CAMBRIDGE UNIVERSITY PRESS

CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Cambridge English

CAMBRIDGE OFFICIAL PREPARATION MATERIAL

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Prepare!

TEACHER'S BOOK WITH DVD AND TEACHER'S RESOURCES ONLINE

Level 2

A2 English Profile

Contents

Introduction to *Prepare!*

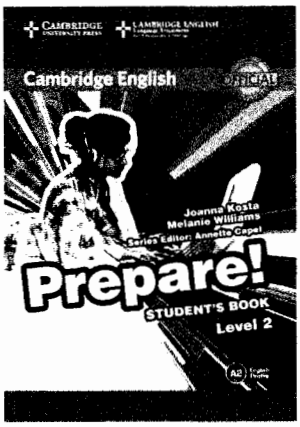
Where English meets Exams

Prepare! is a lively new seven-level English course for teenagers. It takes learners from A1 to B2 and has comprehensive Cambridge English exam preparation throughout. So whether you're teaching general English or preparing students for an exam, ***Prepare!*** has a wealth of material to help you do both.

Produced and endorsed by Cambridge English Language Assessment, using cutting edge language learning research from English Vocabulary Profile and the Cambridge Learner Corpus, ***Prepare!*** is a course you can rely on and trust.

Prepare! is written by a team of writers with extensive experience and knowledge of secondary school students as well as in-depth knowledge of the Cambridge exams.

The Student's Book



The Student's Book includes a starter unit plus 20 short units, covering a wider variety of teen-related topics than other courses. After every two units, there is either a culture or cross-curricular lesson which encourages students to learn about the world around them or about other subject areas through English. After every four units, there is a review section which revises and consolidates the language from the previous four units through further practice of key language and skills.

There are ten videos of authentic interviews with teenagers which are included with this Teacher's Book and worksheets to go with them are provided online.

At the back of the book, students will find a grammar reference section, with further practice activities to be used in class or as self-study. Vocabulary lists provide useful lists of all the key vocabulary taught in each unit, together with its pronunciation.

● Exam preparation

CEFR	Cambridge English Scale	Level	Cambridge English Exam
B2	160–179	7	Cambridge English: First for Schools
		6	
B1	140–159	5	Cambridge English: Preliminary for Schools
		4	
A2	120–139	3	Cambridge English: Key for Schools
		2	
A1	100–119	1	

Level 1 covers A1. The remaining six levels are split into pairs – Levels 2 and 3 cover A2, Levels 4 and 5 cover B1 and Levels 6 and 7 cover B2. The first book in each pair gradually exposes students to typical exam tasks and techniques, while the second book in each pair makes exam tasks more explicit, thereby preparing students more thoroughly for the relevant exam. All exam tasks in Levels 2–7 are clearly referenced in the Teacher's Book.

In addition to regular practice of each exam task in the main units, Level 3, Level 5 and Level 7 have five additional Exam profile sections, which are located at the back of the Student's Book. These pages focus on each part of each paper, giving detailed information about the exam task, as well as practical guidance on how to approach each task, with useful tips and training to familiarise students with the whole exam and prepare them thoroughly for examination day.

The Exam profiles can be used as focused training after first exposure to an exam task in the main units, or alternatively towards the end of the year when students require more intensive exam practice.

The Cambridge English Scale

The Cambridge English Scale is used to report candidates' results across the range of Cambridge English exams. This single range of scores covers all levels of the Common European Framework of Reference for Languages (CEFR). The total marks for each of the four skills (Reading, Writing, Listening and Speaking) and for Use of English (where relevant) are converted into scores on the Cambridge English Scale. These individual scores are averaged to reach the overall Cambridge English Scale score for the exam. Results clearly show where the exams overlap and how performance on one exam relates to performance on another.

English Vocabulary Profile

The English Vocabulary Profile (EVP) is an online resource providing detailed information about the words, phrases, phrasal verbs and idioms that learners of English know and use at each of the six levels of the CEFR. The vocabulary syllabus of ***Prepare!*** has been informed by using EVP to ensure that students at each CEFR level are presented with high-frequency words and phrases that are suitable for their language level and relevant to each unit topic. Many of the most common words in English have a great number of different meanings and a thorough knowledge of these words helps students to operate successfully even with limited language. The special Word profile feature in Levels 4–7 deals with these powerful words in detail. Furthermore, the main vocabulary sections regularly focus on aspects other than 'concrete' topic nouns and verbs, such as adjectives and adverbs, prepositions, phrasal verbs, word families and phrases. All of these aspects are important if the syllabus is to provide true breadth and depth.

Systematic vocabulary development is crucial to real progress across the CEFR levels. Great care has been taken to organise the vocabulary syllabus in a logical way both within and across the seven levels of ***Prepare!*** The course offers regular recycling of vocabulary and builds on what students already know, to guarantee successful language learning from A1 to B2.

For more information on EVP, including information on how it was compiled, how you can access it, as well as ways to get involved in the English Profile programme, visit **www.englishprofile.org**

The Cambridge Learner Corpus

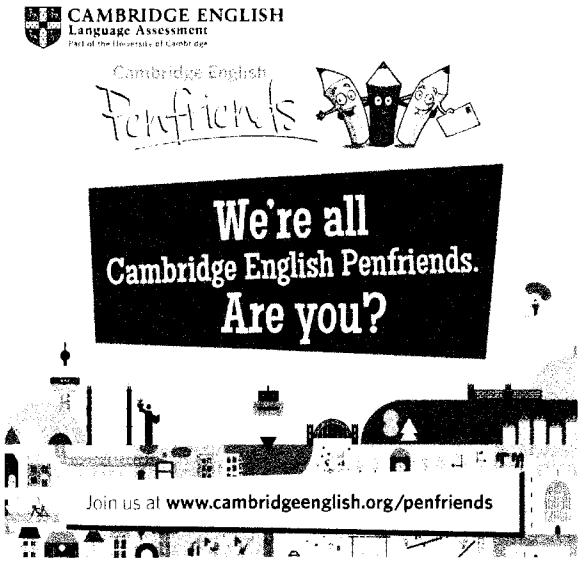
The Cambridge Learner Corpus (CLC) has been used to inform exercises in both the Student's Books and Workbook of ***Prepare!*** This ensures that exercises target the language that students need most, as they focus on the areas that students at each level find most difficult, and where errors commonly occur.

Cambridge English Resources

Help your students make friends with other English learners around the world through our fun, international Cambridge English Penfriends activity, where students design and share cards with learners at a school in another country. Cambridge English Penfriends is practical, fun and communicative, offering students an opportunity to practise what they have learned.

Through Cambridge English Penfriends, we will connect your school with a school in another country so you can exchange cards designed by your students. If your school hasn't joined Cambridge English Penfriends yet, what are you waiting for?

Register at **www.cambridgeenglish.org/penfriends**

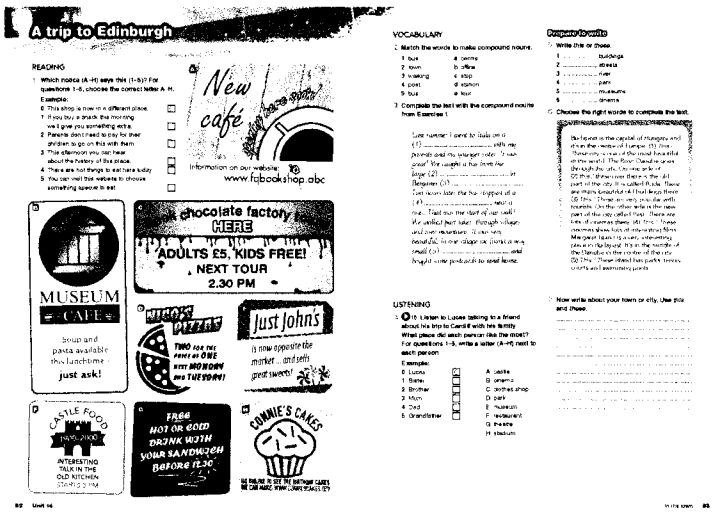


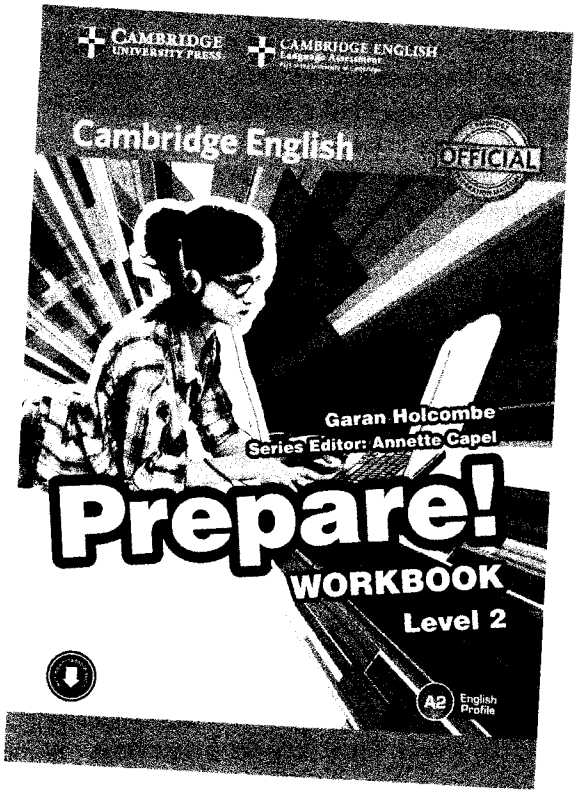
For more teacher support, including thousands of free downloadable resources, lesson plans, classroom activities, advice, teaching tips and discussion forums, please visit **www.cambridgeenglish.org/teachers**

Component line up

Workbook with audio

The Workbook gives further practice of all the language from the Student's Book and provides students with comprehensive work on skills development, which can be used either in class or for homework. The accompanying audio is provided as downloadable MP3 files and is available from **www.cambridge.org/PrepareAudio**





Online workbook

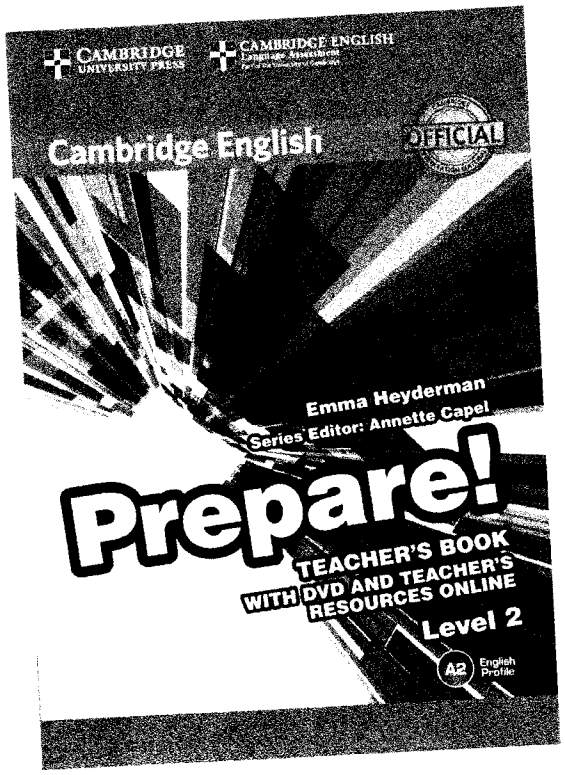
The ***Prepare!*** online Workbooks are accessed via activation codes packaged within the Student's Books. These easy-to-use workbooks provide interactive exercises, tasks and further practice of the language and skills from the Student's Books.

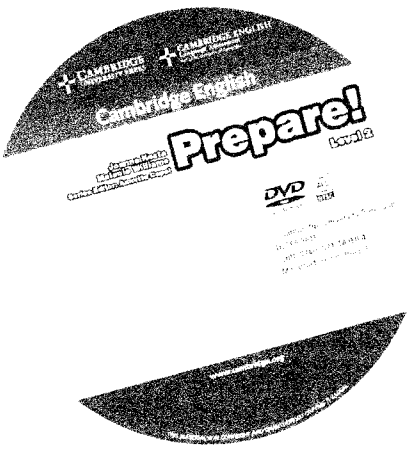
Teacher's Book with DVD

The Teacher's Book contains clear teaching notes on all of the Student's Book tasks as well as keys and audioscripts. The audioscripts include underlined answers.

The Teacher's Books provide plenty of lesson ideas through warmers, coolers, extension ideas and projects, as well as ideas for fast finishers and mixed ability classes. Each unit also directs you to where additional resources can be found. **Workbook answer keys** and **audioscripts** are also included.

The **DVD** includes 10 video extra films.

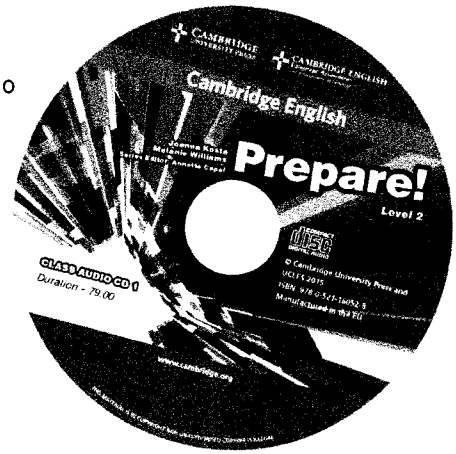




Class Audio CDs

The **Class Audio CDs** contain all of the audio material from the Student's Book.

The audio icon in the Student's Book clearly shows the CD number and the track number.

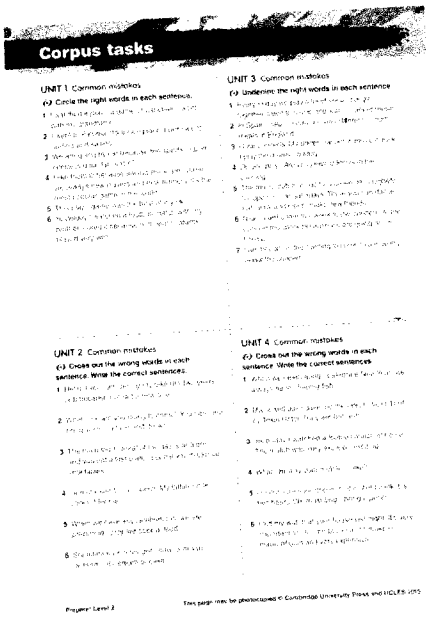


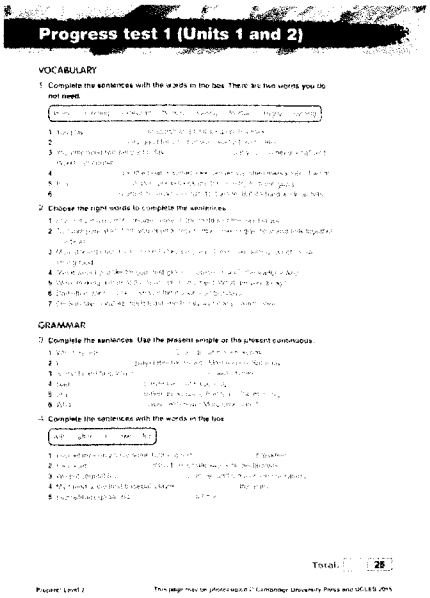
Teacher's resources online – Downloadable materials

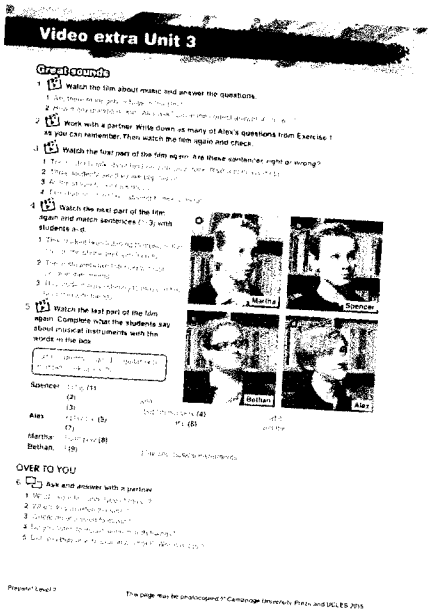
Complete suite of downloadable teacher's resources to use in class including:

- Video extra worksheets
- Progress tests
- Achievement tests
- Corpus tasks

These are available from **www.cambridge.org/prepareresources**







Presentation Plus

Presentation Plus is the next generation planning and presentation tool for teachers. Perfect for creating engaging lessons it includes:

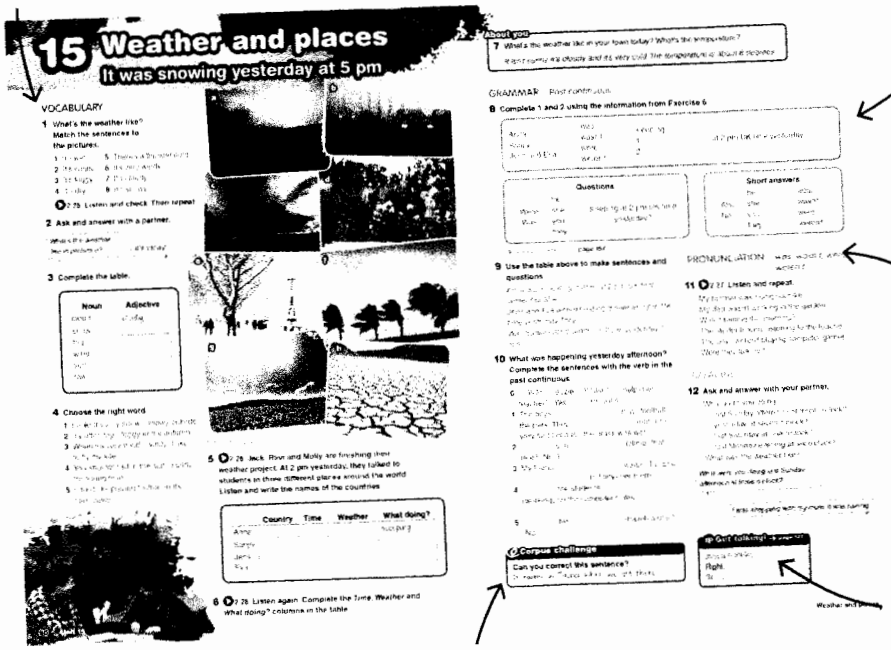
- Interactive whiteboard tools
- Student's Book and Workbook with interactive exercises
- Access to teacher's resources

Ideal to use with a computer and a projector or with an interactive whiteboard.

Student's Book overview

Vocabulary sets informed by English Vocabulary Profile to ensure they are appropriate for the level

Clear **grammar presentation** and practice is extended in the Grammar reference section at the back of the book



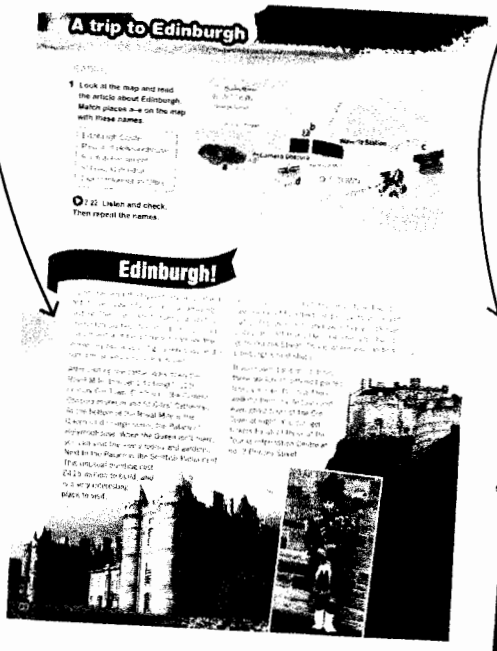
There is comprehensive coverage of **pronunciation** in the Student's Books

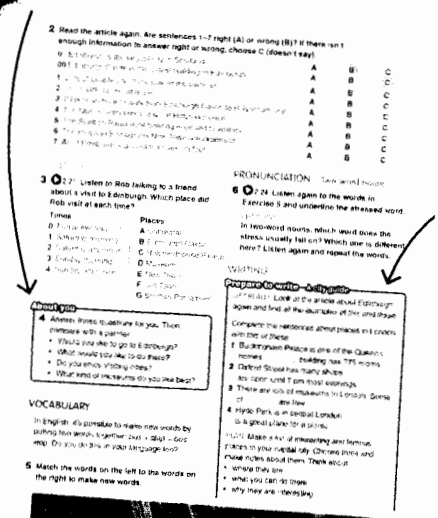
Get talking! presents and practises EVP informed phrases to encourage natural and fluent English

Common mistakes relevant to your students' level are identified and practised in the **Corpus challenge** to ensure meaningful learning

Motivating, topic-based **texts** specifically chosen to engage and inform students

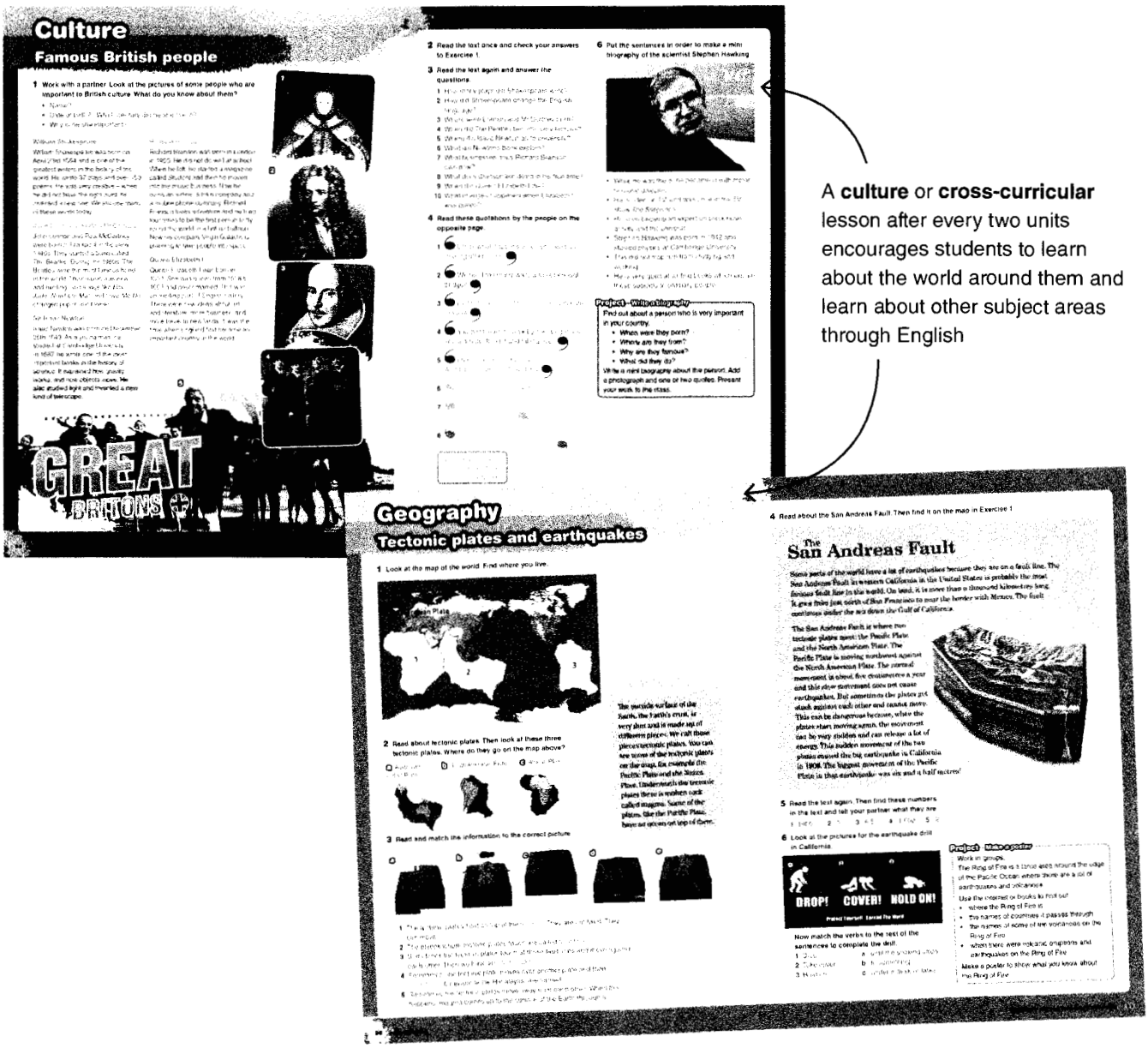
Lots of opportunities to **personalise** classroom language to encourage meaningful communication





The stages in ***Prepare to write*** help students prepare, plan, produce and improve their own written texts

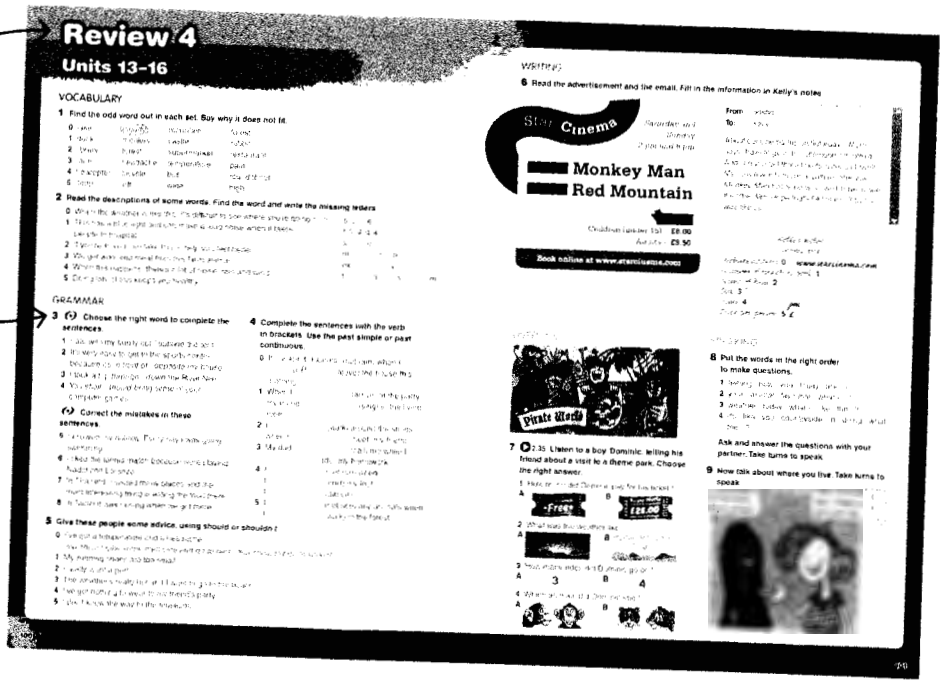
Video interviews with teenagers show target language being used in authentic situations



A **culture** or **cross-curricular** lesson after every two units encourages students to learn about the world around them and learn about other subject areas through English

Review pages after every four units give further practice on language and skills

Grammar activities target and revise typical errors made at the students' level



Answers to quiz on page 9

1 Music 2 10 3 Unit 14 4 Three – elephant/gorilla/snake 5 Usain Bolt – page 111

READING	LISTENING	SPEAKING	WRITING	VIDEO
		Classroom language Talk about your partner		
Two young sports stars Unusual sports and games	Descriptions of unusual sports and games	Ask and answer questions in the role of a young sports star Talk about unusual sports and games you know	Write about how you play a sport or game	
Pancake Day Three teenagers talk about their daily meals	How to make pancakes School lunches	Talk about Shrove Tuesday or another festival in your country Talk about lunch **Get talking!** *Tell me about ...*	A message on the internet about what you eat every day	What we eat
The MAD School: Music, Acting, Dance	Playing music	Talk about music Talk about the kind of school you would like to go to	Write about what you and your family like and don't like doing	Great sounds
The missing ring – a picture story	Missing things	Draw and describe an object Ask and answer *How ...* questions **Get talking!** *Oh, that's a pity, What a shame*	A description of your favourite thing	
A quiz about famous past events *The Great Fire and The Black Death*	A guided visit to a museum about London and the Great Fire	Give facts about yourself Give a talk about an important event		
Students at work! 50 weeks, 50 states, 50 different jobs	A teenager talks to a friend about his work experience	A conversation about work experience Talk about what job you want to do when you are older **Get talking!** *That's brilliant! Wow!*	A blog about your weekend	Jobs
A very long bike ride	Two teenagers talk about their holidays A journey	Talk about what you do on holiday Tell a travel story **Get talking!** *Of course not, I don't think so.*	A message to a friend about your holiday	Holidays
Roald Dahl's Special Place	Teenagers talk about their special places	Talk about what your room is like Make plans with a friend to spend the evening at home	A description of a special place	
Teenagers sort out their clothes *They're made of ... what?*	Teenagers identify their clothes Ideas for clothes and jewellery made from unusual materials	Identify people's clothes and possessions Talk about what your clothes are made of	Write about your idea for clothes or jewellery made of unusual materials	
Snorgtees – the story of an interesting online company	In a shopping centre A bad online shopping experience	Talk about where you like to shop, what you buy **Get talking!** *Anyway ... , Guess what ...*	A story of an online shopping experience	

READING	LISTENING	SPEAKING	WRITING	VIDEO
Restaurant menus *Street food around the world*	Booking a restaurant for a party Ordering street food at a festival	Compare restaurants and choose a restaurant for your party Ask about and order food at a street-food festival **Get talking!** *Sure, no problem, Oh no, that's too ...*	An advertisement for a party	Street foods
Computers and the modern world *Did you know ...? –* facts about computers	Andy talks about his new computer	Compare mobile phones Make true statements Computer survey	An email	Technology
Yes, you can run 5 km in six weeks!	Patients describe their problems and the doctor gives advice Advice about getting fit for a race	Talk about a health problem you had Give advice about health **Get talking!** *Oh dear, Never mind.*	Give advice on a chat page	Health problems
Visit Edinburgh	Following directions A visit to Edinburgh	Give directions Talk about visiting cities	Write and understand directions A city guide	
Are they real?	Weather in different parts of the world The Loch Ness Monster	Talk about the weather Say what you were doing at different times in the past **Get talking!** *Right, So ...*	An article about a strange animal that people have seen	
A lucky day	Gary talks about his animal helper	Tell a story from pictures Say what animals your family has	An email to a friend	Animals
Talent shows	Clyde invites Mina to a concert Sandra and Ben talk about *The X Factor*	Talk about future plans Talk about talent shows **Get talking!** *Would you like to ...? How about ...?*	Write about a TV show you like and describe one of the actors or winners	
Two reviews	Planning a school magazine A review for a school magazine	Plan a class magazine Tell the story of a film, play or book **Get talking!** *Cool! Sounds good.*	A review	Books we like
A different way to learn	Information about the school trip A boarding school	Talk about activities on school trips Ask and answer about what you have to / don't have to do this weekend Give opinions	An article about your perfect school	School life
My family tree *A really big family*	Three young people talk about who they live with	Give information about a member of your family Talk about your family, big families and Mother's Day	A description of your family	

Activities page 129 **Vocabulary list** page 132 **Grammar reference** page 142 **List of irregular verbs** page 163

Get started!

In the classroom

Lesson profile

Things in the classroom
There is / There are
Have got
The alphabet
Speaking: questions in the classroom

Preparation

For Exercise 6, bring in a school bag (or ask a student if you can borrow theirs) with various objects inside like textbooks, exercise books, a pencil case, some fruit, a bottle of water, a phone, an umbrella, keys, etc.

Warmer

Divide the class into small groups. Appoint a secretary for each group and give them a few minutes to write down as many things in the classroom as they can, e.g. *desk, board*, etc. Don't go through the lists with them yet. Collect in the lists and check them while the students are doing Exercise 1. Award points for correctly spelled words.

THINGS IN THE CLASSROOM

1 Ask the students to look at the picture first and to say what they can see. Then ask them to look at the words. Check that they can pronounce them correctly; in particular remind them that *board* /bɔ:d/ and *coat* /kəʊt/ are one syllable. Then ask the students to match the words with the lettered objects in the picture. If you did the warmer activity, give the lists back and ask them to compare their lists with the words in the book. If they enjoy competition, award extra points for every word they have written which is *not* in the book.

Fast finishers

Fast finishers test each other on the words by pointing at the things in the picture or around the classroom and asking '*What's this/that?*'

Answers

a board **b** map **c** poster **d** door **e** teacher **f** window
g computer **h** coat **i** bag **j** textbook **k** pencil case
l chair **m** exercise book **n** rubber **o** pens **p** ruler

2 First, revise the names of the colours by pointing to things in the classroom and inviting volunteers to name the colours and write them on the board.

Remind students that with the verb *be*, we use *is* for singular objects and *are* for plural objects.

In pairs, encourage the students to look at the picture and say the sentences before they write them down. Then ask them to write at least five sentences.
If necessary, teach them *this* and *that*: *This bag is red. That bag is green*, etc.

Possible answers

The exercise books are red/pink and blue.
The table is white.
The door is white.
The pencil cases are blue, green and red. /
This pencil case is red, etc.
The chairs are blue.
This bag is red. This bag is green and brown.
The map is blue, red, green and orange.
This coat is blue. That coat is red.

THERE IS / THERE ARE

3 Read the first sentence as a class and encourage the students to look at the picture and to say if the sentence is correct (*yes*) or incorrect (*no*). They then do the exercise on their own. **Fast finishers** correct the 'no' sentences.

Extension activity

In pairs, students write some more *There is / There are* sentences about their classroom. Encourage them to include some 'no' sentences. Then, in small groups, they take turns to read out their sentences and the others have to say 'yes' if the sentence is correct or 'no' if the sentence is incorrect. If the sentence is incorrect, they should try to correct it. Award a point for a correct answer and another point for correcting a 'no' sentence.

Answers

1 no **2** yes **3** no **4** no **5** yes **6** yes

4 ▶ 1.02 Draw the table onto the board. Play the recording and stop it after the first question. Ask the students to repeat the question and then look at the picture and say the answer. Invite a volunteer to put a tick in the correct space on the table on the board. Play the rest of the recording for the students to complete the table in their books or in their notebooks.

Mixed ability

With a weaker class, stop the recording after each question and give them time to look at the picture.
With a stronger class, play the recording again and ask the students to *say* the complete correct answer, i.e. *Yes, there is / No, there isn't*, etc.

Answers

1 Yes, there are. 2 Yes, there is. 3 Yes, there are.
4 No, there isn't. 5 No, there aren't.

Audioscript

1 Are there any rulers on the tables?
2 Is there a teacher in the room?
3 Are there any bags on the floor?
4 Is there a yellow bag under the teacher's table?
5 Are there any pencils on the floor?

5 Play questions 1 and 2 from the recording in Exercise 4 again and invite volunteers to write the two questions on the board. Remind the students that we use *Are there any ...?* with plural things and *Is there a ...?* with singular things. If necessary, revise *my* and *your*. They should take turns to close their eyes while their partner asks at least three questions.

HAVE GOT

6 If you have brought in a school bag with objects (see Preparation), with books closed, tell the students that your bag is very heavy. Invite them to guess what you've got in it.

Books open. Ask the students to look at the photos of things, to say what they are and also to say which things are in *your* school bag. Then encourage the students to read about Simon's bag and tick the things in his bag.

Answers

bottle of water ✔ sandwich ✔ pencil case ✔
textbooks ✔ exercise books ✔ money ✔

7 Write the questions: *What have you got in your bag today? Have you got a/an/any ..... in your bag today?* on the board. Remind students that we use *a/an* with singular things (*an* before a vowel sound) and *any* with plural things.

Encourage them to ask you questions about your bag first. Then, in pairs, they ask and answer about their bags. They will need to remember their partner's answer because they will have to write some sentences about their partner's bag.

Allow them some time to ask and answer their questions, then challenge volunteers to come to the board to write some sentences, both positive and negative, about your bag, e.g. *Mrs Fulton has got a bottle of water in her bag. She hasn't got a football.*

They must write at least five sentences about their partner's bag.

Sample answer

Maria has got a phone in her bag. She's also got two exercise books and a textbook. She's got a pencil case in her bag too. Maria hasn't got a football in her bag today. She hasn't got any money.

THE ALPHABET

8 ▶ 1.03 Play the recording and ask the students to listen and repeat the letters of the alphabet. If necessary, write some groups of letters on the board that students often confuse, e.g. the vowels A E I O U, and consonants G/J, B/V/W.

Get the students to listen to them and repeat them.

Audioscript

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

9 Tell the students to look at the table in their books and ask *Why is H under A? And why is C under B?* (It's because they have the same vowel sound.) Tell the students to write the letters of the alphabet in the right column, according to the vowel sound. Point out that two of the columns have no other letters in them. Play the recording again (or say the letters yourself) if the students need help.

With a **mixed ability** class, copy the table onto the board and invite students to come to the board, listen to you say the letter and then write the letter in the correct column.

Answer

A	B	F	I	O	U	R
H	C	L	Y		Q	
J	D	M			W	
K	E	N				
	G	S				
	P	X				
	T	Z				
	V					

SPEAKING

10 Tell the students to complete the questions (1–5) before they match them to their answers (a–e). **Fast finishers** can ask each other variations on these questions, e.g. *How do you say 'pizarra' in English?*

Answers

1 I'm sorry, can you repeat that please? **c**
2 How do you say 'bonjour' in English? **e**
3 What page are we on? **d**
4 How do you spell 'because'? **a**
5 Can I borrow your ruler? **b**

Cooler

Spelling Race. Divide the class into teams of four or five. Choose a word from this unit and spell it out quickly. The first team to put up their hand, say the word and spell it correctly gets a point. With a stronger class, the students can continue playing in groups.

Talk about you

Lesson profile

Numbers
Dates
Can
Present simple
Speaking: tell your partner about yourself

Warmer

Play 'I spy' with the class using the things in the classroom in Exercise 1 on Student's Book page 10. Begin by saying *I spy with my little eye, something beginning with B.* Encourage the students to ask you questions before they guess what the word is. For example:

Teacher: I spy with my little eye something beginning with B.
Student A: Is it big?
Teacher: Yes, it is.
Student B: Is it near the door?
Teacher: Yes, it is.
Student C: Is it the board?
Teacher: Yes, it is.

With a stronger class, the students play the game in small groups.

NUMBERS

1 **1.04** Tell the students to notice how these numbers are always said with the stress on the first part of the word.

Audioscript

20 30 40 50 60 70 80 90 100

2 **1.05** Encourage the students to work in pairs and say the numbers 1–20 first, before they listen to the recording.

Answers

a 75 **b** 30 **c** 91 **d** 14 **e** 19 **f** 50

DATES

3 **1.06** Choose 12 volunteers to say the months in order. Play the recording. Highlight the syllables and stress in each month (e.g. JAN-u-ry) and encourage the students to say each month correctly. Then, in pairs, the students say the months in order again.

Audioscript and answers

January February March April May June July August September October November December

4 **1.07** Ask *What's the date today?* and write the date on the board using the ordinal number, e.g. 7th September. Ask the students to repeat the date and draw their attention to the box which explains the difference between how we say dates and how we write them. Check that they can pronounce the ordinal numbers on the calendar correctly, especially 20th (twentieth) and 30th (thirtieth). Then ask them to listen and write the dates. In pairs, they then check their answers by asking and answering questions:

A: What's **a**?
B: It's the first of March. What's **b**?

Answers

b 12th October **c** 8th May **d** 25th February
e 22nd July **f** 31st December **g** 3rd April **h** 11th August

Audioscript

a It's the 1st of March.
b It's the 12th of October.
c It's the 8th of May.
d It's the 25th of February.
e It's the 22nd of July.
f It's the 31st of December.
g It's the 3rd of April.
h It's the 11th of August.

5 Encourage the students to tell you the questions first. (*When's your birthday / your mum's birthday? What's today's date? / What's the date today?*) If necessary, write them on the board. Then, in small groups, the students take turns to ask and answer the questions. Remind them to begin their answers with *It's* … . Point out that they need to write down the other students' dates.

Fast finishers

Fast finishers write some new questions about dates, e.g. *When's the next holiday? What's tomorrow's date? What date is our national day?* When the others are ready, the fast finishers ask the class their questions.

CAN

6 Encourage the students to look at the pictures first and try to say what the people are doing in each one before they read the words and match them with the pictures.

Answers

1 draw a car **2** swim under water **3** make a cake
4 ride a bike **5** speak three languages **6** run 5 km
7 play tennis **8** stand on your head

7 Encourage the students to make a question with each of the words in Exercise 6 first. With a weaker class, you might want to do this together on the board. Allow them time to ask and answer the questions in pairs.

Then, if appropriate, ask them to stand up and ask at least four other students the questions. If not, they can do this in groups of six. Point out that they should take notes as they will need to report back to the class. They might find this easier if they complete a chart in their notebooks like the one on the next page.

Name	swim under water?	speak three languages?	ride a bike? etc.
Jon	✔	✘	✔

When they have finished, ask *How many students can swim under water?* and encourage them to answer with either a number, e.g. *Five students can swim under water* or with names, e.g. *Ana and David can swim under water.*

Fast finishers

Fast finishers write some more questions with *Can you ...?* and take turns to ask and answer them.

Extension activity

A *can/can't* survey. Alone or in pairs, the students write six new questions with *can*. Then they use these questions to interview members of their family. (If appropriate, they can do this in their own language.) The students then present the results to the class in a poster. Encourage them to use a graph, photos of the people they interview and to write some sentences with *can* and *can't*.

PRESENT SIMPLE

8 Point out that the three people in the photos appear in some of the later units in the book. Ask the students to read what the people say about themselves and answer the questions. In Unit 1, the students will look at the present simple again.

Fast finishers

Fast finishers take turns to be Student A and Student B. Student A reads out the questions. Student B closes their book and tries to answer the questions. Then they write one more question about each text for the others to answer when they finish.

Answers

1 Yes, he does.
2 He hasn't got any brothers.
3 She likes swimming.
4 He wants to go to China.
5 He plays football every day.
6 She goes shopping on Saturday.

9 Write the question prompts on the board and encourage the class to make complete questions. Demonstrate by getting volunteers to ask you the questions and give full answers. For example:

Student: What kind of music do you like?
Teacher: I like pop and rock. I don't like classical music.

Then the students take turns to ask and answer the questions. Point out that they will need to take notes so that they can tell the class about their partner.

Mixed ability

For weaker students, write the question prompts on the board, leaving a space for the missing words, i.e.

1 .... do sports every day?
2 What kind of music .... like? etc.

Invite volunteers to complete the questions on the board. Then, as above, demonstrate the activity and then ask the students to ask and answer in pairs. If they need more help, suggest that they copy the questions into their notebook and write down the answers so they are true for them, before they ask and answer with a partner.

Stronger students can write some more questions for each other.

SPEAKING

10 Brainstorm the questions as a class first. Then invite two stronger students to demonstrate the activity orally, giving complete answers. The students then write the questions individually before asking and answering in pairs. Point out that they need to listen to their partner carefully as they will need to write a short text about them. Remind them that when they do this, they need to use the third person *he* or *she*.

Cooler

Tell the class that you're going to read four sentences about yourself and that the information in two of them is incorrect. Encourage them to listen carefully and say/guess which two sentences are incorrect and, if possible, correct the information. For example:

My name's Mrs Brown. (correct)
I'm 18 years old. (incorrect: I'm 40 years old.)
I've got two brothers. (correct)
I like travelling and I love sweets. (incorrect: I don't like sweets.)

Then ask the students to write four sentences about themselves and include two sentences with incorrect information. In small groups, the students read their sentences and the others have to guess the incorrect information. If the students enjoy competition, they can award a point for identifying each incorrect sentence and an extra point if they can correct it.

Teacher's resources

Student's Book
Grammar reference and practice page 142

Workbook
Starter Unit pages 4–7

Go online for
- Corpus activities worksheets

1 Sports and games

I'm never bored

Lesson profile

Vocabulary	Sports with *play* and *go*
Reading	*Two young sports stars* – a young sailor and cyclist talk about their sport
Pronunciation	/eɪ/ and /aɪ/
Grammar	Present simple and adverbs of frequency: *always, usually, often, sometimes, never*
Speaking	Ask and answer questions in the role of a young sports star

Warmer

Challenge the students to guess the title of this unit: 'Sports and games'.

- Write _ _ _ _ _ _ / _ _ _ / _ _ _ _ _ on the board.
- Encourage students to put up their hands and take turns to guess the missing letters.
- If the students say a wrong letter, e.g. 'u' is not in the unit title, write it on the board. Tell them that they can only guess five wrong letters.

Once the students have guessed the title, encourage a brief discussion on the difference between a sport and a game.

Brainstorm a list of sports onto the board.

VOCABULARY

1 If the students have brainstormed a list of sports onto the board, encourage them to compare their list with the sports in the Student's Book. Encourage them to try to name the sports in the pictures before they match them to the words in the box. Invite the students to say why we use *play* with some sports (ball sports) and why we use *go* with others (sports ending in *-ing*).

Encourage the students to make a table of sports you can *play* and *go* in their notebooks, including the sports from the Student's Book and the sports they brainstormed at the beginning of the class. Tell them to underline the stressed syllable, e.g. <u>bad</u>minton, <u>vol</u>leyball.

1.08 Answers

The answers are recorded for students to check and then repeat.

1 play rugby **2** play badminton **3** play baseball
4 play volleyball **5** play hockey **6** go sailing **7** go running
8 go skating **9** go cycling **10** go snowboarding

2 Pre-teach *team* and *alone* by asking *Can one person play volleyball?* Elicit the answer *No, you play it in a team. You don't play it alone*. Encourage the students to answer in full sentences by pointing out the example answer in the Student's Book.

Answers

1 You play volleyball, baseball, hockey and rugby in teams. You can also play badminton in teams ('doubles'). In a competition, you can also go cycling, running and sailing in a team.
2 You go cycling, running, skating, sailing and snowboarding alone.
3 You can play badminton in a team or alone (against an opponent) and you can go cycling, running, skating, sailing and snowboarding both alone and in a team.
4 *Students' own answers*
5 *Possible answer*: I prefer team sports because I can do them with my friends and I can meet new people.

READING

3 Encourage the class to look at the photos first and say what sports Jess and James do. Then ask them to look at the two texts quickly and check their ideas. Finally, ask them to skim the texts quickly to find the answer to the two questions and to underline the answers in the text. Set a time limit (e.g. one minute) for this. This will discourage them from trying to read every word and also will add an element of competition (and fun) to the task.

Answers

James wants to win at the Olympics.
Jess does her sport in other countries.

4 Encourage the students to read the questions first (before they read the texts again) and try to answer them from memory. Remind them to underline the answers in the texts. It is also a good idea to write the question number next to the underlined answer.

Fast finishers

Encourage the fast finishers to compare their answers by using the phrases '*What have you put for number 1?*' '*I've put … because here it says …*'.

In a mixed ability class, encourage the fast finishers to help those who are struggling to find the answers.

Check the answers as a class, encouraging students to give full answers (not just one or two words) and to say where they found the answers in the text.

Answers

1 She goes sailing.
2 She goes sailing both alone and in a team.
3 Because it's difficult to get a place in the competition teams.
4 He thinks they're boring.
5 Nobody goes cycling at James's school.
6 He thinks about the Olympics.

PRONUNCIATION /eɪ/ and /aɪ/

5 Write /eɪ/ sailing and /aɪ/ cycling on the board in two columns and model the pronunciation. Ask the students to copy the two columns into their notebooks. Encourage them to say the words in the box aloud and write them in the correct column.

1.09 Answers

The answers are recorded for students to check and then repeat.

/eɪ/ **sailing**	/aɪ/ **cycling**
baseball, day, skating, wait	bike, fly, life, riding

GRAMMAR Adverbs of frequency

Books closed. Write these sentences on the board:
I always go sailing at weekends. I'm never bored.
I usually go sailing in a team.

Encourage the students to tell you whether the sentences refer to the present, past or future (present) and whether they are talking about something we are doing now or something we do often or every day (often or every day). Ask them to say what the underlined words are (adverbs of frequency – we use these to say how often we do things).

6 Books open. Before the students look at this exercise, encourage them to find the adverbs of frequency in the texts about Jess and James.

Encourage the students to work in pairs to answer the questions. Although only *go* is used in the example sentences, point out that we can use most verbs with adverbs of frequency.

Answers

Sentences with a present simple verb:
I always go sailing at weekends.
I usually go to different sailing competitions.
I often go cycling with my friends.
*Sentences with the verb **be**:*
I'm never bored.
I'm sometimes tired.

In sentences with the **verb *be***, we put the adverb of frequency ***before*** the **adjective**.
In sentences with the **present simple**, we put the adverb of frequency ***before*** the **verb**.

→ **Grammar reference Student's Book page 143**

7 Encourage the students to compare these sentences with the sentences in Exercise 6 and to say what the difference is. (Exercise 6 – affirmatives; Exercise 7 – negatives and questions.)

Write *I don't often play rugby* on the board. Check understanding of what a 'main' verb is by asking a volunteer to come up and underline the main verb (*play*). Then students complete the rules.

Answers

In negatives and questions with the **present simple**, we put the adverb of frequency ***before*** the **main verb**.
In negatives and questions with the **verb *be***, we put the adverb of frequency ***before*** the **adjective**.

8 Books closed. Write the adverbs of frequency (*always, never, usually, often* and *sometimes*) on the board or on separate pieces of card. Encourage the students to put them in order of frequency, i.e. *always, usually, often, sometimes, never.*

Books open. Ask the students to look at the light bulbs and say what the difference between each set is (4 lit bulbs, 3 lit bulbs, etc.) and which adverb they think goes with 4 lit bulbs (*always*). Then ask *What do you write next to no lit bulbs?* (*never*) Now ask them to write *often, usually* and *sometimes* in the correct place.

Answers

1 always **2** usually **3** often **4** sometimes **5** never

9 Read through the examples as a class. Highlight the use of *but* for a contrast (*I often ... but I never ...*), *and* for in addition (*I often ... and I usually ...*) and also the use of adjectives (*It's boring, It's great fun*). Encourage the students to use questions with *How often do you ...?* and to give full answers with adverbs of frequency and adjectives. Model a good answer with a strong student and then with a pair of strong students. For example:

Student: *How often do you play badminton?*
Teacher: *I never play badminton but I sometimes play tennis. It's great fun. How about you?*

Mixed ability

Put students of the same ability together. Encourage weaker students to write their answers first – accept shorter sentences with only one sport, e.g. *I often play hockey.* Encourage stronger students to use longer sentences with several sports and an adjective.

Fast finishers

Fast finishers ask and answer new questions by changing the **sport** (basketball, karate, etc.), the **time** or **place** (during the week, at school, etc.) or the **person** (my brother, friends, etc.).

Extension activity

Prepare three or four sentences in the third person about the sports you do (and never do) at the weekend. For example:
She often goes cycling with her husband at the weekend.
She sometimes plays tennis with her friends.
She never plays or watches football. She thinks it's boring.

Read the sentences to the students and ask them to guess who they are about (you!).

Ask each student to write three sentences about their partner's answers to Exercise 9 but not to write the student's name.

When they have done this, collect in their sentences. Read them out to the class (without saying the students' names) and the class has to guess who it is.

Corpus challenge

Point out that the Corpus challenge boxes contain typical mistakes that students make at this level. Encourage the students to keep a list of their own typical mistakes and to look at it when they are revising their written work.

Answer
B

SPEAKING

10 Tell students that they are going to pretend to be a young sports star and that their partner is going to interview them. First, they are going to prepare for the interview. They should each think of a sport (a sport they play well or a sport they would like to play). They should work alone and write notes to answer the questions. Help the students with their answers, in particular question 5, where they need to give a reason.

11 Point out that the students should not ask question 1 because their partner needs to guess what sport it is. Remind the students to changes roles after they have done the interview once.

Extension activity

This could also be used for fast finishers. Using the texts about Jess and James as a model, Student A writes a short text about Student B, and Student B writes a short text about Student A, for a class magazine. Each student could take a photo of their partner or draw a picture to include in their article.

Cooler

Play 'Vocabulary tennis'. Divide the class into two teams and give each team the name of a famous tennis player. Team A says a sport and Team B scores a point if they make a correct sentence using *play* or *go* and an adverb of frequency. Team B then says a sport and so on. For example:

Team A: badminton
Team B: I often play badminton with my friends. (one point)
Team B: skating
Team A: I go skating never. (no points)

How do you play it?

Lesson profile

Reading	Descriptions of unusual sports and games
Listening	Two more descriptions of a sport and a game
Vocabulary	Sports and games; sports equipment (*Key* Reading and Writing Part 2)
Speaking	Talk about unusual sports and games
Writing	Write about a sport or a game

Warmer

Before the class, write some of the sports from pages 14 and 15 on the board with the vowels missing, for example b_dm_nt_n and v_ll_yb_ll. Challenge teams to complete the words as quickly as they can.

Cultural background

These are five real sports.

Cheese rolling: An annual cheese-rolling festival is held every year in Gloucestershire, England. It probably started in the fifteenth century. Gloucestershire is famous for its cheese. Double Gloucester, for example, is a strong, semi-hard cheese made from cow's milk.

Futsal: This is a Portuguese word which literally means 'hall football' (indoor football). In Spanish, it's called *futbol sala* (hall football).This sport probably started in Brazil and Uruguay at a time when a form of football was played indoors.

Croquet: This sport may have begun in Ireland or in France, but it became very popular in England in the 1860s. It was even played in the 1900 and 1904 Olympics.

Octopush (or underwater hockey): This started in the UK in the 1950s and it's now popular all over the world. As it is played underwater, it isn't easy for people to watch this sport.

Pelota: Although this sport was probably first played by the Ancient Greeks, it is now played in Spain and France (especially the Basque Country), parts of South America and the USA. It is thought that *pelota* means 'ball game'.

READING

1 If the class is slow to start, read out one of the possible answers on the next page and ask the students to choose the correct picture. Encourage them to use full sentences when they describe the pictures by writing these expressions on the board *I can see ... , I think it's a ... , there's a ... .*

With a weaker class, read the possible answers on the next page in a different order (or ask a stronger student to do this) and ask the students to match each description to a photo.

Possible answers

a I can see people outside. They're running down a hill. There's a white thing.
b Girls are playing with a ball indoors. The ball is smaller than a football. A girl is kicking the ball. She's trying to score a goal.
c A man is playing outside on grass. He's got a coloured ball and a stick.
d Two people are under the water. They've got a small ball and a small stick.
e A man is hitting a ball with his hand.

2 Use the pictures to pre-teach: (picture a) *grass, outside*; (picture b) *inside, a player, a goal, a match, kick*; (picture c) *hit, a hoop*; (picture d) *underwater*; (picture e) *hit*.

Finally, encourage the students to skim read the texts and match them to a picture. During open class feedback, invite them to justify their answers, e.g. *B is futsal because they are playing football and they are inside*.

Answers

1 octopush: d **2** futsal: b **3** croquet: c

3 Pre-teach *bat* by drawing a picture on the board or by asking *What do table tennis players hit the ball with?* Ask the students to read the sentences in pairs and try to say if they are right or wrong before they read the texts again. Encourage them to underline the answers in the texts and to correct the wrong sentences.

Mixed ability

Divide the students into three groups: Group 1 looks at the sentences about octopush (1–3), Group 2: futsal (4–6) and Group 3: croquet (7–9). All the students look at the other sentences for homework. **Fast finishers** write three or more right or wrong sentences for the rest of the class. Students will learn more about the other two sports (cheese rolling and pelota) in the Listening section (Exercise 4).

Answers

1 ✘ Octopush is like hockey.
2 ✔ **3** ✔
4 ✘ There are two teams with five players on each team.
5 ✔ **6** ✘ **7** ✔
8 ✘ In croquet, people don't play in teams.
9 ✘ Croquet players don't kick the balls, they hit them.

LISTENING

4 1.10 Write *Cheese rolling* and *Pelota* on the board. Before the class listens, in small groups, encourage the students to predict how cheese rolling and pelota are played, and whether they are played in teams, inside or outside. As they listen for the first time, students check their predictions and match the sports to the correct picture.

Answers

Pelota – picture **e** Cheese rolling – picture **a**

Audioscript

Conversation 1

Interviewer: What's the name of your game or sport?
Person 1: It's called pelota and it's a sport.
Interviewer: Can you tell me a little about it?
Person 1: Well, it's a very old sport and people usually use their hands to hit the ball.
Interviewer: How do they play it?
Person 1: They hit the ball against a wall.
Interviewer: Is it a team sport?
Person 1: Yes, there are usually two teams and each team has two players.
Interviewer: Do people play outside?
Person 1: Sometimes, but usually they play inside. We can play now. Come and try.

Conversation 2

Interviewer: What's the name of your game or sport?
Person 2: It's a game and it's called cheese rolling.
Interviewer: Cheese rolling! Tell me more!
Person 2: OK. There's a big round of cheese. One person pushes the cheese from the top of a hill. The cheese starts to roll down the hill and then lots of people run after it and try to catch it!
Interviewer: What happens next? Who's the winner?
Person 2: Well, the winner is the first person to get to the bottom of the hill with the cheese. And the winner can take the cheese home and eat it!
Interviewer: That's a funny game!
Person 2: Yes, it's really great. You can play the game with us.
Interviewer: Thanks, but I don't like cheese!

5 1.10 Encourage the students to read the sentences first and put a tick before they listen again. With a weaker class, play the recording again and stop after each answer.

Answers

1 Cheese rolling **2** Pelota **3** Cheese rolling **4** Pelota
5 Pelota **6** Cheese rolling **7** Cheese rolling **8** Pelota

VOCABULARY

6 Pre-teach *bat, racket* and *stick* by drawing three pictures on the board or referring to the pictures in the book. Copy the diagram onto the board and invite some students to come up and write the sports in the correct place.

Answers

use a bat, a racket or a stick: badminton, baseball, hockey, table tennis, tennis
use a ball: baseball, basketball, football, hockey, rugby, table tennis, tennis, volleyball
do it in teams: baseball, basketball, football, hockey, rugby, volleyball
do it alone or in teams: badminton, cycling, running, sailing, skating, swimming, table tennis, tennis

Extension activity

In small mixed ability groups, students copy the diagram onto an A3 or A2 piece of card. Encourage them to extend this diagram further by dividing *use a ball* into *hit*, *kick* and *throw* and to add sports to these three sub-categories, for example *hit*: tennis; *kick*: football; *throw*: rugby.

Encourage the students to divide *use a bat, a racket or a stick* into *over a net*, *into a goal* and also *on grass* and *inside*. Then, invite the students to think of some more sub-categories.

7 ● This exercise is similar to *Key* Reading and Writing Part 2. Students read five sentences and an example about the same person and/or topic. Here, the sentences are about Rob and his favourite sport. Encourage the students to read the sentences first and try to guess the missing word before they look at the options (A, B and C).

Answers

1 B 2 A 3 C 4 A 5 C

8 As a class, brainstorm a list of possible unusual sports and games onto the board. If necessary, also write a list of questions on the board to guide the students. For example:

Do you play it alone or in teams?

Do you play it on grass or inside?

Do you use a ball?

Do you use a bat, a racket or a stick?

How do you win the game?

Mixed ability

With a mixed ability class, ask a student to read the questions and either answer them yourself or ask a stronger student to give the answers.

WRITING

9 Organise the class into mixed ability groups of four. They can choose a sport or game either from Exercise 4 (pelota or cheese rolling) or from those they talked about in Exercise 8. Encourage the students to use the questions in Exercise 8 above to guide their note taking.

10 With a weaker class, use the text about octopush as a model and do it together as a class. Encourage the students to write a first draft in class for you to correct. They should then write up a final neat copy.

Project

A class survey

In small groups, the students prepare six *How often do you ...?* questions about sports for the others in the class. Each student should produce a table as follows with their own questions, and several columns for their classmates' answers. For example:

	1 Jon	**2** Ana
How often do you watch sports on TV?	*on Fri and Sat*	*sometimes*
How often do you play football after school?	*always*	*never*
How often do you go cycling with your family?	*never*	*on Saturday*

When they have done the survey, each group produces a short report. For example:

Jon always watches sports on TV on Friday and Saturday. He likes football and he always plays football after school with his friends. He never goes cycling with his family. Ana sometimes ...

Cooler

A general knowledge sports quiz: Write some questions based on the information in this unit (see below). Play in teams. Each team takes turns to answer a question and gets a point for a correct answer.

Sample questions (and answers)

1 What sport does Jess Barnes do at the weekend? (sailing)
2 Does she always go sailing alone? (no)
3 Does James Miller like rugby and football? (no)
4 Does he go cycling with his friends? (yes)
5 What's another name for octopush? (underwater hockey)
6 How many players are there on a futsal team? (five)
7 Are croquet balls the same colour? (no)
8 In which sport can you eat the 'ball'? (cheese rolling)

Extension activity

Students write five questions for a general knowledge sports quiz. They can either use the information in the unit or they can look for new information on the internet.

Teacher's resources

Student's Book

Grammar reference and practice page 143
Vocabulary list page 132

Workbook

Unit 1 pages 8–11

Go online for

- Corpus tasks

2 Tastes wonderful!

Today I'm making pancakes

Lesson profile

Vocabulary	Cooking and ingredients
Listening	A boy demonstrates how to make pancakes
Grammar	Present continuous and present simple
Reading	*Pancake day*
Speaking	Talk about Shrove Tuesday or another festival in your country

Warmer

Play *What's my sport?* to revise sports vocabulary and present simple question forms.

- Brainstorm a list of sports words from Unit 1 onto the left-hand side of the board.
- Write these words in the middle part of the board and ask the students to put the words in the correct order to make questions:
  use / Do / a / you / bat ? (*Do you use a bat?*)
  it / do / Do / you / alone ? (*Do you do it alone?*)
  teams / Do / you / do / in / it ? (*Do you do it in teams?*)
  hit / ball / Do / a / you ? (*Do you hit a ball?*)
  play / inside / you / Do ? (*Do you play inside?*)
- Choose one of the sports on the board but don't say which one. Encourage the students to ask you questions to find out *What's your sport?* Remind them that they can also ask *Do you use a ... ?* with *racket* and *stick*.
- Invite a student to the front of the class to choose a new sport and let the class ask them questions. Encourage stronger students to include some new *Do you ...?* questions. Continue as a class or in groups.

Cultural background

Shrove Tuesday, Pancake Tuesday or Pancake Day

In this lesson students learn how to make pancakes. These are thin, flat round cakes made from flour, milk and eggs. Traditionally in Britain, families make pancakes on Shrove Tuesday, the day before the start of Lent in the Christian calendar. In the past, families used their eggs to make a rich fatty food before the 40 days of fasting in Lent. In the Reading section, the students will learn more about this special day.

VOCABULARY

1 Ask the class to look at the pictures and ask them *What are we going to learn to do in this lesson?* (make a pancake) Pre-teach the main ingredients *eggs*, *milk*, *flour* and *sugar*. Then ask the students to match items 1–7 in the big picture to the words in the box.

1.11 Answers

The answers are recorded for students to check and then repeat.

1 oil **2** a bowl **3** a lemon **4** chocolate sauce **5** fresh fruit **6** cream **7** a pan

LISTENING

2 1.12 First encourage the students to look at the pictures and try to guess how to make pancakes using simple phrases, for example *First the eggs, then the milk.* Then they listen and number pictures **b–g** (the steps in making a pancake) in the order in which they hear them.

Answers

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

Audioscript

Presenter: Hello and welcome to Cook It! Today on the show we've got James, from Oxford, and he's making pancakes for us.

Presenter: What are you doing now, James?

James: I'm mixing the eggs and the milk together at the moment.

Presenter: How many eggs have you got, and how much milk?

James: I always use two eggs and 300 millilitres of milk. I never use water.

Presenter: OK, James. What's happening now?

James: I've got 100 grams of flour in this bowl. I'm adding the milk and eggs to the flour. I always mix it really well.

Presenter: Are you ready to cook the pancakes now, James?

James: Yes. I'm putting some oil into the pan. It needs to be really hot to cook pancakes ...

James: I'm cooking the first pancake now. I always make my pancakes very thin. Now, this is the difficult part. I need to cook the other side! And now – onto the plate.

Presenter: That looks great, James. ... What are you putting on the pancake?

James: This is chocolate sauce. I usually serve pancakes with lemon and sugar, but I'm not doing that today. As you can see, I'm serving this one with chocolate sauce, fresh fruit and cream today. And here it is! Enjoy!

3 Ask the students to look at the recipe and ask *What things do you need to make pancakes?* (eggs, milk and flour) Then ask *Which three words in the box do we use to say how much?* (300 ml, Two and 100 g). Ask the students to put these words next to the correct ingredient. If necessary, point out that we use grams (g) for flour and millilitres (ml) for milk.

Now check that the students understand the meaning of the cooking verbs (*mix*, *serve*, *cook*, *put* and *add*) by asking them to mime the verbs. For example, the teacher says: *Mix the eggs and milk together* and the students mime the action.

Then ask the students to complete the instructions in the recipe with these verbs. They then listen to the recording again and check their answers.

1.12 Answers

Two eggs, 300 ml milk, 100 g flour

1 Mix **2** Add **3** Put **4** Cook **5** Serve

Extension activity

If you have access to a kitchen in your school, use the recipe to make some pancakes with your class. If this is not possible, encourage your students to try the recipe at home. They could take a photo of their results, print it and write a short sentence next to it, e.g. *This is my pancake with lemon and sugar. It is very good.*

GRAMMAR Present continuous and present simple

4 Encourage the students to look at the examples in the book and say what the differences are between the examples in box 1 and those in box 2. (In box 1, the verbs are all '*be* + *-ing* form' and are talking about things happening *now*, *at the moment* or *today*. In box 2, all the sentences have adverbs of frequency and are talking about things we usually do.)

Answers

Box 1: Present continuous
Box 2: Present simple

→ **Grammar reference Student's Book page 144**

5 The students should complete these rules with the underlined words in the grammar boxes. Encourage stronger students to think of one or two more words for each one, e.g. present continuous: *right now*, *this week* and present simple: *often*, *sometimes*.

Answers

present simple: never, always, usually
present continuous: now, at the moment, today

6 Before they complete the exercise, ask the students to look at the sentences again in Exercise 4 and say how to form the present simple (*I/you/we/they* + verb, *he/she/it* + verb + *s*) and present continuous (*I/you/he/she/it/we/they* + *be* + verb + *-ing*).

Mixed ability

Pair up a stronger student with a weaker student. Before they complete the exercise, they should look for an adverb (*at the moment, always, today,* etc.) in each sentence, underline it and decide together whether they should use the present continuous or present simple.

Fast finishers

Encourage fast finishers to write some sentences about what they, their family and friends are doing *at the moment* and what they *usually, always, never* do.

Answers

1 cooks **2** gives **3** 'm (am) staying; 'm (am) not going
4 'm (am) watching **5** gets up **6** 're (are) having

Corpus challenge

Elicit from the class the rules for the present simple and continuous again, e.g. we use the present continuous for things that are happening now, today or at the moment but we use the present simple to talk about the things we usually, always, never do. Ask the students to correct the mistake.

Answer

B (am writing)

READING

7 Remind the students to use the present continuous for describing the photos. Also encourage them to say *why*. *Why is the girl eating pancakes? Why are the women running?*

Answers

a The woman is wearing special clothes. She is walking (in a parade).
b The girl's eating pancakes.
c The women are running with a pan and a pancake.

8 Pre-teach *amazing clothes* by asking the students to describe the clothes of the woman in picture **a** (amazing), *have fun* by asking if she looks bored (no, she's having fun) and *pancake race* by asking the students to say what they can see in picture **c** (a competition, i.e. a race) and what the women are carrying (a pan with a pancake).

Fast finishers

Fast finishers write quiz questions about the text for the other students, e.g. *What is Shrove Tuesday? When is it? What do people eat on this day?* Organise the class into teams. The fast finishers come to the front of the class, ask each team some questions and give points for correct answers.

Answers

Paragraph 1: picture **b**
Paragraph 2: picture **c**
Paragraph 3: picture **a**

About you

9 Demonstrate this activity by asking the students to ask you the questions first. Then, demonstrate the same activity in front of the class with two strong students. Some students may prefer to write their dialogue first before they say it.

With a weaker class, write the example dialogue on the board and ask them to read it through in pairs together first. Then rub out the information words (underlined below) and ask the pairs to create their own dialogue.

The students will learn more about festivals in the Culture section on Student's Book page 22.

Class: Do you have Shrove Tuesday in your country?
Teacher: No, we don't.
Class: Think of a festival in your country. What do you call it?
Teacher: We call it Carnaval.
Class: What do you eat?
Teacher: We don't eat anything special.
Class: What do you wear?
Teacher: People wear amazing clothes.
Class: What do you do?
Teacher: We go out in the streets to have fun.

Cooler

Copy the gapped pancake recipe on page 18 of the Student's Book onto the board and challenge the class to complete it from memory.

Lunch is always at midday

Lesson profile

Vocabulary	Food; meals (*Key* Reading and Writing Part 6)
Reading	*Tell us what you eat* – three teenagers talk about their daily meals (*Key* Reading and Writing Part 4)
Pronunciation	The sound /ə/
Listening	Molly, Jack and Ravi talk about school lunches on a radio show
Speaking	Talk about lunch
Writing	Write about what you eat every day

Warmer

Play 'The alphabet game'. Organise the class into small groups. Challenge the groups to write down the names of food for as many different letters of the alphabet as they can, e.g. **a**pple, **b**anana, **c**arrot, **d**oughnut.

Cultural background

The class is going to read about meals and meal times around the world. Some of the students may be surprised to read that Arjan from Britain has curry for supper (and not fish and chips, for example). Point out that one of the most popular meals in Britain is in fact curry because of Britain's rich diversity of cultures.

READING AND VOCABULARY

1 Ask the students to read the three paragraphs and find all the food words first. Then ask them to match the pictures with the words in the box.

Mixed ability

With a mixed ability class, ask groups of stronger and weaker students to work together on one paragraph only. Then regroup the students so that they can exchange their answers.

1.13 Answers

The answers are recorded for students to check and then repeat.

a yoghurt **b** hot chocolate **c** cabbage **d** fruit tea
e cucumber **f** salad **g** cereal **h** honey **i** jam **j** toast
k curry and rice **l** chilli **m** mango

2 ● This exercise is based on *Key* Reading and Writing Part 6, where students read descriptions of five words on the same topic and they have to write the correct word. In the exam the first letter of each word is given and there is a line for each other letter in the word.

Answers

1 dessert **2** snack **3** lunch **4** first course **5** supper

Fast finishers

Fast finishers write some more word descriptions for the other students.

Extension activity

Ask the students to copy this table into their notebooks, complete it with all the food words in the reading text and add some more words.

	Breakfast	Lunch	Supper
First course		*cabbage soup, chicken soup,*	
Main course	*cereal, cake, milk,*	*meat, potatoes,*	*a snack,*
Dessert		*ice cream,*	

3 ● This exercise is based on *Key* Reading and Writing Part 4. Encourage the students to say where in the text they found the answers.

Answers

1 C (*I usually have a sandwich, some crisps and some juice or water*)
2 B (*It is always at midday*)
3 C (*I usually have a sandwich, some crisps and some juice or water*)
4 A (*I usually have a glass of milk, but my sister has hot chocolate*)
5 B (*Sometimes I have cereal for breakfast, but it's usually bread and butter with cold meat or cheese*)
6 A (*The first course is pasta, ... then we have meat or fish ... Often for dessert we have ice cream*)

PRONUNCIATION The sound /ə/

The sound /ə/ is also known as the schwa. In English it is mainly found where a vowel is unstressed, e.g. butter. Write the words from Exercises 4 and 5 on the board with missing vowels, e.g. br_ _kf_st, l_m_n_d_, f_m_ _s, p_st_ . In teams, the students race against each other to complete the words first.

4 ▶ **1.14** Encourage the students to listen to the words and repeat them. Ask them to underline the letter(s) that make the sound /ə/: breakfast, famous, lemonade.

5 ▶ **1.15** Encourage the students to listen and repeat the words, focusing on the sound /ə/. Point out that we say *chocolate* with two syllables. Ask the students to find some more words in this unit with the sound /ə/.

Answers

pasta, chocolate, banana, salad, festival, tomato, yogurt, cucumber

Banana has two /ə/ sounds.

LISTENING AND SPEAKING

In the *Key* Listening Paper, students will often hear people mention two possible answers but only one of them is correct. On this recording the three people often mention two food or drink items but only one of these answers the question 'What is each person having for lunch?'

6 ▶ **1.16** Ask the students, in pairs, to look at the pictures 1–9 and write down all the food words they can see before they listen. Point out that they have to answer the question 'What is each person having for lunch?' and that this means *today* and not *usually* or *sometimes*.

To make sure that the students know what they have to do, stop the recording after Molly says *I'm having curry and rice* and check that all the students have written an M in the box next to the correct food (2). If necessary, play the recording several times, stopping after each person gives their answer.

Answers

1 J **2** M **3** R **4** R **5** J **6** R **7** M **8** J **9** M

Audioscript

Andy: Hello, I'm Andy Brown and you're listening to Radio Gold. Today, we're talking about school lunches. What do students eat every day? How healthy is it? I'm in Wilton School café with three students. Thanks very much for talking to me, guys. What are your names?
Molly: I'm Molly.
Ravi: I'm Ravi.
Jack: And I'm Jack.
Andy: Now, Molly, what are you having for lunch today?
Molly: I'm having curry and rice.
Andy: Mm, looks nice! What kind of curry is it?
Molly: It's vegetable curry.
Andy: And what have you got for dessert?
Molly: Well, I sometimes have fruit, but today I'm having chocolate ice cream.
Andy: And are you having a drink?
Molly: Yes, I'm having apple juice. I know water's better for you, but I don't really like it!
Andy: Ravi, what about you? What are you having?
Ravi: I'm having pasta with tomato sauce and cheese. It's really nice.
Andy: Are you having a dessert today?
Ravi: Yes, a banana.
Andy: And what are you drinking?
Ravi: I wanted lemonade, but there isn't any left! So I've got some water.
Andy: And Jack, tell us about your lunch.
Jack: I usually have a hot lunch, like pasta. But today I'm having some soup and a sandwich.
Andy: What kind of soup is it?
Jack: Vegetable soup. And this is a cheese sandwich.
Andy: And what have you got for dessert?
Jack: I'm having some chocolate today.
Andy: And what have you got to drink?
Jack: Lemonade.
Andy: Well, those are the lunches at Wilton School. Are they better than your school lunches? Send us a text or an email to Radio Gold!

Get talking!

Make sure the students can pronounce the useful language in the box correctly. Encourage them to use it in the Speaking activity (Exercise 7).

For more practice, see Student's Book page 124.

Answers

1 They are talking about sport.
2 1 Tell me about your favourite *sport*.
2 It's *badminton*.
3 I always have my racket in my bag!
4 I practise on Mondays and Tuesdays and I play matches on Wednesdays.
5 What about you?
6 Well, I play *volleyball*.
7 It's really fast and lots of fun.

1.17–18 Audioscript

Amber: Tell me about your favourite [*sport*].
Brad: It's [*badminton*]. I always have my racket in my bag! I practise on Mondays and Tuesdays and I play matches on Wednesdays. What about you?
Amber: Well, I play [*volleyball*]. It's really fast and lots of fun.

7 Demonstrate this activity by encouraging the students to ask you the questions first and modelling a good answer. Then invite two strong students to the front of the class to demonstrate before the students work in pairs. With a weaker class, write a conversation on the board first, practise it and then encourage the students to write a new conversation with their own answers. For example:

A: What do you think of Jack, Molly and Ravi's lunches? Are they healthy?
B: Well, I think Ravi's lunch is very healthy.
A: Do you have lunch at school or at home?
B: I usually have lunch at home. What about you?
A: I usually have lunch at home too. What do you have for lunch?
B: I usually have chicken, meat or fish.
A: Do you always eat a healthy lunch?
B: Yes, I do.

WRITING

Prepare to write

Tell the students that they are going to write a message on the internet about what they eat every day, similar to the paragraphs written by Luigi, Jan and Arjan.

GET READY If appropriate, ask the students to underline all the examples of *and*, *but* and *or* in Luigi, Jan and Arjan's texts. Check they understand the meaning of *and*, *but* and *or* by asking them for a translation.

Answers

1 but **2** and **3** but **4** or

PLAN Write the table on the board and complete it as a class. Encourage the students to include some useful phrases too. Ask the students to copy down the table with the complete sentences. To increase the challenge, rub out some of the words for the students to complete as they copy, e.g. *I usually ..... breakfast ..... 8 am.*

	time?	food?	drink?
breakfast	I usually have breakfast at *8 am*.	I have *cereal and toast* ...	... and *a glass of milk*.
lunch	I often have lunch at *12.30* at *school*.	I have *fish and salad* or *pasta*.	I often *drink water*. I never *drink juice*.
supper	I have supper at *home* at *7 pm*.	My favourite meal is *pizza* but we *often have rice*.	We always *drink water*.

WRITE Encourage the students to use these notes to write their own paragraph. They need to change the information words in *italics* in the table. Remind them to use *and*, *but* and *or* in their writing.

IMPROVE Encourage the students to look out for their common mistakes. You will need to point these out to them or they won't know what to look for, e.g. writing 'i' instead of 'I' or putting the adverb after the verb – ~~*I have usually fish.*~~

Fast finishers

Fast finishers work in pairs and take turns to ask and answer questions about the food and drink they have for breakfast, lunch and supper, e.g. *What time do you have breakfast? Do you drink milk? What do you eat?*

Project

Recipes

Arrange the class into small groups. Group work often works better if each member is assigned a role, e.g.
Project manager (makes the final decisions and co-ordinates the work)
Secretary (writes up the text)
Researcher (finds the information)
Artist (finds the artwork).

The students choose a favourite dish from their country and find a recipe for it. They write the recipe in English using the pancake recipe on page 18 of the Student's Book as a model. Each group produces a recipe with pictures.

Cooler

Organise the class into teams. Write a word from this unit on the board, e.g. *chocolate* and challenge the teams to think of a food or drink beginning with each letter, e.g. **c**abbage, **h**oney, **o**range, **c**urry, **o**nion, **l**emonade, **a**pple, **t**oast, **e**gg.

Teacher's resources

Student's Book
Grammar reference and practice page 144
Vocabulary list page 132

Video
What we eat

Workbook
Unit 2 pages 12–15

Go online for
- Progress test
- Video extra worksheets
- Corpus tasks

Culture
Festivals

Learning objectives

- The students learn about four different festivals from around the world.
- In the project stage, they describe a festival in their country.

Useful vocabulary

festival moon parade mask lamp lantern fireworks wish gift celebrate dress up decorate bring good luck

Preparation

(optional) Find a world map and pictures of festivals and celebrations from around the world. Include Pancake Day, the Moon Festival and Diwali.

Warmer

Put the world map on the board or on one of the classroom walls. Show the class the pictures of festivals (see Preparation above) and ask them *What's the connection between the pictures?* (They're festivals and celebrations from around the world.) Encourage the class to say what they remember about Pancake Day (Unit 2) and to tell you where to put the picture on the world map (on Britain). Then invite volunteers to describe what they can see in each of the other pictures and to try to put them in the correct place on the map.

1 If you have used the warmer above, encourage the students to scan the two texts to check that the Moon Festival and Diwali are in the right place on the world map. Then invite the students to say what they know about each festival by asking *What do the people do? What do they eat?* Encourage them to look at the pictures and make sensible guesses.

2 First, ask the students to read the texts and check their ideas in Exercise 1. Then ask them to find the words (1–10) in the texts, try to work out the meaning of each one from the context and match them with the descriptions (a–j).

With a **weaker class**, do *a mask* as an example. Although they may not know the meaning of this word, they should try to work it out from the clues, i.e. the pictures, the texts and the descriptions (a–j). Point out that the text says 'People *wear* special masks' and encourage the students to say what sort of thing a mask is (something you can wear). Now, ask them to match the rest of the words. Tell them to match the easy words first and do the rest using deduction.

Mixed ability

With a mixed ability class, students read one text only. Then they work with a partner who has read the other text and help each other with the matching task.

Fast finishers

Fast finishers help their classmates find the answers.

Answers

1 f **2** d **3** g **4** a **5** i **6** b **7** e **8** j **9** h **10** c

3 Encourage the students to complete the table with some of the words from Exercise 2 before they read the texts again. Point out that they don't have to write complete sentences – they can write notes.

Mixed ability

With a mixed ability class, ask the students to read the text they didn't read in Exercise 2 and complete the table for one festival only. Then, with a partner who read the other text, they share their answers and complete the information about the other festival.

Fast finishers

Fast finishers work in pairs and take turns to ask and answer the questions using complete sentences.

Answers

	The Moon Festival	**Diwali**
When is it?	Sept or early Oct, full moon	Oct or Nov, five days
What do people wear?	masks, dress up as dragons	bright clothes and jewellery
What do people eat?	moon cakes	special sweets
What do people do?	have parades, carry special lamps, have a meal with family and friends, look at the moon	light lamps, decorate their homes, give gifts, let off fireworks

Cultural background

St Patrick is one of the patron saints of Ireland. People say he died on 17 March around the year 493. St Patrick's Day is now a public holiday in Northern Ireland and the Republic of Ireland. The shamrock (a green clover leaf) is the symbol of this day; in fact many people wear green clothes on the day.

4 1.19 Tell the students that they are going to learn about two more festivals, one in Ireland and the other in Brazil. Encourage them to guess what these festivals are. First they are going to listen to Cannelle talking about St Patrick's Day in Ireland. Ask them to look at the picture and say what people wear on this day.

Ask the students to listen and answer the question *Where do people celebrate St Patrick's Day apart from in Ireland?* (USA, Canada, Spain)

Then ask them to read the sentences and say if they are right or wrong. Now play the recording again so that the students can check their answers. Encourage them to correct the wrong sentences.

Mixed ability

With a mixed ability class, play the recording several times, stopping after each answer is given.

Answers

1 ✔ **2** ✗ (17th March) **3** ✗ (they are really big) **4** ✔
5 ✗ (all the shops are closed)
6 ✗ (they wear funny green hats) **7** ✔ **8** ✔

Audioscript

Cannelle: My name's Cannelle and I come from Dublin, in Ireland. Every year we celebrate a special day called St Patrick's Day, which is the Irish national day. It's always on 17th March. People celebrate St Patrick's Day all over Ireland, but Dublin is the capital city, so the celebrations here are really big! During the day there's a big parade in the streets. I love watching that! There are people playing Irish music and doing Irish dancing. There are also shows to watch and great food to buy. All the shops are closed but the restaurants stay open.

Lots of people come from all over the world to join in the fun. They dress up in bright clothes and wear funny green hats. In the evening, there are fireworks by the river. Lots and lots of people go to watch those!

St Patrick's Day is an important festival in other countries too, for example the USA, Canada and Spain.

5 Before the students read the text, review the words in the box by reading out the descriptions from Exercise 2 and asking them to say the word, e.g. *What do you wear over your face?* (a mask) Encourage the students to read the text first without completing it. Then ask them to read the text again and to complete it using the words in the box.

Fast finishers

Fast finishers ask and answer the questions in Exercise 3 about St Patrick's Day and the Rio Carnaval.

Answers

1 festival **2** celebrate **3** parades **4** dress up **5** masks
6 decorate **7** fireworks

Project

- Brainstorm a list of festivals in the students' country onto the board. Ask the students which festivals they enjoy. Why? Are there any that they don't enjoy? Elicit what things festivals have in common, e.g. special food, special clothes, special activities.
- Organise the students into pairs or, with a larger class, into groups of four. Pair up able with less able students for this project. Each pair or group chooses a festival from the board.
- In their pairs or groups, encourage the students to take turns to ask each other questions about their chosen festival. (*What's the festival's name? When is it? What do the people wear? What do the people do? What do the people eat?*)
- Now ask the students to use their answers to these questions to make notes on the name of the festival, the date, clothes, food and activities.
- Then ask them to write a complete paragraph. Point out that they can use João's description of Carnaval as a model for their writing.
- Correct the students' first draft and encourage them to write up a neat copy and to include a picture or photo.
- Ask the students to copy the table in Exercise 3 into their notebooks with several empty columns. Then, while each pair or group reads their paragraph, the other students complete a column in their table.
- At the end, encourage a class vote on the best festival.

With a mixed ability class, ask the pairs or groups to find several pictures to illustrate the festival and to write one or two sentences about each picture.

Cooler

Tell the students you are thinking of a famous festival from this book or in their country (e.g. Diwali). The students can ask five yes/no questions, e.g. *Is it in October?* (Yes, it is.) *Do people wear masks?* (No, they don't.) *Do people eat special sweets?* (Yes, they do.) *Do people decorate their homes?* (Yes, they do.) *Is it Diwali?* (Yes, it is.)

Invite a student to come to the front of the class and to think of a different festival. The students now ask their five questions and try to guess which festival it is.

3 Great sounds

I love listening to rap

Lesson profile

Vocabulary	Types of music; musical instruments
Speaking	Talk about your favourite music and when and where you listen to it
Listening	Molly, Jack and Ravi talk about playing music
Grammar	*like, don't like, hate, love + -ing* with *quite* and *really*; spelling the *-ing* form
Writing	Write about what you and your family like and don't like doing

Warmer

Play this dice game. (You'll need one dice for each group of six students.)

- Write this on the board:

1 play football	**1** always
2 go cycling	**2** often
3 make pancakes	**3** usually
4 eat inside	**4** today
5 stay at home	**5** now
6 have lunch	**6** at the moment

- Demonstrate the activity to the class. Shake the dice. This number (e.g. 2) gives you the verb (*go cycling*). Shake the dice again. This number (e.g. 6) gives you the adverb (*at the moment*). Make a complete sentence (*I'm going cycling at the moment*). Point out that the students will need to use the present simple *or* continuous.
- Organise the students into groups of six and give each group one dice. Allow them to play the game for three or four minutes.
- After a couple of minutes, put some new verbs on the board for those students who are ready for a change (e.g. *have breakfast, drink lemonade, cook eggs, play badminton, go snowboarding, kick a ball*).

VOCABULARY

1 1.20 Ask the students to look at the picture at the top of the page for 15 seconds and then close their books. Ask them *What do you think the unit is about?* (music and musical instruments) Read the words (*classical*, *jazz*, *pop*, etc.) to the class and ask them to tell you what the connection between them is. (They are different types of music.)

Books open. Avoid trying to explain the meaning of the words before the students listen – the recording illustrates the meaning well. Encourage the students to give their reactions as they listen, e.g. *I like this! Boring! I don't like this. This is so cool!* Then ask them to listen and number the types of music in the order in which they hear them.

1.21 Answers

The answers are recorded for the students to listen and check.

classical **2** jazz **1** pop **4** rap **5** rock **6** soul **3**

2 Encourage the students to give a full answer and to explain why.

Sample answer

I think they are in their school music room because I can see posters with musicians and musical instruments.

3 Check that the students pronounce the names of the instruments correctly first. Then, encourage them to work in pairs and to ask and answer the question *Can you see the guitar? Yes, it's here. It's b.*

1.22 Answers

The answers are recorded for students to check and then repeat.

a drums **b** guitar **c** violin **d** keyboard **e** piano

About you

4 First practise saying the questions with the correct intonation by asking the students to copy your intonation. Remind them to give full answers with adverbs of frequency if possible.

Fast finishers ask and answer these questions about people they know.

With a **weaker class**, use a disappearing board conversation:

1. Write the questions with sample answers (see below) on the board.
2. Divide the class into As and Bs. As a class, As read the questions and Bs read the answers, then change roles (Bs read the questions and As the answers).
3. Students continue to do this in pairs. As they do this, begin to rub out words from the answers until the students are reconstructing the answers from memory.
4. Now encourage the students to read the questions (still on the board) and give their own answers.

Sample answers

1. I love pop music. That's my favourite.
2. I often listen to music after school and when I do my homework.
3. I usually listen to music in my bedroom.
4. I listen to music every day.
5. I sometimes listen to music alone but I listen to it with my friends too.
6. Yes. I can play the guitar.

Extension activity

Each student uses these questions to interview either a member of their family or a friend who is not in their English class. They can ask the questions in their own language, but when they report back to the class, they should read the question and the answer in English.

LISTENING

Cultural background

Music lessons in the UK vary from school to school. In some schools, students learn to play musical instruments such as the recorder, guitar, piano or drums and they also learn to sing. Many schools also have a school orchestra and/or a choir and sometimes a jazz band.

5 ▶1.23 Before the students listen, invite a brief class discussion on whether they do music at school and, if so, what they do in their music class.

Ask the students to look at the photo of Ravi, Molly and Jack again on page 24 and ask *What are they doing?* (talking) *Has the music class finished?* (yes) *What do you think they did in the music lesson?* (played instruments) Point out that the students will not hear the instruments in the same order as they appear on the page.

With a **weaker class**, ask the students to put the instruments in order the first time they listen and then listen again and write the name.

Answers

drums: Ravi violin: Molly piano: Molly guitar: Jack
keyboard: Ravi

Audioscript

Ravi: That was a fun lesson!
Molly: Yeah! I really enjoyed it too.
Jack: I liked listening to jazz. I don't usually like that type of music!
Molly: It's OK. We often listen to it at home. My parents like it!
Ravi: I loved playing the keyboard today ... and the drums.
Jack: You were quite good at the drums, Ravi! But they were a bit loud.
Ravi: I know! Hey, Molly, what's your favourite instrument?
Molly: Hmm ... I quite like playing the violin, but it's very difficult.
My favourite instrument ... hmm ... it's the piano ... I really love playing the piano.
Jack: What about the drums?
Molly: Sorry, Ravi, but I hate listening to the drums.
Ravi: That's alright, Molly. I don't like listening to the violin!
Jack: Hey, guys! It's time for our next class.
Molly: But Jack ... what instrument do you like playing?
Jack: Try and guess.
Molly: The guitar?
Ravi: And he likes rock music! He plays in a band.

6 ▶1.23 Give the students time to read through the sentences before they listen again. Encourage them to correct the wrong sentences.

Answers

1 ✔
2 ✘ (Her favourite instrument is the piano.)
3 ✘ (Molly hates the drums.)
4 ✔
5 ✘ (He likes rock music.)

GRAMMAR *like, don't like, hate, love + -ing*

7 Books closed. Elicit the language *like, don't like,* etc. by seeing how much the students can remember from the recording. Ask *What does Molly say about the piano?* (I really love playing the piano.) *And the drums?* (I hate listening to the drums.) *And the violin?* (I quite like playing the violin.) Then encourage the students to say what the expressions *really love, hate, quite like* have in common. (They all express a preference.)

Books open. The students complete the table with the sentences given. Ask them to say what form of the verb follows *love*, *like*, etc. (the *-ing* form)

▶1.24 Answers

The answers are recorded for students to check and then repeat.

a I really love playing the piano.
b I quite like playing the violin.
c I hate listening to the drums.

→ **Grammar reference Student's Book page 145**

8 Books closed, copy the table onto the board:

I like ... *write →* *run →* *help →* *listen →*

Ask volunteers to come to the board and write the *-ing* form of each verb. If appropriate, continue with the verbs in the book (*choose*, *drive*, *get*, etc.) on the board as an open class activity.

Elicit the spelling rules by asking: *What happens with verbs that end in -e?* (remove the e) *And verbs with one syllable that end in consonant-vowel-consonant?* (double the last consonant) *And verbs with more than one syllable?* (don't double the final consonant) *And all other verbs?* (add *-ing*) Rub the verbs off the board before the students do the exercise in the book.

Fast finishers

Fast finishers look back at Units 1 and 2 and find six more verbs to add to the table.

Answers

write→writing	run→running	help→helping	listen→listening
choosing	getting	learning	visiting
driving	sitting	singing	
making	swimming		
practising	winning		
riding			

Corpus challenge

Point out that students often forget to use the *-ing* form after verbs such as *like*, *love*, *hate*, etc.

Answer

I like listening to rock music.

WRITING

9 Ask students to combine words from each column to make sentences. Encourage them to use a range of preference expressions (*really love*, *love*, *like*, *quite like*, *don't like* and *hate*) by writing some example sentences first as a class.

With a **strong class**, or as an extension activity, brainstorm some verb + noun expressions (e.g. *play baseball, go snowboarding*) onto the board for students to use when they write their sentences. Either encourage students to look back at Units 1 and 2 and use expressions from these units or use the verbs in Exercise 8 with a suitable noun (e.g. *choose new clothes, get up early, learn how to play a new sport*).

Mixed ability

With a mixed ability class, set a time limit (for example 10 minutes) and an achievable minimum number of sentences expected (e.g. four sentences of at least five words each) for each student. Ask weaker students to write shorter sentences and encourage stronger students to write contrast sentences with *but*, e.g. *I hate ... but I like ...* or *I really love ... but I don't like ... .*

Fast finishers

Fast finishers work in pairs and take turns to ask and answer questions about the things they like, don't like, hate and love doing, e.g. *Do you like watching football? No, I don't, but I love playing it.*

Cooler

Play the different types of music from track 1.20 again and ask the students to identify both the types of music and the musical instruments they hear and also ask them to express their opinion,
e.g. *I quite like this music. I hate this because I don't like jazz.*

This is the MAD School

Lesson profile

Reading	*The MAD School* – a PowerPoint presentation about a music, acting and dance school
Speaking	Talk about the kind of school you would like to go to
Vocabulary	Words that go together
Pronunciation	Email addresses, phone numbers and names
Listening	Asking about a music school open evening (*Key* Listening Part 4)
Speaking	Asking and answering questions about a dance school and a music school (*Key* Speaking Part 2)

Warmer

Invite a brief class discussion on what the students can remember about Ravi, Jack and Molly: their appearance and their favourite musical instruments.

READING

Cultural background

In the UK, there are a number of special schools for talented and gifted children. These include the Royal Ballet School (dance), the Yehudi Menuhin School (music), Sylvia Young Theatre School (drama) and specialist Sports Colleges. Students follow the national curriculum, but up to a third of their timetable can be dedicated to their specialist area. There is also the BRIT school, which is a school of Performing Arts and Technology for students who would like to work in the arts, entertainment or communications sectors.

1 As a class, look at the photo of Ravi and encourage the students to say what he is doing. Then, give the students less than a minute to glance at the slides and answer the questions.

Answers

1 It's called the MAD School.
2 You can study music, acting and dance. / You can study music, musical instruments, film, TV, theatre, acting and dance.

2 Encourage the students to read the sentences first and see if they think they know any of the answers before they read the slides again more carefully and choose the correct one. You could get them to underline the answers on the slides.

Mixed ability

In a mixed ability class, give each pair of students two of the slides to read and answer questions about. Then, they sit with another pair and tell each other the answers.

Answers

1 free (*You don't pay to go there*)
2 teenagers (*It's for students between the ages of 14 and 19*)
3 jazz (*You can learn about different kinds of music*)
4 at the school (*Some students record albums*)
5 were (*Some very famous people studied there*)
6 answer (*Any questions?*)

Extension activity

Ravi asks if there are any questions. Organise the students into groups of three and encourage them to write some more questions (minimum three) about any aspect of the school.

Invite two or three stronger students to come to the front of the class and tell them that they are the directors of the school. The class ask their questions about the school and the 'directors' make up sensible answers.

About you

3 If necessary, pre-teach the school subjects in question 3: *Art, PE, Science*. Model a good answer first, either with a strong student (the student asks the teacher) or with two strong students.

VOCABULARY

4 Before the students complete the sentences, point out that they might have to add *-(e)s* to the verb for the third person.

With a **weaker class**, pen(cil)s down, read through the words in the box first. Then read the complete sentences with the answers and ask the students to say what words you used. Clear up any vocabulary problems and then the students pick up their pen(cil)s and complete the sentences.

Fast finishers

Fast finishers think of a famous musician and write some sentences about him or her using some of the words in the box. Then they read their sentences to the class without saying the musician's name. The other students try to guess who it is.

Answers

1 gives a concert 2 become an actor 3 plays in a band
4 record an album 5 become famous 6 teaches music

Extension activity

Introduce the difference between *learn*, *teach* and *study* by asking the students to complete these sentences using *learn*, *teach* or *study*.

1 My aunt is a teacher. She ..... maths at our school. (teaches) – *give new knowledge or skills*
2 I want to ..... how to play the piano. (learn) – *get new knowledge or skills*
3 I'm going to the MAD school to ..... music and acting. (study) – *go to classes to understand something new*

PRONUNCIATION Email addresses, phone numbers and names

5 Books closed. Write this email address on the board: debbie7707@freemail.com. Say it to the students and ask them to repeat it. Ask them to say how we say 'bb' (double b), '77' (double 7), '@' (at) and '.com' (dot com).

Books open. Point out that in British English we say *oh* for the number 0 and in American English we say *zero*. If necessary, revise the pronunciation of letters, in particular the more tricky ones, e.g. the vowels a, e, i, o and u, and the consonants g and j, b and v, w.

1.25 Answers

The answers are recorded for students to check and then repeat.

1 school – at – music – dot – com
2 oh-four-five-one, two-five-six, double three-seven
3 J-o-a-double n-a

6 Encourage the students to ask their partner questions: *What's your email address? What's your phone number? What's your grandfather's/grandmother's name? How do you spell it?* Remind them to say '@' and '.' correctly and to use *double ...* where appropriate.

LISTENING

7 ● **1.26** In *Key* Listening Parts 4 and 5, students listen to a conversation and complete some notes about it. If they hear the spelling of a name, they will need to spell this name correctly to get a point.

As a class, look at the picture and talk about what it shows. Read through the form and encourage the students to say what type of information is missing in each space and ask them to give you an example of each, i.e. first name and family name (e.g. Rachel Cross), an age (e.g. 15 years old), an email address (e.g. sara@funmail.com), a phone number (e.g. 889 5665) and a day of the week (e.g. Tuesday).

Now ask the students to listen to the conversation and complete the form. If necessary, play the recording several times.

Answers

1 Catherine 2 Barnes 3 15 (fifteen)
4 mikeb@music.com 5 01572 39968 6 Thursday

Audioscript

Receptionist: Good morning. The Music School. Can I help you?
Mr Barnes: Hello. Erm, yes ... I'm phoning about your Open Evening. I want to come with my daughter.
Receptionist: Fine. One moment ... right ... Can you give me your daughter's first name, please?
Mr Barnes: Catherine.
Receptionist: Can you spell that for me, please?
Mr Barnes: Yes, C – A – T – H – E – R – I – N – E.
Receptionist: C – A – T – H – E – R – I – N – E. OK. And her family name?
Mr Barnes: Barnes. That's B – A – R – N – E – S.
Receptionist: B – A – R – N – E – S. How old is she?
Mr Barnes: She's fifteen.
Receptionist: Fifteen. Can I have your email address, please?
Mr Barnes: Yes, it's mikeb-at-music-dot-com.
Receptionist: mikeb-at-music-dot-com ... Do you play music, Mr ... Barnes?
Mr Barnes: Yes, I play the violin.
Receptionist: Well, that's very good.
Mr Barnes: About the Open Evening ...
Receptionist: Two more questions, Mr Barnes. Can I have your phone number, please?
Mr Barnes: 0-1-5-7-2 3-9-9 6-8
Receptionist: 0-1-5-7-2 3-9-9 6-8. Now, we have two Open Evenings next week, Mr Barnes. Tuesday or Thursday. What day can you come?
Mr Barnes: Er ... Thursday.
Receptionist: Thank you, Mr Barnes. See you on Thursday.
Mr Barnes: Thank you. Goodbye.

SPEAKING

8 ● In *Key* Speaking Part 2, two students ask and answer questions using prompts they have on cards. One card has prompts to make questions and the other has information on it to answer their partner's questions.

As preparation for the Part 2 task on pages 129 and 130, the students make questions from the prompts. Check they form the questions correctly.

Answers

1 What's the name of the school? / What's the school's name?
2 Can you spell it please?
3 What can I/you/we study there?
4 How old are the students?
5 What's the email address?
6 What's the phone number?

9 Tell Student A to ask their questions first. Remind Student B that they should use the information given; they shouldn't make up details. If appropriate, invite pairs of students to come to the front of the class and demonstrate their conversation.

Project

A PowerPoint presentation on a special school

Organise the students into groups of four and assign a role to each member of the group (see Project teaching notes on page 27 for more information).

- They choose a type of special school they would all like to go to – this could be an Art, PE, Science or Drama school or any other type of school.
- The students either find a real school on the internet or make up their own school.
- Using Ravi's slides as a model, the group prepares about four PowerPoint slides to show to the class (or use a poster display if necessary).
- Then the group presents their school to the class.
- As the students listen to their classmates, they should think of one or two questions they would like to ask about the school.
- At the end of the presentations, the students vote for the most interesting special school.

With a **stronger class**, the students role play a conversation between an interested parent and the school receptionist. The parent phones the school to ask for more information about the school (they can use the questions they wrote above) and the receptionist answers. Remind the receptionists to make up suitable answers if necessary.

Cooler

Write the verbs *become*, *give*, *play* and *teach* on the board (see below). In small groups, encourage the students to think of three nouns or adjectives they can use with each one.

become | give | play | teach

famous an actor

Teacher's resources

Student's Book
Grammar reference and practice page 145
Vocabulary list page 133

Video
Great sounds

Workbook
Unit 3 pages 16–19

Go online for
- Video extra worksheets
- Corpus tasks

4 A true story

The missing ring

Lesson profile

Reading	*The missing ring* – a picture story, Part 1
Vocabulary	Describing things; *made of*
Listening	Todd describes his lost ring (*Key* Listening Part 1)
Speaking	Describe and draw an object

Warmer

Revise the musical instruments from Unit 3 by saying to the class *I'm playing a musical instrument. What am I playing?* and miming the action, e.g. playing the piano. Invite answers from the class, encouraging them to use the question *Are you playing the (piano)?*

Now ask a student to come to the front to mime the action of playing a different instrument and say *I'm playing a musical instrument. What am I playing?* The students continue in pairs.

READING

Cultural background

In this unit, students will read about a graduate who loses his class ring and then finds it again many years later. A *class ring* is worn by students graduating from a high school, college or university in the United States and Canada. These rings have the student's name, graduation date and college on them. It is not uncommon for graduates to lose their rings and post requests for help on the internet. A search on the internet will bring up several stories of students who lose their rings and then find them again many years later.

1 Books closed. Invite a brief class discussion by asking *When do members of your family give you presents?* (birthdays, Christmas, Saints or Name Days, other special days) Then ask *Do you get a present ... if you get good marks? ... when you finish school? ... when you finish university?*

Books open. Ask the students to look at frames a–c of the picture story and to cover frames d–g. Use the pictures to pre-teach *graduation* and *ring* by asking the class *What is the special day?* (Todd's graduation day) *What does his mom give him?* (a ring) (Mom is the American word for Mum.)

Then they read the rest of the story and answer the questions.

Answers

1 Because it's his graduation day.
2 Todd loses his ring.

2 With a **strong class**, encourage the students to read the sentences first and try to put them in order before they match them to the pictures. Check they have the correct answer by reading out the sentences in the correct order.

With a **weaker class**, ask the students to cover the sentences and look at the pictures. They point to the correct picture as you read the sentences in the correct order (adding some drama to the story).

Alternative treatment idea: Write the sentences onto strips of paper. In groups, students put each sentence next to the correct picture.

Answers

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

Extension activity

Invite predictions as to what happens next. If necessary, use questions to guide the class, for example *Does Todd tell his mom? What does she say? Does his mom buy him a new ring?*

In small groups, the students draw the next two frames and include some words. Display the new frames on the wall and ask the students to choose the best ending.

VOCABULARY Describing things

3 ▶ 1.27 Point out that the students will read and listen to the conversation in picture f. Encourage stronger students to listen to the conversation (and *not* read) and to answer the question *What is the ring like?* Then ask the students to practise the conversation in pairs.

Audioscript

Todd: Hi. Can you help me? I can't find my ring.
Police officer: What's it like? Can you describe it, please?
Todd: It's new, it's made of silver and it's got a big blue stone on it. It's got some writing on it too.
Police officer: I'm sorry, sir. We don't have a ring like that here.

4 Ask the students to match the pictures to the words. Point out that the words in the box *describe* the objects in the pictures, they do not *name* the objects.

Check that the students understand the meaning of the words by asking them to point to something in the classroom that is made of wood, of silver, of plastic and of gold and something that is broken, something that is round, something that is square, something with a date and something with writing on it.

Fast finishers

Fast finishers work in pairs and test each other on the pictures. For example:
A: What's **a**? **B:** It's wood.

1.28 Answers

The answers are recorded for students to check and then repeat.

a wood **b** a date **c** broken **d** silver **e** plastic **f** gold
g round **h** square **i** some writing

5 Ask the students to complete the table and then encourage them to think of some more adjectives for the Describing column. With a weaker class, write the extra words below *(in italics)* on the board and ask the students to add these new words to the table.

Suggested answers

Asking	Describing
What's it like? Can you describe it?	It's round, square, broken, *old, new, big, small.*
	It's made of wood, silver, plastic, gold, *leather, wool.*
	It's got a date, some writing, *a name, a number, a picture* on it.

6 Students should begin by asking each other *Can you describe something in the classroom? What's it like?* Demonstrate this activity with a strong student first.

Fast finishers

Fast finishers ask each other questions about things in their bedroom, bag, fridge, etc., e.g. *Can you describe something in your bedroom?*

Corpus challenge

When the students have found the mistake, tell them to write two or three more correct sentences about their things, e.g. *I've got a new bag. It's made of plastic.*

Answer

It's made of wood

LISTENING

7 ● 1.29 In *Key* Listening Part 1, students listen to five short conversations and they need to answer a question by choosing the correct picture, A, B or C.

The students are going to listen to three conversations between school students and the teacher in charge of lost property. Before they listen, pre-teach *key ring, earring* and *necklace* by asking them to look at the pictures and to tell you what each person is looking for (1 a key ring, 2 an earring, 3 a necklace). The students then listen to the three conversations and choose the right picture for each one.

Answers

1 B **2** A **3** C

Audioscript

Conversation 1

Woman: Hello. Can I help you?
Boy: Well, I can't find my key ring. It's my favourite.
Woman: What a shame. I've got some key rings here. Can you describe it, please?
Boy: Yes. It's square and it's made of plastic. It's got a picture of my mum on it.
Woman: Here it is.
Boy: Great, thanks.

Conversation 2

Woman: Hello. What are you looking for?
Girl 1: My earring.
Woman: OK. What's it like?
Girl 1: It's round, and it's made of gold.
Woman: Mm. Is it broken?
Girl 1: No, it's not broken. It's quite small.
Woman: Ah! Is this it?
Girl 1: Yes!
Woman: Don't lose it again!
Girl 1: I won't. Thanks!

Conversation 3

Girl 2: Excuse me. I'm looking for my necklace. Have you got any?
Woman: Yes, lots! What's it like?
Girl 2: Well, it's quite long and it's got a silver star.
Woman: I'm afraid there aren't any like that here.
Girl 2: Oh, that's a pity.
Woman: Ask me again tomorrow.
Girl 2: OK.

Get talking!

Write this gapped extract from the recording onto the board and invite the students to complete it:

Woman: I'm ..... there aren't any like that here.
Girl: Oh, that's a ..... .

Point out that *I'm afraid* and *I'm sorry* have a similar meaning. Elicit the meaning of *Oh, that's a pity* by asking *Is the girl happy? Why not?* Point out that *What a shame* can also be used here.

For more practice, see Student's Book page 124.

Answers

1 Kate – birthday party; Jamie – football; Paul – concert
2 The missing sentences are:
Conversation 1 – *I'm afraid I can't.*
Conversation 2 – *Oh, that's a pity.*
Conversation 3 – *What a shame.*

1.30 Audioscript

Conversation 1

Annie: Can you come to my party on Saturday, Kate?
Kate: What time?
Annie: About three o'clock.
Kate: I'm afraid I can't. I go swimming at three on Saturdays. Can I come later?
Annie: Yes, of course! See you then.

Conversation 2

Annie: Hi, Jamie, are you OK?

Jamie: No, not really. There's a football match this afternoon and I'm not in the team.

Annie: Oh, that's a pity. Do you want to come cycling with me instead?

Jamie: Yeah, OK. Thanks.

Conversation 3

Alex: Paul, I've got two tickets for the concert on Friday. Do you want to come with me?

Paul: I'd love to, but my dad says I can't go out this weekend. I've got exams next week.

Alex: What a shame! You can study on Saturday!

Paul: I know! Tell my dad!

SPEAKING

8 If your students don't enjoy drawing, they can describe one of the pictures in Exercise 7. Encourage them to use the language in Exercise 5 to do this.

Extension activity

Police station role-play.

- Each student thinks of an object they have lost and how they can describe it using the new language. With a **stronger class**, introduce some more adjectives, e.g. *cotton*, *wool*, *leather*, *metal*.
- Model the conversation with a strong student first, using the language from Exercise 3. For example:
  Teacher: Hi. Can you help me? I can't find my bag.
  Student: What's it like?
  Teacher: It's quite old. It's brown and it's made of leather. It's got my name inside.
  Student: I'm sorry. I'm afraid we don't have a bag like that here.
  Teacher: Oh, that's a pity.
- In pairs, the students take turns to be the police officer. Change the pairs around and repeat the conversation.

Cooler

Collect one object from each member of the class. If possible, collect the same object, e.g. their pencil cases. Each student has to describe their object correctly, using the language in this unit, before they can get it back. In a larger class, do this activity in two or three smaller groups. Ask for a volunteer from each group to listen to the descriptions and to give back the object (if the description is correct).

How surprised were you?

Lesson profile

Reading	*The missing ring* – Part 2
Grammar	*was / were* + , – , ?
Vocabulary	*How* + adjective
Pronunciation	Intonation in *How* + adjective questions
Speaking	Ask and answer *How* + adjective questions
Writing	Write a description using adjectives

Warmer

Test the class's memory of the missing ring story. Turn it into a quiz by dividing the class into teams and awarding points for each correct answer. Suggested questions (and answers):

What is the special day? (Todd's graduation day)
When is it? (1993)
How old is Todd? (21)
What does Todd's mom give him? (a 'class ring')
What's it like? (expensive, silver, blue stone)
What is on the ring? (Todd's name / some writing / the name of the university and the date)
Where does Todd go two days later? (Sam Rayburn Lake)
Why? (to catch some fish)
Where does Todd look for his ring? (in his bedroom)
How does he feel? (worried)
What does he do next? (he phones the police)
Have they got his ring? (no)

READING

Cultural background

Pounds and ounces are still used in the United States. Although kilograms and grams are now used in the UK, some older people still refer to pounds and ounces there too. 1 pound = 453.6 g, 10 pounds = 4 kg 536 g

1 Books closed. Tell the students it is now 2014 and encourage them to predict what happens next in the story.

Books open. The students read the second part of the story, check their predictions and answer the questions.

Answers

1 42 (he was 21 in 1993, it is now 2014)
2 In a drawer at home.

2 Books closed. Ask the students *What do journalists do?* and elicit the answer *Interview interesting people and write articles*. In small groups, encourage the students to think of three or four questions journalists might want to ask Todd.

Books open. Students check their ideas with the questions in the exercise and answer them. Point out that the students need to use the first person 'I' in their answers as they are writing Todd's answers.

Suggested answers

1 Yes, I was very surprised.
2 It was inside a fish in the lake.
3 It's made of silver and it's got a big blue stone on it. It's got my name on it.
4 Yes, it was. (It was a present from my mom.)
5 I was 21 years old.

Extension activity

The students role play the interview between the journalists and Todd using the questions and their answers from Exercise 2. For example:

Journalist: Can I ask you some questions?
Todd: Yes, of course.
Journalist: Are you wearing the ring now?
Todd: No, I'm not. It's in my drawer.
Journalist: Were you surprised to get your ring back?

3 Have a brief discussion to get the students' reaction to the story.

GRAMMAR *was / were +, –, ?*

4 The students read the sentences and complete the rules.

→ **Grammar reference Student's Book page 146**

Corpus challenge

Answer

The weather *was* good yesterday.

VOCABULARY *how + adjective*

5 Encourage the students to look at the form of the questions and say how we make questions to ask for a description (*How* + adjective).

Then tell them to look at the answers and say how we answer questions with *How* + adjective (with *very / quite / not very* + adjective or a number).

Ask the students if they can think of another way to say question 2. (= *How much was it?*) Point out that the answer to *How expensive was it?* can also be *It was quite/very expensive*.

Answers

1 old c 2 expensive e 3 big d 4 difficult a 5 surprised b

PRONUNCIATION Intonation in *How* questions

6 ▶1.31 Encourage the students to listen to each question carefully and say whether the speaker's voice goes up or down (it goes down – falling intonation). Then ask them to repeat the questions paying attention to the falling intonation.

With a **stronger class**, students take turns in pairs to ask and answer the questions. Encourage the students to make up the answers (see below) and remind them to use *very / quite / not very* or a number in their answers.

Possible answers

1 It's very big. 2 He's 13 years old. 3 He wasn't very late.
4 It was very exciting. 5 It wasn't very difficult.

About you

7 Check that the students know the meaning of the adjectives by asking *What adjective is this?* and pointing to objects (for *tall, long* and *clean*) or through mime (for *good, hot, hungry, tired, far* and *hard*).

Remind the students how to form the question using *How* + adjective + *be* + object. Point out that some of the questions may be in the plural, e.g. *How hot are the summers?*

With a **weaker class**, do the first three or four questions as a class on the board.

Before the students do the exercise orally with a partner, check that they have the correct questions and then encourage them to write a suitable answer using *very / quite / not very*.

As an alternative to *very*, *quite*, etc., for question 1, teach them how to say height/length, for example *one metre*, *fifty centimetres*; for question 3, teach them temperatures, for example *thirty two degrees*; for question 8 remind them how to say distances, for example *five hundred metres*, *two kilometres*.

Fast finishers

Fast finishers also ask and answer the questions about people they know, e.g. *How tall is your best friend? How good is your grandad at English?*

Extension activity

Give the students a list of numbers or measurements, e.g. *17 degrees*, *10 cm*, *3 m 40*, *20 km*, and ask them to think of a *How* + adjective question for each of them, e.g. *How hot is it today? How long is your pencil case? How tall is that tree? How far is your grandmother's house from here?* In pairs, they ask and answer these questions.

WRITING

Prepare to write

GET READY Books closed. Write the following question prompts on the board and encourage the students to make complete questions.

What / your favourite thing? (What's your favourite thing?)
How old? (How old is it?)
What / like? (What's it like?)

Read the text and encourage the students to answer the questions on the board. Ask them to say where adjectives normally go in the sentence (before the noun, e.g. *a young girl* or after the verb *be*, e.g. *It's very beautiful*).

Books open. Ask the students to underline the adjectives in the text. With a **stronger class**, encourage them to find words we can use to describe the adjective (modifiers), e.g. *quite* and *very*.

Then ask the students to complete the sentences with the adjectives in brackets. Remind them that we never put an '-s' on an adjective even if the noun is plural, i.e. *expensive rings* not ~~*expensives*~~ *rings*.

Answers

Students should underline: favourite, young, big, brown, beautiful.

1 It's a big old house.
2 I like my new green coat.
3 This is fantastic music!
4 There are some expensive rings here.
5 I've got a very nice mobile phone.

PLAN Look at the model text first as a class and decide what information is included and in what order. (*What's your favourite thing? How old is it? What's it like?*) Encourage the students to ask and answer the three questions in pairs before they make notes.

WRITE With a **weaker class**, write the model text on the board. Remove the information words and leave the paragraph structure:

My favourite thing is my ..... It's about ..... years old. It's ..... It's made of ..... and it's ..... I think it's ..... .

As a class, choose a new 'favourite thing' and complete the text on the board with appropriate information.

IMPROVE Encourage the students to check that they have included enough adjectives, that they have put them before the noun, spelled them correctly and have not added an '(e)s' to make the adjective plural. Then ask them to check their partner's paragraph for these things.

Project

A missing object poster

- Organise the class into groups of three and label the group members A, B or C (this is for the final 'walk around the classroom' activity). Tell the students that they have lost something that is important to them, e.g. a piece of jewellery, an item of clothing, a birthday present, a pet. They need to design a poster with the title 'MISSING!', a picture or photo of the object and a short description. Encourage the students to use the language in Exercise 5 on page 29 of the Student's Book.
- Display the posters around the classroom.
- Student A stands next to the poster and Students B and C walk around the classroom asking the Student As *How* + adjective questions about the missing objects advertised on the posters, e.g. *How old is it? How big is it?* Before they begin, brainstorm some adjectives the students can use with their *How ...?* questions, e.g. *big*, *old*, *long*, *wide*, *expensive*. Allow about five minutes for them to ask their questions. If the class enjoys competitions, Student As award points for each correct *How* + adjective question.
- Then Student Bs stand next to their posters while Students As and Cs walk around the classroom asking questions about the posters. Once again allow five minutes for this.
- Student Cs then stand next to their poster while Students A and B walk around the classroom and ask questions.

Cooler

Play 'What's my favourite thing?' Tell the class that they have to guess what your favourite thing is. They can ask you five questions. For example *(my car)*:
How big is it? (It's quite big.)
How old is it? (It's very old.)
How clean is it? (It's very dirty. I need to wash it.)
How expensive is it? (It was quite expensive.)
Where is it? (It's in the school car park.)

Encourage them to use '*How* + adjective' questions but allow other questions if necessary.

Then students choose their own 'favourite things' and play the game in small groups of four or five.

Teacher's resources

Student's Book
Grammar reference and practice page 146
Vocabulary list page 133

Workbook
Unit 4 pages 20–23

Go online for
- Progress test
- Achievement test
- Corpus tasks

Design and Technology

Logos

Learning objectives

- The students learn about logo design and have the opportunity to give their opinions on logo design.
- In the project stage, they either create their own logo or make a logo collage.

Useful vocabulary

design logo background company organisation ring check mark capital letters lower case

Preparation

(optional) For the warmer, either ask the students to bring in some packaging from two or three of their favourite food and drink products (e.g. a can of cola, a tomato ketchup bottle, a breakfast cereal packet) or prepare a short PowerPoint presentation (or some pictures) of well-known food or drink logos, such as Coca-Cola, Heinz ketchup, 7-Up.

For the project, bring in examples of how both projects might look.

- Find some examples of school or club logos on the internet (search for 'school logo' on a web browser).
- Create a basic collage of a teacher's day through logos, e.g. the logo from a breakfast cereal, a newspaper, a mobile phone, a car (or the city's public transport), the publisher of the English book, a midmorning snack, a lunchtime meal (perhaps a café near the school), a local cinema, a TV channel.

Warmer

If the students have brought in some packaging (see Preparation stage above), encourage them to ask and answer questions about the food and drink in small groups, e.g. *What is it? How do you know?* If you have prepared the PowerPoint presentation (or some pictures), encourage the students to say what each logo is for, e.g. *It's Coca-Cola. It's a fizzy drink. It's McDonald's. You can eat burgers and chips there.*

NB The cooler for this unit is to play a Logo Quiz (see next page). You might decide to use this game both as a warmer to spark interest *and* as a cooler.

1 Books closed. Show the class the pictures of the logos in their book or use the logos from the warmer above. Invite a brief class discussion on logos by asking *What are these?* (logos) *What is a logo?* (a picture used by a company to advertise its product) *What logos can you find in the classroom? Have you got a favourite logo?* Books open. Encourage the students to answer the questions and to say what they know about each company or organisation.

Answers

a Facebook **b** The Olympic Movement **c** GAP **d** Nike

2 Encourage the students to read the text fairly quickly first and match each paragraph to one of the logos in Exercise 1. Then ask them to read it more slowly and find the answers.

Mixed ability

With a mixed ability class, organise the class into four groups. Each group reads the introduction (paragraph 1) and one of the logo information paragraphs (paragraphs 2–5). They match their information to one of the logos in Exercise 1 and answer the two questions.

Then reorganise the students into groups of four, where each member has read a different paragraph. Give them a framework so that they can report back on the information they have read, e.g. *I have read paragraph (number). It talks about the logo for (company). This organisation/ company … (What does the company do?)*

Answers

a Facebook – a social networking site.
b The Olympic Movement – chooses the city for the Olympic Games. (Set up in 1894, they have been organising the modern Olympics Games since they first began in 1896.)
c Gap – a clothing company. (It's a multinational American company based in San Francisco.)
d Nike – a sports clothing company. (This American company began as Blue Ribbon Sports. It became Nike in 1978.)

3 Encourage the students to read the questions and try to answer them before they read the text again. Remind them to underline the answers in the text.

Mixed ability

With a mixed ability class, organise the students into groups of four, where each student has read a different paragraph, and ask them to read their paragraph again. Then ask the students to share their information and answer the questions together.

Answers

1 Gap **2** Facebook and Nike **3** Gap, Facebook, Nike
4 Facebook **5** The Olympic Movement

Subject learning

In the next section, the students are going to talk about logo design and then create their own logo. Invite a class discussion on logos by asking the questions below. If appropriate, do this in the students' own language.

- What is a logo?
- Why does a company need a logo?
- Where do companies put their logos?
- What does a good logo look like?
- Who do you think creates a company's logo?
- How much do you think a company pays for its logo?

4 Pre-teach *capital letters, lower case, shape of background, font* by pointing these things out on the logos in Exercise 1, e.g. *Which logo has capital letters?* (GAP) *Which logo is in lower case?* (the f for Facebook)

Introduce some more useful language that the students can use to do this exercise e.g. *I like … best/least because … , I think … , Me too!* Remind the students to use *Tell me about (the Nike logo). It's … , What about you? Well, I …* from Student's Book Unit 2 page 21 too.

If necessary, model a conversation about the first logo with a strong student (see sample answers below). With a **weaker class**, it may be necessary to write the sample answer below, for the Facebook logo, and then encourage the students to use this as a framework for their description of the other logos.

Sample answers

Student: Tell me about the first logo.
Teacher: It's for Facebook. The f is lower case and it's white. The background is a blue square. It's a single letter. The writing is very clear. I like it because it looks like a button on a computer. I think it means 'Let's connect!' What about you?
Student: I like it, too!
A: Tell me about the second logo.
B: It's for the Olympic Movement. There are five coloured rings but there aren't any letters. The background is white. I like it because the rings represent different parts of the world. I think the colours on the rings are from the flags of the countries, e.g. red and yellow are Spain and blue is Argentina. This means it is an international company. What do you think of it?
A: I agree! The rings are together because sports bring us together.
B: Tell me about the third logo.
A: It's for Gap. It uses white capital letters. The background is a blue square. It's a whole word. The writing is clear but it's boring. I prefer the Facebook logo. What about you?
B: I like it because it looks serious. I think it's blue and white because the shop sells a lot of jeans.
A: Tell me about the last logo.
B: It's for Nike. It's a black check mark on a white background. It's very famous and everyone knows it. It's my favourite logo. I love it!
A: Me too! I think it means 'fast'. A check mark is a tick, which also means correct.

Cultural background

Microsoft is an American multinational company based in California, which sells computer software. It began in 1975. Nestlé is a Swiss multinational company which sells food and drink, including baby food, breakfast cereals, ice cream, chocolate and coffee. It began in the 1860s.

5 Before the students read the exercise instructions, encourage them to look at the four logos for each company and to consider how they have evolved over time, for example how the lettering has changed, the use of colour, the simplicity of the design, what the pictures might represent. For question 3 they have to draw a picture.

Project

Present the logos you've collected in the Preparation stage above to the class with a brief description. Encourage the students to give their opinions on the school or club logos and invite them to think of some more logos you could add to your collage.

Then, organise the students into groups of four and encourage them to choose the project first. Although the group should work together on each stage, it may be necessary to appoint roles, e.g.

- For project 1 (design a logo) appoint a **designer** (thinks of the design), an **artist** (draws the design), a **journalist** (writes a description of the logo) and a **presenter** (presents the design to the class).
- For project 2 (make a collage) appoint an **editor** (helps the others to brainstorm ideas for logos, about 6–8 different logos), a **designer** (finds the logos, prints them and makes the collage), a **journalist** (writes a description of the day) and a **presenter** (presents the collage to the class).

As they listen to the other groups' presentations, ask the students to answer these questions:

1 What is the project?
2 What do you like best about it?
3 Can you think of a question to ask about the project?

Cooler

Play Logo Quiz. Logo Quiz is a popular app where players are shown famous logos and they have to type in the name of the company. *Either* create a paper-based version by finding (or asking the students to bring in) pictures of about 20 logos from a variety of companies *or*, if appropriate, download the app and play the game on the classroom computer or tablet.

Organise the students into teams. Each team takes turns to identify the logo and give a brief description (encourage stronger students to say more), e.g. *This is the logo for Samsung. It uses white capital letters on a blue background. I like it.* Award one point for the correct company and one point for a good description.

5 Fantastic facts

Neil Armstrong walked on the moon

Lesson profile

Reading	A quiz about famous past events
Vocabulary	Common regular verbs; dates with *in* and *on* with days, months and years
Grammar	Past simple: regular verbs
Pronunciation	Past simple verb endings
Writing	Write about yourself in the past

Warmer

If necessary, first remind the students how to say dates correctly by writing some dates on the board, e.g. 1903, 1910, 1973, 2000, 2016 and asking them to listen and repeat.

Then do a 'Date' quiz: Choose five important years and dates in history and dictate them to the class, e.g. *in 2000* (or the year in which the students were born), *in the 20th century* (when you were born), *on 12th June 2014* (the World Cup was in Brazil), *in 1492* (when Christopher Columbus sailed to America), *on 1st January 2001* (some people say that the 21st century began then). Check that the students can pronounce each one correctly by saying them and asking the students to repeat.

Organise the class into teams. Play the quiz by asking each team to say why the date is important. Award points for the best answers (i.e. those closest to the truth).

Introduce the unit topic by asking the students to say what the unit is about, i.e. famous dates in history.

READING AND VOCABULARY

1 If the class enjoy competitions, do Exercises 1 and 2 as a class quiz by organising the students into teams of four. Begin by asking the teams to identify the famous people or things in the pictures and say what they know about them. Award points for every correct piece of information but do not worry too much about correct sentences in the past tense for now.

Then, ask them to match the pictures with the sentences in Exercise 2. (They should not choose the options A, B, C yet.) Award the teams a point for every correct answer.

Encourage the students to write down the new vocabulary, making sure they write the verb and the noun, i.e. *climb a mountain, cross the ocean, paint a picture, play a match, walk on the moon, record an album, complete a computer program, join a band, open a department store, text a message.*

Answers

a 4 **b** 3 **c** 6 **d** 2 **e** 10 **f** 1 **g** 7 **h** 8 **i** 5 **j** 9

2 Ask the students to first decide on their answers individually. Then, continuing in their teams, the students take turns to read out their answers and decide together on the correct one. For example:

A: I think they climbed Mount Everest on 29th May 1953. How about you?
B: Me too!

Invite members of the teams to read out the teams' answers. Record these on the board. Then play the recording for students to hear the correct answers. Award one point for each correct answer.

1.33 Answers

1 C **2** B **3** A **4** A **5** B **6** A **7** A **8** C **9** B **10** C

Audioscript

1 Edmund Hillary and Tenzing Norgay climbed Mount Everest on the 29th of May 1953.
2 Amelia Earhart crossed the Atlantic Ocean, alone, by plane in 1932.
3 Leonardo da Vinci painted the Mona Lisa in the 16th century.
4 Rafael Nadal played his first tennis match at Wimbledon in 2003.
5 Neil Armstrong walked on the moon on the 21st of July 1969.
6 Shakira recorded her first album in 1990.
7 Ada Lovelace completed the first computer program in 1842.
8 Ringo Starr joined The Beatles in September 1962.
9 Aristide Boucicaut opened the first department store in Paris in 1852.
10 Neil Papworth texted the first text message in December 1992.

3 Demonstrate this activity first by asking the students to turn over their books so that they can't see the information. Read the date and encourage them to give you the correct past event. For example:

Teacher: On 29th May 1953 ...
Team 1: Edmund Hillary and Tenzing Norgay climbed Mount Everest.

Mixed ability

With a mixed ability class, pair up a strong student with a weaker student. Ask the weaker student to read the date (with their books open) and the stronger student to give the past event (with their book closed).

4 Encourage the students to find examples of *in* and *on* in the quiz in Exercise 2. If appropriate, ask them to underline *in* and circle *on*. Next, ask them to look at the time expressions in the box in and say when we use *on* and *in*.

Answers

We use *on* for the date and the day: *on* 9th January 1889, *on* Tuesday.
We use *in* for months, years and centuries: *in* January, *in* May 1960, *in* 2003, *in* the 20th century.

GRAMMAR Past simple: regular verbs

5 Books closed. Write three sentences from the quiz on the board with the verb missing and ask the class to complete them with the correct verb in the past simple. For example:

Amelia Earhart ..... the Atlantic Ocean. *(crossed)*

Ringo Starr ..... The Beatles. *(joined)*

Ada Lovelace ..... the first computer program. *(completed)*

Ask the students to say when the events happened (before, in the past) and ask them to say how we write the verb in the past (verb + *-ed*). Point out that we call these verbs *regular* verbs because they all end in the same way (verb + *-ed*).

Tell the students to look at the verb *complete* and ask *What do we add when the verb ends in -e?* (add *-d*).

Books open. Point out that there are spelling rules for the regular verbs and ask the students to tell you the rules: verbs ending in ...

consonant → *+ed*

-e → + *d*

consonant + *y* → -ied

vowel + *y* → *+ed*

Ask the students to copy the table into their notebooks and complete it. Point out that they need to write both the infinitive and the past simple form. Tell them to leave plenty of space at the end of the table in case you want them to add to it. (See the Extension activity on page 46.)

Copy the table onto the board. Fast finishers write the correct answers onto this table for the others to use to check their answers.

Answers

climb → climbed	change → changed	carry → carried
finish → finished	invite → invited	copy → copied
help → helped	phone → phoned	study → studied
stay → stayed	clean → cleaned	
enjoy → enjoyed	cook → cooked	
play → played	join → joined	

→ **Grammar reference Student's Book page 147**

6 Ask the students to complete the sentences and remind them to check their spelling by looking at the table they completed in Exercise 5. Tell them to add *practise* (*practised*) to the correct column of their table.

Fast finishers

Fast finishers rewrite the sentences so that they are true for them, e.g. *I joined the swimming team in May.*

Answers

1 helped **2** phoned **3** copied **4** practised **5** cooked; on **6** studied; in **7** played; in **8** invited; on

Corpus challenge

Point out that according to the corpus, one of the most common mistakes made by students at this level is writing the verb in the present instead of the past. Encourage the students always to check their written work for this mistake.

Answer

I visited a friend

PRONUNCIATION Past simple verb endings

7 1.34 Some students may find it difficult to hear the difference between /d/ and /t/ (and to pronounce them correctly). At this level, the most important thing is that they don't pronounce *played* as two syllables and that they know that with verbs whose infinitive ends in a /t/ or /d/ sound, the *-ed* ending is pronounced /ɪd/.

Ask the students to listen to the three sounds first and to try to hear the difference between the three endings. Then ask them to write the verbs in blue in Exercise 2 in the correct column of the table. If the students are slow to start, do this exercise as a class. Read each verb in Exercise 2, ask them to listen and repeat and to say how the *-ed* is pronounced.

Play the recording for them to check their answers and then play it again for students to practise by repeating the verbs.

1.35 Answers

The answers are recorded for students to check and then repeat.

/d/ answered: climbed, played, joined, opened

/t/ finished: crossed, walked

/ɪd/ waited: painted, recorded, completed, texted

About you

8 Test the students on the pronunciation, spelling and meaning of the past tense of the verbs in the box by asking *What's the past simple of (finish)?* (finished) *How do you spell it?* (f-i-n-i-s-h-e-d) *Tell me something you can (finish).* (homework)

Encourage the students in pairs to take turns to ask and answer these questions about all the verbs. If necessary, write the questions on the board.

Then ask the students to write at least six sentences. Fast finishers should write more.

Mixed ability

With a mixed ability class, write some sentences together as a class on the board. Then rub out the verbs and encourage the students to complete the sentences with the correct verb in the past simple. Finally, ask them to copy and change six sentences so that they are true for them, e.g. *I ..... my homework at half past six.*

When the students have written their sentences, encourage them to compare them with their partner's, by saying them aloud. For example:

A: I finished my homework at half past six. What about you?
B: We finished school at two o'clock.

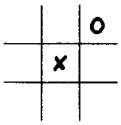
Extension activity

In small groups, students take turns to read out their sentences from Exercise 8 without the verb. The other members of the group repeat the sentence, adding the missing past simple verb. For example:

A: I ..... a mountain in March.
B: I *climbed* a mountain in March.

Cooler

Say to the class: *Do you know how to play noughts and crosses?* Draw a grid on the board:



Organise the class into two teams: 0s (noughts) and Xs (crosses). Make sure everyone knows how to play and demonstrate the basic game if necessary: Player X goes first and puts an X in their chosen square. Then Player 0 does the same. The winner is the first player to make a line of three noughts or crosses (horizontal, vertical or diagonal).

Now draw this grid on the board:

dance	play	join
finish	climb	cross
travel	paint	open

In order to win a square, the team needs to say and spell the past simple form of each verb correctly.

With a **stronger class**, also ask them to make a complete sentence with the verb in the past simple, e.g. *I climbed a mountain two months ago.*

The Great Fire of London

Lesson profile

Vocabulary	*buildings, crowded streets, fire, rat, sick person*
Listening	A guided visit to a museum about London and the Great Fire
Reading	*The Great Fire and The Black Death*
Speaking	Give a talk about an important event in the history of your country

Preparation

(optional) Tell the class that they are going to talk about an event in history in the Speaking part of this unit. Encourage them to look in their school history book or on the internet for some information about an important event in the history of their country: name of event, date, what happened.

Warmer

Hand out twelve strips of coloured card to groups of three. Ask each group to write one verb from the *About you* box on page 37 of the Student's Book (*climb, complete*, etc.) on the front of each card in large, clear letters, and the past simple of the verb on the back.

Ask them to mix the cards and take four each. They take turns to test the other group members, as follows:
What's the past of climb? (climbed)
How do you spell it? (c-l-i-m-b-e-d)
Give me a sentence with it! (I climbed a mountain in May.)

NB: Encourage the students to continue to make past simple verb cards as they learn more (and the irregular verbs). This activity can be used to start or finish any class and also given to fast finishers.

VOCABULARY AND LISTENING

1 Encourage the students to look at the lesson title (The Great Fire of London) and the pictures on the page and to say what they think the lesson is about. Ask them to try to match the words in the box to items a–f in the picture.

After the students have checked their answers, ask them if they've got a good memory. Tell them to look at the picture for one minute and to try to remember the details. Then ask the students to close their books and ask them some questions to test their memories, e.g. *How many buildings were there? What were the buildings made of? Where was the rat? Was it a big fire? Was the person in the front of the picture well?*

1.36 Answers

The answers are recorded for students to check and then repeat.
a buildings **b** a fire **c** a rat **d** wood **e** a crowded street **f** a sick person

2 Model a good answer with a strong student first. For example:

Student: Tell me about picture b.
Teacher: I can see a tall thing. There are some buildings beside it. Tell me about picture c.
Student: I think it's a ...

If the class enjoy competitions, organise them into teams and award a point for every correct sentence.

Possible answers

a I can see a city. / There's a fire. / People are in boats on the river. / There's a big bridge.
b I can see a tall thing/building. / It has got something gold on top. / There are two big white buildings.
c I can see a church. / There's a red bus. / There are three buses. / I can see a road and some trees.
d I can see an old picture. / There are lots of buildings. / Some buildings are very tall. / They are churches. / Some buildings have names above them.

3 ▶ **1.37** Tell the students that pictures a–d are all pictures from a museum exhibition and that the class are going to listen to a tour guide talking to a group about the pictures and the Great Fire of London. The students need to number the pictures in the order of the museum tour.

With a **stronger class**, after the first listening, ask the students to say what the connection is between the museum pictures and the Great Fire. (Picture **a** shows London on fire, **b** shows the monument to the Fire of London, **c** shows St Paul's Cathedral, which was built of stone after the fire, and **d** shows London before the fire.)

Answers

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

Audioscript

Guide: Good morning, everyone. I'd like to tell you about the Great Fire of London. Do you know when it was? Well, (1) the Great Fire was in 1666. Look at this first picture. You can see the River Thames and (d) the City of London before the fire. (2) It was smaller than London is today. There were a lot of tall buildings and the houses were close to each other. The streets were often very crowded.
The second picture shows (a) the city on fire. The fire travelled very quickly (3) because the buildings were made of wood. Can you see all the people in the boats? (4) Many people climbed into boats on the river because fire doesn't usually cross water. They were safe there.
After the fire, the people of London decided to make new buildings from stone, not wood. Look at the building in the third picture. It's a very famous church. Do you know its name? (c) It's called St Paul's Cathedral. (5) It is one of the buildings from the 17th century. You can still see it today!
(6) The people of London also wanted to remember the fire. They built the tall building in the fourth picture. (b) It's called the Monument. It's in the street where the fire started in 1666. You can visit the Monument when you're in London.

4 ▶ **1.37** Encourage the students to read the sentences first before they listen again and to try to decide if they are right or wrong. Play the recording. With a **stronger class**, ask the students to correct the wrong sentences. It may be necessary to stop the recording after each answer so that they can do this.

Answers

1 ✘ (The Great Fire started in 1666.)
2 ✘ (London was smaller then than it is today.)
3 ✔
4 ✘ (People didn't live in boats, they climbed into boats because of the fire.)
5 ✔
6 ✘ (The Monument is in the street where the fire started.)

Extension activity

Books closed. Turn the sentences in Exercise 4 into questions and test the students in groups, or teams, on how much they can remember about the Great Fire. For example:
Where was the Great Fire? (London)
When did it start? (1666)
Was London bigger then than it is now? (no, smaller)
What were the houses made of? (wood)
Did people live in boats? (no)
How old is St Paul's Cathedral? (more than 300 years old)
Where is the Monument? (on the street where the fire started)

READING

Cultural background

This lesson looks at the connection between two important events in British history: the Great Fire and the Black Death. The Black Death killed between 75 and 200 million people all over the world during the medieval period. People think the Black Death (also known as the Great Plague of 1665–66) arrived on the ships of Dutch traders. It was spread by the fleas which lived on rats. Fifteen percent of London's population was killed by it.

5 Pre-teach *death* by eliciting the verb *die* through mime and asking the students to tell you the noun *death*. Then ask the students to look at the title *The Great Fire and The Black Death* and predict what the connection between the two events is. They then read the text and check their ideas. Then ask the students to say how many people died during the Great Fire (six) and the Black Death (thousands).

Answer

Not many people died in the Great Fire.

6 Remind the students to underline their answers in the text.

Fast finishers

Fast finishers write some more GF or BD sentences for the rest of the class.

Answers

1 GF **2** BD **3** GF **4** BD **5** GF

Extension activity

Ask the students to underline all the regular past simple verbs in this lesson and copy them into the table of regular verbs they made in the last lesson.

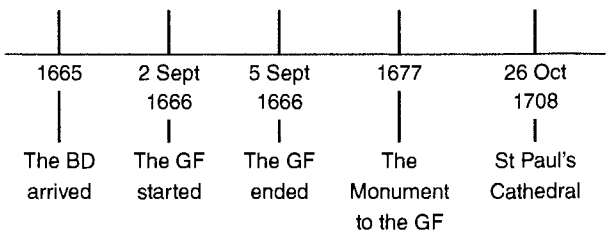
SPEAKING

7 Brainstorm a list of historical events from the students' country onto the board. Elicit some key information about them and write it on the board.

Ask each pair of students to choose one of the events from the board. Ask them to read through the four questions and prepare to give a short presentation to the class about their event. They could prepare either by writing notes, or by answering the questions in full sentences. With a **stronger class**, encourage the students to prepare a PowerPoint presentation to illustrate their talk.

8 Students give their talks to the class. Encourage the class to listen to the presentations and answer the four questions in Exercise 7.

9 Draw a time line on the board and invite some students to put the events of the Great Fire on the time line (see below). They should then draw a similar time line for their event. They could use a time line application such as *Timetoast* to create an online time line.



Project

A Fantastic Facts quiz

- Organise the class into mixed ability groups of four. It may also be useful to assign a group leader for each stage of the project:
  Researcher (makes the final choice of facts and finds some information about each one in books or on the internet)
  Journalist (receives the researcher's information and writes the quiz)
  Artist (draws or finds some illustrations)
  Editor (checks the written work).
- Point out that all the students should work together on each stage but it is the stage leader, i.e. Researcher, Journalist, etc. who organises the work.
- Tell each group to think of six to eight important events in history – this can be local, national or international history. If they are slow to start, encourage them to look at the quiz on page 36.
- The Researcher tells each member of the group what information they should look for. The Researcher then collates this information and passes it to the Journalist.
- With help from the whole group, the Journalist writes the questions. Use the quiz in the book as a model, i.e. the questions take the form of an unfinished statement with three possible endings.
- The group members then decide how they are going to illustrate the quiz together. They help the Artist to draw pictures and/or find suitable photos or pictures.
- All the group should check the written work but the Editor does the final check. It may be necessary for another member of the group to rewrite the text while the others finish the illustrations.
- The group can either produce a poster with the quiz and illustrations or create an online quiz on the class blog, for example.
- The students take turns to present their quizzes and to do each other's quizzes.

Cooler

Read out four sentences about the events in this unit but include some false information in each one (see below). Ask the students to listen carefully and to correct the sentences.

In small groups, the students write some more sentences (with some false information) about the facts in this unit.

Reorganise the groups. Group members take turns to read out their sentences and the others have to correct them. For example:
Ringo joined One Direction in September 1962. (The Beatles)
Shakira walked on the moon on 21st July 1969. (Neil Armstrong)
The Great Fire started in Manchester in 1666. (London)
Elephants carried the Black Death. (rats)

Teacher's resources

Student's Book
Grammar reference and practice page 147
Vocabulary list page 134

Workbook
Unit 5 pages 24–27

Go online for
- Corpus tasks

6 What a great job!

Where did you work?

Lesson profile

Reading	*Students at work!* Interview with students about work experience (*Key* Reading and Writing Part 4)
Vocabulary	Work
Grammar	Past simple: questions and negatives
Listening	A teenager talks to a friend about his work experience
Speaking	Students role play a conversation about work experience

Warmer

Write the following on the board:

Edmund Hillary & Tenzing Norgay	join	the Mona Lisa
Amelia Earhart	paint	on the moon
Leonardo da Vinci	open	her first album
Rafael Nadal	climb	his first match at Wimbledon
Neil Armstrong	cross	Mount Everest
Shakira	record	The Beatles
Ringo Starr	play	the first department store
Aristide Boucicaut	walk	the Atlantic Ocean alone

Organise the students into mixed ability groups of three or four. Give them five minutes to write as many true past simple sentences as they can using one word or phrase from each column and with their books closed. Award one point for every correct sentence (the past tense and the information must be correct) and an extra point if they can say *when* these people did the things.

READING AND VOCABULARY

Cultural background

In the UK, students in their fourth year of secondary school (aged 14–15 years old) have to do work experience for a week. They are expected to find their own placements so that they take on some responsibility, they choose something they want to do and they gain experience in looking for and applying for a job. In some schools, younger students spend one or two days at the workplace of a parent or family friend.

1 First ask the class to look at the pictures of Nina and Julia (*without* reading the text) and say how old they are and what they are doing.

Tell the students that Nina and Julia are doing work experience (see Cultural background box). Invite a brief discussion by asking *Do students do work experience in your country? Do you know anyone who has done work experience? (Where did they work? What did they do? Did they enjoy it?) What are the good (and bad) things about doing it?*

Answers

The top two pictures show Nina and the bottom two show Julia.

2 ● In *Key* Reading and Writing Part 4, students may need to read a text and decide if seven sentences are right, wrong or if there isn't enough information in the text to say.

Tell the students to first read the sentences and underline the key words. Then they should look for the answers in the text by looking for words that mean the same as the key words. Underline the key words together as a class for this exercise:

1 same age
2 at school this week
3 both worked nine hours a day
4 both worked hard
5 Nina liked job more

Tell them to look for words in the text which have a similar meaning to the key words in the sentences. They should then say if the sentences are right or wrong.

Answers

1 ✔ **2** ✔ **3** ✘ **4** ✔ **5** ✘

3 Ask the students to find and underline the words from the box in the text, decide whether each is a verb, noun or adjective, and try to work out the meaning from context. Guide them to the first answer by asking questions, e.g. *Julia says: I helped my boss with different jobs. Sometimes he told me to answer the phone. Is boss a verb, noun or adjective? What did the boss do? So, what do you think a boss does in a TV company?*

Fast finishers

Fast finishers write a sentence with each of the words in the box. When the others are ready, they read their sentence to the class without the word and the others have to guess the word, e.g. *I'm .... because I'm helping my mum today.* (busy)

Answers

1 busy **2** customers **3** boss **4** staff **5** office **6** earn

GRAMMAR Past simple: questions and negatives

4 Ask the students to look at the table and say what it shows. Ask them to find more examples of these forms in the text.

Ask how we form the negative, question and short form. Check understanding, e.g. *Do we use 'did' for he/she/it? What form of the verb do we use after 'did'?* Point out that *weren't* is a past simple negative of the verb *be*.

Answers

Past simple negative: they didn't earn, I didn't stay until six o'clock, we didn't have much time, I didn't stop for lunch, I didn't do any cooking, I didn't want to work in the office

Past simple questions: But did they enjoy their week at work? What did they learn? Where did you work? What did you do? Did you enjoy it?

→ **Grammar reference Student's Book page 148**

5 Students need to follow the example, i.e. a sentence in the negative followed by a sentence in the affirmative. Make sure they use the infinitive after *didn't* and not the past simple. Remind them to check their spelling.

Answers

1 The café didn't open at six o'clock in the morning. It opened at seven o'clock.
2 Nina didn't finish work at seven o'clock. She finished at two o'clock.
3 Julia didn't open the letters in the afternoon. She opened them in the morning.
4 Julia didn't use the computer to send emails. She used it to look for information.
5 Nina didn't do the cooking in the café. She cleaned the tables and washed the floor. She also served the customers.
6 Julia didn't work in the TV studio. She worked in the office.

Corpus challenge

One of the most common mistakes is not to put the verb in the past when writing about a past event.

Another common mistake with past simple questions is to put the main verb in the past simple, e.g. *Did you ~~saw~~ the football game?*

Answer

Did you see the football game?

LISTENING

6 ● 1.38 This exercise has a similar format to *Key* Listening Part 1, where students hear five short conversations and have to choose the correct picture to answer the question for each conversation. In this exercise, however, students answer questions about one longer conversation.

Explain that Joe worked in a museum shop last week and is telling his friend about it. First, ask the students to look at the three pictures (A, B and C) for each question and try to say what the possible options are. For example:

1 He ...
  A helped customers **B** cleaned
  C put things on the shelves
2 He started work at
  A 7 o'clock **B** 8 o'clock **C** 9 o'clock
3 He travelled to work
  A by bus **B** on foot **C** by car
4 He got the job by
  A looking on the computer/internet
  B talking to someone **C** phoning someone

Then play the recording. Students may think that they hear two answers but only one is the correct one. (In *Key* Listening Part 1, they will hear all three options mentioned in some way, but only one is the answer to the question.)

Answers

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

Audioscript

Friend: Hi, Joe. How was your job last week?
Joe: It was great. I loved it.
Friend: Where did you work?
Joe: I worked in the museum.
Friend: Oh no! That sounds boring.
Joe: It wasn't boring, it was fun!
Friend: Really? What did you do all day?
Joe: I worked in the museum shop. I talked to the customers. I helped them find things to buy and I answered their questions.
Friend: What time did you start?
Joe: I started at eight o'clock in the morning. The shop didn't open until nine, but we needed to get things ready.
Friend: How did you travel to work every day? Did you go by bus?
Joe: No, I didn't. I walked. The museum is quite close to my house.
Friend: Oh, I didn't know that. And how did you get the job? Did the school find it for you?
Joe: No. I called the museum and asked for a job. At first they said no, but I tried again and they said yes!
Friend: Wow! Well done, Joe.
Joe: And they say I can work there again in the summer holidays.
Friend: Wow! That's brilliant. Congratulations!

SPEAKING

7 1.39 Invite a brief discussion on when we use the expressions in the *Get talking!* box (when we react to news). Ask the students to say which expressions are positive, which are negative and which we use to show surprise or interest. Point out that we also use intonation in English to express these things. Ask them to listen and copy the intonation.

Get talking!

See Student's Book page 125.

Answers

1 Conversation 1 – sport 2 – music 3 – cooking
2 Conversation 1 – negative 2 – positive 3 – positive

1.40 Audioscript

Conversation 1
A: How was the match?
B: Terrible!
A: Why?
B: The game was really slow and there weren't any goals.
A: Really?
B: Yes. We played for 90 minutes. I was really tired.
A: Oh no! That sounds boring.
Conversation 2
A: You're happy!
B: I am! It was my violin exam yesterday.
A: And?
B: I passed! Now I can play in the school orchestra.
A: Wow! Congratulations!
B: Thanks.
Conversation 3
A: I've got a new job! I'm a cook!
B: Really?
A: Yeah. My friend knows I love cooking. I baked a birthday cake for his five-year-old sister. Now all my friends' parents want me to make cakes!
B: Wow! That's brilliant!

8 Play track 1.38 again and ask the students to tick the expressions in Exercise 7 as they hear them. Then they work in pairs: one is Joe and the other is Joe's friend. Joe's friend will ask the questions 1–4 and Joe will answer, using the information from the recording in Exercise 6. Demonstrate with a strong student first:

Student: Where did you work?
Teacher: I worked in a museum.
Student: Oh no! That sounds boring. What did you do?
Teacher: I worked in the shop.
Student: Wow! What time did you start?
Teacher: I started at eight o'clock in the morning. …

Cooler

Read out three sentences about yourself to the class and encourage the students to react using the *Get talking!* expressions. For example:

Teacher: I cleaned the house yesterday.
Class: Oh no! That sounds boring.
Teacher: I cooked dinner for 20 people on Saturday.
Class: That's brilliant! Congratulations.

Now ask the students to write three sentences in the past simple, affirmative or negative, about what they did recently. These can be true or made up. In groups, they read them to each other and react appropriately.

50 different jobs

Lesson profile

Reading	*50 weeks, 50 states, 50 different jobs* (*Key* Reading and Writing Part 4)
Vocabulary	Jobs
Speaking	Talking about what job you want to do when you are older
Pronunciation	Word stress
Writing	Write a blog about what you did last weekend; use full stops, capital letters and apostrophes

Warmer

Write the questions from Exercise 6 on Student's Book page 41 on the board in mixed order in the 'you' form (e.g. did / you / What / do / ? etc.) and ask the students to put them in order to make questions.

Clean the board and write the correct questions on the left-hand side. Then elicit the expressions *That's brilliant. Wow! Oh no! That sounds boring.* and *Really?* from the previous lesson and write them on the right. Do this by writing the first two or three letters of each expression and asking the students to complete them.

Tell the students that when you were younger you had a different job. (If necessary make this up!) Encourage them to ask you the questions on the board and to react to your information using the *Get talking!* expressions. For example:

Students: What did you do?
Teacher: I worked on a summer camp with children.
Students: Wow! What time did you start work?
Teacher: I started work at 10 o'clock.
Students: Really? How did you travel to work?

READING AND VOCABULARY

Cultural background

This lesson is based on a true story. When Daniel Seddiqui graduated in Economics, he couldn't find a job in his field. He came up with the idea of travelling around the USA for 50 weeks, doing a different job for a week in each of the 50 states. For further information see Daniel's own website www.livingthemap.com or numerous videos on YouTube.

1 Ask the class to look at the title, photos and map and predict what the article is about. Guide them by asking: *Where did Daniel go? Where in the USA? How long for? Did he work? How many jobs did he have?* Then encourage them to predict the answers to the questions before they read the article. Finally they read the article and check their predictions.

Suggested answers

1 He travelled around America for a year. He visited all 50 states and worked for a week in each one.
2 He wanted to travel and learn about his country. He wanted to try lots of different jobs.
3 He sometimes enjoyed it but sometimes it was hard.

2 Before they match the pictures to the list of jobs, encourage the students to look at the pictures on the map and try to identify the jobs.

After checking the answers, ask them to write a list of jobs in their notebooks. **Fast finishers** add some more jobs to their list.

1.42 Answers

The answers are recorded for students to check and then repeat.

a fisherman **b** car mechanic **c** farmer
d factory worker **e** TV weather man **f** model
g football coach **h** engineer

3 In *Key* Reading and Writing Part 4, the students may need to read a longer text and answer multiple-choice questions (A, B or C).

In this exercise there are only two options. Encourage the students to read the questions first and think of a possible answer before they read the options A and B.

Books closed. Read out the questions (with A and B options) and invite answers.

Books open. Ask the students to identify and underline the key words in each question, e.g.
1 How ... travel
2 Where ... stay
3 What ... do ... Nebraska, etc.

Now ask them to read the text and find the correct answer. Point out that although they may see both options in the article, e.g. 1 *plane* and *car*, only one of them is the correct answer.

Answers

1 B **2** B **3** A **4** A **5** B

Mixed ability

With a mixed ability class, after the students have found the key words in the questions, tell the weaker students what the answers are and encourage them to find and underline the answer in the text.

Fast finishers

Fast finishers, in pairs, take turns to ask and answer the questions in Exercise 3. Student A asks the questions with their book open. Student B answers the questions with their book closed.

Extension activity

Remind the students that they often saw both options (A and B) in the text. Ask the students to look at the incorrect options again and say what this information refers to (see answers below).

Answers

1 B (*He didn't use buses or planes*)
2 B (*hotels were too expensive*)
3 A (*he worked as a farmer in Nebraska*)
4 A (*He worked in a theme park in Florida and as a model in North Carolina.*)
5 B (*That was great.*)

4 Ask students also to say which jobs they *wouldn't* like to do and give reasons for their answers.

Extension activity

Student A is a journalist and Student B is Daniel Seddiqui. The journalists ask the questions in Exercise 3 with 'you', e.g. *How did you travel from job to job?* and Student B answers with complete sentences, e.g. *I travelled by car from job to job.*

Fast finishers write some more questions for Student A to ask and for Student B to answer.

About you

5 Copy the word map onto the board.
Check understanding of each adjective by asking for its opposite, e.g. *What's the opposite of boring?* (*interesting* or *fun*). Begin by inviting a student to come to the board and write a job next to *boring*. Do the same with *interesting* and then let the students copy the word map into their notebooks and continue in pairs.

6 Invite two strong students to come to the board and demonstrate the conversation, using the speech bubbles as a model. Encourage them to use some of the adjectives from the word map.

Fast finishers

Fast finishers copy the word map again and write some new adjectives, e.g. *clean/dirty, long/short hours, tiring*. Then they add some jobs to their new adjectives.

PRONUNCIATION Word stress

7 1.43 Ask the class to repeat the word *company*. Highlight the three syllables and emphasise the stress on 'COM–pa–ny' so that they can hear it.

Before you play the recording, get them to clap out the three alternative stress patterns in the table. Play the recording for students to repeat the words and identify the stress patterns. Then they write the words in the table.

Answers

Ooo	oOo	ooO
company	expensive	engineer
customer	mechanic	magazine
difficult	museum	understand

WRITING

Prepare to write

Have a brief discussion on blogs by asking *What is a blog?* (= web log, a kind of online diary) *What do people write on blogs?*

GET READY Ask the students to circle three examples of full stops, capital letters and apostrophes in the text about Daniel. Before they read the rules in the box, ask them to say when we use each one. Then, ask them to say in what ways punctuation is different in English from their own language, e.g. Latin languages like Spanish and Italian don't use a capital letter for days of the week, months or for the word 'I'. They don't often use apostrophes for contractions and they express the possessive in a different way, e.g. *the dog of Jane* rather than *Jane's dog*.

Advise the students to separate the blog into separate sentences with full stops and capital letters before they try to add the rest of the punctuation.

Answer

I didn't have much free time this weekend. **On Saturday** afternoon **I** started my new job as a shop assistant. **It's** in a town called **Fishtail** in **Montana. The** shop belongs to a man called **Bill. I** cleaned the floors in the shop and served customers. **Then** on **Sunday I** cooked soup. **I** was really busy but **I** enjoyed working in **Bill's** shop.

PLAN Write questions on the board to guide the students in their note making. For example:
What did you do?
When did you do it?
Who did you do it with?
Did you enjoy it?
With a **weaker class**, answer the questions together as a class and write some notes on the board.

WRITE Remind the students to use the past simple. Point out that the information doesn't have to be true, it can be made up. With a mixed ability class, write an example together using the notes you made on the board in the PLAN stage.

IMPROVE Remind students to check that the blog is written in the past. Monitor and correct any mistakes before they write a neat copy. If you have a class blog, encourage the students to post this.

Project

An interview

- Tell the class that, in pairs, they are going to interview someone about their first job. It could be someone who works in the school or a member of one of the students' families. It has to be someone they know.
- As a class, brainstorm a list of possible questions, e.g. *What did you do? Where did you work? Did you earn any money? What time did you start/finish? What was your boss like? How did you get the job? Did you enjoy it?*
- With a stronger class, encourage the pairs to add some more questions of their own to the list.
- For homework, the pairs then interview their chosen person. If necessary, they may do this in their own language.
- The students then write up the script of the interview in English. If possible, they should include a photo of the person.
- Pairs present their interviews to the class. One reads the questions and the other the answers.
- The class listen to each presentation and decide who had the best (and worst) first job and why.

Cooler

Elicit some jobs from the class and write them on the board on the left. Then write the following:
What ..... you ..... ? (do)
What time ..... you ..... ? (start)
How ..... you ..... to work? (travel)
How ..... you ..... the job? (get)

Ask the students to complete the questions. These are the same as the ones in the warmer. Elicit the *Get talking!* expressions (*That's brilliant. Wow! Congratulations! Oh no! That sounds boring* and *Really?*) and write them on the board too.

Encourage each student to choose one of the jobs on the board and imagine that they did it for work experience last year. In pairs, tell them to ask and answer the four questions about their job and to react to their partner's information. They will need to make up their answers!

Teacher's resources

Student's Book
Grammar reference and practice page 148
Vocabulary list page 134

Video
Jobs

Workbook
Unit 6 pages 28–31

Go online for
- Progress test
- Video extra worksheets
- Corpus tasks

Culture

Teens at work

Learning objectives

- The students learn about some teenagers around the world who have part-time jobs. They talk and write about whether teenagers in their country can work.
- In the project stage, they interview an older person to find out about the jobs they had as a teenager.

Useful vocabulary

part-time legal illegal earn/spend/save money
pocket money paper boy

Preparation

So that the students can do Exercise 5, look for a suitable website for the students to use to find out this information and make a note of the answers. The UNICEF website has some information about Child Labour laws around the world.

Warmer

Revise the jobs from Unit 6 by writing these anagrams on the board. The first letter of each word is a capital:

aeFmrr (farmer) Eeeginnr (engineer)
delMo (model) Ckoo (cook)
aeFhimnrs (fisherman) aeghhooPprrt (photographer)
accehiMn (mechanic) aCcho (coach)

In pairs, students ask and answer questions about these jobs: *Would you like to be a … ? Why? / Why not?*

1 Pre-teach *pocket money, earn, (il)legal* and *part-time job* by asking the class: *Do you get pocket money? Can teenagers in your country earn money by working? Is it legal or illegal? Do you work all day every day if you work part-time?* Point out that a 'part-time job' can include things like babysitting and walking someone's dog. Then ask the students to ask and answer the questions in Exercise 1.

2 Give the students three minutes to scan the messages and say where they might find them. To answer the questions, the class will sometimes need to refer back to a previous message, e.g. Carter says *I'm the same age as you*, so students will need to find Jewel's age and then they will know how old Carter is.

Mixed ability

With a mixed ability class, pair up a stronger and a weaker student. The weaker student looks for the name and age and the stronger looks for the country and job.

Answers

Jewel, 14, no job, South Africa (Carter says to Jewel: *Things here in Canada are very different from South Africa.*)
Carter, 14, works in a bread shop, Canada
Lucas, 13, works on a farm, New Zealand

3 Encourage the students to read the questions carefully first and try to answer them before they read the messages again. If appropriate, ask the students to underline their answers in the text.

Mixed ability

With a mixed ability class, weaker students read one paragraph only and share their answers with students who have read the other paragraphs.

Answers

1 They buy clothes, new phones and computers.
2 Her parents give her pocket money.
3 He puts the bread on shelves and helps the customers.
4 He saves it.
5 He works every weekend.
6 He takes food to the sheep.

4 Point out that if there isn't enough information to put R or W, the students should put DS (doesn't say).

Fast finishers

Fast finishers correct the wrong information for each country.

Answers

It is legal for children under 15 to work.
South Africa: **W** (… can't work until the age of 15. It's illegal!)
Canada: **R** (It's legal here for 12–14 year olds to work …)
New Zealand: **R** (I work every weekend and it's legal)

It is legal for 14-year-olds to work eight hours at the weekend.
South Africa: **W** (… can't work until the age of 15. It's illegal!)
Canada: **R** (It's legal here for 12–14 year olds to work eight hours at weekends)
New Zealand: **R** (I work every weekend and it's legal!)

It is illegal for children to work before 6 am.
South Africa: **DS**
Canada: **DS**
New Zealand: **R** (Kids here can't work until after six o'clock!)

It is legal for 13-year-olds to drive tractors.
South Africa: **DS**
Canada: **DS**
New Zealand: **R** (Kids on farms here can drive tractors when they're 12!)

5 Students could find the information for homework.

Sample answer

(about the UK)

1 Teenagers can work from the age of thirteen.
2 They can work a maximum of two hours on a school day, two hours on a Sunday and five hours on a Saturday.
3 They can do 'light' jobs like having a paper round, babysitting, helping the milkman to deliver milk, working in a hairdresser's or in a shop, etc.
4 They can't drive or operate machinery. They can't work with dangerous materials or work anywhere where there's alcohol or gambling.

6 Suggest that the students read the three messages again and highlight sentences that they can use in their posts, e.g. *Hi guys!, I'm the same age as you, the money's not too bad, I work every weekend and it's legal.*

Cultural background

Before 1971, people used pounds, shillings and pence in the UK. There were 12 pence in a shilling and 20 shillings in a pound. 1 shilling is equivalent to 5 new pence.

7 ▶ **1.44** Ask the students to listen for Sharon's grandfather's job and how much he earned in a week. (Point out that 1 shilling = 5 new pence and convert this into the students' own currency.) After listening for the first time, ask the students *Would you like to have a paper round and earn 30p a week? Why? / Why not?*

Answer

He had a paper round and earned six shillings a week.

Audioscript

Sharon: Grandad, did you work after school when you were my age?
Grandad: Yes, I did. I started my first job when I was twelve, in 1963. We all had jobs in those days. Some of us worked before school, and some of us worked after school.
Sharon: What did you do?
Grandad: I had a paper round. I was a paper boy!
Sharon: What's that?
Grandad: I delivered newspapers and magazines to people's houses.
Sharon: Did you do it after school?
Grandad: No, in the mornings! I got up at 5 o'clock and was at the newsagents by 5.30 to collect the papers.
Sharon: But granddad, that's so early.
Grandad: It is. But I didn't think about that. I only thought about the money at the end of the week!
Sharon: How long was your paper round?
Grandad: It took me two hours to deliver the papers on my bike. Then I cycled home, had my breakfast and went to school. I did that seven days a week!
Sharon: How much did you earn?
Grandad: I got six shillings a week. That's 30 pence in today's money – but you could buy a lot with six shillings in those days.
Sharon: You can't buy much with 30 pence these days!

8 ▶ **1.44** First encourage the students to read the sentences and, if appropriate, underline the key words. Then they should try to decide if they are right or wrong before they listen again. Stronger students should correct the wrong sentences.

Answers

1 ✓ 2 ✓ 3 ✗ 4 ✗ 5 ✓ 6 ✗ 7 ✓

Project

In class, help the students to decide who they are going to interview. Be sensitive to the fact that some students may not have grandparents or know an older person. There may be an older teacher, caretaker or cleaner in the school or a friend of their parents who they could interview. Students could also interview an older person together in twos or threes.

Point out that the students can write the interview questions and conduct the interview in their own language.

Encourage the students to write a brief report or, if the students have worked in small groups, they could present their information in the form of an interview.

Cooler

Copy the table below and encourage the students to make a list of advantages and disadvantages of young people working part-time.

With a stronger class, encourage a class discussion on whether young people should get pocket money or whether they should earn their own money by doing jobs at home, e.g. making the dinner, cleaning the kitchen. For example:

Advantages	Disadvantages
You've got money to buy things.	You may have to work long hours for little money.
You can save the money.	You don't have time to study.
You can learn about working.	The work may be very hard and dangerous.

7 Going places

We went to Turkey on holiday

Lesson profile

Vocabulary	Holiday activities
Listening	Jack and Molly talk about their holidays
Speaking	Talk about what you do on holiday
Grammar	Past simple: irregular verbs
Reading	An email about a holiday
Writing	A message to a friend about your holiday

Warmer

Write some questions words (*What? Where? When? Who ... with? How?*) on the board. Tell the class that you had a fantastic holiday and encourage them to ask you questions about it using the words on the board.

Then ask the students to say what the unit is about (holidays and travel in the past). Write these questions on the board: *Where do you usually go on holiday? Where would you like to go?* and encourage the students to ask and answer them in pairs or small groups. At the end of this lesson, the students will have the opportunity to talk about their own fantastic holiday.

VOCABULARY AND LISTENING

1 Ask the students to look at the pictures first, say what they can see in each one and say what they have in common. (They are all things you do on holiday.) Then let them do the matching.

Answers

a ride a bike **b** buy presents **c** go sightseeing
d take photos **e** stay at a hotel **f** go camping
g go to the beach **h** swim

About you

2 Encourage the students to use the activities in Exercise 1 during their conversations. Demonstrate with a student first:

Student: What do you do when you are on holiday?
Teacher: I usually stay at a hotel and I always swim. I like going sightseeing too. I don't like buying presents or going camping. How about you?

Cultural background

Turkish Delight is small cubes of jelly which may taste of roses, oranges or lemons. They are often served in Turkey and the Middle East with coffee or tea.

3 ▶1.45 Before the students listen, encourage them to look at the photo at the bottom of the page. Do they know what it is? (a box of Turkish Delight) Ask them if they have ever tried it.

Ask the students to read the questions first before they listen to the recording.

Answers

1 (to a campsite in) France **2** (to a hotel in) Istanbul, Turkey
3 Yes, they both enjoyed their holidays.

Audioscript

Jack: How was your summer holiday, Molly?
Molly: It was brilliant, Jack! (f) We stayed at a really nice campsite in France. We could (g) walk to the beach in five minutes! My friend Annabel came with us and (h) we swam in the sea every day and (a) rode our bikes. I didn't want to leave!
Jack: Did you get up early every day?
Molly: Of course not! We got up late and we went to bed late. We had a really good time.
Jack: (d) Did you take any photos?
Molly: Yes, I did. I took hundreds of them! Look, here's one.
Jack: Wow, that's good!
Molly: Thanks! My parents gave me a new camera for the holiday. I'll you show you some more at lunchtime. What about you, Jack? How was your holiday? Where did you go?
Jack: I went to Istanbul, in Turkey. We (e) stayed at a little hotel in the city.
Molly: Really? What did you do?
Jack: (c) We went sightseeing every day. I saw some really interesting places.
Molly: Oh no, I hate sightseeing!
Jack: What? It's the best thing about holidays!
Molly: Well, I don't think so! Anyway, what was the weather like?
Jack: It was fine. There was just one day when it rained, and we couldn't go out.
Molly: And what about shopping? (b) Did you buy me a present?
Jack: Of course I bought you a present.
Molly: Really? What is it?
Jack: It's Turkish Delight. It's a kind of sweet.
Molly: Oh great, I love sweets. Thanks, Jack. Er, Jack ... the box is open!
Jack: Oh ... yes ... sorry, Molly! But I only ate one, I promise!

4 ▶1.45 Ask the students to look at the pictures at the top of the page again. Ask if anyone can say which activities Jack did and which Molly did. Ask them to listen again and check their ideas, putting J or M in the box at the bottom of each picture.

After completing the exercise, invite a brief discussion on which holiday the students prefer by asking *Which holiday would you like? Molly's or Jack's? Why?*

Answers

Jack (J): **e** stay at a hotel, **c** go sightseeing, **b** buy a present
Molly (M): **f** go camping, **g** go to the beach, **h** swim, **a** ride a bike, **d** take photos

GRAMMAR Past simple: irregular verbs

5 Before the students match the forms, tell them to look at the verbs in italics in the sentences. Ask them to say whether these sentences describe the present, past or future (past). Also encourage the students to say what these past tense forms have in common, i.e. they are all irregular verbs. Point out that students will need to learn the irregular past form of these verbs and remind students that this form is the same for all persons, i.e. *I came, you came, he came,* etc.

Encourage **stronger students** to cover the box and to write the infinitive of the verb before they look at the words in the box. Make sure that the students pronounce the past tense form correctly when you ask them to listen, check and repeat. **Fast finishers** do the extension activity for Exercise 6.

1.46 Answers

The answers are recorded for students to check and then repeat.

1 came – come **2** swam – swim **3** rode – ride
4 got up – get up **5** had – have **6** gave – give **7** took – take
8 went – go **9** saw – see **10** bought – buy **11** ate – eat
12 could – can

→ **Grammar reference Student's Book page 149**

Extension activity

If you created verb cards in Unit 5 (see TB Unit 5 page 44 Warmer), ask the students to create verb cards for the irregular verbs on this page. Encourage them to learn the past simple of these verbs and ask them to test each other regularly by asking *What's the past of … ? How do you spell it?*

6 1.47 Tell the class that they will hear the past tense form and that they need to say the infinitive. Do the first as an example to make sure that everyone knows what to do.

Mixed ability

With a mixed ability class, pause the recording after each past tense verb and ask the students to repeat it to make sure everyone heard the right thing. Then allow the students time to look for the verb in the sentences in Exercise 5 and find the infinitive. At a later stage in the lesson, play the recording without stopping (or say the past tense verbs) and challenge these students to say the infinitive without looking at Exercise 5.

Answers

swim … get … ride … give … buy … take … eat … come … have … see … go

Audioscript

swam … got … rode … gave … bought … took … ate … came … had … saw … went

Extension activity

In pairs, Student A says the irregular past tense and Student B says the verb. Then they do this the other way around, i.e. Student A says the verb and Student B says the irregular past tense.

Encourage **stronger students** to say a complete sentence with the irregular past tense verb. (They can repeat the sentences in Exercise 5 if they like.) For example:

Student A: swim
Student B: swam: We swam in the sea.

7 Encourage the students to read the whole conversation before they fill the gaps.

Mixed ability

With a mixed ability class, with pens down, read the completed conversation to the class and encourage the students to listen for the missing words. Then ask them, in pairs, to fill the gaps.

After correcting the exercise, in pairs the students take turns to be Jack and Molly and they read the conversation.

Fast finishers

Fast finishers close their books and to try to reconstruct the conversation from memory.

Answers

Jack: How was your summer holiday, Molly?
Molly: It was great! I didn't want to leave.
Jack: Did you get up early every day?
Molly: Of course not! We got up late and we went to bed late.
Jack: Did you take any photos?
Molly: Yes, I did. I took hundreds of them!

8 Ask the students to look again at the conversation in Exercise 7 and to find a more emphatic way of saying *No, I didn't*, i.e. *Of course not!* Ask them to say what the affirmative equivalent to *Yes, I did* is, i.e. *Of course!*

Then do the first conversation as an open class example and make sure that everyone knows what to do. Make sure that the students use the infinitive after *Did you …* and not the past tense verb, e.g. *Did you go to the mountains?* and not *Did you went to the mountains?*

Fast finishers

Fast finishers practise these conversations with a partner. Alternatively, they could begin Exercise 9.

Answers

1 Did … go; didn't; went
2 Did … swim; did; swam
3 Did … buy; course not; bought
4 Did … eat; course; ate
5 Did … have; course; had

9 Do the first as an example by asking the students to choose a different verb from Exercise 5, e.g. *ride* and to think of a question, e.g. *Did you ride a bike on holiday?* Write the first part of the conversation on the board and encourage the class to think of a suitable answer using *Yes, of course! / Yes, I did* or *Of course not! / No, I didn't.* Write this answer on the board and encourage the class to think of a sentence to finish the conversation.

Now ask the students to write at least three new holiday conversations. Encourage pairs of students to read their conversations to the class.

Mixed ability

With a mixed ability class, encourage a stronger student to work with a weaker student. The stronger student begins by writing a question and the weaker student writes a suitable answer (with the stronger student's help).

Corpus challenge

After students have identified the mistake, tell them that another common mistake with the past tense is that students add *-ed* to all verbs, even if they are irregular. Point out that there is an irregular verb table on page 164 of the Student's Book and encourage them to learn the irregular past simple forms.

Answer

They ~~gived~~ me → They gave me

Get talking!

Encourage the students to say what the three expressions have in common, i.e. they express disagreement.

For more practice, see Student's Book page 125.

Answers

2 Cristina doesn't like history because the teacher gives them lots of homework to do at the weekend.
Peter doesn't like getting up early because he likes going to bed late.
Phil doesn't like One Direction because he prefers rock music.

3 Cristina: Oh no, I hate history.
Peter: Of course not!
Phil: *I* don't think so. I prefer rock music!

1.48 Audioscript

Cristina: Hi, Anna. How was school today?
Anna: Hi, Cristina. It was a *great* day at school today. I have history on Tuesdays – it's my favourite subject.
Cristina: Oh no, I hate history. The teacher always gives us lots of homework to do at the weekend.
Anna: I love getting up early because I can walk my dog before I go to school. Do you get up early, Peter?
Peter: Of course not! I like going to bed late and getting up late.
Anna: Hi, Phil. Did you see the One Direction concert on TV last night?
Phil: No, I can't stand One Direction.
Anna: But Phil, they're brilliant!
Phil: *I* don't think so. I prefer rock music!

READING AND WRITING

10 Encourage the students to look at the photo at the bottom of the email first and to predict the answers to the questions *Where did Ravi go on holiday? What did he do? What did he see? What did he eat?* Then ask the students to read the email first without completing it and to check their answers to your questions.

Encourage the students to write the past tense form of the verbs *before* they complete the email. Point out that some are regular and some are irregular. As they complete the email, remind them to check the spelling of the regular verbs and to check the form of the irregular verbs by looking at the irregular verb table on Student's Book page 163.

Mixed ability

With a mixed ability class, with pens down, read the completed email first and encourage the students to answer the four questions above. Then read it again before the students try to complete it for themselves.

Fast finishers

Fast finishers work in pairs. Student A reads the email with gaps. These gaps can be for the verbs or they could be for other words. Student B, with their book closed, tries to complete the gaps in the email.

Answers

1 had **2** stayed **3** could **4** ate **5** visited **6** went **7** saw **8** loved **9** bought **10** took

11 Point out that the students can write about a real or an imaginary holiday. Encourage them to write about 50 words. Remind them to check that they have used the correct form of the past tense.

Cooler

Chain drill: Begin by saying to the class *I went on holiday and I took hundreds of photos*. Ask a student to repeat what you said and to add another activity, e.g. *I went on holiday and I took hundreds of photos and I went to the beach.* Then invite another student to repeat this and to add a further activity. Organise the students into small groups and ask them to continue the activity.

The journey took nine months

Lesson profile

Reading	*A very long bike ride* – two scouts cycle from Australia to Sweden
Vocabulary	Methods of travel, common irregular verbs
Pronunciation	Sounds and spelling
Listening	A story about a journey
Speaking	Tell a travel story

Warmer

- Write these question prompts on the board: *When / go? Where / go? Who / go with? How / travel?*
- Ask the students to write down complete questions in the past tense with *you*, e.g. *When did you go? Where did you go?*
- Tell them a real or imaginary story about a journey you have made.
- Ask the students to listen carefully and to answer the questions on the board. Then ask them to work in small groups and to write two more questions they'd like to ask you about your journey.
- When they are ready, invite them to ask you their new questions and answer them.
- Tell the students that at the end of this lesson, they will tell their own real or imaginary travel story.

READING AND VOCABULARY

1 Ask the students to look at the photos at the top of the page and say what the scouts are doing. (Left: perhaps they are playing a game or trying to solve a puzzle. Right: they are having a parade and carrying flags.) Encourage the students to try to answer the questions before they read the paragraph.

Answers

1 They do lots of different activities, including camping, cooking and sports.
2 28 million
3 It's when scouts from around the world get together to meet each other and have fun.

2 This is a true story. Tell the class to look at the title and pictures first. Ask them to suggest what the scouts should take with them on a very long bike ride.

Ask the students to read the complete text before they read the questions. Then they read the questions carefully and find the answers in the text.

Fast finishers

Fast finishers write some more questions about the text for the others to answers when they have finished.

Mixed ability

With a mixed ability class, ask stronger students to read the complete text but ask weaker students to read only one or two paragraphs. Students A read paragraphs 1 and 2 and answer questions 1 and 2, Students B read paragraph 3 and answer question 3 and Students C read paragraphs 4 and 5 and answer questions 4, 5 and 6. Then they form groups of A, B and C and share their answers.

After checking answers ask the students if they would like to go on a journey like this one, and encourage them to say why, or why not.

Answers

1 20,000 km
2 They packed a tent, things to cook with, clothes, maps, computers and phones, things to repair the bikes and passports.
3 Yes, they did. Adam's bike broke.
4 Wild animals. They heard lions and saw an elephant.
5 They visited scout groups and talked about their journey.
6 269 days

3 Encourage the students to identify the pictures before they match them to the words in blue in the text.

Answers

1 coach **2** map **3** train **4** passport **5** airport
6 platform **7** ticket

Extension activity

Ask the students to copy and complete the table below with the words in Exercise 3. Then they should try to add some more words to the table.

Transport	Place	Things to take
coach	airport	map
train	platform	passport
		ticket

4 Encourage the students to check their own answers using the irregular verb table, Student's Book page 164. **Fast finishers** write new sentences with these verbs in the past.

Answers

took – take broke – break caught – catch fly – flew
slept – sleep saw – see rode – ride met – meet

PRONUNCIATION Sounds and spelling

5 ▶ 1.49 Encourage the students to say the words aloud. Monitor their pronunciation carefully and, if necessary, correct it. Point out that in English, different letter combinations, for example 'aught' and 'ought', may be pronounced in the same way: /ɔ:/.

Answers

The answers are recorded for the students to listen and check.

met – slept /e/	coach – phone /əʊ/
caught – bought /ɔː/	map – platform /æ/
plane – station /eɪ/	journey – work /ɜː/
flew – group /uː/	passport – car /ɑː/

LISTENING

6 1.50 Pre-teach *island* by drawing a picture on the board. Ask the students to say how you can get to an island (by boat, ship, plane, swimming). Then ask them to identify the types of transport in the pictures (**a** boat **b** train **c** taxi **d** (aero)plane **e** coach) before they listen.

Mixed ability

Play the complete recording first, then play it again, stopping after each type of transport is mentioned.

Answers

1 c **2** b **3** e **4** a (**d** isn't needed)

Audioscript

Marion:

This happened six months ago. I went to Scotland for a holiday with my family. We went to a small island and it took a very long time to get there!

We left home in the evening and took a taxi to the train station. First we bought a ticket. Then we found the right platform and got on the train. It was a special train with beds and we slept really well.

Anyway, we arrived in Scotland in the morning. We had some breakfast and then we got on a coach. I sat next to my brother and he ate sweets and listened to loud music all the way!

When we got off the coach, we got onto a boat. I enjoyed it, but my brother didn't feel very well. Mum said it was because of all the sweets. Then, when we got to the island, we caught a bus to our hotel. It's funny, because there's an airport on the island and you can fly there! Next time we'll do that.

SPEAKING

7 Play the recording from Exercise 6 again and ask the students to tick the words in the Useful words box which they hear. Then, write these questions on the board: *When did you go? Where did you go? Who did you go with? How did you travel? How long did your journey take?* In pairs, Student A asks the questions and Student B is Marion and answers the questions using the information from the recording.

Mixed ability

With a mixed ability class, either pair up a stronger student, who is Marion, with a weaker student, who asks the questions, or answer the questions together as a class before the students work in pairs.

Encourage students to write some notes about a real or imaginary journey by answering the questions. Then ask them, in pairs, to take turns to tell their story. Finally, invite some students to come to the front to tell their travel story. The others listen for the answers to the questions on the board for each story.

Project

A famous journey

- Tell the students that they are going to find information about a famous journey. They should produce a map and a description of the journey. They can work on their own or in pairs.
- Write a list of people who have made famous journeys on the board, e.g. Christopher Columbus, Hernán Cortés, Vasco da Gama, Marco Polo, Neil Armstrong, Roald Amundsen, Charles Darwin.
- Tell the students very briefly where each person went and ask them to choose one of them.
- Encourage the students to find the answers to the questions in Exercise 7 about their chosen person. They can use the internet or search in suitable books.
- Encourage each student or pair to produce a map of their chosen person's journey on one piece of paper and a description, which includes the answers to the questions above, on another.
- Display the maps and descriptions separately round the room and ask the students to go round, read the descriptions and match them to the appropriate map.

Cooler

Ask the students to look at the *A very long bike ride* text again on page 48. Tell them they are going to mime sentences from the text for their classmates to guess. Ask them to copy two sentences from the text into their notebooks. Demonstrate the activity first by saying: *Watch me carefully. What sentence is this?* Mime the sentence *They packed everything they needed on their bikes* and invite suggestions from the class.

When a student guesses the correct answer, ask him or her to come to the front of the class and to mime one of the sentences they have written down. Then ask the students to continue in small groups.

Teacher's resources

Student's Book

Grammar reference and practice page 149
Vocabulary list page 135

Video

Holidays

Workbook

Unit 7 pages 32–35

Go online for

- Video extra worksheets
- Corpus tasks

8 Special places

Roald Dahl's room

Lesson profile

Vocabulary	Contents of a room
Reading	*Roald Dahl's special place*
Grammar	*someone*, *anyone*, etc.
Pronunciation	/ɜ:/ and /ɔ:/
Speaking	Talk about what your room is like

Warmer

Write some infinitives on the board from Unit 7, e.g. *buy, come, eat, get up, give, go, have, love, ride, see, swim, take* and *visit*. Don't use *can* because the students haven't seen the question form of it yet.

Organise the class into two teams: A and B. Team A asks Team B a question using one of the verbs and Team B answers. Award one point to Team A for a correct question and one point to Team B for a correct answer. Rub the verb off the board if the question and answer are correct.

It is then Team B's turn to choose a verb. Continue playing until the students have used all the verbs correctly. With a large class, the students play in groups of four, where two students are Team A and two are Team B. They give each other points for correct questions and answers. Monitor them carefully.

VOCABULARY AND READING

1 Encourage the students to answer the questions in small groups. Invite a brief class discussion on which of the students know these books, which have read the books in their own language and whether anyone has seen the films or TV adaptations. In Unit 18, students will read a review of *Charlie and the Chocolate Factory.* For students who aren't familiar with Roald Dahl, widen the discussion to talk about other books and authors that they know and like.

2 Before the students do this exercise, ask them to cover the words in the box and look at Roald Dahl's room again. Challenge them, in small groups, to name as many things in the photo as they can in three minutes. Begin the activity as a class, e.g. *desk, chair, wall* ...

Then ask them to find the words in the box among the things in the picture (a–i).

1.51 Answers

The answers are recorded for students to check and then repeat.

a photographs **b** cupboard **c** drawings **d** armchair
e lamp **f** shelf **g** drawer **h** carpet **i** blanket

3 Before the students read the article, encourage them to predict what Roald Dahl used the room for and also to say why they think he used it. Set a maximum time limit (no more than five minutes) to encourage the students to read the article quickly.

Mixed ability

With a mixed ability class, if the students are unable to find the answer in five minutes, tell them to read the first sentences in the second paragraph (*It was a small room* ...) again, as this will give them the answer.

Fast finishers

Fast finishers can now do Exercise 4 and Exercise 5. There is a fast finisher activity for Exercise 5.

Answer

He wrote his books/stories in this room.

Cultural background

Visitors to the Roald Dahl Museum can see Roald Dahl's hut, where he used to do all his writing, in the museum's garden. It was moved to the museum from his home. On the museum's website, there's an interactive page where you can explore Roald Dahl's hut online.

4 Ask the students to circle the verbs when they find them. Encourage stronger students to write the past simple forms first, before they look at the article again, and then to read the article to check their answers.

Fast finishers

Fast finishers can now do Exercise 5.

Answers

be – was/were go – went keep – kept put – put sit – sat
stand – stood use – used write – wrote

5 Use the picture of Roald Dahl's room to pre-teach *desk* and *board* (on the armchair). Encourage the students to try to answer the questions before they read the article again. If appropriate, remind them to underline their answers in the text.

Mixed ability

With a mixed ability class, put them in pairs and ask Student A to read the first part of the article again (until ... *across his knees as his writing desk*) and find the answers to questions 1–3. Student B reads the second part of the article (from *There was a big old table* ...) and finds the answers to questions 4–6. When they have done that, they share their answers.

After checking the answers, invite reactions from the class, e.g. *What do you think of Roald Dahl's room? Would you like your own room where no one went? Why? / Why not? Do you write on your knees or do you use a desk? Do you always write in pencil?*

Answers

1 It was inside a small hut in his garden.
2 No one.
3 He sat in an old armchair.
4 Scissors, photos and other things, and a lot of pencils.
5 Because he always wrote in pencil.
6 He used a blanket. / He put a blanket over his legs.

Fast finishers

Fast finishers write some false sentences about the article. These can be very simple – they only need to change one word in each sentence to make it false. For example:
Roald Dahl's room was inside a large hut.
His family went inside the hut.

Then organise the class into small groups with one fast finisher in each one. The fast finisher reads a sentence and the others have to correct it, for which they get a point. Point out that they can correct it by using the negative, e.g. *His family didn't go inside the hut.*

Extension activity

Copy the table below onto the board (without the words in italics). Ask the students to highlight all the words for objects in the article and to complete the table using these words. Encourage fast finishers to add some more words.

On the wall	On the table	In the cupboard	On the armchair
drawings, photos, letters	*scissors, photos, pencils*	*papers, other things*	*a board*

GRAMMAR *someone, anyone,* etc.

Alternative treatment: you may prefer the students to find the example sentences in the article first (Exercise 7) and then to deduce the meaning (Exercise 6).

6 Instead of asking the students to do the matching immediately, you could first ask them to cover a–c and to look at 1–3 and say what each group has in common: **1** they are talking about people, **2** places and **3** things or objects. Note that *nowhere* has not been included here because it is at B1 level and a little more difficult to use correctly.

Answers

1 c 2 a 3 b

→ **Grammar reference Student's Book page 150**

7 With a **weaker class**, it may be necessary to tell the students to look for sentences with *no one*, *somewhere* and *anything*. Check that they have understood the meaning of these words by asking questions, e.g. 1 *How many people went inside the hut apart from Roald Dahl?* 2 *What sort of place did he need?* 3 *In the winter, he used a blanket. What other things did he need?*

Now ask *Is 'no one' followed by a verb in the affirmative or negative?* Point out that we use the verb in the affirmative with the pronouns with *no-* (*no one* and *nothing*) and we use the verb in the negative with the pronouns with *any-* (*anyone*, *anywhere* and *anything*).

Answers

1 No one went inside his hut.
2 But all he needed was somewhere to write!
3 He didn't need anything else.

8 Encourage the students to look at each sentence first and decide whether it is talking about a place, thing or person. Point out that we write *no one* as two words but all the others (*someone*, *anyone*, etc.) as one word.

Mixed ability

With a mixed ability class, it may be necessary to do this as a class first, with pens down. Then pair up a stronger student with a weaker one to complete the sentences.

Fast finishers

Fast finishers can do Exercise 9. There is a fast finisher activity for Exercise 9.

Answers

1 one 2 thing 3 where 4 thing 5 where 6 one 7 thing

9 Point out that in sentences 2 and 3, the students will need to look at the verb. If it is negative, they should use *anything* and if it is affirmative, they should use *nothing*.

Answers

1 anything* 2 nothing 3 anything
4 something (*nothing* would sound very unnatural with *every day*)

* In some contexts *something* might be possible, but at this level encourage the use of *any-* with questions.

Fast finishers

Fast finishers choose some of the questions and sentences from Exercises 9 and 10 and, in pairs, turn them into mini conversations. When the others are ready, they perform their conversations to the class. For example:

A: Did anyone come to your party?
B: Yes, lots of people came to my party.

A: It's very dark. I can't see anything.
B: Shall I turn on the lights?

Corpus challenge

If you haven't done this in Exercise 8, point out that if the verb is in the negative, we use *any-* and not *no-*. With *no-*, we use a verb in the affirmative.

Answer
anything

PRONUNCIATION /ɜ:/ and /ɔ:/

10 1.52 Ask the students to listen and repeat *bird* and *board* with the correct pronunciation before they put the words in the correct column.

1.53 Answers

The answers are recorded for students to check and then repeat.

/ɜ:/ **bird**	/ɔ:/ **board**
first,	corner,
journey, were,	drawer, floor,
work, world	saw, wall, warm

About you

11 Ask a student to ask you questions about your room, e.g. *What does your room look like? What have you got in it? Is it tidy or untidy?* Base your answers on the photo. Make some notes on the board with your answers so that the students can see what sort of notes they should write.

Allow the students time to write some notes and then, in pairs, they ask and answer the questions.

Extension activity

Give each student two pieces of card. On one piece, they write a description of their room and on the other they stick a photo (or picture) of their room. Display the pictures and descriptions separately around the classroom. The students then walk around and match the descriptions to the pictures.

Cooler

Books closed. Test the students' memory of Roald Dahl's room by asking questions about the photo, e.g. *What colour is the armchair? Is the table tidy? What has he got on the walls? What has he got on the floor? Where is the lamp?*

With a stronger class, in pairs, the students take turns to test each other by asking and answering questions about the photo. If the class likes competition, turn this into a game, awarding a point for correct answers.

My special place is the beach

Lesson profile

Listening	Teenagers talk abut their special places
Vocabulary	Activities at home
Reading	A short conversation (*Key* Reading and Writing Part 3b)
Speaking	Make plans with a friend to spend the evening at home
Writing	A description of a special place; *because* and *so*

Preparation

(optional) Copy the sentences in Exercise 4 onto four strips of paper/card. Make enough for each pair or small group of students.

Warmer

Books closed. Write *My special place is …* on the board. Ask the students *What do you remember about Roald Dahl's special place? Where was it? What did he do there? Did his family go there too?* Now encourage the students to complete the sentence with their own special place. Brainstorm possibilities onto the board, e.g. my room, a park, my grandparents' house, a lake and ask the students *Why are these places special?* and *What do you like to do in these places?*

LISTENING AND VOCABULARY

1 Ask the students to write the six verbs down the left-hand side of the page and then to write the nouns next to the correct verbs. Point out that they can use the nouns with different verbs. **Fast finishers** add at least one more noun to each verb.

Suggested answers

draw	pictures
listen to	the drums, the guitar, music, songs, the sound of the wind/sea, stories
paint	pictures
play	computer games, the drums, the guitar, music, songs, stories
read	a diary, magazines, music, stories
write	a diary, music, stories

Extension activity

Write these two questions on the board: *How often do you …? Where do you …?* Ask a strong student first and then encourage pairs to ask and answer questions about the activities in Exercise 1. For example:

Teacher: How often do you draw pictures?
Student: Not very often. / I sometimes draw pictures when I'm bored.
Teacher: Where do you draw pictures?
Student: I draw pictures in my room and at school.

2 ▶1.54 First the students look at the pictures in pairs, describe the places and say what people can do there using the activities in Exercise 1. You may need to help the class with the garage by asking the students to imagine an empty garage. Point out that they should only complete column 1 when they listen for the first time.

Answers

1 place: Gary **c** Alison **b** Jo **a**

Audioscript

Gary: Hi, my name's Gary. You asked me about my special place. That's a difficult one. Well, you see, I share a bedroom with my little brother, so I don't get much time to myself. But when he goes out and plays with his friends, our bedroom is my special place. I like lying on my bed and reading. I like reading stories and sports magazines.

Alison: Hello, I'm Alison. My special place – let me think! ... OK, don't laugh – my special place is in the park near my house. There's a beautiful tree there on the top of the hill. I like sitting under it and writing my diary. The sound of the wind in the trees is amazing. It helps me remember everything.

Jo: Hi, I'm Jo. Yes, I've got a special place. It isn't in the house, it's outside, in the garage! We don't have a car, so I use the garage for my music. I play the guitar and sing. I write my own songs sometimes, too. It's quite comfortable in there and I've got pictures on the walls and things. It really is my special place.

3 ▶1.54 Encourage the students to have a go at completing column 2 before they listen again. Point out that the answers are some of the activities in Exercise 1. Then play the recording again for them to fill in any missing information.

> **Mixed ability**
> With a mixed ability class, ask the students to listen for a second time and tick the activities they hear from Exercise 1. Then play the recording for a third time and ask the students to complete column 2.

At the end of this lesson, the students write about their own special place, but invite a brief conversation here about students' special places and what they like doing there, using the questions *What's your special place? What do you like doing there?*

Answers

2 What they like doing there

Gary: (lying on my bed), reading stories and sports magazines

Alison: (sitting under it), writing my diary, listening to the sound of the wind

Jo: playing the guitar (and singing), writing (my own) songs

READING

4 If you have copied the sentences onto strips of paper/card (see Preparation), ask the students to put them in the correct order. Then tell them to turn their strips face down and do the exercise again in their books.

> **Mixed ability**
> With a mixed ability class, do this together as a class by using large strips of card on the board. Focus on the punctuation and ask the students to find two questions first and then to find an answer to each question.

> **Fast finishers**
> Fast finishers practise the conversation in pairs and then change some of the words, e.g. *Would you like to come to my house tomorrow?* to make a new conversation. If time allows, they write each line of their new conversation onto separate strips of paper/card and ask the others to put the new conversation in order.

Answers

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

5 In pairs, the students discuss the questions.

> **Mixed ability**
> With a mixed ability class, do this as a class. Focus on the first line and ask *Is this a question or a sentence? How do you know? What's the answer to this question? How do you know? What's the answer to 'What time ...?' So what's the third line? What's the fourth line?*

Suggested answers

c It's the first question.
a It's the best answer to the question.
d It answers the question above.
b It's the remaining answer and it fits.

6 ● In *Key* Reading and Writing Part 3b, students need to complete a conversation by choosing from a list of eight options.

Encourage them to read the gapped conversation first. Then they should read the sentences A–G and choose the best answer. Point out that they should read the line before *and after* the space, e.g. after 1 Jo answers 'That's OK' so F is not correct. When they have chosen their answer, they should cross it out. Sentence D is used in the example, so they should cross it out first.

When they have finished, tell them to read the conversation aloud in pairs to see if it makes sense. When checking the answers with the class, ask them to say why they chose each sentence.

Answers

1 G 2 A 3 C 4 F

Fast finishers

Fast finishers work in pairs. Student A has the book open and reads Jo's part. Student B has the book closed and tries to answer. Student A can give Student B some help with the beginning of Chris's lines.

SPEAKING

7 Tell the students they need to make a conversation where they make plans for the evening. They should use the conversation in Exercise 6 as a model and also the words in the two circles. Students may prefer to write their new conversation first before they perform it.

Fast finishers

Fast finishers write a new conversation which makes plans for another time, e.g. Saturday afternoon, next weekend or the school holidays.

WRITING

Prepare to write

GET READY Ask the students to try to predict the answer from the photo before they read.

Answer

It's the beach. He likes to feel the sand on his feet, take off his shoes and walk along the beach, listen to the sound of the birds and the sea.

Ask the students to find *because* and *so* in the text and underline them. Then ask them to say which word is followed by a reason (*because*) and which word is followed by a consequence (*so*). Ask them to say which word comes after a comma (*so*). If appropriate, ask them to translate the words into their own language.

Answers

1 because 2 so 3 so 4 because

PLAN Repeat the warmer activity. Ask the class to choose one of their special places and make notes about it using the ideas they have just shared. This does not need to be a true answer.

WRITE Encourage the students to use Tom's description as a framework for their own writing. With a **mixed ability** class, write a description together.

CHECK Tell the students to check each other's spelling and punctuation and that they have used *because* and *so* (and *and, but, or*) correctly. Ask them if they can give each other ideas to help them improve their final version.

Project

Our dream room

- Organise the class into groups of three and tell them they are going to write about their dream room.
- Write a list of questions on the board:
  Where is the room? Is it in a house or somewhere else?
  Who can go into the room?
  How big is it?
  What is there on the walls/floor?
  What is the furniture like?
  What can you see from the windows?
  What do you like doing there?
- The groups agree on a dream room by deciding on the answers to the questions. At home, they could look at pictures of 'dream rooms' on the internet to get ideas.
- Ask the students to produce either a drawing or a model of their room. (If appropriate, ask the art teacher to help them with this.)
- Then, ask them to write a description of the room in a paragraph which answers the questions above.
- Each group takes turns to present their room and the class votes on the best 'dream room'.

Cooler

Copy this table onto the board. Organise the students into small groups and challenge them to write as many correct sentences in the present or past as they can, using one word from each column, e.g. *I often draw pictures when I go to the beach.* Allow them about five minutes.

1	2	3
draw	a diary	beach
listen to	the drums	room
paint	pictures	garage
play	magazines	park
read	stories	school
write	songs	mountain

Teacher's resources

Student's Book

Grammar reference and practice page 150
Vocabulary list page 135

Workbook

Unit 8 pages 36–39

Go online for

- Progress test
- Achievement test
- Corpus tasks

History

The history of flight

Learning objectives

- The students learn about the history of flight and about the people involved.
- In the project stage, they do an experiment with gliders they have made themselves.

Useful vocabulary

plane fly flight flying machine wings
hot air balloon glider wheel tail engineer
engine improve

Preparation

For the project, prepare enough A4 sheets of coloured paper for each student. You will need rulers and/or a tape measure and a stopwatch (or a mobile phone with a stopwatch app). If possible, use a large classroom or an open space for this activity.

Warmer

Write the lesson title *The history of flight* on the board. Pre-teach *flight* by asking *What verb do we normally use with planes?* and then say *Look at the lesson title again. What do you think is the noun from this verb?* Encourage a brief discussion on the different ways people can fly, e.g. by plane, parachute, hot air balloon, glider, helicopter. If appropriate, have this discussion in the students' L1.

1 Encourage the class to say what they know about the history of flight already by asking questions: *Why do you think people wanted to fly? When did they start trying to fly? Did people fly before there were planes? How? Did these planes have engines? When did the first plane appear? Who flew it?* Then ask the students, in pairs, to think of some more questions they would like to ask about the first plane. Remind them that the questions will need to be in the past simple. Write the students' questions onto the board and encourage them to predict the answers.

Mixed ability

With a mixed ability class, write some question prompts on the board, e.g. *Who / invent first plane? When / invent? Where / invent? Where / first plane / fly to? First plane / carry passengers?* and ask the students to write complete questions in the past simple:
Who invented the first plane?
When did they invent the plane?
Where did they invent the plane?
Where did the first plane fly to?
Did the first plane carry passengers?

2 Introduce some useful language so that the pairs can do this exercise in English, e.g. *This is the first picture, I think this picture comes second, the last picture is this one.* Demonstrate this activity with a strong student first to the class. Don't tell the students the answer for now as they will check this in Exercise 3. Also point out that it doesn't matter if they don't get the order correct.

3 Tell the students that they should read (skim) the text very quickly, to get a general idea only, so that they can put the pictures in order. Give them a time limit to do this.

Answer

The order is: e, a, c, b, d

4 Encourage the students to read (scan) the text to find the words in the list and, if appropriate, underline them. They should look at the context and the picture carefully to work out the meaning of the word for themselves.

Answers

balloon – picture a
glider – pictures b and c
plane – picture d
wheel – picture c (under the nose of the glider)
wing – pictures b, c, d, e
A glider does not have an engine.

Extension activity

The students complete this table using these words: *balloon, engine, glider, plane, tail, wing, fly, take off, land*

transport	part of transport	verb
plane,	engine,	fly,

5 First ask the students to find the names in the text and, if appropriate, underline them. Then ask them to match the names to the pictures.

Answers

George Cayley **c**; Leonardo da Vinci **e**;
The Montgolfier brothers **a**; Otto Lilienthal **b**;
The Wright brothers **d**

6 Point out that we normally say a year in two parts: 1927 – nineteen twenty-seven; 2013 – twenty thirteen. With the first few years of a century, in British English we normally use an 'oh': 1903 – nineteen oh three. Then ask the students to match the dates with the way we say them.

Tell the students to find these dates in the text and, if appropriate, underline them. Ask them to say why they are important. Then encourage the students, in pairs, to ask and answer questions about this information, e.g. *What happened in the 1480s?*
In the 1480s, Leonardo da Vinci began to study flight.

Fast finishers

Fast finishers look for more dates in the text and write some more sentences, e.g. 1900 (pronounced nineteen hundred), 1799, 1850 and 1902.

Answers

the 1480s – the fourteen eighties
1783 – seventeen eighty-three
the 1890s – the eighteen nineties
1903 – nineteen oh three
1905 – nineteen oh five
the 20th century – the twentieth century

Suggested answers

In 1783, Joseph and Jacques Mongolfier sent the first ever humans into flight.
In the 1890s, Otto Lilienthal improved gliders (even more).
In 1903, Orville Wright flew The Flyer for the first time.
In 1905, Wilbur Wright flew for 38 km.
In the 20th century, planes improved a lot.

7 Set up this task carefully, making sure that each student knows if they are A or B. Check that they know which paragraphs they have to read by asking both A and B students *Which paragraphs do you have to read?* and *Which questions do you need to answer?* Point out that they need to write down their answers because they will have to tell their partner what they have learned.

If the students are interested in the topic, encourage them to create their own 'History of Flight' time line similar to the one they did in Unit 5 page 39 Exercise 9 (see TB page 46).

Mixed ability

With a mixed ability class, assign fewer paragraphs and questions to weaker students and more paragraphs and questions to stronger students.

Answers

1 'Ornithopters' – machines with wings that go up and down like a bird's.
2 By making a fire under a silk bag so it filled with hot air.
3 A sheep, a chicken and a duck.
4 Many gliders.
5 A few metres.
6 In an accident, while he was flying his glider.
7 Ohio, USA.
8 They started designing an engine for their glider.
9 12 seconds.
10 Because he had no more fuel.

Subject learning

In the next stage, the students are going to make their own gliders and do an experiment with them. Encourage a class discussion on what they have learned so far. If appropriate, do this in the students' own language. Use these questions:

- What was good about each type of aircraft?
- Which features did the next type of aircraft keep? (e.g. Da Vinci's ornithopters had wings.)
- Do modern planes still have some of these things?
- What type of aircraft do you think humans will invent next?

Project

The students make one of the gliders on Student's Book pages 131 and 132, following the instructions on the page. Demonstrate this to them first, with the help of a student. Make sure they understand the words *corner* and *centre*, and instructions such as *fold, fold down, measure.*

They should then take turns to fly their gliders. While Student A flies their glider, Student B times the flight with a stopwatch and measures the distance flown.

Extension activity

Students write a very brief report on their glider experiment with an accompanying photo. For example:

Title: *My glider*
Equipment: *A sheet of A4 paper, a tape measure and a stopwatch.*
Method: *In my English class, I made a glider. It flew 50 cm for two seconds. My partner's glider flew two metres for three seconds. His glider is better than mine.*

If appropriate, students work in pairs to make a short video documentary using their mobile phones.

Cooler

In groups of three, Student A opens their book and asks the questions in Exercise 7. Students B and C have their books closed and answer the questions. Student A awards one point to the student who answers each question correctly. Encourage stronger students to answer in full sentences.

9 Clothes and fashion

Those shoes are yours

Lesson profile

Vocabulary	Clothes; colours
Listening	Teenagers sort out who clothes belong to
Reading	A conversation about who clothes belong to
Grammar	Pronouns *mine*, *yours*, *his*, *hers*, etc. and determiners *my*, *your*, *his*, *her*, etc.
Speaking	Talk about who clothes and possessions belong to

Preparation

In Exercise 7, for mixed ability classes, you will need to copy the pairs of sentences onto separate strips of paper – enough sets of strips for groups of four students.

Warmer

Say to the class *I went shopping yesterday* and invite them to ask you some questions, e.g. *Where did you go? What time did you go? Who did you go with? What did you buy?* Make up the answers to the questions but tell the students that you bought some clothes. Encourage them to guess what you bought by asking you *Did you buy a pair of shoes? Did you buy a T-shirt?* etc.

VOCABULARY

1 Ask the class to look at the pictures and ask *Where are the teenagers? Why? What's Mina doing? Whose clothes are they?* Then encourage the students to name as many clothes as they can in the picture (including the clothes Mina is wearing) before they match the words in the box with the picture. Point out that they need to use two of the words in the box twice (*cap* and *socks*).

1.56 Answers

The answers are recorded for students to check and then repeat.

a socks **b** cap **c** jacket **d** swimming costume **e** cap **f** jumper **g** shorts **h** socks

2 The students should choose one item of clothing for each colour. Remind them that we use *light* and *dark* before the colour, e.g. light green (not ~~green light~~).

Fast finishers

Fast finishers write sentences about the colour of their classmates' clothes, e.g. *Jon's socks are light blue, Sonia's jumper is red and white*, etc.

Answers

The swimming costume is orange.
The socks are pink and white.
The cap is black.
The shorts are red.
The socks are black and purple.
The cap is light green.
The jacket is dark blue.

Extension activity

Copy the table below. Ask the students to complete it with the clothes in Exercise 1 and to add some more words (extra words below in italics) to each column.

Sample answer

On your head	On your body	On your legs and/or feet
cap, *hat*	jacket, jumper swimming costume *T-shirt*, *shirt*	shorts, socks, *boots*, *shoes* *trainers*, *trousers*, *skirt*

LISTENING AND READING

3 **1.57** Ask the students to read the questions before they listen, and say what the possible answers might be. They then listen and answer the questions.

Mixed ability

With a mixed ability class, ask stronger students to listen with their books closed and weaker students to listen and read.

Answers

1 pink and white
2 Mina (Orange is my favourite colour!)

Audioscript

Mina: I think our clothes are dry now. Whose shorts are these?
Anita: They're mine.
Mina: And these pink and white socks? Are they yours as well, Anita?
Eddie: No, the pink and white socks are Nick's.
Mina: Right. They're very pretty, Nick.
Nick: My mum gave them to me!
Mina: Sorry! Whose jumper is this?
Eddie: It's mine. Thanks.
Mina: And this is my baseball cap. The light green one.
Anita: Isn't that green cap yours, Eddie?
Nick: No, the green cap's hers and the black cap's his.

Eddie: Yeah, that's right. The black cap's mine.
Mina: Is this dark blue jacket yours, Nick?
Nick: Has it got lots of pockets?
Mina: Yes.
Nick: Then it's my jacket.
Eddie: Whose swimming costume is that?
Mina: That's my costume. Orange is my favourite colour! Whose socks are these? The black and purple ones? Are they yours too, Nick?
Nick: No, they're hers!
Anita: Yes, they're my socks. And I think they're very nice, thank you!
Eddie: OK, so these clothes here are ours and those clothes are theirs. Let's put them in our tent before it rains!

4 Ask the students to read the example: *The pink and white socks are Nick's* and to find Nick's socks in the picture. Point out that we say *The socks are Nick's* and not *The socks are Nick's socks* (or ~~the socks of Nick~~).

Then ask them to match the other clothes to the people. They should write a sentence for each item of clothing.

Mixed ability

With a mixed ability class, pair a stronger student with a weaker one so that the stronger student can read the conversation to find the answers, if necessary.

1.44 Answers

The answers are recorded for students to check and then repeat.

a The pink and white socks are Nick's.
b The black baseball cap's Eddie's.
c The dark blue jacket's Nick's.
d The orange swimming costume's Mina's.
e The light green baseball cap's Mina's.
f The yellow jumper's Eddie's.
g The red shorts are Anita's.
h The black and purple socks are Anita's.

5 Borrow an item from a student, for example a bag. Ask the class *Whose bag is this?* Elicit the answer *It's Marta's.* Write the question and answer on the board. If necessary, remind students that we say, for example, *Whose pens are these?* with plural objects. Ask the students in pairs to use *Whose ...?* to ask and answer questions about the clothes in the pictures.

Fast finishers

Fast finishers take turns to test each other's memories. Student A asks the questions with their book open and Student B tries to answer the questions with their book closed.

Answers

A: Whose dark blue jacket is this?
B: It's Nick's.
A: Whose orange swimming costume is this?
B: It's Mina's.
A: Whose light green baseball cap is this?
B: It's Mina's.
A: Whose yellow jumper is this?
B: It's Eddie's.
A: Whose red shorts are these?
B: They're Anita's.
A: Whose black and purple socks are these?
B: They're Anita's.

GRAMMAR Pronouns and determiners

6 Books closed. Copy the table onto the board with the gaps. Invite students to come to the board and insert the correct pronoun that matches the determiner *my*, *your*, etc. on the left. Rub off the answers and ask the students to complete the table in their book. Then ask them to find and underline the pronouns in the conversation in Exercise 3. (Some are in the speech bubble at the end of the conversation.)

Answers

It's *mine*.
Are they *yours*?
The swimming costume's *hers*.
The jumper's *his*.
The socks are *ours*.
The caps are *yours*.
These clothes are *theirs*.
All the pronouns are in the conversation in Exercise 3 (underlined in the Audioscript).

→ **Grammar reference Student's Book page 151**

7 Ask the students to say which pronoun we use with *I (mine)*, *you (yours)*, *he (his)*, *she (hers)*, *we (ours)* and *they (theirs)*. Tell them to identify the subject of each sentence before they complete it.

Mixed ability

In each question in this exercise, there are two sentences, e.g. **0** Sentence 1: Students, here are your tickets for the school play. Sentence 2: Jack and Molly, these are yours. With a mixed ability class, copy each sentence, including the correct pronoun, onto a separate strip of paper. (You should have 14 strips.) Make enough sets of strips for groups of four to have one set each.

Ask the groups to match the Sentence 1s with the Sentence 2s. Then, ask them to find the pronoun and to say why it is used, e.g. We use *yours* with *you*, etc.

Fast finishers

Fast finishers rewrite the sentences 1–6 so that they are true for them and/or their friends and family. Point out that they may have to change the verb and/or the noun, e.g. *I read a comic every day. All these comics are mine.*

Answers

1 mine **2** his **3** ours **4** yours **5** hers **6** theirs

8 Play the recording from Exercise 3 again. Stop it after some of the lines and encourage the students to repeat the lines with the correct intonation, e.g. *And these pink and white socks? Sorry! Whose jumper is this? Isn't that green cap yours, Eddie? Yeah, that's right.* Then organise the students into groups of four to practise the conversation.

Extension activity

With a stronger class, the students write a new dialogue with different items of clothing. They begin by choosing some items of clothing and either drawing a picture or using real items of clothing. Items they could use are: *hat, trousers, skirt, T-shirt, shirt, boots, shoes, trainers.*

Corpus challenge

Before the students look at the sentence, ask them to tell you why *mine* is different from the other pronouns. (*Yours, his, hers, ours* and *theirs* have an *s* at the end, *mine* doesn't.)

If they get this wrong, point out that even with plural objects (*jeans*), we always use *mine* and never ~~*mines*~~.

Answer

mine are broken (not ~~*mines*~~)

SPEAKING

9 Before the students look at the words in the box, encourage them to imagine what things Tina needs for a beach holiday (*towel, swimming costume, sunglasses*, etc.) and what things Brad needs for a skiing holiday. Then ask them to look at the box and say which things belong to Tina and which to Brad. Some might belong to both of them.

Answers

Tina's: dress, shorts, sun hat, sunglasses, swimming costume, towel

Brad's: jumper, thick socks, trousers, warm hat, warm jacket, sunglasses, towel

Cooler

Ask each student to give you an item of clothing, an accessory or an object. Display the things at the front of the class. The students ask and answer questions about the things on display. The person who answers the question correctly gets to ask the next question. For example:

A: Whose red coat is that?
B: It's Jon's. Whose brown sunglasses are those?
A: They're yours.

Alternatively, this can be played in pairs.

Is your jumper made of cheese?

Lesson profile

Vocabulary	Materials
Speaking	Talk about what your clothes and shoes are made of
Reading	*They're made of* ***what?*** – clothes and accessories made of unusual materials
Pronunciation	Words beginning with /s/, /ʃ/ and /tʃ/
Listening	Ideas for clothes and jewellery made of unusual materials
Writing	Write about your idea for clothes or jewellery made of unusual materials

Warmer

Write *of / your / jumper / made / cheese / Is / ?* on the board and tell the students to order the words to make the lesson title. *(Is your jumper made of cheese?)* Point out that it's a question. Then invite the class to think of some more questions using items of clothing and strange materials, e.g. *Is your swimming costume made of paper? Are your socks made of orange juice?* Encourage a class vote on the most original question. Then, ask the students to say what this lesson is about.

READING AND VOCABULARY

About you

1 Books closed. Brainstorm a list of materials onto the board (include *silver, wood, plastic* and *gold* from Unit 4). If you did the warmer activity above, add some of the unusual materials to the list on the board. Elicit *cotton, wool* and *leather* by asking *What is/are my T-shirt/jumper/shoes/bag made of?* In pairs, ask the students to take turns to ask and answer questions using *What is/are your shoes/socks/jumper made of?*

Fast finishers

Fast finishers write some sentences about their classmates' clothes and shoes. When the others are ready, they read out their sentences (without the student's name) and the class guess who each item belongs to.

2 First, ask the students to identify the item of clothing or accessory in each picture (**1** a dress **2** bags **3** a hat and necklace **4** dresses **5** shoes/sandals). Then, in pairs, encourage them to ask questions about each photo using *What is/are the ... made of?* and answer the questions using *I think it's/they're made of plastic/leather/wool/cotton*, etc.

3 Ask the students to read the article to see if they correctly identified what the clothes and accessories in the photos are made of. The paragraphs are in the same order as the photos, which should help them find the information.

Answers

1 cheese **2** cork **3** plastic **4** toilet paper **5** tyres

4 The students match the materials to the photos, with the help of the text. Then ask them to name the materials.

Answers

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

Extension activity

Encourage a class discussion on the clothes and accessories by asking *What is the most unusual? Which do you like best? Would you wear any of them?*

PRONUNCIATION Words beginning with /s/, /ʃ/, /tʃ/

5 Read *sick*, *shower* and *chair* together as a class and make sure the students can hear the difference between the three sounds. Point out that they need to classify the words by their first sound.

Fast finishers

Fast finishers add one or two more words to each column (e.g. see words in italics below).

1.59 Answers

The answers are recorded for students to check and then repeat.

/s/ **sick**	/ʃ/ **shower**	/tʃ/ **chair**
sea, sister, socks, *sandal, sun*	shirt, shoes, shorts *sheep, shop, sugar*	change, cheese, chilli, *church, chicken*

6 1.60 First, break the sentence down into short sections for the students. It might make things easier to start at the end of the sentence and slowly build it up. For example:

cheese shop
in the cheese shop
seven shirts in the cheese shop
six shoes and seven shirts in the cheese shop
She sees six shoes and seven shirts in the cheese shop.

Listen to the recording and repeat it together as a class, getting faster each time. Then invite volunteers to say the sentence as fast as they can.

7 If you haven't done this already in the warmer (see page 68), brainstorm a list of unusual materials onto the board. It may help the students to think of old objects which we normally throw away, e.g. shopping bags, skateboards, footballs. Then encourage them to make sentences using *You can have X made of Y*, e.g. *You can have trousers made of paper, shoes made of bread or earrings made of bottle tops.*

LISTENING

8 1.61 Ask the students to look at the table first. They will hear the three people talking about their own ideas for unusual things to use to make clothes or jewellery. Tell them you will play the recording twice. The first time they should fill in the first column, the second time they fill in the second column.

Mixed ability

With a mixed ability class, pair up a stronger student with a weaker one. Play the recording three times and encourage the pairs of students to help each other:

1. The students listen but don't write anything. They compare what they have understood.
2. Pause the recording after each person speaks and ask the students to complete the first column. Encourage the stronger student to help the weaker one.
3. As above, pause the recording after each person but the students complete the second column, the stronger student helping the weaker.

Answers

	What is it?	What is it made of?
Kris	a jacket	old newspapers
Sonya	jewellery / earrings	chocolate
Felipe	clothes / shorts	money / ($10) notes / coins

Audioscript

Speaker 1

Kris: Hi, my name's Kris and I've got this great idea. What does everyone have lots of in their homes? Newspapers! I made a jacket out of old newspapers and it looked really great. I even had something to read when I was bored.

Speaker 2

Sonya: Hello, my name's Sonya and I think my idea's the best. I love to eat it and so I thought, yes, I can make jewellery out of it. I made some earrings out of chocolate and they looked great. Then when I was hungry, I ate them!

Speaker 3

Felipe: Hi, I'm Felipe. My idea is to make clothes out of money. Yes, money! You can use notes or coins. I made some shorts out of 10 dollar notes, and everyone really liked them. And you've got money to spend when you need it!

9 1.61 Before the class listen again, encourage them to say why each person thinks their idea is good, i.e. Kris says *I even had something to read when I was bored*, Sonya says ... *when I was hungry, I ate them!* and Felipe says ... *you've got money to spend when you need it!* Ask the students to copy the sentence with gaps into their notebook three times. Let them try to complete each sentence before they listen again.

Mixed ability

With a mixed ability class, copy the sentence onto the board. Play the first part of the recording again (Kris only) and encourage the class to complete it together. Do the same for Sonya and Felipe.

Answers

Kris – It's a really good idea to make *clothes* out of *old newspapers* because you've got *something to read* when you *are bored.*
Sonya – It's a really good idea to make *jewellery* out of *chocolate* because you've got *something to eat* when you *are hungry.*
Felipe – It's a really good idea to make *clothes* out of *money* because you've got *money to spend* when you *need it.*

Extension activity

Organise the class into groups of three: Student A is Kris, Student B is Sonya and Student C is Felipe. Allow each student two minutes to memorise their sentence. Then, they take turns to ask each other to talk about their idea. Use a strong group to demonstrate:

A: Tell me about your idea, Sonya.
B: Well, it's a really good idea to make jewellery out of chocolate because you've got something to eat when you're hungry. How about you, Felipe?
C: I think ... etc.

WRITING

10 Copy the table below onto the board with one or two of the suggestions and brainstorm some more from the class.

What is it?	What is it made of?	Why?
shirt	(playing) cards	something to play when bored
cap	cinema tickets	a ticket when you want to see a film

11 Point out that the students can use the example sentence to help them but encourage them to think of a new idea. Ask them to write about 20 words. When they are ready, ask them to read out their idea and, if appropriate, ask the class to vote on the three best ideas.

Mixed ability

With a mixed ability class, encourage stronger students to write about two or three ideas.

Project

A poster presentation

- The students work in pairs. Tell the class that they are going to make a poster presentation on clothes, shoes or jewellery made of unusual material. Their poster will need to include pictures and some sentences about each one.
- Tell them to put 'unusual materials for clothes and accessories' or 'recycled clothes' in the search engine on the internet and find four or five images.
- Write these questions on the board and ask the pairs of students to write a few sentences about each image, answering these questions:
  What is it?
  What is it made out of?
  Is it a good idea? Why (not)?
  Would you wear it/them? Why (not)?
- Correct the students' sentences and ask them to write a neat final version and then make their poster.
- Display the posters on the classroom walls. Then Student A stands next to their poster and Student B walks around the class and asks various Student As the four questions on the board. After about five minutes, they change places.
- If appropriate, ask the students to vote on the three most original posters.

Extension activity

In pairs, the students choose one of the items of clothing, etc. from their project. They make it at home or in the art class. Organise a fashion show. One student wears the item and the other reads out a description.

Cooler

Repeat the police station role play from Unit 4 (Extension activity, Teacher's Book page 37). This time, the students have lost an item of clothing or an accessory. Each student thinks of an item they have lost and how they can describe it. Demonstrate with a strong student first.

In pairs, the students take turns to be the police officer. Change the pairs around and repeat the conversation.

Teacher's resources

Student's Book
Grammar reference and practice page 151
Vocabulary list page 136

Workbook
Unit 9 pages 40–43

Go online for
- Corpus tasks

10 Buying things

Are the sunglasses in the sale?

Lesson profile

Vocabulary	Shopping, accessories: countable and uncountable nouns
Listening	Molly, Jack and Ravi are shopping in a shopping centre
Grammar	*some, any, a bit of, a few, a lot of*
Pronunciation	Weak forms: /ə/
Speaking	Talk about where you like to shop and what you buy

Warmer

Say to the class *I'm thinking of something I'm wearing. What is it?* Encourage them to ask you yes/no questions and try to guess what it is. For example *Are they made of cotton? (No, they aren't.) Are they made of leather? (Yes, they are.) Are you wearing them on your feet? (Yes, I am.) Are they your shoes? (Yes, they are.)* Allow the students three or four minutes to do the same activity in small groups.

VOCABULARY AND LISTENING

1 Ask the class to look at the pictures first and in pairs describe what they can see. Invite a brief class discussion by asking *Do you like shopping? What sort of shops do you like? Do you have a favourite shop? What do you like buying?*

In pairs, ask the students to find the things in the pictures. Encourage them to ask and answer questions about the things, e.g. *Can you find the make-up? Yes, it's here next to the woman. What about a purse?* Point out that they should look at all the pictures to find the words. Highlight the difference between *purse* and *wallet* by asking *Are they usually for a man or a woman? Do you put coins or notes in them?*

Fast finishers

Fast finishers name some more things in the pictures, e.g. *shop, shop window, customer, advertisement, bags, handbags*. Then, when the others are ready, the fast finishers read their new words and the others find them in the pictures.

Answers

make-up – top right picture
purse – bottom picture (Molly is holding one)
shop assistant – bottom picture, behind Ravi
shopping centre – top left picture
sign – bottom picture (yellow Sale sign) or top left picture (Adidas shop sign)
sunglasses – bottom picture
wallet – bottom picture (Ravi is holding one)

2 ▶ **1.62** Ask the students to look at the photo of Molly, Jack and Ravi before they listen and say where they are. Pre-teach *sales* by asking *What time of year are clothes often cheaper? Why?*

Answers

1 sunglasses **2** because they are expensive

Audioscript

Part 1

Molly: Hey look, guys. There are some sales on today.
Jack: Great! I was here in the shopping centre last week and there weren't any sales then.
I haven't got any sunglasses. I want some sunglasses like yours, Ravi, the ones you bought in New York! They're so cool! But they were too expensive.
Ravi: Jack, you never want to spend any money!
Jack: Well, I want to spend some money today! Maybe the sunglasses are in the sales!
Molly: Yeah. Let's go and see.

3 ▶ **1.63** If necessary, play the recording twice. After the students have listened, write *I haven't got any (make-up) left* on the board. Check that the students understand by asking *How much make-up has Molly got?* (none)

Answers

1 £20 **2** She hasn't got any left.

Audioscript

Part 2

Molly: Look, there are a lot of purses and wallets here – and they're half-price!
Jack: But I don't want a wallet, Molly. I'm looking for sunglasses.
Molly: Well maybe **I** want a purse! Look, this red one's lovely.
Ravi: Hmm, some of these wallets are cool too. I like this black one.
Jack: Molly! Ravi! *(impatient to go)*
Molly: How much is it, Ravi?
Ravi: Erm, it's 20 pounds!
Jack: 20 pounds … and that's half price! That's a lot of money!
Ravi: Yeah, that's too much. How about trying the market? They're cheaper there.
Jack: Molly, do you want that purse or not?
Molly: No, I don't need another purse. But I want to buy a bit of make-up if it's in the sale. I haven't got any left.
Assistant: Er, can I help you?
Ravi: No, thanks – we're OK.
Jack: Let's go! Look, there are a few wallets over there – and some nice pairs of sunglasses!
Molly: And don't forget the make-up! I hope it's in the sale. Are you coming, Ravi?
Ravi: Yeah, sure.

4 1.62–1.63 Point out that the students are now going to listen to the complete conversation. Encourage them to try to choose the correct words before they listen again.

Answers

1 the shopping centre **2** Jack **3** half price
4 more expensive **5** doesn't want to
6 doesn't want any help

5 Point out that countable nouns are objects that we can count, e.g. *three earrings*, but we can't count uncountable nouns, e.g. *some jewellery* (not ~~*jewelleries*~~). Ask the students to think of some more examples of countable and uncountable nouns, e.g. food: *three eggs, five apples* are countable but *some rice* and *some milk* are uncountable. Then ask them to put the words in the box in the correct column.

Answers

Countable nouns	**Uncountable nouns**
earring, market, purse, sale, shop, wallet	jewellery, leather, make-up, money, plastic, wool

GRAMMAR *some, any, a bit of, a few, a lot of*

6 Books closed. Write the sentences from Jack, Molly and Ravi's conversation on the board but leave a gap for the words in red, e.g. *There are ... sales on today.* Play the recording again and ask the class to complete the sentences. Invite volunteers to come to the board and add the missing words, ideally in a different colour.

Encourage the students to look at the sentences on the board and say when we use *some, any, a lot of, a bit of* and *a few*. They then do the exercise in the book.

Answers

1 C and U **2** C and U **3** C and U **4** U **5** C

→ **Grammar reference Student's Book page 152**

7 Ask the students to look at the pictures first and say what they can see in each one. Then ask them to match the sentences to the pictures. Encourage stronger students to cover the sentences first and make sentences with *a bit of, a lot of* or *a few*. Then, they look at the sentences and check their ideas.

> **Fast finishers**
> Fast finishers write some more sentences with *a bit of, a few* and *a lot of*.

Answers

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

8 Once again, ask the students to look at the pictures first and describe what they can see before they complete the sentences. Encourage stronger students to write their own sentences with *a bit of, a few* or *a lot of* before they look at the sentences.

> **Fast finishers**
> Fast finishers work in pairs. Student A covers the sentences. Student B describes one of the pictures and Student A says which picture they are describing.

Answers

1 a lot of **2** a bit of **3** a few **4** a few **5** a lot of
6 a bit of

> **Extension activity**
> Ask the students to write some true sentences about themselves using *some, any, a bit of, a few* or *a lot of*. Then, in small groups, they take turns to read out their sentences without those words and the others have to say what the missing words are. For example:
>
> **Teacher:** I've got ..... friends, so I'm very lucky.
> **Student:** Is it *a lot of*?
>
> With a mixed ability class, fast finishers do this while the weaker students finish Exercise 8. Then, the **fast finishers** read out their gapped sentences for the others to identify the missing words.

> **Corpus challenge**
> Ask the students to correct the wrong sentences. Remind them that we normally use *any* with negative sentences and *some* with affirmative sentences.
>
> **Answer**
> C is the correct answer.
> **A** Bring a ball and *some* water.
> **B** I'm sorry, but I haven't got *any* milk.

PRONUNCIATION Weak forms: /ə/

9 1.64 English is stress-timed. This means that the stressed syllables are said at regular intervals, e.g. Da–Da–Da. In order to maintain this pattern, some of the other syllables are reduced to the /ə/ sound so that they can fit in between.

As the students listen and repeat, tell them to clap the rhythm. Then ask them to underline the /ə/ sounds in each sentence (a bit of paper, a few, were a lot of).

10 Tell the students to underline the stressed syllables and circle the /ə/ sound first in each sentence in Exercise 8. Then Student A taps a regular rhythm while Student B says the sentence and then they swap roles.

About you

11 Brainstorm some ideas onto the board by asking
What's the name of the shopping centre near here?
What are the good/bad things about it?
When are there usually sales?
Is the shopping centre cheaper than the shops in the town centre?
What do you usually buy in the shopping centre?

Then allow the students five minutes to make notes on their own answers. Encourage them to use *some, any, a bit of, a few* and *a lot of*.

They discuss their answers in pairs or small groups.

Cooler

Organise the class into teams. Say a word from Exercise 5 and ask each team to make a sentence with *some, any, a bit of, a few* or *a lot of* and the word. Give a point to the team with the longest sentence. For example:

Teacher: earring
Team A: There are a lot of earrings in the department store.
Team B: My mum has got a few earrings.

At the end of the class, ask *How much time have we got left?* and elicit the answer *We haven't got any left.*

Buying and selling online

Lesson profile

Reading	*Snorgtees* – the story of an interesting online company
Listening	A bad online shopping experience (*Key* Listening Part 1)
Speaking	Act out a story
Writing	A story of an online shopping experience; *after that, after (two weeks), (six days) later, finally*

Preparation

(optional) Ask the students to bring in their favourite funny T-shirt (or a photo of it) and bring in one of your own.

Warmer

Write the lesson title on the board: *Buying and selling online*. Organise the class into teams and challenge the teams to write a list of things that people often buy online and a list of things people *don't* usually buy online. Award points for each thing.

Write the ideas on the board in two columns. Then, invite a brief class discussion on the advantages and disadvantages of buying and selling online.

1 Organise the students into small groups for this exercise. Try to put someone who uses the internet to buy clothes in each group. If the students don't use the internet to do this, extend the discussion to talk about other things they buy online, for example books, DVDs, music.

READING

2 If necessary pre-teach *fun* and *funny* by asking *Why do young people spend time with their friends?* (It's fun.) *Why do people like comedy films?* (They're funny.) Before the class read the article, tell them that Matt Walls has an online clothes company. Ask them to look at the pictures and try to guess what Matt's company sells. Then give the class three minutes to read the article quickly and circle the answers.

Answers

1 Snorgtees **2** T-shirts

3 Do this exercise in two stages. First ask the students to read again and answer questions 1–6. The answers are in the first part of the article (not in the advice section).

Fast finishers

Fast finishers write some false sentences about this part of the article, e.g. *Matt Walls started the online company Snorgtees alone*. When the rest of the class are ready, they read out their sentences and the others have to correct them.

Answers

1 A funny website.
2 Add their own ideas and funny things.
3 People didn't add a lot of ideas.
4 Thinking of ideas for funny T-shirts.
5 2004
6 $150

Now ask the students to look at the discussion questions 7 and 8. Pre-teach *entrepreneur* by asking the students to find a word in the article which means someone who starts their own company.

Ask the students to read the advice section in the article and to find and underline the three main pieces of advice first, i.e. **1** *Think carefully about what to sell* **2** *Believe you can do it* and **3** *Remember that starting a company is hard work.* Then ask them to answer the questions in small groups.

Extension activity

The students visit the Snorgtees website and vote for their favourite T-shirt.

4 Ask the students to look again at the T-shirt designs in the article and say if they think they are funny or not. Ask them, in groups, to think of at least two designs for funny T-shirts. They can draw a picture or write a description. If you have asked them to bring in their favourite funny T-shirt, ask them to present it to the class. Demonstrate this for them, for example:

This is my favourite T-shirt. It's white and it's made of cotton. It says 'I'm not a morning person' and there's a picture of a sleepy dog on it. I like this T-shirt because I don't like mornings.

LISTENING

5 ● ▶1.65 In *Key* Listening Part 1, students listen to five short conversations and answer a question about each one by choosing the correct picture (A, B or C). Although this exercise has only one conversation and there are no questions, it introduces students to the idea of looking at pictures and choosing the correct one.

Tell them they are going to listen to a conversation between two friends, Chris and Penny. Ask them to look at the pictures quickly and to say what they think Chris and Penny are talking about. Then, ask them to look at the pairs of pictures, describe what they can see in each one and say what the difference between each one is:

1A shopping in town	**1B** shopping online
2A paying with money	**2B** paying with a credit card
3A sending an email	**3B** talking on the phone
4A jacket is too big	**4B** jacket is too small
5A a black jacket	**5B** a blue jacket

Point out that the students may hear information about both pictures, but only one of each pair is correct. Play the recording at least twice and ask the students to tick the correct pictures as they hear the relevant part of the conversation.

Answers

1 A **2** B **3** A **4** B **5** A

Mixed ability

With a mixed ability class, it may be necessary to pause the recording after each answer is given.

Audioscript

Penny: Hi, Chris. What are you doing here at the shopping centre? You usually do all your shopping online.
Chris: Well, I *did* all my shopping online. Now I come to the shops to buy things.
Penny: Why? Is there a problem with your computer?
Chris: No. My computer's fine. It's a long story ...
Penny: Oh, tell me more!
Chris: Well, I found a great jacket on the internet. It was black and it had a really cool design on the back. You can't pay in cash of course, so my mum paid for it with her credit card. After that, we waited and waited but it didn't come. After two weeks I emailed the company, but they didn't answer. Then, six days later, it finally arrived. But the jacket was the wrong size. It was too small *and* it was blue. I returned it and asked them to send me the right one, but they emailed me to say they didn't have one in my size in black. And my mum is still waiting for them to return her money. Anyway, guess what I bought today.
Penny: A black jacket?
Chris: Yes – look at the design! It's much nicer than the one on the internet and it was cheaper!

6 ▶1.65 Play the conversation again for students to complete the sentences. With a mixed ability class, you may prefer to pause it after each answer.

▶1.66 Answers

The answers are recorded for students to check and then repeat.

1 doing **2** buy **3** problem **4** long **5** more **6** Well **7** come **8** finally **9** size **10** Anyway

Get talking!

For practice, see Student's Book page 126.

Answers

1 They're talking about shopping.
2 **1** She went shopping.
2 She went to the new department store.
3 She bought some shoes.
4 They broke.
5 She went to the shop again and they gave her a new pair of shoes.
6 There was only one shoe in the box.
3 **1** Guess what **2** Tell me more **3** Anyway

▶1.67–68 Audioscript

Sofia: What are you two talking about?
Ivan: Luisa went [*shopping*] on Saturday and had a bit of a problem.
Louisa: A bit of a problem!
Sofia: Oh, tell me more!
Louisa: Well, I bought some [*shoes*] last week in that new department store in town. I wore them for two days and then they broke!
Sofia: Oh dear!
Louisa: So I went to the [*shop*] again yesterday and the [*shop assistant*] gave me a new pair and I took them home.
Sofia: Great.
Louisa: Not great. Guess what ...
Sofia: What?
Louisa: There was only one [*shoe*] in the box!
Sofia: Really? What did you do?
Louisa: I went to the [*shop*] again of course and got the other [*shoe*]! Anyway, what do you think?
Sofia: They're really nice. Let me try them on!

7 First, ask the students to decide who will be Chris, and who will be Penny and Chris's mum. Next, encourage them to use the pictures as the story framework, e.g. **1** Chris meets Penny outside the shopping centre **2** Chris is paying with a credit card, etc. Then ask them to match the sentences in Exercise 6 to the framework (see sample conversation below). Students might find it easier to write the play first before they act it out.

Mixed ability

With a mixed ability class, give a copy of the sample conversation below to pairs of the weaker students and ask them to practise it and then act it out.

Fast finishers

Fast finishers invent a new play. It could either be about a time when Penny bought something online and didn't receive what she ordered or a time when Chris bought something in a shop that he didn't want.

Sample conversation

Penny: What are you doing here at the shopping centre?
Chris: Now I come to the shops to buy things.
Penny: Is there a problem with your computer?
Chris: It's a long story.
Penny: Tell me more!

(At Chris' home)
Chris: Look at this great jacket!
Chris' mum: Here's my credit card!
Chris: Thank you, Mum!

(Two days later)
Chris: Where's my jacket?

(Four days later)
Chris: Where's my jacket?

(Six days later. The door bell rings)
Chris: At last! My jacket!

(Chris opens the parcel)
Chris: Oh no! It's too small! And it's blue.

(The next day)
Chris: Guess what I bought today!
Penny: A black jacket?
Chris: Yes! I bought it at the shopping centre and it's perfect!
Penny: Cool!

WRITING

Prepare to write

GET READY With a stronger class, write the time expressions *after that, after two weeks, six days later* and *finally* on the board. Ask the students to retell the story from memory before they read. With a **mixed ability class**, pair up a strong student, who tells the story with their book closed, with a weaker student who provides clues, e.g. *After that he waited ..., Six days later, it ...* with their book open.

PLAN Remind the students (especially the weaker ones) that they can use the story about the jacket as a model to answer these questions but that they should change the information, e.g. they didn't want to buy a *jacket*, they wanted to buy a *T-shirt*.

With a mixed ability class, pair up a weaker student (A) with a stronger student (B). Student A reads out the questions, Student B answers the questions and Student A writes down the answer. With a very weak class, brainstorm answers to these questions together.

WRITE If you brainstormed the notes together as a class on the board, now ask the students to link the notes together. Remind them to use the time expressions.

IMPROVE Remind the students of their most common mistakes, e.g. with the past simple, the position of adjectives, the use of possessive pronouns.

Project

Design a T-shirt and an advertisement for it

- Organise the students into groups of three or four.
- Ask them if they ever raise money for charity, or for their own school or perhaps for themselves so that they can go on a school or sports team trip.
- Tell them that they need to design a T-shirt which will be sold through their own web page to raise money.
- If the students designed T-shirts in Exercise 4, they can choose their favourite from these. If not, each group should think of a design and a slogan (in English) for their T-shirt. (If you wish, you could ask the students to actually make their T-shirt!)
- The students now create either a poster or a design for a web page to sell their T-shirt. They should include information about the design (what does it look like? who designed it?), size and choice of colour, the cost, how to pay, who the money will go to, etc.
- Each group presents their T-shirt and the poster or design for the web page to the class and the class votes on the best three designs.

Cooler

In pairs, the students test each other's memory of the article. They cover the Snorgtees article and take turns to ask and answer the questions in Exercise 3.

Teacher's resources

Student's Book
Grammar reference and practice page 152
Vocabulary list page 136

Workbook
Unit 10 pages 44–47

Go online for
- Progress test
- Corpus tasks

Culture
Hollywood

Learning objectives

- The students learn about Hollywood, in particular the Oscars and the statuette.
- In the project stage, they make a poster about one of the five Hollywood Film Studios of the Golden Age or about a film.

Useful vocabulary

film studio award sign actor director
statuette sword reel of film

Preparation

In Exercise 6, the students are asked to imagine what it is like to hold the Oscar statuette. If possible, bring in a 4 kg weight (or four bags of sugar) so that the students can try to hold this weight in their hands.

Warmer

Encourage a very brief class discussion about films by asking questions: *How often do you watch films? Do you prefer to go to the cinema or watch them at home? What's your favourite kind of film? What was the last film you saw? Did you like it?*

1 In small groups, encourage the students to look at the photos and take turns to describe what they can see. Demonstrate the first photo together as a class, e.g. *In this first photo I can see some letters. They say 'Hollywood'.* Then ask them to answer the three questions.

Answers

1 the USA
2 'Hollywood' is a district of Los Angeles. It's also home to the American film industry.
3 film studios and celebrities

Extension activity

Invite a brief class discussion on where films are made by asking: *Where are most films made? Are there other places in the world where films are made? Are films made in your country? Where?*

2 ▶2.02 Ask the students what they know about the Oscars. Point out that they will listen to a tour guide answering questions from four tourists. They have to say in which month the Oscars happen.

Answer

February

Audioscript

Guide: Hi, everyone. Hi. Welcome to Los Angeles, California, and welcome to Hollywood! We have a few minutes before this morning's bus tour of Hollywood starts. Does anyone have any questions?

Tourist A: Hi, yes, I've got a question. How old is the Hollywood sign?

Guide: The Hollywood sign is nearly a hundred years old now. Originally it advertised a new part of the town. That was in 1923 and the sign said 'Hollywoodland' then. But in 1943, twenty years later, the sign became 'Hollywood' like it is today.

Tourist A: Is the town of Hollywood older than the sign?

Guide: Yes, the town is much older. In 1900 about 500 people lived in the town of Hollywood and there was a hotel, a post office and two markets. In 1910, it became part of Los Angeles, because it needed water, and Los Angeles had water.

Tourist B: So, when did the first film studio open?

Guide: Well, the first filmmakers came to Hollywood at about the same time, in the early 1900s. But the first studio only opened in 1911. Then lots of filmmakers came and opened studios here. And movies need actors, so lots of actors came too – and soon the Golden Age of Hollywood was born!

Tourist C: And when exactly was the Golden Age of Hollywood?

Guide: This was from about 1927 until 1948, about twenty years. Five big film studios made movies with their own actors and showed the movies in their own movie theatres. It was a good time for the studios and for cinema audiences. Only one of the studios, Paramount, is still here in Hollywood. Our first stop's Hollywood Boulevard, where you can go down the Walk of Fame.

Tourist D: What's the Walk of Fame?

Guide: Ah! The Walk of Fame is stars for the stars! When you walk down Hollywood Boulevard you can see the names of famous film stars on the stars in the sidewalk. There are about two and a half thousand stars! And that's quite a long walk!

Tourist C: Do the Academy Awards still happen in Hollywood?

Guide: Yes, they sure do! The Academy Awards, that's the Oscars, happen at the Dolby Theatre every February. OK, everyone. We're ready. Let's start the tour.

3 ▶2.02 Ask the students to read through the questions before you play the recording.

Answers

1 How old is the Hollywood sign?
2 Is the town of Hollywood older than the sign?
3 When did the first film studio open?
4 When exactly was the Golden Age of Hollywood?
5 What's the Walk of Fame?
6 Do the Academy Awards still happen in Hollywood?

4 ▶ 2.02 Make sure that students have got the numbering right in Exercise 3, as these are the numbers for the questions that they have to answer. Check that each group knows exactly which their questions are. Point out that the students should write notes and not complete sentences. Play the recording several times if necessary. Then the students take turns to read out their answers and write down the answers to the other questions.

Mixed ability

With a mixed ability class, pair up a stronger with a weaker student. The stronger student is responsible for listening for *all* the answers but doesn't write. Although the weaker student should listen for the answer, they are responsible for writing down the answer with the stronger student's help.

Answers

1 nearly 100 years old
2 yes
3 1911
4 from about 1927 until 1948
5 It's stars for the stars! / It's the names of famous film stars on the stars in the sidewalk.
6 Yes, they do. (They happen every February.)

5 Pre-teach *statuette* by asking the students to point to it in the photo before they read the information.

Extension activity

Ask the students to cover the information and test their memory, e.g. *What's the official name for the Oscar? Who won the first Best Actor award? Are the Oscars only for actors?* With a stronger class, the students test each other. This could be organised as a team game.

6 Point out that sentences 5 and 6 tell them where the 'reel of film' and 'sword' are.

If your class enjoy competition, organise them into teams and ask them to write down their answers to each question. Point out that these questions are asking for the students' own ideas, there is not necessarily one correct answer. Introduce some useful language to help the students to do this exercise, e.g. *What do you think? I think ..., I agree with you / I don't agree with you because ...*

Then ask the teams to compare their answers with the answers on Student's Book page 130. The teams get one point for every correct answer. Finally, do question 6 as a class. Invite a student to the front and put four kilos (e.g. four packets of sugar) in their hands.

Project

The students will need access to the internet to carry out this project.

The five Hollywood Film Studios of the Golden Age were 20th Century Fox (www.foxmovies.com), Warner Brothers (www.warnerbros.com), Paramount (www.paramount.com), Universal (www.universalstudios.com) and Colombia (now owned by Sony www.sonypictures.com). The internet movie database (www.imdb.com) has information about films and actors.

- Organise the students into small groups.
- Help the students to decide **a**) which project they are going to do (a film studio or a favourite film) and **b**) which film studio or film they are going to choose. It might be easier for weaker students to write about a film.
- Decide as a class how the pairs of students are going to present their project; will it be a report, a poster or a PowerPoint presentation? Should they include text, audio and image?
- Encourage the students to produce a draft version of their project for you to look at before they produce a final version.
- When the projects are finished, encourage the class to compare their projects. Include some sort of task, e.g. read the projects and complete the table. (Project 1 is given as an example.)

	Project 1: Jon & Ana	Project 2:	Project 3: .....
What is it about?	*Universal Studios*		
What do you like best about it?	*Lots of interesting information & photos*		
Write a question for the project writers.	*Can I visit the studio today?*		

Cooler

Our Class Oscars

Write *Best Picture*, *Best Actor*, *Best Director*, *Best Costume Design* and *Best Song* on the board. Ask the students to suggest candidates for each category. Write three suggestions next to each one, e.g. *Best Actor*: Johnny Depp, Brad Pitt, Cate Blanchett. Then, in groups, ask the students to decide who should win the Class Oscar for each category. Each group then presents their winners to the class.

11 Eating out

Which restaurant is better?

Lesson profile

Reading	Restaurant advertisements with menus
Vocabulary	Food and drink
Grammar	*as ... as* and comparative adjectives with *than*
Listening	A conversation with prices, dates, times and numbers (*Key* Listening Part 4)
Writing	Write an advertisement for a restaurant
Speaking	Compare restaurants and choose a restaurant for your party

Preparation

Ask students to look for advertisements for parties in restaurants in their town and to bring them to class to help with the Writing and Speaking section at the end of the lesson.

Warmer

Pre-teach *eat out* by writing the unit title *Eating out* on the board and ask the class to say what they think the unit is about. Point out that *eating out* is eating in a restaurant and *not* eating outside.

Ask: *Who do you go to restaurants with? Do you ever go with your friends? What's your favourite restaurant?*

Then write *menu* on the board and ask the students to say how a menu is divided, i.e. *Starters*, *Main Course*, *Dessert*, *Drinks*. Ask the students to look at the food and drink words in Unit 2, e.g. *curry*, *soup*, *fruit tea* and put them in the correct place on the menu.

READING AND VOCABULARY

1 ▶ 2.03 If you have done the warmer above, with books closed, read out the vocabulary from the box (*burgers*, etc.) and ask for volunteers to write each word in the correct place on the menu on the board.

With books open, ask the students to look at the pictures and describe what they see. Then ask them to point to the things in the pictures. Check by asking them to say which restaurant advertisement the items are in, and where in the advertisement.

Play the recording and ask the students to listen, point to the picture and repeat.

Extension activity

Tell the students to divide a page in their notebook into a menu, using the headings ***Starters***, ***Main course***, ***Dessert*** and ***Drinks***. Ask them to add the food and drink words in the advertisements. Fast finishers add more words.

2 Pre-teach *healthy* by asking the students to say which of the food and drink in Exercise 1 is healthy and which is less healthy. Pre-teach *quiet* by shouting suddenly and asking the students if you are being quiet or noisy. Explain that *popular* means that a lot of people like it.

Ask the students to read the sentences first and then look for the answers in the advertisements. **Fast finishers** correct the wrong sentences.

Answers

1 ✔ 2 ✘ 3 ✘ 4 ✔ 5 ✔ 6 ✔

GRAMMAR *as ... as*

3 First ask the students to look at the picture and say what the girl, Nicky, is thinking about. Ask them to read what Nicky says and say if they agree or disagree. Then ask them to find and, if appropriate, underline *as ... as* in the speech bubbles and say what word Nicky uses between *as ... as*.

With a **stronger class**, ask the students to write some more sentences using *(not) as ... as* and the two party menus, e.g. *Pizza Palace is as big as Easy Burgers* (there's space for 30 guests in each), *Pizza Palace isn't as noisy as Easy Burgers*.

Answers

1 the same 2 different

→ **Grammar reference Student's Book page 153**

4 Write the following on the board and ask the students to complete the sentences with *Pizza Palace* or *Easy Burgers*:

..... is quieter than ..... .
(Pizza Palace; Easy Burgers)

..... is more expensive than ..... .
(Easy Burgers; Pizza Palace)

Ask the class to say which words compare one thing with another (*quieter than* and *more expensive than*). Point out that these are examples of comparative adjectives and ask the class to say how we form these (short adjective +*er* + *than* or *more* + long adjective + *than*). If appropriate, ask the students to underline all the examples of comparative adjectives in Exercise 2.

Check that the students understand the meaning of the adjectives in the box by asking them to give you a sentence with each of them, e.g. *I'm cold because I'm not wearing a sweater.* Then ask them to copy the table into their notebooks and write the adjectives and their comparatives in the correct column.

Fast finishers

Fast finishers try to think of other adjectives and add them to the appropriate columns of the table.

Answers

short adjectives	
add -er	***add -r***
cold – colder	large – larger
long – longer	late – later
new – newer	
tall – taller	
change to -ier	***double the last letter and add -er***
busy – busier	fat – fatter
dirty – dirtier	hot – hotter
funny – funnier	thin – thinner

long adjectives
use 'more'
beautiful – more beautiful
exciting – more exciting
popular – more popular

→ **Grammar reference Student's Book page 153**

5 Point out that the students need to write a sentence with each of the adjectives given and that if they think the two things have the same quality, they can use *as … as*, e.g. *Maths is as interesting as English*. First go through the adjectives with them and check they can form the comparative correctly.

Mixed ability

With a mixed ability class, do the exercise orally as a class before the students write.

Fast finishers

Fast finishers justify their answers, e.g. *I think Messi is as famous as Ronaldo because they both play for famous football teams and for their countries.*

Possible answers

1 Trains are more comfortable than buses. Buses are slower than trains.
2 English is easier than maths. Maths is as interesting as English.
3 Dogs are friendlier than cats. Cats are as noisy as dogs.
4 My country is hotter than the UK. My country is bigger than the UK.
5 Messi is younger than Ronaldo. Messi is as famous as Ronaldo.

Corpus challenge

Point out that with short adjectives we add *-er* only and we do not use *more*. If we want to emphasise the comparative adjective we can add *much*, e.g. *The tickets are much cheaper.*

Answer

… the tickets for students are ~~more~~ cheaper.

Extension activity

Divide the class into two groups. Group A want to eat in Pizza Palace and should write some comparative sentences saying why it is the best choice. Group B think Easy Burgers is the best choice.

Reorganise the students into small groups with an equal number of students from Group A and Group B. Encourage them to discuss which restaurant is better, using the sentences they have written.

LISTENING

6 ▶ 2.04 Remind the class that in Exercise 3, they read what Nicky thought about the two restaurants. Ask them to guess which restaurant Nicky chose and to justify their answer before they listen. Point out that they won't hear the name of the restaurant, they will need to listen carefully to the information.

Answer

Easy Burgers

Audioscript

Paolo: Good afternoon. Paolo speaking. How can I help you?
Nicky: Oh hello. I'd like to book a birthday party, please.
Paolo: Certainly. Can I take your name, please?
Nicky: Nicky Jones.
Paolo: Thanks. And what's your phone number?
Nicky: It's 0387 7865.
Paolo: OK, I've got that. And when would you like to have the party?
Nicky: June 12th, please. Is that possible?
Paolo: Let me check. Yes, that's fine. June 12th. And how many people are coming? You can have up to 30 people in our party room.
Nicky: Yes, I know. I saw your advertisement. Actually, there are 25 of us.
Paolo: 25. OK. Now, I've got some good news – the party menu is cheaper than it says on the advertisement. It's not £13.00 per person, it's £11.50 per person. We changed it this week.
Nicky: Great! Dad will be happy! He wants to pay with his credit card. Is that OK?
Paolo: Sure, no problem. Now, what time would you like to come? At six o'clock?
Nicky: Oh no, that's too early. Can we come a bit later? Say … seven thirty?
Paolo: Of course – seven thirty. Don't forget to call me a few days before the party. You need to choose your music videos.
Nicky: OK! Oh, and I've got one more question. Which buses go past your restaurant?
Paolo: Er … the 76, and the 54. The 76 is better than the 54 because it stops at our door.
Nicky: Great. Thanks very much!

7 Read the prices, dates, times and numbers to the students and encourage them to listen and repeat.

Ask them to write at least two prices, two dates, two times and two numbers each to test their partner.

Fast finishers

Fast finishers write some questions which require a price, date, time or number as the answer.

Then organise the class into small groups, each with a fast finisher. The fast finishers ask their questions and the others answer. If the class enjoys competition, the fast finisher gives one point to the first correct answer to each question.

Answers

eleven pounds fifty
thirteen pounds
April the eighth *or* the eighth of April
June the twelfth *or* the twelfth of June
seven thirty *or* half past seven
six o'clock
eighty-nine
seventy-six

8 ● ▶2.04 In *Key* Listening Part 4, students listen to a conversation and write down one or two words or numbers to complete a set of notes.

Ask the students to read the notes first and say what kind of information is missing (**1** date **2** number **3** price **4** time **5** number)

Remind them that they may hear two possible answers (e.g. Number of people: Paolo says 30 and Nicky says 25; Price: Paolo says £13 and £11.50) but only one answers the question correctly.

Answers

1 June 12th **2** 25 **3** 11.50 **4** 7.30 **5** 76

Get talking!

See Student's Book page 126.

Answers

1 **1** Actually **2** Oh no, that's too **3** Sure, no problem. **4** Of course.

▶2.05 Audioscript

A: OK, it's Emma's birthday next week and we need to plan her surprise party.
B: Right. My dad says we can have the party at our house.
A: Brilliant! How many people can we have?
B: My dad says no more than fifteen.
A: Actually, there are only ten of us, so that's perfect.
B: Good. We could start at around five o'clock?
A: Oh no, that's too early. I think Emma plays basketball on Saturdays until five. How about six?
B: Sure, no problem. Can you invite everyone?
A: Of course. I can text them now.

WRITING AND SPEAKING

9 If the students have brought advertisements (see Preparation), have a class discussion on what information they include and then ask them to decide on the best place for a class meal.

Ask the students to look at the two advertisements in Exercise 1 again and say what information they give: the name of the restaurant, an invitation (*Come and have your party ...*), the size of the party room, the party menu (main course, dessert, drinks), the price, information about booking and the birthday cake.

Tell them to use the advertisements in Exercise 1 as a model to write their own restaurant advertisement, but encourage them to be imaginative, in particular with their choice of food.

Ask them to first decide on a name for their restaurant and also the type of food they serve. They should not write their own names on the advertisements.

If appropriate, ask them to illustrate their advertisements. When they are ready, collect in the advertisements.

10 Give out two of the students' advertisements to each pair. Demonstrate this activity to the class first. Use two advertisements and encourage the students to make sentences using comparative adjectives, e.g. *Mario's Pizza is cheaper than Ana's Hot Dogs. Ana's Hot Dogs is bigger than Mario's Pizza.*

Tell the students to choose one of the restaurants they were given and to say why they chose it. For example:

I choose Petra's Salads for my party because it's healthier than Chocolate Land. It is also cheaper and more friendly.

Cooler

Ask the class for six adjectives and write them in a column in the middle of the board. Then ask the class to say two sports, two dishes, two school subjects, two famous people, two animals and two household objects. Write the first word in the pair in a column on the left and the second word on the right. For example:

hockey	**beautiful**	volleyball
pizza	**busy**	chicken legs
history	**easy**	science
Fabio	**fast**	Ronaldinho
horse	**big**	elephant
desk	**healthy**	carpet

Then, in small groups, challenge the students to write as many comparative sentences as they can in five minutes using a word from each column. Point out that these sentences need to make sense, e.g. *A horse isn't bigger than an elephant* is OK but *A desk is healthier than a carpet* isn't OK because it doesn't make sense. The winners are the group with the most correct sensible sentences.

Street food

Lesson profile

Reading	*Street food around the world*
Vocabulary	Food
Pronunciation	/ʌ/ and /ɒ/
Listening	Ordering food at a street festival
Speaking	Ask about food at a street festival and order something

Warmer

Play the alphabet game again. Challenge the class to think of a type of food or drink for as many letters of the alphabet as they can.

READING AND VOCABULARY

1 Ask the students to look at the pictures first and say what they think 'Street Food' is (food you buy from stalls in the street and then eat it in the street). Then ask them to read the complete article quickly and answer the question *When do people eat street food?*

Then ask the students to read paragraph 1 again and try to identify the food in the pictures. They will have to do this by a process of elimination. If they have difficulty, give them the answers in random order and ask them to match them to the pictures. The students will talk about street food in their country in Exercise 2.

Answers

top grilled chicken
middle arepas
bottom left noodles
bottom right rice with vegetables and puri

Extension activity

If the students have written the new food and drink vocabulary in their notebooks in a menu (see previous lesson, Exercise 1 Extension activity), encourage them to add the new vocabulary from this article.

2 The students discuss the questions in groups.

Mixed ability

With a mixed ability class, pair up stronger students with weaker ones. Encourage the weaker ones to read out the questions and to give shorter answers. Encourage stronger students to give fuller answers.

Sample answers

1 Yes. I would like to eat the arepas.
2 We have chocolate with churros, which is a type of cake, ice cream and chestnuts.
3 I love churros. We often eat them on Sunday afternoon.

PRONUNCIATION /ʌ/ and /ɒ/

3 ▶2.06 Tell the students to listen carefully for the difference between the two sounds as they listen and repeat the words.

▶2.07 Answers

The answers are recorded for students to listen and check.

/ʌ/	/ɒ/
lovely, much, mushroom, one, onion	horrible, omelette, sausage, want, what

LISTENING

4 ▶2.08 Ask the students to look at the picture first and to describe the food they can see. (It is paella, which is being cooked in huge paella pans.) Pre-teach *seafood* by asking the students to guess what they think it means by looking at the two words '*sea*' + '*food*' (shellfish, e.g. prawns, mussels and cockles, and fish).

Answer

The girl orders a small plate of paella.

Audioscript

Girl: Excuse me, what are you selling?
Seller: It's called paella. It's from Spain. It's made with seafood, chicken, vegetables and rice.
Girl: Oh. What's it like?
Seller: It's wonderful! Would you like to try some?
Girl: Yes, please. How much is it?
Seller: It's $4.50 for a small plate or $6.50 for a large plate.
Girl: I'll have a small plate, please.
Seller: That's $4.50, please.
Girl: Here you are.
Seller: Thanks. I hope you enjoy it!

5 ▶2.08 Point out that there is one word missing in each gap and encourage the students to try to complete the conversation before they listen again. With a weaker class, it may be necessary to play the recording for a third time and pause it after each answer so that the students can write down the missing word.

Then ask the students to practise the conversation with a partner. In Exercise 6, they will use this conversation to produce one of their own.

Answers

1 Spain **2** chicken **3** rice **4** wonderful **5** much
6 $6.50 **7** $4.50 **8** are **9** enjoy

SPEAKING

6 Ask the class to look at the pictures first and read the descriptions of the food. Ask different students *Would you like to eat any of this street food?* and encourage them to say why, e.g. *I would like to try yaki soba because I like Japanese food.*

In pairs, the students take turns to choose one of the countries and order food using the conversation in Exercise 5 as a model. Invite volunteers to perform their conversation to the class. The rest of the class should listen carefully and say what food Student B orders.

Mixed ability

With a mixed ability class, ask the stronger students to choose one of the street foods and write a new conversation using the model in Exercise 5. With the weaker students, write a new conversation together on the board, substituting one of the foods for paella and changing the prices. Encourage the students to practise this conversation in pairs. Then rub out the key information. Ask the class to choose a different food and complete the conversation again.

Fast finishers

Fast finishers take turns to be the customer and the seller and have a conversation about all the different foods.

Project

A class street food festival

- Organise the students into groups of three or four.
- Tell them that you are going to organise a class street food festival. Each student should choose a country and find some information about typical street food. They can either search the internet for 'street food in (*name of country*)' or use ideas from the article in Exercise 1, e.g. fish soup from Thailand or arepas from Colombia.
- Each group should prepare an advertisement for their food which includes a picture and a description.
- Display the advertisements around the classroom and encourage the students to walk around the room asking about and ordering food using the conversation in Exercise 5 as a model.
- Now organise the class into Students A and Students B. Students A are journalists and they should interview Students B about their favourite street food from the advertisements in this project. Encourage the Students B to use comparative adjectives in their answers. *The arepas are cheaper than the fish soup. They look nicer too.*

Extension activity

Towards the end of the term, if appropriate, organise a class street food party. Each member has to bring in a homemade dish and present it to the class. The students walk around the classroom and try the different dishes on offer.

Cooler

Board race. Write two menu frameworks on the board:

Team A	Team B
MENU	MENU
Starters	Starters
Main course	Main course
Dessert	Dessert
Drinks	Drinks

Divide the class into two teams (A and B); each team member has a number. With a larger class, divide the students into four teams and put a large A3 piece of paper on each of the four walls. Say one of the food or drink words from this unit and a number, e.g. *Chicken legs! Number 3!* The number 3 from each team comes to the board (or their A3 sheet of paper) and writes the word in the correct space on their menu. Award one point for a correct answer with the correct spelling.

When the game is finished, you could ask the teams to compare the two menus, e.g. *Team A's menu is longer. Team B's menu is tidier.*

Teacher's resources

Student's Book

Grammar reference and practice page 153

Vocabulary list page 137

Video

Street foods

Workbook

Unit 11 pages 48–51

Go online for

- Video extra worksheets
- Corpus tasks

12 The latest technology

Supercomputers

Lesson profile

Reading	*Computers and the modern world*
Vocabulary	Computers and technology (*Key* Reading and Writing Part 6)
Grammar	Superlatives
Pronunciation	Stress in superlatives
Speaking	Compare mobile phones; make superlative statements about your family, country, etc.

Warmer

Write the unit title *The latest technology* on the board and brainstorm a list of modern technology. Include *mobile phone, smartphone, computer* and *digital camera*. Ask the students to decide which of the things they could and couldn't live without. Encourage them to use comparative adjectives, e.g. *A mobile phone is more useful than a digital camera because you can phone people and take photos with it.*

READING AND VOCABULARY

Cultural background

Colossus was the first programmable computer – its name means 'very large' because it was the size of a living room. It was used to crack codes during the Second World War. Ten Colossus computers were in use by the end of the war.

The supercomputer **Hopper** was named after Grace Murray Hopper (her photo appears in picture 4), who was one of the first computer programmers.

Watson is a computer system which was developed to answer questions in natural language. In 2011, Watson appeared on the quiz show *Jeopardy!* and won the first prize of $1 million.

With a **weaker class**, organise the students into groups of four (Student A, B, C and D) for Exercises 1–3.

1 Ask the students to describe what they can see in each picture first, before they read the article.

Point out that there are four pictures and four paragraphs and ask them to match each paragraph with its picture. If appropriate, remind them to underline the words in the article that give the answers.

Mixed ability

With a mixed ability class, Student A reads paragraph 1, Student B paragraph 2, Student C paragraph 3 and Student D paragraph 4. Each student should match the paragraph they have read with the correct picture. Then, in groups of four, A, B, C and D share their answers.

Fast finishers

Fast finishers write some comprehension questions for each paragraph. When the others are ready, the fast finishers read out their questions and their classmates answer them. If your class enjoy competition, turn this into a team game.

Answers

picture **1** – paragraph 3
picture **2** – paragraph 1
picture **3** – paragraph 4
picture **4** – paragraph 2

2 ● This exercise gives the students further practice in *Key* Reading and Writing Part 6. Remind them that they should read the definition first and try to think of the word. Then they should look at the first letter and the number of spaces to see if the word they thought of fits. If the word is shorter or longer than the number of spaces given, it is not the correct answer. They should look out for words such as *this* and *these*, which tell them if the answer is singular or plural. In this exercise the answers are not in the same order in the article as the definitions.

Answers

1 digital **2** machine **3** memory **4** virus **5** stars **6** download

Mixed ability

With a mixed ability class, if the students have only read one paragraph, ask them to find the words in the paragraph they read and then share their answers with the other three members of their group.

Fast finishers

Fast finishers write some more definitions for words in the text. They should write the first letter and put a space for each of the other letters. For example:

We use this machine to write articles, go on the internet, and play games. c_ _ _ _ _ _ _

Allow them to use a monolingual dictionary, if available. When the others are ready, organise them into small groups so that at least one fast finisher is in each group. The fast finishers read their definitions and the others find the words.

3 Tell the students to cover the article and look at each picture and say everything they know about it. If they have read one paragraph each, they can take turns to tell each other about the paragraph they have read.

GRAMMAR Superlative adjectives

4 Books closed. Write the following on the board and ask the students to say what these are all examples of (superlative adjectives):

the fastest
the smallest — mobile phone in the world
the most expensive

Books open. Ask the students to find all the examples of superlative adjectives in the article.

Teach the difference between comparative and superlative adjectives by inviting three volunteers to stand at the front. Ask the students to compare two of them, e.g. *Daniel is taller than Sonia, Sonia is older than Daniel*. Then ask them to say something about the third student in relation to the other two, e.g. *Jon is the tallest and he's also the youngest.* Ask the class to tell you the difference between comparative adjectives and superlative adjectives.

Answers

one of the most famous, the smallest mobile phones, the biggest of those early computers, One of the biggest and fastest, Watson is the best, One of the worst problems

5 Encourage the students to look at the superlative adjectives they have found in the article and say how we form them (*the* + short adjective + *-est* or *the* + *most* +long adjective). Point out that the spelling rules are the same as for comparative adjectives. Refer the students back to the table in the Student's Book page 69 if necessary. Also point out that there are some irregular adjectives, i.e. *good* and *bad*. *Far* is also irregular: *far – farther/further – farthest/furthest* (both spellings are acceptable). Check that the students have spelled the adjectives correctly by writing the correct answers on the board. Then ask them to swap books and check each other's work.

Answers

Regular

Adjective	Comparative	Superlative
early	earlier	the earliest
thin	thinner	the thinnest
heavy	heavier	the heaviest
beautiful	more beautiful	the most beautiful
young	younger	the youngest
popular	more popular	the most popular

Irregular

Adjective	Comparative	Superlative
good	better	the best
bad	worse	the worst

→ **Grammar reference Student's Book page 154**

Extension activity

Ask the students to add the adjectives in Student's Book page 69 Exercise 4 to this table.

Corpus challenge

Remind students that they need to add *most* to long adjectives. Also point out that we use the preposition *in* and not *of* to say where, e.g. *the best **in** the world / **in** my town / **in** my class.*

Answer

... it is the **most** famous game in the world.

PRONUNCIATION Stress in superlatives

6 2.09 Play the recording and ask the students to repeat each superlative adjective after the recording. Explain that they need to divide each phrase into syllables and *the* is the first syllable in all of them. Also point out that we don't stress *most* with superlative adjectives.

2.10 Answers

The answers are recorded for students to check their answers.

oO	oOo	oOoo	oooOo
the worst	the quickest	the cleverest	the most exciting
	the nicest	the friendliest	the most expensive

SPEAKING

7 Pre-teach *size* (*How big is this book? 20 cm by 10 cm?*), *weight* (*How much does this book weigh? 200 g?*) and *battery.* Point out that when we talk about sizes, the first number is height, the second number is width and the last number is thickness. Also point out that the phone with the most stars is the best, e.g. the Cloud 7 has the best camera and the Bluebird has the worst.

Do some examples together as a class. With a weaker class, match the adjectives to the categories first, e.g. *cheap/expensive* goes with price, *big/small* and *thick/thin* with size and *heavy/light* with weight.

Sample answers

The Cloud 7 is the most expensive and the Storm is the cheapest.
The Cloud 7 is bigger than the Bluebird and the Storm is the smallest.
The Cloud 7 is the thickest and the Storm is the thinnest.
The heaviest phone is the Cloud 7.
The Storm is lighter than the Bluebird.
The Cloud 7 has the best camera and the Bluebird has the worst.
The easiest to use is the Storm.
The Storm is easier to use than the Cloud 7.
The Bluebird is the most difficult to use.

Fast finishers

Fast finishers talk together about which of the phones they prefer and why. They should try to use comparative and superlative adjectives in their discussion.

Extension activity

In groups, students choose another piece of modern technology, e.g. a laptop, a tablet. They find information on the internet about three different models and produce a table with photos, similar to the one in Exercise 7. Then they write some sentences using comparative and superlative adjectives and present their information to the class.

About you

8 Books closed. Begin this section by asking the students questions with superlative adjectives using the things and adjectives given, e.g. *What's the easiest school subject? Who's the oldest person in your family? Who's the most famous person in your country?*

Books open. Ask the students to write at least one sentence about each of the things, i.e. a school subject, a person in their family, etc. Point out that these sentences should be true for them. They can use the adjectives given or their own ideas. With a mixed ability class, match an adjective with each of the things first.

Fast finishers work with another student and ask and answer questions with superlative adjectives about the things (see examples above).

Cooler

Prepare some true and false sentences about yourself using superlative adjectives (see example sentences below). Organise the students into teams. Read the sentences to the class and ask each team to say if the sentence is true or false. If they think it is false, ask each team to write a correct version.

Award one point to the teams who guess the correct answer (i.e. true or false) and another point if they manage to correct the false sentence.

With a stronger class, the students can then do the same in small groups.

Example sentences

I'm the oldest person in this room.
I'm the youngest teacher in this school.
I've got the newest car in the school.
I've got the worst mobile phone in this class.
I've got the biggest feet in this class.
I'm from the biggest city in my country.
I've got the heaviest school bag.
I'm the tallest in my family.
I've got the noisiest neighbour in the world.
I'm the most famous person in my country.

Me and my computer

Lesson profile

Vocabulary	Computers; saying how often you do things
Speaking	A computer survey
Reading	*Did you know ...?* Surprising and worrying facts about computers
Listening	A conversation about a new computer (*Key* Listening Part 3)
Writing	An email (*Key* Reading and Writing Part 9)

Warmer

Write *Colossus*, *Watson* and *Hopper* on the board. Ask the class to say what these things are. In groups, encourage the students to make some sentences about them using superlative adjectives. For example:
Colossus was one of the most famous early computers. It was also the biggest.
Watson is the best computer at answering questions. It is also the most intelligent and probably the richest (it won $1m in a quiz show).
Hopper is one of the biggest and fastest computers in the world.

VOCABULARY

1 Books closed. If you've got a computer in the classroom, ask the students if they can name any of the different parts.

Books open. Students label the pictures with the words in the box.

Fast finishers

Fast finishers work in pairs and take turns to test each other on the words, e.g. Student A covers the words and Student B points to the pictures and asks *What's this?*

2.11 Answers

The answers are recorded for students to check and then repeat.

a laptop **b** printer **c** tablet **d** keyboard **e** mouse **f** speaker **g** screen

2 Ask the students to complete the phrases with the words in the box. Point out that several different words can go with some of the verbs. Fast finishers write sentences with some of the new phrases.

Answers

use: the internet
chat to: friends
download: films, games, homework, music or pictures, videos
watch: films, videos
play: games
do: homework
visit: websites
buy: clothes, films, games, music or pictures, videos

3 First, brainstorm some possible sentences by asking the class some *How often ...?* questions, e.g. *How often do you play games online? How often do you buy clothes online? How often do you download films? How often do you do your homework online?* Then ask the students to write six sentences.

Mixed ability

With a mixed ability class, pair up a stronger student with a weaker one. Ask the stronger student to make a sentence and the weaker student to write it down.

Fast finishers

Fast finishers write as many sentences as they can in the time given.

SPEAKING

4 Ask the students to make a survey chart like the one in the book, with enough Name/Answer columns to record answers from four different students. Encourage them to ask at least four different classmates the questions. With a stronger class, encourage the students to add one or two of their own questions to the survey. In the Project section, the students will write a new survey.

5 Ask the students to work in small groups to do this. They should share their answers first and then write some sentences together. Encourage them to use superlative and comparative adjectives.

Sample answers

Most students spend about three hours a day online. Patricia doesn't spend as much time as Maria online. The most popular website is Facebook. The students say that the best computer game is .... Patricia thinks that playing games is more boring than watching films.

READING

6 Pre-teach *surprise* and *worry* by asking the class to say things that surprise them (e.g. a loud noise, a present or an exam they weren't expecting) and things that worry them (e.g. the news, a test). Point out that there is a definition for *blink* at the bottom of the text, or demonstrate blinking for them. Also explain that there are no right or wrong answers to this exercise. Ask the class to read the facts quietly, on their own and to write S if the information surprises them and W if it worries them.

When the students compare their answers, encourage them to ask the question *Which of the facts surprise you? And which worry you?* Also encourage them to justify their answers. Help them to do this by writing a skeleton dialogue on the board, i.e. write the words in bold in the suggested answer below on the board. Demonstrate this first with a strong student.

Mixed ability

With a mixed ability class, students write their conversation first using the skeleton dialogue on the board. Then they read it out in pairs.

Suggested answer

Student A: **Which of the facts surprise you?**
Student B: **It surprises me that** the first mouse was made of wood **because** wood is very hard. **What about you? Which of the facts surprise you?**
Student A: **It surprises me that** the smallest computer in the world is just 1 mm x 1 mm. That's smaller than an insect.
Student B: **It worries me that** children aren't as strong as they were in the past.
Student A: Me too. **It also worries me that** there are around 6000 new viruses every month.
Student B: I agree.

LISTENING

7 In *Key* Listening Part 3, students listen to a conversation and answer five multiple-choice questions. They should read the questions before they listen and underline the key words.

First, tell the students to read the example question in Exercise 8, and the questions and A, B, C options in Exercise 9, and think about what each question is talking about. Then ask them to read the list in Exercise 7 and try to match each question in Exercises 8 and 9 with one of the things in the list.

Suggested answers

when he got the computer (0)
where he got it (1)
the price (2)
his favourite part of the computer (5)
what his computer hasn't got (3)
how he uses the computer (4)

8 2.12 Ask the students to underline the key words in the questions (0–5) first. Make sure that they choose key words only and not the whole question. Before they listen to the example, point out that they may hear all three options mentioned but only one will answer the question.

Play the recording and then check that the students have got the right answer. Then ask them to read the first part of the conversation again and say why the other two options are wrong.

Answer

The right answer is A. He got it yesterday.
B and C are wrong. His dad agreed to buy him a new computer last week (B) and his old one broke a month ago (C).

9 ▶ **2.13** Point out that on the recording the students might not hear exactly the same word as in the options A, B, C, but a different word which has the same meaning, e.g. in **1**, the answer is A *a website*, but on the recording they will hear *bought it online*.

Play the recording twice, then go through the answers. Ask them to say what words they heard and why the other two answers are wrong.

Answers

1 A **2** B **3** A **4** C **5** C

Audioscript

Ella: Nice new laptop, Andy! When did you get it?
Andy: Thanks, Ella. I got it yesterday. My old one broke a month ago, and last week Dad agreed to buy me this.
Ella: Where did he get it? I need a new computer.
Andy: He asked a friend for advice and then bought it online. It was cheaper than buying it in a shop.
Ella: Really? How much was it?
Andy: £250. There were cheaper ones, starting at £199. The most expensive ones were over £2,000!
Ella: Wow, that's a lot! And has it got everything you need?
Andy: Almost. I can print on the printer downstairs, and I don't need a mouse. But I'd like to get a better camera for it.
Ella: Good idea. So what do you use the computer for?
Andy: Most things. I can't play my computer games on it, because it hasn't got enough memory. But I do my homework on it, and chat to my friends on the internet.
Ella: So you're happy with it?
Andy: Very! It's got a nice big screen and the keyboard is really comfortable to use. But the speakers are the best thing about it. My music sounds great on them!
Ella: Brilliant!

WRITING

Prepare to write

● In *Key* Reading and Writing Part 9, students have to write a message of 25–30 words, for example an email, a note or a postcard. They are given three pieces of information which they must include.

GET READY When the students have read the email, ask *Who wrote the email? Who to? Why did he write the email?* (Morgan wants some information about his friend's computer.)

PLAN Ask the students to underline the three questions first and, in small groups, brainstorm possible answers.

Possible answers

1 When – online three weeks ago
2 Cost – £399
3 Best thing – size – smaller and lighter

WRITE Remind the students that they should begin and end the email with a suitable expression. Point out that *Dear* is quite formal. Remind the students to answer all three questions in their email.

Sample answer

Hi Morgan,
I bought my computer online three weeks ago. It cost £399. The best thing about it is the size. It's much smaller and lighter than my old one.
Best wishes,
Hanna

IMPROVE Also ask the students to check that the email begins and ends with a suitable expression and that there are at least 25 words.

Project

Create a class online survey

- To do this, use an online survey application, e.g. Survey Monkey.
- Organise the students into groups of four.
- Tell them that they are going to create an online survey about another aspect of modern technology, e.g. favourite websites, mobile phone use, use of social networks, ways to download and listen to music. Ask each group to choose an area.
- All the students should be involved in all stages of this project, but for each stage appoint a leader who is responsible for making sure it is done.
  - Stage 1: The students write the questions using the survey questions in Exercise 4 as a model.
  - Stage 2: They upload their questions onto the online survey.
  - Stage 3: They make sure that their classmates are taking part in their survey. They could do this by sending them reminder messages.
  - Stage 4: They prepare a brief report on the survey results (see Exercise 5 for an example).

Cooler

Play Coffee Pot. Read out some sentences, but instead of saying the verb, say 'COFFEE POT' e.g. *I often COFFEE POT to friends online.* Invite students to repeat your sentence with the correct verb. Then, in pairs, the students do the same with the sentences they wrote in Exercise 3.

Teacher's resources

Student's Book
Grammar reference and practice page 154
Vocabulary list page 137

Video
Technology

Workbook
Unit 12 pages 52–55

Go online for
- Progress test
- Achievement test
- Video extra worksheets
- Corpus tasks

Maths
Circles

Learning objectives
- The students learn about Pi (π).
- In the project stage, they draw their own circles and calculate Pi for themselves.

Useful vocabulary
string ruler calculator circle circumference
diameter radius centre size area

Preparation
In order to do this lesson, the students will need a calculator, a piece of string and a ruler. To do the project at the end of the lesson, the students will need a circular object (a lid, a DVD, a coin, etc.). Make sure there are a variety of objects, big and small, as the students should compare the results of their measurements and calculations.

Warmer
Draw a triangle, a square and a circle on the board and ask the students to identify the shapes. Invite them to say everything they know about their properties. Provide the vocabulary where necessary, e.g. *A triangle has got three sides and a square has got four sides.*

For this lesson, pair up a student who is good at maths with a student who isn't as good.

1 Ask the students to look at the red line in diagram **a** and say what it shows, i.e. the outside edge of the circle. Ask them to measure the outside edge on the large circle on the right with a piece of string and a ruler and make a note of it. Then ask them to look at diagrams **b** and **c** and say what the red line in each picture shows. Ask them to measure both of these on the large circle and make a note of them.

Now ask the students to compare their measurements to those in the book and find out which words we use for the outside edge of a circle, a line from the centre to the outside and a line which goes from one outside edge to the other, passing through the centre. For example, the outside edge of the big circle should measure approximately 15.7 cm. The book tells them that the circumference of the circle is 15.7 cm and therefore they can deduce that diagram **a** is the *circumference*.

Ask them to match the other sentences with their measurements and write the correct words under pictures **a–d**. Make sure the students pronounce the words in the box correctly by asking them to listen to you and then repeat.

Answers
a circumference /sə'kʌmfrəns/ **b** diameter /daɪ'æmɪtə/
c radius /'reɪdiəs/ **d** centre /'sentə/

2 Write the symbol for Pi (π) on the board and ask the students to say what they know about it. Ask them to read the questions first and see if they can answer any of them before they read the text. If appropriate, ask the students to underline the answers in the text.

Answers
1 You divide the circumference of any circle by its diameter.
2 3.14
3 the Greek alphabet
4 There is no way to write the real number.
5 The circumference of a circle equals Pi times the diameter.
6 The area of a circle equals Pi times the radius squared.

3 Books closed. Draw a circle on the board with a diameter of 22 cm. Show the students how to calculate its circumference using the formula $c = \pi d$.
Then ask them to calculate the area using $a = \pi r^2$.
Finally, ask them to open their books and check their answers with the example in the box. Now ask the students to answer questions 1–5. Tell them to use 3.14 for π.

Answers
1 31.4 cm **2** 16 cm **3** 13 cm **4** 314 cm² **5** 254.34 cm²

4 Encourage the students to use the existing questions but to change the measurements (see sample questions below). Point out that the students need to work out the answers to their questions so that they can check the other pair's work. If the students are slow to start, use the sample answers below to demonstrate one or two examples on the board.

Sample questions and answers
(correct to two decimal places, using $\pi = 3.14$)
1 A circle has a diameter of 12 cm. What is its circumference? (37.68 cm)
2 A circle has a radius of 7 cm. What is its diameter? (14 cm)
3 A circle has a diameter of 18 cm. What is its radius? (9 cm)
4 A circle has a radius of 8 cm. What is its area? (200.96 cm²)
5 A circle has a diameter of 26 cm. What is its area? (530.66 cm²)

5 Ask the students to look at the pictures first and say what they can see in each one (*bicycle*, *duck pool* and *the Earth*). Monitor the class as they do this exercise and help the students if they find these problems too difficult.

Mixed ability

With a mixed ability class, as far as possible pair up students with different abilities, e.g. a student who is better at English but weaker at maths with a student who is better at maths but weaker at English.

Answers

(correct to two decimal places, using $\pi = 3.14$)

1 200.02 cm (students need to calculate the circumference)
2 Circle B.
(The diameter of Circle B is: 40 cm ÷ 3.14 = 12.74 cm)
3 160.97 m^2 ($d = c/\pi = 14.33$; $r = 7.16$; $a = \pi r^2$)
4 40,009.88 km^2 ($d = r \times 2 = 12742$; $c = \pi \times 12742$)

Subject learning

In the next stage, the students are going to draw their own circles and calculate Pi for themselves. Encourage a class discussion on what they have learned so far. If appropriate, do this in the students' own language. Use these questions (suggested answers in brackets):

- What do we use to calculate the circumference and area of a circle? (Pi)
- Why do we call this number Pi? (Because we can't call it by its number because it's infinite. Pi is the first Greek letter for the word perimeter.)
- When do you think we first started using Pi? (in the mid-18th century)
- How do you people use Pi in real situations? (Engineers use it to design tunnels, architects to design domes; in electronics it helps to measure the AC voltage across coils of wire, etc.)

Project

Make sure that everyone has a circular object. Tell the students to measure the diameter and circumference to the nearest millimetre and use those measurements to calculate Pi.

Write the following table on the board and as the students do their experiment, encourage them to write their results in the correct column. For example:

Name	Object	Diameter	Circumference	Pi (π)
Maria	lid	4.99 cm	15.7 cm	3.1463

To get the closest answer to Pi, students have to measure the circular object very accurately. This is easier to do with a bigger object.

Cooler

Tell the class that Pi Day is celebrated on 14th March every year. On this day, people try to calculate Pi. Ask the students *Why is Pi Day on 14th March?* Invite some suggestions from the class and then help them by asking *How do we write this date in American English?* (Answer: 14th March = 3/14 which is similar to 3.14, the approximate value of Pi.) For more information about Pi and Pi Day, see www.piday.org.

13 Healthy bodies

What's the matter?

Lesson profile

Vocabulary	Health problems
Listening	Three conversations about health problems
Speaking	Talk about a health problem you had
Grammar	*should/shouldn't*
Speaking	Give advice about health
Pronunciation	Silent consonants

Warmer

Organise the students into small groups and give them an A3 sheet of paper. Ask them to draw a human body. Challenge the groups to label as many body parts as they can in five minutes. Award a point for every body part correctly labelled and spelled.

VOCABULARY

1 Books closed. Encourage the students to say what can go wrong with some of the parts of the body, e.g. you can have a headache or toothache.

Books open, ask the students to describe the pictures before they match the sentences to them.

Fast finishers

Fast finishers work in pairs and take turns to be Student A and Student B. Student A covers the words and Student B asks *What's the matter in **a**?* etc.

2.15 Answers

The answers are recorded for students to check and then repeat.

1 d **2** j **3** a **4** c **5** i **6** f **7** b **8** g **9** h **10** e

Extension activity

Students write down the health problems in two columns: problems that use *have got* and those that use other verbs. Point out that we use 'a' with some of the *-ache* words, e.g. *I've got a headache* but not with all of them, e.g. *I've got toothache*.

Suggested answer

have got		**other verbs**
I've got ...	a cold	I hurt my leg.
	a broken arm	My eyes hurt.
	a pain in my foot	I feel sick.
	a temperature	
	a stomach ache	
	a headache	
	toothache	

LISTENING

2 2.16 Ask the students to look at the pictures first and say what the difference is between each pair. Encourage them to use the vocabulary in Exercise 1. For example:

1A His arm hurts.	**1B** His leg hurts.
2A She's got a headache.	**2B** She's got a stomach ache.
3A He's got a cold.	**3B** He's got a temperature.

Point out that the students may hear information about both pictures but only one is the correct answer. For example:

Coach: What's wrong, Martin? Is your arm OK?
Boy: My arm's fine. It's my leg! It really hurts.

Play the recording at least twice. After the students have listened to the recording, ask stronger students to say why the other picture is not correct. (1A His arm is fine. 2B She hasn't got a stomach ache. 3B He hasn't got a temperature.)

Answers

1 B **2** A **3** A

Audioscript

Conversation 1

Boy: Here, here! Ahhh!
Coach: What's wrong, Martin? Is your arm OK?
Boy: My arm's fine. It's my leg! It really hurts.
Coach: Right. I think you should go to hospital.
Boy: [groans]
Coach: No, no, don't stand up. You shouldn't walk on that leg. We can carry you to the car.

Conversation 2

Girl: Mum, I'm really worried!
Mother: Why?
Girl: I've got an important maths test tomorrow, but I don't feel well.
Mother: Oh dear. What's the matter?
Girl: I've got a headache.
Mother: Have you got a stomach ache as well?
Girl: No.
Mother: Mm – I think you should go to bed now. You'll feel better in the morning.

Conversation 3

Patient: Hello, Doctor.
Doctor: Hello. How can I help you?
Patient: Well ... I get lots of colds. I had one last month and I've got another one now.
Doctor: I see. Well, you haven't got a temperature, but you look tired. You should rest when you have a cold.
Patient: Should I stop doing sports?
Doctor: Yes, you should. And you shouldn't watch TV or use the computer late at night. It's important to go to sleep early. You should also eat well. Have lots of fresh fruit and vegetables.
Patient: OK. And should I take some medicine?
Doctor: No, you shouldn't, but you should drink a lot. Try lemon juice and honey.
Patient: OK. When should I drink it?
Doctor: Every evening before bed.

3 ▶2.16 Ask the students to try to match the advice with the health problems before they listen again. Point out that this advice does not appear in the same order on the recording. With a weaker class, play the recording for a third time and stop it after each piece of advice.

Answers

don't do any sports	3	don't walk	1
eat fruit and vegetables	3	rest	3
don't go to bed late	3	go to bed now	2
go to hospital	1	drink a lot	3

About you

4 Write these questions on the board: *What was the problem? When did it happen? What did you do?* Encourage the students to write notes first using the vocabulary in Exercises 1 and 3. Remind them that they should use the past tense and that the past of *have got* is *had* (not *had got*).

Ask the students, in pairs, to take turns to ask and answer questions about their last health problem. This can be a real or imaginary problem.

Mixed ability

With a mixed ability class, pair up a stronger student with a weaker student. First the weaker student interviews the stronger student by reading out the questions above. Then, the stronger student helps the weaker student to write some answers to the questions. Finally, the stronger students interviews the weaker student.

GRAMMAR *should/shouldn't*

5 Books closed. Write these incomplete sentences from the recording on the board:

1 I think you ..... go to hospital.
2 You ..... walk on that leg.

Ask the students to complete them (**1** *should* **2** *shouldn't*). If necessary, play the first conversation from the recording again. Ask the students: *Which words do we use to give advice? Which one do we use to say something is a good idea? And a bad idea? Which word follows should and shouldn't?*

Books open. Ask the students to do the exercise.

Answers

1 good **2** bad **3** always

→ **Grammar reference Student's Book page 155**

6 Books closed. First, ask the students to guess how we make questions with *should*.

Books open. They match the questions to the answers.

▶2.17 Answers

The answers are recorded for students to check and then repeat.

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

7 Point out that the students should match the problem to the advice (a–h) before they complete the advice. With a stronger class, ask the students to cover the advice and then read the problem and try to guess the advice.

Fast finishers

Fast finishers work in pairs. Student A says the problem and Student B gives some advice.

Suggested answers

Other answers may be possible.

1 c (shouldn't) **2** e (should) **3** b (should) **4** g (shouldn't) **5** h (should) **6** f (should) **7** a (should) **8** d (shouldn't)

Extension activity

In preparation for Exercise 8, ask the students to make full sentences with *should/shouldn't* giving advice for the health problems in Exercise 3, e.g. *You shouldn't do any sports. You should eat fruit and vegetables.*

Corpus challenge

Explain that we use an infinitive without *to* after *should* and *shouldn't*. With a stronger class, point out that after other modals verbs like *can*, *must*, *will*, etc., we also use an infinitive without *to* after the verb.

Answer

you should ~~to~~ bring a scarf

SPEAKING

8 Read through the example conversation as a class. Model a good answer with a stronger student first. Point out that the students can use one of the problems in Exercise 7 if they want.

Fast finishers

Fast finishers produce a much longer conversation using the health problems on this page or their own ideas, perhaps at a doctor's surgery. They practise their conversation in pairs and then perform it to the class.

PRONUNCIATION Silent consonants

9 Point out that a silent consonant is a letter that we don't pronounce. Ask the students to cross out the silent consonant in each word.

▶2.18 Answers

The answers are recorded for students to check and then repeat.

shou(l)d	ans(w)er	wou(l)d	(w)rong	ha(l)f
We(d)nesday	lis(t)en	ta(l)k	wa(l)k	(k)nife

Cooler

Mime a health problem and ask: *What's the matter with me?* Encourage the students to ask questions. Then ask for some advice. They then do the same activity in small groups. For example:

Teacher: *[holding head]* What's the matter with me?
Student A: Have you got a headache?
Teacher: Yes, I have.
Student B: Have you got a temperature?
Teacher: I think so.
Student C: You've got a bad cold.
Teacher: What should I do?
Student D: You should go to bed and rest.

You should enter the race!

Lesson profile

Listening	Ravi and Molly give Jack advice about getting fit for a race
Vocabulary	Advice for getting fit
Reading	*Yes, you can run 5 km in six weeks!*
Writing	Give advice on a chat page

Preparation

In preparation for the cooler, hand out a small slip of paper to each student and ask them to write a problem (which needs some advice) on it. Give some examples, e.g. *I want to run a marathon. I want to learn something new. I'd like to meet some new people*. Collect them in.

Warmer

Ask the students to tell you what you were talking about in the last lesson, i.e. giving advice with *should* and *shouldn't*. Ask: *How often do you give advice? What on? Who to? Who do you go to for advice, a member of your family or friends?* Tell the class you are going to run a marathon and ask for some advice.

LISTENING AND VOCABULARY

1 Ask the students to look at the lesson title *You should enter the race!* and the pictures and say what this lesson is about. Encourage them to use all the words in the box to describe what is happening in the pictures and also to guess what Ravi, Jack and Molly might be saying.

(Jack sees a notice and decides to enter a 5 km race. His friends Ravi and Molly don't want to do it. They give him some advice, for example you shouldn't eat cakes and you should get fit. Six weeks later, Jacks runs the race and finishes it.)

2 ▶ **2.19** After the students have listened and marked the answers, encourage stronger students to correct the wrong sentences.

Answers

1 ✔
2 ✘ (They can't do the race. They say that they are busy.)
3 ✔
4 ✔
5 ✘ (He hates getting up early.)
6 ✘ (He hasn't got a bicycle.)
7 ✘ (He's angry because they said they were busy on the day of the race.)

Audioscript

Jack: Look at this. There's a five-kilometre race next month. Let's do it!
Molly: Oh, um … I'm busy that weekend. But you should do it, Jack.
Ravi: Yeah, you should! I can't do it either – I'm … er … busy.
Jack: That's a shame! I'd like to do it with you guys.
Molly: Never mind – Ravi and I can help you prepare.
Ravi: Yeah! I know about keeping fit. I can give you lots of advice.
Jack: Oh … OK then! There. My name's on the list!
Molly: The first thing to do is to buy some special running clothes.
Jack: Really?
Ravi: Yes, and you should get some good trainers.
Jack: Oh dear! That sounds expensive.
Molly: But it's important. Now, how much time have you got before the race?
Jack: Six weeks.
Molly: You should start tomorrow then. Get up early and go running before school.
Jack: But I hate getting up early.
Ravi: Well, you should go running every day. You need to go to bed early every night now, Jack. No more TV or computer.
Jack: Uh?
Molly: Well, you want to finish the race, don't you?
Jack: Well, yeah.
Ravi: Remember – you should eat well and drink lots of water.
Molly: Yes! You shouldn't have any more chocolate or cake.
Ravi: Oh, and as well as running, you should go swimming or cycling.
Jack: But I haven't got a bicycle.
Molly: And you should do exercises to make your legs stronger.
Ravi: Yes, that's a good idea, Molly. You should do lots and lots of those, Jack.
(Six weeks later)
Molly: Well done, Jack. You did it! You finished!
Ravi: You were fantastic, Jack!
Jack: Uh? What are you doing here? You said you were busy!
Molly: Oh, did we?
Ravi: Er, sorry Jack!
Jack: Wait till I catch you both!
Molly and Ravi: Run!

3 ▶ **2.19** Ask the students to read the advice and try to remember who gave it before they listen again. Point out that they should leave the third column blank for now.

Mixed ability

With a mixed ability class, pair up a stronger student with a weaker one. The students work together to try to remember who gave the advice before they listen. Then, play the recording and pause it after each piece of advice to allow the pairs of students time to compare what they heard and to write their answers.

Answers

1 M **2** R **3** R **4** R **5** R **6** R **7** M **8** R **9** M

4 Ask the students to look at the first piece of advice 'You should buy special running clothes' and say if they think it's good or bad advice. Tell them, in pairs, to write G for good advice and B for bad advice in the third column. (There are no definitive right and wrong answers here.)

Extension activity

Encourage the students to take turns to ask and answer questions about this advice. Demonstrate this first with a strong student. For example:

Student: Should Jack buy special running clothes?
Teacher: No, he doesn't need to buy special running clothes. He can wear a T-shirt and shorts.

With a mixed ability class, pair up a stronger student with a weaker student. The weaker student is Student A and asks the questions. The stronger student (Student B) answers and says why it is good or bad advice.

Student A: Should he get some good trainers?
Student B: Yes, he should or his feet will hurt.

READING

5 Ask the students to read the headings first and say what they think the article is about. Then, as they do the matching task, remind them, if appropriate, to underline the words in each paragraph which give the answer.

Mixed ability

With a mixed ability class, divide the class into four groups. Each group reads a different paragraph and matches it to the best heading. Then, reorganise them into groups of four who have read a different paragraph each and ask them to share their answers.

Fast finishers

Fast finishers work in pairs. They cover the article and look at the paragraph headings. They try to say as much as they can about each piece of advice.

Answers

1 C **2** A **3** D **4** B

6 Ask the students to find and, if appropriate, underline the advice in the article (see answers below). Ask them to compare it with Molly and Ravi's advice in Exercise 3 and say whether each piece is the same or different.

Then, ask the students to look at the article again and say what other words we use to give advice:

- *you need to / don't need to* + infinitive
- the imperative, e.g. *Go cycling*
- *It's important to* + infinitive
- *you can ...*
- *Another idea is to* + infinitive

Mixed ability

With a mixed ability class, write the advice from the article on the board (see answers below) and ask the students to match it with Molly and Ravi's advice in Exercise 3 first, e.g. *You don't need to buy special clothes* in the article goes with *You should buy special running clothes* in Exercise 3. Write the matching advice from Exercise 3 (or ask volunteers to come to the board to do this) next to each piece on the board. Then ask the students to say whether it's the same or different.

Answers

You need comfortable clothes. You don't need to buy special clothes. – *Different*
You should get a good pair of trainers. – *Same*
You should always buy trainers for running one size larger than your usual shoes. – *Different*
Go cycling or swimming sometimes. – *Same*
You shouldn't exercise every day. – *Different*
It's important to rest twice or three times a week. – *Different*
You should eat well and drink lots of water. – *Same*
You can still have nice things like chocolate sometimes. – *Different*
Do some leg and stomach exercises every week. – *Same*
You can join a club or you can exercise with a friend. – *Different*
Another idea is to enter a race. – *Different*

Get talking!

See Student's Book page 127.

Answers

1 Zac – picture **c** Amy – picture **d** Chris – picture **a** Petra – picture **b**

2
1 Oh dear! Maybe you left them at home.
2 Never mind. I can help you study. Don't worry.
3 That's a shame. Listen, let's watch the match together every week, OK?
4 Never mind. Miss Lee is really nice. You can show her when Sam's better.

2.20 Audioscript

Conversation 1

Daniel: Hi, Zac. What's the matter?
Zac: I've got a tennis match this afternoon and I can't find my trainers!
Daniel: Oh dear! Maybe you left them at home.

Conversation 2

Daniel: What's wrong, Amy?

Amy: I forgot that today we have a maths exam and I only have one hour to study!

Daniel: Never mind. I can help you study. Don't worry.

Amy: Oh, thanks very much.

Conversation 3

Daniel: Are you OK, Chris?

Chris: Not really. I hurt my foot in last week's volleyball match and the doctor says I shouldn't play any more games this year.

Daniel: That's a shame. Listen, let's watch the match together every week, OK?

Chris: OK.

Conversation 4

Daniel: Hey, Petra, who was on the phone?

Petra: That was Sam. He's ill today and can't bring our project to school. And the teacher wants to see everyone's projects today.

Daniel: Never mind. Miss Lee is really nice. You can show her when Sam's better.

WRITING

7 Ask the students to read the questions and find the three problems: **1** *I'm not very fit.* **2** *How can I make friends?* **3** *I want to improve my English.* In pairs, they choose one of the problems and think of three pieces of advice.

Mixed ability

With a mixed ability class, brainstorm some ideas together as a class and write them on the board. (See sample answers for Exercise 8 for ideas.)

8 Students should begin their advice with the expressions in the box.

Mixed ability

With a mixed ability class, if you have written notes on the board in Exercise 7, use these notes to write one of the answers together on the board. Then, ask for volunteers to come to the board and use the notes to write an answer to another problem. Finally, ask the students to write an answer to the third problem.

Sample answers

1 It's important to go cycling every day. You should eat well and drink lots of water. Another idea is to do some leg exercises every week.

2 You should join a new club. It's important to talk to the people in your new class. Another idea is to have a party.

3 It's important to go to English classes. You should read an English magazine. Another idea is to listen to English music.

9 Ask students who wrote the answer to the same problem to sit together and compare their answers. They should then vote for the best one.

Project

Create a class advice notice board

- Write three questions asking for advice on separate sticky notes and stick them on the board, e.g.
  I'd like to learn another language. Which one should I learn?
  I want to get fit. What should I do?
  I need a new computer. Should I buy a laptop?
- Ask the students to come to the board and read the questions.
- Give each student a sticky note. Ask them to write one answer and come to the board and stick it under the corresponding question.
- Tell the students they are going to create a class advice notice board. If possible, use an online notice board such as 'linoit' or 'Padlet'. If not, use sticky notes to create a notice board.
- In pairs, the students write two or three questions, preferably about things they'd like some advice on. Post these questions to the online notice board (or display the sticky notes on the classroom walls).
- Ask students to write some advice to the questions.

Cooler

If you did the preparation activity at the beginning of the lesson, hand out one slip of paper with a problem to each member of the class. Ask the students to stand up and walk around the class. When you say *Stop*, they should find a partner and take turns to express their problem and give advice. Allow this activity to run for about five minutes and then ask the students to say who gave the best advice.

Teacher's resources

Student's Book

Grammar reference and practice page 155

Vocabulary list page 138

Video

Health problems

Workbook

Unit 13 pages 56–59

Go online for

- Video extra worksheets
- Corpus tasks

14 In the town

Turn right at the roundabout

Lesson profile

Vocabulary	Places in a town, directions
Grammar	Prepositions
Listening	Following directions
Speaking	Give directions
Writing	Writing directions and understanding them

Preparation

If possible, bring in some maps of the students' town for Exercises 7 and 8.

Warmer

Books closed. Write the unit title *In the town* on the board and brainstorm some places in the town onto the board, e.g. *hotel, cinema, sports centre*. Then say *I'm bored. Where should I go?* and encourage the students to give you an answer with *should*, e.g. *You should go to the cinema.* Continue with each of the places on the board. For example:

Teacher: I want to stay in your town. Where should I go?
Student A: You should go to a hotel.
Teacher: I'm hungry. Where should I go?
Student B: You should go to Joe's Pizzas.

VOCABULARY

1 Ask the students to look at the photo first and say what they can see. Read the description to the students and ask them to point to the places on the map below as you say them. Then, in pairs, ask the students to read the description and find the places in the box on the map.

2 First, ask the students to try to think of a place where you can do the things on the list. Then ask them to find the places on the map. Point out that most of the places are mentioned in the description.

Fast finishers

Fast finishers ask and answer questions in pairs about the places on the map, e.g. *Where's the post office? It's here. / It's beside the train station.* If they don't know the preposition, they can point.

Answers

1 post office **2** hotel **3** supermarket **4** library
5 university, library **6** restaurant **7** bank **8** petrol station
9 police station **10** hospital **11** swimming pool
12 bus stop, bus station

Extension activity

Ask the students to look at the roofs of the buildings on the map and say if they notice anything unusual. Ask them to look first at the post office. If necessary, point out that its roof is like an envelope. Challenge the students in teams to find more unusual roofs and award points for the things they spot.

Answers

post office – an envelope **restaurant** – a knife and fork
bus station – a red London bus **cinema** – a reel of film
bank – a gold bar **train station** – a ticket
library – a book **hotel** – a bed
university – a mortar board hat (the typical hat for graduate students)
café – a cup of coffee **supermarket** – cans
police station – a roof like the lights on a US police car
museum – bones on the roof
petrol station – a petrol pump

GRAMMAR Prepositions

3 Books closed. Read the first sentence of the description of the town on page 84 that has a preposition: *A river goes **through** the town centre*. Invite a volunteer to come to the board and draw a picture. Continue reading a sentence with a preposition and asking volunteers to draw a picture until you have presented all the prepositions (in red) in the description. Do *not* rub off the pictures as each student comes to the board. Label each picture with the correct preposition.

Books open. Ask the students to complete each sentence with a preposition. Point out that there are eight different prepositions and that the students should use a different one for each sentence. Also explain that *next to* and *beside* have a similar meaning. Suggest that the students complete the easier sentences first, e.g. question 3 is the same as in the description.

Fast finishers

Fast finishers write some sentences about places in *their* town using the prepositions in Exercise 3.

Answers

1 through **2** across **3** outside **4** near **5** in front of
6 next to / beside **7** next to / beside **8** opposite

→ **Grammar reference Student's Book page 156**

Extension activity

Students take turns to ask and answer questions about places in their town using the correct preposition:
A: Where's the hospital?
B: It's outside the town near the university.

Corpus challenge

Point out that we use *go* ***through*** either when we cross something, e.g. *the river goes through the town* or *he went through the door,* or when something is all around us, *e.g. he walked through the forest.* We use *go along* to say we go from one part to another, e.g. he *walked along the road/beach.*

Answer

B

LISTENING

4 2.21 Tell the students that they are going to listen to three people who are each asking for directions to a place and they have to work out where the person wants to go. First ask the students to find the three people on the map. (Person 1 is outside the bus station; Person 2 is near the supermarket; Person 3 is outside the hotel.)

For conversation 1, they look at where Person 1 is located on the map and follow the directions that Person 1 is given, which will lead them to the place Person 1 wants to go to, and so on. Point out that the students won't hear the name of the place, but rather directions to the place.

Mixed ability

With a mixed ability class, give an example first by reading out the directions in the recording and asking the students to trace the route with their fingers on the map. If the students find the recording too difficult, allow them to read the Audioscript and listen at the same time and trace the route.

Answers

Person 1: restaurant Person 2: museum
Person 3: petrol station

Audioscript

Conversation 1

Man: Excuse me. Is there a ... (*bleep*) ... near here?
Woman: Yes, there is. There's a really nice one on the other side of the river.
Man: How do I get there?
Woman: Walk along this road and go across the bridge.
Man: OK.
Woman: Then turn right at the traffic lights.
Man: Right.
Woman: Walk down the road a bit. The ... (*bleep*) ... is just after the bank. It's opposite some shops.

Conversation 2

Boy: Excuse me. Which way is the ... (*bleep*) ... ?
Girl: Ah, let me think. OK, walk along this road. Go past the train station.
Boy: Right.
Girl: When you get to the traffic lights, turn right. Then keep walking straight on. It's on the right, next to the bank. It's opposite the park and some shops.
Boy: Thanks.

Conversation 3

Woman: Excuse me. Is there a ... (*bleep*)... near here?
Man: Yes, there is. It's on this side of the river. Drive along this road until you get to the roundabout. Then turn left.
Woman: OK.
Man: Then take the second turning on the right and the ... (*bleep*) ... is on your left. It's opposite the sports centre.
Woman: OK, so turn left at the roundabout ... and take the second turning on the right. Thanks very much.
Man: No problem.

SPEAKING

5 Ask the students to read the sentences and match them to the pictures. Then they listen and check their answers.

2.22 Answers

The answers are recorded for students to check and then repeat.

picture **a** Turn right at the traffic lights.
picture **b** Turn left at the roundabout.
picture **c** Go straight on.
picture **d** Drive along this road.
picture **e** Go past the train station.
picture **f** The bank is on your right.

6 Demonstrate this activity with the class. Tell the students that you are Person 1. Ask the class: *Excuse me. Is there a museum near here?* Invite a volunteer to give you directions. For example:

Teacher: Excuse me. Is there a museum near here?
Student: Go over the bridge. Turn right at the traffic lights. Go straight on. It's next to the bank, opposite the park.

Mixed ability

With a mixed ability class, weaker students write their conversation first and then practise it with their partner.

Fast finishers

Fast finishers practise and memorise one of their conversations. Ask them to perform it to the class. They should say where they are starting from, but *not* say the name of their final destination. The others listen carefully, follow the directions on the map and say what the final destination is.

WRITING

7 If you have brought in maps of the students' town (see Preparation), give one to each pair of students. Ask them to take a piece of paper and write some directions to places on the map, starting from your school (or choose another starting point). They should begin *Go out of the (school) and ...* and end *Where are you?* Encourage them to use the expressions in Exercise 5. Then they should write the name of the final destination on the reverse side of the paper. Collect in the papers.

8 Read out some of the directions that the students have written. If they have a map of the town, encourage them to follow the route as you read the directions.

Then give out some of the papers with directions for students to play in pairs. When fast finishers have done one set of directions, they can change papers with another pair.

Cooler

Repeat the warmer activity, but this time ask the students to give you directions to the place. They don't have to be completely accurate.

With a stronger class, in pairs, the students take turns to ask for and give directions. For example:

Teacher: I want to stay in your city. Where should I go?
Student: You should go to a hotel.
Teacher: Which way is the hotel?
Student: Go out of the school ...

A trip to Edinburgh

Lesson profile

Reading	*Visit Edinburgh!* (*Key* Reading and Writing Part 4)
Listening	A visit to Edinburgh (*Key* Listening Part 2)
Vocabulary	Places to visit and things to do in a city, compound nouns
Pronunciation	Two-word nouns
Speaking	Talk about visiting cities
Writing	A city guide; *this* and *these*

Warmer

Write the beginning of the Unit title on the board: *A trip to ....* Tell the class that in this lesson, they are going to visit a large city in Europe but they have to guess which one. They can ask you *yes/no* questions, e.g. *Is it a capital city? Is it in England?*

Cultural background

Glasgow is the largest city in Scotland but Edinburgh is the capital city. The Royal Mile is a series of streets which go from Edinburgh Castle to the Palace of Holyroodhouse. This route measures about one Scottish mile.

The Scottish Parliament is a modern building designed by the Spanish architect Enric Miralles.

A traditional musical instrument of Scotland is the bagpipes and you can find bagpipe players on the Royal Mile wearing the Scottish kilt.

A camera obscura means 'dark room or chamber.' It's a room with a small hole that projects an image of the outside onto one of the walls. Visitors to the 150-year-old Camera Obscura museum can see images of Edinburgh.

READING

1 Books closed. Challenge the class to tell you five true things about Edinburgh, e.g. *It's in the north of Europe, it's in Scotland, it's the capital city, the people there speak English, the money is the pound.*

Books open. Ask the students to look at the three pictures at the bottom of the page first and describe what they can see. Pre-teach *castle* and *palace* by asking the students to find them in the pictures. (A palace is a large, beautiful building where a king, queen or president lives; a castle is an old building which usually has high walls and was built to protect people from attack.)

Pre-teach *cathedral, parliament* and *tourist information office* by asking what people do in each of these places: pray (mime this), make decisions about the country and ask for information in a city.

Then ask the students to read the article quickly to find and, if appropriate, underline the five place names. Finally, ask them to find the places on the map.

2.23 Answers

The answers are recorded for students to check and then repeat.

a Edinburgh Castle **b** Tourist Information Office
c Palace of Holyroodhouse **d** St Giles' Cathedral
e Scottish Parliament

2 ● In *Key* Reading and Writing Part 4, students may need to read a text and decide whether seven sentences are right, wrong or if there isn't enough information in the text to say.

Look at the example sentences together and ask the students to underline the key words:

0 Edinburgh is the largest city in Scotland.
00 Edinburgh Castle is the oldest building in Edinburgh.

Then ask them to look at the answer given for example 0 (B) and underline the answer in the text (*Edinburgh isn't the biggest city in Scotland*). Then ask them to find the answer for example 00 in the text. They won't be able to find it because it isn't given, so the answer is C (doesn't say).

Now ask the students to underline the important words in the seven sentences, then search for where they are mentioned in the text and decide if the sentence is right or wrong. If they can't find the information, then the answer is C (doesn't say). When checking the answers, make sure the students say where they found the information in the article.

Answers

1 A **2** C **3** C **4** A **5** B **6** C **7** B

Mixed ability

With a mixed ability class, do the first few together as a class. Ask the students to find the answer in the article and also to say where they found the information.

Fast finishers

Check the answers with fast finishers and then ask them to rewrite sentences 2, 3, 5, 6 and 7 so that the answer is Right, e.g. **2** *The castle is open in the summer.*

LISTENING

3 ● ▶2.24 In *Key* Listening Part 2, students listen to two people tallking and they have to match two lists of items, for example people and their hobbies, or days of the week with activities. They may hear two or more words from the list of answers for each question, but only one will be correct.

Ask the students to look at the places first and find them on the map in Exercise 1. To make sure that they understand this exercise, ask them to listen to the first part of the recording and shout *Stop* when they hear the answer to example 0.

Tell them that they are going to listen to the rest of the recording. Explain that they will hear the Times (0–4) in order but the Places (A–G) will be in a different order. Remind the students to cross out the answers (Places A–G) as they hear them. Play the complete recording at least twice.

Answers

1 B 2 G 3 D 4 E

Mixed ability

With a mixed ability class, play the recording for a third time and stop the recording after each answer is given.

Audioscript

Girl: Hi, Rob. How was your trip to Edinburgh?
Rob: It was amazing!
Girl: When did you get there?
Rob: On Friday evening. We had some dinner and then we did a ghost tour with a guide, through the little streets in the Old Town.
Girl: And what did you do on Saturday?
Rob: Well, in the morning we went to Edinburgh Castle. The views were great from there – we could see the New Town and Princes Street really well.
Girl: And what about Saturday afternoon? Did you go to the cathedral?
Rob: We went past it but we didn't go in. We really wanted to see Holyroodhouse. But the Queen was there and it was closed! So we went to the Scottish Parliament building instead.
Girl: And what did you do on Sunday morning? I'm sure your sister wanted to go shopping in the New Town!
Rob: Yes, but we didn't do that. We went to a museum instead. It's called Camera Obscura.
Girl: Oh, I went there. It's amazing, isn't it? So, did you come home on Sunday afternoon?
Rob: Yes, our train was at half past four. But before that we looked around the New Town and walked along Princes Street. Just to keep my sister happy!

Extension activity

With a stronger class, write the beginning of Rob and his friend's conversation on the board:

Girl: Hi, Rob. How was your trip to Edinburgh?
Rob: It was amazing!
Girl: When did you get there?

Ask the students to continue the conversation in pairs, using their answers to Exercise 3 as a guide.

About you

4 Allow the students a few minutes to read the questions and make notes. Encourage them to look at the map in Exercise 1 again to help them answer the second question.

With a mixed ability class, pair up a stronger student with a weaker student. First the weaker students asks the questions and the stronger students answers. Then the stronger students asks the questions and, if necessary, helps the weaker student to answer.

Fast finishers ask and answer the same questions about another city.

VOCABULARY

5 Books closed. Ask the class *Where does a bus stop?* and elicit *At a bus stop*. Write *bus stop* on the board. Ask if they can make new words from two nouns in their language. (In Spanish, for example, you may need to add *de* e.g. *parada de autobuses* – bus stop and *estacion de trenes* – train station.)

Books open. Ask the students to look at the lists and make nine new words.

▶2.25 Answers

The answers are recorded for students to check their answers.

cycle tour	police station	walking tour
town centre	bus station	post office
petrol station	train station	sports centre

PRONUNCIATION Two-word nouns

6 Write *cycle tour* on the board, and ask the students what the stressed word is. Then ask them to listen and underline the stressed word in all the words in Exercise 5.

Then ask them which word the stress usually falls on in two-word nouns and which one is different. Finally ask them to listen again and repeat.

2.25 Answers

The answers are recorded for the students to listen and repeat.

cycle tour	police station	walking tour
town centre	bus station	post office
petrol station	train station	sports centre

The stress usually falls on the first word. *Town centre* is different.

WRITING

Prepare to write

GET READY Write the following sentences from the *Visit Edinburgh!* article on the board:

The best place to start your visit is Edinburgh Castle. Edinburgh Castle sits up on top of an old volcano.

Encourage the students to say how they could improve this piece of writing, i.e. replace the second *Edinburgh* with *This* to avoid repeating the noun. Ask them to say what word they would use for a plural noun (*these*). Then ask the students to find all the examples of *this* and *these* in the article.

Answers

This sits up on top ...
This unusual building ...
This is where you can find ...
You can get tickets for all of these ...

Now ask them to look at the four sentences about places in London and first find the noun which they have to replace, i.e. *Buckingham Palace*, *shops*, *museums*, *Hyde Park* and say if it is singular or plural. Then ask them to complete the sentences.

Answers

1 This **2** These **3** these **4** This

PLAN Brainstorm a list of places as a class first, then students choose three and think about where they are, what you can do there and why they are interesting.

With a **mixed ability** class, pair up a stronger student with a weaker student. Encourage the weaker students to think of the ideas and the stronger students to write the notes.

WRITE Encourage the students to begin their paragraph with the sentence: ..... *is the capital city of* ..... *Visitors to this city can ... .*

Sentences 1–4 provide a model for their writing.

With a mixed ability class, the pairs continue together.

CHECK Ask the students to read their partner's work. Remind them to check that *this* is used for singular nouns and *these* for plural nouns.

Project

A slide show guide to a city

- Organise the students into groups of four. Ask each group to choose a different capital city and tell them they are going to create a slide show guide to the city. This should include photos of three or four famous places and a short description of each place.
- Assign roles (**Researcher**, **Picture researcher**, **Journalist** and **Editor**) but make sure that all four students work on all the stages of the project:
  1. The group looks for information and photos about the city and tries to agree on what to include. The Researcher makes the final decision on the information and the Picture researcher makes the final decision on the photos.
  2. The group decides who is going to write about which place and they write their paragraph.
  3. The group reads each other's paragraphs and corrects them. The Journalist puts these paragraphs together. Monitor the groups' work carefully at this stage and correct it before they go on to stage 4.
  4. They prepare their presentation. They can use PowerPoint, Prezi or another presentation tool. The Editor puts the information together into a slide show presentation with the help of the other group members.
  5. The groups present their slide shows. The students who are listening should answer the questions: *Would you like to go to this city? What would you like to do there?*
- Ask the students to vote on which of the cities presented they'd all like to visit.

Cooler

Play *Where am I?* Say to the class: *I'm eating hamburger and chips with my family. I can see the waiter. He's carrying a plate of food. Where am I?* Encourage them to guess where you are – in a restaurant.

In teams, the students write four descriptions for different places in the town. Then play a team game. Each team reads out their description and the others have to guess where they are. Award one point for a correct guess and two points for a good description.

Teacher's resources

Student's Book

Grammar reference and practice page 156
Vocabulary list page 138

Workbook

Unit 14 pages 60–63

Go online for

- Progress test
- Corpus tasks

Culture

Famous British people

Lesson objectives

- The students learn about some people who are important to British culture.
- In the project stage, they write a mini biography about a person who is important in their country.

Useful vocabulary

culture play poem band gravity telescope
queen quotation biography

Preparation

If the students are going to do the project in class, they will need access to the internet or suitable books.

Warmer

Write the lesson title on the board 'Famous British people' and challenge the students in small groups to think of a famous British film star, sportsperson, musician, writer and member of the Royal Family. Write the names of these people on the board in columns (see examples below) and challenge the class to think of some more.

Film star	Sportsperson	Musician
Emma Watson	Andy Murray	One Direction
Daniel Radcliffe	Wayne Rooney	Jessie J
Writer	**Royal Family**	
Shakespeare	The Queen	
J.K. Rowling	Prince William	

1 If the class have done the warmer activity, ask the students to compare the list on the board with the pictures first.

Encourage them to predict the century these people lived in rather than the actual date of birth. If the students do not recognise any of the people, write the names on the board and ask them to match the names with the people. Don't give answers yet – students will read the texts in Exercise 2 to check or find out the information.

2 Ask the students to match each paragraph with the picture first.

Mixed ability

With a mixed ability class, the students work in groups of five. Each student reads a different paragraph and shares their answers with the other group members. The William Shakespeare and Richard Branson paragraphs are slightly more difficult than the others and the questions in Exercise 3 for these paragraphs are slightly more demanding.

Answers

1 *Name*: Queen Elizabeth 1
Date of birth: 1533 / 16th century
Important: queen for a long time when England became internationally important
2 *Name*: Sir Isaac Newton
Date of birth: Dec 25th 1643 / 17th century
Important: great scientist, explained gravity
3 *Name*: William Shakespeare
Date of birth: April 23 1564 / 16th century
Important: great writer
4 *Name*: The Beatles / Lennon and McCartney
Date of birth: early 1940s / 20th century
Important: important in history of pop music
5 *Name*: Richard Branson
Date of birth: 1950 / 20th century
Important: businessman

3 Ask the students to read the questions first and find, and if appropriate, underline the key words. Then encourage them to try to answer the questions before they read the text again.

Mixed ability

With a mixed ability class, the students continue in groups of five (see Exercise 2). They read the same paragraph again and find the answers to the questions about their famous person. Once again, the students share their answers.

Fast finishers

Fast finishers write one more question for each of the five paragraphs. Answer these questions as an open class activity or as a quiz game.

Answers

1 37 **2** He invented new words. **3** Liverpool **4** 1960s **5** Cambridge **6** It explained how gravity works and how objects move. **7** He owns an airline, a train company and a mobile phone company. **8** He loves adventure. **9** 1603 **10** There were new ideas, more business, and more travel. England became an important country in the world.

4 Make sure that the students understand that these are things that the famous people said or wrote. Ask them to read each quotation and put a tick (✔) next to those they agree with, a cross (✘) next to ones they disagree with and a question mark (?) next to those they don't understand.

5 First help the class with the meaning of the quotations they have put a '?' next to in Exercise 4. Then ask them to quickly change their question marks (**?**) for a tick (✔) or a cross (✘).

Now tell the students in groups to compare their ticks and crosses and explain why they agree or disagree with the quotations. Also encourage them to think of a real situation in which these quotations may be true. Also ask the groups to try to guess who said each one.

As an open class feedback, you could read out the suggested situations below to the class in a different order and ask the students to guess which quotation this situation illustrates.

Answers

1 John Lennon from his song *Beautiful Boy (Darling Boy)*. It means that while we're making plans for the future, things happen to us that we don't plan for, e.g. you're planning to go to university to study engineering and you suddenly meet someone who is studying art and you decide to do that instead.

2 Isaac Newton said this when he received his Nobel Prize. It means we construct too many barriers and we don't look for solutions, e.g. a student says he can't study engineering because he isn't clever enough. Instead of creating an obstacle (I'm not clever), he should look for ways to overcome this like studying harder, looking for private classes, etc.

3 Shakespeare from his play *The Merry Wives of Windsor*. It means it's better to give yourself a lot of time to do something, rather than to plan to do it exactly on time, because if something happens, you could be too late to do it. For example it is better to take the earlier bus to the airport even if this means you arrive three hours before the flight. If you take the later bus, there may be a lot of traffic and you may arrive too late for your flight.

4 Richard Branson from his book *Business Stripped Bare*. It means that we don't always learn to do things by reading instructions but we often learn through trying things, making mistakes and then learning from our mistakes. For example, when you learn to ride a bike, nobody can tell you how to do it. You have to get on the bike and learn.

5 Queen Elizabeth I is thought to have said this to the Swedish ambassador early on in her career. It means that Elizabeth believed she was strong and not weak. At that time people believed that women were weaker than men.

6 John Lennon from the song *All You Need is Love* (1967). It means that love is the solution to all our problems – we should love each other more and not fight.

7 Shakespeare from his play *As You Like It*. It means that stupid people often think they are intelligent, when really if you are intelligent, you know that you don't know everything and that you can still learn more. For example, a student who thinks they know everything doesn't study for an important exam and fails it, whereas a wise student knows he/she doesn't know everything and studies very hard and asks the teachers for help.

8 Isaac Newton from a letter he wrote to a colleague. It means that he made his discoveries thanks to the work of those who had gone before him. For example, a musician might produce a fantastic new song but their work is probably influenced by musicians like the Beatles.

6 Write these questions on the board: *When was he born? Where is he from? Why is he famous? What did he do?* Ask the students to look at the photo of Stephen Hawking first and to try to guess the answers to the questions on the board. Then ask the students to read the sentences first and answer the questions on the board before they put the sentences in the right order.

Answers

1 Stephen Hawking was born in 1942 and studied physics at Cambridge University.
2 While he was there he became ill with motor neurone disease.
3 This did not stop him from studying and working.
4 He soon became an expert on black holes, gravity and the universe.
5 He is very good at writing books which explain these subjects to ordinary people.
6 He is often on TV, and was once in the TV show called *The Simpsons*.

Project

- As a class, brainstorm a list of famous people from the student's country onto the board first. Point out that this person needs to be *important for the country*.
- In pairs, ask the students to choose one of these people from the board. The students should look for information on the internet or in suitable reference books or magazines and make notes on the four questions. Encourage each pair to write at least 50 words.
- Correct the students' first draft and ask them to write a final version including a photo and, if possible, one or two quotations.
- Also ask the students to write two questions about their mini-biography (see Exercise 3 for some example questions).
- Collect in the questions and make a complete worksheet with all the students' questions. Ask the students to read each other's work and to answer the questions.

Cooler

Books closed. Organise the class into teams. If you produced a worksheet from the students' project work, read these questions to the class and encourage teams to put up their hand and give the correct answer. Alternatively, read out the questions in Exercise 3.

15 Weather and places

It was snowing yesterday at 5 pm

Lesson profile

Vocabulary	Weather
Listening	Molly, Jack and Ravi talk about their weather project with children in different parts of the world
Speaking	Say what the weather/temperature is in your town
Grammar	Past continuous
Pronunciation	*was, wasn't, were, weren't*
Speaking	Say what you were doing at different times in the past

Warmer

Invite a very brief discussion on the weather by asking *What's your favourite type of weather?* If the students do not know any of the weather vocabulary, move on quickly and ask again after they have done Exercise 1.

VOCABULARY

1 Ask the students to try to describe the pictures before they match the sentences to them. Check that they understand the difference between *foggy* and *cloudy* by asking *Can you see well when it's cloudy? And when it's foggy?*

▶2.26 Answers

The answers are recorded for students to check and then repeat.

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

2 Before the students do the exercise, say the question and ask them to listen and repeat.

Fast finishers

Fast finishers take turns to test each other's memories. Student A asks the question with their book open and Student B answers with their book closed, and vice versa.

3 Point out that most of the words (except *thunderstorm*) in Exercise 1 are adjectives. Ask the students to look at *cloud* and say how we form the weather adjective from the noun. Explain that when a noun finishes in a consonant–vowel–consonant, we double the final consonant, e.g. *fog – foggy*. Also point out that we often use *rain* and *snow* as verbs too, e.g. *It's raining* or *It's snowing today*. Then the students complete the table.

Write the correct answers on the board (or invite volunteers to do so) and ask the students to check their spelling.

Answers

snowy, foggy, windy, sunny, rainy

4 Ask the students to say why in Exercise 1 we say *It's wet* but *There's a thunderstorm*. (Because there isn't an adjective to match thunderstorm.) Now ask them to choose the correct word. Point out that they will need to decide if the right word should be an adjective or a noun.

Answers

1 snowy **2** foggy **3** windy **4** sun **5** rain

LISTENING

5 ▶2.27 Ask the students to look at the photo at the bottom of the page and say what Jack, Ravi and Molly are doing. (They are working together on their project, with notebooks and a tablet.)

Tell the students that they have to listen to Jack, Ravi and Molly's conversation and complete the table. The first time they listen, they should only complete the 'Country' column (with a country and *not* a city).

Mixed ability

With a mixed ability class, write the countries on the board in the wrong order and tell the students to choose one of them for each answer. It may be necessary to play the recording at least twice.

Answers

Anna – USA; Sanjiv – India; Jens and Eva – Iceland

Audioscript

Molly: Hi Jack. Hi Ravi. Sorry I'm late.
Jack: That's OK, Molly.
Molly: Who did you speak to for the weather project, Ravi?
Ravi: I talked to Anna in San Francisco, in the USA.
Molly: And what was she doing at two o'clock? Was she eating lunch?
Ravi: No, she wasn't. She was very tired! It was seven in the morning there. I woke her up!
Molly: Oh dear. What was the weather like? Did she tell you?
Ravi: Yes, she did. It was warm and foggy. It was about 15 degrees.
Jack: So … Molly … who did you speak to?
Molly: Just a minute. I need to find it. Right. Got it.
Jack: I'm ready. Read it out so I can write it into our project document.
Molly: I talked to Sanjiv in Chennai at exactly two o'clock in the afternoon our time yesterday.
Jack: OK. That's in India, isn't it? First, what was the weather like there?
Molly: It was hot. The temperature was 35 degrees, and it was very wet.
Jack: Was there a thunderstorm?
Molly: No, but it was raining hard. I could hear it!
Jack: What was Sanjiv doing when you spoke to him?
Molly: He was eating his dinner.

Jack: At two in the afternoon?
Molly: No ... it was seven thirty in the evening. Remember, it was early evening for him.
Jack: Of course. Sorry.
Molly: Who did you talk to, Jack?
Jack: I talked to Jens and his sister Eva in Reykjavik, Iceland.
Molly: Were they sleeping?
Jack: No, they weren't. It's the same time in Iceland as it is here. They were swimming in a hot spring – and it was very snowy outside! It was zero degrees!
Molly: Wow!
Jack: I know. Sounds great!

6 ▶2.27 Encourage the students to try to complete the other columns before they listen again.

Answers

	Country	Time	Weather	What doing?
Anna	USA	7 am	warm and foggy	sleeping
Sanjiv	India	7.30 pm	very wet / rainy	eating dinner
Jens/Eva	Iceland	2 pm	snowy	swimming

About you

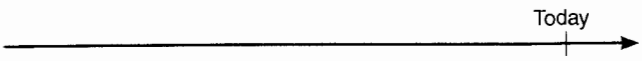
7 Remind the students how to say the temperature by writing: 5 °C, 12 °C, 27 °C and –4 °C on the board and asking them to listen and repeat. Then, in pairs, they ask and answer the question.

Extension activity

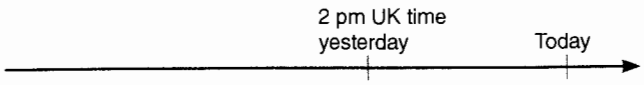
Introduce the seasons (*spring*, *summer*, *autumn* and *winter*) and months. Ask the students to ask and answer questions about the weather in different seasons and months, e.g. *What's the weather like in autumn / in April? It's windy.*

GRAMMAR Past continuous

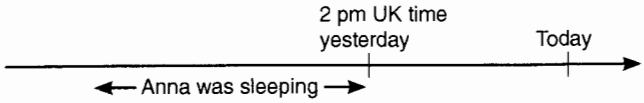
8 Books closed. Introduce the past continuous by drawing a time line on the board:



Ask the students to say when Jack, Ravi and Molly talked to the three students (yesterday at 2 pm UK time) and write it on to the time line:



Then ask the students to describe Anna's activity at 2 pm UK time yesterday and write it on the time line before 2 pm:



Finally, ask the students some concept check questions: *Was Anna awake at 2 pm UK time yesterday? Why? What happened when Ravi phoned?* Ask the students to say when we use the past continuous.

Books open. Ask the students to use the information from the *What doing?* column in Exercise 6 to complete the information in the grammar table.

Answers

1 eating dinner **2** swimming

→ **Grammar reference Student's Book page 157**

9 Ask the students to look at the table and say how we form the past continuous, i.e. (*was(n't)/were(n't)* + verb + *-ing*). Then they complete the sentences and use the table to make other similar sentences and questions.

Answers

1 was sleeping **2** were swimming **3** he was

10 Point out that the students should use the past continuous in all these sentences and *not* the past simple. Ask them to look at the subject of each sentence first and decide if the subject goes with *was(n't)* or *were(n't)* and then to add the verb in the *-ing* form. Remind them to check their spelling, in particular sentence 5 *travelling* (double 'l'). In 4 and 5, they will need to add the subject pronoun for the short answer.

Fast finishers

Fast finishers use the table in Exercise 5 to write questions about what Anna, Sanjiv and Jens and Eva were doing and also about the weather. When the others are ready, organise the class into small groups with at least one fast finisher in each group. The fast finisher reads their new questions and the others answer. If the class enjoy competitions, the fast finisher can award points for correct answers.

Answers

1 were playing; weren't running
2 Were (you) climbing; wasn't
3 was watching; wasn't tidying
4 Were (the students) working; they were
5 Was (he) travelling; he wasn't

Corpus challenge

Ask the students to say what tense *we got there* is (the past simple) and point out that we need to use the past in the first part too.

Answer

C

PRONUNCIATION *was, wasn't, were, weren't*

11 ▶2.28 The students listen and repeat. Point out that when *was* and *were* aren't stressed (the weak form), we use a schwa /ə/. When they are negative, we use the strong form.

SPEAKING

12 Point out that the students need to ask and answer questions about both their activity and the weather. Remind them they can use *It was* + adjective, *There was a* + noun or *It was rain/snow* + *-ing* to describe the weather.

Get talking!

See Student's Book page 127.

Answers

1 1 B **2** E **3** A **4** D

2.29 Audioscript

A: Hurry up, the bus is coming!
B: Just a minute. Is it still snowing?
A: Yes, it's really cold outside.
B: OK, I'll get my gloves. Right. Got them.
A: So ... are you ready now?
B: Nearly! I need my hat!
A: Come on! The bus is here!
B: Right. Got it! Let's go!
A: Just a minute. I need to use the bathroom!
B: [*sigh*]

2.30 Audioscript

B: Just a minute. Is it still snowing?
A: So ... are you ready now?
B: Right. Got it! Let's go!

Cooler

Hand out a slip of paper to every member of the class. Ask each student to write an activity that you can do at a party on their slip of paper, e.g. *drink lemonade, dance, listen to music, talk to friends, play cards, eat birthday cake.*

Collect in the slips of paper, mix them up and hand them out again to different students. Tell the students that they are at a party and when the music starts they should stand up and do the activity on their paper (and also watch what other students are doing).

Play some 'party music' and allow the students one or two minutes to do their action. Then turn off the music. Ask the students to sit down. Write the following sentence beginning on the board:

When the music stopped, I was ...
the teacher was ...

In groups, ask the students to write as many correct sentences as they can, e.g. *I was drinking lemonade, Maria was dancing, Daniel was listening to the music,* etc.

Strange stories

Lesson profile

Reading	*Are they real?* – two strange stories
Vocabulary	Geographical features; size: *wide, long, high, deep*
Listening	Peter's story – did he see the Loch Ness Monster?
Writing	Write an article for *Strange Stories*

Preparation

For Exercises 7 and 10, the students will need access to the internet or suitable reference books. If necessary, set the preparatory work for homework, e.g. *Find some information about a river, a mountain and a lake.*

Warmer

Introduce the topic of 'strange stories' by saying to the class: *Something very strange happened at the weekend.* Wait for the students to respond, e.g. *What happened? Tell us more!* before you continue with:

> I was watching a film, when I heard a strange noise outside. I opened the door and saw a large, white dog. It looked hungry, so I gave it some meat. It ate the meat quickly and disappeared. On Sunday, I told my neighbour about the dog. He said, 'That's strange! A large, white dog lived in your house many years ago but it died just before the owner moved house.'

Invite a class discussion on this story by asking questions: *Who is the dog? Is it the same dog that lived in the house before? Where is the dog now?* Then tell the students that they are going to read and listen to three strange stories and at the end of the lesson, they are going to write their own story. Encourage them to start thinking of ideas for it.

READING

1 Ask the students to say what they can see in the pictures using the words in the box. Tell them that the pictures are connected to the two strange stories they are going to read. Ask them to say what they think the stories are about.

Answers

left picture: field, footprint, lake, sky, water
right picture: footprint, forest, sky, snow

2 Encourage the students to read the texts quickly and to say if they made correct guesses in Exercise 1.

3 Ask the students to try to say if the sentences are right or wrong before they read again.

After checking the answers, ask the students to underline the examples of the past continuous in the two stories.

Mixed ability

With a mixed ability class, divide the class into two groups. Group A reads the Fen Tiger story again and answers questions 1–3. Group B reads the Yeti story again and answers questions 4–6. Then two students from each group work together and share their answers.

Fast finishers

Fast finishers write some more wrong sentences about the two stories. When the others are ready, they read out their sentences for the others to correct.

Answers

1 ✘ The Fens is the name of an area in England.
2 ✘ He wasn't the first person to see the it.
3 ✘ Joan Peacock found the Fen Tiger's footprint in her garden.
4 ✔
5 ✘ The footprints were bigger than a bear's.
6 ✔

Extension activity

Tell the students that they are going to interview William Rooker and Joan Peacock (from the Fen story) for an article for their school magazine. Ask them to write some questions for both people. Remind them to use the past simple and past continuous.

In groups of four, Student A is William Rooker, B is Joan Peacock and C and D are the journalists. The journalists take turns to ask their questions. Students A and B answer the questions. They can make up their answers if necessary. If there is still more interest, the students write a brief article and produce an illustration to go with it.

4 Point out that there is no right or wrong answer to these questions. Ask the students to take turns to give their opinions.

If you wish, tell them that in 2013, Prof Sykes of Oxford University tested some hairs from the mummified remains of a creature found in the Himalayas and discovered that it was a genetic match with an ancient polar bear. He believes the yeti could be a hybrid of a brown bear and a polar bear.

VOCABULARY

5 If necessary, allow the students to use the internet or books to find the answers, in class or at home. Alternatively, write some answers on the board in a different order and ask them to match the definitions with the answers.

6 Books closed. Draw a three-dimensional picture of a swimming pool on the board with a diving board. Invite volunteers to come to the board and label the picture with *long*, *wide*, *deep* and *high* (for the diving board).

Books open. The students do the exercise.

Fast finishers

Fast finishers make superlative sentences with the information, e.g. *Mount Everest is the tallest mountain in the world.*

Answers

1 high **2** wide; long **3** deep

7 Ask each pair of students to find information about one mountain, one lake and one river and write a similar quiz question about each. They can use the places they named in Exercise 5 or choose something new, using the internet or a reference book. Set a time limit for this activity and encourage fast finishers to write as many questions as they can in the given time limit.

When they have written their quiz, put them into groups of six to ask and answer their questions. Tell them to give one point to the person who says each correct answer.

LISTENING

Cultural background

Loch Ness is a large, deep, freshwater lake in the Scottish Highlands. In 1933, people began to say that there was a large monster in this lake. Some photographs were taken and sound recordings were made but there is no hard evidence to show that 'Nessie', the Loch Ness Monster, is real. There are websites dedicated to Loch Ness and its monster and there's visitor centre next to the loch.

8 ▶ 2.31 Before the students listen, ask them to look at the picture and read the instructions. Ask: *Where was Peter? What is Loch Ness? Was he alone? What were they looking for? What is the Loch Ness Monster?* Point out that the students are going to listen to Peter telling a strange story. Play the recording and ask them to answer the two questions.

Answers

1 Sam **2** It was foggy.

Audioscript

Peter:
My friend Sam and I were on holiday in Scotland and we were camping in a field near Loch Ness – in Scotland a lake is called a loch. I was hoping to get a photo of Nessie, the Loch Ness Monster – I know everyone wants to take one, but you never know!

Anyway, that morning, it was a Wednesday, I remember, I woke up first. It was early and there was fog over the water. I was sitting and watching the loch. The fog was getting thinner and thinner and then, I could see across the loch to the trees on the other side. Suddenly, I saw something in the water. Nessie at last! The Loch Ness Monster! I shouted to Sam to bring the camera. He came with it, but then it was foggy on the loch again and we couldn't see anything. Slowly the fog got thinner and I was ready to take the photo. 'Look, Sam. Can you see Nessie?' I said to him. He laughed. 'That's not Nessie,' he said. 'That's a duck!' I know Sam didn't believe me, but I'm sure I really saw something that morning.

9 ▶2.31 Ask the students to read the questions and try to answer them before they listen again. With a mixed ability class, it may be necessary to play the recording for a third time and to pause it after each answer is given.

Answers

1 It was Wednesday.
2 Peter woke up before his friend.
3 He could see the trees.
4 Nessie / The Loch Ness Monster.
5 It was foggy and they couldn't see anything.
6 He saw a duck.

Extension activity

The students retell the story using their answers to Exercise 9 to help them. **Strong students** retell the story from Sam's perspective, e.g. *I was sleeping in my tent when Peter started shouting. He wanted the camera, so I …*

WRITING

10 Invite a class discussion about strange animals in their area by asking *Do you know any stories about strange animals? Are there any strange animals in the forest, mountains or lakes near here? What do you know about them?* The students may know of a local Cyclops, a witch, a werewolf, etc.

If they are short of ideas, ask them to find information about *Big Foot* (see sample answer). As a class, brainstorm a list of questions onto the board to guide their search, e.g. *What's the animal's name? Where does it live? What does it look like? When did someone first see it? Is there any evidence to say it's real?* Also encourage the students to find or draw photos or pictures of their strange animal.

Mixed ability

With a mixed ability class, pair up a stronger student with a weaker one. Encourage the weaker student to take the lead here by choosing the strange animal, the information they want to include and finding the photos. The stronger student helps their partner to find and note down the information.

Sample answer

Name: Bigfoot also known as Sasquatch
Habitat: Forests, North America (Pacific Northwest)
Appearance: Looks like a very large hairy human/ape, 2–3 metres tall
First seen: Indigenous people have always talked about Wildmen. In 1958, hunters began to look for Big Foot.
Real evidence? No. In 2007, a hunter's camera took a photo of large creature. People think it was a bear.

11 The students write their short article with their partner. They can use the two stories and Peter's monologue as a model. If you wrote questions on the board in Exercise 10, encourage the students to answer these in their writing. Remind them to illustrate their story with pictures or photos. Ask the students to read the different stories and to say which strange animals they think are real and which are just a story.

Project

A comic strip

- The students work in pairs and choose one of the strange stories from this lesson.
- They create a short comic strip of their chosen story. They can either do this on paper or use an online comic strip maker programme such as Pixton or makebeliefscomix.
- One student is responsible for the pictures and the other for the words.
- They display their finished comic strip to the class and invite feedback.

Cooler

Finish by telling the class another strange story. For example:

> Joe lives in a flat on the 20th floor. Every morning when Joe goes to school, he leaves his flat, calls the lift and takes it down to the ground floor. When he comes home, he gets in and pushes the button for the 16th floor. He gets out there and walks up to his flat on the 20th floor. Why?

Invite suggestions from the class. (Joe is only eight and too small to reach the button for the 20th floor.)

Teacher's resources

Student's Book
Grammar reference and practice page 157
Vocabulary list page 139

Workbook
Unit 15 pages 64–67

Go online for
- Corpus tasks

16 Amazing animals

He was looking at the gorillas ...

Lesson profile

Reading *A Lucky Day* – a true story
Grammar Past simple and past continuous
Speaking Tell a story from pictures

Preparation

You'll need one dice for each group of six students for the Cooler activity.

Warmer

Write some times on the board, e.g. 7.30 am; 10.10 am; 12.30 pm; 5.15 pm; 7.45 pm; 10.40 pm and check that the students can say them correctly. Then, invite the students to guess what you were doing yesterday at these times by asking you questions. In pairs, students then ask and answer questions about what they were doing yesterday at these times. For example:

Student A: Were you having breakfast at 7.30 am?
Teacher: No, I wasn't.
Student B: Were you having a shower?
Teacher: No, I wasn't. I wasn't at home.
Student C: Were you walking to work?

READING

1 Books closed. Write the unit title *Amazing animals* on the board and encourage the students to say what the unit is about. Brainstorm a list of zoo animals onto the board.

Books open. Students identify the animals in the pictures (*elephants*, *chimpanzee*, *snake*) and, if necessary, add them to the list on the board. The students now discuss the questions in pairs.

With a strong class, encourage a class discussion on zoos. First, ask them to write a list of good things and bad things about zoos. Then divide the class into two groups: Group 1 likes zoos and should say why; Group 2 doesn't like zoos and should say why not.

Possible answers

elephant, chimpanzee, snake, gorilla, monkey, tiger, lion, giraffe, zebra, camel, dolphin, sea lion, penguin, flamingo, crocodile

Extension activity

Students write down the animals on the board in three columns under the headings *Mammal*, *Reptile* and *Bird*.

Fast finishers use a dictionary, if available, to add more animals to the list.

2 Pre-teach *enclosure* by asking the students to look at the pictures at the top of the page and point to the enclosures. Point out the difference between a cage and an enclosure: a cage is smaller and has bars in front of it; an enclosure is larger, usually more natural and with a natural barrier, e.g. some are surrounded by water which the animals can't cross.

Encourage the students to look at the title of the story first, *A Lucky Day*, and at the pictures, and say what the story is about before they read it. Encourage them to guess who Binti is, before they read the story. Ask the students to read the story quickly and find out if they were right.

Answer

The gorilla (Binti, a female gorilla)

3 Begin by asking the students to say whether they think it is a true story and to say why. Have a very brief discussion and then reveal that it *is* a true story, and they can see a photo of Binti with the boy at the bottom of the page.

It is a true story with a happy ending. A small boy fell into the gorillas' enclosure at Brookfield Zoo, Chicago, USA. A female gorilla, Binti Jua, protected the boy until the zookeepers could rescue him.

Now encourage the students to try to answer the questions before they read the story again. If appropriate, remind them to underline the answers in story.

Fast finishers

Fast finishers retell the story using their answers to the questions.

Answers

1 three years old
2 the gorillas
3 He fell over the wall into their enclosure.
4 She picked him up and held him.
5 Binti carried the boy to the door of the enclosure.

Extension activity

Play the short news report on YouTube (search for *Gorilla Protects Boy*) to the class.

GRAMMAR Past simple and past continuous

4 Books closed. Draw a timeline on the board:

Today

Ask the students *When did the story happen?* (in the past) Add *the ambulance arrived* to the timeline:

Today

the ambulance arrived

Ask the students *When the ambulance arrived, where was the little boy?* (in the gorilla enclosure) *Who was he with?* (with Binti the gorilla) *What was Binti doing when the ambulance arrived?* (She was holding the little boy.) Add the first part of the sentence to the time line:

Binti **was holding** the little boy when ... Today

the ambulance **arrived**

Encourage the students to identify the tense of the verbs and to say which happened first.

Books open. The students answer the questions.

Answers

1 A: past continuous B: past simple **2** A **3** B

→ **Grammar reference Student's Book page 158**

5 If appropriate, ask the students to underline the two other sentences with *when* and *while* in the story. Ask them to say whether we usually follow *when* and *while* with the past simple or past continuous (usually *while* + past continuous, *when* + past simple). If you used the timelines in Exercise 4, invite students to come to the board and draw a timeline for each of these sentences.

Answers

Sentence 1 While the little boy was looking at the gorillas, suddenly he fell over the wall into their enclosure.

1 A: past continuous = *was looking*, B: past simple = *fell*

2 A **3** B

Sentence 2 Binti, a female gorilla, was eating some fruit when the boy fell.

1 A: past continuous = *was eating*, B: past simple = *fell*

2 A **3** B

6 Ask the students to highlight the past simple and past continuous in two different colours. With a stronger class, ask them why nearly all these verbs (except *was visiting*) are in the past simple. (Answer: when we talk about one finished action following another, e.g. *Binti picked him up and carried him*, we use the past simple.) Also ask *Why do we say 'A three year old was visiting the zoo'?* (Answer: we use the past continuous to set the scene and describe the background activity, e.g. *He was visiting the zoo when something happened.*)

Answers

Past simple: wanted, were, picked (him) up, held, carried, drove

Past continuous: was visiting

7 Ask the students to find and underline *when* or *while* in each sentence first. Then remind them that we usually use *while* + past continuous and *when* + past simple.

Before going over the answers, ask the students to check a) the spelling of their past simple verbs; b) that they have used *was* and *were* correctly and c) that they have spelled the *-ing* form correctly.

Mixed ability

With a mixed ability class, with pens down, read the complete sentences to the students first and ask them to identify which verb is in the past simple and which is in the past continuous before they do the exercise.

Fast finishers

Fast finishers draw illustrations for some of the sentences. When the others are ready, they hold up the pictures and the others have to guess the sentences.

Answers

1 were sleeping; started **2** was reading; broke
3 arrived; were playing **4** was eating; rang
5 fell off; was skating

Corpus challenge

Remind the students that we use the past continuous to describe activities in progress at a time in the past, but we use the past simple to talk about a complete action that follows another, e.g. *Binti carried the boy to the door and the ambulance drove him to hospital.*

Answer

I ~~was going~~ went swimming and after that, shopping.

SPEAKING

8 Pre-teach *fire* and *firefighter* by asking the students to find these things in the pictures. Tell them that *firefighters* travel in a *fire engine.* Then ask the students, in pairs, to describe what they can see in each picture before they match the words. *Phone* and *fire engine* are not shown in the pictures, but students might find them useful in their stories. Look at the words together and ask the students to say why they are organised in three groups, i.e. nouns verbs and *upstairs, downstairs* (adverbs).

Fast finishers

Fast finishers try to think of some more words they will use to tell the story. If available, allow them to use a dictionary.

Suggested answers

Picture **1**: upstairs, bedroom, woman, sleep, downstairs, cat, living room, sofa

Picture **2**: wake up, hear, smoke

Picture **3**: go downstairs, living room, fire, smoke

Picture **4**: firefighter

9 Encourage the students to use *when* and *while* in their stories and also to use the words in Exercise 8.

Mixed ability

With a mixed ability class, write the story together first as a class on the board. Then ask the students to take turns to tell the story. As they are doing this, rub out parts of the story on the board.

Suggested answer

One night, Wendy was sleeping in her bed upstairs and Felix was sleeping downstairs on the sofa in the living room. Suddenly, Wendy woke up because Felix was making a lot of noise / saying 'Miaow'. Wendy went downstairs and opened the living room door. There was a lot of smoke and there was a fire. Wendy phoned the firefighters. Wendy and Felix were waiting outside when the fire engine arrived. The firefighters soon put out the fire.

Extension activity

In groups, the students write a newspaper article about Felix the cat. Encourage them to use the *A Lucky Day* article on Student's Book page 94 as a model. It may be necessary to give the students some more words, e.g. *hear a loud noise, smell smoke, save, put out the fire, hero.*

Cooler

Play the dice game again (see Warmer on Teacher's Book page 30).

- Write this on the board.

past simple	past continuous
1 see a gorilla	1 play a computer game
2 phone the firefighters	2 ride my bike
3 wake up	3 sleep on the sofa
4 hear a strange noise	4 rain
5 arrive home	5 watch TV
6 the little boy fell	6 have lunch

- If necessary, demonstrate the activity to the class first. Shake the dice. This number (e.g. 2) gives you the verb that needs to go in the past simple (*phone the firefighters*). Shake the dice again. This number (e.g. 6) gives you the verb that needs to go in the past continuous (*have lunch*). Make a complete sentence with these two verbs and *when* or *while*, e.g. *My mum phoned the firefighters while we were having lunch* or *We were having lunch when my mum phoned the firefighters*. Point out that the students should use the past simple and past continuous but the order of the two verbs is not important.
- Organise the students into groups of six and give each group one dice.
- Let them play for three or four minutes.
- After a couple of minutes, put some new verbs on the board for students who are ready for a change.

What can't these animals do!

Lesson profile

Vocabulary	Animals
Reading	Dog lifeguards (*Key* Reading and Writing Part 5)
Listening	Gary talks about his animal helper
Speaking	Say what animals people in your family have
Pronunciation	/u:/ and /ʊ/
Writing	An email to a friend; *both, also, for example*

Warmer

In the Chinese Zodiac, there is a 12-year cycle. Each year is named after an animal. Challenge the class to name the twelve animals. (rat, ox, tiger, rabbit, dragon, snake, horse, sheep, monkey, rooster, dog and pig)

VOCABULARY

1 Ask the students to identify the animals first, before they match the names. If you did the warmer activity, ask them to say which of the years are represented here (dog, horse, monkey, rabbit, rat and sheep). Invite a brief class discussion on the students' favourite animals by asking *Which of these animals do you like? Which do you not like? Which is your favourite? Why?* (Students will be writing about their pets in the Writing section.)

2.32 Answers

The answers are recorded for students to check and then repeat.

a monkey **b** rat **c** elephant **d** cat **e** bird **f** horse **g** dog **h** rabbit **i** sheep

2 On the board, as a class, brainstorm a list of things that animals can do to help people, e.g. *move heavy objects, carry people or things, rescue people from places (water, houses, holes, etc.), collect the newspaper.* Before they ask and answer in pairs, begin by asking the students to ask you the questions. For example:

Student A: Which of these animals can help people?
Teacher: Elephants can help people.
Student B: How do they help?
Teacher: They can move heavy things like wood.

READING

3 Ask: *What did you say about dogs in Exercise 2?* and brainstorm a list of ways dogs can help onto the board. Then, ask the students to look at the pictures and compare these with their ideas on the board.

Suggested answer

Dogs can help people in danger in the water.

4 ● In *Key* Reading and Writing Part 5, students fill in eight spaces in a text with a grammatical word such as a determiner, pronoun or conjunction, etc. Each space has three multiple-choice options.

Encourage the students to read the text first, without writing. Then ask them some questions to check they have understood it, e.g. *Where do these dogs work?* (on beaches in Italy) *What do they jump from?* (helicopters and fast boats) *Why are dogs good lifeguards?* (they don't get tired as quickly as us, they are strong and they can swim fast) *How long is their training?* (three years)

Then ask the students to read the text again and think about the missing words without reading the options. Finally, ask them to choose the best word (A, B or C) for each space.

Answers

1 A 2 C 3 B 4 A 5 B 6 C

Mixed ability

With a mixed ability class, encourage the stronger students to complete the exercise on their own. With the weaker students, go through the text question by question and help them to find the correct answer by removing one of the incorrect answers for them.

5 Encourage the students also to say why the other answers are wrong.

Fast finishers

Fast finishers write some questions about the text, e.g. *Where are these dog lifeguards from?* When the others are ready, the fast finishers read out their questions and the others answer.

Suggested answers

1 **B** is wrong – we say ***during*** *the summer*, not ***on***.
C is wrong – we don't use *since* with the present simple.
2 **A** is wrong – there's no contrast.
B is wrong – there is no alternative.
3 *Can* is followed by the infinitive without *to*.
A is wrong because it is a past tense.
C is wrong because it is the present simple.
4 The subject of the sentence is *It* (a dog) and also the verb 'pulls' is in the third person singular.
B and **C** are both wrong because *they* and *you* would both need to be followed by *pull*, not *pulls*.
5 **A** and **C** are both wrong because *can* and *should* are both followed by an infinitive without *to*.
6 **A** is wrong because *When* is a question word.
B is wrong because it would have to be followed by *that*, or at the very least by a comma: *After that, they are ready … .*

LISTENING

6 ▶ 2.33 Ask the students to look at the pictures first and describe what they can see. Invite them to predict what animal Gary might have before they listen. Point out that the students will hear the animal helper's name before they hear what animal it is.

Answer

He has a monkey. It's/Her name is Minnie.

Audioscript

Kay: Good morning everyone. This is Kay. Welcome to the 'true stories' part of the Breakfast Show. This is where you, the lovely listeners, phone in and tell me your stories. Last week's topic was pets and lots of you phoned in! Today's topic is animal helpers, for example seeing dogs.
Our first caller today is Gary. Hello, Gary. Are you there?
Gary: Yes, I am. Hello, Kay. Great to be on the show.
Kay: So, Gary, tell us your story.
Gary: OK. When I was a teenager, I played lots of sports. One day I was cycling to a football match and a car hit me. I was in hospital for weeks. I couldn't walk or move my arms. I got home and I was in a wheelchair. It was very difficult.
Kay: Mm, that's very difficult for you. And what now? Can you do more things now?
Gary: Yes … a friend saw something about animal helpers on the internet, and a few months later I got Minnie.
Kay: So tell us about Minnie. What can she do?
Gary: What can't she do! She can pick up my phone when I drop it, she can open doors, she can get me a drink when I'm thirsty. She can even open the can! She learns new things all the time. She's my best friend!
Kay: And what kind of animal is she? A dog? A bird?
Gary: No … (*laughing*) she's a monkey, a Capuchin. Oh, no Minnie, don't take the phone away!
Kay: Right, oh thanks, Gary … and Minnie. We've got time for one more caller …

7 ▶ 2.33 Check understanding of *phone-in* (a live programme, where listeners phone the radio show and talk about their experiences). Ask the students to read the sentences first and find and underline the key words. Then ask them to try to say whether the sentences are right or wrong before they listen again. Play the recording at least twice. Encourage stronger students to correct the wrong sentences.

Answers

1 ✘ The show is called 'The Breakfast Show'.
2 ✔
3 ✘ Gary was cycling to a football match when a car hit him.
4 ✘ Gary's friend read about animal helpers on the internet.
5 ✔
6 ✔

About you

8 Model a conversation with a strong student first (see Mixed ability box on the next page).

Mixed ability

With a mixed ability class, write the conversation below on the board. Ask the students, in pairs, to practise the conversation first and then to change the answers so they are true for them. As they're doing this, rub out some of the information from the board.

Teacher: What animals do people in your family have? Have you got any pets?
Student: I haven't got a pet but my grandmother has got a bird. He's called Jerry.
Teacher: Have people in your family got animal helpers?
Student: Yes, my cousin can't see and he's got a dog. He helps him when he goes out.
Teacher: Have people in your family got farm animals?
Student: Yes, my uncle has got sheep and cows.

PRONUNCIATION /u:/ and /ʊ/

9 ▶ **2.34** Ask the students what the words in the box have in common. (They all have the letters 'oo'.) Play the recording and ask the class to listen and repeat. Now ask the students *Do we pronounce the 'oo' the same in both words?*

▶ 2.35 Answers

The answers are recorded for students to check and then repeat.
u:/ boot: food, moon, room, soon, tooth, zoo
ʊ/ book: cook, good, look, wood

WRITING

Prepare to write

GET READY Ask the students to read the email and answer the question *What animals do people in Joshua's family have?* Ask them which word is used to talk about *two* people or things (*both*), which word we use to say 'in addition' (*also*) and which words we use to explain something or give more information (*for example*). Encourage the students to say where these three words go in the sentence: *both* goes at the beginning, often with *and* (*Both* Sam *and* Blackie), *also* goes before the main verb, and *for example* goes before the list of examples. Then ask the students to complete the sentences.

Answers

1 for example **2** also **3** Both

PLAN Encourage the students to make notes about animals that people in their family have. Point out that they should write words here rather than complete sentences. For example:
Me – no pets, my grandmother – bird, Jerry
No animal helpers
farm animals – uncle: sheep, cows, two horses – Lucy and Marie

WRITE Remind students to use *both*, *also* and *for example*. They can make up information if necessary.

With a mixed ability class, write a reply together.

IMPROVE Students should try to give their partner at least two ideas to make their email better. They should check that their partner has used *both, also* and *for example* and also check their partner's spelling. Then ask the students to write a neat copy for you to correct, pointing out that this final copy should be nearly perfect.

Project

An article about animals which help humans

- Organise the students into groups of four. Ask each group to choose one of the animals in Exercise 1 which can also help people.
- Tell the groups that they need to write a short text about their chosen animal and include some photos or pictures. Write some questions on the board to guide their writing, e.g. *What is the animal? What can they do? How can they help people? Do they need special training?*
- Make sure that all four students (A, B, C and D) work on all the stages of the project:
  1. The group decides on the animal and looks for information about it on the internet or in a book.
  2. Students A and B write up the information while Students C and D find suitable pictures.
  3. Students C and D correct the written work while Students A and B make the final selection of pictures.
- Ask the students to hand in their first draft and correct any mistakes. The students then produce a final version with pictures or photos.
- Display the articles on the wall. Ask the students to walk around the classroom, read the articles and decide which animal is the most useful.

Cooler

Hot air balloon debate: organise the class into groups of six. Each member of the group chooses a different animal (or as many different ones as possible). Tell the groups that they are animals and they are in a hot air balloon. It is too heavy, so one of the animals has to jump out. Each animal needs to say why they should remain and then, finally, they vote on who has to jump.

Teacher's resources

Student's Book
Grammar reference and practice page 158
Vocabulary list page 139

Video
Animals

Workbook
Unit 16 pages 68–71

Go online for
- Progress test
- Achievement test
- Video extra worksheets
- Corpus tasks

Geography

Tectonic plates and earthquakes

Learning objectives

- The students learn about tectonic plates and why earthquakes happen. They also learn about the earthquake drill in California.
- In the project stage, they look for information about the Ring of Fire and they make a poster about it.

Useful vocabulary

tectonic plate earthquake surface crust
molten rock magma ocean fault line volcano

Preparation

If the students are going to do the project in class, they will either need access to the internet or books with information about the Ring of Fire. The National Geographic Education website has accessible information for school students about the Ring of Fire.

Cultural background

The Earth's surface is made up of large plates (a little like a large jigsaw puzzle). These plates move a few centimetres every year. The areas where the plates move against each other can cause intense geologic activity and may lead to the formation of volcanoes and mountains or cause earthquakes or tsunamis.

Warmer

Show the class the photo of Edinburgh Castle on top of an old volcano (on Student's Book page 86). Ask them *What is it? Where is it?* and *What is it on top of?* Invite a brief discussion on volcanoes by asking *Can you name a volcano? What do you know about volcanoes?* Point out that a volcano can be active (if it has erupted since the last ice age 10,000 years ago), dormant or 'sleeping' (if it hasn't erupted since the ice age but it might in the future) and extinct (we don't expect it to erupt again – but we may be wrong).

Encourage the students to name some other natural disasters, e.g. earthquakes, tsunamis. Explain that in this lesson, students will learn more about earthquakes and volcanoes.

1 Do this exercise as a class. Ask the students to look at the map and ask them: *What's unusual about this map? Which continents are missing? Can you find your country?* (If necessary, point out that it might be on one of the pictures in Exercise 2.) *What does the map show? What do you think the orange lines are?* Tell the students that they indicate the major tectonic plates. Encourage the students to say what they know about tectonic plates. If the students don't know anything or very little, encourage them to ask you questions about them, e.g. *What are they? How many are there? Why are they important?* Don't answer their questions but tell them that they will find the answers to these questions in Exercises 2 and 3.

2 Ask the students to read the text about tectonic plates and then put the pictures in the correct places on the map. If the students asked you questions in Exercise 1, encourage them to find the answers in the text.

Answers

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

3 Tell the students that each picture represents two tectonic plates which are touching each other. The arrows indicate movement and the fine red lines between the plates indicate magma. Students have to read the sentences and try to match each one to a picture.

After the students have done the exercise, check that they have understood by asking *What is a fault line? Would you like to live on a fault line? What happens when a tectonic plate moves on top of another? And what happens when they move away from each other?*

Answers

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

4 Books closed. Ask the students *What is the San Andreas Fault? Where is it?* and invite the students to say what they know about the San Andreas Fault.

Books open. Ask the students to read the first part of the text (first four sentences) and to find the San Andreas Fault on the map in Exercise 1. Then ask them to read the complete text and ask the students: *Would you like to live in California? Why? / Why not?*

Answer

The San Andreas fault is shown by the orange line down the west coast of North America.

5 Point out that some of these numbers are expressed in words in the text and, if appropriate, ask the students to underline the numbers in the text first. Then in pairs, ask them to ask and answer questions about the numbers. For example:

A: What's 1906? (nineteen oh six)
B: It was the year of the big earthquake in California.

Answers

1 1906 was the year of the big earthquake in California.
2 The normal movement of the Pacific Plate against the North American Plate is five centimetres a year.
3 Six point five metres was the biggest movement north of the Pacific Plate in the 1906 earthquake.
4 The San Andreas Fault is more than a thousand kilometres long.
5 Two tectonic plates meet at the San Andreas Fault.

Cultural background

Great Shake Out Earthquake drills are an annual event in October, when people around the world take part in an Earthquake drill. In 2012, a total of 19.5 million people took part; over 9 million of them were from California (see www.shakeout.org for more information).

6 First ask the class to look at the picture and say what they think an Earthquake drill is. Then ask the students to show you what they have to do in each picture. Now ask the students to match the verbs to the sentence endings to complete the drill.

Answers

Drop **b**, Take cover **c**, Hold on **a**

Subject learning

In the next stage, the students are going to make a poster about The Ring of Fire. Encourage a class discussion on what the students have learned so far. If appropriate, do this in the students' own language. Use these questions:

- Why do we need to know about tectonic plates?
- Why do some places in the world have earthquakes and other places don't?
- What about tsunamis? Why do they happen?
- Why do you think people live in areas where there are earthquakes?

Project

Organise the students into small groups. Although they should work as a group, tell them to decide who is responsible for:

- finding the information
- writing up the information and then checking it
- providing a map and an illustration (pictures, photos or drawing)
- putting the poster together.

Check the first draft of any written work before the students make the poster. Display the finished posters around the classroom and encourage the class to say two things they like about each one.

Cultural background

The Ring of Fire is a large area around the edge of the Pacific Ocean where there are a lot of earthquakes and volcanoes. It isn't a ring, it's a horse-shoe shape. It is 40,000 km long and passes through New Zealand, the Phillipines, Japan, Canada, California, Peru, Chile and other countries. There are 452 volcanoes on the Ring of Fire. These include Mount Saint Helens (Washington, USA), Mount Pinatubo (Philippines), Mount Fuji (Japan) and Paricutin Volcano (Mexico). Nearly 90% of the world's earthquakes take place along the Ring of Fire, most recently in Chile, Japan and New Zealand.

Cooler

Tell the class you are going to do an earthquake drill. Shout *Earthquake!*, then *Drop!* (wait for everyone to be crouching), then *Cover!* (wait for everyone to be under their table) and *Hold on!* (make sure everyone is holding onto a table leg). Then say *Relax!* and everyone can go back to their seats. Invite a brief discussion on the earthquake drill by asking the students *Was the drill easy? Did you feel scared?*

17 What's on?

I'm going to record it

Lesson profile

Vocabulary	Television
Listening	An invitation to a concert
Grammar	Future with *going to*
Pronunciation	*going to*
Speaking	Talk about future plans

Preparation

Students will need dictionaries to do Exercise 1.

Warmer

Ask the class *What's on TV tonight?* and then ask *Are you going to watch it?* Wait for several students to give their answers. Then ask the students to repeat your two questions and write them on the board. Invite a brief discussion on what this lesson is about. Then ask the students to take turns to ask and answer the questions on the board, in pairs. Encourage them to use variations on yes/no, for example *I'm not sure.* / *I (don't) think so.* / *Perhaps.* / *Of course!*

VOCABULARY

1 Ask the students to look at the picture and describe it first. Then ask them to check the meaning of the words in the questions, either by using a dictionary or by trying to guess from the context. Check that they have understood the meaning by asking:
How many channels have you got in your country?
What football team are you a fan of?
What other things, apart from TV programmes, can you record?

Alternatively, read the definitions below and ask for the word. For example:

Teacher: It's a film with characters that are pictures and not real people, for example *The Simpsons*.
Student: Is it a cartoon?

2.37 Suggested answers

The words in blue are recorded for students to repeat.

1 *channel*: a television or radio station
2 *programme*: a show on television;
fan: someone who likes a type of programme
3 *record*: to store sounds so that you can listen to them again
4 *on TV*: What's on TV? = What programme(s) can you see on TV?
5 *cartoon*: a film with characters that are pictures and not real people

Extension activity

As a class, brainstorm a list of different types of TV programmes onto the board as this will make it easier for the students to do Exercise 2. For example: *the news, a cartoon, a film, a sports programme, a quiz show, a series, the weather*

About you

2 Encourage the students to give extended answers to the questions. If necessary, demonstrate by inviting a student to ask you the questions.

Fast finishers write some more questions about television to ask their classmates.

LISTENING

3 2.38 Ask the students to look at the picture and describe the two young people. Ask them if they remember Mina from Unit 9. With a mixed ability class, point out that Mina talks a lot and the students won't hear Clyde's invitation until the end of the recording.

Answer

Clyde invites Mina to go to a concert with him.

Audioscript

Clyde: Hi, Mina.
Mina: Oh, hi, Clyde.
Clyde: Great to see you!
Mina: Yeah, good to see you too.
Clyde: Mina, are you free on Saturday evening? Would you like to ...
Mina: Sorry, Clyde, I can't. The Rock Sisters' concert's on TV and I'm going to watch it. I'm their biggest fan!
Clyde: Well, yes, I know and I like them too. How about coming ...
Mina: (*interrupting*) I'm not sure which channel it's on. I think it's Channel 2. I'm not going to see the band because I couldn't get a ticket. But now I can watch it on TV – that's almost as good.
Clyde: The thing is, I've got ...
Mina: I'm probably going to watch it with my friends, Paula and Anita – at Paula's house. Paula's family have got a really big TV! We're going to record the concert so we can watch it again!
Clyde: Mina! Stop talking a minute!
Mina: Oh, dear ... am I talking a lot? Sorry!
Clyde: The thing is, I've got two tickets for The Rock Sisters' concert on Saturday. Would you like to come with me?
Mina: Would I like to? I'd love to! That's so fantastic. Why didn't you say so before?
Clyde: I tried to!

4 ▶2.38 Ask the students to read the questions and try to answer them before they listen again. With a **mixed ability class**, it may be necessary to play the recording for a third time, pausing after each answer.

Answers

1 On Saturday evening. 2 The Rock Sisters. 3 Channel 2.
4 Yes, she did. 5 Because Paula's got a big TV. 6 Clyde.
7 Mina.

GRAMMAR Future with *going to*

5 Books closed. Ask the class:
Who's going to go to the concert? When?
Who's going to watch the concert on TV? When?

Now ask the students which words you used to talk about a future plan, i.e. *be going to* + infinitive.

Books open. Ask the students to look at the table and complete the sentences. Point out that the *(not)* means they have to write a sentence in the negative. With a mixed ability class, do the first one or two sentences on the board as a class.

Fast finishers

Fast finishers memorise the sentences. Then, when the others are nearly ready, the fast finishers write the correct sentences on the board for the rest of the class to use to check their answers.

Answers

1 Mina and Clyde aren't going to watch the concert on TV.
2 Paula is going to watch the concert on TV.
3 Anita isn't going to go to the concert.
4 Mina and Clyde are going to go to the concert.

→ **Grammar reference Student's Book page 159**

6 Ask the students to look at the pictures first, before they read the instructions. Ask *What is Mina doing on the left?* and *What is Mina doing on the right? So what do the pictures show?* Then ask the students to write down the answers to the two questions.

Answers

1 a 2 b

7 Tell students to look again at the table in Exercise 5.

Answer

infinitive

Corpus challenge

Ask the students to correct the sentence first. Then ask them to say how we form the future with *going to*, i.e. *be* + *(not)* + *going to* + the infinitive. Also ask them *When do we use the future with 'going to'?*

Answer

We are going to play tennis at the sports centre.

8 Ask the students to complete the sentences in the speech bubbles using *going to*. With a **mixed ability class**, write the answers on the board in a different order and the students write them in the correct place.

Suggested answers

I'm going to watch the concert at Paula's house.
We're going to record the concert (so we can watch it again).
I'm going to see the band with Clyde!

Extension activity

Ask the students to draw a third picture of Mina talking to Anita and Paula about her change of plan. Ask them to include a speech bubble with *I'm not going to ...* and *I'm going to ...* . For example:

Hi, guys! Sorry, change of plan for Saturday. I'm not going to watch the concert at Paula's house. I'm going to go to the concert with Clyde.

9 Books closed. Tell the class: *You are going to watch a concert on TV with some friends on Saturday. What should you do before then?* Invite a brief discussion and write a 'To Do' list on the board. For example: *Invite some friends. Order some pizza. Make a cake.*

Then, with books open, ask the students to compare the list on the board with Paula and Anita's list. Point out that Anita is going to do the things with (A), Paula with (P), both with (P & A) and they aren't going to do the things which are crossed out.

Fast finishers

Fast finishers work in pairs, look at the list on the board and decide who is going to do what. Then they write some sentences with *(not) going to*, e.g. *I'm going to invite some friends. We aren't going to buy any biscuits,* etc.

Answers

Anita isn't going to make a cake.
Anita's going to bring chocolate.
Paula's going to invite Ruby.
Anita's going to tell her mum and dad.
Paula's going to record the concert.
They aren't going to invite Nick and Eddie.

PRONUNCIATION *going to*

10 ▶2.39 Write the sentence *Paula and Anita are going to buy pizzas and lemonade* on the board. Ask the students to say which the stressed words are and underline them. Ask the students if they can remember what sound we often use for unstressed vowels, i.e. schwa /ə/ and ask them to say *and*, *are* and *to* with a schwa /ə/.

Tell the students that they are going to listen and repeat this sentence bit by bit, i.e. first they listen and repeat *to*, next *going to*, then *are going to*, etc.

They should copy this pronunciation pattern when they read out their answers to Exercise 9.

Get talking!

Play the recording from Exercise 3 again and ask the students to tick the expressions as they hear them. Ask them to say what we use these expressions for (inviting, and accepting an invitation) and what form of the verb follows *Would you like to ...?* and *How about ...?* Remind the students that they saw these expressions in Unit 8.

For more practice, see Student's Book page 128.

Answers

1 1 On Friday.
2 *The Biggest Star.*
3 Every week.
4 Outside the cinema.

2 1 to go
2 going

2.40 Audioscript

Emily: Hello, Ariana.
Ariana: Oh, hi! Emily, what are you doing this Friday?
Emily: Nothing, why?
Ariana: You know the programme *The Biggest Star*?
Emily: Yeah.
Ariana: The thing is, they're filming in town. Would you like to come with me?
Emily: I'd love to. I watch it every week.
Ariana: How about meeting outside the cinema at seven?
Emily: Brilliant! See you then!

SPEAKING

11 Ask the students *What are you going to do next Sunday afternoon?* and elicit some answers. Then check that they can make questions with the other time expressions before they ask and answer in groups.

Cooler

Say to a strong student *I'm going to ride my bike this weekend. Would you like to come?* and encourage them to reply *Yes, I'd love to* or *Sorry, I can't.* Repeat this with several students.

Now ask the students to think of something they'd like to do next weekend, e.g. go to the cinema, eat in a restaurant, see a concert, etc. Ask them to stand up and walk around the classroom inviting the others to join them in their activity. For example:

Student A: I'm going to see a concert next Saturday. Would you like to come?
Student B: Yes, I'd love to.
Student A: I'm going to see a concert next Saturday. Would you like to come?
Student C: Sorry, I can't.

At the end, ask them how many students said *Yes, I'd love to.* Give them one point for each. The winner is the student with the most points.

What's your favourite TV show?

Lesson profile

Reading	Talent shows
Vocabulary	Talent shows; describing people
Listening	A conversation about talent show competitors (*Key* Listening Part 1)
Speaking	Talk about talent shows
Writing	Write about a TV show and describe one of the actors or winners

Warmer

Write these anagrams on the board and ask the students to put the letters in order to make a type of TV programme (with a weaker class, use a capital letter for the first letter of each word): eNsw (news), aCnoort (cartoon), (iFml) film, (oprSst / aegmmPorr (sports programme), iQzu / hoSw (quiz show), eeirSs (series), aeehtrw (weather), aelnTt / hoSw (talent show).

Cultural background

The X-Factor, *American Pop Idol* and *Britain's Got Talent* are all extremely popular TV shows, where the aim is to find new talent.

The X Factor is a British TV show which aims to find new singing talent. Through a series of auditions, contestants are chosen and they are trained to sing. In the final stage, a group of singers spend time together in a house and the winner is chosen. There are versions of this show in many countries.

On *American Pop Idol*, solo artists perform in front of a panel of judges who give their opinions. However, it's the viewers who vote for the artists.

Anyone with any sort of talent (singing, dancing, gymnastics, magic, etc.) can audition for a place on *Britain's Got Talent*. The winners are chosen both by the show's judges and by the viewers. The final winner performs in a special show in front of the Queen.

READING AND VOCABULARY

1 Ask the students to look at the pictures on this page and identify the type of TV programme first. (They are all talent shows – see above.) Invite a brief discussion by asking *Are there talent shows on TV in your country? Do you watch them? Why? Why not?* (The students will talk more about talent shows in their country in Exercise 9.)

2 Students find out what each other knows about talent shows.

3 Ask the students to read the text quickly and find the answers to the questions in Exercise 2 first. Then, ask them to put each question in the right space. **Fast finishers** cover the text and take turns to ask and answer the questions in Exercise 2.

Mixed ability

With a mixed ability class, divide the class into four groups. Each group reads the introduction and one of the paragraphs and then finds the corresponding question.

Then reorganise the groups so that in each group of four, each student has read a different paragraph. Ask them to read their question and then share the answer with the other group members.

Answers

1 What different kinds of talent show are there? *Answer:* There are shows for musicians, people doing magic, singers, dancers, singing dogs and robots
2 Who chooses the winners? *Answer:* people watching the show on TV and in the theatre, some famous people
3 What do winners of talent shows get? *Answer:* money or a recording contract or they get nothing
4 Are the people on the show actors or real people? *Answer:* most of the time, they are real people (or robots or dogs)

4 If appropriate, ask the students to find the words in the text in Exercise 3 first (except *stage*, which doesn't appear). Then ask them to complete the sentences. Encourage them to do the easiest words first and then try to do the others through elimination.

Mixed ability

With a mixed ability class, check that the students understand the words first by asking questions: *What do you enter to win a prize? What do actors perform on? Where can you see actors? What's another word for a famous film actor? What do we call a show which is for people in that country? We don't call a man pretty. What do we call him? What's another word for very good?*

Fast finishers

Fast finishers write new sentences with these words. In small groups, they then take turns to read their sentences without the word and the others guess the missing word. For example:

Student A: I entered a singing ..... but I didn't win because I can't sing.
Student B: Is it 'competition'?

Answers

1 competition **2** stage **3** theatre **4** star **5** national **6** good-looking **7** excellent

LISTENING

5 ▶ **2.41** If you haven't done so already, ask *Do you ever watch talent shows? Do you like the same singers as your family and friends?* Then ask the students to listen to Sandra and Ben.

Answer

No, they didn't.

Audioscript

Sandra: Did you see *The X Factor* last night?
Ben: Yes. Which singer did you like best?
Sandra: I liked the first singer. He's got short brown hair and lovely green eyes. He's quite tall and young. He was wearing black jeans and a blue T-shirt. He's really good-looking. Did you like him too?
Ben: No, I didn't.
Sandra: Which singer did you like?
Ben: I liked the last singer! She's got long fair hair. She was wearing a red dress and white gloves. She's tall and quite attractive.

6 ● ▶ **2.41** In *Key* Listening Part 1, students listen to five short conversations. They listen for information such as prices, numbers, times, dates and descriptions. They have to choose one of three pictures as the answer.

Encourage the students to look at the pictures first and try to decide which is the right picture before they listen again. With a stronger class, ask them to say why the other two pictures are not correct.

Answers

1 b (short brown hair, black jeans, blue T-shirt)
2 c (tall, long fair hair, red dress, white gloves)

VOCABULARY Describing people

7 Ask the students to look at pictures 1b and 2c before they write each description. Play the recording from Exercise 5 again so that they can check their descriptions.

Answers

He's got short brown hair and lovely green eyes.
He's quite tall and young.
He was wearing black jeans and a blue T-shirt.
He's really good-looking.

She's got long fair hair.
She was wearing a red dress and white gloves.
She's tall and quite attractive.

8 Ask the students to look at the adjectives in the box first. Ask *Which adjectives are often used to describe ... hair? ... height and weight? ... age? ... beauty?* Then ask them to look at the verbs in the diagram and give you a sentence with each one, e.g. *I've got dark hair* (hair), *I'm tall* (height), *slim* (weight), *young* (age) *and pretty* (beauty). *I'm wearing a T-shirt and jeans* (clothes).

Finally, ask them to describe the people in the picture orally before they write a description. Point out that they can use Sandra's description as a model.

Fast finishers

Fast finishers write a description of someone in the class. When the others are ready, they read out the description and the others have to guess who it is.

Suggested answers

The man has got grey hair and he's wearing glasses. He's quite old and not very tall. He's wearing a pink shirt, a green jacket and blue trousers. He isn't good-looking.
The woman has got long dark hair. She's wearing a purple dress and a lot of jewellery. She's tall and slim. She's quite young and attractive.

Extension activity

Draw a table on the board, with the **headings** and ***sub-headings*** as below. Ask the students to put the adjectives into the correct column. Encourage stronger students to add some more words.

hair	**height**	**weight**	**age**	**beauty**	**clothes**
have got	***be***	***be***	***be***	***be***	***wear***
blonde	short	slim	old	attractive	a dress
dark	tall		young	beautiful	gloves
fair				good-looking	
brown				pretty	

Then ask the students, in pairs, to take turns to ask and answer questions about people they know using the question *What's he/she like?* and the adjectives. For example:

A: What's your best friend like?
B: He's tall, slim and young. He's got dark hair and he often wears black jeans.

About you

9 Ask the students to read the questions and make notes for the answers. Then, in pairs, encourage them to take turns to ask and answer them.

WRITING

10 Write these questions on the board:

1 What's the TV show called?
2 What type of programme is it?
3 Why do you like it?
4 Who is your favourite actor?
5 What is he/she like?

Ask the students to take turns to ask and answer these questions in pairs and make notes.

11 Encourage the pairs to use the notes they made in Exercise 10 to write their answer. Correct their first draft and encourage them to produce a final draft with a photo of their chosen actor.

Mixed ability

With a mixed ability class, use the notes you wrote on the board in Exercise 10 to write a complete text together as a class. Then rub out the key words and ask the students to use this gapped text to write their own.

Fast finishers

Fast finishers write about two or three TV shows that they like.

Project

A talent show

- Say to the class: *We're going to organise a talent show. What do we need to prepare?* and brainstorm a list of preparations, e.g.
  - Find three or four acts (**actors**). Decide whether you are going to hold auditions or just allow anyone to perform.
  - Choose two or three **judges**.
  - Find a **presenter** for the show.
  - Advertise the show and produce a poster. (**designer**)
  - Decide how the show will be organised. (**director**)
  - Find a film crew, etc. (**camera person**)
- Assign **roles**; point out that the acts could be singing, dancing or playing a musical instrument or they could be reading a piece of writing, bringing in homemade cake, demonstrating a skill (e.g. juggling, football tricks, balancing acts).
- Decide on a date for the talent show and encourage the class to prepare: the students doing the acts need to practise, the presenter needs to write a speech, the designer needs to make a poster for the show, the director decides on the order of the acts, etc.
- Hold the talent show on the chosen day.

Cooler

Say to the class *I'm thinking of a famous actor. You can ask me questions but I can only answer yes or no. You can't ask 'What does he look like?' but you can ask 'Is he good-looking?'* Encourage the class to ask questions and guess who the famous person is. Point out that they should first ask about the type of TV show and then they should ask questions using the 'describing people' vocabulary from the lesson.

In small groups, the students then take turns to think of a famous actor and to ask questions.

Teacher's resources

Student's Book
Grammar reference and practice page 159
Vocabulary list page 140

Workbook
Unit 17 pages 72–75

Go online for
- Corpus tasks

18 Papers and magazines

Let's think of some ideas

Lesson profile

Vocabulary	Newspapers and magazines
Listening	Molly, Jack and Ravi are planning their school magazine
Grammar	Making suggestions
Pronunciation	Intonation
Speaking	Plan a class magazine

Warmer

Write P_p_rs / _nd / m_g_z_n_s on the board. Ask the students to complete the unit title with the missing vowels.

Brainstorm a list of things that we read onto the board. Challenge the class to think of at least ten, e.g. *book, newspaper, magazine, comic, dictionary, letter, cartoon, advertisement, worksheet, postcard, email.*

Have a brief discussion on the things the students read by asking *Do you ever read a newspaper, magazine or comic? How often do you read them?*

VOCABULARY

1 Ask the students to look at the pictures first and describe what they can see. If you have done the warmer activity above, ask the students to compare their list with the pictures in this exercise. Then ask them to match the words. Finally, ask them to listen and repeat and underline the stressed syllable in each word.

▶2.42 Answers

The answers are recorded for students to check and then repeat.

a newspaper **b** cartoon **c** notice **d** advertisement
e magazine

2 Ask the students to look at the picture first and say what it is (an online school magazine). Then ask them to discuss the questions in small groups. If they have a school magazine, for the last question encourage them to say how they would improve it. Alternatively, ask them to look at the list in Exercise 4 and say what they would and wouldn't include in their own school magazine.

LISTENING

3 ▶**2.43** Tell the students to look at the picture of Jack, Molly and Ravi and ask them *What was Jack doing a few minutes ago? What are they doing now?* Before they listen, ask them to guess what Jack is going to do after the meeting.

Mixed ability

With a mixed ability class, ask the students to guess what Jack is going to do and write a list of four possible answers on the board, including *go running*. Then play the recording and ask the students to listen and choose the correct answer.

Answer

Jack is going to run five kilometres.

Audioscript

Ravi: Hey, Jack. You're late!
Jack: Sorry, guys. I was running. I'm preparing for the ten-kilometre race.
Ravi & Molly: WHAT!
Jack: Yes, I loved doing the five-kilometre race. All thanks to you two.
Molly: OK ... we've only got a few minutes to think about the school magazine. There's a meeting about it at four o'clock.
Ravi: Why don't we write down some ideas now?
Jack: OK. Let's include music. We can write about the best new albums.
Molly: Cool! And we can have reviews of films and plays?
Ravi: Sounds good ... and books too. But I don't think we want plays.
Molly: OK ... (*writing*) films and books.
Jack: Let's have some stories too ... and some cartoons. It's good to have something funny!
Ravi: True. And shall we have an information page?
Molly: Good one!
Ravi: Yeah. That's important.
Molly: Shall we include advertisements?
Ravi: What type of advertisements?
Molly: I don't know.
Jack: We don't need any.
Molly: I agree.
Ravi: Yeah, no advertisements.
Jack: I think the magazine should be online. It's much cheaper and easier to do it like that.
Molly: You're right. Ravi, why not ask your dad about it? He does websites for people, doesn't he?
Ravi: Excellent idea. I can ask him tonight.
Jack: Sorry, I've got to go. I've got another five kilometres to run.
Ravi & Molly: Jack!
Jack: Don't worry. I can write about the race for the magazine.

4 ▶**2.43** Ask the students to read the list first. Pre-teach *review* by asking them to find the word in the list which is '*an article which talks about a book, film, play, album, etc. and gives an opinion*'. Point out that the students may hear all the words on the list but they should only tick the things Jack, Molly and Ravi want to include in the magazine. Play the recording twice. With a **mixed ability class**, it may be necessary to play the recording for a third time, pausing it after each answer is given.

Answers

book reviews ✔, cartoons ✔, film reviews ✔, information about the school ✔, music reviews ✔, stories ✔

GRAMMAR Making suggestions

Books closed. Write the following on the board, with the words in *italics* in a different colour:

Why don't we ..... some ideas now?
Let's ..... some stories too.
Shall we ..... advertisements?
Why not ..... your dad about it?

Ask the class *When do we use the words in [colour]?* and then ask them to complete each suggestion with a suitable verb. If necessary, play the recording again and stop after each suggestion so that the students can complete them. Then ask *What form of the verb follows the words in [colour]?* and *Do we finish each suggestion with a question mark or a full stop?*

→ **Grammar reference Student's Book page 160**

5 Books open. Ask the students to read the information in the box and to do the exercise, making sure they begin their sentences with a capital letter and use the ? and . correctly.

Mixed ability

With a mixed ability class, as a class, find the first word in every suggestion first and write them on the board (with a capital letter), e.g. **1** *Why* **2** *Let's*, etc.

Fast finishers

Fast finishers write on the board some more jumbled suggestions for the other students to put the words in the right order.

2.44 Answers

The answers are recorded for the students to check and repeat.

1 Why don't we go to the cinema?
2 Let's see the new Japanese cartoon.
3 Why not ask Mina to come?
4 Shall we meet there at eight?

6 Encourage the students to read the whole conversation first, before they complete it. Remind them to look at the punctuation; if there's a '?', the suggestion can begin with *Why don't we*, *Shall we* or *Why not* but if it ends with a '.', the suggestion must begin with *Let's*. Point out that several different answers are possible, but they should use each phrase once only.

Molly and Ravi decide to put a notice on the school website. Fast finishers write a notice for the website beginning with the heading 'Magazine helpers wanted!'

Answers

1, 3, 4 Why don't we / Shall we / Why not **2** Let's

Corpus challenge

Remind the students that we use an apostrophe with *Let's* and *Why don't we*.

Answer

C

PRONUNCIATION Intonation

7 2.45 Ask the students to look at the expressions first and say when we use them (in reply to suggestions). They will hear Ravi and Molly using these replies. Encourage them to copy their intonation when they repeat the phrases.

8 As the students practise Molly and Ravi's conversation, make sure they pronounce the phrases in Exercise 7 correctly.

Fast finishers

Fast finishers work in pairs. Student A is Ravi, opens their book and reads. Student B is Molly and, with their book closed, tries to recall the conversation from memory. Student A helps where necessary.

SPEAKING

Get talking!

Ask the students to say whether these expressions are used to agree or disagree with a suggestion. Ask them to look at Exercise 7 and find two expressions we can use to disagree. (*No, that's not a good idea* and *No, I don't think so.*)

For more practice, see Student's Book page 128.

Answers

Students can choose any expressions from the appropriate box.

9 Tell the class they are going to plan a class magazine.

1 Ask the students to look at the list in Exercise 4 and write down two suggestions each. Encourage them to give a reason, e.g. *Why don't we include music reviews? We all love music.* Then, in groups of four, they take turns to read their suggestions. Encourage the others in the group to agree and disagree using the expressions in Exercise 7. Point out that each group will need to agree on two of the suggestions.
2 Rearrange the students into new groups of four so that they are working with different people. Ask them to take turns to read their two suggestions and to agree or disagree. At this stage, they need to agree on four ideas.

3 Finally, rearrange them into new groups once more. Again, they need to read out their suggestions, say what they think and agree on six suggestions.

As a class, write all the suggestions on the board and agree to a maximum of eight ideas. In the optional Project stage (see Teacher's Book page 123), the students will create their own class magazine.

Cooler

Say to the class *If I make you laugh, I get a point. If you don't laugh, you get a point.* Write 'teacher' and 'class' in two columns. Make some silly suggestions to different students and tell them to agree with them, using one of the *Get talking!* expressions. If they laugh, write a point under 'teacher', but if they don't laugh, write a point under 'class'. The students continue in small groups. For example:

Teacher: Why don't we eat spaghetti ice cream?
Student: Sounds good.
Teacher: Shall we dance in the rain?
Student: Excellent idea.
Teacher: Why not sing in front of the class?
Student: Cool!

You should read it!

Lesson profile

Reading	Two reviews: *School of Rock* and *Charlie and the Chocolate Factory*
Vocabulary	*as, because, so, when*
Listening	Molly, Jack and Ravi are choosing a review for their school magazine
Speaking	Tell the story of a film, play or book
Writing	A review; *as, because, so, when*

Warmer

Vocabulary spot check: Choose eight new words from the previous lesson. Give the students a definition for each word (see below) and ask them to write down the word with the correct spelling. The students then swap their lists and correct each other's words. With a mixed ability class, write the first letter of each word on the board and then add a dash for each of the other letters.

Definitions

1 If you want to sell something, you can write one of these. (advertisement)
2 This is a funny picture with some words. (cartoon)
3 This is a thin book with articles and pictures. (magazine)
4 If you lose something, you can put one of these on a board. (notice)
5 This kind of article talks about a book or a film and gives an opinion. (review)
6 This is a plan or idea that you want someone to think about. (suggestion)
7 Some people buy this every day to read about what is happening. (newspaper)
8 You can watch this in a theatre. (play)

Cultural background

School of Rock is an American musical comedy film starring Jack Black. It is still very popular with young British teenagers.

Charlie and the Chocolate Factory is a book written for children by Roald Dahl, which was made into a film starring Johnny Depp.

READING

1 Ask the students to look at the pictures first and tell you what they are. Ask *What's the name of the film or book? Who wrote Charlie and the Chocolate factory? What can you remember about Roald Dahl and his room?* Ask the students to look at the pictures again and try to guess or remember what the book and the film are about.

2 Pre-teach *mad* by describing a 'mad' teacher who sings to the class, asks them to stand on their tables, wears strange clothes, etc. Ask them to read the reviews and say what the film and play are about.

Mixed ability

With a mixed ability class, divide the students into two groups and ask each group to read one review. Then pair up one student from each group and ask them to tell each other what their review is about.

3 Ask the students to read the questions first and try to answer them before they read the reviews again. Remind them to underline their answers in the text.

Mixed ability

With a mixed ability class, if the students have read one review each, ask them to find the answers from their text and then share their answers with their partner. Questions 1–5 are about *School of Rock* and 6–12 are about *Charlie and the Chocolate Factory.*

Fast finishers

Fast finishers cover the reviews and tell the stories again in their own words. They can use the questions to help. Then, they talk about which film or book they prefer and say why.

Answers

1 The band members don't want him to play with them any more.
2 In a school.
3 They think he's funny and a little bit mad.
4 A competition.
5 Yes.
6 He finds it on the street.
7 He has a famous chocolate factory.
8 His Grandpa, Joe.
9 There are five.
10 Charlie.
11 We don't know.
12 Yes.

4 Tell the students to look at the reviews again and ask *What information comes first?* Then ask them where the writers give their opinion. (The first longer paragraph tells the story and the last paragraph gives the writer's opinion.) Finally, ask them *Do the reviews tell you what happens in the end? Why not?*

VOCABULARY

5 The students match the sentence halves. After they have done this, ask them *Which two words give a reason?* (*as* and *because*) *Which word talks about the consequence?* (*so*) and *Which word do we use to talk about the time something happened?* (*when*)

Answers

1 c 2 b 3 d 4 a

Cultural background

Romeo and Juliet is a play. It was written by William Shakespeare and it was first published in 1597. Shakespeare wrote 37 plays. These plays have been classified into three types: tragedy, comedy and history. *Romeo and Juliet* is a tragedy.

6 Ask the students to read the title first and say what they know about this story and Shakespeare. Then ask them to read the complete review first, *without completing it,* and say whether the writer of the review liked the play. Finally, they complete the review with *as*, *because*, *so* and *when*.

Answers

1 because/as 2 so 3 as/because 4 When

LISTENING

7 ▶ 2.47 Ask: *Which of the three reviews do you like best? Why? Would you like to read or see the film/book/play? Why? / Why not?* Tell the class they are going to listen to Molly, Jack and Ravi talking about the three reviews. Which review do they each like?

Answers

Molly: *Charlie and the Chocolate Factory*
Ravi: *Romeo and Juliet*
Jack: *School of Rock*

Audioscript

Molly: Everyone ready? Right, so we've got three reviews: *School of Rock*, *Charlie and the Chocolate Factory* and *Romeo and Juliet*. Shall we put them all in the magazine?
Jack: I don't think we should. Maybe one review's enough for the first magazine. We could save the other two for later.
Ravi: Good thinking! So, which one do we want to include this time?
Molly: Well, Roald Dahl is great – he's the writer of *Charlie and the Chocolate Factory*. This book is really funny and everyone loves it. I think we should have the *Charlie* review in the magazine.
Jack: Yes, but … you *said* it Molly, everyone loves – and *knows* – the book or the film. So it's not new. Why not include something they *don't* know so well?
Ravi: You're right there. I actually think we should use the review of *Romeo and Juliet*. Let's be different and have a review of a play. I know lots of students think Shakespeare's boring, but this story sounds really modern.
Jack: Hm, I know what you mean, Ravi, but we want students to enjoy the magazine. We don't want them to read it because they think it's 'good for them'. You both know which review I want in the magazine!
Molly: Hm, let me think. Is it *School of Rock* perhaps?
Jack: How did you guess! Students love music and rock music most of all. I think this film sounds fantastic and I'm going to watch it as soon as I can!
Molly: I knew it! We all like different reviews. What now?

8 ▶2.47 Ask the students to try to write down the reasons first before they listen again. If necessary, play the recording for a third time and stop it after each person gives the reasons for their choice.

Answers

Molly: Because the book is funny and everyone loves it.
Ravi: Because he wants to be different and have a review of a play, and because the Romeo and Juliet story is really modern.
Jack: Because students love music, and rock music most of all.

About you

9 Brainstorm a list of well-known films, books and plays onto the board – they don't have to be English ones! Write the questions *What's it about? Did you like it? Why (not)?* on the board and ask the students to make brief notes in answer to these. Then the students tell each other the story and give their opinion.

WRITING

Prepare to write

GET READY If you haven't done so already, ask the students to read the three reviews again and to say which they like best and why. If appropriate, ask them to underline expressions in all three that they could use in their own review. For example:
It's a really sad story about two young people.
Why don't you see the film and find out?
I really loved it.
Make sure you see/read it one day.
If you like Johnny Depp, go and see the film.
Go and see it.

PLAN Write these questions on the board:
Is it a film, book or play? What's the title?
What's it about?
What's your opinion? Should I read/see it?

Encourage the students to write notes in answer to these questions. Point out that they only need to write a short description of the story and remind them that they shouldn't say what happens in the end. They can choose the same film, play or book they chose in Exercise 9 or a new one.

WRITE Remind them to use *as, because, so* and *when* if possible.

IMPROVE The students check each other's work for:
- punctuation: that they have used capital letters and full stops
- spelling: that they have spelled the words correctly
- that they have used at least two of these words: *as, because, so* and *when*.

Once they have checked each other's work, collect in the first drafts and correct them. Then ask the students to write a final neat version for the class magazine. (See optional project.)

Project

A class magazine

- Tell the class that they are going to produce a class magazine.
- Brainstorm a list of things to include onto the board but point out that you already have film, book and play reviews from the students (see Writing stage).
- Organise the students into small groups and ask each group to choose one of the things on the board to include.
- The students find information for their section on the internet, in books or by interviewing people.
- In groups, students write a brief article.
- As a class, encourage the students to look at all the written work and to decide if they are going to include everything or just some of the things. Also decide together if the students are going to produce a paper version of the magazine by sticking the pieces of work onto card or whether they are going to produce an online version using Publisher, for example.
- Invite members of other classes to read the finished magazine.

Cooler

Create a crossword for the class to revise the words in this unit. Use an online crossword puzzle maker, e.g. Puzzlemaker and use the words and definitions in the warmer activity on page 121 or chose some new words.

In small groups, the students chose some more words and write definitions. These definitions can also be gapped sentences, e.g. *My dad buys a* ***n****..... every morning to read the news* or they could even be pictures.

The students could also use an online crossword puzzlemaker to make their own crossword.

Teacher's resources

Student's Book
Grammar reference and practice page 160
Vocabulary list page 140

Video
Books we like

Workbook
Unit 18 pages 76–79

Go online for
- Progress test
- Video extra worksheets
- Corpus tasks

Culture

An island in the sun

Learning objectives

- The students learn about Jamaica and then use this information to talk about their own country.
- In the project stage, they write some fun facts about another English-speaking country and present this to the class.

Useful vocabulary

national dish butterfly athlete musician
bobsled team farmer grow symbol motto
reggae singer

Preparation

If the students are going to do the project in class, they will need access to the internet or suitable reference books.

Warmer

Tell the class that they are going to learn about a country where people speak English. Give them two or three minutes to name as many English-speaking countries as they can. Write their suggestions on the board, making sure you include Jamaica as this unit is about this country.

The following are all English-speaking countries: England, Scotland, Wales, Northern Ireland, Ireland, Malta, USA, Canada, South Africa, India, Pakistan, Singapore, Australia, New Zealand, Jamaica, Bahamas, Barbados, Cameroon, Gambia, Ghana, Kenya.

This is not a complete list.

1 Write the lesson title on the board: *An island in the sun.* Ask the students to look at the three photos and to name this island where English is spoken. (Answer: Jamaica) Then ask the students to say what they know about it. If necessary, ask them questions, e.g. *What sort of music do they play? Do you know any famous sports people from there? What about animals? What kind of animals live there? And food? What do they grow and eat there?* They will find out the answers in Exercise 2.

2 Ask the students to look at the pictures first, and to describe what they can see in each before they read the fun facts. Then set a time limit to encourage the students to read the text quickly to match the facts.

Answers

1 b **3** a **4** d **6** c **7** e **8** f

Cultural background

Bob Marley (6 February 1945 – 11 May 1981) was a Jamaican reggae singer and songwriter. He started with his band, the Wailers, in 1963. He died of cancer at the age of 36.

The Jamaican athlete **Usain Bolt** (nickname Lightning Bolt) is known as the fastest man on Earth. He has won Olympic gold medals for the 100 m, 200 m and 4 x 100 m relay. He has run the 100 m in 9.58 seconds.

Ackee and saltfish is Jamaica's national dish. Ackee is a local fruit and saltfish is salted cod. This dish is often served with salad and rice.

Jamaica started competing in the Winter Olympics in 1988 with their **bobsled team**. They have never won a medal though.

Jamaica has many birds and butterflies. The red-billed streamertail or **doctor bird** is a member of the hummingbird family.

The **giant swallowtail** butterfly is the largest butterfly in the Americas. It is usually dark with yellow and blue markings. Adults can grow up to nearly 8 cm.

3 Ask the students to read the sentences first and try to decide if they are true or false before they read the fun facts again. If appropriate, ask them to underline the answers in the text. Ask stronger students to correct the wrong sentences.

Answers

1 ✘ (Its national dish is ackee and saltfish. Ackee is a yellow fruit with big black seeds.)
2 ✘ (There is even a film called *Cool Runnings* about the bobsled team.)
3 ✔ (You can find the largest butterfly in the western hemisphere on this island. It is called the Giant Swallowtail.)
4 ✔ (Its national saying or motto is *Out of many, one people*.)
5 ✘ (Bob Marley, the famous reggae singer)
6 ✔ (It was the first tropical country to enter the IOC Winter Olympics.)

4 ▶ **2.48** Before they listen, ask the students: *What kind of music was Bob Marley famous for?* (reggae) After they have listened, ask them what other types of music they heard.

To round off, ask them what they know now that they didn't know before. Would they like to visit Jamaica? Would they like to live there? Why? / Why not?

Answer

c

The other types of music were: **a** blues **b** rock **d** (Irish) folk music

5 Organise the students into small groups to do this. Encourage them to take turns to ask and answer the questions.

When they have finished, during feedback, ask them if they learned anything new about their country.

Sample answers

(for Spain)

1 Flamenco music
2 Paco de Lucia, Placido Domingo, David Bisbal, Julio Iglesias
3 Rafa Nadal, Xabier Alonso, Pau Gasol, Fernando Alonso
4 It's famous for its beaches, its food (paella) and its good weather.
5 Farmers grow tomatoes, oranges, lemons, strawberries, grapes and olives.
6 There are horses, bears and eagles.
7 Paella and other rice dishes, tortilla – Spanish potato omelette

Project

Organise the students into groups of four.

- If you wrote a list of countries where people speak English in the warmer stage at the beginning of the lesson, ask the groups to choose one of the countries but not Jamaica.
- Encourage the students to find information to answer the questions in Exercise 5 about the country they have chosen.
- If available, encourage the students to use an online interactive poster tool, for example Glogster, and encourage them to include a clip of music and a video clip of a famous person from their chosen country.
- Tell the students not to include the name of the country as their classmates are going to try to guess it.
- After all the groups have given their presentations and the class have guessed the names of the countries, ask them to vote on the country they would most like to visit.

Cooler

Team game. Choose some of the fun facts from the students' own projects. Read out a fun fact and ask the teams to name the country. Give one point for every correct answer. Continue as a class or in small groups.

19 School can be fun!

Do we have to wear our uniform?

Lesson profile

Speaking	Talk about activities on school trips
Vocabulary	School trips
Listening	Annika asks Harry for information about a school trip (*Key* Listening Part 4)
Grammar	*have to / don't have to*
Pronunciation	*have to / has to*
Speaking	Talk about things you have to do / don't have to do this weekend

Warmer

Challenge the students to guess the unit title *School can be fun!* Write _ _ _ _ _ _ / _ _ _ / _ _ / _ _ _ ! on the board. Encourage students to put up their hands and take turns to guess the missing letters. If they say a letter that isn't in the title, write it on the board. Tell them that they can only guess five wrong letters.

Then, check that the students remember the difference between *fun* and *funny* by asking *Which word describes something you like doing or you enjoy?* (fun) *Which word describes something that makes you laugh?* (funny) Then, in groups, ask them to write a list of four things that are fun about school and four things that are not fun. During the class feedback stage, write a list on the board. For example:

fun	**not fun**
meet friends	do homework
go on school trips	do exams
play matches	sit down for a long time
try new activities	get up early

About you

1 Ask the students to look at the pictures and describe what the young people are doing in each one. The activities shown are:
top: climbing;
middle: sailing;
bottom left: swimming (in a lake);
bottom centre: cooking (on a fire);
bottom right: kayaking.

Then tell them to read only the title 'End of term school trip for Year 8 – Tall Trees Activity Camp' and ask *What is this page about?* (It's a letter/note from school about a school trip.) They should ignore the rest of the note, with the gaps, for now. Now ask the students to take turns to ask and answer the 'About you' questions in small groups.

VOCABULARY

2 Ask the students to read all the information in the note from school at the top of the page and, if appropriate, underline the words 1–8 in the text. Then tell them to cover the words (1–8), read the meanings (a–h) first and try to think of the word before they look at the list of words again. Then, they match the words to their meanings. Point out that they don't need to complete the note yet.

Fast finishers

Fast finishers work in pairs and take turns to test each other. Student A reads out the meanings (a–h) and Student B, book closed, says the correct word (1–8).

Answers

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

Extension activity

In pairs, the students write questions with the words in this exercise (see examples below). Then reorganise the pairs and the students take turns to ask and answer:
What's your favourite activity at school?
What's your favourite school term?
Do you ever go to discos? etc.

LISTENING

3 ▶ 2.49 Ask the students to read the questions and try to predict possible answers before they listen. With a **mixed ability class**, it may be necessary to play the recording again and pause it after each answer.

Answers

1 She had a cold. **2** It's in a forest.
3 They can do sailing and climbing.
4 They're going to go shopping.

Audioscript

Harry: Hi, Annika, how are you? Is your cold better?
Annika: Much better, thanks Harry. But I missed the meeting about the school trip.
Harry: Don't worry. I've got all the information here. Let me see. It costs £200. And we have to pay by 20th July. I think that's this Friday.
Annika: Oh, right.
Harry: Um … we're going on 25th. The bus leaves at 8.30, but we have to be at school at 8 o'clock. Mr Peters has to check our names and put the suitcases into the bus.
Annika: 8 o'clock – OK. Do we have to wear our school uniform?
Harry: Yes, we do. Oh and we don't have to bring snacks or drinks with us. Mr Peters is going to bring those.
Annika: OK.
Harry: But he said we should bring a book to read – it's a long journey.

Annika: Sure. And what's the place like? What are we going to do there? What do we have to bring?
Harry: It looks fantastic! It's a big activity centre in a forest. There's a lake – we can swim in it, so you have to bring an extra towel and a swimming costume. And we're going to go sailing there.
Annika: Wow – really?
Harry: Yeah! And climbing! For all those activities you have to bring old trainers and old trousers. Oh – but not jeans. They're not comfortable when they get wet.
Annika: OK. I don't have to go shopping then. I've got all those things. Is there anything else?
Harry: Yes, we're going to have a disco on the last night. We have to bring some nice clothes to wear.
Annika: Oh, I *am* going to go shopping then! Do you want to come with me?
Harry: Yeah, sure! Let's go this afternoon.

4 ● ▶**2.49** In *Key* Listening Part 4, students listen to a conversation and write down one or two words or numbers to complete a set of notes.

Ask the students to read the notes first, and think about what sort of information is missing. Remind them that they may hear two possible words for each space, but only one is the correct answer, e.g. they hear 20th July and 25th July, but 20th July is the correct answer. Play the recording twice. (Again, with a **mixed ability class**, it may be necessary to play the recording several times and pause it after each answer.)

Answers

a 20(th) **b** 8 **c** drinks **d** book
e swimming costume **f** trousers **g** clothes

GRAMMAR *have to / don't have to*

5 Point out that the sentences are based on the recording. With a stronger class, ask the students to cover a–f first and try to complete the sentences with their own words. Then, they uncover them and do the matching and compare with their own ideas.

Fast finishers

Fast finishers write new endings (a–f) for the sentence beginnings (1–6) and write these new endings on the board in a different order. When the others are finished, they match the sentence beginnings (1–6) in the exercise with the fast finishers' new endings.

Answers

1 f **2** d **3** b **4** a **5** c **6** e
Can they come to school at 8.30? No, they can't.
Can she go shopping if she wants to? Yes, she can.

→ **Grammar reference Student's Book page 161**

6 Ask the students to look at the sentences in Exercise 5 again and ask: *When do we say 'has to'? What form of the verb follows 'have to'? What's the negative? And the question?* Then ask them to complete the table in the book. **Fast finishers** write the completed table on the board for the others to use to check their answers.

Answers

Obligation
I/you/we/they *have to* go
he/she/it *has to* go

No obligation
I/you/we/they *don't have to* go

Question form
Do I/you/we/they *have to* go?
Does he/she/it *have to* go?

7 ▶**2.50** Tell the class that Dillon is one of Annika and Harry's classmates. He's asking the teacher about their school trip to the activity centre. Ask them to read the list and try to guess if Dillon *has to* or *doesn't have to* do the things. The students then listen and check their ideas. The answers are in the same order as the list in the book.

Mixed ability

With a mixed ability class, play the recording for a second time, pausing after each answer.

Answers

get up early every day ✔ go sailing ✔
leave his phone at home ✔ share a bedroom ✔
help with the cleaning ✔

Audioscript

Dillon: Do I have to get up early every day?
Teacher: Of course. Breakfast is at eight o'clock.
Dillon: Do I have to go climbing?
Teacher: No, you don't *have* to. But try it. It's fun.
Dillon: Do I have to go sailing?
Teacher: Yes. Everybody has to do that.
Dillon: Do I have to go to the disco?
Teacher: Well ... you can stay in your room instead if you want to.
Dillon: Can I bring my phone with me?
Teacher: I'm afraid you can't. You have to leave your phone at home.
Dillon: Do I have to share a bedroom?
Teacher: Yes, you do. There are six people in each room.
Dillon: And do I have to help with the cleaning?
Teacher: Yes. You have to help clean the kitchen and the dining room.
Dillon: And do I have to do any school work?
Teacher: Of course you don't have to do any school work! It's a holiday.

Corpus challenge

Remind students that we use *have to / don't have to* to talk about something that is necessary or not necessary.

Answer

You don't *have to* bring anything.

PRONUNCIATION *have to / has to*

8 ▶ 2.51 Ask the students to listen to the six sentences first, without repeating them, and say how the *to* is pronounced in each sentence. (This word is not stressed, so it's pronounced /tə/.) If necessary, also point out that the /h/ sound in *have/has* is not a strong throaty sound but rather quite soft.

Audioscript

I have to go shopping.
He has to do his homework.
Do you have to go now?
Does he have to pay today?
We have to write a story.
She has to win this match.

9 Practise the question form as a class first by asking the students to repeat the example *Does Dillon have to get up early every day?* Ask the question for the second thing on the list, i.e. *Does he have to go climbing?* Point out that the answer is *Yes, he does / No, he doesn't* and not *Yes, he has / No, he hasn't* and ask the class for the answer.

Ask two stronger students to demonstrate the question and answer for the third thing on the list. Then ask the students to take turns, in pairs, to ask and answer questions about the rest of the things on the list.

Fast finishers

Fast finishers write some more questions about Dillon and his school trip, e.g. *Does he have to do homework on the school trip? Does he have to wear his uniform?* When the others are ready, organise the class into small groups with one fast finisher in each group. The fast finishers ask their new questions and the others take turns to answer them.

SPEAKING

10 Ask the students to read the example first. Then, in pairs, they take turns to ask and answer questions about the things on the list. With a **mixed ability class**, first write the full questions on the board with help from the students.

Fast finishers

Fast finishers ask and answer new questions about themselves and also about their friends and family.

Cooler

In small groups, the students write some questions about the things they have to and don't have to do at home, e.g. *Do you have to do your homework before dinner? Do you have to share a bedroom? Do you have to help with the cleaning?* Then reorganise the groups so students from different groups are working together. The students now take turns to ask and answer their questions.

They don't have to study

Lesson profile

Reading	*A different way to learn* (*Key* Reading and Writing Part 4)
Vocabulary	School subjects, activities and people
Speaking	Giving opinions about schools
Listening	Alice describes her boarding school
Writing	Write about your perfect school

Warmer

Write *The perfect school* on the board as a title. Underneath that, write: *They don't have to study.* As a class, brainstorm a list of more characteristics of a perfect school, e.g. *They don't have to do tests, they don't have to wear a uniform, they don't have to do homework, they can choose their own subjects.*

READING AND VOCABULARY

1 ● In one type of *Key* Reading and Writing Part 4, students read a longer text and they have to decide if seven sentences are right, wrong or if there isn't enough information in the text to say. In this exercise, they will decide if the sentences are right or wrong only.

Tell the students they are going to read about Manor Park School in California (which is based on a real school). Ask them to look at the pictures before they read and say what is different about this school. (The pictures show students cooking, learning how to mend a bicycle and making an animation film with clay figures.)

Ask them to read sentences 1–6 first and underline the important words in them. Then they should try to predict what the answers might be before they read the text.

Answers

1 A **2** B **3** A **4** B **5** B **6** A

Mixed ability

With a mixed ability class, divide the class into three groups and number the groups 1, 2 and 3. Group 1 reac paragraph 1 and answer questions 1 and 2, Group 2 read paragraph 2 and answer questions 3 and 4 and Group 3 read paragraph 3 and answer questions 5 and 6. Then reorganise the students into groups of three (one student from each of the three groups above) and they take turns to share their answers.

Fast finishers

Fast finishers rewrite the wrong sentences (B) so that they are right. If they have more time, they write some false sentences about Manor Park School. Point out that they can just change the information in the sentences in the text, e.g. *Manor Park School is in New York. It has 20 classrooms and a library,* etc. When the others are ready, the fast finishers read out their false sentences for the others to correct.

2 Ask the students to look at the table first and talk about what they remember about Manor Park, in particular the places, the people, the subjects, the things the students do and the things the teachers do. Then ask them to read the text again and, if appropriate, to circle the words in the text that talk about these things. Tell them to copy the table and write these words in the appropriate column, and then to write at least three things in each column for the 'My school' section.

Answers

Manor Park

Places: gym, classroom, library, kitchen
People: teacher, student, head teacher
Subjects: cosmology, Chinese, nature study, maths, bike repair, film-making, art, music, photography
Things students do: play video games, talk with friends, watch TV, cook a meal, bring food, do a project, learn something, go to classes, teach classes, give classes
Things teachers do: give lessons

Extension activity

Brainstorm a list of school subjects onto the board. In pairs, students take turns to ask and answer questions about their favourite subjects: *What's your favourite subject? Why? What's your least favourite subject? Why?*

SPEAKING

3 Write the following sentence beginnings on the board:
I think ... because ...
I don't think ... because ...
I suppose ... because ...

In small groups, ask the students to take turns to read the statements and give their opinion using those sentence beginnings. The others should respond with *I agree* or *I don't agree*, and give a reason, or give their own opinion. If necessary, demonstrate this activity first with a stronger student by giving your opinion and asking the student to agree or disagree. For example:

Teacher: I think I would like to go to a school like Manor Park because I would like to choose my own timetable.
Student: I agree. And you don't have to study subjects you don't like.
Teacher: I think getting marks for my work is important because we have to know if we're doing well.
Student: I don't agree because some teachers give very low marks.

LISTENING

4 ▶2.52 Pre-teach *boarding school* by asking the students to read the instructions for the exercise and say what a boarding school is. Then ask them in pairs to describe what they can see in each picture before they listen to Alice.

Mixed ability

With a mixed ability class, play the recording for a second time and pause it after each answer.

Answers

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

Audioscript

Alice:
Hello and welcome to my school. It's called Hartland School and it has about 600 students.

(*picture* ***b***) I'll show you where I sleep first. I share this room with three other girls. We have to keep it really tidy but we can put posters and photos of our family on the walls, so it feels a bit like home.

(*picture* ***e***) This is the library, where we do our homework. We have to do homework here every night between six and eight o'clock. We have to work really hard at this school. We even have lessons on Saturday mornings. There are tests and exams all the time! But we have fun too.

(*picture* ***c***) And this is our games room. It's the best place in the school! We can't use it during the day but we can come here at weekends and in the evenings to watch TV or play on the computer.

(*picture* ***d***) And here's the dining room. Breakfast is at eight o'clock and lunch is at one o'clock. We have to arrive on time, or we don't get any food! And we have to help with the cleaning after meals. Some of us clean the floors and others take the dishes to the kitchen.

(*picture* ***a***) And now, if we go outside, this is the sports field. This term we're doing hockey and next term we're going to do tennis. Some people hate sport but everyone has to do it. Well, that's my school – hope you like it.

5 ▶2.52 Ask the students to read the whole text first before completing it. Then ask them to try to fill the spaces before they listen again. If they don't know the answer, encourage them to say what type of word is missing, e.g. **1** the number of pupils, **2** the number of girls, etc. With a **weaker class**, write the answers on the board in a different order and ask the students to try to complete the text with these words before they listen again.

Mixed ability

With a mixed ability class, pair up a stronger student with a weaker one. Ask them to help each other to complete the article before they listen again. Then, after listening, they compare their answers and help each other again.

Answers

1 600 **2** three **3** photos **4** 6 pm / 6 o'clock **5** Saturday **6** games **7** dining room **8** cleaning **9** tennis

6 Write some key words on the board, e.g. *do homework, teach classes, do sports, follow a timetable, do tests and exams* and encourage the students to write sentences comparing the schools using these words. If they are slow to start, write some sentences about Hartland School on the board as a class first and let students write the comparison sentence.

Then ask the students to write a sentence which compares Manor Park School to their own school.

Fast finishers

Fast finishers write more sentences comparing their school with Hartland and/or Manor Park School.

Answers

Possible comparisons are:
have to / don't have to do homework/sports/exams
students can/can't teach classes
have to follow a timetable / can ask teachers for different lessons
can play video games or watch TV when they want / can watch TV in the evenings or at weekends
students can play all day / have to work hard all day

Extension activity

The students write some sentences comparing their primary school with their secondary school and also with a university. Encourage them to use the sentences in this exercise as a model.

WRITING

7 As a class, first ask the students to read through the points and talk about them with information about Manor Park School, e.g. *Its name is Manor Park School, there are only 10 classrooms, the students can choose their own timetable.*

Now ask the students to write notes for each point about their own perfect school. If they are slow to start, brainstorm some possible answers onto the board. Encourage them to use the text in Exercise 5 as a model for their writing and to write at least 50 words.

8 Collect in the articles but tell the students not to put their names on them. Then, hand out the articles to different students and ask them to guess who wrote them. Also encourage the students to say which the best school is and to say why.

Project

A presentation on my school

- Students work in pairs.
- They take three or four photos of their school and write a short paragraph about each photo. They can use the listening in Exercise 4 as a model.
- They can present their work as a poster or they can use a photo presentation tool like Fotobabble to present their photos with a recording.

Cooler

In small groups, the students design a perfect school timetable. They should include times of the classes, the names of the subjects and the break times.

Teacher's resources

Student's Book
Grammar reference and practice page 161
Vocabulary list page 141

Video
School life

Workbook
Unit 19 pages 80–83

Go online for
- Video extra worksheets
- Corpus tasks

20 Families

Her family worked hard

Lesson profile

Reading	*My family tree*
Vocabulary	Family members
Grammar	Adverbs of manner
Pronunciation	The letter *i*
Reading	*Key* Reading and Writing Part 2
Speaking	Give information about a member of your family

Warmer

Write the unit title *Families* on the board and the following:

visit anyone	on Saturdays
do homework	at the weekend
get up early	in the morning
do cleaning	before/after school
go shopping	before/after work
go to bed early	in the evening

Brainstorm common family words onto the board: *brother*, *sister*, etc. In pairs, the students ask and answer questions about the things members of their family have to (and don't have to) do. For example:

A: Does your mother have to visit anyone on Saturdays?
B: No, she doesn't. Does your brother have to do homework after school?
A: Yes, he does.

READING AND VOCABULARY

1 Ask the students to look at the diagram and the photos and ask *What can you see?* Tell them that they are going to read about Kate's family and ask them to find Kate's name on the family tree. Then ask *Without reading the text, what do you know about Kate's family?*

Now ask the students to read the text and circle the names of Kate's family. Finally, ask them to complete Kate's family tree with the names they've circled in the text. Note that the lettered spaces on the family tree are not in the order in which they appear in the text.

Answers

a Iris **b** Sue **c** Helen **d** Wiktor **e** Kasia **f** Oliver **g** Jana

2 Do the first three words as a class to check that the students know what to do. Point out that some words, e.g. *child/children* can refer to male or female. Also point out that *mum*, *dad*, *granny*, *grandma* and *granddad* are short, more affectionate forms of *mother*, *father*, *grandmother* and *grandfather* and that your grandmother's mother or father is your *great-grandmother* or *great-grandfather*. Then ask the students to complete the table with the words in the box.

2.53 Answers

The answers are recorded for students to check and then repeat.

male	female	male or female
brother	aunt	child/children
father	daughter	cousin
grandfather	granddaughter	grandchild
grandson	grandmother	grandparent
son	mother	
uncle	sister	

3 Ask the students to choose eight people in Kate's family and write a sentence about each one.

Fast finishers

Fast finishers work in pairs and take turns to test each other's memory, e.g. *Who's Kate's mother? It's Liz. Who's her dad? It's Wiktor.*

Possible answers

Ludmilla is Jana's sister.
Sue is Iris's daughter.
Oliver is Jessie's brother.
Ursula is Wiktor's mother.
Tony is Sue's husband.
Helen is Liz's sister.
Kate is Jessie's cousin.
Helen is Phil's wife.

Extension activity

Ask the students to draw their own family tree using Kate's tree as a model. Then ask them to write some sentences about it, e.g. *Maria is my mother. Ana is my aunt. She's my mum's sister.* At the end of this lesson, the students will tell each other more about people in their family.

GRAMMAR Adverbs of manner

4 Books closed. Before the students do this exercise, tell them to look at the text again and ask *Is Kate's cousin Jana a good piano player? How do you know? What are the words in red? Do they describe* ***what*** *something or someone is like or* ***how*** *something or someone does something? How do we usually form them?*

Books open. The students choose the correct word to complete the sentences.

Answers
1 how **2** many

→ **Grammar reference Student's Book page 162**

5 First ask the class to look at the five adverbs in red in the text and say what the adjective is, i.e. *fast–fast, good–well, easy–easily, hard–hard, careful–carefully*. Then ask them to say which three adverbs do not finish in *-ly*.

Answers
fast, well, hard

6 Point out that there are spelling rules for forming the adverb. Tell the students to read the rules and, in pairs, take turns to say what these rules are, i.e. we usually add *-ly* to the adjective. If the adjectives end in a consonant plus *-y*, we change the *y* to *i* and if the adjective ends in *l*, we double the *l*.

Answers
badly, easily, loudly, noisily, quickly, quietly, slowly, wonderfully

7 Check that the students understand the meaning of the adjectives first, by asking them to say the opposite of *fast*, *loud* and *well* and to say words that mean the same as *quick* and *noisy*. Then ask the students to write the adverb for each of the adjectives. Remind them to watch their spelling and to look at the spelling rules in Exercise 6.

Now ask them to complete the questions with these adverbs. Point out that more than one adverb may be possible in each question.

Fast finishers
Fast finishers make new questions with the adverbs they haven't used.

Answers
1 carefully/quickly/well **2** fast/quickly **3** well/loudly/quietly **4** quietly/loudly **5** loudly/quietly **6** easily

Corpus challenge
Remind students that we use an adverb to say how someone did something, i.e. how both teams played.

Answer
both teams played very well

PRONUNCIATION The letter *i*

8 Ask the students to read the words in the box to each other first and say how many different sounds they hear for the letter *i*. They should hear two different sounds, /ɪ/ and /aɪ/.

2.54 Answers
The answers are recorded for students to check and then repeat.

/ɪ/ **milk**	/aɪ/ **night**
children	child
history	find
interesting	kind
quickly	quietly
sing	quite

READING

9 ● In *Key* Reading and Writing Part 2, students are tested on their knowledge of vocabulary. They fill in a space in five sentences with one of three options. The sentences are all on the same topic or are linked by a simple story line.

Tell the students to read the sentences first and ask *What are the sentences about?* (how to make your own family tree) Then tell them to cover all the sentences with a piece of paper except the first sentence (1). Ask them to read sentence 1 again and try to think of a word to fill the space. They can then move the paper down to look at the answers and see if the word they thought of is there. If the word isn't there, they should choose the best word from the three options.

Encourage the students to continue doing this exercise in the same way, i.e. they read the sentence first, try to complete it without looking at the words and then compare their ideas with the words A–C.

Answers
1 B **2** C **3** A **4** B **5** A

SPEAKING

About you

10 Begin this exercise on the board as a class. Use Kate's family and ask the students to provide the answers (see example below).

If the students drew their own family tree in the extension activity after Exercise 3, ask them to look at their family tree and choose some people to write about from there. Encourage the students to write about at least four members of their own family.

Here is an example using the people from the book.

Family member	Relationship to me	Extra information
Jana	cousin	plays the piano well
Ludmila	cousin	good at chess
Jessie and Oliver	cousins	sweet but noisy
Iris	great-grandmother	famous singer

11 Organise the class into small groups and ask them to tell each other about the family members in their table. Encourage them to ask some follow-up questions. Point out that if a family member is no longer alive, they will need to use the past. For example:

A: Tell me about your family, Marta.
B: Jon is my brother. He's good-looking and he plays football well.
C: Have you got a sister?
B: No, I haven't. My favourite cousin is Ana. She's really funny.
D: How old is she?

Cooler

Write the word *quickly* on the board. Give the class some instructions, e.g. *Stand up! Sit down! Open your books! Put up your hand!* and tell them they have to follow the instructions in the manner of the adverb, i.e *Stand up quickly!* (students stand up quickly)

Now ask a student to come to the front and face the students so that he or she can't see the board. Write a new adverb on the board (e.g. *loudly*), give the class instructions and ask them to follow them in the manner of the new adverb on the board. The student at the front watches the rest of the class and has to guess what the adverb is. Continue this activity as a class or in small groups.

Mother's Day is especially important

Lesson profile

Reading	An article about a large family (*Key Reading and Writing Part 4*)
Vocabulary	Adverbs of degree: *really, quite, especially, nearly, almost*
Speaking	Talk about your family, big families and Mother's Day
Listening	Three young people talk about who they live with
Writing	A description of your family; *also, too, as well*

Warmer

Write the following on the board and invite volunteers to come to the board and complete the family words (taken from Unit 20):

a _ _ t
c h _ _ d
d _ _ _ _ _ _ _
g r _ _ _ c _ _ _ d
g r _ _ _ s _ n
m _ _ _ _ _
s _ _ _ _ r
u _ _ _ e
b r _ _ _ _ r
c _ _ _ _ n
f _ _ _ _ r
g r _ _ _ d _ _ _ _ _ _ r
g r _ _ _ f _ _ _ _ r
g r _ _ _ m _ _ _ _ r
s _ n

Answers

aunt	brother
child	cousin
daughter	father
grandchild	granddaughter
grandson	grandfather
mother	grandmother
sister	son
uncle	

Now rub out the words from the board and organise the class into teams. Give a definition for each family word and award a point to the team who puts up their hand first, gives the correct answer and can spell it correctly. For example:

My mum's sister is my ..... . (aunt)
My ..... has got the same mum and dad as me. (brother/sister)
My son's son or daughter is my ..... . (grandchild)
My brother is my parent's ..... . (son)
My cousin's father is my ..... . (uncle)

Cultural background

Mother's Day is celebrated in many countries around the world but on different days, mainly in the spring. It honours mothers and motherhood. Some countries choose to celebrate International Women's Day instead (8th March).

READING

1 ● In one type of *Key* Reading and Writing Part 4, students read a longer text and they have to decide if seven sentences are right, wrong or if there isn't enough information in the text to say.

Tell the class that they are going to read about Hannah and her really big family. Ask them to look at the photo and find Hannah's parents. Then ask *How many brothers and sisters has Hannah got?* and let them count. Ask them to read the article quickly and answer the question *Does Hannah enjoy living in a really big family?*

Now ask the students to read the sentences and then read the text again and try to find the correct answers. Remind them that if they can't find the information in the article, the answer is probably 'Doesn't say'. Tell them to underline their answers in the text.

When the students compare their answers, ask them to say *why* by showing each other the part of the text they have underlined, e.g. *Why did you put A? Because here she says ...*

Answers

1 A **2** B **3** C **4** A **5** C **6** B **7** A

Fast finishers

Fast finishers write some questions about the article, e.g. *How old is Hannah? How many bedrooms are there in Hannah's house?* When the others are ready, the fast finishers read out their questions and the others answer. If your class enjoy competitions, do this as a team game.

Extension activity

Have a class discussion on the good and bad things about living in a big family by first brainstorming a list onto the board. Encourage the students to use (*don't*) *have to* and comparative adjectives where possible. For example:

Good things	**Bad things**
You've got a lot of friends.	It's noisier.
There's always something to do.	You have to share a bedroom.
You get a lot of presents on your birthday.	You have to wait for the bathroom.

Then, in small groups, encourage the students to give their opinions about having a really big family and agree or disagree using the Useful phrases in Unit 19 on Student's Book page 129 (*I think ..., I don't think ..., I suppose*).

VOCABULARY Adverbs of degree

2 Ask the students to find the adverbs in the article and see if they can work out the meaning from the context.

Answers

1 really, especially **2** nearly, almost **3** quite

3 Ask the students to complete the sentences using the adverbs. Sometimes more than one answer is possible.

Fast finishers

Fast finishers write sentences about their family using these adverbs of degree, e.g. *My dad's quite tall.*

Answers

1 really **2** almost/nearly **3** especially **4** quite
5 almost/nearly

SPEAKING

4 Give the students a couple of minutes to read the questions and make notes before they ask and answer in groups. If they don't celebrate Mother's Day in their country, encourage them to talk about other special family days, e.g. birthdays, anniversaries, name days.

LISTENING

5 ▶ 2.55 Ask the students to look at the three pictures of family groups and describe them before they listen.

Answers

Shami – picture 3 Sally – picture 2 Harry – picture 1

Audioscript

Shami: There are seven of us living in my family home. There's me, my mum and dad, my brother Arvinder, his wife and baby, and my sister, Deepa. She's also getting married soon. I like living with so many people. There's always something happening and there's always someone to talk to. My baby cousin likes it too. She never gets bored or unhappy because there are so many people to play with her.

Sally: I live with my parents in a three-bedroom house. I'm the only child in my family – I haven't got any brothers or sisters. My grandfather lives with us as well. He's 78, and he's got lots of interesting stories to tell. I've also got four cousins and I like spending time with them too. They're the same age as me but I don't see them very often, because they live quite far away.

Harry: I live with my mum and my two brothers. We live in a flat and I share a bedroom with my brother. My grandma and my aunt and uncle live on our street as well, and we all spend a lot of time together. I'm really close to all my cousins. My Dad lives 50 kilometres away with his second wife. My brother and I also spend time with them.

6 2.55 Ask the students to read the sentences and try to decide who says each one before they listen again. Point out that they won't hear the same words on the recording but rather words that have a similar meaning and these words are not in the same order as the sentences in the exercise.

Answers

1 Sally **2** Harry **3** Shami **4** Sally **5** Harry **6** Shami

Extension activity

In preparation for the writing stage below, choose six useful expressions from the recording that the students could use in their writing. Play the recording again and stop it after each useful expression (see suggestions below). Ask the students to repeat what they heard and then to write it down.

There are seven of us living in my family home.
There's always someone to talk to.
I'm the only child in my family.
I've also got four cousins and I like spending time with them too.
I share a bedroom with my brother.
I'm really close to all my cousins.

WRITING

Prepare to write

GET READY Books closed. Ask the class to say what they remember about Sally's family from the recording. Then ask them to open their books and read her description of her family. Tell them to underline the linkers *also*, *too* and *as well* and then think about where these words go in a sentence and complete the rules.

Answers

1 *Too* and *as well* go at the ***end*** of the sentence.
2 *Also* goes after *be* and *have* but ***before*** other verbs.

PLAN Ask the students to look at Sally's description again and think about what questions she answers in each sentence. Brainstorm a list of these questions onto the board. For example:
Have you got any brothers or sisters?
Do you live with any other member of your family?
What are they like? How old are they?
Who do you like spending time with in your family?
How often do you see them?

Now ask the students to make notes in answer to these questions. Remind them to look at the notes they wrote in the last lesson for help.

WRITE Remind the students that they can use Sally's description to help them by using her sentences but changing the information.

IMPROVE Ask the students to check that *too*, *also* and *as well* are in the right position in the sentence.

Project

An interview with a family member

- Tell the class that they are going to interview an older family member, e.g. a grandparent, aunt or uncle. Point out that this interview can be in the students' own language and it can be face to face, over the phone or by email.
- Ask each student to think about who they are going to interview. Point out that the object is to find out something new about their family. Brainstorm a list of six or seven interesting questions that the students don't know the answer to yet. For example:
  - Which members of your family do you often see?
  - What about your parents? What are their names? Where are/were they from?
  - What does/did your mother/father look like?
  - Did/Do they have big families? How many brothers and sisters?
  - What do you like doing?
- After they have done the interview, they need to write it up in English. Alternatively, they could film the interview and add in English subtitles.
- Encourage them to read or watch each other's interviews and say which of their classmates' family they'd most like to meet and why.

Cooler

A game: *Stand up and change seats if ...*

Arrange the chairs so the students are sitting in a circle.

Choose some sentences from this lesson, e.g. the sentences in Exercise 6, and in Sally's description of her family. Write them down clearly on a piece of paper (the students will need to be able to read these).

Say to the class *Stand up if a grandparent lives with you.* Those students stand up. Remove one of the seats. Continue with *Now change seats and sit down.* Those students standing change seats but one student will be left without a seat. This student becomes the teacher and reads out the next sentence.

Continue the activity as a class or in small groups. If moving the chairs isn't possible for you, tell the students standing to swop seats and sit down. The last student to sit down becomes the teacher.

Teacher's resources

Student's Book
Grammar reference and practice page 162
Vocabulary list page 141

Workbook
Unit 20 pages 84–87

Go online for
- Progress test
- Achievement test
- Corpus tasks

Biology

Animals and their habitats

Learning objectives

- The students learn about some animals and their habitats, in particular how they have adapted to their habitat.
- In the project stage, they design a new animal and consider the best habitat for it.

Useful vocabulary

habitat adaptation desert Arctic savannah
sand leaf/leaves grass claw eyelash fur
hump skin teeth trunk tusk predator prey

Preparation

For the warmer stage, find a photo of the three habitats: desert, Arctic and savannah.

Cultural background

Deserts cover about a third of the world's surface. These areas receive less than 250 mm of rain a year. Animals living here need to be able to conserve water and tolerate high temperatures during the day and very low temperatures at night.

The **Arctic** is located around the North Pole. Animals living here need to adapt to cold, windy and snowy conditions. Some of these animals have fur which thickens in the winter and goes white to act as camouflage.

Savannahs can be found in Africa, South America, Northern Australia and India. Animals living on this type of grassland, where there are not large numbers of trees, need to adapt to being able to find plenty of food at some times of the year and little food at others. Some animals have learned to migrate.

Warmer

Ask the students to look at the three photos of different habitats (see Preparation above) and ask them to describe the weather and landscape in each. Ask them to say where they can find each of the habitats and what kinds of animals they expect to find in each one.
Desert: camel, bat, spider, mouse, rabbit, etc.
Arctic: polar bear, seal, whale, fox, wolf, etc.
Savannah: elephant, giraffe, hippo, kangaroo, etc.

1 Books closed. Brainstorm a list of animals onto the board. Then ask the students to name some of their body parts. Write a list on the board.

2 Ask the students to compare their list of body parts in Exercise 1 with the pictures in this exercise. Ask them to look at the pictures first and try to find the parts before they read the words. Then they read the information to check and find the answers.

Answers

Camel: eyelashes, hump
Polar bear: fur, teeth, claws
Elephant: trunk, tusk, skin

3 Encourage the students to guess why these animals have these body parts by asking *Why has the camel got a hump? Why has the elephant got tusks?* etc. Point out that the students will find out some of the answers as they do the matching task. Check understanding of *habitat* by asking *What do we call the area where an animal lives? For example, a polar bear lives in the Arctic.* Check understanding of *adaptation* by asking the students to give you an example of an adaptation.

Now demonstrate what they have to do. Tell them to look at Adaptation 1 for the camel and ask *Why is it useful that a camel doesn't need to drink or eat often?* Invite suggestions. Then ask them to look at the Example answer A in the list: *Water and food are hard to find in the desert.*

Then look at the first adaptation for both the polar bear and the elephant and point out that these answers are given too. If necessary, do the second adaptation for the three animals as a class too.

The students now work in groups of three and match the information in the list to the adaptations. Encourage them to read the adaptation first and then look for why it is useful in the list. Monitor carefully to make sure each group understands the task.

Mixed ability

With a mixed ability class, students work on one animal only. Then reorganise them into groups of three where each student has completed the information for a different animal. The students now share their answers.

Answers

Camel:	**2** B	**3** C	**4** D	**5** F
Polar bear:	**2** K	**3** L	**4** N	**5** O
Elephant:	**2** M	**3** H	**4** I	**5** J

4 Encourage the students to read the questions first. Then ask them to read all the information in Exercises 2 and 3 and answer the questions.

Mixed ability

With a mixed ability class, the students read the information and answer the questions for one of the animals and then they share their information with students who have answered the questions for a different animal.

Suggested answers

1 A desert habitat is hot during the day, cold at night and very dry. An Arctic habitat has lots of ice, it's cold all year and the summer is short.
2 Because they help an animal survive in its habitat.
3 A camel has thick eyelashes, long legs and a hump.
4 It helps them to keep cool.
5 These help it run fast and swim well.
6 They lose heat through their ears, so it helps them keep cool.

5 Ask the students to look at the picture first and say what they can see. Point out that the animal eating (the lion) is the 'predator' and the animal being eaten (a deer) is the 'prey'.

Answers

1 prey 2 predator

6 Ask the students to look at the animals in the pictures and decide if they are predator or prey.

Answers

Predator	Prey
eagle	gazelle
lion	rabbit
cheetah	zebra
dolphin	mouse

7 Choose an animal as a class and write a sentence together first (see possible answers below). Then ask the students to write some sentences about some more animals in pairs.

Possible answers

An eagle can see very well. They say it can see a rabbit three kilometres away. This means it can catch its prey very easily.
A gazelle has long legs and can run very fast. This makes it difficult for predators to catch.
A zebra has black and white stripes so it can hide in long grasses from its predators.

Subject learning

In the next stage, the students are going to design their own animal and then decide what would be its ideal habitat. Encourage a class discussion on what the students have learned so far. If necessary, do this in the students' own language. Use these questions:

- What exactly is a habitat? And what is an adaptation?
- Why do polar bears live in the Arctic and not in the desert?
- What about camels? Why don't they live in the Arctic?
- What do you think happens when we move animals from their natural habitat to other places, like zoos?
- What adaptations do you think humans have got?

Project

Some students may prefer to find information about a real animal.

- Organise the students into groups of four.
- Ask the groups to choose one of the habitats in Exercise 1 first: desert, Arctic or savannah, and then think of an animal.
- If necessary, help the groups with ideas by giving them prompts such as *What is it like in the Arctic? What sort of adaptations does an animal living there need? Think about its body parts – does it need long legs or is it better to have short legs and a bigger body?*
- Ask the group to present their new animal to the other groups but they *shouldn't* describe the habitat. Ask the others to listen carefully and try to guess the most suitable habitat for the animal.

Cooler

Ask the students to look at the table in Exercise 1 and try to remember the adaptations for each animal. Organise the class into teams. Read out the reasons for an adaptation in Exercise 3 and ask the teams to say what the animal and the adaptation is. Award a point for each correct answer. For example:

Teacher: These don't lose as much heat as big ears.
Team A: It's a polar bear. It's got small ears.
Teacher: Great! One point for you!

Review answer key

REVIEW 1 Units 1–4

VOCABULARY

1 **1** hot chocolate **2** cabbage **3** honey **4** cereal **5** toast **6** mango **7** chilli **8** cucumber

2 *Food*: cream curry lemon oil sauce sugar
Music: album classical drums instrument keyboard pop
Sport: bat competition goal match racket team

3 **1** wood **2** alone **3** describe **4** expensive **5** drawer **6** teenager **7** fresh **8** actor/actress

GRAMMAR

4 **1** talking; going **2** sing **3** old **4** usually stay **5** ~~go often~~ often go **6** ~~I write~~ I'm writing **7** ~~size~~ big **8** ~~go~~ going

5 **1** What are you cooking?
2 Does your mum play the guitar?
3 Do you play tennis every Tuesday?
4 Are you doing your homework at the moment?
5 Is your brother playing football this morning?

1 **f** 'm cooking; make; 'm making **2** **a** plays; 's learning **3** **e** play **4** **c** 'm doing **5** **d**'re watching

LISTENING

6 **1** badminton **2** two / 2 / 2.00 **3** (£)7 / 7.00 / seven **4** Jane Watson **5** 016254377

1.32 Audioscript

Girl: Hello, is that the Sports Centre?
Man: Yes, it is.
Girl: I want to come to the Sports Centre tomorrow afternoon. What sports can I do then?
Man: Well, on Tuesday afternoons you can do badminton. It's very popular, so it's a good idea to book if you want to play.
Girl: Oh, OK. What time can I play?
Man: Let me see. I have a court free at two o'clock. You can have that for one hour. Is that OK for you?
Girl: Yes, that's fine. And how much does it cost for the hour?
Man: It's £7 for one hour.
Girl: £7 is fine. I'd like to book that, please.
Man: Can you give me your name, please?
Girl: Yes, it's Jane Watson.
Man: Can you spell that please?
Girl: Sure: my first name's Jane. That's J – A – N – E and my family name's Watson. That's W – A – T – S – O – N.
Man: OK, I've got that. And what's your phone number?
Girl: It's 0-1-6-2-5-4-3-double 7.
Man: So that's 0-1-6-2-5-4-3-double 7.
Girl: Yes, that's right. Thank you. Bye.

READING

7 **1** A **2** C **3** A **4** C

SPEAKING

8 **1** What's your name?
2 Where do you live?
3 How old are you?
4 What's your favourite sport?

REVIEW 2 Units 5–8

VOCABULARY

1 **1** lamp **2** customers **3** farmer **4** comfortable **5** diary **6** blanket **7** drawings **8** coach

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

3 **1** cupboard **2** rat **3** sightseeing **4** building **5** office **6** cook **7** sweet **8** scissors **9** blanket **10** century

GRAMMAR

4 **1** were **2** climbed **3** got **4** something **5** ~~rain~~ rained **6** ~~don't like~~ didn't like **7** ~~singed~~ sang **8** ~~nothing~~ anything

5 **1** began **2** bought **3** caught **4** flew **5** gave **6** met **7** slept **8** swam **9** rode **10** took

6 **1** I didn't see that film last night.
2 They could cycle fifty kilometres in a day.
3 Did you get an email this morning?
4 She didn't sleep in a tent on her holiday.
5 Did they clean their classroom last week?
6 He travelled to India last winter.
7 We didn't stay in a hotel in London.
8 Did she have a computer in her room?

READING

7 **1** F **2** D **3** C **4** A

LISTENING

8 **1** B **2** B **3** B **4** A **5** C

1.55 Audioscript

Boy: Did you see the programme called *Your Writer's Room* last week?
Girl: Yes, I did. It was really interesting. I liked the colour of the walls in the room.
Boy: Yes. They were yellow, weren't they? Or were they blue?
Girl: No, they weren't yellow *or* blue. They were green!
Boy: Did you see the photographs on the shelves?
Girl: Yes. Next to the table. They were old photographs of his wife and children.
Boy: Yes, and the ones on the walls were all of animals.
Girl: Where did he photograph all the animals? He didn't say.
Boy: I think he took most of the photographs in Africa. There are lots of lions. But he took the photos of the *elephants* in *Asia*, for his new book.
Girl: I'd like to read one of his books. What's the name of his first book?
Boy: Is it 'Travelling Time'?
Girl: No, I think that's his second or third book.
Boy: Then I think it's called 'Leaving Home'.
Girl: That's right. How old is he now? He started writing a long time ago.
Boy: Yes, he wrote his first book thirty years ago when he was twenty.
Girl: So he's fifty. I thought he was older than that.
Boy: Me too.

SPEAKING

9 **1** Do you live in a house or a flat?
2 How many rooms are there?
3 Have you got any brothers and sisters?
4 Is your bedroom big or small?

REVIEW 3 Units 9–12

VOCABULARY

1 **1** half price **2** sign **3** wallet **4** pocket **5** size **6** keyboard **7** download **8** tablets

2 *Things you can eat and drink*: cola lemonade mineral water mushroom omelette onion sausage
Things you can wear: cap jacket jewellery jumper shorts socks swimming costume

3 **1** pink **2** handbag **3** mouse **4** tyre **5** purse **6** screen **7** purple **8** sunglasses **9** wallet

GRAMMAR

4 **1** mine **2** a **3** bigger **4** best **5** ~~yours~~ your **6** ~~a~~ some **7** ~~cheaper~~ cheap **8** ~~great~~ greatest

5 **1** a bit of **2** a few **3** a few **4** a bit of **5** A few **6** a bit of **7** a bit of **8** a few

6 **1** busier than **2** the best **3** the most popular **4** funnier than **5** thinner than **6** the worst **7** the most comfortable **8** cleverer than

READING

7 Tim is 10, Beth is 7 and Mary is 14.

LISTENING

8 **1** A **2** C **3** B **4** B **5** C

2.14 Audioscript

Example. How many people were at the party?
Man: Were there many people at the party?
Woman: Yes, there were about 50.
Man: That's a lot.
Woman: Yes, it was very crowded.
1 *What does the man want to buy?*
Man: I need some new clothes for my holiday.
Woman: This shop has shoes, socks and shorts.
Man: Well, I bought shoes and socks yesterday but I haven't got any shorts.
Woman: I'm sure you can get some here.
2 *Where does the woman come from?*
Man: Hello. Nice to meet you. Do you like living in Wales?
Woman: Yes, it's very pretty. I was born here. I had jobs in England and Scotland before this, but I didn't like it there.
Man: I'm sure it's good to be home.
Woman: Yes, it is!
3 *What time is the next train?*
Man: So when's the next train to Barcelona?
Woman: Mm, let's see. ... It's quarter to three now. ... There was a train half an hour ago, so that means ... um ...
Man: So, when's the next one?
Woman: It's in fifteen minutes.
4 *What is in the sale this week?*
Girl: What have you got in the sale this week? Have you got any printers or laptops?
Man: We haven't got any laptops in the sale but there are some speakers for half price.
Girl: I don't need speakers. Are these printers in the sale?
Man: I'm sorry. No, they're not.
5 *How much is the menu per person?*
Boy: This menu's good. It's not very expensive.
Girl: How much is it per person? Is it more than eleven pounds?
Boy: It's three pounds more. It's fourteen pounds. Is that alright? There are eight different dishes.
Girl: Sorry, that's too much for me. Let's go to the pizza place.

SPEAKING

9 **1** What are your favourite clothes?
2 Do you like going shopping?
3 What can you cook?
4 Do you like the newest smartphones?

REVIEW 4 Units 13–16

VOCABULARY

1 **1** castle (it's a building – the others are animals)
2 forest (you find this in the countryside – the others are from the town)
3 race (this is a competition – the others are to do with health)
4 roundabout (this is part of a road – the others are ways of travelling)
5 left (this is a way of giving directions – the other words describe size)

2 **1** ambulance **2** medicine **3** sheep **4** thunderstorm **5** exercise

GRAMMAR

3 **1** outside **2** opposite **3** down **4** should **5** ~~was going~~ went **6** ~~were playing Nadal and Loranzo~~ Nadal and Loranzo were playing **7** ~~is eating~~ was eating **8** ~~In Taipei it was raining~~ It was raining in Taipei

4 **1** arrived; was singing **2** was walking; met **3** called; was doing **4** wasn't running; hurt; was dancing **5** didn't see; was walking

5 *Possible answers*
1 You shouldn't wear them. / You should buy some bigger ones.
2 You should speak to your parents about it. / You should get a dog/goldfish/cat.
3 You should invite some friends to go with you. / You shouldn't sit in the sun for too long. / You should wear a hat.
4 You should go shopping. / You should borrow something from your sister.
5 You should ask someone for directions. / You should go to the tourist information office. / You should use your mobile phone.

READING

6 **1** 3 / three **2** Red Mountain **3** Saturday **4** 2 / two (pm) **5** (£)6 / 6.00 / six

LISTENING

7 **1** A **2** B **3** A **4** A

2.36 Audioscript

Woman: What did you do at the weekend, Dominic?
Dominic: I went to a theme park called Pirate World with my family. My mum won the tickets in a competition, so we didn't have to pay anything for them. Usually, they're £25. each.
Woman: Wow! That was lucky! I hope you had good weather.
Dominic: We did – it was hot and sunny. When I went last year it rained all day, so I was really pleased!
Woman: Were there lots of people there?
Dominic: Yes, it was very busy. We had to wait a long time to get on each ride. I went on three rides and my brother went on four.
Woman: And did you have time to go to the zoo?
Dominic: Of course! We really wanted to see the tigers but they were sleeping inside their house, so we missed them. But we saw the monkeys. They were really funny.
Woman: Sounds like a great day out.
Dominic: It was!

SPEAKING

8 **1** How are you feeling today?
2 What's your favourite animal?
3 What's the weather like today?
4 What do you like doing in the countryside?

REVIEW 5 Units 17–20

VOCABULARY

1 **1** school **2** disco **3** magazine **4** theatre **5** musician **6** competition

2 **1** Can you dance well? No, I dance really badly.
2 Does your dad drive fast? No, he drives quite slowly.
3 Do you learn new things easily?
No, I have to work very hard.
4 Do you always speak quietly at school?
No, sometimes I speak loudly.

3 **1** reviews **2** album **3** cartoons **4** notice **5** star **6** fan

GRAMMAR

4 **1** have to **2** can **3** can't **4** have to **5** have to **6** don't have to

5 **1** well **2** good **3** Can **4** ~~to see~~ see
5 You don't *have to / need to* bring **6** ~~realy~~ really
7 ~~Lets~~ Let's

LISTENING

6 Lily **e** Nora **a** Abby **g** Colin **b** Rob **h** Liam **c** Grace **f** Max **d** Ryan **j** Owen **i**

2.56 Audioscript

Hi. My name's Owen. Here's a picture of my family. We were all together for my grandma's 70th birthday. You can see her here with all her presents. Her name's Nora. My grandpa's standing next to her. His name's Colin. My grandma and grandpa had three children. The oldest is my mum. She's called Abby. She's the one in the blue dress. Then there's my aunt – her name's Lily. She's talking to my grandma. And the youngest is my uncle. He's called Rob. He's got short dark hair, and he's wearing jeans and a T-shirt. The other man in the picture is my Dad. His name's Liam. I've got three cousins. Grace is the youngest. She's Aunt Lily's daughter and she's only one. My other two cousins are boys. They're Rob's sons. Max is seven – he's really interested in football! And Ryan is five. He loves playing with his cars. That's what he's doing under the table!

READING

7 **1** a **2** the **3** Her **4** from **5** than **6** on **7** of **8** It **9** about **10** you

SPEAKING

8 **1** What kind of TV programmes do you like?
2 What are your favourite subjects at school?
3 What did you do last weekend?
4 How often do you go to the cinema?
5 What do you do after school?

Grammar reference answer key

STARTER UNIT

BE / THERE IS / THERE ARE

1 1 Is there ..., Yes, there is.
2 Are there ... , No, there aren't (are not).
3 Are there ... , Yes, there are.

HAVE GOT

2 1 haven't got 2 have got ('ve got)
3 hasn't got; has got ('s got) 4 Have ... got; have

CAN

3 Students' own answers

UNIT 1

ADVERBS OF FREQUENCY

1 1 play 2 doesn't (does not) go 3 watches 4 Does ... go
5 don't (do not) play 6 studies

2 1 We never play badminton.
2 My dad doesn't (does not) often go running (or My dad doesn't go running often.)
3 My friends and I sometimes go cycling.
4 We aren't (are not) usually bored in our sports lesson.
5 Are you often tired in the morning?

3 (*Suggested answers*)
1 Do you and your friends often go sailing? No, we never go sailing.
2 Are you sometimes bored at home? Yes, I'm (I am) often bored on Sunday afternoon.
3 How often do you cook dinner? I often cook dinner.
4 How often does your best friend watch TV? She always watches TV after dinner.
5 Do you sometimes go running alone? Yes, I often go running alone.

UNIT 2

PRESENT CONTINUOUS AND PRESENT SIMPLE

1 1 We're (are) serving dinner now.
2 I'm (am) not swimming today.
3 What are you making?
4 My friends aren't (are not) going cycling at the moment.
5 Is your best friend sitting next to you?

2 1 never eat 2 go 3 's sleeping 4 do you usually have
5 are you watching 6 isn't working

3 (*Suggested answers*)
1 For breakfast, I often have toast and hot chocolate.
2 My friends and I sometimes play football after school.
3 At the moment, my best friend is sitting next to me and she's doing this exercise.
4 I'm wearing a T-shirt and trousers today.
5 On Friday afternoon, I usually go to my grandparents' house and we have pizza.
6 I'm doing this exercise now.

UNIT 3

LIKE, DON'T LIKE, HATE, LOVE + -ING

1

write → writing	**run → running**	**help → helping**	**listen → listening**
making, having	shopping, getting up, sitting, swimming	watching	opening

2 1 playing 2 living 3 driving 4 going 5 wearing
6 getting up

3 (*Suggested answers*)
1 I don't like listening to rock music.
2 I hate studying for exams.
3 I really like having pizza.
4 I quite like swimming in the sea.
5 I don't like dancing.

UNIT 4

WAS / WERE

1 1 were
2 wasn't
3 weren't, was
4 were
5 wasn't, was

2 1 Was your first teacher tall?
Yes, he/she was.
2 Were his shoes broken?
Yes, they were.
3 Were you and your friends cold?
No, we weren't.
4 Was your mobile phone in your bag?
No, it wasn't.
5 Were we near the lake?
Yes, we were.

3 1 Were you late for school on Monday?
2 Were your friends tired at 9 am this morning?
3 When was your best friend born?
4 What day was it yesterday?
5 Was this exercise difficult?

UNIT 5

PAST SIMPLE: REGULAR VERBS

1

climb → climbed	**change → changed**	**carry → carried**	**play → played**	**stop → stopped**
crossed, walked	died, practised	tried	stayed, enjoyed	shopped, planned

2 1 played 2 watched 3 listened 4 climbed 5 tried
6 finished

3 1 I cooked dinner on Tuesday.
2 We studied Leonardo da Vinci in 2011.
3 My dad worked in New York in May.
4 My uncle stopped playing football in September 1997.
5 My cousins stayed in an expensive hotel on 3rd March.

UNIT 6

PAST SIMPLE: QUESTIONS AND NEGATIVES

1 1 didn't (did not) cook 2 didn't (did not) work
3 didn't (did not) use 4 didn't (did not) climb
5 didn't (did not) open

2 (*Suggested answers*)
1 My mum didn't listen to rock music yesterday.
2 My classmates didn't walk to Paris yesterday.
3 I didn't study for 5 hours yesterday.
4 My friends and I didn't play rugby yesterday.
5 This class didn't start at 7 pm yesterday,

3 1 Did ... help, Yes, she did.
2 Did ... finish, Yes, they did.
3 Did ... start, No, it didn't.
4 Did ... enjoy, Yes, I/we did.
5 Did ... rain, No, it didn't.

4 (*Suggested answers*)
1 What time did you start school? I started school at 9 o'clock.
2 Did you use a computer last night? Yes, I did.
3 What did you study yesterday? I studied maths and history.
4 Did you visit another country on holiday? Yes, I did. I visited Italy.
5 When did you finish Unit 5? We finished it last week.

UNIT 7

PAST SIMPLE: IRREGULAR VERBS

1 1 go 2 rode 3 see 4 swam 5 take 6 arrived 7 carry
8 enjoyed 9 live 10 stopped 11 watch

2 1 went, go 2 had, have 3 rode, ride 4 ate, eat
5 bought, buy

3 1 gave 2 rode 3 bought 4 got up 5 saw 6 could

4 1 enjoyed 2 Did ... go 3 stayed 4 did ... do 5 swam
6 was 7 visited 8 did ... eat 9 had 10 took

UNIT 8

SOMEONE, ANYONE, ETC.

1 1 anything 2 nothing 3 anywhere 4 someone 5 no one
6 somewhere

2 1 any 2 any 3 some 4 any 5 some

3 1 someone, no one 2 anywhere, somewhere
3 anything, nothing

UNIT 9

PRONOUNS AND DETERMINERS

1 1 My 2 His 3 Their 4 her 5 Our 6 your

2 1 His 2 yours 3 ours 4 hers 5 yours 6 Ours

3 1 our 2 yours 3 his 4 mine 5 your 6 My 7 yours
8 theirs

UNIT 10

SOME, ANY, A BIT OF, A FEW, A LOT OF

1

Countable	Uncountable
earring, egg, purse, photo, jacket, T-shirt	jewellery, milk, cola, make-up

2 1 any 2 some 3 any 4 some 5 any 6 any

3 1 a lot of 2 a bit of 3 a few 4 a lot of 5 a few

4 1 any 2 some 3 a 4 a bit of 5 lot 6 a

UNIT 11

AS ... AS

1 1 The Burger Bar is as popular as the Pizza Restaurant.
2 Ireland is as wet as Scotland.
3 Lemonade isn't as sweet as cola.
4 Your shorts aren't as dirty as your T-shirt.
5 My mum's pizza is as good as the pizza at Harry's Café.

COMPARATIVE ADJECTIVES

2 1 younger 2 more interesting 3 easier 4 farther/further
5 bigger

3 1 The train is faster than the bus.
2 Istanbul is hotter than London (today).
3 The pizza was better than the burger.

UNIT 12

SUPERLATIVE ADJECTIVES

1 1 nearer, the nearest 2 larger, the largest
3 thinner, the thinnest 4 friendlier, the friendliest
5 happier, the happiest 6 more beautiful, the most beautiful
7 better, the best 8 worse, the worst
9 farther/further, the farthest/the furthest

2 1 the longest 2 the most famous 3 the best 4 the friendliest
5 the biggest 6 the funniest

3 1 The cheetah is the fastest animal in the world.
2 Russia is the largest country in the world.
3 Salad is the healthiest food in this café.
4 I'm the worst singer in my class.
5 My brother is the best player in his team.

4 1 more 2 faster 3 the heaviest 4 the biggest 5 more
6 the highest

UNIT 13

SHOULD/SHOULDN'T

1 **1** shouldn't (should not) **2** shouldn't (should not) **3** should
4 should **5** should **6** shouldn't (should not)

2 **1** You shouldn't (should not) drink a lot of cola and lemonade.
2 You should eat healthy food.
3 You should sleep well.
4 You shouldn't (should not) spend a lot of time watching TV.
5 You shouldn't (should not) eat a lot of sweets and chocolate.

3 **1** Should my brother buy a fast car? No, he shouldn't (should not).
2 Should my friends go to bed earlier? Yes, they should.
3 Should we have a party? Yes, we (or you) should.
4 Should I enter the competition? No, you shouldn't (should not).

4 (*Suggested answers*)
1 You should buy her some jewellery.
2 No, you shouldn't. You should go to bed early.
3 You should go to Turkey. It's beautiful.
4 He should play baseball. It's fun.
5 Yes, you should. You should join a sports club.

UNIT 14

PREPOSITIONS

1 **1** near **2** across **3** opposite **4** near **5** next to **6** in front of

2 **1** Outside **2** across **3** next to **4** near **5** near

3 (*Suggested answers*)
1 No, it's near my school.
2 My favourite shop is the sports shop. It's next to the library.
3 Yes, it does.
4 I walk across a bridge when I go to school.
5 Yes, there's a museum opposite the cinema.

UNIT 15

PAST CONTINUOUS

1 **1** was doing **2** was cooking **3** weren't playing
4 weren't wearing **5** weren't having **6** were climbing

2 **1** was barking **2** wasn't (was not) sleeping **3** was reading
4 were using **5** was sitting **6** wasn't (was not) watching
7 were listening **8** was raining

3 **1** Were your friends riding their bikes? Yes, they were.
2 Were you shopping with your friends? Yes, I was. (or Yes, we were.)
3 Was your mum working? No, she wasn't.
4 Was I having a shower? No, you weren't.
5 Were you and your friends studying at school? Yes, we were.

4 (*Suggested answers*)
1 What were you doing at 8 am this morning? I was having breakfast.
2 Were you wearing blue socks yesterday ? No, I wasn't. I was wearing white socks.
3 Were you and your friends watching a film after school yesterday? No, we weren't. We were doing our homework.
4 Was it raining yesterday evening? No, it wasn't.
5 What were your friends doing on Saturday morning? They were playing tennis.

UNIT 16

PAST SIMPLE AND PAST CONTINUOUS

1 **1** came, were playing **2** wasn't sitting, heard
3 was walking, started **4** arrived, was making
5 was climbing, fell **6** didn't meet, were shopping

2 **1** when **2** while **3** when **4** When **5** when **6** While

3 **1** was travelling, felt **2** started, wasn't (was not) talking
3 was carrying, fell **4** were running, saw **5** was doing, rang
6 didn't visit, were staying

4 (*Suggested answers*)
1 While I was going to school, I met a friend.
2 When I got to school, my friends were talking in the classroom.
3 The teacher came into the classroom while we were doing our homework.
4 When I arrived home, my mum was watching TV.
5 While I was doing my homework, my phone rang.

UNIT 17

FUTURE WITH *GOING TO*

1 **1** We aren't (or 're not or are not) going to ride our bikes to school tomorrow.
2 My friends are going to watch the talent show on TV.
3 My mum isn't (or 's not or is not) going to play tennis later.
4 My dad's (is) going to make pizza.
5 My cousins aren't (are not) going to visit us next weekend.

2 **1** 're (are) going to stay **2** 'm (am) going to buy
3 're (are) going to watch **4** 'm (am) not going to go
5 'm (am) going to travel **6** 'm (am) going to work
7 'm not (am not) going to serve

3 **1** are ... going to do **2** are ... going to wear
3 Is ... going to work **4** are ... going to see
5 Are ... going to travel **6** Are ... going to study

4 (*Suggested answers*)
2 I'm going (am going) to wear my school uniform.
3 No, she isn't. She's going (is going) to stay at home.
4 We're going (are going) to see my grandparents.
5 Yes they are. My best friend's going (is going) to go to Italy.
6 Yes, I am. I'm going (am going) to study in Barcelona.

UNIT 18

MAKING SUGGESTIONS

1 **1** use **2** Shall we **3** Let's **4** Shall **5** Why not
6 Why don't we

2 **1** Let's watch the film on TV.
2 Shall we have (or Why don't we have or Why not have) pizza for dinner?
3 Why not (or Why don't we or Shall we) ride our bikes to school tomorrow?
4 Let's read the book before we see the film.
5 Shall we take (or Why not take or Why don't we take) some photos in the museum?

3 (*Suggested answers*)
1 Let's have a party.
2 Let's go to the cinema.
3 Shall we write down some ideas and plans?
4 Why don't we use the computer?
5 Why not make some pancakes?
6 Shall we write a music review?

UNIT 19

HAVE TO / DON'T HAVE TO

1 **1** have to train **2** don't have to go **3** have to leave
4 have to mix **5** doesn't have to wear **6** don't have to make

2 **1** don't have to buy **2** don't have to help **3** have to do
4 has to stay **5** don't have to bring

3 **1** Does your mum have to wear a uniform at work? No, she doesn't.
2 Do you have to turn off your mobile at school? Yes, I/we do.
3 Does your dad have to travel for his work? No, he doesn't.
4 Do we have to do Exercise 5? No, you/we don't.
5 Do your friends have to make their beds? Yes, they do.

4 (*Suggested answers*)
1 What time do you have to get up on a school day? I have to get up at 7 o'clock.
2 Do you have to speak English in your English class? Yes, I do.
3 How much homework do you and your classmates have to do every day? We have to do a lot of homework.
4 What do you have to do if you miss a class? My mum has to phone the school or write a note.
5 Do you have to buy a ticket before you get on a bus in your town? No, I/you don't.

UNIT 20

ADVERBS OF MANNER

1 **1** carefully **2** well **3** happily **4** quietly **5** wonderfully
6 heavily **7** hard **8** badly **9** angrily **10** fast **11** noisily

2 **1** hard **2** quickly **3** badly **4** carefully **5** well

3 (*Suggested answers*)
1 How many languages can you speak well?
I can speak Spanish and English well.
2 How often do you do your homework slowly and carefully?
I always do my homework slowly and carefully.
3 Do you eat quickly?
No, I don't. I eat very slowly.
4 How far is your school from your house? Can you walk there easily? It's five kilometres.
No, I can't walk there easily. I have to go by car or by bus.
5 Do you play in a sports team? Does it play badly or well?
Yes I do. It plays quite well.

Workbook answer key and audioscripts

GET STARTED!

In the classroom

THINGS IN THE CLASSROOM

1 1 desk 2 computer 3 board 4 exercise book 5 chair 6 bag 7 coat 8 shelf 9 door 10 ruler 11 rubber 12 map 13 textbook 14 window 15 poster

2 *Students' own answers*

3 *Students' own answers*

THERE IS / THERE ARE

4 1 Are there 2 Is there 3 Is there 4 Are there 5 Is there

5 *Students' own answers*

HAVE GOT

6 1 have got 2 haven't got 3 hasn't got 4 have got 5 haven't got

7 1 Have your friends got a football?
2 Has your dad got a computer?
3 Have you got a best friend?
4 Has your teacher got a blue coat?
5 Have you got a pet?

8 *Students' own answers*
1 Yes, they have. *or* No, they haven't.
2 Yes, he has. *or* No, he hasn't.
3 Yes, he/she has. *or* No, he/she hasn't.
4 Yes, he/she has. *or* No, he/she hasn't.
5 Yes, I have. *or* No, I haven't.

9 *Students' own answers*

THE ALPHABET

10 1 G 2 V 3 S 4 R 5 E

SPEAKING

11 1 spell 2 page 3 say 4 borrow 5 repeat

Talk about you

NUMBERS

1 fourteen 18 twenty 23 thirty-one 40 fifty-six 62 seventy-one 85 ninety 100

DATES

2 1 September 2 July 3 March 4 August 5 May 6 December 7 June 8 January 9 October 10 February 11 November

3 2 February 3 March 4 April 5 May 6 June 7 July 8 August 9 September 10 October 11 November

4 *Students' own answers*

CAN

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

6 1 Can you make a cake?
2 Can you play tennis?
3 Can you ride a bike?
4 Can you run 5k?
5 Can you speak three languages?
6 Can you stand on your head?
7 Can you swim under water?

7 *Students' own answers*
Yes, I can. *or* No, I can't.

8 *Students' own answers*

PRESENT SIMPLE

9 1 've (have) got 2 like 3 love 4 hasn't (has not) got 5 's (has) got 6 likes 7 plays 8 doesn't (does not) play 9 likes

10 1 What kind of books do you like?
2 Do you like drawing pictures?
3 What sports do you play at school?
4 Do you like watching TV?
5 What's (What is) your favourite animal?

11 *Students' own answers*

12 *Students' own answers*

SPEAKING

13 1 b 2 f 3 a 4 c 5 e

14 *Students' own answers*

UNIT 1 Sports and games

I'm never bored

VOCABULARY

1 1 baseball 2 volleyball 3 running 4 snowboarding 5 cycling 6 badminton 7 sailing 8 skating 9 hockey

2 **play:** baseball, volleyball, badminton, hockey;
go: running, snowboarding, cycling, sailing, skating

3 1 go 2 go 3 plays 4 play 5 go

GRAMMAR

4 1 Do you always get up early?
2 Do you sometimes watch films in English?
3 Do you always do your homework in the evening?
4 Do you sometimes cook dinner for your family?
5 Does your family always go on holiday in the summer?

5 *Students' own answers*

6 1 My sister usually goes to the cinema at the weekend.
2 I'm sometimes late for school.
3 My friends often go snowboarding in the winter.
4 I always see my grandparents on Sundays.

7 1 I always drink juice.
2 For dinner we often have pasta.
3 In my free time I usually stay at home.
4 I often go to the cinema with my friends.
5 I always go there when it's summer.

LISTENING

8 1 d 2 c 3 e 4 a

9 1 ✗ 2 ✗ 3 ✓ 4 ✗ 5 ✓

10 *Students' own answers*

Audioscript

Barry: Hello and welcome to the Sports Day Podcast with me Barry Stephenson. I've got a very special guest in the studio today. Her name's Andrea Murray. She's Britain's Number 1 teen tennis player. Hello, Andrea. Welcome to the show.

Andrea: Hi, Barry. It's good to be here. I always listen to your show.

Barry: That's good to hear. So, Andrea, our listeners want to know about your family.

Andrea: Well, Barry, my family is sporty. My mother, Sandra, plays badminton and goes sailing. My father, Tony, plays rugby for a local team.

Barry: Do you have any brothers and sisters, Andrea?

Andrea: Yes, I do. I have a brother and a sister.

Barry: Do they do sports?

Andrea: Yes, they do. My brother, Dan, goes snowboarding and skating. And my sister, Amy, plays volleyball.

Barry: What a fit family! Our listeners also want to know about your routine.

Andrea: I'm often very busy and I never get up late. I always play tennis for two hours before school. I'd like to play for three or four hours, but I have to study!

Barry: What time do you get up then?

Andrea: I often get up at five o'clock.

Barry: Five o'clock?!

Andrea: Yes, I get up at five o'clock from Monday to Friday and I get up at six o'clock at the weekend.

Barry: Do you play tennis at the weekend?

Andrea: Yes, I do. On Saturdays I usually cycle to the courts after breakfast and then I play tennis all day. On Sundays I do my homework in the morning and then I usually play tennis in the afternoon. Practice is very important.

Barry: Are you always very tired, Andrea?

Andrea: Yes, I'm sometimes very tired, but I love playing tennis, Barry. I want to be the best tennis player in the world. I'd love to win Wimbledon one day.

Barry: What do you do in your free time?

Andrea: Sleep! But I love reading and going to the cinema with my friends too.

Barry: Well, thanks for coming in today, Andrea. Good luck with your next competition.

Andrea: Thanks, Barry!

How do you play it?

VOCABULARY

1

f	s	a	i	l	i	n	g
k	o	m	w	p	r	x	e
g	a	o	r	t	s	c	t
s	w	c	t	a	r	l	e
b	t	o	f	b	a	t	a
g	j	i	t	i	a	s	m
d	h	w	c	p	f	l	l
l	r	a	c	k	e	t	l

2 **1** racket **2** team **3** bat **4** sailing **5** football

3 **1** C **2** A **3** A **4** C **5** B

WRITING

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

5 **1** players **2** ball **3** clothes **4** hats

6 *Students' own answers*

UNIT 2 Tastes wonderful!

Today I'm making pancakes

VOCABULARY

1 **1** pan **2** cook **3** fruit **4** lemon **5** pancake

2 **Nouns:** bowl, cream, lemon, oil, pan, pancake, sauce;
Verbs: add, cook, enjoy, mix, put, serve;
Adjectives: fresh, hot, thin

3 **1** cook **2** bowl **3** mix **4** add **5** cream

GRAMMAR

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

5 **1** always **2** now **3** today **4** at the moment **5** usually **6** always

6 **1** doing **2** watch **3** playing **4** watching **5** does

7 **1** It's raining a lot at the moment.
2 I'm travelling by bus and I will arrive on Saturday at 9 am.
3 You know that I'm painting my bedroom.
4 I'm sorry I can't go the birthday party because I'm going to the hospital.
5 I like singing. I sing in the school hall.

LISTENING

8 **1** G **2** J **3** J **4** G **5** J

9 **1** Tuesdays and Thursdays **2** Jane's sister **3** Saturday evenings **4** flour, sugar and eggs **5** sugar and lemon

Audioscript

Jane: Hello, George!

George: Oh, hello, Jane! How are you?

Jane: I'm fine, thanks.

George: I never see you in the supermarket on Tuesdays.

Jane: Well, I don't usually come on Tuesdays. I usually do the shopping with my parents on Wednesdays and Saturdays

George: I see. I usually do the shopping with my parents on Tuesdays and Thursdays. What are you buying today?

Jane: Oh, lots of things. I don't usually buy crisps, sweets or chocolate, but my sister is home from university and she loves them!

George: I like chocolate, but I only eat it on Saturday evenings.

Jane: I don't often eat chocolate. What are *you* buying today, George?

George: I'm buying flour, sugar and eggs. My little brother loves pancakes.

Jane: I love pancakes too! What do you serve them with, George?

George: I serve them with sugar and lemon.

Jane: That sounds great! Well, I've got to go now. I've got lots of things to buy.

George: See you, Jane!

Jane: Bye, George!

Lunch is always at midday

VOCABULARY

1 1 chilli 2 jam 3 mango 4 fruit tea 5 cabbage 6 yogurt 7 hot chocolate 8 honey 9 salad 10 toast 11 cereal 12 cucumber 13 curry and rice

2 1 b 2 a 3 e 4 c 5 d

3 1 She has cereal for breakfast.
2 He likes jam on toast.
3 I drink fruit tea every morning.
4 We eat salad in the summer.
5 They drink hot chocolate in the evenings.

4 1 cereal 2 jam 3 cucumber 4 salad 5 curry

WRITING

Prepare to write

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

6 1 and 2 but 3 and 4 but 5 or

7 *Students' own answers*

UNIT 3 Great sounds

I love listening to rap

VOCABULARY

1 1 rap 2 piano 3 rock 4 drums 5 jazz 6 classical 7 guitar 8 soul 9 violin 10 keyboard

2 1 types 2 plays 3 loud 4 fun

Audioscript

Robert: Hello and welcome to the City School of Music. My name's Robert and I'm a student here. Everyone at the school plays lots of musical instruments. And we all learn to play different types of music. Tommy plays the guitar in a band. The band is really loud! I'm in the band too! I play the drums. It's lots of fun.

GRAMMAR

3 2 f 3 c 4 a 5 e 6 b

4 1 My brother doesn't like doing homework.
2 I hate playing video games.
3 My sister really loves watching films.
4 My best friend likes reading books.
5 My father quite likes playing table tennis.

5 1 My friends don't like running.
2 I hate getting the bus to school.
3 My family enjoys making pizza.
4 My brother quite likes listening to music.
5 I like swimming in the sea.

6 1 I like going shopping with her. 2 correct
3 I don't like playing football at school.
4 She likes talking. 5 correct

WRITING

7 1 Kate 2 Sienna 3 Ewan 4 Ewan 5 Jonny

8 *Students' own answers*

This is the MAD school

VOCABULARY

1 1 famous 2 a concert 3 in a band 4 an actor 5 on stage 6 music 7 an album

2 1 plays 2 become 3 teaches 4 dancing 5 record 6 giving 7 become

LISTENING

3 1 4 o'clock / four o'clock / 4.00 / 4 pm 2 Tuesdays 3 20 / twenty 4 park 5 643 599

Audioscript

Sam: Hello. I'm phoning to ask about violin lessons. What's your name, please?
Mrs D: It's Mrs Driscoll. That's D–R–I–S–C–O–double L.
Sam: Thanks. Can I have lessons after school? We finish at half past three.
Mrs D: OK, that's fine. You can come here at four o'clock.
Sam: Great. Can I come on Wednesdays and Fridays?
Mrs D: I teach another student on Wednesdays, but you can come on Tuesdays and Fridays.
Sam: Yes, that's OK. How much is each lesson?
Mrs D: Well, because you're having two lessons a week, it's only £20 an hour. It's usually £25.
Sam: That sounds good. Where do you live?
Mrs D: At 18 East Road. Catch a number 8 bus from the theatre and get off at the park. The house is near there.
Sam: Great. Can I have your home phone number?
Mrs D: It's 643 5 double 9. See you next week then.
Sam: Yes, thank you for your help. Bye.

READING

4 1 become 2 famous 3 students 4 subjects

5 1 ✗ 2 ✗ 3 ✓ 4 ✓ 5 ✗

6 1 How to become actors, dancers and singers. 2 London.
3 250. 4 Yes, they do. 5 Dance, sing and act.

UNIT 4 A true story

The missing ring

VOCABULARY

1 1 silver 2 gold 3 plastic 4 square 5 round

2 1 ✗ 2 ✓ 3 ✓ 4 ✗ 5 ✗ 6 ✓

3 1 What is your ring made of?
2 Are your earrings made of silver?
3 Is your necklace made of gold?
4 Can you describe it?

4 1 In the summer I prefer wide trousers made of natural material.
2 correct 3 correct
4 I really like clothes made of cotton.
5 Cuzco is a historical place. You can find lots of things made of gold and silver.

LISTENING

5 1 c 2 a 3 b

6 1 b 2 a 3 a 4 b 5 b

Audioscript

Alfie: Good morning. I'm Alfie Wise and this is Shop Till You Drop, the best shopping show on TV. I've got a very special guest today, Martha Blue. Martha is only thirteen and she makes beautiful necklaces, rings and earrings. And you can buy them here on Shop Till You Drop today! Hello, Martha.

Martha: Hi, Alfie. Thank you for having me on your show.

Alfie: It's great to have you here, Martha. What have you got to show us today?

Martha: Lots of things. Look at this beautiful necklace.

Alfie: Can you describe it to the people at home?

Martha: Yes, I can. The necklace is made of gold.

Alfie: Oh, it's beautiful. How much is it?

Martha: You can buy it for £49.99! And look at these earrings. They're made of silver and you can buy them for only £24.99!

Alfie: Only £24.99! Fantastic! They're very nice too. They'd be a great present for my wife. Do you have anything else to show us?

Martha: No, but I'd like to tell you about something new and very exciting.

Alfie: What? Tell us!

Martha: Well, plastic is in fashion. And I make plastic rings.

Alfie: What are they like?

Martha: They're big and bright. I make them in red, yellow and green.

Alfie: Are they expensive?

Martha: No, they're very cheap. You can buy one for only £4.99!

Alfie: Wow! Well, thank you for coming on the show today, Martha.

Martha: No problem, Alfie. See you again.

VOCABULARY

7 **1** A **2** B **3** C **4** C **5** A

How surprised were you?

GRAMMAR

1 **1** was **2** were **3** Were **4** wasn't **5** was

2 **1** The ring was in the lake. **2** I was very happy. **3** We weren't at school. **4** She wasn't at the park.

VOCABULARY

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

4 **1** old **2** tall **3** funny **4** hot **5** difficult

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

WRITING

Prepare to write

6 **1** tired old **2** big old **3** big black **4** nice new **5** small white

7 **1** b **2** d **3** e

8 *Students' own answers*

UNIT 5 Fantastic facts

Neil Armstrong walked on the moon

VOCABULARY

1

w	r	e	c	o	r	d	c
p	a	t	e	x	t	o	l
p	l	l	j	d	b	p	i
a	g	a	k	o	j	e	m
i	a	l	y	h	i	n	b
n	p	m	b	e	l	n	r
t	c	r	o	s	s	j	z
c	o	m	p	l	e	t	e

2 **1** painted **2** completed **3** texted **4** played **5** climbed

3 **1** on **2** in **3** on **4** in **5** in

GRAMMAR

4 **1** travelled **2** wanted **3** stayed **4** decided **5** completed **6** climbed **7** crossed **8** visited **9** played **10** joined

5 **1** I practised the guitar.
2 I cleaned the bathroom.
3 I played basketball with my friends.
4 I phoned my grandmother.
5 I studied maths, English and history.

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

7 **1** I had quite a nice time. I played some games.
2 I went with my cousins to the mountains and we climbed the hill.
3 Some days it was too hot but on others it rained.
4 The weather was very bad, it was very cold, it snowed.
5 Yesterday I watched a football competition with Carol.

The Great Fire of London

VOCABULARY

1 **1** building **2** crowded **3** wood **4** sick **5** street

2 **1** wood **2** building **3** street **4** sick **5** crowded **6** rat

LISTENING

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

4 **1** ✔ **2** ✘ **3** ✔ **4** ✔ **5** ✘ **6** ✘ **7** ✔

Audioscript

Freddie: Good afternoon, my name's Freddie and welcome to Freddie's Fabulous Facts. Who wants to start? Yes, you! What's your name?

Robert: Um, I'm Robert.

Freddie: Hello, Robert. What do you want to know about?

Robert: Can you tell me a fact about Henry VIII of England?

Freddie: Of course I can, Robert. He had six wives! OK, anyone else? Yes, my dear.

Lisa: Hi, Freddie. I'm Lisa. Can you tell me a fact about the great footballer Pelé?

Freddie: My pleasure, Lisa. Pelé played football for Brazil 92 times! Who's next? Yes, you.
Rachel: I'm Rachel. Can you tell me a fact about the explorer Sir Francis Drake?
Freddie: I most certainly can, Rachel! Sir Francis Drake travelled around the world in the 16th century. He was the first Englishman to do it. All right. Who wants to go next?
Leon: Me! I'm Leon and I'd like to know a fact about the moon.
Freddie: OK. Everybody knows that Neil Armstrong was the first man to walk on the moon, but what about the second man? Well, his name was Buzz Aldrin. Right, my friends. That's all for this afternoon. But if you come back tomorrow afternoon, I'll have more of Freddie's Fabulous Facts for you!

WRITING

5 **1** stayed **2** climbed **3** visited **4** played

6 **1** b **2** d **3** a **4** c

7 *Students' own answers*

UNIT 6 What a great job!

Where did you work?

VOCABULARY

1

Verbs	Nouns for people	Nouns for places and things	Adjectives
earn finish open start work	boss customer staff	computer desk office	busy friendly happy nice worried

2 **1** boss **2** earn **3** office **4** happy **5** busy **6** closed

GRAMMAR

3 **1** What time did the shop open?
2 What did the customer think?
3 Did you go to work yesterday?
4 Did she come to the office last week?
5 What did the staff do yesterday?
6 Did he enjoy his job?

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

5 **1** didn't finish **2** didn't learn **3** didn't earn **4** didn't clean
5 didn't phone **6** didn't watch

6 **1** The weather was very cold. I didn't like the weather. **2** correct
3 I helped my dad last week.
4 Did you see the sports championship yesterday?
5 correct

LISTENING

7 **1** C **2** A **3** C **4** B **5** C

Audioscript

0 *Where did Ronnie work?*
Girl: What did you do for your work experience, Ronnie?
Boy: Well, I wanted to work in an office or a shop. But I worked in a sports centre.
Girl: Did you enjoy it?
Boy: Yes, it was fun, thanks.
1 *How did Hazel get to the shop?*
Boy: You worked in a shop last week, Hazel? Did you get the bus each day?
Girl: It was great. The shop's near my house, so I just used my bike.
Boy: Really? I had to get up early to go by train.
Girl: Oh dear!
2 *Why did Ali like the job?*
Boy: I liked my work experience, but the food was really bad!
Girl: Why did you like it then? Because you used a computer all day?
Boy: I didn't do that. No, it was great because the people were so nice.
Girl: That's good.
3 *What time did Jane start work?*
Boy: Jane, did you start work early last week?
Girl: Yes, at half past six, so I had to get the bus at quarter to six.
Boy: And when did you get home?
Girl: At three o'clock.
4 *What did Michael wear?*
Girl: What did you wear to work last week, Michael? Did you wear a jacket?
Boy: No, I didn't. It was very hot, so I wanted to wear a T-shirt.
Girl: But they said no?
Boy: That's right. I had to have a clean white shirt each day.
5 *Who was in the group with Ken?*
Girl: Did you work with lots of your friends last week, Ken?
Boy: Only Anna. There were two boys from another school in our group.
Girl: Were they the same age as you?
Boy: No, about three years older. They really helped us.

50 different jobs!

VOCABULARY

1 **1** a farmer **2** an engineer **3** a car mechanic
4 a TV weather man **5** a football coach **6** a model
7 a fisherman **8** a cook **9** a photographer

READING

2 **1** football coach **2** cook **3** engineer **4** fisherman

3 **1** ✘ **2** ✘ **3** ✔ **4** ✔ **5** ✔

WRITING

Prepare to write

4 My grandmother's job
My grandmother worked in an office. She started work at nine o'clock and she finished at five o'clock. She didn't earn a lot of money, but she enjoyed her job. The people were very friendly and good fun. My grandmother used a computer at work for the first time in 1981. That's a long time ago! There were phones in the office, but there weren't any mobiles. Everything is different now. My grandmother uses a tablet computer and a smart phone every day!

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

6 *Students' own answers*

UNIT 7 Going places

We went to Turkey on holiday

VOCABULARY

1 **1** b/d **2** e **3** a **4** g **5** h **6** b/d **7** c **8** f

2 **1** going camping **2** swim in the sea **3** going sightseeing **4** takes (any) photos **5** stayed at a (great) hotel **6** go to the beach **7** ride a bike **8** buy (any) presents

GRAMMAR

3 had, took, ate, bought, went, saw, came, swam, gave, rode

4 **1** went **2** came **3** had **4** ate **5** took **6** saw **7** rode **8** gave **9** bought

5 **1** a **2** a **3** b **4** a **5** b

6 **1** I had a big party at my house with some music.
2 Last week my mum cooked a really nice meal for me.
3 The weather was too hot. I didn't want to go out.
4 One of my friends gave me a great present.
5 I left my jacket in your house yesterday.

VOCABULARY

7 **1** C **2** B **3** B **4** A **5** C

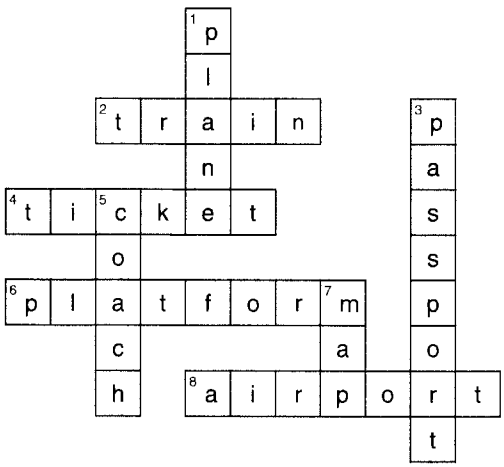
WRITING

8 *Students' own answers*

The journey took nine months

VOCABULARY

1



LISTENING

2 **1** R **2** P **3** R **4** P **5** P

3 **1** two weeks **2** a week **3** his parents **4** her grandparents **5** She went camping.

Audioscript

Rebecca: Hello, Paul.
Paul: Hi, Rebecca. How are you?
Rebecca: Fine, thanks. How was your holiday?
Paul: It was great! How was yours?
Rebecca: Good, thanks. Where did you go?
Paul: Spain.
Rebecca: Really?
Paul: Yes, why?
Rebecca: I went to Spain too!
Paul: That's amazing! We were there at the same time!
Rebecca: How long did you go for?
Paul: Two weeks. And you?
Rebecca: Only a week. Who did you go with?
Paul: I went with my parents. What about you?
Rebecca: I went with my grandparents.
Paul: We stayed in a great hotel near the beach. Where did you stay?
Rebecca: Oh, we went camping. I loved it. The weather was really good. Did you try Spanish food?
Paul: Of course! I love Spanish food. We had it every day. I can cook paella now. Would you like to come for dinner tonight? We can have it then.
Rebecca: Sounds great! What time?
Paul: Um, why don't you come round at about seven?
Rebecca: Fine. See you then.

READING

4 **1** Ibn Battuta **2** 1304 **3** Ferdinand Magellan **4** Africa, India, the Pacific Ocean **5** Russia **6** 1937 **7** space

5 **1** almost thirty years **2** three **3** He was the first European to cross the Pacific Ocean. **4** 1521 **5** She was the first woman in space. **6** in a factory

UNIT 8 Special places

Roald Dahl's room

VOCABULARY

1 **1** lamp **2** photographs **3** armchair **4** shelf **5** cupboard **6** curtains **7** carpet **8** drawers **9** drawing

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

GRAMMAR

3 **1** c **2** d **3** f **4** e **5** a **6** b **7** h **8** g

4 **1** No-one **2** anything **3** nothing **4** somewhere **5** anyone

5 **1** Some one **2** nothing **3** nothing **4** some thing

6 **1** Someone gave me a T-shirt.
2 You don't have to bring anything.
3 I don't have anything to do, so we can go in the afternoon.
4 Can you tell me something about it?

LISTENING

7 **1** b **2** a **3** b **4** a **5** b

8 **1** ✔ **2** ✔ **3** ✘ **4** ✘ **5** ✘

Audioscript

Jeremy: Hello. You're watching My Favourite Place. I'm Jeremy Snow. Tonight, we meet the famous writer KJ Neal. KJ's stories for children are loved all over the world. KJ is from Wales and she's only fourteen years old!
KJ: *Thirteen,* Jeremy. I'm fourteen in January. And I'm not from Wales. I'm from Scotland.
Jeremy: Oh, OK, right. Well, welcome to My Favourite Place, KJ.
KJ: Thank you very much, Jeremy. It's great to be here.

Jeremy: What's your favourite place, KJ? Is it your writing room?
KJ: Well, I love my writing room very much, but it isn't my favourite place.
Jeremy: OK. So where is it?
KJ: It's my bedroom.
Jeremy: Why do you like your bedroom so much?
KJ: I have all my things there. My beautiful red curtains, my bookshelves, my old lamp, my beautiful armchair. I'm very happy in my bedroom.
Jeremy: What's your favourite thing in your bedroom? Is it your old lamp?
KJ: No, it's not. It's my armchair. I sit in my armchair and read for hours and hours.
Jeremy: Do you sometimes write in your bedroom, KJ?
KJ: No, I don't. I never write there. I always write in my writing room. My writing room is very small, but I like it.
Jeremy: What about your bedroom? Is that a big room or a small one?
KJ: My bedroom is very big! That's why it's my favourite place!
Jeremy: Well, KJ, thank you for telling us about it.
KJ: Thank you, Jeremy.

My special place is the beach

VOCABULARY

1 **1** wind **2** listen **3** computer **4** draw **5** write **6** drums **7** read

2 **1** computer **2** drums **3** listen **4** wind **5** draw **6** read **7** write

READING

3 **1** C **2** E **3** F **4** G **5** D

WRITING

Prepare to write

4 **1** because **2** so **3** because **4** because **5** so **6** so

5 **1** because **2** because **3** so

6 *Students' own answers*

UNIT 9 Clothes and fashion

Those shoes are yours

VOCABULARY

1 **1** jacket **2** jumper **3** cap **4** swimming costume **5** socks **6** shorts

2 **1** swimming costume **2** socks **3** shorts **4** cap **5** jumper **6** jacket

3 **1** My favourite jumper is red.
2 Do you like this cap?
3 I want to buy this jacket.
4 Why are you wearing green socks?
5 My football shorts are blue.
6 Where is my swimming costume?

GRAMMAR

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

5 **1** hers **2** mine **3** yours **4** ours **5** theirs

6 **1** Please could you bring it to my house?
2 Last week I moved house. **3** correct
4 I bought it because I love its design. **5** correct

READING

7 **1** actors, dancers and singers **2** Italy
3 London, Milan, Paris and New York **4** Paris **5** London

8 **1** a **2** b **3** a **4** a **5** a

Is your jumper made of cheese?

VOCABULARY

1 **1** plastic **2** leather **3** cotton **4** wool

2 **1** wool **2** cotton **3** leather **4** plastic

3 **1** plastic **2** wool **3** leather **4** cotton

LISTENING

4 **1** C **2** B **3** A **4** C **5** A

Audioscript

Narrator: *Example. Which is the boy's cap?*
Girl: Is your cap that black one?
Boy: No. Mine is the black and white one.
Girl: Oh, right, next to the white one. I like it.
Boy: Would you like to wear it?

Narrator: *1 What did Janet buy?*
Man: Did you buy anything in the clothes shop?
Janet: I wanted to buy a jumper, but they didn't have any.
Man: What about a jacket?
Janet: They were expensive. I bought some socks. They were much cheaper than the jackets!

Narrator: *2 When does the football match start?*
Boy: Are you going to the match?
Girl: Yes, I am. I can't wait. It doesn't start at three this week, does it?
Boy: No, it doesn't. It starts at four.
Girl: Really? Sam thought it started at five.

Narrator: *3 Where did the boy go?*
Woman: Hi. Did you have fun at the swimming pool?
Boy: I didn't go to the pool, Mum.
Woman: Oh. Did you go to the shopping centre then?
Boy: We went to the park. We're going to the shopping centre tomorrow.

Narrator: *4 How many children went to the cinema?*
Man: Did you all go to the cinema?
Girl: No, three people couldn't come, so there were four of us.
Man: Was the film good?
Girl: We saw two films. They were very funny.

Narrator: *5 How much did the boy pay for the jacket?*
Girl: I like your jacket. It's very nice.
Boy: Thanks. The price was £50.
Girl: That's very expensive! My jacket was only £30.
Boy: Well, I didn't pay £50 for it. There was a sale, so it was only £20. I was lucky.

WRITING

5 1 wear 2 made 3 paper 4 rains 5 most 6 paper 7 leather 8 dad

6 1 Tim 2 Richard 3 his parents 4 Richard

7 *Students' own answers*

UNIT 10 Buying things

Are the sunglasses in the sale?

VOCABULARY

1

s	h	o	p	p	i	n	g	c	e	n	t	r	e
p	m	e	z	m	a	k	e	-	u	p	l	f	h
e	x	p	e	n	s	i	v	e	g	s	w	j	o
n	a	w	u	m	a	r	k	e	t	a	a	e	j
d	y	d	r	r	m	p	g	x	n	g	s	l	v
i	r	z	t	o	s	u	x	n	p	t	i	u	e
w	a	l	l	e	t	e	a	c	h	i	g	a	b
s	h	o	p	a	s	s	i	s	t	a	n	t	p

2 1 make-up 2 wallet 3 purse 4 shopping centre 5 sign 6 shop assistant

GRAMMAR

3 1 There were a lot of people in the café.
2 I would like some books for my birthday.
3 Do you have any money?
4 My brother hasn't got any video games.
5 My parents have got a few DVDs.
6 Would you like a bit of cake?

4 1 a lot of 2 a few 3 any 4 a bit of 5 some 6 a lot of

5 1 You need to bring some paper and a pencil.
2 There isn't any water in the flat.
3 I like it because I don't have a TV in my room.
4 Please, wear an old shirt and old trousers.
5 They cost a lot.

WRITING

6 1 than 2 He 3 the 4 a 5 with 6 but 7 his 8 of 9 few 10 go

Buying and selling online

LISTENING

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

2 1 ✗ 2 ✗ 3 ✓ 4 ✓ 5 X

3 1 favourite 2 always 3 hungry 4 great 5 need 6 are

Audioscript

Announcer: Good morning shoppers! Welcome to World of Shopping, your favourite shopping centre. I know it's cold outside, but don't worry about that. Here in World of Shopping, there are ten floors of shops for you to enjoy. It's always summer in here. Relax. Enjoy yourself. Are you hungry? Well, try Salsa, the fantastic Mexican restaurant on Floor 9. Or why not watch a movie in The Film House, our 50-screen cinema on Floor 10! Yes, that's right: 50 screens!
I have great news for all you jewellery lovers. In The Ring Shop on Floor 4 all gold rings are half price today. And that's not all! In Harry James on Floor 2 there is an amazing sale: you can buy any item in the shop for only £20! Buy yourself some beautiful gold earrings!
Do you need a new wallet or purse? Go to Money, Money, Money on Floor 3. They have some fantastic leather wallets and purses for you to buy. What about make-up? You are at the right place. Go to Face Paint on Floor 7. I hope you're all having a wonderful time this morning in World of Shopping. If you need any help, go over to the Customer Service Desk on Floor 1. We love to help!

WRITING

Prepare to write

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

5 *Students' own answers*

UNIT 11 Eating out

Which restaurant is better?

VOCABULARY

1 1 mushrooms 2 ice cream 3 cola 4 burgers 5 chicken legs

GRAMMAR

2 1 as old as 2 not as big as 3 as funny as 4 not as interesting as 5 as exciting as 6 not as tall as

3 1 colder 2 hotter 3 shorter 4 more popular 5 busier

4 1 more popular 2 hotter 3 busier 4 shorter 5 colder

5 1 I hope you are better than before. 2 correct
3 Yesterday I went shopping with my older sister.
4 It's interesting and bigger than the others. 5 correct

LISTENING

6 1 Pegg 2 20 3 school 4 sallyp 5 7 o'clock / seven o'clock / 7.00 / 7 pm

Audioscript

Michael: Hi, Caroline. I'm phoning to ask about your pizza-making class. You go on Wednesdays, don't you?
Caroline: That's right. The teacher's very good.
Michael: What's her name?
Caroline: Sally Pegg.
Michael: How do you spell her surname?
Caroline: It's P–E–double G.
Michael: How much does the class cost?
Caroline: It's £20 for one class but if you book three classes you only pay £45 for them, so it's cheaper.
Michael: Where do you go for the class? Is it in Sally's restaurant?
Caroline: No, I go to the school – you know, the one next to the cinema in Old Street.
Michael: Yes, I know where that is. Does she have a website?
Caroline: Yes! The address is www.sallyp.com.

Michael: Great, thanks.
Caroline: Oh, one thing. The class starts at seven o'clock. But make sure you arrive ten minutes before it starts. Sally's very friendly but she wants her students to arrive at the right time.
Michael: All right. Thanks, Caroline. See you at the class!

Street food

VOCABULARY

1 **1** meat **2** onions **3** pancake **4** tomatoes **5** mushroom **6** soup **7** omelette **8** rice, **9** noodles **10** bananas **11** sausages **12** seafood

READING

2 **1** chips **2** lemonade **3** salad **4** chicken **5** ice cream

3 **1** It was his fourteenth birthday. **2** It's next to the cinema. **3** Yes, it was busy. **4** Leonardo's mum. **5** Nothing. It was free.

WRITING

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

5 It's in the centre of town, next to the new shopping centre. You can eat Italian food there. I ate a mushroom pizza. It was very good. The food is great and the waiters are friendly. I really liked it!

6 *Students' own answers*

UNIT 12 The latest technology

Supercomputers

VOCABULARY

1

d	o	w	n	l	o	a	d
i	m	a	c	h	i	n	e
g	o	e	f	u	p	q	a
i	s	t	m	i	m	v	j
t	x	t	l	o	w	u	e
a	r	u	a	y	r	l	o
l	z	a	e	r	b	y	h
m	v	i	r	u	s	e	s

2 **1** stars **2** viruses **3** Digital **4** machine **5** download **6** memory

GRAMMAR

3 **1** the best **2** the worst **3** the quickest **4** the most exciting **5** the heaviest **6** the most famous **7** the cleverest **8** the thinnest

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

5 **1** Messi is the most exciting footballer in the Spanish league. The most exciting footballer in the Spanish league is Messi.
2 Lady Gaga is one of the most popular people on Twitter. One of the most popular people on Twitter is Lady Gaga.
3 Marie Curie was one of the cleverest scientists in history. One of the cleverest scientists in history was Marie Curie.
4 Buenos Aires is one of the most beautiful cities in the world. One of the most beautiful cities in the world is Buenos Aires.

6 **1** It was the greatest holiday ever.
2 You should go to the Metro Centre because it's the biggest shopping centre in the world.
3 You can wear your oldest clothes for this job.
4 I'm really happy that you are coming tomorrow and it's best you come at 7 pm.
5 The most expensive cost £900 and the cheapest cost £400.

READING

7 **1** week **2** right **3** sounds **4** fun **5** type **6** prefer **7** better **8** turn

Me and my computer

VOCABULARY

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

2

visit	chat to	watch	download
websites	friends family	videos films	music pictures

LISTENING

3 **1** B **2** C **3** B **4** A **5** C

Audioscript

Tom: Hi, Liz. Would you like to go to the Technology Festival with Rachel and me on Sunday?
Liz: Yes! Are Chris and John going?
Tom: No, they're busy that day.
Liz: OK. Is the festival in the computer store?
Tom: Not this year. It's in the sports centre. The one near the library.
Liz: And how much will it cost? It was £10 last year.
Tom: Last year it was only £8, Liz. This year it's £15.
Liz: Where shall we meet?
Tom: Well, we could meet at the bus station or at the park.
Liz: The café near the park would be better for me. Is that OK?
Tom: Yes, that's fine.
Liz: What about the food?
Tom: That's an important question! Well, there'll be sandwiches again, but there won't be any pizza.
Liz: What about cake?
Tom: Sorry, Liz. There won't be any cake this year. But I'm sure the sandwiches will be good!
Liz: OK. What time does the festival finish?
Tom: Well, the music will stop at five o'clock. And there won't be any food after six. But the festival doesn't finish until seven.

WRITING

Prepare to write

4 **1** Hi **2** laptops **3** digital **4** printer **5** email **6** wishes

5 **1** To the technology festival. **2** They had touch screens. **3** A very small digital camera. **4** The 3D printer.

6 *Students' own answers*

UNIT 13 Healthy bodies

What's the matter?

VOCABULARY

1 1 cold 2 temperature 3 pain 4 headache 5 broken 6 stomach ache 7 toothache 8 hurt 9 sick

2 1 sick 2 hurt 3 toothache 4 pain 5 temperature

GRAMMAR

3 1 should 2 should 3 shouldn't 4 should 5 shouldn't 6 should

4 1 play tennis this afternoon 2 go to bed 3 sit down 4 eat so much chocolate 5 study hard tonight 6 drink lots of water

5 1 good 2 bad 3 good 4 bad 5 bad

6 1 Don't worry about what you should wear. 2 Should I bring a DVD? 3 correct 4 correct 5 I can't decide what colour I should paint it.

LISTENING

7 1 ✘ 2 ✔ 3 ✘ 4 ✘ 5 ✔

8 1 medicine 2 matter 3 wrong 4 broken 5 headache

Audioscript

1
Woman: How's your stomach ache, William?
Boy: Oh, it's much better, Mum. But I've got a headache now.
Woman: Really? You should take some medicine and go to bed then.
Boy: OK.

2
Man: What's the matter, Susie?
Girl: I don't feel very well.
Man: What's wrong? Is it that toothache again?
Girl: No, I've got a pain in my arm. My teeth are fine.

3
Boy: What's wrong, Carla?
Girl: I've got a cold.
Boy: How's your eye now? Does it still hurt?
Girl: No, it's much better, thanks.

4
Girl: What's the matter, Marek?
Boy: My foot really hurts. I think it's broken.
Girl: Really? What about your hand?
Boy: My hand is OK.

5
Girl: You should go to bed, Javi.
Boy: I'm OK.
Girl: Really? But what about your headache?
Boy: I feel much better, Marta.

You should enter the race!

VOCABULARY

1 1 advice 2 well 3 get 4 kilometres 5 Enter 6 finish

2 1 d 2 b 3 c 4 a

READING

3 1 b 2 b 3 a 4 a 5 b 6 a

4 1 She cycles to school. 2 She swims in the school swimming pool. 3 She enters races. 4 She wants to be in the Olympics. 5 She has a rest on Sundays.

WRITING

5 *Students' own answers*

UNIT 14 In the town

Turn right at the roundabout

VOCABULARY

1 1 b 2 d 3 e 4 a 5 c

2 1 street 2 river 3 building 4 bridge

GRAMMAR

3 1 opposite 2 near 3 outside 4 next to 5 between

4 1 outside 2 next to 3 opposite 4 near 5 through 6 across 7 opposite 8 in front of

5 1 way 2 on 3 near 4 Turn 5 where 6 Go

6 1 Every day she goes outside. 2 correct 3 We can meet outside my house. 4 Go along the main street. 5 correct

READING

7 1 from 2 in 3 with 4 to 5 of 6 on

8 1 ✔ 2 ✔ 3 ✔ 4 ✘ 5 ✔ 6 ✘

A trip to Edinburgh

READING

1 1 G 2 C 3 F 4 B 5 H

VOCABULARY

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

3 1 walking tour 2 bus station 3 town centre 4 bus stop 5 post office

LISTENING

4 1 A 2 G 3 D 4 H 5 B

Audioscript

Girl: Hi, Lucas. How was your weekend?
Lucas: It was great, thanks. We had a good time in Cardiff.
Girl: What did you do?
Lucas: We went to lots of places. I really liked the museum, but my favourite place was the new clothes shop. I bought a T-shirt!
Girl: What did you think of the castle?
Lucas: I liked it, but my sister loved it. She went three times!
Girl: Really? What about your brother?
Lucas: He liked the cinema, but he liked the theatre the most. We saw a concert there.
Girl: What did your mum like?
Lucas: Well, her favourite place was the park. But she also enjoyed the restaurants and the museum.

Girl: And what about your dad? He likes going to museums, doesn't he?
Lucas: Yes, he does. But Dad's favourite was the stadium. We saw a match there!
Girl: Did your grandfather like it?
Lucas: Yes, he did. But he preferred the cinema. We saw a really good film there.

WRITING

Prepare to write

5 **1** these **2** these **3** this **4** this **5** these **6** this

6 **1** This **2** this **3** These **4** These **5** This

7 *Students' own answers*

UNIT 15 Weather and places

It was snowing yesterday at 5 pm

VOCABULARY

1

Adjectives	Nouns
cloudy	cloud
foggy	fog
sunny	sun
snowy	snow
rainy	rain
windy	wind

2 **1** sunny **2** cloud **3** snow **4** foggy **5** rainy

3 **1** weather **2** cold **3** thunderstorms **4** temperature **5** like

GRAMMAR

4 **1** She wasn't doing her homework. She was playing a video game.
2 He wasn't playing the piano. He was listening to music.
3 He wasn't reading a magazine. He was reading a book.
4 They weren't playing football. They were playing tennis.
5 She wasn't singing. She was sleeping.

5 **1** Was he helping his parents?
2 Were Tanya and Karl swimming in the sea?
3 Were they doing their homework?
4 Was your friend playing volleyball?
5 Were you reading a book?

6 **1** I enjoyed my birthday party last week.
2 correct **3** correct
4 I liked it because my favourite team was playing.
5 When we were on holiday, we swam / went swimming every day.

LISTENING

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

Audioscript

Sam: How was your holiday, George?
George: Oh, it was OK. Cornwall's a beautiful place. But the weather was really bad.
Sam: Oh, no. I'm sorry to hear that. Was it bad every day?
George: Well, we got to Cornwall on Saturday morning. It was OK for the first hour, but then it started raining. It rained all day. We sat on the beach holding umbrellas.
Sam: What about on Sunday? Was the weather any better then?
George: No, it was worse. There was a thunderstorm on Sunday. It was really cold and wet. We stayed in the hotel all day.
Sam: Really? What about the next day? Did you leave the hotel on Monday?
George: Yes! We went out on Monday morning. It was sunny that day. But it wasn't very warm, so we didn't swim in the sea.
Sam: Was Monday the only sunny day?
George: Yes, it was! On Tuesday it was foggy and on Wednesday it was very cloudy. My parents weren't very happy about it.
Sam: Your last day was Thursday, wasn't it?
George: Yes, that's right. Guess what happened that day.
Sam: What?
George: It snowed!
Sam: In May?!
George: Yes, in May! We're never going to Cornwall again!

Strange stories

VOCABULARY

1 **1** long **2** wide **3** deep **4** high

2 **1** long **2** high **3** deep **4** wide

READING

3 **1** A **2** C **3** C **4** B **5** A

WRITING

4 **1** went **2** was raining **3** ate **4** stopped **5** were walking

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

6 *Students' own answers*

UNIT 16 Amazing animals

He was looking at the gorillas ...

GRAMMAR

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

2 **1** I was playing football when I broke my leg.
2 While I was doing my maths homework, I fell asleep.
3 My brother came home while I was doing my homework.
4 While I was playing tennis, it started snowing.
5 Dad was living in Sydney when he met Mum.
6 While Sally was having lunch, her dad came home.

3 **1** were playing **2** found **3** cut **4** were you doing **5** saw **6** were waiting

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

5 It was very cold. I was walking down the street when I saw a large gorilla in a baseball cap in front of me. 'Good morning,' said the gorilla.' 'Oh,' I said, 'good morning.' 'Don't worry,' said the gorilla. 'I'm not a real gorilla. I'm wearing a special gorilla suit.' The gorilla, who was really a man, took his gorilla head off and smiled. 'It's very hot wearing this, you know,' he said.

6 **1** I was surprised when I opened the presents yesterday morning.
2 I watched a rugby competition on Saturday.
3 I went to the shopping centre yesterday.
4 The weather was very nice but on December 23rd it rained a lot.
5 I had a trip to Canada. I went up the CN Tower.

What can't these animals do!

VOCABULARY

1 **1** horse **2** rat **3** cat **4** bird **5** dog **6** rabbit **7** sheep **8** elephant **9** monkey

READING

2 **1** C **2** B **3** A **4** B **5** C **6** A **7** A **8** B

LISTENING

3 **a** 5 **b** 12 **c** 9 **d** 7 **e** 2

4 **1** ✘ **2** ✘ **3** ✔ **4** ✔ **5** ✘

Audioscript

Donny: Good morning and welcome to Animal World. I'm Donny Forrest. Today on Animal World, we're talking to Kirsty Smith. Welcome to the programme, Kirsty.
Kirsty: Hello, Donny. Thank you for inviting me.
Donny: Now, Kirsty, you're twelve years old. Is that right?
Kirsty: I'm thirteen.
Donny: Ah, right. Now tell us how many animals you've got, Kirsty.
Kirsty: I've got 34.
Donny: 34! That's amazing. How many dogs and cats have you got?
Kirsty: Well, I've got five dogs and twelve cats.
Donny: What other animals have you got?
Kirsty: I've also got nine rabbits and three birds.
Donny: Is that it?
Kirsty: No! I've got a rat, a fish and a sheep. Oh, and two horses.
Donny: Why have you got so many animals?
Kirsty: I love animals, Donny! I really enjoy looking after them.
Donny: Do you have a favourite?
Kirsty: Of course not. I love all my animals. Well, perhaps I love Jolly a bit more than the others.
Donny: Who's Jolly?
Kirsty: He's my rat. Some people think rats are horrible, but I think they are beautiful and intelligent animals.
Donny: Do you have a very big garden, Kirsty?
Kirsty: No, we don't. Our garden is quite small. But we live next to some fields. The animals run around and play there.
Donny: Is it true that you had seven monkeys a few years ago?
Kirsty: Yes, it is true! But we only had them for a few months. Then they went to live in a zoo. Do you know what animal I would like to have, Donny?
Donny: Oh, let me guess: a lion.
Kirsty: No, not a lion. I would like to have elephants. But we would need a much bigger garden for them.
Donny: How many elephants would you like to have?
Kirsty: I'd be very happy with two.
Donny: Well, thanks for coming on the show today, Kirsty. Next time you must bring one of the animals!

WRITING

Prepare to write

5 **1** for example **2** Both **3** also

6 **1** for example **2** also **3** Both

7 *Students' own answers*

UNIT 17 What's on?

I'm going to record it

VOCABULARY

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

2 **1** channel **2** recorded **3** cartoon **4** on **5** fan **6** programmes

GRAMMAR

3 **1** He's going to go swimming.
2 She's going to watch TV.
3 They're going to watch a football match.
4 He's going to make a cake.
5 She's going to do her (maths) homework.

4 **1** He isn't going to visit his grandparents.
2 I'm going to visit my cousins.
3 She isn't going to phone her friend.
4 We're going to invite our friends.
5 They aren't going to record the programme.
6 We aren't going to go to the concert.

5 **1** correct **2** I'm going to play tennis and football.
3 I'm happy because you're going to come to my house.
4 correct **5** We're going to get to the sports centre by car.
6 I hope you're going to have a lovely time in my town.

READING

6 **2** j **3** b **4** a **5** f **6** g **7** h **8** c **9** i **10** d

7 **1** ✔ **2** ✔ **3** ✘ **4** ✔ **5** ✔

What's your favourite TV show?

VOCABULARY

1

g	m	t	j	o	r	f	j
o	q	e	a	n	l	v	b
o	g	o	a	l	a	d	e
d	l	z	t	b	l	y	a
-	p	r	t	l	w	o	u
l	l	d	r	o	p	u	t
o	v	a	a	n	r	n	i
o	w	r	c	d	e	g	f
k	g	k	t	e	t	s	u
i	f	a	i	r	t	h	l
n	y	r	v	a	y	o	b
g	u	i	e	s	j	r	f
s	l	i	m	r	p	t	e

2 **1** good-looking **2** slim **3** short **4** young **5** old **6** tall **7** dark **8** pretty

LISTENING

3 **1** C **2** C **3** C **4** B **5** A

Audioscript

0 *What did Carlos do on Saturday evening?*
Girl: Did you watch the programme about young doctors on Saturday, Carlos? It was on Channel 4.
Boy: No, I didn't. I don't watch TV very much, Susie.
Girl: What did you do on Saturday evening then? Did you play your video games again?
Boy: No, I didn't. I went to the cinema with my brother. We had a great time.
1 *What does Jon's family like watching on TV?*
Girl: Do you watch TV with your family, Jon?
Boy: Yes, sometimes. How about you?
Girl: We watch old black and white films on Sunday evenings, and then we watch the news.
Boy: That's sounds good. We usually watch sports programmes. We all love sport!
2 *Which programme is Holly going to watch tonight?*
Boy: There's a great football match on TV tonight, Holly.
Girl: Oh, I don't like football. I never watch it.
Boy: Are you going to watch the cartoons on Channel 3 then?
Girl: No, I'm not. There's an interesting film on Channel 1. I'm going to watch that.
3 *What time was the tennis match on television?*
Boy: Did you see the concert on Channel 2 last night, Anna? It was on at half past seven.
Girl: Oh, my parents were watching a programme about cooking then. I watched the tennis match from Paris at nine o'clock.
Boy: I saw some of that too. It was exciting.
4 *How much was Tom's new TV?*
Girl: How much did you pay for your TV, Tom? It's very nice.
Boy: Oh, it wasn't cheap, Sally.
Girl: Mine was only £50. My brother's was £250.
Boy: £250?! That's too much money for a TV. This one was £100.
5 *Which programme did Rachel record?*
Boy: Did you see the talent show last night, Rachel?
Girl: No, I didn't. I watched a new travel programme about India. It was interesting. I'd love to go to India now!
Boy: I watched a cookery programme. They were teaching you how to make a pizza.
Girl: Oh, was it any good? I recorded it.

WRITING

4 **1** cartoon **2** fan **3** Channel **4** on TV **5** record

5 **1** the United States **2** a cartoon
3 the parents of Bart, Lisa and Maggie **4** three
5 every night

6 *Students' own answers*

UNIT 18 Papers and magazines

Let's think of some ideas

VOCABULARY

1 **1** notice **2** advertisement **3** newspaper **4** cartoon
5 magazine

2 **1** newspaper **2** cartoons **3** magazine **4** advertisements
5 notice

GRAMMAR

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

4 **1** Shall **2** about **3** don't **4** let's **5** not

5 *Students' own answers*

6 **1** Lets go to the cinema.
2 Why not to go to the cinema café before the film?
3 Why not we meet in front of the cinema at five o'clock?

7 **1** Let's go to the cinema.
2 Why not go to the cinema café before the film?
3 Why don't we meet in front of the cinema at five o'clock?

LISTENING

8 **1** e **2** d **3** a **4** c **5** b; Jane chooses numbers 1 and 3.

9 **1** The Film of the Week Cinema **2** *My Wonderful Cousin* **3** £5
4 The New Film Café **5** chocolate cake and carrot cake

Audioscript

Message: Hello and thanks for calling the Film of the Week Cinema. The Film of the Week Cinema is the place to come for all the great new films. This week's new film is called *My Wonderful Cousin.* Choose one to hear information about this week's new film. Choose two to hear about next week's new film. Choose three to hear information about the New Film Café. Choose four to talk to one of our assistants. Choose five to buy tickets.
****
Thank you. *My Wonderful Cousin* is about a bored teenager. Her name is Zoe and she's 13. During the long summer holiday she goes to stay with her cousin Lucas in London and learns to play the guitar. It changes her life. The film is on from Monday to Saturday at 7 pm. Tickets are £5.
****
Thank you. The New Film Café is the perfect place to go before or after a film. We offer coffee, tea, lemonade. orange juice and mineral water. You can also try one of our delicious cakes. We have chocolate cake and carrot cake.

You should read it!

VOCABULARY

1 **a** when **b** so **c** as/because **d** as/because

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

WRITING

3 **1** them **2** a **3** and **4** was **5** his **6** from **7** in **8** it
9 old **10** the

4 **1** Dancing Dolls **2** Wednesday **3** 5.30 / half past five
4 12.30 **5** 08874 351299

Prepare to write

5 **1** c **2** a **3** b

6 *Students' own answers*

UNIT 19 School can be fun!

Do we have to wear our uniform?

VOCABULARY

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

2 **1** There's a disco at the end of term.
2 We can do lots of different activities.
3 We need to pack a towel.

GRAMMAR

3 1 We have to be quiet in class.
2 We have to wear (a/our) uniform.
3 We have to start school at 7.30 am.
4 We have to go to school on Saturdays.
5 We have to learn Latin.

4 1 doesn't have to 2 has to 3 don't have to
4 doesn't have to 5 have to 6 don't have to

5 1 have 2 have 3 I have 4 have 5 don't have to
6 We have to bring

LISTENING

6 1 L 2 K 3 L 4 L 5 K 6 L

7 1 Ireland 2 10.30 3 Saturday afternoon
4 tennis, basketball

Audioscript

Karl: Are you going on the trip to Ireland next week, Lucy?
Lucy: Yes, I am.
Karl: Do you know what time we have to be at the airport?
Lucy: Yes, we have to be there at eight.
Karl: Eight o'clock in the evening?
Lucy: No, eight o'clock in the morning! The flight's at 10.30.
Karl: What about uniform? Do we have to wear it?
Lucy: Well, Mr Swann said 'no', but Mrs Anderson said 'yes'. So I don't know.
Karl: We should take it just in case. Do we have to take snacks and drinks for the journey?
Lucy: Yes, I think so. I'm going to take chocolate, crisps and a cheese sandwich. Are you going to take your trainers, Karl?
Karl: Of course! We have to take them for the football match on Saturday afternoon.
Lucy: Oh, I forgot about that!
Karl: Don't forget that we can play tennis and basketball too.
Lucy: Oh, yes. I love playing tennis. It's going to be a great trip!

They don't have to study

VOCABULARY

1 1 school 2 library 3 classroom 4 gym 5 kitchen

2 1 kitchen 2 school 3 library 4 gym 5 classroom

READING

3 1 A 2 B 3 B 4 A 5 B 6 C 7 A

WRITING

4 1 schools 2 children 3 boys 4 uniform 5 subjects

5 1 in the south of England, near London
2 around £30,000 a year 3 more than 1,300
4 a boarding school 5 Latin

6 *Students' own answers*

UNIT 20 Families

Her family worked hard

VOCABULARY

1 1 aunt 2 uncle 3 grandmother 4 cousin 5 brother
6 grandfather 7 sister

2 1 grandfather 2 mother 3 grandmother 4 sister 5 brother
6 father

3 1 Liam is Tony's grandson. 2 Kelly is Michael's daughter.
3 Tara is Martha's granddaughter. 4 Bill is Kathy's son.
5 Margaret is Michael's mother.

GRAMMAR

4 1 badly 2 noisily 3 wonderfully 4 carefully 5 quickly
6 happily 7 easily 8 quietly

5 1 badly 2 fast 3 loudly 4 hard 5 well 6 slowly

6 1 We study together very happily.
2 Be careful with the dog.
3 The team was playing very badly.
4 You can find my house very easily.
5 It was my favourite match because both teams played very well.
6 I liked it a lot because the players played wonderfully.

LISTENING

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

8 1 forty-two 2 doctor 3 hard 4 children 5 thirteen 6 nine
7 teaches 8 uncle

Audioscript

Teacher: ... thanks, Richard. OK, so who's next to tell the class about their family? Um, Jonathan. It's your turn.
Jonathan: Thanks, Miss Harris. Good morning, everyone. I'm going to talk about my family. I live with my parents, my grandmother and my two sisters. My mother's called Sam. She's forty-two years old. She's a doctor. She works very hard. My father's called Mathew. He's forty-one-years old. He's a writer. He writes books for children. I love his stories. My older sister's called Katie and my younger sister's called Nicola. Nicola's nine and Katie's thirteen. They're very good friends. My grandmother's called Anita. She's sixty-three. She's a wonderful person. She always teaches me lots of things. She's interested in everything. We talk about music and physics, cooking and sport and history. Oh, and there's o ne more member of our family: George, my uncle. He's an actor and he's forty years old. He often comes to stay with us for the weekend.

Mother's Day is especially important

VOCABULARY

1 1 especially 2 quite 3 really 4 really 5 almost 6 nearly

2 1 really 2 especially 3 nearly 4 quite

READING

3 1 B 2 A 3 C 4 C 5 A

WRITING

Prepare to write

4 1 too 2 also 3 as well 4 too

5 1 too 2 also 3 too 4 too

6 *Students' own answers*

Video extra

Unit	Title	Duration
Unit 2	What we eat	00:45
Unit 3	Great sounds	01:20
Unit 6	Jobs	01:00
Unit 7	Holidays	01:15
Unit 11	Street foods	00:54
Unit 12	Technology	00:40
Unit 13	Health problems	00:44
Unit 16	Animals	01:12
Unit 18	Books we like	01:03
Unit 19	School life	01:12

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		4	
A2	120–139	3	Cambridge English: Key for Schools
		2	
A1	100–119	1	

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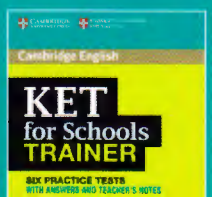

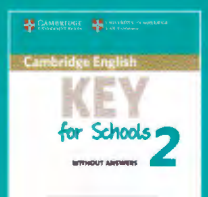

ISBN 978-0-521-18050-4