
 happy – **happily**, angry – **angrily**

We often put adverbs at the end of a sentence:
 She can dance **well**.

She **doesn't drive very carefully**.

The adjectives **good (well)**, **fast (fast)** and **hard (hard)** are irregular.

1 8A Complete the sentences with will and the verbs in brackets.

- 1 Children **won't go** (go) to school because there **is** (be) only virtual schools in the future.
- 2 We **will** (buy) any food in the supermarkets.
- 3 Drones **will** (deliver) it to our homes.
- 3 We **will** (live) longer than 120 years in the future.
- 4 There **will** (be) any cinemas – we **will** (watch) all films at home.
- 5 Robots **will** (do) all household chores for us.

2 8A Match 1–6 to a–f to make future predictions.

- 1 ☒ We'll all walk or travel
- 2 ☒ People will live
- 3 ☒ School will be
- 4 ☒ Chinese will be
- 5 ☒ We won't be able to go outside
- 6 ☒ We won't need any money
- a because we will pay for everything with cards.
- b in driverless cars.
- c in summer because of global warming.
- d on the moon.
- e the most important language.
- f virtual not real.

3 8C Complete the sentences with the correct adverbs.

- 1 You can run very **fast** (fast)!
- 2 It's important to talk to people **politely** (polite).
- 3 I'll **happily** (happy) wait in the car while you go to the shop.
- 4 My fitness tracker tells me when I swim **well** (good).
- 5 Shout **loudly** (loud) if you want any help.
- 6 Tell me **quickly** (quick) how to install this app.
- 7 Can you give me his phone number? I need to call him (urgent). **urgently**
- 8 Listen **carefully** (careful)! I won't repeat it again!

9A Must/mustn't/have to/don't have to

Have to		Negative	
Affirmative	have to	I/you/ we/they	don't
I/you/ we/they	practise every day.	I/you/ we/they	practise every day.
Yes/No questions		Short answers	
Do	have to	Yes, I/you/we/they do.	No, I/you/we/they don't.
Does	have to	Yes, he/she/it does.	No, he/she/it doesn't.
WH- questions		Short answers	
How often	do/does	I/you/we/they he/she/it	practise/practise?

Must/mustn't
 Affirmative
 I/you he/she/it we/they
 must
 Negative
 I/you he/she/it we/they
 mustn't

To talk about obligation and necessity we use **must** and **have to**.
 You **must** use the right equipment.
 I **have to** wear a helmet when I go cycling.
 He **doesn't have to** bring any equipment.
 To say what is not allowed we use **mustn't**:
 You **mustn't** cross the line.
 To say there is no necessity...
 Players **mustn't** use their hands.
 To say there is no necessity or obligation, we use **don't have to**, not **mustn't**:
 You **don't have to** wear special shoes.
 He **doesn't have to** practise every day.
 Like all modal verbs, **must/mustn't** have the same form for every person:
 I/you/he/she/it/we/they **must** work hard.
 I/you/he/she/it/we/they **mustn't** drink so much coffee.

1 9A Choose the correct verbs to complete the notice.

Welcome to the 'Yogarama studio!
 You **don't have to** / **have to** be an experienced Yogi to practise yoga, but you **must** / **mustn't** only do what your body is ready for.
 You **don't have to** / **must** take your shoes off before you enter the studio. You can leave them by the door.
 You **don't have to** / **mustn't** wear any special clothes, but you **have to** / **mustn't** be able to move around freely.
 You **don't have to** / **must** practise every day, but you will become stronger if you do. Enjoy the class.

9D Should/shouldn't

Should/shouldn't		Negative	
Affirmative	should	I/you/he/ she/it we/they	should not (shouldn't)
I/you/he/ she/it we/they	eat less sugar.	I/you/he/ she/it we/they	eat less sugar.
Yes/No questions		Short answers	
Should	eat less sugar?	Yes, I/you/he/she/it/we/they should.	No, I/you/he/she/it/we/they shouldn't.
WH- questions		Short answers	
Why	should	I/you/he/she we/you/they	eat less sugar?

We use **should/shouldn't** to say something is a good idea and to give advice:
 You **should** sleep more.
 Sarah **shouldn't** eat so much sugar.
 The boys **should** spend more time outside.
 How many meals a day **should** we eat?

1 9D Complete the conversation with should or shouldn't.

- Kate Hey! Are you eating chocolate again? You **shouldn't** eat a lot of chocolate!
- Alan But I'm hungry! I keep thinking about food. What **should** I do?
- Kate I don't know, maybe you **should** eat something healthy, like an apple.
- Alan I know! I **should**, but I really hate apples and most of the fruit!
- Kate Well it says online that people **should** eat healthy snacks and meals.
- Alan **Should** I have some vegetables then? I like those.
- Kate Yes, you **should**!



Exercise 1

- 2 We finished
- 3 Haven't decided
- 4 We seen
- 5 We found
- 6 We been
- 7 Have been

Exercise 2

- 2 Lisa has never had any problems with homesickness.
- 3 John's gone on a gap year with his friends.
- 4 I've been to Thailand twice.
- 5 Has your cat ever taught a mouse?
- 6 My little brothers have never swum in the sea.
- 7 Where have your parents lived and worked?
- 8 What's the strangest animal you've ever seen?

For Sample Purpose Only

10A Present Perfect with ever and never

Present Perfect with ever and never			
Affirmative	have ('ve)	lived abroad.	Negative
I/You/We/They	have	lived abroad.	have not (haven't)
He/She/It	has ('s)	lived abroad.	has not (hasn't)

Yes/No questions		Short answers	
Have	I/you/we/they	lived abroad?	Yes, I/you/we/they have. No, I/you/we/they haven't.
Has	he/she/it	lived abroad?	Yes, he/she/it has. No, he/she/it hasn't.

Wh- questions		have	you	visited?
Which countries				

We use the Present Perfect to talk about actions and events which ended in the past but we don't know or it's not important when exactly they happened:

Kate has worked part time in a zoo.

Have you ever volunteered on a wildlife project?

Time expressions we use with the Present Perfect:

ever (= at any time) in questions:

Have you ever lived in another country?

never (instead of not) in negative sentences:

Tobias has never played chess.

Spelling rules: past participles**Regular verbs:**

The past participles of regular verbs are the same as the Past Simple form of a verb and end in -ed, e.g. *work - worked - worked*.

Irregular verbs:

See the list of irregular past participles on page 171.

10C Present Perfect with just, already and yet

We use the Present Perfect to talk about things that happened in the past but are still important now.

I have decided to stop wasting water at home.

Our teacher has taught us a lot about the environment.

We often use the Present Perfect with *just, already* and *yet*:

• We use *just* in affirmative sentences; between *have* and the past participle, for things that happened a short time ago:

We've just finished the test.

• We use *already* in affirmative sentences; between *have* and the past participle, to say something happened earlier than we expected:

We've already cleaned our room.

• We use *yet* at the end of negative sentences and questions to talk about something we expect to happen:

I haven't sent my application yet.

Has he collected all the signatures yet?

The past participles of the verb *go* is *gone* or *been*:

She's gone to Paris. (= She is in Paris or travelling there now)

She's been to Paris. (= She went to Paris and she returned)

1 10A Complete the sentences with the correct Present Perfect form of the verb in brackets.

- 1 Look! Somebody **has cleaned** (clean) the park and the playground.
- 2 'Can I borrow this book from you?' 'Yes, sure. I **finish** (finish) reading it.'
- 3 'Are you going to volunteer on this project?' 'I **begin** (begin) to decide yet.'
- 4 'I don't know that man. I **see** (see) him before. I **never** (never) see him before.'
- 5 'I **find** (find) these keys in front of the house. Are they yours?' 'Yes, they are. I **find** (find) them in a very difficult situation.'
- 6 'It's my first trip to France. I **never** (never) go abroad.'
- 7 'I **never** (never) go abroad. I **never** (never) go abroad.'

2 10A Use the words to write sentences and questions in the Present Perfect.

- 1 Have you ever volunteered abroad?
- 2 Lisa never has problems with homesickness.
- 3 John goes/gap year/with friends.
- 4 I go/Thailand/twice.
- 5 your cat/ever/catch/a mouse?
- 6 My little brothers/never/swim/sea.
- 7 Where/your parents/live and work?
- 8 What's/strangest animal/you/ever/see?

3 10C Rewrite the sentences with just, already or yet.

- 1 I've come back from a month in South Africa.
- 2 'Have your parents been on holiday this year?' 'No, they haven't.'
- 3 Don't worry, you're not late – the party hasn't really started.
- 4 'We have met! We volunteered together last summer, remember?'
- 5 Join us for dinner – we've started.
- 6 I can't lend you this book. I haven't finished reading it.
- 7 You can't be hungry. You've eaten a big sandwich!

5.71

Verb	Past Simple	Past Participle	Verb	Past Simple	Past Participle
be	was/were	been	sell	sold	sold
beat	beat	beaten	send	sent	sent
become	became	become	show	showed	shown
begin	began	begun	sing	sang	sung
break	broke	broken	sit	sat	sat
bring	brought	brought	sleep	slept	slept
build	built	built	speak	spoke	spoken
buy	bought	bought	spend	spent	spent
can	could	been able to	stand	stood	stood
catch	caught	caught	swim	swam	swum
choose	chose	chosen	take	took	taken
come	came	come	teach	taught	taught
cost	cost	cost	tell	told	told
cut	cut	cut	think	thought	thought
do	did	done	throw	threw	thrown
drink	drank	drunk	understand	understood	understood
drive	drove	driven	wake	woke	woken
eat	ate	eaten	wear	wore	worn
feel	felt	felt	win	won	won
fight	fought	fought	write	wrote	written
find	found	found			
fly	flew	flown			
forget	forgot	forgotten			
get	got	got			
give	gave	given			
go	went	gone/been			
grow	grew	grown			
have	had	had			
hear	heard	heard			
hold	held	held			
keep	kept	kept			
know	knew	known			
learn	learned/learnt	learned/learnt			
leave	left	left			
lose	lost	lost			
make	made	made			
mean	meant	meant			
meet	met	met			
pay	paid	paid			
put	put	put			
read	read /red/	read /red/			
ride	rode	ridden			
run	ran	run			
say	said	said			
see	saw	seen			

Use of English

Unit 1

Choose the correct words a-c to complete the texts.

- Do you want to _____ with your friends? Then join our local youth club.
a go **b** hang out **c** go to
- Do you need help at home to do _____?
Contact Canton Cleaners.
a housework **b** homework **c** exercises
- New fitness class on Monday mornings – get _____ early and have energy all day!
a dressed **b** home **c** up
- Would you like to help us write the school blog? We meet three _____ a month.
a twice **b** once **c** times

Unit 2

Choose the correct words a-c to complete the text.

There **1** is a modern flat to rent for \$600 **2** Birmingham. It is in a quiet area **3** the city centre. It's on the first **4**, and there is a double **5**, a bathroom and a kitchen-dining area. There is also a **6**, so you **7** have dinner outside in the summer. The flat is very **8**, so don't miss out!

- a are **b** be **c** is
- a at **b** in **c** on
- a between **b** near **c** under
- a floor **b** ground **c** stage
- a bath **b** furniture **c** bedroom
- a attic **b** balcony **c** cellar
- a can **b** can't **c** do
- a noisy **b** comfortable **c** messy

Unit 3

Complete the text with one word in each gap.

You can cook **1** an omelette with only a **2** **few** things: **3** **some** cheese, a carton **4** **of** eggs and **5** **an** onion. To give your omelette flavor, you can use some salt and pepper but not **6** **much** - they're not very healthy.

Unit 4

Complete the text with the correct words of the words in bold.

Life skills

Young people work hard to get the right **1** **qualifications** (QUALIFY) at school. But what about **2** **useful** (USE) life skills they learn outside the classroom through things like part-time jobs, sports or **3** **interesting** (INTEREST) hobbies? **4** **Students** (STUDY) are getting experience of life through these activities. And this can help them get a good **5** **education** (EDUCATE) or find good jobs in the future. It can also help them with life's many **6** **challenges** (CHALLENGE).

Unit 5

Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words including the word in bold.

- Phil's **a serious person** - he never smiles. **SERIOUS**
Do _____ you?
- Those shoes aren't the same colour. **MATCH**
Those shoes _____ - they're different colours.
- Were these your everyday clothes when you were twenty? **WEAR**
_____ these clothes every day when you were twenty?
- Can I help you? **B** Yes, please. I need a red hoodie. **FOR**
Can I help you? **B** Yes, please. I _____ a red hoodie.

Unit 6

Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words including the word in bold.

- Modern thrillers aren't scarier than older films. **AS**
Older films are **as scary as** modern thrillers.
- Gauguin wasn't as good a painter as Picasso. **THAN**
Picasso was a _____ Gauguin.
- All other cinemas are smaller than the Odeon. **BIG**
There isn't a cinema _____ the Odeon.
- In this museum there isn't a more famous painting than 'Swans'. **FAMOUS**
'Swans' is _____ painting in this museum.
- We haven't got many parks in our city. **ENOUGH**
There _____ parks in our city.

Unit 8

Choose the correct words a-c to complete the text.

FOR SALE

1 **Fitness tracker** £50 - with heart rate monitor (install **2** _____ and use it on your smartphone or **3** _____).

4 _____ keyboard and mouse £30 (AA **5** _____ included) compatible with most personal **6** _____.

- a fitness tracker **b** smart fork **c** website
- a film **b** an application **c** memory
- a tablet **b** mouse **c** charger
- a digital **b** portable **c** wireless
- a speakers **b** batteries **c** lamps
- a computers **b** trackers **c** speakers

Unit 9

Complete the second sentence so that it means the same as the first one. Use no more than three words in each gap.

- They have to keep their feet on the ground.
They **mustn't take** their feet off the ground.
- Your head feels very hot - you're not well!
You've _____ - you're not well.
- In rugby you're not allowed to throw the ball forward.
You _____ the ball forward in rugby.
- It's not necessary to practise every day.
You _____ to practise every day.
- Don't go to school if you're ill.
You _____ home if you're ill.

Unit 10

Complete the text with the correct words of the words in bold.

COMMUNITY GARDEN **1** **competition** (COMPETE)

This is your chance to win a special makeover for your community garden. Recent **2** **research** (SEARCH) has found that spending just ten minutes in a **3** **natural** (NATURE) environment is good for us. And creating city gardens is good for people too.

People who live near gardens are **4** **healthier** (HEALTHY) and feel **5** **relaxed** (RELAX). It also reduces air **6** **pollution** (POLLUTE) and makes life in a city more **7** **pleasant** (PLEASURE). Send us your project today to enter!

2 Choose the correct words a-c to complete the texts.

- City of stars is one of _____ songs from the musical called *La La Land*.
a the most popular **b** the more popular **c** most popular
- Conceptual art and photography is an exhibition at the Richard Saltoun _____.
a cinema **b** gallery **c** theatre
- South West Four, London's _____ music festival, returns for an epic weekend.
a dance **b** dancer **c** choreography
- The Importance of Being Earnest* is a new version of the _____ Oscar Wilde's play.
a composer **b** sculptor **c** writer

Unit 7

1 Complete the text with the correct words of the words

Explore Edinburgh's Old Town and New Town

This tour is ideal for first-time **1** **visitors** (VISIT) to the city. The tour begins in the Old Town with its narrow streets and **2** **historic** (HISTORY) squares. Then it goes up to Edinburgh Castle, St Giles' Cathedral and the **3** **National** (NATION) Museum of Scotland. In August you can watch the many street **4** **performers** (PERFORM) at the Edinburgh Festival. New Town is **5** **different** (DIFFER) from Old Town. It has **6** **wider** (WIDE) streets and buildings with Georgian architecture.

2 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words including the word in bold.

- The city centre isn't far. Let's walk. **ON**
The city centre isn't far. Let's **go on foot**.
- Where do I get on the train? **BOARD**
At which station **do board** the train?
- It's better to take a taxi if you want to be on time. **BY**
It's better **to go by** taxi if you want to be on time.
- Sorry, can you tell me the way to the park? **HOW**
Excuse me, **how do I** get to the park?
- I'm going to live in local people's home when I'm in Australia. **STAY**
I'm going to **stay with** a host family when I'm in Australia.

Unit 1

Read *Active Vocabulary*. Then study the word list on page 21 and choose six words that are new to you. Prepare flashcards for these words.

ACTIVE VOCABULARY | Flashcards

We usually remember new things better when we write them down and come back to our lists many times. For example, you could write a new word on the front of a paper card and its definition or translation on the back. Then you can test yourself and check how many words you remember.

Unit 2

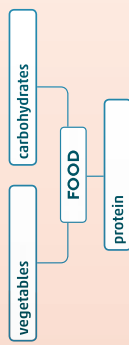
Read *Active Vocabulary* in Unit 1 again. Choose six words from the word list on page 33 and prepare a flashcard for each word. Then, in pairs, swap your flashcards and guess the words based on the information on the back of the card.

Unit 3

Read *Active Vocabulary*. Then study the word list on page 47 and add more sub-categories and words to the map below.

ACTIVE VOCABULARY | Vocabulary maps

Vocabulary maps are a visual way of recording and remembering new vocabulary. They let you group vocabulary by certain criteria, but connected to the same topic e.g.



Unit 4

Read *Active Vocabulary*. Then study the word list on page 59 and draw a vocabulary map. Put **SCHOOL** in the middle. In pairs, compare your maps and answer the questions:

- Are your categories the same?
- Who has more words in their vocabulary map?
- Can you add any more words to your maps?

Unit 5

Read *Active Vocabulary*. Then find the antonyms of the words below in the word list on page 73.

- 1 different from similar 2 funny serious
3 long short 4 small large 5 young old

ACTIVE VOCABULARY | Synonyms and antonyms

Synonyms are words that have the same or a very similar meaning. Antonyms are words with an opposite meaning. When you meet a new word, it's a good idea to look it up in a dictionary and record its synonyms and antonyms.

STUDENT A

2B Exercise 6, page 26

Follow the instructions.

Draw five cats in your picture. Don't show your picture to your partner!

In pairs, ask and answer questions to find the cats in your partner's picture. You can only ask 15 questions. Use the prepositions from the box to ask and answer questions.

behind between on next to under



A *Is there a cat under the chair?*

B *Yes, there is. No, there isn't.*

2F Exercise 5, page 31

Follow the instructions. Use the notes below and the phrases in the Speaking box on page 31 to role play the situation.

INFORMATION

REVIEWS (0)

LOCATION

Beautiful house in central Edinburgh

Edinburgh, Scotland

6 Guests 3 Bedrooms

You see this advert online. Call Student B to find out more information:

- Extra beds? Bathrooms? How many?
- Shower or bath?
- Wi-Fi?
- Parking space?

3B Exercise 6, page 40

Follow the instructions. Then change roles.

- 1 You are the customer. Read your shopping list and ask the shop assistant if he/she has got these things. Don't forget to ask about the prices!

Shopping list

- two bags of pasta
- one bottle of oil
- four cartons of juice
- one jar of coffee
- two tins of tomatoes
- one packet of biscuits

A *Have you got any pasta?*

B *Yes, I have. How much do you want?*

A *How much is it?*

B *99p for a bag.*

A *I'd like two bags, please.*

- 2 You are the shop assistant. Look at the table and serve your customer with the items you have got.

PRODUCT	PRICE	NOTES
milk	£1 (a bottle)	lots of bottles
eggs	£1.62 (a carton)	lots of cartons
butter	£1.18 (a pack)	lots of packs
potatoes	95p (a bag)	0
tuna	£1.89 (a tin)	0
mayonnaise	£2.49 (a jar)	1

3C Exercise 8, page 41

Follow the instructions. Use the menu on page 40 and the Speaking Box on page 41 to help you.

You are the customer in a café. Think about these questions.

- Do you eat meat and fish? Or are you a vegetarian?
- Are you really hungry?
- How much money do you want to spend?

4F Exercise 7, page 57

Follow the instructions. Use the Speaking Box on page 57 to help you. Then change roles.

You are student A's mum/dad. Your son or daughter asks your permission to do the things below. If you say 'no', give a reason.

- Invite some friends to your house
- Go to the shopping centre
- Borrow some money
- Get back home after midnight

5C Exercise 7, page 67

Follow the instructions. Use the Speaking Box on page 67 to help you. Then change roles.

- You are the shop assistant in a clothes shop.
- Offer to help the customer.
 - Find the sizes of clothes the customer wants.
 - Answer any other questions the customer has.

6F Exercise 8, page 83

Follow the instructions. Use the Speaking Box on page 83 to help you. Try to agree on something to do.

- 1 It's hot. You're bored. You want to do something outside. Phone student A and make some suggestions.
- 2 It's Student B's birthday tomorrow and there is a surprise party at his/her house at 6.30 p.m. Respond to Student B's suggestions appropriately.

9E Exercise 6, page 121

Follow the instructions. Use the Speaking Box on page 121 to help you. Then change roles.

- Your friend (Student B) looks sick.
- Ask about his/her health.
- Show sympathy.
- Offer some advice.

STUDENT B

2B Exercise 6, page 26

Follow the instructions.

Draw five cats in your picture. Don't show your picture to your partner!

In pairs, ask and answer questions to find the cats in your partner's picture. You can only ask fifteen questions. Use the prepositions from the box to ask and answer questions.

behind between on next to under



A *Is there a cat on the shelf?*

B *Yes, there is. No, there isn't.*

2F Exercise 5, page 31

Follow the instructions. Use the Speaking box on page 31 to help you.

You rent a house online. Student A calls you to find out more information. Read the description below and answer Student A's questions.

It's a beautiful 3-bedroom house in central Edinburgh, suitable for 6–8 guests. There are two bathrooms: one with a bath and the other with a shower. There are two extra beds, Wi-Fi and parking space in the street.

3B Exercise 6, page 40

Follow the instructions. Then change roles.

- 1 You are the shop assistant. Look at the table and serve your customer with the items you have got.

PRODUCT	PRICE	NOTES
pasta	99p (a bag)	lots of bags
oil	£3.60 (a bottle)	lots of bottles
tomatoes	85p (a tin)	lots of tins
juice	£1.34 (a carton)	2
coffee	£2.70 (a jar)	0
biscuits	£4.20 (a box)	0

- 2 You are the customer. Read your shopping list and ask the shop assistant if he/she has got these items. Don't forget to ask about the prices!

Shopping list

- one bag of potatoes
- two bottles of milk
- one box of eggs
- one packet of butter
- three tins of tuna
- one jar of mayonnaise

A *Have you got any potatoes?*

A *No, sorry we haven't got any!*

B *Okay. How much is the milk?*

A *It's one pound for a two litre bottle.*

B *OK, can I have two bottles, please?*

3C Exercise 8, page 41

Follow the instructions. Use the café menu and the Speaking box on page 41 to help you.

You are the server in a café. Think which things on the menu are available today.

A *Are you ready to order?*

B *Yes, please. I'd like ...*

4F Exercise 7, page 57

Follow the instructions. Use the Speaking box on page 57 to help you.

You're talking to your mum/dad. You want permission to do the things below. Ask questions.

- Invite some friends to your house.
- Go to the mall.
- Borrow some money.
- Get back home after midnight.

5C Exercise 7, page 67

Follow the instructions. Use the Speaking box on page 67 to help you. Then change roles.

You are the customer in a clothes shop.

- Think of three items of clothing you need.
- Ask the assistant for the sizes you need.
- Ask to try the clothes on and decide if you want to buy them.

6F Exercise 8, page 83

Role play the situations. Use the Speaking box on page 83 to help you. Try to agree on something to do.

- 1 You're busy at home. You're happy to do something with Student A but you don't want to go out. Respond to Student A's suggestions appropriately.
- 2 It's your birthday tomorrow and you want to do something interesting after school. Phone student A and make some suggestions.

9E Exercise 6, page 121

Follow the instructions. Use the Speaking box on page 121 to help you. Then change roles.

- You are not feeling well.
- Describe your problems/symptoms.
- Say when it started.
- Thank Student A for their advice.

ALL STUDENTS

6E Exercise 1, page 82

Answers to the quiz: 1 a, 2 a

9B Exercise 2, page 118

Answers to the quiz: 1 91,4 cm 2 A lawyer and president of FIFA 3 A bat: baseball, cricket; A racket: table tennis, tennis, badminton 4 A goalkeeper 5 7.3 m 6 climbing, cycling, horse riding, kayaking, mountain biking, skateboarding 7 We think the Persians first used swimming goggles in the 14th century when they were diving for pearls. 8 Orange

UNIT 0

OA WELCOME!

Adele (1988–) is a British singer. She went to the BRIT School for Performing Arts and Technology and recorded her first songs for a class project. A friend posted them on Myspace, they became popular, and this led to a recording contract in 2006. She became famous when she released her debut album *19* in 2008. She sang the theme song for the James Bond film, *Skyfall*, in 2012 which won the Oscar for Best Original Song. Her song *Hello* was the first song ever to have a million digital sales in one week.

Alice Braga (1983–) is a Brazilian actress. She appeared in several Brazilian films and her performance in *Lower City* won her eight Best Actress awards in various Latin American countries. She became internationally famous when she appeared with Will Smith in the film *I Am Legend*.

Andy Murray (1987–) is a British tennis player. He has won three Grand Slam tournaments and two Olympic gold medals and was World number one for a while. Andy considers himself British and Scottish and once joked that, when England play football, he always supports the team they are playing against. He became Sir Andrew Murray in 2017.

Donatella Versace (1955–) is an Italian fashion designer. Her brother Giovanni founded the Versace company and after his death, Donatella used her publicity and business skills to make it an internationally famous company. The Lady Gaga song, *Donatella*, was written for her.

Kendall Jenner (1995–) is a model and media personality. In 2017, she became the highest paid model in the world. She is a half-sister to the Kardashian family through her mother Kris Jenner and she has appeared in the reality TV show, *Keeping up with the Kardashians*. She also made a cameo appearance in the film *Ocean's 8*.

Lana Condor (1997–) is an American actress and dancer. She was born in Vietnam and was originally named Tran Dong Lan but was adopted by an American couple and moved to America as a baby. She made her film debut in 2016 in the film *X-men: Apocalypse* and her first leading role was in *To All the Boys I've Loved Before*.

Lionel Messi (1987–) is an Argentinian footballer. As a boy he suffered from a growth hormone deficiency and moved to Barcelona at the age of thirteen to get medical treatment. He made his debut for the club at the age of 17. He holds the record for the most goals scored in La Liga and is also Argentina's all-time leading goal scorer.

Mark Zuckerberg (1984–) is the co-founder of the Facebook social media website. He had the idea while he was at Harvard University, although, originally, the website was meant for students at the university only. At the age of 23, he became the youngest ever self-made billionaire.

J. K. Rowling (1965–) is the author of the *Harry Potter* series of books which have now sold over 500 million copies worldwide. She had the idea while on a delayed train to London. She was unemployed for a while and suffered from poverty and, since her success, has given a lot of her fortune to charities helping the poor. The K is for Kathleen, her grandmother's name.

Paloma Picasso (1949–) is a fashion designer and businesswoman. Her parents were both artists and her father, Pablo Picasso, painted Paloma in several paintings such as *Paloma in Blue*. She began her jewellery making business in 1968 and has been working for Tiffany and Co. since 1980.

Rafael Nadal (1986–) is a Spanish tennis player. He started playing at the age of three and won an under-12 tournament when still only 8. His uncle played football for the Spanish national team and Rafael was also a good footballer. He had to choose between tennis and football at the age of 12 and chose tennis. He has won over 80 career titles and was the world's number one player for 196 weeks.

Unit 1

1A GRAMMAR AND VOCABULARY

The United Arab Emirates is a federation of seven emirates. The largest is Abu Dhabi and it is also the UAE's capital. The states gained independence in 1965 and united together in 1971. The country's oil reserves are the seventh largest in the world but, because of investment in other areas, the country is less reliant on oil and gas than it was.

1G WRITING

Liverpool is a port city in the north-west of England and it has a population of around half a million. It is a popular tourist destination, mainly because of the pop group, The Beatles, who came from the city. It is home to Europe's oldest Black African and Chinese communities as well as a large Irish population.

Boston is a city in the north-east of the USA and has a population of about 700,000. It was founded in 1630 and was the location of the Boston Tea Party, a protest against British taxes which was one of the causes of the War of Independence.

San Francisco is a city on the west coast of the USA. It is famous for the Golden Gate Bridge and Alcatraz prison. The city has a population of about 900,000. It was founded in 1776 and is named after St Francis of Assisi.

REVISION 1

Manchester is a city in the north of England with a population of 500,000. The Romans founded the city in 79 AD and it became the world's first industrialised city during the Industrial Revolution of the 19th century. It is famous for its two major football teams and *Coronation Street*, Britain's longest running soap opera, set in a typical Manchester street.

Oxford is a city in the south of England, about 80 kilometres west of London. It is home to Britain's oldest university and is often known as 'the city of dreaming spires' because of its historic architecture. The city got its name because it was a place where oxen could cross, or ford, the river; a ford being a shallow part of the river which made a safe crossing possible.

Unit 2

2A GRAMMAR AND VOCABULARY

California is the 3rd biggest American state by area after Alaska and Texas, and the biggest by population (about 40 million). It became a part of the USA in 1847 after the Mexican-American war. It includes the highest mountain in the main part of the USA, the highest waterfall, the lowest land (Death Valley, 86 metres below sea level) and the biggest tree, called General Sherman.

Osaka is in the south of Japan. It is the second biggest city in the country with a population of about 19 million. In 645 AD, the Emperor built a palace in this place and made the town, then called Naniwa, the capital of the country.

London is the capital of the United Kingdom and has a population of about 10 million. It is situated on the River Thames and was first settled by the Romans after their invasion in 43 AD. Now, London is considered one of the most important and most visited cities in the world, famous for its sights, theatres, museums, galleries, and financial centres. It is also the place of residence of the British monarch.

2B VOCABULARY

Birmingham is in the centre of England in an area known as The Midlands, and is the second biggest city in the country with a population of over a million. The city has 571 parks, more than any other European city.

2D READING AND VOCABULARY

New York City is the official name of New York so that it isn't confused with New York State. It is the biggest city in the USA with a population of about 8 million in the city and 20 million in the metropolitan area. It consists of five boroughs: Manhattan, Brooklyn, Queens, The Bronx and Staten Island. Its original name, when it was founded by Dutch settlers, was New Amsterdam.

2F SPEAKING

Shoreditch is an area of London just east of the main business centre. Shoreditch underground station opened in 1876 but closed in 2006 and was replaced by Shoreditch High Street station which is not a part of the underground but is on the London Overground rail network.

Bristol is a city in the south west of England, near the Welsh border. Before the Industrial Revolution, it was one of Britain's richest cities because of its importance to trade with America and other countries, including the slave trade.

2G WRITING

Manchester City football club was formed in 1880 and joined the Football League in 1899. In 2008, the club was bought by the Abu Dhabi United Group who have invested large amounts of money into the club. In 2016, they appointed Pep Guardiola as manager. In 2018, the club became the first English club to win 100 points in a season and in 2019 they won the treble of the League, FA Cup and League Cup.

REVISION 2

Brixham is a small town on the south coast of England in the county of Devon. One of the attractions of the town is a replica of the *Golden Hind*, the boat in which Sir Francis Drake sailed around the world in the 16th century.

Unit 3

3E LISTENING AND VOCABULARY

Francesco Tonelli was born in Italy and was brought up in Milan. He has worked in kitchens and hotels all over Europe and is also a professor of culinary arts and works as a food stylist for La Cucina Italiana magazine.

3F READING AND VOCABULARY

New Jersey is a state in the north east of the USA. The George Washington Bridge in Manhattan links New York City with the state. It has a population of 9 million and is the most densely populated state in the country. It was originally settled by the

Dutch and Swedes but was taken over by the British and named after the island of Jersey in the English Channel.

Philadelphia is the biggest city in the state of Pennsylvania and the 6th biggest city in the USA. It was founded in 1682 and is the city where the Declaration of Independence was signed on July 4th 1776. One of its most famous sights is the Liberty Bell, one of the bells rung to celebrate independence from the British.

Unit 4

4A GRAMMAR AND VOCABULARY

William Shakespeare (1564–1616) was a poet, playwright and actor. He is often said to be the greatest ever writer in the English language. His 39 plays include *Hamlet*, *Romeo and Juliet*, *Othello* and *Macbeth*. Questions started to arise about whether he was actually the writer of his plays in the mid-19th century and still continue today. The reasons given are that his level of education and his position in society would have made it impossible for him to write his plays. However, no one questioned his authorship while he was alive or for 250 years after his death.

4C GRAMMAR

No Pens Day Wednesday was the idea of an organisation called The Communication Trust. The day started in 2011 and, although there is only one official day a year, some schools use the idea more often when they see the benefits it brings. In 2017, over 7000 schools in the UK took part.

4E LISTENING AND VOCABULARY

Atuleer is a village in Sichuan province in China. It is situated almost 1 kilometre above the ground and is inhabited by 72 families. The village attracted worldwide attention in 2016 when **images of children climbing down the cliff to school** went viral. The local government was forced to do something about the situation. In November 2016, the wooden ladders were replaced by a steel staircase with safety bars, although it is still dangerously steep.

The Rideau Canal links Canada's capital city Ottawa to Lake Ontario. It is 202 kilometres long. The section used for skating isn't the longest in the world; that is in Winnipeg in Canada, but because the Rideau Canal is wider, it is the biggest skating rink in the world.

Gdańsk is a city in the north of Poland. It is part of the Tri-city area consisting of Gdańsk, Sopot and Gdynia. Over the centuries it has been under Polish, Prussian and German rule as well as being a free city. The Second World War started at Westerplatte just north of the city and the city's dockyards were the birthplace of the Solidarity movement which helped to overthrow Communist rule.

4G WRITING

Chelsea FC are an English professional football club. Founded in 1905, the club is based in south-west London. Chelsea are one of England's best football clubs, with over thirty football prizes e.g. FA Cup, UEFA Cup, UEFA Champions League etc. Since 2003, the club's owner has been Roman Abramovich, a famous Russian billionaire.

York is a city in the north of England. It was founded by the Romans in 71 AD. In 866, it was invaded and taken over by the Danes. The city was a wool trading centre and later became an important part of the railway network. It is a popular tourist attraction with many old houses, a large cathedral and the best preserved city walls in England.

Unit 5

5A GRAMMAR AND VOCABULARY

Inverness is a small city in the north of Scotland. Its name means *Mouth of the River Ness*, which flows from Loch Ness, home of the famous mythical monster, to the sea. Inverness is an important place for bagpipe players and hosts the Northern Meeting every September. It is also the home of the Highland Games.

Brighton is a city on the south coast of England. It is a popular tourist destination and attracts about 7.5 million day trippers every year as well as 5 million people who stay in the city. It has a large cultural and music scene and is sometimes known as 'London by the sea'.

Wales is a country to the west of England. It has been a part of the United Kingdom since 1536. Its most famous natural areas are Snowdonia, a mountainous region, in the north and the Pembrokeshire Coast in the south-west. Welsh has been one of two official national languages since 2011 and all Welsh schoolchildren study Welsh until the age of 16.

The British Broadcasting Corporation (the BBC) was formed in 1922. It started its first daily radio service in October of that year. In 1932, King George V gave the first national speech to the nation and, in 1936, the BBC television service started. The first live, outside broadcast shown on British TV was the coronation of King George VI in 1937.

5D GRAMMAR

David Bowie (1947–2016) was a singer, songwriter and actor. He is considered one of the most important musicians of the 20th century, a pop and a fashion icon. His first hit record was *Space Oddity* in 1969 and he continued to make music until his death. His other famous songs include *Heroes*, *Let's Dance*, *Under Pressure*, a song he performed with the band Queen. He was known for his stage personas, one of which was Ziggy Stardust, an alien who fell to the Earth.

Glam rock was a popular form of music, especially in the UK, in the early 1970's. It used a heavy guitar sound with catchy, popular tunes. Many of the artists wore glittery clothes and often wore make-up and had very long hair. Some of the most popular glam rock artists were Slade, The Sweet, Roxy Music, David Bowie and T-Rex.

Platform shoes were popular amongst glam rock stars. They have a high sole, usually 3–10 centimetres in height. They are not a new idea. In Ancient Greek theatre, the main characters often wore platform shoes to make them taller.

5F READING AND VOCABULARY

Doppelgänger is a German word which literally means 'double-goer'. It refers to a lookalike stranger, a person identical to another person, but not biologically related. According to some legends, doppelgängers weren't real people but ghosts. It was said that, if you saw one, it was bad luck and could be an omen of death.

5G WRITING

Oliver Giroud (1986–) started his football career at Grenoble before moving to Montpellier. He scored 21 goals for them and helped them to win their first ever French championship. He then moved to Arsenal, in London, before going to Chelsea. In 2018, he was part of the French team that won the FIFA World Cup.

Singapore is an island state in south-east Asia just north of the equator. It became independent from Britain in 1963 but became part of the country of Malaysia. Two years later, it broke away to become a completely independent country.

Unit 6

6A GRAMMAR AND VOCABULARY

Anders Weberg is a Swedish experimental director, author of the film *Ambiencé*, the second longest film in the world.

The experimental film **Logistics** is the world's longest – it is 35 days long. Made in 2012 by Erika Magnusson and Daniel Andersson, it showed how a pedometer was made from its production in China to its journey to Europe until it was put on sale in Sweden. However, the entire process was shown in reverse order, starting with the sale and ending with the production – everything in real time.

Raoul Haspel's silent record was part of a silent campaign to raise money for refugees at the Traiskirchen refugee camp in Austria. The name of the track was *Schweigeminute* which literally means 'minute's silence' in German. He did it because he says that people who stop to think and remain calm usually make better decisions than those who shout the loudest.

John Lennon silent track was called *Two Minute's Silence* which was on his album *Unfinished Music No 2: Life With The Lions* which he recorded with his wife, Yoko Ono.

Artist **Jonty Hurwitz** is from Johannesburg in South Africa. He started producing sculptures in 2009 and has created the smallest human form ever created using nanotechnology.

Don Quixote, or as its full title reads, *The Ingenious Gentleman Sir Quixote of La Mancha*, is a Spanish novel written by Miguel de Cervantes. It was published in two parts in 1605 and 1615. It tells the story of a nobleman, Alonso Quixano, who reads so many stories about knights and romances that he decides to become a knight and serve his country.

The Nautilus is the highest museum in the world. It is located at the base camp of Plaza de Mulas on the west face of Mt Aconcagua in Argentina. It was founded in 2003 and houses 40 paintings by the museum's owner, Miguel Doura. It is only open during the climbing season from December to March.

Eminem (1972–) is a rapper and actor. His real name is Marshall Bruce Mathers III. He has been called 'the King of Hip Hop'. He was the first artist to win Grammy Awards for three consecutive albums. He has also won an Oscar for Best Original Song, *Lose Yourself* from the film *8 Mile*, which he also starred in.

6B READING AND VOCABULARY

Jimi Hendrix (1942–1970) was an American singer, songwriter and guitarist. The Rock'n'Roll Hall of Fame calls him 'arguably the greatest instrumentalist in the history of rock music'. He became famous after his performance at the Monterey Pop Festival in 1967 and he also headlined Woodstock in 1969.

6C VOCABULARY

The Grinch was based on the story by Dr Seuss called *How the Grinch Stole Christmas*. It came out in 2018 and made over \$500 million becoming the highest-grossing holiday film ever.

Titanic (1997) starred Leonardo di Caprio and Kate Winslet and was directed by James Cameron. It cost about \$200 million to make but earned over \$2 billion worldwide and won 11 Oscars.

How to Train Your Dragon (2010) was the first in a series of films (the third came out in 2019) about a young Viking who becomes friends with a dragon. The film was based on a book by Cressida Cowell. The first film made nearly \$500 million worldwide and cost \$165 million to make.

The Space Between Us (2017) is a romantic science-fiction film about the first human born on Mars. By the time he reaches 16, he has only ever met 14 people in his life but he becomes friends online with a girl from Colorado and he goes to earth to visit her. It didn't do well at the box office and only made about half of what it cost to produce (\$30 million).

6E LISTENING AND VOCABULARY

Banksy (1974–) Banksy is an anonymous British artist who creates street art about social and political issues. Banksy's career as a street or graffiti artist started in the early 1990s. He became famous because his work was highly political and often about war and capitalism. His work has appeared on streets, walls and bridges all over the world. In 2003, he was described by a journalist as 'white, 28 and scruffy'. Some people claim his name is Robin Gunningham from Bristol but this hasn't been proved.

Andy Warhol (1928–1987) was an American artist who was a leading figure in the pop art movement. His famous paintings include *Campbell's Soup Cans* (1962) and *Marilyn Diptych* (1962). He also managed the experimental rock band The Velvet Underground and released a number of experimental films. He once said that in the future everyone would be famous for fifteen minutes, a prediction that has started to come true with the rise of reality TV and social media.

REVISION 6

Christopher Nolan (1970–) is a British director. His first film was *Following* in 1998. He has made some very commercially successful films such as *The Dark Knight Trilogy*, *Inception* and *Interstellar*. His ten films so far have received a total of ten Oscars altogether. He won Best Director at the Golden Globes for *Dunkirk*, but not the Oscar.

The Kiss is a sculpture made by a French sculptor, Auguste Rodin (1840–1917). It can be seen in the Musée Rodin in Paris.

Damien Hirst (1965–) is an English artist who is said to be the UK's richest artist. He is famous for his controversial artworks which include several of dead animals which have been preserved. His work *Lullaby Spring* was the most expensive artwork by a living artist when he sold it for \$19.2 million to the Emir of Qatar in 2007.

The Omen was a 1970's horror film directed by Richard Donner.

Life of Pi was written by Canadian writer Yann Martel in 2001. It is about a Tamil boy from India who survives 227 days in a lifeboat with a tiger called Richard Parker. The film version was directed by Ang Lee and starred Suraj Sharma. Ang Lee won the Best Director Oscar. Critics praised the use of 3D, one critic saying that 'you don't watch the film, you live it'.

Hans Christian Andersen (1805–1875) was a Danish author who is best known for his fairy tales. His most famous include *The Ugly Duckling* and *The Emperor's New Clothes*. In Copenhagen you can see a statue of *The Little Mermaid*, the character in another of his famous stories. A lot of films have been based on his stories including *The Little Mermaid*, a Disney film from 1989.

Unit 7

7A GRAMMAR AND VOCABULARY

Regent's Park is one of the Royal Parks of London. As well as the open air theatre, it contains London Zoo. The theatre was founded in 1932 and the 1200 seats are completely uncovered. The 2019 repertoire included Shakespeare's *A Midsummer Night's Dream* and the musical *Evita*. There is always a Shakespeare play as part of the repertoire.

The British Museum was established in 1753 and has a permanent collection of around 8 million items. It was the first public national museum in the world. Many of the objects inside were collected during the British Empire and there is now some controversy about whether some items should be returned to their countries of origin.

Tooting Bec Lido is the largest fresh water swimming pool in the UK. It is 91 metres long and 20 metres wide. It is open to the public from late May to September. The rest of the year it is reserved for use by the South London Swimming Club. It opened in 1906 but mixed bathing wasn't allowed until 1931.

7B VOCABULARY

Salford Quays was built at the end of the Manchester Ship Canal where the Manchester docks used to stand. When the docks closed in 1982, the area was redeveloped to include housing, a hotel, offices and a cinema. The Lowry houses two theatres and an art gallery. It is associated with the local artist L.S. Lowry and you can see a collection of his work there.

7D GRAMMAR

Museum Mile is the name given to a mile-long part of Fifth Avenue in New York City. There are nine museums in all; The Museum of African Art, El Museo del Barrio, Museum of the City of New York, The Jewish Museum, National Design Museum, National Academy Museum (and School of Fine Arts), The Guggenheim Museum, Neue Galerie and the Metropolitan Museum of Art.

Grand Central Terminal is a Railway Station in New York City which is the final stop for trains coming to New York from the north. It was built between 1903 and 1913 and its architecture makes it a major tourist attraction as it has appeared in many films.

Times Square is a major entertainment centre in New York, famous for its neon lights and adverts. It attracts about 50 million visitors a year. It is the main centre for New Year's Eve celebrations in the city with a million people gathering there every year. At the end of the millennium, it was estimated that 2 million people were in the neighbourhood.

The Empire State Building is a 443-metre high skyscraper in Manhattan. It was completed in 1931 and for nearly forty years was the tallest building in the world. It has been shown in many films, most famously in *King Kong* when the giant ape climbs up the outside of the building. There are observation decks on the 86th and 102nd floors and they attract around 4 million visitors a year.

Greenwich Village is the name of a neighbourhood in the centre of Manhattan that was for a long time known as a fashionable, artist's area. The nightclub Café Society which opened in 1938 was the first racially integrated club in the USA. Many musicians started their careers in the area's folk clubs including Bob Dylan.

Roosevelt Island is in the East River between Manhattan and Queens. It is about 3 kilometres long and 240 metres wide and has a population of around 12,000. It was named after the

former president, Franklin. D. Roosevelt. It is close to the United Nations Headquarters and many diplomatic staff live there.

7F

The Golden Gate Bridge was built between 1933 and 1937 and, when it was finished, it was the longest suspension bridge in the world with a total length of 2.7 kilometres. It does not get its name from the colour of the bridge, which is a dark red – it crosses the Golden Gate Strait which leads from the Pacific Ocean to San Francisco Bay.

Sydney Opera House opened in 1973. The architect Jørn Utzon won a competition to design the building in 1957. The construction took a long time because of the difficulty in building the famous roof. It took six years and at least 12 different designs before a design could be found that wasn't too expensive. When it started, the estimated cost was \$7 million. In the end it cost \$102 million.

The Great Barrier Reef stretches for over 2300 kilometres and is protected by the Great Barrier Reef Marine Park. Because of climate change and other environmental problems, the reef has lost more than half of its coral since 1985. An 800-kilometre section of the northern part of the reef has died because of higher water temperatures.

REVISION 7

The Orient Express is the name given to a train running from Istanbul to Europe. It was created in 1883 and there were a number of different routes mainly between Istanbul and Paris. The Orient Express stopped running altogether in 2009 but there is a private train, which you can now book from Paris to Istanbul which uses original carriages from the 1920s and 1930s.

Carmen is an opera by French composer Georges Bizet. It was first performed in 1875. It is set in Spain and tells the story of Don José who falls in love with Carmen with tragic consequences. Early reviews were poor but it became popular in performances abroad.

Covent Garden is an area of central London which used to house a large fruit and vegetable market but is now a shopping and tourism area. There are a number of theatres, the Royal Opera House and The London Transport Museum in the area. In 2019, the largest at that time Apple store in the world opened there.

Unit 9

9A GRAMMAR AND VOCABULARY

Cycle ball dates back to 1893 and its first world championships were in 1929, one year before the first Football World Cup. The bikes don't have brakes and can go backwards as well as forwards. Matches consist of two halves of seven minutes each. It's an expensive sport as bikes are often damaged during matches and can cost 2000 euros each.

The first **snow kayaking** race took place in Lienz, Austria in 2002. A World Championship was held there in 2007. There are different kinds of kayaks used and it is the athlete who decides which kayak is suitable for their needs. Considered an extreme sport, snow kayaking's popularity is growing.

Octopush was invented in 1954 when a member of the Southsea Sub-Aqua Club decided to think of a way to keep members active during the winter months. The sport is played worldwide and the first World Championships were held in Canada in 1980. Six players play on each team but there are four extra players and players constantly change during the match.

9B LISTENING AND VOCABULARY

The World Cup was renamed the **Jules Rimet Trophy** in 1946 after FIFA President who in 1929 initiated the idea of a worldwide football championship. When Brazil won the trophy for the 3rd time, in 1970, they were allowed to keep it and a new trophy was made.

9C GRAMMAR

The 42-kilometre race known as the **marathon** gets its name from an event in Ancient Greece. After the Battle of Marathon between the Greeks and Persians in 490 BCE, a messenger ran the distance to bring news of the victory to Athens. It is said that he ran the whole distance without stopping, exclaimed 'We have won' and then died.

9F READING

NASA stands for the National Aeronautics and Space Administration. It was established in 1958 and has been responsible for most space exploration since then. NASA's headquarters are in Washington D.C. but the most famous centre is the Kennedy Space Centre in Florida.

The International Space Station was launched in 1998 and it has been inhabited continuously since 2000. It is run by NASA as well as the Russian, Japanese, European and Canadian space agencies. By March 2019, 236 people from 18 countries had visited the space station.

REVISION 9

As well as two Olympic gold medals, **Alistair Brownlee** has won the World Championships twice, the European Championships four times and the Commonwealth Games once. His brother won the silver medal at the 2016 Olympics and the Bronze medal in 2012. In the 2016 World Triathlon Series in Cozumel, Mexico, his brother was winning when he suddenly started to show effects of exhaustion. Alistair could have won the race, but instead helped his brother over the line. In the end, Jonathan came second and Alistair third.

Unit 10

10A GRAMMAR AND VOCABULARY

The Atacama Desert covers a 1000-kilometre long area of land along the Pacific coast of Chile. The average rainfall is 15 mm a year although some areas receive much less and some weather stations in the desert have never received any rain.

Angel Falls is a waterfall in Venezuela. It's 979 metres high, making it the highest waterfall in the world. It is named after Jimmie Angel, an American pilot who was the first person to fly over the waterfall. The native name is Kerepakupai Vena, which means 'waterfall of the deepest place'.

Tristan de Cunha is a group of islands in the Atlantic Ocean. It is located almost 2500 kilometres from South Africa and over 2000 kilometres from The Falkland Islands, off the coast of Argentina. There is no airport and the only way to get to the island is to take a six-day boat trip from South Africa. The island gets its name from the Portuguese explorer Tristao da Cunha who discovered it in 1506, although he didn't land there.

William Gosse discovered **Ayers Rock** in 1873 and named it after the Chief Secretary of South Australia, Sir Henry Ayers. In 2002 it was renamed Uluru/Ayers Rock. It is a sacred place for the local Aboriginal population and, although it is possible to climb the rock, they ask visitors not to.

STUDENT'S BOOK AUDIO SCRIPT

Unit 0

0A

1.4 Exercise 7, page 5

M = Mito

M: Hello. My name is Mito. That's M-i-t-o. I'm sixteen years old and I'm from Tokyo in Japan. I'm Japanese. Meet my friends! They're Natalia and Tomas. Natalia is from Budapest. She's Hungarian. And Tomas is French. He's from Lyon. They're sixteen like me!

0E

1.13 Exercise 1, page 11

B = Boy G = Girl

B: What day is it today?
G: It's Monday today.
B: What's the date?
G: It's the first of October.
B: Which month is next?
G: November is next.
B: Which season is it?
G: It's autumn.
B: When is Alice's birthday?
G: Her birthday's on Saturday, the sixth of October.
B: What time is her party?
G: Her party's at eight o'clock.

Unit 1

1B VOCABULARY

1.18 Exercise 2, page 14

I = Interviewer S1 = Speaker 1

S2 = Speaker 2 S3 = Speaker 3

S4 = Speaker 4 S5 = Speaker 5

S6 = Speaker 6

I: What are your favourite free-time activities?
S1: I hang out with friends and we go shopping.
S2: Um, I go to a friend's house and we play computer games.
—
I: Tell me about your favourite free-time activities.
S3: I play games on my mobile phone. I love games! And I listen to music every day.
S4: I read books and I go to the cinema.
S5: Yeah, I go to the cinema too.
—
I: What are your favourite free-time activities?
S5: I play sport every day. Basketball is my favourite. I also go to parties at weekends.
S6: I spend my free time at home. I write a blog and I watch TV or films.

1E SPEAKING

1.21 Exercise 2, page 18

See  3 page 207

1F LISTENING AND VOCABULARY

1.22 Exercise 3 & 4, page 19

Z = Zoe Je = Jen O = Owen Ja = Jack

Z: Hi! I'm Zoe. And this week's podcast is about guilty pleasures. Let's start with a few examples but let's make it fun. Guess what these people's guilty pleasures are. Here's Jen. She's my cousin. So what are your guilty pleasures, Jen? What kind of things do you like doing – but you don't tell people about?

Je: I love reading celebrity magazines. I look at the pictures and dream about the homes, clothes and lifestyles. I often buy one on the way home from school. I sometimes read it on the bus – but I never read them with friends. They laugh at me! I prefer reading at home. I put on some quiet music, then I lie on the sofa and start reading. I don't put it down until I finish!

Z: Owen is one of my best friends.

O: I really like sleeping late. On Saturday mornings, my dad goes to work – he has a shop. My mum takes my sister to her singing lesson and our flat is empty. It's really quiet so I just stay in bed ... I get up at about 11 and then have some breakfast and start my homework. I never tell anyone about my extra sleep. It's the best part of my weekend!

Z: Jack is Owen's brother.

Ja: I like watching reality TV shows. I love watching the strange lives of celebrities or just normal people. My sister doesn't agree with me. She thinks they're a waste of time. But some of my friends love them too. We watch them together.

1.24 Exercise 5, page 19

Z = Zoe

Z: I love singing in the shower. In the morning, I wait for my parents to go to work. I haven't got any brothers or sisters. I put on a song in the bathroom and I sing!

Unit 2

2B VOCABULARY

1.27 Exercise 2, page 26

A = Agent C = Client

A: This is the kitchen. There's a breakfast bar with a sink in the middle. And there's a cooker and a microwave and lots of cupboards. There's also a big fridge over here and a dishwasher and a washing machine ... Shall we go through to the bedroom?

C: Okay.

A: This is another good size room, with a double bed and a big wardrobe for all your clothes.

C: Nice!

A: Next door is the bathroom, with the usual toilet and washbasin, and a big mirror above it. Oh, and of course there's a bath and a shower.

C: Sure.

A: And finally the living room. There isn't a carpet in here, but there's a lovely black and white rug on the floor ... There's a big sofa, an armchair, and an LED TV. But my favourite thing is this fireplace – fantastic for the winter months!

C: Mmm, I'm not sure about the shelf above the fire ...

A: No, it probably gets a bit hot, I agree! Anyway, what do you think?

2C GRAMMAR AND VOCABULARY

1.28 Exercise 3, page 27

T = Theo R = Ruby

R: What's that?

T: Oh, it's just something from the university for new students.

R: Let me see. Are you ready to leave home?

T: What's funny?

R: Well, you're not, are you?

T: Yes, I am!

R: No, you're *not*! What chores can you do?

T: I can cook!

R: No, you can't, you burn everything!

T: Mum and Dad can cook really well, so it's in my DNA. I can definitely do the washing-up.

R: You never do the washing up – we've got a dishwasher!

T: Okay, so I can wash and dry my clothes ...

R: No, you can't do that. Remember the pink washing?

T: An accident! That doesn't mean I can't wash and dry clothes ...

- R:** And you never sweep the floor, I always do it!
- T:** Anybody can sweep the floor or vacuum the carpets!
- R:** Mum always complains we can't keep our rooms tidy and we don't know what a vacuum cleaner is!
- T:** I can look after myself!
- R:** Yeah, right! Prove it!
- T:** How?
- R:** Mum wants me to iron these clothes ...
- T:** And?
- R:** I can't iron very well ...
- T:** So you want me to show you how ...
- R:** Can you show me?
- T:** Go on then! Okay?
- R:** No! Can you show me again?
- T:** Look! It's really easy ...
- R:** How do you iron around the buttons?
- T:** One more time then it's your turn ...
- R:** Oops! It's the last shirt!

2E LISTENING AND VOCABULARY

1.31 Exercises 3–4, page 30

P = Presenter C = Christina

- P:** Today we have Christina Wu in the studio. Christina works at Harris University and is here to talk about roommates. Christina, how do universities choose students to be roommates?
- C:** At Harris, students do a questionnaire before they start. The questions are about everyday habits – for example, what time do you get up and go to bed? Do you make a lot of mess in your room or is it always tidy? These habits *need* to be similar for roommates. We also do our best to match people with *some* similar interests but this isn't necessary. Also, roommates can study different subjects.
- P:** So you read a *lot* of questionnaires in the summer before university starts?
- C:** There are about 1,000 questionnaires so, no, I can't read them all! A computer program matches 99% of students. But some students have, um, *difficult* habits – for example, they always study with loud music or they don't like sharing any of their possessions. In these situations, we ask some second or third year students to make suggestions of roommates because they understand the typical problems of sharing a room.
- P:** Good idea. And is it important where students come from?

- C:** That's a good question. Some students ask to live with school friends, but we don't like doing that – it's good for students to make new friends. But roommates can be from the same state – the US is a big country. We also have students from different countries – we don't look at nationalities.
- P:** Do students get any information about their roommates *before* they start?
- C:** We usually email students with their roommate's name. And also their phone numbers, but not their addresses. Then roommates can speak before university starts, and decide what furniture to take, for example, a microwave or a small fridge. But *some* students – not many – don't want to share personal information before they start. So we just send a first name. The first day of university is the first day they speak!
- P:** Thank you very much for speaking to us today, Christina. Good luck with matching students this summer!

2F SPEAKING

1.21 Exercise 2, page 31

See  6 page 208

REVISION 2

1.34 Exercise 8, page 35

J = Jonathan

- J:** Hello, my name's Jonathan Fuller. I'm just returning your call. You want to know about the flat in Hamilton Road? Well, it's quite a big flat – there are four big bedrooms, so it's fine for four people to share. Er, it's very modern – it's got new carpets in every room and there's a lovely new kitchen – it's only six months old! In the kitchen there's a sink, a dishwasher, a cooker and a microwave. Oh, I nearly forgot – there's a washing machine in the kitchen, too. It's a very big kitchen. Next to the kitchen there's the living room. It's got a large, comfortable sofa with two armchairs. There's also a coffee table and a new TV and DVD player. The living room has two enormous windows, so you can see into the garden. It's the best room in the flat, especially when it's sunny! There isn't a dining room, but, as I say, there's a big table in the kitchen, so you don't really need a dining room. There are two bathrooms – these are quite new, too: the big one has a toilet, a

washbasin, a bath and a separate shower; the small one doesn't have a bath – only a shower.

It's a downstairs flat, so you can use the garden – it's a bit messy at the moment, but it's nice to sit outside when the weather's nice. So, I think that's all you need to know. Call me back if you want to come and see the flat. You can come this evening if you like. You've got my number. Bye!

Life Skills 1–2

1.35 Exercise 3, page 36

I = Interviewer AM = Anna Miller

- I:** Today we're talking about time wasters. Not only people that annoy us but the things we do that waste our time and stop us doing more with our lives. Our guest on today's programme is Anna Miller. She's a teacher from London and she's got some good advice for students who want to avoid time wasters and to improve their study habits. Hello, Anna, and welcome to the show.
- AM:** Hi, Mark. It's great to be here. Today I'd like to talk about how you can make the best use of your study time. It is especially important when you do your homework or you study for an exam or a test. The problem for a lot of students is that there are always so many distractions – you know, things that make it difficult for them to concentrate on their work.
- I:** OK, so can you give us some examples of the typical things that distract students? And can you explain how they can become better at studying?
- AM:** Sure. I think these days technology causes a lot of problems for teenagers, you know, the Internet, mobile phones, tablets, that kind of thing. So here are my top five tips for studying at home:
- Tip number one: it's a good idea to find somewhere quiet to study, for example in your bedroom. You can't concentrate in the living room when the TV is on. Alternatively, you can study in the library at school. Here's my second tip: A lot of students use a computer or a laptop when they study. And, of course, it's very easy to start looking at social media. So, close your email and social media and turn off your notifications. You can check your friends' posts *after* you finish studying.

Tip number three: switch off your phone completely when you are studying. Or put it in another room. You can't concentrate on your work when you get a message on your phone every five minutes. You can check your messages later ...

Tip number four: make sure there isn't anything on your desk that can distract you. Remove things like magazines, books, photos and computer games from your desk. It's easier to focus on your work with a tidy desk.

And here's my final tip: learn to say 'No' to people when you're busy with your studies. For example, when your brother wants you to play a computer game with him, say, 'Sorry, I can't. I've got an important test tomorrow'. Maybe you can put a DO NOT DISTURB sign on your bedroom door!

- I: Great, thanks very much, Anna. That's really good advice.

Unit 3

3B VOCABULARY

1.40 Exercise 5, page 40

S = Speaker

- S: I'd like to tell you about Shoperoo's special offers today. We've got jars of Kilko coffee at half price – just £3.46. There's also an offer of three tins of sardines in tomato sauce for just £1.78. Or you can buy six packets of Crackle crisps for only £1! And we've got some great 'buy one, get one free' offers for you today: two one-litre bottles of lemonade for £2.19. Or buy two bags of fresh salad for £1.50! Shoperooo. Great products at great prices!

3C SPEAKING

1.41 Exercises 2 and 3, page 40

See  8 page 208

1.42 Exercise 4, page 40

See  9 page 208

3D GRAMMAR

1.44 Exercise 2, page 42

E = Expert

- E: A lot of us waste too much food. Unfortunately, not many people try to change this situation. Guess how many meals the average British family wastes every month? Twenty-four. That's a lot of food

and a lot of money: around £60 a month or £700 a year! But what food do you think people waste most often? Surprisingly it's not cheese, vegetables, or meat, but everyday food like bread, potatoes and milk. And we don't just waste a little bread or milk, but 24 million pieces of bread and 5.9 million glasses of milk every day! And what about potatoes? If we each throw away a few potatoes, altogether that's 5.8 million potatoes. That's a lot of chips! Food waste is a serious problem. Here are some simple ways to avoid food waste: Check there isn't much milk in the fridge before you buy more. Stop buying too many things at the supermarket at one time. Check the use-by dates on food and eat it when it's fresh. Stop food waste!

3E LISTENING AND VOCABULARY

1.45 Exercise 2, page 43

R = Rachel

- R: I love food. I love eating it and I also love looking at it. I visit a lot of good restaurants and some amazing chefs come to my studio. So I see and try some fantastic food. I enjoy cooking too but I'm not a professional. There is actually another food photographer – he's quite famous – called Francesco Tonelli. He's a chef, too. When he photographs food, he also cooks a meal for everyone!

1.46 Exercise 5, page 43

R = Rachel

A

- R: Cameras on phones are OK if you write a blog in your free time. But I use a proper camera – a digital camera. You also need a tripod – when you photograph food it is important to keep the camera very still. You can't hold a heavy camera for a long time.

B

- R: Hamburgers are really hard. The bread starts to look terrible very quickly. It becomes wet from the meat. So, we don't cook the burger completely. And we paint it with a brown colouring. It sounds terrible, I know! Ice cream is also a problem because it melts quickly. Some photographers 'make' ice cream from potatoes!

C

- R: Never use the flash on the camera. A flash is too much light and you can't see the colours in the food. It's better to use natural light – so put the food near a window. There are also a few *tricks* to food photography, of course. For example, we often spray a little water on fruit and vegetables – or we paint meat with a little oil. It's cheating but these tricks make food look fresh.

D

- R: Well, a lot of it goes in the bin, I'm afraid. You can't eat it. We don't waste everything, though. If it's a salad or something cold, and it hasn't got any dangerous chemicals on it, then someone usually eats it.

1.47 Exercise 6, page 43

I = Interviewer R = Rachel

- I: Can I start with a general question: Is food important to you personally?
- R: I love food. I love eating it and I also love looking at it. I visit a lot of good restaurants and some amazing chefs come to my studio. So I see and try some fantastic food. I enjoy cooking too but I'm not a professional. There is actually another food photographer – he's quite famous – called Francesco Tonelli. He's a chef, too. When he photographs food, he also cooks a meal for everyone!
- I: Nice! So what equipment do you need as a food photographer? Can I just use my phone?
- R: Cameras on phones are OK if you write a blog in your free time. But I use a proper camera – a digital camera. You also need a tripod – when you photograph food it is important to keep the camera very still. You can't hold a heavy camera for a long time.
- I: Yes, that's hard. What food is difficult to work with?
- R: Hamburgers are really hard. The bread starts to look terrible very quickly. It becomes wet from the meat. So, we don't cook the burger completely. And we paint it with a brown colouring. It sounds terrible, I know! Ice cream is also a problem because it melts quickly. Some photographers 'make' ice cream from potatoes!
- I: Really? That's amazing. What tips do you have for food photographers?

- R:** Never use the flash on the camera. A flash is too much light and you can't see the colours in the food. It's better to use natural light – so put the food near a window. There are also a few tricks to food photography, of course. For example, we often spray a little water on fruit and vegetables – or we paint meat with a little oil. It's cheating but these tricks make food look fresh.
- I:** Clever. So what happens to the food after you finish your work?
- R:** Well, a lot of it goes in the bin, I'm afraid. You can't eat it. We don't waste everything, though. If it's a salad or something cold, and it hasn't got any dangerous chemicals on it, then someone usually eats it.

1.48 Exercise 7, page 43

R = Rachel

1

- R:** Some foods look quite boring in photographs. A glass of juice, for example. In this photo, there is also some fruit – it's mango juice. And I like the glass. It's modern.

2

- R:** There's a beautiful blue background in this photo of a cup of coffee. I also like the newspaper. It makes the photo interesting.

3

- R:** White plates are usually the best for food photography. We can see the beautiful colours of the fruit. They contrast with the brown knife and fork.

4

- R:** In this photo, there's a bowl of soup and a piece of bread. There's also a pretty spoon. I like the green soup and the blue background.

3F READING AND VOCABULARY

2.2 Exercise 8, page 45

S = Speaker

- S:** Too Good To Go, or TGTG for short, is a new app. It helps to stop food waste in restaurants and cafés. They use it to say how many dishes they've got at the end of the day and what their price is. (The price is usually very low). To find a TGTG meal you can search by area on a map or by the name of a cafe or restaurant. Then you simply order, pay online and collect your meal. It's really easy! And you can eat restaurant food at home. What's not to like?

Unit 4

4A GRAMMAR AND VOCABULARY

2.4 Exercise 8, page 51

C = Carrie MS = Miss Stobart

E = Everyone J = Josh

C: Shhh!

MS: Sorry, everyone. Oh!

E: Surprise!

MS: Oh, wow. I don't know what to say.

J: This small party is to say 'thank you', Miss Stobart.

C: Yeah. Our class loves art because of you, Miss Stobart. You're a great teacher and we're all feeling really sad that today is your last day. These are from all of us too.

MS: Flowers! Oh, they're lovely. Thank you so much.

J: Would you like some juice?

MS: Yes, please.

J: Put some music on, Carrie. We're having a party!

4B VOCABULARY

2.5 Exercise 2, page 52

MC = Mr Carter MV = Mme Valance

MMc = Mr McCarthy MR = Ms Reid

G1 = Girl 1 G2 = Girl 2 G3 = Girl 3

B1 = Boy 1 B2 = Boy 2 B3 = Boy 3

C = Class

1

MC: That's amazing, Hannah. A beautiful picture. You can paint really well!

G1: Thanks, Mr Carter.

2

MV: Bonjour!

C: Bonjour, Madame Vallance.

B1: Have you marked our ...

MV: En Francais, s'il vous plait!

B1: Um, yes, I mean 'oui'. Avez vous, um, Avez-vous vérifié nos devoir?

3

G2: I can't do this question.

B2: It's easy. Twenty five percent is the same as a quarter – so just divide by four.

G2: Oh, of course!

4

MMc: So there are seven continents in the world. They are ...

B1: Asia, Australia, Africa, Europe, North and South America and ..., um ...

G1: Antarctica!

MMc: That's right. And today we're looking at the climate in Antarctica.

5

MR: So does anyone remember? How many bytes are there in a megabyte?

G3: About a million?

MR: Good. Any how many megabytes are there in a terabyte?

B3: Is it a thousand?

MR: No, a thousand megabytes is a gigabyte. But what about a terabyte?

6

B1: Pass, Martin! Pass!

B2: No, have a shot, Martin!

B1-3 Ooooh!

2.6 Exercise 5, page 52

B1 = Boy 1 B2 = Boy 2 B3 = Boy 3

G1 = Girl 1 G2 = Girl 2 G3 = Girl 3

1

B1: I use these every day. I wear them so I can listen to music and podcasts on the way to school.

2

G1: I always carry this in my bag. I use it in French lessons when I don't know a word.

3

B3: We use this in our English class. I like it. There are lots of interesting topics and activities in it.

4

B2: My mum often gives me a packet of these but I hardly ever use them. I guess they're sometimes useful when I need to clean my hands – after lunch.

5

G2: This is really useful in Maths. Some people in my class use their phone but I prefer this.

6

G3: I love these. I have three different ones: yellow, green and blue. They are useful for important facts. So I can remember them.

4E LISTENING AND VOCABULARY

2.10 Exercises 3–4, page 56

J = Josie L = Lewis

J: Welcome to the Podcast! I'm Josie.

L: And I'm Lewis.

J: Today's topic is the amazing ways people travel to school. Now, I have a simple journey in the morning. My mum drives to work and her office is near the school. So I get a lift every morning. How do you get to school, Lewis?

L: Usually by bus but I sometimes walk because the bus is always really crowded, so I can never sit down.

- J:** Ah, poor you! Here, have a look at this photo.
- L:** Are they going to school?! They're climbing up really long ladders!
- J:** No, they're actually climbing *down* the ladders. These Chinese students are from a tiny village in the mountains. The journey to school is only a kilometre but it takes over an hour.
- L:** Wow! That looks like a dangerous journey for children. Do they do it every day?
- J:** No. The students stay near the school during the week and then at weekends, they climb up the ladders to go home and see their families. Here's a different photo.
- L:** OK. It looks cold – in fact, it's freezing! Lots of people are walking ...
- J:** They aren't walking!
- L:** They're *skating*! On ice!
- J:** Exactly. This is the Rideau Canal in Canada. It's over 200 kilometres long but every winter, for about two months, eight kilometres of the canal freezes. People can skate on it 24 hours a day and thousands of students skate to school every morning!
- L:** Ice-skating! That's a fun way to get to school.
- J:** Yeah. And here's the third photo.
- L:** Some people *fly* to school?!
- J:** Yep! Well, university. Jonathan Davey has classes on Wednesdays to Fridays in London. But London is really expensive, so Jonathan lives in Gdansk, *Poland*. And every week, he travels to university in London by plane. That's 1,300 kilometres!
- L:** What?!
- J:** Every Wednesday morning Jonathan flies from Poland to England. Then he sleeps on friends' sofas for two nights and flies back to Poland on Fridays. He saves £10,000 every year!
- L:** That's a really *crazy* idea! Are you sure it's true?

2.12 Exercise 6, page 56

G = Girl

- G:** I'm leaving my house now. I never go by car or by bus. I always walk to school but it's a very easy journey. It only takes a minute because I live opposite my school!

4F SPEAKING

2.13 Exercises 2 and 3, page 57

See  13 page 209

REVISION 4

2.14 Exercise 7, page 61

Jo = Jodie Ja = Jamie A = Amy
Be = Becky B2 = Boy 2

1

- Ja:** How do you usually get to school, Jodie?
- Jo:** Well, it depends. When it's raining like today I come by car. My dad's office is near here so sometimes he gives me a lift to school.
- Ja:** And if the weather's nice? Do you walk to school then?
- Jo:** Er, no. I live about 5 kilometres from the school, so it's too far to walk. I usually ride my bike to school.
- Ja:** Oh, that's good ...

2

- Ja:** Hi, Amy. I'm doing my French homework. Can I borrow your dictionary, please? Mine's at home.
- A:** No, sorry, you can't. I'm using it at the moment. I'm writing to my cousin in Paris.
- Ja:** Oh, OK, never mind. Er, could I borrow your tablet? I can look for words in an online dictionary.
- A:** But can't you use one of the school computers?
- Ja:** No, there's a problem with the Internet this morning.
- A:** Oh, no, not again. OK, that's fine. Here it is. But I need it for my next class.
- Ja:** OK, no problem.

3

- B2:** Hi, Becky. Do you want to watch a DVD with me?
- Be:** Sorry, I can't right now. I'm doing my homework.
- B2:** Is it the Maths homework for Friday?
- Be:** No, I need to do that later. It's my Art homework. I'm drawing a picture of my cat!
- B2:** Really? You can show it to me later ... Oh, by the way, can I borrow your calculator for my Physics homework? I can't find mine.
- Be:** Yes, sure. Come to my house in half an hour.
- B2:** OK, thanks. See you later.

Life Skills 3–4

2.15 Exercise 5, page 62

M = Mark L = Laura

- M:** You look worried! What's the matter?
- L:** Erm, I'm really worried about tomorrow, Mark. I've got a Maths exam and I'm not very good at Maths. I really hate exams! They're horrible!
- M:** Yes, they are. You're right. I don't like them, either. But there are some things you can do to reduce the stress.
- L:** Oh, really? Well, OK, what's your advice?
- M:** Well, the first thing to do is to go to bed early tonight. So, don't start chatting to your friends on Facebook at 10 o'clock and don't revise late at night! You need to sleep well so you feel fresh and energetic tomorrow.
- L:** OK, good idea.
- M:** Then, tomorrow, have a good breakfast – you don't want to feel hungry during the exam...
- L:** No, of course not.
- M:** Make sure you have everything you need for the exam – you know, pens, pencils, rubber, ruler – oh, and take a bottle of water; it's good for your brain – it helps you think clearly... Also, it's a good idea to leave home early so you aren't late for the exam ...
- L:** And what advice can you give me about the actual exam?
- M:** Well, when you get the exam paper, read the instructions very carefully. Look at all the questions to see if some are easy and some are difficult. I usually answer the easy questions first. You know you've got some marks immediately and that makes you feel good.
- L:** I always spend too much time on certain questions and that means I don't answer all the questions.
- M:** Well, the best thing to do is to check how much time you've got and to plan how much time you spend on each question.
- L:** OK, that's all very useful. But what if I panic in the exam?
- M:** Erm... the best thing to do is to try and relax. Close your eyes and take deep breaths – in and out – that helps you relax.
- L:** Oh, OK. Thanks, Mark. I feel better about the exam now. Can you explain this Maths question from last year's paper?
- M:** No, sorry – I'm terrible at Maths!

Unit 5

5B VOCABULARY

2.18 Exercise 2, page 66

A = Alex B = Beth

- A: Who's Retro Rose?
B: It's my profile name. I'm selling some of my clothes on the Shopit app.
A: Let's see! Hm, they're not bad pictures. Who are the models?
B: Just some of my friends.
A: I like the boy's jacket, on the left. I've got one like that.
B: That's Jake and next to him is Susie on the bike with the blue hat and green trousers.
A: Who's that on the skateboard in a pink and white dress with a pink cardigan and pink socks?
B: That's my friend, Ling, with her boyfriend, Josh, in the yellow T-shirt.
A: Nice T-shirt!
B: Yes, it is, but I love Mandy's white top, blue jacket and skirt with flowers.
A: Why are you selling the clothes if you like them?
B: Because I need the money ...
A: Hey! Isn't that my grey hoody and tracksuit bottoms *and* my trainers?
B: Sorry! I meant to tell you about that. You never wear them ... and they suit Bill!
A: And look at that guy! He's wearing my clothes too ... *My* blue shirt, *my* jeans and *my* black shoes! Oh, Beth!
B: They're actually Leon's shoes! Anyway, I'm doing you a favour.
A: Hm, I suppose so!
B: And we can share the money I get from selling the clothes.
A: Oh, OK!
B: Cool! What do you think of my winter section?
A: The girl in the hat, jumper, coat and boots? Is it an old post?
B: That's Julia and yes, it is a post from last winter. It was so cold I bought a new scarf and some gloves, but I don't need them anymore!
A: Who wants to buy winter clothes in summer?
B: You're kidding me! People are always looking for cool clothes at a good price ...

5C SPEAKING

2.19 Exercises 3 and 4, page 67

See  15 page 210

5E LISTENING AND VOCABULARY

2.23 Exercise 2, page 69

I = Interviewer CP = Claire Price

- I: Today our guest is Claire Price, an expert in the history of children's clothes.
CP: Hello.
I: Before the programme started, Claire showed me some photos of children in the nineteenth century. One is a black and white photo of what seems to be a little girl. She's got long hair and she's wearing a light-coloured dress – white or possibly light pink. Listeners can see it on our website. But ...
CP: It's a *he*, not a *she*.
I: In fact, it's Franklin D Roosevelt – the thirty-second President of the United States, aged two and a half. Claire, were these unusual clothes for little boys ...

2.24 Exercise 3, page 69

I = Interviewer CP = Claire Price

- I: Claire, were these unusual clothes for little boys at the end of the nineteenth century?
CP: No. At that time, in the western world, boys didn't wear trousers until they were about six. At this age they also often got their first haircut, so many little boys had long hair.
I: So before six, they wore dresses.
CP: That's right. The same as girls.
I: What colour were they?
CP: Until around 1850, they were all white. Before then it was difficult to wash coloured clothes. The first good quality coloured clothes were light colours – light blue, pink, yellow ...
I: So that's why we have blue for boys, and pink for girls.
CP: No. In the middle of the nineteenth century, *both* boys and girls wore pink and blue clothes. Many parents chose clothes to go with their babies' eye or hair colour. Boy or girl, it wasn't important.
I: So when did the fashion of blue for boys and pink for girls start?

- CP: We don't exactly know. But in the early twentieth century, clothing companies started to advise shops on colours for young children. I have a magazine article from 1918 here. It said *pink* clothing suits boys and *blue* suits girls.
I: What? The opposite of today's situation!
CP: Exactly! But not all clothing companies agreed. Some said pink for boys and others said pink for girls. By 1940, the idea of pink for girls and blue for boys was very common. We don't know why. But the really big change came in the 1980s in America. Then pink was suddenly the *only* colour clothing you could buy for little girls. And, *everything* became pink for girls – toys, books, ...
I: So the idea of blue for boys and pink for girls started with clothing companies.
CP: Yes. It was just marketing.
I: Huh, and is the situation changing?
CP: Yes, it is. Many people don't like the stereotypes of pink and blue. More companies are making clothes and toys in colours that are suitable for boys *or* girls. But in fifty years' time, who knows ...?

5F READING AND VOCABULARY

2.27 Exercise 7, page 70

H = Host P = Peter

- H: Peter, a former lookalike and manager of a lookalike agency, is here to tell us about work as a lookalike. First of all, who can work as a lookalike?
P: Anybody can work as a lookalike if they look similar to a famous person.
H: Are there any other characteristics a lookalike needs?
P: Well apart from looking like a famous person you might need to sound like them or walk like them or even sing or dance like them.
H: So can you earn a lot of money doing it?
P: The money depends on how famous your lookalike is.
H: What makes a successful lookalike?
P: You can be very successful if you've got a lot in common with your lookalike famous person. For example, it helps if you have the same accent when you speak.
H: And what does a lookalike actually do?
P: Well, you attend public events and private VIP parties.

- H:** Sounds like fun! Can you give us an insight into the typical day of a lookalike?
- P:** Sure, so in the morning you could do a photo shoot for a magazine or open a new building. Then maybe go to another event or a party in the afternoon or evening.
- H:** Nice life!
- P:** Yes, it can be.
- H:** Is there anything else you can do if you look like a famous person?
- P:** Yes, some lookalikes work as actors' doubles in films. They do the dangerous scenes the actors don't want to do.
- H:** Fascinating! But I'm afraid that's all we've got time for now. We'd love to hear from you if you look like someone famous ...

Unit 6

6B READING AND VOCABULARY

2.31 Exercise 8, page 79

S = Speaker

- S:** Did you know there's a way to go to any music festival – for free! How? Become a volunteer. Festivals depend on volunteers. They do everything. For example, they check tickets, help people with directions or pick up rubbish. Glastonbury has around 1,500 volunteers every year – just for collecting and recycling rubbish. Volunteers usually start work a few days before the festival begins. They need to get to know the festival site, and train for their jobs – volunteers often have no experience. They work for about six to eight hours every day. They usually don't earn any money but when they aren't working, they are free to enjoy the festival. Some volunteers also work after the festival finishes. It can take a few days to clean up.

6C VOCABULARY

2.32 Exercise 2, page 80

M1 = Man 1 W1 = Woman 1

M2 = Man 2 W2 = Woman 2

- M1:** It was obvious that this was a low-budget film. The characters were boring – I didn't recognise any of the actors. And it wasn't scary at all – a lot of people in the audience at my cinema were laughing, not screaming!

- W1:** It was a beautiful story and I loved it. The whole cast were amazing singers *and* actors. I listen to the soundtrack almost every day and I can't stop singing the songs! They're really original and they make me smile.
- M2:** The special effects were brilliant. I know they're just computer graphics but everything looked so real! The scenes on the moon were really exciting and looked amazing in 3D.
- W2:** I was excited about this film but it was really disappointing – and just not funny. I laughed about three times I think. And one of those was when my friend dropped his drink on his trousers! The plot was really predictable – I guessed the ending about halfway through the film! Some people even left the cinema before the film finished!

6D GRAMMAR

2.35 Exercise 3, page 81

M = Mike F = Frances

- M:** At just 16, Frances Campbell directed her first film, a short documentary about music festivals in the UK. Two years later she made a low-budget film called *Girltalk*. That was a very funny comedy, by the way.
- F:** Thanks.
- M:** Now, four years later, she's directing an action movie for TV. Frances, what type of person makes a good director?
- F:** There are many qualities – and I haven't got them all!
- M:** Really?
- F:** Yes, for example, I'm sometimes not patient enough. I want things to go right first time but as a director, you sometimes need to film the same scene three or four times. And you also need to believe in yourself, to be confident to ask actors to do a scene again and again. Actors aren't always the most easy-going people in the world! They can be very tense.
- M:** Do you need to be creative?
- F:** Yes, definitely. You need to see a scene in your head and then think of a way to film it. It's like a problem and you have to be creative to find a clever solution that isn't too complicated.
- M:** Do you have any advice for young directors?

- F:** Yes! If you think you're talented enough, then just start! Do it right now! Be brave! Don't wait! Your mobile phone is good enough to make your first film. Later you can think about buying a good camera. In the past the equipment was too expensive for young people. Now it's a lot cheaper.

6E LISTENING AND VOCABULARY

3.1 Exercise 2, page 82

I = Interviewer T = Thomas

- I:** So how did you start, Thomas?
- T:** I was about six when I painted my name on the door of our house. I was really pleased. As soon as my dad got home, I showed it to him. Unfortunately, he wasn't as excited as I was. There was a lot of shouting and I spent the evening in my bedroom.
- I:** But you didn't stop ...
- T:** No. I wasn't a great student at secondary school. I never did *any* homework but I loved art classes. I liked modern stuff and more traditional things too. And the teacher was different from the others, quite a cool guy, actually. He wasn't as serious. But at home, the only paint was a can of spray paint – my dad repaired cars. Then one day I was bored and I used the spray paint and tagged a wall near my house.
- I:** You 'tagged a wall'? What's that?
- T:** Tagging is the most common and simplest style of graffiti. It's an artist's name. For example, my first one was 'Hop' – I was a teenager, I liked hip-hop! Many artists' tags are similar to their own name – usually shorter. My tag now is Pop. It comes from the area of East London I live in, Poplar. But I don't really tag anymore.
- I:** Yes, you're now street painting and earning money for it. How?
- T:** I started doing larger paintings when I was about 17. There were lots of buildings with huge walls near my house. So I got a mask and some paints and started painting. I just thought those big grey walls were boring and wanted them to look more colourful. Nobody lived or worked there so I didn't think I was doing anything wrong. I spent weeks painting some of the walls and nobody seemed to care. But then I got too confident.

- I:** What happened?
- T:** One afternoon I started work as normal but then the police arrived and told me to stop. I got a £1000 fine. My name and photo were in the local newspaper. My parents found out, of course. But they were really easy-going actually. They even helped out with the fine. Then I got a call from a local bar owner. He got my name from the article. And he wanted me to paint the outside of his bar. And that was the start of everything.
- I:** So the police actually helped you! Tell me, Thomas, do you think your story is common?
- T:** Yes, I know lots of artists like me. They were good at art but not good at school. They got bored as teenagers, started tagging and some of them got into trouble with the police sometimes. I was actually very lucky ...

6F SPEAKING

3.2 Exercises 2, page 83

See  19 page 211

3.3 Exercise 6, page 83

G = Girl B = Boy

- 1**
- G:** How about calling Jack?
- B:** I don't think that's a great idea. He and I are not talking at the moment.
- 2**
- B:** Why don't we eat out tonight?
- G:** No way! I made a curry. It's delicious!
- 3**
- G:** Let's buy some tickets to a music festival.
- B:** Sounds amazing. But we need permission first ...
- 4**
- B:** What about going shopping today?
- G:** Yes, why not? I need some new clothes.
- 5**
- G:** Let's watch that new *X-men* film at the cinema.
- B:** I'm not sure. It looks the same as the last one.

REVISION 6

3.5 Exercise 9, page 87

JK = Joe Knight

JK: Hello, Joe Knight here. Good afternoon everybody and welcome to the show. Today I'm talking about the latest films on at the cinema this week.

The first is a film called *The Martian*. It's a science fiction film. Matt Damon plays the main character. But it's also got other famous Hollywood actors in it, like Jessica Chastain and Kristen Wiig. It's set in 2035 and it's about a NASA mission to the planet Mars. The director is Ridley Scott. He's one of the most famous directors in Hollywood. In fact, he was the director of the *Alien* movies and the original *Blade Runner*.

OK, so what did I think of the film? Well, to tell you the truth, I thought it was a bit boring. It's a very long film – it's almost two and a half hours long and the plot is quite predictable. I mean, it's an interesting story, but there aren't really any surprises. Basically, during a terrible storm on Mars, one of the astronauts, Matt Damon has an accident and disappears. The other astronauts think he's dead, so they leave Mars without him. But, of course, he isn't dead and NASA have to organise another mission to rescue him.

Of course, it looked fantastic in the trailer, so I really wanted to see it. But it wasn't as exciting as the *Alien* films, for example. To be honest, I thought it was a bit disappointing. I mean, it had a good soundtrack and the special effects were amazing, but there wasn't much action... So, no, it wasn't one of this week's best films, which means ...

Life Skills 5–6

3.6 Exercise 6, page 89

C = Chloe A = Anna D = David

- C:** Good one, Anna. Hey, didn't you have a presentation today?
- A:** Yes, we did.
- C:** What was it about?
- A:** British pop music.
- C:** How did it go?
- A:** It was brilliant but...
- C:** But what? What was wrong with it?
- A:** Well, to start with we had to do the project in groups of four, right?
- C:** Yes.
- A:** Well, David was great. He...
- D:** Hi, Chloe, hi, Anna.
- C:** Hello, David.
- D:** Why exactly am I great?
- A:** Hi. You're great because you really helped with the project. Not like Ben and Abby.
- C:** What was the problem with Ben and Abby?
- A:** Well, Ben didn't come to any of the team meetings and he...
- D:** He came to the first one.
- A:** Yeah, he came to the first meeting when we discussed what project to do and we agreed our roles and tasks but after that we never saw him again. He said he worked better by himself but he did nothing. He missed every deadline. He did no research. Nothing at all!
- C:** And what about Abby?
- A:** She was OK in the brainstorming activity. Well, I thought she was OK...
- D:** She made a lot of suggestions.
- A:** Oh, yes, she had lots of ideas. But we didn't understand them and she didn't explain what she meant.
- D:** And she didn't understand what we wanted to do, either. I tried explaining it to her but she never listened. She spoke all the time.
- A:** And when we didn't accept her ideas, she got angry. We listened to her but she didn't listen to us.
- C:** That's a pity. I like working in a team but you've got to respect the other team members and listen to their opinions.
- D:** Mmm, you're right.
- C:** So what about the presentation? Who did it? How did it go?
- D:** We did it together, Anna and I. I was a bit nervous but Anna was great. It went really well right up to the moment when....
- C:** What?

- A:** The computer crashed just before the end. No pictures, no music, nothing!
- C:** So, what did you do?
- A:** David started singing all the songs! He was brilliant! He knew all the words.

Unit 7

7B VOCABULARY

3.9 Exercise 2, page 92

W = Woman B = Boy G = Girl
M = Man

- 1**
- W:** My favourite place in Manchester is the Whitworth Art Gallery. I love it because it has wonderful new exhibitions all year round.
- 2**
- B:** I'm a big Manchester City fan, so for me the National Football Museum is the best place in the city! You can learn all about the history of football and even about that other football team – what's it called again? Oh yes, Manchester United!
- 3**
- G:** We're standing in my favourite place in Manchester right now – Albert Square. When I come into town I meet my friends in front of the town hall here. And there are always lots of events in the square, including a great Christmas market every year.
- 4**
- M:** I love the John Rylands Library in Manchester. It's a really quiet place to escape from the city centre shops, restaurants and hotels. It's got an amazing collection of books and the building looks like Hogwarts in a Harry Potter film!

7C LISTENING

3.11 Exercises 2–3, page 93

W1 = Woman 1 W2 = Woman 2
M1 = Man 1 M2 = Man 2

- 1**
- W1:** Attention please, customers: This is an announcement for the driver of a black VW Golf, registration number RA55 TXM. That's RA55 TXM, a black VW Golf car. Your car is blocking a blue Ford Focus in the shop's car park. Please move it immediately.

- 2**
- W2:** Good evening. This evening's performance of *Macbeth* is three hours long, including a 20-minute interval for drinks. Please find your seats at least ten minutes before the performance starts. Programmes are available near the ticket office. Please remember to turn off mobile phones during the performance. Thank you for your cooperation.

- 3**
- M1:** Good morning, everyone. During hot weather, the Underground can get significantly warmer than usual. Please carry a bottle of water with you at all times, especially when you are travelling with young children. If you don't feel well, please do not board an underground train. Contact a member of station staff for help.

- 4**
- M2:** Attention please, visitors. It is now 5 p.m. and the exhibition closes in 30 minutes. Before you leave, please visit our shop. It is opposite the escalator on the first floor. We have a large selection of books and gifts. The shop also closes at 5.30. We hope you enjoyed your visit today.

- 5**
- W1:** Attention, please. We are now approaching London Victoria Coach Station. Please take all your belongings with you when you leave the coach. Change here for coach services to other destinations, London Underground and National Rail Services. Please note that smoking is not allowed anywhere at Victoria Coach Station.

7E SPEAKING

3.16 Exercises 2 and 3, page 95

See  21 page 211

3.18 Exercise 5, page 95

S = Speaker D = Dawn M = Man
A = Alex W = Woman P = Paul

- 1**
- S:** Dawn is at the museum.
- D:** Excuse me. Where's the nearest post office?
- M:** Walk along Victoria Street. Walk past the theatre and then turn left. The post office is at the end of the road on your right. Sorry! Left!

- 2**
- S:** Alex is at the supermarket.
- A:** Excuse me. Is there a visitor information centre near here?
- W:** Yes, there is. Walk straight on and turn left at the traffic lights. The information centre is on the left, next to the library.
- A:** Thanks.
- 3**
- S:** Paul is at the bank.
- P:** Sorry. How do I get to the market?
- M:** OK. Walk along Queen Street, past the library, and take the second road on the left. Then walk past the park and the market is on the right, just after the traffic lights.

Unit 8

8B VOCABULARY

3.23 Exercise 3, page 104

P = Paula H = Harry

- P:** Harry, do you want to do this technology quiz in my magazine?
- H:** Yeah, alright
- P:** OK, first question... How often do you need to charge the battery on your phone?
- H:** Aw! The battery on my phone is terrible. I need to charge it twice a day sometimes. I charge it every evening so it's always 100% when I leave the house in the morning. But often by lunchtime it's down to 15% and sometimes it dies before I get home.
- P:** Do you switch off your computer when you go to bed or do you leave it on all night?
- H:** Hmm, it depends on the computer. I sometimes leave my laptop on all night but I always switch off my desktop.
- P:** You've got a desktop computer?
- H:** Yes, it's in my room. It's better for games than my laptop because the screen's bigger. But I switch it off every night because it's a bit noisy.
- P:** Can you type without looking at your keyboard?
- H:** Yes, I can. I'm really good at typing. I've got a new keyboard and it's brilliant. It's really easy to type on and it's great for games too. It's wireless so I can use it anywhere. And there are lights on all the letters too – so you can see it in the dark.
- P:** Do you turn up your speakers and listen to loud music when you're home alone?

- H:** Oh yes! Always. My speakers are amazing. I love turning them up really high when I listen to music or when I play games! But I can only do it when my parents are out.
- P:** Have you got a printer that can print and scan?
- H:** Yes, we've got a really good one. It's a laser colour printer and scanner. I use it a lot for homework.
- P:** That's good to know. I need to scan something for school. So can I....?
- H:** Sorry. We can't print or scan anything at the moment because the printer isn't working.

8C GRAMMAR

3.24 Exercise 2, page 105

S1 = Speaker 1 S2 = Speaker 2
B1 = Boy 1 G1 = Girl 1 B2 = Boy 2
G2 = Girl 2

1

- S1:** What's that thing – on your keyring?
- S2:** It's called a *Foundit*.
- S1:** What does it do?
- S2:** OK. First you put the tracker on something you often lose – for me, that's my keys. Then, any time I lose my keys, I press this button on the app. The tracker beeps quietly at first and then it starts beeping loudly.
- S1:** That's cool!
- S2:** Yeah. It's brilliant. It works really well. There's also an app for your phone.
- S1:** I'm going to buy one of those. I lose things every day! How much are they?

2

- B1:** Is this your new phone?
- G1:** Yes. I only got it yesterday. Check this out.
- B1:** Wow! How does that work?
- G1:** There's a wireless charger in the bottom of this lamp.
- B1:** Hah! Nice!
- G1:** I often run out of battery because I forget to charge my phone.
- B1:** Me too. I could charge my phone really easily with this gadget! I want one!
- G1:** Well, first you have to check your phone can charge wirelessly.
- B1:** Ah. I've no idea. Look it up on your laptop.
- G1:** OK...

3

- B2:** Look at this. It's a smart fork!
- G2:** A *smart* fork? What does that do?
- B2:** You use it like a normal fork but it connects to your phone. An app gives you information about how quickly you eat.
- G2:** Really? My mum says that I always eat too fast ...
- B2:** Yeah, well it says here 'eating slowly can help you lose weight.'
- G2:** Ah, that's a great idea. I don't need to lose weight, but I eat too quickly, that's for sure, and sometimes I get a stomach ache.
- B2:** Well, with this fork you won't eat too quickly!
- G2:** Great. Can I try it out?



3.25 Exercise 6, page 105

G = Girl M = Mum B = Boy G = Girl
W = Woman M = Man

1

- G:** Today I'm going to talk to the class about my predictions for the future. I think by 2050 there will be 9.7 billion people in the world. This means that by the time ...

2

[someone screaming loudly]

3

- M:** Are you going to bed soon? It's late.
- B:** I know. But I have an exam tomorrow. Just one more hour. OK?
- M:** OK ...

4

[a person typing quickly on a keyboard]

5

[baby gurgling happily]

- G:** Ah! Look! He's so happy. Look at him! What a smile!

6

- W:** Please don't look at your phone when you're driving. Look! You almost hit that parked car.
- M:** Huh! Sorry!

8D LISTENING AND VOCABULARY

3.26 Exercises 2–3, page 106

G1 = Girl 1 B1 = Boy 1 B2 = Boy 2
G2 = Girl 2 B3 = Boy G3 = Girl 3

1

- G1:** When did you last use it?
- B1:** I don't know. A few days ago. Why?
- G1:** It's not working.
- B1:** I think it's the battery again. It dies really quickly. I told Mum about it.
- G1:** It isn't the battery. I charged it.
- B1:** Try typing something. What happens?
- G1:** Nothing! It doesn't even switch on!
- B1:** Oh. It's something more serious then.
- G1:** Mum knows how to test the hard disk. I think that's where the problem is. I'll ask her to check it.
- B1:** Good idea, and tell her we need a new battery for it, too!

2

- B2:** Well, what was it like?
- G2:** Wow. That was incredible. There were lots of spiders and they were really close! It was quite scary!
- B2:** I hate spiders!
- G2:** I mean they're obviously computer spiders – the graphics aren't amazing. But it's still an awesome experience. Can I try it again? In fact, I want one!
- B2:** Well, lots of companies are producing headsets now. Some are very cheap.
- G2:** I'm definitely getting one!
- 3**
- B3:** Happy Birthday!
- G3:** Oh, thanks, Rob.
- B3:** So what did you get?
- G3:** Well, I got a smart speaker from my parents.
- B3:** My cousin's got one of those. What can you do with it?
- G3:** Well, you can ask it to play music, find information, it can even tell you a joke! You need to experiment with questions to check all the different functions.
- B3:** Hmmm... I just can't imagine using one very often.
- G3:** I know what you mean. But they're fun ... and they aren't expensive.
- B3:** That's true.
- G3:** Are you coming to my party next week?
- B3:** Of course.
- G3:** Well, you can try my speaker then.

4

- B1:** I don't usually like romance films but that was a great film.
- G1:** Yes, I know what you mean. I just love any type of film that involves travelling in time. They can be anything – a comedy, romance, science fiction.
- B1:** Do you think we'll be able to do that one day?
- G1:** What? Travel in time? I don't think so. To me it's just a fun idea for stories and films. I don't seriously imagine it will ever happen. It just sounds impossible.
- B1:** You never know. Fifty years ago, the Internet seemed impossible to lots of people. Perhaps scientists will discover something new and amazing about physics and then they'll be able to develop a time machine.
- G1:** Maybe. But I think a time machine is a lot harder to invent than the Internet!

8E SPEAKING

 **3.28 Exercises 2 and 3, page 107**

See  **24** page 212

8G WRITING

 **3.31 Exercise 7, page 110**

L = Lucy R = Robert M = Mum

1

L: I want a new laptop. Mine is a Z3 with a thirteen inch screen but I want a Z4, because it is faster and has a fifteen inch screen. So I'm going to sell my Z3. I bought it for £500 two years ago. It's in perfect condition and I only want £250 for it – that's half price!

2

- R:** I lost my phone! My new Samson S9!
- M:** No! Where?
- R:** I left it in a café. On Upper Street. I was there until about five. I rang them, but they haven't got it. They told me to make a notice.
- M:** That's a good idea. Offer a reward too.
- R:** Yes. Good idea. I really want it back. I'm going to offer £50.

REVISION 8

 **3.32 Exercise 8, page 113**

**T = Teacher Jac = Jack Jad = Jade
N = Naomi P = Presenter E = Expert
G = Girl B = Boy**

1

- T:** Oh, dear. You look tired this morning, Jack!
- Jac:** Yes, well, I didn't sleep very well last night.
- T:** Did you go to bed late?
- Jac:** Er, no, not really – about 10.30. But then I went online and started chatting to my friends, so I didn't go to sleep until midnight.
- T:** Well, I'm not surprised you're tired then! Personally, I think it's a good idea to switch off your phone and your laptop when you go to bed.
- Jac:** Yes, I think you're right. Maybe tonight I'll go to bed early and read a book instead.
- T:** Yes, that's a good idea.

2

- Jad:** Hi, Naomi. What's that on your phone?
- N:** Oh, hi, Jade. It's my new app. I downloaded it yesterday.
- Jad:** Mmm, it looks interesting. Does it play music?
- N:** No, it doesn't. It tells you how many kilometres you walk or run every day.
- Jad:** Really? That's good. So how many kilometres did you do yesterday?
- N:** Er, about seven. I walked to school and back and I went running after school.
- Jad:** Wow! What other things can the app do?
- N:** It can tell you which food is good for you and which food is unhealthy.
- Jad:** That's really cool!

3

- P:** Welcome to the show, Professor. Now, in your opinion, what's the most important invention of the last fifty years? Is it the Internet?
- E:** Er, no, I don't think so. Personally, I think it's the electric car.
- P:** Really? Why?
- E:** Because it will help us to save the planet. In twenty years' time all new cars will be electric and our cities will become much cleaner places.
- P:** But electric cars can't travel very far, can they?
- E:** Well, yes, you're right. At the moment you need to charge their batteries every 200 kilometres. But in the future you'll be able to drive for 500 kilometres on one battery charge.

4

- G:** Do you think you'll have a personal robot in ten years' time?
- B:** Yes, definitely!
- G:** And what do you think it will be able to do?
- B:** Well, it will be able to clean the house and do the gardening – you know, cutting the grass, that kind of thing.
- G:** And do you think it will be able to talk?
- B:** Yes, I think so, but it won't be able to have a real conversation. It will be able to give us information, for example, about the things that we have in the fridge. And then it will tell us what we need to buy from the supermarket.
- G:** Hmm, that will be useful!

LIFE SKILLS 7–8

 **3.33 Exercise 3, page 115**

P = Presenter JT = Jennifer Tyler

- P:** Good morning. Our guest on today's show is Jennifer Tyler. She's a Professor of Internet Studies and she's going to give us some advice on how to use the Internet safely.
- JT:** Thank you, Jeff. Well, there are a number of things that you can do to stay safe on the Internet. But today I'd like to talk specifically about staying safe when you use social media sites.
- First, think about your privacy settings. It isn't a very good idea if people you don't know – complete strangers – can see what you're posting online, so please check your settings carefully. You only want your family and friends to see your posts and your photos when you use social media.
- Secondly, it's fun to show people the photos of your birthday party or your holiday. And we all like seeing our friends' photos online. But think carefully before you post a photo. Would the other people in the photo be happy to see it on social media? Would you like your parents to see it? Or your head teacher? Or your future boss? Don't forget that lots of companies will look at your social media pages before they decide to give you a job.
- Next, never put any personal information online when you're using social media. You don't want complete strangers to know things like which school you go to, where you live, your phone number or

your date of birth. In fact, it's a good idea NOT to use your real name on your personal profile. And of course, keep your passwords secret. Don't share them with anyone. That way, you can protect your identity. My final piece of advice is to be nice to other people when you're online. Always imagine that you are speaking to someone face to face. Never say anything horrible to another person online. Don't be a cyberbully. And if someone is horrible to you, tell your parents or your teacher. They can help you.

Unit 9

9B LISTENING AND VOCABULARY

4.1 Exercises 4–5, page 118

Si = Simon K = Kath C = Carla G = Girl J = Jack Se = Seb

1

- Si:** I'm looking forward to mountain biking tomorrow.
- K:** Yeah, me too. It's going to be a lot of fun. Have you got everything you need?
- Si:** I think so. My helmet is at your house, right?
- K:** Yes, I put it in my bag with mine.
- Si:** And I bought some new gloves, so I don't have to borrow yours again.
- Ka:** Cool. So, it's 8 o'clock at the station. OK? Don't oversleep!
- Si:** Yeah, that's early. I can set an alarm on my phone but I'm going to ask my parents for their alarm clock too – just to be sure because sometimes I don't hear the alarm on my phone.
- Ka:** OK. I can phone you when I wake up too if you want.
- Si:** Yeah, that's a good idea. Thanks. OK. See you tomorrow. Bye!

2

- C:** It was a great final. Really exciting! Before the game, we thought, 'Let's just do our best.' We thought they were too good. But when we scored we realised: we can actually win this! And now we're the champions! After the game we got this. It's really heavy and it's got the names of all the other winners. We have to give it back next year. Everyone's really excited about the future now. The team wants to buy new shirts – it's going to cost £250 for all of us. We want our names on the back of each one.

3

- G:** Hi Jack, how was Sunday? Did you go kayaking again?
- J:** No, I was all ready with my helmet and lifejacket but unfortunately, they cancelled it at the last minute because of bad weather.
- G:** Oh, no. What did you do instead?
- J:** Well, I decided to go swimming with my brother so I put my goggles and my towel and my costume in my bag and we went to the swimming pool but there was a problem with the water and the pool was closed.
- G:** Oh, bad luck. So what did you do?
- J:** Well, on the way home, we saw some guys from school playing football in the park.
- G:** Was it a good game? Did you score any goals?
- J:** Um, no, I didn't feel like playing. It was raining. So we went home and played football on the computer.
- G:** Did you win?
- J:** No, I never beat my brother. He's too good.

4

- Se:** On days when I have a competition, I always feel nervous. And when I wake up, I never feel hungry. I just have a cup of coffee. But you have to eat something before a competition. Swimming is hard work! Good foods are cereal, yoghurt and fruit like bananas. You mustn't eat stuff that is heavy – like lots of meat. I just make a drink from some fruit. I have that, and some coffee, of course. But that's it. Then after the competition, I eat pasta, with vegetables, and a lot of fruit.

9E SPEAKING

4.3 Exercises 2 and 3, page 121

See  27 page 213

Unit 10

10A GRAMMAR AND VOCABULARY

4.6 Exercise 5, page 128

M = Maisie C = Cassie

- M:** Hello, Cassie. How are you?
- C:** Oh, wait a second. My camera isn't on. There. Hello!
- M:** Hello! So, I'm Maisie Turner and I run the Elephant Project in Thailand. Thanks for your application and for speaking to me today.

- C:** Thank you. I'd really love to be part of the team. I'm on my gap year at the moment and next year, I'm going to study Veterinary Medicine at university.
- M:** Excellent. Now, in your application it says you've volunteered at a zoo in the UK.
- C:** That's right.
- M:** When did you start?
- C:** I started two years ago. I haven't worked with elephants but I've worked with other animals. I've done lots of things. I've cleaned their cages, I've given them their food and ...
- M:** Good. Now, this is a three-month project. Have you ever lived abroad without your family?
- C:** No, I haven't. I've never been abroad alone but I've travelled a lot with my family. In fact, we went to Thailand last year.
- M:** Oh, you've visited Thailand! Where did you go?
- C:** We visited the islands in the south. We spent a lot of time at the beach.
- M:** Well, there aren't any beaches in this project. It's in a village over 500 kilometres from the sea, on a river in the middle of a jungle!
- C:** Yes, I know. A friend of mine has volunteered on your project. Simon Tench? He's told me all about it. It sounds amazing.
- M:** Ah, yes. Simon was a fantastic volunteer. You should talk to him more before you come.
- C:** Do you mean ...? Are you saying ...?
- M:** Yes, I think you're exactly the type of person we're looking for, Cassie.

10B VOCABULARY

4.8 Exercise 3, page 130

S = Speaker

1

- S:** Mosquitoes cause illnesses, for example, malaria, which kills around 900,000 people every year. In comparison, snakes kill about 60,000 people a year while sharks only kill around 6 people.

2

- S:** Scientists have noticed that ants protect their homes before a period of rain.

3

- S:** Salmon swim up rivers to lay their eggs. On the journey they jump up waterfalls up to 3.5 metres high.

4

- S:** Dolphins and penguins both recognise themselves in a mirror. But dogs generally can't do this.

- 5**
- S:** Scientists have found evidence of crocodiles from 30 million years ago that are very similar to crocodiles today.
- 6**
- S:** Bees communicate by dancing. Their dances tell other bees where food is.
- 7**
- S:** Elephant legs are different from other animals and they can't jump.

10E LISTENING AND VOCABULARY

4.12 Exercises 4–5, page 134

F = Forecaster **S** = Sally **J** = Jack
P = Presenter **C** = Clare **Ma** = Mark
Mu = Mum

- 1**
- F:** Last week was very sunny and warm in the UK with temperatures in the south of the country up to 25 degrees. But I hope you haven't put away your winter clothes yet! Next week temperatures will drop to around 10 degrees and cloud will cover most of the UK. There won't be any rain but wind from the west will make temperatures outside feel even lower.
- 2**
- S:** Where are you going on holiday, Jack?
- J:** The south of France. We're going camping. But the forecast is terrible. Have you ever been to France?
- S:** Yes, I have. In fact, we've camped in the south of France. But don't worry about the forecast. It was wrong when we went. Mum and Dad packed raincoats, umbrellas, everything and there wasn't a cloud in the sky!
- J:** Huh, that's good news!
- S:** We spent every day in the sea. Then on the last day, it was windy but warm. I didn't remember to put sun cream on and I got sunburnt!
- J:** Oh, no!
- S:** Yeah. So, take plenty with you and use it!
- 3**
- P:** Storm Caroline, Storm Dylan, Storm Eleanor. Today our guest is Dr Clare Turner, a weather expert. Clare, why do we give storms names?
- C:** Well, there are some serious reasons for this. It isn't just to make them more interesting. So, one reason is that in the news, for example, it's useful to know which storm we are talking about – the

storm last night isn't very helpful. But to me, the big one is that it can save lives. Scientists have discovered that when storms have names, people are more interested in reading about them. And that means people are more careful.

- 4**
- Ma:** I can't find my coat anywhere. Have you seen it?
- Mu:** Look outside, Mark. It's bright blue and there isn't a cloud in the sky.
- Ma:** Yeah, but I've got football training after school. I'll get cold on the way home.
- Mu:** You could take your jacket. The blue one.
- Ma:** That's really light. It's more like a thick shirt.
- Mu:** Wait. I can pick you up in the car today. I'm working late.
- Ma:** Great. So, I can stop looking?
- Mu:** Yes. See you later then.

10F SPEAKING

4.13 Exercise 2, page 135

See  31 page 214

4.14 Exercise 3 and 4, page 135

See  32 page 214

4.15 Exercise 5, page 135

B = Boy **G** = Girl **HT** = Head teacher

- 1**
- B:** Unfortunately, it's going to rain tomorrow so my birthday party will probably be inside.
- 2**
- G:** Good news! Jenny passed her driving test.
- 3**
- HT:** I'm afraid I've got some sad news. Miss Thompson, one of our most popular teachers, is leaving at the end of this term.

REVISION 10

4.16 Exercise 10, page 139

S = Sophie **T** = Tom

- S:** Hi, Tom. How's it going?
- T:** Hi, Sophie. I'm fine, thanks. I've just come back from South Africa.
- S:** Wow! Were you there on holiday?
- T:** No, I wasn't. It was part of my gap year, between school and university. I volunteered on a wildlife project for a month.
- S:** Really? What kind of animals did you look after?

- T:** Er, mainly monkeys. I volunteered at a monkey hospital.
- S:** Lucky you! I love monkeys! And what sort of things did you do while you were there?
- T:** Well, I gave food to the monkeys, I cleaned their cages, I planted vegetables and I helped with the cooking.
- S:** And did they have any other animals there?
- T:** Yes, sometimes there were dogs and cats and even birds.
- S:** And did you have much free time?
- T:** Yes, we had two days off every week.
- S:** So did you go on any safaris while you were there?
- T:** Yes, I went two or three times. The best safari was when I went horse-riding in a nature reserve where there were lions, rhinos and giraffes. I took hundreds of photos. It was amazing!
- S:** And what was the weather like?
- T:** Well, it was warm and sunny during the day, but at the moment it's winter in South Africa so at night it got quite cold.
- S:** And were there lots of mosquitoes?
- T:** No, not really. I suppose that was because it was winter when I was there.
- S:** So what was the worst thing about the trip?
- T:** Well, the accommodation was a bit basic – a bit like camping, really. I had to sleep in a bedroom with nine other people. It was hard to get to sleep sometimes.
- S:** But you'd recommend it?
- T:** Oh, yes, it was an amazing experience. It was great to feel that you were really helping these animals ...

Life Skills 9–10

4.17 Exercise 5, page 141

C = Chloe **D** = David **E** = Ed **Z** = Zoe
A = Alan

- 1**
- C:** Sometimes I use a special word that has the first letters of the things I want to remember. For example, if you're studying geography you can use the word HOMES to help you remember the names of the great lakes in North America: H - Huron, O - Ontario, M - Michigan, E - Erie and S - Superior. This is called an *acronym*.

2
D: I sometimes use little poems or rhymes to help me remember facts. Here's one that our history teachers taught us to remember the year Columbus discovered America: *Columbus sailed the ocean blue in fourteen hundred ninety-two.*

3
E: Sometimes I imagine putting the things I want to remember in a place that I know well, for example in my house. So, for a shopping list, I imagine some apples on my sofa, some oranges on my coffee table and some bananas on my bookcase. When I get to the supermarket I can visualise the things I want to buy in my head and that helps me remember them. This is called the method of *loci*. It means 'places' in Latin.

4
Z: The other day our Science teacher taught us a good way to remember the order of the planets. It's a sentence that's easy to remember, and the first letter of each word is the first letter of a planet. It's called an *acrostic*. So, to help you remember the order of the planets – Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune – the acrostic is 'My Very Eager Mother Just Sent Us Noodles'.

5
A: I have a good way to help me remember phone numbers and shopping lists. For a long phone number, it's a good idea to divide it into "chunks" so for example it's easier to remember 555-867-5309 than 5558675309. And if I don't write my shopping list, I put things into categories in my head, for example: 1 DAIRY PRODUCTS: milk, cheese and butter, 2 MEAT: chicken, 3 BATHROOM: shampoo and toothpaste.

Culture Spot 1

4.19 Exercise 5, page 143

A = Adam J = Julia

A: Did you have a good time in the UK, Julia?
J: Yes, I did. It was amazing!
A: So what did you think of the food?
J: Well, before I went, I thought British food was boring but, in fact, we had some fantastic food while we were there.
A: Really? Did you eat international food or British food?

J: Both. In most cities you can find different restaurants from all over the world. There are lots of Chinese, Thai and Indian restaurants but you also find Italian, French, Greek and Mexican places, too. But it was the British food that I enjoyed most.

A: Really? Why?

J: Well, I was staying with a British family and they made lots of typical dishes that you don't find in this country.

A: For example?

J: Well, have you ever tried kedgeree or apple crumble and custard?

A: Er, no, I haven't. So what are they, then?

J: Well, kedgeree is a kind of rice dish – a bit like a risotto, with fish, onions, a boiled egg and some peas. And they add a little curry powder so it's quite hot and spicy.

A: I'm not sure all those ingredients go well together. It sounds horrible!

J: No, it doesn't. It's delicious! You can have it as a starter or as a main course, and sometimes they make it for breakfast – or brunch which is between breakfast and lunch – at the weekends. Maybe I can make a kedgeree for you the next time you come to my house?

A: Er, yes, maybe. Let's see. And what's apple crumble and custard?

J: Well, it's a dessert. It's a bit like an apple pie, but it has a kind of crunchy biscuit on top and you eat it with custard ...

A: Custard? What's that?

J: It's a kind of yellow cream, made from milk, eggs and sugar that you put on top of the apple crumble. And it's usually hot.

A: Mmm ... that sounds nice!

J: Yes, it is – it's lovely.

A: Can you make some when I come to your house next time?

J: Maybe!

A: Did you try any other British specialities?

J: Oh, yes, lots. One day they made us sausage and mash.

A: What's that?

J: It's mashed potato with sausages and gravy on top of it – it was awesome!

A: Sounds nice – but what's gravy?

J: It's a kind of hot brown sauce that the British usually have with their roast beef on Sundays.

A: So you're a big fan of British food now, aren't you?

J: Yes, I am – it's great!

Culture Spot 2

4.21 Exercise 5, page 145

P = Paul S = Sarah

P: Hi, Sarah. Did you enjoy your holiday in the UK?

S: Hi, Paul. Yes, we did, thanks. It was awesome.

P: Where did you go – London?

S: Yes, we went to London, of course, but we went to lots of other places as well.

P: Did you stay in England?

S: No, we visited all four countries in the UK during our two weeks there. First England, then Wales, then Northern Ireland and finally Scotland.

P: So, how was London, then? What did you do when you were there?

S: We went to lots of museums and art galleries – it was fascinating. And one evening we went to a show in the West End. We saw a brilliant musical called *Mamma Mia*.

P: Did you go to any other cities in England?

S: Er, yes, we went to Bath.

P: Bath? Where's that?

S: It's about 100 kilometres to the west of London. It's a really beautiful city. When we were there we visited the Roman baths. The Romans built them nearly 2,000 years ago!

P: Then you went to Wales, right? What did you do there?

S: We went to a place on the coast near the town of Swansea called the Gower Peninsula. The beaches are fantastic there so we went swimming in the sea. And one day we went surfing – it was amazing!

P: Wasn't it too cold to go in the sea?

S: No, fortunately, it was hot and sunny while we were there – it was perfect, actually!

S: Next we went to Northern Ireland. We took the ferry from Wales to Belfast.

P: What did you do in Belfast?

S: Er, we went to the Titanic Museum.

P: What's the Titanic?

S: Oh, you know. Didn't you see the film with Leonardo DiCaprio?

P: No, I don't think so.

S: Well, it's a really famous ship that sank in the middle of the Atlantic Ocean during its first voyage from England to New York. And they built the Titanic in Belfast. Anyway, the museum was fascinating!

P: Hmm, sounds interesting. And what was the last place you visited? Scotland?

- S:** Yes, we spent three days in Edinburgh. It was during the Edinburgh Festival so the town was really busy – there were tourists from all over the world! We saw a really funny play and a musical.
- P:** So you enjoyed the festival?
- S:** Yes, it was brilliant. And the Scottish people are so friendly. I think Edinburgh was my favourite place in the UK. I'd like to go back there one day.
- P:** Great. I'm glad you had such a nice holiday ...

- B:** Well now I definitely don't want to watch it.
- G:** Why not?
- B:** I know the story now! I don't need to watch it.
- G:** Don't worry. There's a lot more to it!
- B:** OK, let's watch it. I'm still not convinced it's my kind of film but I'll suffer for two hours!
- G:** Great, and tomorrow we can watch the second part. That's really good, too.
- B:** What! Wait a minute, I didn't agree to that!

- J:** Well, for a start, there are too many characters. The Lord and Lady, the scientist and all the guests. We'd need to have about ten actors, probably.
- D:** Yes, but ...
- J:** And another thing.
- D:** What?
- J:** Where could we get a talking cat?

Literature Spot 1

4.23 Exercises 5–6, page 146

G = Girl B = Boy

- G:** Do you want to watch a film tonight?
- B:** OK. Have you got any ideas?
- G:** Yes. *The Sisterhood of the Travelling Pants*. I love it.
- B:** Hmm. I'm not sure. Isn't it a girl's film?
- G:** What do you mean?
- B:** I mean it's about teenage girls and their summer romances. I read about it online.
- G:** Just because it's about girls doesn't mean that boys can't enjoy it. And it isn't a typical romantic comedy. The four main characters have different adventures during the summer holidays. Carmen, for example, goes to visit her father – her parents are divorced – so that part of the film is about her relationship with her father's new family. It's like in your family so it's quite interesting for you. Don't you think so?
- B:** Possibly.
- G:** Another girl, Lena, spends the summer with her grandparents. They live on the Greek island of Santorini. She meets a boy and then finds out that his family and her grandparents are old enemies because of something that happened a long time before. It's like Romeo and Juliet but without the sad ending! Tibby, the third girl, is making a film and meets a younger girl who is suffering from cancer. That's really heartbreaking but their relationship also changes Tibby. She grows up and becomes more confident. The last girl, Bridget, is a keen football player. The film is about her time at a summer camp but also about her negative feelings when she returns. It's an amazing film because you laugh one minute and then cry the next.

Literature Spot 2

4.25 Exercise 5, page 149

J = Joyce D = David

- J:** David? Remind me again, how long the film has to be.
- D:** Joyce! Don't you ever take notes? It has to be between four and five minutes long and it must be based on a short story.
- J:** Any story? Could it be a novel?
- D:** No! A short story. Any short story. Classical, modern. British, American, French ...
- J:** OK. Any ideas?
- D:** Well, I read one this morning that I really liked. It's over a hundred years old – it was first published in 1912 – but it's really funny. It's by the British author Saki and it's called *Tobermory*.
- J:** What's it about?
- D:** It's about a talking cat.
- J:** Oh, come on! That's ridiculous!
- D:** Yes, of course it is. We'll never teach cats to talk but the story is really good.
- J:** Yeah? What happens?
- D:** This scientist is at a posh house party at Lord and Lady Somebody's house and he's taught their cat, Tobermory, a really clever cat, to talk. The guests can't believe it but then they go and get the cat and it talks perfectly.
- J:** What does it say?
- D:** Well, that's the thing. It starts telling all the guests' secrets that it's overheard and it's really funny.
- J:** That sounds quite good, actually. Can I borrow it? I'd like to read it. But ...
- D:** But what?
- J:** Well, I don't think it would be easy to film.
- D:** Why not?

STUDENT'S BOOK VIDEO SCRIPT

Unit 1

1A GRAMMAR AND VOCABULARY

▶ 1 GRAMMAR VIDEO page 13

Ad = Adam Ada = Ada An = Annie

Da = Danielle Sh = Shayne

Sc = Scarlett P = Pria

N: Tell me about your typical Sunday.

Ad: On a typical Sunday I like to sleep very late and then the afternoons I like to maybe go out with friends, relax, or perhaps watch some football on TV.

An: So I don't get up early, don't really get changed, usually stay in, and ... yeah, don't do much ...

Da: I go to walk my dog and I go to the coffee shop.

Sh: Well, on a Sunday I usually wake up, I have a Sunday roast with my family before heading out to play a game of football.

Sc: On a typical Sunday I have lunch with my family and I go to the café with my friends.

P: On a typical Sunday we don't get out of bed very early, we lie in, and then we go to the gym, but then we go for a relaxing walk along the river, we go to the park, and then we go somewhere for some food.

1D READING AND VOCABULARY

▶ 2 DOCUMENTARY VIDEO page 17

Free time on an island

N = Narrator P = Presenter T = Tristan

N: This is Scotland, in the United Kingdom. In Scotland, there are lots of small islands with small populations. There's nature, lots of space, and peace and quiet. But what can you do on an island like this when you are a teenager? Tristan Jackson is 18 and lives on the Isle of Skye in Scotland.

P: This is an adventurer's paradise. The woodlands, the oceans, the rivers, and of course the mountains ...

N: He has kilometres of beautiful countryside. He is free to go where he wants and enjoys exploring on his own. All this creates an exciting place for adrenalin sports. And Tristan's sport is cycling - he spends hours on his bike.

P: Do you see it as one big playground outside your front door?

T: Pretty much, yeah.

P: Amazing.

T: It's freedom, you go and explore and find something new and have a play on it. It's quite fun, yeah.

P: Come on then, show me around. Let's go.

N: He loves cycling and uses the open space and mountains to practise. Thanks to this, he is now a semi-professional bike rider. He competes across the country. He loves being outside on his bike and doesn't want to change the way he lives. He thinks he is very lucky to live on the island.

P: Do people envy your life when they come up from the south?

T: I think so, yeah, there are a lot of my friends from around the country that are quite jealous of where I live.

N: Tristan loves exploring the countryside and the sense of freedom he has on the island. This place is perfect for his hobby and practising his riding skills. The Isle of Skye is a real paradise for those who love nature and enjoy peace and quiet. But is it a perfect place for everyone?

1E SPEAKING

▶ 3 COMMUNICATION VIDEO

Exercise 2, page 18

P = Phoebe M = Mum

P: What's that?

M: It's a new lamp for Finlay. It's his birthday on Saturday. Have you got a present for him?

P: No, I haven't.

M: He enjoys playing computer games. What about a game?

P: They're expensive! And anyway, I can't stand playing computer games.

M: OK, but this is a present for Finlay, not ...

P: What kind of books does he like reading? Does he enjoy reading fantasy books?

M: Phoebe, I know you like fantasy books, but remember, it's Finlay's ...

P: Yes, sure.

M: I know. He loves going to the cinema. What about two tickets to see a film?

P: Cinema tickets? Actually, that's a good idea. I quite like watching films at the cinema.

M: Um, yes ... But Finlay has other friends, Phoebe. Remember, it's his birthday.

P: Yeah, but I don't like staying in on Saturdays. The cinema's a great idea! Thanks Mum!

M: You're welcome.

Unit 2

2A GRAMMAR AND VOCABULARY

▶ 4 GRAMMAR VIDEO page 25

Pr = Pria Ad = Adam Ada = Ada

Pi = Pip R = Ryan

N: What's your favourite room in your house? Why?

Pr: My favorite room is the living room because it's a place where we can all sit together, enjoy food together, and watch the television together.

Ad: My favorite room is my bedroom because I like to sleep a lot.

Ada: My favorite room is the living room because there is a big table, and there is a sofa which I really like, and there is also a kitchen which is quite big.

Pi: My kitchen because I love to cook, I love having friends around for food. It's just like the centre of our home.

N: What is there in your favourite room?

Pr: In my living room there are two sofas, a television, there's a fireplace, and above the fireplace there's a painting on the wall, and there is also a table.

Ad: There is a bed, there is a wardrobe, and there is a large stack of books.

R: In my favorite room, in my living room, there is a coffee table, there is a bookshelf, there is a television, and there is a PlayStation.

2D READING AND VOCABULARY

▶ 5 DOCUMENTARY VIDEO page 28

Micro-living

N = Narrator S = Sean A = Andy

N: There are more and more people in the world. A lot of them move to big cities because there are more jobs. But now, space in these cities is a real problem. Vancouver and Hong Kong are popular and expensive cities. So, it's very difficult for young people to find somewhere to live. Luckily, there is a solution - going small. Micro apartments are very small homes with one or two rooms. In Vancouver, Sean Crough lives in one of these apartments.

S: We are standing in every room. We're standing in my kitchen and my dining room and my living room and my bedroom. And my bathroom's just around the corner.

N: He doesn't need many things in his flat because he goes out a lot and doesn't spend a lot of time there.

S: If you ask yourself what you really need, and if you're honest about that, a lot of things become unnecessary.

- N:** The key is to have objects with different uses. He has a coffee table that he can use as an extra chair and also a bed that doubles as a kitchen table. There are so many objects that can have several uses – it's only up to your imagination and creativity! Maybe shelves that can become a seat or a bed hidden behind a sofa. Across the world in Hong Kong, Andy and his wife have a very comfortable home in their micro apartment. They have a wardrobe under the table and a bookcase behind a door. They even have a home cinema inside!
- A:** My favourite features in the apartment would be, for me, the home cinema system with the kind of on-demand surround sound and the two tiered seating.
- N:** It seems that this type of living is the future of young people living in big cities. They don't need a lot of space because they spend most of their time at work or out with friends. And as we can see with Sean and Andy, small apartments can be very cosy and comfortable. Even with limited space, they can create a real home. Can you imagine living in a micro apartment?

2F SPEAKING

▶ 6 COMMUNICATION VIDEO

Exercise 2, page 31

R = Ryan E = Emma A = Amber

- R:** That's it, Amber. The flat's on the website... Hello.
- E:** Hi. My name's Emma. Can you give me some information about the flat for rent?
- R:** The flat? Yes, of course. How can I help?
- E:** How many bathrooms are there?
- R:** Just one.
- E:** Is there a shower?
- R:** Yes. There's a bath and a new shower.
- A:** Ryan! The shower doesn't work yet!
- E:** Has the flat got a garden? Can we cook outside?
- R:** There's a small garden and ... a BBQ.
- E:** What do you mean by small?
- R:** Well, there's space for four people.
- A:** Ryan! Four people here? It's impossible!
- E:** What's that noise?
- R:** That's just the, um, the washing machine.
- E:** Oh, OK. Have you got a dishwasher? I hate washing up!
- R:** Um, sorry, no. I hate washing up too.

- A:** Ryan! Your flat is so untidy! It's terrible!
- E:** OK ... I've got a few more questions ...
- R:** So when do you want to rent the flat?
- E:** From Saturday to Saturday.
- R:** That's the 16th until ...
- E:** No, the 9th until the 16th.
- R:** The 9th?! But that's tomorrow.
- E:** Yes. Is that OK?
- R:** Um, that's fine.
- E:** OK. See you tomorrow. About 12pm? Bye!
- R:** Bye.
- A:** Ryan! Tomorrow? Seriously? It's impossible!

Unit 3

3A GRAMMAR AND VOCABULARY

▶ 7 GRAMMAR VIDEO page 39

**Di = Dianne St = Stefano Sc = Scarlett
Sh = Shayne A = Adam Da = Danielle
P = Pria**

- N:** How many meals do you have every day?
- Di:** I have one to two meals a day.
- St:** I usually have three meals a day. I have breakfast, lunch, and dinner, and occasional snacks.
- Sc:** I have around three meals a day.
- Sh:** I have about three meals a day. I have breakfast in the morning, I have lunch in the afternoon, and I have dinner in the evening.
- N:** What do you usually have for breakfast?
- A:** For breakfast I usually have a bowl of cereal and a coffee.
- Da:** For breakfast I have toast and I have eggs.
- Sh:** I have an omelette and maybe a glass of milk.
- Di:** For breakfast I have cereal and some fruits.
- P:** For breakfast I have an orange and some blueberries, and some yogurt.

3C SPEAKING

▶ 8 COMMUNICATION VIDEO

Exercises 2 and 3, page 40

S = Server L = Leila R = Robin

- S:** Hi. How can I help you?
- L:** Hi. I'd like ... Sorry ... Hi Robin. Where are you?
- R:** Sorry, Leila. I'm on my way. Where are you?
- L:** I'm in the café. What would you like?
- R:** A tuna salad – and a sandwich.
- S:** Are you ready to order?

- R:** ... Maybe cheese? And a white coffee and ...
- L:** OK. Bye. Sorry about that. Can I have a tuna salad please? And ...
- S:** Two salads ... Which? We've got tuna, chicken ...
- L:** No. One tuna salad, please. And I'd like a spinach and rice salad.
- S:** OK. So two salads. Anything else?
- L:** Yes, my friend would like a cheese sandwich.
- S:** We haven't got any cheese sandwiches. Is chicken and cheese OK?
- L:** Um, maybe I can check ... No, chicken and cheese. That's fine.
- S:** Would you like any cake or desserts?
- L:** Yes, I'd like a piece of carrot cake, please.
- S:** Sorry. There isn't any carrot cake. There's chocolate ...
- L:** Yes, OK.
- S:** Anything to drink?
- L:** Yes, a cup of coffee and a glass of apple juice, please.
- S:** White or black?
- L:** Sorry? Oh, the coffee. White, please.
- S:** One white coffee.
- L:** How much is that?
- S:** That's £21.50, please.
- L:** Here you are.
- S:** Thank you. Oh, eh! Sorry! Excuse me! It's £21.50 and this is £12.50.
- L:** Oh, I'm so sorry. Here you are.
- S:** Thank you.

▶ 9 COMMUNICATION VIDEO

Exercise 4, page 40

L = Leila R = Robin

- L:** Hi! Robin, you're late.
- R:** I know. Sorry. So what's mine?
- L:** Here's your tuna salad. They haven't got any cheese sandwiches so this is chicken and cheese. Is that OK?
- R:** Um, I'm a vegetarian.
- L:** But you eat fish?
- R:** Well, yes. I eat fish so I'm not exactly a vegetarian. But I don't eat any meat.
- L:** Oh, sorry ... So can I have your sandwich, then? Thanks!

3F READING AND VOCABULARY

▶ 10 DOCUMENTARY VIDEO page 45

The real junk food project

N = Narrator A = Adam S = Shopper

- N:** Every year we waste or lose a third of all food in the world. This waste food, from both homes and companies, is bad for the environment. Adam Smith is a chef from Leeds in England. He recycles waste food. He runs an organisation called The Real Junk

Food Project. The project collects waste food from many different places and sells it at The Real Junk Food supermarket.

- A:** We have relationships with national supermarkets, we get food from food bank waste, we get food from photographers, catering waste, restaurants, cafés.
- N:** Adam thinks that lots of people and companies put healthy food in the bin because of use-by dates on containers. In Adam's shop they only throw away food when it looks or smells bad!
- S:** I think the nose is the good test of what is good.
- N:** There are no prices in The Real Junk Food supermarket. The customers pay with whatever money they have. Thanks to this, people buy healthy food at a low price. Adam also runs a Real Junk Food café in Leeds. The café makes meals from whatever waste food ingredients are available, which means the menu changes a lot! Around fifty people from the local area eat at the cafe every day. Customers pay what they want, like at the supermarket. So even people who don't have much money can afford to eat there. The Real Junk Food Project teaches people that when they throw away food, they throw away money. Every year the average UK home puts seven hundred pounds of food in the bin. So Adam thinks that food waste isn't just bad for the environment, it's also bad for our wallets! Perhaps it's time to think about how we can stop food waste to help the environment and save money?

Unit 4

4A GRAMMAR AND VOCABULARY

▶ 11 GRAMMAR VIDEO page 51
P = Paulius Sc = Scarlett Sh = Shayne
A = Adam Di = Dianne St = Stefano
Da = Darryl

- N:** Are you learning anything new at the moment?
- P:** Yes, so I'm, I'm learning lots about London. I'm reading lots of social history in the books that I'm studying and yeah I'm learning a lot.
- Sc:** At the moment I'm learning how to play guitar.
- Sh:** I'm learning how to become a primary school teacher. I enjoy learning new languages. At the

moment I am learning Italian.

- A:** At the moment, no, I'm not learning anything new.
- Di:** I am learning a new language, Spanish. I am learning on my own.
- St:** I'm learning to play the piano. I'm also learning some new skateboard tricks.
- Da:** I'm going to classes with my wife to learn salsa dancing.

4D READING AND VOCABULARY

▶ 12 DOCUMENTARY VIDEO page 55

A school with a difference

N = Narrator D = Director

S1 = Student 1 S2 = Student 2

Ss = Students (altogether)

- N:** It's the end of the school year. Students at Gordonstoun are studying hard for final exams. But Gordonstoun is not a normal school ... and it's not just about exam results. As well as lessons and exams, students do many other activities that teach them very practical skills. Activities like these are very important at Gordonstoun. During the school year, students take part in many different ones. Both creative activities like drama ... and outdoor experiences like hiking and camping. The lessons they can learn make parents choose this school for their children. These 15-year-old students in Year 10 are facing a big challenge: a whole week aboard Ocean Spirit, the school's boat. They learn to share work, responsibility and a very small living space with their classmates – lessons that help them prepare for real life!
- D:** Ocean Spirit is a school in itself, because the lessons learned there are so strong.
- S1:** Smells like sea! And we are just putting the food onto the little boat now.
- N:** They are going to spend a week on the boat. The group is responsible for everything on the boat: they clean, cook and keep the boat tidy without help. But they must also learn how to sail the boat themselves, in all weather. Luckily, when they leave, the sea is calm. Then, the next day, the weather changes. Year 10 students are in the middle of a storm. Some people in the group are very seasick and many of them are scared, but there's nothing they can do.
- S1:** A bit cold, a bit wet, a little bit miserable.

- N:** But they sail on. It isn't easy, but they all learn useful lessons: how to stay calm and help each other. A few hours later, the weather is good again, and they get a visit.
- Ss:** Dolphins!
- N:** It is a nice end to a very difficult second day.

—

- N:** The students in Year 10 are sailing home. It's their last day, and today, they are working without any help. But together, they know they can do it.
- S2:** I can see the pontoon!
- N:** After six days, the students are happy to be back, but sad to leave the boat.
- S1:** A bit sad actually, I liked that boat. But I'm looking forward to like, being clean.
- N:** The week's journey is over but the students know much more about themselves and team work. It is a great lesson, isn't it?

4F SPEAKING

▶ 13 COMMUNICATION VIDEO

Exercises 2 and 3, page 57

L = Lucas Z = Zoe L = Librarian

- L:** Hi Zoe. Is anyone sitting here?
- Z:** Hi Lucas. No ... That's all my stuff. Sorry ... Your music's quite loud!
- L:** Sorry?
- Z:** Shhhh!
- L:** Sorry. Can I borrow your headphones, please?
- Z:** Yes, of course. Here you are.
- L:** Zoe. Could I borrow your calculator? Mine is at home.
- Z:** Yes, sure. But I have physics homework today so I need it soon. There are apps, you know ... for your phone.
- L:** I know, but I don't have one. Thanks. Just ask when you need it ... Just one more thing ... Is it OK if I use your ruler?
- Z:** No, sorry but you can't. I'm using it at the moment. OK?
- L:** Zoe! Please be quiet. This is a library!
- Z:** Thanks a lot, Lucas!

Unit 5

5A GRAMMAR AND VOCABULARY

▶ 14 GRAMMAR VIDEO page 65

St = Stefano Sc = Scarlett T = Ty
D = Dianne Sh = Shayne J = Jaasvi

- N:** What were you like as a child?
- St:** When I was a child I was very noisy, I

was very talkative and quite messy.

- Sc:** As a child I was quite shy and I just enjoyed being outside quite a lot.
- T:** I was a creative child and I made model aeroplanes, boats as well.
- D:** I was quite a shy child and I spent a lot of time on my own.
- Sh:** When I was a child I was very hyperactive. I had lots of energy. I believe I was very funny.
- J:** As a child I was a serious person and I asked a lot of difficult questions.

5C SPEAKING

▶ 15 COMMUNICATION VIDEO

Exercises 3 and 4, page 67

K = Katie T = Theo A = Assistant

- K:** Oh, please Theo. I just want to look at a few things.
- T:** OK. But don't be a long time. I don't need any clothes.
- A:** Can I help you?
- T:** No, thanks. I'm just looking.
- K:** Um. Yes, please. I'm looking for a green T-shirt.
- A:** OK. There are some here. What size are you?
- K:** Medium.
- A:** Here you are.
- K:** Thanks.
-
- K:** Can I try these on?
- A:** Of course. The changing rooms are over there.
- K:** Thanks.
-
- K:** Hey Theo, what do you think of this T-shirt and these jeans? I really like them!
- T:** Um, yeah, cool. Look, I've got a few things too.
- K:** Wow! Trousers, T-shirts, jeans, a jumper... You don't need any clothes, eh?
- T:** Yeah, well.
-
- A:** Do they fit?
- K:** The jeans are great. But have you got this T-shirt in a small?
- A:** Sorry. No.
-
- K:** Theo? Are you ready to go?
- T:** Just a minute!
- K:** Theo! Hurry up! I'm bored!
- T:** Hi, I'm ready. I only like this T-shirt. Does it suit me?
- K:** Yes, it's perfect. Can we go?
- T:** No, it doesn't look right. I don't like it anymore.
- K:** OK. I need to pay for these jeans.
- T:** What? Katie! Hurry up! I'm bored!

5F READING AND VOCABULARY

▶ 16 DOCUMENTARY VIDEO page 70

Lifestyles now and then

N = Narrator Se = Seth St = Steph D = Daisy

- N:** Meet the Ashby-Hawkins family. They took part in a TV programme called *Back in Time* to experience everyday life in different decades of the twentieth century.... Every week their rooms, their clothes and even their hobbies changed. Seth wanted to use this experience to learn about the past.
- S:** I reckon it's going to be a pretty good history lesson for me.
- N:** Mum Steph wanted the family to stop looking at their phones, and start talking to each other again.
- St:** It really feels like it's a once in a lifetime opportunity for us to do something together cos when we don't have the devices in the way we might actually have to talk and listen a bit more.
- N:** First, the Ashby-Hawkins travelled to the 1950s. The family wore typical clothes from the decade. Steph thought they were too formal.
- St:** I feel like I'm going to a wedding. I feel really like...
- Se:** Overdressed.
- St:** ... really overdressed and now ridiculous.
- N:** And Daisy wasn't happy about the housework. In the 1950s there were no vacuum cleaners, so the only way to clean a rug was to hit it. Hard.
- D:** It's really annoying me now!
- N:** Dad Rob enjoyed himself. He liked the 1950s hobby of DIY or 'Do it Yourself'. He made a table on his own and was very proud of it.
- R:** I think I'm really proud of it. I didn't think I could do it when I started and I'm really pleased with that.
- N:** But most of the family were pleased to leave the 1950s and move on to the 1970s. In the 1970s the clothes were colourful and the hobbies were fun. Daisy and Seth enjoyed swingball, keyboards and computers. The Ashby-Hawkins also liked spending time together in the 1970s, playing games like darts and dancing. They even enjoyed a traditional, British camping holiday! They all agreed that the best thing about time travel was spending more time together as a family.
- R:** The most fun was all four of us together.

- S:** We've bonded a lot more strongly over this process.
- N:** At the end of the experience the Ashby-Hawkins returned to their normal lives as a happy, modern family. But what can their experience in the 1950s and 1970s tell us about the benefits of time travel?

Unit 6

6A GRAMMAR AND VOCABULARY

▶ 17 GRAMMAR VIDEO page 77

S = Scarlett Ro = Rocky J = Jaasvi P = Pria Ry = Ryan

- N:** Which is better – watching a film at home or going to the cinema? Why?
- Sc:** I prefer to watch a film at home 'cause I feel more comfortable there.
- Ro:** I prefer watching films in the cinema because the screen is much bigger.
- J:** Going to the cinema is not as comfortable as staying at home and watching films.
- P:** I think watching a film at the cinema is better because you've got a big screen, better sound, and you're surrounded by lots of people watching the same thing with you whereas at home it's a small screen, sound isn't as good, and the popcorn isn't as tasty.
- Ry:** I prefer watching films at the cinema because it's louder and the screen is a lot bigger but I do also enjoy watching films at home because it's more comfortable.

6B READING AND VOCABULARY

▶ 18 DOCUMENTARY VIDEO page 79

High school musical awards

N = Narrator Je = Jennifer K = Katie A = Amanda Jo = John H = Host S = Shelly

- N:** All over the American state of Pennsylvania high school students are working hard. They practise singing, acting, dancing and playing music. They work for hours, every week. They must get it right.
- Je:** At the end you're singing ... OK, you have to be 'Wow he is great!'
- N:** They are preparing a musical. Not just any musical, but a musical for the Freddy Awards. The 'Freddys' are prizes for high school musicals in the state of Pennsylvania. It takes a lot of time and effort but the students learn a lot. And they enjoy being on stage. It helps

some students feel better about themselves.

- K:** It just feels like when you're in the stage that's where you're supposed to be. Because offstage, like, you're vulnerable and you're like, 'wait I'm confused. I don't have friends. Where am I?' And then you're onstage, you know where to go, you know who you are.
- N:** Amanda performs because she enjoys making others happy.
- A:** I love being able to make people happy, to have that connection with the audience. If I can just take them away from all their troubles, just for a minute, just because I'm singing a note, that's all that matters.
- N:** John loves football but now drama is more important to him.
- Jo:** I always played soccer - you know what I mean - so I was always a soccer star, not drama, you always hear 'drama', and think, 'that's for the drama kid'.
- N:** John has one of the starring roles in his school's show, but for him working together with other students is the best part.
- Jo:** People don't realise that theatre is a team sport. Everyone has to help. No-one's less important, more important. You're in a team trying to make a beautiful musical.
- N:** The teams are trying very hard. Every time they practise they get a bit better until the musical is good enough for the Freddy's.
-
- N:** The big night is here. The students are nervous but they are also excited. The theatre is ready, and the audience is coming in. A lot of people are watching these students in the theatre and on TV. Each high school performs its musical for the judges. It must be a difficult decision to choose the winners.
- H:** And the Freddy goes to ... John ...!
- Jo:** My parents, they've been there throughout this whole thing. Miss Wescoe is the best. She's the highlight of my life. Thank you so much!
- A:** I know I want to keep theatre part of my life.
- Jo:** It just seems that theatre has that kick that soccer couldn't give me.
- K:** We have to go into theatre. What else could we do with our lives?
- S:** These are the people that are going to take care of this theatre, this town, this world. That's wonderful. That's wonderful.

6F SPEAKING

▶ 19 COMMUNICATION VIDEO

Exercise 2, page 83

TM = Tanya's mum T = Tanya S = Steven

- TM:** Oh, hi Steven! Come in. Tanya! Steven's here.
- T:** What's up?
- S:** My phone's dead and I was in your street.
- T:** Come on, then.
- S:** Let's do something.
- T:** Sure... I know. Why don't we go to that graffiti exhibition?
- S:** That's a good idea. Where is it?
- T:** In the centre of town.
- S:** No way! That's too far!
- T:** OK. What about going to the cinema? I want to see that fantasy ...
- S:** I don't think so. I haven't got any money.
- T:** OK. Let's play football in the park instead.
- S:** I don't think that's a great idea. I'm wearing my best trainers.
- T:** I haven't got any more ideas. How about watching that new series online?
- S:** OK, let's do that. Is it OK if I charge my phone?
- T:** Sure.
- S:** That's strange. Five messages from my parents. Oh, no. I forgot! It's my cousin's birthday today. There's a party at his house this afternoon. I need to go. Now!
- T:** What?
- S:** Um ... do you want to do something tomorrow?
- T:** Sure. Call me later ... But check your diary first!

Unit 7

7A GRAMMAR AND VOCABULARY

▶ 20 GRAMMAR VIDEO page 91

A = Adam J = Jaasvi Ro = Rocky Po = Poppy Ry = Ryan Pr = Pria

- N:** What are you going to do this summer?
- A:** This summer I'm going to visit some friends in Bermuda because they're getting married.
- J:** During the summer I am not going to travel anywhere but I am going to get a summer job.
- Ro:** I'm going to spend my summer in America.
- Po:** I'm going to take time off work, spend time with friends and go to a hot country.

- Ry:** I'm going to go to California, spend some time at the beach, and then when I go to Thailand, I'm going to eat as much food as I possibly can.
- Pr:** Hopefully, I'm going to spend my summer in the sun. I'm going to go on holiday to Lebanon and to Italy, and at work, hopefully, I am going to start a new job.

7E SPEAKING

▶ 21 COMMUNICATION VIDEO

Exercises 2 and 3, page 95

M = Maisy Ma = Man W = Woman

- M:** Argh! I left my phone at home! Excuse me, where's Blackwall station?
- Ma:** Sorry. I don't live here.
- M:** Um, excuse me. How do I get to Blackwall Underground station?
- W:** Blackwall? Oh, Kingsway station is nearer than Blackwall. And it's on the same line. Go to the end of Queen Street. Then turn right at the traffic lights.
- M:** But ...
- W:** Walk along Green Street and Kingsway is on the right. It's next to a big supermarket.
- M:** Sorry. But I don't want to take the underground. I'm actually looking for a café, Tin Café. It's near Blackwall station.
- W:** Oh, is it nice?
- M:** I don't know. Can you tell me the way to Blackwall station?
- W:** Yes. That's in the other direction. Walk past the library and take the second road on the right. Then take the first road on the left. That's North Road. Blackwall is on the right, opposite the museum.
- M:** Thanks!
- W:** It's so nice to see a young person not on a phone!
- M:** Er ... yes.

7F READING AND VOCABULARY

▶ 22 DOCUMENTARY VIDEO page 96

Sydney - the perfect city?

N = Narrator M = Morgan

- N:** Morgan Burnett is a cameraman and a presenter. He travels the world and films different places for TV shows. Today he is going to visit his own city: Sydney, in Australia. When Morgan comes home, he remembers that Sydney is a great place to live.
- M:** When I fly home I look out the plane window, and see all this from above, I'm instantly reminded of why I love living here.

N: So today he's starting the journey in Sydney. And then he's going to drive south to visit some beautiful places that aren't too far away from the city. Morgan thinks that living in this city is a bit like being on holiday because it has beautiful views.

M: With views like this it kind of makes it feel like I'm living in a paradise where every day's a holiday.

N: Sydney is a great place for sightseeing. There are famous landmarks, like Sydney Harbour Bridge and Sydney Opera House where people go to music concerts and shows. There are lots of museums and parks, places to shop and restaurants. And Sydney has over 100 beaches! The most famous one is Bondi beach.

M: One of the greatest things about Sydney is the city's connection to water, it's got a spectacular coastline, countless beaches and a big, beautiful harbour.

N: Going to the beach is an important part of life in Sydney. Lots of people go swimming, surfing or walking by the sea. And they enjoy spending time on the beach. When they want to feel closer to nature or find empty beaches they don't have to go far. That's just what Morgan is looking for now ... After two and a half hours in the car from Sydney, Morgan is just outside Nowra. There's no beach, but a big beautiful forest. And Morgan is staying in a hotel in the middle of it all ... in a huge tent!

M: This is my accommodation, it's a tent that has been imported from Africa, it's very five star. It's amazing! Come and have a look inside.

N: Morgan has everything he needs in his room and he really is closer to nature. Just outside he can go paddleboarding on the river.

M: You can hear all the insects and birds chirping. Ah, very relaxing.

N: But it's not over yet. He is going to find a quiet beach, with blue sea. And Jervis Bay is only 20 minutes away in the car! The sand is very white and the sea is incredibly clean. The place is almost empty so it's very different from the crowded beaches in Sydney. There aren't many people at these beaches, but there are lots of animals. For Morgan, it's great fun to observe the animals from a small boat – you can see seabirds like pelicans. And while diving in the water you can admire many different fish. Morgan loves the fantastic beaches and

hectic life Sydney has to offer. And with beautiful nature and wildlife just a short distance away, it's the perfect place to live! What makes your perfect city?

Unit 8

8A GRAMMAR AND VOCABULARY

▶ 23 GRAMMAR VIDEO page 103

Sc = Scarlett Pa = Paulius

Sy = Syahirah St = Stefano

De = Deena Da = Darryl R = Ryan

Pr = Pria

N: How will we live in the future?

Sc: In the future I hope life will be good. I hope I'll live in a big flat in a city and I can't wait to see all the latest technology.

Pa: I think that people will not use cash and people will start using digital currencies to pay for things.

Sy: We will travel in electric cars and we will live in very small bedrooms.

St: We will recycle a lot more, we will cycle instead of driving, and if we drive, we will drive electric cars.

De: People won't buy anything on the high street anymore, they'll buy it online.

Da: We won't read newspapers but we will get our news online.

Ry: I think people will travel in 30 years' time probably still by car but a very, very different type of car.

Pr: In the future I think we will have a lot of technology in our homes, and I think the decisions we make with our lives on a daily basis will have the environment in mind a lot more than it is now.

8E SPEAKING

▶ 24 COMMUNICATION VIDEO

Exercises 2 and 3, page 107

Mi = Mia Ma = Max C = Charlie

VA = Voice Assistant

Mi: Charlie, I'm not saying the Internet of things is rubbish. But personally, I don't think it will make our lives easier.

Ma: I agree with Mia. Now let's go inside.

C: I'm sorry but I don't agree.

Ma: It's dark. Turn the lights on. Wow, Charlie! You turned the lights on with your phone!

C: Yes, Max. We've got 'smart' lights.

Mi: Yeah, but who wants to take their phone out, start the app. It takes too long.

C: You're right, Mia. So what about this? Voice Assistant, turn on the TV.

VA: I'm turning on the TV.

Mi+ Ma: Awesome!

C: Voice Assistant, play a song.

VA: Here's one of your favourite songs.

Ma: Cool. Voice Assistant, turn it up! I can't hear because of the TV.

VA: I'm turning up the TV.

C: No. Not the TV! Voice Assistant, turn it off.

VA: I'm turning off the lights.

Ma: Um, Charlie. I can't see anything.

C: Well, obviously it doesn't work perfectly but in my opinion, we'll use these gadgets a lot in the future.

Mi: Really? I'm not sure about that.

8F READING AND VOCABULARY

▶ 25 DOCUMENTARY VIDEO

page 108

Microchipping

N = Narrator SR = Stephan Ray

PM = Patrick Mesterton

BL = Ben Libberton

N: These passengers travelling on a train in Sweden are getting ready to show the conductor their tickets. Some passengers are using traditional paper tickets and printouts; others have e-tickets on their phone. But this man is "chipped" – he has got his ticket stored in his hand on a microchip implant. So, how does it work? "Chipped" passengers have a tiny microchip implanted into their hand. The microchip contains their unique customer number. So the conductor can scan the implant, and access their ticket information online. Stephan Ray is an employee at SJ trains. He hopes that thanks to this new technology, passengers won't have to worry about forgetting their ticket again.

SR: Everything that makes our lives easier, I think, is interesting. And being able to travel on the train without using a ticket is a new way.

N: Train tickets aren't the only data we can store on a microchip. At this office building, workers can use their microchip implants to do things like open doors, use printers, and buy food and drinks. Patrick Mesterton runs the company. He introduced optional micro-chipping to make people's lives easier. He thinks it is a good idea because they won't have to carry so many items with them.

- PM:** It basically simplifies your life. That's why I think people find it interesting because, you don't have to have keys, you don't have to use tags or anything else for using printers. You can do airline fares with it, you can also go to your local gym etc.
- N:** But although some people believe that microchips can make our lives more convenient, not a lot of people use them. Putting a piece of technology into your body is an extreme thing to do – even for Patrick.
- PM:** Of course, putting things into your body is quite a big step to do and it was even for me at first, thinking like, 'Why would I do this?'
- N:** And there are other concerns. Microchip implants are a new and developing technology, and it's possible that they will be able to collect a lot of data about our daily activities, even when we aren't using them. This can be a problem. So some experts, like microbiologist Ben Libberton, are worried about our privacy. It's not certain who will have access to the personal data stored in microchip implants in the future.
- BL:** You could get data about your health, you could get data about your whereabouts, how often you're working, how long you're working, if you're taking toilet breaks and things like that. All of that data could conceivably be collected. So then the questions is: What happens to it afterwards? What is it used for?
- N:** Nobody knows how microchip implants will develop in the future, or whether they will really become a part of our everyday lives. The question is, how will we use them? Are microchip implants something to be happy, or worried about?

Unit 9

9A GRAMMAR AND VOCABULARY

- ▶ 26 GRAMMAR VIDEO** page 117
Sc = Scarlett P = Paulius J = Jaasvi
O = Owen D = Danielle St = Stefano
- N:** What do you have to do to be a professional sportsperson?
- Sc:** To be a professional sportsperson you have to eat well and train regularly. You mustn't eat fast food and you mustn't live an unhealthy lifestyle.
- P:** I think a professional sportsperson must eat the right foods, be on a healthy diet, and must avoid smoking.

- J:** A professional sportsperson mustn't eat junk food.
- O:** A professional sportsman mustn't cheat at their sport.
- St:** You have to be fit and exercise. You have to practise a lot and be dedicated.

9E SPEAKING

▶ 27 COMMUNICATION VIDEO

Exercises 2 and 3, page 121

Mu = Mum J = Jo Ma = Martin

- Mu:** Jo, what's the matter?
- J:** I feel sick and my stomach hurts.
- Mu:** Come here... Let me see... Oh dear! You've got a temperature. You shouldn't go to school today.
- Ma:** I wasn't well last week and I went to school.
- Mu:** You only had a cold. Jo, you should try to eat something.
- J:** Martin, do you want my cereal? I can't eat it.
- Ma:** No thanks! I don't want to be sick. And I've got exams next week ... Actually ...
- J:** What are you doing?
- Ma:** I'm going to eat your cereal! Maybe I'll be in bed next week too. Then I can't do my exams!
- J:** Martin!
- Ma:** Get well soon!
-
- Ma:** How are you feeling, Jo?
- J:** I feel a lot better. I'll be fine for Jake's party, I think.
- Ma:** What?
- J:** You look terrible, Martin. Are you feeling alright?
- Mu:** Let's see ... Uh, oh. You've got the same thing as Jo.
- Ma:** But I'm meeting friends later. And Saturday is Jake's party!
- Mu:** Sorry Martin. You must go to bed. Jo's illness only lasted two days. You'll be OK for your exams next week!
- Ma:** Oh, no ...

9F READING AND VOCABULARY

▶ 28 DOCUMENTARY VIDEO page 122

Life in zero gravity

- N = Narrator A = Astronaut**
KN = Karen Nyberg
- N:** Our planet, in space. The International Space Station moves around Earth. Each astronaut works and lives on it for 6 months. They have to build parts of the space station. And do experiments and tests, such as what water does in zero gravity.
- A:** It just stays there floating.

- N:** When the station has a problem, the astronauts go outside, find the problem and fix it. They mustn't go out without their space suits. Life on the space station is different to life on Earth. All the food is dry and in packets. It should have lots of vitamins and nutrients so that the astronauts stay healthy in space. But they can also have fun with their food. They must do exercise every day to keep fit and healthy on the space station.
- KN:** We exercise to keep our bones and our muscles strong.
- N:** Karen loves running and uses a special machine to run every day. She uses her arms, legs and heart to push blood around her body. Other simple activities can be difficult with no gravity. How do you think astronauts wash their hair in space?
- KN:** To get started these are the things I need. A bag of warm water, a little no-rinse shampoo, towel and my comb.
- N:** Using dry shampoo is not easy, but Karen does her best to keep her hair clean and tidy. Sleeping on the space station is also different. Astronauts don't sleep on a bed. They use a sleeping bag that's connected to the wall and sleep inside a cabin where there's less light.
- KN:** This one is also designed to keep us from moving around so much, we can secure it to the floor or the walls or the ceiling if you really want to sleep in an unusual fashion.
- N:** After six months, astronauts like Karen, say goodbye to their team and leave the space station. They travel in a capsule that flies to Earth very fast. A team of people collect the astronauts when they arrive. After an incredible experience, the astronauts are now home.

Unit 10

10 GRAMMAR AND VOCABULARY

- ▶ 29 GRAMMAR VIDEO** page 129
Dan = Danielle O = Owen Pr = Pria
St = Stefano Sc = Scarlett Pi = Pip
Dar = Darryl A = Annie
- N:** Finish the sentence: I have never ...
- Dan:** I have never driven a bus or flown a plane.
- O:** I have never swum with dolphins or been to Australia.
- Pr:** I have never ordered a take-away pizza.

- St:** I've never climbed a mountain.
Sc: I've never tried backpacking or skiing.
Pi: I have never travelled to America. I would love to.
Dar: I have never been to the North Pole, and I haven't bungee-jumped.
A: I have never seen a desert or visited Australia but I would love to.

10D READING AND VOCABULARY

30 DOCUMENTARY VIDEO page 133

Helping hands

N = Narrator V1 = Volunteer 1

V2 = Volunteer 2 J = Jim S = Susan

- N:** All around the world there are people who care about animals and the environment. Some people dedicate their whole lives to helping wild animals. Others help in their free time. At the Wellfleet Bay Wildlife Sanctuary in Cape Cod, people can volunteer to help save the Kemp's ridley turtle - a species that is in danger of completely disappearing. Every year hundreds of these turtles get stuck in Cape Cod bay. When the turtles can't find a way out, they wash up on the beach. They are cold and weak and without help, they die. But luckily, these volunteers are ready to help.
- V1:** OK, it's a Kemp's ridley. It's alive. OK, here's another one upside down. There's another one! OK, so now we've got six.
- N:** They walk along the beaches day and night to look for lost and ill turtles.
- V1:** Excellent! Hello there! We're here to take you off the beach.
- N:** They take the turtles back to the sanctuary and make them healthy again. Even though it's hard work, the volunteers are happy to help.
- V2:** Even though there's football going on in the weekend when we do go out and look for the turtles, my preference is - I'd rather be out on the beach looking for the turtles, any day of the week.
- N:** When the turtles are healthy the volunteers help to put them back in the sea. They have given their free time to help these animals. Thanks to them, there are more Kemp's ridley turtles alive today. For some people helping animals becomes a lifestyle. Susan and Jim run an animal sanctuary for bears in Otisville, New York. They look after eleven bears! When these bears were babies, they lost their

mothers. But Susan and Jim brought them home. The bears have lived with them ever since. Living with the bears is dangerous because they are very strong animals. Kodiak bears are one of the largest species in the world. They can weigh up to 1400 pounds! A lot bigger than Susan and Jim.

- J:** Ay! You know better than that, what are you doing?! It's alright.
- N:** But Jim and Susan have developed a close relationship with the furry animals. The bears are like their children.
- S:** Yeah the bears are everything to me, I would do anything for them. I spend all day with them every day.
- J:** This is our life. We're one big bear family.
- N:** Susan, Jim and the volunteers in Cape Cod have all put a lot of time, effort and love into their actions. They show us that we can make a difference. However, many animal species are still disappearing every year. Can we still save them, or is it too late?

10F SPEAKING

31 COMMUNICATION VIDEO

Exercise 2, page 135

A = Ava L = Liam MT = Mr. Turner

- A:** Have you seen this, Liam?
- L:** £500? For a poster!?
- A:** It's £500 for the school. But the five best posters will also appear in their campaign - thousands of people will see them. Are you going to enter? I am.
- L:** You're the best at art in the school, Ava.
- A:** No. Karen is really good too. You should enter!
- L:** OK. I think I will!

32 COMMUNICATION VIDEO

Exercises 3 and 4, page 135

A = Ava L = Liam MT = Mr. Turner

- MT:** Guys! Guys! I've got some fantastic news! I've just heard the results of the Go Green! competition. Two students from our school have won prizes.
- L:** That's amazing news! Who won?
- MT:** Well, Karen Taylor's poster is one of the top five. Well done, Karen. Your poster will be in schools all over the country.
- L:** Good for you, Karen!
- A:** Yeah, congratulations! So ...
- MT:** I'm sorry, but you didn't win this time, Ava.
- L:** Oh, no!

- MT:** Liam. You have won £500 for the school!
- L:** Wow! I've never won anything before! I'm sorry Ava.
- A:** No. Don't worry. I'm really happy for you Liam.
- MT:** Liam. More good news! The Head teacher would like you to give a speech to the school next week - with some ideas on how to spend the money.
- L:** A speech? In front of the whole school?

WORKBOOK ANSWER KEY

Unit 1

1A GRAMMAR AND VOCABULARY

1

- 1 gets
- 2 have
- 3 like
- 4 eat
- 5 live
- 6 gives
- 7 comes
- 8 play

2

- 1 gets up
- 2 has
- 3 gets
- 4 eats
- 5 goes
- 6 has
- 7 gets
- 8 does
- 9 watches
- 10 goes

3

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

4

- 1 She
- 2 My parents
- 3 My mum
- 4 He
- 5 She
- 6 Celine and her sister

5

- 1 She likes football
- 2 My parents live in England.
- 3 My mum doesn't play chess.
- 4 He wears a uniform.
- 5 She comes from Italy.
- 6 Celine and her sister speak French.

6

- 1 don't like
- 2 doesn't have
- 3 don't go
- 4 don't have
- 5 doesn't speak
- 6 doesn't live

7

- 1 Emily doesn't have lessons on Saturdays. She goes out with her friends.
- 2 My mum is from Italy but I don't speak Italian.
- 3 I go to bed at 10 o'clock on weekdays but on Saturdays I don't go to bed early.
- 4 My sister wears a uniform at her school but we don't wear a uniform at our school.
- 5 My parents have breakfast at 7 a.m. but I don't have breakfast with them. I get up at 7.15.

8

- 1 goes
- 2 don't go
- 3 don't like
- 4 goes
- 5 has
- 6 comes
- 7 have
- 8 like
- 9 plays
- 10 don't play
- 11 gets up
- 12 goes
- 13 comes
- 14 knows

9

- 1 gets up, get up
- 2 doesn't have, have
- 3 wears, don't wear
- 4 speak English, doesn't speak
- 5 goes to a Spanish class, go shopping

1B VOCABULARY

1

- 1 shopping, to the cinema
- 2 sport, computer games
- 3 the cinema, a friend's house
- 4 TV, films
- 5 music, the radio

2

- 1 goes
- 2 hangs out
- 3 goes to
- 4 plays
- 5 listens to
- 6 reads
- 7 watch
- 8 writes

3

- 1 cinema
- 2 sport
- 3 football
- 4 party
- 5 shopping
- 6 lessons
- 7 school
- 8 homework

4

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

5

- 1 five times a week
- 2 twice a week
- 3 once a week
- 4 twice a month
- 5 once a month
- 6 three times a week

1C GRAMMAR

1

- 1 never
- 2 hardly ever
- 3 sometimes
- 4 often
- 5 usually

2

- 1 I am sometimes tired at school.
- 2 I hardly ever eat chips.
- 3 My mum often works late.
- 4 My dad is never angry.
- 5 This shop usually has some great things to buy.
- 6 My friend always checks her phone when I'm with her.

3

- 1 I hardly ever go to the cinema.
- 2 I never eat meat. I don't like it.
- 3 Sam always goes to school by bus.
- 4 My parents are usually at home in the evenings.
- 5 Our teacher sometimes gives us a test.
- 6 Abigail is often late for school.

4

- 1e 2b 3a 4c 5d

5

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

6

- 1 How often do you
- 2 Where does your dad
- 3 What time do your parents
- 4 How do you
- 5 What does your sister
- 6 Who do you

1D READING AND VOCABULARY

1

A Abdul
B Camilla
C Meghan
D Leila
E Conrad

2

1a 2b 3b 4c 5a

3

1 is
2 like
3 go to bed late in the evening
4 doesn't work
5 likes

4

1 talkative
2 lazy
3 feel upset
4 care about
5 stay up late

5

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

6

1 shy
2 late
3 ask
4 old
5 true
6 find
7 remember

1E SPEAKING

2

1 playing
2 watching
3 going
4 reading
5 getting
6 going

3

1 stand
2 kind
3 quite
4 mind
5 favourite
6 enjoy

4

1c 2b 3b 4a 5a

5

1 playing
2 mind
3 reading
4 kind
5 going
6 sitting
7 stand
8 spending

1F LISTENING AND VOCABULARY

1

1b 2e 3a

2

1B 2B 3C

3

1 into
2 down
3 in
4 around
5 so
6 on

6

places /iz/
sports /s/
friends /z/

7

/s/ tickets, events, concerts, groups
/z/ museums, things, clubs, words
/iz/ languages, messages

1G WRITING

1

1 Darsha
2 two/2
3 one/1
4 Delhi/India
5 basketball
6 piano
7 reading
8 watching films

2

1 from
2 live
3 get
4 week
5 enjoy
6 often
7 favourite

3

1 My grandparents live
2 On schooldays I
3 My sister and
4 My favourite film

4

1 and 2 so 3 but 4 but,
because 5 and

5

1 but
2 because
3 so
4 and
5 because
6 so

UNIT VOCABULARY PRACTICE

1

1 on, in
2 in, in
3 at, at
4 in
5 on, on
6 On, at, at, at

2

1 do
2 go
3 gets
4 has
5 have
6 goes
7 get
8 do

3

1 play
2 watch
3 go to
4 listen
5 hang
6 go
7 write
8 read

4

1c, back
2e, in
3d, up
4b, down
5a on

5

1 laugh
2 tell
3 agree
4 waiting
5 dreams

Unit 2

2A GRAMMAR AND VOCABULARY

1

- 1 There are
- 2 There is
- 3 There is
- 4 There are
- 5 There is, there isn't
- 6 There is, there isn't
- 7 There is, there isn't
- 8 There aren't

2

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

3

- 1 Yes, there is.
- 2 Yes, there are.
- 3 Yes, there are.
- 4 Yes, there is.
- 5 No, there aren't.
- 6 No, there isn't.

4

- 1 Is there
- 2 Is there
- 3 Are there
- 4 Is there
- 5 Are there
- 6 Is there

5

- 1 are there
- 2 there are
- 3 Is there
- 4 there is
- 5 there is/there's
- 6 Is there
- 7 there isn't
- 8 there is/there's
- 9 Is there
- 10 there are

6

- 1 a
- 2 any
- 3 some
- 4 a
- 5 some
- 6 any

7

- 1b 2c 3c 4a 5b 6c

8

- 1 Is there a music studio in this town?
- 2 There are some musical instruments in the bedroom.
- 3 There is a poster on the wall.
- 4 There isn't a computer in my bedroom.
- 5 Is there a big garden behind the house? / Is there a garden behind the big house?
- 6 Are there any parties this weekend?

9

- 1 is
- 2 are
- 3 a
- 4 there
- 5 some
- 6 any
- 7 some
- 8 are

2B VOCABULARY

1

- 1 wardrobe
- 2 shelf
- 3 bed
- 4 cooker
- 5 fridge
- 6 dishwasher
- 7 shower
- 8 mirror
- 9 washbasin
- 10 armchair
- 11 fireplace
- 12 carpet

2

- 1 wardrobe
- 2 carpet
- 3 washbasin
- 4 armchair
- 5 shower
- 6 dishwasher
- 7 cooker

3

- 1 bar
- 2 sofa
- 3 armchair
- 4 fireplace
- 5 TV
- 6 shower
- 7 mirror
- 8 shelf
- 9 wardrobe

4

- 1F There is a wardrobe next to the desk.
- 2T
- 3F There is a chair in front of the desk.
- 4T
- 5T
- 6F There are some flowers on the desk.

5

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

2C GRAMMAR AND VOCABULARY

1

- 1 can cook
- 2 can speak, can't speak
- 3 can play, can play
- 4 can cook, can't iron
- 5 can't play, can play
- 6 can cook, can't iron

2

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

3

- 1 Yes, he can.
- 2 Yes, she can.
- 3 No, I can't.
- 4 Yes, I can.
- 5 Yes, we can.
- 6 No, they can't.

4

- 1 Can you speak Turkish?
- 2 Can your dad look up information online?
- 3 My mum can't always understand my friends. / My friends can't always understand my mum.
- 4 I can see my school from my house. / I can see my house from my school.
- 5 Can your dad climb on your roof?
- 6 My best friend can paint very good pictures.

5

- 1 Can your brother use the washing machine? No, he can't.
- 2 Can you and your sister make a cup of tea? Yes, we can.
- 3 Can your dad cook dinner? He can cook eggs, but he can't cook meat.
- 4 Can you do the washing up? Yes, I can but I don't enjoy (doing) it.
- 5 Can your friends drive? No, they can't.
- 6 Can your parents dance? My mum can (dance) but my dad can't (dance).

2D READING AND VOCABULARY

2

- 1a 2b

3

- 1 seven
- 2 in the living room
- 3 old books (in the living room)
- 4 a dog and a cat
- 5 the grandfather
- 6 tells stories (about his life)

4

- 1 oven
- 2 curtains
- 3 chimney
- 4 cushions
- 5 bookshelves

5

- 1 curtains
- 2 oven
- 3 cushions
- 4 chimney
- 5 bookshelves

6

- 1 of
- 2 of
- 3 off
- 4 of
- 5 of
- 6 off
- 7 off

2E LISTENING AND VOCABULARY

1

a

2

1c 2b 3b 4a

3

1 drawer

2 annoy

3 put back

4 put away

4

1 put, back

2 annoy

3 drawers

4 put, away

6

2, 3, 7 contain silent letters

7

1 wheel

2 white

3 vehicle

4 exhausted

5 whale

6 when

8

Silent h: what, where,

when, why, which

H sound: who, whose

9

1 our

2 where

3 whose

4 whole

5 hour

6 weather

2F SPEAKING

1

Students' own answers.

2

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

3

1 Can I look at the balcony?

2 Has the house got a garage?

3 Have you got a big wardrobe?

4 Can you give me some information about the house?

5 How many bedrooms are there?

6 What do you mean by 'old'?

7 Is there a washing machine?

4

1 Is there a

2 Can (Could) you give me

3 How many bedrooms

4 Are there any

5 What do you mean

6 Has the, got

7 Can

5

1 Can

2 many

3 there

4 mean

5 Have

6 Has

2G WRITING

1

1 Los Angeles

2 big

3 the sea

4 yellow

5 posters and maps

6 on the balcony

2

1 next

2 there

3 can

4 and

5 so

6 comfortable

3

1 modern

2 above

3 sit

4 balcony

5 armchair

6 enormous

7 because, so

4

1 modern

2 Above

3 enormous

4 so

5 sit

6 because

7 armchair

8 balcony

UNIT VOCABULARY PRACTICE

1

1 walls

2 floor

3 ceiling

4 windows

5 door

6 kitchen

7 bathroom

8 bedroom

9 living room

10 stairs

11 roof

12 garage

13 balcony

14 terrace

2

1 sink

2 washing machine

3 mirror

4 washing machine

5 fireplace

6 shelf

3

1 behind

2 on

3 under

4 between

5 next

6 front

4

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

5

1 messy

2 hot (warm)

3 empty

4 dark

5 noisy (loud)

6 uncomfortable

7 clean

8 modern (new)

6

1 do

2 make

3 make

4 make

5 do

Unit 3

3A GRAMMAR AND VOCABULARY

1

- 1 tomato
- 2 bread
- 3 sandwich
- 4 potato
- 5 sardine
- 6 apple

2

A 1c 2a 3b

B 1b 2c 3a

C 1b 2a 3c

3

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

4

- 1 how much
- 2 how much
- 3 How many
- 4 How many
- 5 How much

5

- 1 isn't any
- 2 is no
- 3 aren't any
- 4 isn't any
- 5 are no

6

- 1 some, any
- 2 an, a
- 3 much, many
- 4 aren't, are
- 5 no

7

- 1 How much chicken is there?
- 2 I've got some water, but I haven't got any juice.
- 3 Have you got any sugar?
- 4 There isn't any cheese.
- 5 Is there any meat?
- 6 How many eggs do you want?
- 7 There are some sardines but there isn't any tuna.
- 8 Are there any apples?
- 9 We haven't got any milk.

8

- 1 How many eggs have you
- 2 Is there any
- 3 How much rice have we/you
- 4 Is there any
- 5 Are there any
- 6 Have you got any

9

- 1 any
- 2 no
- 3 Is
- 4 There
- 5 are
- 6 many
- 7 some
- 8 much
- 9 a

3B VOCABULARY

1

- 1 tin
- 2 box
- 3 jar
- 4 bag
- 5 can
- 6 carton
- 7 bottle
- 8 packet

2

- 1 bottle
- 2 tin
- 3 packets
- 4 jar
- 5 cartons/bottles
- 6 bag
- 7 cans/bottles
- 8 a box

3

- 1 forty-nine pence
- 2 one pound ninety-six (pence)
- 3 sixty pence
- 4 one pound fifteen (pence)
- 5 five pounds twenty-five (pence)
- 6 two pounds twenty (pence)
- 7 five pounds thirty-one (pence)
- 8 four pounds fifty (pence)
- 9 eighty-one pence

4

- 1 bottle of oil – one pound twenty-nine (pence)
- 2 box of chocolates – three pounds ninety-five (pence)
- 3 packet of biscuits – sixty pence
- 4 jar of coffee – two pounds eighty-seven (pence)
- 5 carton of milk – one pound thirty-three (pence)
- 6 tin of tuna – thirty-five pence

3C SPEAKING

2

- 1 How can I help you? (S)
- 2 Are you ready to order? (S)
- 3 How much is that? (C)
- 4 Can I have a chicken salad, please? (C)
- 5 Would you like any desserts? (S)
- 6 I'd like some chocolate cake, please. (C)

3

- 1 else
- 2 like
- 3 all
- 4 Here
- 5 welcome

4

1c 2c 3a 4a

5

1e 2c 3b 4a 5d

3D GRAMMAR

1

- 1 a lot of
- 2 much
- 3 little
- 4 many
- 5 many
- 6 few

2

- 1 much, few
- 2 not, too
- 3 lot, little
- 4 lot, many
- 5 much, lot
- 6 few, too

3

- 1 many
- 2 much
- 3 much
- 4 many
- 5 few
- 6 lot
- 7 much
- 8 little
- 9 of
- 10 little

4

- 1 There is/There's a little cheese.
- 2 There are a lot of crisps.
- 3 There is/There's a lot of bread.
- 4 There isn't much milk.
- 5 There aren't many chips.
- 6 There is/There's too much tea.

5

- 1 few
- 2 many
- 3 lot
- 4 little
- 5 few
- 6 too
- 7 much
- 8 not

3E LISTENING AND VOCABULARY

1

- 1 taster
- 2 tastes
- 3 tasty
- 4 taste
- 5 tasters

2

- 1 about once a month
- 2 eating on a plane
- 3 (about) 5 or 6/(about) five or six
- 4 at the end of the meeting (tasting)

3

- 1 cheese
- 2 plastic
- 3 glass of water
- 4 1/one hour/an hour
- 5 £15/fifteen pounds

4

- 1 invite
- 2 sign
- 3 register
- 4 disgusting
- 5 full-up
- 6 form

6

- /u:/ school, cool, soon
- /ʊ/ book, cook, foot

7

- oo: spoon, roof
- ue: blue, true
- ou: you, routine
- u: June, rule
- ui: juice, fruit
- ew: new, few

8

- 1 wolf, woman
- 2 put, pull
- 3 look, wood

9

- 1 cook
- 2 music
- 3 good
- 4 afternoon
- 5 butcher
- 6 foot

3F READING AND VOCABULARY

1

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

2

- 1c 2b 3d 4d 5d

3

- 1 option
- 2 unusual
- 3 fried
- 4 light
- 5 dishes
- 6 excellent

4

- 1a meet
- 1b meat
- 2a flower
- 2b flour
- 3a wear
- 3b Where
- 4a peace
- 4b piece
- 5a pair
- 5b pear
- 6a their
- 6b There

3G WRITING

1

- 1 The Laundromat Café
- 2 Copenhagen, Denmark
- 3 coffee, cake
- 4 every day
- 5 9 a.m.–9 p.m.

2

- 1 inside a
- 2 Newspapers g
- 3 i e
- 4 denmark d
- 5 frederiksberg f
- 6 arhusgarde street b
- 7 Sundays c

3

- 1 My favourite café is Café El Time on La Palma in the Canary Islands.
- 2 There is a great view of the beach and the town of Tazacorte from the café.
- 3 It is open every day until eight o'clock in the evening.
- 4 My friends and I often go there after school on Fridays.
- 5 My cousin Sophia likes to walk to the café from school, but I go by bus.

UNIT VOCABULARY PRACTICE

1

- 1 beef, ham
- 2 apples, bananas
- 3 sardines, tuna
- 4 tomatoes, potatoes
- 5 yoghurt, butter
- 6 tea, milk

2

- 1 list
- 2 packets
- 3 jar
- 4 cans
- 5 tins
- 6 bottle
- 7 box

3

- 1 bowls
- 2 spoons
- 3 knife
- 4 forks
- 5 plates
- 6 cups
- 7 glasses

4

- 1 waiter
- 2 restaurant reviewer
- 3 dietician
- 4 chef
- 5 baker
- 6 food photographer
- 7 butcher

5

- 1b 2a 3c 4a 5c 6c

Unit 4

4A GRAMMAR AND VOCABULARY

1

Add *-ing*: do, eat, feel, read, stand, wear

Double the last letter and add *-ing*: get, put, run, sit, stop, swim,

Remove the last letter and add *-ing*: have, make, take, taste, use, write

2

1 The students are sitting in the classroom.

2 Who are you talking to?

3 I'm waiting for my friends.

4 What book are you reading at the moment?

5 Our teacher is resting in the staff room.

6 What subjects are you studying this year?

3

1 Yes, I am.

2 No, she isn't.

3 Yes, he is.

4 Yes, she is.

5 No, we aren't.

6 Yes, they are.

4

1 are reading

2 aren't talking/are not talking

3 's/is asking

4 's/ is raining

5 are running

6 are having

7 're/are making

8 are singing

9 'm/am making

10 's/is going

11 's/is getting

12 is ringing

5

1 I'm not sleeping. I'm chatting with my friends.

2 We aren't/are not listening to music. We're/We are singing.

3 No, they aren't. Patrick is wearing jeans.

4 I'm/I am not reading a book. I'm/I am writing an email.

5 I'm/I am not using my phone. I'm/I am waiting for a phone call.

6 No, they aren't. They are/They're walking today.

6

1 are sitting

2 is showing

3 are watching

4 are doing

5 am/'m writing

6 is using

7 is/'s looking up

8 are talking

9 are enjoying

7

1 What are you writing?

2 Where are Laura and Kira going?

3 What are your parents watching?

4 What is Mrs Underwood drawing?

5 What sport are the students playing?

6 Who is learning English at the moment?

8

a 4, She's drawing a picture of the school.

b 6, No-one. Our English teacher is having a break.

c 1, I'm/I am writing an email.

d 5, They are/They're playing football.

e 2, They are/They're going shopping.

f 3, They are/They're watching a film.

9

1 is drinking coffee

2 is listening to music

3 are playing basketball

4 is writing (in a notebook)/ is doing schoolwork/ homework

5 are talking

6 is eating an apple

4B VOCABULARY

1

1 Biology

2 Physical Education

3 History

4 Chemistry

5 Foreign Languages

6 Physics

7 Computer Science

8 Maths

9 Art

10 Music

11 Drama

12 Geography

2

1 Art

2 Biology

3 Physical Education

4 Drama

5 Physics

6 Music

7 Foreign Language(s)

8 History

9 Maths

10 Geography

11 Computer Science

12 Chemistry

3

1 tissue

2 calculator

3 folder

4 dictionary

5 school backpack

6 ruler

7 textbooks

8 highlighter

4

1 key

2 notebook

3 dictionary

4 Foreign

5 ruler

6 calculator

7 Maths

8 headphones

4C GRAMMAR

1

1 go, am going

2 are running, play football

3 isn't reading, reads

4 watch, are watching

5 are talking, talk

6 doesn't usually come, isn't coming

2

1c 2g 3a 4f 5h 6e 7b 8d

3

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

4

1 Where does your teacher live?

2 What is/What's your dad doing at the moment?

3 What time/When do you usually go to bed?

4 What is/What's your mum wearing?

5 Who are you sitting next to (today)?

6 Who do you usually sit next to?

7 How often do you play sports?

8 What (book) are you reading?

4D READING AND VOCABULARY

1

- 1 Portsmouth
- 2 16–18
- 3 three days/3 days
- 4 global warming
- 5 Turkey / Turkish team

2

- 1 from all over Europe
- 2 Politics, Economics, Maths, Sciences
- 3 three hours/3 hours
- 4 Three (Norway, Turkey and Canada)
- 5 No (some people aren't happy)

3

- 1 Politics
- 2 delegates
- 3 presentation
- 4 schoolmates
- 5 research
- 6 prize(s)
- 7 discussion

4

- 1 schoolmates
- 2 discussion
- 3 presentation
- 4 politics
- 5 delegates
- 6 prize
- 7 research

5

- 1 unclear
- 2 unfriendly
- 3 unable
- 4 unlucky
- 5 unhappy

4E LISTENING AND VOCABULARY

1

- 1T 2T 3F

2

- 1a 2c 3b 4b

3

- 1 miss
- 2 seems, imagine
- 3 believe
- 4 let

6

- 1 see
- 2 tree
- 3 teacher
- 4 seem
- 5 speak
- 6 eat
- 7 meet

7

- ee: see, tree, seem, meet
- ea: teacher, speak, eat

8

- 1 ea
- 2 ee
- 3 ea
- 4 ee
- 5 ee
- 6 ea
- 7 ee
- 8 ea

9

- 1 team
- 2 cream
- 3 sea
- 4 sweet
- 5 sleep

4F SPEAKING

2

- 1 sure
- 2 problem
- 3 sorry
- 4 course
- 5 please
- 6 fine
- 7 here

3

- 1 but
- 2 if
- 3 one
- 4 I'm using
- 5 ones
- 6 I

4

- 1 No, sorry. I don't have one.
- 2 Yes, that's fine.
- 3 Yes, that's no problem.
- 4 Yes, of course.
- 5 (I'm sorry but) I'm using it (at the moment).
- 6 Yes, here you are.

5

- 1 Can
- 2 Yes
- 3 Is
- 4 if
- 5 problem
- 6 are
- 7 one
- 8 course

4G WRITING

1

- 1 fifteen
- 2 Art
- 3 short stories
- 4 Spanish
- 5 (Hawaiian) pizza
- 6 P.E. (swimming)

2

- 1 the students
- 2 Art teacher
- 3 students'
- 4 novels
- 5 Spanish songs
- 6 school pool

3

There are a lot of clubs in the afternoon at my school. My friends and I go to film club. **We** are really interested in watching and making films. Our English teacher, Miss Logan, organizes the film club. **She** always shows us about 20 minutes of a famous film. Then we talk about **it**. Sometimes we give presentations about our favourite films. I'm preparing **one** at the moment. **It** is about my favourite film: *The Sun is also a Star*. I like the films my friends talk about, but the **ones** Miss Logan chooses are more interesting because I don't know them.

UNIT VOCABULARY PRACTICE

1

- 1 canteen
- 2 playing fields
- 3 library
- 4 staff room
- 5 science lab
- 6 gym

2

- 1 Biology
- 2 Physics
- 3 Art
- 4 Geography
- 5 Science
- 6 calculator
- 7 Foreign
- 8 dictionary
- 9 Drama
- 10 Physical Education
- 11 textbooks
- 12 folder

3

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

4

- 1 simple
- 2 crowded
- 3 tiny
- 4 freezing
- 5 expensive
- 6 dangerous

Unit 5

5A GRAMMAR AND VOCABULARY

1

- 1 was
- 2 were
- 3 were, was
- 4 was
- 5 were
- 6 were, was
- 7 was, were

2

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

3

- 1 couldn't
- 2 was
- 3 could
- 4 were
- 5 couldn't
- 6 wasn't
- 7 weren't

4

- 1 do
- 2 have
- 3 win
- 4 watch
- 5 like
- 6 love

5

- 1 last
- 2 ago
- 3 last
- 4 in
- 5 ago
- 6 last

6

- 1 We studied the Past Simple last year.
- 2 My friends visited China in 2017.
- 3 We had an exam last week.
- 4 Tom watched an old film two days ago.
- 5 My mum got a new job in 2016.

7

- 1 was
- 2 moved
- 3 were
- 4 arrived
- 5 couldn't
- 6 spent
- 7 was
- 8 started
- 9 went
- 10 won
- 11 became
- 12 died

8

- 1 I had a party last Saturday.
- 2 Miss Lewis started teaching in 2017.
- 3 My dad got a new job two weeks ago.
- 4 My sister won an English competition last month.
- 5 My mum was an anti-war protester in 2015.
- 6 Our class went on a school trip 3 months ago.
- 7 I couldn't speak French 10 years ago.
- 8 My sister was born in 2004.

9

- 1 helped
- 2 worked
- 3 tried
- 4 talked
- 5 loved
- 6 did
- 7 wrote
- 8 had
- 9 died
- 10 called

5B VOCABULARY

1

- 1 boots, shoes, trainers
- 2 skirt, tracksuit bottoms, trousers
- 3 cardigan, hoody, T-shirt, top
- 4 gloves, hat, scarf

2

- 1 jeans
- 2 dress
- 3 jacket
- 4 shirt
- 5 socks
- 6 jumper
- 7 coat

3

- 1 middle-aged
- 2 short
- 3 slim
- 4 good-looking
- 5 smile
- 6 wavy
- 7 bald
- 8 beard

4

- 1 Where's my new, blue jumper?
- 2 I'd like to have lovely, long, blonde hair.
- 3 I love this funny, long, red T-shirt.
- 4 We've got a terrible, grey school uniform.
- 5 You've got very tired, red eyes.
- 6 Can I buy these cheap, white running shoes?

5C SPEAKING

2

- 1 SA
- 2 SA
- 3 C
- 4 C
- 5 C

3

- a3 b5 c1 d2 e4

4

- 1a 2c 3a 4b

5

- 1 need any
- 2 they fit
- 3 they suit
- 4 size are
- 5 try them

6

- 1 need
- 2 looking
- 3 size
- 4 in
- 5 here
- 6 try
- 7 changing
- 8 suit

5D GRAMMAR

1

- 1 I did
- 2 she did
- 3 they didn't
- 4 I didn't
- 5 he did
- 6 she did
- 7 you did
- 8 you didn't

2

- 1 see
- 2 go
- 3 have
- 4 got
- 5 start
- 6 made
- 7 buy

3

- 1 b, met
- 2 d, went
- 3 f, watched
- 4 a, talked
- 5 c, had
- 6 e, got

4

- 1 Lee didn't go shopping. He visited his grandparents.
- 2 Abigail didn't visit her grandparents. She played tennis.
- 3 Zofia didn't sing in a concert. She did (her) homework.
- 4 Marianna didn't do her homework. She met (her) friends.
- 5 Jack didn't meet his friends. He sang in a concert.
- 6 Ben didn't play tennis. He went shopping.
- 7 Kelly didn't stay at home. She saw a film at the cinema.

5

- 1 Who did you meet
- 2 When did you go to London?
- 3 Where did you travel by car?
- 4 What time did you go to bed last night?
- 5 What did you eat yesterday?
- 6 Why did you wear tracksuit bottoms to school yesterday?
- 7 Why did you have time to hang out with friends?

5E LISTENING AND VOCABULARY**1**

- 1 fashion
- 2 shoes
- 3 no

2

- 1 Persia
- 2 soldiers
- 3 rich people
- 4 short
- 5 eighteenth (18th)

3

- 1 colourful
- 2 practical
- 3 habits
- 4 equal
- 5 local
- 6 collection

5

- 1 guest fashion interest
- 2 first history shoe
- 3 soldier horse society
- 4 soon symbol short
- 5 started show century
- 6 stopped less awesome

6

- S: fast, best, poster, outside, list
C: face, place, terrace, space, juice

7

- 1 tradition
- 2 sugar
- 3 dictionary
- 4 impression
- 5 dietician
- 6 qualification
- 7 inspiration
- 8 sure
- 9 fashion

5F READING AND VOCABULARY**1**

a

2

1C 2F 3E 4A

3

- 1 Free websites don't have a lot of information on them.
- 2 (a box of) old letters and photographs
- 3 his grandmother's sister
- 4 (He did) wing walking/He was a wing walker.
- 5 one year

4

- 1 relatives
- 2 wedding
- 3 family tree
- 4 great-uncle
- 5 got married

5

- 1 great-uncle
- 2 wedding
- 3 relatives
- 4 got married
- 5 family tree

6

1a 2c 3b 4c 5a

7

- 1 came across
- 2 ran out
- 3 go back
- 4 grow up
- 5 takes up

5G WRITING**1**

- 1 Violetta
- 2 Rome
- 3 long, wavy, black
- 4 dark
- 5 22
- 6 literature

2

- 1 How
- 2 Guess
- 3 last
- 4 like
- 5 first
- 6 often goes
- 7 fancy

3

1c, f 2a, d 3b, e

4

- 1 What do you like doing
- 2 What's/What is your mum like?
- 3 What does your dad look like?
- 4 What does your dog look like?
- 5 What subjects do you like?

UNIT VOCABULARY PRACTICE**1**

- 1 helpful
- 2 patient
- 3 funny
- 4 creative
- 5 confident
- 6 serious

2

1X 2✓ 3✓ 4X 5✓ 6X 7X 8✓ 9✓

3

- 1 short
- 2 attractive
- 3 slim
- 4 fair
- 5 bald
- 6 beard
- 7 wavy
- 8 eyes

4

- 1 suits
- 2 go
- 3 match
- 4 fit
- 5 suits

6 goes

7 fit

8 matches

9 fits

5

- 1 identical
- 2 look different
- 3 look like
- 4 same
- 5 similar
- 6 different from
- 7 lookalike

Unit 6

6A GRAMMAR AND VOCABULARY

1

- 1 more
- 2 best
- 3 old
- 4 cooler
- 5 as

2

- 1 more dramatic
- 2 interesting
- 3 worse
- 4 most popular
- 5 easier

3

- 1 Frankenstein
- 2 Treasure Island
- 3 Dracula
- 4 Spiderman
- 5 Iron Man
- 6 Logan
- 7 Salvator Mundi
- 8 Interchange
- 9 The Card Players

4

- 1 This was the cheapest painting in the shop.
- 2 Our new TV is bigger than our old one.
- 3 The dancing was better than the singing. / The singing was better than the dancing.
- 4 This is the strangest sculpture in the museum.
- 5 The actor wasn't as talented as the actress. / The actress wasn't as talented as the actor.
- 6 Black and white photos are more interesting than colour photos. / Colour photos are more interesting than black and white photos.
- 7 Is Steven Spielberg the greatest director in the world?

5

- 1 oldest
- 2 the
- 3 more
- 4 as
- 5 than
- 6 worst

6

- 1 most
- 2 as
- 3 more
- 4 the
- 5 than
- 6 most

7

- 1 as good as
- 2 is darker than
- 3 was the hottest
- 4 is tidier than
- 5 worse than
- 6 the most talented

8

- 1c 2b 3b 4c 5a 6b

6B READING AND VOCABULARY

1

- 1 Asilah, Morocco, July or August
- 2 Genalguacil, Spain, August
- 3 Tartu, Estonia, June

2

- 1a 2c 3b 4c

3

- 1 turn up
- 2 put on
- 3 walk around
- 4 take place
- 5 turns into

4

- 1 turned up
- 2 walked around
- 3 takes place
- 4 put on
- 5 turns into

5

- 1 lovely
- 2 boring
- 3 amazing
- 4 friendly
- 5 interesting
- 6 sleepy
- 7 lucky
- 8 surprising

6C VOCABULARY

1

- 1 funny
- 2 big budget
- 3 predictable
- 4 exciting
- 5 scary
- 6 disappointing
- 7 original
- 8 low budget

2

- 1 drama
- 2 animated
- 3 comedy, romance
- 4 fantasy, documentary
- 5 superhero, action
- 6 horror
- 7 musical
- 8 science fiction
- 9 western

3

- 1 documentary, animated
- 2 horror, romance
- 3 science fiction, fantasy
- 4 superhero, action
- 5 comedy, musical

4

- 1 plot
- 2 cast
- 3 character
- 4 scene
- 5 special effects
- 6 soundtrack
- 7 ending
- 8 audience

6D GRAMMAR

1

- 1 a No b Yes c No
- 2 a Yes b No c No
- 3 a No b No c Yes

2

- 1 too
- 2 too
- 3 enough
- 4 enough
- 5 too
- 6 enough
- 7 too
- 8 enough
- 9 enough
- 10 enough

3

- 1 noisy
- 2 busy
- 3 late
- 4 difficult
- 5 old
- 6 big
- 7 funny

4

- 1 not rich enough
- 2 was too slow
- 3 was too expensive
- 4 loud enough
- 5 is too big
- 6 warm enough

6E LISTENING AND VOCABULARY

1

- 1 a
2 c

2

- 1b 2c 3a 4c 5a

3

- 1 easily
2 Suddenly
3 slowly
4 luckily
5 completely

5

Girl doesn't have the /dʒ/ sound

6

- gym
Biology
village
middle-aged
gender

7

- 1 garage
2 language
3 Geography
4 changing

8

- j: juice, jacket, subject, enjoy
g: orange, digital, image, college
dg: fridge, budget

6F SPEAKING

2

- 1 going
2 not
3 go
4 way
5 play
6 idea
7 don't
8 Sounds

3

- A: 1c 2a 3b
B: 1b 2a 3c
C: 1c 2a 3b

4

- a3 b5 c1 d4 e6 f2

5

- 1 don't
2 let's
3 about
4 why
5 sure
6 instead
7 idea
8 so
9 Sounds
10 do

6G WRITING

1

- 1 Local Hero
2 Bill Forsyth
3 Burt Lancaster
4 Peter Capaldi
5 Ferness
6 oil executive
7 comedy drama
8 feel happy

2

- 1a 2a 3c 4b 5a

3

- 1 is
2 is trying
3 spends
4 slowly falls
5 doesn't want
6 Does, destroy

UNIT VOCABULARY PRACTICE

1

- 1 music
2 theatre
3 literature
4 film
5 sculpture
6 dance
7 painting
8 photography

2

- 1b 2a 3a, b 4b, c 5b 6a

3

- 1 budget
2 audience
3 funny
4 scary
5 effects
6 cast
7 plot
8 predictable
9 ending
10 soundtrack

4

- 1 science-fiction
2 western
3 romance
4 fantasy
5 superhero
6 horror
7 action
8 musical

5

- 1 arrive
2 buy
3 arrived
4 became
5 arrived
6 received
7 became
8 bought
9 receive

Unit 7

7A GRAMMAR AND VOCABULARY

1

- 1 is
2 going to
3 are
4 to make
5 aren't
6 give

2

- 1 Yes, he is.
2 Yes, she is.
3 No, I'm not.
4 Yes, they are.
5 Yes, we are.
6 No, they aren't.

3

- 1 are
2 is
3 to
4 going
5 Are
6 not
7 Is
8 No

4

- 1 Mel is going to cook dinner.
2 Will and Harry are going to sing in a concert.
3 I'm/I am going to watch Will and Harry.
4 Mr Green is going to look for another job.
5 Your parents are going to buy a new camera.
6 My sister is going to phone her boyfriend.

5

- 1 She isn't going to watch TV. She's/She is going to go shopping.
2 They aren't going to play football. They're/They are going to play tennis.
3 I'm not going to meet my friends. I'm/I am going to stay at home.
4 He isn't going to get a takeaway. He's/He is going to cook dinner.
5 They aren't going to drive to the mountains. They're/They are going to drive to the seaside.
6 She isn't going to meet her friends. She's/She is going to meet her boyfriend.

6

- 1 We're going to have a school trip in May.
2 How much work are you going to do today?
3 I'm not going to watch the football match tonight.
4 When are you going to buy tickets for the concert?
5 Where are you going to celebrate your birthday?
6 Helen isn't going to study French next year.

7

- 1 are you going to do
- 2 are going to visit
- 3 'm/am not going to go
- 4 'm/am going to buy
- 5 're/are going to get
- 6 'm/am going to make
- 7 are you going to go
- 8 are going to start

8

- 1 Are you going to go to the new art gallery later?
- 2 What are your parents going to eat tonight?
- 3 What is/What's your dad going to watch this evening?
- 4 Why are you going to go to bed early tonight?
- 5 Who is/Who's going to buy a present for Miss Lane?

9

- 1 are you going to do
- 2 I'm going to find
- 3 I'm going to ask
- 4 They're going to go
- 5 Are you going to go
- 6 I'm not going to go
- 7 They're going to talk

7B VOCABULARY**1**

- 1f 2i 3b 4g 5h 6d 7a 8e 9c

2

- 1 church
- 2 hospital
- 3 park
- 4 post office
- 5 sports centre
- 6 supermarket
- 7 theatre
- 8 tourist information centre
- 9 bridge
- 10 castle
- 11 square

3

- 1 By
- 2 take
- 3 Get
- 4 foot
- 5 walk
- 6 drive

4

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

7C LISTENING**1**

- 1e 2c 3a 4f 5b

2

- 1c 2b 3b 4a 5c

3

- 1 marathon
- 2 on
- 3 check-in
- 4 ferry
- 5 miss

5

- 1 Sam, late
- 2 Max, shame
- 3 schoolmate, sat
- 4 can, cake
- 5 Dad, hate

7

- 1 hat
- 2 made
- 3 tape
- 4 plan
- 5 back
- 6 ate
- 7 Max
- 8 Kate

7D GRAMMAR**1**

- 1 're going
- 2 is coming
- 3 are you doing
- 4 'm/am meeting
- 5 're/are getting
- 6 aren't you playing
- 7 'm/am going
- 8 Are you going
- 9 'm/am going
- 10 're/are meeting

2

- 1 're going to buy, B
- 2 're/are going to eat, D
- 3 's/is going to show, A
- 4 'm/am going to play, C

3

- 1 'm meeting Mr Bishop about the Maths competition
- 2 'm/am meeting Jane
- 3 'm/am playing tennis
- 4 'm/am going to play
- 5 are meeting at
- 6 'm/am going to the dentist
- 7 I'm/I am going to ask
- 8 are coming to a party
- 9 'm/am going to make
- 10 'm/am meeting Jaqui
- 11 'm/am going to show her
- 12 'm/am going to practise

4

- 1 When are you meeting
- 2 Where are you meeting
- 3 Who are you meeting
- 4 Why are you going to
- 5 How many people (guests) are coming to
- 6 What time (When) are you meeting

7E SPEAKING**2**

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

3

- 1 Excuse
- 2 where
- 3 along
- 4 right
- 5 take
- 6 past
- 7 Opposite
- 8 next

4

- 1 me
- 2 on
- 3 the
- 4 end
- 5 there
- 6 Take
- 7 get
- 8 along

7F READING AND VOCABULARY**1**

- Paragraph 1C
- Paragraph 2D
- Paragraph 3B
- Paragraph 4A

2

- 1C 2E 3A 4D

3

- 1 midnight
- 2 event
- 3 aim
- 4 mystery
- 5 list
- 6 member

4

- 1 midnight
- 2 list
- 3 aim
- 4 member
- 5 mystery
- 6 events

5

- 1c 2f 3a 4h 5g 6e 7b 8d

6

- 1 a strange
- 2 wonderful
- 3 ended
- 4 let us know
- 5 mum and dad
- 6 only
- 7 perhaps
- 8 kind

7G WRITING**1**

- b

2

- I'm 1, I 3, the 5, it 6, There's a 4, I'm 2

3

- 1 I'm going to try to get some tickets for the concert later.
2 There is some money for you on the kitchen cupboard.
3 We're going to be late home because the train is late.
4 There is some food in the fridge. You just need to warm it up.
5 The bus stops outside the bank. It'll meet you there.

4

- 1 I
2 I've
3 I'm
4 I'm
5 I
6 the

UNIT VOCABULARY PRACTICE

1

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

2

- 1 Information
2 hotel
3 Gallery
4 bridge
5 office
6 hall
7 park
8 square

3

- 1 take, foot
2 ride
3 by
4 drive
5 station, on, off

4

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

Unit 8

8A GRAMMAR AND VOCABULARY

1

- 1 won't
2 'll/will
3 will
4 'll/will
5 will
6 'll/will
7 'll/will
8 won't

2

- 1 won't be
2 won't use
3 will go
4 won't eat
5 'll/will buy
6 won't drive
7 will spend
8 won't have

3

- 1 We will have easier lives because of technology.
2 We will live longer.
3 Scientists will find new forms of clean energy.
4 People will help each other.
5 A few big companies will control the world.
6 The world will get hotter.
7 Governments will watch us all the time.

4

- 1 Yes, it will.
2 Yes, we will.
3 No, we won't.
4 Yes, we will.
5 No, it won't.
6 No, they won't.

5

- 1 I will be able to drive
2 we will/we'll be able to fly
3 people will be able to go
4 I will/I'll be able to watch
5 You will/You'll be able to travel
6 You will/You'll be able to take
7 I will/I'll be able to speak

6

- 1 will you have
2 will you live
3 Will you be
4 will you do
5 will you go (travel)
6 Will you have

7

- 1 will be able to cure
2 will be able to take
3 won't be able to use
4 will be able to travel
5 won't be able to hide
6 won't be able to switch off

8

- 1 will
2 not
3 in
4 There
5 by (in)
6 able
7 next

8B VOCABULARY

1

Down

- 1 install
2 copy
4 save
5 charge

Across

- 3 mouse
6 attach
7 delete

2

- 1 battery
2 cable
3 desktop
4 screens
5 disk
6 wireless
7 speakers

3

- 1 scan
2 save
3 print
4 type
5 download
6 switch off

4

- 1 charge my phone
2 turn up
3 the hard disk
4 switch /turn off your
5 need/have to attach
6 install new apps

8C GRAMMAR

1

- 1 carefully, fast
- 2 slowly, well
- 3 loudly
- 4 carefully
- 5 fast, quickly
- 6 happily, loudly
- 7 hard, well
- 8 urgently

2

- 1 carefully
- 2 quickly
- 3 quietly
- 4 confidently
- 5 fast
- 6 happily
- 7 safely
- 8 politely
- 9 loudly
- 10 clearly
- 11 slowly

3

- 1 careful, carefully
- 2 loudly, loud
- 3 hard, hard
- 4 good, well
- 5 bad, badly
- 6 fast, fast
- 7 healthily, healthy

4

- 1 loud
- 2 loudly
- 3 slow
- 4 slowly
- 5 hard
- 6 polite
- 7 badly
- 8 carefully

8D LISTENING AND VOCABULARY

1

1C 2A 3D 4B

2

1c 2a 3b 4b

3

- 1 late
- 2 pleased
- 3 right
- 4 upset
- 5 keen

5

- 1 ✓ smartphone
- 2 homework
- 3 birthday
- 4 classroom

7

- 1 soundtrack
- 2 headphones
- 3 weekend
- 4 fireplace
- 5 dishwasher
- 6 roommate
- 7 skateboard
- 8 timetable

8

- 1 supermarket
- 2 car park
- 3 housework
- 4 tracksuit
- 5 keyboard
- 6 smartwatch

8E SPEAKING

2

1A 2D 3O 4D 5O 6A 7O 8A 9D

3

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

4

- 1 think
- 2 agree
- 3 true
- 4 opinion
- 5 not
- 6 right
- 7 sure
- 8 too
- 9 sorry

5

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

8F READING AND VOCABULARY

1

✓: 1, 2, 4, 5, 7, 9, 10

2

1G 2D 3F 4A 5C

3

- 1 access
- 2 connect
- 3 keep in touch
- 4 relationships
- 5 content
- 6 chat

4

- 1 make teenagers tired
- 2 makes it easier
- 3 make our lives better
- 4 make it bigger
- 5 make people rich
- 6 makes me lazy

5

- 1 make it bigger
- 2 make people rich
- 3 make our lives better
- 4 make teenagers tired
- 5 makes me lazy
- 6 makes it easier

8G WRITING

1

- 1 laptop bag
- 2 CDs
- 3 table
- 4 Friday
- 5 5 p.m.
- 6 £20
- 7 Text

2

✓: 2, 3, 4, 6, 7, 8, 10, 11

3

Suggested answer:

- Good condition
 - Cost £500 new!
 - Only three years old
 - 500GB hard drive
- Contact: Eden Sloane, Class 10B

UNIT VOCABULARY PRACTICE

1

- 1 drone
- 2 3D printer
- 3 charger
- 4 smartphone
- 5 headphones
- 6 health tracker
- 7 tablet computer
- 8 virtual reality headset

2

- 1 battery
- 2 charge
- 3 screen
- 4 hard
- 5 speakers
- 6 keyboard
- 7 type
- 8 cables
- 9 install
- 10 webcam
- 11 print
- 12 scan
- 13 save
- 14 app

3

- 1b 2b 3c 4a 5c

4

- 1 amazed
- 2 worried
- 3 scared
- 4 angry
- 5 sad
- 6 stressed
- 7 happy
- 8 surprised
- 9 excited

Unit 9

9A GRAMMAR AND VOCABULARY

1

- 1F 2T 3F 4T 5F 6T 7F 8T

2

- 1 don't have to
- 2 mustn't
- 3 must/have to
- 4 don't have to
- 5 must/have to
- 6 don't have to
- 7 don't have to
- 8 mustn't

3

- 1 don't have
- 2 has to do / must do
- 3 have to get
- 4 must always listen
- 5 mustn't go
- 6 have to take off
- 7 have to clean / must clean
- 8 mustn't leave
- 9 don't have to look

4

- 1 have to
- 2 have to
- 3 mustn't
- 4 mustn't
- 5 don't have to
- 6 don't have to
- 7 mustn't

5

- 1 have to be
- 2 Do you have to wear
- 3 have to understand
- 4 have to run
- 5 have to throw
- 6 Do you have to be
- 7 don't have to be

6

- 1c 2a 3c 4b 5c 6b

7

- 1 must train
- 2 don't have to join
- 3 mustn't argue
- 4 don't have to buy
- 5 have to wear
- 6 mustn't do

9B LISTENING AND VOCABULARY

1

- 1b 2c 3a

2

- 1A 2C 3B

3

- 1 Amazing
- 2 brilliant
- 3 Wonderful
- 4 awesome
- 5 great

5

- 1a 2a 3a 4b 5b 6a

9C VOCABULARY

1

- 1 head
- 2 wrist
- 3 stomach
- 4 feet
- 5 face
- 6 elbow
- 7 leg
- 8 hand
- 9 ankle
- 10 neck
- 11 shoulder
- 12 back

2

- 1 knee
- 2 toes
- 3 nose
- 4 mouth
- 5 fingers
- 6 eyes
- 7 ears

3

- 1 Percy
- 2 Meghan
- 3 Hermann
- 4 Percy

4

- 1 stomach
- 2 wide
- 3 weak
- 4 elbows
- 5 narrow
- 6 flat
- 7 round

9D GRAMMAR AND VOCABULARY

1

- 1 shouldn't try
- 2 shouldn't laugh
- 3 should help
- 4 Should I get
- 5 shouldn't do
- 6 should I choose
- 7 should always warm up
- 8 Should we wear

2

- 1 You should put them in your bag in the evening.
- 2 What should I tell Mr Lewis?
- 3 You should tell him the truth.
- 4 Should I go home and get them?
- 5 You should go to see Mr Lewis now.
- 6 I should not forget my trainers.

3

- 1 exercise should I do
- 2 should I start training
- 3 Should I see a doctor
- 4 Should I have/get
- 5 should I eat
- 6 should I wear
- 7 Should I run
- 8 should I do

4

- 1 should do, shouldn't play
- 2 shouldn't spend
- 3 should go
- 4 should eat
- 5 shouldn't be
- 6 should take

9E SPEAKING

2

- 1 throat
- 2 matter
- 3 soon
- 4 feeling
- 5 well
- 6 wrong
- 7 better
- 8 hurts
- 9 sleep

3

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

4

- 1 No, not really
- 2 I can't move
- 3 A lot better thanks
- 4 OK, thanks
- 5 Oh no, I can't
- 6 I feel sick
- 7 But it's boring in bed
- 8 OK, where's my phone

5

- 1 wrong
- 2 hurts/aches
- 3 sore
- 4 should
- 5 feeling
- 6 lot
- 7 matter/problem
- 8 well
- 9 Why

9F READING AND VOCABULARY

1

- 1D 2E 3A 4C 5B

2

- 1c 2a 3c 4d 5d 6b

3

- 1 equipment
- 2 beginners
- 3 advanced
- 4 tasks
- 5 certificate
- 6 instructors

4

- 1 advanced
- 2 tasks
- 3 beginner
- 4 equipment
- 5 certificates
- 6 instructor

5

- 1 serious
- 2 famous
- 3 enormous
- 4 dangerous
- 5 obvious
- 6 Nervous
- 7 various

9G WRITING

1

- 1 also
- 2 too
- 3 too
- 4 also

2

- 1 too
- 2 also
- 3 also
- 4 too
- 5 too
- 6 also

3

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

UNIT VOCABULARY PRACTICE

1

- 1 aerobics, judo
- 2 climbing
- 3 horse riding, cycling
- 4 yoga, athletics
- 5 tennis, volleyball
- 6 kayaking

2

- 1 net
- 2 trophy
- 3 bat
- 4 rackets
- 5 goal
- 6 helmets
- 7 goggles

3

- 1 leg
- 2 knee
- 3 ankle
- 4 strong
- 5 foot
- 6 wide
- 7 face
- 8 head
- 9 neck
- 10 eyes
- 11 ears
- 12 nose
- 13 mouth
- 14 teeth

4

- 1e 2g 3b 4a 5h 6d 7c 8f

5

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

Unit 10

10A GRAMMAR AND VOCABULARY

1

- 1 have
- 2 has
- 3 flown
- 4 has
- 5 ridden
- 6 never
- 7 driven
- 8 ever

2

- 1 Have you ever sung in a concert?
- 2 Has your dad ever lived abroad?
- 3 I've never swum under a waterfall.
- 4 My grandparents have never used Facebook.
- 5 Has your teacher ever forgotten his books?
- 6 My mum's never done judo.

3

- 1 Yes, I have
- 2 No, he hasn't.
- 3 No, they haven't.
- 4 Yes, she has.
- 5 Yes, they have.
- 6 No, you haven't.
- 7 No, it hasn't.

4

- 1 have lived
- 2 have/'ve done
- 3 have/'ve swum
- 4 have/'ve walked
- 5 have/'ve eaten
- 6 have/'ve ridden
- 7 have/'ve met

5

- 1 How many times have you flown in a plane?
- 2 How many countries have you lived in?
- 3 Has Lisa ever done any voluntary work?
- 4 Have you and your sister ever been on holiday without your parents?
- 5 How many times have you been late for school this year?
- 6 Have your parents ever ridden a motorbike?
- 7 Have you ever met somebody famous?
- 8 Has your friend ever lost his phone?

6

- 1 My friend from Brazil has never been to the Amazon Jungle.
- 2 People have never lived on this island.
- 3 Has a teenager ever climbed this mountain?
- 4 Have people ever crossed this desert?
- 5 These children have never seen the ocean.
- 6 Have you ever seen a photo of this beach?
- 7 I have never swum in this lake.
- 8 Has he ever eaten red bananas?

7

- 1 has your dad lived
- 2 Have you (ever) flown
- 3 haven't you read
- 4 has she done
- 5 has your grandmother made
- 6 have you spent
- 7 have you taken
- 8 has your mum visited

8

- 1 Have you ever been to the USA?
- 2 No, I haven't. I've/have never been to America.
- 3 Have you heard the news?
- 4 I haven't heard any news.
- 5 The school has found a new French teacher.
- 6 Have your parents ever been to China.
- 7 Yes, they have. They've/have also been to Japan but they've/have never been to India.

9

- 1 ever
- 2 eaten
- 3 never
- 4 Have
- 5 Has
- 6 have

10B VOCABULARY**1**

- 1 crocodile
- 2 shark
- 3 salmon
- 4 duck
- 5 whale
- 6 snake
- 7 monkey
- 8 mosquito
- 9 penguin
- 10 bee

2

- 1 dolphin
- 2 whale
- 3 lion
- 4 bee
- 5 fly

3

- 1 ant
- 2 penguin
- 3 mosquito
- 4 tiger
- 5 bee
- 6 shark
- 7 crocodile
- 8 dolphin

4

- 1F 2T 3T 4T 5F 6F 7F 8T

10C GRAMMAR**1**

- 1 I haven't checked my phone yet.
- 2 Our friends have just got back from their holidays.
- 3 Have you bought a new bike yet?
- 4 We've already been here for six days.
- 5 I haven't seen any monkeys yet.
- 6 I've already finished the project on saving electricity.
- 7 We've just watched a film about the environment.
- 8 Have you talked to your parents about the party yet?

2

- 1 just
- 2 yet
- 3 already
- 4 already
- 5 yet
- 6 just

3

- 1 been
- 2 gone
- 3 been
- 4 gone
- 5 gone
- 6 been
- 7 been

4

- 1c 2a 3a 4c 5a 6b

5

- 1 gone
- 2 yet
- 3 just
- 4 Have
- 5 has

10D READING AND VOCABULARY**1**

- 1 38 million
- 2 80%
- 3 2000
- 4 1/2
- 5 5000
- 6 12%

2

- 1b 2c 3a 4d 5b 6c

3

- 1 remain
- 2 recover
- 3 persuaded
- 4 damaged
- 5 destroyed

4

- 1 damaged
- 2 persuade
- 3 remain/remained
- 4 recover
- 5 destroyed

5

- 1 beautiful
- 2 wonderful
- 3 colourful
- 4 careful
- 5 useful
- 6 successful

10E LISTENING AND VOCABULARY

1
1b 2d 3c 4a

2
1b 2c 3c 4a

3
1 satellites
2 blow
3 dry
4 Extreme
5 leaves
6 heat wave

5
1 noise
2 enjoyed

6
1 join
2 boy
3 destroy
4 oil
5 avoid
6 toilet
7 choice

7
1 voice
2 point
3 boil
4 boy
5 toy
6 noise

8
1 boy
2 destroy
3 join
4 oil

10F SPEAKING

2
1 news
2 terrible
3 wow
4 Good
5 mind
6 happy
7 worry

3
1d 2g 3f 4h 5a 6b 7e 8c

4
1 a, c
2 a, c
3 a, b
4 a, b
5 b, c

5
1 no
2 worry
3 done
4 happy
5 mind
6 wow
7 Good

10G WRITING

1
3

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

UNIT VOCABULARY PRACTICE

1
1 beach, coast, sand
2 island, lake
3 river, rocks, waterfall
4 valley, mountains, hills
5 sea, ocean
6 forests, jungle
7 desert

2
1 duck
2 wing
3 beak
4 feather
5 crocodile
6 skin
7 teeth
8 monkey
9 fur
10 tail
11 mosquito
12 blood

3
1 petition
2 campaign
3 ban
4 research
5 pollution
6 wildlife

4
1 cloudy, cloud
2 fog, foggy
3 sunny, sun
4 windy, wind
5 rain, rainy
6 storm, stormy
7 snowy, snow

Unit 1

1F LISTENING AND VOCABULARY

3 Exercises 1 & 2, page 11

Ali = Alina **An** = Annie **T** = Tom
Ale = Alex

Ali: Hi, Alina here. Today I'm with three friends from school. They are here to tell you about their hobbies. First, here's Tom.

T: Hi, Alina. I keep tickets from different events and places. Some are from holidays, some are from events I go to in my town. I organise them into groups – concerts, sports, museums, countries, things like that. Then I put them in this book. This page is from my holiday in Spain. This is the ticket from the Prado in Madrid.

Ali: Oh, right. That's great. Now Annie, I love your hobby.

An: Really? Some people laugh at me. My hobby is to learn how to say 'Hello' in different languages. I listen online, repeat the words four or five times and then write them down. I write in the English alphabet so, for Chinese, I have N-I H-A-O. I don't write in Chinese! I practise the words every day in my room. Sometimes I say them when I walk to school but not when my friends are with me. I dream about travelling around the world making friends. I know 63 words so far.

Ali: Wow. I think I can say hello in six languages. Now, Alex. Tell us about your hobby.

Ale: I make music. I love music. I don't go to clubs because I'm only 15 but I have about a hundred CDs. I make music on my phone and put it on a website. People can listen to the music and comment on it. I don't always agree with them, but I like it when people send me messages because I know they listen to my music.

Unit 2

2E LISTENING AND VOCABULARY

9 Exercises 1 & 2, page 22

K = Katie **J** = Josh

K: Hi, Josh. How are you?

J: Hi, Katie. Not great.

K: Why? What's up?

J: My brother's home from university for the summer. Dad now uses his bedroom as a study so he's in my room with me.

K: That's OK, isn't it? You like your brother.

J: I know but it isn't easy. You know, sharing a room.

K: I share a room with my sister. It's OK.

J: Yes, but it isn't new for you. This is my room and I like having things in the right place. My brother makes a mess. He doesn't put his things away or he puts them in the wrong place. He's got half a wardrobe and three drawers for his clothes, but he uses my half of the wardrobe or my drawers. Or he leaves his clothes on the floor. I can't use my desk because his books are always on it. And he reads my books.

K: That's OK, isn't it?

J: Yes, but he doesn't put them back. And he writes in them. He makes notes in his books for university and now he does the same in my books! He gets three months summer holiday! I can't live with him until the end of September! I can't live with him for another hour.

K: Do you talk to him about it?

J: Sometimes.

K: When? You don't, do you?! Make some suggestions about how you can live together and not annoy each other. Does he know which drawers are for him? Does he know how you feel?

J: I'm sure he does.

K: How does he know? Go to a café with him and talk to him. It's difficult for him too. He has a year at university when he can relax and not worry about how tidy his room is. Then he comes home and finds his room is now your dad's study! He probably doesn't want to share a room with you either!

J: That's true. OK. I can talk with him at the weekend.

K: No! Don't wait. Talk with him today.

J: OK. Thanks Katie. Hey, do you want to come, too?

K: Not this time. You go and have a good chat. Good luck.

Unit 3

3E LISTENING AND VOCABULARY

17 Exercises 2 & 3, page 33

P = Presenter **A** = Amber

P: Our guest today is Amber Collins who is a student. She also earns a little extra money as a part time food taster. Hi, Amber. What exactly does your work involve?

A: Hi. First of all, you register with a company and they find out what you can't eat. For example, I can't eat cheese, so they don't give me any food with cheese in it. The company then invites you to food tastings. I get an invitation every week, but I usually go about once a month. You can go to the tastings you want to go to so, when I am busy at university, I can say 'No'.

P: So tell us about a typical tasting.

A: On the day, we sit at desks with a computer screen in front of us. They bring us a sample of food in a plastic bowl or on a plastic plate and we taste it. It's a bit like eating on a plane. We then use the computer to say what we think of it, you know, was it tasty or not, that sort of thing.

P: So, is it very quick?

A: No, it isn't - you don't just try one thing. There are a few different items to try on the same day, usually about 5 or 6. We have a glass of water after each piece of food, so we don't have the taste of one food item in our mouths when we try the next one. The water is useful if we get something disgusting to eat. We can't leave any food in the bowl! The whole tasting session lasts about an hour.

P: Do you get full up?

A: No, you don't get a lot of food. But I don't eat much before a meeting and I don't usually need to eat afterwards so I save a little money as well. At the end of the meeting, you sign a form and get your money.

P: How much do you get?

A: £15. It isn't much but it helps a little.

P: So are there a lot of students at these tastings?

A: A few but there are all sorts of people from 18-70 but a lot of my friends want to come with me next time!

P: Well, enjoy your work. It sounds great. I might try it myself!

Unit 4

4E LISTENING AND VOCABULARY

23 Exercises 1 & 2, page 46

O = Oliver B = Bella

- B:** Hi, Oliver! How are you?
- O:** Hi, Bella. Nice to see you. I'm fine.
- B:** How's India?
- O:** Amazing! I love it! I miss home sometimes, but I love the people, the food, the weather! Delhi is crowded and the roads are dangerous but it's a cool place.
- B:** What about school? How do you understand anything?
- O:** I go to an international school. There are British Schools and American schools in Delhi for English speakers. There are also French and Spanish international schools. I go to a British school, so we study the same subjects as you, and all in English, too. Some of my teachers are Indian but a lot of them are from Britain. Sometimes it seems quite strange to be in an English classroom with English teachers but, outside, it's India.
- B:** I can imagine! So, do you have any Indian friends?
- O:** Yes, I have lots. More than half of the students at my school are Indian. They speak Hindi at home, but their parents send them to the school because it's good for them to speak English. In the future they can work for an international company or get a job in a different country.
- B:** Are the other students all British?
- O:** No. You may not believe it but, there is only one other English person. In my class, I've got an Egyptian student, two people from Turkey, Mexicans, Australians, Russians and Indians. I love it because I can learn so much about the world from them. I get the chance to eat different food, do different activities and listen to different music. What about you? How's school?
- B:** It's fine. Nothing new, you know. Oh, Oliver, by the way, some of us are meeting this evening at Mario's Café. Do you want to come? You know most of the students from last year.
- O:** Mario's? I don't know it. Is it expensive? I haven't got much money.

- B:** Don't worry. You can get a snack quite cheaply. We're meeting at seven o'clock.
- O:** OK. That sounds great. I hope I can come. Can I let you know later?
- B:** OK, no problem. Bye.

Unit 5

5E LISTENING AND VOCABULARY

33 Exercise 1, page 57

P = Presenter T = Tami

- P:** My guest today is a fashion blogger with an interest in shoes. Tami, welcome. First of all, how did you become interested in the history of shoes?
- T:** Well, it started because I love shoes. I have a lot at home and when I go to different countries, I usually buy some local shoes to add to my collection. I never buy shoes with high heels because they are uncomfortable and bad for your feet, but I often look at them and wonder why women buy them. I wanted to know when women started wearing them and why. So, I decided to do some research and was amazed at what I found out.

34 Exercise 2, page 57

P = Presenter T = Tami

- P:** Why did you find your research surprising? What did you find out?
- T:** High heels originally came from Persia, now Iran, in the 15th century. You might be surprised but the first people who wore them were men.
- P:** Really? High heels?
- T:** Yes, Persian soldiers wore them because high heels helped them to stay on the horse when they fought. But, when Europeans saw them, they thought 'these shoes can show that I am a strong, brave, fighting man'. And they wanted to be like these men. High heels were also something that working men couldn't wear because they were uncomfortable and not practical. So, only the rich people wore them. High heels became a symbol of high position in society. Soon, all the rich men wanted to have shoes with high heels. Louis the Fourteenth of France loved high heels, probably because he was quite short! He had red heels to match his colourful clothes. It was very expensive to make red shoes and not many people could buy

them. So red shoes with high heels meant you were a very important and rich person.

- P:** So when did women start wearing them?
- T:** Women started wearing high heels in the 17th century. At the time, women wanted to show they were equal to men. They wore the same clothes, cut their hair short and took up the same habits, like smoking. So, for a while, men and women both wore high heels. Then, in the eighteenth century, men stopped wearing them. They started wearing more practical shoes and less colourful clothes. From then on, men's and women's fashions became very different.
- P:** Well, that's fascinating. We're going to have a short break now and then we'll be back to talk more about shoes.

Unit 6

6E LISTENING AND VOCABULARY

41 Exercise 2, page 70

P = Presenter L = Laura

- P:** We can find graffiti on walls and buildings in almost every town in the world. A few artists, such as the British graffiti artist, Banksy, have become world famous. No-one knows who he is, but you can easily recognise his paintings when they appear on buildings all over Britain and, nowadays, even in other countries. One of his most famous paintings is *Balloon Girl*. He painted it on Waterloo Bridge in London in 2002. He then painted it again in different places with slightly different designs. You could buy copies, some with Banksy's signature. Justin Bieber even got a tattoo of the painting. In 2018, Banksy decided to sell a copy of the painting at an auction. It was no surprise when someone paid a million pounds for the painting. What happened next, however, was a shock for everyone and my guest, Laura Stephens is here to talk about it. Welcome, Laura. You were there, I believe.

- L:** That's right. It was a typical auction. There were lots of paintings for sale, but Balloon Girl was the highlight, and everyone wanted to see it. We wondered if Banksy was there in person. Everyone was very excited as the price of *Balloon Girl* went above a million pounds. There were bids from people in the room, but some people bid by telephone. Finally, it got to one million and forty-two thousand pounds. The hammer went down, and everyone turned to look at the painting, with cameras clicking.
- P:** And then something strange happened.
- L:** Yes. Suddenly, there was a noise and then the painting started to move slowly downwards. At the same time, a machine inside the frame started to cut it into thin pieces. It was a big joke by Banksy but luckily something went wrong, and the machine stopped before it destroyed the painting completely. So, there was half a painting in the frame and half in pieces below the frame.
- P:** What about the poor woman who spent over a million pounds?
- L:** Well, at first, she was upset but she then realised she now had a piece of art history. She decided to keep it and not ask for her money back. Experts now think the painting may be worth twice as much as before – so the woman could, if she wanted, sell it for 2 million pounds!

- 2**
- S:** Hi, Max, it's a shame you aren't here. The film marathon started at midnight and is going to last for nine hours. The first film finished five minutes ago and now there's a twenty-minute interval so we're buying more popcorn. We ate the first box during the first film. I hope I can stay awake all night.
- 3**
- T:** Hi, Mum! I'm glad I took the early train. I met an old schoolmate so I sat with her. The train was on time and I took my suitcase to the check-in counter as soon as I arrived. Now I'm relaxing. I'm drinking a can of cola and eating a cake – my first food of the day! The departure boards say that the flight is leaving soon. I'm lucky. There's one to New York which is eight hours late. I'll call you when I get to Greece. Bye.
- 4**
- M:** Hi, Josie, I really enjoyed travelling by ferry. We had a nice room and the beds were really comfortable. I slept well until 6 a.m. when there was an announcement about breakfast in the ferry restaurant. Can you imagine – an announcement at 6 a.m.?! Dad went but I hate getting up early, so I stayed in bed for another half an hour and ate at a café here in the Netherlands.
- 5**
- S:** Hi, Laura. Where are you? I'm waiting inside as we arranged. You know it starts in ten minutes. I'm going to wait five more minutes. If you aren't here by then, I'm going to leave your ticket at the ticket office and go in on my own. I don't want to miss my favourite band!

- G2:** What? But it's my birthday. You really have to come!
- G1:** So, hurry!
- 2**
- G2:** We had an interesting Science lesson. We learned about Da Vinci.
- B1:** The artist? What's he got to do with science?
- G2:** He was amazing. He didn't actually invent any real machines, but he had lots of ideas for things like a bridge that people could move easily, a flying machine and a lot more.
- B1:** So, he didn't make anything?
- G2:** He tested a flying machine in 1496 but it didn't work. He was probably pleased because he worried that his ideas could be used to fight wars.
- B1:** He was definitely right about that!
- 3**
- B2:** At school, our class is carrying out an experiment about using smartphones during lessons. We started today. We can connect to the Internet in the classroom. We can look up information, watch videos that explain difficult ideas. We can even contact people to ask them for help.
- G1:** But won't some people just play games or use social media?
- B2:** I don't think so but that's why it's just an experiment. They chose our class because we're a good class. They will watch us for two weeks to see what happens.
- G1:** Cool. How was it today?
- B2:** Really interesting. All our teachers enjoyed the day, and of course the students did, but some students in other classes are upset that they can't use their phones in classes, too.

Unit 7

7C LISTENING

49 Exercises 1 & 2, page 79

M = Mum **Su** = Suzie **T** = Tom

M = Megan **St** = Stephen

1

- M:** Hi, Sam, I'm going to be a bit late. We just left the supermarket and got back to our car, but we can't get out! There's a car blocking us in. Dad went to find the driver, but he can't find him. Well, the shops close in half an hour so I'm sure the driver will come soon. I hope so anyway – they close the car park for the night at 7.

Unit 8

8D LISTENING AND VOCABULARY

56 Exercises 1 & 2, page 92

G1 = Girl 1 **G2** = Girl 2 **B1** = Boy 1

B2 = Boy 2

1

- G1:** Come on. Quickly. We'll be late. School starts in five minutes.
- G2:** Don't worry. Mr James doesn't mind if we're five minutes late.
- G1:** But my parents do. My mum's got the new e-register on her smartphone. She can see when I'm late, when I don't do my homework, all my grades, next week's homework. Everything. She'll know we're late and then she won't let me go out on Friday.

- 4**
- G1:** I love this shop. They're developing a cash free payment system. You use their app and when you go into the shop you scan things you want to buy. Then, when you leave, the shop automatically gets the money from your bank account.
- B1:** What about people who aren't keen on technology?
- G1:** They go to other shops.
- B1:** Don't people just take things without scanning them?
- G1:** Well, there are cameras everywhere so it's easy for the owner to keep an eye on the customers.
- B1:** What if you haven't got any money in your bank?
- G1:** I don't know. Let's ask.

Unit 9

9B LISTENING AND VOCABULARY

64 Exercises 1 & 2, page 102

D = Dan A = Aggie J = Josie
M = Martin E = Ellen P = Phil
C = Clara

1

- D:** How was your holiday?
A: Amazing! We went on a 19 kilometre walk in the mountains.
D: Did you feel OK at the end of it?
A: Yes. I knew it was a long walk, so I wore a good pair of boots. Some people in the group wore trainers and, at the end of the walk, their feet really hurt. Mum told me to wear long trousers, but I wore shorts and they were more comfortable. Mum also told me to wear a sunhat. I took one but it was cloudy, so I didn't need it and I kept it in my backpack.

2

- J:** I went to Cornwall in the west of England last year. My brother wanted to go surfing.
M: Surfing? In England?
J: Yes, it's quite popular. I didn't go to the beach with him. The sea was too cold and anyway, there was a small indoor swimming pool at the hotel. I spent most of the holiday there.
M: So did your brother go surfing?
J: Yes. He had a brilliant time. Mum and Dad watched him. Cornwall is usually sunny in the summer, but it was cloudy and windy when we were there. Luckily, it didn't rain but it was still really cold on the beach. My brother's face was blue when he finished!
M: I think you made the right decision.

3

- C:** How was Scotland?
P: Wonderful! We were there for two weeks.
C: What was the best thing you did?
P: Well, I guess Edinburgh was great. We saw the castle and ate a traditional Scottish meal. I also went mountain biking in the hills. We came down really fast!
C: Isn't that dangerous?
P: Yes, but we had great instructors and I wore a helmet. Mum and Dad were a bit anxious, but I didn't feel worried at all. And the views from the top of the hills were awesome! I could see mountains far away with snow on them.

- C:** Did you see any interesting wildlife?
P: Yes, but not when I was on the bike. On another day, we went to an island on a ferry and saw some whales. That was great!

Unit 10

10E LISTENING AND VOCABULARY

72 Exercises 1 & 2, page 118

F = Frank A = Angelina Man = Man
R = Royce Mar = Marie J = James
C = Carol

1

- F:** Did you know that you can forecast the weather by watching animals?
A: No. How?
F: Well, for example, cats clean their ears before it rains.
A: Really?
F: Yes. And dogs eat grass.
A: No way!
F: It's true. You can also listen to frogs. When rain is coming, they make more noise than usual.
A: Well, I haven't got a cat or a dog and there aren't any frogs near my house, so what can I do?
F: You can watch the birds. When they fly high in the sky, good weather is coming. When they fly near to the ground, it's going to rain.

2

- Man:** A lot of people ask why different websites don't all have the same opinions about the weather for the next few days. Do they look at different information? The answer is: no, they don't. The information comes from satellites in the sky and they all show the same thing. The problem is that it is very difficult to say what will happen in three or four days' time. We can't be sure about where the wind will blow the clouds. So, each website has experts who look at the information and use their own programmes to say what the weather will be like in the future. Sometimes they are right and sometimes they are wrong but, my advice to you is not to take too much notice of any forecasts that are for more than three days in the future.

3

- R:** What a horrible day! I hate winter. It's cold and wet. I'd love to live in a country where it's hot all year.
Mar: Really? I lived in Egypt for two years. OK, I enjoyed the long, hot, dry summers although they were too hot for my mum and dad. Winter wasn't cold. You could wear a t-shirt some days, but it was sometimes windy and there was a little bit of rain. They were the only two seasons really. In March, it started to get very hot and dry and it was summer until the end of November when winter came again. The first year I thought it was great but in the second year I missed the spring flowers and autumn colours with the yellow and red leaves in the trees. And I missed the snow.

4

- J:** And now to Carol. Let's get a check on the weather.
C: Hello there. This is an extreme weather warning for the New South Wales area. Today we have record temperatures with a high of 48.2 degrees in Whitecliff. Tomorrow will be another hot day and the temperatures could be even higher although not as high as in 1939 when the town of Menindee had temperatures of 49.7. We advise you to stay indoors between the hours of 9 a.m. and 6 p.m. Keep your head covered in the sun and wear sun cream. Also, please take care of your pets and keep them indoors. The good news is that tomorrow will be the last day of the heat wave and storms are coming on Thursday.

Extra Grammar Video activity | Unit 1

▶ 1 Complete the sentences with the phrases from the box. Then watch the video again and check.

don't get out of don't get up have lunch with go for go to walk ~~like to sleep~~

1 On a typical Sunday, I like to sleep very late.

2 I _____ early.

3 I _____ my dog.

4 I _____ my family.

5 We _____ bed very early.

6 Then we _____ a relaxing walk along the river.



Extra Grammar Video activity | Unit 2

▶ 4 Complete the sentences with *there is* or *there are*. Then watch the video again and check.

1 My favourite room is the living room because there is big table.

2 _____ a sofa which I really like.

3 In my living room _____ two sofas.

4 Above the fireplace _____ a painting on the wall.

5 In my living room _____ a coffee table.

6 _____ a television.



Extra Grammar Video activity | Unit 3

▶ 7 Choose the correct options to complete the sentences. Then watch the video again and check.

1 How _____ meals do you have every day?

2 For breakfast I usually have _____ bowl of cereal.

3 I have an omelette and maybe _____ glass of milk.

4 For breakfast I have cereal and _____ fruit.

5 For breakfast I have _____ yogurt.

1 **a** many **b** much **c** some

2 **a** an **b** a **c** any

3 **a** a **b** any **c** some

4 **a** any **b** no **c** some

5 **a** any **b** many **c** some



Extra Grammar Video activity | Unit 4

▶ 11 What are the speakers learning at the moment? Match names 1–7 with options a–i. Two people are learning more than one thing. Then make sentences using the Present Continuous. Then watch the video again and check.

1 d Paulius

2 _____ Scarlett

3 _____ Shayne

4 _____ Adam

5 _____ Dianne

6 _____ Stefano

7 _____ Darryl

a how to become a primary school teacher

b how to play guitar

c Italian

d lots about London

e not anything new

f to dance salsa

g some new skateboard tricks

h Spanish on her own

i to play the piano

1 Paulius is learning lots about London.

2 Scarlett _____

3 Shayne _____

4 Adam _____

5 Dianne _____

6 Stefano _____

7 Darryl _____

Extra Grammar Video activity | Unit 5

▶ **14** Complete the sentences with the correct forms of the verbs in brackets. Then watch the video again and check.

- 1 As a child I was quite shy and I just enjoyed (enjoy) being outside quite a lot.
- 2 I was a creative child and I _____ (make) model aeroplanes and boats.
- 3 I was quite a shy child and I _____ (spend) a lot of time on my own.
- 4 When I was a child I was very hyperactive. I _____ (have) lots of energy.
- 5 As a child I was a serious person and I _____ (ask) a lot of difficult questions.
- 6 As a kid I was very sociable and I _____ (play) outside with my friends a lot.



Extra Grammar Video activity | Unit 6

▶ **17** Complete the sentences with the adjectives in brackets. Use the comparative form where possible. Then watch the video again and check.

- 1 I prefer to watch a film at home 'cause I feel more comfortable (comfortable) there.
- 2 I prefer watching films in the cinema because the screen is much _____ (big).
- 3 Going to the cinema is not as _____ (comfortable) as staying at home and watching films.
- 4 I think watching a film at the cinema is _____ (good) because you've got a big screen.
- 5 At home it's a small screen, the sound isn't as _____ (good), and the popcorn isn't as _____ (tasty).
- 6 I prefer watching films at the cinema because it's _____ (loud).



Extra Grammar Video activity | Unit 7

▶ **20** Complete the sentences with *going to* and the verbs in the box. Then watch the video again and check.

eat get go spend start take not travel visit

- 1 This summer I 'm going to visit some friends in Bermuda because they're getting married.
- 2 During the summer I _____ anywhere.
- 3 I _____ my summer in America.
- 4 I _____ time off work.
- 5 When I go to Thailand, I _____ as much food as I possibly can.
- 6 I _____ on holiday to Lebanon and to Italy, and at work, hopefully, I _____ a new job.



Extra Grammar Video activity | Unit 8

▶ **23** Match the beginnings of the sentences 1–6 with the endings a–f. Then complete the sentences with *will* or *won't*. Then watch the video again and check.

- | | |
|---|-------------------------------------|
| 1 ☒ People <u>will</u> start using digital currencies | a a lot of technology in our homes. |
| 2 ☐ We _____ travel | b but we _____ get our news online. |
| 3 ☐ We _____ cycle | c in electric cars. |
| 4 ☐ People _____ buy anything on the high street anymore | d instead of drive. |
| 5 ☐ We _____ read newspapers | e – they _____ buy it online. |
| 6 ☐ In the future I think we _____ have | f to pay for things. |

Extra Grammar Video activity | Unit 9

▶ **26** What do you have to do to be a professional sportsperson? Form sentences with the modal verbs and the prompts in each column of the table below. Then watch the video again and check.

Have to or Mustn't?

- 1 eat well
- 2 train regularly
- 3 eat fast food
- 4 live an unhealthy lifestyle
- 5 be fit and exercise
- 6 be dedicated

Must or Mustn't?

- 7 be on a healthy diet
- 8 avoid smoking
- 9 eat junk food
- 10 cheat at your sport

1 *To be a professional sportsperson you have to eat well.*

2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____



Extra Grammar Video activity | Unit 10

▶ **29** Match speakers 1–8 with the things they have never done. Then make sentences about them with the Present Perfect. Then watch the video again and check.

- 1 ☒ Danielle
- 2 ☐ Owen
- 3 ☐ Pria
- 4 ☐ Stefano
- 5 ☐ Scarlett
- 6 ☐ Pip
- 7 ☐ Darryl
- 8 ☐ Annie

- a climb a mountain
- b drive a bus or fly a plane
- c go to the North Pole or bungee-jump
- d order a take-away pizza
- e see a desert or visit Australia
- f swim with dolphins or go to Australia
- g travel to America
- h try backpacking or skiing

1 Danielle *has never driven a bus or flown a plane.*

2 Owen	_____
3 Pria	_____
4 Stefano	_____
5 Scarlett	_____
6 Pip	_____
7 Darryl	_____
8 Annie	_____

GRAMMAR VIDEOS – EXTRA ACTIVITIES

ANSWER KEY

Unit 1

- 2 don't get up
- 3 go to walk
- 4 have lunch with
- 5 don't get out of
- 6 go for

Unit 2

- 2 There is
- 3 there are
- 4 there is
- 5 there is
- 6 There is

Unit 3

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

Unit 4

- 2 b, 3 a/c, 4 e, 5 h, 6 i/g, 7 f
- 2 Scarlett is learning how to play guitar.
- 3 Shayne is learning how to become a primary school teacher. He's (also) learning Italian.
- 4 Adam isn't learning anything new.
- 5 Dianne is learning Spanish on her own.
- 6 Stefano is learning to play the piano. He's (also) learning some new skateboard tricks.
- 7 Darryl is learning to dance salsa.

Unit 5

- 2 made
- 3 spent
- 4 had
- 5 asked
- 6 played

Unit 6

- 2 bigger
- 3 comfortable
- 4 better
- 5 good, tasty
- 6 louder

Unit 7

- 2 am not going to travel
- 3 'm going to spend
- 4 'm going to take
- 5 'm going to eat
- 6 'm going to go, am going to start

Unit 8

- 2 c, will
- 3 d, will
- 4 e, won't, will ('ll)
- 5 b, won't, will
- 6 a, will

Unit 9

- 2 You have to train regularly.
- 3 You mustn't eat fast food.
- 4 You mustn't live an unhealthy lifestyle.
- 5 You have to be fit and exercise.
- 6 You have to be dedicated.
- 7 You must be on a healthy diet.
- 8 You must avoid smoking.
- 9 You mustn't eat junk food.
- 10 You mustn't cheat at your sport.

Unit 10

- 2 f, 3 d, 4 a, 5 h, 6 g, 7 c, 8 e
- 2 Owen has never swum with dolphins or gone/been to Australia.
- 3 Pria has never ordered a take-away pizza.
- 4 Stefano has never climbed a mountain.
- 5 Scarlett has never tried backpacking or skiing.
- 6 Pip has never travelled to America.
- 7 Darryl has never been/gone to the North Pole or bungee-jumped.
- 8 Annie has never seen a desert or visited Australia.

PHOTOCOPIABLE RESOURCES

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2 Free-time activities snap	Vocabulary: free-time activities	After 1B VOCABULARY	15
3 UK teens' habits	Grammar: adverbs of frequency; Present Simple: questions	After 1C GRAMMAR	15
4 Why are Dutch teenagers happy?	Reading: understanding the main idea of a paragraph	After 1D READING AND VOCABULARY	15
5 Guilty pleasures	Audio script: extra activities	After 1F LISTENING AND VOCABULARY	15
02 NO PLACE LIKE HOME			
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9 Sixteen-year-old tiny house builder	Reading: predicting	After 2D READING AND VOCABULARY	15
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12 What do we need?	Vocabulary: containers, prices	After 3B VOCABULARY	15
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29 What are you going to do?	Grammar: <i>going to</i>	After 7A GRAMMAR AND VOCABULARY	15
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45 Weather talk	Audio script: extra activities	After 10E LISTENING AND VOCABULARY	15

TEACHER'S NOTES

Unit 1

1 Everyday activities

(1A Grammar and Vocabulary)

Aim: to practise the affirmative and negative forms of the Present Simple

Interaction: individual, pairs

Type of activity: gap-fill and guessing game

Time: 15 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Explain that they are going to guess information about each other's free-time activities and routines. This activity works even better if students are paired with someone they don't know very well. **(2)** Ask students to complete the sentences with the affirmative or negative forms of the Present Simple. They also guess information about their partner for each sentence and write it in the space provided. **(3)** Fast-finishers can do some pronunciation work: write the final sound for third person verb endings on the board (/s/, /z/, /ɪz/) and ask students to match the verbs in their sentences to the sounds. **(4)** Check answers with the class, eliciting the correct verb forms, spelling and pronunciation but do not check any other information at this stage. **(5)** In their pairs, students now check their guesses with their partner. They change the verb form and pronouns to *you, your*, etc. (e.g. *I think you get up at seven on weekdays.*) Their partner then says if the statement is right or wrong. If it's wrong, students should give the correct information by first making a negative statement and then the correct affirmative statement (e.g. *No, I don't get up at seven on weekdays. I get up at half past seven.*) Draw attention to the model dialogue before students begin. **(6)** Students total up the number of correct guesses about their partner. The student with the most guesses wins the game.

Optional follow-up: Invite different students to share with the class what they found out about their partner. Was there anything they found interesting/surprising/strange?

Answers:

1 **2** does **3** watches **4** speaks **5** goes out **6** likes

2 Free-time activities snap

(1B Vocabulary)

Aim: to practise vocabulary related to free-time activities

Interaction: groups of four

Type of activity: snap game

Time: 15 minutes

Materials: one set of picture cards and one set of phrase cards per group

In class: (1) Copy the worksheet and cut out the cards as indicated. **(2)** Put students in groups of four and hand out the two sets of cards to each group. Tell students that they are going to play a game of Snap, matching phrases for free-time activities with pictures illustrating them. **(3)** Ask one student in each group to shuffle the phrase cards and deal out six to each player. Players should look at their cards but not show them to other players. The picture cards should be shuffled and put in a pile face down in the middle. **(4)** Explain the game: one student turns over the top picture card. Players decide if it matches one of their phrase cards. If it does, the first person to put their verb card on the table and say 'Snap!' wins the card. The winner is the first person to match all their cards.

3 UK teens' habits

(1C Grammar)

Aim: to practise the question form of the Present Simple and adverbs of frequency

Interaction: individual, pairs, small groups or whole class

Type of activity: gap-fill and sentence completion

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Hand out the worksheet and explain that students are going to do a quiz on UK teenagers' habits. **(2)** Ask them to complete the quiz questions with the correct form of the verbs in brackets; they should do this individually. **(3)** Get them to compare answers in pairs if time allows, then check answers with the class. **(4)** Students now do the quiz in their pairs. Give them a few minutes to discuss and decide on their answers and explain that it is OK if they disagree with their partner – they can mark their own answer on their worksheet. **(6)** Get students to swap worksheets with another pair for correction. Confirm the answers to the quiz, asking students to mark their peers' worksheets. **(6)** Students return the worksheets, count up their score and check their results. You could ask them to share their results with the class by asking for a show of hands for each of the three categories in the results. **(7)** Students now say how often they do the different things in the quiz. Depending on the size of your class and the time available, they could do this in their original pairs, in small groups or as a whole class.

Optional follow-up: Students discuss which facts they find surprising or interesting and/or compare the information to their own country. They could do this in pairs, small groups or as a whole class.

Answers:

1 **2** does a UK teenage girl prefer **3** do UK teens go
4 do most UK teens do **5** do most UK teens check
6 does a UK teenager send **7** is
8 do UK teens exercise **9** do UK teenage girls send
10 do 40 percent of UK teens spend
2 **1** c **2** a **3** c **4** b **5** a **6** b **7** c **8** b **9** b **10** c

4 Why are Dutch teenagers happy?

(1D Reading and Vocabulary)

Aim: to practise the skill of understanding the main idea of a paragraph

Interaction: individual, pairs

Type of activity: reading text and activities

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Put students in pairs for Exercise 1. Give them 2 minutes to discuss their ideas, then invite students from different pairs to share them with the class. Do not confirm answers at this point – tell students that they will check their ideas in the next activity. **(2)** Exercise 2 can be done individually or in pairs. Point out that students should read the texts quickly. The aim here is to understand the main idea of each text, so they should not focus on detail or worry about unknown words. Give them 3–4 minutes to complete the activity, then check answers with the class. **(3)** Students now do Exercise 3, individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. Encourage them to underline the parts of the texts that give them the answers.

Answers:

- 2** 1 education, hobbies, exercise
2 hobbies, friends
3 exercise, weather
4 family, food
5 housework, routines
3 1 C 2 A 3 A 4 C 5 B

5 Guilty pleasures

(1F Listening and Vocabulary)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: gap-fill

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 1.22 for them to check/complete their answers. Alternatively, check answers by going through the conversation with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

- 1** 2 tell 3 do you like 4 don't tell 5 look 6 buy
7 laugh 8 don't put 9 goes 10 takes 11 stay
12 doesn't agree 13 thinks 14 love 15 watch

Unit 2

6 In my house

(2A Grammar and Vocabulary)

Aim: to practise *there is/there are* with *some* and *any*

Interaction: pairs

Type of activity: information gap

Time: 10 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Explain that they are going to compare rooms and areas in their houses – point out that their houses both have the same architecture, the same number of rooms, but that there are differences they need to find. **(2)** To help students, before they begin the activity you could elicit vocabulary they can use (rooms/areas they can ask about) and list it on the board. You may also wish to pre-teach *ground floor* and *first floor* at this point. **(3)** In their pairs, students take it in turns to ask and answer questions using *there is/there are*, *some/any* and the vocabulary on the board. Explain that they first need to find out if they both have the same room (e.g. *Is there a bedroom in your house?*); if they do, they need to ask questions to find out if the things in the room are the same or different (*Is there a TV in your bedroom?*). You could get students to note down the differences or try to draw their partner's house and then compare their drawing with their partner's picture.

Optional follow-up: Students swap pictures and write five sentences about their partner's house – two should be true and three should be false (e.g. *There are two paintings in your attic/art studio. There's a small window in your kitchen.*). They give their sentences to their partner who must identify the false sentences without referring to their picture. Encourage students to be creative and write about things which are less obvious/their partner is less likely to remember.

Answers:

Different rooms:

- In A's house there's a garage; in B's house there's a study instead.
- There's an attic in both houses, but in A's house it's an art studio; in B's house it's a music studio.
- There isn't a garden in A's house but there is one in B's.

Same rooms:

- Dining room: In A's dining room there's a big window on the wall; in B's dining room there are paintings on the walls.
- In A's bedroom there's a TV and there aren't any animals/dogs; in B's bedroom there isn't a TV; there are (two) dogs.

7 Give me a clue

(2B Vocabulary)

Aim: to practise vocabulary for rooms and furniture

Interaction: pairs

Type of activity: a crossword

Time: 15 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Tell students that they should not show their worksheet to their partner and explain the activity: they both have the same crossword, but with different words given. They should take it in turns to give their partner clues to complete it. **(2)** Make sure students understand *across* and *down* in order to give clues and, if necessary, do 1 down and 2 across as examples (e.g. 1: *It's in the kitchen. You use it to make food.* 2: *It's in the living room. You sit on it.*). Point out that all the words are things we can find in a house and encourage them to tell their partner which room each item is found in when they're giving their clues. **(3)** You may wish to give students a few minutes to think about their clues before they begin, while you go round helping them with any vocabulary they may need. **(4)** Students complete their crosswords and then check each other's answers.

8 Leaving home

(2C Grammar and Vocabulary)

Aim: to practise *can* and *can't*

Interaction: pairs

Type of activity: jumbled sentences, dialogue ordering

Time: 15 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Explain that they each have one part of a conversation between two friends, Sam and Alex, which they are going to reconstruct. Student A is Sam and Student B is Alex. Tell them that they should not show their worksheet to their partner. **(2)** Students should do Exercise 1 individually. During the activity, monitor and offer help as necessary. **(3)** In their pairs, students now do Exercise 2: they number the sentences in the correct order (1–12) in order to reconstruct the conversation. Point out that 1 and 2 have been done for them. **(4)** Check answers in open class by asking different students to read out the sentences in the correct order.

Optional follow-up: Get students to practise the conversation in their pairs.

Answers:

- 1 (d) S: What's up, Alex?
- 2 (j) A: University starts next week. I feel nervous!
- 3 (a) S: Next week! Are you ready to leave home? Can I help you?
- 4 (g) A: Yes, please. I need your help. Can you help me pack my clothes?
- 5 (f) S: Sure. I can bring some bags and boxes/boxes and bags. Can you wash your clothes?
- 6 (l) A: Yes, that's easy. I can wash my clothes and dry them in my room.

7 (b) S: That's good. Can you cook? I can show you some simple things.

8 (h) A: Yes, I can cook. I'm sure I can heat meals in the microwave.

9 (c) S: Yes, you can cook whole meals in a microwave. Can you keep the kitchen tidy?

10(i) A: The kitchen? I can when my parents remind me! I sometimes forget!

11(e) S: Don't worry! You can practise some chores around the house before you leave home. OK, see you tomorrow!

12(k) A: Thanks for all your help, Sam. I can't do this without you! Talk tomorrow.

9 Sixteen-year-old tiny house builder

(2D Reading and Vocabulary)

Aim: to practise the skill of predicting

Interaction: individual, pairs

Type of activity: reading text and activities

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Tell students that they are going to read a text about a type of home. Put them in pairs and give them 2 minutes to discuss the questions in Exercise 1, then invite different students to share their ideas with the class. Do not confirm answers yet – explain that students will check their ideas in the next activity. **(2)** Get them to read the text quickly to check their ideas from Exercise 1. **(3)** Exercise 3 can be done individually or in pairs. Remind students to not worry about new words and encourage them to underline the parts of the text that give them the answers. **(4)** Check answers with the class. In stronger classes, you could ask students to correct the false statements. **(5)** Students now do Exercise 4, individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. Again, encourage them to underline the parts of the text that led them to the answers.

Optional follow-up: Write these sentences on the board: *I like the idea of a tiny house because ... ; I think it's difficult to live in a tiny house because ... ; With a tiny house, you can ... ; In my dream tiny house, there is/there are ...* Individually, ask students to complete the statements with their own opinions. Get them to discuss their answers in pairs or small groups, then elicit answers around the class to round off the activity.

Answers:

- 2 1 T
- 2 F ('they are often on four wheels so you can go to different places')
- 3 T
- 4 F ('Her bedroom has also got a desk where she can do her homework')
- 5 F ('Her bedroom has also got ... an extra bed for a friend to stay the night.')
- 6 F (She wants to build it for her brother; her parents will help with the cost.)
- 3 1 She reads about them on the Internet.
- 2 The (comfortable) bed, the (big) window and the (beautiful) view.
- 3 She can't cook big meals and she can't have a lot of things.

- 4 With her parents' help.
- 5 She shows it's possible for teenagers to build a tiny home and make a dream come true (with hard work and some money).

10 Roommates

(2E Listening and Vocabulary)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: gap-fill

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 1.31 for them to check/complete their answers. Alternatively, check answers by going through the interview with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

- 1 2 bed 3 interests 4 subjects 5 summer 6 program
7 music 8 possessions 9 problems 10 country
11 information 12 addresses 13 furniture

Unit 3

11 Lunch party

(3A Grammar and Vocabulary)

Aim: to practise countable and uncountable nouns with *some, any* and *no*

Interaction: pairs

Type of activity: information gap

Time: 15 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Explain that they are going to have a lunch party with some friends. They are going to prepare the food themselves and are looking at what they need to buy for the party. **(2)** Ask students to look at the first two lists (*Party food* and *Things in my kitchen*). Explain that they need to phone each other and compare what they have in their fridge and kitchen cupboards, and then complete the third list – their shopping list. They should take turns to ask and answer questions using *have got, there is/are* and *some/any/no* with countable and uncountable nouns. Draw their attention to the model dialogue. Highlight that if they don't have some ingredients they need, they should add them to their shopping list. In a less confident class, you could model a dialogue with a pair of confident students for the first couple of items on their list. **(3)** Before they begin, check that they understand all the items on the *Party food* list. **(4)** Ask them to begin and during the activity walk around the class to monitor the dialogues. **(5)** As feedback, elicit which ingredients are on students' shopping lists.

Optional follow-up: Ask students to think of two more things to add to their *Party food* list. In their pairs, they decide if they've got the necessary ingredients and, if not, add them to their shopping list.

Answers:

Students are missing these items: butter, tuna, tomato sauce, crisps, biscuits, strawberry ice cream, soft drinks, orange juice

12 What do we need?

(3B Vocabulary)

Aim: to practise vocabulary for containers and prices

Interaction: individual, pairs

Type of activity: sentence completion, dialogue ordering

Time: 15 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Explain the scenario and tell students not to show their worksheet to their partner. **(2)** Students complete Exercise 1 individually. **(3)** Check answers with the class. **(4)** In their pairs, students now do Exercise 2: they number the sentences in the correct order (1–14) in order to reconstruct the conversation. Point out that 1 and 2 have been done for them. **(5)** Check answers in open class by asking different students to read out the sentences in the correct order.

Optional follow-up: Get students to practise the conversation in their pairs.

Answers:

1 Student A

b bottles, cans c box d – e packets f tins g tins

Student B

i bottles, cans j packets, bag k – l box m jar n –

- 2 3 f 4 h 5 g 6 i 7 b 8 m 9 e 10 j 11 a 12 l
13 c 14 n

13 Complete, ask, answer

(3D Grammar)

Aim: to practise quantifiers (*a lot of, too much, too many, a little, a few, not many, not much*)

Interaction: individual, pairs

Type of activity: gap-fill, matching

Time: 10 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Tell them that they should not show it to their partner. **(2)** Get them to complete Exercise 1 individually and point out that they need to use each quantifier once. **(3)** Check answers with the class. **(4)** Students now do Exercise 2 in their pairs. Go through the instructions with them and make sure they are clear about what they have to do. **(5)** Check answers in open class by asking different pairs to read out the exchanges.

Optional follow-up: Keep students in the same pairs and ask them to fold their worksheets so that they can only see the pictures. They should choose five or six pictures and write similar exchanges for each one, using quantifiers. They score a point for each correct exchange, and the pair with the most points at the end are the winners. For a shorter activity, ask students to write exchanges for fewer pictures, e.g. two or three.

Answers:

Student A

1 1 too much **2** a little **3** too many **4** a lot of **5** a few
6 much **7** many

2 h 6 i 2 j 7 k 5 l 4 m 1 n 3

Student B

1 8 too many **9** a lot of **10** too much **11** a few
12 many **13** much **14** a little

2 a 11 b 13 c 8 d 12 e 9 f 14 g 10

14 Food photography

(3E Listening and Vocabulary)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: gap-fill

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 1.47 for them to check/complete their answers. Alternatively, check answers by going through the interview with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

1 2 some **3** some **4** a **5** a **6** Some **7** much **8** natural
9 a few **10** a little **11** a little **12** a lot **13** some

Unit 4

15 School tour

(4A Grammar and Vocabulary)

Aim: to practise the Present Continuous

Interaction: pairs or small groups

Type of activity: gap-fill, matching game

Time: 15 minutes

Materials: one set of white cards and one set of grey cards per pair or group

In class: (1) Copy the worksheet and cut out the cards as indicated. **(2)** Put students in pairs or small groups and hand out one set of white cards and one set of grey cards to each pair/group. **(3)** Get students to complete the white cards with the correct Present Continuous forms of the verbs in brackets. Do not check their answers at this point. **(4)** Ask students to shuffle the grey cards and place them face down on the table. They then turn over the cards and try to match them with the sentence beginnings to form complete sentences. Point out that they may find that some cards go with more than one sentence ending, but they need to make logical connections between the actions and places in school, so that they end up with fourteen logical sentences in total. **(5)** To check answers, ask different students around the class to read out the completed sentences. Pairs/Groups score one point for each correctly completed sentence and one point for each correctly matched sentence. The pair with the most points are the winners.

Optional follow-up: Students play another game in their pairs/groups. They put the white cards to one side and shuffle the grey cards. They then take turns to turn over a grey card and try to remember what is happening in each place. Highlight that the action is important, not the names of the people. If they remember correctly, they keep the card. Alternatively, they can put the grey cards to one side and shuffle the white cards. If they remember the name of the place, they keep the card. The student with the most cards wins the game.

Answers:

Alex and Sam **are having** lunch in the canteen.

Mr Right and Mrs Temple **are marking** homework in the staff room.

Lee and Jules **are revising** for an exam in the library.

Youssef **is walking** along the corridor.

Millie and Emily **are painting** in the art room.

Joe **is doing** an experiment in the science laboratory.

Susie **is learning** about programming in the computer room.

A class **is doing** athletics on the track in the playing fields.

Jake **is playing** the saxophone in the music room.

Phoebe and Will **are doing** aerobics in the gym.

A class **is watching** a play in the main hall.

Mr and Mrs Smith **are asking** questions about the school at reception.

Barbara and Callum **are talking** about the weekend halfway up the stairs.

Zoe **is washing** her hands in the toilets.

16 Taboo

(4B Vocabulary)

Aim: to practise vocabulary for school subjects and objects

Interaction: pairs, groups

Type of activity: Taboo game

Time: 10 minutes

Materials: one set of cards (A or B) per pair

In class: (1) Copy the worksheet and cut out the cards as indicated. **(2)** Put students in groups of two pairs and hand out one set of cards (A or B) to each pair. They should shuffle them and put them in a pile face down on the table.

(3) Explain that the aim of the game is for each pair to guess as many of the words on their cards as they can within a given time limit. **(4)** Pair A starts. Student A has to describe each word for Student B to guess. Explain that for each word, they are not allowed to use the three words listed below it. One student from the opposing pair checks the use of the 'taboo words' and keeps score, while the other student times the pair playing. If necessary, model the activity with one card from each team's set. **(5)** At the end of the time limit, pair A count up their score and pair B take their turn. The pair with the most points wins.

Optional follow-up: Teams read out the 'taboo words' to the other team to see if they can remember the words in bold.

17 Sleepy students

(4C Grammar)

Aim: to practise the Present Simple and Present Continuous

Interaction: individual, pairs

Type of activity: gap-fill, information gap

Time: 15 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Tell them that they should not show it to their partner. **(2)** Tell students that they are going to read and complete a text about sleep, and ask them to complete Exercise 1 individually. Point out that they should only complete gaps a–e and that they should not worry about 1–5 at the moment. **(3)** Check answers with the class – make sure that only the verb forms are heard so as not to pre-empt Exercise 3. **(4)** Ask students to complete Exercise 2 individually. **(5)** Check answers with the class. **(6)** Students now do Exercise 3 in their pairs. Student A starts by asking his/her questions and Student B answers using the information in bold in the text. Student B then does the same. When they have finished, they check each other's answers to gaps 1–5 using their texts.

Optional follow-up: In pairs, ask students to think of three ideas to improve teenagers' sleep habits. Elicit ideas around the class and write them on the board. The class could then vote for the best three ideas. (Possible answers: Turn off loud music, mobile phones, computer screens and the TV at least one hour before bedtime. Sleep in a cool, dark place. Go to bed the same time every day, etc.)

Answers:

Student A

- 1 **a** need **b** controls **c** don't get **d** are starting
e is giving
- 2 1 What does everyone have?
2 How many hours of sleep do adults need?
3 How many teenagers sleep for eight hours?
4 What time are students finishing their classes?
5 How is a student feeling at the moment?
- 3 1 a biological clock 2 seven to eight 3 fifteen percent
4 7 p.m. 5 motivated

Student B

- 1 **a** has **b** need **c** shows **d** are taking **e** am feeling
- 2 1 What is sleep important for?
2 What does the biological clock control?
3 How many hours of sleep do teenagers need?
4 What time are students starting their classes?
5 What lesson is the teacher giving today?
- 3 1 learning and concentration
2 (the time) to wake up and go to sleep 3 nine to ten
4 1.30 p.m. 5 on good sleep habits

18 School rules!

(4D Reading and Vocabulary)

Aim: to practise the skill of finding specific information

Interaction: individual

Type of activity: reading text and activities

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Tell students that they are going to read a text about a school in the UK with a very good reputation. Check that they understand *reputation*. **(2)** Get students to do Exercise 1 individually. Before they begin, point out that they need to read the text *quickly* and not worry about details or unknown words at this point. **(3)** Check answers with the class. **(4)** Ask students to read the text again and complete the school profile in Exercise 2. They should work individually and, if time allows, compare answers in pairs before class feedback. **(5)** Check answers with the class. **(6)** Students now do Exercise 3. Again, get them to work individually and then compare answers in pairs before class feedback. Encourage them to underline the parts of the text where they find the answers. **(7)** Check answers with the class.

Optional follow-up: Put students in pairs or small groups and give them a few minutes to discuss their school rules. To help them, you could write a few prompts on the board, e.g. *doing your homework; talking; arriving late; wearing a uniform; using mobile phones*. Elicit ideas around the class to round off the activity.

Answers:

- 1 B
- 2 1 Michaela Community School
2 Wembley, London, England 3 free 4 840
5 11–18 years old 6 7.55 a.m. 7 8.15 a.m. 8 10.05
9 12.10 p.m. 10 3.15 p.m.
11–14 (in any order) Languages, Maths, Art, Music

- 3 1** You can't forget to do homework; you can't arrive one minute late for class; you can't use your mobile phone; you can't talk in the hallway between classes; in class, all students must look at the teacher; students have two minutes to change rooms between classes.
- 2** drama, computer or project work
- 3** They serve the food and collect the plates.
- 4** They (stand up and) say 'thank you' to a special person.

19 Getting to school

(4E Listening and Vocabulary)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: gap-fill

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 2.10 for them to check/complete their answers. Alternatively, check answers by going through the podcast with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

- 1 2** do you get **3** walk **4** Are they going **5** 're climbing
6 're actually climbing **7** takes **8** Do they do **9** stay
10 are walking **11** aren't walking **12** 're skating
13 freezes **14** lives **15** travels **16** flies **17** sleeps
18 flies

Unit 5

20 Lady Gaga – the early years

(5A Grammar and Vocabulary)

Aim: to practise the Past Simple of *to be* and *can*; to practise the affirmative form of the Past Simple

Interaction: individual, pairs

Type of activity: gap-fill, ordering

Time: 15 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Tell them that they should not show it to their partner. **(2)** As a brief lead-in, you could ask students what they know about Lady Gaga. Elicit answers around the class and tell students that they are going to do an activity about her. **(3)** Individually, students complete the sentences with the correct Past Simple form of the verbs in the box. In a less confident class, you could make pairs of A students and B students. **(4)** Check answers with the class. **(5)** In pairs, students now take turns to read out their sentences for their partner to match to a corresponding sentence in their text. Point out that the first sentences have

been indicated for them and that Student A should start by reading out the first sentence. **(6)** Check answers by getting different students to read out the sentences in order. **(7)** Ask students if they found out new information about Lady Gaga and if they found any of the information interesting or surprising.

Answers:

1 Student A

a was **b** had, decided **c** were, said, listened
d left, formed **e** could, loved **f** went, was

Student B

g wanted **h** stopped, started, gave **i** started
j got, wanted **k** laughed, tried, told **l** took, weren't

2 3 f 4 l 5 a 6 k 7 c 8 h 9 b 10 j 11 d 12 i

21 Sketch artists

(5B Vocabulary)

Aim: to practise vocabulary for clothes and describing appearance

Interaction: pairs

Type of activity: information gap

Time: 15 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Tell them that they should not show it to their partner. **(2)** Get them to label the vocabulary categories with the correct headings. They should do this individually. **(3)** Check answers with the class. **(4)** Students now take turns to describe the people on their worksheet for their partner to draw. Point out that they can also ask each other questions, e.g. *What's her hair like? What's she wearing? Is her hair straight or curly?* Also remind students that they can choose from the vocabulary in Exercise 1 to help them describe the people. **(5)** When they have finished, ask them to compare their drawings to the originals. Elicit descriptions from different students around the class.

Answers:

Students A and B

- 1 2** Height **3** Hair colour **4** Hair type **5** Hair length
6 Build **7** Clothes **8** Footwear **9** Accessories
10 General appearance **11** Other

22 Find someone who *didn't* ...

(5D Grammar)

Aim: to practise the negative and question forms of the Past Simple

Interaction: individual, groups

Type of activity: questions and answers

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Hand out the worksheets and tell students that they are going to survey their classmates to find out about things they did recently. **(2)** Students first complete the questions in the first column of the table using the correct Past Simple forms of the verbs in brackets. **(3)** Check the questions with the class. **(4)** Explain that students will now mingle and ask their classmates the questions. Their aim is to find someone who answers 'no' to each question and

complete the sentences in the second column of the table. To do this, they need to write that classmate's name and the negative Past Simple form that will complete the sentence. **(5)** Start the activity and monitor to check students are using the Past Simple correctly. **(6)** When all students have one name for each question (fast-finishers can add more than one name for each question), ask students to sit down, then invite class feedback on what the class have learnt about each other.

Answers:

- 1 Did you have, [Name] didn't have
- 2 Did you eat, [Name] didn't eat
- 3 Did you do, [Name] didn't do
- 4 Did you dance, [Name] didn't dance
- 5 Did you ask, [Name] didn't ask
- 6 Did you wear, [Name] didn't wear
- 7 Did you drink, [Name] didn't drink
- 8 Did you play, [Name] didn't play
- 9 Did you take, [Name] didn't take
- 10 Did you get up, [Name] didn't get up

23 A brief history of children's clothing

(5E Listening and Vocabulary)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: gap-fill

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 2.25 for them to check/complete their answers. Alternatively, check answers by going through the interview with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

- 1 2 showed 3 didn't wear 4 got 5 had 6 wore
7 wore 8 chose 9 started 10 agreed 11 came
12 became 13 started

Unit 6

24 Are you an art lover?

(6A Grammar and Vocabulary)

Aim: to practise comparative and superlative adjectives

Interaction: individual, pairs

Type of activity: quiz

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Put students in pairs and hand out the worksheet. Tell them that they are going to do a quiz about art. **(2)** First, they need to complete the quiz questions with the correct form of the adjectives in brackets: the comparative form, the superlative form or (*not*) *as* + adjective + *as*. Give them 4–6 minutes for this part of the activity. **(3)** Get them to compare answers with another pair if time allows, then check answers with the class. **(4)** Students now do the quiz in their pairs. Allow 5–7 minutes for them to discuss and decide on their answers. **(5)** Check answers with the class and share some background information on each one (see answer key below). **(6)** Find out which pair(s) had the most correct answers and congratulate them.

Optional follow-up: You could ask students to go online and research some facts to make comparative and superlative sentences about art. They could do this in class or as homework.

Answers:

1–3 1 as famous as

(a) Both Frida Kahlo and Diego Rivera were born in Mexico City, Mexico – Kahlo in 1907 and Rivera in 1886. This famous artistic couple married, divorced and remarried.

2 the most amazing

(a) Michelangelo was a sculptor, painter, architect and poet who had an unparalleled influence on western art. (Jane Austen was a novelist. Rocky Chiselstone is a fictional name!)

3 more successful than

(b) Superhero sequel *Avengers: Age of Ultron* scored the second highest opening of all time at the US box office over a weekend, with takings of \$187.7m (£124m).

4 the most important

(c) War and Peace (1867) is considered a central work of world literature. (Sean Davies is a fictional name and so is *Night and Day*. *Black and White* is a 1991 pop song by Michael Jackson.)

5 more famous than

(b) The painting was stolen from the Louvre Museum in 1911, creating a media sensation. Before its theft, it was not widely known outside the art world.

6 the most invisible

(a) No one knows much about the English street artist and political activist. He paints graffiti on streets, bridges and walls around the world. (The names in options A and B are fictional.)

7 as popular

(c) Despite his popularity now, Edgar Allan Poe was known to his contemporaries as a literary critic and struggling artist. Although he did publish his works during his lifetime, not many people seemed to appreciate them until well after his death in 1849.

11 shorter than

(a) *Her Majesty* by The Beatles (*Abbey Road*, 1969) was twenty-three seconds long.

9 the greatest

(a) *Guernica* (1937) is one of the world's most famous paintings and an anti-war symbol. It shows the suffering war inflicts upon people and animals, and was named after a Spanish town which was bombed and destroyed during the Spanish Civil War.

10 well-known as

(c) Giorgione (1477/78–1510, Venice, Italy), also known as Giorgio da Castelfranco was one of the main artists of Venetian High Renaissance. Very little is known about him and much of his work is lost.

25 Coachella – a festival in the desert

(6B Reading and Vocabulary)

Aim: to practise the skill of understanding new words

Interaction: individual, pairs

Type of activity: reading text and activities

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Hand out the worksheet and tell students that they are going to read a text about a famous festival in an American desert. **(2)** Get them to do Exercise 1 individually, pointing out that they should read the text quickly and not worry about details or unknown words at this point. **(3)** Exercise 2 can be done individually or in pairs, depending on the level of your class and the time available. If students work individually, get them to compare answers in pairs before class feedback. Encourage them to underline the parts of the texts that give them the answers. **(4)** For Exercise 3, encourage students to find the words in the text and read 'around' them – this will help them work out their meanings. Remind them of the strategies in the Active Reading box on page 79 of their Student's Book.

Optional follow-up: You could ask students to find more words they do not know in the text and see if they can work out their meaning using the strategies discussed in class. They could do this individually or in pairs.

Answers:

1 1 1999 2 California 3 April 4 429 5 250,000

2 1 B 2 C 3 B 4 B

3 1 A 2 A 3 A 4 B 5 B 6 B

26 Film pelmanism

(6C Vocabulary)

Aim: to practise vocabulary related to films

Interaction: pairs

Type of activity: pelmanism

Time: 10 minutes

Materials: one set of word cards and one set of definition cards per pair

In class: (1) Copy the worksheet and cut out the cards as indicated. **(2)** Put students in pairs and hand out the two sets of cards to each pair. They should spread out the word cards face down on the table and put the definition cards in a pile face down on the table. **(3)** Explain the activity: students will take it in turns to turn over a definition card and read the definition. They should then turn over a word card and see if they can match the definition to the correct word. If they can, they keep the pair of cards. If not, they turn the word card back over, remembering its position, and return the definition card to the bottom of the pile. You may also wish to tell students that all the words are related to films. **(4)** Start the activity. Students take turns until all of the cards have been matched. The winner is the student with the most matched pairs at the end of the activity.

Alternative approach: For a shorter activity, use fewer cards. Note that the word cards match the definitions left to right and top to bottom so, for example, if you cut off and discarded the bottom row of each pack, the remaining cards would still match. For a simpler activity, ask pairs to spread out the word cards face up on the table. Do the activity as a race for pairs to match the words with their definitions.

Answers: See worksheet: the word cards match the definitions left to right and top to bottom.

27 What did you think of the film?

(6D Grammar)

Aim: to practise *too* and *(not) enough*

Interaction: individual, pairs

Type of activity: sentence completion, dialogue ordering

Time: 15 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Explain the scenario and tell students not to show their worksheet to their partner. **(2)** Students complete Exercise 1 individually. **(3)** Check answers with the class. **(4)** In their pairs, students now do Exercise 2: they number the sentences in the correct order (1–14) in order to reconstruct the conversation. Point out that 1 and 2 have been done for them. **(5)** Check answers in open class by asking different students to read out the sentences in the correct order. **(6)** Students practise the conversation in their pairs.

Answers:

1 Student A

a n't realistic enough **b** big enough, easy-going enough
c – **d** too long **e** too scary

Student B

g too expensive **h** too predictable, n't scary enough
i n't fast enough **j** good enough

2 **3** d 4 h 5 e 6 f 7 a 8 g 9 b 10 j

28 How I became a graffiti artist

(6E Listening and Vocabulary)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: gap-fill

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 3.1 for them to check/complete their answers. Alternatively, check answers by going through the conversation with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

1 **2** excited **3** great **4** traditional **5** different **6** serious
7 bored **8** similar **9** huge **10** boring **11** colourful
12 confident **13** easy-going **14** common **15** lucky

Unit 7

29 What are you going to do?

(7A Grammar and Vocabulary)

Aim: to practise *going to*

Interaction: individual, pairs

Type of activity: sentence formation, matching

Time: 15 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Tell them that they should not show it to their partner. **(2)** Get them to complete Exercise 1 individually. For each item, they need to write one question using the prompts and then add a second follow-up question which starts with the question word given. **(3)** Check answers with the class. For the follow-up questions, you could elicit different ideas around the class each time. **(4)** In their pairs, students now ask and answer their questions from Exercise 1. Student A starts by reading a question, and Student B chooses the correct response from the sentences in Exercise 2. Draw their attention to the example dialogue before they begin. **(5)** Check answers with the class.

Optional follow-up: Students take turns to ask and answer the questions from Exercise 1, but this time their partner gives his/her own responses. This can be done in the same or new pairs.

Answers:

Student A

1-2 **1** (j)

2 Are you going to have an exam soon? When are you going to have it? (i)

3 Are you going to watch TV tonight? What are you going to watch? (g)

4 Are you going to celebrate your birthday this year? Who are you going to celebrate it with? (f)

5 Are you going to learn something new this year? What are you going to learn? (h)

Student B

1-2 **6** (c)

7 Are you going to do some exercise today? When are you going to do it? (e)

8 Are you going to meet a friend this week? What are you going to do? (a)

9 Are you going to do any homework tonight? What are you going to do? (b)

10 Are you going to tidy up your bedroom soon? When are you going to do it/tidy it up? (d)

30 Tourists in a city

(7B Vocabulary)

Aim: to practise vocabulary for places in the city

Interaction: groups of three or four

Type of activity: a board game

Time: 15 minutes

Materials: one worksheet per group. Dice and counters. (Alternatively, prepare small pieces of paper labelled 1–6 in small boxes/bags as substitutes for dice, and use coins for counters.)

In class: (1) Put students in groups of three or four and give each group a copy of the board game, a dice and a counter for each student. (See Materials above for alternatives to dice and counters.) **(2)** Explain that students are tourists in a city and want to do different things. They need to read each sentence and name the places they need to go to in order to do these things. Point out the squares with instructions and check students understand them. **(3)** Students take it in turns to throw the dice and move their counter to the correct square on the board. If a student lands on a square with a 'You want to ... / You need ...' sentence, they must name the correct place. The other students in the group decide if the answer is correct. Monitor and offer help if they are unable to agree on an answer. **(4)** If a student's answer is correct, the next student takes their turn. If the answer is incorrect, the student must move their counter back to the 'Start' square and start again (or move back a set number of squares, e.g. five). The first student to reach the 'Goodbye!' square wins the game.

Alternative approach: For a longer activity, do not use the dice. Instead, have students move their counter one square at a time.

Answers:

1 cinema **2** post office **3** hotel **6** park **7** hospital
9 theatre **11** bank **13** (train) station **14** library
15 concert hall **17** sports centre **18** art gallery
21 tourist information centre **22** supermarket/market

31 Attention please!

(7C Listening)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: gap-fill

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 3.11 for them to check/complete their answers. Alternatively, check answers by going through the announcements with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

1 **2** car park **3** interval **4** seats **5** ticket office
6 member **7** exhibition **8** floor **9** gifts **10** visit
11 belongings **12** destinations

32 A London weekend

(7D Grammar)

Aim: to practise the Present Continuous for future arrangements

Interaction: pairs

Type of activity: information gap

Time: 10 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Tell them that they should not show it to their partner. Explain that they are both in London for a three-day weekend and they already have some activities planned. They want to find time to do *two* activities together and so need to find times when they are both free. They should ask and answer about their plans using the Present Continuous. **(2)** Before students begin, you may wish to give them some time to look at their worksheets and ask you about any unknown vocabulary. **(3)** Student A starts by asking a question about a time when he/she is free. If Student B already has an activity arranged, he/she tells Student A about his/her plans and then suggests another time/day, e.g. A: *Are you doing anything on Friday afternoon?* B: *Yes, I'm visiting the Natural History Museum. What about Friday morning? Are you free then?* Students take turns to ask questions until they find times they are both free to plan their two activities (they are both free on Saturday evening and Sunday afternoon). When they do, they should decide on activities to do together. They can use the ideas on their

worksheet or their own ideas. **(4)** During the activity, monitor and check that students are using the Present Continuous correctly. Note down any errors to highlight during feedback. **(5)** Round off the activity by asking a few students what they decided to do, and then going over any errors you noted while monitoring.

Unit 8

33 The fortune teller

(8A Grammar and Vocabulary)

Aim: to practise *will*

Interaction: individual, pairs

Type of activity: question formation, matching

Time: 15 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Tell them that they should not show it to their partner. **(2)** Explain that they are going to do a roleplay: one student is a fortune teller and the other wants to know about his/her future. Explain or elicit the meaning of *fortune teller* and ask students what topics they might ask a fortune teller about. Elicit ideas around the class and then refer them to the symbols next to the questions. Explain that they show the topic of each question and elicit the topics (health, money, love, family, happiness, career). Did students think of the same ones? **(3)** Students use the prompts and *will* to form the questions they are going to ask the fortune teller. **(4)** Check answers with the class. **(5)** For Exercises 2 and 3, students take turns to play the role of the fortune teller and 'customer'. The 'customer' asks a question from Exercise 1 and the fortune teller chooses an appropriate response from Exercise 2. **(6)** Check answers with the class.

Optional follow-up: Put students in new pairs and ask them to fold their worksheets so they can only see the symbol for each question. Get them to repeat the activity, this time improvising their questions and responses, using the symbols as prompts. You could add some mysticism by lowering the blinds and putting on some music!

Answers:

Students A and B

- 1** **2** Will I earn a lot of money?
3 Will I be married or single / single or married?
4 How many children will I have?
5 Will I be happy and have a lot of friends / have a lot of friends and be happy?
6 What job will I have?
8 Will I win the lottery?
9 When will I meet the love of my life?
10 Will I have a large family?
11 How happy will I be?
12 Will I be able to find a good job?
- 2** **1** h **2** i **3** g **4** l **5** j **6** k **7** d **8** f **9** a **10** b
11 c **12** e

34 Computer Catchphrase

(8B Vocabulary)

Aim: to practise vocabulary for computer equipment

Interaction: groups

Type of activity: game

Time: 15 minutes

Materials: one set of cards and a timer for each group of six (students can use the timers on their mobile phones)

In class: (1) Put students in groups of six and divide each group into sub-groups of three, A and B. In smaller classes, students can play in groups of four, divided into sub-pairs. **(2)** Give each group one set of cards and ask them to shuffle them and put them in a pile face down on the table. **(3)** Explain the game: the timer is set to 2 minutes (or more, for less confident classes). Holding the timer, a player from Team A starts the first round by turning over a card from the top of the pile. He/She has to get their team to say the word/phrase on that card as quickly as possible. He/She can describe the word/phrase and use gestures, but cannot use any of the words on the card. As soon as the team guess the word/phrase, the player passes the timer to Team B, who have to do the same. The round continues in the same way, with teams trying to guess as many words/phrases as possible before time runs out. The team holding the timer when it runs out loses that round. The timer is then reset to 2 minutes and the second round begins. Point out to students that their goal is to get rid of the timer before it runs out. If they use one of the words on the card, they *cannot* pass the timer to the other team: they have to pick another card and continue playing. The timer can only be passed when the team guess a word/phrase. Students play until all the cards have been used or for as long as time allows. The team who win the most rounds are the winners.

35 What happened in the end?

(8C Grammar)

Aim: to practise adverbs of manner

Interaction: individual, groups/whole class

Type of activity: guided writing

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Hand out the worksheets and tell students that they are going to write a story together. They need to rewrite the sentences on their worksheet adding adjectives and adverbs. For each sentence, they will choose one of the three adjectives, then change one of the other three adjectives to an adverb of manner and add them both to the sentence. **(2)** In a less confident class, revise the difference between adjectives and adverbs and also where adverbs are placed in a sentence. You could also model the first sentence in open class. **(3)** Individually, students write the first sentence. They then fold the paper forward so that the sentence cannot be seen and pass the paper to the right (or so that all students receive a different piece of paper for each new sentence). They continue in the same way for the other sentences. **(4)** When they reach the last cue, they invent an ending for the story and write two sentences using at least one adjective and one adverb. They then pass the worksheet for the last time to the right. **(5)** Students open the worksheets

out and read their stories. **(6)** If there is time, ask students to read their stories to the class and do a class vote for the best/most interesting/funniest story.

Optional follow-up: In pairs, students improve their stories by adding linkers and new ideas.

36 Tech talk

(8D Listening and Vocabulary)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: gap-fill

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 3.26 for them to check/complete their answers. Alternatively, check answers by going through the conversations with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

1 2 not 3 on 4 to 5 for 6 were 7 an 8 are 9 did
10 to 11 Are 12 Do 13 will 14 will 15 than

37 5G technology

(8F Reading and Vocabulary)

Aim: to practise the skill of understanding pronouns

Interaction: individual, pairs

Type of activity: reading text and activities

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students should do Exercise 1 individually. Point out that they should read the text quickly – tell them to ignore the gaps for now and not worry about any unknown words. The aim here is to understand the main idea the text in order to choose the best title. Give them 3–4 minutes to complete the activity, then check the answer with the class. **(3)** Students now do Exercise 2. Again, they should work individually. Remind them to use the underlined pronouns to help them, and also to read the sentences before and after each gap carefully, to find the noun each pronoun refers to. If time allows, get students to compare answers in pairs before checking answers with the class. **(4)** Ask students to do Exercise 3. They should be able to complete it individually after the reading task in Exercise 2. **(5)** Check answers with the class.

Answers:

- 1** C
2-3 **1** C (It = latency)
2 E (They = doctors)
3 G (They = smart buses, flying drone taxis and self-driving cars)
4 B (They = scientists)
5 A (They = customers)

Unit 9

38 How sporty are you?

(9A Grammar and Vocabulary)

Aim: to practise *must/mustn't* and *have to/don't have to*

Interaction: individual, pairs

Type of activity: gap-fill, quiz

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Put students in pairs and hand out the worksheet. Tell them that they are going to do a quiz to find out how sporty they are. **(2)** First, they need to complete the options in the quiz with *must*, *mustn't*, *have/has to* or *don't/doesn't have to*. Point out that more than one answer may be possible in some cases and give them 4–6 minutes for this part of the activity. **(3)** Get them to compare answers with another pair if time allows, then check answers with the class. **(4)** Students now do the quiz in their pairs. Allow 5–7 minutes for them to discuss and decide on their answers. **(5)** Check answers with the class and share some background information on each one (see answer key below). **(6)** Find out which pair(s) had the most correct answers and congratulate them.

Answers:

- 1** **1** b don't have to **c** mustn't
2 **a** must/have to **b** mustn't **c** don't have to
3 **a** must/have to **b** must/have to **c** mustn't
4 **a** must/has to **b** must/has to **c** must/has to
5 **a** must/has to **b** must/has **c** mustn't
6 **a** must/has to **b** must/has to **c** must/has to
7 **a** must/have to **b** must/have to, don't have to
 c must/have to
8 **a** must/has to **b** has to/must
 c has to/must, doesn't have to
3 **1** **c** (White reflects the heat and cricket players often compete in extreme heat.)
2 **a** (The rule of five players per side dates back to 1897.)
3 **b** (Players advance the ball upfield by swimming with the ball in front of them or by passing to teammates. They are not allowed to touch the bottom of the pool and they tread water or swim for the entire match.)
4 **a** (In taekwondo, each fighter attempts to knock out their opponent or score points by landing blows on their opponent's torso or head. Below the waist is not a permitted target and you cannot attack with your knees.)
5 **b** (Sumo wrestling is a sport for Japanese men only. There is an elaborate ceremonial ritual in which the wrestlers throw salt into the ring.)

6 **c** (Bull riding, or rodeo, is a sport where rider has to stay on the bull for at least eight seconds as the bull tries to throw him/her off. The rider is only allowed to hold on with their riding hand, which is extremely difficult.)

7 **a** (Teams must change direction after every score because this means this is fair for both sides (sun, conditions of the field, etc.).)

8 **a** (All Muay Thai competitors must wear gloves and shorts. They must wear a Mongkol sacred headband before the match. Muay Thai fighters compete barefoot. Before every Thai Boxing match, each boxer has to do a ritual dance.)

39 Sport talk

(9B Listening and Vocabulary)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: gap-fill

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 4.1 for them to check/complete their answers. Alternatively, check answers by going through the conversations with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

- 1** **2** it **3** I don't **4** Don't **5** I'm **6** up **7** too **8** must
9 so **10** there **11** on **12** On **13** mustn't **14** make
15 a lot of

40 The body crossword

(9C Vocabulary)

Aim: to practise vocabulary to talk about the human body

Interaction: individual, pairs

Type of activity: crossword

Time: 15 minutes

Materials: one worksheet per pair, cut up into A and B crosswords and answers

In class: (1) Copy the worksheet and cut out the cards as indicated: each student, A or B, needs two cards from their half of the worksheet: one crossword card and one answer card. **(2)** Divide the class into two groups, A and B, and give them their cards. Explain that they should not show their cards to the other group. **(3)** Form small groups of Student As and small groups of Student Bs (so that all students in each group have the same cards). **(4)** Explain that they have a crossword, the answers to that crossword, and in their groups, they need to complete the clues for it. Tell them that all the words are parts of the body. Give groups 5–6 minutes to complete the clues while you monitor and provide help as necessary. Encourage students to give clues about where

each body part is or what we use it for (e.g. *It's between your ... and your ...; You use this to ...*). **(5)** Now put students in A-B pairs. Get them to swap crosswords and point out that they should not show their answer cards to their partner.

(6) Students complete their crosswords and then, in their pairs, check each other's answers using their answer cards.

Optional follow-up: Students race to think of as many adjectives as they can to describe different parts of the body, e.g. *long nose, round face, slim legs*. Tell them that they can use both the adjectives and the parts of the body more than once – the aim is to come up with as many different combinations as possible. Set a time limit of 2 or 3 minutes. Stop students when the time is up and ask them to total up the number of combinations they have written. The pair with the most (correct) phrases wins the game. Ask them to read them out in class and elicit other possibilities as you go.

41 I need your advice

(9D Grammar and Vocabulary)

Aim: to practise *should* and *shouldn't* for advice

Interaction: individual, pairs

Type of activity: jumbled sentences, matching

Time: 15 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). **(2)** Tell them that they should not show it to their partner and explain that they are going to do a roleplay: one student is worried about a situation and the other student gives advice. **(3)** Individually, students use the prompts to form the questions they are going to ask their partner. **(4)** Check answers with the class. **(5)** Students then do Exercise 2: they use *should/shouldn't* and the verbs in the box to complete the advice they are going to give their partner. **(6)** Check answers with the class. **(7)** In their pairs, students now ask and answer their questions from Exercise 1. Student A starts by reading a question, and Student B chooses the correct response from the sentences in Exercise 2. **(5)** Check answers with the class.

Answers:

Student A

- 1 **1** How much money should I take?
- 2 **2** Should I have any vaccinations?
- 3 **3** What should I do if I feel sick?
- 4 **4** How should I improve my English?
- 5 **5** What should I do to meet new people?
- 6 **6** How many clothes should I take?
- 2 **a** shouldn't worry
- b** shouldn't, shouldn't ask, should wait
- c** should, should tell d should, should describe
- e** should, should be
- f** should look for

Student B

- 1 **7** Should I ask about pay and conditions?
- 8 **8** Should I talk mention weekend job?
- 9 **9** Should I describe my personality?
- 10 **10** Should I talk about my hobbies?
- 11 **11** What should I do to find out more about the job?
- 12 **12** What clothes should I wear?

- 2 **g** should talk **h** should ask **i** shouldn't pack
- j** shouldn't carry, should (just) take
- k** should buy **l** should go, shouldn't go out

Unit 10

42 Have you ever ... ?

(10A Grammar and Vocabulary)

Aim: to practise the Present Perfect with *ever* and *never* for experiences, followed by the Past Simple for details

Interaction: individual, pairs/groups

Type of activity: questionnaire

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Hand out the worksheet and give each student a copy of the questionnaire. Tell them that they are going to survey their classmates to find out what they have done recently. **(2)** Students first form questions to ask their classmates using the prompts on the questionnaire. For each item, they need to write one question using the prompts and then add a second follow-up question which starts with the question word given. Point out or elicit that the first question (asking about experiences) should be in the Present Perfect. The follow-up question (asking for more information) should be in the Past Simple. **(3)** Check the questions with the class. For the follow-up questions, you could elicit different ideas around the class each time. **(4)** Explain that students will now mingle and ask their classmates the questions. When they find someone who answers 'yes' to a question, they write their name in the table. Depending on the size of your class, you could ask them to write a different person's name for each answer, to encourage them to talk to different classmates. Draw their attention to the example dialogue before they begin. **(5)** Start the activity and monitor to check students are using the Present Perfect and Past Simple correctly. Avoid interrupting students to correct until the activity is finished. **(6)** When all students have one name for each answer (fast finishers can add more than one name for each question), ask students to sit down, then invite class feedback on what the class learnt about each other.

Answers:

(Suggested follow-up questions in brackets.)

- 1 Have you ever felt homesick? (When did you feel homesick?)
- 2 Have you ever swum in a river? (When was that/When did you swim/go there?)
- 3 Have you ever been abroad? (How long did you stay there?)
- 4 Have you ever tried strange food? (What (type of food) did you eat?)
- 5 Have you ever met a famous person? (Who did you meet?)
- 6 Have you ever walked in a desert? (Where was that/were you/was the desert?)
- 7 Have you ever ridden an elephant? (When was that/did you ride it?)
- 8 Have you ever lost your mobile phone? (How did you lose it?)
- 9 Have you ever done yoga? (When did you do it?)
- 10 Have you ever camped in a valley? (Where was the valley/were you?)

Optional follow-up: Get students to write two or three more questions about experiences and then to ask and answer them in pairs or small groups. Remind them to use *Have you ever ... ?* for the first question and then the Past Simple for the follow-up question.

43 Are you a bee?

(10B Vocabulary)

Aim: to practise vocabulary related to animals and animal body parts

Interaction: groups

Type of activity: guessing game

Time: 15 minutes

Materials: one set of cards per group

In class: (1) Copy the worksheet and cut out the cards as indicated. (2) Put students in groups of three or four and hand out one set of cards to each group. They should shuffle them and put them in a pile face down on the table. (3) Tell students that they are going to play a game where they have to find out what animal they are by asking *yes/no* questions. (4) Explain the game: the first player takes a turn and has to guess what animal they are. The other students in the group turn over the top card from the pile and look at it but do *not* show it to the player. The player then starts asking questions (e.g. *Can I fly? Am I an insect? Have I got feathers?*). He/She can ask up to ten questions and the other students can only answer 'yes' or 'no'. If he/she correctly guesses the animal, he/she takes the card. If not, the card can be put in a separate pile of 'burnt' cards or returned to the bottom of the pile and used again later in the game. Then it's the next student's turn to ask questions. (5) The game continues until all the cards have been claimed or for as long as time permits. The winner is the student with the most cards at the end of the activity.

44 Are you ready to go?

(10C Grammar)

Aim: to practise the Present Perfect with *already*, *just* and *yet*

Interaction: individual, pairs

Type of activity: information gap

Time: 15 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Explain the scenario: the teenagers in the picture are packing to go away on a trip (Student A has the girl and Student B has the boy). They are talking on the phone to check what the other has/hasn't done. (2) Explain that students should take turns to ask and answer questions about the ten things on their to-do lists. Highlight that they should use the Present perfect with *already*, *just* and *yet* in their answers to say whether each action has been completed (*already*) has been completed recently (*just*) or is still to do (*yet*). The student answering looks at the picture to check what has/hasn't been done. (3) In a less confident class, do an example with a stronger student (e.g. A: *Have you had a shower?* B: *Yes, I've just had a shower* (picture A) or B: *No, I haven't had a shower yet* (picture B). (4) Start the activity and monitor to check students are using the target language correctly. Avoid interrupting students to correct until the activity is finished.

(5) You could round off the activity by asking students who is more prepared for the trip (the girl – she has done six things on her list; the boy has done four).

Optional follow-up: Students ask and answer about things they have/haven't done today. They could do this in the same or new pairs.

Answers:

Questions, Students A and B

- 1 Have you had a shower?
- 2 Have you made your bed?
- 3 Have you switched off your/the computer?
- 4 Have you packed your bag?
- 5 Have you taken the rubbish out?
- 6 Have you fed the cat?
- 7 Have you charged your/the camera?
- 8 Have you bought a first aid kit?
- 9 Have you found your/the keys?

Answers, Student A

- 1 No, I haven't had one/a shower yet.
- 2 Yes, I've already made it/my bed.
- 3 No, I haven't switched it/the computer off yet.
- 4 No, I haven't packed it/my bag yet.
- 5 No, I haven't taken it/the rubbish out yet.
- 6 Yes, I've just fed it/him/her/the cat.
- 7 Yes, I've just/already charged it/the camera.
- 8 Yes, I've already bought one/a first aid kit.
- 9 Yes, I've already found them/the keys.

Answers, Student B

- 1 Yes, I've just had one/a shower.
- 2 No, I haven't made it/my bed yet.
- 3 No, I haven't switched it/the computer off yet.
- 4 No, I haven't packed it/my bag yet.
- 5 No, I haven't taken it/the rubbish out yet.
- 6 No, I haven't fed it/him/her/the cat yet.
- 7 Yes, I've just/already charged it/the camera.
- 8 Yes, I've already bought one/a first aid kit.
- 9 Yes, I've already found them/the keys.

45 Weather talk

(10E Listening and Vocabulary)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: gap-fill

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 4.12 for them to check/complete their answers. Alternatively, check answers by going through the conversations with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

1 2 will **3** There **4** are **5** of **6** Have **7** about **8** in
9 on **10** to **11** do **12** for **13** are **14** have **15** can
16 on **17** The **18** 'm

Everyday activities | Student A

- 1** Guess information about your partner and complete the sentences. Use the Present Simple forms of the verbs in brackets.

Name:	✓ or X?
1 He/She <u>gets up</u> (get up) at _____ (time) on weekdays.	
2 He/She _____ (do) his/her homework at _____ (time).	
3 He/She _____ (watch) _____ (name of a TV series).	
4 He/She _____ (speak) _____ (a foreign language).	
5 He/She _____ (go out) with friends on _____ (day of the week).	
6 He/She _____ (like) _____ (name of sport).	

- 2** In pairs, take turns to read your sentences from Exercise 1 to your partner. Are they right or wrong? Put a ✓ or a X in the table.

I think you get up at seven on weekdays.

No, I don't get up at seven on weekdays. I get up at half past seven. / Yes, you're right! I get up at seven!



Everyday activities | Student B

- 1** Guess information about your partner and complete the sentences. Use the Present Simple forms of the verbs in brackets.

Name:	✓ or X?
1 He/She <u>gets up</u> (get up) at _____ (time) on weekdays.	
2 He/She _____ (do) his/her homework at _____ (time).	
3 He/She _____ (watch) _____ (name of a TV series).	
4 He/She _____ (speak) _____ (a foreign language).	
5 He/She _____ (go out) with friends on _____ (day of the week).	
6 He/She _____ (like) _____ (name of sport).	

- 2** In pairs, take turns to read your sentences from Exercise 1 to your partner. Are they right or wrong? Put a ✓ or a X in the table.

I think you get up at seven on weekdays.

No, I don't get up at seven on weekdays. I get up at half past seven. / Yes, you're right! I get up at seven!

Picture cards



Phrase cards



go to parties	go to the cinema	go to a friend's house	go shopping
play computer games	play games on your mobile phone	play sport	listen to music
read books	write a blog	watch TV	hang out with friends
go to parties	go to the cinema	go to a friend's house	go shopping
play computer games	play games on your mobile phone	play sport	listen to music
read books	write a blog	watch TV	hang out with friends

1 Complete the quiz questions with the Present Simple forms of the verbs in brackets.

UK TEENS' HABITS

- 1 How many hours do UK teens spend (UK teens/ spend) on their phone every day?
 - a) 6 hours and 20 minutes
 - b) 4 hours and 10 minutes
 - c) 2 hours and 40 minutes
- 2 How _____ (a UK teenage girl/ prefer) to buy clothes?
 - a) online
 - b) in shops
 - c) in markets
- 3 How often _____ (UK teens/ go) to the cinema?
 - a) once or twice a year on average
 - b) three times a year on average
 - c) six times a year on average
- 4 What _____ (most UK teens/ do) in their free time?
 - a) socialise online and play computer games
 - b) socialise with friends
 - c) play a sport
- 5 How many times a night _____ (most UK teens/check) their mobile phones?
 - a) at least 5 times
 - b) at least 10 times
 - c) at least 20 times
- 6 How many text messages _____ (a UK teenager/send) in one week?
 - a) 50
 - b) 200
 - c) 500
- 7 What _____ (be) the number one app with UK teenagers?
 - a) Twitter
 - b) Snapchat
 - c) Instagram
- 8 How many minutes a week _____ (UK teens/exercise)?
 - a) 93 minutes
 - b) 69 minutes
 - c) 22 minutes
- 9 _____ (UK teenage girls/send) more texts than boys every week?
 - a) They send the same number.
 - b) Yes, they do.
 - c) No, they don't.
- 10 How much time _____ (40 percent of UK teens/spend) on the Internet a day?
 - a) 3 hours
 - b) 4 hours
 - c) 6 hours

2 How much do you know about UK teenagers? Do the quiz and check your results.

How many **questions** did you get **right**?

0–3 Drink a cup of tea and do the quiz again!

4–6 Well done! Are you half British?

7–10 You're a UK Culture Vulture! Are you British?

3 How often do you do the things in the quiz? Talk about your own habits using adverbs from the box.

always usually often sometimes hardly ever never

I hardly ever buy clothes online.

Why are Dutch teenagers happy?

1D READING AND VOCABULARY

(Understanding the main idea of a paragraph)

1 Read the title of the text and the introductory sentence. Which of these ideas do you think are in the text?

education exercise family food friends hobbies holidays
housework mobile phones routines teachers weather

2 Read the article and check your ideas. Match words from Exercise 1 to the main ideas in each comment (1-5). You can use the words more than once and you can match each comment to more than one word.

3 Read the comments again and choose the correct answers.

- | | |
|--|---|
| <p>1 What does Tjalling say about Dutch students?</p> <p>A They feel nervous about their exams.</p> <p>B They think teachers care about their students.</p> <p>C They always say what they think.</p> <p>2 Yara says that Dutch teenagers</p> <p>A often meet outside school.</p> <p>B go to music clubs.</p> <p>C like social network news.</p> <p>3 Levi says</p> <p>A he does a lot of exercise in all seasons.</p> <p>B Dutch people go out a lot in winter.</p> <p>C he rides a bike every day.</p> | <p>4 What do we know about Dani's family?</p> <p>A they always have dinner together.</p> <p>B they need to listen to Dani's problems.</p> <p>C they always have breakfast once a week.</p> <p>5 What does Anika say about Dutch people?</p> <p>A They are never late.</p> <p>B They like to have a plan of events.</p> <p>C They sleep eight hours every night.</p> |
|--|---|

WHY ARE DUTCH TEENAGERS HAPPY?

Studies show that the world's happiest teenagers live in the Netherlands. What's life like for Dutch teens? Let's hear it from them.



Tjalling

I go to a community school. At school, we often work in groups. Dutch people are very open and we say if we agree or don't agree. It's not important to get ten out of ten in exams. We are not competitive. I'm a six out of ten person! I do lots of things outside school, like dancing and hockey.



Yara

I often stay in from Monday to Friday, but I go to a music club at the weekends. We put on our favourite songs and talk about our tastes in music. A lot of Dutch teenagers hang out with friends at hobby clubs. I don't read social network stuff on my phone – it's all about celebrities and problems in the world. I prefer to go out with my friends.



Levi

I have a bike, the same as most Dutch teenagers. In the week, I always cycle 3 km to school. The Netherlands is very flat, so it's easy. I play football until late in the summer. It's cold in winter and people usually stay in. But not me – I go for long walks with my friends!



Dani

My parents help me a lot and we talk about important things and our problems. Dinner is an important meal in the Netherlands and I sometimes make dinner for my parents. We always have a special breakfast together on Sundays. It's a traditional Dutch breakfast – chocolate on toast.



Anika

Dutch people often say, 'Rest, be clean and be regular.' I help clean the house, I always sleep eight hours and I am never late for school. Dutch people like to write in their diaries. There is a time to work, a time to clean the house, a time to drink coffee and a time to relax with friends.

Guilty pleasures

1F LISTENING AND VOCABULARY
(Audio script: extra activities)

1 1.22 Complete the conversation with the correct Present Simple forms of the verbs in brackets.

Zoe: Hi! I'm Zoe. And this week's podcast is about guilty pleasures. What is your guilty pleasure? What things ¹*do you like* (you/like) doing but you never tell anyone about? Today some of my friends and family members ² _____ (tell) me about theirs.

First up is Jen. She's my cousin.

Zoe: So, what are your guilty pleasures, Jen? **What kind of things** ³ _____ (you/like) doing but you ⁴ _____ (not tell) people about?

Jen: I love reading celebrity magazines. I ⁵ _____ (look) at the pictures and dream about the homes, clothes and lifestyles. I often ⁶ _____ (buy) one on the way home from school. I sometimes read it on the bus – but I never read them with friends. They ⁷ _____ (laugh) at me! I prefer reading at home. I put on some quiet music, then I lie on the sofa and start reading. I ⁸ _____ (not put) it down until I finish!

Zoe: Owen is **one of my best friends**.

Owen: I **really like** sleeping late. On Saturday mornings, my dad ⁹ _____ (go) to work – he has a shop. My mum ¹⁰ _____ (take) my sister to her singing lesson and our flat is empty. It's really quiet so I just ¹¹ _____ (stay) in bed ... I get up at about 11 and then have some breakfast and start my homework. I never tell anyone about my extra sleep. **It's the best part of** my weekend!

Zoe: Jack is Owen's brother.

Jack: I like watching reality TV shows. I love watching the strange lives of celebrities or just normal people. My sister ¹² _____ (not agree) with me. She ¹³ _____ (think) they're **a waste of time**. But some of my friends ¹⁴ _____ (love) them too. We ¹⁵ _____ (watch) them together.

2 Look at the expressions in bold in the conversation. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

In my house

2A GRAMMAR AND VOCABULARY

(There is/there are with some and any)

In my house | Student A

Look at your picture and in pairs, ask and answer questions about your house. Can you find the differences?
Use *there is/there are* and *some/any*.

Is there a kitchen in your house?

Yes, there is.

Is there a table in your kitchen?



In my house | Student B

Look at your picture and in pairs, ask and answer questions about your house. Can you find the differences?
Use *there is/there are* and *some/any*.

Is there a kitchen in your house?

Yes, there is.

Is there a table in your kitchen?

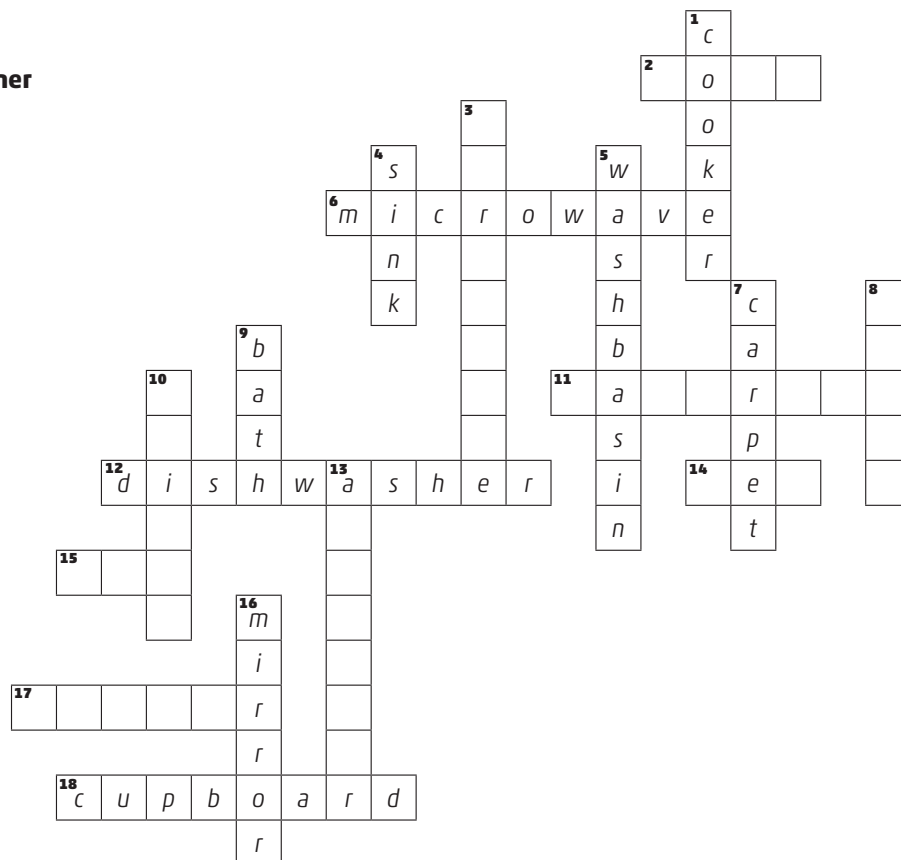


Give me a clue

2B VOCABULARY
(Rooms and furniture)

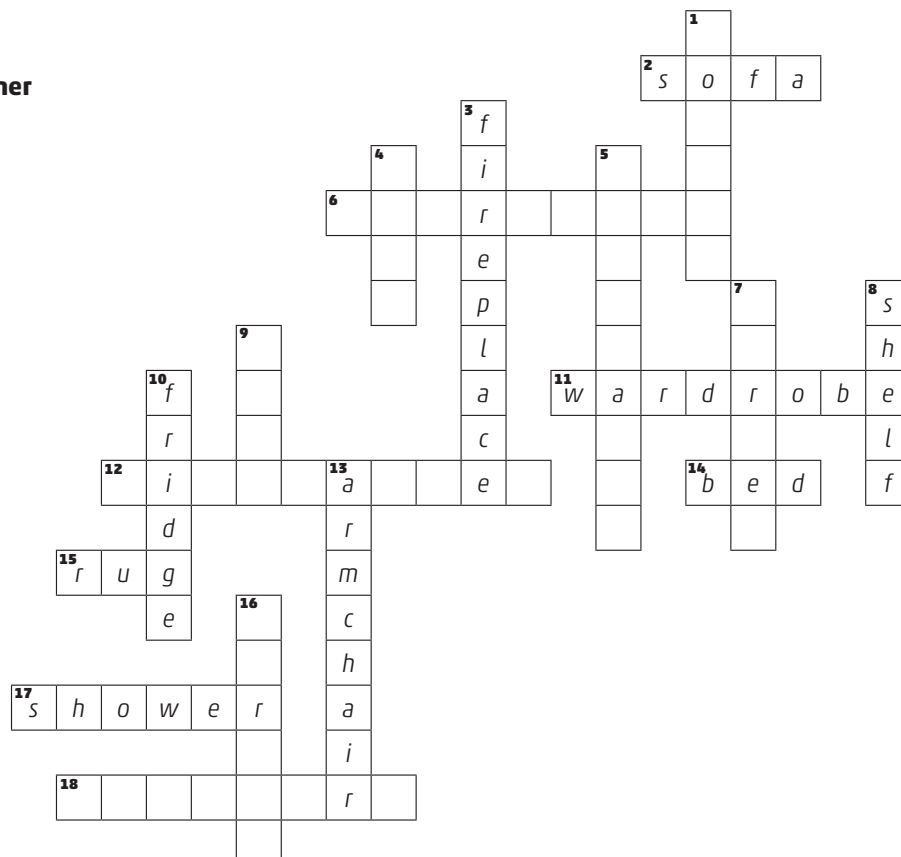
Give me a clue | Student A

In pairs, do the crossword. Give your partner clues for your words. Then listen to your partner's clues for his/her words.



Give me a clue | Student B

In pairs, do the crossword. Give your partner clues for your words. Then listen to your partner's clues for his/her words.



Leaving home | Student A

1 Put the words in the correct order to make sentences from a conversation.

- a ☐ **Sam:** week next! leave to you ready are home? you I can help?

- b ☐ **Sam:** good that's. cook you can? some you I simple can things show.

- c ☐ **Sam:** yes, whole cook in a you microwave can a meals. kitchen keep you tidy can the?

- d ☒ **Sam:** Alex up, what's?
What's up, Alex?

- e ☐ **Sam:** worry don't! chores before you the home practise you can house some around leave. tomorrow you OK, see!

- f ☐ **Sam:** sure. bags bring and I boxes can some. clothes your wash can you?

2 In pairs, put the conversation in the correct order (1-12). You start.



Leaving home | Student B

1 Put the words in the correct order to make sentences from a conversation.

- g ☐ **Alex:** please yes, you I your need help. me pack I my help you clothes can?

- h ☐ **Alex:** can I yes, cook. heat the I'm can I microwave in sure meals.

- i ☒ **Alex:** kitchen the? my can parents me I when remind. forget sometimes !!

- j ☐ **Alex:** starts week university next. nervous feel !!
University starts next week. I feel nervous!

- k ☐ **Alex:** help, all thanks your for Sam! this can't do I you without! tomorrow talk.

- l ☐ **Alex:** easy yes, that's. dry can them I room my wash my and clothes in.

2 In pairs, put the conversation in the correct order (1-12). Your partner starts.

1 Answer the questions.

- 1 Look at the photos. What do they show? What do you think the connection is between them?
- 2 Read the title of the article. What do you think it's about?

2 Read the article quickly and check your ideas.

3 Read the article again and decide if the statements are true or false.

- 1 ☐ A tiny house is under 37 m².
- 2 ☐ Most tiny homes don't change their location.
- 3 ☐ Tiny homes are very popular with teenagers.
- 4 ☐ Amanda's home doesn't have a study area.
- 5 ☐ Only one person can sleep in Amanda's tiny home.
- 6 ☐ Amanda wants to build a tiny home as a present to her parents.

4 Read the article again and answer the questions.

- 1 How does Amanda learn about tiny homes?

- 2 What does Amanda like about her bedroom?

- 3 What problems does Amanda have in her tiny home?

- 4 How can Amanda pay for her brother's tiny home?

- 5 What does Amanda show is possible?



Sixteen-year-old tiny house builder

Tiny homes are becoming more and more popular these days. They are usually between 36 m² and 7 m², and they are often on four wheels so you can go to different places. They are very simple structures, they are cheap and they are often ecological.

Young people seem to love tiny homes, and so does Amanda Richards, a seventeen-year-old student from San Diego, USA. She loves reading and finding out about them on the Internet, she loves photographing them and she loves ... building them! She's got her own tiny home, which she built herself and she says it's her dream home.

But what's Amanda's 'dream home' like? Well, it's got a dining area, a sofa-bed, a wardrobe and a bookshelf. There's a small kitchen and bathroom area, which includes a shower, a toilet, a fridge, a sink and an oven. Her favourite room is up the stairs – she loves her comfortable bed, the big window and the beautiful view. Her bedroom has also got a desk where she can do her homework and an extra bed for a friend to stay the night.

Amanda can't cook big meals or have a lot of things in her tiny home, but she loves it. She loves living in beautiful nature and she can travel when she wants. 'When I'm old enough,' she says, 'I might travel around the world in my tiny home!' She says that she wants to start building a tiny house for her brother Tim now – her parents can help with the cost, and Tim can have his own dream home when he's old enough. What a hobby! And what a present for Tim!

Amanda also says she's happy because she now inspires teenagers to build their own tiny houses, often with under \$10,000. With hard work and some money, your dreams can come true!



Roommates

2E LISTENING AND VOCABULARY (Audio script: extra activities)

1 1.31 Complete the interview with the words from the box.

addresses bed country furniture information interests music
possessions problems program ~~studio~~ subjects summer

Presenter: Today we have Christina Wu in the ¹*studio*. Christina works at Harris University and is here to talk about roommates. Christina, how do universities choose students to be roommates?

Christina: At Harris, students **do a questionnaire** before they start. The questions are about **everyday habits** – for example, what time do you get up and go to ²_____.? Do you **make a lot of mess** in your room or is it always tidy? These habits need to be similar for roommates. We also **do our best to** match people with some similar ³_____ but this isn't necessary. Also, roommates can study different ⁴_____.

Presenter: So you read a lot of questionnaires in the ⁵_____ before university starts?

Christina: There are about 1,000 questionnaires so, no, I can't read them all! A computer ⁶_____ matches 99% of students. But some students have, um, difficult habits – **for example**, they always study with loud ⁷_____ or they don't like sharing any of their ⁸_____. In these situations, we ask some second or third year students to **make suggestions** of roommates because they understand the typical ⁹_____ of sharing a room.

Presenter: Good idea. And is it important where students come from?

Christina: **That's a good question.** Some students ask to live with school friends, but we don't like doing that – it's good for students to **make new friends**. But roommates can be from the same state – the US is a big ¹⁰_____. We also have students from different countries – we don't look at nationalities.

Presenter: Do students get any ¹¹_____ about their roommates before they start?

Christina: We usually email students with their roommate's name. And also their phone numbers, but not their ¹²_____. Then roommates can speak before university starts, and decide what ¹³_____ to take, for example, a microwave or a small fridge. But some students – not many – don't want to **share personal information** before they start. So we just send a first name. The first day of university is the first day they speak!

Presenter: Thank you very much for speaking to us today, Christina. **Good luck** with matching students this summer!

2 Look at the expressions in bold in the interview. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

Lunch party

3A GRAMMAR AND VOCABULARY

(Countable and uncountable nouns with some/any/no)

Lunch party | Student A

You are planning a lunch party with Student B. You need to prepare the food and drink. Look at the list of party food and the list of what you have in your kitchen. Phone Student B to make a shopping list for the party. Take turns to ask and answer questions.

Have you got any butter? / Is there any butter in your fridge?

No, I haven't. / No, there's no butter.

OK, let's add it to the shopping list.

Party food



- sandwiches: bread, butter, eggs, chicken, ham, beef, tuna, cheese
- pizza: flour, olive oil, tomato sauce, tomatoes, cheese
- salad: lettuce, tomatoes, olive oil, cheese
- crisps
- biscuits
- chocolate ice cream, strawberry ice cream
- drinks: soft drinks, orange juice, tea

Things in my kitchen

- | | |
|------------|-----------|
| • tomatoes | • eggs |
| • cheese | • ham |
| • flour | • chicken |



Shopping list

Lunch party | Student B



You are planning a lunch party with Student A. You need to prepare the food and drink. Look at the list of party food and the list of what you have in your kitchen. Student A phones you to make a shopping list for the party. Take turns to ask and answer questions.

Have you got any butter? / Is there any butter in your fridge?

No, I haven't. / No, there's no butter.

OK, let's add it to the shopping list.

Party food



- sandwiches: bread, butter, eggs, chicken, ham, beef, tuna, cheese
- pizza: flour, olive oil, tomato sauce, tomatoes, cheese
- salad: lettuce, tomatoes, olive oil, cheese
- crisps
- biscuits
- chocolate ice cream, strawberry ice cream
- drinks: soft drinks, orange juice, tea

Things in my kitchen

- | | |
|-----------|-----------------------|
| • beef | • bread |
| • chicken | • olive oil |
| • lettuce | • chocolate ice cream |



Shopping list

What do we need? | Student A

1 You are Lee. Your cousin Lee is shopping for food in a supermarket and you are talking on the phone about what to buy. First, complete your half of the conversation with the correct form of the words from the box.

bag bottle box can packet tin (x2)

- a ☐ Lee: Mmmm ... a five-kilo bag of potatoes costs £2.55. They're not on special offer, you know.
- b ☐ Lee: There are _____ of milk for 49p. They've got today's date and they are half price. And there are _____ of coke – four for the price of three for £1.89.
- c ☐ Lee: A big _____ of chocolates?! They're really expensive!
- d ☒ Lee: Hi, I'm in the supermarket. There are lots of things on special offer.
- e ☐ Lee: Mayonnaise ... OK, here it is. That's £2.30, so that makes £9.64 so far. How about some crisps? They're on special offer, too. You get four _____ of crisps for the price of three – that's £1.55.
- f ☐ Lee: Bargains, bargains ... Right, there are _____ of sardines at half price. They're 66p each.
- g ☐ Lee: Mmm, tuna, tuna ... Yes! Today's special offer is three big _____ of tuna for the price of two. They're £1.99 each.

2 In pairs, put the conversation in the correct order (1–14). You start.



What do we need? | Student B

1 You are Dell. You are shopping for food in a supermarket and talking on the phone to your cousin Lee about what to buy. First, complete your half of the conversation with the correct form of the containers from the box.

bag bottle box can jar packet tin

- h ☐ Dell: Sardines? I can't stand sardines! Are there any tins of tuna?
- i ☐ Dell: Perfect, that's three for two ... £3.98. Get three _____ of milk and four _____ of coke.
- j ☐ Dell: Yes! Let's get eight _____ of crisps. £3.10 ... so that makes £12.74. Oh, and get a big _____ of potatoes, please.
- k ☒ Dell: I love special offers! What bargains have they got today?
- l ☐ Dell: Hmm ... well, we need them. So that's £2.55 plus £12.74. That's £15.29 in total. Oh, just one last thing! A big _____ of chocolates!
- m ☐ Dell: So that's £3.98 plus £1.47 and £1.89. That's £7.34. Can you get a _____ of mayonnaise?
- n ☐ Dell: Yes, but we both love chocolates, so a small one isn't enough! Right, I have to go – see you in a bit!

2 In pairs, put the conversation in the correct order (1–14). Lee starts.

Complete, ask, answer

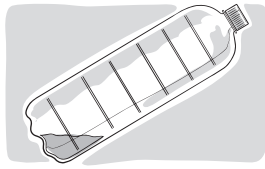
3D GRAMMAR (Quantifiers: *a lot of, too much, too many, a little, a few, not many, not much*)

Complete, ask, answer | Student A

1 Look at the pictures and complete the sentences with *a lot of, too much, too many, a little, a few, not many or not much*.



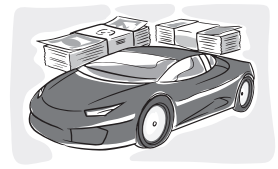
1 I have _____ coffee and can't sleep well.



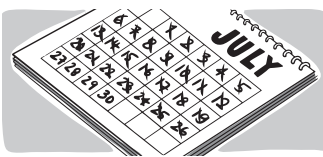
2 I have _____ water in my bottle.



3 I always feed him _____ leftovers.



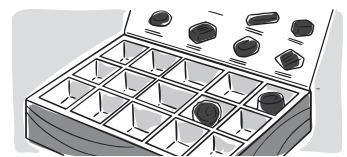
4 He's got _____ money in the bank.



5 I've only got _____ days to go. It's very exciting!



6 Well, there isn't _____ pasta.



7 Umm ... there aren't _____ chocolates in the box. Sorry!

2 Listen to your partner's questions (h-n) and choose the best response from your sentences (1-7). Then read your questions (a-g) to your partner. He/She chooses the best response from his/her sentences (8-14).

- | | |
|--|---|
| a Do you read every day? | e How much sugar does she like in her coffee? |
| b Are you on a diet? | f Oh I love ice cream! Can I have some too? |
| c What do you think about the musical? | g I'm the chef. What's the problem with the soup? |
| d Is that a secret? | |



Complete, ask, answer | Student B

1 Look at the pictures and complete the sentences with *a lot of, too much, too many, a little, a few, not many or not much*.



8 There are _____ songs. It's boring!



9 She likes _____ sugar!



10 There's _____ salt in it. It's horrible!



11 I read _____ pages of my book every evening.



12 Keep it quiet! There aren't _____ people who know that.



13 Yes. I'd like a lot of salad but not _____ bread, please.



14 Yes, but don't eat it all - just have _____. Oh, I'd like some too!

2 Read your questions (h-n) to your partner. He/She chooses the best response from his/her sentences (1-7). Then listen to your partner's questions (a-g) and choose the best response from your sentences (8-14).

- | | |
|---|---------------------------------|
| h What do we need from the supermarket? | l Why is he always so happy? |
| i I'm thirsty. Have you got anything to drink? | m Why do you always look tired? |
| j Your mum wants some chocolates. Where are they? | n Why is your dog a little fat? |
| k When is your holiday? | |

Food photography

3E LISTENING AND VOCABULARY
(Audio script: extra activities)

1 1.47 Choose the correct words to complete the interview.

Interviewer: Can I start with a general question: is food important to you personally?

Rachel: I love food. I love eating it and I also love looking at it. I visit ¹a lot of / ²much good restaurants and ³a little / some amazing chefs come to my studio. So I see and try ⁴some / many fantastic food. I enjoy cooking too but I'm not a professional. There is **actually** another food photographer – he's quite famous – called Francesco Tonelli. He's a chef, too. When he photographs food, he also cooks ⁵a / some meal for everyone!

Interviewer: Nice! So, what equipment do you need as a food photographer? Can I just use my phone?

Rachel: Cameras on phones are OK if you write a blog in your free time. But I use a proper camera – a digital camera. You also need ⁶a / some tripod; when you photograph food, **it is important to** keep the camera very still. You can't hold a heavy camera **for a long time**.

Interviewer: Yes, **that's hard**. What food is difficult to work with?

Rachel: Hamburgers are really hard. The bread starts to look terrible very quickly. It becomes wet from the meat. So, we don't cook the burger completely. And we paint it with a brown colouring. **It sounds terrible**, I know!

Ice cream is also a problem because it melts quickly. ⁷A lot / Some photographers 'make' ice cream from potatoes!

Interviewer: Really? **That's amazing!** What tips do you have for food photographers?

Rachel: Never use the flash on the camera. A flash is too ⁸much / many light and you can't see the colours in the food. **It's better to** use ⁹natural / a natural light, so put the food near a window. There are also ¹⁰a few / a little tricks to food photography, of course. For example, we often spray ¹¹a few / a little water on fruit and vegetables or we paint meat with ¹²a few / a little oil. It's cheating, but these tricks make food look fresh.

Interviewer: Clever. So **what happens to** the food after you finish your work?

Rachel: Well, ¹³many / a lot of it goes in the bin, **I'm afraid**. You can't eat it. We don't waste everything, though. If it's a salad or something cold and it hasn't got ¹⁴some / any dangerous chemicals on it, then someone usually eats it.

2 Look at the expressions in bold in the interview. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.



Alex and Sam _____ (have) lunch	in the canteen.
Mr Right and Mrs Temple _____ (mark) homework	in the staff room.
Lee and Jules _____ (revise) for an exam	in the library.
Youssef _____ (walk)	along the corridor.
Millie and Emily _____ (paint)	in the art room.
Joe _____ (do) an experiment	in the science laboratory.
Susie _____ (learn) about programming	in the computer room.
A class _____ (do) athletics on the track	in the playing fields.
Jake _____ (play) the saxophone	in the music room.
Phoebe and Will _____ (do) aerobics	in the gym.
A class _____ (watch) a play	in the main hall.
Mr and Mrs Smith _____ (ask) questions about the school	at reception.
Barbara and Callum _____ (talk) about the weekend halfway	up the stairs.
Zoe _____ (wash) her hands	in the toilets.

Taboo | Team A

dictionary • book • new • word	Art • draw • pencil • colour	calculator • number • Maths • help	Chemistry • experiment • science • lab
Foreign languages • learn • subject • speak	highlighter • book • notebook • yellow	History • past • event • old	notebook • write • pen • pencil
ruler • measure • long • number	Music • piano • play • concert	rucksack • back • bag • carry	Physical Education • sport • exercise • subject



Taboo | Team B

headphones • ear • listen • music	Biology • plant • animal • subject	keys • lock • door • open	Computer Science • program • technology • subject
Drama • theatre • act • play	textbook • study • school • read	Geography • country • city • population	bag • carry • things • put
folder • paper • store • notes	Maths • number • calculate • subject	tissues • nose • cry • wet	Physics • science • lab • subject

Sleepy students

4C GRAMMAR

(Present Simple and Present Continuous)

Sleepy students | Student A

1 Complete gaps a-e in the text with the Present Simple or Present Continuous forms of the verbs in brackets.

Sleepy students

Sleep is important for our memory, **learning and concentration**. We also ^a _____ (need) it to have a healthy body. Sleep expert Professor Cappuccio from the University of Warwick Medical School says that everyone has ¹ _____. This ^b _____ (control) **the time to wake up and to go to sleep**. Adults need ² _____ hours of sleep, but this is different for teenagers. They usually need **nine to ten hours** of sleep. Most teens ^c _____ (not get) a good sleep. One study shows that only ³ _____ sleep eight hours on school nights.

At the moment, a few schools in the UK are taking part in an experiment with different school hours. For a few weeks, they ⁴ _____ (start) their classes **at 1.30 p.m.** and finishing at ⁴ _____. Some comments from students are, 'I'm feeling ⁵ _____ at the moment,' and 'Today our teacher ^e _____ (give) us lessons **on good sleep habits**.'

2 Put the words in the correct order to make questions.

- 1 what / have / everyone / does? _____
- 2 many / sleep / hours / do / adults / how / of / need? _____
- 3 sleep / many / teenagers / eight / hours / how / for? _____
- 4 what / are / students / time / classes / finishing / their? _____
- 5 student / moment / is / a / how / feeling / the / at? _____

3 Ask your questions from Exercise 2 to Student B to complete gaps 1-5 in your text. Then answer Student B's questions with information from your text.



Sleepy students | Student B

1 Complete gaps a-e in the text with the Present Simple or Present Continuous forms of the verbs in brackets.

Sleepy students

Sleep is important for our memory, ¹ _____. We also need it to have a healthy body. Sleep expert Professor Cappuccio from the University of Warwick Medical School, says that everyone ^a _____ (have) **a 'biological clock'**. This controls the time ² _____. Adults ^b _____ (need) **seven to eight hours** of sleep, but this is different for teenagers. They usually need ³ _____ hours of sleep. Most teens don't get a good sleep. One study ^c _____ (show) that only **fifteen percent** sleep eight hours on school nights.

At the moment, a few schools in the UK ^d _____ (take) part in an experiment with different school hours. For a few weeks, they are starting their classes at ⁴ _____ and finishing **at 7 p.m.** Some comments from students are, 'I ^e _____ (feel) **motivated** at the moment,' and 'Today our teacher is giving us lessons ⁵ _____.'

2 Put the words in the correct order to make questions.

- 1 is / for / sleep / what / important / for? _____
- 2 does / the biological clock / control / what? _____
- 3 many / sleep / hours / do / need / of / how / teenagers? _____
- 4 what / classes / are / their / students / time / starting? _____
- 5 lesson / is / what / teacher / today / giving / the? _____

3 Answer Student A's questions with information from your text. Then ask your questions from Exercise 2 to Student B to complete gaps 1-5 in your text.

School rules!

4D READING AND VOCABULARY (Finding specific information)

1 Read the article quickly and choose the correct answer.

The author of the article is

- A a student. B a journalist. C a teacher.

2 Read the article again and complete the school profile.

Name: ¹ _____

Location: ² _____

Cost: ³ _____

Number of students: ⁴ _____

Students' ages: ⁵ _____



School times:

opens: ⁶ _____

first class: ⁷ _____

break: ⁸ _____

lunch: ⁹ _____

finishes: ¹⁰ _____

Subjects studied: ¹¹ _____

¹² _____

¹³ _____

¹⁴ _____

3 Read the article again and answer the questions.

1 What are six school rules at Michaela?

2 What subjects don't students study at Michaela?

3 How do students help during Family Lunch at Michaela?

4 What do students do at Appreciation Time?

SCHOOL RULES!

Today I'm visiting Michaela Community School in Wembley, London, England. It's a free school and it has an amazing reputation. Students are getting excellent grades in official exams. I want to know why! The school opens at 7.55 a.m. The students are entering the main hall. They're wearing a smart uniform. Michaela has a lot of strict rules: you can't forget to do homework, arrive one minute late for class, use your mobile phone or talk in the corridor between classes!

I'm going to the first class at 8.15 a.m. It's English and all the students are looking at the teacher. That's a rule, too! Languages, Maths, Art and Music are very important at Michaela. There's no drama, computer or project work. It's 9.10 a.m. The class is finishing now. The students are walking quickly, and in silence, to the next class. They have two minutes to change room – another rule! Students take a break at 10.05 a.m. and there are two more lessons before lunch at 12.10 p.m.

Lunchtime is called Family Lunch. I'm sitting at a table with seven students. We're eating our lunch – it's vegetarian – and talking about the day. One student is serving the food, another is collecting plates. Everybody helps at Michaela!

Lunch ends and it's silent again. Then it's Appreciation Time. Students and staff are standing up and saying 'thank you' to a special person. One student is saying, 'I want to thank my mum for helping me this week.' It's now 1 p.m. and classes are starting again, until 3.15 p.m., when school finishes.

In total, there are 840 students between eleven and eighteen years old here. They all look motivated. Do school rules make happy students?

1 2.10 Complete the podcast with the correct Present Simple or Present Continuous forms of the verbs in brackets.

Josie: Welcome to the Podcast! I'm Josie.

Lewis: And I'm Lewis.

Josie: Today's topic is the amazing ways people travel to school. Now, I have a simple journey in the morning. My mum ¹drives (drive) to work and her office is near the school. So I **get a lift** every morning. How ² _____ (you/get) to school, Lewis?

Lewis: Usually by bus but I sometimes ³ _____ (walk) because the bus is always really crowded, so I can never sit down.

Josie: Ah, **poor you!** Here, **have a look** at this photo.

Lewis: ⁴ _____ (they/go) to school?! They ⁵ _____ (climb) really long ladders!

Josie: No, they ⁶ _____ (actually/climb) the ladders. These Chinese students are from a tiny village in the mountains. The journey to school is only a kilometre but it ⁷ _____ (take) over an hour.

Lewis: Wow! That looks like a dangerous journey for children. ⁸ _____ (they/do) it every day?

Josie: No. The students ⁹ _____ (stay) near the school during the week and then at weekends, they climb up the ladders to go home and see their families. Here's a different photo.

Lewis: OK. It looks cold – **in fact**, it's freezing! Lots of people ¹⁰ _____ (walk) ...

Josie: They ¹¹ _____ (not walk)!

Lewis: They ¹² _____ (skate)! On ice!

Josie: **Exactly.** This is the Rideau Canal in Canada. It's over 200 kilometres long but every winter, for about two months, eight kilometres of the canal ¹³ _____ (freeze). People can skate on it twenty-four hours a day and thousands of students skate to school every morning!

Lewis: Ice-skating! **That's a fun way to** get to school.

Josie: Yeah. And here's the third photo.

Lewis: Some people fly to school?!

Josie: Yep! **Well**, university. Jonathan Davey has classes on Wednesdays to Fridays in London. But London is really expensive, so Jonathan ¹⁴ _____ (live) in Gdansk, Poland. And every week, he ¹⁵ _____ (travel) to university in London by plane. That's 1,300 kilometres!

Lewis: What?!

Josie: Every Wednesday morning Jonathan ¹⁶ _____ (fly) from Poland to England. Then he ¹⁷ _____ (sleep) on friends' sofas for two nights and ¹⁸ _____ (fly) back to Poland on Fridays. He saves £10,000 every year!

Lewis: **That's a really crazy idea!** Are you sure it's true?

2 Look at the expressions in bold in the podcast. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

Lady Gaga – the early years

5A GRAMMAR AND VOCABULARY

(Past Simple: *to be* and *can*; Past Simple: affirmative)

Lady Gaga – the early years | Student A

1 Complete the sentences about Lady Gaga's early life with the Past Simple forms of the verbs in brackets.

The famous singer, songwriter and actor Lady Gaga was born on 28 March 1986 in New York, USA. Her birth name is Stefani Joanne Angelina Germanotta.

a ☐ she often had (have) a difficult time with her classmates. She _____ (be) often upset because

b ☐ she _____ (have) some small acting roles on television. She _____ (decide) to study acting and music at university and

c ☒ They _____ (be) always patient with their daughter and _____ (say) she shouldn't worry about what other people think. She _____ (listen) to her parents and

d ☐ she _____ (leave) university and, at the age of nineteen, she _____ (form) a band – the Stefani Germanotta Band,

e ☒ At four years old, Stefani _____ (can) play the piano. She also _____ (love) acting when

f ☐ She _____ (go) to acting classes on Saturday for ten years when she _____ (be) very young. She was very good at acting at school, so

2 In pairs, put sentences a-l in the correct order (1-12). Listen to your partner and read out the section of the text you think comes next. You start.



Lady Gaga – the early years | Student B

1 Complete the sentences about Lady Gaga's early life with the Past Simple forms of the verbs in brackets.

The famous singer, songwriter and actor Lady Gaga was born on 28 March 1986 in New York, USA. Her birth name is Stefani Joanne Angelina Germanotta.

g ☒ she was (be) a little girl, and _____ (want) to be an actress in her early years.

h ☐ she _____ (stop) worrying and _____ (start) thinking about her music and acting. She _____ (give) her first concert in a New York club at fourteen years old. When she was fifteen,

i ☐ also called the SGBand. Soon, her friends _____ (start) calling her Gaga, after the song *Radio Ga Ga* by Queen. Lady Gaga was on the way to being a superstar!

j ☐ in 2003, at age seventeen, she _____ (get) a place at New York University's Tisch School of Arts. But, she _____ (want) to be a rock star, so after a year and a half

k ☐ children _____ (laugh) at her height, nose and teeth. Her parents _____ (try) to help her with this and _____ (tell) her to be brave.

l ☐ she _____ (take) the main parts in all the school theatre plays and musicals. But things _____ (not be) always easy for her at school –

2 In pairs, put sentences a-l in the correct order (1-12). Listen to your partner and read out the section of the text you think comes next. Your partner starts.

Sketch artists | Student A

1 Label the categories with the headings from the box.

Accessories Age Build Clothes Footwear
General appearance Hair colour Hair length Hair type
Height Other

- 1 Age : young, middle-aged, old, not very young
- 2 _____ : quite short, tall, medium-height
- 3 _____ : grey, white, blond(e), red, dark, fair, black
- 4 _____ : wavy, straight, curly
- 5 _____ : long, medium-length, short
- 6 _____ : slim, well-built, thin
- 7 _____ : cardigan, coat, dress, hoodie, jacket, jeans, jumper, shirt, skirt, T-shirt, top, tracksuit bottoms, trousers
- 8 _____ : boots, shoes, trainers
- 9 _____ : gloves, hat, scarf, skirt, socks, cap
- 10 _____ : pretty, nice smile, good-looking, attractive, beautiful, lovely ugly, not very attractive
- 11 _____ : beard, nice smile

2 Describe Ella for Student B to draw. Then listen to Student B's description and draw Alek.



Ella



Sketch artists | Student B

1 Label the categories with the headings from the box.

Accessories Age Build Clothes Footwear
General appearance Hair colour Hair length Hair type
Height Other

- 1 Age : young, middle-aged, old, not very young
- 2 _____ : quite short, tall, medium-height
- 3 _____ : grey, white, blond(e), red, dark, fair, black
- 4 _____ : wavy, straight, curly
- 5 _____ : long, medium-length, short
- 6 _____ : slim, well-built, thin
- 7 _____ : cardigan, coat, dress, hoodie, jacket, jeans, jumper, shirt, skirt, T-shirt, top, tracksuit bottoms, trousers
- 8 _____ : boots, shoes, trainers
- 9 _____ : gloves, hat, scarf, skirt, socks, cap
- 10 _____ : pretty, nice smile, good-looking, attractive, beautiful, lovely ugly, not very attractive
- 11 _____ : beard, nice smile

2 Listen to Student A's description and draw Ella. Then describe Alek for Student B to draw.



Alek

Find someone who didn't ...

5D GRAMMAR

(Past Simple: negative and questions)

1 Complete the questions in the table with the Past Simple forms of the verbs in brackets.

Questions	Name / Negative answer
1 _____ (you / have) a bath last night?	_____ a bath last night.
2 _____ (you / eat) any meat yesterday evening?	_____ any meat yesterday evening.
3 _____ (you / do) any homework at the weekend?	_____ any homework at the weekend.
4 _____ (you / dance) to music at the weekend?	_____ to music at the weekend.
5 _____ (you / ask) a teacher a question yesterday?	_____ a teacher a question yesterday.
6 _____ (you / wear) a jacket this weekend?	_____ a jacket this weekend.
7 _____ (you / drink) any coffee this morning?	_____ coffee this morning?
8 _____ (you / play) football last week?	_____ football last week.
9 _____ (you / take) a bus this morning?	_____ a bus this morning.
10 _____ (you / get up) at 8 a.m. today?	_____ at 8 a.m. today.

2 Ask your questions to other students. Find someone who answers 'no' and complete the sentences in the second column of the table.

1 Eleanna didn't have a bath last night.

1 2.25 Complete the interview with the correct Past Simple forms of the verbs in brackets.

Interviewer: Today our guest is Claire Price, **an expert in** the history of children's clothes.

Claire: Hello.

Interviewer: Before the programme ¹*started* (start), Claire ²_____ (show) me some photos of children in the nineteenth century. One is a black and white photo of what seems to be a little girl. She's got long hair and she's wearing a light-coloured dress – white or possibly light pink. Listeners can see it on our website. But ...

Claire: It's a he, not a she.

Interviewer: **In fact**, it's Franklin D Roosevelt – the thirty-second President of the United States, aged two and a half. Claire, were these unusual clothes for little boys at the end of the nineteenth century?

Claire: No. **At that time**, in the western world, boys ³_____ (not wear) trousers until they were about six. **At this age** they also often ⁴_____ (get) their first haircut, so many little boys ⁵_____ (have) long hair.

Interviewer: So before six, they ⁶_____ (wear) dresses.

Claire: **That's right**. The same as girls.

Interviewer: What colour were they?

Claire: Until around 1850, they were all white. Before then it was difficult to wash coloured clothes. The first good quality coloured clothes were light colours – light blue, pink, yellow ...

Interviewer: So **that's why** we have blue for boys and pink for girls.

Claire: No. In the middle of the nineteenth century, both boys and girls ⁷_____ (wear) pink and blue clothes. Many parents ⁸_____ (choose) clothes to go with their babies' eye or hair colour. Boy or girl, it wasn't important.

Interviewer: So when did the fashion of blue for boys and pink for girls start?

Claire: We don't exactly know. But in the early twentieth century, clothing companies ⁹_____ (start) to advise shops on colours for young children. I have a magazine article from 1918 here. It said pink clothing suits boys and blue suits girls.

Interviewer: What? **The opposite of** today's situation!

Claire: Exactly! But not all clothing companies ¹⁰_____ (agree). Some said pink for boys and others said pink for girls. By 1940, **the idea of** pink for girls and blue for boys was very common. We don't know why. But the really big change ¹¹_____ (come) in the 1980s in America. Then pink was suddenly the only colour clothing you could buy for little girls. And, everything ¹²_____ (become) pink for girls – toys, books ...

Interviewer: So the idea of blue for boys and pink for girls ¹³_____ (start) with clothing companies.

Claire: Yes. It was just marketing.

Interviewer: Hmm ... And is the situation changing?

Claire: Yes, it is. Many people don't like the stereotypes of pink and blue. More companies are making clothes and toys in colours that are suitable for boys or girls. But in fifty years' time, **who knows?**

2 Look at the expressions in bold in the interview. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

- 1 In pairs, complete the quiz questions with the correct form of the adjectives in brackets.

ARE YOU AN ART LOVER?

DO OUR QUIZ AND FIND OUT!

- 1 Artist Frida Kahlo was _____ (famous) as Diego Rivera, an artist from the same country. Which country is that?
 - a Mexico
 - b Argentina
 - c France
- 2 Who is one of _____ (amazing) sculptors in the world?
 - a Michelangelo
 - b Jane Austen
 - c Rocky Chiselstone
- 3 What American movie was _____ (successful) all others in one weekend between 2015 and 2018?
 - a *Pokémon the Movie: The Power of Us*
 - b *Avengers: Age of Ultron*
 - c *Jurassic World*
- 4 What is one of _____ (important) books of all time?
 - a *Night and Day* by Sean Davies
 - b *Black and White* by Michael Jackson
 - c *War and Peace* by Leo Tolstoy
- 5 Which painting became _____ (famous) it was before when someone stole it from the Louvre Museum in Paris?
 - a *The Yellow House* by Vincent van Gogh
 - b *The Mona Lisa* by Leonardo da Vinci
 - c *The Kiss* by Gustav Klimt
- 6 This graffiti artist's identity remains a secret. Who is _____ (invisible) man in graffiti art?
 - a Keith Harding
 - b Banksy
 - c Mr Invisible
- 7 Which of these American poets wasn't _____ (popular) during his lifetime as he is today?
 - a Maya Angelou
 - b Jack Kerouac
 - c Edgar Allan Poe
- 8 What song is _____ (short) thirty seconds?
 - a *Her Majesty* by The Beatles
 - b *Poker Face* by Lady Gaga
 - c *Lazing on a Sunday afternoon* by Queen
- 9 What do most people say is _____ (great) work of art by Pablo Picasso?
 - a *Guernica*
 - b *Girl Before a Mirror*
 - c *Two Cats on a Chair*
- 10 Which Italian painter wasn't as _____ (well-known) other painters of his time?
 - a Michelangelo
 - b Leonardo da Vinci
 - c Giorgione

- 2 In your pairs, do the quiz. How many answers do you know? How many can you guess?

- 3 Listen to your teacher and check your answers. You get one point for each correct answer. Then read your results.

1-3 points: Never mind! Learning about art is really fun!

4-7 points: Not bad. Keep studying your art history!

8-10 points: You're an art expert! Congratulations!

Coachella – a festival in the desert

6B READING AND VOCABULARY (Understanding new words)

1 Read the article quickly and complete the information.

Everything you need to know about Coachella

When it started: ¹ _____
 Where it takes place: Coachella Valley, ² _____, USA
 When it takes place: in ³ _____ every year
 Price of the cheapest ticket today: ⁴\$ _____
 Number of tickets sold every year: over ⁵ _____

2 Read the article again and choose the correct answers.

- What happened in 1993?
 A The first Coachella festival took place.
 B A band showed that a desert festival could happen.
 C People saw lots of talented performers.
- Why did Paul and Rick decide to move the festival to April?
 A Because more people can come in April.
 B Because it was cheaper in April than in October.
 C Because it isn't as hot in April as it is in October.
- How long do people usually stay at Coachella?
 A for two days
 B for three days
 C for six days
- How much glass did people leave at Coachella at a recent event?
 A 25,000 tons
 B 34,600 tons
 C 36,860 tons

3 Look at the words in bold in the article and choose their correct meanings.

- A **trendsetter** is a person or an organisation that
 A starts new fashions.
 B follows new fashions.
- A **line-up** is a group of people who
 A agree to perform at an event.
 B help organise an event.
- A **founder** is the person who
 A starts an organisation.
 B sings in a band.
- When something is **profitable**, you usually
 A pay money for it.
 B make money from it.
- A **yurt** is
 A a small hotel.
 B a round tent.
- If something is **inflatable**,
 A you can swim in it.
 B you can fill it with air.

COACHELLA – A FESTIVAL IN THE DESERT

The Coachella Valley Music and Arts Festival is an annual music and arts festival in Coachella Valley, a desert valley in California, USA. Coachella is considered a **trendsetter** in music, art and fashion. A few of the world's most talented artists to perform there include Kendrick Lamar, The Weeknd, Paul McCartney, Kanye West, Prince, Lady Gaga, Eminem and Radiohead. As singer Katy Perry said, 'the **line-up** always introduces the best of the year for the rest of the year'.

So how did Coachella start? In 1993, the band Pearl Jam played a concert in one of America's hottest and driest locations – Coachella is in the Colorado Desert. 25,000 people showed up and this gave the inspiration to Coachella **founders**, Paul Tollett and Rick Van Santen, to start a large music festival there. The first Coachella event was in October 1999 and tickets cost \$50 a day. But it was 41°C that day and the organisers later moved the festival to Coachella to April, when it is usually cooler.

Coachella is now one of the largest and most famous festivals in the world. It's also the world's most expensive music festival – tickets start at \$429. But even at this price, they often sell out in a few minutes! Coachella is also one of the most **profitable** festivals in the world: it often makes more than \$100 million, selling over 250,000 tickets!

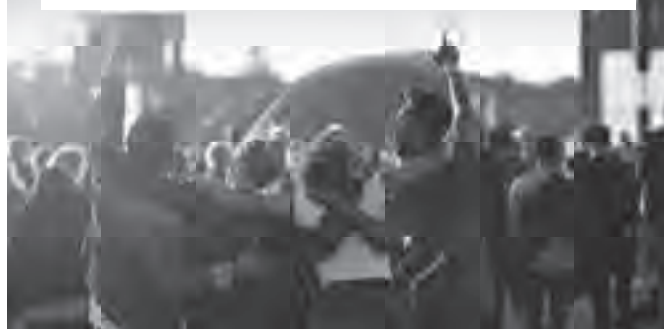
Today, you can choose to go to one of the three-day events on two weekends, which are exactly the same. There are shows on multiple stages all day and night. People camp or sleep in their cars. On the Coachella's VIP Safari campsite, you can stay in designer **yurts** that are air-conditioned and have fridges. When the sun goes down on the last day of the festival, 600 staff clean up the waste. In a recent event, that was 36,860 tons of cans, 65,360 tons of PET plastic and 34,600 tons of bottles!

Comments (77)

Kras: Remember to take a hat, sunglasses, a solar phone charger and a water bottle for the desert! Trainers are more comfortable than sandals, too. Oh, and an **inflatable** pool is nice!

dreamgirl08: Coachella was awesome. Lots of celebrities walking around. Very Hollywood!

PyraScott: I prefer Glastonbury. It's more like the real festival experience!



Word cards

cast	horror film	predictable	musical
audience	soundtrack	documentary	disappointing
scene	character	animated film	low-budget
plot	comedy	special effects	western



Definition cards

all the actors in a film	a scary film	a film is this if you can guess what will happen in the end	a film with lots of songs in it
the people who watch a film	the music from a film	a film about real life, plants, animals, etc.	a film is this when it's not as good as you thought it would be
a short part of a film	a person in a film	a film with computer-generated images and not real actors	a film is this if it doesn't cost a lot to make
the story of a film	a funny film	computer-generated images in a film	a film about the lives of cowboys

What did you think of the film? | Student A

1 Complete the sentences with *too*, *enough*, *not enough* and the adjectives in brackets.

- a ☐ A: Yes, the acting was OK but the characters were *n't true-to-life enough* (true-to-life). There's not enough background story in the plot. And another negative thing: the special effects. I thought they were _____ (realistic).
- b ☐ A: My TV screen at home is _____ (big) for us to watch a movie at my house next time – it will feel like we're at the cinema. It's fantastic! And my parents are _____ (easy-going) for me to invite some friends, too. They never say no to anything I ask!
- c ☒ A: What did you think of the film?
- d ☐ A: I fell asleep too! It was _____ (long) – more than two hours. But then the plot got more interesting.
- e ☐ A: Are you joking? I thought it was _____ (scary)! I covered my face with my hands for most of the film!

2 You are leaving the cinema with a friend. You are having a conversation about the film. In pairs, put the conversation in the correct order (1–10). You start.

3 Practise the conversation with your partner.



What did you think of the film? | Student B

1 Complete the sentences with *too*, *enough*, *not enough* and the adjectives in brackets.

- f ☐ B: You need to see more horror movies! Well, at least the actors were *talented enough* (talented). Most of them were really good.
- g ☐ B: I don't agree. I thought the special effects were OK. One thing I didn't like is that it cost us seven pounds each for that experience! It's _____ (expensive). Next time, we can watch a film at home.
- h ☐ B: Yes, I agree the plot got a bit more interesting, but the ending was _____ (predictable). I guessed it right at the beginning. I also think it was _____ (scary) for a horror movie. I didn't jump once!
- i ☒ B: Well, it took a long time to get going. There was no action and it was _____ (fast). I fell asleep in the beginning.
- j ☐ B: Your house it is then! The one good think about this film is that it's _____ (good) for me to write a review on. I have to write one for school, so I'm going to write about that!

2 You are leaving the cinema with a friend. You are having a conversation about the film. In pairs, put the conversation in the correct order (1–10). Student A starts.

3 Practise the conversation with your partner.

How I became a graffiti artist

6E LISTENING AND VOCABULARY

(Audio script: extra activities)

1 3.1 Add the missing vowels to complete the adjectives in the interview.

Interviewer: So how did you start, Thomas?

Thomas: I was about six when I painted my name on the door of our house. I was really ¹ple_ased. **As soon as** my dad got home, I showed it to him. **Unfortunately**, he wasn't as ²xc_td as I was. There was a lot of shouting and I spent the evening in my bedroom.

Interviewer: But you didn't stop.

Thomas: No. I wasn't a ³gr_t student at secondary school. I never did any homework but I loved art classes. I liked modern **stuff** and more ⁴tr_dt_nl things too. And the teacher was ⁵d_{ff}r_{nt} from the others – quite a cool guy, actually. He wasn't as ⁶s_rs. But at home, the only paint was a can of spray paint – my dad repaired cars. Then **one day** I was ⁷b_rd and I used the spray paint and tagged a wall near my house.

Interviewer: You 'tagged a wall'? What's that?

Thomas: Tagging is the most common and simplest style of graffiti. It's an artist's name. For example, my first one was 'Hop' – I was a teenager, I liked hip-hop! Many artists' tags are ⁸s_ml_r to their own name – usually shorter. My tag now is Pop. It **comes from** the area of East London I live in, Poplar. But I don't really tag **anymore**.

Interviewer: Yes, you're now street-painting and earning money for it. How?

Thomas: I started doing larger paintings when I was about seventeen. There were lots of buildings with ⁹h_g walls near my house. So I got a mask and some paints and started painting. I just thought those big grey walls were ¹⁰b_rng and wanted them to look more ¹¹c_lrf_l. Nobody lived or worked there, so I didn't think I was doing anything wrong. I spent weeks painting some of the walls and nobody seemed to care. But then I got too ¹²c_{nf}d_{nt}.

Interviewer: What happened?

Thomas: One afternoon I started work **as normal** but then the police arrived and told me to stop. I got a £1,000 fine. My name and photo were in the local newspaper. My parents **found out**, of course. But they were really ¹³s_gng, actually. They even **helped out with** the fine. Then I **got a call from** a local bar owner. He got my name from the article and he wanted me to paint the outside of his bar. And **that was the start of everything**.

Interviewer: So, the police actually helped you! Tell me, Thomas, do you think your story is ¹⁴c_{mm}n?

Thomas: Yes, I know lots of artists like me. They were good at art but not good at school. They got bored as teenagers, started tagging and some of them **got into trouble** with the police sometimes. I was actually very ¹⁵l_{ck}.

2 Look at the expressions in bold in the interview. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

What are you going to do? | Student A

1 Make questions with *going to* using the prompts. Then, for each question, write a follow-up question using the question word given.

1 you / go out / this weekend?

Are you going to go out this weekend? Where *are you going to go?*

2 you / have / an exam / soon?

_____? When _____?

3 you / watch / TV / tonight?

_____? What _____?

4 you / celebrate / your birthday / this year?

_____? Who _____?

5 you / learn / something new / this year?

_____? What _____?

2 Ask your questions from Exercise 1 to Student B. Then listen to Student B's questions and choose the correct responses from sentences a-e.

a Yes, I am - on Saturday. We're going to go shopping.

b Yes, I am, I guess. I'm going to write an essay.

c No, we aren't. We're going to go to my mother's village like every year.

d Yes, I am. I'm going to tidy it at the weekend.

e Yes, I am. I'm going to train with my handball team in the afternoon.



What are you going to do? | Student B

1 Make questions with *going to* using the prompts. Then, for each question, write a follow-up question using the question word given.

6 you / go / somewhere special / this year?

Are you going to go somewhere special this year? Where *are you going to go?*

7 you / do / some exercise / today?

_____? When _____?

8 you / meet / a friend / this week?

_____? What _____?

9 you / do / any homework / tonight?

_____? What _____?

10 you / tidy up / your bedroom / soon?

_____? When _____?

2 Listen to Student A's questions and choose the correct responses from sentences f-j. Then ask your questions from Exercise 1 to Student A.

f Yes, I am. I'm going to have a party and invite lots of friends and some cousins.

g No, I'm not. I'm going to go to the cinema with Val instead. We're going to watch *Emma*.

h Yes, I am. I'm going to learn how to skateboard.

i Yes, we are. I think we're going to have a History exam on Wednesday.

j Yes, I am. I'm going to have a picnic with some friends.

Tourists in a city

7B VOCABULARY

(Places in the city, transport)

LET'S GO!	1 You want to see a film.	2 You want to post a letter.	3 You need somewhere to stay for three nights.	4 Miss a turn.
15 You want to see a live musical performance.	16 Go back to square 11.	17 You want to do some exercise.	18 You want to see an art exhibition.	5 Go to square 12.
14 You want to read a book.	23 Swap places on the board with the person to your left.	GOODBYE!	19 Miss a turn.	6 You want to have a picnic and ride your bike.
13 You need to catch a train.	22 You want to do some shopping.	21 You need more information about the city.	20 Have another turn.	7 You're feeling very ill.
12 Miss a turn.	11 You need to get some money.	10 Swap places on the board with the person to your left.	9 You want to see a play.	8 Have another turn.

RESOURCE 31

1 3.11 Complete the announcements with the nouns from the box.

belongings car park destinations exhibition floor gifts interval
member registration number seats ticket office visit

1

Attention please, customers: This is an announcement for the driver of a black VW Golf, ¹*registration number* RA55 TXM. That's RA55 TXM, a black VW Golf car. Your car is blocking a blue Ford Focus in the shop's ²_____. Please move it **immediately**.

2

Good evening. This evening's performance of Macbeth is three hours long, **including** a twenty-minute ³_____. Please find your ⁴_____ **at least** ten minutes before the performance starts. Programmes are available near the ⁵_____. Please remember to turn off mobile phones during the performance. **Thank you for your cooperation**.

3

Good morning, everyone. During hot weather, the Underground can get significantly warmer than usual. Please carry a bottle of water with you **at all times**, especially when you are travelling with young children. If you don't feel well, please do not board an underground train. Contact a ⁶_____ of station staff for help.

5

Attention, please. We are now approaching London Victoria Coach Station. Please take all your ¹¹_____ with you when you leave the coach. **Change here** for coach services to other ¹²_____, London Underground and National Rail Services. **Please note that** smoking is not allowed anywhere at Victoria Coach Station.

4

Attention please, visitors. It is now 5 p.m. and the ⁷_____ closes in thirty minutes. Before you leave, please visit our shop. It is opposite the escalator on the first ⁸_____. We have **a large selection of** books and ⁹_____. The shop also closes at 5.30. We hope you enjoyed your ¹⁰_____ today.



2 Look at the expressions in bold in the announcements. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

A London weekend

7D GRAMMAR

(Present Continuous: future arrangements)

A London weekend | Student A

	Friday	Saturday	Sunday
Morning	Covent Garden – walk round and explore the shops		Camden Market in North London – clothes and food!
Afternoon		Helicopter flight over famous London landmarks!	
Evening	Twilight Soho Food Tour – try British cuisine!		Sherlock Holmes Walking Tour – visit film sets

Ideas for other activities for a London weekend:

- ride the London Eye – 30 minute-ride on one of the world's most famous attractions; amazing views of London
- shopping on Oxford Street, Central London – all the big shops
- Celebrity Tour – join a walking tour to see celebrity homes and famous film locations in Notting Hill, South London
- visit Madame Tussauds – the world's most famous wax museum

Are you free on ... ?

No, I'm ... What about ... ? Are you free then?



A London weekend | Student B

	Friday	Saturday	Sunday
Morning		Portobello Road Market – fashion, food and books!	Hire bicycle and ride in Richmond Park!
Afternoon	Visit Natural History Museum		
Evening		Speedboat trip on River Thames!	London by Night Bus Tour – the famous landmarks!

Ideas for other activities for a London weekend:

- ride the London Eye – 30 minute-ride on one of the world's most famous attractions; amazing views of London
- shopping on Oxford Street, Central London – all the big shops
- Celebrity Tour – join a walking tour to see celebrity homes and famous film locations in Notting Hill, South London
- visit Madame Tussauds – the world's most famous wax museum

Are you free on ... ?

No, I'm ... What about ... ? Are you free then?

The fortune teller | Student A

1 Put the words in the correct order to make questions with will.

1 my / happy and well / family / will / be?
Will my family be happy and well?



4 have / I / children / how / will / many?



2 money / will / of / a / I / earn / lot?



5 friends / will / of / I / and / happy / a / have / lot / be?



3 married / I / be / or / will / single?



6 job / will / what / I / have?



2 You are the fortune teller. Listen to Student B's questions and choose the correct response from sentences a-f.

- a It's a bit cloudy ... Wait one minute ... Yes, you won't meet this person immediately. You'll wait a long time but, in the end, you will meet the love of your life.
- b You won't have lots of kids. Two or three. But they'll be healthy and strong.
- c For most of your life, I see great happiness. You are very lucky.

- d You won't need to see a doctor many times in your life! There won't be any serious problems!
- e You'll work as a director in a big company. I see a big chair and a table in my crystal ball.
- f I can't see anything as specific as that, but I see gold and silver. I think you'll be very rich.

3 Swap roles. You want to know about your future, so you visit Student B, the fortune teller. Ask him/her your questions from Exercise 1.



The fortune teller | Student B

1 Put the words in the correct order to make questions with will.

7 like / be / what / my / will / health?
What will my health be like?



10 have / large / a / will / family / I?



8 lottery / will / win / I / the?



11 happy / how / will / be / I?



9 I / will / the / when / life / meet / love / my / of?



12 be / find / I / will / job / a / able / to / good?



2 You want to know about your future, so you visit Student A, the fortune teller. Ask him/her your questions from Exercise 1.

3 Swap roles. You are the fortune teller. Listen to Student A's questions and choose the correct response from sentences g-l.

- g It's a bit cloudy ... Wait one moment ... Yes, I see a ring here. You'll have a very happy marriage.
- h Yes, they will. You'll all be well and healthy with only small problems along the way.
- i I see a lot of dollars. You'll be richer than you can dream of!

- j I see lots of parties ... lots of people dancing and laughing, so yes, you'll have lots of friends. And you'll all be very happy.
- k You'll have a great job in the United States.
- l Lots and lots. You'll have a very big family.



desktop computer	hard disk	laptop battery	USB cable
wireless keyboard	wireless mouse	charge your/ the battery	switch off your computer
turn up your speakers	delete a file	delete an email	save a document
copy some text	copy a file	attach a file	attach a cable
install an app	install a printer	download music	download an app

What happened in the end?

8C GRAMMAR
(Adverbs of manner)

A man opened the door.

Adjective: old / tall / horrible

Adverb: impatient / quick / careful

FOLD

He looked around the kitchen.

Adjective: dirty / old-fashioned / clean

Adverb: slow / anxious / angry

FOLD

A girl was in the room. She said to him, '...' She got up.

Adjective: young / pretty / scared

Adverb: quiet / slow / nervous

FOLD

He said to her '...' He looked out of the window.

Adjective: big / tiny / broken

Adverb: angry / kind / calm

FOLD

They heard a noise. The girl said, '...'

Adjective: loud / horrible / strange

Adverb: nervous / loud / calm

FOLD

A woman entered the room.

Adjective: tall / mysterious / old

Adverb: silent / unexpected / quick

FOLD

What happened in the end? Write two sentences. Use at least one adjective and one adverb.

1 3.26 Complete the conversations with one word in each gap.

1

A: When ¹*did* you last use it?

B: I don't know. A few days ago. Why?

A: It's ² _____ working.

B: I think it's the battery again. It dies really quickly. I told Mum about it.

A: It isn't the battery. I charged it.

B: Try typing something. What happens?

A: Nothing! it doesn't even switch ³ _____ !

B: Oh. It's something more serious then.

A: Mum knows how to test the hard disk. I think that's where the problem is. I'll ask her ⁴ _____ check it.

B: **Good idea.** And tell her we need a new battery ⁵ _____ it, too!

2

A: Well, **what was it like?**

B: Wow, **that was incredible!** There ⁶ _____ lots of spiders and they were really close! It was quite scary!

A: I hate spiders!

B: **I mean,** they're obviously computer spiders – the graphics aren't amazing. But it's still ⁷ _____ awesome experience. Can I try it again? **In fact,** I want one!

A: Well, lots of companies ⁸ _____ producing headsets now. Some are very cheap.

B: I'm definitely getting one!

3

A: Happy Birthday!

B: Oh thanks, Rob.

A: So what ⁹ _____ you get?

B: Well, I got a smart speaker from my parents.

A: My cousin's got one of those. What can you do with it?

B: Well, you can ask it ¹⁰ _____ play music, find information, it can even tell you a joke! You need to experiment with questions to check all the different functions.

A: Hmm ... I just can't imagine using one very often.

B: **I know what you mean.** But they're fun ... and they aren't expensive.

A: **That's true.**

B: ¹¹ _____ you coming to my party next week?

A: **Of course.**

B: Well, you can try my speaker then.

4

A: I don't usually like romance films but that was a great film.

B: Yes, I know what you mean. I just love any type of film that involves travelling in time. They can be anything – a comedy, romance, science fiction.

A: ¹² _____ you think we'll be able to do that one day?

B: What? Travel in time? **I don't think so. To me,** it's just a fun idea for stories and films. I don't seriously imagine it ¹³ _____ ever happen. It just sounds impossible.

A: **You never know.** Fifty years ago, the Internet seemed impossible to lots of people. Perhaps scientists ¹⁴ _____ discover something new and amazing about physics and then they'll be able to develop a time machine.

B: **Maybe.** But I think a time machine is a lot harder to invent ¹⁵ _____ the Internet!

2 Look at the expressions in bold in the conversations. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

1 Read the article quickly and choose the best title.

- A What is the role of 5G in the economy?
- B What problems will 5G cause?
- C What difference will 5G make to our lives?

2 Read the article again. Match sentences A–G with gaps 1–5 in the article. Use the underlined words to help you. There are two extra sentences.

- A They will probably be the ones to pay for the new networks and fancy technology.
- B They say there are possible effects on our health.
- C It will be as low as 1 millisecond (1/1,000th of a second!).
- D They will need to follow maps and communicate with each other.
- E They will be able to save lives in situations where time and distance are important.
- F But they cannot say 5G is perfect.
- G They will be able to take us anywhere safely and very, very fast!

3 Read the complete article. What do the underlined pronouns in the five gapped sentences refer to?

- 1 _____ = _____
- 2 _____ = _____
- 3 _____ = _____
- 4 _____ = _____
- 5 _____ = _____

If you look in the corner of your phone, you will probably see a little symbol that says 2G, 3G or 4G. G stands for *generation*; with 1G we talked, with 2G we sent messages, 3G gave us data and Internet, and 4G went faster. And we're soon going even further with 5G!

What exactly is 5G technology? First of all, it is between 100 and 250 times faster than 4G. With 5G, you will be able to download an HD movie in about four seconds. And it's much more than that. It's all about *latency* – the time it takes between sending and receiving information. ¹_____ That's almost real-time, which means that 5G will make new experiences possible!

With 5G, you will be able to put on your virtual reality headset and fly a drone that's somewhere else or watch a match in a virtual stadium sitting next to your friends! It will also bring the next generation of robotic devices. Doctors will be able to operate on patients from the other side of the world. ²_____

5G technology will have an enormous effect on the global economy. New types of businesses and jobs will appear. And we will travel on smart buses, flying drone taxis and self-driving cars. ³_____ Experts predict that this 'Passenger Economy' will be worth \$7 trillion by 2050.

However, this super-fast technology won't be all good news. Scientists are investigating the effect of 5G on the human body. ⁴_____ This is because 4G travels on the skin but 5G can go deep into the body. Unfortunately, we won't know exactly what the health risks are until there is a complete investigation.

Cost is another problem with 5G technology: building a 5G network is very expensive, so the companies will probably raise the money they need by making their products more expensive for customers. ⁵_____ Yes, that's fair – it's new, it's better, so it will cost more. But is it really worth it? Do we really need it? Maybe 4G is good enough?



- 1 In pairs, complete the quiz questions with *must*, *mustn't*, *have/has to* or *don't/doesn't have to*. Sometimes more than one answer is possible.

HOW SPORTY ARE YOU?

DO OUR QUIZ AND FIND OUT!

- 1 Do you have to wear any special clothes in test matches in cricket?

- a Yes, everyone has to wear protective clothing. These are the rules!
- b No, you _____ wear special clothes except at competition time.
- c Yes, it's very strict. You _____ wear any other colour except white.

- 2 Do you have to have five players in basketball?

- a Yes, you _____ have five players on the court all the time.
- b No, you _____ have five players. You can only play with four.
- c No, you _____ play with five players. You can play with six if you like.

- 3 Do you have to follow any special rules in water polo?

- a Yes. You _____ touch the bottom of the pool once during the game.
- b Yes. You _____ shoot a goal if you have the ball for up to 30 seconds.
- c Yes, you _____ swim with the ball. You can only swim after you pass the ball to your teammates.

- 4 Does your opponent have to attack you to score points in taekwondo?

- a Yes. He or she _____ kick your upper body or head.
- b Yes. He or she _____ kick your lower body.
- c Yes. He or she _____ attack with his or her knees.

- 5 What does a sumo wrestler have to do before a match?

- a He _____ drink green tea with other sumo wrestlers.
- b He _____ throw salt in the ring.
- c He _____ eat anything for forty hours before a match.

- 6 What does a rider have to do to win at Bull Riding (rodeo)?

- a He or she _____ wear stylish boots and gloves.
- b He or she _____ hold on with two hands for over eight seconds.
- c He or she _____ ride the bull with one hand for as long as possible.

- 7 What do you have to do every time you score in Polo?

- a You _____ change field direction. These are the rules.
- b You _____ give the Polo ponies a drink of water if it's sunny. You _____ do this if it's a cloudy day.
- c You _____ cross your sticks in the air with your team.

- 8 What special ritual does a Thai boxer perform at a fight?

- a He or she _____ dance a traditional dance called the wrai kru.
- b He or she _____ wear a Mongkol – a special headband – during the match.
- c He/she _____ wear special gloves but he/she _____ to wear shoes.

- 2 In your pairs, do the quiz. How many answers do you know? How many can you guess?

- 3 Listen to your teacher and check your answers. You get one point for each correct answer. Then read your results.



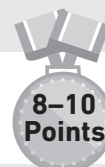
1-3
Points

Never mind! It's never too late to learn about sport! It's fun, try it!



4-7
Points

You know a bit about sport. Keep running and learning!



8-10
Points

You're a sports star! Go for gold – you are Olympically good at sport!

1 4.1 Choose the correct words to complete the texts.

1

A: I'm looking forward to mountain biking tomorrow.

B: Yeah, me too. It's going to be **a lot of fun**. Have you got ¹*everything* / *anything* you need?

A: I think ²*it* / *so*. My helmet is at your house, **right**?

B: Yes, I put it in my bag with mine.

A: And I bought some new gloves, so ³*I'm not* / *I don't* have to borrow yours again.

B: **Cool**. So, it's 8.00 at the station. OK? ⁴*Don't* / *Let's* oversleep!

A: Yeah, that's early. I can set an alarm on my phone but ⁵*I'll* / *I'm* going to ask my parents for their alarm clock too – **just to be sure** because sometimes I don't hear the alarm on my phone.

B: OK. I can phone you when I wake ⁶*up* / *out* too if you want.

A: Yeah, that's a good idea. Thanks. OK, **see you tomorrow**. Bye!

2

It was a great final. Really exciting! Before the game, we thought, 'Let's just **do our best**.' We thought they were ⁷*much* / *too* good. But when we scored, we realised, 'We can actually win this!' And now we're the champions! After the game we got this. It's really heavy and it's got the names of all the other winners. We ⁸*must* / *have* to give it back next year. Everyone's really excited about the future now. The team wants to buy new shirts – it's going to cost £250 for all of us. We want our names **on the back of** each one.

3

A: Hi, Jack. **How was Sunday**? Did you go kayaking again?

B: No, I was all ready with my helmet and lifejacket but unfortunately, they cancelled **it at the last minute** because of bad weather.

A: Oh, no. What did you do instead?

B: Well, I decided to go swimming with my brother, ⁹*but* / *so* I put my goggles and my towel and my costume in my bag, and we went to the swimming pool, but ¹⁰*there* / *it* was a problem with the water and the pool was closed.

A: Oh, **bad luck**. So what did you do?

B: Well, **on the way home**, we saw some guys from school playing football in the park.

A: Was it a good game? Did you score any goals?

B: Um, no, I didn't **feel like** playing. It was raining. So, we went home and played football ¹¹*with* / *on* the computer.

A: Did you win?

B: No, I never beat my brother. He's too good!

4

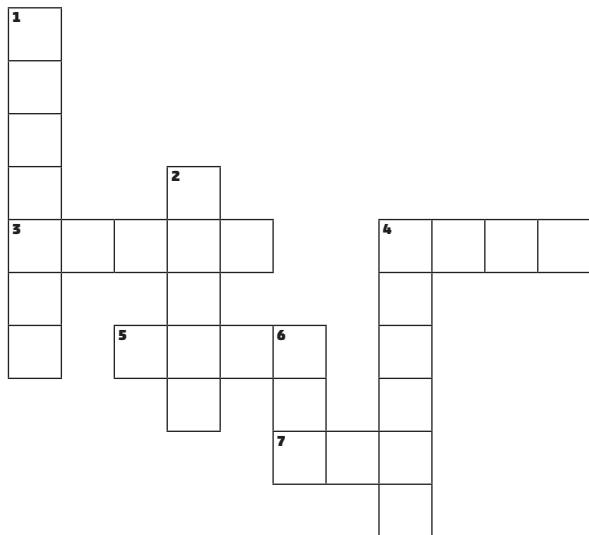
¹²*At* / *On* days when I have a competition, I always feel nervous. And when I wake up, I never feel hungry. I just have a cup of coffee. But you have to eat something before a competition. Swimming is hard work! Good foods are cereal, yoghurt and fruit like bananas. You ¹³*mustn't* / *don't have to* eat stuff that is heavy – like lots of meat. I just ¹⁴*do* / *make* a drink from some fruit. I have that, and some coffee, of course. But **that's it**. Then during the competition, I eat pasta with vegetables, and ¹⁵*many* / *a lot of* fruit.

2 Look at the expressions in bold in the texts. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

The body crossword

9C VOCABULARY
(Body)

The body crossword | Student A



Clues

Across

- 3 _____
4 _____
5 _____
7 _____

Down

- 1 _____
2 _____
4 _____
6 _____

Answers

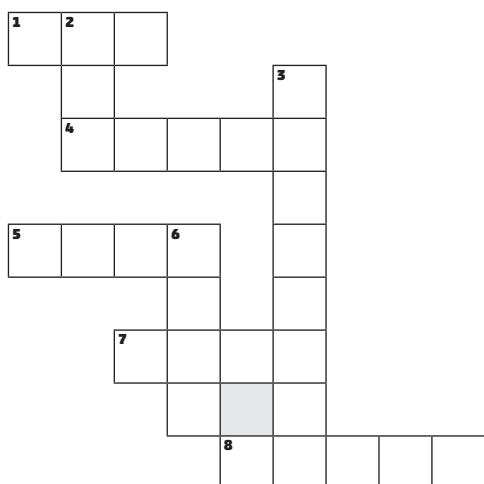
Across

3 ankle 4 face 5 foot 7 eye

Down

1 stomach 2 elbow 4 finger 6 toe

The body crossword | Student B



Clues

Across

- 1 _____
4 _____
5 _____
7 _____
8 _____

Down

- 2 _____
3 _____
6 _____

Answers

Across

1 ear 4 mouth 5 back 7 head 8 wrist

Down

2 arm 3 shoulder 6 knee

I need your advice | Student A

- 1 You're a sports athlete. You're going to train in Colorado in the United States. You need some advice from Student B. Put the words in the correct order to make your questions.**

1 money / I / how / should / take / much?

2 vaccinations / have / should / any / I?

3 do / sick / what / if / feel / I / should?

4 I / English / how / improve / should / my?

5 people / should / meet / do / I / what / to / new?

6 take / how / I / clothes / should / many?

- 2 Student B wants a job on a sports camp this summer. He/She has a Skype interview tomorrow and he/she needs your advice. Complete the advice with *should/shouldn't* and the verbs from the box if necessary.**

ask be describe look for talk tell wait worry

a You _____ too much about your clothes if it's a Skype interview. Just wear a clean shirt.

b No, you _____. You _____ about money and the timetable at the beginning of the interview. You _____ until the end of the interview.

c Yes, you _____. You _____ them about your job in the café and babysitting. It shows you can work in a team and that you're good with children.

d Yes, you _____. You should _____ yourself as a calm, easy-going and hard-working person.

e Yes, you _____. They _____ interested in your free time activities.

f You _____ information about the camp on the Internet.

- 3 In pairs, take turns to ask for and give advice. Ask all your questions from Exercise 1 and listen to Student B's advice. Then listen to Student B's questions and choose the correct response from the sentences in Exercise 2.**



I need your advice | Student B

- 1 You want a job on a sports camp this summer. You have a Skype interview tomorrow and need some advice from Student B. Put the words in the correct order to make your questions.**

7 conditions / I / pay / should / about / and / ask?

8 weekend / mention / I / my / should / job?

9 describe / should / my / personality / I?

10 talk / should / hobbies / I / my / about?

11 the / what / more / I / to / find / should / about / do / job?

12 what / I / should / wear / clothes?

- 2 Student A is a sports athlete. He/She is going to train in Colorado in the United States and he/she needs your advice. Complete the advice with *should/shouldn't* and the verbs from the box if necessary.**

ask buy carry go go out pack take talk

g You _____ to my American friend. He can tell you more about American culture and customs.

h No, I don't think so. But you _____ ask a doctor instead of me.

i You _____ too many clothes in your suitcase. American clothes are very cheap!

j You _____ a lot of cash with you. Airports are dangerous places! You _____ just _____ enough money for the first few weeks.

k You _____ health insurance in case you get sick.

l I'm sure there will be lots of friends where you are going. You _____ to all the parties but you _____ too much!

- 3 In pairs, take turns to ask for and give advice. Listen to student A's questions and choose the correct response from the sentences in Exercise 2. Then ask all your questions from Exercise 1 and listen to Student A's advice.**

Have you ever ... ?

10A GRAMMAR AND VOCABULARY (Present Perfect with ever and never)

- 1** Make questions with *Have you ever ...* using the prompts. Then, for each question, write a follow-up question using the question word given.

Present perfect	Past simple	Name
1 feel / homesick? _____	When _____?	
2 swim / in a river? _____	When _____?	
3 be / abroad? _____	How long _____?	
4 try / strange food? _____	What _____?	
5 meet / a famous person? _____	Who _____?	
6 walk / in a desert? _____	Where _____?	
7 ride / an elephant _____	When _____?	
8 lose / your mobile phone? _____	How _____?	
9 do / yoga? _____	When _____?	
10 camp / in a valley? _____	Where _____?	

- 2** Ask your questions to other students. Find someone who answers 'yes' to the first question each time and write his/her name in the table. Ask for more information using your follow-up questions.

Have you ever felt homesick?

Yes, I have

When was that?

Two years ago, I was in ... and ...

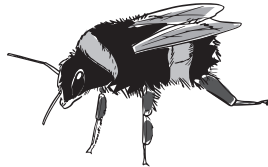
Are you a bee?

10B VOCABULARY

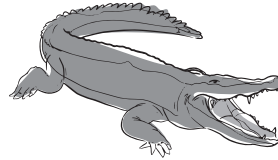
(Animals, animal body parts)



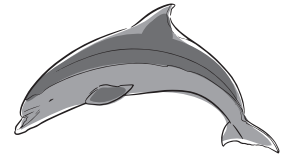
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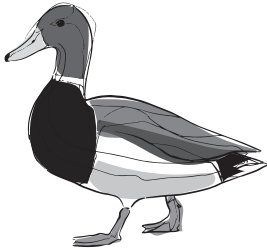
bee



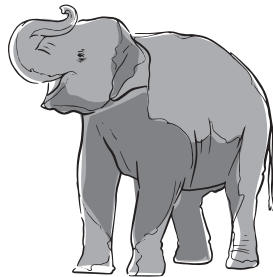
crocodile



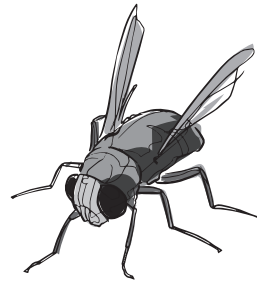
dolphin



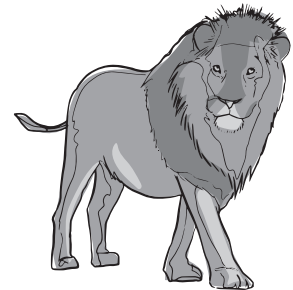
duck



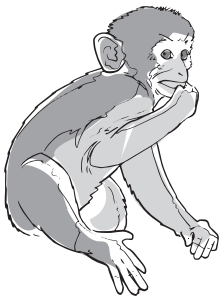
elephant



fly



lion



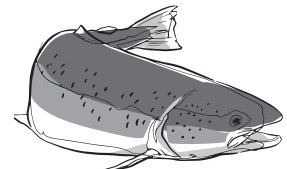
monkey



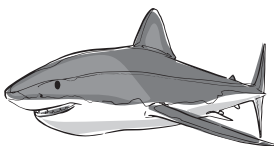
mosquito



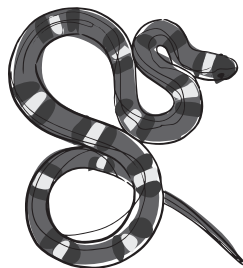
penguin



salmon



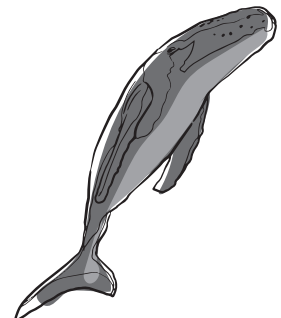
shark



snake



tiger



whale

Are you ready to go?

10C GRAMMAR

(Present Perfect with *already*, *just* and *yet*)

Are you ready to go? | Student A



Are you ready to go? | Student B



1 4.12 Complete the texts with one word in each gap.

1

Last week ¹was very sunny and warm in the UK, with temperatures in the south of the country up to twenty-five degrees. But I hope you haven't **put away** your winter clothes yet! Next week temperatures ² drop to around ten degrees and clouds will cover most of the UK. ³ won't be any rain but wind from the west will make temperatures outside feel even lower.

2

A: Where ⁴ you going on holiday, Jack?

B: The south ⁵ France. We're going camping. But the forecast is terrible. ⁶ you ever been to France?

A: Yes, I have. In fact, we've camped in the south of France. But don't worry ⁷ the forecast. It was wrong when we went. Mum and Dad packed raincoats, umbrellas – everything – and there wasn't a cloud ⁸ the sky!

B: Huh, **that's good news!**

A: We spent every day in the sea. Then ⁹ the last day, it was windy but warm. I didn't remember ¹⁰ put sun cream on and I got sunburnt!

B: Oh no!

A: Yeah. So, take plenty with you and use it!

3

A: Storm Caroline, Storm Dylan, Storm Eleanor. Today our guest is Dr Clare Turner, a weather expert. Clare, why ¹¹ we give storms names?

B: Well, **there are some serious reasons for this**. It isn't just to make them more interesting. So, **one reason is that** in the news, ¹² example, **it's useful to know** which storm we ¹³ talking about – 'the storm last night' isn't very helpful. But to me, the big one is that it can **save lives**. Scientists ¹⁴ discovered that when storms have names, people are more interested in reading about them. And that means people are more careful.

4

A: I ¹⁵ 't find my coat anywhere. Have you seen it?

B: Look outside, Mark. It's bright blue and **there isn't a cloud in the sky**.

A: Yeah, but I've got football training after school. I'll get cold ¹⁶ the way home.

B: You could take your jacket. ¹⁷ blue one.

A: That's really light. **It's more like** a thick shirt.

B: Wait, I can pick you up in the car today. I ¹⁸ working late.

A: Great! So, I can stop looking?

B: Yes. See you later then.

2 Look at the expressions in bold in the texts. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.