English Plus

Teacher's Book 1

OXFORD

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Introducing *English Plus*

Description of the course

English Plus is a four-level course for lower-secondary students. It will give students all the skills they need to communicate with confidence in English. The course has been designed on the basis of extensive research in secondary schools to ensure that it really works in the classroom. The core material covers all the requirements of the secondary school curriculum in a clear unit structure, and the extensive Options section at the back of the book provides further variety and challenge. Extra material covering culture, CLIL, communication, and vocabulary practice will motivate, interest and engage students, and also allow teachers to tailor the course to meet students' different needs and abilities. This variety and flexibility extends to a wide range of supplementary material, carefully designed to build on work done in class and also to address different abilities.

Aims of the course

To make planning and preparation easy

Each unit starts with a clear and detailed summary of the unit contents, recapping the communication, vocabulary and language focus points. It also directs you to the relevant *English Plus* Options section, so you can easily locate the most appropriate ways to extend each lesson.

Each lesson in the Student's Book is designed to fit into one lesson in class, and takes you through the stages of warming up, presenting and exploiting the material, and allowing the students to personalize and apply what they have learnt.

Each lesson in the Teaching notes starts by clearly stating the aims of the lesson, which extend the ***I can ...*** statements.

The Student's Book follows a carefully designed system of colour coding in each section, so both you and your students will recognise the vocabulary, language focus and skills lessons from the very beginning.

If you wish to support or extend the work, the photocopiable resources are all clearly linked to each lesson, so you can find the relevant worksheet straight away.

To keep students interested and involved

English Plus is a topic-based course and the themes have been carefully chosen to maintain students' interest and motivation throughout the year. The topics and texts are designed both to motivate and to educate teenage learners. The activities are designed to engage students and encourage participation. The Options at the back of the Student's Book provide variety and enable you to adapt the course to suit students' interests.

To give students opportunities to use English in a personal and practical way

The **Activate** and **About you** exercises at the end of lessons encourage students to think about English and use it to talk or write about their own ideas. The **Key phrases** sections give students language to use in a communicative and functional way. Students are more likely to learn and remember language if activities are meaningful and realistic, and if they are encouraged to use it in communicative contexts.

To be flexible and to cater for all learning needs

English Plus has been designed to be flexible, so that it can be used in streamed school systems, mixed-ability classes, and varying teaching loads. With *English Plus* you can choose the most appropriate material for your class and for individual students. The **Options** at the back of the Student's Book allow you to give students extra practice of particular skills and introduce variety into your classroom. If you have a range of abilities in the class, the Workbook, Tests and Teacher's Photocopiable Resources contain **three levels** of material, so that you can select the right material for each student.

To develop effective reading, writing, listening and speaking skills

English Plus places equal emphasis on the development of all four skills. Each unit contains reading, writing, listening and speaking sections. A step-by-step approach has been taken to speaking and writing, which will ensure that students of all abilities will be able to produce their own texts and dialogues. There are extra listening and speaking sections at the back of the Student's Book and the **Culture** and **Curriculum extra** pages provide a variety of additional challenging reading material.

To develop students' ability to understand and apply language rules accurately

English Plus presents new language both in context and in tables to ensure that students fully understand usage, as well as form. Each new point is practised in a variety of challenging activities to make students think and apply what they have learnt. There is always a **Rules** section, which encourages students to think about and complete language rules themselves.

To set goals and see outcomes

Every lesson starts with an ***I can*** ... statement, so the aim is always evident. Lessons finish with an **Activate** exercise which is the productive outcome as described by the ***I can*** ... statement. Setting clear, achievable, short-term goals should increase students' motivation.

To review and recycle language thoroughly and systematically

Language is recycled throughout the course. A **Review** section follows every unit and a **Cumulative review** section follows every two units and there are further opportunities to consolidate and check progress in the Workbook.

To incorporate the latest developments in teaching methodology

English Plus follows a tried and tested structure in the presentation and practice of language, but it also gives you the flexibility to introduce newer teaching methods into your class when you are ready. For example, the **Curriculum extra** sections at the back of the Student's Book and the **Cross-curricular extension** sections in the Teacher's Photocopiable Resources will enable you to experiment with Content and Language Integrated Learning (CLIL) in a structured way.

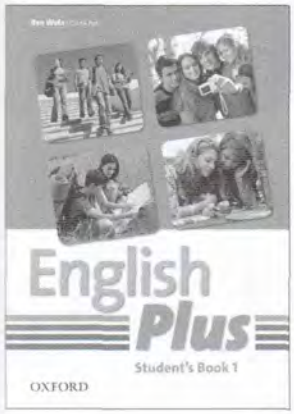
To be compatible with the Common European Framework

English Plus develops **Key competences** as described by the European Reference Framework (see page 29). This Teacher's Book contains optional activities that promote **Key competences** with explanatory notes.

To provide a comprehensive digital solution

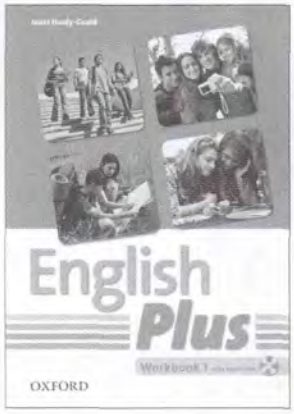
English Plus offers the facility to incorporate interactive teaching and learning in the classroom. The **iTools** package contains digital versions of the Student's Book and Workbook, which you can use to bring the Student's Book to life with fully interactive activities on the interactive whiteboard. You can also refer students to the *English Plus* **MultiROM**, which offers self-study exercises tailored to supplement the content of each unit.

Components of the course



The **Student's Book** contains:

- a **Starter unit** to revise basic vocabulary and grammar.
- eight **teaching units**; each unit has two vocabulary sections, two or more grammar presentations, and three or more communication sections. There is practice of the four skills throughout. Each unit has a whole page devoted to speaking skills and a whole page devoted to writing skills.
- eight **Review** and four **Cumulative review** sections which provide revision of all the language and skills studied up to that point in the book.
- four **Project** pages with quizzes, posters and games which provide a further opportunity for review and consolidation.
- thirty-two pages of ***English Plus* Options** which include:
- eight **Extra listening and speaking** pages to give further practice in these skills.
- eight **Curriculum extra** pages which are linked to topics taught in other subject areas in secondary school.
- eight **Culture** pages with topics that invite cultural comparisons.
- eight **Vocabulary puzzles** pages with fun vocabulary games and activities for each unit.



The **Workbook** contains:

- six pages of **additional practice** for each Student's Book unit. This comprises exercises for vocabulary, grammar, reading and writing at three levels of difficulty.
- a two-page **Progress review** after every unit with **self-assessments** and ***I can ...*** statements.
- a **Reference section** which includes: a **Language focus reference** with additional practice exercises for each grammar point; a **Pronunciation bank** with exercises for each pronunciation point; an alphabetical **Wordlist with illustrations** and a phonetic chart; an **Expression bank** with *Key phrases* from the Student's Book; an **Irregular verbs list**.
- The **Answer key** for the Workbook can be found on the *English Plus* website and on iTools.

The **MultiROM** is an interactive self-study resource that has been designed to give students additional practice, support and consolidation of the language and skills taught in the Student's Book. The MultiROM is divided into units and lessons corresponding to those in the Student's Book.
An **audio CD** element is included, with all the Pronunciation bank listening tasks from the Workbook, which can be played on a CD player.

The three **Audio CDs** contain:

- all the listening material for the **Student's Book**.
- the listening material for the **Drama** sections in the **Teacher's Photocopiable Resources**.

The **Teacher's Book** contains:

- an introduction with **teaching tips**, including information on **mixed ability**, **dyslexia**, **CLIL**, **project work**, ***English Plus*** **Key competences**, **evaluation and testing**, and **using technology**.
- photocopiable **Student Self-assessment Checklists**.
- **teaching notes** and **answers** for all the Student's Book material.
- ideas for **extra optional activities** linked to the *Key competences*.
- **background notes**, **cultural information**, and **language notes**.
- the **tapescripts**.

The **Teacher's Photocopiable Resources** at the back of the Teacher's Book contain:

- **language focus and vocabulary worksheets** at three levels: basic, revision and extension.
- **communicative pairwork** activities.
- **drama** worksheets.
- two-page **cross-curricular extension** worksheets for each of the Curriculum extra topics in the Student's Book.

The **iTools software** contains:

- digital versions of **three books:** the Student's Book, Workbook and Culture and Curriculum Extra DVD Book.
- **answer keys**, **audio files**, **interactive grammar tables** that can be launched directly from the pages.
- a wealth of **resources** including wordlists, grammar tables, audio files and scripts, DVD clips, worksheets and flashcards.

For more information about iTools, see page 13.

The separate **Test Bank MultiROM** contains the following tests as editable Word files and PDFs:

- a **Diagnostic test** to be used at the beginning of the year.
- **End-of-unit tests**, including listening, vocabulary, grammar, reading, writing and communication activities at three levels: basic, standard and higher. There is also a **speaking test** for each unit.
- **End-of-term** and **End-of-year tests** at three levels: basic, standard and higher.
- **Five-minute tests** covering language from the vocabulary and language focus lessons.
- **Parallel (A/B) tests** are also offered to prevent copying.

An **audio CD** element is included, with recordings for all the listening tasks, which can be played on a CD player.

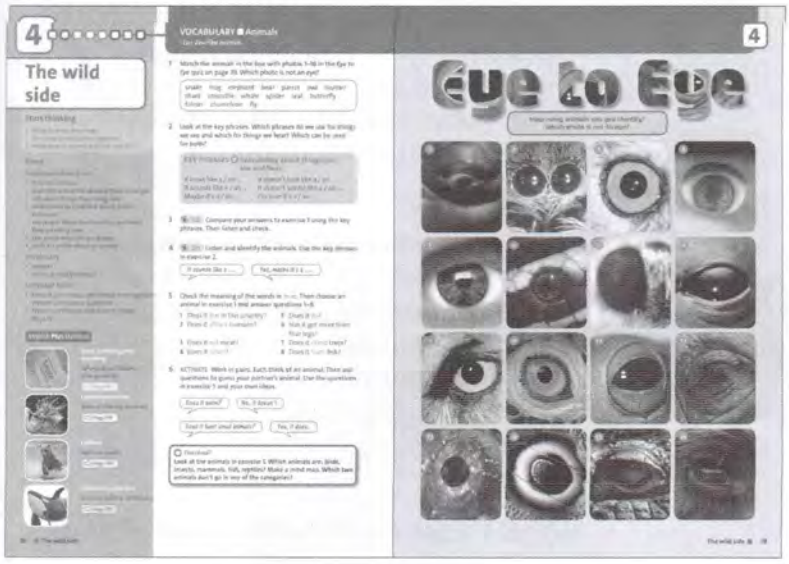
The **DVD** contains **documentaries** that revise the language from all the units, including:

- **culture** documentaries which expand the topics covered in the Culture pages in the Student's Book.
- **cross-curricular** documentaries which explore the Curriculum extra topics covered in the Student's Book.
- interactive on-screen **comprehension questions** for ease of use in the classroom.
- optional **subtitles** in English.
- **worksheets** containing comprehension, language and speaking activities, along with teaching notes for each unit of the DVD.

Student's Book 1 at a glance

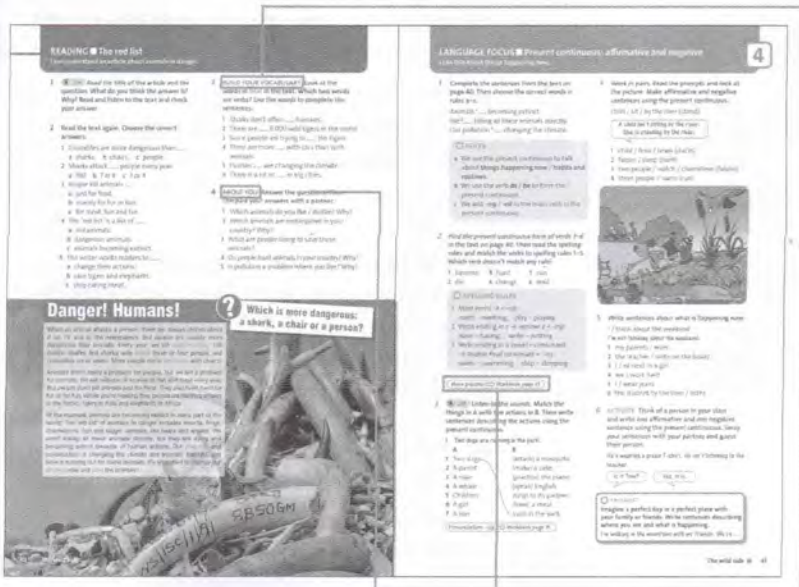
There are **eight units** and a **Starter unit** in the Student's Book. Each unit has **seven lessons**, a **Review** and either a **Project** or a **Cumulative review**. Each lesson provides material for one classroom lesson of approximately 45 minutes.

Core teaching units



Lesson 1

- This lesson occupies two pages although it is still designed for one lesson in class.
- The **unit aims** explain the language and skills that students are going to study in the unit. The **Start thinking** questions encourage students to start thinking about the unit topic and the ***English Plus* Options** refer to the extra optional material at the back of the Student's Book.
- The **first vocabulary set**, which establishes the topic of the unit, is presented and practised.
- A variety of **comprehension** exercises practises the vocabulary. Where relevant a **Key phrases** section provides practice of the vocabulary in everyday language for communication.
- A **quiz**, **questionnaire**, **puzzle** or **game** contextualizes the first vocabulary set.

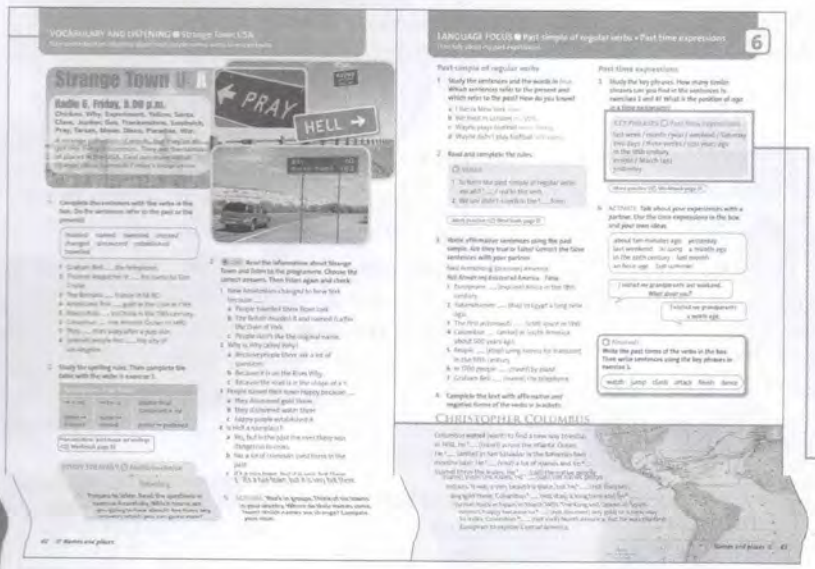


Lesson 2

- A **reading text** contextualizes the first vocabulary set and models grammatical structures which students will study in the following section.
- A **Build your vocabulary** section highlights key vocabulary from the reading text. This vocabulary is practised further in the Workbook.
- **About you** questions provide more personalized practice of the vocabulary.

Lesson 3

- The **first grammar section** presents and practises one or more grammatical structures in a guided inductive way. Students may be asked to complete sentences or grammar tables using examples from the readings or listenings. Then they develop rules or answer questions about rules based on the example sentences.
- A **reference** to the Workbook shows students where they can find further practice activities.
- The **grammar practice exercises** are graded and are often topic-based.

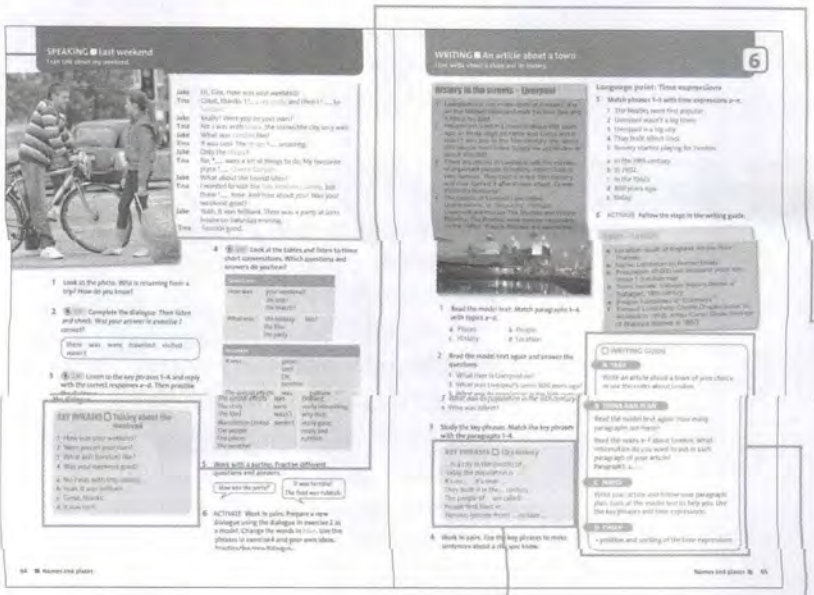


Lesson 4

- The **second vocabulary set** is presented and practised.
- A variety of **comprehension** exercises practises the vocabulary.
- One or more **listening activities** contextualize the vocabulary and model grammatical structures which students will study in the following section.

Lesson 5

- The **second grammar section** presents and practises one or more grammar structures.
- Where relevant a **Key phrases** section provides practice of the grammar in everyday *language for communication.*

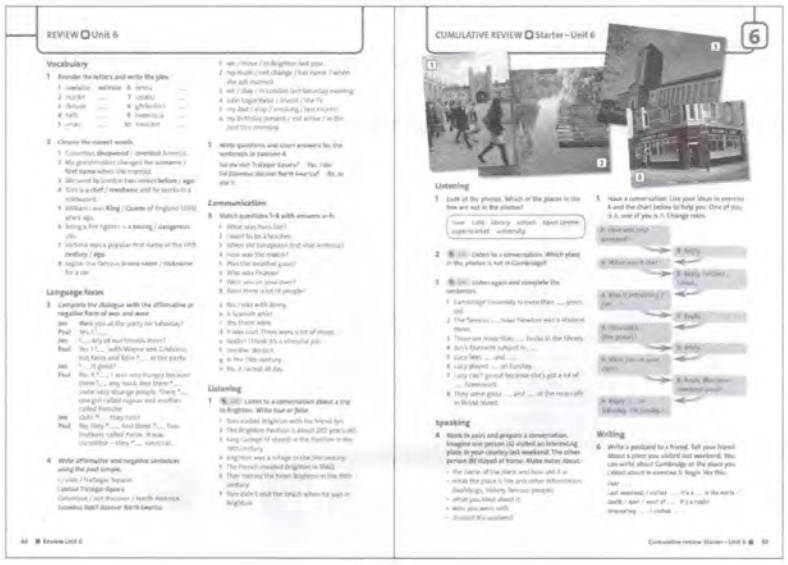


Lesson 6

- There is a double page of **skills practice** in every unit, which further recycles and consolidates language practised in the unit.
- A whole page is devoted to **speaking skills** with a functional focus.
- The **speaking model** presents the target dialogue and language.
- *The* ***Key phrases*** *box highlights structures* which students can use in their own speaking dialogue.
- **Speaking activities** lead students step-by-step towards producing their own dialogues. This 'presentation, practice and production' approach is suitable for mixed-ability classes and offers achievable goals.

Lesson 7

- A whole page is devoted to **writing skills**.
- The lesson always begins by looking at a **writing model** and studying the language, *structure and format.*
- The **Key phrases** box highlights structures which students can use in their own writing task.
- The **Language point** presents and practises useful writing skills and structures, such as punctuation and paragraphs.
- The **Writing guide** encourages students to think and plan before writing a specific task.
- This supported approach increases students' linguistic confidence.



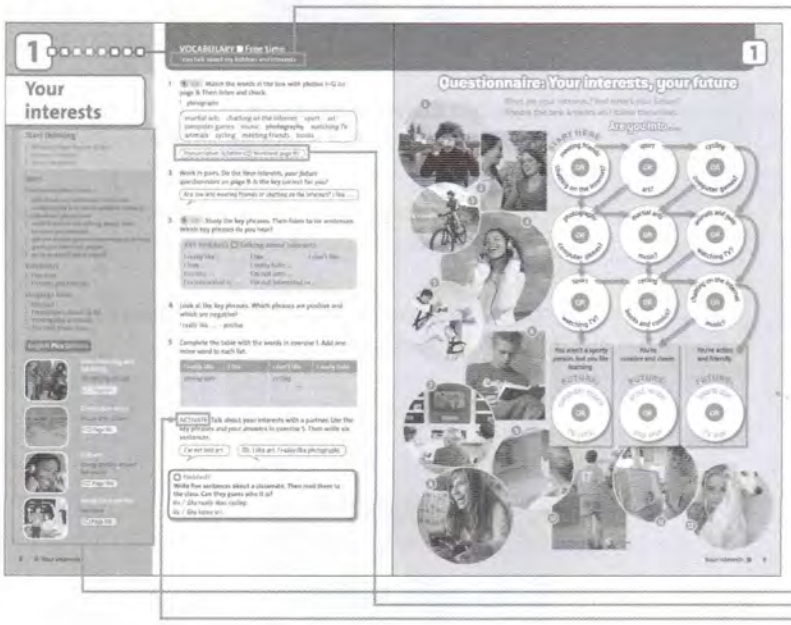
Lesson 8

- There is a **revision** lesson at the end of every unit.
- There are **vocabulary**, **grammar**, **communication** and **listening** activities on every **Review** page.

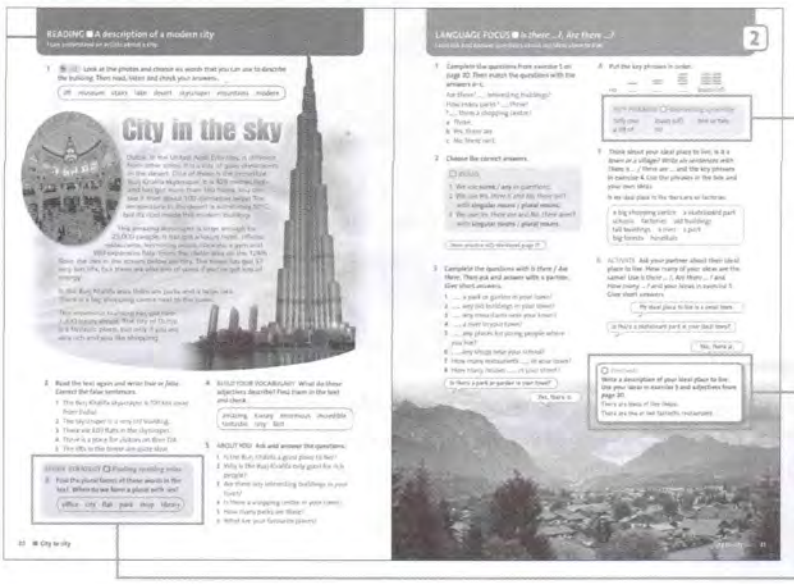
Lesson 9

- The **Cumulative review** at the end of every two units deals with **listening**, **speaking** and **writing** points covered in all the preceding units.
- There is a **Project** lesson at the end of every two units, which includes quizzes, posters and games. It also serves as a **cumulative review** of the language the students have covered up to that point.

Other features of the Student's Book



- Every lesson has an explicit learning objective, beginning with ***I can ...***.
- The **unit aims** section lists all the objectives of the unit and the ***English Plus* Options** section directs you to the relevant optional lesson making it easy for you to locate the most appropriate ways to extend each lesson.
- The reference to **Pronunciation** takes students to the Pronunciation bank in the Workbook, which has activities for each pronunciation point.
- A final **Activate** exercise allows students to use the new language in a more productive, personalized, or creative way. This is the productive aim of the lesson as described by the ***I can ...*** statement.

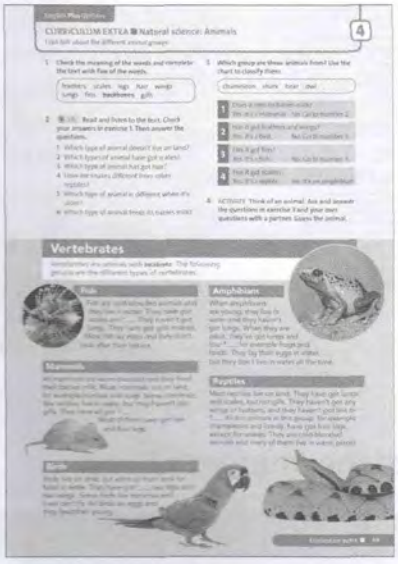


- The **Study strategy** builds students' study skills and encourages autonomous learning.
- The **Key phrases** sections present and practise communicative and functional language.
- The **Finished?** activity provides support for mixed ability classes.

English Plus Options

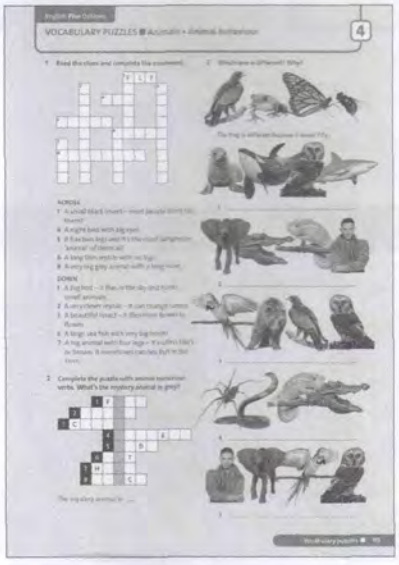
The ***English Plus* Options** section at the back of the Student's Book provides a wealth of optional extra material. There are four extra lessons for each unit which review and extend the language: **Extra listening and speaking**, **Curriculum extra**, **Culture** pages and **Vocabulary puzzles**.

- There are eight **Extra listening and speaking** pages, which give further practice in these skills and focus on natural, functional language.



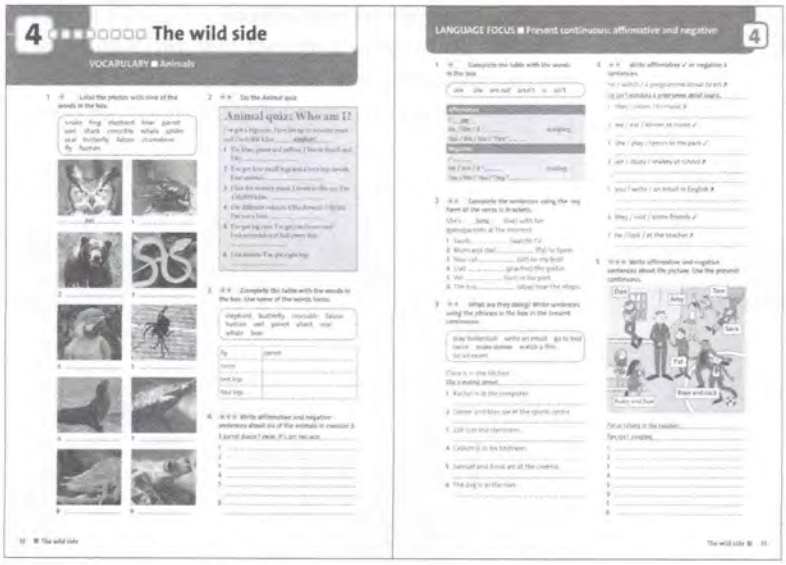
- There are eight **Curriculum extra** sections linked to the curriculum for other subjects studied in lower secondary schools.
- Subjects such as language and literature, natural science and geography, are addressed through motivating texts and activities.
- These pages allow you to introduce CLIL into your classroom in a structured way.

- There are eight **Culture** sections, which invite cultural comparisons and get students thinking about similarities and differences with their own culture. Each lesson finishes with a mini-project (**Task**).

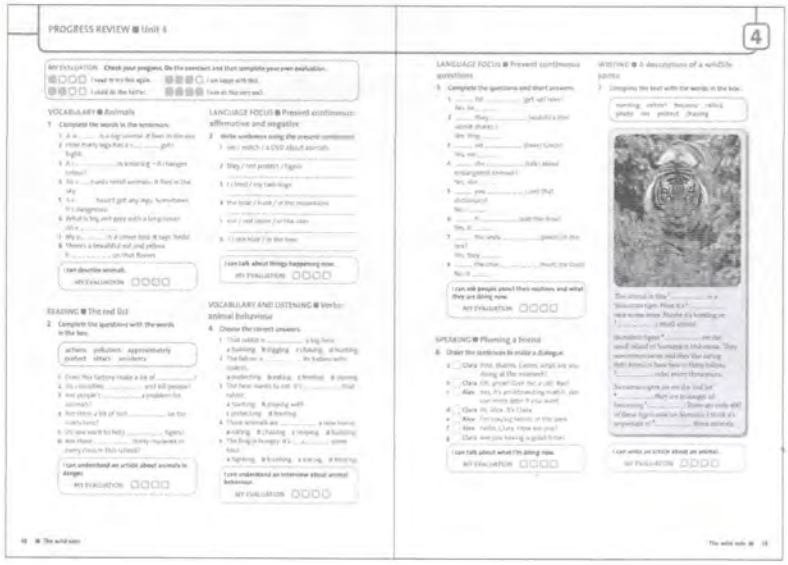


- There are also **Vocabulary puzzles** for each unit.
- These provide fun games and activities for each vocabulary point in the Student's Book.

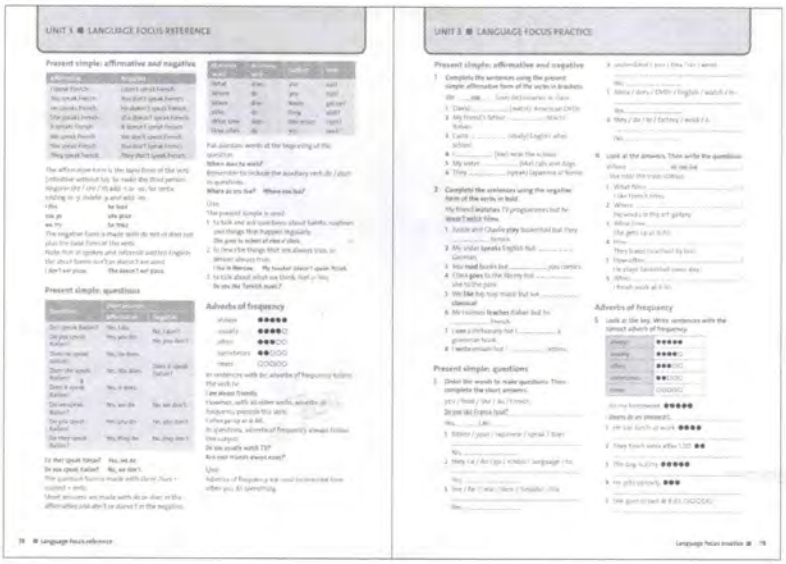
Workbook 1 at a glance



- The Workbook includes exercises in **grammar**, **vocabulary** and **skills**, which mirror the language and skills work in the Student's Book pages.
- There are **three levels** of practice activities: **one-star** activities provide basic revision and language manipulation; **two-star** activities involve more productive exercises; and **three-star** activities are more open and offer more challenge.



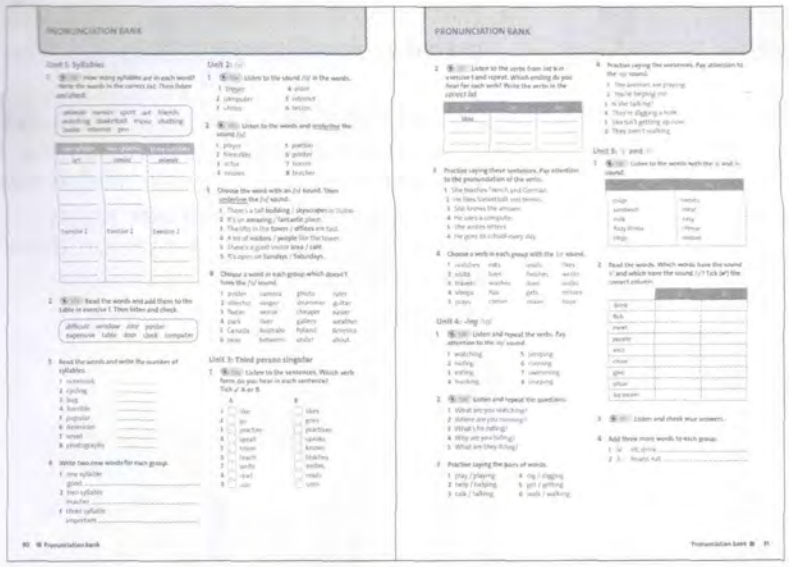
- There is a two-page **Progress review** at the end of each unit.
- The exercises check understanding of all the vocabulary, grammar and skills presented in the unit. They also provide a record of what has been learnt in the unit.
- The **Self-evaluation** feature encourages students to think about their progress. This type of activity is also very helpful in students' development as learners because it encourages them to take responsibility for their own learning.



Workbook reference section

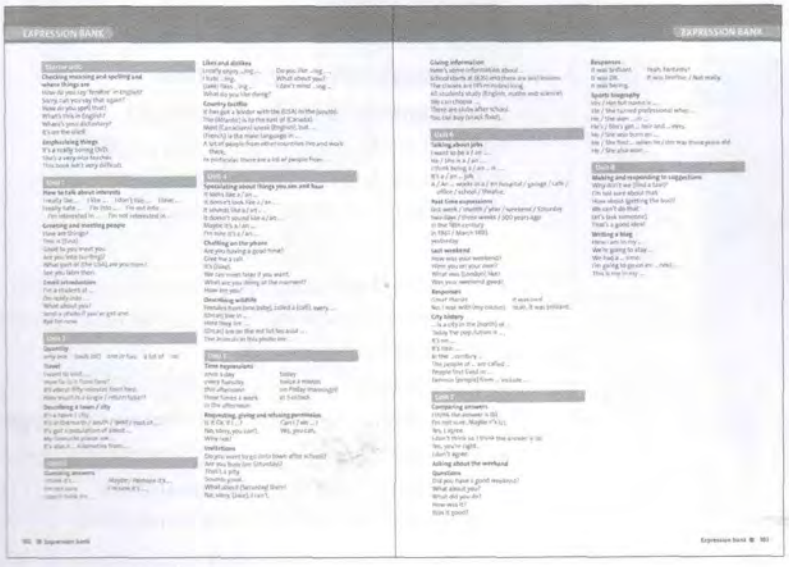
The **reference section** in the Workbook contains grammar and vocabulary reference material, as well as more activities for consolidation and extension.

- There is a **Language focus** section for each unit, which **reviews** all of the grammar points in the unit.
- The left-hand page provides full grammar explanations, covering both **form** and **usage**.
- The right-hand page provides corresponding exercises to **check** and **consolidate** understanding of each grammar point.



- The **Pronunciation bank** contains the pronunciation exercises referred to in the Student's Book. There are pronunciation exercises for each unit of the Student's Book.

- The alphabetical **Wordlist** provides a list of the words used in every unit of the Student's Book.
- A **phonetic chart** provides a summary of the phonetic symbols.

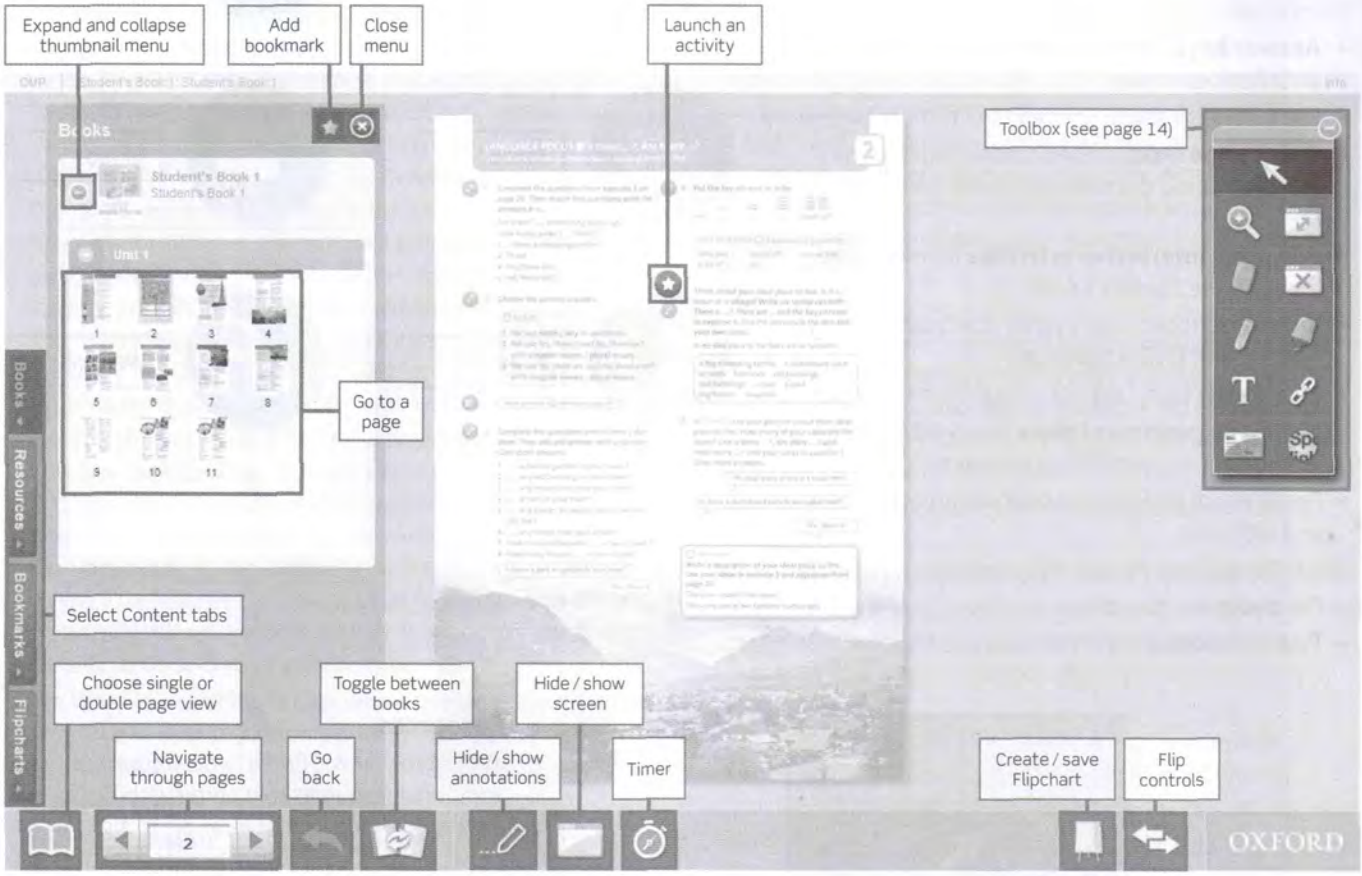


- The **Expression bank** contains a list of **Key phrases** from the Student's Book.

- The **Irregular verbs list** provides a quick reference to the past simple and past participle forms of irregular verbs used in the Student's Book.

English Plus iTools

Oxford iTools is software that allows you to present and manipulate course content: pages from one or multiple books, audio, video, flashcards and other resources in an interactive way. iTools is designed to be projected in class. To take full advantage of its rich interactive content, it should be used on an interactive whiteboard, but may also be used with a computer connected to a screen or a data projector.



Content in ***English Plus* iTools** is organized into four **tabs**:

- Books
- Resources
- Bookmarks
- Flipcharts

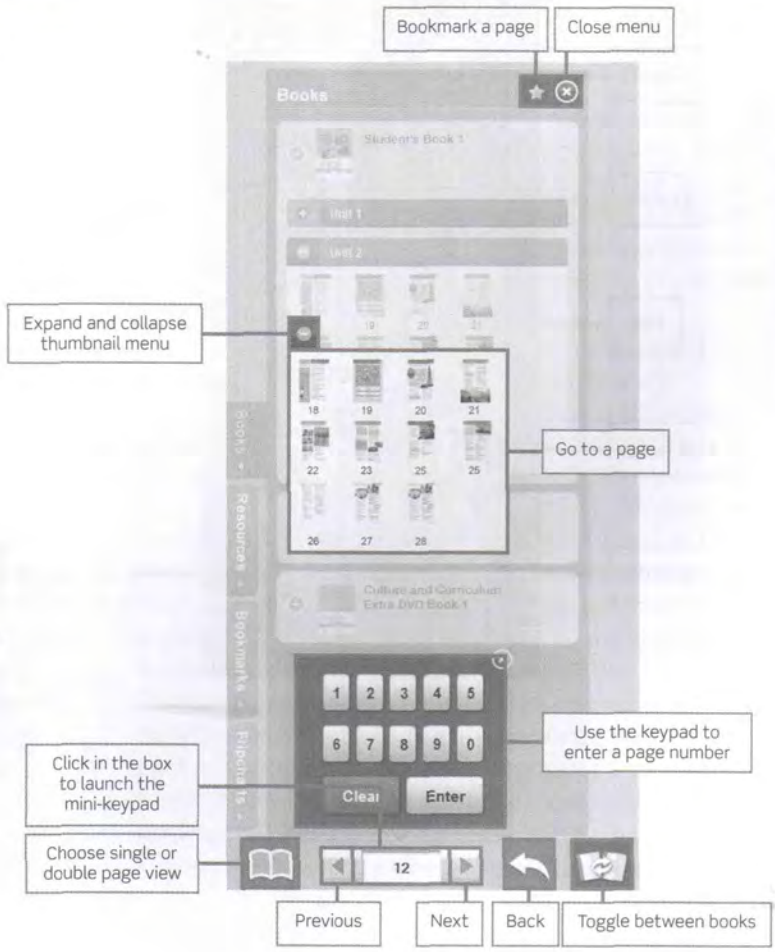
Books

English Plus iTools contains the complete content of **three books**:

- Student's Book
- Workbook
- Culture and Curriculum Extra DVD Book

Once you select a book, you can click on a unit and then the page you want to display on the screen. To move between pages, you can either use the arrows at the bottom of the screen, or just type in the number of the page that you want to open.

The **toggle** button at the bottom of the screen will automatically take you to a corresponding page in the Workbook and back again to the Student's Book.



In addition to the standard functions common to interactive whiteboards, every Student's Book, Workbook and DVD Book page includes the following features that can be launched by clicking the icons on the pages:

- **Answer keys** for all Student's Book, Workbook and DVD Book exercises.
- Full **audio** content launched directly from the pages.
- **Quick page links** to the Options pages in the Student's Book, the relevant Workbook and DVD Book pages.
- Additional **interactive activities** for every core lesson in the Student's Book.
- **Videos** launched directly from the Student's Book Options and DVD Book pages.
- **Flashcards** launched from the Workbook Wordlist.
- Interactive **grammar tables** launched from the Workbook Language focus reference.
- Possibility of adding your own documents, notes and web links.

The following features are also available:

- Full **zoom** functionality.
- Floating **toolbox** with the following tools:

Answers

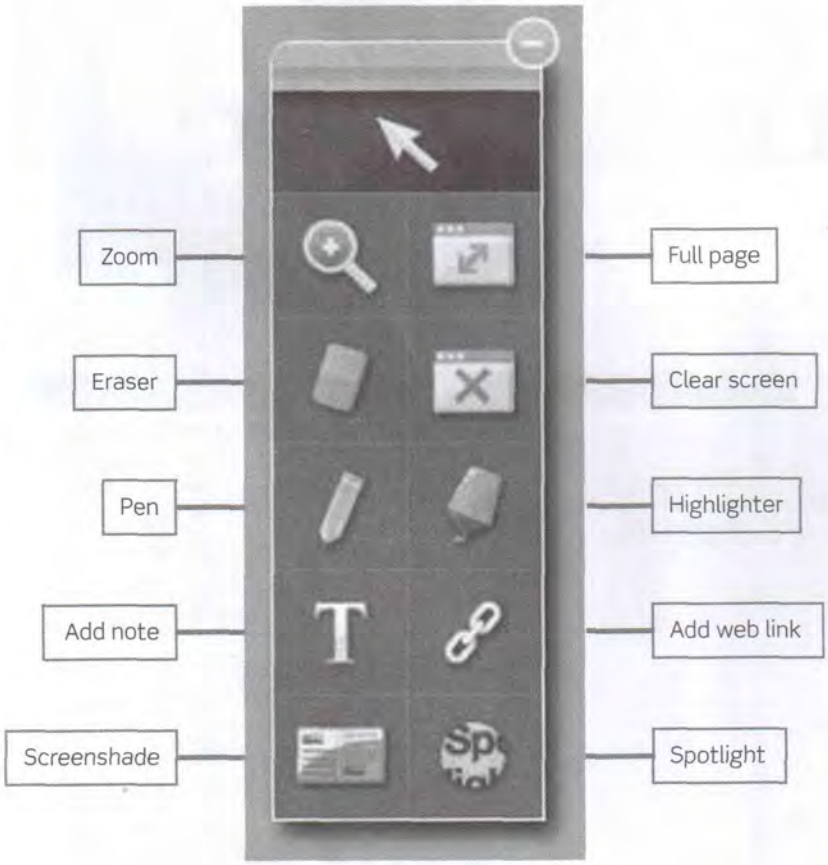
Interactive activity

Audio

Video

Page link

Web link



Resources

In this tab you will find a large amount of additional resources that come with iTools. All resources are printable, and can also be projected in class. They include the following additional material:

- A **reference** section with a colour version of the Workbook **Wordlist**, and **interactive grammar tables**.
- All the Student's Book and Workbook **audio files** and **tapescripts**.
- **DVD clips**, worksheets, teaching notes and scripts.
- All the **worksheets** from the **Teacher's Photocopiable Resources**.
- Interactive **alphabet**, **phonetics** and **numbers** charts.
- **Flashcards** with vocabulary items.

Bookmarks

Bookmarks allow you to plan your lessons by selecting specific pages, exercises or resources that you want to use in the lesson. You can then save them in folders and use in future lessons. All your folders are organized in the Bookmarks tab, where you can manage and edit them.

Flipcharts

Flipcharts are blank pages for you to create and save your own resources. The Flipcharts tab will allow you to organize and edit your flipcharts.

English Plus methodology

Vocabulary

Two vocabulary sets are presented in each unit of *English Plus*. Both sets are connected with the main topic of the unit, and items have been selected for their frequency, usefulness and relevance to the age group. The vocabulary sets are presented through pictures and / or short texts. There is a variety of practice exercise types. Students are often asked to use language either in a personalized or creative way, and some exercises have open answers, so students can complete the tasks according to their ability.

The target vocabulary is recycled and reinforced in texts and exercises throughout the unit, and there are also Cumulative reviews after every two units. In the Options section of the Student's Book, there is a Vocabulary puzzles section that recycles the unit vocabulary through fun games and activities. You could use these puzzles if you have more time as fast finisher activities, or set them for homework.

The Workbook provides three levels of practice. One-star activities provide basic revision and language manipulation; two-star activities involve more productive exercises; and three-star activities are more open and offer more challenge. The vocabulary from each unit is also tested in the Progress review. The Teacher's Photocopiable Resources also provide photocopiable worksheets at three levels to give further consolidation and extension of the vocabulary sets.

The Wordlist in the Workbook provides students with an extensive vocabulary resource, which can be utilized in various ways:

- **For reference**: it can be used as a mini-dictionary.
- **For extension**: additional words are provided in the picture dictionary sections to widen students' vocabulary.

Language focus

Each unit of *English Plus* has two or more Language focus sections. The syllabus divides grammatical points into manageable chunks to avoid overload, and so that students have time to assimilate and practise what they have learnt.

New structures are always previewed in context, either in a listening or reading text, so that students are familiar with the meaning and usage of the grammar before manipulating its form. Students remember rules better if they work them out for themselves. Grammar is therefore presented in a guided-discovery way. Students are asked to analyse either examples or tables, based on the listening or reading text, and then they are encouraged to deduce rules. If necessary, these can be checked in the Language focus reference in the Workbook. This inductive method helps students to engage with the language, which in turn should help them to remember it.

The grammar presentation is followed by a number of graded practice activities. The activities are topic-based and therefore require students to understand the usage and meaning of the grammatical structures, as well as the form. Some activities are more controlled, and some are more open. Every lesson concludes with an Activate exercise that allows students to use the new language structures in a more productive, personalized or creative way. Where appropriate, a **Key phrases** section shows students examples of the structure used in everyday communication and enables them to put this into practice.

There is also a Language focus reference in the Workbook. This includes a more detailed explanation of the grammar point. You can read through the explanation with your class, and use this section for revision.

There are further grammar practice activities in the Workbook. As with the vocabulary exercises in the Workbook, there are one-star activities which provide basic revision and language manipulation; two-star activities which involve more productive exercises; and three-star activities which are more open and offer more challenge. The Teacher's Photocopiable Resources also provide photocopiable Language focus worksheets at three levels.

Reading

In *English Plus* there is a wide range of text types, including articles, questionnaires, emails, web pages, stories, quizzes and interviews. All texts are carefully graded and aim to provide interesting information in a realistic way. All of the texts are recorded on the Audio CD.

Reading texts are used in different ways throughout the book:

To preview grammar: the main text in each unit is used to recycle the first vocabulary set and to preview new grammar points. It is graded at a language level which is slightly higher than students have actually reached, but which is easily attainable.

For integrated skills work: model texts on the skills pages also provide input for the speaking and writing activities. They present **Key phrases** for students to use in a communicative and functional way.

For extensive reading: texts in the Curriculum extra and Culture sections also recycle language from previous units, but are more challenging in terms of length, lexis and / or structure.

The main reading text in each unit has comprehension exercises. The first exercise generally helps students to gain a global understanding of the text and to develop the skill of skimming. Subsequent exercises ask students to read the text more carefully and then ask personalized questions on the same topic. **Build your vocabulary** sections present key language from the reading text.

The texts on the Curriculum extra pages focus on cross-curricular subjects, such as language and literature, technology and natural science. Each topic area has been carefully selected to tie in with the topic of the unit as well as the curriculum for that subject area in lower-secondary schools. While the texts are challenging and introduce new vocabulary, the language has been graded to ensure that students are not faced with too many unfamiliar structures.

The Culture pages offer a longer text with comprehension exercises. To help students cope with a longer text, look at the background information notes in the Teacher's Book so that you can pre-teach vocabulary if necessary, and pre-empt any difficulties. Discuss the photos with the class, eliciting as much key vocabulary as possible, and elicit some general information about the topic before you begin reading.

There is more reading practice in the Workbook.

Listening

The listening texts in *English Plus* follow the second vocabulary set. They put the new vocabulary in context. They provide a range of speakers in different situations, including radio programmes, interviews, conversations and announcements. The language used in the recordings is carefully graded.

The listening exercises are usually in three stages. Pre-listening warm-up activities are given in the teaching notes in the Teacher's Book. The first listening exercise then helps students to gain a general understanding of the text and develops the skill of listening for gist. The second exercise asks students to listen for specific information.

There are eight Extra listening and speaking pages at the back of the book which provide additional listening practice in realistic situations. They also provide extra practice in areas that students commonly find challenging, such as understanding longer numbers.

Most of the listening and reading texts have been recorded using a variety of accents. Playing the Audio CD as students are reading will help them to become familiar with the sound of spoken English.

Speaking

English Plus offers a variety of speaking opportunities which are well guided and supported. The **Key phrases** sections give students language to use in a communicative and functional way. On the speaking page, a dialogue is modelled and the activities range from controlled exercises where students repeat the dialogue with the Audio CD, to a more open follow-up exercise, where students make up their own dialogue following the model. Students can simply 'perform' their own dialogues in pairs, or they can write them down first before reading them aloud.

Before students perform a speaking activity, make sure that they understand the task. Do not expect students to speak immediately. Model an example exchange with a stronger student and give written support on the board. Work on short exchanges around the class by nominating different pairs of students to speak while the rest of the class listen. For longer dialogues, give students time to prepare their conversations in writing before performing in front of the class.

The eight Extra listening and speaking pages at the back of the book offer additional speaking practice with practical outcomes. The page usually culminates in a functional dialogue.

Pronunciation

There is one pronunciation teaching point in each unit. The reference in the Student's Book will take you to the Pronunciation bank at the back of the Workbook. These exercises cover individual sounds, word stress, sentence stress and intonation. They are recorded on the Audio CD.

Writing

English Plus devotes a page in every unit to guided writing activities. The final writing tasks cover a variety of different text types, such as emails, blogs, articles and reports. The support given for these final tasks ensures that even the less able students will be able to produce something.

The page begins with a model text showing clear paragraph structure, and uses grammar from the unit in simple sentence patterns. The model text also exemplifies a language point, such as time expressions, conjunctions or punctuation. There is practice of this language point before students move on to the writing guide, which prepares them for the writing task. Often students do not know what to write, so the **Think and plan** section gives a list of questions or instructions to help students plan their writing, showing them how to structure their notes into paragraphs, and how to begin each paragraph. Finally, students are encouraged to check their written work.

There is more writing practice in the Workbook.

English Plus Options

Each unit offers four of the following optional pages which can be found at the back of the book:

- Extra listening and speaking
- Curriculum extra
- Culture
- Vocabulary puzzles

You can choose the options which are best suited to your class, according to the time you have available and the students' level.

Teaching tips

Teaching vocabulary

Brainstorming Check to see what words students already know before presenting the vocabulary set. After presentation, ask students to think of or find more words for the set.

Modelling and drilling Students need opportunities to hear and say words. Use the Audio CD or model new vocabulary yourself, and be positive about students' efforts to repeat words. Vary the way in which you drill new words: as a whisper, only boys, only girls, four students together, half the class together.

Student-made exercises Ask students to make their own simple exercises, which you can compile and copy. Use activities from the Workbook as models, for example: odd-word-out activities, anagrams, wordsearch puzzles and simple quiz clues, such as *This is the opposite of . . . / You can swim here. / French is the language here.*

Mini-tests and memorization Start or end a lesson by giving students a quick test of ten words that they have learnt or practised recently. Students can also test each other using the Wordlist. Alternatively, give students five minutes to memorize a short list of words on the board, and then gradually remove the words and test them orally. Then ask students to write down the words from memory.

Vocabulary notebooks Encourage students to record new words in a notebook. They can group words according to the topic or by part of speech. Encourage them to use a variety of ways to record the meanings, e.g. definitions, translations, example sentences, pictures.

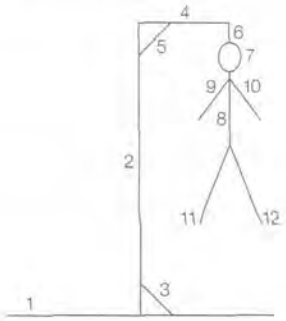
Collocations We often learn words in isolation, but a vocabulary item can be more than one word, e.g: *play computer games, read magazines*. Make students aware of this and encourage them to record phrases as well as individual words. You could help students practise this by asking them to give examples of words which often combine with a particular word. This can work well with common verbs, like: *have, go, play, read*, etc.

go – shopping, swimming, to the cinema, etc.

have – a shower, breakfast, fun, etc.

Revision games Vocabulary needs constant revision, and it is a good idea to incorporate a game into a class at least once a week. Here are some simple revision games that you can use:

- **Bingo** Choose a set of words you want to work on, e.g. jobs. Ask students to tell you all the words they know and write them on the board. Then draw a grid with six boxes on the board and ask students to copy it and write one word in each box. Call out the words in random order. Students cross out the words when they hear them. The first student to cross out all their words shouts 'Bingo!' and wins the game. To make the game more challenging, instead of simply calling out the words, you could say them in the students' language, or give definitions.
- **Hangman** Choose a word from the set of words that you want to revise. Write a dash for each letter of the word on the board, e.g. _ _ _ _ _ _ _ (*patient*). Students try to find the word by calling out letters of the alphabet. If a student guesses a letter correctly, write it in the appropriate place. If a student guesses incorrectly, write the letter at the bottom of the board and draw one line of the Hangman picture below. The class wins the game if they can guess the word before you complete the picture. They can make a maximum of twelve incorrect guesses before the picture is complete.



- **Word tennis** Choose a set of words you want to practise. Draw an imaginary line through the middle of the classroom, so the students are in two teams, left and right. Tell the students what the vocabulary set is, and choose a student in one team, who says an item from the set. Then choose a student from the other team, who says another item. Then choose a different student from the first team, and continue back and forth until a student repeats a word, or can't think of a new one. The other team then scores a point. You could use actual tennis scoring (15–30, etc.) to increase authenticity.

Teaching grammar

Modelling and drilling Just as with vocabulary items, give a clear spoken model of the structures and have the students repeat after you. This allows the students to hear what the new language sounds like and gives them confidence when they're asked to produce it themselves.

Posters and photos Make posters with examples of different structures to put on the walls of the class. You might like to take photos of students to illustrate these.

Practice exercises The Student's Book exercises usually have around six items, so the majority of the class are not involved if you simply ask six individual students to give the answers. Here are some ideas for involving as many students as possible in an exercise:

- As you go through an exercise, pause before naming the student you want to answer. This will ensure all students think about the answer, in case they are asked.
- Ask students to read through the whole exercise silently and work out the answers before oral feedback.
- Ask students to do the whole exercise orally or in pairs before you check the answers.
- Ask the students to write the answers in their notebooks.

Personalized reference Encourage students to keep a list of personalized grammar examples. For each new structure they should make a heading in their notebooks and think of two or three examples which include information about themselves, their family and friends, and their home or home town. When you want to revise a structure, start by asking several students for examples from their personalized notes.

Spot-the-structure If you are revising before a test or exam, it is always a good starting point to ask students to find or provide examples of structures from a text or from their notebooks.

Substitution Write a sentence on the board and underline one or two words which you want students to change. Let them work in pairs or groups and accept a suggestion from a group if their new sentence makes sense. Put the new sentence on the board and underline one or two more words for students to change. When you have five or six sentences on the board, erase some of the words and ask students to write down the missing words.

Example:

1 Paul is watching tennis with Hannah.
2 Paul isn't watching football with Hannah.
3 Susan isn't playing football with Carl.
4 They aren't playing volleyball with Carl.

'Open-book' tests and self-correction For variety, give students a test in which they can use their books. This will give them good practice of using the grammar explanations in the Student's Book and the Language focus reference. Similarly, you can ask students to correct mistakes in their tests, if you indicate where the mistakes are. The incentive could be that you will give them extra points for each mistake they can correct.

Grammar games Games can offer invaluable grammar practice, as well as increasing students' motivation and enjoyment. Here are some games you can use:

- **Bingo** See the notes in the *Revision games* section for teaching vocabulary. Instead of vocabulary items, you can put in grammar items, such as prepositions of place, superlative adjectives, interrogative pronouns, etc.
- **Noughts and crosses** Draw a grid on the board with a verb in each space, for example:

see	go	have
eat	teach	sing
drink	do	write

Decide which structure you want to practise, e.g. past simple. Divide the class into two teams, allocating noughts (O) to team A and crosses (X) to team B. One student from team A chooses a verb and writes a sentence with that word in the past simple. If it's correct, they rub out the word and write a nought there. Team B tries to do the same. The winner is the team to get three noughts or crosses in a line, horizontally, diagonally or vertically. You could also use this to practise comparative and superlative adjectives (writing base adjectives in the grid), prepositions of place, interrogative pronouns, etc.

- **Sentence sale** Arrange students in pairs or groups and give each pair or group an imaginary credit of 50 euros. Write sentences on the board, each with a value in euros. Some of the sentences should have grammar mistakes. Look at each sentence in turn, and ask students if they want to buy it. Then tell the students whether the sentence is correct or not. If they buy a correct sentence, they score its value. If they buy an incorrect sentence, they lose the money. Every group must then try to correct a sentence if it is incorrect.

Teaching reading

Preparing and predicting Before starting a Reading section, read the background information about each text and find what vocabulary needs to be pre-taught. It's important to create a desire to read, so encourage students to predict the content by asking questions in their own language or in English. Ask students to look at the pictures and headings, and elicit any information that they already know about the topic. Ask them for information they know a little about, but aren't completely sure about, and anything they don't know, but would like to find out. Write it on the board in a table:

I know this	I'm not sure about this	I don't know this

Then ask students to read and see if the text contains any of the ideas on the board.

Reading race When students read a text for the first time, they usually listen to it at the same time. You can vary this approach by setting a time limit for the first comprehension exercise, and asking students to read the text without listening to the Audio CD. You can also set the reading exercise as a team competition. Teams write their answers on a piece of paper, and hand in the paper when they finish. Make a note of the finishing time and give penalty minutes for incorrect answers.

Autonomy Encourage students to use the Wordlist in the Workbook, or a dictionary, to check new words. If you can get students into this habit from the beginning, it will save you and them a lot of time and effort. Make sure that students realize, however, that they don't need to understand and learn every word. With extensive reading texts, you may want to put a limit on the number of words which they are allowed to look up.

Memory game Ask students to work in pairs and write four sentences about information in the reading text – two true and two false. Then ask students to close their books and choose various students to read their sentences. The rest of the class decide if the sentences are true or false, and try and correct the false ones. You could continue the activity as a whole class, allowing all pairs to read their sentences, or get students to continue in groups of four – two pairs in each group.

Exploiting the text further After completing a reading comprehension exercise, leave the answers on the board, ask students to close their books, look at the board, and then work in pairs to remember the questions. Alternatively, when you have finished the comprehension questions, read the text aloud to the students and stop occasionally for them to give you the next word or phrase.

Teaching listening

Preparing and predicting This is an important stage. Listening to something 'cold' isn't easy, so prepare the students well. Here are some things you can do:

- Engage students by asking them to look at the pictures and headings, and to predict content. You could use the same table as the one described in the *Teaching reading* section to record what students know about the topic, aren't sure about, or don't know.
- Pre-teach vocabulary, and record it on the board. Model it for students, so they know in advance how it's pronounced.
- Make sure that students read and understand the questions they have to answer before they start listening.
- Tell students how many people they'll hear speaking, whether they are male or female, adults or teenagers, and roughly what they'll be talking about.

Playing the recording It isn't easy to listen, read the exercise and write answers at the same time. Tell students you'll play the recording a number of times and that they shouldn't worry if they don't get the answers immediately. You could insist that they don't write anything the first time they listen, to ensure that they listen carefully to everything.

Using the tapescript As a follow-up activity, you may want to prepare a photocopy of the tapescript for students to read while listening. It may be useful to use parts of the tapescript to focus on pronunciation (see below). If less able students are demotivated by listening activities, you may occasionally want to give them a tapescript at an earlier stage. All the tapescripts can be found in the Teacher's Book and on the iTools disc.

Other sources for listening Apart from the recorded material on the Audio CD, students should be exposed to English at every opportunity. It is important, therefore, that you use English in class as much as possible, both for instructions and for conversation. It is also important that students pay attention to what their classmates say. Ensure that students listen to their classmates by asking checking questions, such as: *Do you agree? / Have you got the same answer? / Can you repeat what (Carl) said?*

Teaching writing

Time and training Most students need to be taught the process of writing. Use class time, especially when dealing with the first few writing sections, to show students how they can use the model text and preparation questions to help them with their own piece of writing. For the first term, for example, you could produce a collaborative piece of writing on the board, referring to the model and using answers and ideas from the students. As students become accustomed to the skills of brainstorming and structuring, you will be able to devote less class time to developing writing strategies.

Team effort After one or two sessions producing a collaborative piece of writing on the board, ask students to write in pairs. This means that they help each other and also makes it easier for you to circulate round the class.

Use a model Ensure that students understand that the text in the Writing lesson serves as a model for their own writing.

Computer time If possible, use a session in the computer room for writing. Students may prefer to key in rather than write in long-hand. Also, if they save their work, you can ask them to correct and edit it. They may also be able to add photos to a document, or create material for a web page.

Correction There are various ways of assessing written work, but always make it very clear to your students that you will correct and mark it. This is important for students' motivation. Also make it clear to students whether you are assessing them on accuracy or on content. If you want students to self-correct, make sure that you indicate clearly where they have made mistakes, and what type of mistake they have made. You could use the following code to help students identify the mistake:

s	indicates a spelling mistake
⌿	indicates a missing word
gr	indicates a grammatical error
v	indicates an error of vocabulary
w o	indicates incorrect word order

Feedback and display Try to create an atmosphere of appreciation, whereby students are happy to hear you or others read out a piece of written work. It is also very motivating to display students' written work on the walls, and the more effort that goes into the display, the more students will feel that their work is valued. If students are keeping their written work, encourage them to keep it together in one place.

Teaching speaking

Motivation Speaking is often perceived as difficult because students feel that they lack the language or confidence to express themselves in English. Some students, particularly teenagers, feel embarrassed about speaking in front of the class. It is important, therefore, to ensure that the experience of speaking English is successful. Your expectations should be both clear and realistic. You can encourage students to speak by showing them that it is neither impossible nor painful. Tell your students when you expect them to use English: for example, reading aloud from texts, reading out answers to questions, and answering basic questions about themselves. Tell them that it is easy to score points in evaluation by doing this.

Preparation Students often need time to think about what they are going to say. All of the speaking activities in *English Plus* are staged and structured in such a way that students should be able to read out answers or prepare a script if necessary. More able students may need less support, and you can encourage them to memorize lines or to look up from a script before speaking. Note that you should not abandon 'free speaking' (see below).

Modelling It is helpful for students to have a model when speaking. In *English Plus* the dialogues on the Speaking pages are recorded on the Audio CD. For other speaking exercises, model questions and answers with a strong student, or ask two students to ask and answer while the rest of the class listens.

Correction Be careful not to correct students too frequently, if the activity they are doing is designed to improve fluency, such as a discussion or role play. While it's important to correct mistakes, it's also vital that students develop the confidence to speak without interruption. A useful approach is to make a note of errors that students make during the activity, and only address them when they've finished. You could write a selection of errors you heard on the board, and ask students to correct them.

Conversation Every class also presents opportunities for 'free speaking' in the form of short conversations: *How are you? / Is this easy or difficult? / How was your weekend? / What do you think?* It is important that you encourage genuine communication of this type. If you think that this type of activity may not work with your class, ask them to dedicate a section in their notebooks to 'Everyday phrases' or 'Conversation', and gradually build up a stock of questions and answers which students should memorize.

Teaching pronunciation

Revise Remind students of previous pronunciation points as they go through the course. In particular, ask students to identify word stress and to practise difficult sounds whenever there is an opportunity.

Correction Pronunciation errors are best corrected quickly, but without interrupting. Errors can be corrected by 'echoing' students who mispronounce; in other words, say the word as they did, but with a rising intonation so that they self-correct. Or simply say the sound or word correctly, and ask them to repeat it again.

Mimicry and body language Encourage students to mimic the intonation of the characters on the Audio CD. It helps to exaggerate intonation, and students who like acting out will be happy to do this. Also encourage students to use gestures – pointing, shrugging, frowning – when they are practising dialogues. It will help them to express themselves better in English.

Reading aloud If students are having problems with pronunciation, ask them to listen to a short piece of text at home, and then to practise reading it aloud. This is a good exercise for listening, speaking and confidence building. If your students are not speaking in class, you could also include a reading aloud exercise as part of an evaluation.

Further practice After completing each pronunciation point in the Student's Book, ask students to find more examples of words or phrases with that particular point throughout the book. For example, they could look for words that contain a particular sound or stress pattern, or they could identify weak forms in a sentence.

Mixed ability

Introduction

To a certain extent, all classes are mixed ability. Students learn in different ways and at different paces, and they are individuals with different personalities and interests. Some may be quite extrovert and enjoy working in groups, whereas others may be more reserved and prefer to work on their own. One student may be motivated by the topic of sport, while another may be interested in art.

Studies have identified many different learning strategies. Varying your techniques for presenting and practising language to match students' preferred learning styles can help to ensure they benefit more from the lesson and therefore progress more quickly.

Practical issues

In some cases, teachers may be able to split the class according to their level and have one group work with another teacher in a different room. Another possibility is for different groups to work in different areas of the classroom with material specially adapted for their level. However, these options are not open to the vast majority of teachers, who have to deal with both stronger and weaker students at the same time.

One way of accommodating the needs of weaker students is to encourage them to participate to the best of their ability. Engage them in the lesson before they open their books by playing a memory game to revise the grammar or vocabulary of the previous lesson or by brainstorming the topic of the next unit. Make sure students know classroom language in English, so that they can ask questions using the correct English expression.

With stronger students, it is important to plan what fast finishers can usefully do while they are waiting for other students to finish an activity. You can also encourage them to participate actively in the class by using them as a resource when other students ask questions.

Below are more techniques you can use in the different areas of an English class to deal with students both below and above the average level of your class.

Students below the level

Grammar

- Where possible, elicit an L1 translation of the new grammar structure from students at the end of each presentation.
- Leave a model sentence on the board for weaker students to refer to when practising grammar structures either orally or in writing.
- Complete the first two sentences in a grammar exercise with the whole class, so that students know exactly what they have to do and so feel more confident.
- Encourage students to see how many sentences they can complete within a certain time limit, so that they don't feel obliged to complete the whole exercise.
- If there are several grammar exercises on one page, ask the weaker students to do the easier ones and the stronger students to do the harder ones.
- Allow students to compare their answers before you ask for them.
- Let individual students correct their own mistakes by giving a prompt to indicate the error.
- Encourage peer correction among all the students by using the prompt: *Can anyone help?*

Vocabulary

- Make your vocabulary presentations as visual as possible by using pictures from magazines or the internet.
- Make sure that students always make a note of new vocabulary, with a translation in their own language if appropriate.
- Leave the first few letters of new words on the board while students are doing vocabulary exercises. Write blanks for the rest of the letters.

Pronunciation

- Make a note of pronunciation mistakes and correct them as a whole class after an activity has finished. First, model the correct pronunciation yourself and then drill the word with the whole class. Finally, ask individual students to say the word; ask a stronger student to go first then ensure that the student who made the mistake also gets a turn.
- Be sensitive when correcting pronunciation. Focus on correcting serious errors which would impede communication by repeating the word correctly yourself and asking students to repeat it.

Speaking

- Be prepared to accept one word answers from weaker students as long as they are in English.
- If students have to interview each other, get them to interview you first with the questions.
- Allow students to keep their books open during interviews, so that they can see the questions when they ask and answer them.
- When students have to answer questions about themselves, get them to write their answers first.
- Elicit dialogue phrases and write them on the board and leave some words on the board as prompts.

Reading

- Read the article aloud with the class and ask them to underline any new vocabulary. Stop after each paragraph and answer any questions students have. Make sure that students ask about vocabulary using appropriate expressions in English.
- Read through the reading task with students and make sure they understand the questions and what they have to do.
- Encourage students to underline the part of the text which contains the answers to the questions.
- Divide the class in two and ask one half to answer the first half of the questions and the other to answer the second half of the questions.

Listening

- Ask students to read the task and predict the answers before listening to the text.
- Adapt listening tasks by writing sentences on the board as they appear in the listening script with gaps added in.
- Elicit the sentences where the answers occur in the listening text. Write part of the sentence on the board to help students.
- Give students two or three possibilities for the answers and ask them to listen and tell you the correct answer.
- If students have to respond orally to questions on the CD, get them to write down their responses first.
- After students have listened once for gist and a second time for specific information, get them to listen a third time with the audio script, so that they can finish answering any questions they find difficult.
- If you have enough CD players and copies of the CD, get students to complete the listening task in groups. They can listen to the text as often as they need and replay parts that they find difficult.

Students above the level

Grammar

- Do grammar exercises orally.
- Get students to write questions to ask the rest of the class using the new grammar.
- Ask students to make up their own gap fills to exchange with a partner.
- Give students plenty of opportunities to use the new structures in freer practice activities.

Vocabulary

- Brainstorm vocabulary before getting students to open their books. See how many words they can guess that will come up later in the class.
- Do any vocabulary exercises orally, especially gap fills, and get students to make a record of the new words. They could write their own examples and share these with the rest of the class.
- Get students to make up their own activities, e.g. wordsearches or puzzles to exchange with a partner.

Pronunciation

- Teach students the phonetic symbols. Use phonetics to present new vocabulary or revise new words from a previous class.
- Get students to organize vocabulary into groups of words with the same sound.

Speaking

- Insist that stronger students always speak in English. If they don't, ask them to translate what they have said into English.
- Encourage students to use complete sentences when they speak rather than one word answers.
- When stronger students finish a speaking activity, encourage them to invent more questions or a similar dialogue.
- Allow students to chat about things unrelated to the class as long as they are using English and not causing any disruption.

Reading

- Ask students to choose five new words and prepare example sentences with them to write on the board.
- Get students to write some extra comprehension questions to ask the rest of the class.
- Tell students to find something they agree with and something they disagree with in the text.
- Encourage students to close their books and write a short summary of the text.

Listening

- Adapt listening tasks to make them more challenging for students. Ask *Wh-* questions instead of using true or false tasks.
- After listening once, get students to tell a partner what they have understood.
- Ask students to make a note of five important words while they're listening, and afterwards get them to tell the class the words and explain why they chose them.
- If the listening is an interview, students could write their own questions on the subject and then act out a role play together.

Mixed ability and *English Plus*

English Plus caters for mixed ability students in a number of different ways:

- The **Student's Book** contains fast finisher activities.
- Student's Book **Options** can be used with fast finishers, stronger students or students with different interests.
- The **Workbook** has vocabulary, language focus, reading and writing exercises at three levels: basic, standard and higher. For students who need more revision of grammar, the Workbook also contains clear explanations and further practice exercises.
- The **Teacher's Book** contains optional extra activities and tips on how to do the Student's Book activities with stronger and weaker classes, and further tips on extending the exercises for fast finishers.
- The **Teacher's Photocopiable Resources** contain language focus and vocabulary worksheets at three levels.
- The **Test Bank MultiROM** includes end-of-unit, end-of-term and end-of-year tests at three levels.
- The **iTools** provides additional activities for students at different levels of ability and those with different interests.

Students with dyslexia

It is important to state that research into dyslexia is on-going and sophisticated. This section therefore does not attempt to enter into this discussion, but aims to highlight difficulties and to provide some teaching tips for students who may be disadvantaged in ways described by the term, dyslexia.

Students with dyslexia may have difficulties in the following areas of language learning:

- Reading
- Learning new vocabulary
- Grammar
- Writing
- Speaking
- Confidence

This is because a dyslexic student has problems with processing the phonology of a language. Difficulties arise because these students have problems distinguishing sound differences in a word and in sequencing them thereafter. This difficulty in sequencing elements of language can also impact on understanding and producing grammatical structures.

Reading

Although most dyslexic students will have developed strategies for reading, they may have difficulties with their speed of reading, comprehension and, crucially, technique. As their teacher, you will need to monitor and support students in the following tasks:

- Scanning for specific detail in dictionaries, reference books and on internet search engines.
- Skimming for gist.
- Reading for detail when answering comprehension questions or following instructions.

Learning new vocabulary

It is difficult for dyslexic students to remember vocabulary and expressions, and how individual words are formed.

Regular and fun activities to revise vocabulary are important. Play whole-class games, for example:

- **Memory board** brainstorm a set of vocabulary or expressions and write them randomly on the board. Check students understand meanings. Allow two minutes for students to memorize the words. Students then close their eyes while you erase a word. Students then tell you the missing word. Repeat the process until all words or expression have gone.

To help with word formation, encourage students to approach words systematically. Draw attention to roots of words, suffixes, prefixes and compound words. This will also help with spelling. Rather than trying to learn words as a whole, dyslexic students will be better able to reproduce words if they have understood how each part of the word has contributed to the whole.

Grammar

Grammar often causes problems for dyslexic students. As with vocabulary, regular revision is important, and clear explanations of structures will help dyslexic students.

Some helpful things may be:

- Encouraging students to produce grammar tables themselves to demonstrate the patterns in syntax.
- Using 'colour-coding' for various elements of a sentence. Make sure to always use the same colour, for example blue for verbs, green for nouns, red for prepositions, etc.
- Presenting grammar rules step by step: try to divide rules into single, clearly formulated steps.

Writing

The same systematic and structured approach recommended for vocabulary and grammar also applies to writing. Students should be encouraged to plan their work. *English Plus* writing tasks are all very structured and will provide a clear foundation for all students.

For dyslexic students an additional checklist can be introduced in the planning stage. Not all aspects of the list will be appropriate to every task and students should be aware of this. Ask students to think about the content of their texts as follows:

- *Who?* Describe characters.
- *What?* Arrange ideas into a beginning, middle and end.
- *When?* Decide which tenses need to be used.
- *Where?* Choose locations and describe them.

Spelling can also be problematic for dyslexic students. However, consistent and repeated work on the structure of words when learning new vocabulary will help with this.

Speaking

Problematic recall of vocabulary items and syntax create difficulties with speaking English. Whole-class activities where nobody is singled out can build confidence in the dyslexic student.

Word games, such as tongue twisters will draw attention to sounds and allow them to be sequenced and practised in a fun way. Reading out words or expressions in amusing ways can also help focus dyslexic learners. For example, the class could pronounce something quietly, loudly, musically, mechanically, etc.

Confidence

All students need to feel supported if they are to confidently pursue their language learning and this is especially true for the dyslexic student. Without drawing attention to problems in front of their peers, strategies should be introduced into everyday classroom activities. The above ideas are a starting point to build on.

Introduction to CLIL

Background

What is CLIL?

CLIL is Content and Language Integrated Learning. It can involve teachers and learners of content subjects (e.g. science, geography, music or art) using a foreign or second language as the medium of communication and instruction. Alternatively, it can also involve teachers and learners of English using another area of the curriculum (e.g. science, geography, music or art) as the content or subject matter of their English classes.

Why use CLIL?

CLIL is widely seen as an excellent means of learning a language, not least because it provides opportunities for using English in varied and motivating contexts. English teachers using CLIL methodology are able to engage students with widely different interests and, in this way, foster positive attitudes towards the English language classroom.

CLIL not only draws on the different interests of students, it also exploits their different learning styles, making the most of their abilities, background knowledge and skills from other disciplines.

In addition, CLIL students don't only learn English, they also learn how to use it as a tool for learning. Through CLIL, English teachers can motivate those students who would otherwise struggle to see the relevance of English to their own lives.

CLIL is considered an excellent way of introducing an international aspect into the teaching of content subjects. Secondary students who become accustomed to conducting their studies in English will be at a definite advantage in their future education. Since English is the common language of the internet and many journals and academic papers, a confident command of English is often indispensable for research purposes.

Tips for using CLIL

Be prepared and encourage students to be prepared

Teaching another subject in a foreign language can, of course, be a daunting experience. One of the best ways to gain confidence and make sure your lessons are successful is to be well prepared.

If you are primarily an English teacher with limited experience of teaching another subject, take time to research and understand the content of each lesson in advance.

Learning another subject in a foreign language can also be daunting. One of the most practical ways to help your students to gain confidence is to encourage them to do a little preparation in advance of a lesson, too.

If you are concerned that there may be a lot of new vocabulary in a lesson, you can help students by asking them to find out how to say a set number of key words in English. To do this they can use a dictionary or the internet.

If you are concerned that some students may find the concept of a lesson difficult to grasp, you can encourage them to review the topic in their own language, if they have studied it previously in another subject. You can also direct them towards material which will aid their understanding, for example, a particular website on the internet.

When preparation requires internet research, it is important that you have checked the website recently and in some detail, to make sure that the information is accurate and the website reliable. The preparation students are asked to do must be achievable in terms of cognitive and linguistic level, and the time available.

Don't be afraid to say you don't know

If you are primarily an English teacher, there may be times when students ask you questions relating to another subject which you are unable to answer immediately. As an English teacher teaching another subject, this is only to be expected from time to time and is not a problem at all. In this situation it is better to tell the students that you are unsure. You can then opt to either tell the students you'll find out for the next class or ask a teacher of the other subject to come into the next class to answer the question.

Be reassured that different kinds of teaching have a lot in common

When teaching another subject in English for the first time, you may believe that the teaching techniques are very different for teaching that subject and English. Please be reassured, however, that there are also lots of similarities between English classes and classes of other subjects. Many activity types are common to both kinds of classes, e.g. sharing ideas, making deductions and predictions, following oral instructions, collecting data and using ICT. Use the teaching techniques you are familiar with, as well as learning from your colleagues.

Exploit students' background knowledge

The more motivated and engaged your students are, the easier the lesson will flow for you. In order to motivate the students with the subject, it can help if they are asked to contribute and make a personal investment in the lesson early on.

It is likely that most students will have at least a small amount of knowledge of the subjects you are dealing with, as well as varying levels of English. If the small amount of knowledge of each student in a class is added together, it could result in quite a considerable amount of knowledge before the lesson even begins.

Be sure to make the initial stage of a CLIL lesson fun and motivating, challenging the students to solve conundrums, suggest solutions to problems or guess the answers to general knowledge questions in a quiz.

Give plenty of visual support

In the CLIL classroom, meaning is paramount. The students have to be able to grasp the concept of the lesson before anything else. Visual support can take the form of illustrations, photos, realia, sections of a DVD film, PowerPoint presentations, miming and gesture, etc.

Focus primarily on the content

The principle aim of the CLIL lesson is first and foremost to impart knowledge of the subject area, albeit in English. As long as students understand the key concepts of a lesson, they do not need to understand every single word of the material in English. A passive understanding of some areas of language is sufficient. It is not necessary for students to be able to actively use all the language, especially grammar, which they encounter.

Build students' confidence

As previously stated, helping students to be prepared for their CLIL lesson will go a long way to making them feel confident about learning another subject in English, and the more confident the students feel, the more confident you as the teacher are likely to feel. There are also many other ways in which teachers can help to reassure students, thereby increasing their confidence.

(i) Make aims clear

It is important for students to focus on the right elements of each lesson. It is therefore essential that the teacher makes the objectives of CLIL lessons very clear at the outset. It's sometimes as important for students to know what they don't need to know, as well as what they do need to know.

(ii) Find opportunities for recycling

It can be hard for students to retain lots of new information, especially in a different language. For this reason, reviewing key concepts and language whenever they come up naturally in other classes, will be helpful for the students.

(iii) Make tasks as easily achievable as you can

It stands to reason that students will only be able to output language and content that they have received as input. It is therefore important to always provide models for the students' own production.

It is also recommended that students are allowed to answer questions in different ways. It is more important that they participate in the lesson, than that they participate only in English, so they may sometimes need to use their first language. You can help them to use English more by making your own language straightforward. It is also important that you take into consideration how easily students will be able to formulate answers to your questions in English. As well as asking questions which require phrases as a response, you can also use questions that they can answer simply with a 'Yes' or a 'No', for example.

(iv) Develop useful classroom language

Teachers often need to use the same instructions and classroom phrases again and again. Using these phrases, as well as high-frequency scientific terms in English can help both you and the students feel more confident in the CLIL classroom. In addition, employing English classroom language from the outset can greatly add to the students' passive knowledge and facilitate not only learning the subject matter in English, but learning how to learn, too.

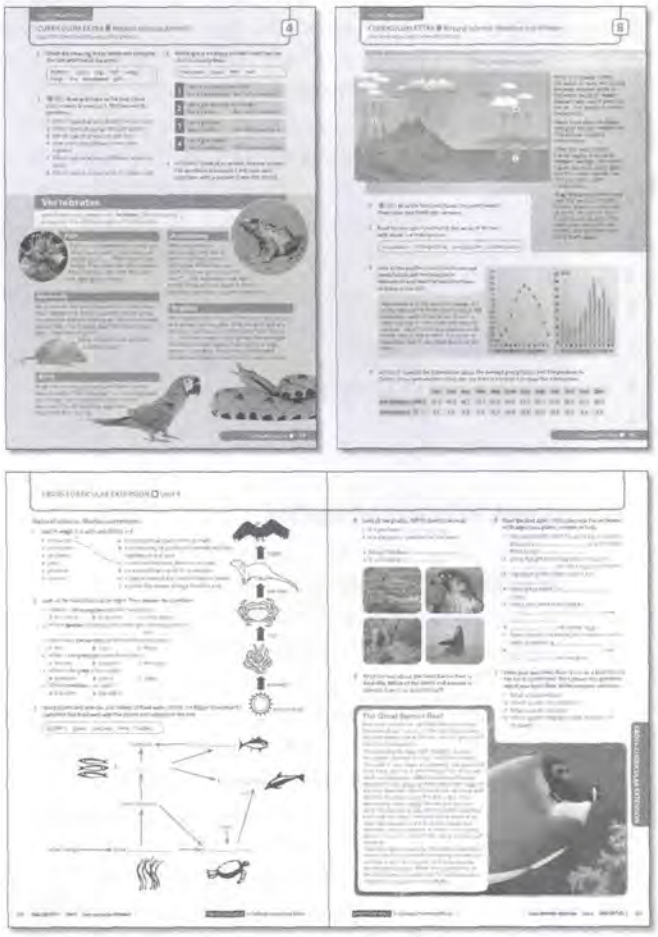
(v) Provide other forms of support where necessary

As well as providing visual support, students may sometimes need some support in their first language. Many teachers adopt the successful strategy of switching briefly and naturally from one language to another in order to explain a difficult concept or overcome an unexpected breakdown in communication.

CLIL and *English Plus*

English Plus allows you to experiment with CLIL in the English class. Each unit has a **Curriculum extra** section in the **Options** section at the back of the Student's Book. These sections are linked to the curricula of other subject areas, such as natural sciences, language and literature, ICT.

The Teacher's Photocopiable Resources provide a two-page **Extra Curricular worksheet** for each unit.



Introduction to project work

English Plus contains four **Project** lessons, which encourage your students to work in groups and extend their English language learning in engaging and creative ways.

Project work is very motivating for students. It focuses on subjects which they will know a lot about, or have a strong interest in – their hobbies and interests, their families and communities, their dreams, and their pasts and futures.

Benefits

In addition to being engaging, project work helps develop students' organization and communication skills and their sense of initiative and entrepreneurship. Starting with an idea, students have to plan, organize, manage and present their work. They will need to be self-disciplined and work collaboratively in groups.

Project work provides a very relevant outlet for students' language skills. Students will see that they can use English to communicate information which is important to them. They will employ English more creatively and independently than in some other classroom situations.

Another benefit of project work is the development of a curriculum-wide range of key skills, such as:

- Researching
- Interviewing
- Conducting surveys
- Organizing information
- Writing and editing texts
- Producing or sourcing visuals
- Using ICT
- Designing.

Group work and mixed ability

Many projects are particularly suited to group work. Cooperative behaviour within the group is essential to complete the work effectively. Students will have to delegate tasks, negotiate and come to agreements.

By dividing the class into groups there is an opportunity to create groups which will benefit from a variety of individuals' strengths. Teachers may fear that weaker students will either be left behind or 'carried' by the stronger ones and will therefore gain little from the experience. However, given the diversity of tasks required, the weaker students may have a different skill they can offer the group, thereby encouraging them to participate confidently. Also, while stronger students are working independently, the teacher will be able to spend time with students who need more help with their English.

Tips for project work

Planning

Decide when in the term you want students to do project work and allow plenty of time for preparation: students will not automatically know how to conduct their research, organize their material and present well.

Initially you may need to show the different examples of projects to give students an aim. These might include:

- Posters
- Portfolios of work
- PowerPoint presentations
- Oral presentations
- Short films or audio clips.

Research

Next you need to explain how to research the chosen topic and suggest resources to exploit. Set the collection of information as homework well in advance of the planned production time. Alternatively, provide resources in the classroom and allow lesson time for students to do research. Suggested resources include:

- Internet
- Magazines in English and students' own language
- Reference books in both languages
- Dictionaries and grammar references.

Students are likely to conduct some initial research in their own language and, if working in groups, will probably not always use English to discuss ideas. This is fine. Eventually they will have to translate their work into English. In turn this will show students the relevance of their previous efforts in studying grammar and vocabulary.

Organizing ideas

Once information has been collected, students are likely to need help organizing and editing their work. Suggest they collect their ideas under sub-headings and then decide what is essential and non-essential information.

Writing and editing

Having decided on content, students should work on making their texts interesting and accurate. To check for clarity and accuracy, students could exchange texts and ask for feedback from each other. Encourage use of dictionaries and grammar references.

Suggest that students provide you with a rough draft of their work first, so that you can identify errors. This is preferable to marking their final work as students may be demoralised if your corrections draw attention away from the positive aspects of their finished projects.

Presentation

Possible presentation materials include:

- Card and paper
- Scissors
- Glue
- Digital camera
- Design packages for computers
- Audio and video equipment
- Portfolios.

Once the project is finished, display or allow students to present their work, as appropriate. Ensure that students are able to take pride in the final outcome. They will have invested a lot of themselves into their work and should take pleasure in seeing the finished work.

Using technology

Introduction

Recent advances in technology have opened up new possibilities in all fields of life, not least in English language teaching. There are now many more opportunities to use technology in the classroom, and increasing numbers of students have access to their own computers and to the internet independently. These developments will give teachers an exciting opportunity to gradually integrate new and different teaching methods into their lessons, and will also give them access to a wide range of new resources. Below is a list of some of these new technologies, together with an explanation of what they are, their potential benefits and how they might be used in the English class.

Interactive whiteboards

What are they?

Interactive whiteboards are large touch-sensitive boards connected to a digital projector and a computer. They are usually at the front of the class, in place of a blackboard or traditional whiteboard. The teacher and students can work with the interactive whiteboard to move and change images, text and objects. You use a special wireless pen, or in some cases your finger, to act like a mouse, controlling the computer from the board itself. Changes made to information projected onto the whiteboard are transferred to the computer and can be saved and retrieved in future lessons. Everything that can be displayed on a computer can be projected onto the whiteboard.

Benefits of use

- They are an excellent visual resource, which can help teachers present lessons in lively and engaging ways.
- They allow the whole class to interact with the same content at the same time.
- They help to maintain a good pace in the lesson, as the resources are instantly available during the class.
- Functionality, such as hide and reveal allows you to focus students' attention and makes it easy to check answers or do activities involving prediction.
- As interactive whiteboards can be used to access the internet, teachers can focus the whole class on educational websites and online resources.

Ideas for use

- Use the digital versions of the Student's Book, Workbook and DVD Book (provided on iTools) on the interactive whiteboard to engage students and motivate them actively to participate in the class.
- Show how to do an activity by working through an example on the interactive whiteboard. Alternatively, you could ask one of your students to come to the board and demonstrate an activity.
- Present grammar using the interactive grammar presentations on iTools.
- Ask students to predict the topic of reading and listening activities by highlighting the picture or title and hiding the rest.
- Focus on listening tasks with the whole class and click on the listening icon to hear the audio.
- Show the course videos and accompanying activities on the interactive whiteboard.
- Display the answers to the exercises so that students can check their answers quickly and accurately.

The web

What is it?

The World Wide Web is a system of interlinked files accessed via the internet. These files can contain text, graphics, animation or music and they can be shared among many different computers.

Benefits of use

- It helps to engage and motivate students in the class as many are used to using it in their free time.
- It gives teachers and students access to a huge amount of information and resources beyond the content of the course book.
- Web-based activities require students to use English in activities that reflect real life and are therefore highly motivating.
- It can help students develop their competence in autonomy and personal initiative.
- Teachers can share their own activities and benefit from resources prepared by other colleagues.
- It can be used for a variety of online tools, such as blogs, wikis and podcasts (see below).
- If you have access to a virtual learning environment, it can be used to mark students' work automatically and track their progress.

Ideas for use

- Download images and diagrams to use for presenting the target language of the lesson.
- Get students to consult given websites to research different topics. With a bit of advance planning, you can ask students to carry out a webquest activity. This will develop their skills in searching for specific information and reading for gist.
- Use the web as a resource for students to find the answers to their own questions.
- Show relevant online videos in class to supplement a certain topic or situation.

Blogs

What are they?

Blogs are web pages created by individuals or groups and stored online. They usually contain texts and images. Blogs are an ideal space to write about your ideas and opinions. They are often used like an online diary, giving regular updates on what is happening. Each new entry in the 'diary' is called a post. Readers can add comments to existing posts.

Benefits of use

- Blogs are really easy to create and publish.
- They teach students to express and defend their ideas and opinions with a real audience.
- Students can use blogs to develop a topic of interest.

- They allow teachers to explain difficult concepts students may not have grasped in class. A teacher can offer support and guidance while the learner can ask further questions.
- They motivate students to practise writing in what is perceived as a 'cool' format.

Ideas for use

- Provoke a debate by posting a controversial statement about the topic you are studying in your class blog. Students write their own opinions about the statement, and also give their opinion on what other members of the class have written.
- Create a class diary by asking one student in each class to write up their notes for the class on the blog. This will prove really useful for students who have been absent.

Wikis

What are they?

Wikis are web pages that can be created and edited by a group of people. Anyone in the group can add information and change bits here and there. Members of the group use a shared online space to contribute material and edit or update it regularly. All changes are tracked and pages can be reverted to an earlier version. Members can add new pages and links between pages. The strength of a wiki is in the collaboration between members. The most famous wiki is the online encyclopaedia, Wikipedia.

Benefits of use

- Learners feel far greater ownership of their work.
- They create a sense of community and encourage peer-group collaboration by giving all pupils a say on things.
- They help students to develop skills in negotiation and teamwork.
- They can be used to develop students' ability to edit their own work if you encourage them to correct errors using the editing tool.

Ideas for use

- Agree on a set of class rules by posting your own list and asking students to change it until they all agree with the proposals.
- Get students to make a newspaper and update it as the news headlines change.
- Set up a collaborative story by writing a short and uninteresting paragraph and getting students to improve on it.
- Encourage students to do peer correction by reading each other's work and suggesting changes.
- Set up a task for students to practise functional language, e.g. suggestions. Tell students they have to organize an end-of-term event and get them to make suggestions on the wiki. If the event is feasible, you could arrange for it to be held during the last class of term.

Podcasts

What are they?

A podcast is an audio or video file that you save on a computer. You can listen to or view podcasts on a computer, various types of MP3 player, or on some mobile phones.

Podcast software automatically updates computer files with new material released by favourite podcasters. This can be easily transferred to a portable or mobile device.

Benefits of use

- They can be stored and shared over a school's network.
- They provide an ideal way to present educational content in a different format.
- If your students record their own podcasts, they give extra speaking practice in a fun and exciting way, and may motivate shy students who usually refrain from speaking in front of the class to make a contribution.

Ideas for use

- Download the podcasts of radio programmes or TV series and use extracts in class to support the theme of the lesson.
- Record students interviewing each other in different situations, and save the interviews on the computer. The rest of the class then listen to the podcasts and vote on the best one.
- Get students to prepare a presentation of a topic that interests them and make a podcast of it. The rest of the class then watch the podcasts and prepare questions to ask the speakers.

English Plus Key competences

The European Framework for Key Competences for Lifelong Learning were introduced into education legislation at the end of 2006, with the aim of identifying and promoting the specific areas which individuals need to develop in order to maximise their long-term educational and career development.

The **Key competences** enable students to develop transferable skills, and have been defined as the ability to apply knowledge, skills and attitudes to solve problems in a range of contexts. In other words, they encourage the activation of resources and knowledge that the learner already has.

A brief explanation of the main characteristics of the seven **Key competences** within the framework of learning a foreign language is set out below.

1 Communicative competence

Learning a foreign language contributes to progress in this competence by improving students' communication skills (listening, speaking, reading and writing). Their written and oral communication skills are enriched by understanding the way language is structured. Students must show that they can use language conventions appropriate to the situation, and can understand that discourse must be adapted to suit different contexts. They can relate this to the study of other languages. All activities in the language class have a communicative outcome of some kind.

2 Mathematical competence and basic competences in science and technology

This area carries less weight than some of the other competences in the process of learning a foreign language. Nevertheless, it can feature in the language class in a number of different ways, for example when students come into contact with the use of numbers, their basic operations and their application to everyday life. Tasks which require students to interpret numerical data contribute to this competence.

3 Digital competence

Knowledge of a foreign language enables students to access a broader range of information and also to communicate with a wider range of people. For example, they are able to communicate with young people in other countries through email in an authentic and natural way. Language courses give students the tools they need to communicate appropriately in different contexts, including email and online communication.

When learning a foreign language, it is important to be exposed to a range of resources and genres of speech and writing. The regular use of digital learning resources, including websites and interactive whiteboard materials, directly adds to the development of this competence.

4 Learning to learn

This competence implies that students are aware of their own ability to learn a foreign language and of the resources that should be used for this purpose, as well as the skills and motivation that must be applied in order to continue the learning of a foreign language throughout their lives. In the foreign language class, the use of self-evaluation features and the development of study skills are the most obvious ways in which this competence can be developed.

5 Social and civic competences

As well as being a tool for communication, languages form part of the common culture of different communities and countries. They are also a means of sharing culture which enhances the respect of, interest in and contact with speakers of other languages, as well as the appreciation and acceptance of cultural and behavioural differences. The nature of many activities that form a core part of foreign language teaching requires students to interact with other students in the class in a cooperative manner.

6 Sense of initiative and entrepreneurship

The learning of a foreign language contributes to the achievement of this competence because it encourages teamwork in the classroom, the management of personal resources, and social skills, such as cooperation and negotiation. Students should be encouraged to adopt procedures which allow them to use their own initiative and decision-making skills during the planning, organization and management of their work. Tasks which require students to work in pairs or small groups, or carry out short projects, require cooperation, flexibility and time management.

7 Cultural awareness and expression

The study of a foreign language requires an understanding of the culture of the countries in which it is spoken. In addition to promoting an understanding of the contribution of others to the cultural and artistic heritage of a country, learning a foreign language gives students the means to express their own creativity in an appropriate way. Tasks which require students to express their opinions, give an emotional response or create a piece of original spoken or written work, for example a narrative or dialogue, contribute to this competence.

Key competences and *English Plus*

The mapping grids on the following pages show how the **Key competences** that have been identified as suitable for development in the English classroom are developed in *English Plus*. In addition, you will find optional activities throughout this Teacher's Book which have been labelled with the appropriate competence. For quick reference, the unit summary in the teaching notes at the start of each unit highlights activities that develop different competences.

Mapping grid

1 Communicative competence

All the units develop students' competence in linguistic communication. The **Key phrases** in particular highlight functional speaking and writing activities. There is a section with extra speaking and listening activities at the back of the Student's Book which develops the competence further (pp. 88–95).

2 Mathematical competence and basic competences in science and technology

This competence is developed through the Curriculum extra lessons:

Unit 2 – students learn how to interpret symbols and numbers on a map.

Unit 7 – students read about the history of the internet.

Unit 8 – students analyze weather charts.

In the Extra listening and speaking lesson (Unit 5, p. 92), students learn how to say prices and use them in everyday conversations.

3 Digital competence

Students develop this competence throughout the course using the digital components. The self-study MultiROM includes grammar, vocabulary, reading, speaking and listening activities, and games.

The writing section of the course also includes opportunities for students to develop their ICT skills.

Unit 1 – write an email. Students write an informal email introducing themselves to a penfriend and including personal information about themselves.

Unit 5 – write an email about your school. Students write an informal email to a penfriend giving information about their school.

Unit 7 develops students' knowledge of ICT through the topic of games and technology:

- Reading – students read about the creators of some popular video games and consoles.
- Language focus – students complete a text about the world's number one video games player.
- Vocabulary and listening – students complete an avatar guide with description words.
- The Curriculum extra section (Unit 7, p. 102) gives students more information about the internet.

Unit 8 – write a blog about an expedition. Students think of the details of their expedition and post three entries on a blog.

4 Learning to learn

This competence is developed through the **Study strategy** feature included in each unit.

Unit 1 – Using a mind map. Students learn how to create a mind map to group new vocabulary.

Unit 2 – Finding spelling rules. Students deduce the rules for spelling the plural form of nouns.

Unit 3 – Predicting. Students learn how predicting the answers to a listening task will help them understand the text.

Unit 4 – Improving pronunciation. Students learn how to link words together to improve their pronunciation.

Unit 5 – Extending vocabulary. Students think of two extra words to include in the lexical sets given.

Unit 6 – Multiple-choice listening. Students learn how to try to eliminate the incorrect answers in a multiple-choice listening task before they listen to the text.

Unit 7 – Using the Workbook Irregular verbs list. Students learn how to refer to the Irregular verbs list on page 104 of the Workbook. They then use the list to test a partner on the verbs.

Unit 8 – Nouns from adjectives. Students learn how we change weather nouns to adjectives.

Teachers can also use the introductory column of each unit to develop this competence by pointing out the unit aims before they start the unit.

This competence is also developed in the Workbook, where students evaluate their own progress in the Progress review at the end of every unit.

5 Social and civic competences

This competence is developed throughout the course.

Units 1–8 – students practise making mini-dialogues before changing parts of the presentation dialogue and practising it with the new words.

Units 1, 3, 5 and 6 – students interview a partner with a questionnaire or list of questions to guide them.

Unit 1, 2, 4, 6, 7 and 8 – students invent their own questions to interview a partner.

Unit 3 – students answer questions about countries, nationalities and languages in the **Go global!** quiz.

Units 3 and 4 – students are introduced to the global issues of child labour (p. 32) and endangered species (p. 40).

Unit 4 – students play a game to guess the animal a partner has chosen.

Unit 5 – students listen to a text about school lunches in different countries.

Culture lessons: Young people around the world, The United Kingdom, The English-speaking world, Home schooling, Roman Britain, Britain's favourite games (pp. 104–111).

The four cumulative reviews include a question where students create and practise dialogues in pairs or groups.

6 Sense of initiative and entrepreneurship

This competence is developed throughout the course. As the students acquire more language, they are encouraged to take initiative and cooperate with each other.

Units 1–8 – students work in pairs to substitute the blue words in the dialogues to create new dialogues.

Units 1–8 – students communicate in pairs or small groups to complete the oral tasks.

Units 1 and 5 – students work in pairs to answer questionnaires.

Units 3 and 8 – students test each other on the target language.

Unit 4 – students are encouraged to speculate with a partner on what they see and hear.

Unit 6 – students are encouraged to eliminate the false answers from multiple-choice questions with a partner before listening to the text.

Unit 7 – students are taught how to compare answers with a partner using **Key phrases**. They then practise this skill playing a game.

Unit 7 – students ask and answer questions about yesterday evening and they have to decide whether their partner is telling the truth or not.

Cumulative reviews: students practise their dialogues in pairs.

Projects: Poster about you, City Profile, My dream school, Trump card game (Units 1, 3, 5, 7).

7 Cultural awareness and expression

This competence is developed throughout the course. The speaking section of each unit leads up to students creating their own dialogue.

Unit 1 – Greeting and introducing people.

Unit 2 – Asking for travel information.

Unit 3 – Talking about likes and dislikes.

Unit 4 – Phoning a friend.

Unit 5 – Making, accepting and refusing invitations.

Unit 6 – Talking about last weekend.

Unit 7 – Talking about past events.

Unit 8 – Making and responding to suggestions.

The writing section of each unit leads up to students creating an original piece of written work.

Unit 1 – Write an email.

Unit 2 – A description of a town.

Unit 3 – Country and language report.

Unit 4 – A description of a wildlife photo.

Unit 5 – An email about school.

Unit 6 – An article about a town.

Unit 7 – A profile of a famous sportsperson.

Unit 8 – A blog about an expedition.

The competence is also developed in other areas of the course.

About you: after the reading section of each unit, students are encouraged to give their own opinions about the topic of the text.

Curriculum extra lessons: Colour (p. 96), Non-verbal language (p. 98), Myths and legends (p. 101).

Culture lessons: The United Kingdom, The English-speaking world, Home schooling, Roman Britain, Britain's favourite games (pp. 104–111).

Evaluation and testing

English Plus provides a wide range of ways for you to check your students' progress. In addition, this course also takes into account the fact that students in the same class learn at different rates; some students will need more revision and some students will want more challenging activities. Here is a brief summary of what is provided and where you can find it.

Testing what students have learnt

In the Student's Book

Review sections Every unit ends with a **Review** page, covering the grammar, vocabulary and communication points of the unit. The **Cumulative review** pages after every two units test the skills covered in all the previous units cumulatively. Remind students that activities on these pages are cumulative, so they know that they are being tested on the language from previous units. Suggest that students revise using the Language focus reference and Expression bank in the Workbook before doing these sections.

In the Workbook

Progress review There is a Progress review for every unit, which focuses on all the lessons from the unit. The Progress review is an opportunity for students and teachers to see what students already know and where more work needs to be done. You can set the Progress reviews for homework, or ask students to do them in class. Students also have the opportunity to evaluate their own progress using the self-evaluation feature and ***I can ...*** statements.

Evaluation

A wide range of tests is available on the **Test Bank MultiROM**. This contains all the tests as editable Word files and as PDFs, the answer key and the accompanying audio files. The track numbers in the tests refer to the audio on the Test Bank MultiROM.

The Test Bank contains a wide range of material to evaluate your students including: a diagnostic test; end-of-unit tests; end-of-term tests; end-of-year tests; speaking tests; and five-minute tests. The unit tests, end-of-term tests and end-of-year tests are at three levels (basic, standard and higher) to allow you to choose which best matches your students' abilities. The standard tests are also available in A and B versions (parallel) to avoid copying.

All the tests (apart from the speaking and five-minute tests) have the same format and include listening, vocabulary, language focus, reading, writing and communication sections.

The diagnostic test covers language that students will have learnt previously and is a useful tool for measuring your students' level of English before the start of the year.

Assessing Speaking and Writing

Speaking

The speaking tests in *English Plus* are in three parts:

1 **About you** (suggested weighting: 20%)

Students respond to personal questions about themselves, their experiences, their likes and dislikes, etc. The questions recycle vocabulary from the units and use a variety of tenses.

2 **Role play** (suggested weighting: 40%)

This part of the test assesses students' ability to use the communicative expressions taught in the Speaking section of each unit. Students complete a dialogue with the target expressions, and then practise the dialogue. There is an extension section, which provides an alternative format for students of higher ability.

3 **Photo description** (suggested weighting: 40%)

Students are given one of two photographs and asked to describe general and detailed aspects of it, and also to give their opinions on issues arising from the photo. There is an extension section, which includes some more general opinion-based questions, or questions comparing the two photos.

For the diagnostic speaking test, the suggested weighting is: **About you** – 40%; **Photo description** – 60%.

The following criteria can be used to assess students' performance in the speaking tests:

Content: How well did students complete each task? Did they answer the questions and add relevant opinions?

Fluency: How natural did the students sound? Did they manage to speak without hesitating too much?

Interaction: How well did students interact with you or their partner? To what extent did they have a real conversation?

Language: Did students use appropriate vocabulary and grammar? For the unit tests, did they use new vocabulary and grammar taught in the unit? How rich / varied was their language?

Accuracy: How many errors were there, especially basic errors?

Writing

The writing section of each test in *English Plus* asks students to produce a written text of a similar type as the corresponding unit in the Student's Book. The following criteria can be used to assess each piece of writing:

Content: Have students completed the task successfully? Have they included all the information specified in the instructions?

Appropriacy: Have students used language appropriate to the task type, for example informal expressions in an email to a friend?

Organization: Is the writing appropriately organized into paragraphs, and appropriately laid out?

Language: Have students used appropriate vocabulary and grammar? How rich / varied is the language used?

Linking: Are linking words and expressions used appropriately to give the text cohesion?

Accuracy: How many errors are there in lexis and grammar, especially basic errors?

Assessing project work

Projects provide a great opportunity for self-assessment. Suggest that students evaluate their projects for overall design, relevant content, interest and accuracy. Evaluation of project work is a good group activity. Students may benefit from producing work in groups, but they can also benefit from assessing work together cooperatively and maturely.

As groups, or individuals if appropriate, students can review the process of making their project: Did they plan well? Did they exploit resources effectively? Have they provided too much / too little information? Did they work well as a group? Were tasks evenly distributed? Did they choose the best presentation method? What could they have done better?

Whole-class evaluation could include voting in different categories, for example: the most attractive poster, the most informative text, the most original idea, the most engaging presentation.

An important thing to remember about projects is that they are a means of communication. Just as total accuracy in other forms of communication is not strictly required, neither is it in project work. If students have been able to present their ideas or information in a meaningful and coherent way, they will have achieved the goal.

Continuous assessment

In addition to using the test material provided, you may also wish to assess your students' progress on a more regular basis. This can be done by giving marks for students' homework and for their performance in class. There are various opportunities to assess students' progress as you are working through a unit. The speaking and writing pages all require students to produce a dialogue or text that could be used for assessment purposes. The Progress review section and the Expression bank in the Workbook provide a list of target vocabulary and **Key phrases**, so you can easily check what students have learnt. Make sure that your students know that you are marking their work, as they will respond more enthusiastically to productive tasks if they know that it will influence their final grade.

The Common European Framework

1 What is the Common European Framework (CEF)?

The Common European Framework of Reference for Languages (CEF) is a description of linguistic competence at six levels: A1, A2, B1, B2, C1 and C2. The descriptors were written to help both learners and education professionals to standardize assessment.

2 Does the content of *English Plus* reflect the content of the CEF descriptors?

Yes, the texts, tasks and functions in *English Plus* were carefully selected to include the language skills that are outlined in the lower levels of the CEF. The skills are detailed in unit-by-unit Student Self-assessment Checklists.

3 What is the Language Portfolio?

The Portfolio, as proposed by the Council of Europe, is a folder kept by students, which details their experiences of languages and language learning. This includes the student's native tongue as well as any other languages with which the student has had contact.

A Portfolio comprises the following:

A language **Biography**

- A checklist for students to assess their own language skills in terms of *What I can do*.
- Tools to help students identify their learning style and objectives.
- A checklist of learning activities outside the classroom.

The unit-by-unit Student Self-assessment Checklists on the following pages give your students the opportunity to monitor these points.

A language **Passport**

- A student's overall evaluation of their language skills, using descriptors from the Common European Framework or CEF.
- A summary record of language learning, both inside and out of school.
- A record of certificates and diplomas.

Descriptors from levels A1 and A2 of the CEF, and an End-of-year Self-assessment form are provided on page 39.

A language **Dossier**

- A compilation of a student's work, for example writing tasks, recordings, project work.

In brief, the Biography details day-to-day experience of language. The Passport summarizes the experiences, and the Dossier is evidence of the experience.

4 Does *English Plus* include assessment tools which students could use as part of a Portfolio?

Yes. In the next section you will find the unit-by-unit Student Self-assessment Checklists necessary for students to complete a language learning Biography, with specific reference to the contents of *English Plus* Student's Book 1. These should be given to students after they finish each unit. The Self-assessment forms include:

- A checklist of key skills which are taught in the unit. Students are directed to specific pages in the Student's Book, and decide for themselves if they are satisfied with their progress.
- Questions which ask students to consider learning styles, strategies and objectives.

When students have completed their Self-assessments, collect the forms and return them to students at the end of the year. At the end of the year, ask students to look at the CEF descriptors in the End-of-year Self-assessment form, so that they can assess for themselves which level they have reached during the year in global terms.

Student Self-assessment Checklist

Name:_____ Class:_____

Unit 2

1 Complete the self-assessment by ticking the boxes that best refer to your ability.

!! I need to try this again. ! I could do this better. * I am satisfied. ** I can do this very well.		!!	!	*	**
Vocabulary **Page 18: 6**	I can describe a town I know.				
Reading **Page 20: 1, 2**	I can understand an article about a city.				
Language focus **Page 21: 6**	I can ask and answer questions about my ideal place to live.				
Vocabulary and listening **Page 22: 3, 4, 5**	I can understand descriptions and describe where I live.				
Language focus **Page 23: 6**	I can compare places in different countries.				
Speaking **Page 24: 6**	I can ask for travel information.				
Writing **Page 25: 6**	I can write about a town or city I like.				

2 Complete the form.

What I remember:

A useful question

_____

A useful expression

_____

Some useful words

_____

Objectives:

One thing which I need to improve

_____

How can I improve?

_____

Study strategy:

I can find spelling rules by looking at examples of words in a text.

___ Yes / ___ No

What did you do in English outside class?

- ☐ Do homework
- ☐ Learn new words
- ☐ Revise before a test
- ☐ Listen to music
- ☐ Read a book
- ☐ Watch a TV programme, video or DVD
- ☐ Write an email or chat
- ☐ Look at web pages
- ☐ Write a letter
- ☐ Read a magazine
- ☐ Other activities:

_____

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Student Self-assessment Checklist

Name:_____ Class:_____

Unit 1

1 Complete the self-assessment by ticking the boxes that best refer to your ability.

!! I need to try this again. ! I could do this better. * I am satisfied. ** I can do this very well.		!!	!	*	**
Vocabulary **Page 8: 6**	I can talk about my hobbies and interests.				
Reading **Page 10: 2, 3**	I can understand a text about people's interests.				
Language focus **Page 11: 6**	I can talk about possessions.				
Vocabulary and listening **Page 12: 5**	I can understand people talking about their hobbies and interests.				
Language focus **Page 13: 5**	I can ask and answer general knowledge questions.				
Speaking **Page 14: 6**	I can greet and introduce people.				
Writing **Page 15: 4**	I can write an email about myself.				

2 Complete the form.

What I remember:

A useful question

_____

A useful expression

_____

Some useful words

_____

Objectives:

One thing which I need to improve

_____

How can I improve?

_____

Study strategy:

I can use a mind map to learn new words.

___ Yes / ___ No

What did you do in English outside class?

- ☐ Do homework
- ☐ Learn new words
- ☐ Revise before a test
- ☐ Listen to music
- ☐ Read a book
- ☐ Watch a TV programme, video or DVD
- ☐ Write an email or chat
- ☐ Look at web pages
- ☐ Write a letter
- ☐ Read a magazine
- ☐ Other activities:

_____

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Student Self-assessment Checklist

Name:_____ Class:_____

Unit 4

1 Complete the self-assessment by ticking the boxes that best refer to your ability.

!! I need to try this again. ! I could do this better. * I am satisfied. ** I can do this very well.		!!	!	*	**
Vocabulary **Page 38: 6**	I can describe animals.				
Reading **Page 40: 1, 2**	I can understand an article about animals in danger.				
Language focus **Page 41: 6**	I can talk about things happening now.				
Vocabulary and listening **Page 42: 3, 4**	I can understand an interview about animal behaviour.				
Language focus **Page 43: 7**	I can ask people about their routines and what they are doing now.				
Speaking **Page 44: 6**	I can talk about what I'm doing now.				
Writing **Page 45: 4**	I can write an article about an animal.				

2 Complete the form.

What I remember:

A useful question

_____

A useful expression

_____

Some useful words

_____

Objectives:

One thing which I need to improve

_____

How can I improve?

_____

Study strategy:

I try to improve my pronunciation when I speak.

___ Yes / ___ No

What did you do in English outside class?

- ☐ Do homework
- ☐ Learn new words
- ☐ Revise before a test
- ☐ Listen to music
- ☐ Read a book
- ☐ Watch a TV programme, video or DVD
- ☐ Write an email or chat
- ☐ Look at web pages
- ☐ Write a letter
- ☐ Read a magazine
- ☐ Other activities:

_____

Student Self-assessment Checklist

Name:_____ Class:_____

Unit 3

1 Complete the self-assessment by ticking the boxes that best refer to your ability.

!! I need to try this again. ! I could do this better. * I am satisfied. ** I can do this very well.		!!	!	*	**
Vocabulary **Page 28: 6**	I can talk about countries, nationalities and languages.				
Reading **Page 30: 2, 3**	I can understand an article about people living in London.				
Language focus **Page 31: 5**	I can use the present simple to talk about facts and routines.				
Vocabulary and listening **Page 32: 7**	I can talk about daily routines.				
Language focus **Page 33: 6**	I can ask people about their routines and habits.				
Speaking **Page 34: 6**	I can talk about things I like and don't like doing.				
Writing **Page 35: 5**	I can write a report about a country.				

2 Complete the form.

What I remember:

A useful question

_____

A useful expression

_____

Some useful words

_____

Objectives:

One thing which I need to improve

_____

How can I improve?

_____

Study strategy:

I try to predict the answers before listening.

___ Yes / ___ No

What did you do in English outside class?

- ☐ Do homework
- ☐ Learn new words
- ☐ Revise before a test
- ☐ Listen to music
- ☐ Read a book
- ☐ Watch a TV programme, video or DVD
- ☐ Write an email or chat
- ☐ Look at web pages
- ☐ Write a letter
- ☐ Read a magazine
- ☐ Other activities:

_____

Student Self-assessment Checklist

Name:_____ Class:_____

Unit 6

1 Complete the self-assessment by ticking the boxes that best refer to your ability.

!! I need to try this again. ! I could do this better. * I am satisfied. ** I can do this very well.		!!	!	*	**
Vocabulary **Page 58: 6**	I can talk about jobs.				
Reading **Page 60: 2, 3**	I can understand an article about the history of names.				
Language focus **Page 61: 6**	I can talk about the past with *was* and *were*.				
Vocabulary and listening **Page 62: 4**	I can understand an interview about how people named some American towns.				
Language focus **Page 63: 6**	I can talk about my past experiences.				
Speaking **Page 64: 6**	I can talk about my weekend.				
Writing **Page 65: 6**	I can write about a place and its history.				

2 Complete the form.

What I remember:

A useful question

_____

A useful expression

_____

Some useful words

_____

Objectives:

One thing which I need to improve

_____

How can I improve?

_____

Study strategy:

I try to guess the answers before listening.

___ Yes / ___ No

What did you do in English outside class?

- ☐ Do homework
- ☐ Learn new words
- ☐ Revise before a test
- ☐ Listen to music
- ☐ Read a book
- ☐ Watch a TV programme, video or DVD
- ☐ Write an email or chat
- ☐ Look at web pages
- ☐ Write a letter
- ☐ Read a magazine
- ☐ Other activities:

_____

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Student Self-assessment Checklist

Name:_____ Class:_____

Unit 5

1 Complete the self-assessment by ticking the boxes that best refer to your ability.

!! I need to try this again. ! I could do this better. * I am satisfied. ** I can do this very well.		!!	!	*	**
Vocabulary **Page 48: 6**	I can talk about my school timetable and after-school activities.				
Reading **Page 50: 2, 3**	I can understand an interview about boarding school life.				
Language focus **Page 51: 6**	I can talk about things we can and can't do.				
Vocabulary and listening **Page 52: 6**	I can talk about my eating habits.				
Language focus **Page 53: 6**	I can talk about food and meals.				
Speaking **Page 54: 5, 6**	I can make, accept and refuse invitations.				
Writing **Page 55: 4**	I can write an email about my school.				

2 Complete the form.

What I remember:

A useful question

_____

A useful expression

_____

Some useful words

_____

Objectives:

One thing which I need to improve

_____

How can I improve?

_____

Study strategy:

I list new words in groups according to their meaning.

___ Yes / ___ No

What did you do in English outside class?

- ☐ Do homework
- ☐ Learn new words
- ☐ Revise before a test
- ☐ Listen to music
- ☐ Read a book
- ☐ Watch a TV programme, video or DVD
- ☐ Write an email or chat
- ☐ Look at web pages
- ☐ Write a letter
- ☐ Read a magazine
- ☐ Other activities:

_____

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Student Self-assessment Checklist

Name:_____ Class:_____

Unit 8

1 Complete the self-assessment by ticking the boxes that best refer to your ability.

!! I need to try this again. ! I could do this better. * I am satisfied. ** I can do this very well.		!!	!	*	**
Vocabulary **Page 78: 6**	I can talk about what to do on an expedition.				
Reading **Page 80: 2, 3**	I can understand an adventure story.				
Language focus **Page 81: 5**	I can talk about plans and intentions.				
Vocabulary and listening **Page 82: 6**	I can talk about the weather.				
Language focus **Page 83: 6**	I can make predictions about the future.				
Speaking **Page 84: 5**	I can make and respond to suggestions.				
Writing **Page 85: 4**	I can write a blog about an expedition.				

2 Complete the form.

What I remember:

A useful question

_____

A useful expression

_____

Some useful words

_____

Objectives:

One thing which I need to improve

_____

How can I improve?

_____

Study strategy:

I learn different forms of words to expand my vocabulary.

___ Yes / ___ No

What did you do in English outside class?

- ☐ Do homework
- ☐ Learn new words
- ☐ Revise before a test
- ☐ Listen to music
- ☐ Read a book
- ☐ Watch a TV programme, video or DVD
- ☐ Write an email or chat
- ☐ Look at web pages
- ☐ Write a letter
- ☐ Read a magazine
- ☐ Other activities:

_____

Student Self-assessment Checklist

Name:_____ Class:_____

Unit 7

1 Complete the self-assessment by ticking the boxes that best refer to your ability.

!! I need to try this again. ! I could do this better. * I am satisfied. ** I can do this very well.		!!	!	*	**
Vocabulary **Page 68: 6**	I can talk about sports and sports events.				
Reading **Page 70: 2**	I can understand an article about video games.				
Language focus **Page 71: 6**	I can talk about actions in the past.				
Vocabulary and listening **Page 72: 5**	I can describe people's appearance.				
Language focus **Page 73: 6**	I can ask and answer questions about last weekend.				
Speaking **Page 74: 6**	I can talk about things I did last weekend.				
Writing **Page 75: 4**	I can write a profile of a famous sportsperson.				

2 Complete the form.

What I remember:

A useful question

_____

A useful expression

_____

Some useful words

_____

Objectives:

One thing which I need to improve

_____

How can I improve?

_____

Study strategy:

I use the irregular verbs list to learn new verbs.

___ Yes / ___ No

What did you do in English outside class?

- ☐ Do homework
- ☐ Learn new words
- ☐ Revise before a test
- ☐ Listen to music
- ☐ Read a book
- ☐ Watch a TV programme, video or DVD
- ☐ Write an email or chat
- ☐ Look at web pages
- ☐ Write a letter
- ☐ Read a magazine
- ☐ Other activities:

_____

End-of-year Self-assessment

Name: _____

Nationality: _____

First language: _____

Date: _____

Evaluate your language ability in each skill area. Read the descriptions of language skills for levels A1 and A2. Then put ticks (✔) or crosses (✘) in the table.

	A1	A2
Listening		
Reading		
Conversation		
Speaking		
Writing		

	A1	A2
Listening	I can recognize familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.
Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
Conversation (Oral interaction)	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
Speaking (Oral production)	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.

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S

Starter unit

Unit summary

Communication
I can …
describe my classroom.
talk about people and their possessions.
describe people, places and things.
use *really* and *very* to express emphasis.

Vocabulary
Core vocabulary:
A classroom: *bag, board, CD player, chair, clock, desk, dictionary, door, DVD, laptop, notebook, pen, poster, ruler, shelf, window*
Basic adjectives: *bad, big, boring, cheap, difficult, easy, expensive, good, horrible, interesting, nice, popular, small, unpopular*

Language focus
Possessive *'s*
Subject pronouns and possessive adjectives
Object pronouns
be: affirmative, negative and questions

Key competences
Learning to learn: Checking meaning and spelling (page 5)
Communicative competence: How to name and find things (page 5)
Cultural awareness and expression: English Plus Quiz (page 6)

VOCABULARY ■ A classroom

I can describe my classroom.

Aims

- Learn vocabulary for classroom objects.
- Use prepositions to describe the position of objects.

Warm-up (2 minutes)

- With books closed, ask: *Where are we at the moment?*
- Elicit the word *classroom* and write it on the board.
- Ask: *What can you find in a classroom?* Elicit a few words from individual students.

Exercise 1 1.02

- Go through the words in the wordpool with students and check understanding. Then study the picture with the class and do the example. Students complete the activity. In a **weaker class**, allow students to work in pairs.
- Model and drill the pronunciation of any new words.

ANSWERS

1 window **2** laptop **3** CD player **4** shelf **5** DVD **6** door **7** board **8** clock **9** poster **10** chair **11** notebook **12** pen **13** desk **14** dictionary **15** ruler **16** bag

Exercise 2

- Draw students' attention to the preposition labels on the picture and check understanding.
- Read out the example sentence. Ask students to find the poster and the door, and then to say whether the sentence is true or false. Confirm that the sentence is false, because the poster is not near the door in this picture.
- Students look at the picture and complete the activity. In a **stronger class**, you could ask students to come up with true sentences for the ones that are false.

ANSWERS

1 true **2** false **3** false **4** true **5** false **6** false

Exercise 3

- Students write sentences using the prepositions. Refer students back to the labels and sentences in exercise 2 if they need to check the meaning of the prepositions.

ANSWERS

1 The pen is on the desk.
2 The ruler is in the bag.
3 The CD player is on the shelf.
4 The pen is near the notebook.
5 The board is between the clock and the door.
6 The bag is under the desk.

Exercise 4

- Go round and monitor the conversations as students talk. Check that students are able to form the correct sentence when their partner says a false sentence.
- In a **weaker class**, you could do this with books open, and in a **stronger class** you could do it with books closed.
- Ask two or three pairs to perform their exchanges.

More practice
Workbook page 4

LANGUAGE FOCUS ■ Possessive 's and subject and object pronouns • Possessive adjectives

I can talk about people and their possessions.

S

Aims

- Learn and practise the use of *'s* and *s'* to talk about possession.
- Learn subject pronouns and possessive adjectives.
- Use subject pronouns and possessive adjectives to name and find things.
- Learn and use object pronouns.
- Learn phrases for checking meaning and spelling.

Warm-up (2 minutes)

- Ask an individual student to hold up their pen or notebook.
- Ask: *Is that my pen / notebook?*
- Elicit the answer (No, it's Anna's pen / notebook).
- Repeat the process with a different student.

Exercise 1

- Check the translations with the class and make sure that students understand the difference between *'s* and *s'*.

ANSWERS

Translation: Answers in students' own language.

1 The apostrophe is after *David*. *David* is the noun and the workbook belongs to David.
2 The apostrophe is after *the teacher*. *The teacher* is the noun and the DVDs belong to the teacher.
3 The apostrophe is after *the boys*. *The boys* is a plural noun and the bags belong to the boys.

LANGUAGE NOTE In spoken English there is no difference between *the boy's books* and *the boys' books*. When doing listening exercises, students should therefore always think carefully about the number of people being referred to.

Students may need to be reminded that *'s* and *s'* are not used for objects: *the boy's leg* NOT ~~*the table's leg*~~.

For objects, we often use a compound noun (*the table leg*, *the door handle*) or we can use *of*: *the back of the chair*.

Exercise 2

- Demonstrate on the board how to use the prompts to write phrases with the possessive *'s* in the correct place. In a **weaker class**, explain that they do not need to write full sentences. In a **stronger class**, students could look at the picture on page 4 and write full sentences.
- Check answers by asking individual students to write their phrases on the board. Ensure they have placed the apostrophe correctly with the plural noun in item 6.

ANSWERS

1 David's laptop
2 the teacher's CD player
3 the girl's DVDs
4 Hannah's dictionary
5 Liam's notebook
6 the students' pens

Exercise 3

- Refer students to the table and the example answer.
- In a **weaker class**, write examples with *I* and *my* on the board, to make sure students understand the difference between them. For example: *I've got a pen. This is* ***my*** *pen.*
- When students have finished, check answers with the class, and model and drill the pronunciation of the pronouns and adjectives if necessary.

ANSWERS

1 our 2 your 3 his 4 their

LANGUAGE NOTE *Sam and his wife*, NOT ~~*Sam and her wife*~~. *Maria and her husband*, NOT ~~*Maria and his husband*~~.

A common student error is to confuse *its* (a possessive adjective) and *it's* (= *it is*): *The cat hurt its foot. It's raining.*

Students also often confuse *their*, *there* and *they're*: *It's their house. There is a pen on the desk. They're at school.*

Exercise 4

- In a **weaker class**, you could ask students to do this exercise in pairs.

ANSWERS

1 Her 2 She's 3 We're 4 Our 5 He's 6 His 7 my 8 They're

Exercise 5

- Students match the words in pairs. Ask individual students for their answers.

ANSWERS

1 you 2 it 3 him 4 her 5 us 6 you 7 them

Exercise 6

- Remind students they should read the first sentence carefully in order to choose the correct object pronoun in the second sentence.

ANSWERS

1 it 2 us 3 her 4 him 5 me 6 them 7 you

Exercise 7 (CD) 1.03

- Play the CD. Tell students not to worry about the blue phrases at this stage.
- Students practise the dialogue in pairs. In a **weaker class**, do this with books open.
- Ask some students to perform the dialogue for the class, and correct pronunciation if necessary.

Exercise 8

- Now focus the class on the blue phrases. Model and drill the pronunciation.
- Refer students back to the picture on page 4. To model the activity, point to something in the picture and ask: *What's this in English?* Elicit the answer. Ask: *Where's the chair?* Elicit the answer (*It's next to the desk.*)
- Students work in pairs to ask and answer questions.
- Ask **fast finishers** to write down their questions and answers.

More practice

Workbook page 5

Language focus reference and practice, Workbook page 72

VOCABULARY ■ Basic adjectives

I can describe people, places and things.

Aims

- Learn the meaning of basic adjectives.
- Use adjectives to talk about people, places, TV programmes and games / DVDs.
- Complete a general knowledge quiz.
- Learn or revise the words for days and months.
- Use days and months in personalized sentences.

Warm-up (3–4 minutes)

- With books closed, ask students about a current TV programme, e.g. *Do you like Big Brother on TV? Why?*
- Elicit some answers from the class, and elicit adjectives such as *funny, interesting* and *boring* and write them on the board.
- Elicit or tell students that these words are adjectives and we use them to describe things.

Exercise 1 1.04

- Look at adjectives 1–7 with the class. Translate any they do not know.
- Now focus students on the words in the box. Explain that each word is the opposite of one of the adjectives below. When they have matched the adjectives, allow students to compare their answers in pairs. Play the CD so that students can check their answers.
- In a **weaker class**, you could check understanding by asking students to translate all the adjectives into their own language. In a **stronger class**, ask if students can tell you any more adjectives and their opposites.

ANSWERS

1 bad
2 unpopular
3 boring
4 difficult
5 small
6 expensive
7 horrible

Exercise 2

- Explain that the answers to the quiz questions can be found in the units of the book. Encourage students to look through the different units to find the information they need.
- Set a time limit of about five minutes for students to complete the quiz in pairs.
- Check answers with the class, and discuss any that they found difficult.

ANSWERS

1 Manchester City
2 Burj Khalifa
3 London
4 killer whale
5 boarding school
6 Margherita
7 Mario
8 Ken Ford

Exercise 3

- Read the example sentence with the class. If necessary, explain that *Top Gear* is a very popular UK TV programme about cars and driving.
- In a **weaker class**, brainstorm ideas for different things students could describe, and write these on the board.
- Elicit some more examples of sentences using the adjectives in the table.
- Students write their sentences, then compare their answers in pairs.
- Elicit some answers from individual students.

ANSWERS

Students' own answers.

Exercise 4 1.05

- Students order the days. In a **stronger class**, ask students to close their books and do this orally. In a **weaker class**, write each day on the board as it is said, and ask them to copy the list into their notebooks when it is complete.
- Use the CD to drill pronunciation.

ANSWERS

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Exercise 5

- Ask students to work individually, then check their answers in pairs.
- Drill pronunciation of the months. You could do this chorally or individually.

ANSWERS

1 January 2 February 3 March 4 April
5 May 6 June 7 July 8 August
9 September 10 October 11 November 12 December

Exercise 6

- Read through the sentences and explain that students should complete them with information that is true for them.
- Allow students time to complete their sentences, then ask one or two individuals to read out their answers.
- Ask **fast finishers** to write down sentences about their partner.

Optional activity: Vocabulary

Write on the board the sentences: *An elephant is small. A new car is cheap.* Ask students if the sentences are true (no). Ask students to correct them (*An elephant is big. A new car is expensive.*)

Ask students to work individually and write three similar false sentences using the adjectives in exercise 1.

With books closed, ask students to work in pairs and read their sentences to their partner. Their partner must correct the sentences using the opposite adjectives.

Communicative competence, Social and civic competences

This activity will help your students to understand and apply language rules. It will also help them to work appropriately and with respect in pairs.

More practice
Workbook page 6

LANGUAGE FOCUS ■ *be*: affirmative, negative and questions

I can use *really* and *very* to express emphasis.

S

Aims

- Learn affirmative, negative and question forms of *be*.
- Use *be* to give information and ask questions.
- Learn how to use *really* and *very* to add emphasis to statements.

Warm-up (2 minutes)

- Write these sentences on the board: *Jack ___ in class 1E. Jack and Ryan ___ in class 1E.*
- Elicit the missing words (*is, are*) and elicit that these are both forms of the verb *be*.

Exercise 1

- Refer students to the table and make sure that they understand *affirmative, negative*, *questions* and *short answers*.
- Students complete the table individually, then check their answers in pairs.
- Check answers with the class. Draw students' attention to the short answers and check they know how to form them.

ANSWERS

1 is 2 isn't 3 aren't 4 Am 5 Are

LANGUAGE NOTE The verb *be* is irregular and needs to be learned.

We do not use *do* to form negatives with *be*: *I am not*, NOT ~~*I don't be*~~.

To form questions, we put the verb before the subject: *Is he English?* NOT ~~*He is English?*~~

Exercise 2

- Remind students to study the subject of the sentence carefully to decide whether it is singular or plural.

ANSWERS

1 are 2 is 3 are 4 isn't 5 is 6 aren't

Exercise 3

- Read the task with the class and make sure students understand that they must use affirmative or negative forms so that the sentences are true for them.
- Students write their sentences individually then compare their answers in pairs.
- Elicit some answers from individual students.

ANSWERS

Students' own answers.

Exercise 4

- In a **weaker class**, refer students back to the question forms in the table in exercise 1. Practise a few questions and short answers orally.
- Students complete the questions, then write their own answers.
- In a **weaker class**, check the questions with the class before students ask and answer the questions in pairs. In a **stronger class**, students could think of more questions to ask each other.
- Focus on question 8 and make sure students understand that although *The Simpsons* is plural, it is the title of a TV programme and is treated as singular.

ANSWERS

1 Are 2 Is 3 Are 4 Is 5 Are 6 Is 7 Are 8 Is

Students' own answers.

Exercise 5

- Study the key phrases with the class.
- To check students understand the meaning of *very* and *really*, ask them to translate the sentences into their own language.
- Encourage students to work individually and use their own ideas to complete the sentences. Once they have finished, compare ideas around the class.

ANSWERS

Students' own answers.

Exercise 6

- Draw attention to the use of short answers to agree and disagree and encourage students to use them when comparing sentences.
- Ask some students to read out their sentences to the class.
- Ask **fast finishers** to write more sentences using their own ideas.

Optional activity: Language focus

Dictate these sentences to students. Tell them there is one mistake in each sentence. Students write the correct versions.

1 Is football a popular sport? Yes, it are.

2 Our teachers is nice.

3 He not is twelve years old.

4 English is very an interesting language.

ANSWERS

1 Yes, it is.
2 Our teachers are nice. / Our teacher is nice.
3 He isn't / is not twelve years old.
4 English is a very interesting language.

Communicative competence

This activity will help your students to understand and apply language rules.

More practice

Workbook page 7

Language focus reference and practice, Workbook page 72

End-of-unit activities

★ Vocabulary and language focus, Teacher's Photocopiable Resources page 162

★★ Vocabulary and language focus, Teacher's Photocopiable Resources pages 171–172

★★★ Vocabulary and language focus, Teacher's Photocopiable Resources pages 189–190

Communication: Pairwork, Teacher's Photocopiable Resources page 207

1

Your interests

Unit summary

Communication

I can …

talk about my hobbies and interests.

understand a text about people's interests.

talk about possessions.

understand people talking about their hobbies and interests.

ask and answer general knowledge questions.

greet and introduce people.

write an email about myself.

Vocabulary

Core vocabulary:

Free time: *animals, art, books, chatting on the internet, computer games, cycling, martial arts, meeting friends, music, photography, sport, watching TV*

Hobbies and interests: *actor, classical, director, drummer, email, film, group, guitar, hip hop, laptop, match, mouse, player, programme, science fiction, singer, skiing, swimming, team, webcam, website*

Build your vocabulary: Verbs expressing preference

Language focus

have got

Prepositions: *about, of, by*

Interrogative pronouns

this, that, these, those

English Plus Options

Extra listening and speaking: Identifying people (page 88)

Curriculum extra: Visual arts: Colour (page 96)

Culture: Young people around the world (page 104)

Vocabulary puzzles: Free time (page 112)

Key competences

Cultural awareness and expression: Interests quiz (page 9)

Learning to learn: Using a mind map (page 12)

Social and civic competences: How to greet and introduce people (page 14)

VOCABULARY ■ Free time

I can talk about my hobbies and interests.

Start thinking

Read the questions with the class and elicit answers from individual students. Encourage students to guess the answers they do not already know, and use their suggestions to start a class discussion. Alternatively, ask students to find the information online before the class, or during the class if you have access to the internet.

ANSWERS

1 Switzerland.
2 In the south east of the USA.
3 She is an American singer and actress.

Aims

- Learn vocabulary for hobbies and interests.
- Have a conversation about interests.

Warm-up (3–4 minutes)

- With books closed, ask around the class: *What do you like doing in your free time?*

Exercise 1 (1.06)

- You may wish to ask students to work in pairs. Once you've checked the answers, ask students to cover their answers and focus on the photos. Ask questions, for example: *What's in photo number 5?* In a **stronger class**, ask students to close their books, then invite one student to mime an activity while the rest of the class guess which it is.

ANSWERS

1 photography **2** meeting friends **3** cycling **4** music **5** martial arts **6** books **7** watching TV **8** computer games **9** chatting on the internet **10** sport **11** art **12** animals

Pronunciation: Syllables
Workbook page 90
Teaching notes page 157

Exercise 2

- Explain to students that they are going to do a questionnaire about their interests. Read the introduction to the questionnaire with the class.
- Model the activity by asking one student the first question and eliciting the answer: *I'm into … .*
- Explain how students should follow the arrows until they reach the appropriate key. Students work in pairs to question each other and read the key. Explain any words in the key that students do not understand.
- Ask some students which key they finished on, and ask whether they agree with it. In a **stronger class**, ask students to suggest alternative careers which could be added to each section of the key.

ANSWERS

Students' own answers.

Exercise 3 (1.07)

- Read through the key phrases with the class. Explain that students are going to hear six sentences, each of which includes one of the key phrases.

- After you've played the CD, ask students to report back to the class on which of the key phrases they heard.
- In a **weaker class**, ask if students need to listen again.

ANSWERS

1 I like (sport).
2 I love (watching TV).
3 I'm interested in (music).
4 I'm not into (martial arts).
5 I'm into (art).
6 I really hate (computer games).

Exercise 4

- Check that students understand the meaning of *positive* and *negative*. Write a plus and minus symbol on the board to help explain the meaning (or a happy and sad face). When students have finished, ask them to compare their answers with a partner. Then, ask individual students to come to the board and write the phrases in the correct list. Ask them to read the phrases and help with pronunciation.

ANSWERS

Positive: I really like, I love, I'm into, I'm interested in, I like
Negative: I really hate, I'm not into, I'm not interested in, I don't like

Exercise 5

- Ask some students what words they added to the table. In a **stronger class**, extend this into a brainstorming session, asking students to think of as many free-time activities as they can.

ANSWERS

Students' own answers.

Exercise 6

- Demonstrate to students how they can combine the column heading with the activities they have chosen, to form sentences with their ideas from exercise 5.
- They can also refer to the key phrases box and the words from exercise 1 to produce more sentences.
- In a **weaker class**, generate another example exchange using one of the key phrases which isn't shown in exercise 5. Do this on the board first, then read out both parts of the exchange to model the pronunciation.
- In a **stronger class**, ask two or three pairs to report their conversations to the class.
- Working individually, students write six sentences about their interests, using the key phrases.

ANSWERS

Students' own answers.

Finished?

- Refer **fast finishers** to the *Finished?* activity.
- Students can write their sentences while the rest of the students complete exercise 6, then read their work to the class.
- Alternatively, they can work with another fast finisher, and take turns to identify the classmates.

Optional activity: Vocabulary

Refer students to the adjectives in the quiz key: *sporty, creative, clever, active, friendly.* Elicit that these are adjectives that describe personality.

Check understanding of the adjectives by asking students to translate them into their own language.

Elicit any other personality adjectives that students know, and write them on the board. In a **stronger class**, you could teach a few more, too, for example *lazy, hard-working, kind, generous.*

Tell students to write a few sentences describing their own personality. Tell them they should focus on positive things.

Ask students to work in pairs and read their descriptions to their partner. Go round and listen as they are working. Check they are using the adjectives in the correct context, and with the correct form of *be*.

Ask students whether they agreed with the adjectives their partner chose, or whether they would use different adjectives to describe their partner.

Ask some students to report their descriptions to the class.

Social and civic competences

This activity will help your students to work appropriately and with respect in pairs.

Optional activity: Vocabulary

Tell students that they should record the new vocabulary in their vocabulary notebooks.

Explain that it is a good idea to record vocabulary in groups, so this vocabulary could be recorded under the heading 'Free time'.

Elicit different ways of recording the meaning of the words, such as a translation, a picture, a keyword (for example the name of their favourite computer game next to 'computer game').

Ask what else it would be a good idea to record, and elicit that they could record some example sentences with the key phrases to talk about their interests.

Explain to students that they need to find a way of recording and remembering vocabulary that works for them.

Students then record the new vocabulary and compare with their partner.

Learning to learn

This activity will help your students to reflect on their own learning.

More practice

Workbook page 8

Tests

Five-minute test, Test Bank MultiROM

READING ■ What are you into?

I can understand a text about people's interests.

Aims

- Read about people's hobbies.
- Learn expressions for talking about your interests and hobbies.
- Write about your interests and hobbies.

Warm-up (2 minutes)

- With books closed, revise the free-time activities from the previous lesson. Ask around the class to find out the most popular activity or activities.
- In a **stronger class**, ask students to say sentences using the key phrases, e.g. *I'm into martial arts*. In a **weaker class**, write one or two sentences of this type on the board and ask students to read them out.

Exercise 1

- Ask students to look at the photos on page 10 and guess what the three people's interests are.
- Elicit some ideas and write them on the board, but do not confirm or deny at this stage.
- Pre-teach the words *belt* and *camera*.

Background

Skateboarding was developed in California in the 1950s, by surfers who wanted something to do when the waves were flat. There are now over 18 million skateboarders in the world.

Taekwondo comes from Korea and is the most popular martial art in the world. In taekwondo fights you can hit or kick your opponent, or throw them to the ground.

Black Eyed Peas are a very successful American hip hop group that formed in 1995 in California. Their hit single *I Gotta Feeling* was the first song in the UK to sell over a million downloads.

Exercise 2 (CD) 1.08

- In a **stronger class**, ask students to just listen and to try to note down as much detail about the speakers' interests as possible.

ANSWERS

Alexia likes music, Sarah likes football and David likes skateboarding.

Exercise 3

- Students read the texts again more closely and answer the questions. In a **weaker class**, ask students to underline the part of the texts where they found the answer.
- Ask students to compare their answers in pairs, then check with the class.

ANSWERS

1 c 2 b 3 b 4 a 5 c 6 a

Exercise 4

- Point out the blue phrases in the text, and explain that these are key vocabulary items.
- Ask students to look at the gapped sentences 1–6. Explain that they should find the complete sentences in the texts and write the missing blue words.
- Check understanding of the words and expressions, for example by asking students to translate them.

ANSWERS

1 not mad about 2 prefer 3 especially 4 a ... fan
5 good at 6 can't stand

Exercise 5

- Ask students to compare their answers in pairs.
- Ask some students to read their sentences to the class.

ANSWERS

Students' own answers.

Optional activity: Reading

Dictate these sentences for students to write down. Ask students to decide whether they are true or false.

1 Alexia loves pop music.
2 Sarah isn't into sport.
3 Lily has got a TV in her room.
4 David is good at taekwondo.
5 Steve has got a green belt.
6 David uses his computer to talk to his friends.

ANSWERS

1 True 2 False 3 True 4 True 5 False 6 True

Communicative competence

This activity will help your students to develop reading skills such as reading for detail.

Optional activity: Language focus

With books closed, dictate these sentences to the class. Pause or make a sound to indicate a gap. Students complete them with the correct prepositions.

Remind students to include information about prepositions that go with words when they record new vocabulary.

1 She likes chatting ___ the internet.
2 I'm good ___ art.
3 He's got a book ___ animals.
4 He's mad ___ football.
5 I'm really ___ sport.

ANSWERS

1 on 2 at 3 about 4 about 5 into

Communicative competence, Learning to learn

This activity will help your students to internalize and reflect on the way languages are organized and to record and remember language items that go together.

More practice

Workbook page 12

LANGUAGE FOCUS ■ *have got* • Prepositions: *about, of, by*

I can talk about possessions.

1

Aims

- Learn the affirmative, negative and question forms of *have got*.
- Use *have got* to talk about possessions.
- Learn the difference between *about, of* and *by*.
- Use *about, of* and *by* to talk about possessions.

Warm-up (4–5 minutes)

- Ask individual students questions using *have got*, for example: *Have you got a pet? Have you got a bicycle?*
- Write *have got* on the board and elicit that it refers to possession.
- Refer students back to the texts on page 10 and ask them to find examples of *have got*. Check their answers, and elicit which forms are affirmative, and which are negative.

Exercise 1

- In a **stronger class**, ask students to complete the sentences from memory.

ANSWERS

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

Rules

- Explain that students should complete the rules using the correct subject pronouns or forms of the verb *have*.

ANSWERS

1 I, we 2 he 3 haven't 4 hasn't 5 've

LANGUAGE NOTE We use *has*, not *have* with *he, she*, and *it* forms: *She has got a camera.* NOT ~~*She have got a camera.*~~

In negative sentences, we do not use *don't / doesn't*: *I haven't got a pet.* NOT ~~*I don't have got a pet.*~~

In questions, we put *have / has* at the beginning of the question and we do not use *do*: *Have you got …?* NOT ~~*Do you have got …?*~~

In spoken English, contractions are usually used: *I've got …, he's got …*, etc.

Exercise 2

- Students work individually for 3–5 minutes to match the questions with the answers.

ANSWERS

1 a 2 c 3 d 4 b

Rules

- Explain that students should complete the rules with the correct form of *have* for short answers.

ANSWERS

1 has 2 haven't 3 hasn't

Exercise 3

- In a **weaker class**, allow students to work in pairs, and do the example with them, demonstrating how the cross indicates a negative answer.

ANSWERS

1 We've got two dogs.
2 I haven't got a poster of Johnny Depp.
3 My mum's got two cars.
4 She hasn't got a Ferrari.
5 I've got a camera.
6 My parents haven't got a computer.

Exercise 4

- Go through the example with students. Explain that students should write a question using the prompts. In a **weaker class**, ask students to write short answers that are true for them.
- Once students have finished, check the questions have been formed correctly, then compare answers around the class.

ANSWERS

1 Has your teacher got a mobile phone?
2 Have your parents got a video camera?
3 Have you got a bicycle?
4 Has your school got a football team?
5 Has your friend got a black belt in taekwondo?
6 Have you got a hobby?

Exercise 5

- Tell students to read the examples carefully, and study the uses of the different prepositions.
- In pairs, students look at the pictures and ask and answer about Marta's possessions.

ANSWERS

1 Has she got a photo of London? Yes, she has.
2 Has she got a book about art? Yes, she has.
3 Has she got a book by J.K. Rowling? No, she hasn't.
4 Has she got a DVD about skateboarding? Yes, she has.
5 Has she got a CD by Coldplay? No, she hasn't.
6 Has she got a poster of a football team? No, she hasn't.

Exercise 6

- Read the example question and answer with the class, and elicit that the affirmative short answer would be *Yes, I have.*
- Make sure students understand that we use *What about you?* to repeat the same question. Remind them to choose the correct preposition for the item they are asking about.
- When students have finished, ask some students to report back to the class. What are the most popular possessions?

Finished?

- Refer **fast finishers** to the *Finished?* activity. Working individually, students write sentences in their notebooks.
- They can check answers themselves, or swap with another fast finisher and check each other's work.

More practice

Workbook page 9

Language focus reference and practice, Workbook page 74

Tests

Five-minute test, Test Bank MultiROM

VOCABULARY AND LISTENING ■ Hobbies and interests

I can understand people talking about their hobbies and interests.

Aims

- Learn vocabulary about hobbies and interests.
- Use a mind map to group words according to meaning.
- Listen to a conversation about interests.
- Listen for general meaning and specific details.
- Complete a questionnaire about interests.

Warm-up (2–3 minutes)

- Revise the free-time words from lesson 1 of the unit. Write the heading *Free time* in the centre of the board, and ask students to say as many words as they can remember.
- Write them on the board around the heading, linking each one to the heading with a line.
- Explain to students that this is a good way to learn new sets of words. Grouping words in their vocabulary notebook according to meaning makes it easier to remember them.

Exercise 1

- Study the diagram with the class and point out how the words in the box go in separate sections of the mind map. In a **weaker class**, check students understand how the main heading, *Hobbies and interests*, can be categorized into smaller areas. Explain that *Sport*, *Music*, *Computers* and *TV and cinema* function as subheadings here.
- Students draw a similar mind map in their notebooks and write the words under the correct headings. They can work individually or in pairs for this activity.
- In a **stronger class**, ask students to add one or two more words to each group.

ANSWERS

Sport: team, player, swimming
Music: hip hop, guitar, group, classical
Computers: email, website, mouse, laptop
TV and cinema: programme, film, actor

Exercise 2

- Students read the clues and identify the correct word, then add the words to the mind map from exercise 1.

ANSWERS

1 drummer, singer (Music)
2 skiing (Sport)
3 director (TV and cinema)
4 webcam (Computers)
5 match (Sport)

Exercise 3

- Once students have finished, elicit some examples from the class. Make sure they are using *is* and *are* correctly.

ANSWERS

Students' own answers.

Exercise 4 1.09 Tapescript page 149

- Refer students to the photo and the title of the questionnaire. Ask: *What is this questionnaire for?* (To find a friend.)
- Allow students time to read the questionnaire. In a **stronger class**, ask students to identify the kind of information they might expect to hear for each question: question 1 will be a place, question 2 will be a number, question 3 will be a date, etc.
- Check the students understand all the words, then play the CD. In a **weaker class**, ask students if they need to listen again.

ANSWERS

He asks questions 3, 4, 6, 8, 9 and 10.

Exercise 5 1.09

- Allow students time to read the sentences.
- Students listen again and write true or false. Explain that they should correct the false sentences.
- In a **stronger class**, ask students if they need to listen to the recording before they do the task.

ANSWERS

1 True.
2 False. Rob prefers Cameron Diaz. / Naomi is a Keira Knightley fan.
3 False. Her favourite sports player is a football player.
4 True.
5 False. Naomi has got two rats.
6 False. In Naomi's opinion, rats are clean, intelligent animals.

Exercise 6

- Once students have finished, elicit some example answers from the class.
- Ask **fast finishers** to write four more questions using the blue words. They can then work with another fast finisher to ask and answer the new questions.

ANSWERS

Students' own answers.

Optional activity: Listening

Ask students to listen again and write down:
– two expressions that are used to express surprise.
– one expression that means 'I don't know'.
– an informal way of saying 'yes'.

ANSWERS

- Really?; Are you serious?
- I'm not sure.
- Yeah.

Elicit that Rob and Naomi are friends using informal language.

Communicative competence

This activity will help your students to develop listening skills and an awareness of appropriate register.

More practice

Workbook page 10

Tests

Five-minute test, Test Bank MultiROM

LANGUAGE FOCUS ■ Interrogative pronouns

I can ask and answer general knowledge questions.

1

Aims

- Learn interrogative pronouns.
- Write questions using interrogative pronouns.
- Do a quiz on interests.

Warm-up (3–4 minutes)

- With books closed, ask students if they can remember any of the questions from the *Find-a-friend* questionnaire.
- Elicit a few examples and write the interrogative pronouns on the board as students say them, e.g. *How old* ..., *Where* ..., etc.
- Tell students these words are called interrogative pronouns, and we use them to form questions.
- Ask students to look at the questionnaire again and find more examples of interrogative pronouns.

Exercise 1

- Read the task with the class, and make sure students understand that they must complete the sentences before looking at the questionnaire.
- In a **weaker class**, ask students to copy the sentences into their notebooks and write answers that are true for them.

ANSWERS

1 Who
2 Where
3 When
4 How old
5 How many

Exercise 2

- Read the task with the class and make sure students understand that they must read each answer to know what question is being asked. In a **weaker class**, demonstrate this by doing the first few items together.
- Students complete the questions with the correct interrogative pronouns.

ANSWERS

1 How many
2 Who
3 What
4 Where
5 When
6 How old

Exercise 3

- Working individually, students read the questions and write answers that are true for them.
- In pairs, students ask and answer. Elicit some answers from the class.

ANSWERS

Students' own answers.

Exercise 4 1.10

- In pairs, students complete the quiz questions by adding the correct interrogative pronouns. Check answers with the class, then students do the quiz together.
- When all the students have finished the quiz, play the CD. Tell students to listen and check their answers to the quiz questions.

ANSWERS

1 Hip hop music is from America.
2 Who, what – The singer is Beyoncé. She's got a microphone in her hand.
3 MTV stands for Music Television.
4 Who, what – This actor is Daniel Craig. His character's name is James Bond.
5 A spider has got eight eyes.
6 What, where – This is an elephant. It's from Africa.
7 Where, when – The Wimbledon tennis championship is in London in June and July.
8 Who, what – This is Roger Federer. His sport is tennis.
9 What – The famous character is Harry Potter.
10 Who, what – This is Batman. He's from Gotham City.
11 What – www stands for World Wide Web.
12 How old – The internet is about 50 years old.

Exercise 5

- Ask students to write a new quiz question about each topic in the quiz. They can use the prompts in the box to help them form questions, or use their own ideas.
- In pairs, students ask and answer the new quiz questions.
- Ask **fast finishers** to think of new topics for the quiz, and to write questions and answers about these topics. Remind them to use interrogative pronouns in the questions. When they have finished, they can work with another fast finisher to ask and answer their new questions.

ANSWERS

Who is the singer in Coldplay? (Chris Martin)
How old is Dr Who? (The series started in 1963, the character is hundreds of years old.)
How many legs has a spider got? (eight)
When is the next Football World Cup? (2014, 2018)
Where is Bart Simpson from? (Springfield)
What is Facebook? (a social networking site)

Optional activity: Speaking

Ask students to play a game in pairs. Student A picks an object in the classroom. Student B asks questions about it, to try to guess what it is. If student B guesses correctly in under ten questions, they win a point. If they can't guess within ten questions, student A reveals the answer and wins the point. They swap roles and play again. The winner is the student with the most points.

Social and civic competences

This activity will help your students to work appropriately and with respect in pairs.

More practice

Workbook page 11
Language focus reference and practice, Workbook page 74

Tests

Five-minute test, Test Bank MultiROM

SPEAKING ■ Meeting people

I can greet and introduce people.

Aims

- Learn key phrases for greeting and introducing people.
- Listen to a conversation in which people meet and greet each other.
- Learn and use the demonstrative pronouns *this, that, these* and *those*.
- Practise meeting and greeting people.

Exercise 1

- Students look at the photo and say what they think the boy is interested in. Ask them to give reasons for their ideas, but do not confirm or deny their answers at this stage.
- If students find this difficult, help them by suggesting that the image on his T-shirt could be waves in the sea.

Exercise 2 1.11

- Refer students to the dialogue next to the photo. Model the pronunciation of the names before students listen. In a **weaker class**, identify each speaker in the photo: Jake is the boy, Laura is the girl in the blue T-shirt, and Tina is the girl in the grey T-shirt.
- Check understanding of *surfing* and *cool*.

ANSWER

Jake is into surfing.

Exercise 3 1.12

- Play the CD. Students listen and repeat the key phrases.
- Students find the key phrases in the dialogue and identify the responses. Check answers with the class.
- In groups of three, students practise the dialogue. Go round and listen as they are working, and help with the pronunciation of the key phrases. If it is difficult to put students into groups of three, they can work in pairs and take turns to have two roles.

ANSWERS

1 Not bad.
2 Hello, (Tina).
3 And you.
4 Yes, (but I'm not very good).
5 I'm from (Florida).
6 Yeah. See you later.

Exercise 4

- Students translate the sentences in the table into their own language.
- Ask if they can explain the differences between *this / that* and *these / those*. In a **weaker class**, write the answer on the board and ask students to copy it into their notebooks.

ANSWER

This / that are singular, *these / those* are plural.
This / These are used when the object or objects are close to the speaker. *That / Those* are used when the object or objects are a distance away.

Exercise 5 1.13

- Read the task with the class and ask students to look closely at the picture.
- Students complete the dialogue, using the words in the instructions.
- When students have listened to the complete dialogue, encourage them to correct any mistakes. Check they understand how the meaning of each word is conveyed through the body language in the picture.
- Students practise the dialogue in pairs. Walk around the class and help with pronunciation if necessary.

ANSWERS

1 That
2 This
3 that
4 This
5 those
6 these
7 That

More practice

Workbook page 11
Language focus reference and practice, Workbook page 74

Exercise 6

- Students work in groups of three to change the words in blue, then practise their dialogue.
- In a **weaker class**, brainstorm ideas together for the hobby being discussed in the dialogue, and for the object that shows the speaker's interest in this.
- Students change roles and practise again.
- Ask some students to perform their dialogues for the class.
- In a **stronger class**, ask students to change other phrases, not just the words in blue. One or two pairs can then perform their new dialogues for the class.

Optional activity: Language focus

Dictate these sentences and questions. Each one has a mistake in it. Tell students they must write the correct versions. Explain that being able to correct mistakes is an important skill which they need to develop. Encourage students to discuss their answers in pairs or in groups.

1 Where you are from?
2 How things?
3 Good to meeting you.
4 Are you in surfing?
5 What part of the USA you from?

Communicative competence

This activity will help students to apply language rules.

More practice

Communication: Pairwork, Teacher's Photocopiable Resources page 208

Tests

Speaking test 1, Test Bank MultiROM

WRITING ■ An email

I can write an email about myself.

1

Aims

- Study a model email.
- Learn key phrases for an informal email.
- Learn about *and, or* and *but*.
- Write an email about your interests.

Warm-up (2 minutes)

- With books closed, ask students: *Do you use the internet? Do you send emails? Who do you send emails to?*
- Find out if any students use emails to write to penfriends, or in any other context where they might introduce themselves, such as a chat room or online group. Elicit that in this context, they might give personal information about their life, their hobbies and interests.

Exercise 1

- Read the task and the questions with the class, and make sure students understand *formal / informal*.
- Students read the text and answer the questions. Check answers with the class.

ANSWERS

1 b
2 To introduce Beth, describe her interests and ask about someone else's interests.
3 Informal.
4 Paragraph 3.
5 Paragraph 2.
6 Paragraph 1.

Exercise 2

- Students complete the key phrases from the email.
- They check their answers in the text, and work out the meaning of the phrases.
- Ask students to translate the phrases into their own language.

ANSWERS

1 student 2 really 3 about 4 one 5 now

Exercise 3

- Ask students to find examples of *and, or,* and *but* in the email in exercise 1 and work out the meaning. Encourage them to do this by looking at the context of the email.
- Students complete the sentences with *and, or,* and *but*.
- Allow students to compare answers in pairs before you check with the class.

ANSWERS

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

Exercise 4

- Read the task with the class and check understanding.
- Students answer the questions and plan their emails. In a **weaker class** allow them to share ideas and plan in pairs.
- Read through the paragraph plan with the class and check understanding.
- Students write their emails. This can be set for homework.
- Tell students it is important to check their work and correct mistakes. Tell them to focus on their use of *and, but* and *or*, and also their spelling, when checking their work. They should then write a corrected final version of the email.

Optional activity: Language focus

With books closed, dictate this short email to the class. Make sure students check all spellings and punctuation carefully. Check answers with the class.

Hi

My name's Sarah. I'm thirteen years old.

I like tennis, but I'm not very good at it. I'm into music, especially hip hop.

What about you? What hobbies and interests have you got? Please write and send a photo if you've got one.

Bye for now.

Communicative competence

This activity will help your students to understand and apply language rules and focus on accuracy.

More practice
Workbook page 13

End-of-unit activities

Progress review

Workbook page 14

The Progress review is designed to give students the chance to revise the main vocabulary and grammar points from the unit, as well as some of the key phrases. It provides students with a record of what they have learnt, and it also helps you and them to identify areas that need more work.

- Before students do the Progress review, tell them to look back at the main vocabulary and language focus sections of the unit to remind them of what they have studied.
- Students then do the Progress review.
- Check answers with the class and ask students to complete the personal evaluation. They choose the symbol which reflects how they feel about their performance in this unit.

★ Vocabulary and language focus, Teacher's Photocopiable Resources page 163

★★ Vocabulary and language focus, Teacher's Photocopiable Resources pages 173–174

★★★ Vocabulary and language focus, Teacher's Photocopiable Resources pages 191–192

Communication: Pairwork, Teacher's Photocopiable Resources page 208

Cross-curricular extension, Teacher's Photocopiable Resources pages 226–227

Vocabulary

Exercise 1

ANSWERS

1 skiing
2 science fiction
3 cycling
4 website
5 programme
6 email

Exercise 2

ANSWERS

1 mad
2 fan
3 good
4 especially
5 prefer
6 can't

Language focus

Exercise 3

ANSWERS

1 My friends have got a good computer game.
2 Olivia has got a poster of the Arsenal team.
3 Tim hasn't got a black belt in judo.
4 We haven't got a CD by The Beatles.
5 I've got a photo of my class.
6 You haven't got a camera.
7 Peter has got a horrible rate.
8 My friends haven't got pets.

Exercise 4

ANSWERS

1 Where; e
2 How; f
3 When; a
4 What; c
5 Who; b
6 How many; d

Exercise 5

ANSWERS

1 This
2 that
3 Those
4 These

Communication

Exercise 6

ANSWERS

1 g 2 e 3 b 4 f 5 h 6 a 7 c 8 d

Listening

Exercise 7 1.14 Tapescript page 149

ANSWERS

Speaker 1 b
Speaker 2 e
Speaker 3 a
Speaker 4 c

Optional activity: Consolidation

Play the following game to consolidate the language points from this lesson.

Tell students they are going to play a guessing game, in which they tell each other answers to personal questions, and their partner has to guess the questions.

Tell students they are going to write three questions asking about personal details or interests, then write their own answers. Elicit some possible questions and answers and write them on the board, for example:

How old are you? – 13

Who's your best friend? – Marta

What's your favourite film? – Harry Potter

Tell students the questions must *not* have *yes / no* answers, and they must not show anyone their questions.

When students are ready, tell them to work in pairs and give their partner the answers to their questions. Their partner must guess the questions and ask them correctly.

Communicative competence, Social and civic competences

This activity will help your students to apply language rules and also work appropriately in pairs.

Tests

Unit 1 test, Test Bank MultiROM

PROJECT ■ Poster: about you

1

Aims

- Read a poster and identify different topics.
- Follow the steps in a project checklist.
- Create a poster giving personal information.

Warm-up (2 minutes)

- Recap the vocabulary of the unit by writing words in mixed up letters on the board, for example:
  trosp (*sport*)
  csium (*music*)
  rpotcmuse (*computers*)
- Ask individual students up to the board to write the correct words. Check spelling, then ask students to identify what these words describe (hobbies and interests).

Exercise 1

- Look at the poster with the class. Explain that this introduces Sandra and describes her hobbies and interests.
- Read through the headings in the box and check understanding.
- Students read the poster more carefully and use the headings in the box to complete the numbered gaps.

ANSWERS

1 Name and age
2 Pets
3 Sport
4 Music
5 Computers
6 Books and comics
7 TV and films

Exercise 2

- Tell students that they are now going to make a similar poster about themselves.
- Go through the points in the project checklist. Check students understand each of these.
- It may help if students use the mind map model from earlier in the unit to structure their initial ideas. They can write their name in the middle of a piece of paper, and use the points listed as the different headings. They can then write words or make simple notes under each one, before they form the short texts to use on their poster.
- Students will need to spend time on this outside the lesson, in order to gather photos of themselves and their hobbies. Set a time limit for this, and encourage them to bring the material to the next lesson if possible. Alternatively, in a **stronger class**, you could ask them to plan their ideas in class and produce the whole project at home.
- If the project is being done in class, provide the materials each student will need for their poster: large pieces of paper and glue.

Exercise 3

- When all the projects are completed, set aside time in class to do further work with them. Put students in groups of five or six, and ask them to put the posters face down in the middle of the group.
- Each student selects a poster, without letting the other members of the group see the photo.
- They read out one of the texts, without including the 'Name and age' section, and the other students try to guess whose poster it is. They continue reading texts until someone guesses correctly.

Exercise 4

- Display the posters around the classroom.
- Tell students to go around the room and read the posters. They try to find someone who has similar interests.
- Allow them time to complete the activity, then ask how many people found someone who shares their interests. Ask if they learned anything new about their classmates from reading the posters.

2

City to city

Unit summary

Communication

I can ...

describe a town I know.

understand an article about a city.

ask and answer questions about my ideal place to live.

understand descriptions and describe where I live.

compare places in different countries.

ask for travel information.

write about a town or city I like.

Vocabulary

Core vocabulary:

Places in a town: *art gallery, bus station, café, car park, cinema, factory, flats, hospital, library, offices, park, restaurant, river, school, shopping centre, shops, sports centre, supermarket, train station*

Describing places: *clean, dangerous, dirty, friendly, modern, noisy, old, pretty, quiet, safe, ugly, unfriendly*

Build your vocabulary: Adjectives

Language focus

there is, there are + *a, an, some* and *any*

Is there ...?, Are there ...?

Comparative adjectives

Prepositions: *by* and *on*

Position of adjectives

English Plus Options

Extra listening and speaking: Giving personal information (page 89)

Curriculum extra: Geography: Reading a map (page 97)

Culture: The United Kingdom (page 105)

Vocabulary puzzles: Places in a town, Describing places (page 113)

Key competences

Cultural awareness and expression: City in the sky (page 20)

Learning to learn: Finding spelling rules (page 20)

Social and civil competences: Asking for travel information (page 24)

Mathematical competence and basic competences in science and technology: Interpreting symbols and numbers on a map (page 97)

VOCABULARY ■ Places in a town

I can describe a town I know.

Start thinking

Encourage students to guess the answers they do not already know, and use their suggestions to start a class discussion. Alternatively, ask students to find the information online before the class, or during the class if you have access to the internet.

ANSWERS

1 The United Arab Emirates.
2 Florida. the USA.
3 Students' own answers

Aims

- Learn vocabulary for places in a town.
- Learn *there is ... , there are ...* with *a, an, some* and *any* to talk about a town.
- Write sentences about a town.

Warm-up (3–4 minutes)

- With books closed, ask students: *Do you live in a town or in the country?*
- Ask: *What can you find in a town?* Try to elicit some words for places in a town, e.g. *shops, cinema.*

Exercise 1 1.19

- Refer students to the picture on page 19. They match the words individually, then compare their answers in pairs.
- Students listen and check their answers.
- Drill the pronunciation of the words.
- In a **weaker class**, check understanding of the words in the box and advise students to write translations of each word in their notebooks.

ANSWERS

1 train station
2 factory
3 flats
4 park
5 shopping centre
6 offices
7 shops
8 school
9 sports centre
10 restaurant
11 river
12 car park

Exercise 2 1.20

- Remind students to listen carefully for clues about where each speaker might be.
- Ask students to check their answers in pairs.
- If students disagree about their answers, play the CD again so that they can check.

ANSWERS

1 park
2 library
3 train station
4 restaurant
5 sports centre
6 factory
7 school
8 cinema

Exercise 3 1.21 Tapescript page 149

- Point out the labels A–D on the map of the city. Refer students to the texts below the picture, and explain that each text describes the relevant area on the map.
- Allow students time to read the texts and the options carefully, and choose option *a* or *b*.

- Play the CD and check students' answers.

ANSWERS
A a: This is a good place for the bus station.
B a: This is a good place for the cinema.
C a: This is a good place for the library.
D b: This is a good place for the hospital.

Exercise 4

- Ask students to first read sentences 1–4 and say whether they are true or false. In a **weaker class**, do this as a class activity. Check their answers before they move on to the next part of the activity.
- Now refer students to the gapped sentences a–c. Remind students to study sentences 1–4 carefully and identify the plural and singular nouns.

ANSWERS
1 true 2 false 3 true 4 true
a some b any c a, an

LANGUAGE NOTE We use *there is* + singular noun and *there are* + plural noun: *There is a cinema. There are two cinemas.* NOT ~~*There is two cinemas.*~~ *There is* is usually contracted to *there's*.

Note the rules for the use of *a / an*: We use *a* before words that begin with a consonant: *a car, a doctor*. We also use *a* before words that begin with *u* and sound like 'you': *a university*

We use *an* before words that begin with a vowel: *an apple, an office*. We also use *an* with words that begin with a silent *h*: *an hour*.

We use *some* in affirmative sentences, and *any* in negative sentences. *There are some offices. There aren't any offices.* NOT ~~*There aren't some offices*~~.

Exercise 5

- Point out that students now need to check they are using the correct singular or plural form of the verb *be*, as well as *a, an, some* or *any*. Remind them that they still need to study the picture carefully to write the correct answer.
- Allow them time to read the sentences. They can work individually and check their answers in pairs.

ANSWERS
1 There are some
2 There aren't any
3 There isn't a
4 There is a
5 There aren't any
6 There is a

Exercise 6

- Students work individually at first to write their sentences, then ask and answer in pairs.
- Go round and monitor the conversations as students talk. Check that students are able to form the correct sentence when their partner says a false sentence.

Finished?

- Refer **fast finishers** to the *Finished?* activity.
- Students can write their sentences, then swap with another fast finisher to compare and check for accuracy.

Optional activity: Vocabulary

Read these sentences to the class. Tell them to write the name of each place you are describing.

1 You go here when you are very ill.
2 You go here when you want to eat a nice meal.
3 You go here to learn.
4 You wear smart clothes when you work here.
5 You can watch films here.
6 You go here to play football or tennis.
7 There are lots of different shops here.
8 You don't buy books here, but you can borrow them.

Check answers by asking individual students to say each word and spell it. Insist that they say the correct article *a / an* with each word. Correct pronunciation if necessary.

ANSWERS
1 a hospital
2 a restaurant
3 a school
4 an office
5 a cinema
6 a sports centre
7 a shopping centre
8 a library

Communicative competence
This activity will help your students to internalize and reflect on the way languages are organized.

Optional activity: Vocabulary

If you wish to extend the vocabulary set, ask students what other things there are in towns and cities.

If students do not know the words in English, allow them to say the words in their own language, then teach the English words, or ask them to look them up in a dictionary. You might like to teach some or all of the following:

airport, bowling alley, gym, ice rink, skateboard park, swimming pool, theatre, zoo.

Ask students to work in pairs and write sentences about their town or city, using *there is / there are* and the new vocabulary, for example: *There is a bowling alley. There isn't a zoo.*

Communicative competence, Social and civic competences
This activity will help your students to understand and apply language rules, and internalize and reflect on the way languages are organized. It will also help them to work appropriately in pairs.

More practice
Workbook pages 16 and 17
Language focus reference and practice, Workbook page 76

Tests
Five-minute test, Test Bank MultiROM

READING ■ A description of a modern city

I can understand an article about a city.

Aims

- Read about some interesting buildings.
- Find spelling rules for plural nouns.
- Talk about your town.

Warm-up (3–4 minutes)

- Ask students to look at the photo on page 20 and the title of the text. Ask students to try to guess where this city is, but do not tell them whether they are right or not.
- Elicit some ideas and write them on the board.
- Pre-teach the words *floor* (a building with three floors), *gym* and *lake*.

Background

The Burj Khalifa skyscraper is the tallest building in the world. It was known as the Burj Dubai before it was opened officially in 2009. The development of this amazing project began in 2004. The total budget for the whole 'Downtown Dubai' project, including the tower and shopping centre, was more than $20 billion.

The Burj Khalifa tower used over 110,000 tonnes of concrete. The steel bars used in the construction would stretch a quarter of the way around the world if they were laid end to end.

Exercise 1 (1.22)

- Before students read the text, ask them to look at the photos and read the words in the box. Remind them that photos can help them interpret a text, and give them useful clues about the content.
- Check understanding of the words in the box. In a **stronger class**, ask one or two students to say which words they chose and why.
- When students have listened, discuss the words again and check their answer from the warm-up activity.

ANSWERS

Not mentioned: *museum, mountains*

Exercise 2

- Allow students time to read the sentences carefully before they answer *true* or *false*. In a **weaker class**, they can complete this activity in pairs.
- Check answers with the class. Ask students to identify the area of the text where they found the answer.

ANSWERS

1 False. You can see the Burj Khalifa from 100 kilometres away.
2 False. The skyscraper is a modern building.
3 False. There are 900 flats in the skyscraper.
4 True.
5 False. The lifts in the tower are very fast.

Exercise 3

- Refer students to the text, and explain that the plural forms of the nouns in the box can all be found in the text. In a **stronger class**, ask students to close their books while you check the answers.
- Ask students when the *-ies* form is used. Elicit answers from individual students.

ANSWERS

offices, cities, flats, parks, shops, libraries
We usually form a plural with *-ies* when the noun ends in consonant + *-y*. We change the *-y* to *-i* and add *-es*.

Exercise 4

- Students read the adjectives and find the things they describe.
- In a **weaker class**, ask them to write the adjectives and their translations in their notebooks.
- In a **stronger class**, ask students to write new sentences using each of the adjectives correctly.

ANSWERS

amazing skyscraper, luxury hotel shops, enormous building, incredible Burj Khalifa skyscraper, fantastic place, tiny cars, fast lifts

Exercise 5

- In a **weaker class**, students can first read the questions and write their answers individually. In a **stronger class**, students can just do this orally.
- Students ask and answer the questions in pairs or in groups. Encourage them to discuss and explain their answers.
- Ask some students to report back on their discussions, for example: *Ana thinks the Burj Khalifa is a good place to live because it is very modern.*

ANSWERS

Students' own answers.

Optional activity: Language focus

With books closed, read these sentences to students. Tell them there is one language mistake in each sentence.

Ask students to correct the sentences. They can compare answers in pairs before you check with the class.

1 It is a building incredible.
2 The building got over 1,200 luxury shops.
3 There is parks and a big lake.
4 There is a shopping centre next the tower.
5 It's fantastic place.

ANSWERS

1 It is **an incredible building**.
2 The building **has** got over 1,200 luxury shops.
3 There **are** parks and a big lake.
4 There is a shopping centre next **to** the tower.
5 It's **a** fantastic place.

Communicative competence

This activity will help your students to understand and apply language rules. It will also help them to internalize and reflect on the way languages are organized.

More practice
Workbook page 20

LANGUAGE FOCUS ■ *Is there ...?, Are there ...?*

I can ask and answer questions about my ideal place to live.

2

Aims

- Learn and use the question forms *Is there ...?* and *Are there ...?* with the appropriate short answers.
- Use key phrases to express quantity.
- Describe an ideal place to live.

Warm-up (2 minutes)

- Tell students to imagine they are visiting a new town or city.
- Tell them that they need to find out whether there is a cinema in the town. Elicit the question they would ask, and write it on the board: *Is there a cinema in this town?*

Exercise 1

- Refer students back to page 20. Point out that they should study the question forms in exercise 5 to complete the first part of the activity, then read the text again if necessary to answer each question. In a **stronger class**, encourage them to do this from memory.
- Check answers by asking students to read out the completed question and the correct answer.

ANSWERS

1 any, b
2 are, a
3 Is, c

Exercise 2

- In a **weaker class**, allow students to complete the rules in pairs. Refer students back to exercise 1 for support. You may need to highlight the singular and plural nouns in the questions.

ANSWERS

1 any 2 singular nouns 3 plural nouns

LANGUAGE NOTE To form questions from *there is / there are* we put the verb first: *Is there ...? / Are there ...?*: *Is there a swimming pool?* NOT ~~*There is a swimming pool?*~~

In short answers, we can't use the contracted form *there's*. We say: *Yes, there is* NOT ~~*Yes, there's*~~.

We use *any*, NOT *some* in questions with plural nouns: *Are there any hotels?* NOT ~~*Are there some hotels?*~~

We use *How many* with plural nouns to ask about quantity. Elicit that the answer to a question with *how many* will include a number.

Exercise 3

- In a **weaker class**, tell students to circle the nouns to help them form the questions correctly.
- Go round and listen as they are talking. Check that they are using short answers correctly.

ANSWERS

1 Is there
2 Are there
3 Are there
4 Is there
5 Are there
6 Are there
7 are there
8 are there

Students' own answers.

Exercise 4

- Read the key phrases with the class.
- Check students' understanding of the phrases by asking them to translate them into their own language.
- Look at the diagram, and check students understand that the increase in the number of lines represents an increase in quantity.
- Students put the key phrases in order, starting from *no* as the smallest quantity.
- Model the pronunciation of the key phrases, then drill pronunciation with the class.

ANSWERS

no, only one, one or two, a lot of, loads (of)

Exercise 5

- Read the words in the box and check students understand them all.
- Check students understand the task, and encourage them to be as imaginative as possible in order to create their ideal place to live.
- Remind students to make sure they use *there's* and *there are* correctly.
- Students write their sentences individually.
- Ask students to compare their answers in pairs, then ask some students to read their sentences to the class.

ANSWERS

Students' own answers.

Exercise 6

- Allow students time to prepare some questions. Tell them they can use some of the questions from exercises 1 and 3, as well as their own questions. In a **weaker class**, students should write full sentences for support as they are talking. In a **stronger class**, students could just write notes to allow them to have a more natural conversation.
- Remind students to use the correct short answers.
- Go round and listen as students are working, and make sure students are using *Is there ... ? Are there ... ?* and *How many ... ?* correctly.
- If necessary, correct any mistakes in a feedback session at the end of the activity.

ANSWERS

Students' own answers.

Finished?

- Refer **fast finishers** to the *Finished?* activity.
- Encourage students to develop their ideas from exercise 5 and to extend the sentences into a longer text.
- Students write their descriptions, then swap with another fast finisher to compare and check for accuracy.

More practice

Workbook page 17
Language focus reference and practice, Workbook page 76

Tests

Five-minute test, Test Bank MultiROM

VOCABULARY AND LISTENING ■ Describing places

I can understand descriptions and describe where I live.

Aims

- Learn adjectives to describe places.
- Use adjectives to complete sentences describing your town.
- Listen to a conversation about different places.
- Listen for general meaning and specific details.

Warm-up (2 minutes)

- Write the heading *My town* on the board.
- Ask students to describe their town.
- Elicit some adjectives, for example *big, small, nice*, and write them on the board.

Exercise 1 1.23

- Students look at the pictures. Explain that the adjective below each picture describes that image, and that the words in the box are the opposites of these.
- When students have checked their answers, use the recording to drill the pronunciation of any words that are new to students.

ANSWERS

1 safe 2 unfriendly 3 quiet 4 dirty
5 pretty 6 modern

Exercise 2

- Look at the example with the class. Check understanding of *quite*: it is used to modify the adjective and make it less strong. Then look at the word *really* in items 2 and 3. Elicit that this makes an adjective stronger.
- Students complete the sentences using information that is true about their own town.
- Ask students to compare their sentences in pairs.
- Ask some students to read their sentences to the class, and ask the class if they agree.

ANSWERS

Students' own answers.

Exercise 3 1.24 Tapescript page 149

- Refer students to the photos and ask students what they think the two cities are like.
- Play the CD. Students listen and answer the question.

ANSWERS

Tina prefers Miami because her friends and family are there.

Exercise 4 1.24

- Allow students time to read the sentences.
- Play the CD again. Students decide if the sentences are *true* or *false*.
- Check that students are able to form the correct sentence where the sentence is false.

ANSWERS

1 True 2 False 3 True 4 False 5 False 6 False

Exercise 5

- Ask students to think of a town or city, and to make notes about it using adjectives they have learned in this lesson.
- Students work in pairs and ask questions to guess the city their partner has chosen. Go round and listen as they are talking, and check they are using the adjectives correctly.

Optional activity: Vocabulary

To practise the new vocabulary, tell students they are going to test each other.

Tell students to choose three adjectives from exercise 1. Tell them to copy these three words carefully onto a piece of paper, making sure they copy the correct spelling. They should also note the opposite of each of the words they have chosen.

When students are ready, put them in pairs and tell them to close their books. They should now test each other by reading out the three words they have chosen. Their partner must give the opposite of the word, and then spell both the word and its opposite. Tell students they should give their partner one point if they give the correct opposite, and one point for each correct spelling.

Communicative competence, Social and civic competences

This activity will help your students to internalize and reflect on the way languages are organized. It will also help them to work appropriately in pairs.

Optional activity: Listening

Dictate these questions, or write them on the board.

1 What is Tina doing when Jake meets her?
2 What does Tina like about Brighton?
3 What does Jake prefer about Miami?
4 What doesn't Tina like in Brighton?

Ask students to work in pairs and try to answer the questions from memory.

Play the CD again and ask students to listen and check their answers. Elicit answers from individual students.

ANSWERS

1 Tina is looking around the town.
2 She likes the old streets and buildings.
3 Jake thinks Miami is more exciting, and there is always a lot of colour.
4 She doesn't like the cold weather.

Communicative competence, Social and civic competences

This activity will help your students to work appropriately in pairs, expressing ideas and respecting the ideas of other students. It will also help them develop listening skills: listening for specific detail.

More practice

Workbook page 18

Tests

Five-minute test, Test Bank MultiROM

LANGUAGE FOCUS ■ Comparative adjectives

I can compare places in different countries.

2

Aims

- Learn comparative adjectives.
- Complete a quiz comparing places around the world.
- Use comparative adjectives to compare two places.
- Express your opinions about different places.

Warm-up (3–4 minutes)

- With books closed, write on the board the names of two cities, for example *Brighton* and *Tokyo*.
- Ask students what they think the differences are between the two cites.
- Elicit some examples of comparative adjectives and write them on the board, for example: *Brighton is smaller than Tokyo. Tokyo is more modern.*

Exercise 1

- Refer students back to the adjectives presented on page 22, and explain that they have different comparative forms. Explain that these forms are used in exercise 4 on page 22, and they can be categorized in this table.
- Students copy the comparative forms into the correct rows.
- Check answers with the class. Then ask students to think about how comparative adjectives are formed in their language. Can they be categorized in the same way?

ANSWERS

1 safer
2 bigger
3 prettier
4 friendlier
5 more exciting
6 better

LANGUAGE NOTE Students may need to be reminded of the rules for forming the comparative.

For most short adjectives we add *-er*, e.g. *old > older*. If the adjective already ends in *-e*, we just add *-r*: *safe > safer*.

Final *-y > -ier* for short adjectives ending in *-y*.

In adjectives that end with a single vowel and a single consonant, we double the final consonant: *big > bigger*.

We use *than* after comparative adjectives: *It's safer than Miami* NOT ~~*It's safer that Miami*~~.

Exercise 2 (CD) 1.25

- Students complete the sentences individually. Check they have done this correctly before they start the pairwork.
- In pairs, students ask and answer the questions. In a **stronger class**, you can allow extra time to look up any answers they do not know in an atlas or on the internet.
- Play the CD to check the answers.

ANSWERS

1 more expensive – True
2 newer – True
3 wider – False
4 higher – True
5 longer – False
6 more dangerous – True
7 older – False
8 further – False

Exercise 3

- Refer students to the prompts under the speech bubbles. Explain that they can use these ideas, or any of their own, and that they should write a mixture of true and false sentences. Point out that there is a choice of adjectives in the prompts, so they can choose how to compare the places.
- Students write their sentences.
- Go through the example exchange in the speech bubbles. Model it with a stronger student.
- In pairs, students ask and answer the new questions.

ANSWERS

Students' own answers.

Exercise 4

- Look at the example in speech bubbles and explain that the comparative adjective doesn't change in the question form, only the word order.
- Allow students time to prepare their questions individually before they ask and answer.
- Check answers around the class by asking students to perform their exchanges.

ANSWERS

Students' own answers.

Pronunciation: /ə/

Workbook page 90
Teaching notes page 157

Exercise 5

- Refer students to the photos and the example sentence.
- Ask students to work individually to write their sentences, then compare their answers in pairs.

ANSWERS

Students' own answers.

Exercise 6

- Tell students they can use the cities covered on these pages, or any other ones they want to discuss. They can use the ideas in exercise 5 to help them make comparisons. In a **stronger class** they may wish to use their own ideas.
- Go round and listen as students discuss the cities in pairs.
- Ask some individual students to say their sentences to the class, and ask other students if they agree with them.

ANSWERS

Students' own answers.

Finished?

- Refer **fast finishers** to the *Finished?* activity. They write sentences, then compare with another fast finisher.

More practice

Workbook page 19
Language focus reference and practice, Workbook page 76

Tests

Five-minute test, Test Bank MultiROM

SPEAKING ■ Asking for travel information

I can ask for travel information.

Aims

- Learn key phrases for asking for travel information.
- Learn travel uses of the prepositions *by* and *on*.
- Listen to a conversation in which someone asks for travel information.
- Practise asking for travel information.

Warm-up (2 minutes)

- Ask students how often they use trains, and how often they use coaches. Ask when they last travelled by one of these methods. Was it cheap or expensive? Did they travel a long way?

Exercise 1

- Refer students to the photo and ask them to look for clues about where the people are.
- If students find this difficult, point out clues in the photo, for example, the man is holding a train timetable, and Tina is carrying a bag.
- You could remind students that they first met Tina in Unit 1, with her cousin Laura.

ANSWERS

They are at the train station. Tina wants information about how far London is, and how much it costs to get there.

Exercise 2 (CD) 1.26

- Refer students to the dialogue and read the instructions with the class.
- Explain that they have to listen for several pieces of specific information, in order to complete the gaps and answer the questions. Suggest that they listen the first time without writing anything. The second time you play the CD, they should complete the dialogue with the correct words. The third time, they should use the information they have written to say how far London is and which form of transport is more expensive.
- Remind students not to worry about the blue words at this stage.

ANSWERS

1 50 2 ten 3 bus station

London's about fifty minutes from here.

The train is more expensive than the coach.

Exercise 3

- Students can cover the dialogue for this exercise, and then refer back to it to check their answers and correct any mistakes. In a **weaker class**, ask them to do this in pairs.
- Check answers with the class before students practise the dialogue with a partner.

ANSWERS

1 want 2 far 3 from 4 much

Exercise 4

- Check understanding of the phrases by asking students to read out their translations. Compare the prepositions with the students' own language.
- In a **stronger class**, you could extend this activity by asking students to write three sentences using these phrases. Check these with the class.

ANSWERS

Answers in students' own language.

More practice

Workbook page 19

Language focus reference and practice, Workbook page 76

Exercise 5

- Refer students to the example question and answer.
- Do the next question and answer as a class to make sure students understand the task.
- Students ask and answer the questions in pairs.

ANSWERS

Students' own answers.

Exercise 6

- Focus students on the blue words in the dialogue, and point out that they can change these to use information that is relevant to their area. They can also use the different forms of transport from exercise 4.
- Allow students time to prepare and practise a new dialogue, in pairs.
- If there is time, students can swap roles and practise again.
- Ask some students to perform their dialogues for the class.

ANSWERS

Students' own answers.

Optional activity: Language focus

Write these sentences on the board. With books closed, students identify the mistakes and write the correct versions.

1 I want visit Manchester.
2 How far it is from here?
3 How much a return ticket?
4 Is it a train to Manchester?
5 It's about ten minutes from here by foot.

ANSWERS

1 I want **to** visit Manchester.
2 How far **is it** from here?
3 How much **is** a return ticket?
4 Is **there** a train to Manchester?
5 It's about ten minutes from here **on** foot.

Communicative competence

This activity will help your students to internalize and reflect on the way languages are organized.

More practice

Communication: Pairwork, Teacher's Photocopiable Resources page 209

Tests

Speaking test 2, Test Bank MultiROM

WRITING ■ A description of a town

I can write about a town or city I like.

2

Aims

- Study a model text.
- Learn key phrases for describing a town or city.
- Learn about the position of adjectives.
- Write about a town you like.

Warm-up (3–4 minutes)

- With books closed, ask students: *Do you like your town? Why? What's your favourite place in the town? Why?*
- Elicit some ideas from students and then ask: *What's your favourite town? Why?*

Exercise 1

- Check answers with the class and make sure students understand the rule that adjectives usually come before, not after, nouns in English.

ANSWERS

1 Yes. 2 Paragraph 3. 3 Paragraph 2. 4 Paragraph 1.
5 Students' own answers.

Exercise 2

- Go through the words in the box and check understanding. Clarify that these are pieces of information which complete the key phrases.
- In a **weaker class** check understanding by asking students to translate the phrases into their own language.

ANSWERS

1 England 2 160,000 3 friendly
4 the beach and the aquarium 5 85, London

Exercise 3

- Students can now use these phrases in a personalized context. In a **weaker class**, ask them to do this in pairs.

ANSWERS

Students' own answers.

Exercise 4

- Focus students on the blue words in the text about Brighton. In a **weaker class**, recap that *friendly*, *pretty*, etc. are adjectives. Ask students to study where these words are placed in the sentences.
- Check answers by asking individual students to read out the completed rules.

ANSWERS

1 before 2 before

Exercise 5

- Students use the rules they have identified to order the words correctly. Allow them time to complete this individually, then check answers in pairs.

ANSWERS

1 Manchester is a big city.
2 I like exciting places.
3 The streets are very safe.
4 The library is a very quiet building.
5 There are some really interesting shops.
6 The town has got a big park.

Exercise 6

- Read the task with the class and check understanding.
- Students answer the questions and plan their text. In a **weaker class** allow them to share ideas and plan in pairs.
- Read through the paragraph plan with the class and check understanding.
- Students write their texts. This can be set for homework.
- Remind students to check their work and correct mistakes. Tell them to focus on these three language points. They should then write a corrected final version of the text.

More practice
Workbook page 21

Optional activity: Writing

Tell students to research a different town on the internet. They should then imagine that they live in that town and write a similar text about the town, saying why they like it.

Digital competence, Sense of initiative and entrepreneurship, Cultural awareness and expression

This activity will help students to understand the nature, role and opportunities of ICT in everyday contexts, including searching for, collecting and processing information. It will also help them to develop initiative and take decisions when planning and carrying out tasks, and it will develop their creative abilities.

End-of-unit activities

Progress review

Workbook page 22

The Progress review is designed to give students the chance to revise the main vocabulary and grammar points from the unit, as well as some of the key phrases. It provides students with a record of what they have learnt, and it also helps you and them to identify areas that need more work.

- Before students do the Progress review, tell them to look back at the main vocabulary and language focus sections of the unit to remind them of what they have studied.
- Students then do the Progress review.
- Check answers with the class and ask students to complete the personal evaluation. They choose the symbol which reflects how they feel about their performance in this unit.

★ Vocabulary and language focus, Teacher's Photocopiable Resources page 164

★★ Vocabulary and language focus, Teacher's Photocopiable resources pages 175–176

★★★ Vocabulary and language focus, Teacher's Photocopiable Resources pages 193–194

Communication: Pairwork, Teacher's Photocopiable Resources page 209

Cross-curricular extension, Teacher's Photocopiable Resources pages 228–229

Vocabulary

Exercise 1

ANSWERS

1 train station 2 library 3 cinema 4 sports centre
5 restaurant 6 hospital 7 park 8 shop

Exercise 2

ANSWERS

1 ugly 2 dangerous 3 quiet 4 enormous
5 unfriendly 6 old 7 dirty 8 far

Language focus

Exercise 3

ANSWERS

1 There are some factories.
2 There aren't any offices.
3 There are one or two cheap shops.
4 There isn't a sports centre.
5 There aren't any good restaurants.
6 There's a train station.
7 There's a nice library.
8 There are two cinemas.

Exercise 4

ANSWERS

1 Are there any factories? Yes, there are.
2 Are there any offices? No, there aren't.
3 Are there any cheap shops? Yes, there are.
4 Is there a sports centre? No, there isn't.
5 Are there any good restaurants? No, there aren't.
6 Is there a train station? Yes, there is.
7 Is there a nice library? Yes, there is.
8 Are there any cinemas? Yes, there are.

Exercise 5

ANSWERS

1 bigger
2 safer
3 more exciting
4 better
5 more unfriendly
6 taller

Communication

Exercise 6

ANSWERS

1 to visit
2 a lot of
3 there's
4 How far
5 about
6 return ticket
7 expensive
8 on the train

Exercise 7 1.27 Tapescript page 149

ANSWERS

1 False 2 True 3 False 4 True 5 False 6 False

Optional activity: Consolidation

Ask students to work in pairs. One of them is a student visiting a city, and the other works in the tourist information office in the city. Tell students they can choose one of the cities mentioned in the book, or use their own ideas.

Write these instructions on the board, and ask students to prepare a dialogue based on the instructions.

Student: You do not know this city. Ask about things in the city, and ask about travel arrangements somewhere.

Tourist information officer: You know the city very well, and you really like it. Give information about the city and give information about travel arrangements

Tell students they can look back through Starter–Unit 2 to find useful phrases and vocabulary, and they should also use their imagination.

Allow students time to prepare their dialogues. Monitor and help as necessary.

Ask students to practise their dialogues in pairs. Monitor, but do not interrupt them. Correct any typical errors in a feedback session at the end.

Sense of initiative and entrepreneurship

This activity will help your students to work appropriately in pairs and show a spirit of cooperation when working with another student. It will also help them to manage personal resources to complete a task.

Tests

Unit 2 test, Test Bank MultiROM

Listening

Exercise 1

- Focus students on the three photos. Ask what they think the listening activity is going to be about (sport).
- Allow students time to read the questions, and check understanding. In a **weaker class**, ask students to discuss these in pairs first, before you check answers with the class.

ANSWERS

1 On a football pitch.
2 The boy in photo 3.
3 The boy in photo 2.

Exercise 2 1.28 Tapescript page 150

- Read the task with the class. Ask how many speakers the students expect to hear (three), and what they think the topic of the listening will be (hobbies and interests / sport).
- Play the CD once for general understanding. Then play it again, and ask students to make notes while they listen for what each speaker is interested in.

ANSWERS

Jon tennis, photography
Lucy basketball
Tim basketball

Exercise 3 1.28

- Explain that students now have to listen for specific information in order to complete the sentences. Allow them time to read items 1–8.
- In a **weaker class**, check understanding before you play the CD. In a **stronger class**, ask if anyone can complete the sentences using what they remember from having heard the CD before.
- Play the CD. Students make notes while they listen. Play it a second time, then check answers with the class.

ANSWERS

1 Jon **2** Lucy **3** Tim **4** Jon **5** north **6** smaller
7 buildings **8** photos

Speaking

Exercise 4

- Put students into groups of three, preferably with people they do not usually work with.
- Explain that each member of the group should prepare information about their interests and what they are good at, but that only one will be from another country. They should decide who this is, and where they are from.
- Students use the questions to help them structure their ideas for the conversation in the next activity.
- In a **weaker class**, model this task as a whole class activity before students answer the questions in their groups. Write each question on the board, and show an example of how each one could be answered.

Exercise 5

- Explain to students that they are now going to act out the conversation following the prompts. The student who chose to be from another country in exercise 4 will be student C, and the other two can choose to be A or B.
- Point out that the prompts give a combination of direct language (in italics) and instructions.
- Students use their notes to have a conversation. Once they are confident with the exchange, ask them to swap roles. Go round and listen as they are talking. Make a note of any common mistakes and correct these at the end in a feedback session.
- You could ask one or two groups to perform their conversations for the class.

Writing

Exercise 6

- In a **weaker class**, remind students of what they know about Jon from the listening task by making notes on the board as a whole-class activity.
- In a **stronger class**, you could encourage students to make notes about a new person for this task.
- Point out that the text will be about a friend, and that students shouldn't write about their own interests. They should check they are using the third person forms of the verb *be* correctly.
- Students write their texts individually.
- Ask students to swap their work with a partner so they can check each other's work. You can then ask them to produce a final piece for homework.

3

Around the world

Unit summary

Communication

I can ...

talk about countries, nationalities and languages.

understand an article about people living in London.

use the present simple to talk about facts and routines.

talk about daily routines.

ask people about their routines and habits.

talk about things I like and don't like doing.

write a report about a country.

Vocabulary

Core vocabulary:

Countries, nationalities and languages: *the USA, American, Australia, Australian, Brazil, Brazilian, the UK, British, Canada, Canadian, China, Chinese, France, French, Germany, German, Italy, Italian, Japan, Japanese, Poland, Polish, Spain, Spanish*

Daily routines: *do exercise, do my homework, finish school/work, get up, go home, go to bed, go to school, have a break, have dinner, have lunch, start school/work, watch TV*

Build your vocabulary: Irregular plurals

Language focus

Present simple: affirmative and negative

Adverbs of frequency

Present simple: questions

Punctuation

English Plus Options

Extra listening and speaking: Talking about timetables (page 90)

Curriculum extra: Language and literature: Non-verbal language (page 98)

Culture: The English-speaking world (page 106)

Vocabulary puzzles: Countries and nationalities; Routines (page 114)

Key competences

Cultural awareness and expression: Quiz: Go Global! (page 29)

Social and civic competences: A cosmopolitan city (page 30); The English-speaking world (page 106)

Learning to learn: Using photos to predict content in listening activities (page 32)

VOCABULARY ■ Countries, nationalities and languages

I can talk about countries, nationalities and languages.

Start thinking

Encourage students to guess the answers they do not already know, and use their suggestions to start a class discussion. Alternatively, ask students to find the information online before the class, or during the class if you have access to the internet.

ANSWERS

1 Konichiwa
2 7.5 million
3 When children work instead of going to school, often for very little money. It is a problem in Bangladesh and other developing countries.

Aims

- Learn vocabulary for countries, nationalities and languages.
- Do a quiz about different countries, nationalities and languages.
- Learn key phrases for guessing answers.
- Practise guessing answers.

Warm-up (3–4 minutes)

- With books closed, ask students to work in pairs and write down as many countries as they can in English.
- Elicit the names of a few countries from individual students and write them on the board.
- Elicit the names of a few nationalities and languages from the countries on the board.

Exercise 1 1.34

- Students complete the quiz. In a **weaker class** allow them to compare answers in pairs. In a **stronger class**, encourage them to work individually, then compare ideas with a partner.
- When students have listened and checked their answers, find out how many students answered correctly.

ANSWERS

1 English
2 Washington, D.C.
3 football
4 the pound
5 the Rhine
6 false (over 65 million)
7 five
8 false (seven)
9 pizza
10 Mandarin
11 Tokyo
12 Italy

Exercise 2

- Point out that the names for the countries can all be found in the quiz. Students read the quiz again more carefully to find the correct information.
- Check answers, then model and drill the pronunciation of the countries and nationalities.

ANSWERS

1 Canada
2 the USA
3 Brazil
4 the UK
5 Germany
6 France
7 Spain
8 Poland
9 Italy
10 China
11 Japan
12 Australia

Exercise 3

- Read through the key phrases with the class and model the pronunciation.
- Check understanding by asking students to translate the phrases.
- You may need to give further explanation of the term *very certain*. Ask students which phrase they would use if they know the answer to a question. Elicit the correct answer, then look at its opposite form. (*I'm not sure.*)

ANSWERS

I'm sure it's ...

Exercise 4 1.35

- Explain to students that they are going to hear people talking in different languages and that the aim for them is not to work out what they are saying, but to identify the language.
- Play the first extract and ask students to make guesses in pairs. Encourage them to agree and disagree with each other using the key phrases.
- Play the remaining extracts, pausing the CD after each one to allow students time to make their guesses. Play the CD again and check the answers.
- When students have listened to all the extracts, find out how many of them guessed correctly.

ANSWERS

1 Mandarin 2 Spanish 3 English 4 Italian
5 German 6 French

Exercise 5

- If you have time, allow students to use a variety of resources, including atlases and the internet, to find information for the extra quiz questions.
- You could do this as a group activity. Put the students into groups of four. Each group writes five questions using the models given. Then put each group with another group. They take turns to ask each other their questions, and score a point for each correct answer. The group with the most points wins.
- Alternatively, in a **stronger class**, students can write their questions individually, then test their partner.
- Ask one or two groups to report some of their questions back to the class, and see if the class can answer correctly.

ANSWERS

Students' own answers.

Exercise 6

- In a **stronger class**, invite students to use their own ideas for sentences as well as the structures provided. Remind them that they can use countries and languages not covered on these pages. You can also provide extra resource material if necessary.
- Go round and listen as students speak in pairs, and check they are using the key phrases correctly.

Finished?

- Refer **fast finishers** to the *Finished?* activity.
- Students think of ideas for each category, then swap with another fast finisher to compare.
- Alternatively, this can be made into a class game when everyone has finished. Try to elicit as many ideas for each country as possible.

Optional activity: Vocabulary

To extend the vocabulary set, tell students to work in pairs and use their dictionaries to find more names of countries and nationalities in English. Point out that some dictionaries include country names in the main A–Z text, but others have a separate list of countries and nationalities at the back.

Ask students to tell you the country names they have found out. Encourage them to add these to their vocabulary notebooks.

Learning to learn, Sense of initiative and entrepreneurship

This activity will help your students to use reference materials to obtain information and integrate it with previous knowledge. It will also help them to use personal resources to complete tasks set in the classroom.

Optional activity: Vocabulary

For homework, ask students to choose one of the languages from this page, or a language of their own choice. Tell them to use the internet to find out how to say a few simple words in that language, for example, *thank you* or *goodbye*.

In the following lesson, revise the key phrases for guessing answers, then ask individual students to say the words they have learnt. Other students can try to guess the languages.

Digital competence, Social and civic competences

This activity will help your students to understand the nature, role and opportunities of ICT in everyday contexts, including searching for, collecting and processing information. It will also help them to develop an interest in communication with speakers of other languages.

More practice

Workbook page 24

Tests

Five-minute test, Test Bank MultiROM

READING ■ A cosmopolitan city

I can understand an article about people living in London.

Aims

- Read about the different cultures that exist in London.
- Discuss multiculturalism at school and in the capital city.
- Discuss other countries that students want to visit.

Warm-up (2 minutes)

- With books closed, ask the class to think about large cities in their country. Ask about the types of people who live in them, and whether they are multicultural places or not.

Background

A survey carried out in English schools in 2008 found that 12.5% of pupils in English schools speak languages other than English as their first language. Over 240 different languages are spoken by children in England. The top ones include Panjabi, Bengali, Urdu, Somali, Polish, Arabic, Portuguese, Turkish and Tamil.

The main languages taught in schools in Britain are French, German and Spanish, but Mandarin is also becoming more popular as some pupils think it will be a useful language in the business world of the future.

Exercise 1

- If students find it difficult to say anything about London, ask specific questions, for example: *Do any famous people live in London? What languages do people in London speak?*
- Brainstorm ideas around the class and write useful information on the board.
- Point out that the photo shows a school in London, and that there is a mixture of cultures there.

Exercise 2 (1.36)

- Ask students to listen closely for the different languages.
- In a **weaker class** remind students that the words for languages are often the same as those for nationalities. Draw a table on the board, and label the first column *Languages* and the second column *Nationalities*.
- Play the CD. Students read and listen to the texts and count how many languages are mentioned.
- Check the answers with the class. In a **weaker class**, ask students what words they heard. If they say, for example, *Polish*, ask whether this is used as a language or a nationality. Elicit ideas, and play the CD again as necessary.

ANSWERS

6 – French, German, Spanish, Mandarin, English, Turkish

Exercise 3

- Explain that students have read the text for a general meaning, and that they should now read it again more closely in order to choose the correct answers.
- Allow time for students to read the sentences and the options carefully, then check understanding.
- Students work individually, then compare their answers in pairs. Check the answers with the class.

ANSWERS

1 b 2 c 3 a 4 c 5 c

Exercise 4

- Read the words with the students and check understanding.
- Remind students that when they record a new word in their vocabulary notebooks, they should write the plural form as well. Check students understand that although many nouns have regular plural forms in English, some are irregular and have to be learnt.
- Ask students to identify the irregular plural. In a **stronger class**, ask if students can think of any more irregular plurals, for example *children, women, teeth.*

ANSWERS

1 people 2 countries 3 nationalities 4 classes
5 students 6 words 7 families 8 shops
people is irregular

Exercise 5

- Allow students time to read the questions. In a **weaker class**, do this as a class activity and make notes on the board for each question. For question 3, encourage students to give reasons for their choices.
- In a **stronger class**, let students discuss in pairs and then share ideas around the class.
- Remind students to use the words in the box to help them structure their ideas about different countries.

ANSWERS

Students' own answers.

Optional activity: Language focus

With books closed, dictate these sentences to students. Pause or make a sound to indicate a gap.

Ask students to complete the sentences by adding one word in each gap. Students check their answers in the text.

Point out that we can say either **at** a school or **in** a school to mean someone is attending a school: *There are 600 students at / in this school.* If we mean that something is in the school building, we use *in*: *There are a lot of computers* ***in*** (not *at*) *this school.*

1 There are twenty-five nationalities ___ the school.
2 There are a lot of families ___ other countries.
3 I know words ___ Polish, Urdu and Arabic.
4 ___ my street there's a Polish shop.
5 Tony studies Mandarin ___ Mrs Li Wei.

ANSWERS

1 at 2 from 3 in 4 In 5 with

Communicative competence

This activity will help your students to internalize and reflect on the way languages are organized.

More practice

Workbook page 28

LANGUAGE FOCUS ■ Present simple: affirmative and negative

I can use the present simple to talk about facts and routines.

3

Aims

- Learn the affirmative and negative forms of the present simple.
- Learn spelling rules for the third person singular in the present simple.
- Use the present simple to talk about habits and likes / dislikes.

Warm-up (2 minutes)

- With books closed, ask students what they can remember about the people from London. Write the names Jacek, Julia and Ogechi on the board.
- Elicit some ideas and write them on the board under the correct name, for example: *They live in London. They are from Poland / Nigeria.*

Exercise 1

- Explain that students now need to refer to the text again to complete the example sentences.
- Students read quietly to find the examples. Ask individuals to read these out, and write the answers on the board.
- Underline the verbs in the sentences and elicit that they are in the present simple tense.
- Read through the rules with the class. In a **weaker class**, complete these together as a group activity.

ANSWERS

1 like 2 studies 3 don't speak 4 doesn't speak
5 helps

Rules

1 facts and routines
2 affirmative
3 doesn't, don't

LANGUAGE NOTE In the third person singular we add *-s*: *He knows some words in Polish*. NOT ~~*He know some words in Polish*~~.

For some verbs we add *-es*: *She teaches Mandarin. He goes to school every day.*

For verbs ending in *-y*, *-y* > *-ies*: *He studies Mandarin.*

In the negative form, the third person singular uses *doesn't*:

He doesn't study German. NOT ~~*He don't study German.*~~

In the negative form we do not add *-s* to the main verb: *He doesn't study German*. NOT ~~*He doesn't studies German.*~~

Exercise 2

- Allow students time to check the meanings, using a dictionary if necessary. Ask for translations to check understanding.
- Explain that the spelling rules cover the third person forms of the verbs. Most verbs can be categorized in this way, but some are irregular and have to be learnt.
- Ask students to compare their answers in pairs, then check answers with the class.

ANSWERS

1 uses, writes, listens, eats, knows, sleeps, buys, comes, makes, walks, thinks
2 goes, mixes, finishes, watches, teaches, does
3 tries, carries

have doesn't go in any group.

Pronunciation: Third person singular

Workbook pages 90 and 91
Teaching notes page 158

Exercise 3

- Remind students to use the spelling rules to help them decide on the correct verb forms. Point out that they can make the verbs affirmative or negative so that the sentences are true for them.

ANSWERS

1 goes / doesn't go
2 teaches / doesn't teach
3 do / don't do
4 watch / don't watch
5 try / don't try
6 writes / doesn't write
7 like / don't like
8 play / don't play

Exercise 4

- Look at the photo with the class and ask where they think the woman might be from (Italy) and what she is cooking (pasta). Do not give any answers at this stage.
- Students read the text for gist, without worrying about the gaps at this stage. Ask if their ideas were right.
- Check understanding of the verbs in the box, and ask students to complete the text individually.

ANSWERS

1 don't speak 2 lives 3 doesn't understand
4 watches 5 does 6 makes 7 goes 8 eat

Exercise 5

- Explain that students should select one word from each column to form sentences about themselves.
- Students write true and false sentences individually.
- Before students talk in pairs, remind them of the key phrases from page 28, and ask them to try to use these in their answers.

ANSWERS

Students' own answers.

Finished?

- Refer **fast finishers** to the *Finished?* activity. Explain that they should use the information they learnt about their partner in exercise 5 to write five true sentences about them. They should use the third person form of the verb.

More practice

Workbook page 25
Language focus reference and practice, Workbook page 78

Tests

Five-minute test, Test Bank MultiROM

VOCABULARY AND LISTENING ■ Routines

I can talk about daily routines.

Aims

- Learn verbs for daily routines.
- Listen to a text about child labour.
- Learn adverbs of frequency.
- Listen for general meaning and specific details.
- Write personal sentences about your habits.

Warm-up (3 minutes)

- Write on the board: *Daily routines.*
- Ask students: *What do you do on weekdays? What do you do at the weekend?*
- Elicit some ideas and write them on the board, for example: *go to school, go to the cinema.*

Exercise 1

- Look at the photos with the students and ask for ideas about the different people who are shown in them. Elicit that they are all young people but they have different daily routines.
- Refer students to the verbs in blue. Tell them to use their dictionaries to check the meaning of any verbs they do not know.
- Check understanding by asking them to translate the words into their own language. Note that students may not put the verbs in exactly the same order. Encourage them to explain their choices and accept any that are logical.

ANSWERS

get up, go to school, do exercises, have a break, have lunch, go home, watch TV, have dinner, do homework, go to bed

Exercise 2

- Students think about their own daily routines and make sentences individually, using exercise 1 as a model.
- They compare answers in pairs. In a **stronger class**, ask one or two students to read their sentences to the class.

ANSWERS

Students' own answers.

Exercise 3 1.37 Tapescript page 150

- Refer students to the photos and the information.
- Allow them time to go through the sentences in the 'My day' section again and identify the ones about Sharif.

ANSWERS

I go to bed before 9 o'clock.
I get up at 5.30
I don't go home. I live where I work.

Exercise 4 1.37

- Explain that you are going to play the CD again, and this time students should listen for specific information to complete the text.
- Allow students time to read the text and check they understand as much as they can at this stage. Tell them not to worry about the blue words yet.
- Play the CD. Students listen and complete the text.
- In a **weaker class**, ask students if they need to listen to the CD again.

ANSWERS

1 six
2 factory
3 six
4 5.30
5 20
6 sleeps

Exercise 5

- Now focus students on the blue words from the text in exercise 4 and explain that these are adverbs of frequency. Explain that they are used with verbs to say how often someone does an activity.
- Point out or elicit that the chart shows an increase in frequency from left to right, and explain that there is a correct sequence for the adverbs through this chart.
- Allow students to complete this in pairs, then check answers with the class. Model and drill the pronunciation, and translate the adverbs to check understanding.
- Look at the rules under the chart. In a **weaker class**, write examples from the text to demonstrate the position of the adverb in each case. In a **stronger class**, ask students to find examples in the text after they have answered correctly.

ANSWERS

1 sometimes 2 often 3 usually 4 always

Rules

1 after 2 before

More practice

Workbook page 27
Language focus reference and practice, Workbook page 78

Exercise 6

- Allow students time to read the sentences, and check understanding. Explain that they should personalize them using adverbs of frequency, rather than making the verb negative.
- Ask some students to read their sentences to the class.
- Check that students have formed these sentences correctly, as they will need to use them in the next activity.

ANSWERS

Students' own answers.

Exercise 7

- Go round and listen as students are talking. Make a note of any recurring mistakes and correct them in a class feedback session.

More practice

Workbook page 26

Tests

Five-minute test, Test Bank MultiROM

LANGUAGE FOCUS ■ Present simple: questions

I can ask people about their routines and habits.

3

Aims

- Learn the question forms of the present simple.
- Write questions using *wh-* words and the present simple.
- Ask and answer questions using the present simple.

Warm-up (3–4 minutes)

- With books closed, ask individual students questions using the present simple, for example: *Do you go to school?*
- Allow students to answer with simply *yes* or *no*.
- Write two or three questions on the board and elicit that they are questions using the present simple.

Exercise 1

- Explain that options *a* and *c–e* are short answers to the questions, and that students should look for subject pronouns that match the questions to help them choose the correct answer.
- In a **stronger class**, point out that one of the questions has a different form to the others, and ask students to identify this one and say why it is different (*5, because it uses a question word*).
- Check answers with the class. Point out that the answer for question 5, *b*, is in a different format because it asks for more information than a short answer.
- Refer students back to the questions on the board. Ask the questions again and elicit the short answers.

ANSWERS

1 e 2 d 3 c 4 a 5 b

Rules

1 do / does 2 don't add 3 beginning

> **LANGUAGE NOTE** In questions, we put *do / does* at the beginning: *Do you understand?* NOT ~~*You do understand?*~~
> We use *does* for third person singular questions: *Does he study French?* NOT ~~*Do he study French?*~~
> We do not add *-s* to the third person singular of the verb in question forms: *Does he play football?* NOT ~~*Does he plays football?*~~

Exercise 2

- Students work individually to write questions. Check these before they move on to the speaking.

ANSWERS

1 Do your parents play tennis?
2 Does your mother speak French?
3 Do you watch TV every evening?
4 Does this book teach vocabulary?
5 Does your father work in a factory?
6 Do you and your friends go to school on Saturdays?
7 Do you and your family live in a modern building?
8 Does your friend come to your home after school?

Exercise 3

- Look at the example with the class, and ask if students can identify what is different about these questions. Elicit the response that they use question words. Ask if students can identify where the question word goes (before *do* or *does*).
- Write the question words used in this exercise on the board. Ask if students can translate them, and provide any answers they do not know.
- Look at answers a–h, and point out that they give more information than the short answers.
- Ask students to compare their answers in pairs and correct any mistakes.

ANSWERS

1 do you and your family go; h
2 does your best friend live; g
3 do you do; f
4 do you travel; a
5 do your friends like; b
6 do you watch; c
7 do you do; e

> **LANGUAGE NOTE** Students often need to be reminded of the position of *do / does* before the subject in *wh-* questions: *Where do you live?* NOT ~~*Where you do live?*~~

Exercise 4

- In a **weaker class**, allow students time to prepare their answers before they ask and answer the questions in pairs.
- Ask some students to report back on their partner, for example: *Tom goes to France in the summer.*

ANSWERS

Students' own answers.

Exercise 5

- Demonstrate how to form a question by using one word from each column. Explain that the words can be used in any correct combination.
- In a **weaker class**, first select three words or phrases and write these on the board, for example *Who / visit / after school*. Then write the complete question underneath: *Who do you visit after school?*
- Students work individually to write the questions.

ANSWERS

Students' own answers.

Exercise 6

- Put students into groups of four to ask and answer.
- In a **stronger class**, tell students to make notes on the answers they are given. Ask individuals to report some of their findings back to the class at the end of the activity.

ANSWERS

Students' own answers.

Finished?

- Refer **fast finishers** to the *Finished?* activity. They can use questions they have already covered in the lesson, or think of new ones. They can compare questions and answers with another fast finisher.

More practice

Workbook page 27
Language focus reference and practice, Workbook page 78

Tests

Five-minute test, Test Bank MultiROM

SPEAKING ■ Talking about likes and dislikes

I can talk about things I like and donít like doing.

Aims

- Listen to a conversation about likes and dislikes.
- Learn key phrases for talking about likes and dislikes.
- Practise checking meaning and spelling.
- Prepare and practise a dialogue talking about likes and dislikes.

Warm-up (2 minutes)

- Ask if any of the students play an instrument, and what kind of music students like. They can answer in their own language. Write their ideas on the board.
- If they do not like music, ask them to name a few of their other hobbies.

Exercise 1

- When students have answered the questions, refer back to the ideas from the warm-up. Does anyone in the class play the trumpet or like the samba?

ANSWERS

Laura has got a trumpet.
The samba is Brazilian music.

Exercise 2 1.38

- Ask students to read the dialogue quietly, then check any words they do not know. In a **stronger class**, ask other students to help each other rather than offering translations straight away.
- Check students understand the phrases in the box. In a **weaker class**, they can complete the dialogue in pairs.
- Play the CD twice. Students listen and check.

ANSWERS

1 c 2 d 3 b 4 a

Exercise 3

- Ask students to find the key phrases in the dialogue and elicit that they are used for expressing likes and dislikes.
- Check students have completed the phrases correctly before they go on to practise the dialogue in pairs.

ANSWERS

1 playing Brazilian music
2 dancing
3 watching football on TV
5 playing the trumpet
6 What
7 listening to music

Exercise 4

- Go through the example with the class. Show how the verb is used in the *-ing* form, and that one of the options is chosen. Point out that they do not have to use both of the options given in the questions or answers.
- In a **weaker class**, ask students to write their questions first, and check these before they move on. In a **stronger class**, they can start the conversation straight away. They could also use their own ideas as well as those in the box.
- Go round and listen as students ask and answer. Check that they are including the key phrases and using them correctly.
- If time allows, ask one or two pairs to perform their dialogues for the class.

ANSWERS

Students' own answers.

Exercise 5 1.39

- Explain to the class that they are now going to listen to a new conversation. Ask them to read through the dialogue before you play the CD, without worrying about the gaps or the words in blue.
- Before you play the CD, ask students to identify the kind of information that is missing (activities). You could elicit or explain that the verb will be in the *-ing* form. They should be prepared to listen for this information.
- Play the CD twice. Allow time for students to complete the gaps before checking answers around the class.

ANSWERS

1 watching DVDs
2 reading comics
3 listening to classical music
4 playing tennis

Exercise 6

- Students write their dialogue together, then act it out, taking turns to do each role.
- If they find this easy, they can produce a second dialogue and repeat the activity. Remind them that they can change the key phrases and use their own ideas for activities. In a **weaker class**, remind students to look at the dialogue in exercise 1 and the box in exercise 4 for ideas.
- Go round and listen as students work. Make a note of any common errors and correct these in a feedback session at the end.
- Ask one or two pairs to perform their dialogues for the class.

Optional activity: Writing

Ask students to write three or four sentences about one of their hobbies, for example sport or music. They should say when they practise and how often, and what they like and dislike about it.

Students can compare their work in pairs and help each other to correct any mistakes.

Cultural awareness and expression

This activity will help your students to express their own opinions and preferences.

More practice

Communication: Pairwork, Teacher's Photocopiable Resources page 210

Tests

Speaking test 3, Test Bank MultiROM

WRITING ■ Country and language report

I can write a report about a country.

3

Aims

- Study a model report.
- Learn about punctuation.
- Learn key phrases for a report.
- Write a report about nationalities and languages in your class.

Warm-up (3 minutes)

- With books closed, ask students: *Who writes reports? Do you write reports? When do you write reports?*
- Refer students to the title of the model report and ask students what they know about Canada.

Exercise 1

- Read the instructions and the words in the box first, and remind students that the first time they read, they should read for general meaning and not worry about words or phrases they do not understand. The aim of the first read is to work out the topic of each paragraph.
- Check answers with the class.

ANSWERS

Paragraph 1 Where it is
Paragraph 2 Languages
Paragraph 3 Population

Exercise 2

- This time, students should read the text more carefully and find the specific information to answer the questions.
- Ask them to work individually at first, then compare answers with a partner.

ANSWERS

1 Nationality: Canadian
Languages: English, French, Spanish, German, Mandarin
2 About 34 million.
3 English, French, Spanish, German and Mandarin.
4 Ottawa.
5 Europe, Asia, the USA, Africa and South America.

Exercise 3

- Students study the text carefully again to find and complete the key phrases.
- Then ask students to rewrite the sentences with information about their own country, changing the words in brackets as necessary.

ANSWERS

1 got a border with
2 Atlantic Ocean, east
3 speak
4 main, the Quebec area
5 people, and work there
6 a lot of, Europe, Asia and the USA

Exercise 4

- Allow students time to read the rules and the example sentences.
- In a **weaker class**, go through the text as a class to find further examples of each rule. In a **stronger class**, students can do this individually then share ideas around the class.

ANSWERS

Example answers:
1 The Atlantic Ocean is to the east of Canada and the Pacific Ocean is to the west.
2 In big cities, like Vancouver and Toronto, over thirty per cent of the population come from outside Canada.
3 ... but there are also people from Africa and South America.

Exercise 5

- Read the task with the class and check understanding.
- Students answer the questions and plan their reports. In a **weaker class** allow them to share ideas and plan in pairs.
- Read through the paragraph plan with the class and check understanding.
- Students write their reports. This can be set for homework.
- Remind students that they can improve their writing by checking and correcting it. Point out that in this task they should focus on punctuation, key phrases, and use of paragraphs. They should then write a corrected final version of the text.

More practice
Workbook page 29

End-of-unit activities

Progress review

Workbook page 30

The Progress review is designed to give students the chance to revise the main vocabulary and grammar points from the unit, as well as some of the key phrases. It provides students with a record of what they have learnt, and it also helps you and them to identify areas that need more work.

- Before students do the Progress review, tell them to look back at the main vocabulary and language focus sections of the unit to remind them of what they have studied.
- Students then do the Progress review.
- Check answers with the class and ask students to complete the personal evaluation. They choose the symbol which reflects how they feel about their performance in this unit.

★ Vocabulary and language focus, Teacher's Photocopiable Resources page 165

★★ Vocabulary and language focus, Teacher's Photocopiable Resources pages 177–178

★★★ Vocabulary and language focus, Teacher's Photocopiable Resources pages 195–196

Communication: Pairwork, Teacher's Photocopiable Resources page 210

Cross-curricular extension, Teacher's Photocopiable Resources pages 230–231

Drama: *World Talent*, Teacher's Photocopiable Resources pages 217–219

Vocabulary

Exercise 1

ANSWERS

1 people 2 cities 3 countries 4 nationalities
5 languages 6 classes 7 population

Exercise 2

ANSWERS

1 have 2 speak 3 watch 4 go 5 work 6 cook
7 start 8 do

Language focus

Exercise 3

ANSWERS

1 doesn't watch
2 go
3 don't have
4 does
5 speak
6 doesn't work
7 start
8 doesn't cook

Exercise 4

ANSWERS

1 Does Colette watch DVDs after dinner? No, she doesn't.
2 Do you go to bed at about eleven o'clock every night? Yes, I do.
3 Do we have lunch at school? No, we don't.
4 Does Billy do his homework before dinner? Yes, he does.
5 Do your parents speak Polish fluently? Yes, they do.
6 Does your brother work in an office? No, he doesn't.
7 Do you and Jim start school at nine o'clock? Yes, we do.
8 Does Dad cook dinner at the weekend? No, he doesn't.

Exercise 5

ANSWERS

1 Where does Tania live?
2 What time do Tom and Jim have lunch?
3 When do you usually get up?
4 Who do you sit next to in class?
5 What do you read?
6 How often do you practise dancing?

Communication

Exercise 6

ANSWERS

1 doing 2 enjoy 3 Do 4 mind 5 enjoy 6 singing
7 about 8 loves

Listening

Exercise 7 1.40

ANSWERS

1 students 2 twenty 3 German 4 France 5 Spanish
6 usually 7 football 8 watches

Optional activity: Consolidation

Play '20 Questions' to consolidate some of the language points from this lesson.

Tell students they are going to play a guessing game, in which they must guess the identity of a famous living person.

As an example, tell students you are a famous living person, and they must ask questions to find out who you are. Tell them the questions must be *yes / no* questions.

Elicit some questions from students. Write the questions on the board as they ask them, and give your answers. If they have not guessed after 20 questions, tell them your identity.

Refer to the questions on the board and elicit other questions they might use during the game, for example:

Are you English / American?
Do you live in Italy / America?
Do you play football?
Are you a singer?
Do you write songs?
Do you play the guitar?
Are you an actor?

Choose a student to come to the front of the class and be the famous person. Remind them that it must be a living person. The student who guesses their identity will be the next to be a famous person.

Communicative competence

This activity will help your students to understand and apply language rules.

Tests

Unit 3 test, Test Bank MultiROM

City profile

Aims

- Read a city profile and find out key information from it.
- Follow the steps in a project checklist.
- Produce a profile about a famous city.

Warm up (2 minutes)

- With books closed, ask students to think of some famous cities. Write these on the board, and ask them to say which country each city is in.

Exercise 1

- Allow students to look at the map quickly before they hide the text about Sydney. Point out that you want to find out how much they know about the city before they read the text.
- Students write the answers to each question. They should complete this task individually if possible.
- Discuss their ideas, but do not correct any wrong answers at this stage.

Exercise 2

- Allow students time to read the text. Remind them that they should read it through quickly first, to get a general understanding of the meaning. Then they should read it again more carefully and find the information they need to check their answers from exercise 1.
- Ask around the class to check answers, and to find out how many students answered correctly in exercise 1.

ANSWERS

1 Australia
2 On the east coast.
3 No, it isn't.
4 4.4 million
5 English
6 Sydney Harbour Bridge, Sydney Opera House, Bondi Beach

Exercise 3

- Tell students that they are now going to make a similar poster about a famous city of their choice.
- Go through the points in the project checklist. Check students understand each of these.
- Put students into groups to prepare their posters. Allow them time to find out the information they need, using the internet or other resources.
- Students will need to spend time on this outside the lesson, in order to gather photos and maps. Set a time limit for this, and encourage them to bring the material to the next lesson if possible. Alternatively, in a **stronger class**, you could ask them to plan their ideas in class and produce the whole project in their groups for homework.
- If the project is being done in class, provide the materials each student will need for their poster: large pieces of paper and glue.
- When students are ready, they can present their posters.
- Display their work around the class.

4

The wild side

Unit summary

Communication
I can …
describe animals.
understand an article about animals in danger.
talk about things happening now.
understand an interview about animal behaviour.
ask people about their routines and what they are doing now.
talk about what I'm doing now.
write an article about an animal.

Vocabulary
Core vocabulary:
Animals: *bear, butterfly, chameleon, crocodile, elephant, falcon, fly, frog, human, owl, parrot, seal, shark, snake, spider, whale*
Verbs: animal behaviour: *building, catching, chasing, digging, eating, feeding, fighting, helping, hiding, hunting, playing with, protecting*
Build your vocabulary: Recognizing verbs

Language focus
Present continuous: affirmative, negative and questions
Present continuous and present simple
because

English Plus Options
Extra listening and speaking: Talking about future arrangements (page 91)
Curriculum extra: Natural science: Animals (page 99)
Culture: National parks (page 107)
Vocabulary puzzles: Animals; Animal behaviour (page 115)

Key competences
Social and civic competences: National parks (page 107)
Learning to learn: Improving pronunciation (page 44)

VOCABULARY ■ Animals

I can describe animals.

Start thinking

Encourage students to guess the answers they do not already know, and use their suggestions to start a class discussion. Alternatively, ask students to find the information online before the class, or during the class if you have access to the internet.

ANSWERS

1 seals and fish
2 No, they don't.
3 Animals that are in danger of becoming extinct are on the 'red list'.

Aims

- Learn vocabulary for animals.
- Learn key phrases for speculating about what you see and hear.
- Practise identifying animals.
- Ask and answer questions about animals.

Warm-up (3–4 minutes)

- With books closed, ask students to work in pairs and write down as many animals as they can in English.
- Elicit the names of a few animals from individual students and write them on the board.

Exercise 1

- In a **weaker class**, allow students to match the animals with the photos in pairs.
- Elicit the answer to the question, but do not check answers to the matching task at this stage.

ANSWERS

Photo 14 is not an eye. It's a butterfly wing.

Exercise 2

- Read through the key phrases with the class. Explain that some of them relate to the senses of sight and hearing, and some can be used to make general guesses. Students can work in pairs to put each phrase in the correct category.
- When you have checked students' answers, model the pronunciation and check understanding.

ANSWERS

Things we see:
It looks like a / an … ; It doesn't look like a / an …
Things we hear:
It sounds like a / an … ; It doesn't sound like a / an …
Things we see and hear:
Maybe it's a / an … ; I'm sure it's a / an …

Exercise 3 2.02

- Demonstrate how to use the key phrases in context. Ask students to look at the first picture in the quiz. Say an incorrect sentence, e.g. *It looks like an elephant*. Elicit that the animal is a whale, and see if students can form an answer with the key phrases, e.g. *I'm sure it's a whale*.

ANSWERS
1 whale 2 spider 3 owl 4 shark 5 human
6 snake 7 fly 8 seal 9 falcon 10 parrot
11 frog 12 elephant 13 chameleon 14 butterfly
15 crocodile 16 bear

Exercise 4 2.03

- Explain to students that they are going to hear some animal sounds and they must discuss what animals they think they are hearing, using the key phrases.
- Play the CD, pausing after each animal sound.
- Ask some students to say what they think each animal might be, using the key phrases.

ANSWERS

1 an owl
2 a fly
3 a frog
4 a falcon
5 a seal
6 a whale
7 a bear
8 a snake

Exercise 5

- Students use the Wordlist or their dictionaries to check the meaning of the verbs.
- Check that they understand them, for example by asking them to demonstrate the actions.
- Students work individually to think of an animal and their answers to the questions.
- In a **stronger class**, students could write a short text about the animal they have chosen at this point.

ANSWERS
Students' own answers.

Exercise 6

- In a **weaker class**, ask students to prepare notes about the animal they have chosen before they ask and answer. This will support them when they are speaking.
- In a **stronger class**, encourage students to speak more spontaneously, without referring to notes if possible.
- Go round and listen as students are working. Help with pronunciation, and check they are using the key phrases correctly. Make a note of any common errors and correct these in a feedback session at the end.
- Allow students time to talk, then ask around the class to see how many students were able to guess their partner's animal.

ANSWERS
Students' own answers.

Finished?

- Refer **fast finishers** to the *Finished?* activity. Remind them of the mind maps they made in unit 1, and ask them to repeat this activity here. They can extend the vocabulary sets by adding other animals they know. Encourage them to use a dictionary to help with vocabulary.
- Ask them to give reasons for their answers about which animals do not go in any category.

POSSIBLE ANSWERS
Birds: parrot, owl, falcon
Insects: butterfly, fly
Mammals: elephant, bear, human, whale, seal
Fish: shark
Reptiles: snake, crocodile, chameleon
The animals that don't fit in any category are: frog (amphibian) and spider (arachnid).

Optional activity: Vocabulary

To practise or revise the vocabulary set in a fun way, divide the class into two teams. Choose one student from each team to come to the front of the class and stand with their back to the board.

Explain that you are going to write the name of an animal on the board. The students from each team must get their player to say the word that is on the board. They can use mime or clues, such as 'it's got eight legs', but they must not say the word and they must not use their own language. The first team to get their player to say the word gets a point.

You can change the players at the front of the class after two or three animals, and you could introduce a few other animals that students already know, for example *horse, cow, pig, dog, mouse.*

Social and civic competences
This activity will help your students to work appropriately in groups.

Optional activity: Vocabulary

Write these words on the board: *buzz, hiss, hoot, squawk, croak, growl.* Elicit that these words all describe animal noises. Ask students to match them to the animals in exercise 1 (*fly – buzz, snake – hiss, owl – hoot, parrot – squawk, frog – croak, bear – growl*).

Elicit the sounds made by some other animals, for example: *roar, grunt, bleat, squeak, bark, mew.* Allow students to use their dictionaries to find more.

Ask students to work individually and use the verbs for animal noises to write clues for three animals. They can be animals from the unit, or others that they know. As an example, give: *This animal lives in water and croaks.* (a frog) With books closed, students can work in pairs and read their clues to each other. Their partner must guess the animals.

Social and civic competences
This activity will help your students to work appropriately in pairs.

More practice
Workbook page 32

Tests
Five-minute test, Test Bank MultiROM

READING ■ The red list

I can understand an article about animals in danger.

Aims

- Read about animals in danger.
- Read for general meaning and specific information.
- Talk about animals.

Warm-up (3–4 minutes)

- Ask: *What's your favourite animal?* Elicit answers from individual students.
- Ask: *Which animals do you dislike?* Elicit answers from individual students, and ask why they dislike these animals.
- Ask: *Which animals are dangerous?* Elicit ideas from the class.

Background

Most people think that the most dangerous animal to humans is a shark or a lion. In fact, the animal that causes the most human deaths each year is the mosquito, which spreads malaria in many parts of the world. Locusts also cause huge problems for humans, by destroying crops.

Most people are aware that large animals, such as tigers and gorillas face extinction, but some insects are also in danger, which could have very serious consequences for humans. A good example is the honey bee, which is in danger of dying out in many countries but is necessary to humans as it pollinates food crops.

Exercise 1 (2.04)

- Refer students to the title of the article and the question.
- Students discuss their answers in pairs.
- In a **stronger class**, ask students to make a note of as many statistics as they can to support their answer.

ANSWERS

A person is more dangerous than a shark or a chair.

Exercise 2

- Explain that students should now read the text again more carefully to find the specific information. In a **weaker class**, check key vocabulary, e.g. *extinct*, before students read.
- Ask students to complete the answers individually, then compare their ideas with a partner.

ANSWER

1 a 2 c 3 c 4 c 5 a

Exercise 3

- Students check the meaning of the blue words and identify which are verbs (*attack* and *save*).
- Check understanding of the words and phrases, for example by asking students to use them in sentences.

ANSWERS

1 attack
2 approximately
3 save
4 accidents
5 actions
6 pollution

Exercise 4

- Read through the questions with the class and make sure that students understand everything. Point out that this task asks for personal points of view from the students, so they should answer individually.
- In a **weaker class**, check students' answers before they go on to discuss their ideas.
- Go round and listen as students are talking to make sure they are giving reasons for their answers.
- Ask some students to report back on their partner's opinions.

ANSWERS

Students' own answers.

Optional activity: Reading

Dictate these questions to the class, or write them on the board. Ask students to read the text again and decide whether the sentences are true or false.

1 There are often stories about dangerous animals on TV and in the newspapers.
2 Some people enjoy hunting animals.
3 Animals are only becoming extinct in some countries.
4 Human activity is changing the weather.

ANSWERS

1 True.
2 True.
3 False. (in every part of the world)
4 True.

Communicative competence

This activity will help your students to search for, analyse and process information.

Optional activity: Language focus

With books closed, dictate these sentences to students. Pause or make a sound to indicate a gap.

Students complete the sentences by adding one word in each gap. They then check their answers in the text.

1 There ___ always stories about it on TV.
2 People are usually more dangerous ___ animals.
3 Animals aren't really a problem ___ people.
4 People hunt animals ___ food.
5 At ___ moment animals are becoming extinct.

ANSWERS

1 are 2 than 3 for 4 for 5 the

Communicative competence

This activity will help your students to internalize and reflect on the way languages are organized. It will also help them to understand and apply language rules.

More practice

Workbook page 36

LANGUAGE FOCUS ■ Present continuous: affirmative and negative

Can talk about things happening now.

4

Aims

- Learn the affirmative and negative forms of the present continuous.
- Use the present continuous to describe things that are happening now.

Warm-up (3–4 minutes)

- Write four present continuous sentences on the board, two true and two false, e.g. *I am teaching. The sun is shining.* Elicit which ones are true and how students can tell. Elicit that the present continuous describes events happening now.

Exercise 1

- When students have found the sentences, draw attention to the form.

ANSWERS

1 are 2 aren't 3 is

Rules

1 things happening now 2 be 3 *-ing*

> **LANGUAGE NOTE** In the present continuous we need to use the appropriate form of *be* and the *-ing* form of the verb: *He is eating an apple*. NOT ~~*He is eat an apple*~~. or ~~*He eating an apple*~~.
>
> In negatives, we use the negative form of *be*. We do not use *don't*: *He isn't eating an apple*. NOT ~~*He don't eating an apple*~~. or ~~*He not eating an apple*~~.
>
> We usually use contractions in informal English: *We're* (*We are*) *playing*. *I'm* (*I am*) *working*.
>
> We use the present continuous for something that is happening now: *I am listening to you*.

Exercise 2

- Remind students that they should look for the present continuous forms, not the verbs as they appear here.
- Read the verbs and check understanding, then allow students time to read the spelling rules carefully.
- Students can work individually to write the verbs, then check their answers in pairs.

ANSWERS

1 becoming 2 dying 3 hunting 4 changing
5 running 6 reading

Rule 1 hunt, read **Rule 2** become, change **Rule 3** run
die doesn't match any rule.

Exercise 3 2.05

- Tell students they are going to listen to seven recordings, and that they should identify what is happening.
- Tell students to read the options in columns A and B before they listen, to give them an idea of the context and what they might hear.
- Play the first part of the CD and refer students to the example answer.
- Play the rest of the CD. Stop after each part and ask students to discuss with their partner what they think is happening.
- Play the CD again and check answers. Get individual students to write the full answers on the board.

ANSWERS

1 Two dogs are running in the park.
2 A parrot is speaking English.
3 A man is attacking a mosquito.
4 A whale is singing to its partner.
5 Children are making a cake.
6 A girl is practising the piano.
7 A lion is having a meal.

Pronunciation: *-ing*

Workbook page 91
Teaching notes page 158

Exercise 4

- Allow students time to study the picture carefully and read the prompts.
- Explain that they should write the negative sentence first, then an affirmative sentence using the word in brackets.

ANSWERS

1 A child isn't feeding some bears. She is feeding some ducks.
2 A falcon isn't sleeping. It is hunting.
3 Two people aren't watching a chameleon. They are watching the falcon.
4 Three people aren't swimming. They are running.

Exercise 5

- Clarify that students should use the affirmative or negative forms of the verbs to write about what is happening now. In a **stronger class**, ask students to write a corresponding affirmative sentence for each negative sentence they write, e.g. *I'm not thinking about the weekend. I'm thinking about my homework.* In a **weaker class**, ask students to prepare their sentences in pairs.

ANSWERS

Students' own answers.

Exercise 6

- Explain that students are going to play a guessing game about people in their class. Remind them that they should only think about things they can say with the present continuous tense, so they need to describe what they are doing, wearing, etc., rather than what they are like, or what they like doing.
- Go round and listen as students talk, and remind them to swap roles when they have guessed.

Finished?

- Refer **fast finishers** to the *Finished?* activity. When they have finished, ask them to swap their text with another fast finisher and check each other's work.

More practice

Workbook page 33
Language focus reference and practice, Workbook page 80

Tests

Five-minute test, Test Bank MultiROM

VOCABULARY AND LISTENING ■ Verbs: animal behaviour

I can understand an interview about animal behaviour.

Aims

- Learn verbs for animal behaviour.
- Listen to an interview about animals.
- Listen for general meaning and specific details.
- Write about an animal and describe its behaviour.

Warm-up (2 minutes)

- Write the word *Behaviour* on the board.
- Elicit the meaning, then ask: *What do animals do to survive?*
- Elicit ideas from the class, for example animals hunt for food, hide from other animals, find a safe place to sleep, keep warm in the winter.

Exercise 1

- Refer students to the bold verbs. Tell them to use the Wordlist or their dictionaries to check the meaning of any verbs they do not know.
- Refer students to the photos and ask them to choose the correct verbs.
- Check answers with the class.
- Elicit that the verbs in these sentences are in the present continuous.

ANSWERS

1 feeding 3 catching 5 hunting
2 building 4 protecting 6 chasing

Exercise 2

- In a **weaker class**, refer students back to the list of animals on page 38.
- Look at the example answer and remind students that we do not use the definite article, *the*, when we are talking about things in general.
- Students complete the sentences with the animals.
- In a **stronger class**, elicit that the verbs in these sentences are in the present simple and ask why.

ANSWERS

1 Snakes 4 Sharks
2 Bears 5 Humans
3 Chameleons 6 Whales

Exercise 3 ◎ 2.06 Tapescript page 150

- Explain that students are going to listen to an interview. While they listen for the first time they should look at the photos and identify the ones the speaker is talking about.

ANSWERS

He speaks about photos 1, 3, 4 and 6.

Exercise 4 ◎ 2.06

- Before you play the CD a second time, ask students to read through the gapped text.
- Tell students they should try to complete as much information as they can from memory, before they listen again.

ANSWERS

1 two 2 fly 3 25 4 two 5 fish 6 travels

Exercise 5

- Students should choose an animal they know.
- In a **weaker class**, students should write full sentences. In a **stronger class**, students can just write notes to speak from.
- If you want to extend this activity, ask students to do further research to produce a factfile about their chosen animal, and add photos.

ANSWERS

Students' own answers.

Exercise 6

- Students take turns to ask and answer about their animals.
- Remind them to use the questions in exercise 5 to help them structure their conversations.

Optional activity: Vocabulary

Tell students to choose five verbs from exercise 1. Tell them to write a sentence using each of these verbs. Elicit a few examples, for example: *Seals catch fish under the ice.*

When students are ready, put them in pairs. With books closed, they read their sentences to their partner, leaving out the verb. Their partner says the verb and spells it.

Communicative competence, Social and civic competences

This activity will help your students to internalize and reflect on the way languages are organized. It will also help them to work appropriately in pairs.

Optional activity: Listening

Dictate these sentences to the class. Pause or make a sound to indicate a gap.

1 It's ____ how it can do that.
2 Chameleons aren't very ____ animals.
3 The goliath grouper is two metres ____.
4 Falcons are ____ hunters.

Tell students that the missing words are all adjectives. Ask them to try to complete the sentences from memory.

Play the CD again for students to check their answers.

Write the adjectives on the board, and elicit other adjectives that can be used to describe animals. Ask students to write sentences describing animals using the adjectives.

ANSWERS

1 amazing 2 fast 3 long 4 fantastic

Communicative competence

This activity will help your students to internalize and reflect on the way languages are organized. It will also help them to develop listening skills.

More practice

Workbook page 34

Tests

Five-minute test, Test Bank MultiROM

LANGUAGE FOCUS ■ Present continuous: questions

I can ask people about their routines and what they are doing now.

4

Aims

- Learn the question forms of the present continuous.
- Write questions and answers using the present continuous.
- Learn the difference between the present continuous and the present simple.

Warm-up (2 minutes)

- Refer students back to the photos on page 42. Ask students what questions they can ask about the animals.

Exercise 1

- In a **weaker class**, you could play the CD (2.06) again.

ANSWERS

1 is 2 Is 3 Is

LANGUAGE NOTE In present continuous questions we use *am / is / are*, not *do / does*: *Why is she hiding?* NOT ~~Why does she hiding?~~

We put *am / is / are* at the beginning: *Is it hunting?* NOT ~~*It is hunting?*~~

Exercise 2

- Check understanding by asking and answering some present continuous questions as a class.

ANSWERS

1 c 2 a 3 b

Rules:

1 is 2 aren't

Exercise 3

- In a **weaker class** do another example with the whole class, and then ask and answer.

ANSWERS

1 Where are those seals swimming to?
2 Why are they doing that?
3 What is that seal doing?
4 Who is watching the seals in that small boat?
5 Why are they watching the seals?
6 Where is that scientist going?

Exercise 4

- In a **weaker class**, get students to form the questions first, then find the answers as a class.

ANSWERS

1 What is Emi watching? She is watching the seals.
2 Are the seals sitting on the rocks? No they aren't, they are swimming to the beach.
3 Why are the seals swimming to the beach? Because there are sharks near.
4 Why is the seal attacking the shark? She's protecting her baby.
5 Who is counting the seals? The scientists.
6 Where is the scientist going? I don't know.

Exercise 5

- Read the first two sentences with the class. Elicit that the tenses are different, and point out that different time expressions are used with the different tenses.

ANSWERS

Present simple:	Present continuous:
She studies **every day**.	She's studying **today**.
I **always** walk to school.	I'm walking **at the moment**.
We don't **usually** eat meat.	We aren't eating meat **now**.

LANGUAGE NOTE We use the present simple for things we do every day (habits and routines): *He gets up early every day*. We also use the present simple for general facts, or things that are always true: *I don't like meat*. We can't use the present simple for things that are happening now: ~~*I study English at the moment.*~~

We use the present continuous for things that are happening right now. The time expression 'right now' can refer to this very moment: *We are studying English*, or the present period of time: *Animals are becoming extinct*. We can't use the present continuous for routines or repeated actions: ~~*I am getting up at eight o'clock every day.*~~

Exercise 6

- Remind students to look at the time expressions and use the table in exercise 5 to help them choose the tense.
- In a **stronger class**, ask students to write extra sentences using two verbs in the present simple and continuous.

ANSWERS

1 I'm listening to rap music at the moment. I prefer heavy metal.
2 They don't usually go to the cinema. They're watching a DVD at the moment.
3 They go to bed late every day. They're sleeping now.
4 He always plays football after school, but he is playing tennis today.
5 She's having dinner now. She likes fish.

Exercise 7

- Read the example sentences with the class. Explain to students that they can use each verb twice, once to talk about what they usually do at home, and once to talk about what is happening now.
- Students write their questions individually and then ask and answer in pairs. Elicit some answers from the class and correct any mistakes in the use of tenses.

ANSWERS

Students' own answers.

Finished?

- Refer **fast finishers** to the *Finished?* activity. Students write their sentences, then compare with another fast finisher.

More practice

Workbook page 35

Language focus reference and practice, Workbook page 80

Tests

Five-minute test, Test Bank MultiROM

SPEAKING ■ Phoning a friend

I can talk about what I'm doing now.

Aims

- Learn key phrases for talking on the phone.
- Listen to a conversation on the phone.
- Practise a telephone conversation about what is happening now.
- Learn how to improve pronunciation.

Warm-up (3 minutes)

- Ask students if they often speak to their friends on the phone.
- Ask when they use their mobile phones during the day.
- Elicit a few answers, for example when they want to meet someone.
- Ask them what they would say to answer the phone in English (*Hello*).

Exercise 1

- Remind students that they should use any photos they are given to help them think about the context before they read or listen.
- Ask students to identify Tina and say where she is, but do not check their answers at this stage.

Exercise 2 ◎ 2.07

- Students can follow the dialogues in their books as they listen.
- Remind them that the information they should listen for on this first hearing is where Tina is, and what she is doing.

ANSWERS

Tina is at the Brighton aquarium. She is looking at sharks.

Exercise 3 ◎ 2.07

- Explain that the blue words in the dialogue are responses to the key phrases. In a **weaker class**, match the first one together.
- Students match the phrases in pairs. To check answers, ask one student to read out a numbered phrase, and another student to give the appropriate answer from the blue phrases.
- Play the CD. Students listen and repeat the phrases.

ANSWERS

1 Yeah, it's really interesting.
2 Sure.
3 Hi, there.
4 OK, great!
5 I'm at the Brighton aquarium.
6 Fine, thanks.

Exercise 4 ◎ 2.08

- Demonstrate to the class how sounds within a sentence link together, when one word ends in a consonant, and the next one starts with a vowel.
- Play the CD and ask students to repeat.
- Explain that this will help their fluency in spoken English.
- Go round and listen carefully when students are repeating to make sure they are linking the words.

Exercise 5 ◎ 2.09

- Ask students to look at the mini-dialogue, but not to worry about the blue words at this stage.
- Point out that they should complete it with the key phrases from exercise 3, not the blue responses in the main dialogue.
- Clarify that they may need to put more than one word in each gap.
- In a **stronger class**, check answers by asking a confident pair of students to read the completed dialogue to the class. Ask the rest of the class to say whether their answers are correct.

ANSWERS

1 It's 2 What are you doing 3 Are you having
4 if you want 5 Give me

Exercise 6

- Point out that students can change the blue words in exercise 5 to make their own dialogue.
- Refer students to the ideas in the box, and check understanding. In a **weaker class**, help students to identify the kinds of words in the box and what they are used for (nouns for places and verbs for activities). Demonstrate where each kind of word goes in the dialogue: *I'm at the library. I'm studying.*
- When students are ready, they can practise their dialogues in pairs. Ask some pairs to perform their dialogues for the class.

Optional activity: Language focus

Write these sentences on the board. With books closed, students identify the mistakes and write the correct versions.

1 Hi Jack, it Lucy.
2 What are you do at the moment?
3 They are some sharks.
4 Do you having a good time?
5 We can meet later if you're wanting.

ANSWERS

1 it's 2 are you doing 3 There are 4 Are 5 if you want

Communicative competence

This activity will help your students to internalize and reflect on the way languages are organized.

More practice

Communication: Pairwork, Teacher's Photocopiable Resources page 211

Tests

Speaking test 4, Test Bank MultiROM

WRITING ■ A description of a wildlife photo

I can write an article about an animal.

4

Aims

- Study a model article about an animal.
- Learn about *because*.
- Write an article about an animal.

Warm-up (2–3 minutes)

- Ask students if they ever read about animals. Ask them where you can read about animals.
- Elicit some answers, for example in an encyclopedia, on the internet or in a magazine.

Exercise 1

- Refer to the model text and make sure that students understand that it is divided into three paragraphs.
- In a **weaker class**, ask them to find the answers in pairs.

ANSWERS

1 Paragraph 2 describes the life and habitat of the orca. Paragraph 3 describes a problem.
2 Yes, they do.
3 Fish, squid, seals and turtles.
4 Every two or three years.
5 They are becoming extinct because there is pollution in the sea, and they also die in fishing nets.

Exercise 2

- Elicit the first pair of sentences and how they can be joined using *because*. In a **weaker class**, discuss the function of *because*. What does the second sentence tell us? (The reason for the first statement.)
- Students write the remaining sentences individually then compare their answers in pairs.

ANSWERS

1 c Orcas are in danger because there is pollution in the sea.
2 e They're hunting because they're hungry.
3 a I don't swim because I don't like the water.
4 f She's having a good time because she's at the aquarium.
5 b He's running because he's late.
6 d They're hiding because they're scared.

Exercise 3

- Check understanding of the key phrases, then ask students to match them to the paragraphs in the model text.

ANSWERS

a paragraph 2 **b** paragraph 2 **c** paragraph 1
d paragraph 3 **e** paragraph 1

Exercise 4

- Read the task with the class, and check understanding.
- Students read the notes and match key phrases with the paragraph headings. In a **weaker class** allow them to discuss this in pairs.
- Check answers at this stage before students move on.

ANSWERS

Paragraph 1 Introduction: e, c
Paragraph 2 Life and habitat: a, b
Paragraph 3 Problems: d

- Students write their articles. This can be set for homework.
- Remind students to check their work, and to ensure they have used *because* correctly.

Optional activity: Language focus

Write these words on the board: *and, but, or, also, because.* Dictate these sentences. Students complete them with the words. Ask students to check their answers in the text on page 45. Make sure students understand the difference between the different linking words.

1 These animals are orcas ____ 'killer whales'.
2 An orca is not a whale, ____ a type of dolphin.
3 They are aggressive ____ they eat fish.
4 They are in danger ____ there is pollution in the sea.
5 They ____ die in fishing nets.

ANSWERS

1 or 2 but 3 and 4 because 5 also

Communicative competence

This activity will help your students to reflect on the way language works and its rules.

More practice
Workbook page 37

End-of-unit activities

Progress review

Workbook page 38

The Progress review is designed to give students the chance to revise the main vocabulary and grammar points from the unit, as well as some of the key phrases. It provides students with a record of what they have learnt, and it also helps you and them to identify areas that need more work.

- Before students do the Progress review, tell them to look back at the main vocabulary and language focus sections of the unit to remind them of what they have studied.
- Students then do the Progress review.
- Check answers with the class and ask students to complete the personal evaluation. They choose the symbol which reflects how they feel about their performance in this unit.

★ Vocabulary and language focus, Teacher's Photocopiable Resources page 166
★★ Vocabulary and language focus, Teacher's Photocopiable Resources pages 179–180
★★★ Vocabulary and language focus, Teacher's Photocopiable Resources pages 197–198
Communication: Pairwork, Teacher's Photocopiable Resources page 211
Cross-curricular extension, Teacher's Photocopiable Resources pages 232–233

Vocabulary

Exercise 1

ANSWERS

1 kill
2 eat
3 hide
4 dig
5 protect
6 catch
7 fly
8 climb

Exercise 2

ANSWERS

1 extinct
2 pollution
3 climate
4 live
5 habitat
6 hunt
7 swim

Language focus

Exercise 3

ANSWERS

1 He's catching fish for dinner.
2 We're studying the climate.
3 Those crocodiles aren't sleeping.
4 I'm watching a TV programme about polar bears.
5 They aren't doing their homework.
6 She's writing a book about whales.
7 You aren't listening to me.

Exercise 4

ANSWERS

1 Is the climate changing? Yes, it is.
2 Are tigers becoming extinct? Yes, they are.
3 Are you talking to Billy? No, I'm not.
4 Is that female bear protecting her baby? Yes, she is.
5 Are we learning new vocabulary? Yes, we are.
6 Are your friends running in the park now? No, they aren't.
7 Is Jack looking for his book? No, he isn't.

Exercise 5

ANSWERS

1 a watch
b're watching
2 a swim
b is swimming
3 a's eating
b eats
4 a hunt
b are hunting

Communication

Exercise 6

ANSWERS

1 What are you doing
2 I'm reading
3 a good time
4 every day
5 It sounds like
6 It looks like
7 Maybe it's

Listening

Exercise 7 2.10 Tapescript page 151

ANSWERS

1 Mark
2 the park
3 music
4 fantastic
5 cold
6 five

Tests

Unit 4 test, Test Bank MultiROM

End-of-term test 1, Test Bank MultiROM

Listening

Exercise 1

- Remind students of the importance of looking at photos before they listen to a text. Students identify the animals and say where they can be found.

ANSWERS

From left to right, shark, dolphin, whale, crocodile, and they can all be found in water.

Exercise 2 2.11 Tapescript page 151

- Explain that students are going to listen to somebody talking about the photos. The first time they hear the CD, they should identify which ones are Jon's.

ANSWERS

The second and fourth photos.

Exercise 3 2.11

- Play the CD again for students to find the specific information to answer the questions.

ANSWERS

1 photos
2 swimming
3 dolphins and whales
4 more dangerous
5 India, Bangladesh
6 extinct
7 French
8 mobile phone

Speaking

Exercise 4

- Read the task with the class and check everyone understands what to do.
- Point out that at this stage they should use the questions to help them structure their ideas. They should work in pairs and make notes.

Exercise 5

- Demonstrate how to prepare a conversation using the chart. Follow the arrows from A to B, and point out that the text contains a mixture of speech that can be used directly, in italics, and ideas for options, in brackets.
- In a **weaker class**, go through the chart with the class, writing an example on the board.
- Go round and listen as students are talking.
- Correct any mistakes on the board at the end.

ANSWERS

Students' own answers.

Writing

Exercise 6

- Read the task with the class. Remind them that they can use the photo suggested, or another one from this unit. They should use the questions in exercise 4 to help them plan their writing.
- This can be set for homework. In a **weaker class**, allow students to write a first draft in class. They can then check with a partner and write a corrected draft for homework.

ANSWERS

Students' own answers.

Optional activity: Consolidation

Play a game to consolidate students' understanding of the present continuous.

Write on the board: *What am I doing?* Then mime an action, for example reading a book. Tell students they should ask you questions, and you will answer. For example:

Are you reading a newspaper?

No, I'm not reading a newspaper.

Are you reading a book?

Yes, I am.

Ask students to look back through the units they have studied to find actions they can mime in this way. Allow students a few minutes to prepare their ideas.

Divide the class into two teams. Invite individual students first from one team, then the other, to come to the front of the class and mime an action. The students from their team should ask questions and guess what they are doing. After 30 seconds, if they have not guessed, the other team can guess.

If some students cannot think of ideas to mime, you could use these ideas from previous units. You could write one on a piece of paper and hand it to the student at the front of the class:

playing football, chatting on the internet, taking a photograph, playing tennis, eating a meal in a restaurant, doing exercise in a gym, opening a birthday present, eating a hot dog, cycling, playing the drums, hunting animals, washing an elephant

Communicative competence, Sense of initiative and entrepreneurship

This activity will help your students to understand and apply language rules. It will also help them to understand, manage and use personal resources to complete a task, and show a spirit of cooperation when working with other students.

5

In and out of school

Unit summary

Communication

I can …

talk about my school timetable and after-school activities.

understand an interview about boarding school life.

talk about things we can and can't do.

talk about my eating habits.

talk about food and meals.

make, accept and refuse invitations.

write an email about my school.

Vocabulary

Core vocabulary:

Activities in and out of school: *art, basketball, class, chess, dance, drama, exam, football, French, geography, history, homework, ICT, match, maths, music, PE, practice, science, test*

Food and drink: *apple, bread, beans, burger, cheese, chips, crisps, egg, fish, fizzy drink, ice cream, juice, meat, nuts, pasta, rice, salad, sandwich, soup, sweets, water*

Build your vocabulary: Collocations

Language focus

can for ability and permission

Countable and uncountable nouns: *a, an, the, some, any, much, many* and *a lot of*

Giving examples

English Plus Options

Extra listening and speaking: Ordering food (page 92)

Curriculum extra: Physical education: Rules of a game (page 100)

Culture: Home schooling (page 108)

Vocabulary puzzles: Activities in and out of school; Food and drink (page 116)

Key competences

Cultural awareness and expression: Test your knowledge (page 49)

Social and civic competences: Living at school (page 50)

Learning to learn: Extending vocabulary (page 52)

Mathematical competence and basic competences in science and technology: Saying prices (page 92)

VOCABULARY ■ Activities in and out of school

I can talk about my school timetable and after-school activi

Start thinking

Encourage students to guess the answer to question 1 if they do not already know, and use their suggestions to start a class discussion. Alternatively, ask students to find the information online before the class, or during the class if you have access to the internet.

ANSWERS

Students' own answers.

Aims

- Learn vocabulary for school and free-time activities.
- Do a general knowledge quiz.
- Learn how to talk about school routines.
- Write sentences about your routines.

Warm-up (3–4 minutes)

- With books closed, ask students: *What do you usually do at the weekend?* Elicit ideas and write them on the board.
- Ask: *What activities do you do at school?* Elicit some ideas and write them on the board.

Exercise 1 (2.17)

- Point out the full forms of *PE* and *ICT*.
- Ask students to match the words individually, then compare their answers in pairs.
- Check answers, and check understanding of the remaining words in the box. Drill the pronunciation of any unfamiliar words.

ANSWERS

1 football 2 ICT 3 maths 4 chess 5 art
6 science 7 geography 8 drama

Exercise 2

- In a **weaker class**, allow students to do the quiz in pairs.
- If you have time to extend this activity, you can let them look up answers they do not know.
- Check answers with the class. Find out who got the most correct answers.

ANSWERS

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

Exercise 3

- Students use their dictionaries to check the meanings.
- Point out that several combinations are possible. Students must think carefully about meaning and make logical combinations.

ANSWERS

1 dance/basketball/music/chess/football practice
2 maths/science/history/geography/French/music/ICT test
3 maths/science/history/geography/French/music/ICT/art homework
4 ICT/PE/drama/maths/science/history/geography/French/dance/art/music class.
5 maths/science/history/geography/French/art/music/ICT exam
6 football/basketball match

Exercise

- Read th to read **class**, e informa write th
- Point ou informa piece of They ma through answer t
- In a **wea** CD agair out the c
- When st day, ask t

ANSWERS

1 drama
6 matches
Their favour

Exercise 5

- Students
- In a **stron** which str

ANSWERS

once a day, o twice a mont three times a at five o'clock every Tuesda on Friday mo in the afterno

Exercise 6

- Read the e or two mo
- Students w partners. R simple wh the time ex
- Go round a they are usi recurring er correct the activity.

Finished?

- Refer **fast fi**
- Students ca another fast choices.
- Alternatively class when e they agree a

Exercise 4 2.18 Tapescript page 151

- Read the task with the class, and allow students time to read through all the questions. In a **stronger class**, encourage students to think about the kind of information they might expect to hear for each gap, and write their ideas on the board.
- Point out that students should listen both for the specific information to answer the questions, and for a general piece of information about Luke and Emily's favourite day. They may find it helpful to listen to the CD all the way through first to identify the day, then listen again and answer the questions.
- In a **weaker class**, ask students if they need to hear the CD again, then check answers by asking students to read out the completed sentences.
- When students have identified Luke and Emily's favourite day, ask them to give reasons for their choice.

ANSWERS

1 drama 2 test 3 maths 4 science 5 practice
6 matches 7 classes
Their favourite day is Saturday.

Exercise 5

- Students study the key phrases and look for patterns.
- In a **stronger class**, ask students to identify the words which structure the time phrases (*at, in, on, every*).

ANSWERS

once a day, once a week
twice a month, twice a week
three times a week, three times a month
at five o'clock, at two o'clock
every Tuesday, every Monday
on Friday mornings, on Wednesday afternoons
in the afternoon, in the morning

Exercise 6

- Read the example sentences with the class and elicit one or two more from individual students.
- Students write their sentences, then interview their partners. Remind them that they will need to use present simple *wh-* questions to ask for the information given in the time expressions.
- Go round and listen as students are speaking and check they are using the key phrases. Make a note of any recurring errors with collocations or time phrases and correct them in a feedback session at the end of the activity.

Finished?

- Refer **fast finishers** to the *Finished?* activity.
- Students can write their sentences and compare with another fast finisher. Remind them to give reasons for their choices.
- Alternatively, ask them to read their sentences out to the class when everyone has finished. Ask the class whether they agree about which days are good and bad.

Optional activity: Vocabulary

To practise the vocabulary for activities, write these sentence beginnings on the board or dictate them to the class:

My favourite activity in school is ...
My favourite activity out of school is ...
A school activity I don't like is ...
An out-of-school activity I don't like is ...

Ask students to complete them individually, making sure that no one sees what they are writing. Students can then work in pairs and guess their partner's activities (*I think your favourite activity in school is ...*).

Tell students to give their partner a point for each correct guess. Find out who gets the most points.

Communicative competence, Social and civic competences

This activity will help your students to internalize and reflect on the way languages are organized. It will also help them to work appropriately in pairs.

Optional activity: Vocabulary

Write these sentences on the board or dictate them to the class. Pause or make a sound to indicate a gap. Ask students to complete them with the correct words.

1 I do an hour of dance ____ every evening.
2 I think I'm going to fail my maths ____ !
3 Have we got any geography ____ tonight?
4 Did you win your football ____ on Saturday?
5 I always sit next to Sophie in my English ____.

Check answers and point out that *homework* is uncountable, but all the other nouns are countable.

ANSWERS

1 practice 2 exam/test 3 homework
4 match 5 class

Communicative competence

This activity will help your students to internalize and reflect on the way languages are organized.

More practice
Workbook page 40

Tests

Five-minute test, Test Bank MultiROM

READING ■ Boarding school

I can understand an interview about boarding school life.

Aims

- Read about life at a boarding school.
- Read for specific information.
- Talk about your school and give your opinion about boarding schools.

Warm-up (2 minutes)

- Write the word *boarding school* on the board and elicit or explain that it is a school where children also live during term time.
- Ask students if they would like to go to a boarding school.

Exercise 1

- Discuss the questions with the class and write their ideas on the board.

Background

There are hundreds of boarding schools in Britain. Most are private, for which parents pay fees, but there are also a few state boarding schools. Boarding schools were declining in popularity, but have enjoyed a revival following the success of the Harry Potter books and films.

Exercise 2 2.19

- Ask students to read the text quickly and count the number of paragraphs (*seven*).
- Then ask them to read through the questions. Explain that seven of these will match the paragraphs. Check students understand the questions. You may need to pre-teach *homesick* and *typical*.
- Play the CD. Students listen and read.

ANSWERS

a 2 **b** 6 **c** 1 **d** not used **e** 3 **f** 7 **g** 4 **h** 5

Exercise 3

- In a **weaker class**, tell students to underline the parts of the text where they find the answers.
- Ask students to compare their answers in pairs, then check with the class.

ANSWERS

1 8.30
2 Three times a week.
3 In a break before they do their homework.
4 To the swimming pool.
5 His two best friends.
6 Three times a year in the holidays.

Exercise 4

- Ask students to find the verbs in the text and work out the meanings of the phrases.
- Point out that they can look for the expressions in the questions from exercise 2 as well as the text.
- Check understanding of the words and expressions, for example by asking students to use them in their own sentences.

ANSWERS

1 be homesick
2 share a room
3 have a break
4 chat with friends
5 be busy
6 work abroad

Exercise 5

- In a **weaker class**, students can write their answers first. In a **stronger class**, encourage them to write notes to prompt more natural discussion.
- Students ask and answer the questions in pairs or in groups. Encourage them to agree and disagree with each other.
- Ask some students to report back on their discussions, for example: Laura thinks that boarding schools are a good idea because ..., but I don't agree. I think ...

ANSWERS

Students' own answers.

Optional activity: Reading

Dictate these sentences to the class. Ask students to read the text again and decide if they are true or false. Ask them to give reasons for their answers.

1 Ronan doesn't do any sport at school.
2 Ronan can't stay up late.
3 Ronan shares a bedroom with two other boys.
4 Ronan has to eat special food every day.
5 Ronan sometimes misses his home.

ANSWERS

1 False (he does football).
2 True (he must be in bed at 10.30).
3 True (his two best friends).
4 False (you can choose).
5 True (he is sometimes homesick).

Communicative competence

This activity will help your students to develop reading skills.

Optional activity: Language focus

Dictate these sentences. Ask students to complete them by adding a preposition in each gap.

1 We get up ___ 6.45.
2 Classes are ___ 8.00 until 3.15.
3 We've got activities from 3.45 ___ 5.30.
4 We do our homework ___ 7.30.

Check answers, and point out the patterns *from ... to* and *from ... until*.

ANSWERS

1 at 2 from 3 to 4 at

Communicative competence

This activity will help your students to understand and apply language rules.

More practice

Workbook page 44

LANGUAGE FOCUS ■ *can* for ability and permission

I can talk about things we can and can't do.

5

Aims

- Learn the form and use of *can* for ability and permission.
- Write sentences about your abilities using *can*.
- Learn how to request, give and refuse permission.
- Practise a dialogue in which you ask for permission.

Warm-up

- Ask individual students questions using *can*, for example: *Can you swim? Can you play the guitar?*
- Ask students to find examples of *can* in the text on page 50.
- Discuss the examples with the class and elicit that we use *can* to talk about abilities or permission.

Exercise 1

- Ask students to read the sentences carefully, then answer the questions.
- Make sure that students understand the meaning, for example by asking them to translate the sentences into their own language.

ANSWERS

1 a and d
2 b, c and e
3 can't
4 No, we don't.

LANGUAGE NOTE We use *can* with the infinitive without *to*: *I can swim*. NOT ~~*I can to swim*~~.
We do not use *do / don't* in negatives and questions with *can*: *I can't swim*. NOT ~~*I don't can swim*~~.

Exercise 2

- Students identify the use of *can* in the sentences individually. In a **weaker class**, check understanding by doing the first item together as an example.
- Ask students to compare their answers in pairs before you check with the class.

ANSWERS

1 A 2 P 3 A 4 P 5 P 6 A

Exercise 3

- Read the example with the class and elicit one or two more examples of sentences using *can* for ability.
- Go through the ideas in the box and check understanding. In a **stronger class** ask students to write more sentences, using their own ideas.
- Students write their sentences individually. In a **weaker class**, check students' answers at this point before they go on to ask and answer.
- Point out the question and answer under the box, and ask two confident students to model this for the class.
- Go round and listen as students ask and answer in pairs. Check they are forming the short answers correctly.
- Ask some students to tell the class what their partner can and can't do.

ANSWERS

Students' own answers.

Exercise 4

- Read the example with the class and elicit one or two more examples. Elicit or explain that these sentences all cover permission, rather than ability.
- Students write their sentences individually then compare their answers in pairs.
- Ask some students to read their sentences to the class. If students have used their own ideas, find out whether the rest of the class agrees with them.

ANSWERS

Students' own answers.

Exercise 5 2.20

- Look at the photo with the students and ask for ideas about what students think is happening (a boy is asking his mum for permission to do something).
- Students study the key phrases, then read the dialogue. Tell them not to worry about the blue words or the gaps at this stage.
- Students choose the best phrase to complete each gap in the dialogue.
- When students have listened and checked their answers, encourage them to correct any mistakes.

ANSWERS

1 you can't 2 Why not 3 Is it OK 4 can I 5 you can

Exercise 6

- Allow students time to practise the dialogue in pairs. Go round and listen as they are working, and help with the pronunciation of the key phrases.
- Then they work in pairs to change the words in blue and write a new dialogue. In a **stronger class**, students can adapt the dialogue more extensively, as long as they use the key phrases correctly.
- Go round and listen as students practise the new dialogue in pairs. Check the new words they have chosen are appropriate for the context.
- Students swap roles and practise again.

ANSWERS

Students' own answers.

Finished?

- Refer **fast finishers** to the *Finished?* activity. Point out that this covers *can* for permission.
- Students work individually to think about what they are allowed to do at home, then compare with another fast finisher.

More practice

Workbook page 41
Language focus reference and practice, Workbook page 82

Tests

Five-minute test, Test Bank MultiROM

VOCABULARY AND LISTENING ■ Food and drink

I can talk about my eating habits.

Aims

- Learn vocabulary for food and drink.
- Listen to a report about healthy eating in schools.
- Practise extending vocabulary.

Warm-up (3–4 minutes)

- Ask individual students what they have for lunch when they are at school.
- If there is a school canteen, ask if the meals are healthy.
- Ask students if they make an effort to eat healthy food.

Exercise 1 2.21

- Students work in pairs to match the words with the pictures. Point out that not all the words in the box are needed.
- Play the CD for students to check their answers.
- Check that students understand the meaning of all the words. Play the CD again and get students to repeat.

ANSWERS

1 soup
2 water
3 fish
4 rice
5 salad
6 cheese
7 meat
8 beans
9 ice cream
10 fizzy drink
11 chips
12 burger
13 sweets
14 juice
15 sandwiches
16 crisps

Pronunciation: /ɪ/ and /iː/
Workbook page 91
Teaching notes page 158

Exercise 2

- Remind students that a useful way to learn vocabulary is to put new words in groups and list them in their vocabulary notebooks.
- Check students understand the first word in each group.
- Students copy the word groups and add two more words to each group. They can use dictionaries for this. In a **stronger class**, tell them to find four more words.
- Students compare their answers in pairs.
- Elicit words from the class and write them on the board.

ANSWERS

Students' own answers.

Exercise 3

- When students have done the questionnaire, discuss their responses and ask if they agree with the key.

ANSWERS

Students' own answers.

Exercise 4 2.22 Tapescript page 151

- Refer students back to the lunch boxes and text above exercise 1. Explain that they are now going to listen to a radio programme about school lunches.
- Refer them to the introductory paragraph 'School lunch' and allow them time to read it.
- Play the CD once and ask students to identify which meals are healthy and unhealthy.
- Check answers with the class. If necessary, check that students understand what *vending machines* are.

ANSWERS

The lunch from Japan is very healthy. The lunch from the USA is very unhealthy.

Exercise 5 2.22

- Explain that students are going to listen again for specific information. Allow them time to read the sentences and the multiple choice options.
- Play the CD twice. Students answer the questions while they listen.

ANSWERS

1 Some 2 many 3 There are a lot of 4 eat
5 isn't much

Exercise 6

- You could do this as a group activity if you feel your students would benefit from hearing more different points of view.
- In a **weaker class**, go through all the questions with students before they speak and check understanding.
- Ask some groups or pairs to share their ideas with the class. Find out what the most popular meal in the class is.

Optional activity: Listening

Ask students to write a summary of how children eat at school in Britain, the USA, Japan and France. They can use the pictures to help them. Encourage students to use their own words and express their opinions about the food in each country, as well as stating the facts.

Play the CD again for students to check their answers.

Ask some students to read out what they have written, and correct any grammatical mistakes. Ask students what school meals are like in their own country.

POSSIBLE ANSWER

In Britain school meals are quite bad. A lot of students go shopping and buy junk food.
In the USA schools often serve burgers and chips and fizzy drinks. Students often buy food from vending machines.
In Japan the meals are quite healthy, with fish or meat and vegetables.
In France the meals are healthy, with salad, a meal with vegetables, cheese, and fruit.

Cultural awareness and expression

This activity will help your students to develop their own creative abilities.

More practice
Workbook page 42

Tests

Five-minute test, Test Bank MultiROM

entify which mea

ry, check that
hines are.

nch from the USA

n again for specific
he sentences and

e questions while

4 eat

f you feel your
more different

questions with
k understanding.
eir ideas with the
r meal in the class

g
ow children eat at
France. They can use
students to use the
s about the food in
cts.
ck their answers.
they have written,
es. Ask students wha
untry.

A lot of students go

rs and chips and fizzy
vending machines.
with fish or meat and

salad, a meal with

ssion
ts to develop their

LANGUAGE FOCUS ■ Countable and uncountable nouns: *a / an, the, some, any, much, many* and *a lot of*

I can talk about food and meals.

5

Aims

- Learn about countable and uncountable nouns.
- Learn the difference between *a / an, the, some, any, much, many* and *a lot of*.
- Write about what you usually eat and drink.

Warm-up (3–4 minutes)

- Ask students what kinds of foods they like. Elicit some words and write them on the board, for example: *bread, chips, vegetables, fish, meat.*
- Point out that some words are in the singular and some are plural. Elicit that some are countable nouns and some are uncountable.

Exercise 1

- Read the rules with the class, and allow students time to read through the text quietly.
- Students work individually to match the words from the text to the rules, then compare their answers in pairs.

ANSWERS

a shop	rule 1
a sandwich	rule 2
the school cafeteria	rule 3
the shop	rule 4

Exercise 2

- Students now put the rules into practice by completing the text.
- In a **weaker class**, allow students to do this in pairs.
- Check answers with the class. Encourage students to explain their choices, making reference to the rules.

ANSWERS

a 2 the 3 a 4 a 5 a 6 a 7 the 8 the

LANGUAGE NOTE We can count countable nouns, but we cannot count uncountable nouns: *one apple, two apples* NOT ~~*one bread, two breads*~~. If we want to specify quantity with uncountable nouns, we have to use another word that we can count: *a loaf of bread, two glasses of water, three pieces of cheese.*

We use *some* in affirmative sentences, and *any* in negative sentences and questions: *We've got some cheese. We haven't got any cheese. Have we got any cheese?* But we use *some* in questions to offer something to someone: *Would you like some cheese?*

Exercise 3

- Refer students to the pictures and elicit that they are made of different foods. Identify some of the foods as a class before they start.
- Students complete the table. In a **stronger class**, ask if students can think of more food for each category.

ANSWERS

1 rice 2 cheese 3 water 4 vegetables 5 pears 6 crisps

Exercise 4

- In a **weaker class**, work through the activity together, making reference to the sentences in exercise 3. Give students example sentences for each point, and encourage them to write these in their notebooks. For example, for item 1, say: *There is some water (singular verb, uncountable noun).* For item 2, say: *There isn't much pasta (much, uncountable noun).*

ANSWERS

1 singular 2 much 3 many 4 negative

Exercise 5

- Point out to students that they often need to use the meaning of the sentence to choose the right quantifier. Allow **weaker students** to work in pairs.

ANSWERS

1 much, b 2 a lot of, a 3 any, b 4 many, a 5 some, a

Exercise 6

- Students think about their diets and complete the sentences individually.
- Look at the example and remind students of the phrase 'What about you?'.
- Go round and listen as students are talking, and check they are using countable and uncountable nouns correctly.

Finished?

- Refer **fast finishers** to the *Finished?* activity. Point out that they can think about food they do not like, and also food that doesn't go well together. They compare their meals with another fast finisher.

Optional activity: Language focus

Dictate these sentences to the class or write them on the board. Explain that there is one mistake in each one. Students identify the mistake and write the correct version.

1 Is there many cheese in the fridge?
2 I don't eat some meat.
3 It's healthy to drink any water every day.
4 There are a lot of junk food in American schools.

ANSWERS

1 much 2 any 3 some 4 is a lot of

Communicative competence

This activity will help your students to understand and apply language rules.

More practice

Workbook page 43
Language focus reference and practice, Workbook page 82

Tests

Five-minute test, Test Bank MultiROM

SPEAKING ■ Making, accepting and refusing invitations

I can make, accept and refuse invitations.

Aims

- Listen to a conversation about making, accepting and refusing invitations.
- Learn key phrases for making, accepting and refusing invitations.
- Listen to three dialogues about invitations.
- Practise a dialogue about making, accepting and refusing invitations.

Warm-up (2 minutes)

- Refer students to the photograph and ask: *What do you think Jake and Tina are talking about?*
- Suggest that they might be arranging to meet, and then ask: *What do you think they are saying?* Elicit some phrases they might be using to invite each other to do something.

Exercise 1

- In a **weaker class**, read through the questions with the class and check understanding before they ask and answer.
- Allow students a few minutes to talk, then ask a few individuals for their ideas.

ANSWERS

Students' own answers.

Exercise 2 2.23

- Read the task with the class and explain that they should listen to answer the general question.
- When students have listened to the CD, ask the question for the class to answer.

ANSWERS

Yes, she can.

Exercise 3 2.24

- Read through the key phrases and check understanding.
- Students can use the main dialogue as a guide to help them complete the gapped dialogue.
- After they have listened to the CD to confirm the answers, students can practise the dialogue in pairs.

ANSWERS

1 Are you busy
2 Do you want
3 No, sorry; I can't.
4 That's a pity.
5 Sounds good.

Exercise 4 2.25

- Tell students to read through the questions and answers. Remind them not to worry about the blue words at this stage.
- Play the CD twice. Students listen and identify the questions and answers they hear.
- Check answers with the class. Elicit and model the remaining question and answer (4 a).

ANSWERS

1 b 2 c 3 d

Exercise 5

- Students prepare new dialogues in pairs. Explain that these should only be short exchanges, and refer students to the example.
- Go round and listen as students talk, and check they are using the key phrases correctly.

ANSWERS

Students' own answers.

Exercise 6

- Students can now build on the short exchanges they prepared in exercise 5 by writing a full dialogue.
- They prepare these in pairs. In a **stronger class**, encourage students to use their own ideas as much as possible, rather than referring to exercise 5 for support.
- Go round and listen as students talk. Make sure students are using the key phrases appropriately and encourage them to think about intonation, for example sound regretful when refusing.

ANSWERS

Students' own answers.

Optional activity: Language focus

With books closed, dictate these sentences to the class. Tell students that there is one mistake in each sentence. Students work individually to correct the mistakes, then compare their answers in pairs.

1 Do you want go into town after school?
2 Sorry, I don't. I'm busy.
3 That's pity.
4 What you doing on Saturday?
5 Some of us is meeting at the shopping centre.
6 Sound good.

Students can check their answers in their books and correct any mistakes themselves.

ANSWERS

1 Do you want **to** go into town after school?
2 Sorry, **I can't.** I'm busy.
3 That's **a** pity.
4 What **are** you doing on Saturday?
5 Some of us **are** meeting at the shopping centre.
6 **Sounds** good.

Communicative competence

This activity will help your students to internalize and reflect on the way languages are organized. It will also help them to understand and apply language rules.

More practice

Communication: Pairwork, Teacher's Photocopiable Resources page 212

Tests

Speaking test 5, Test Bank MultiROM

WRITING ■ An email about school

I can write an email about my school.

5

Aims

- Study a model email.
- Learn key phrases for writing emails.
- Learn about giving examples.
- Write an email about your school.

Warm-up (2 minutes)

- Ask students: *Do you send emails? Who do you send them to?* Elicit some ideas.
- Ask: *What kind of language do you use in emails?* Elicit that we use informal language.

Exercise 1

- Refer students to the email and ask: *Who is the email from? What greeting does the writer use?* (Hi!) *What ending does the writer use?* (Bye for now.)
- In a **weaker class**, students can answer the questions in pairs.

ANSWERS

1 To give her exchange student some information about her school.
2 The email is informal
3 Paragraph 3
4 Paragraph 4
5 Five: English, maths, science, geography, and French.

Exercise 2

- Read through the key phrases with the class.
- Ask students to find the phrases in the email and complete them.
- Ask students to translate the phrases into their own language.
- Model pronunciation, and ask students to repeat the phrases.

ANSWERS

1 some; about
2 starts; there are
3 classes; long
4 All; can
5 after

Exercise 3

- Elicit examples from the model text.
- Students complete the sentences with their own ideas.
- Ask some students to read out their sentences to the class.
- Point out that we use a comma before *such as* and *for example,* but not before *like.*

ANSWERS

... subjects like geography and French.
There are clubs after school, for example,drama ...
... snack food, such as sandwiches and pizza ...

Exercise 4

- Read the task with the class and check understanding.
- Students answer the questions and plan their email. In a **weaker class** allow them to share ideas and plan in pairs.
- Read through the paragraph plan with the class and check understanding.
- Students write their email. This can be set for homework.
- Tell students it is important to check their work and correct mistakes. Tell them to focus on the greeting and ending, and expressions for giving examples, as well as general spelling.

ANSWERS

Students' own answers.

Optional activity: Writing

Refer students back to the phrases for invitations on page 54. Ask them to write an email to a friend, inviting them to an event at the weekend. Tell them to use an appropriate greeting and ending, and use informal language.

Students can swap emails with a partner and write a reply, accepting or refusing the invitation.

Cultural awareness and expression, Social and civic competences

This activity will help students to develop their own creative abilities. It will also help them to work together appropriately in pairs.

More practice
Workbook page 45

End-of-unit activities

Progress review

Workbook page 46

The Progress review is designed to give students the chance to revise the main vocabulary and grammar points from the unit, as well as some of the key phrases. It provides students with a record of what they have learnt, and it also helps you and them to identify areas that need more work.

- Before students do the Progress review, tell them to look back at the main vocabulary and language focus sections of the unit to remind them of what they have studied.
- Students then do the Progress review.
- Check answers with the class and ask students to complete the personal evaluation. They choose the symbol which reflects how they feel about their performance in this unit.

★ Vocabulary and language focus, Teacher's Photocopiable Resources page 167

★★ Vocabulary and language focus, Teacher's Photocopiable Resources pages 181–182

★★★ Vocabulary and language focus, Teacher's Photocopiable Resources pages 199–200

Communication: Pairwork, Teacher's Photocopiable Resources page 212
Cross-curricular extension, Teacher's Photocopiable Resources pages 234–235

Vocabulary

Exercise 1

ANSWERS

1 chess
2 history
3 ICT
4 PE
5 break
6 maths
7 exam
8 music

Exercise 2

ANSWERS

1 basketball
2 French
3 class
4 juice
5 chips
6 pears

Language focus

Exercise 3

ANSWERS

Students' own answers.

Exercise 4

ANSWERS

Students' own answers.

Exercise 5

ANSWERS

1 any
2 much
3 a lot of
4 some
5 a
6 the
7 many
8 a lot of

Communication

Exercise 6

ANSWERS

1 a 2 b 3 b 4 c 5 b 6 a

Listening

Exercise 7 2.26

ANSWERS

1 bad
2 sandwiches
3 always
4 healthier
5 meat
6 chips
7 fish
8 fruit

Tests

Unit 5 test, Test Bank MultiROM

Aims

- Create a poster about a dream school.
- Follow the steps in a project checklist.
- Discuss your school.

Warm up (2 minutes)

- With books closed, ask students to list three positive points about their school. Discuss these as a class, then ask for students' ideas about any ways they could change their school. Do not go into too much detail at this stage, but write their ideas on the board.

Exercise 1

- Put students into groups of four or five. Read through the questions with them and check understanding.
- Remind students to use the questions to help them focus their discussion.
- It will be helpful if they make notes at this stage. You might like to nominate one person in each group to make notes.
- Go round and listen as students talk. Check that they are focusing on the specific questions, and encourage them to give reasons for their ideas.

ANSWERS

Students' own answers.

Exercise 2

- Students read through the text individually, then discuss the question in their groups. You could ask for feedback at this stage to find out how many of the ideas in the text had been covered in the students' discussions.
- In a **weaker class**, help with any vocabulary in the text that students find hard, or refer them to a dictionary.

Exercise 3

- Tell students that they are now going to make a similar poster about their own dream school.
- Go through the points in the project checklist. Check students understand each of these.
- It may help if students use the mind map model from unit 1 to help them structure their initial ideas. They can write *My dream school* in the middle of a piece of paper, and use the points listed as the different headings. They can then write words or make simple notes under each one, before they form the short texts to use on their poster.
- Students will need to spend time on this outside the lesson, in order to gather photos for the poster. Set a time limit for this, and encourage them to bring the material to the next lesson if possible. Alternatively, in a **stronger class**, you could ask them to plan their ideas in class and produce the whole project in their groups for homework.
- If the project is being done in class, provide the materials each group will need for their poster: large pieces of paper and glue.

Exercise 4

- When all the projects are completed, set aside time in class to do further work with them. Display all the posters and ask students to walk around and look at each piece of work. They should think about which ideas they agree with and which ones they disagree with.

Exercise 5

- Read the task with the class. Allow students time to prepare their ideas individually.
- You could do this a class discussion, or ask students to work in groups.

6

Names and places

Unit summary

Communication
I can …
talk about jobs.
understand an article about the history of names.
talk about the past with *was* and *were*.
understand an interview about how people named some American towns.
talk about my past experiences.
talk about my weekend.
write about a place and its history.

Vocabulary
Core vocabulary:
Jobs: *actor, artist, builder, businessman/woman, chef, doctor, explorer, farmer, fire fighter, hairdresser, inventor, king, mechanic, musician, nurse, queen, scientist, teacher, waiter/waitress, writer*
Regular verbs: *change, cross, discover, establish, invade, invent, name, travel*
Build your vocabulary: Name words

Language focus
was and *were*
there was and *there were*
Past simple of regular verbs
Past time expressions

English Plus Options
Extra listening and speaking: Talking about a film or TV programme (page 93)
Curriculum extra: Language and literature: Myths and legends (page 101)
Culture: Roman Britain (page 109)
Vocabulary puzzles: Jobs; Regular verbs (page 117)

Key competences
Cultural awareness and expression: The Name Quiz (page 59)
Social and civic competences: Sorry? What's your name? (page 60)
Learning to learn: Multiple-choice listening (page 62)

VOCABULARY ■ Jobs

I can talk about jobs.

Start thinking

Encourage students to guess the answers they do not already know, and use their suggestions to start a class discussion. Alternatively, ask students to find the information online before the class, or during the class if you have access to the internet.

ANSWERS

1 Alfred Nobel was a scientist and inventor from Sweden.
2 Nowadays the names of celebrities are popular, for example Kylie, Keira, Brad, and Wayne.
3 Students' own answers.

Aims

- Learn vocabulary for different jobs.
- Learn key phrases for talking about jobs.
- Do a quiz about famous people.
- Ask and answer about jobs you would like to do.

Warm-up (3–4 minutes)

- With books closed, ask students what famous people they know.
- Students will probably give the names of current celebrities. Accept a few names, then ask students if they know any famous people from the past.
- Elicit a few names and write them on the board. Tell students they are going to do a quiz about famous people from the past.

Exercise 1

- In a **weaker class**, remind students what vowels are.
- Students complete the quiz individually or in pairs.
- If necessary, allow students to use the Wordlist or dictionaries to look up the words in the box.
- Do not check answers at this stage.

Exercise 2 2.32

- Play the CD. Students listen and check their answers. In a **weaker class**, ask students if they need to listen again.
- Make sure students understand the meaning of all the words from exercise 1, and model and drill the pronunciation of any words that are new to students.
- Ask the question about the use of *a* and *an* and elicit the answer (*we do*). Ask students if this is the same or different in their own language.
- Write on the board: *My dad is a teacher. My parents are teachers.* Elicit that we do not use *a / an* in plural sentences.

ANSWERS

2 businessman, Levi jeans
3 musician, saxophone
4 explorer, America
5 scientist, curium
6 queen, pizza
7 doctor, Doc Martens boots.

Yes, we do use *a* and *an* with jobs in English.

Exercise 3

- Go through the adjectives and check understanding. Ask for translations if necessary.
- In a **stronger class**, you could categorize these into positive and negative adjectives in relation to work. Write *positive* and *negative* on the board as headings, and ask individual students to come up and write each word in the correct category. Not all of these will be clear cut, for instance some students might think that an easy job would be a positive thing, while others might want more challenge. In this case, encourage them to explain their ideas.
- Students describe the jobs in pairs. Again, they will have different opinions about the jobs, so encourage them to give reasons for their choices.

ANSWERS

Students' own answers.

Exercise 4 2.33

- Ask students to think about the kind of words that will complete each sentence – this is a useful skill in gapfill activities.
- Check answers with the class, then play the CD to confirm.

ANSWERS

1 job (mechanic)
2 job (actor)
3 job (teacher); adjective (stressful)
4 adjective (boring)
5 job (waiter)

Exercise 5 2.34

- Students work individually to guess the jobs.
- When they have listened to the CD to confirm their answers, ask how many students agree with the descriptions. Ask them to give reasons for their answers.
- In a **stronger class**, ask students to write similar sentences describing different jobs.

ANSWERS

1 nurse
2 mechanic
3 businesswoman
4 waitress
5 teacher
6 fire fighter

Exercise 6

- Students now put the key phrases into practice by discussing jobs. They should talk about jobs they would like to do and give reasons, as well as talk about the jobs that family members do.
- Go round and listen as students are talking. Check they are using the adjectives appropriately to support their ideas.

Finished?

- Refer **fast finishers** to the *Finished?* activity.
- Students can write their sentences and compare with another fast finisher.
- Alternatively, ask them to read their sentences out to the class when everyone has finished.

Optional activity: Vocabulary

Ask students to work in pairs and think of two famous people. Tell students that they should write sentences saying what each person's job is, and what they are famous for. Give the following example: *She's an English writer. Her books are about Harry Potter.* (J.K. Rowling)

If possible, you could allow students to use reference books or the internet to help them.

Ask pairs to read out their sentences, and ask the class to guess the person.

You could do this as a competition, with students getting a point for each person they guess correctly.

Sense of initiative and entrepreneurship, Social and civic competences, Digital competence

This activity will help your students to use personal resources to complete tasks set in the classroom, and to work appropriately in pairs.

Optional activity: Vocabulary

To expand the vocabulary set and revise vocabulary for all jobs, ask students to close their books. Put students in pairs and tell them they have two minutes to write down as many jobs in English as they can. They can use jobs from this unit and any others they can think of.

Elicit the names of jobs from students and write them on the board. Ask students to spell each word as you write it, and say what it means.

You can then play 'Twenty questions'. Choose a student to start, and ask him or her to think of one of the jobs. The other students can ask up to twenty *yes / no* questions in order to guess the job, for example:

Do you work outside?

Do you make something in your job?

Do you entertain people?

When a student guesses correctly, it is their turn to think of a job.

You might want to revise question formation in the present simple before you start the game.

Communicative competence

This activity will help your students to internalize and reflect on the way languages are organized. It will also help them to understand and apply language rules.

More practice

Workbook page 48

Tests

Five-minute test, Test Bank MultiROM

READING ■ The history of English names

I can understand an article about the history of names.

Aims

- Read about English surnames and first names.
- Read for general and specific information.
- Talk about names.

Warm-up (2–3 minutes)

- Do a name survey in the class. Does anyone share a name? Do most people like their names, or would they like to change them?

Exercise 1

- Ask students what the most popular first names are in their country. Ask if these names have always been popular, or if they have changed over time. Elicit that some first names remain popular, but others change according to fashions. Ask for examples of unusual names.

Background

The top ten family names in England are: Smith, Jones, Williams, Taylor, Brown, Davies, Evans, Wilson, Thomas, and Johnson.

In 2010 the most popular names for new babies in England were: (for boys) Jack, Harry, Alfie, Thomas and Oliver; (for girls) Olivia, Ruby, Emily, Grace and Lily.

Exercise 2 2.35

- Remind students that it is a good idea to read through all the headings first, before they read and listen to the text.

ANSWERS

1 c 2 a 3 f 4 b 5 e

d isn't needed, because French surnames aren't mentioned in the text: it is only about English names.

Exercise 3

- In a **stronger class**, ask students to see how many they can answer before they read again and check. In a **weaker class**, ask students to say where they found the answers.
- Students compare answers in pairs, before you check with the class. Check they have corrected the false sentences.

ANSWERS

1 True.
2 True.
3 False. Surnames weren't necessary in England because the population was small and most people lived in villages.
4 True.
5 False. Many parents named their daughters after the Queen of England in the 19th century.

Exercise 4

- Ask students to study the blue words and work out the meanings from the context of the sentence and by using the text. Check understanding, for example by asking students to translate them into their own language.
- Ask questions using the words, for example: *What's your first name? Are you wearing any clothes with a brand name?*

ANSWERS

Students' own answers.

Exercise 5

- Allow students time to read the questions, then check understanding. In a **weaker class**, encourage them to make notes about their ideas before they talk. In a **stronger class**, ask students to work with their books closed, if possible.
- Ask some students to tell the class what they learned about their partner.

ANSWERS

Students' own answers.

Optional activity: Reading

In a **stronger class**, students work individually and summarize two paragraphs from the text. They should summarize each of their chosen paragraphs in one or two sentences.

Elicit answers from the class and write the full summary on the board.

POSSIBLE ANSWER

In the past, surnames weren't necessary because there weren't many people. The French king William told people they must have surnames.
People used the name of their job, a place, or their nickname as their surname.
Old surnames are still common, but first names change over time.
Many parents now choose the names of famous people for their children, for example Keira or Brad.
Some parents want an original name for their child, so they choose a brand name.

Communicative competence

This activity will help your students to understand different types of text in detail.

Optional activity: Language focus

With books closed, dictate these sentences to students.

Ask students to complete the sentences by adding one word in each gap. Check answers with the class, and revise the use of personal pronouns if necessary.

1 Some people used ___ job as their surname.
2 When Victoria was the Queen, ___ name was very popular.
3 One football fan named ___ baby after the Manchester United team.
4 Some parents want an original name for ___ child.

ANSWERS

1 their 2 her 3 his 4 their

Communicative competence

This activity will help your students to understand and apply language rules.

More practice

Workbook page 52

LANGUAGE FOCUS ■ *was, were, there was, there were*

I can talk about the past with *was* and *were*.

6

Aims

- Learn the affirmative, negative, and question forms of *was* and *were*.
- Use *was* and *were* to ask and answer questions.
- Learn the affirmative and negative forms of *there was* and *there were*.
- Use *there was* and *there were* to talk about the past.

Warm-up (2 minutes)

- Write *was, wasn't, were* and *weren't* on the board and elicit which are affirmative and which are negative.
- Elicit that *was* and *were* are the past forms of *is* and *are*.

Exercise 1

- Refer students back to the first two paragraphs of the text on page 60, and ask them to complete the sentences.
- Check answers with the class.
- Allow students time to read the rules, and check they understand them.

ANSWERS

1 were 2 was 3 weren't 4 wasn't

LANGUAGE NOTE We use *was* with a singular subject and *were* with a plural subject: *He was happy. They were happy.* NOT ~~*They was happy.*~~

We form the negative of *was, were* by adding *not*. We do not use *don't*. The forms *was not* and *were not* are usually contracted to *wasn't* and *weren't*, but the full forms are used in formal writing.

We form questions by putting *was* or *were* at the beginning of the question: *Was she at the party?* NOT ~~*She was at the party?*~~

Exercise 2

- Students now apply the rules to the question and answer forms. Check they have completed items 1–6 correctly before they answer the questions.

ANSWERS

1 were 2 Was 3 wasn't 4 Were 5 was 6 weren't

1 Before
2 After

Exercise 3

- Read the example with the class and point out that students must write two sentences for each prompt, one negative and one affirmative.
- Students write their sentences individually.
- In a **weaker class**, check answers by asking students to read their sentences out, before students move on to ask and answer in pairs.
- Go round and listen as students ask and answer.

ANSWERS

1 William Boeing wasn't a plane. He was an engineer.
2 The Beatles weren't insects. They were musicians.
3 Henry Ford wasn't a car. He was an inventor.
4 Marie and Pierre Curie weren't explorers. They were scientists.
5 Bach and Mozart weren't writers. They were musicians.
6 Queen Margherita wasn't a pizza. She was a person.
7 Titanic wasn't a village. It was a ship.
8 Picasso and Van Gogh weren't actors. They were artists.

Exercise 4

- Demonstrate how the singular affirmative and negative plural forms are completed in the table. In a **stronger class**, ask students to complete the remaining forms individually. In a **weaker class**, do this on the board as a class activity.

ANSWERS

1 There wasn't 2 There were

LANGUAGE NOTE We use *there was* with a singular noun and *there were* with a plural noun: *There was a chair. There were some chairs.* NOT ~~*There was some chairs.*~~

Exercise 5

- Students complete the sentences individually, then compare their answers in pairs.
- Check answers by asking students to read out the completed sentences.

ANSWERS

1 there was
2 there weren't
3 there weren't
4 there were
5 there wasn't
6 there were

Exercise 6

- This activity will review the question words, and asks students to apply them to questions in the past simple form.
- In a **weaker class**, check understanding of the question words by asking for translations. Check that students understand the use of *last*.
- Remind students to think about whether the subject of each question is singular or plural.

ANSWERS

1 Who were
2 When was
3 What were
4 Where was
5 When was
6 What was
7 What was
8 Who were

Finished?

- Refer **fast finishers** to the *Finished?* activity.
- Students can write their sentences and compare with another fast finisher. Alternatively, they can read their sentences to the class when everyone has finished.

More practice

Workbook page 49

Language focus reference and practice, Workbook page 84

Tests

Five-minute test, Test Bank MultiROM

VOCABULARY AND LISTENING ■ Strange Town USA

I can understand an interview about how people named some American towns.

Aims

- Learn the affirmative past simple form of regular verbs.
- Practise the skills needed in multiple-choice listening tasks.
- Listen to a radio programme about the origins of town names in America.
- Listen for general meaning and specific details.

Warm-up (2 minutes)

- Write on the board: *Christopher Columbus America.*
- Ask students what verb should go in the gap (discover) and elicit that the verb must be in the past tense because this happened in the past.

Exercise 1

- In a **weaker class**, check students understand the meaning of the verbs in the box, and allow them to complete the activity in pairs.

ANSWERS

1 invented
2 changed
3 invaded
4 discovered
5 travelled
6 crossed
7 named
8 established

All the sentences refer to the past.

Exercise 2

- Read through the spelling rules with the class.
- Students copy the table into their notebooks and add the past forms of the verbs from exercise 1.
- Check answers with the class. Point out the double *l* in *travelled* and tell students that some verbs double their final consonant in their past tense form.

ANSWERS

+ *-ed*: invented, crossed, discovered, established
-e + *-d*: invaded, named, changed
double final consonant + *-ed*: travelled

Pronunciation: Past tense *-ed* endings
Workbook page 92
Teaching notes page 158

Exercise 3

- Explain that if students read the questions and the options carefully, they may be able to eliminate some options that they know are false.
- Do not check answers at this stage.

ANSWERS

Students' own answers.

Exercise 4 2.36 Tapescript page 152

- Refer students to the photos and the information about Strange Town USA. Allow students time to read it.
- Play the CD. Students listen and choose the correct answers. Play it again for them to confirm their choices.

ANSWERS

1 b 2 c 3 b 4 a

Exercise 5

- In pairs or small groups, students complete the activity. In a **weaker class** or if they find it difficult to think of different towns to write about, have a brainstorming session and put some ideas on the board.
- If possible, ask students to do further research about the unusual place names they chose, using the internet.

ANSWERS

Students' own answers.

Optional activity: Language focus

Ask students to work individually and write five sentences using the verbs from exercise 1 in the past tense.

With books closed, put students in pairs and ask them to read their sentences to each other, omitting the verb. Their partner must give the correct verb in the past tense. Tell students they should ask their partner to spell each verb.

To make it competitive, students could get one point for each verb they guess and spell correctly.

Communicative competence, Social and civic competences

This activity will help your students to work appropriately in pairs. It will also help them to understand and apply grammar rules.

Optional activity: Listening

Write these sentences on the board or dictate them.

Tell students that the missing words are all articles, but some sentences have no missing word because they do not need an article. Ask students to complete them with the correct article or no article.

Play the CD again and ask students to listen and check their answers.

Check answers with the class and use the sentences to revise the use of articles if necessary.

1 Tammy Carson is ___ expert on place names.
2 ___ original name of that city was New Amsterdam.
3 It's because ___ road there makes ___ Y.
4 Happy – that's ___ great name.

ANSWERS

1 an 2 The 3 the, a 4 a

Communicative competence

This activity will help your students to understand and apply language rules.

More practice
Workbook page 50

Tests

Five-minute test, Test Bank MultiROM

LANGUAGE FOCUS ■ Past simple of regular verbs • Past time expressions

I can talk about my past experiences.

6

Aims

- Learn the affirmative and negative past simple forms of regular verbs.
- Write affirmative and negative sentences using the past simple.
- Learn the use of different time expressions to talk about time in the past.
- Describe past events using time expressions and the past simple.

Warm-up (3 minutes)

- Write on the board: *Lions eat grass.*
- Elicit that the sentence is not true, and elicit the negative form: *Lions don't eat grass.*
- Write on the board: *Columbus discovered Australia.*
- Elicit that the sentence is not true, and ask students how they would make this verb negative.
- Elicit some ideas, but do not give students the answer.

Exercise 1

- Students study the sentences. Elicit that the blue words are time expressions, and that they refer to the present or the past.

ANSWERS

1 present 2 past 3 present 4 past

'Now' and 'every Friday' refer to the present. 'In 2009' and 'last week' refer to the past.

Exercise 2

- Allow students time to complete the rules individually, then check answers with the class. In a **weaker class**, do it as a whole class activity.

ANSWERS

1 *-d* 2 negative

LANGUAGE NOTE In negative sentences in the past simple we use the base form of the verb, not the past tense form: *He didn't play football.* NOT ~~*He didn't played football.*~~

The affirmative and negative forms of the past simple are the same for all persons: *I / He / We played football. I / He / We didn't play football.*

Exercise 3

- Read the example with the class. Point out that some of the affirmative sentences will be factually incorrect, so they should write correct sentences for these ones.
- Ask students to compare their answers in pairs. They may need to refer to other sources to find the answers to these. If possible, allow them time to do this in class.

ANSWERS

1 Europeans explored Africa in the 18th century. False. Europeans explored Africa in the 19th century.
2 Tutankhamen lived in Egypt a long time ago. True.
3 The first astronauts visited space in 1981. False. The first astronauts visited space in 1961.
4 Columbus arrived in South America about 500 years ago. False. Columbus arrived in Central America about 500 years ago.
5 People stopped using horses for transport in the 19th century. False. People stopped using horses for transport in the 20th century.
6 In 1700 people travelled by plane. False. In 1700 people didn't travel by plane.
7 Graham Bell invented the telephone. True.

Exercise 4

- Ask students to read the text quickly, ignoring the gaps.
- Ask what the text is about (Christopher Columbus).
- Students complete the text with the correct form of the verbs.

ANSWERS

1 travelled 2 arrived 3 visited 4 named 5 called 6 didn't discover 7 didn't stay 8 arrived 9 didn't discover 10 didn't visit

Exercise 5

- Students find similar phrases and answer the question.
- Check answers, and discuss the position of *ago* with the class if it is different in their own language.

ANSWERS

In the 18th / 19th century, a long time ago, in 1981, about 500 years ago, in 1700.

Ago is positioned after the time expression when it refers to a period of time.

LANGUAGE NOTE Point out that *ago* always comes after the time expression, not before: *I went there two years ago.* NOT ~~*I went there ago two years.*~~

Exercise 6

- Read the example with the class and point out that students should think about an event in the past and when it happened, and choose the correct time expression.
- Read through the time expressions with the class and make sure that students understand them all.
- In a **weaker class**, ask students to write the sentences before they speak, to give them support.
- Ask some students to tell the class which of their experiences were similar to their partner's, and which were different. For example: *I visited my grandparents last week, but Alex visited his grandparents last month.*

Finished?

- Refer **fast finishers** to the *Finished?* activity. Remind them to apply the spelling rules they learnt in exercise 2.

More practice

Workbook page 51
Language focus reference and practice, Workbook page 84

Tests

Five-minute test, Test Bank MultiROM

SPEAKING ■ Last weekend

I can talk about my weekend.

Aims

- Listen to a conversation about a trip.
- Learn key phrases for talking about the weekend.
- Practise talking about a recent past event.

Warm-up (2 minutes)

- Tell students about a trip you went on recently. For example: *I visited Paris last year. It was wonderful.*
- Invite some students to use the same verbs and tell the class about a trip that they went on: *I went to Rome last month. It was exciting.*

Exercise 1

- Remind students that they can use photos to help them establish certain information before they read or listen to a text.
- Students identify who has been on a trip, and give reasons. Do not confirm or deny their ideas at this stage.

Exercise 2 ◎ 2.37

- In a **weaker class**, allow students to complete the dialogue in pairs.
- After students have listened to the CD to check their answers, find out how many students answered exercise 1 correctly.

ANSWERS

1 visited 2 travelled 3 were 4 there 5 was
6 wasn't

Tina has been on a trip, because she's got a suitcase.

Exercise 3 ◎ 2.38

- Read through the key phrases and the responses with the class.
- Encourage students to try to match these from memory before listening to the CD again.
- Play the CD. Students listen and reply as a class.
- Check answers before students move on to practise the dialogue in pairs.

ANSWERS

1 c 2 a 3 d 4 b

Exercise 4 ◎ 2.39

- Refer the class to the tables, and allow time for students to read them. In a **weaker class**, elicit or demonstrate a few examples.
- Play the CD. Students listen and note down the questions and answers that they hear.
- Play the CD again for them to check their answers.
- Check answers with the class. Drill the pronunciation of some of the phrases.

ANSWERS

1 How was the trip?
2 The weather was really bad.
3 How was the party?
4 The people were very nice.
5 How was the match?
6 Manchester United were rubbish.

Exercise 5

- Read the examples with the class. In a **stronger class**, ask a confident pair of students to model the exchange for the class. Then ask students to produce a further example using the phrases in exercise 4.
- Tell students that there are no right and wrong answers to the questions, so they can use their imagination.
- Go round and listen as students ask and answer in pairs.

ANSWERS

Students' own answers.

Exercise 6

- Students work in pairs to change the blue words and then practise their dialogue.
- In a **weaker class**, brainstorm ideas together for the trip being discussed in the dialogue, and for the different activities that the speaker did.
- If there is time, students can swap roles and practise again.
- Ask some students to perform their dialogues for the class.

ANSWERS

Students' own answers.

Optional activity: Language focus

With books closed, tell the class you are going to dictate five sentences or questions, but each one has a mistake in it. Tell students they must not write the incorrect sentences, but must work in pairs to write the correct versions.

1 How were your trip?
2 How was London like?
3 There was a lot of things to do.
4 It's good see you again.
5 Is good to be back.

Students can check their answers in their books and correct any mistakes themselves.

ANSWERS

1 How **was** your trip?
2 **What** was London like?
3 There **were** a lot of things to do.
4 It's good **to** see you again.
5 **It's** good to be back.

Communicative competence, Social and civic competences

This activity will help students to understand and apply language rules and also work appropriately in pairs.

More practice

Communication: Pairwork, Teacher's Photocopiable Resources page 213

Tests

Speaking test 6, Test Bank MultiROM

WRITING ■ An article about a town

I can write about a place and its history.

6

Aims

- Study a model text.
- Learn about time expressions.
- Learn key phrases for talking about a place.
- Write an article about the history of London.

Warm-up (3–4 minutes)

- Refer students to the photo and ask: *Where is Liverpool?* (In the north of England.)
- Ask students what they know about Liverpool. They will probably know about the football team, and may know that The Beatles came from there. Ask if they know anything about its history.

Exercise 1

- Students read the model text and match the paragraphs.

ANSWERS

1 d 2 c 3 a 4 b

Exercise 2

- Students read the text more closely to find more detailed information. In a **weaker class**, students can work in pairs.

ANSWERS

1 The Mersey River.
2 Livpul.
3 About 500.
4 He was Queen Victoria's husband.

Exercise 3

- Read through the key phrases with the class. To check understanding, ask students to translate the key phrases.

ANSWERS

… is a city … : Paragraph 1
Today the population is …: Paragraph 2
It's on / It's near …: Paragraph 1
… in the … century …: Paragraph 2
The people of … are called …: Paragraph 4
People first lived in …: Paragraph 2
Famous …: Paragraph 4

Exercise 4

- Students use the phrases to talk about a city they know. Point out that they can change the information in brackets to make the phrases relevant.
- In a **stronger class**, you could ask students to produce a small poster or factfile about the city they have chosen.

ANSWERS

Students' own answers.

Exercise 5

- Do the first one with the class as an example. Students match the sentence halves individually.
- Point out that we use *in* to refer to years or periods of history. Remind students that *ago* comes after the time expression.

ANSWERS

1 c 2 d 3 e 4 a 5 b

Exercise 6

- Read the task with the class and check understanding.
- Students read the text again and answer the question (there are four paragraphs). Elicit ideas about which information goes in each paragraph. In a **weaker class** allow them to share ideas and plan in pairs.
- Students write their articles. This can be set for homework.
- Remind students to check their work and correct any mistakes. They should focus on the use of time expressions.

Optional activity: Writing

Ask students to use the internet to research the history of another city of their choice. Tell them to make notes about the city like the notes about London. They can then write an article and add photographs.

Digital competence, Sense of initiative and entrepreneurship

This activity will help your students to understand the nature, role and opportunities of ICT in everyday contexts, including searching for, collecting and processing information. It will also help them to develop initiatives and take decisions when planning and carrying out tasks.

More practice
Workbook page 53

End-of-unit activities

Progress review

Workbook page 54

The Progress review is designed to give students the chance to revise the main vocabulary and grammar points from the unit, as well as some of the key phrases. It provides students with a record of what they have learnt, and it also helps you and them to identify areas that need more work.

- Before students do the Progress review, tell them to look back at the main vocabulary and language focus sections of the unit to remind them of what they have studied.
- Students then do the Progress review.
- Check answers with the class and ask students to complete the personal evaluation. They choose the symbol which reflects how they feel about their performance in this unit.

★ Vocabulary and language focus, Teacher's Photocopiable Resources page 168
★★ Vocabulary and language focus, Teacher's Photocopiable Resources pages 183–184
★★★ Vocabulary and language focus, Teacher's Photocopiable Resources page 201–202
Communication: Pairwork, Teacher's Photocopiable Resources page 213
Cross-curricular extension, Teacher's Photocopiable Resources pages 236–237
Drama: *In the Wild*, Teacher's Photocopiable Resources pages 220–222

Vocabulary

Exercise 1

ANSWERS

1 waitress
2 farmer
3 builder
4 chef
5 actor
6 nurse
7 doctor
8 firefighter
9 mechanic
10 scientist

Exercise 2

ANSWERS

1 discovered
2 surname
3 ago
4 chef
5 King
6 dangerous
7 century
8 brand name

Language focus

Exercise 3

ANSWERS

1 was
2 Were
3 was
4 weren't
5 Was
6 wasn't
7 wasn't
8 were
9 was
10 Were
11 weren't
12 were
13 were

Exercise 4

ANSWERS

1 We moved to Brighton last year.
2 My mum didn't change her name when she got married.
3 We stayed in London last Saturday evening.
4 John Logie Baird invented the TV.
5 My dad stopped smoking last month.
6 My birthday present didn't arrive in the post this morning.

Exercise 5

ANSWERS

1 Did you move to Brighton last year? Yes, we did.
2 Did your mum change her name when she got married? No, she didn't.
3 Did you stay in London last Saturday evening? Yes, we did.
4 Did John Logie Baird invent the TV? Yes, he did.
5 Did your dad stop smoking last month? Yes, he did.
6 Did your birthday present arrive in the post this morning? No, it didn't.

Communication

Exercise 6

ANSWERS

1 d 2 e 3 g 4 f 5 h 6 b 7 a 8 c

Listening

Exercise 7 2.40 Tapescript page 152

ANSWERS

1 False 2 True 3 True 4 True 5 False 6 False 7 False

Optional activity: Consolidation

Ask students to imagine they own a hotel, and they are going to write a brochure to advertise it.

Tell them they should include information about:

- the history of the hotel: when it opened, famous people who stayed there in the past, etc: *It opened in 1976. Keira Knightley stayed here two years ago.*
- facilities in the hotel: *There's a large swimming pool.*
- the food in the hotel: *The food is healthy and delicious. You can eat ...*

Tell students to look back over units 5 and 6 to give them ideas and help with vocabulary.

Tell students they must use:

- time expressions
- some verbs in the past simple
- *can*
- *a, an, the, some, any, much, many* or *a lot of.*

Students could do this activity in class, working in pairs, or they could do it individually for homework. They can decorate their brochures if they like.

When students have finished, pin the brochures around the class or put them on tables around the class. Students can look at them and decide which is the best hotel.

Sense of initiative and entrepreneurship, Cultural awareness and expression

This activity will help your students to develop initiatives and take decisions when planning and carrying out tasks. It will also help them to produce different types of texts, taking into account the intended audience.

Tests

Unit 6 test, Test Bank MultiROM

Listening

Exercise 1

- Focus students on the four photos. Ask what they think the listening activity is going to be about (towns / cities).
- Then go through the words in the box. In a **weaker class**, recap the meanings by asking for translations.
- Students identify the places which aren't shown in the photos.

ANSWERS
town centre, supermarket, school

Exercise 2 2.41 Tapescript page 152

- Read the instructions with the class. Elicit that this means three of the pictures are in Cambridge, and one isn't.
- Play the CD. Students listen for this information.

ANSWERS
The Regency Café

Exercise 3 2.41

- Tell students that they are now going to listen again for more detailed information.
- Allow them time to read the sentences carefully before they listen. Tell them to complete as much information as they can from memory.
- Play the CD twice. Encourage students to make notes the first time they listen, and to complete the answers when they have heard the recording the second time.

ANSWERS
1 800
2 scientist
3 7 million
4 history
5 science; ICT
6 basketball
7 maths
8 salads; sandwiches

Speaking

Exercise 4

- Read the task with the class and check understanding. Put students in pairs to complete the activity.
- Point out that as well as describing the interesting place, they should include information about what the other student did on their weekend at home.
- Students make notes – they do not need to write the full dialogue at this stage. In a **stronger class**, encourage them to just write keywords and to try to speak as naturally as possible.

ANSWERS
Students' own answers.

Exercise 5

- Demonstrate how the chart can help students structure their conversation. Point out that they should add information from their notes to fill the gaps. Do an example with the class:

A *How was your weekend?*
B *Great, thanks. I visited Brighton.*
A *What was it like?*
B *Lovely. I visited the Royal Pavilion ...*

- Remind students to use the key phrases from page 64 where possible.
- Students use their notes to have a conversation. Once they are confident with the exchange, ask them to swap roles. Go round and listen as they are talking. Make a note of any common mistakes and correct these at the end in a feedback session

ANSWERS
Students' own answers.

Writing

Exercise 6

- Students now work individually to write a postcard about a place they visited. In a **weaker class**, encourage them to use the place they chose for exercise 5, as they will have lots of ideas about this already.
- Read the task with the class and go through the example, showing how they can add their own ideas to the model.

Optional activity: Consolidation

Ask students to work in pairs. One of them is a student visiting Brighton and the other works in the tourist information office in Brighton. Tell them they are going to prepare and practise a dialogue using information they have studied in the Student's Book.

The student:

- Ask about facilities in Brighton using *Is there / Are there* (see pages 18 and 21).
- Ask about Brighton Pavilion. Ask about travel arrangements to get there (see page 24).

The tourist information officer:

- Talk about facilities in Brighton (see pages 22 and 25).
- Talk about travel arrangements to get there (see page 24).

Students can practise their dialogues in pairs, then swap roles and practise again.

Ask some students to perform their dialogues for the class.

Sense of initiative and entrepreneurship
This activity will help your students to work appropriately in pairs and show a spirit of cooperation when working with another student. It will also help them to manage personal resources to complete a task.

7

Games

Unit summary

Communication

I can ...

talk about sports and sports events.

understand an article about video games.

talk about actions in the past.

describe people's appearance.

ask and answer questions about last weekend.

talk about things I did last weekend.

write a profile of a famous sportsperson.

Vocabulary

Core vocabulary:

Sport: *beat someone at a game, break a record, lose a game, play a game, run a race, score a goal, take part in a competition, win a race*

Describing people: *average build, average height, beard, blonde, blue, brown, curly, dark, fair, fat, glasses, green, long, moustache, quite short, quite tall, red, short, slim, straight, tall*

Build your vocabulary: Making nouns from verbs

Language focus

Past simple: regular and irregular verbs

Past simple: questions

also

English Plus Options

Extra listening and speaking: Talking about video games (page 94)

Curriculum extra: Technology: The internet (page 102)

Culture: Britain's favourite games (page 110)

Vocabulary puzzles: Sport; Describing people (page 118)

Key competences

Cultural awareness and expression: Time traveller game (page 69)

Learning to learn: Using the Workbook irregular verbs list (page 71)

Social and civic competences: Describing people (page 72)

Mathematical competence and basic competences in science and technology: The history of the internet (page 102)

VOCABULARY ■ Sport

I can talk about sport and sports events.

Start thinking

Encourage students to guess the answers they do not already know, and use their suggestions to start a class discussion. Alternatively, ask students to find the information online before the class, or during the class if you have access to the internet.

ANSWERS

1 The first Olympic Games were held 776 BC in Greece.
2 A character that you can personalize and use when interacting with people online.
3 Cristiano Ronaldo is from Madeira, Portugal.

Aims

- Learn irregular verbs about sport in the present and past simple.
- Learn how to compare answers.
- Learn and use collocations about sport.

Warm-up (3–4 minutes)

- With books closed, ask students: *What games do you like playing?*
- Elicit some answers and write them on the board. Try to elicit some traditional games and some computer games.
- Ask: *What's your favourite game?* Elicit some answers.

Exercise 1

- Read through the list of verbs with the class and make sure students understand them all.
- Students find the past forms in the game. In a **weaker class** or if you are short of time, allow them to work in pairs and find four each.
- Check answers with the class and drill the pronunciation of some of the past forms if necessary, for example *broke, took part, won.*

ANSWERS

1 broke 2 scored 3 ran 4 took part 5 won
6 played 7 beat 8 lost

Exercise 2 3.02

- Explain that these key phrases can all be used to compare ideas. Allow students time to read through the phrases, and encourage them to guess the answers.
- Play the CD. Students listen and check.
- Check the answers by asking individual students to read out the complete phrases.

ANSWERS

1 answer 2 sure 3 agree 4 don't 5 right 6 think

Exercise 3 3.03

- Read the rules with the class.
- Put students into teams of three or four.
- Allow students time to read the first question and discuss their answers. Play the CD, pausing after the first answer. Check whether any teams have lost a life.

- Continue allowing students time to discuss each question, then play the answers through, pausing to see if any teams have lost a life.
- See which teams are still left at the end of the game. They are the winners.

ANSWERS

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

Exercise 4

- Demonstrate how certain words from each group go together to make collocations.
- Point out that there are only seven phrases in group B, so the words here can match with more than one verb.
- Students check their answers in the game. Remind them that the game uses the past simple forms, so they will be different.

ANSWERS

break a record
score a goal
run a race
take part in a competition
win a game / race
play a game / in a competition
beat someone at a game
lose a game / race

Exercise 5

- Read through the sports and games in the box and check understanding by asking for names of famous people who do these sports.

ANSWERS

Picture 1 ice-hockey
Picture 2 cycling
Picture 3 athletics
Picture 4 football
Picture 5 swimming
Picture 6 chess
Picture 7 American football
Picture 8 skateboarding
Picture 9 tennis

Exercise 6

- Students complete the sentences with personalized information.
- Go round and listen as they discuss in pairs.
- Ask some students to report back to the class.

ANSWERS

Students' own answers.

Finished?

- Refer **fast finishers** to the *Finished?* activity.
- Students can write their questions, then swap with another fast finisher to compare and check for accuracy. In a **stronger class**, they can read their questions to the class when everyone has finished, and the class can decide on an answer.

Optional activity: Language focus

With books closed, write the following sentences on the board. Tell students they must work in pairs to write the correct versions.

1 Yes, I'm agree.
2 I not sure.
3 Maybe is true.
4 I think is false.
5 I don't think it.

ANSWERS

1 Yes, I agree.
2 I'm not sure.
3 Maybe it's true.
4 I think it's false.
5 I don't think so.

Communicative competence, Social and civic competences

This activity will help your students to internalize and reflect on the way languages are organized. It will also help them to work appropriately in pairs.

Optional activity: Vocabulary

Revise the collocations by dictating these sentences to the class or writing them on the board. Explain that there is one mistake in each one, and that students should write the correct versions. In a **weaker class**, tell students to change the verb, not the noun. In a **stronger class**, ask students to think of two alternatives for each incorrect collocation by changing the noun then the verb alternately.

There may be more than one possible answer, so accept all correct combinations.

1 score a race
2 lose a record
3 win a goal
4 break a competition

ANSWERS

1 run / win a race; score a goal
2 break a record; lose a race / competition
3 score a goal; win a race / competition
4 win / lose a competition; break a record

Communicative competence

This activity will help your students to internalize and reflect on the way languages are organized.

More practice

Workbook page 56

Tests

Five-minute test, Test Bank MultiROM

READING ■ Video games

I can understand an article about video games.

Aims

- Read about video games.
- Read for specific information.
- Ask and answer questions about games.

Warm-up (2 minutes)

- Ask students to look at the pictures on page 70 and the title of the text. Ask what they think the text is about.
- Elicit or teach the word *video game* and write it on the board.
- Ask students what their favourite video games are.

Background

The first home video game was sold in 1972. It was called *Magnavox Odyssey*, and it used a standard black and white TV screen.

Video and computer games have become extremely popular, but are also controversial. Some people believe that they can be addictive, while others worry that young people who play violent video games might become more violent themselves. On the other hand, some people believe that playing video games improves co-ordination and also certain mental skills.

Exercise 1

- Students look at the pictures. If they recognize the games, ask them to describe some details about the games. Picture 1 is a SIMS game, picture 2 is a Mario game.

Exercise 2 3.04

- When students have matched the correct sentences, ask them to identify the extra sentence.

ANSWERS

1 d 2 b 3 e 4 a

C is the extra sentence.

Exercise 3

- Ask students to read the verbs and find the nouns in the text, and work out the meanings.
- Ask questions like *What does a designer do?* to elicit sentences using the verbs (*He / She designs things*).
- In a **stronger class**, elicit some sentences using the new words.

ANSWERS

1 designers 2 creator 3 entertainment 4 choice
5 player 6 imagination 7 memory

Exercise 4

- In a **weaker class**, allow students to write their answers before speaking.
- Students ask and answer the questions in pairs or groups.
- Ask some students to tell the class about their partners: *Maria doesn't play video games because she thinks they are boring.*

ANSWERS

Students' own answers.

Optional activity: Reading

Dictate these sentences to the class. Ask students to read the text again and decide if they are true or false.

1 Businesses make a lot of money from video games.
2 People bought six million Wii consoles in three years.
3 Mario was created in the 1980s.
4 *Super Mario World* was the most popular game in the world.
5 Games designers made more games for women at first.
6 People like Wright's games because they enjoy building things.

ANSWERS

1 True (they are big business).
2 False (they bought six million consoles within six months).
3 True.
4 True.
5 False (companies sold most of their games to men).
6 True (they are about construction).

Communicative competence

This activity will help your students to understand different types of text in detail.

Optional activity: Language focus

With books closed, write these linking words on the board: *and because but so also*

Dictate these sentences to the class. Students complete them with the words.

Check answers with the class and if necessary revise the difference in meaning and use between the different linking words.

1 Shops opened at midnight ___ thousands of fans bought the console.
2 One of the big heroes is Mario, ___ his original name in 1981 was Jumpman.
3 The graphics were difficult to create in those days. ___ he is quite a simple cartoon style.
4 Shigeru Miyamoto invented Mario. He ___ invented Nintendogs.
5 They are popular with men and women ___ they are about construction.

ANSWERS

1 and 2 but 3 So 4 also 5 because

Communicative competence

This activity will help your students to understand and apply language rules. It will also help them to internalize and reflect on the way languages are organized.

More practice

Workbook page 60

LANGUAGE FOCUS ■ Past simple: regular and irregular verbs

I can talk about actions in the past.

7

Aims

- Learn the difference between regular and irregular verbs in the past simple.
- Practise using the Irregular verbs list.
- Use regular and irregular verbs to play a true and false game about activities in the past.

Warm-up (3–4 minutes)

- With books closed, ask students if they can remember any of the irregular verbs they learnt at the beginning of the unit.
- Elicit some verbs and write them on the board.
- Ask students if they can remember any verbs that are regular.
- Elicit some examples and write these on the board.
- Ask: *How do you know if a verb is regular or irregular?*
- Elicit or explain that students have to learn them, and they can use an irregular verbs list to check.
- Point out that most dictionaries have an irregular verbs list, and their Workbook also has one.

Exercise 1

- Refer students to the sentences and ask the question to the whole class.

ANSWERS

1 *Play* is regular because the past simple affirmative form is made by adding *-ed*.

> **LANGUAGE NOTE** Irregular verbs are only irregular in the affirmative form: *She went*. In the negative form, they behave in the same way as regular verbs because they use the infinitive form of the verb: *She didn't go*. NOT ~~*She didn't went*~~.

Exercise 2

- Remind students to look at the sentences in exercise 2 as well as the main text.
- Refer students to the Irregular verbs list in their Workbooks to check their answers.

ANSWERS

Regular verbs: designed, preferred, created

Irregular verbs: sold, bought, became, thought, built, took

Exercise 3

- Read the task and example with the class, then refer students to the Irregular verbs list in their Workbooks.
- Point out the phonetic transcriptions, and tell students they should use these to help them pronounce unfamiliar past forms.
- Tell students they have three minutes to study the list, then they will test each other. In a **weaker class**, give them a little longer.
- Students test each other by taking it in turns to close their book while their partner asks them one of the verbs.
- Monitor while students are working, and correct pronunciation where necessary.

ANSWERS

Students' own answers.

Exercise 4

- Read the example with the class. Point out that students must write two sentences for each answer, one negative and one affirmative.
- Students write their sentences individually, then compare with a partner.
- Check answers with the class.

ANSWERS

1 I didn't have a sandwich for lunch.
2 I didn't meet my friend in town.
3 We didn't go to a café.
4 I didn't read a book in bed.
5 We didn't eat at home on Friday.
6 I didn't write a letter to a friend.

Affirmative sentences are students' own answers.

Exercise 5

- Ask students to read the text through quickly, ignoring the gaps. Ask: *Who is Johnathan Wendel?* (a game master who plays in video game competitions).
- Students complete the text with the missing verbs. Clarify that the verbs for each section are shown above the relevant paragraph. Students must write the past form.

ANSWERS

1 played
2 won
3 knew
4 didn't like
5 didn't listen
6 took
7 didn't win
8 was
9 became
10 travelled
11 didn't lose
12 beat
13 started
14 made

Exercise 6

- Read through the time expressions and ask students to order them. In a **weaker class**, do this on the board as a class activity.
- Read the stages in the task. Clarify that students should think of things they did, and things they didn't do.
- Students write sentences about themselves.
- Go round and listen as students talk. Check they are using the time expressions correctly.

ANSWERS

Time expressions: an hour ago, this morning, last night, yesterday, on Saturday, at the weekend, two weeks ago, last year, when I was young

Sentences: Students' own answers.

More practice

Workbook page 57
Language focus reference and practice, Workbook page 86

Tests

Five-minute test, Test Bank MultiROM

VOCABULARY AND LISTENING ■ Describing people

I can describe people's appearance.

Aims

- Learn adjectives to describe people.
- Practise describing people.
- Listen to an interview about a crime and some suspects.
- Listen for general meaning and specific details.

Warm-up (3–4 minutes)

- With books closed, tell students you are going to describe someone in the class and they must guess who it is.
- Choose a student and, without saying their name, describe them to the class. For example: *This student is quite short and she's got long blonde hair.*
- Ask another student to do the same thing.

Exercise 1

- Refer students to the illustrations and ask: *What is an avatar?* Elicit some ideas. In a **weaker class**, accept answers in their own language. Ask students if any of them use an avatar.
- Refer students to the missing words. Ask students to work in pairs and complete the guide.
- Check answers with the class.
- Check understanding of all the vocabulary, and drill the pronunciation of any words that are new to students.

ANSWERS

1 slim 2 dark 3 curly 4 blue 5 moustache

Exercise 2

- Refer students to the pictures and the descriptions.
- Students complete the descriptions individually.

ANSWERS

1 blue, short 2 tall, long 3 short, glasses
4 fat, moustache

Exercise 3 3.05 Tapescript page 153

- Allow students time to read the introduction. Play the CD and ask: *Who did the waitress see in the cafe?*

ANSWERS

The waitress saw three different people in the café.

Exercise 4 3.05

- Allow students time to read the questions, then play the CD again.
- After checking, elicit ideas from the class about who the murderer was.

ANSWERS

1 No, she didn't.
2 She sat by the window.
3 No, she left at ten past eight.
4 He talked to Koji.
5 Yes, she was with the man with a beard.
6 She bought a coffee for Koji.
7 No, there wasn't a man with long black hair.
8 No, he didn't.

Exercise 5

- Students can now use their imagination to invent and describe a character. Remind them to think of as much detail as possible, using the words from exercise 1.
- You might find it helpful to ask students to draw their own avatar as well as think about how to describe it, so they can compare their picture with their partner's picture at the end.
- Students take it in turns to describe their characters.
- At the end, they compare their pictures. Ask students to say whether their partner's picture matches the original avatar they designed.

Optional activity: Vocabulary

To practise the new vocabulary, tell students they are going to write descriptions of three of their classmates.

Remind them they should not include the person's name and tell them they should not say anything negative.

Students read their descriptions to each other. Their partner tries to guess which students are being described.

Communicative competence, Social and civic competences

This activity will help your students to internalize and reflect on the way languages are organized. It will also help them to work appropriately in pairs.

Optional activity: Listening

Dictate these descriptions of the three people that Koji met. Ask students to work in pairs and complete them from memory.

1 The first person was of average ___ and ___ build. She had blonde ___ .
2 The second person had a ___ and a strange ___ . He was short and quite ___ .
3 The third person was ___ and she had ___ .

Play CD track 3.05 again so students can check their answers.

Check answers and spelling with the class.

ANSWERS

1 height, average, hair
2 moustache, beard, fat
3 short, purple hair

Communicative competence

This activity will help your students to develop listening skills.

More practice

Workbook page 58

Tests

Five-minute test, Test Bank MultiROM

LANGUAGE FOCUS ■ Past simple: questions

I can ask and answer questions about last weekend.

7

Aims

- Learn question forms of the past simple.
- Practise asking questions in the past simple.

Warm-up (3–4 minutes)

- With books closed, remind students about Detective Lambert's visit to the Corner Café, on page 72.
- Ask: *What did he do when he went to the café?* Elicit that he interviewed the waitress and asked her questions.
- Ask students if they can remember any of the questions he asked. Elicit some questions, but do not write them on the board, as students probably will not get the form correct at this stage.
- Tell students they are going to learn how to form questions in the past simple.

Exercise 1

- Students refer back to exercise 4 on page 72 and complete the questions.
- Check answers by asking students to read out the completed questions.
- Ask students the first two questions and elicit the short answers.

ANSWERS

1 speak 2 did 3 Did 4 have

LANGUAGE NOTE We use *do / does* to form questions in the present simple, and *did* in the past simple:
What time do you usually arrive at school?
What time did Koji arrive?
The auxiliary *did* is the same for all persons:
What time did I / you / he / they arrive?
We use the infinitive form of the verb in past simple questions, not the past simple form: *Who did he see?* NOT ~~*Who did he saw?*~~ The auxiliary *did* comes before the subject: *Did the man buy a coffee?* NOT ~~*The man did buy a coffee?*~~

Exercise 2

- Remind students to use the pronouns to help them choose the answers.
- Check answers with the class. In a **stronger class**, ask which answer is in a different form to the others (*d*) and why this is. (*It answers a wh- question, not a yes/no type.*)

ANSWERS

1 a 2 d 3 c 4 b

Rules

1 did 2 No 3 didn't

Exercise 3

- Read the task with the class. In a **weaker class**, model the example exchange. In a **stronger class**, ask students to read this out, then to think of another example using the prompts.
- Allow students time to write the questions individually, then go round and listen as they ask and answer in pairs.

ANSWERS

1 Did you read a book in bed?
2 Did you buy clothes last weekend?
3 Did you come to school on the bus this morning?
4 Did you go to bed early?
5 Did you have a lot of homework last night?
6 Did you eat chocolate yesterday?
7 Did you use a computer at school?
8 Did you phone a friend?

Pronunciation: Diphthongs: /eɪ/, /aɪ/, /əʊ/, /aʊ/

Workbook page 92
Teaching notes page 159

Exercise 4

- Look at the words in the box with the class. Elicit that they are question words, and that they are used in questions to find out specific information.
- Explain that students will need to read the answer carefully to work out which question word is needed, and transform the verb in the question into the correct form to complete the answer.
- Ask students to complete the dialogue individually.

ANSWERS

1 What time
2 came
3 Where
4 sat
5 Who
6 talked
7 What
8 drank
9 When
10 died

Exercise 5

- Point out that there is a mixture of *yes/no* and *Wh-* questions, but that the word order is the same.
- Students complete the questions individually, then compare answers in pairs.

ANSWERS

1 did you go
2 Did you meet
3 did you watch
4 Did you phone
5 did you do
6 Did you play
7 did you see
8 did you go

Exercise 6

- Go round and listen as students ask and answer. Check they are answering the *Wh-* and *yes/no* questions appropriately.
- Find out how many students did the same things.

Finished?

- Refer **fast finishers** to the *Finished?* activity.
- They can write sentences individually, then compare with another fast finisher.

More practice

Workbook page 59
Language focus reference and practice, Workbook page 86

Tests

Five-minute test, Test Bank MultiROM

SPEAKING ■ Talking about past events

I can talk about things I did last weekend.

Aims

- Listen to a conversation about past events.
- Listen and identify intonation to show interest or boredom.
- Learn key phrases for talking about past events.
- Practise talking about past events.

Warm up (2 minutes)

- Ask students to name some activities they enjoy doing. Write ideas on the board. Then ask them to name some activities they do not like, and write these on the board. You will probably find that students have different opinions on the activities.
- Elicit adjectives that students might use to describe activities they like and dislike.

Exercise 1

- Ask students: *What did you do last weekend?* Elicit some answers.
- Ask: *Did you enjoy it?* Elicit some opinions, e.g. *it was fun, it was boring.*

Exercise 2 3.06

- Tell students to read the dialogue carefully and look at the sentences on both sides of the gap before choosing the answer.

ANSWERS

1 d 2 b 3 a 4 c

Exercise 3 3.07

- Make sure that students understand what intonation is. If necessary, write a sentence on the board (for example: *I watched TV last night.*) and say it with different kinds of intonation, sounding interested or bored.
- Play the CD. Students decide whether the speakers are interested or bored.
- Play the CD again. Students listen and repeat. Encourage them to use the correct intonation.

ANSWERS

1 bored
2 interested
3 bored
4 interested
5 bored
6 interested

Exercise 4

- Students complete the table according to their own interests and then add their own ideas of interesting and boring activities.
- Students can compare their answers in pairs. Once they have done this, ask for ideas from the class. In a **weaker class**, you could write the table on the board and complete it as a class activity.

ANSWERS

Students' own answers.

Exercise 5

- Read through the key phrases with the class and check understanding.
- Elicit or explain that some of the responses are positive and some are negative. Students identify the positive phrases individually.
- In a **stronger class**, ask students to identify and read out the negative responses.

ANSWERS

It was brilliant.
It was OK.
Yeah. Fantastic!

Exercise 6

- Read through the model dialogue, using a stronger student to take the part of the other speaker.
- Students work in pairs to invent a new dialogue.
- **Stronger students** can improvise their dialogue, and **weaker students** can prepare it first and then practise it.
- Encourage students to use their own ideas, as well as those given on the page.
- Go round and listen as students are talking. Check they are using the key phrases correctly.
- Ask some students to perform their dialogues for the class.

ANSWERS

Students' own answers.

Optional activity: Speaking

Tell students they are going to ask each other about their holiday last year.

Elicit some questions they could ask, for example: *Did you have a good holiday last year? Was the weather good? What did you do? Where did you stay?*

Allow students time to make notes on what they did on their last holiday, and whether they enjoyed it.

Students ask and answer questions in pairs.

Monitor while students are speaking, and correct any errors in a short feedback session at the end.

Communicative competence, Social and civic competences

This activity will help your students to understand and apply language rules. It will also help them to work appropriately in pairs.

More practice

Communication: Pairwork, Teacher's Photocopiable Resources page 214

Tests

Speaking test 7, Test Bank MultiROM

WRITING ■ A profile

I can write a profile of a famous sportsperson.

Aims

- Study a model text.
- Learn key phrases for writing about a famous person.
- Learn about *also*.
- Write a profile of a sportsperson.

Warm-up

- With books closed, ask students to name some famous people.
- Write a few names on the board, then ask: *What do you know about this person?* Elicit some sentences using the present tense (e.g. *she's a singer*) and the past simple (e.g. *she started singing when she was ten*).

Exercise 1

- Read the questions with the students. Ask them how their answer to question 1 can help them answer the others.

ANSWERS

1 Paragraph 2 is about his career in general, paragraph 3 is about the things he won and paragraph 3 is about personal details.
2 In Madeira, Portugal
3 1 metre 85 centimetres.
4 He played for Sporting in Portugal.
5 In 2007.

Exercise 2

- In a **weaker class**, ask students to identify the paragraph topics by referring them to question 1 in exercise 1.

ANSWERS

1 paragraph 1
2 paragraph 2
3 paragraph 3
4 paragraph 1
5 paragraph 1
6 paragraph 2
7 paragraph 3

Exercise 3

- Students read the rules and choose the correct answers.
- Check answers with the class.

ANSWERS

1 also lost
2 He's also
3 also went
4 was also

Exercise 4

- Read the task with the class and check understanding
- Students read the information and decide which information to put in each paragraph. In a **weaker class** allow them to share ideas and plan in pairs.
- Students write their profile. This can be set for homework.
- Remind students that it is important to check their work and correct mistakes. Tell them to focus on these three language points when checking their profile. They should then write a corrected final version.

Optional activity: Writing

For homework, tell students to choose a different famous person and research information about them on the internet. This can be a sports person, a famous person from the past, or a celebrity they admire.

Students find out information about the person they have chosen, using the paragraph plan from the writing guide.

They then write a profile of that person, using the structure and language they have used in their profile of Maria Sharapova, and the key phrases for a biography.

They could bring their profiles into the next lesson and present them to the class.

Digital competence, Sense of inititiative and entrepreneurship

This activity will help students to understand the nature, role and opportunities of ICT in everyday contexts, including searching for, collecting and processing information. It will also help them to develop initiatives and take decisions when planning and carrying out tasks, and it will develop their own creative abilities.

More practice
Workbook page 61

End-of-unit activities

Progress review

Workbook page 62

The Progress review is designed to give students the chance to revise the main vocabulary and grammar points from the unit, as well as some of the key phrases. It provides students with a record of what they have learnt, and it also helps you and them to identify areas that need more work.

- Before students do the Progress review, tell them to look back at the main vocabulary and language focus sections of the unit to remind them of what they have studied.
- Students then do the Progress review.
- Check answers with the class and ask students to complete the personal evaluation. They choose the symbol which reflects how they feel about their performance in this unit.

★ Vocabulary and language focus, Teacher's Photocopiable Resources page 169

★★ Vocabulary and language focus, Teacher's Photocopiable Resources pages 185–186

★★★ Vocabulary and language focus, Teacher's Photocopiable Resources pages 203–204

Communication: Pairwork, Teacher's Photocopiable Resources page 214
Cross-curricular extension, Teacher's Photocopiable Resources pages 238–239

Vocabulary

Exercise 1

ANSWERS

1 tall
2 brown
3 blonde
4 bought
5 race
6 lose
7 cycling
8 volleyball

Exercise 2

ANSWERS

1 tall
2 dark
3 competitions
4 race
5 record
6 athletics
7 play
8 team
9 score

Language focus

Exercise 3

ANSWERS

1 ate
2 took
3 met
4 had
5 went
6 bought

Exercise 4

ANSWERS

1 Did you meet a friend last night?
2 Did you go to town on Saturday?
3 Did you make a pizza last night?
4 Did you write an email yesterday?
5 Did you have coffee at breakfast?
6 Did you see a film on TV?

Exercise 5

ANSWERS

1 Did he meet his friends last weekend? a
2 Where did they go last night? f
3 When did she buy a computer? c
4 What did you have for dinner? d
5 Did they win the match last week? e
6 Did you go home early last night? b

Communication

Exercise 6

ANSWERS

1 c 2 b 3 a 4 c 5 a

Listening

Exercise 7 3.08 Tapescript page 153

ANSWERS

1 ice-hockey
2 lost
3 party
4 shopping
5 park
6 watched
7 boring
8 video games

Optional activity: Vocabulary

To revise the irregular past forms, with books closed write these verbs on the board.

eat go find see win buy lose meet

Dictate these sentences to the class. Pause or make a sound to indicate a gap. Ask students to complete the sentences with the correct past forms of the verbs on the board.

Students can compare their answers in pairs before you check with the class. Tell them to make sure their partner has spelled the past forms correctly.

1 I ___ to the cinema last night.
2 I ___ these jeans at the weekend. Do you like them?
3 I'm happy because I ___ my keys!
4 He was excited because his team ___ the match.
5 We ___ in a restaurant yesterday evening.
6 I ___ some great people when I was on holiday.
7 I ___ a really interesting programme on TV last night.
8 Tom didn't go to the concert because he ___ his ticket.

ANSWERS

1 went 2 bought 3 found 4 won 5 ate 6 met 7 saw 8 lost

Communicative competence, Learning to learn

This activity will help your students to understand and apply language rules.

Tests

Unit 7 test, Test Bank MultiROM

PROJECT ■ Trump card game

7

Aims

- Play the trump card game and guess the identity of famous people.
- Follow the steps in a project checklist.
- Create a trump card with clues about famous people.

Warm up (3–4 minutes)

- With books closed, tell students you are going to give them clues about a famous person, and they must guess the identity of the person.
- Give these clues for David Beckham in order, pausing after each one for students to guess the answer:

He's a sportsman.

He's a football player.

He's English.

He's got a famous wife.

- Tell students that they are going to play a guessing game in which they must guess the identity of famous people.

Exercise 1

- Read the rules with the class and check understanding. Ask students to play the game with a partner. They should each choose one of the cards and ask the questions on it. At this stage, it does not matter if they see each other's cards, the important thing is that they learn the process of the game.
- Check answers with the class and ask a few students how many points they scored.

ANSWERS

Students' own answers. The people are Tobey Maguire and Christopher Columbus.

Exercise 2

- Tell students that they are now going to make their own trump cards.
- Go through the points in the project checklist. Check students understand each of these.
- Students prepare their trump cards individually. It may help if students use the mind map model from unit 1 to help them structure their initial ideas. They can write the name of the person they have chosen in the middle of a piece of paper, and use the points listed as the different headings. They can then write words or make simple notes under each one, before they form the short texts to use on their poster.
- Students will need time to work on this outside class, to research the information they need about the person, and to find photos. Set a time limit for this, and encourage them to bring the material to the next lesson if possible. Alternatively, in a **stronger class**, you could ask them to plan their ideas in class and produce the trump card individually for homework.

ANSWERS

Students' own answers.

Exercise 3

- When all the cards are completed, set aside time in class to do further work with them. Put students into groups of six to play the game. Ask them to exchange trump card clues and guess the famous person. Tell them to note down their score.
- When students have finished, ask them to change partners and repeat the process four or five times, noting down their score each time.
- Ask students to add up their scores. The student with the highest score is the winner.

ANSWERS

Students' own answers.

8

Expedition

Unit summary

Communication

I can …

talk about what to do on an expedition.

understand an adventure story.

talk about plans and intentions.

talk about the weather.

make predictions about the future.

make and respond to suggestions.

write a blog about an expedition.

Vocabulary

Core vocabulary:

Travel equipment: *compass, first aid kit, gloves, helmet, insect repellent, map, rope, rucksack, satellite phone, sleeping bag, stove, sunglasses, sunscreen, tent, torch, waterproof clothes*

Weather conditions: *cloudy, cold, foggy, hot, icy, rainy, snowy, stormy, sunny, windy*

Build your vocabulary: Describing emotions

Language focus

Imperatives

be going to: affirmative, negative and questions

will and *won't*

so

English Plus Options

Extra listening and speaking: The weather forecast (page 95)

Curriculum extra: Natural science: Weather and climate (page 103)

Culture: Famous explorers (page 111)

Vocabulary puzzles: Travel equipment; Weather conditions (page 119)

Key competences

Cultural awareness and expression: An adventure story (page 80)

Learning to learn: Nouns from adjectives (page 82)

Social and civic competences: Writing a blog about an expedition (page 85)

Mathematical competence and basic competences in science and technology: Analyzing weather charts (page 103)

VOCABULARY ■ Travel equipment

I can talk about what to do on an expedition.

Start thinking

Encourage students to guess the answers they do not already know, and use their suggestions to start a class discussion. Alternatively, ask students to find the information online before the class, or during the class if you have access to the internet.

ANSWERS

1 In the tropics near the equator: Central America, along the Amazon River, South-Eastern Asia, and in the middle of Africa and India.
2 Minus 50 degrees Celsius.
3 The Pyrenees.

Aims

- Learn vocabulary for travel equipment.
- Do a Rainforest Survival quiz.
- Learn about imperatives.

Warm-up (3–4 minutes)

- With books closed, write the word *rainforest* on the board and elicit the meaning.
- Teach the words *expedition*, *survival* and *survive*.
- Ask students what they think it is like on an expedition in a rainforest. Ask what they think the dangers are, and if it is difficult to survive. Ask: *What do you need to take with you when you go to the rainforest?* Elicit some ideas and write them on the board.

Exercise 1 3.13

- Encourage students to read all the words carefully. Point out that four of them are not shown in the photo.
- After listening, check that students understand all the vocabulary, and drill pronunciation of any words that are new to students.

ANSWERS

1 tent
2 sleeping bag
3 rucksack
4 stove
5 waterproof clothes
6 torch
7 first aid kit
8 satellite phone
9 compass
10 map
11 sunscreen
12 insect repellent

Not in the photos: rope, sunglasses, gloves, helmet

Exercise 2

- Students do the quiz individually. In a **weaker class**, they can work in pairs.
- Ask them to work in pairs to add up their scores and read the key. Ask them to discuss whether or not they agree with the key.

ANSWERS

Students' own answers.

Exercise 3

- Students complete the table individually, then answer the question.

ANSWERS

Affirmative: go back, look, watch, stay, wear, be quiet, shine, light, get in, eat, use, call, give, go

Negative: don't worry, don't eat

We use imperatives for instructions.

LANGUAGE NOTE The full form for negative imperatives is *do not*, but in spoken language we usually use the contraction *don't*: *Do not disturb* (a notice on a door). *Don't worry.*

We use imperatives to ask or tell someone to do something: *Turn left by the supermarket. Be careful! Don't watch that film – it's terrible! Have a nice holiday!*

We can say *please* after imperatives to make them more polite: *Hurry up, please.*

Exercise 4

Do the example with the class and tell students to think about whether to use the affirmative or negative in each sentence.

Check answers by asking individual students to read out the completed sentences. If they make a mistake, ask other students to correct it.

ANSWERS

1 don't swim
2 Wear
3 Don't use
4 Look
5 Make
6 Don't forget

Exercise 5 3.14 Tapescript page 153

Ask students to read through all the words in the box first and check they understand them. Refer students to a dictionary if necessary.

Tell them that they may not hear the actual activity, but they should listen for clues and similar words.

Play the CD twice. Students identify the activity and the equipment.

ANSWERS

They're going caving. They're taking: rucksack, torch, waterproof clothes, compass, map.

Exercise 6

Look at the example with the class and demonstrate how to make sentences with words from each column.

Go round and listen as students act out their dialogues.

Finished?

Give **fast finishers** to the *Finished?* activity. Tell them to write instructions using the items in the quiz.

Students compare answers in pairs.

With a **stronger class**, ask students to use their own ideas as well and look up any words they need in a dictionary.

Optional activity: Vocabulary

To practise and extend the vocabulary set, tell students they are going to go to the rainforest and must choose the five most important items to take with them. Elicit other ideas for items they might like to take, for example a toothbrush.

Ask students to work individually and write their list of the five most important items of equipment. They can choose items from the list in the Student's Book, or they can add items of their own. They can use their dictionaries to help them.

Put students into groups of four. Tell them they are going on an expedition together and they must now discuss their lists and agree on which five items they are going to take.

When students have agreed, ask some students to read out their lists. Write any useful vocabulary on the board. Ask students why they chose those items.

Discuss the most popular items as a class and see if all the students can agree on the five most important items. Encourage individuals to justify their choices with reasons.

Sense of initiative and entrepreneurship

This activity will help your students to develop dialogues negotiating meaning and make decisions taking into account the opinions of other students. It will also help them to use personal resources to complete tasks set in the classroom.

Optional activity: Vocabulary

Refer students back to the *Rainforest Survival* quiz. Ask students to work in pairs and think of three more situations like the ones in the quiz.

Divide the class into two teams. In turn, ask a student from each team to read out one of their situations. Their team mates have 30 seconds to tell them what they should do, using an imperative form.

If they do this correctly, they get a point. If they fail to answer within the time, or make a mistake, the other team gets the chance to answer and gets an extra point.

The team with the most points at the end is the winner.

Communicative competence, Cultural awareness and expression

This activity will help your students to understand and apply language rules. It will also help develop the students' own creative abilities.

More practice

Workbook pages 64 and 65

Language focus reference and practice, Workbook page 88

Tests

Five-minute test, Test Bank MultiROM

READING ■ An adventure story

I can understand an adventure story.

Aims

- Read about a jungle wildlife holiday.
- Read for general meaning and specific detail.
- Talk about your holiday experiences.

Warm-up (2–3 minutes)

- With books closed, ask students who they think travels to the jungle and why.
- Elicit that scientists go there to study the animals and plants, and many students or other people go there for adventure holidays.
- Ask students if they would like to go to the jungle.

Background

Jungles are rainy, humid areas with dense vegetation. They contain many species of wildlife, such as tigers, monkeys, parrots, snakes, and alligators, as well as lots of insects. A jungle is different to a rainforest, because the vegetation in a jungle is thicker and harder to travel through.

Exercise 1

- Discuss as a class where the people in the photos are and what they are doing. Discuss all the photos around the text, and elicit as much detail as possible.
- In a **weaker class**, accept answers in students' own language if necessary.
- Elicit some ideas from the class but do not accept or reject any at this stage.

ANSWERS

Students' own answers.

Exercise 2 3.15

- Pre-teach *stupid* if necessary. Read the three titles and point out that students should choose the best title, and identify what it was that Carol and Peter did that was stupid.
- Play the CD. Students read and listen to the text, and answer the questions.
- Discuss the answers with the class. Encourage them to give reasons for their answers.

ANSWERS

The best title is b, because it includes the word 'lost'.
Carol and Peter went walking without a map and without telling anyone where they were going.

Exercise 3

- Remind students to read the sentences very carefully and compare them with the relevant parts of the text. Tell them to correct the false sentences.
- In a **weaker class** do the first sentence with the class as an example.

ANSWERS

1 False. Carol was with eight people: her brother, the guide Juan, and six others.
2 True.
3 False. They wanted to take photos of monkeys.
4 True.
5 False. They weren't far from the campsite when they got lost.
6 True.

Exercise 4

- Ask students to find the adjectives in the text and work out the meanings.
- Check understanding of the adjectives, for example by asking students to translate them into their own language.
- In a **weaker class**, write two headings, *Positive* and *Negative* on the board, and ask the class to decide which adjectives go under each heading.
- Ask students to write sentences that are true for them using the adjectives.
- Go round and listen as students compare their ideas with a partner. Check they are using the adjectives correctly.

ANSWERS

Positive feelings: lucky, excited
Students' own answers.

Exercise 5

- Ask students to prepare their answers individually.
- Students can then ask and answer the questions in pairs.
- In a **stronger class**, ask one or two students to ask and answer their questions in front of the class.

ANSWERS

Students' own answers.

Optional activity: Reading

Write these questions on the board or dictate them to the class. Ask students to read the text again and complete the sentences.

1 Carol and Peter saw lots of ___, ___ and huge snakes.
2 They followed the monkeys for about ___ ___.
3 Peter stopped because he was ___.
4 Luckily, Carol had a ___ ___.
5 They didn't have any ___ ___.
6 Juan was ___ when he found Carol and Peter.

ANSWERS

1 monkeys, crocodiles
2 ten minutes
3 worried
4 waterproof coat
5 insect repellent
6 angry

Communicative competence, Cultural awareness and expression

This activity will help your students to understand and apply language rules. It will also help develop the students' own creative abilities.

More practice

Workbook page 68

LANGUAGE FOCUS ■ *be going to*: affirmative, negative and questions

I can talk about plans and intentions.

8

Aims

- Learn the affirmative, negative and questions forms of *be going to*.
- Use *be going to* to talk about plans.

Warm-up (3 minutes)

- Refer students back to the text on page 80. Ask students to look at the second paragraph and find the sentence: *I'm not going to walk further.*
- Ask students whether this sentence refers to the past, the present, or the future (the future).
- Ask students to find other examples of *be going to* in the text. Write them on the board and elicit which are affirmative and which are negative.

Exercise 1

- Read all the examples and elicit what parts of the sentences are missing.
- Look at the words in the box and point out that these are needed to complete the sentences.
- Check the answers to the first stage of the exercise before students complete the rules.

ANSWERS

1 to take 2 's 3 aren't 4 going

Rules

1 future 2 be, pronoun

> **LANGUAGE NOTE** We use the appropriate part of the verb *be* + *going to* + infinitive: *I am going to leave. He is going to leave.* We usually use contracted forms: *I'm going to leave. He's going to leave.*
>
> The full form of the negative is made with *not*: *I am not going to leave. He is not going to leave.* These forms are usually contracted: *I'm not going to leave. He isn't going to leave.*
>
> Students often forget the *to* before the infinitive: *We are going to travel by boat.* NOT ~~*We are going travel by boat.*~~

Exercise 2

- In a **weaker class**, tell students to circle the subject to help them choose the correct option.
- Ask students to compare their answers in pairs, then check answers with the class.

ANSWERS

1 is 2 aren't 3 aren't 4 have 5 'm not 6 wear

Exercise 3

- Ask students to read through the text quickly. To check comprehension, ask the class: *Where is Ray going to travel to?* (The USA.)
- In a **weaker class**, do the first item as an example, and remind students to use the affirmative or negative forms as specified in the wordpool. Students can work in pairs.
- In a **stronger class**, students should complete the text individually. Ask students to swap with a partner and see if they can find any mistakes in their partner's sentences.

ANSWERS

1 isn't going to travel 2 isn't going to see 3 's going to phone 4 'm going to learn 5 'm going to see 6 'm going to meet 7 is going to eat 8 isn't going to take 9 are going to read 10 's going to write

Exercise 4

- Read the task and example sentence with the class.
- Read through the prompts with the class and make sure students understand everything.
- Students write their questions individually, then ask and answer in pairs.
- Ask some students to perform their exchanges for the class.

ANSWERS

1 How many kilometres is he going to walk? He's going to walk 5,000 kilometres.
2 Where is he going to start his journey? He's going to start his journey in New York.
3 Where is he going to finish? He's going to finish in Los Angeles.
4 Is he going to sleep in cheap hotels? Yes, he is.
5 What is he going to see? He's going to see some fantastic countryside.
6 Who is he going to meet? He's going to meet a lot of different people.
7 Is he going to take any camping equipment? No, he isn't.
8 What is he going to write every night? He's going to write a blog.

Pronunciation: Sentence stress and rhythm

Workbook page 92
Teaching notes page 159

Exercise 5

- Look at the example with the class. Point out that students can use *yes / no* and *Wh-* question forms to find out about their partner's plans.
- In a **weaker class**, students should write their questions before they ask and answer.
- Go round and listen as students ask and answer. Check they are using the time expressions and the verbs correctly.

Finished?

- Refer **fast finishers** to the *Finished?* activity. Tell them to use their own ideas, and to look up any words they need in a dictionary.
- Students write sentences individually or in pairs, asking each other questions about their plans.
- Ask some students to read out their ideas for the class.

More practice

Workbook pages 65 and 67
Language focus reference and practice, Workbook page 88

Tests

Five-minute test, Test Bank MultiROM

VOCABULARY AND LISTENING ■ Weather conditions

I can talk about the weather.

Aims

- Learn adjectives to describe the weather.
- Practise talking about the weather.
- Learn how to change nouns to adjectives.
- Listen to an interview with an explorer.
- Listen for general meaning and specific details.

Warm-up (3–4 minutes)

- With books closed, write the word *weather* on the board.
- Ask the class: *What's the weather like today?* Elicit some ideas. Ask: *What's the weather like in summer / winter?* Elicit some ideas. Ask: *What weather do you like / dislike?*

Exercise 1 3.16

- Students match the words to the pictures in pairs.
- Play the CD and ask students to check their answers.
- Check that students understand all the adjectives in the box, and drill pronunciation of any new words.

ANSWERS

1 snowy 2 sunny 3 rainy 4 stormy 5 foggy 6 icy

Exercise 2

- Read the task with the class and do an example. In a **weaker class**, this can be done as a whole class activity. Encourage students to use a variety of actions and expressions.
- Monitor while students are speaking, and ask individuals to mime to the class at the end.

ANSWERS

Students' own answers.

Exercise 3

- Students match the adjectives from exercise 1 with the nouns, and answer the question.

ANSWERS

sunny – sun, cold – cold, foggy – fog, windy – wind, icy – ice, snowy – snow, hot – heat, rainy – rain, cloudy – cloud, stormy – storm

'cold' doesn't change

LANGUAGE NOTE We can form adjectives from some nouns by adding *-y* to the noun.

Sometimes there are other spelling changes, e.g. sometimes the final consonant doubles: *sun-sunny, fog-foggy* and if the noun ends in *-e*, it is deleted when *-y* is added: *ice-icy*.

Not all nouns use this ending, some form adjectives in different ways, for example: *heat-hot, cold-cold*.

Exercise 4 3.17 Tapescript page 153

- Refer students to the photo and the sentences.
- Elicit that the conversation is about an explorer who is going on an expedition.
- Play the CD. Students listen and choose the correct answer.

ANSWER

c

Exercise 5 3.17

- Allow students time to read through the sentences and make sure they understand them. Remind them that some of these are false, so they may hear information which is similar but different.
- Play the CD again. Students listen, and write true or false.
- Ask students to compare their answers in pairs. Remind them to correct the false sentences.

ANSWERS

1 True.
2 True.
3 True.
4 False. It will be very cold in November. The average temperature will be minus 50 degrees Celsius.
5 True.
6 False. He's going to take his satellite phone.

Exercise 6

- Students can ask and answer about the weather at different times and in different seasons. If you want to extend the activity, you could tell them to ask about different countries as well.
- Encourage them to use nouns as well as adjectives to describe the weather where possible.
- Go round and listen as students are talking and make sure they are using the nouns and adjectives correctly, and can form the question 'What's the weather like …'

Optional activity: Listening

Dictate these questions to the class. Encourage them to use their own words in their answers where possible.

Play the CD again and ask students to check their answers.

1 Is Ken just an explorer?
2 How many seasons are there in Antarctica?
3 How long does winter last in Antarctica?
4 Why is Ken going to take a stove?
5 Why isn't he going to take a mobile phone?

ANSWERS

1 No, he is also a scientist.
2 There are just two seasons, summer and winter.
3 Winter lasts six months.
4 He's going to take a stove so that he can heat food.
5 He isn't going to take a mobile phone because mobile phones don't work in Antarctica.

Communicative competence

This activity will help your students to understand different types of text.

More practice

Workbook page 66

Tests

Five-minute test, Test Bank MultiROM

LANGUAGE FOCUS ■ *will* and *won't*

I can make predictions about the future.

8

Aims

- Learn the affirmative, negative and question forms of *will*.
- Ask and answer questions using *will*.
- Write predictions about the future.

Warm-up

- With books closed, ask students what they want to do when they are older. They should just say the activity, do not encourage them to use the form *be going to*.
- Write their ideas on the board.

Exercise 1

- Refer students back to page 82 to complete the sentences.
- Check answers with the class, then ask students to answer the questions. In a **weaker class**, check understanding of *predictions*.

ANSWERS

1 is going to
2 won't
3 will
4 will
5 's going to

1 Sentences 1 and 5 are plans.
2 Sentences 2, 3 and 4 are predictions.
3 won't

Exercise 2

- Tell students to study the pronouns and the verb forms carefully when matching.
- Check answers by asking individual students to read out the question and the matching answer.
- Students complete the rules. In a **weaker class**, do this together as a group. In a **stronger class**, ask individual students to read out the completed rules. If they make any mistakes, ask another student for the correct answer.

ANSWERS

1 b 2 c 3 a

Rules

1 *will*
2 No
3 won't

Exercise 3

- Read the task and the example with the class and check understanding.
- Students write the sentences individually.
- Ask students to compare their answers in pairs and correct any mistakes.

ANSWERS

1 won't use
2 will be
3 'll phone
4 won't get
5 'll see
6 won't rain

Exercise 4

- Refer students to the situations and allow them time to read the information.
- Students write their sentences individually, then compare with a partner.
- In a **stronger class**, ask students to think of two more similar situations and write sentences using *will* and *won't* in the same way.

ANSWERS

1 He won't eat hot food.
2 We'll see in the dark.
3 She won't be cold.
4 They'll talk to friends.
5 You won't burn in the sun.
6 I'll get wet.

Exercise 5

- Tell students to choose the correct verb to complete the sentences, then use the tick or cross to give affirmative or negative answers.
- In a **weaker class**, match the verbs and the prompts together before students go on to form the questions and answers.

ANSWERS

1 Will the weather change in the future? Yes, it will.
2 Will polar bears become extinct? Yes, they will.
3 Will people live in the Arctic? No, they won't.
4 Will scientists study the weather? Yes, they will.
5 Will all the Arctic ice melt in the next ten years? No, it won't.
6 Will people kill all the mosquitoes? No, they won't.

Exercise 6

- Read through the ideas in the box and the examples with the class.
- Allow students time to prepare predictions for themselves, and questions to ask their partner.
- Students ask and answer questions in pairs or in groups. When students have asked their partner all the questions they continue with another partner.
- Go round and listen as students work, and correct any mistakes in a feedback session at the end.

ANSWERS

Students' own answers.

Finished?

- Refer **fast finishers** to the *Finished?* activity.
- They use the forms they have learnt in the lesson to make predictions about the future of the world, using the topics listed or their own ideas.

More practice

Workbook page 67
Language focus reference and practice, Workbook page 88

Tests

Five-minute test, Test Bank MultiROM

SPEAKING ■ Making and responding to suggestions

I can make and respond to suggestions.

Aims

- Listen to two conversations in which people make suggestions.
- Learn key phrases for making and responding to suggestions.
- Practise making and responding to suggestions.

Warm-up (2 minutes)

- Ask students about the last time they visited a new town / city. Ask what they took with them, and how they prepared before they left.
- Write some ideas on the board.

Exercise 1

- Students look at the photo and answer the question.
- Elicit that Tina and Jake are lost. Ask: *What do you think they are saying?* Elicit some ideas, then check students' ideas about what they are looking at.

ANSWERS

They are looking at a map because they are lost.

Exercise 2 3.18

- Remind students to read the sentences on either side of the gap before choosing the correct option.
- Students complete the dialogues, then confirm their ideas with the CD. In a **weaker class**, play it twice and allow them time to correct any mistakes.

ANSWERS

1 e 2 b 3 d 4 c 5 a

Exercise 3 3.19

- Once students have listened to the CD, point out the *-ing* form after *How about ...?*
- Ask students to identify the suggestions and responses. Refer them to the dialogue in exercise 1 if necessary.
- While students are practising the dialogue, monitor that they are using the correct intonation.

ANSWERS

Suggestions: Why don't we (find a taxi)? How about (getting the bus)? Let's (ask someone).
Responses: I'm not sure about that. We can't do that. That's a good idea!

Exercise 4 3.20

- Allow students time to read through the suggestions and the dialogue.
- Refer students back to the key phrases in exercise 3 and elicit phrases for making suggestions. (*Let's ...*, *How about ...*, *Why don't we ...?*) Point out the different forms used: *Let's* and *Why don't we* are followed by the infinitive without *to*; *How about* is followed by the *-ing* form.
- Play the CD. Check students' guesses before they listen again and complete the dialogue.

ANSWERS

1 stay here
2 about going to a doctor?
3 don't we phone her mum?

Exercise 5

- Read the first situation with the class and show how a possible response is formed in the speech bubbles below.
- In a **weaker class**, ask students to prepare their dialogues before they practise them. They can use their notes as they work for support.
- In a **stronger class**, students can practise the mini-dialogues without prompts. Encourage them to read the situations and think of ideas first, but then to have more natural conversations if possible.
- Students work in pairs to practise their dialogues. Point out that they can use the situations more than once and give different suggestions.
- Go round and listen as students are working. Encourage them to use a variety of phrases for making and responding to suggestions, and check they are using these correctly.
- Make a note of any common errors and correct these in a class feedback session at the end.
- Ask some students to perform their dialogues for the class.

ANSWERS

Students' own answers.

Optional activity: Language focus

With books closed, tell the class you are going to dictate five sentences or questions, but each one has a mistake in it. Tell students they must not write the incorrect sentences, but must work in pairs to write the correct versions. Students can check their answers in their books.

1 What's matter?
2 That's good idea.
3 Why not we find a taxi?
4 I not sure about that.
5 Let's asking someone.

ANSWERS

1 What's the matter?
2 That's a good idea.
3 Why don't we find a taxi?
4 I'm not sure about that.
5 Let's ask someone.

Communicative competence, Social and civic competences

This activity will help students to understand and apply language rules and also work appropriately in pairs.

More practice

Communication: Pairwork, Teacher's Photocopiable Resources page 215

Tests

Speaking test 8, Test Bank MultiROM

WRITING ■ A blog

I can write a blog about an expedition.

Aims

- Study a model blog.
- Learn key phrases for writing a blog.
- Learn about *so*.
- Write a blog about an expedition.

Warm-up (2–3 minutes)

- With books closed, ask students: *Where do you write a blog? Who writes blogs? Do you write blogs? Do you read blogs?*
- Refer students to the pictures and the model blog, and ask students what they think it is about.

Exercise 1

- Students read the model text and answer the questions. These questions ask for a lot of specific information, so allow them plenty of time to complete this activity. In a **weaker class**, tell students to mark where they found the information.
- Students can compare answers in pairs before you check with the class.

ANSWERS

1 No, he isn't.
2 It's hot and sunny.
3 On Saturday 22nd August.
4 He fell in the water five times.
5 On Monday 24th August.

Exercise 2

- Study the key phrases with the class and ask students to identify the time period. You could do this as a class activity and write the answers on the board.

ANSWERS

Here I am in my … present
We're going to stay … future
We had a … time: past
I'm going to go on an … next … future
This is me in my … present (talking about a photo, so the event is in the past)

Exercise 3

- Do the first one with the class as an example.
- Students match the sentence halves and write sentences using *so*.

ANSWERS

1 b It's rainy so we're going to wear waterproof clothes.
2 d We haven't got a tent so we aren't going to go camping.
3 e It's interesting so I'm going to write a blog about it.
4 a It's hot so I'm going to swim in the river.
5 f We're lost so I'm going to look at the map.
6 c It's cold so we're going to get into our sleeping bags.

Exercise 4

- Read the task with the class and check understanding.
- Read through the paragraph plan with the class and check understanding. In a **weaker class** allow them to share ideas and plan in pairs.
- Students write their blogs. This can be set for homework.
- Remind students to check their work and correct mistakes. Tell them to focus on verb tenses and time expressions, sentences with *so*, and spelling and punctuation. They should then write a corrected final version of the text.

Optional activity: Writing

Dictate these sentences. Students complete the sentences using *because* (reasons) or *so* (results).

1 She's going to Antarctica ____ she wants to study ice.
2 He likes animals, ____ he's going to travel to the rainforest.
3 I can't go on the trip ____ it's too expensive.
4 He hasn't got any money, ____ he can't go on the trip.

Check answers and make sure that students understand the difference between *because* and *so*.

ANSWERS

1 because 2 so 3 because 4 so

Communicative competence

This activity will help your students to understand and apply language rules.

More practice
Workbook page 69

End-of-unit activities

Progress review

Workbook page 70

The Progress review is designed to give students the chance to revise the main vocabulary and grammar points from the unit, as well as some of the key phrases. It provides students with a record of what they have learnt, and it also helps you and them to identify areas that need more work.

- Before students do the Progress review, tell them to look back at the main vocabulary and language focus sections of the unit to remind them of what they have studied.
- Students then do the Progress review.
- Check answers with the class and ask students to complete the personal evaluation. They choose the symbol which reflects how they feel about their performance in this unit.

★ Vocabulary and language focus, Teacher's Photocopiable Resources page 170

★★ Vocabulary and language focus, Teacher's Photocopiable Resources pages 187–188

★★★ Vocabulary and language focus, Teacher's Photocopiable Resources pages 205–206

Communication: Pairwork, Teacher's Photocopiable Resources page 215

Cross-curricular extension, Teacher's Photocopiable Resources pages 240–241

Drama: *And … action!*, Teacher's Photocopiable Resources pages 223–225

Vocabulary

Exercise 1

ANSWERS

1 rucksack
2 torch
3 sunscreen
4 gloves
5 sunglasses
6 insect repellent
7 stove
8 compass

Exercise 2

ANSWERS

1 windy
2 sunny
3 foggy
4 snowy
5 cloudy
6 stormy
7 icy
8 rainy
9 hot
10 cold

Language focus

Exercise 3

ANSWERS

1 Emma isn't going to take a tent. She's going to sleep outside.
2 The students aren't going to study. They're going to explore the rainforest.
3 He isn't going to travel by boat. He's going to fly.
4 We aren't going to ask someone. We're going to look at the map.
5 You aren't going to catch the frogs. You're going to count them.
6 They aren't going to have any hot water. They're going to wash in the river.

Exercise 4

ANSWERS

1 What equipment is Lucy going to take? c
2 Is it going to be hot there? d
3 Are you going to take photos? a
4 What are you going to do there? e
5 What are they going to see? h
6 What is Tim going to wear? b
7 Are they going to go by train? f

Exercise 5

ANSWERS

1 Will scientists find a new species? Yes, they will.
2 Will you see monkeys in the jungle? Yes, I/we will.
3 Will it snow a lot next winter? No, it won't.
4 Will we arrive early? Yes, we will.
5 Will you need waterproof clothes? No, I/we won't.
6 Will they win the match? No, they won't.

Communication

Exercise 6

ANSWERS

1 like 2 don't 3 matter 4 Let's 5 about

Listening

Exercise 7 3.21

ANSWERS

1 Arctic
2 a scientist
3 weather
4 June
5 cold
6 warmer
7 0°
8 satellite

Optional activity: Consolidation

To practise the past simple and *going to*, put students in pairs. Tell them they are famous explorers. Ask them to prepare notes on their last expedition, and their next expedition. Tell them they should make notes on:

- where they went to for their last expedition
- what they did and what they saw
- what happened
- where they are going to go for their next expedition
- what they are going to do there
- what things they are going to take with them and why

When students have prepared their ideas, tell them they are going to interview another explorer about their expedition. Elicit questions that they can ask, using the past simple and *going to*. For example:

Where did you go for your last expedition?
What did you see?
Where are you going to go for your next expedition?
What are you going to take with you?

Put students into different pairs and ask them to interview each other about their expeditions.

Ask some pairs to perform their interviews for the class.

Communicative competence, Social and civic competences

This activity will help your students to understand and apply language rules. It will also help them to work appropriately in pairs.

Tests

Unit 8 test, Test Bank MultiROM
End-of-term test 2, Test Bank MultiROM
End-of-year test, Test Bank MultiROM

Listening

Exercise 1

- Look at the photos with the class and elicit ideas about what the people are doing, and where they are.

ANSWERS

The people in each photo are camping, and the photos show the countryside/a river, a beach and the mountains.

Exercise 2 3.22

- Explain that students are going to listen to a conversation between two friends about a camping trip.
- Play the CD. Students listen and identify the location.

ANSWERS

By the sea.

Exercise 3 3.22

- Explain that students should listen again and complete the sentences with the specific information from the conversation.

ANSWERS

1 sunny 2 year 3 swimming 4 food 5 stove
6 pasta 7 bus 8 rucksack, sleeping bag, torch

Speaking

Exercise 4

- Put students into groups of three. Tell them to use the questions to help them prepare their conversations. They should ensure they answer all of them.
- Encourage them to add as much information as they can, using their own ideas.

ANSWERS

Students' own answers.

Exercise 5

- Demonstrate to students how they should use the chart to help them structure their conversations.
- Go round and listen as students talk. Ensure they swap roles, as the person taking the part of C only has a small role.

ANSWERS

Students' own answers.

Writing

Exercise 6

- Read the task with the class. Encourage students to make notes before they start to write.
- Check they understand the words in the box, and point out that organizing their ideas into these topics will make their writing clearer.
- Students write their descriptions.

Optional activity: Consolidation

As a fun way to end the course, put students in pairs and tell them they are going to prepare a quiz for their classmates. Ask them to look back through the Student's Book and prepare ten questions. Tell them the questions can be based on facts, for example:

What is the name of the tall tower in Dubai?

When is Saint Patrick's Day?

Alternatively, the questions can be based on vocabulary, for example:

What's a soap opera?

What's a spider?

Tell students they must also prepare the answers to their own questions.

Set a time limit of 10–15 minutes for students to prepare their questions. Monitor, and make sure students are forming the questions correctly.

When students are ready, put them in groups of four to test each other. They should get a point for each correct answer.

If students enjoy the activity, they can repeat it in a different group.

Learning to learn, Sense of initiative and entrepreneurship

This activity will help your students to work appropriately in pairs and show a spirit of cooperation when working with another student. It will also help them to manage personal resources to complete a task in the classroom.

EXTRA LISTENING AND SPEAKING ■ Identifying people

I can talk about people in a photo.

Aims

- Learn key phrases for identifying people in a photo.
- Listen to a conversation identifying people in a photo.
- Practise identifying people in a photo.

Warm-up (3–4 minutes)

- With books closed, ask students if any of them use websites such as Facebook, MySpace and Bebo.
- Ask what they put on the website, and ask if any of them put photos of themselves or their friends. You could use this discussion to remind students that they should always be vigilant about putting personal information on the internet.

Exercise 1

- Refer students to the three photos at the bottom of the page. Focus their attention on photo A, and ask for their ideas. Ask students to explain the reasons for their ideas.

ANSWERS

c

Exercise 2 1.15 Tapescript page 154

- Read through the key phrases with the class and model the pronunciation.
- Explain that students are going to listen to a conversation about photo A.
- Read the task, and clarify that at this stage, students do not need to understand every word. They should listen and match their names, and identify who isn't in the photo.
- Play the CD once all the way through. Students listen and identify the people.

ANSWERS

1 Jan
2 Lucas
3 Maria

Emma and Dan aren't in the photo. Dan is the photographer.

Exercise 3 1.15

- Explain that students are going to listen again, and that this time they will need to pick out more specific information.
- Allow students time to read the questions. In a **stronger class**, ask students if they can answer some of these from memory.
- Students listen again and answer the questions. Check answers by asking individual students to read out their answers.

ANSWERS

1 Dan's website is about him, his family and his friends.
2 Lucas is really good at video games.
3 Maria likes hip hop.
4 Jan's got a cool hat.

Exercise 4 1.16

- Refer students to photo B.
- Play the CD once for students to listen to the dialogue and read it.
- Play the CD again and pause as necessary for students to listen and repeat.
- Point out that we use *That's* to identify someone in a photo, and elicit that we would say *That's me* to identify ourselves in a photo.

Exercise 5

- Focus students on photo C. In a **weaker class**, think of names and interests as a class activity. Ask one or two questions yourself and elicit answers from the class.
- Students continue the activity in pairs. Go round and listen as they are working and check they are using the key phrases correctly. Help with pronunciation as necessary.
- When they have finished, ask one or two pairs to perform their dialogues for the class.

ANSWERS

Students' own answers.

Optional activity: Speaking

Put students into groups of three, and tell them they are going to make photo poses for other students to identify and describe. Allow them time to plan their poses. Tell them they can put on hats, scarves, etc. if they have them.

In turn, ask groups to come to the front of the class and make their pose. Ask other students to describe the 'photo' using the key phrases and also other phrases from the activity, for example:

That's Marcel, in the middle. He's into football. That's Maria on the left. She's got a cool scarf.

Communicative competence, Social and civic competences

This activity will help your students to understand and apply language rules. It will also help them to work appropriately in groups.

EXTRA LISTENING AND SPEAKING ■ Giving personal information

I can understand and give personal information.

Aims

- Learn vocabulary and key phrases for giving personal information.
- Listen to a phone conversation in which someone gives personal information.
- Practise giving personal information.

Warm-up (3 minutes)

- With books closed, write on the board a name, phone number and email address, and elicit that these are examples of personal information.
- Ask students when they give this information to people. Elicit some ideas.
- Tell students they are going to practise giving personal information in English.

Exercise 1

- Students work in pairs to match the personal information with the words.
- Check answers by reading out each numbered item and asking students to identify what it is.

ANSWERS

1 name 2 postcode 3 phone number 4 email address

Exercise 2 1.29 Tapescript page 154

- Tell students they are going to listen to a conversation between a young person and a receptionist. In a **weaker class**, explain the word *receptionist* if necessary.
- Read through the places in the box and check understanding. Explain that at this stage, students do not need to understand every word. They should listen and identify the place.
- Play the CD, then confirm students' answers.

ANSWERS

The receptionist is in a sports centre.

Exercise 3 1.29

- Read through the key phrases with the class and model pronunciation. In a **weaker class**, write a few email addresses, and phone numbers on the board, and practise saying them with the class.
- Ask students to copy the personal information.
- Explain that students are going to listen to the conversation again, and that this time they should pick out the specific information.
- Play the CD again and ask students to complete the information.
- Check answers by writing them on the board or, in a **stronger class**, ask students to come and write them on the board.

ANSWERS

1 Black 2 WP4 3 01923 4 89931 5 Julia96

Exercise 4 1.30

- Play the CD and ask students to write the phone numbers.
- Check answers, then play the CD again and ask students to repeat.

ANSWERS

1 0632 290355 2 0952 854001 3 0186 542153
4 0223 432719 5 0780 003569 6 0162 778833

Exercise 5 1.31

- Play the CD once for students to listen to the dialogue and read it.
- Play the CD again and pause as necessary for students to listen and repeat.

Exercise 6

- Ask students to read the information about Susan Tanner. Clarify that this contains all the personal information that has been covered.
- Refer students to the dialogue in exercise 5, and explain that they should replace the words in blue with the information about Susan Tanner.
- Students then practise the dialogue in pairs, using the new information.
- Go round and listen as students perform their dialogues. When they are confident with this scenario, they should swap roles and prepare a new dialogue with their own personal information.
- Students continue practising their new dialogue in pairs.
- Check they are saying the numbers correctly. Correct any mistakes in a feedback session.

ANSWERS

Students' own answers.

Optional activity: Speaking

Elicit some other people who might ask for your personal information, for example a police officer, someone you meet at a party or someone doing a survey.

Put students into pairs, and ask them to prepare a different dialogue in which someone asks for personal information. Tell them they can either use their own personal information or invent some. Monitor and help with vocabulary as necessary.

Students can practise their dialogues in pairs, then swap roles and practise again. Ask some pairs to perform their dialogues for the class, and ask the class to guess the situation.

Cultural awareness and expression, Social and civic competences

This activity will help your students to develop their own creative abilities. It will also help them to work appropriately in pairs.

EXTRA LISTENING AND SPEAKING ■ Talking about timetables

I can tell the time and say when I do things.

Aims

- Revise how to say the time in English.
- Learn key phrases for talking about timetables.
- Listen to a conversation about a timetable.
- Practise talking about timetables.

Warm-up (3 minutes)

- With books closed, ask students: *What do you have on Monday at nine o'clock?* Elicit some answers.
- Ask a few more questions about students' timetables, then elicit the word *timetable* and write it on the board.
- Ask students where else they might find a timetable. (At a railway station, bus station, etc.)
- Tell students they are going to practise talking about timetables.

Exercise 1

- In a **weaker class**, revise *past* and *to* and remind students to watch out for *half past* if this is different from their language.

ANSWERS

1 half past six
2 quarter to eleven
3 five past seven
4 three o'clock
5 quarter past nine
6 ten to two
7 twenty-five past two
8 twenty to twelve

Exercise 2 1.41

- Tell students they are going to listen to some times.
- Play the CD and ask students to write the times they hear.
- Check answers by asking students to come and draw each time on the board, or write it as a digital time as in exercise 1.
- Play the CD again and ask students to listen and repeat.
- If students need more practice of saying times, you could model and drill the pronunciation of the times in exercise 1.

ANSWERS

1 twenty past ten
2 five to twelve
3 twenty-five to seven
4 ten past eleven
5 half past eight
6 quarter to three

Exercise 3 1.42 Tapescript page 155

- Explain to students that they are going to hear a conversation about a timetable at a sports centre.
- In a **stronger class**, ask students to note what the sports are that Matt asks about.

ANSWERS

Matt asks about three sports.

Exercise 4 1.42

- Read through the key phrases with the class.
- Refer students to the timetable. Explain *a.m.* and *p.m.* if necessary.
- Play the CD. Ask students to complete the timetable individually, then compare their answers in pairs.
- Play the CD again so that students can check their answers.

ANSWERS

1 5.45 p.m.
2 4.30 p.m.
3 Handball
4 6.15 p.m.

Exercise 5 1.43

- Play the CD once for students to listen to the dialogue and read it.
- Play the CD again, pausing as necessary for students to listen and repeat.

Exercise 6

- Students work in pairs to prepare their own dialogue, changing the blue words in the model dialogue in exercise 5.
- Students practise their dialogues in pairs, then swap roles and practise again.
- In a **stronger class**, students could prepare a similar dialogue about their school timetable. You could ask two or three pairs to perform these dialogues for the class.

ANSWERS

Students' own answers.

Optional activity: Speaking

Elicit some other facilities and activities that you find at a sports centre, for example *gym, tennis lessons, football, dance classes*. Ask students to work in pairs and create their own sports centre timetable. Tell them they should work in pairs but each should make a copy of their timetable.

Put students into different pairs and tell them they should exchange information about their sports centres, for example: *'Is there football at your sports centre?' 'Yes, there is.' 'When is it?' 'It's on Tuesday at six o'clock.'*

Ask students whether they think their partner's sports centre is better than theirs, and to explain their reasons.

Cultural awareness and expression, Social and civic competences

This activity will help your students to develop their own creative abilities. It will also help them to work appropriately in pairs.

EXTRA LISTENING AND SPEAKING ■ Talking about future arrangements

I can talk about my plans.

Aims

- Say and understand dates.
- Read a website about events.
- Listen to a conversation about arrangements.

Warm-up (2 minutes)

- With books closed, ask: *What's the date today?* If students find it difficult to answer in English, write the date on the board as support.

Exercise 1

- Go through the phrases in the box and check understanding. Demonstrate how the written form of the date differs to the way it is said. Elicit the words that are added (*the* and *of*).
- In a **weaker class**, say the first date in the list and ask students to repeat, before they say the rest with a partner.

ANSWERS

1 the first of June
2 the fourteenth of October
3 the third of December
4 the thirtieth of August
5 the second of January
6 the ninth of September

Exercise 2 2.12

- Explain that students are going to hear some dates. They should listen and write what they hear.
- Play the CD, pausing as necessary for students to repeat.
- In a **stronger class**, after they have listened, you may like to invite individual students up to the board to write the dates.

ANSWERS

1 3rd September 2 9th February 3 2nd April
4 31st December 5 5th March

Exercise 3 2.13 Tapescript page 155

- Read the task with the class. Ask: *Who is having the conversation?* (Steve and David.) Point out that they should listen for information about where the two people are going. This gist-listening task will help them understand the text.

ANSWERS

The Millennium Stadium in Cardiff.

Exercise 4 2.13

- Explain that students are going to listen to the same conversation again, and this time they should pick out more specific information.
- Refer students to the website at the bottom of the page. Allow them time to read it and study the photos before you play the CD again.

ANSWERS

1 5th Februrary 2 £18 3 6th 4 12th 5 23rd 6 £30

Exercise 5 2.14

- Play the CD once for students to listen to the dialogue and read it.
- Play the CD again, pausing as necessary for students to listen and repeat. Model the words *concert* and *grandparents* if students find these difficult.

Exercise 6

- Students work in pairs to prepare their own dialogue, changing the blue words in the model dialogue in exercise 5.
- Students practise their dialogues in pairs, then swap roles and practise again.
- In a **weaker class**, tell them they can use the ideas in the website to help them.
- You could ask two or three pairs to perform these dialogues for the class.

Optional activity: Speaking

Tell students that they are going to plan a week ahead in their diary. They should think of activities to do in the morning, afternoon and evening, but keep some times free.

Then put students with a partner. Tell them that they want to meet up, and that they need to find a time when they are both free. Ask them to agree on an activity they want to do.

Students take turns to ask about the times in the diaries, and their partner describes the activity they are doing at that time, or says if they are free.

Go round and listen as students are working. Check they are using the present continuous correctly. Make a note of any common mistakes and correct these at the end.

You could ask one or two pairs to perform their dialogues for the class.

Social and civic competences

This activity will help your students to work appropriately and with respect in pairs.

EXTRA LISTENING AND SPEAKING ■ Ordering food

I can order food and drink.

Aims

- Learn key phrases for talking about prices.
- Listen to a conversation in a café.
- Practise ordering food and talking about prices.

Warm-up (2 minutes)

- With books closed, write a few prices on the board, for example: *£2, £25, £3.50*. Elicit that these are prices.
- Ask students if they know how to say them in English. Elicit ideas, but don't confirm or reject any at this stage.
- Tell students they are going to practise talking about prices.

Exercise 1

- Read through the key phrases with the class.
- Point out that we can say *one pound forty* or *one pound and forty pence*.
- Students work in pairs to practise saying the prices.
- Check answers with the class and model and drill pronunciation of the prices if necessary.

ANSWERS

1 four pounds fifty
2 seventy pence
3 two pounds eighty
4 seven pounds twenty
5 forty-six pence
6 six pounds and seven pence

Exercise 2 2.27

- Tell students they are going to listen to some prices.
- Play the CD and ask students to write the prices they hear.
- Check answers by asking students to come and write each price on the board and then say it.
- Play the CD again and pause as necessary for students to listen and repeat.

ANSWERS

1 ninety-seven pence / 97p
2 ten pounds fifty-one / £10.51
3 nine pounds twenty / £9.20
4 eighty-eight pence / 88p
5 fifteen pounds fifty / £15.50
6 two pounds and four pence / £2.04

Exercise 3 2.28 Tapescript page 155

- Explain that students are going to listen to a conversation. They don't need to understand every word at this stage, but they should identify who is having each item of food.
- Refer students to the menu and allow them time to read it.
- Students listen to the conversation and write the names.

ANSWERS

1 Joey 2 Lily 3 Joey 4 Joey 5 Lily

Exercise 4 2.28

- Allow students time to read the questions.
- Play the CD again. Students answer the questions individually then compare their answers in pairs.

ANSWERS

1 Pizza.
2 His favourite food on the menu is burgers.
3 They are 99p
4 £6.33.

Exercise 5 2.29

- Play the CD once for students to listen to the dialogue and read it.
- Play the CD again, pausing as necessary for students to listen and repeat.

Exercise 6

- Read through the key phrases with the class, and model prononciation. Check understanding by asking for translations if necessary.
- Students work in pairs to prepare their own dialogues.
- Students practise their dialogues in pairs, then swap roles and practise again.
- In a **stronger class**, students could work in pairs or groups to write menus using the food words in exercise 3 and their own ideas. They could use these to write new dialogues, and perform them for the class.

ANSWERS

Students' own answers.

Optional activity: Language focus

With books closed, dictate these sentences to the class. Pause or make a sound to indicate a gap. Ask students to work in pairs and complete the sentences by adding one word in each gap. Tell them that contractions count as one word.

1 How much ___ the pizza?
2 ___ £3.25.
3 ___ cheese sandwich is £2.65.
4 How much ___ the bananas?
5 ___ 30p.
6 ___ £2.95, please.

Point out the difference between *How much is* ... and *How much are* ... and between *it's* ... and *they're* ... .

Point out the use of definite articles for the items on the menu (*the pizza, the bananas*).

ANSWERS

1 is 2 It's 3 The 4 are 5 They're 6 That's

Communicative competence

This activity will help your students to understand and apply language rules.

EXTRA LISTENING AND SPEAKING ■ Talking about a film or TV programme

I can talk about a film or a TV programme.

Aims

- Learn words for different types of films.
- Learn key phrases for talking about films.
- Listen to a conversation about films and TV programmes.

Warm-up (2 minutes)

- With books open, ask students to look at the photos and name as many of the films as they can. Ask how many students have seen these films, and whether they liked them or not.

Exercise 1

- Students match as many film types as they can. Allow them to use a dictionary for any words they don't know. They can discuss their ideas in pairs.
- Confirm understanding by asking them to translate the film types and think of more examples of each type.
- In a **stronger class**, students could look up words for other film types. You could elicit the phrase, *I like (adventure) films.*

ANSWERS

1 adventure 2 horror 3 fantasy 4 comedy 5 love

Background

Photo 1 is from the Indiana Jones series, one of the most successful adventure films of all time.

Photo 2 is from *Scream*, a popular American horror film first released in 1996.

Photo 3 is from *Avatar*, a very successful 3D film released in 2010.

Photo 4 shows Jim Carrey, a well-known comedy actor.

Photo 5 shows a scene from a romance.

Exercise 2 2.42

- Explain that students are going to listen to three dialogues about films. Encourage them to listen for key words to help them guess the types.
- In a **weaker class**, brainstorm key words for the film types in exercise1 before students listen.

ANSWERS

1 comedy 2 love 3 horror

Exercise 3 2.43 Tapescript page 155

- Explain that students are going to listen to another conversation. The first time they listen, they only need to identify the type of film Lucy watched.

ANSWERS

horror

Exercise 4 2.43

- Allow students time to study the key phrases before you play the CD again. In a **weaker class**, read through the phrases with the class, and model the pronunciation.
- Tell students to read through the questions, so they know what information to listen for.

ANSWERS

1 The film was really scary.
2 At three o'clock in the morning.
3 Because Lucy and Beth were in the kitchen when they got home.
4 He stayed in and watched a film.
5 Fantasy films / the *Twilight* films.

Exercise 5 2.44

- Play the CD once for students to listen to the dialogue and read it.
- Play the CD again, pausing as necessary for students to listen and repeat. Model the words *Ocean* and *paradise* if students find these difficult.

Exercise 6

- Demonstrate how students can replace the blue words in the dialogue with their own ideas.
- Students practise their dialogues in pairs, then swap roles and practise again.
- In a **weaker class**, tell them they can use the films shown in the posters to help them.
- In a **stronger class**, ask two or three pairs of students to perform their conversations for the class.

Optional activity: Vocabulary

Write the film types from exercise 1 on the board. With books closed, go around the class asking for students' favourite films or TV programmes.

For each film or TV programme, ask the class to tell you where it should go in the table.

When you have asked all the students in the class, add up the films in each column. Which is the most popular type of film/TV programme?

Communicative competence

This activity will help your students to extend their vocabulary and use it in a personal context.

EXTRA LISTENING AND SPEAKING ■ Talking about video games

I can talk about video games I have played.

Aims

- Learn key phrases for talking about video games.
- Listen to a conversation about video games.
- Practise talking about video games.

Warm-up (3 minutes)

- With books closed, ask students: *Do you play video games?*
- Ask what games they like playing.
- As students mention individual games, ask what sort of game each one is and why they like it.

Exercise 1

- Students work in pairs to match the games with the categories.
- Check answers and model and drill the pronunciation of the categories.

ANSWERS

1 simulation 2 football 3 driving and racing
4 action and adventure

Exercise 2 3.09 Tapescript page 156

- Read through the key phrases with the class and make sure students understand them.
- Tell students they are going to hear some people talking about video games.
- Refer students to the table and allow them time to read it.
- Play the CD and ask students to complete the table individually, then compare their answers in pairs.

ANSWERS

1 6/10 2 good, then boring 3 World Rally
4 exciting 5 Hero 6 4/10

Exercise 3 3.09

- Explain that students are going to listen to the conversation again. This time they should pick out the specific information to answer the questions.
- Allow time for students to read the sentences. In a **weaker class**, check understanding.
- Play the CD again. Students listen and choose the correct answers.

ANSWERS

1 designers 2 hour 3 good 4 drive 5 rules

Exercise 4 3.10

- Play the CD once for students to listen to the dialogue and read it.
- Play the CD again, pausing as necessary for students to listen and repeat.

Exercise 5

- Students work in pairs to prepare their own dialogues.
- Students practise their dialogues in pairs, then swap roles and practise again.
- Ask one or two pairs to perform their dialogues for the class.

ANSWERS

Students' own answers.

Optional activity: Speaking

Ask students to work in pairs and prepare a short presentation of a video game for the class. It can be a video game that they like and play, or one that they know about because they have seen other people playing it.

Encourage them to give their opinions and say why they like or dislike it. If they don't agree with their partner, encourage them to say this in their presentation. (*Hugo thinks this game is exciting, but I think it's boring.*)

Monitor and help with vocabulary while students are preparing.

Ask some students to read their presentations to the class.

Sense of initiative and entrepreneurship, Social and civic competences

This activity will help your students to develop their own creative abilities. It will also help them to work appropriately in pairs, expressing ideas and respecting the ideas of other students.

EXTRA LISTENING AND SPEAKING ■ The weather forecast

I can say what the weather is going to be like next weekend.

Aims

- Learn key phrases for talking about the weather forecast.
- Listen to a weather forecast.
- Practise talking about the weather forecast.

Warm-up (3 minutes)

- With books closed, write *Weather forecast* on the board and elicit the meaning.
- Ask students where they can find the weather forecast (on the internet, on TV, on the radio, or in newspapers).
- Ask whether they look at the weather forecast, and ask if it is usually correct or not.

Exercise 1

- Students work in pairs to match the symbols with the words.

ANSWERS

1 rain
2 wind
3 temperature
4 sun
5 cloud

Exercise 2 3.23 Tapescript page 156

- Read through the key phrases with the class and make sure students understand them.
- Refer students to the table and allow them time to read it.
- Explain the word *coast* to the class if necessary and model the place names so that students know what to listen for. Explain the degree symbol, and point out that it is usually followed by *Celsius*.
- Play the CD. Students listen and complete the table.

ANSWERS

1 cloudy
2 21 degrees
3 cloudy with some sun
4 27 degrees
5 windy
6 20 degrees

Exercise 3 3.23

- Allow students time to read the questions.
- Play the CD again. Students listen and answer the questions individually, then compare their answers in pairs.

ANSWERS

1 It's summer.
2 It's sunny today.
3 The weather forecast is for Saturday.
4 It's going to be cloudy and hotter in Edinburgh.
5 It's cooler on the south coast because it's very windy.

Exercise 4 3.24

- Play the CD once for students to listen to the dialogue and read it.
- Play the CD again, pausing as necessary for students to listen and repeat.

Exercise 5

- Students work in pairs to refer to the map and prepare their own dialogues.
- Students practise their dialogues in pairs, then swap roles and practise again.
- In a **stronger class**, you could teach the words *hail*, *snow*, and *fog*, and remind students that they can use the words *hot*, *warm*, *cool*, and *cold* to describe the temperature, to give them more options to extend the dialogue

ANSWERS

Students' own answers.

Optional activity: Speaking

Put students into pairs. Tell them that they are planning to have an outdoor event next weekend, for example a barbecue, a football match or a picnic. Tell them to prepare a dialogue in which they are discussing the weather forecast with a friend, and decide whether to have their event or not.

Monitor and help while students are preparing their dialogues.

Students practise their dialogues in pairs. Ask some students to perform their dialogues for the class. Ask the class to point out any grammatical or vocabulary errors.

Sense of initiative and entrepreneurship

This activity will help your students to develop their own creative abilities. It will also help them to work appropriately in pairs.

Optional activity: Writing

Ask students to write a few sentences describing the weather during their holidays (real or imaginary).

What activities did they do? Was the weather 'good' or 'bad'?

Explain that we usually use 'good' to describe hot and sunny weather, but elicit that this could be 'bad' weather, on a skiing holiday, for example.

Cultural awareness and expression

This activity will allow your students to personalize the new language and relate it to their own lives.

CURRICULUM EXTRA ■ Visual arts: Colour

I can describe the use of colour in a picture.

Aims

- Revise vocabulary for colours.
- Learn vocabulary for talking about colour.
- Practise talking about colour in a painting.

Warm-up (3 minutes)

- With books closed, ask students if they know any famous paintings. Ask them to describe the paintings.
- Ask students what colours are in their favourite paintings. Elicit some colour words and write them on the board.
- Ask students what their favourite colours are and why.

Exercise 1

- Look at the colour wheel with the class. Students match the colour words with the colours.

ANSWERS

1 orange
2 red
3 purple
4 blue
5 green
6 yellow

Exercise 2 1.17 Tapescript page 156

- Students check the meaning of the words using their dictionaries. Point out that some of the words, for example *warm*, have more than one meaning. Tell students to find the meaning that relates to colour.
- Play the CD. Students listen and complete the sentences.
- Play the CD again for students to check their answers.
- Check that students understand all the words, for example by referring students back to the colour wheel.

ANSWERS

1 primary
2 secondary
3 warm
4 cool
5 complementary
6 contrast

Exercise 3

- Refer students to the pictures and ask if they recognize them.
- Students read the descriptions and complete them.
- Tell students to compare their answers in pairs and discuss any differences.
- Check answers with the class, then ask students which picture they prefer and why.

Background

The painting of trees, *Poplars, au bord de L'Epte*, was painted in 1891 by the French Impressionist painter, Claude Monet.

The painting of the field, *Harvest in Provence*, was painted by Dutch Post-Impressionist artist Vincent Van Gogh, in 1888.

ANSWERS

1 cool
2 green
3 contrast
4 warm
5 blue
6 complementary

Exercise 4

- Ask students to prepare their answers individually, then discuss the questions in pairs.
- Elicit some answers from individual students.

ANSWERS

1 There is blue, orange, green, purple, red and yellow in the painting.
2 There are warm and cool colours.
3 Yes, there is.
4 Yes, there are.

Exercise 5

- If students have access to books about art, allow them to refer to these and choose a painting they like. Otherwise, tell them to go through the Student's Book and choose one of the pictures.
- In a **weaker class**, do an example, using a photo, such as the one of London on page 11. Elicit complementary colours and talk about the contrast of the blue sky and the orange lights.
- Encourage students to write as full a description as possible.

Optional activity: Speaking

For homework, ask students to find a different picture that they like. Tell them it can be a photograph they have taken or a picture of a painting.

Tell students that they are going to bring a picture to the next lesson and describe it to a partner. Tell students to prepare their ideas using the texts in exercise 3 and the questions in exercise 4 for ideas.

In the next lesson, put students into pairs to show each other their pictures and describe them.

Ask some students to describe their partner's picture to the class.

Cultural awareness and expression, Sense of initiative and entrepreneurship

This activity will help your students to develop their own creative abilities and use personal resources to complete tasks. It will also help them to work appropriately in pairs.

More practice

Cross-curricular extension, Teacher's Photocopiable Resources pages 226–227
Visual arts: Colour, DVD

CURRICULUM EXTRA ■ Geography: Reading a map

I can ask and answer questions about a map.

Aims

- Learn vocabulary and key phrases for reading a map.
- Practise reading a map.

Warm-up (2 minutes)

- Write the word *map* on the board and elicit the meaning.
- Ask students what information we can find on maps, and elicit some ideas.
- Ask students when they use maps.
- Tell students they are going to practise reading maps in English.

Exercise 1 1.32

- Students work in pairs to check the meaning of the words and match them with the symbols.
- When students have listened and checked their answers, find out how many they got correct.
- Check answers with the class and make sure that students understand the meaning of the words.
- Model and drill the pronunciation if necessary.

ANSWERS

1 river
2 road
3 hill
4 railway
5 forest
6 path

Exercise 2

- Ask students to read the text again carefully and answer the question.
- In a **stronger class**, you could photocopy the legend of a map and allow students to use dictionaries to translate more words for the symbols on the key.

ANSWERS

A black circle on a railway is a train station, and a red area is a city or town.

Exercise 3

- Focus students on the two maps at the bottom of the page. Students work in pairs to look at map A and choose the correct options.
- Check answers by asking individual students to read out the correct sentences.

ANSWERS

1 1:50,000
2 paths
3 *hill*
4 156
5 road
6 *train station*

Exercise 4

- Students answer the questions about map B individually, then check their answers in pairs.
- In a **stronger class**, you could draw a map on the board, including any other symbols the students have learnt, and elicit answers to the questions 2–8 in exercise 4 from the class, as well as questions about the other symbols.

ANSWERS

1 1:50,000
2 There are three.
3 185 metres, 220 metres and 236 metres.
4 There are two.
5 Yes, there are.
6 Yes, there is.
7 Yes, there are.
8 Yes, the city is called Pembley.

Exercise 5

- Students work in pairs to produce maps. Remind them to read through the questions in exercise 4 again and use these to help them to decide what they are going to put on their maps.
- In a **weaker class**, ask students to write the questions and correct answers for their maps in their notebooks.
- In a **stronger class**, encourage students to think about their answers to the questions, but then to try to have the conversations without referring to any written notes.
- Students then give their maps to another pair, ask the questions and check answers together.

ANSWERS

Students own answers.

Optional activity: Speaking

For homework, ask students to draw a small section of a map, or find one online and print it out.

Ask them to prepare a brief description of their map on a separate sheet of paper. Tell them they can use the text in exercise 3 as a model. Tell students not to put their names on the map or description.

In the next lesson, put students into groups of four and ask them to put their four maps and descriptions together, and jumble them up. Then ask them to swap with another group.

In their groups, students can read the descriptions the other group has written, and match them to their maps.

Cultural awareness and expression, Sense of initiative and entrepreneurship

This activity will help your students to develop their own creative abilities and use individual resources to complete tasks. It will also help them to work appropriately in groups.

More practice

Cross-curricular extension, Teacher's Photocopiable Resources pages 228–229

CURRICULUM EXTRA ■ Language and literature: Non-verbal language

I can understand a text about different ways to communicate.

Aims

- Revise vocabulary of emotions.
- Read a text about non-verbal language.
- Read for general meaning and specific detail.

Warm-up (3–4 minutes)

- With books closed, ask students to imagine they are in a country where they do not speak the language, and they need to communicate with the local people.
- Give some examples of things they might need to communicate, and elicit ideas for how they would do this. For example: *I'm cold. I'm hungry. Can I borrow your phone?* Students will probably use a mixture of expressions and gestures to try to communicate the ideas. Elicit the words *expression* and *gesture* and write them on the board.
- Tell students these are examples of non-verbal communication.

Exercise 1

- Students work in pairs to check the meaning of the words and match them with the faces.
- Check answers, and check that students understand all the words.

ANSWERS

1 happy 2 surprised 3 angry 4 tired 5 confused

Exercise 2 1.44

- Read the task with the class and check students understand the question.
- Students read and listen to the text and find the answer to the gist task. Remind them that they do not need to worry about understanding every word at this stage.
- Ask the questions to the whole class and elicit the answers.

ANSWERS

Non-verbal language is communication with facial expressions and gesture, colours, pictures and symbols. It is important because it helps us to communicate when people don't speak our language.

Exercise 3

- Students read the text again more carefully. This time they should check any words they are not sure of.
- Remind students that they should read the sentences carefully before reading the text again in detail, so they know what information to look out for.
- Students can work individually, then compare answers in pairs. Check that they are able to correct the false sentences.

ANSWERS

1 True.
2 False. Verbal language is words.
3 True.
4 False. If we don't speak someone's language we can understand their non-verbal language.
5 True.

Exercise 4

- Read through the situations with the class.
- Go round and observe as students communicate.
- At the end, you could ask one or two students to communicate the messages to the class. In a **stronger class**, ask students to think of and communicate new messages, and see if the class can interpret these.

Optional activity: Reading

Dictate the questions below to the class, or write them on the board. Ask students to read the text again and answer the questions in their own words. Tell them to use full sentences in their answers. Point out that students should use their own ideas to answer question 4.

Ask students to compare their answers in pairs, then check answers with the class.

1 What do we usually do while we are listening to people?
2 How do we understand when someone is sad or confused?
3 What forms of non-verbal communication do we use in writing?
4 Do you think that non-verbal communication is the same in all countries, or are there differences?

SUGGESTED ANSWERS

1 We usually watch people while we are listening to them.
2 We understand when someone is sad or confused by looking at their expression.
3 In writing, we use colours and symbols.
4 Students' own answers.

Communicative competence

This activity will help your students to understand different types of text in detail.

More practice

Cross-curricular extension, Teacher's Photocopiable Resources pages 230–231

CURRICULUM EXTRA ■ Natural science: Animals

I can talk about the different animal groups.

Aims

- Learn vocabulary for talking about animals.
- Read a text about different types of animals.
- Practise talking about animals.

Warm-up (3 minutes)

- With books closed, write the names of several different types of animals on the board, for example: *dog, pigeon, crocodile.*
- Ask students: *What types of animals are these? What's the difference between them? What do they have in common?*
- Elicit some ideas, for example that a dog is a mammal, a pigeon is a bird, a crocodile lays eggs, etc.
- Teach the words *vertebrate, mammal, reptile* and *amphibian.*

Exercise 1

- Students check the meaning of the words in their dictionaries. Point out that some of the words, for example *scales,* have more than one meaning, and students should find the meaning to do with animals.
- Students then read the text and add the missing words.
- Do not check answers at this stage.

ANSWERS

1 fins
2 lungs
3 feathers
4 legs
5 hair

Exercise 2 2.15

- The first time students read and listen to the text, they should check their answers to exercise 1. Discuss their ideas as a class.
- Read through the questions with the class and check understanding. Ask students to work individually and read the text again in more detail.
- In a **weaker class**, do the first item together as an example.
- Check answers as a whole class activity. Encourage students to identify the part of the text where they found the answer.

ANSWERS

1 Fish.
2 Fish and reptiles.
3 Mammals.
4 They haven't got four legs.
5 Amphibians.
6 Mammals.

Exercise 3

- Allow time for students to read the chart and look up the animal words in their dictionaries.
- In a **weaker class**, put students in pairs to classify the animals. In a **stronger class**, ask students to work individually at first, then compare ideas in pairs.
- In their pairs, ask students to write the names of three more animals and use the chart to classify them.

ANSWERS

A chameleon is a reptile.
A shark is a fish.
A bear is a mammal.
An owl is a bird.

Exercise 4

- Read the task with the class and allow students to complete the activity in pairs. Point out that they can ask different questions from those in exercise 3 if they want.
- In a **weaker class**, encourage students to make notes about their animals before they answer the questions.
- Go round and listen as students are working. Check they are using the new vocabulary correctly. Make a note of any common errors and correct these in a feedback session at the end.

Optional activity: Writing

Write the word *insects* on the board.

For homework, ask students to find information about insects on the internet. Ask them to write a short paragraph about insects, similar to the ones in the text about vertebrates.

In the next lesson, ask students to read out their paragraphs. There may be a lot of variety, as students may have chosen to study many different kinds of insects.

Build up a class description of insects similar to the main text. You could ask students to present this as a poster and illustrate it with photos.

Digital competence, Sense of inititive and entrepreneurship

This activity will help your students to understand the nature, role and opportunities of ICT in everyday contexts, including searching for, collecting and processing information. It will also help them to use individual resources to complete tasks.

More practice

Cross-curricular extension, Teacher's Photocopiable Resources pages 232–233
Natural science: British wildlife, DVD

CURRICULUM EXTRA ■ Physical education: Rules of a game

I can explain the rules of a team sport.

Aims

- Learn vocabulary for talking about the rules of a game.
- Read a text about basketball.
- Practise talking about the rules of a game.

Warm-up (2 minutes)

- With books closed, ask students: *What's your favourite game?* Elicit a few ideas and write them on the board.
- Point to one of the games and ask: *How do you play this game?* Elicit some ideas.

Exercise 1

- Students work in pairs to match the verbs with the actions in the pictures. If students find this difficult, remind them to look closely at the arrows for clues if necessary.
- Check answers by calling out the picture numbers at random and asking students to say the verbs.

ANSWERS

1 kick
2 catch
3 pass
4 bounce
5 shoot
6 score
7 throw

Exercise 2 2.30

- Refer students to the photo and the title of the text, and elicit that it is about basketball.
- Read the question with the class, then play the CD and ask students to read and listen for the information to answer this gist task.
- Elicit the answer to the question.

ANSWERS

There are ten players on the court.

Exercise 3

- Students work individually to read the text again more closely and answer the questions.
- Ask students to compare their answers in pairs, and check any answers they disagree on.
- Check that students understand the use of *can / can't* for permission when talking about rules.

ANSWERS

1 It's from North America.
2 Substitutes change with others during the match.
3 Forty-eight minutes long.
4 You can use one hand to bounce the ball.
5 No, you can't kick the ball.
6 The other team gets the ball.

Exercise 4

- Read the task with the class and check understanding. In a **weaker class**, write the rules for basketball on the board in a list, to demonstrate how the work should be presented. Clarify that they do not have to write a complete text.
- Refer students to the sports in the box. In a **stronger class**, students can choose a different sport if they wish.
- Ask students to write their rules individually. Encourage them to use *can / can't* for permission.
- Students can then compare their answers in pairs.
- Ask some students to read out their rules, and ask the class to guess which game is being described.

ANSWERS

Students' own answers.

Optional activity: Writing

For homework, ask students to choose another game or sport and write a short textabout it, based on the one in exercise 2. They should describe the game in more detail than in exercise 4, talking about where it is from and how it is played, as well as the rules.

In the next lesson, put students into groups of four. Tell them they are going to take turns to read out their descriptions, without naming the sport. The other members of their group must guess the game. Tell them that the other group members can ask *yes / no* questions to help them guess.

Monitor while students are working, and make sure that they use *can / can't* correctly.

Ask one or two students to read out their descriptions for the class to guess the sport.

Social and civic competences, Sense of initiative and entrepreneurship

This activity will help your students to use individual resources to complete tasks. It will encourage them to consider the different codes of conduct required in different environments. It will also help them to work appropriately in groups.

More practice

Cross-curricular extension, Teacher's Photocopiable Resources pages 234–235

CURRICULUM EXTRA ■ Language and literature: Myths and legends

I can talk about myths and legends.

6

Aims

- Learn vocabulary for myths and legends.
- Read a text about Norse myths.
- Learn about the origins of the names of days of the week in English.

Warm-up (3–4 minutes)

- With books closed, write the words *myth* and *legend* on the board.
- Elicit the meaning, and ask students if they know any myths and legends. Ask them to tell the class any stories they know.

Exercise 1

- Look at the pictures with the class and elicit or explain that these are all elements from myths and legends. Students work in pairs to match the words with the pictures.
- Check answers and check understanding of the words. Model and drill the pronunciation if necessary.
- Explain that thunder and lightning are created at the same time – *lightning* is the light we see, and *thunder* is the sound we hear.

ANSWERS

1 god 2 goddess 3 thunder 4 mountain 5 war

Exercise 2 2.45

- Refer students to the title of the text and check that they understand the word *Norse*. In a **weaker class**, go through the first paragraph of the text together if they do not understand it.
- Read the question with the class, then play the CD and ask students to read and listen for the information to answer this gist task.
- Elicit the answer to the question.

ANSWERS

Monday, Saturday and Sunday are missing.

Exercise 3

- Students work individually to read the text again and choose the correct answers. Remind them to read through the questions and the multiple-choice options before reading the text again in detail, so they know what information to look for.
- Ask students to compare their answers in pairs, and check any answers they disagree on.

ANSWERS

1 north 2 war 3 son 4 thunder 5 goddess

Exercise 4

- Encourage students to think about what the pictures show, in order to help them complete this task. In a **weaker class**, remind students that the missing days were Monday, Saturday and Sunday. Write these on the board and see if students can guess any of the answers. Help them by prompting the words for the first two pictures: *moon* and *sun*.
- In a **stronger class**, once students have identified the answers, ask them to explain their ideas (they may not be able to give a reason for picture 3, other than a process of elimination).

ANSWERS

1 Monday 2 Sunday 3 Saturday

Exercise 5

- Students may need to use extra resources for this task, so you can allow them to prepare it for homework. Alternatively, they could use the internet if it is available in the classroom, or other reference material.
- Remind them to use the questions to help them structure their work.
- If they do this for homework, the guessing element can be carried out in the next lesson.

Optional activity: Reading

Write these sentences on the board, or dictate them to the class. Pause or make a sound to indicate a gap.

Ask students to read the text again and complete the sentences with the correct names.

1 ___ was beautiful.
2 ___ was married and had a family.
3 ___ lived in a mountain.
4 ___ had power over other gods.
5 ___ had a lot of strength.

ANSWERS

1 Frigg 2 Thor 3 Tyr 4 Woden 5 Thor

Communicative competence

This activity will help your students to read and understand different types of text.

More practice

Cross-curricular extension, Teacher's Photocopiable Resources pages 236–237

CURRICULUM EXTRA ■ Technology: The internet

I can understand a text about the history of the internet.

Aims

- Learn vocabulary for talking about the internet.
- Read a text about the internet.
- Learn how to recognize which country website addresses come from.

Warm-up (2 minutes)

- With books closed, write the word *internet* on the board.
- Ask students if they use the internet, and how often. Ask if they think it is important in modern life.
- Elicit some ideas, and write these on the board.
- Tell students they are going to read a text about how people use the internet.

Exercise 1

- Refer students to the introduction only. Ask them to read it through, then discuss the activities in blue with the class.

Exercise 2 3.11

- Read the question with the class to check students understand what information they should listen for.
- Play the CD once while students listen and read the text for general information.
- Check the answer with the class. If students find this difficult, explain that the internet is a network of computers around the world that share information, and the World Wide Web is all the information that is stored on the internet, as websites.

ANSWERS

The World Wide Web, invented by Tim Berners-Lee.

Exercise 3

- Allow students time to read the questions first.
- Students read the whole text again more carefully and answer the questions.

ANSWERS

1 It was called ARPANET.
2 Universities used it.
3 He sent the first email message.
4 He worked in Geneva, and it represented Switzerland.
5 There were millions of websites and it wasn't easy to find information.

Exercise 4

- Read the task with the class. In a **weaker class**, help students structure the questions. Focus them on the things in blue in the text.
- When students have written their sentences individually, put students into groups of four to carry out the survey. Go round and listen as they are working and check they are asking questions correctly. Encourage them to keep a note of the answers.
- Go through the words in the box. Elicit that we use the third person form after *Nobody*.
- Students write their sentences based on the notes they took in the survey. In a **stronger class**, ask one or two students to read out their sentences.

ANSWERS

Students' own answers.

Optional activity: Writing

For homework, ask students to write a short text about their own use of the internet. Tell them they should say what websites they use, and what they use the internet for.

In the next lesson, put students in pairs and ask them to read their texts to each other and compare their use of the internet.

Ask some students to report back to the class on any differences they found between themselves and their partner.

Cultural awareness and expression, Social and civic competences

This activity will help your students to develop their creative abilities. It will also help them to work appropriately in pairs.

Optional activity: Reading

Write these sentences on the board, or dictate them to the class. Pause or make a sound to indicate a gap. Ask students to read the text again and complete the sentences with the correct answers.

1 More than ___ people use the internet every day.
2 The internet started in ___ in the USA.
3 In 1969, computers were ___ machines.
4 ___, an American engineer, sent the first email message.
5 ___ created the first full website.
6 *Lycos* and *Yahoo!* are ___ engines.

ANSWERS

1 1.5 billion
2 1969
3 enormous
4 Ray Tomlinson
5 Tim Berners-Lee
6 search

Communicative competence

This activity will help your students to read and understand different types of text.

More practice

Cross-curricular extension, Teacher's Photocopiable Resources pages 238–239

CURRICULUM EXTRA ■ Natural science: Weather and climate

I can understand and use weather charts.

Aims

- Learn vocabulary for talking about the weather.
- Read a text about the water cycle.
- Read about climate, and study two weather charts.
- Practise drawing weather charts.

Warm-up (3–4 minutes)

- With books closed, write the word *weather* on the board.
- Put students in pairs and give them two minutes to think of as many words as possible to do with the weather.
- Elicit answers, and write the vocabulary on the board.
- Write the phrase *the water cycle* on the board. Ask students what they understand by this phrase, and elicit some ideas. Do not accept or reject students' ideas at this stage.

Exercise 1 3.25

- Refer students to the illustration and allow time for them to look at it. Elicit that it shows how water from the sea goes up into the atmosphere and falls again as rain.
- Students read the text and choose the correct answers.
- Play the CD for students to check their answers and allow them time to correct any mistakes.
- Check answers with the class, and make sure that students understand all the weather vocabulary.

ANSWERS

1 sunny 2 water vapour 3 air 4 colder 5 clouds
6 Wind

Exercise 2

- Students read the text again and match the words with the labels. In a **weaker class**, allow them to work in pairs.

ANSWERS

1 evaporation 2 transpiration 3 precipitation
4 condensation

Exercise 3

- Ask students to read the text and study the weather charts carefully. Help them to interpret the data in the tables.
- Make sure that students understand that the letters at the bottom of each chart refer to the months of the year.
- Clarify that there are three mistakes in the text where the information does not match the weather chart. In a **stronger class**, ask students to write the correct information.
- In a **weaker class**, students can complete this in pairs. Ask them to find the information that is wrong, then correct it as a class.

ANSWERS

1 False: It's very cold and snowy in summer. (It's very cold and snowy in winter.)
2 False: There's more precipitation in winter than in summer (There's more precipitation in summer than in winter.)
3 False: It's colder in December than in any other month of the year. (It's colder in January than in any other month of the year.)

Exercise 4

- Refer students to the information about Oxford, and ask a few questions to make sure that they know how to read it, for example: *What's the temperature in Oxford in July? What's the rainfall in Oxford in November?*
- Students work individually to draw the weather charts.
- Ask students to compare their charts in pairs, and ask each other questions about the weather in Oxford, based on the information in their charts.

ANSWERS

Students' own answers.

Optional activity: Speaking

For homework, ask students to choose a city in a different country and research its weather on the internet.

Ask them to write a short description of their chosen city, using the text in exercise 3 as a model. Tell them they should include information about average temperatures and rainfall in their descriptions.

In the next lesson, put students into groups of four. Tell them to take turns to read out their descriptions, and the members of their group must guess the city.

Digital competence, Sense of initiative and entrepreneurship

This activity will help your students to understand the nature, role and opportunities of ICT in everyday contexts, including searching for, collecting and processing information. It will also help them to use individual resources to complete tasks.

Optional activity: Reading

In a **stronger class**, dictate these sentences to the class. Pause or make a sound to indicate a gap. Ask students to read the text again and complete the sentences with the correct answers.

1 When it is sunny, water in rivers and oceans becomes warmer, and some of it ___.
2 Water from plants goes into the air in a ___ called transpiration.
3 As the water vapour travels ___ it gets colder.
4 Clouds are formed when water vapour ___.

ANSWERS

1 evaporates 2 process 3 higher 4 condenses

Communicative competence

This activity will help students to read and understand different types of text.

More practice

Cross-curricular extension, Teacher's Photocopiable Resources pages 240–241
Natural science: The Australian climate, DVD

CULTURE ■ Young people around the world

I can write about my favourite sports and interests.

Aims

- Learn about different hobbies and interests around the world.
- Think about the interests of your family and friends.
- Write about your interests.

Warm-up (2 minutes)

- With books closed, ask: *What do you enjoy doing?* Students may use hobbies and interests covered in Unit 1, or they may add their own ideas. Help with any translations that are needed.
- Elicit ideas and write these on the board.

Exercise 1 (1.18)

- Focus students on the photos. If they find photo 2 difficult, give them a clue, for example: *They like animals.*
- Ask if any students share similar interests with the people in the photos. If they do, explain that they might make a good friend for the person in the photo.
- In pairs, students discuss who they would like to be friends with.
- Students confirm what each person's interests are by listening to the CD and reading the text.

ANSWERS

1 surfing
2 birdwatching
3 music

Exercise 2

- Students read the texts again more closely for specific information. Remind them to read the questions carefully first and check they understand them.
- In a **weaker class**, allow them to do this in pairs.

ANSWERS

1 He's into surfing and rugby.
2 It's about cars.
3 They're from China.
4 A basketball player from Switzerland.
5 In Manchester.
6 She's into hip hop.

Exercise 3

- Read through the questions with the class. Explain that students should think about each of the topics and make notes in order to plan their ideas. Remind them to use a dictionary for any words they do not know.
- Students can discuss their answers with a partner. In a **stronger class**, you could ask one or two pairs of students to report their questions and answers to the class.

ANSWERS

Students' own answers.

Exercise 4

- Students follow up exercise 3 by writing their own entry for the website.
- Read the task with the class and check understanding. Remind students to use the questions from exercise 3 to help them to structure and organize their work.
- Allow students time to work in class, reminding them not to write their names on the text.
- In a **stronger class**, collect all the texts in and do the guessing element as a class activity. Select a student to pick a text, and ask him or her to read and guess the classmate spontaneously.
- In a **weaker class**, distribute the texts to students and allow them to read and guess in pairs before reading out the descriptions to the class.

Optional activity: Reading

Write these sentences on the board, or dictate them to the class. Pause or make a sound to indicate a gap.

Ask students to read the text again and complete the sentences with the correct words.

1 I'm ___ about surfing.
2 I'm also ___ in computer games.
3 My sister Jess can't ___ it.
4 We're ___ basketball.
5 We're ___ of the Oklahoma City Thunder.
6 I'm ___ into music.
7 All my friends ___ her music.
8 I'm not ___ at sport.

Check answers by asking students to read out the completed sentences.

ANSWERS

1 mad 2 interested 3 stand 4 into
5 fans 6 really 7 love 8 good

Communicative competence

This activity will help your students to read and understand different types of text.

CULTURE ■ The United Kingdom

I can write a description of a town or city.

Aims

- Learn about the United Kingdom.
- Read a text about Liverpool.
- Talk about your own country and city.
- Write a description of a town or city.

Warm-up (2 minutes)

- With books closed, write the phrase *United Kingdom* on the board and ask students what they understand by the phrase.
- Elicit the names of the countries that make up the United Kingdom: England, Scotland, Wales and Northern Ireland.

Background

The full name of the United Kingdom is the United Kingdom of Great Britain and Northern Ireland. It is made up of England, Scotland and Wales (which together form Great Britain) and Northern Ireland.

The United Kingdom is governed by the Parliament of Westminster in London, but in recent years the UK has taken steps to devolve some powers of government to Scotland and Wales. The Scottish Parliament and the National Assembly for Wales both opened in 1999. There is also a new assembly for Northern Ireland. Edinburgh is the capital of Scotland, and Cardiff is the capital of Wales. The capital of Northern Ireland is Belfast.

Liverpool is a large city in the north-west of England, which was an important port in the eighteenth and nineteenth centuries.

Exercise 1 (1.33)

- Focus students' attention on the map. Students work in pairs to match the places in the box with the numbers on the map.
- Ask the questions to the class and elicit the correct answers.

ANSWERS

1 Scotland
2 Edinburgh
3 Belfast
4 Liverpool
5 England
6 Cardiff

Exercise 2

- Students read the text again more closely for specific information, and answer the questions.
- In a **weaker class**, allow them to do this in pairs.
- Ask students to compare answers in pairs and correct any mistakes before you check with the class.

ANSWERS

1 Liverpool is in the north-west of England.
2 The Anfield stadium.
3 The Yellow Duckmarine.
4 She's from Northern Ireland.
5 There are four countries in the UK.
6 They are England, Northern Ireland, Wales and Scotland.

Exercise 3

- Students can plan their ideas, then discuss the questions in pairs. Remind them to use a dictionary for any words they do not know.
- In a **stronger class**, you could read through the questions and ask individual students to report their answers to the class.

ANSWERS

Students' own answers.

Exercise 4

- Students follow up exercise 3 by writing their own description of a town or city.
- Read the task with the class and check understanding. Remind them to use the questions and the phrases to help them structure and organize their work.
- Allow students time to work in class, reminding them not to write the name of the town or city.
- In a **stronger class**, collect all the texts in and do the guessing element as a class activity. Select a student to pick a text, and ask him or her to read and guess the city spontaneously.
- In a **weaker class**, distribute the texts to students and allow them to read and guess in pairs before reading out the descriptions to the class.

Optional activity: Reading

Write these sentences on the board, or dictate them to the class. Pause or make a sound to indicate a gap. Ask students to read the text again and complete the sentences with the correct answers

1 Liverpool is on the ___.
2 The Albert Dock is a group of old ___ by the river.
3 Anna's sister is at ___ in Edinburgh.
4 Anna hasn't got family in ___.
5 London's the biggest ___ in the UK.
6 London is an ___ place to visit.

Check answers by asking students to read out the completed sentences.

ANSWERS

1 River Mersey
2 historic buildings
3 university
4 London
5 capital
6 exciting

Communicative competence

This activity will help students to read and understand different types of text.

More practice
The United Kingdom, DVD

CULTURE ■ The English-speaking world

I can talk and write about languages in my country.

Aims

- Learn about the English-speaking world.
- Read a text about the use of English in different countries.
- Talk about your own language.

Warm-up (2 minutes)

- With books closed, ask students where they think English is spoken in the world.
- Elicit some names of countries, for example the USA and Australia, and also try to elicit that English is spoken in other countries as a foreign language.

Background

Approximately 375 million people speak English as their first language. English has the third largest number of native speakers, after Mandarin Chinese and Spanish. English also has a huge number of non-native speakers, and some estimates say that non-native speakers now outnumber native speakers by as much as 3 to 1.

The countries with the highest populations of native speakers are the USA, the UK, Canada, Australia, Ireland, South Africa and New Zealand. Countries with large numbers of people who speak English as their second language include India, Nigeria and the Philippines.

Exercise 1 1.45

- Students work in pairs to guess the answers to the questions. Elicit some answers, but don't accept or reject any at this stage.
- Ask the questions to the class and elicit the correct answers.

ANSWERS

1 Australia, the United Kingdom and the USA.
2 India, South Africa.
3 Japan, Poland, China and Brazil.

Exercise 2

- Students read the text again more carefully for specific information. Remind them to read the questions before looking at the text again.
- In a **weaker class**, allow them to do this in pairs.

ANSWERS

1 No, they don't. The pronunciation is different and there are different words for some things.
2 They say 'G'day'.
3 In some countries there are a lot of different languages, so people use English as the official language.
4 People want to learn English because it's an international language.
5 People use shorter words in messages because they are faster to write.
6 It means 'See you later'.

Exercise 3

- Read through the questions with the class. Explain that students should think about each of the topics and make notes in order to plan their ideas. Remind them to use a dictionary for any words they do not know.
- Students can discuss their answers with a partner. In a **stronger class**, you could ask one or two pairs of students to report their questions and answers to the class.

ANSWERS

Students' own answers.

Exercise 4

- Students follow up exercise 3 by writing about languages in their country.
- Read the task with the class and check understanding. Remind students to use the questions from exercise 3 to help them structure and organize their work into paragraphs.
- Allow them time to work in class, then ask them to swap with a partner to correct their work.

ANSWERS

Students' own answers.

Optional activity: Speaking

For homework, ask students to choose a different country and research its language in reference books and on the internet.

They should use the questions in exercise 3 if possible. Ask them to write a short description, using the first paragraph of the text on page 106 as a model.

In the next lesson, put students into pairs, and ask them to read the work to each other, and check each other's work.

You could ask a few students to read their work to the class.

Cultural awareness and expression, Sense of initiative and entrepreneurship

This activity will help your students to understand the linguistic diversity in Europe and other regions of the world, allow them to use individual resources to complete tasks, and help them to work appropriately together in pairs.

More practice
The English-speaking world, DVD

CULTURE ■ National parks

I can write about national parks in my country.

Aims

- Learn about a national park in Canada.
- Talk about national parks in your country.
- Write a text about a national park in your country.

Warm-up (2 minutes)

- With books closed, ask the class if anyone can describe what a national park is. Do this in the students' own language if necessary.
- Clarify the definition that it is a place which is protected from development in order to let the wildlife live there. Ask students to name examples in their own country, and write these on the board.

Exercise 1 2.16

- Students look at the photos. Ask them to translate the word.
- Before they read, students can guess the answer to question 1, but do not confirm or deny at this stage.
- Allow students time to read the text, but tell them not to worry about any words they do not understand.
- Play the CD. Students read, listen and check their answer to question 1. Discuss their ideas for question 2.

ANSWERS

1 In Canada.
2 Students' own answers.

Background

There are about 7,000 national parks all over the world. They are areas of land which are protected from most development so that they can be enjoyed by people, and so that the wildlife and environment isn't harmed. The first place to be declared a national park was Yellowstone National Park in the USA, in 1872. The largest national park in the world is the Northeast Greenland National Park, which was established in 1974.

Exercise 2

- Students read the text again more carefully and answer the specific questions. This time, they can look up any unfamiliar words in a dictionary.
- In a **weaker class**, allow them to compare ideas in pairs.
- Ask individual students to answer the questions. Encourage them to identify the part of the text where they found the answer.

ANSWERS

1 It's about 125 years old.
2 It's 6, 641 square kilometres.
3 The mountain lion.
4 Over four and a half million people.
5 At night.
6 Elks.

Exercise 3

- Read through the questions with the class. Explain that students should think about each of the topics and make notes in order to plan their ideas. Remind them to use a dictionary for any words they do not know.
- Students can discuss their answers with a partner. In a **stronger class**, you could ask one or two pairs of students to report their questions and answers to the class.

ANSWERS

Students' own answers.

Exercise 4

- Students follow up exercise 3 by writing about a national park of their choice.
- Read the task with the class and check understanding. Remind them to use the questions to help them structure and organize their work.
- Remind students to use the model text to help them. If you wish to extend this activity, you could ask them to find photos of the national park and the wildlife found there, in order to illustrate their descriptions.

Optional activity: Reading

Write these sentences on the board, or dictate them to the class. Pause or make a sound to indicate a gap. Ask students to read the text again and complete the sentences with the correct answers.

1 Banff National Park is in the ___ of Canada.
2 There are ___ different mammals in the park.
3 You can see elk or ___ when you are driving.
4 About forty ___ live in the park.
5 ___ don't usually attack people.
6 There are ___ national parks in Canada.

Check answers by asking students to read out the completed sentences.

ANSWERS

1 west
2 fifty-three
3 bighorn sheep
4 wolves
5 Bears
6 forty-two

Communicative competence

This activity will help students to read and understand different types of text.

CULTURE ■ Home schooling

I can discuss the advantages and disadvantages of home schooling.

Aims

- Learn about home schooling.
- Read a text about home schooling in Britain.
- Talk about schooling in your own country.
- Debate a question in groups.

Warm-up (3–4 minutes)

- With books closed, write the word *school* on the board.
- Ask students what they know about schools in their country, for example what different types of school there are, when children start school, when they can leave school.
- Write the words *home schooling* on the board and ask students what they think it means. Elicit some ideas, but do not accept or reject any at this stage.
- Tell students they are going to learn about home schooling.

Background

It is estimated that about 50,000 children are home-schooled in Britain. Home schooling is also quite popular in the USA, but in many other countries it is extremely rare or even illegal.

The most common reason that parents give for educating their child at home is that they feel they can provide a better education at home. Some parents also choose home schooling for religious reasons, for example because they object to some of the things that are taught in schools, or because they feel there is a poor learning environment at school.

Students in Britain usually study nine or ten subjects to GCSE level, and take exams when they are 16. Students can then choose to leave school if they wish, but most stay at school and study for two more years. At the end of this time they take A (Advanced) level exams, usually in three or four subjects. Scotland has a slightly different education system from the rest of the UK. Students take standard grade exams at the age of 16, then Highers (higher grade exams) at the age of 17 or 18.

Exercise 1 2.31

- Students work in pairs to discuss the answers to the questions. Elicit some answers, but do not accept or reject any at this stage.
- Play the CD and ask students to read and listen, and check their answers.

ANSWERS

1 Ella is at home.
2 She's studying.

Exercise 2

- Students read the text again for specific information and answer the questions. Remind them to read the questions carefully before looking back at the text.
- In a **weaker class**, allow them to do this in pairs.

ANSWERS

1 Ella doesn't go to school because she is home-educated.
2 Students usually take GCSEs when they're 16.
3 Ella can learn at her own level and take exams when she is ready.
4 She does piano practice every day, she plays the violin in an orchestra once a week, and she goes to a sports club at the weekends.
5 Ella makes friends at her sports club.
6 Students' own answers.

Exercise 3

- Read through the questions with the class. Explain that students should think about each of the topics and make notes in order to plan their ideas. Remind them to use a dictionary for any words they do not know.
- Students can discuss their answers with a partner. In a **stronger class**, you could ask one or two pairs of students to report their questions and answers to the class.

ANSWERS

Students' own answers.

Exercise 4

- Students follow up exercise 3 by having a debate about education. Write the question on the board.
- Read through the task together and check students understand what is meant by *debate*. In a **weaker class**, brainstorm ideas together to come up with positive and negative aspects of the two systems. Then put students in groups to organize their arguments.
- Remind them to use the expressions in the box to help them express their ideas.
- At the end, ask the groups which argument won, and why.

Optional activity: Writing

Ask students to write one or two paragraphs about their schooling at the moment. Ask them to include the following information:

- Where they study.
- What days they study, and for how long.
- What subects they study.
- What exams they take.
- When they can leave school.

Ask them to consider whether or not they enjoy school, and whether they would prefer things to be different.

Cultural awareness and expression

This activity allows students to express their knowledge of their own culture, and their point of view.

More practice

Schools in England, DVD

CULTURE ■ Roman Britain

I can write about the Romans in my country.

Aims

- Learn about Roman Britain.
- Read a text about Roman Britain.
- Talk about the Roman history of your own country.

Warm-up (2 minutes)

- With books closed, write the word *Romans* on the board and ask students what they know about the Romans, for example when they lived and which countries they invaded.
- Elicit some ideas, then tell students they are going to learn about Roman Britain.

Background

The first Roman invasions of Britain were in 55 and 54 BC, under Julius Caesar. The Romans occupied most of Britain, including Wales and Scotland, but they later retreated from most of Scotland and built a defensive wall across northern Britain, to keep out the hostile Scottish tribes. The wall, called Hadrian's Wall after the leader who ordered its construction, can still be seen today. Roman rule continued in Britain until the fifth century.

Exercise 1 2.46

- Allow students time to read the question before playing the CD. Model the place names so students know what to listen for.
- In a **stronger class**, you could ask students to guess the answers before looking at the text. Write their ideas on the board, but do not confirm or deny them at this stage.

ANSWERS

Londinium is called London today.
Mamucium is called Manchester today.
Eboracum is called York today.

Exercise 2

- Students read the text again more closely for specific information and answer the questions.
- In a **weaker class**, allow them to do this in pairs.

ANSWERS

1 The Roman name for Britain was Britannia.
2 We use Julius Caesar's name for July because he was born in the seventh month.
3 No, there weren't.
4 York has a Roman festival every year to celebrate its Roman history.
5 You can visit Roman baths in Bath.
6 Modern roads follow old Roman roads.

Exercise 3

- Read through the questions with the class. Explain that students should think about each of the topics and make notes in order to plan their ideas. Remind them to use a dictionary for any words they do not know.
- Allow them to look up the answers online or in reference books if possible. In a **weaker class** allow them to do this in pairs.
- Students can discuss their answers with a partner. In a **stronger class**, you could ask one or two pairs of students to report their answers to the class.

ANSWERS

Students' own answers.

Exercise 4

- Read the task with the class and check understanding. Remind students to use the questions to help them structure and organize their work. Allow them time to use any reference material they may have access to.
- Students write their paragraphs in pairs. If there is time, ask one or two pairs to present their ideas to the class.

Optional activity: Reading

Write these sentences on the board, or dictate them to the class. Pause or make a sound to indicate a gap. Ask students to read the text again and complete the sentences with the correct answers.

1 The Romans invaded Britain over ___ years ago.
2 The Roman language was ___.
3 The Roman emperor ___ started today's calendar.
4 The Romans stayed in Britain for about ___.

ANSWERS

1 2,000
2 Latin
3 Julius Caesar
4 400 years

Communicative competence

This activity will help your students to read and understand different types of text

Optional activity: Writing

For homework, ask students to choose a different country, and research its Roman name and cities. Is there anything in that country from Roman times? Ask them to write a paragraph about the Romans in the country they have chosen. In the next lesson, put students into pairs, and ask them to read their work to each other, and make corrections. You could ask a few students to read their work to the class.

Cultural awareness and expression, Sense of initiative and entrepreneurship

This activity will help your students to understand the cultural diversity in Europe and other regions, allow them to use individual resources to complete tasks, and help them to work appropriately in pairs.

More practice
Roman Britain, DVD

CULTURE ■ Britain's favourite games

I can play a language game in English.

Aims

- Learn about games in Britain now and in the past.
- Read a text about games in Britain now.
- Talk about games in your own country.
- Play a language game.

Warm-up (3 minutes)

- With books closed, ask students to imagine that they are at home during the school holidays and it is raining. Ask them what they would do.
- Elicit some ideas, and ask if they would play games. Ask what types of game they enjoy playing.

Background

Scrabble is sold in 121 countries, in 29 different language versions. Over one hundred million sets have been sold. There is a World Scrabble Championship every two years.

It is estimated that Monopoly has over 480 million players worldwide. Different editions are sold in different countries, and there is also a world edition, with the names of cities around the world rather than streets.

Exercise 1 3.12

- Look at the photos with the class and elicit that these are types of games.
- Students work in pairs to match the types of games with the photos. In a **stronger class**, they could do this individually.
- When students have listened and checked their answers, find out how many answered correctly.
- Ask students if they have ever played any of these games, or anything similar.

ANSWERS

1 Card game. Happy Families.
2 Board game. Monopoly.
3 Language game. Scrabble.

Exercise 2

- Allow students time to read through the questions in order to prepare them for the more detailed reading. If there are any words they don't know, encourage them to try to work out the meaning from the context.
- Students read the text again more closely for specific information and answer the questions.
- In a **weaker class**, allow them to do this in pairs.

ANSWERS

1 Children spend their free time playing computer games.
2 You collected cards with members of the same family.
3 No, it's a simple game.
4 You buy houses and hotels, and make money.
5 It's a language game.

Exercise 3

- Read through the questions with the class. Explain that students should think about each of the topics and make notes in order to plan their ideas. Remind them to use a dictionary for any words they don't know.
- Students can discuss their answers with a partner. In a **stronger class,** you could ask one or two pairs of students to report their answers to question 4 to the class.

ANSWERS

Students' own answers.

Exercise 4

- Read the task with the class and allow them time to read the rules. Check they understand what to do, and do one or two examples. In a **weaker class**, write the sentences on the board and highlight the initial letters.
- Go round and listen as students play the game. Check they are playing correctly and help as necessary.
- In a **stronger class**, students could continue the game, going backwards through the alphabet with new sentences.

Optional activity: Communication

Ask students to design a board game.

Students work in pairs or small groups to write the rules. Give out large pieces of paper for them to plan the stages and draw the board.

Remind students to think about the aim of the game, how it is played, and how the game can be won. Students can cut out counters, or design playing figures.

If there is time, put each pair with another pair. Allow them time to explain the rules of their game to each other, then ask them to swap games and play another group's game.

Cultural awareness and expression, Social and civic competences

This activity will allow students to develop their creative abilities, and to work appropriately in groups.

More practice

Rugby, DVD

CULTURE ● Famous explorers

I can understand a text about a famous explorer.

Aims

- Learn about Mount Everest and the first people who climbed it.
- Discuss explorers from your country.
- Think about and plan an expedition to an extreme place.

Warm-up (2 minutes)

- With books closed, ask students to name any big or important mountains in their country. Ask if they have visited or climbed any of them.
- Ask if anyone enjoys mountain climbing as a hobby, or whether they would like to try it.

Exercise 1 3.26

- Look at the photos with the students. Before they read, they can guess the name of the mountain and who the people might be, but do not confirm or deny any answers at this stage.
- Allow students time to read the text, but tell them not to worry about any words they do not understand.
- When students have listened and checked their answers, find out how many answered correctly.

ANSWERS

1 Mount Everest.
2 Edmond Hillary and Tenzing Norgay.

Exercise 2

- Students read the text again more carefully and answer the questions. This time, they can look up any unfamiliar words in a dictionary. In a **weaker class**, you could explain the word *summit* to the class first.
- Check answers with the class by asking individual students to read out their ideas.

ANSWERS

1 It is often very windy and cold.
2 To climb Everest.
3 Because there isn't a lot of oxygen.
4 Heavy oxygen bottles.
5 Because the weather was good.
6 Tenzing Norgay.

Exercise 3

- Read through the questions with the class. Explain that they should think about each of the topics and make notes in order to plan their responses.
- If students find it difficult to think of explorers, have a brainstorming session with the class before students start working in pairs. Write ideas on the board.
- You could also allow students to do further research using the internet or reference books if either are available.
- Students can discuss their answers with a partner. In a **stronger class**, you could ask one or two pairs of students to report their answers to questions 4 and 5 to the class.

ANSWERS

Students' own answers.

Exercise 4

- Students follow up exercise 3 by planning their own expedition. Remind them to use the questions to help them structure and organize their work.
- They may need to do research about the place they have chosen, so allow them to use the internet or reference books as necessary.
- They should write quite detailed notes, following the instruction in the task. Allow them time to complete this, then put each pair with another pair, and remind them to keep their destination secret.
- Students play a guessing game using only *Yes / No* questions, and try to work out the destinations.

Optional activity: Writing

Ask students to use their answers to questions 1-3 in exercise 3 to write one or two paragraphs about a famous explorer from their country, using the model text as an example.

Students will need access to reference material for this task, so supply this in class or set the task for homework.

In a **stronger class**, encourage students to give as much detail as possible. In a **weaker class**, allow students to work in pairs in the lesson.

You could ask students to find photos of the person or the places they visited, and present their work as a project.

In the next lesson, ask students to present their work to the class.

Cultural awareness and expression, Sense of initiative and entrepreneurship

This activity will increase your students' awareness of their national heritage, and their ability to communicate.

VOCABULARY PUZZLES ❑ Answer key

Student's Book pages 112–119

Unit 1 (page 112)

Exercise 1

2 sport
3 watching TV
4 cycling
5 art
6 music
Mystery word: martial arts

Exercise 2

1 photography
2 animals
3 cycling
4 martial arts
5 computer games

Exercise 3

1 The teacher hasn't got a pen.
2 She hasn't got a dictionary.
3 The class is difficult/boring.
4 The CD player isn't on the desk.
5 It's three o'clock.
6 Pete doesn't have his hand up.

Unit 2 (page 113)

Exercise 1

2 Cinema
3 Offices
4 Flats
5 Factory
6 Bus station
7 Library
8 Café
9 Train station
10 Hospital
Mystery word: Restaurant

Exercise 2

1 friendly
2 old
3 ugly
4 safe
5 dirty

Exercise 3

1 Unfriendly
2 Modern
3 Pretty
4 Dangerous
5 Clean

Unit 3 (page 114)

Exercise 1

1 Spanish
2 American
3 Australian
4 Brazilian
5 Japanese
6 Canadian
7 British
8 Chinese

Exercise 2

France
Japan
Canada
Spain
Brazil
China
the UK
Germany
Extra country: Italy

Exercise 3

1 watch TV
2 go to bed
3 have lunch
4 start work
5 get up

Unit 4 (page 115)

Exercise 1

Across	Down
4 Owl	1 Falcon
5 Human	2 Chameleon
6 Snake	3 Butterfly
8 Elephant	6 Shark
	7 Bear

Exercise 2

1 Feed	5 Hide
2 Build	6 Eat
3 Chase	7 Hunt
4 Protect	8 Catch

Mystery animal: Elephant

Exercise 3

1 The owl is different because it doesn't swim.
2 The human is different because it's got two legs.
3 The bear is different because it isn't a bird.
4 The spider is different because it isn't a reptile.
5 The elephant is different because it's got four legs.

Unit 5 (page 116)

Exercise 1

1 science
2 dance
3 history
4 chess
5 football
6 geography
7 drama

Exercise 2

Message: I've got a geography exam at 2 o'clock.

Exercise 3

1 There aren't any burgers.
2 There are some chips.
3 There aren't any crisps
4 There aren't any sweets.
5 There's some cheese.
6 There aren't any sandwiches.
7 There are some fizzy drinks.
8 There isn't any ice cream.

Unit 6 (page 117)

Exercise 1

Writer
Actor
Inventor
Artist
Doctor
Explorer
Queen
Musician
The yellow word is: scientist

Exercise 2

1 Marie Curie was a scientist.
2 Shakespeare was a writer.
3 Columbus was an explorer.
4 Mozart was a musician.
3 Thomas Edison was an inventor.

Exercise 3

invade; invaded
travel; travelled
name; named
invent; invented
change; changed
discover; discovered

Unit 7 (page 118)

Exercise 1

Across	Down
1 lost	2 sold
5 made	3 ate
6 became	4 had
7 took	5 met
9 wrote	8 knew
10 went	9 won

Exercise 2

1 dark
2 curly
3 moustache
5 fat
6 short

Exercise 3

1 took
2 lost
3 beat
4 scored
5 ran
6 met
7 went
Mystery word: record

Unit 8 (page 119)

Exercise 1

2 compass
3 sunscreen
4 insect repellent
5 map
6 stove
7 first aid kit
8 rucksack
9 tent
10 waterproof clothes

Exercise 2

2 rainy
3 snowy
4 icy
5 cold
6 sunny
7 hot
8 stormy

Unit 1

Page 12, exercises 4 and 5

R = Rob, N = Naomi

R Hey Naomi. Do you want to look at this questionnaire?
N Let's see … Find a friend …Yes, OK.
R Let me choose some questions for you. OK. When's your birthday? I don't know that.
N My birthday's in October.
R Really? My birthday's in November. Now, next question … Who are your favourite actors?
N Oh, that's difficult. I'm not sure. Oh yes – I like Keira Knightley.
R Oh, no. I prefer Cameron Diaz. OK. Sport? Are you good at sport?
N Well, I'm quite good at tennis. But I prefer watching sport.
R OK, and who's your favourite sports star?
N Star? Well my favourite football team is Aston Villa and my favourite player is Ashley Young.
R Now, next question. What computer games have you got?
N I'm not into computer games, but I've got a computer. It's a laptop. I've also got a webcam. It's great because my brother is in New York and I can see him. My hobby is photography and I've got hundreds of photos on my computer.
R I like photography, too. Right. Last one. Er … Have you got a pet?
N Yeah, two rats.
R Are you serious?
N Yes, I'm serious! They're very clean, intelligent animals.
R No, cats are clean, intelligent animals. Rats are just horrible!

Page 16, exercise 7

Speakers 1, 2, 3, 4

1 I really like music, but I'm not mad on classical. I prefer hip hop and Jay-Z is my favourite artist. I've got a poster of Jay-Z and six CDs by him.
2 My sister's got a rat. Its name is Danny and it's black and white. I think it's horrible, but my cat is mad about it.
3 Have you got a computer? I have. It's a laptop, but it's got a mouse. I love chatting on the internet and playing computer games.
4 I'm good at sport, especially tennis. Skiing is my favourite sport, but I'm not very good at it. I like watching it on TV.

Unit 2

Page 18, exercise 3

A

I think that A is a good place for the **bus station**. It's near the train station and it's on the main road.

B

B is a good place for the **cinema**. It's next to the shopping centre. The cinema and shops are a good combination.

C

C is a good place for the **library**. There isn't space for a new train station in the city centre.

D

D is a good place for the **hospital**. I prefer to have the hospital near a park and the river, not the factories.

Page 22, Exercises 3 and 4

T = Tina, J = Jake

T Hey, Jake. How are you?
J Oh hi, Tina. Are you looking around the town?
T Yes, it's nice.
J Nicer than Miami?
T Ha. Well, it's different from Miami. It's older. Miami is bigger and there are a lot of modern buildings.
J It's a big, bad city, is it?
T It's not really bad. I guess there are one or two dangerous places.
J Yeah, well there are one or two dangerous places in Brighton, too, but I suppose Brighton's safer.
T I love these old streets and buildings. Brighton's a much prettier place, and it's quieter.
J Hmm, maybe. But I'm sure Miami is more exciting. On the TV, Miami is really exciting and there's always a lot of colour.
T Ha. Yeah, Miami is always exciting on TV, but Brighton is great and the people are friendlier here. The problem for me is the cold here. It's a lot warmer in Florida.
J Yeah, so you prefer Miami?
T Well, my friends and family are there, so yeah, I prefer Miami.
J Uh huh. I understand. Oh well, you've got one or two friends here, you know?
T Yeah, I know. Thanks, Jake. See you around.
J OK. See you, Tina.

Page 26, exercise 7

Bath is a city in the south-west of England. It's got a population of about 84,000 and there are a lot of tourists. I like Bath because it's a very beautiful city and there are a lot of really old houses. There are no tall buildings and there aren't any factories. For tourists, there are a lot of shops and restaurants, and there's a fantastic museum. My favourite places are the town centre and the park with its tiny lake.

Bath is 180 kilometres from London and an hour and a half on the train. A return ticket is about thirty pounds. But the coach is cheaper. There are trains and buses from Heathrow airport.

Page 27, exercises 2 and 3

T = Tim, L = Lucy, J = Jon

T Hi, Lucy. How are things?
L Not bad. Who's your friend?
T That's Jon. He's from Australia. He's here on holiday.
L Australia! Wow! I want to visit Australia.
T Hey, Jon. Come and meet Lucy. She's in the girls' team.
J Hi, Lucy. Good to meet you. Are you into basketball then?
L Hello. Yes, I'm mad about basketball.
T She's very good at basketball. She's better than me!
L What about you, Jon? Are you interested in sport?
J Yes, I really like tennis, but I'm not very good at it.
L What part of Australia are you from?
J I'm from Darwin.
L Where's that?
J It's in the north of Australia.
L How far is it from Sydney?
J Oh, a long way. It's about 3,000 kilometres from Sydney.
L Is it a nice place?
J Yes, I like it. It's smaller than Sydney, but people are friendlier. It's a very modern city. It's got a lot of new buildings. There are a lot of students from all over the world.
L That's a cool camera! Are you into photography?
J Yes, I'm interested in photography, but I'm not very good at it.
L Have you got any photos of Darwin?
J No, I haven't. Sorry. I'm into animal and sports photos ...
T Come and play, Lucy. I've got the ball.
L Sorry! Bye Jon. See you later.
J Yes. Goodbye Lucy!

Unit 3

Page 32, exercises 3 and 4

E = Eamon, T = Tessa

E Welcome to the programme. Today's programme is about children who work. Tessa, is this a big problem?
T Yes, it is. In many parts of the world children work in difficult conditions. These children are sometimes only five or six years old. We think that there are 158 million children working.
E Now, this is a picture of one child you know called Sharif. Tell us about him.
T Well, Sharif lives in Bangladesh. He's six years old. His day starts at half past five in the morning, when he gets up. He doesn't go to school because he works in a factory.
E What kind of factory?
T It's a shoe factory. Sharif starts work there at six o'clock in the morning and finishes at five o'clock in the evening.
E And how often does he work there?
T He usually works six days a week.
E Do they ever stop for lunch or a break?
T They have 20 minutes for lunch and that's it, really. He eats in the street with other children.
E So there are no computer games or TV for Sharif.
T No, he never watches TV or plays computer games. He is always very tired and he goes to bed at about eight o'clock. He sleeps in the factory. His family live in a different town!
E That's terrible. Tessa, what can we do about it?
T Well, I work for a company called Action Aid that helps children. We work in Bangladesh and we help children like Sharif to go to school. With our help, many more children can stop working and go to school to learn with their friends.
E Thank you very much, Tessa. I wish you the best of luck.

Unit 4

Page 42, exercises 3 and 4

I = Interviewer, M = Mike

I Mike, these are great photos. Tell us about the first one. Is that blackbird feeding its chicks?
M That's right. Blackbirds are good parents and the two birds feed the chicks. They feed them every day for two weeks. Then the chicks fly away and they find their own food.
I What do blackbirds eat?
M Insects and fruit – they eat a lot of different things. That blackbird is feeding the chicks an insect.
I Oh, I see, yes. It's a beautiful photo. And this is an interesting one – what's the chameleon catching?
M Erm ... it's catching a fly, I think.
I It's amazing how it can do that.
M Yes, they're not very fast animals, so they wait, and they wait and when an insect is near they catch it. They sometimes catch insects from a distance of 25 centimetres.
I They're good hunters then. And what's happening with the fish? Is the big fish hunting the smaller fish?
M No, it isn't hunting them. This big one is a goliath grouper and it's 2 metres long. It doesn't eat these very small fish.
I So why are the small fish there?
M The small fish are there because they are safe there. When they're near this fish the other big fish don't attack them.
I So really the big fish is protecting the small fish. That's interesting. And finally can I ask you about the birds. Is the bigger bird attacking the others?
M Yes, it is. The bigger bird is a falcon – a fantastic hunter.
I It's very fast, isn't it?
M Yes, that's right. Falcons can travel at 390 kilometres an hour.
I 390 kilometres an hour! That's very fast!
M That's right. No animal is faster than that.
I Amazing! Thanks, Mike.
M Thank you.

Page 46, exercise 7

L = Lily, H = Harry

L Hello.
H Hi there. It's Harry.
L Hey, Harry. How are you?
H Great, thanks, Lily.
L Where are you?
H I'm with Mark. We're at the park.
L What are you doing there?
H There's a music festival here all afternoon.
L Are you having a good time?
H Yeah, it's really fantastic. But the weather isn't very good. Do you want to come?
L Not if it's very cold. We can meet later if you want. How about at the café in the shopping centre?
H OK, good idea. Give me a call at five o'clock.
L Sure. Bye for now. Don't catch a cold!

Page 47, exercises 2 and 3

L = Lucy, J = Jon, T = Tim

L These photos are fantastic, Jon.
J Thanks. I really enjoy taking photos of animals.
L Are those dolphins?
J Yes, they are. They're swimming in front of our boat.
L Amazing! Is it near your home in Darwin?
J Yes. We've got a small boat and I often go fishing with my dad. We often see dolphins and whales and we sometimes see sharks.
L Sharks! Wow! What are these? They look like crocodiles, but they're in the sea.
J They are crocodiles. They're sea crocodiles and they're more dangerous than sharks. They sometimes attack people. They swim in rivers and in the sea and they're enormous!
L Scary! Are there a lot of them near Darwin?
J Yes, they live in northern Australia. They also live in India and Bangladesh and other countries in Asia, but they are becoming extinct in a lot of places.
L Hey, this is a good photo. Is that your brother? He looks like you.
J No, that's Pierre. He's Canadian. He's studying in Darwin.
L Pierre? Isn't that a French name?
J Yes. Pierre comes from Montreal. They speak French in that part of Canada. He sings in our rock band. But he sings in English!
L You're in a rock band! What's the name of your ... Oh! Hello.
T Hey, Lucy. It's Tim.
L Hi, Tim. What are you doing at the moment?
T I'm buying a new mobile phone at the shopping centre. What about you?
L I'm with Jon. We're looking at his photos. They're really interesting. We can meet later if you want.
T Ok, great! Give me a call.
L Sure. Bye for now.

Unit 5

Page 48, exercise 4

E = Emily, L = Luke

E Hi, Luke.
L Hi, Emily. Monday again.
E Yeah. Monday's cool. I've got drama this afternoon. I love it.
L Yeah? Well it's not a good day for me. We've got history today. And Mr Parnell gives us a history test every Monday.
E Oh dear!
L And Tuesday isn't great. We've got two maths classes. But I like Wednesday afternoons.
E Why? What happens on Wednesday afternoons?
L We've got science at two o'clock. It's my favourite subject. I've got it twice a week. And I've got rugby practice after school.
E How often have you got rugby matches?
L We play rugby matches three times a month, on Saturday mornings.
E Your Wednesday is OK. But it's a disaster for me.
L Why?
E We've got history in the morning, with Mr Parnell and he gives ...
L ... you a test every Wednesday! He loves tests! He gives them once a week to all his classes. What's your favourite day then?
E My favourite day's the same as your favourite day.
L What's that?
E Saturday, of course.

Page 52, exercises 4 and 5

Speakers 1, 2

1 Welcome to the Monday Documentary. Today we're talking about food in schools. Daniel, are things really bad in British schools? And do a lot of students, like Becky and her friends, buy their own food?
2 Hi, Lucy. Well, school lunches in Britain are better now than before, but the problem is that a lot of people, like Becky, don't eat school lunches. They buy a lot of junk food in the shops instead – sandwiches, crisps, fizzy drinks, very unhealthy food.
1 But the meals they serve in schools are healthier today.
2 Yes, that's right. But many students don't eat them.
1 And what's the situation in other countries?
2 Well, in the USA I think the situation is worse than in Britain. Burgers, chips and fizzy drinks are often on the menu at school.
1 So not many vegetables?
2 No, there aren't many vegetables on the menu. And there are a lot of vending machines in the schools there – people often buy food from those vending machines.
1 So more crisps and sweets and fizzy drinks.
2 That's right.
1 And are there vending machines in schools in other countries?
2 In Japan, for example, there aren't any machines in the schools, and the meals are very healthy.
1 What type of menus do they have?
2 There's usually some soup and then maybe some rice with fish or meat and some fresh vegetables.
1 And no fizzy drinks?
2 No fizzy drinks.
1 And what other places do good school meals?
2 Well France, of course!

1 Yes, I'm looking at the picture. That's a real meal. There isn't any junk food there?
2 No there isn't any junk food. There's a salad, a meal with vegetables, some cheese and some fruit.
1 It looks delicious. Is it a typical French school meal?
2 Yes it is. They don't serve a lot of junk food and there are always some vegetables.
1 Well, let's go and have some lunch.
2 Good idea.

Unit 6

Page 62, exercise 4

P = Presenter, T = Tammy Carson

P ... and welcome to Tammy Carson, who is an expert on place names. Tammy, hi.
T Hi.
P Tammy, you're from New York, I know, but the original name of that city was New Amsterdam.
T That's right, it was New Amsterdam, but then the British invaded and changed the name to New York. They named it New York after the Duke of York.
P OK, I can understand that, but I've got some stranger names for you to explain, Tammy. There's one here called Why, for example. Why Why?
T Why Why? It's very simple really – it's because the road there makes a Y.
P The shape of a Y? Like the letter Y?
T That's right.
P OK. How about this one – Happy – that's a great name. Is there a lot of gold there?
T No, not gold. That name is from cowboy times. When cowboys arrived there they discovered water. They were happy because water was important for them and for their horses.
P OK, I believe that. But some of these other names, like Boring and Hell. They're very strange. Hell doesn't sound like a nice place. Were there a lot of criminals there or something?
T No, there weren't! I was in Hell once and it's a nice place. But there's a river there, and in the past it was very, very difficult to cross the river there. It was dangerous, in fact it was hell!
P Oh, I see. OK, just one more question, Tammy, was it hot there, in Hell?
T No, it was very, very cold.
P Tammy, thank you very much.

Page 66, exercise 7

L = Lyn, T = Tom

L Hi, Tom. How was your trip?
T Great, thanks, Lyn. I visited my cousin Sarah in Brighton. She showed me the town.
L Really? What was Brighton like?
T It was cool. Do you want to see my photos? There aren't many.
L Sure, Tom. Hey, that building looks interesting. What is it?
T Yes, that's the Royal Pavilion.
L It's amazing. Is it very old?
T They finished it about two hundred years ago, at the beginning of the 19th century. King George IV stayed there when he visited Brighton in 1820.
L Did you visit it?
T Yes, I did. It was really interesting.
L What is the history of Brighton?
T Well, the first people lived there in the 5th century, but it wasn't a town in those days. It was a very small village with farms. Fishing was also an important activity because it's by the sea. France isn't very far. In fact, in 1514, the French invaded the town and destroyed all the houses.
L Why did they name it Brighton?
T I don't know. But they called it Brighton for the first time in 1660.
L Isn't there a famous aquarium in Brighton?
T That's right. It's fantastic. They built it in the 19th century.
L Is that you on the beach?
T Yes. I was really lucky because the weather was fantastic.

Page 67, exercises 2 and 3

L Hi, Jon. How was your weekend?
J Great, thanks. I visited Cambridge.
L Really? What was it like?
J It was great. It's a beautiful city. There are a lot of old buildings. And I visited the university – it's really big and there are loads of students there.
L Was it interesting?
J Yes. It's a very old university. It's more than 800 years old. A lot of famous people were students at Cambridge. The famous scientist Isaac Newton was there in 1661. Then in 1828 the scientist Charles Darwin studied there. I visited Cambridge library, too. It's very famous. There are more than 7 million books in it!
L Wow! You learned a lot about English history in one weekend!
J Well, history is my favourite subject and I love visiting old towns. I can't do that in Australia because there aren't any really old places.
L Oh! Were you on your own?
J No, I was with some friends. I really liked the town centre and the river.
L Is Cambridge on the River Thames?
J No, silly! It's on the River Cam. You're not very good at geography!
L No, I hate history and geography. I prefer science and ICT.
J What about you? Was your weekend good?
L It was OK. I helped Mum on Saturday and there was basketball practice on Sunday.
J Do you want to go out this evening?
L No, sorry, Jon, I can't. I've got a lot of maths homework.
J Oh, right. That's a pity. Well, what about tomorrow then? Are you busy?
L No, why? What are you doing?
J I'm meeting Tim for lunch at Regency, the new café in Broad Street. They make some nice salads and sandwiches.
L Sounds good. Text me later, OK?
J OK. Bye, Lucy.

Unit 7

Page 72, exercises 3 and 4

D = Detective, W = Waitress

D Ms Scott, can I ask you one or two questions?
W Sure, what can I do for you?
D You say that three different people were here while Mr Koji had his breakfast.
W Yeah. The first person in the café today was a woman. Real normal-looking, you know, average height, average build, blonde hair.
D OK. Did she talk to Koji?
W No, she didn't talk. She sat by the window and she had an orange juice. Then she went at ten past eight.
D Ten past eight. OK. Were there more people in the café?
W Sure. This guy with a weird beard.
D A man with a strange beard?
W Yeah, and a moustache. Kinda funny-looking guy. He was short and quite fat. He definitely talked to Koji. He talked a lot. Koji wasn't very happy.
D And did this man order coffees?
W No, but his friend did.
D His friend?
W Yeah, the short one with purple hair.
D Purple hair? A woman?
W Yeah. She bought a coffee for Koji.
D She bought a coffee for Koji? Are you sure about that?
W Yeah, I'm sure.
D And what time did she go?
W She and Mr weird beard went at about nine o'clock, and Koji was dead ten minutes later.
D OK. Did you see a man with long dark hair?
W No, there was no man with long black hair in here.
D OK. Thanks for your time Ms Scott.
W You're welcome detective. Can I get you a coffee?
D Erm … no thanks.

Page 76, exercise 7

H = Harry, K = Kate

H Hi, Kate.
K Hi, Harry. What did you do on Saturday?
H I played ice hockey in the afternoon.
K Did your team win?
H No, we lost. It was terrible.
K What about the evening? Did you go out?
H Yes, we had a party after the match.
K Was it good?
H Yeah, it was fantastic. What about you? Did you have a good weekend?
K It was OK. I went shopping on Saturday morning and in the afternoon I met Tina at the park in town.
H What did you do in the evening?
K We watched a DVD. We saw a really boring film.
H Oh dear! Did you do anything on Sunday?
K Not really. I played video games with my brother.
H That sounds OK!

Unit 8

Page 78, exercise 5

A = Amy, J = Jim

A Are you ready?
J Nearly. I'm packing my rucksack.
A Don't forget your torch. It's very dark in the caves.
J Yeah. Here it is. Have you got a waterproof coat? It's wet down there, too.
A Oh. I'll get it. Remember to bring your compass. I've got a map of the caves.
J Yes, I've got a compass. And bring your satellite phone.
A Why? Satellite phones don't work underground!

Page 82, exercises 4 and 5

I = Interviewer, K = Ken

I Today I'm talking to explorer, Ken Ford. He's going on an expedition to the Antarctic next month. What are you going to do there, Ken?
K I'm going to walk to the South Pole.
I Walk?! To the South Pole?! Why?
K Well, I'm an explorer *and* a scientist. I'm going to study the ice in the Antarctic.
I And there's a lot of ice there!
K Yes, 98% of the Antarctic is snow and ice.
I Wow! Why are you going in November?
K Because it's summer there. There are only two seasons in Antarctica, summer and winter.
I Really?
K Yes. In winter, there isn't any sun there. It's night for six months.
I Will you see any polar bears?
K No, I won't! polar bears live in the Arctic. But I think I'll see penguins. They live in the Antarctic.
I Oh, yeah! What equipment are you going to take?
K Lots, but three things are *very* important. My waterproof clothes, so I'll be warm.
I What will temperatures be there?
K I think it'll be very cold. It's very windy in the Antarctic and the wind changes the temperature. In November, the average temperature will be minus 50 degrees Celsius! My stove's also really important so I'll have hot food.
I How will you talk to people at home?
K That's the third thing. I'll take my satellite phone. I can't use a mobile phone at the South Pole!
I No, you can't! Well, good luck, Ken! I hope we'll see you next year after the …

Page 87, exercises 2 and 3

L = Lucy, T = Tim, J = Jon

T Why don't we go camping? The weather forecast is good. It'll be sunny all weekend.
L That's a good idea. I love camping. Where do you want to go?
T Let's go to the mountains. I went there last year with Jamie. We camped at the top of the mountain. It was very hot, so we slept outside. It was good fun.
L I'm not sure about that. I don't like walking in mountains. It's hard work!
T Alright, then. How about going to the sea? We can get the 9 o'clock bus to Stowport.
L Yes, I prefer that idea. We can go swimming. That'll be fun.
T Swimming, in April! The sea will be really cold.
L Well, you can watch me! Right what are we going to take?
T We'll need a tent and a lot of food.
L I've got a tent. Are we going to cook food?
T Yes. That's good fun. Let's take some meat.
L Well, we'll need a stove then. I've got a small one.
T Good. I can bring the meat, oh and we'll need water and a lot of food if we're going to walk.
L That's okay. I'm going to make some pasta.
T What about Jon? Are we going to invite him?
L Yes. Let's phone him now.
J Hello.
L Hi, Jon. It's Lucy. Listen, Tim and I are going to go camping next weekend. Do you want to come?
J Sounds good! Where are you going?
L We're going to camp by the sea. We're going to take a bus to Stowport on Saturday.
J OK. What do I need to take?
L We've got a tent and a stove. Have you got a rucksack and a sleeping bag?
J Yes, I have. I can bring a torch too. Will I need warm clothes?
L No, I don't think ...

Extra listening and speaking

Unit 1

Page 88, exercises 2 and 3

E = Emma, D = Dan

E Hi. My name's Emma.
D Hi, Emma. I'm Dan. Good to meet you.
E And you. Hey, you've got a cool laptop. Are you really into computers?
D Yeah, I've got a website about me, my family and my friends.
E That's cool.
D Look! Here's a photo.
E Who's that in the middle?
D That's Lucas. He's my cousin. He's really good at video games.
E And who's on the right?
D That's Maria. She likes hip hop.
E Who's at the back?
D That's Jan. She's got a cool hat.
E So where are you?
D I'm the photographer!
E Oh, yeah!

Unit 2

Page 89, exercises 2 and 3

M = Man, J = Julia

M Hello. Can I help you?
J Yes, ... are there any martial arts classes?
M Yes, there are lots. Are you a member of the sports centre?
J No, I'm not.
M That's OK. Let me take some details, and I'll send you some information. What's your name?
J Julia. Julia Black.
M I don't want your address, but what's your postcode?
J WP4 ... er ... 7QJ.
M Great. And your home phone number?
J It's 01923 ...
M 01923 ...
J 86432.
M And have you got a mobile phone number?
J Yes, it's 07781 89931
M ... 89931. OK. What's your email address?
J It's julia96@mymail.com.
M That's great, thanks. So, yes, we have karate classes twice a week, on Thursdays and ...

Unit 3

Page 90, exercises 3 and 4

W = Woman, M = Matt

W Hello, Weston Sports Centre. Can I help you?
M Yes. What time does the swimming pool open today?
W Let's see. What's the day today?
M It's Tuesday.
W Tuesday, of course! The swimming pool opens at half past ten today.
M And what time does it close?
W It usually closes at eight o'clock, but it closes at quarter to six today.
M I see.
W Can I help you with anything else?
M Er … yes. When's taekwondo? Is it today?
W No, it isn't. Taekwondo is on Wednesday at half past four.
M What time does it finish?
W Well, it's six o'clock on the timetable, but it usually finishes at ten past six.
M And when's handball?
W Let's see … handball. Handball is on Monday from quarter to five to quarter past six.
M That's great. Thanks for your help.

Unit 4

Page 91, exercises 3 and 4

S = Steve, D = David

S Hi, David? Is that the town website you're looking at?
D Yes, it's really good. It's got information about films, concerts and things like that. Here's the programme for February.
S Are there any good bands playing next month?
D There's a concert at Mayhem Hall on the 5th February. It's a rap band called Chaos.
S That sounds good. How much is it?
D Tickets are £18. It's very expensive.
S Yeah. That's a pity. What about films? Is there anything good on?
D *The Wolfman* is showing at the Palace Cinema from the 6th to the 12th February. I want to see that.
S Hey, look at this! The sports club is organizing a trip to the Millennium Stadium in Cardiff on the 23rd February, for the Rugby Six Nations Cup. Wales is playing France.
D You're joking. I really want to see that rugby match. Where can we get tickets?
S They're selling tickets at the sports club on Friday evening. But they're expensive – £30. It's more expensive than the concert.
D I don't care. I really want to go.
S Me too. See you at the sports club at six o'clock on Friday.

Unit 5

Page 92, exercises 3 and 4

J = Joey, L = Lily, W = Waiter

J I'm really hungry.
L Me too. What's on the menu? Is there any pizza? I love pizza.
J Let's see. No, there isn't any pizza. But there are burgers. Mmm, they're my favourite! And there's soup.
L I don't like soup. Are there any sandwiches?
J Yes, there are cheese or ham sandwiches.
W Hello. Can I help you?
L Yes. Can I have a ham sandwich, please?
W Yes, of course. Do you want salad with it?
L No, thanks.
J Have you got any cheeseburgers?
W Yes, they come with chips.
J Great! I love chips! A cheeseburger for me then, please.
W One ham sandwich and a cheeseburger with chips. Any drinks?
L An apple juice, please.
J A fizzy drink, please.
W Anything else?
L No, that's all, thanks.
J How much are the ice creams, please?
W 99p.
J OK. A chocolate ice cream for me then. A big one!
L Joey! You can't eat all that!
J I can! How much is that, please?
W That's £6.33, please.
J Here you are.
W Thanks.

Unit 6

Page 93, exercises 3 and 4

T = Tom, L = Lily

T Hi, Lucy. You look tired.
L I am. I didn't sleep last night.
T Did you do anything interesting?
L No, I stayed at Beth's. Her parents were out.
T So, what did you do all night?
L Nothing special. We watched a DVD and then we went to bed at half past ten.
T Why are you tired then?
L We didn't sleep! You see, we watched a horror film. It was really scary! We got up and turned all the lights on and waited for Beth's parents. But they didn't arrive home until three in the morning! They were surprised to see us in the kitchen!
T What was the film called?
L *The Shining*. It's a very old film, but it's horrible. How about you? Did you go out?
T No, I stayed in. I watched *Twilight 3* on Channel 4.
L Was it good?
T Yes, it was brilliant. It's a fantasy film.
L Oh, they're my favourite films. I love fantasy films. And I missed it! Oh, no!
T Never mind. You can buy the DVD.
L Yeah, I suppose so.

Unit 7

Page 94, exercises 2 and 3

I = Interviewer, E = Ellie, T = Tom, A = Anna

I Ellie, which game did you play?
E *My World*.
I What type of game is that?
E It's a simulation game.
I What did you think of it?
E It was fun. You design an avatar.
I What's your score for it?
E Umm, 6 out of 10 because it was good, but after an hour it became boring.
I Tom, what about you?
T I played *World Rally*. You drive fast cars in different countries.
I What did you think of it?
T It was great. The graphics are fantastic. It's like real life.
I And what's your score for it?
T Eight out of ten because it's a really exciting game.
I Now, Anna. You played an action and adventure game.
A Yeah. That's right, I played *Hero*.
I What did you think of it?
A It was terrible. The rules are complicated and it's very violent.
I What's your score for it?
A Four out of ten because it wasn't easy to play.

Unit 8

Page 95, exercises 2 and 3

P = Presenter, W = Weatherman

P And now it's time for the weather forecast. Michael, it's lovely and sunny today, but what's the weather going to be like at the weekend?
W Well, Gill, we're going to see a few different types of weather on Saturday. It's going to rain on the north coast of Scotland and around Aberdeen and it isn't going to be very hot for the time of year, only 17 degrees. It's going to be cloudy in Edinburgh, but it's also going to be hotter, 21 degrees. In the south of England, it's typical weather for August in London. It's going to be cloudy, with some sun and it's going to feel hot. Temperatures are going to be 27 degrees. But it's going to be very windy on the south coast around Brighton so temperatures are a bit cooler there, 20 degrees. So, there's going to be rain, cloud and sun – the usual weather for summer in Britain!
P And what about Sunday? Are we going to see ...?

Curriculum extra

Unit 1

Page 96, exercise 2

There are six colours on a colour wheel. Red, yellow and blue are primary colours.
Between these colours on the colour wheel are secondary colours. These are orange, green and purple. Two primary colours make a secondary colour. Red and yellow make orange.
There are warm colours and cool colours on the colour wheel. Red, orange and yellow are warm colours. Green, blue and purple are cool colours.
Every colour has got a complementary colour. Complementary colours are one warm colour and one cool colour, like red and green, orange and blue or yellow and purple.
There is a contrast when two complementary colours are next to each other in a picture.

PRONUNCIATION BANK Teaching notes and answer key

Workbook pages 90–92

Unit 1: Syllables

Exercise 1 1.02

- Refer students to the table and example answers. In a **weaker class**, read the example answers and point out the number of syllables. In a **stronger class**, ask individual students to read the words and count the syllables.
- Do the first one or two words with the class, then ask students to complete the table individually.
- Drill the pronunciation of any words that students found difficult.

ANSWERS

One syllable: sport, art, friends, books, pen
Two syllables: comics, watching, music, chatting
Three syllables: animals, basketball, internet

Exercise 2 1.03

- In a **stronger class**, students work individually to add the words to the table. In a **weaker class**, allow them to work in pairs. Encourage students to say the words aloud or tap the desk for each syllable to help them count.
- Check answers with the class and drill the pronunciation of any words that students found difficult.

ANSWERS

One syllable: nice, door, clock
Two syllables: window, poster, table
Three syllables: difficult, expensive, computer

Exercise 3

- Encourage students to say the words as they count the syllables. In a **weaker class**, warn the students that some longer words might have more than three syllables.
- To check answers, ask individual students to read out the words for the class to count.
- Drill the pronunciation of any difficult words if necessary.

ANSWERS

1 two	5 three
2 two	6 four
3 one	7 one
4 three	8 four

Exercise 4

- In a **weaker class**, allow students to refer back to the words on the page for ideas. In a **stronger class**, ask them to cover the rest of the page with a piece of paper, and think of new words from memory.

ANSWERS

Students' own answers.

Unit 2: /ə/

Exercise 1 1.04

- Model the pronunciation of *bigger* and point out the schwa. Repeat as necessary, and ask students to repeat, both individually and chorally.
- In a **weaker class**, play the audio twice for students to listen. In a **stronger class**, after you have played the CD, ask individual students to say the words.

Exercise 2 1.05

- Students can listen and underline the schwa sounds individually, then compare their answers with a partner. Encourage them to say the words as they do this.
- Go round and listen to check pronunciation.
- In a **stronger class**, ask students to identify the pattern of where the schwa falls in this group of words. (*At the end.*) You could point out that the schwa can be used in the middle of words too, for example *internet*.

ANSWERS

1 player	5 prettier
2 friendlier	6 printer
3 actor	7 horror
4 noisier	8 teacher

Exercise 3

- Encourage students to read the words to themselves to help them identify the schwa.
- In a **weaker class**, students can work in pairs and discuss with a partner. Help them by explaining that the schwa might be in a different place to exercise 2. In a **stronger class**, you could do this as a class activity. Ask individual students to read the sentences with the correct word, and give you the letters with the schwa.

ANSWERS

1 skyscraper	4 visitors
2 amazing	5 area
3 tower	6 Saturdays

Exercise 4

- Do the first item as an example. Read out all the words, and ask the class to identify the word without the schwa.
- Students can complete the activity individually or in pairs.

ANSWERS

1 photo
2 guitar
3 worse
4 park
5 USA
6 near

Unit 3: Third person singular

Exercise 1 1.06

- Refer students to the list. Tell them they are going to hear the verbs in context, so they must listen very carefully to identify the verb form that they hear.
- In a **weaker class**, ask students if they need to hear the audio again.

ANSWERS

1 B	4 B	7 B
2 A	5 A	8 A
3 B	6 B	9 B

Exercise 2 1.07

- Refer students to the table and model the pronunciation of the different endings.
- In a **weaker class**, give more examples of words with each of the endings. In a **stronger class**, ask if students can complete any of the answers before they listen.

ANSWERS

/s/ likes, speaks, writes, reads
/z/ goes, knows
/ɪz/ practises, teaches, uses

Exercise 3

- In a **weaker class**, ask students to underline the verbs before they speak. You could drill these as a class.
- Go round and listen as students are talking. Help with pronunciation if necessary.

Exercise 4

- Do the first item as an example. Read out all the words, and ask the class to identify the word with the /ɪz/ sound.
- Encourage students to say the words to themselves or with a partner as they work.

ANSWERS

1 watches
2 finishes
3 washes
4 misses
5 mixes

Unit 4: *-ing* /ɪŋ/

Exercise 1 1.08

- Model the first word and emphasis the /ɪŋ/ sound. Ask students to repeat this after you, before they listen.
- In a **weaker class**, play the audio twice, once for students just to listen, then again for them to repeat. In a **stronger class**, ask individual students to read out the words.

Exercise 2 1.09

- After students have listened to the CD, encourage them to repeat the questions with a partner.
- Go round and listen, and check they are using the correct pronunciation for the *-ing* ending.

Exercise 3

- In a **weaker class**, read out the first item as an example. In a **stronger class**, ask an individual student to do this before students practise. They could do this in pairs or chorally as a class.

Exercise 4

- Model the first item for the class to repeat.
- In a **weaker class**, practise all the sentences as a class before students practise with a partner. In a **stronger class**, they can work in pairs.
- Go round and listen as students practise the sentences in pairs.

Unit 5: /ɪ/ and /iː/

Exercise 1 1.10

- Model the individual sounds and check students can identify the difference between them.
- Read out the first item in each column to show the sounds in context.
- In a **weaker class**, students just listen to the audio. In a **stronger class**, you could ask them to repeat the words individually or as a class.

Exercise 2

- Students read the words and decide on the correct pronunciation.
- Check answers by asking individual students to read out the words, for the class to identify the sound.

ANSWERS

/ɪ/ drink, fish, visit, give, pizza
/iː/ meet, people, clean, ice cream

Exercise 3 1.11

- Check answers with the class, then play the CD again and ask students to repeat the words.

Exercise 4

- In a **weaker class**, allow students to refer back to the words on the page for ideas. In a **stronger class**, ask them to cover the rest of the page with a piece of paper, and think of new words from memory.
- Check answers by asking some students to read out their words to the class.

ANSWERS

Students' own answers.

Unit 6: Past tense *-ed* endings

Exercise 1 1.12

- Point out that *-ed* is pronounced differently for different verbs. Model each of the endings on their own to check students can recognise the difference.
- Play the CD once for students to listen to the verbs, then a second time for them to listen and repeat.

Exercise 2 1.13

- In a **weaker class**, play the CD through once for students to listen. Then play it again for them to listen again as they write the words in the table. In a **stronger class**, ask if students can put any of the words in the correct column before they listen.

ANSWERS

/d/ changed, discovered, preferred, stayed
/t/ checked, preactised, watched
/ɪd/ invaded, invented, visited, wanted

Exercise 3 1.14

- Students listen and repeat as a class, paying special attention to the *-ed* endings of the verbs.
- They can repeat the sentences again in pairs if you feel they need more practice.

Exercise 4

- Students do the exercise individually or in pairs.
- Check answers by asking individual students to read out their answers.

ANSWERS

1 hunted
2 protected
3 decided
4 chatted

Unit 7: Diphthongs /eɪ/, /aɪ/, /əʊ/ and /aʊ/

Exercise 1 1.15

- Model the individual sounds and ask students to repeat chorally then individually. In a **stronger class**, ask students to read out one or two of the words before listening, and see if they use the correct pronunciation.

Exercise 2

- In a **weaker class**, model the bold words, and do the first item as an example with the class.
- Encourage students to read the words aloud with a partner, as this will help them produce the correct sound.
- Go round and listen as they are working and help if necessary. Check answers by asking individual students to read out the bold word and the matching word.

Exercise 3 1.16

- Students listen and check. Point out that words with the same sound are not always spelt the same in English.

ANSWERS

1 sound
2 find
3 snake
4 ago
5 write
6 owl

Exercise 4

- Do the first item as an example with the class. Remind students to think about the sounds of the diphthongs, rather than the spelling of the words. Encourage them to read the words with a partner.
- Check answers by asking individual students to read out their answers.

ANSWERS

1 d 2 c 3 a 4 e 5 b

Unit 8: Sentence stress and rhythm

Exercise 1 1.17

- Refer students to the sentences and point out the bold words. In a **weaker class**, explain that these are the key words which carry the meaning of the sentence. In a **stronger class**, ask students to identify what is significant about the words, and what kind of words they are. (*Verbs, nouns, and interrogative pronouns.*)
- Students listen and repeat, copying the sentence stress and rhythm. You can do this first as a class, then ask all the boys to repeat, then all the girls, and so on.

Exercise 2 1.18

- Play the first sentence and ask students to repeat. Decide on the stressed words together as a class.
- Play the rest of the CD, pausing after each sentence for students to repeat and choose the stressed words.
- Play the CD again to check answers with the class. Ask students to repeat the sentences again if necessary.

ANSWERS

1 going, buy, torch
2 going, look, animals
3 What, going, see
4 going, find, insects
5 How, going, travel
6 going, take, photos

Exercise 3

- Point out to the class that as some words are stressed, so other words within the sentence have weaker, unstressed sounds. Explain that sentences in English have a rhythm of stressed and unstressed words.
- Read the first sentence as an example, emphasising the fact that *They're*, *to* and *some* are unstressed.
- In a **weaker class**, ask students to read the sentences in pairs and identify the unstressed sounds, before checking answers as a class. In a **stronger class**, do this as a class activity by asking students to read out the sentences with the correct words unstressed.
- Remind students about the schwa sound used for many unstressed vowel sounds.

ANSWERS

1 They're, to, some
2 We're, to, a
3 You're, to, the
4 There's, to, a
5 She's, to, a
6 It's, to

Exercise 4

- Go round and listen as students practise the sentences in pairs, checking that they are using the correct sentence stress.

The Workbook answer key can be found on the website and on iTools.

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INTRODUCTION

English Plus Teacher's photocopiable resources include a complete range of photocopiable worksheets, designed to support, practise and develop students' English language learning. The resources include:

- 9 pages **Basic language focus and vocabulary worksheets** ★
- 18 pages **Revision language focus and vocabulary worksheets** ★★
- 18 pages **Extension language focus and vocabulary worksheets** ★★★
- 9 pages **Communicative pairwork activities**
- 10 pages **Drama**
- 16 pages **Cross-curricular extension worksheets**

You can use the worksheets with the whole class, or to meet the needs of individual students.

Basic language focus and vocabulary worksheets ★

This section includes nine pages of worksheets – one worksheet for each unit of the Student's Book.

These worksheets practise the grammar and vocabulary from the Student's Book. However, the exercises are strongly supported and they are suitable for students who have found the activities in the Student's Book difficult.

Revision language focus and vocabulary worksheets ★★

This section includes eighteen pages of worksheets – one grammar worksheet and one vocabulary worksheet for each unit of the Student's Book.

These worksheets practise the grammar and vocabulary from the Student's Book at an approximately similar level.

These worksheets are designed to provide additional practice of grammar and vocabulary for students, and could be used as revision. They are more challenging than the Basic worksheets.

Extension language focus and vocabulary worksheets ★★★

This section includes eighteen pages of worksheets – one grammar worksheet and one vocabulary worksheet for each unit of the Student's Book.

The grammar worksheets practise the grammar from the Student's Book but at a higher level. The exercises are more demanding than the Student's Book, and include more sentence-level practice.

The vocabulary worksheets practise the vocabulary from the Student's Book and also introduce new vocabulary on the same topic.

The extension worksheets are designed for students who have coped well with the Student's Book exercises, and need a greater level of challenge.

Communication: Pairwork

This section includes nine pages of pairwork activities – one activity for each unit of the Student's Book. These activities are designed to be used in the classroom.

Photocopy each worksheet and cut it along the dotted line. Give one half to Student A and the other half to Student B. Students ask each other questions to find out information.

Each activity has been designed to provide additional communicative practice and interest for your students. Students can practise and improve their spoken English whilst revising key grammar and vocabulary from the Student's Book unit.

Drama

This section provides three drama scripts and accompanying teaching notes that you can use as a fun end-of-term activity. They are designed for use in the classroom. Students work in small groups to prepare and perform a drama. Everyone can take part and there are roles for confident and less confident students.

Each drama recycles the language taught in the relevant units of the Student's Book, and the teaching notes give ideas for preparation and follow-up activities.

Cross-curricular extension

This section includes sixeen pages of worksheets – one double-page worksheet for each main unit of the Student's Book (excluding the Starter unit).

The cross-curricular extension worksheets are designed to help students explore a wide range of topics through the medium of English. The topic of each worksheet relates to the topic of the corresponding cross-curricular page in the Student's Book, but it introduces new lexis and provides more challenging material.

The first page of each worksheet presents and practises a vocabulary set on the cross-curricular topic. The second page revises this vocabulary in the context of a text. Each text is exploited for comprehension work, and provides the basis for a follow-up writing activity. In the writing activities, students revise the vocabulary they have learnt and further develop their communication skills.

Possessive 's

1 **Write phrases for 1–5. Add a possessive 's to each person.**

the teacher / car
the teacher's car

1 Patricia / bag
_____

2 the girl / friend
_____

3 Jack / bag
_____

4 my brother / laptop
_____

5 Emily / desk
_____

Subject pronouns and possessive adjectives

2 **Complete the possessive adjectives.**

Subject pronoun	Possessive adjective
I	m y
you	1 y _ _ _
he	2 h _ _
she	3 h _ _
it	4 i _ _
we	5 o _ _
they	6 t _ _ _ _

be: affirmative, negative and questions

3 **Complete the sentences with the words in the box.**

am are (x3) is (x3)

We ___are___ fourteen years old.
1 I _____ from Oxford.
2 They _____ my friends.
3 Adam _____ nice.
4 The book _____ good.
5 You _____ in class 1B.
6 She _____ popular.

4 **Choose the correct words.**

(Are) / Is you happy? Yes, we (are) / is.
1 **Am** / **Is** she your sister? Yes, she **am** / **is**.
2 **Are** / **Am** they here? No, they **not** / **aren't**.
3 **Are** / **Is** this my pen? No, it **isn't** / **am**.
4 **Am** / **Are** I in this class? Yes, you **are** / **aren't**.
5 **Are** / **Is** the dictionaries next to the notebooks? No, they **is** / **aren't**.
6 **Are** / **Is** the teacher near the door? No, he **is** / **isn't**.

A classroom

5 **Find the word that doesn't match.**

teacher (poster) student
1 dictionary chair desk
2 near them next to
3 laptop CD player window
4 workbook dictionary laptop
5 poster ruler teacher
6 class board shelf

Basic adjectives

6 **Match adjectives 1–7 with opposites a–g.**

1 bad	a interesting
2 popular	b horrible
3 easy	c small
4 cheap	d good
5 nice	e unpopular
6 big	f expensive
7 boring	g difficult

Days of the week and months

7 **Complete the sentences with the words in the box.**

Friday June Sunday September
~~Tuesday~~ December March

___Tuesday___ is between Monday and Wednesday.
1 _____ is between May and July.
2 _____ is between Saturday and Monday.
3 _____ is between August and October.
4 _____ is between Thursday and Saturday.
5 _____ is between November and January.
6 _____ is between February and April.

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have got

1 Complete the table. Write *have got* or *has got*.

I	*have got*	a book.
You	1 _____	a pen.
He	2 _____	a bag.
She	3 _____	a laptop.
It	4 _____	a CD player.
We	5 _____	a notebook.
They	6 _____	a DVD.

2 Choose the correct words.

Has / Have you got a notebook?

1 He **hasn't** / **haven't** got a good pen.
2 **Has** / **Have** I got this book?
3 This classroom **hasn't** / **haven't** got a CD player.
4 Yes, she **has** / **have**.
5 **Has** / **Have** we got a lesson now?
6 No, we **have** / **haven't**.

Prepositions: *about, of, by*

3 Match 1–4 with a–d to make sentences.

1 This is a book	a by Rihanna.
2 This is a poster	b about animals.
3 This is a photo	c of my mum and dad.
4 This is a CD	d of my favourite band.

Interrogative pronouns

4 Complete the sentences with the question words from the box.

How many How old When
Where What Who (x2)

Who is that woman?
1 _____ music do you like?
2 _____ is your sister? Is she sixteen?
3 _____ are you from?
4 _____ is your birthday?
5 _____ is your favourite actor?
6 _____ pets have you got?

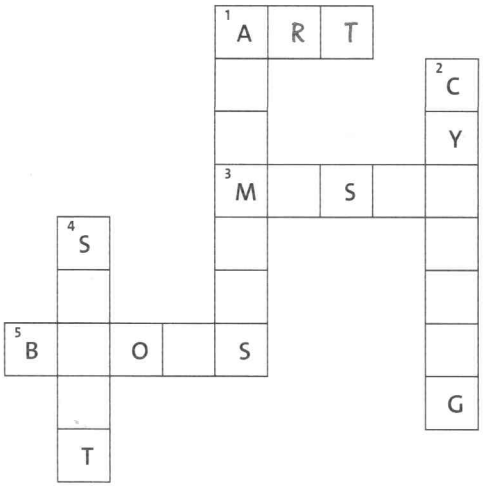
Demonstrative pronouns

5 Choose the correct words.

here	this / these shelves
	1 **that** / **this** girl
	2 **these** / **those** students
	3 **that** / **this** laptop
there	4 **that** / **this** boy
	5 **that** / **those** book
	6 **these** / **those** dogs

Free time

6 Complete the crossword with interests.



7 Match 1–5 with a–e to complete the interests.

1 watching	a on the internet
2 chatting	b games
3 martial	c friends
4 meeting	d TV
5 computer	e arts

Interests: word groups

8 Find the word that doesn't match.

mouse cinema internet email
1 match drummer team sport
2 classical programme film DVD
3 hip hop group drummer website
4 webcam film science fiction horror
5 cricket handball actor referee
6 computer hip hop website laptop

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there is, there are + *a, an, some* and *any*

1 **Choose the correct words.**

There (is) / are a cinema in this town.

1 There **is** / **are** two computers in this room.
2 There **are** / **aren't** any factories near here.
3 There **are** / **aren't** some cameras in this shop.
4 There **is** / **are** a park near our school.
5 There is **a** / **an** office next to the library.
6 There aren't **some** / **any** photos in this book.

2 **Match 1–5 with a–e to make sentences.**

1 There is	a some dictionaries here.
2 There aren't	b a book on the table.
3 There are	c a laptop in my bag.
4 There is	d any computers in the café.
5 There isn't	e a French teacher at this school.

Is there ... ?, Are there ... ?

3 **Complete the questions with *Is there* or *Are there*.**

Are there ____ any windows in this building?
1 ____ a shop near here?
2 ____ a teacher here?
3 ____ any books in the classroom?
4 ____ an art gallery in this street?
5 ____ any dictionaries on the shelf?
6 ____ any interesting places in Oldington?
7 ____ a park near the library?
8 ____ any apples on the table?

4 **Write short answers to the questions in exercise 3.**

(✔) Yes, there are. ____
1 (✘) ____
2 (✔) ____
3 (✘) ____
4 (✘) ____
5 (✔) ____
6 (✔) ____
7 (✘) ____
8 (✔) ____

Comparative adjectives

5 **Write the correct comparative adjectives.**

quiet ____ quieter ____
1 bad ____
2 big ____
3 interesting ____
4 pretty ____
5 friendly ____
6 good ____
7 ugly ____
8 expensive ____

Prepositions: *by* and *on*

6 **Complete the sentences with *by* or *on*.**

It's fifteen minutes ____ by ____ bus.
1 It's an hour ____ the coach.
2 It's ten minutes ____ foot.
3 It's twenty minutes ____ car.
4 It's two hours ____ plane.
5 It's three hours ____ the train.
6 It's half an hour ____ the bus.

Places in a city

7 **Match 1–6 with a–f to make places in a city.**

1 sports	a gallery
2 shopping	b park
3 art	c hotel
4 railway	d centre
5 car	e station
6 luxury	f centre

Adjectives: places

8 **Find the opposites of 1–6 in the box.**

dangerous quiet ugly ~~unfriendly~~ dirty enormous old

friendly ____ unfriendly ____
1 safe ____
2 modern ____
3 pretty ____
4 noisy ____
5 clean ____
6 tiny ____

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Present simple: affirmative and negative

1 Write the third person singular (he / she / it) form of the verbs.

like _____likes_____
1 know _____
2 study _____
3 speak _____
4 live _____
5 teach _____
6 go _____

2 Complete the sentences with *don't* or *doesn't*.

He _____doesn't_____ play the guitar.
1 You _____ speak good English.
2 Sara _____ study art at school.
3 We _____ teach music.
4 Tom _____ live in Edinburgh.
5 I _____ know that girl.
6 The dog _____ like cats!

Present simple: questions and short answers

3 Complete the questions with the correct word.

Do _____we_____ walk to school? (~~he~~ / we)
1 Does _____ study art? (she / they)
2 Do _____ live in this city? (he / you)
3 Does _____ like hip hop? (you / he)
4 Does _____ play football? (your brother / your brothers)
5 Do _____ speak in class? (the student / the students)
6 Do _____ know that boy? (your friend / you)

4 Write short answers to the questions in exercise 3.

(✔) Yes, we do. _____
1 (✘) _____
2 (✔) _____
3 (✔) _____
4 (✘) _____
5 (✘) _____
6 (✔) _____

Adverbs of frequency

5 Cross out the bold word that is wrong.

They **usually** get up ~~**usually**~~ at 7.00.
1 He **never** is **never** late for school.
2 We **often** go swimming **often** at the weekend.
3 He **often** doesn't **often** go to the cinema.
4 You **always** are **always** happy.
5 We **sometimes** eat **sometimes** chips.
6 My friend **usually** walks **usually** to school.

Countries, nationalities and languages

6 Tick (✔) the names of countries.

China ☑
Portugal ☐
German ☐
Japanese ☐
the UK ☐
French ☐
Brazil ☐

7 Complete the nationalities with the endings in the box.

-an -ese -ian (x2) -ish (x2)

Canadian
1 Americ _____
2 Austral _____
3 Brit _____
4 Chin _____
5 Pol _____

Daily routines

8 Complete the sentences with the words in the boxes.

have get up reads ~~walk~~

I _____walk_____ to school every day.
1 He _____ books in his free time.
2 We _____ breakfast at home.
3 I always _____ early on Monday.

bed dinner watch parents

4 I don't often _____ TV. I hate it!
5 I help my _____ at home.
6 My brother goes to _____ at 9.00.
7 Jen usually makes _____ at 8.30.

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Present continuous: affirmative and negative

1 Complete the table with the pronouns in the box.

he / she / it (x2) I (x2) you / we / they (x2)

I	am	walking.
1 _____	is	
2 _____	aren't	
3 _____	isn't	
4 _____	am not	
5 _____	're	

2 Write the correct *-ing* forms.

make *making* 3 run _____
1 swim _____ 4 have _____
2 hunt _____ 5 change _____

3 Complete the sentences with the verbs in the box.

aren't reading isn't studying 'm not doing
~~'s walking~~ 're watching

He *'s walking* to school.
1 She _____ French.
2 We _____ a film on TV.
3 You _____ a book about animals.
4 I _____ my homework.

Present continuous: questions

4 Complete the questions with one word.

What are you doing? I'm reading a book.
1 _____ I speaking good English? Yes, you are.
2 _____ he studying? Yes, he is.
3 _____ are they going? They're going to school.
4 _____ they feeding the bears? No, they aren't.
5 _____ is she helping? She's helping her brother.
6 _____ blackbirds becoming extinct? No, they aren't.

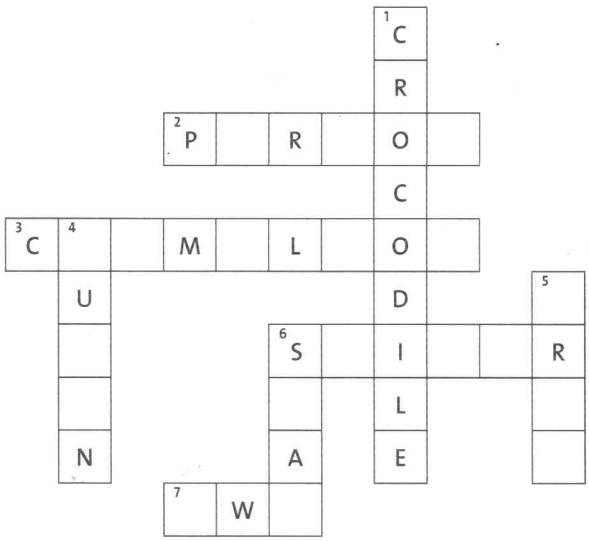
Present continuous and present simple

5 Complete the sentences with *now* or *every day*.

She works here *every day*.
1 I watch TV _____.
2 They aren't studying _____.
3 He walks his dog _____.
4 We're having lunch _____.
5 He's sleeping _____.
6 I get up early _____.

Animals, verbs: animal behaviour

6 Complete the crossword with animals and birds. Use the clues to help you.



Across →
2 This bird is red, blue or green.
3 This animal changes colour.
6 This small animal has eight legs.
7 This bird hunts at night.

Down ↓
1 This animal attacks other animals near water.
4 This animal has two arms and two legs.
5 This animal catches insects.
6 This animal swims in the sea.

7 Find the word that doesn't match.

butterfly (spider) owl parrot
1 seal shark whale falcon
2 elephant chameleon snake bear
3 owl frog crocodile chameleon
4 human shark bear whale

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can for ability and permission

1 **Complete the sentences with the affirmative (✔) or negative (✘) form of *can*.**

She ___can___ speak Mandarin. (✔) A
1 We _____ go home now. (✔) __
2 My mother _____ swim. (✘) __
3 I _____ stay out late. (✘) __
4 He _____ do his homework. (✔) __
5 You _____ dance. (✔) __

2 **Choose the correct word.**

Can I go home now? Yes, you **can** / **can't**. P
1 Can he speak Mandarin? No, he **doesn't** / **can't**. __
2 **Is** / **Can** it OK if I don't go to school today? __
3 Can Richard **play** / **plays** chess? __
4 **Do** / **Can** you name a Canadian singer? __
5 **Can** / **Can't** I use my mobile phone? Yes, you can. __

3 **Look at the sentences in exercises 1 and 2. Write P (permission) or A (ability).**

Countable and uncountable nouns: *some, any, much, many* and *a lot of*

4 **Tick (✔) the word combinations that are possible.**

	some	any	much	many	a lot of
vegetables	✔				
juice					
bread					
fizzy drinks					
junk food					

5 **Match 1–6 with a–f to make sentences.**

1 There's
2 There aren't
3 There isn't
4 There is
5 There are
6 There aren't

a many apples.
b some salad.
c much water.
d any crisps.
e a lot of pasta.
f a lot of sweets.

Articles: *a / an* and *the*

6 **Complete the sentences with the words in the box.**

a an any some ~~the~~

I eat lunch in ___the___ school cafeteria.
1 I usually buy _____ burger and _____ chips.
2 Do you want _____ apple?
3 Have we got _____ eggs?

Activities in and out of school

7 **Match 1–6 with a–f.**

1 I like painting.
2 I study countries.
3 I'm good at numbers.
4 I love computers.
5 I go to the theatre.
6 I like sport.

a I study drama.
b I study ICT.
c I love art.
d I study geography.
e I do PE.
f I like maths.

8 **Choose the correct word.**

Oh, no! I'm late for dance **practice** / **homework**.
1 I'm really worried. My French isn't very good, and we've got a **match** / **test** next week.
2 We are studying Asia in geography **class** / **homework** this week.
3 Our team has got a basketball **match** / **test** on Saturday.
4 Mr Neal gives us **a test** / **an exam** every month.
5 I go to football **match** / **practice** once a day.
6 We've got a lot of English **homework** / **exam** for tomorrow.

Food and drink

9 **Complete the table with the words in the box.**

~~burger~~ chips fizzy drinks fruit juice salad sweets vegetables water

Junk food	Healthy food	Drinks
___burger___		

was, were

1 **Choose the correct words.**

A Where **was** / **were** you yesterday afternoon?
B Oh, I [1] **was** / **were** at the library.
A No, you [2] **wasn't** / **weren't**. The library [3] **wasn't** / **weren't** open. [4] **Was** / **Were** you at the shopping centre?
B No! I [5] **wasn't** / **weren't** at the shopping centre. OK, I [6] **was** / **were** with Sienna and we [7] **was** / **were** at the café. Why? [8] **Was** / **Were** there a party or something?
A No, it [9] **was** / **were** the football match. We [10] **wasn't** / **weren't** very good. Thanks to you, there [11] **was** / **were** only ten players in our team!

there was, there were

2 **Complete the sentences. Write *was* or *were* (✔) or *wasn't* or *weren't* (✘).**

There ___was___ a football match yesterday. (✔)

1 There _____ any surnames in the 11th century in England. (✘)
2 There _____ a party last Saturday. (✘)
3 There _____ many people at the match. (✔)
4 There _____ much food. (✘)
5 There _____ lots of people in the shopping centre yesterday. (✔)

Past simple of regular verbs

3 **Write the past simple form of the verbs.**

travel ___travelled___
1 invent _____
2 discover _____
3 invade _____
4 use _____
5 live _____
6 change _____
7 like _____
8 cross _____
9 play _____
10 stop _____

Past simple of regular verbs: affirmative and negative

4 **Look at the sentences. Then write the past simple negative form of the verbs.**

He walked home. ➜ He ___didn't walk___ home.

1 I played football. ➜ I _____ football.
2 We listened to music. ➜ We _____ to music.
3 She visited London. ➜ She _____ London.
4 The spider jumped. ➜ The spider _____.
5 You travelled by train. ➜ You _____ by train.

Past time expressions

5 **Complete the sentences with the words in the box.**

~~about~~ ago in last the was

I arrived ___about___ fifteen minutes late.

1 Columbus lived in _____ 15th century.
2 We wanted to go to a concert _____ week.
3 How _____ your weekend?
4 I travelled to the USA _____ 2008.
5 I changed my surname three years _____.

Jobs

6 **Choose the correct words.**

A **writer** / **waiter** often works at home.

1 My job's really dangerous. I'm a **fire fighter** / **musician**.
2 John's a **mechanic** / **chef**. He works in a garage.
3 My mum's a **nurse** / an **explorer**. She helps people in a hospital.
4 Shelly helps people become prettier. She's a **builder** / **hairdresser**.
5 Victoria was a famous **king** / **queen**.
6 My grandfather worked with vegetables. He was a **farmer** / **teacher**.

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Irregular verbs

1 Write the correct past simple form.

have ___had___
1 meet _____
2 win _____
3 lose _____
4 buy _____
5 eat _____
6 see _____

Past simple: regular and irregular verbs

2 Write the correct present simple form.

___become___ became
1 _____ thought
2 _____ studied
3 _____ played
4 _____ read
5 _____ sold
6 _____ knew

3 Complete the sentences with the past simple form of the verbs.

Liverpool ___beat___ (beat) Arsenal last night.
1 Bolt _____ (break) the record in the 100 metres.
2 He _____ (go) to football practice.
3 We _____ (take) part in the race.
4 She _____ (have) dinner after the match.
5 Our team _____ (win) the match.

Past simple: questions

4 Complete the questions with the words in the boxes.

finish score ~~watch~~

___Did___ you ___watch___ the game on TV last night?
1 _____ Wayne Rooney _____ a goal in the match yesterday?
2 _____ she _____ first or second in the race?

eat meet

3 Where _____ they _____ Alice?
4 What _____ you _____ at the restaurant?

buy visit

5 _____ you _____ the museum?
6 Where _____ they _____ those CDs?

Sport

5 Match 1–7 with a–g to make phrases.

1 beat	a the game 3-nil
2 win	b a record
3 score	c part in a competition
4 break	d the other team
5 take	e skateboarding
6 go	f golf
7 play	g a goal

Describing people

6 Complete the sentences with the words in the box.

blue curly glasses ~~height~~ moustache

He's average ___height___ and average build.
1 He has got _____ eyes.
2 He's wearing _____.
3 He has got short, _____ hair.
4 He has got a beard and a _____.

7 Find the word that doesn't match.

1 blue green brown (average)
2 short slim tall average height
3 slim ginger blonde fair
4 average build short slim heavy
5 short height long curly

8 Look at the correct words in exercise 7. What do they describe (a–e)?

1 c
2 _
3 _
4 _
5 _

a hair colour
b build
c eye colour
d height
e hairstyle

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Imperatives

1 Complete the imperatives with the verbs in the box.

don't buy don't swim ~~eat~~ listen
look make

_____Eat_____ your dinner.
1 _____ me a sandwich.
2 _____ to the teacher.
3 _____ in the river.
4 _____ at the map.
5 _____ that CD.

be going to: affirmative, negative and questions

2 Choose the correct words.

We **is** / **(are)** going to go swimming.
1 She **am not** / **isn't** going to study Italian.
2 They **are** / **am** going to protect the animals.
3 I **am not** / **aren't** going to make dinner.
4 The boys **isn't** / **aren't** going to buy anything.
5 David **are** / **is** going to become famous.

3 Complete the questions with the words in the box.

Am ~~Are~~ Is Where are Where is Who is

_____Are_____ you going to go to the party?
1 _____ she going to meet?
2 _____ they going to go on holiday?
3 _____ he going to build his house?
4 _____ I going to meet your friends?
5 _____ she going to buy the DVD?

will and *won't*

4 Write sentences with *will* and *won't* and the verbs in brackets.

It _____won't rain_____ tomorrow. (not rain)
1 We _____ you at the airport tomorrow. (meet)
2 I _____ to bring the compass. (not forget)
3 She _____ her red dress at the party. (wear)
4 There _____ any problems. (not be)
5 The weather _____ in the future. (change)

Travel equipment

5 Look at the clues and find the equipment words in the wordsearch. Write the words.

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

A travel bag. _____rucksack_____
1 It protects you from the sun.
_____
2 It helps you see at night.
_____
3 You use it to make hot food and drinks.
_____
4 It helps you find north.
_____
5 You can call home with this.
_____
6 You can sleep in one at a campsite.
_____

The weather

6 Write the adjectives for the nouns.

wind _____windy_____
1 sun _____
2 cold _____
3 storm _____
4 ice _____
5 heat _____
6 fog _____
7 rain _____
8 snow _____

7 Look at the adjectives in exercise 6. Which two are different from the others?

_____
_____

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Possessive 's

1 **Write sentences with the words. Use the possessive 's or s'.**

The teacher – laptop
The teacher's laptop is on the desk.

1 Steve – teacher
_____ is popular.

2 The boys – DVDs
_____ are boring.

3 Mr White – students
_____ are Czech.

4 The girls – birthdays
_____ are in May.

5 The students – bags
_____ are green.

Subject pronouns, possessive adjectives and object pronouns

2 **Complete the table with the words in the box.**

her (x2) him his it its me ~~my~~
our you your their ~~them~~ us

Subject pronouns	Possessive adjectives	Object pronouns
I	my	
you		
he		
she		
it		
we		
they		them

3 **Complete the sentences with a possessive adjective or object pronoun.**

1 You are students. _____ teacher is here.
2 She is Joanna. Peter is next to _____.
3 It is a school. _____ classrooms are big.
4 We are students. _____ teacher is Ms Kelly.
5 They are Jess and Robert. _____ desk is near the window.
6 I am Cathy. My friend, Jill, isn't with _____.
7 I am Chris. He is Tom. He is _____ friend.

be: affirmative, negative and questions

4 **Complete the table with the correct form of *am*, *is* and *are*.**

	Affirmative	Negative
I	am	3 _____
he / she / it	1 _____	4 _____
you / we / they	2 _____	5 _____

5 **Complete the sentences. Use the affirmative (✔) or negative (✘) form of *am*, *is* and *are*.**

1 We _____ with them. (✔)
2 Lucy's birthday _____ in March. (✘)
3 They _____ my friends. (✘)
4 Mr Davies _____ my teacher. ✔)
5 I _____ twelve years old. (✔)
6 You _____ in the classroom. (✘)
7 The DVD _____ interesting. (✔)
8 I _____ Ms Kelly's student. (✘)
9 The DVDs _____ in the classroom. (✔)

6 **Complete the questions and short answers.**

1 _____ Sarah a student?
Yes, she _____.
2 _____ the classroom big?
No, it _____.
3 _____ you and Lola students?
Yes, we _____.
4 _____ I in the classroom?
No, you _____.
5 _____ they English?
No, they _____.
6 _____ Jake your friend?
Yes, he _____.
7 _____ you thirteen?
Yes, I _____.
8 _____ your bag on the desk?
No, it _____.
9 _____ you in class 2C?
No, I _____.
10 _____ Mr Brown your teacher?
Yes, he _____.

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VOCABULARY Starter unit ★★

Summary

A classroom
bag board CD player chair clock desk dictionary door DVD laptop notebook pen poster ruler shelf window

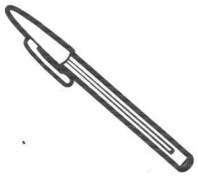
Basic adjectives
bad big boring cheap difficult easy expensive good horrible interesting nice popular small unpopular

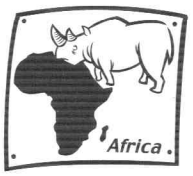
A classroom

1 Write the names of the objects.

1 _____

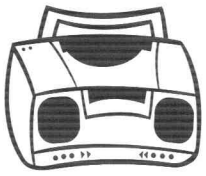
7 _____


2 _____



8 _____

3 _____


9 _____

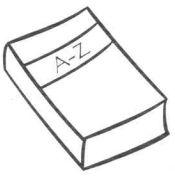
4 _____

10 _____

5 _____

11 _____

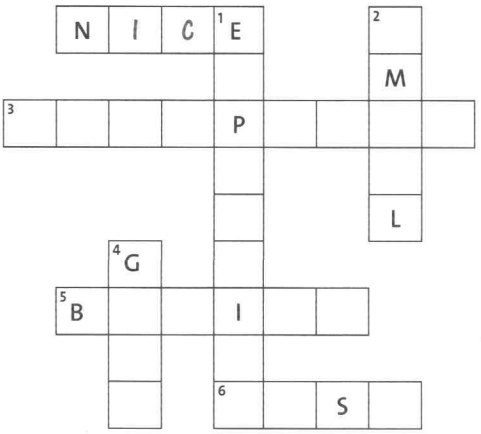
6 _____



12 _____

Basic adjectives

2 Complete the crossword with adjectives.



3 Write the opposites of the adjectives in exercise 2.

horrible _____
1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

4 Choose the correct words.

1 This CD player is €1,000! It's **expensive** / **interesting**!
2 Your English is **good** / **popular**.
3 Lucy and Sian are my friends. They're **easy** / **nice**.
4 This DVD isn't interesting. It's **difficult** / **boring**.
5 Andorra is **small** / **big**, and China is **small** / **big**.
6 My bag is **small** / **easy**.
7 Anita and Tanya are **good** / **expensive** students.
8 My classroom isn't horrible. It's **boring** / **nice**.

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have got

1 Look at the table and complete the sentences. Use the correct form of *have got*.

	a pet	a CD player	a book about art
Sam	✘	✔	✔
Sally and Peter	✔	✔	✘

1 Sam _____ a pet.
2 Sam _____ a CD player.
3 Sam _____ a book about art.
4 Sally and Peter _____ a pet.
5 Sally and Peter _____ a CD player.
6 Sally and Peter _____ a book about art.

2 Write questions and short answers. Use the correct form of *have got*.

1 she / a bike?
_____
Yes, _____.
2 your friends / a DVD player?
_____
Yes, _____.
3 we / computer?
_____
No, _____.
4 he / a dog?
_____
No, _____.

Prepositions: *about, of, by*

3 Choose the correct words.

1 Have you got an interesting book **about** / **by** London?
2 This is a CD **about** / **by** my favourite group.
3 This is a photo **about** / **of** my friend.
4 I'm really into films **about** / **of** animals.
5 I've got a book **by** / **about** martial arts.
6 This is a poster **by** / **of** Rafael Nadal.
7 I really like TV programmes **about** / **by** music.
8 I don't like computer games **of** / **about** martial arts.

Interrogative pronouns

4 Match 1–7 with a–g to make sentences.

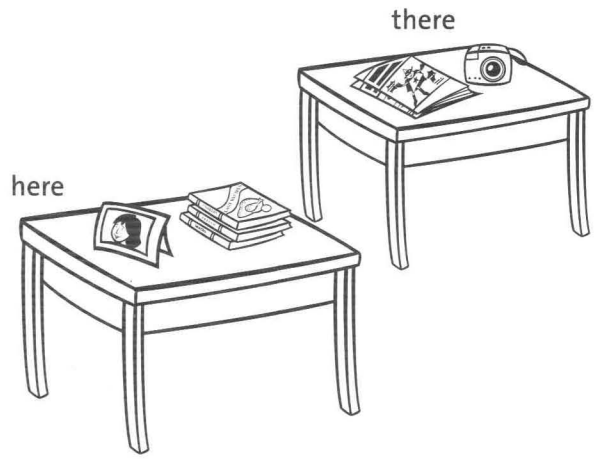
1 How old	a are you from? I'm from Switzerland.
2 How many	b is the concert? It's on Tuesday.
3 What	c is that boy? That's Neil.
4 What time	d CDs have you got? I've got 27.
5 When	e is your sister? She's six.
6 Where	f is your favourite sport? It's football.
7 Who	g is dinner? It's at 8 p.m.

5 Complete the questions.

1 _____ is your favourite film?
2 _____ books have you got? 10 or 12?
3 _____ is your birthday?
4 _____ is your favourite actor?
5 _____ is the cinema?
6 _____ is your brother? 15 or 16?

Demonstrative pronouns

6 Look at the picture. Then complete the phrases. Write *that, these, this* and *those*.



1 _____ photo
2 _____ comics
3 _____ camera
4 _____ books

VOCABULARY Unit 1 ★★

Summary

Free time
animals art books chatting on the internet computer games cycling martial arts meeting friends music photography sport walking watching TV

Interests
actor classical director drummer email film group guitar hip hop match mouse player programme science fiction singer skiing swimming team webcam website

Free time

1 Look at the table. Then complete the sentences.

	☺	☹
Milly		
Chris		
Ethan		
Jenny		

1 Milly's into _____.
2 Milly isn't into _____.
3 Chris's into _____.
4 Chris isn't into _____.
5 Ethan's into _____.
6 Ethan isn't into _____.
7 Jenny is into _____.
8 Jenny isn't into _____.

2 Complete the sentences about your interests.

I'm into _____.
I'm not into _____.

Interests: word groups

3 Complete the wordlists with the words in the box.

~~actor~~ classical director drummer ~~email~~ film group ~~hip hop~~ mouse match science fiction ~~skiing~~ swimming team webcam website

1 Computers: email, _____, _____, _____
2 Music: hip hop, _____, _____, _____
3 Sport: skiing, _____, _____, _____
4 TV and cinema: actor, _____, _____, _____

4 Complete the sentences with one word. Use the clues to help you.

1 My brother is a drummer. He's in a rock _____. (a music word)
2 She loves going to the cinema. Her favourite _____ is Penélope Cruz. (a TV and cinema word)
3 He's very good at football. He's in the school _____. (a sport word)
4 This is an interesting _____ on the internet. It's about animals. (a computer word)
5 _____ is a popular winter sport. (a sport word)
6 His favourite band is the Black Eyed Peas. His favourite music is _____. (a music word)
7 His favourite _____ on TV is a game show. (a TV and cinema word)
8 I often write my friend an _____ on the computer. (a computer word)

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there is, there are + a, an, some and *any*

1 **Write affirmative and negative sentences. Use *There's, There isn't, There are* or *There aren't*.**

a school (✔)
There's a school. _____

1 a lot of shops (✘)
_____

2 two restaurants (✔)
_____

3 only one old building (✔)
_____

4 any parks (✘)
_____

5 some hospitals (✔)
_____

6 a station (✘)
_____

7 an art gallery (✘)
_____

Is there ... ?, Are there ... ?

2 **Complete the questions and short answers. Use the correct form of *there is* or *there are*.**

Are there any shops near here?
Yes, there are.

1 _____ a park in this city?
No, _____.

2 _____ a library in your town?
Yes, _____.

3 _____ any museums near here?
No, _____.

4 _____ any flats near your school?
Yes, _____.

5 _____ a shop next to the station?
No, _____.

6 _____ any offices in this building?
Yes, _____.

7 _____ any students in the library?
No, _____.

8 _____ a shopping centre near here?
Yes, _____.

Comparative adjectives

3 **Complete the sentences with the comparative form of the adjectives.**

The park is quieter (quiet) than the city.

1 Those factories are _____ (ugly) than these offices.
2 The big city is _____ (dangerous) than this small town.
3 The people in your town are _____ (friendly) than the people in my town.
4 The shops in the shopping centre are _____ (cheap) than the shops here.
5 The food here is _____ (good) than the food in my home town.
6 I think English is _____ (difficult) than French.
7 The train station is _____ (big) than the bus station.
8 The films at the cinema are _____ (exciting) than the films on TV.
9 Hip hop is _____ (bad) than classical music.
10 This town is _____ (pretty) than that town.

Prepositions: *by* and *on*

4 **Order the words to make sentences. Omit one of the words in each sentence.**

It's / minutes / ten / bus / on / by
It's ten minutes by bus. _____

1 on / It's / five / by / minutes / car
_____

2 an / coach / hour / It's / by / the
_____

3 twenty / by / minutes / train / It's / on / the
_____

4 hours / car / three / It's / on / the / plane
_____

5 bus / fifteen / It's / foot / minutes / the / on
_____

6 five / on / hours / It's / by / foot
_____

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VOCABULARY Unit 2 ★★

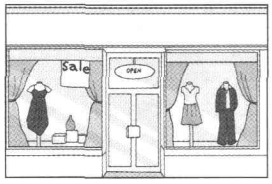
Summary

Places in a city
bus station café car park cinema factory flat hospital library office park restaurant river school shop shopping centre sports centre supermarket train station

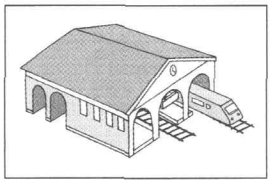
Adjectives: places
amazing clean dangerous dirty enormous fantastic fast friendly incredible luxury modern noisy old pretty quiet safe tiny ugly unfriendly

Places in a city

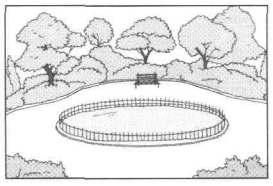
1 Write the places.



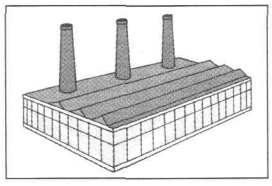
1 _____



5 _____

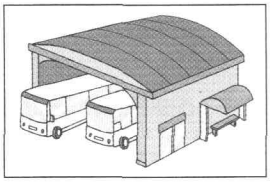


2 _____

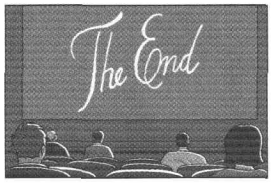


6 _____

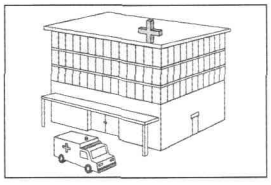
3 _____



7 _____



4 _____



8 _____

2 Complete the sentences with places.

1 There are lots of classrooms in a _____.
2 The _____ has got a swimming pool and a tennis court.
3 A _____ is a home. This home has got one floor.
4 This _____ has got loads of shops and some cafés.
5 An _____ has got computers, desks and chairs. People work there.

Adjectives: places

3 Write the opposite adjectives.

1 dangerous _____
2 friendly _____
3 quiet _____
4 old _____
5 dirty _____
6 pretty _____

4 Look at the pictures. Then choose the correct words.

1

2

3

1 This place is not very nice. It's **pretty** / **dangerous** and **dirty** / **clean**.
2 Our town has got a park. It's **dirty** / **pretty** and **quiet** / **enormous** there.
3 My street is **fast** / **clean**, and the people there are very **safe** / **friendly**. They always say hello!

5 Complete the sentences with adjectives to describe your city, town or village.

1 My city / town / village is _____ and _____.
2 It isn't _____ or _____.

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Present simple: affirmative and negative

1 **Write sentences. Match 1–6 with a–f and use the correct form of the verbs in the box.**

ask do play read ~~speak~~ watch

1 People in the UK
2 My favourite group
3 At the library, I
4 At the cinema, he
5 The teacher
6 A good student

a her homework every day.
b science fiction films.
c English.
d books about art.
e hip hop music.
f the students questions.

1 *People in the UK speak English.*
2 _____
3 _____
4 _____
5 _____
6 _____

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

write not live not know not read
not watch speak play study teach

1 My favourite interest is sport.
I _____ football and tennis.
2 My dad _____ TV programmes.
3 Our house is near a bus station but we _____ near a train station.
4 She _____ English and French at school.
5 They like books but they _____ comics.
6 Mr Scott _____ our class at school.
7 I _____ the answer to any of these questions.
8 Jane has got a lot of friends. She _____ emails to them every day.
9 My best friend _____ three languages.

Present simple: questions and short answers

3 **Look at the table. Then complete the questions and short answers.**

	I	go to this school (✔)
1	you	listen to music (✔)
2	Mark	like cycling (✘)
3	Ann	get up late on Sunday (✔)
4	we	start work at 8.00 (✔)
5	your sisters	live here (✘)
6	your brother	do his homework (✘)

Do I go to this school?
Yes, you do.

1 _____ you _____ ? _____
2 _____ Mark _____ ? _____
3 _____ Ann _____ ? _____
4 _____ we _____ ? _____
5 _____ your sisters _____ ? _____
6 _____ your brother _____ ? _____

Adverbs of frequency

4 **Rewrite the second sentence with one of the adverbs in brackets.**

She is very nice. She helps her friends.
(sometimes / ~~always~~)
She always helps her friends.

1 My favourite hobby is music. I listen to music after school. (usually / not often)
_____
2 She is a very interesting teacher. Her classes are boring! (always / never)
_____
3 I like films, but watching films isn't my favourite interest. I watch films at the weekend. (sometimes / usually)
_____
4 I don't like winter. I am sad in January. (never / often)
_____

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VOCABULARY Unit 3 ★★

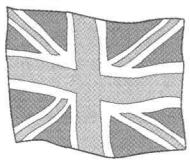
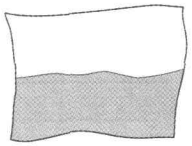
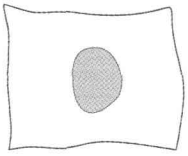
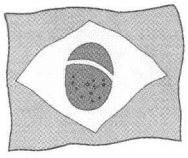
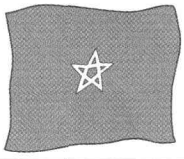
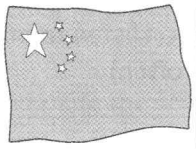
Summary

Countries, nationalities and languages
American Australia Australian Brazil Brazilian British Canada Canadian China Chinese English France French German Germany Italian Italy Japan Japanese Mandarin Poland Polish Spain Spanish the UK the USA

Routines
do my homework finish work get up go to bed have lunch start work watch TV

Countries, nationalities and languages

1 Look at the flags. Then write the countries, nationalities and languages.

	Capital: London Country: _____ Nationality: _____ Language: _____
	Capital: Warsaw Country: _____ Nationality: _____ Language: _____
	Capital: Tokyo Country: _____ Nationality: _____ Language: _____
	Capital: Brasilia Country: _____ Nationality: _____ Language: _____
	Capital: Rabat Country: _____ Nationality: _____ Main language: _____
	Capital: Beijing Country: _____ Nationality: _____ Main language: _____

2 Complete the sentences with a country, nationality or language.

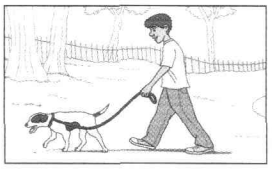
1 I'm from Rome. I am _____.
2 People speak _____ in Australia.
3 _____ is north of the USA.
4 People speak _____ in Spain and Argentina.
5 She's from the UK. She's _____.

Daily routines

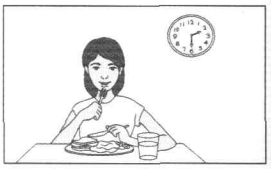
3 Match 1–6 with a–f to make sentences.

1 I go	a breakfast for my sisters.
2 He washes	b to school by bus.
3 They watch	c in the bathroom.
4 She does	d French films on TV.
5 I make	e bed at eleven o'clock.
6 They go to	f her homework in the evening.

4 Write the activity verbs or phrases.

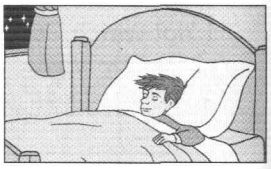


1 _____



3 _____

2 _____



4 _____

5 Look at the table. Then write sentences.

	Bella	get up	at 7.30
1	She	have breakfast	at 8.00
2	Carl	exercise	after school
3	My mum	not make dinner	every night
4	I	not go to bed	early

Bella gets up at 7.30.

1 _____
2 _____
3 _____
4 _____

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Present continuous: affirmative and negative

1 Complete the table with the *-ing* form of the verbs in the box.

change ~~do~~ get have hide listen read run stop swim walk write

+ *-ing*	~~-e~~ + *-ing*	double final consonant + *-ing*
doing		

2 Write affirmative (✔) and negative (✘) present continuous sentences.

she / watch / TV
(✔) She's watching TV.
(✘) She isn't watching TV.

1 the whales / swim
(✔) _____
(✘) _____

2 the falcons / chase / blackbirds
(✔) _____
(✘) _____

3 we / get / up / early
(✔) _____
(✘) _____

4 the dog / run / in the park
(✔) _____
(✘) _____

5 I / feed / the ducks
(✔) _____
(✘) _____

6 James / dig / a hole
(✔) _____
(✘) _____

7 you / hide / in the garden
(✔) _____
(✘) _____

Present continuous: questions

3 Order the words to make questions. There is an extra word.

1 are / owls / is / the / sleeping
_____

2 I / helping / why / am / she / her
_____

3 hunting / is / what / shark / the / does
_____

4 rabbit / where / digging / hole / its / the / what / is
_____

5 bear / protecting / the / its / is / babies / their
_____

6 changing / how / our / is / pollution / the climate / us
_____

4 Write questions for the answers. Use the present continuous.

(I / watch TV) Am I watching TV?
No, you aren't.

1 (swim) _____
Yes, they are.

2 (what / build) _____
She's building a dog house.

3 (run) _____
No, he isn't.

4 (where / you go) _____
I'm going to the zoo.

5 (why / stop) _____
Because his car hasn't got any petrol.

Present continuous and present simple

5 Match 1–6 with a–f to make sentences.

1 I never	a doing our homework.
2 At the moment, he	b a student at this school.
3 He isn't	c go to bed before 10.30.
4 We are	d aren't studying English.
5 Now, they	e is playing with his cat.
6 She always	f walks to school.

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VOCABULARY Unit 4 ★★

Summary

Animals
bear butterfly chameleon crocodile elephant falcon fly frog human owl parrot seal shark snake spider whale

Verbs: animal behaviour
attack build catch chase dig eat feed fight help hide hunt play protect

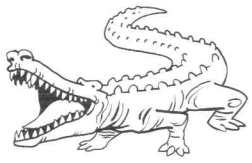
Animals

1 Write the animal.

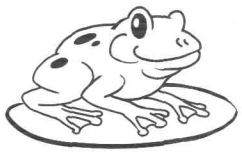
1 _____

4 _____

2 _____



5 _____



3 _____

6 _____

2 Complete the sentences with an animal or bird.

1 An _____ flies at night and eats small animals.
2 A _____ has got eight legs.
3 A _____ is usually brown. These animals eat fish. Sometimes sharks eat them!
4 A _____ is a very big animal in the sea. It's bigger than all the other animals.
5 A _____ has got two legs. Many of them read and write!
6 A _____ flies faster than an owl. It lives in Europe.
7 A _____ changes its colour.
8 An _____ is a big, grey animal. It lives in Asia and Africa.
9 A _____ hasn't got any legs. It lives in the sea, and it's often dangerous.
10 A _____ is an insect. It likes flowers.

Verbs: animal behaviour

3 Complete the sentences with the verbs in the boxes.

attack ~~catch~~ dig feed

Bears ___catch___ fish in rivers. Then they eat them.

1 Not all animals _____ their babies. Sometimes the babies eat only what they catch.
2 Some animals _____ holes. Other animals can't find them there!
3 Some animals are dangerous. They _____ humans.

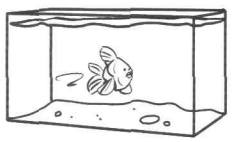
hide hunt kill protect

4 Animals and birds _____ their babies from bigger animals or birds.
5 Lots of animals eat rabbits. Rabbits _____ from these animals.
6 Animals only _____ animals because they are hungry. People do it for sport.
7 Crocodiles _____ lots of different animals, including people!

4 What are the animals doing? Complete the sentences with present continuous verbs.

2

1



3

The cat ___is hunting___.

1 The birds _____.
2 The dogs _____.
3 The fish _____.

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can for ability and permission

1 **Write sentences and questions with *can*. Use the correct form of the verb.**

1 The bear / catch / fish (✔) A
_____

2 We / use mobile phones / in school (✘) _
_____

3 I / go / to the party (?) _
_____

4 She / play chess (✘) _
_____

5 You / go to the cinema / after / finish / homework (✔) _
_____

2 **Order the words to make questions.**

here/ I / can / play / football P
Can I play football here?

1 tonight / OK / is / if / it / I / stay / late / out _
_____

2 you / can / chess / play _
_____

3 open / can / I / window / the _
_____

4 your / the / sister / play / guitar / can _
_____

5 do / sports / you / what / can _
_____

3 **Look at the sentences in exercises 1 and 2. Write P (permission) or A (ability).**

4 **Write true sentences about what you can or can't do. Use the words.**

1 stay out late / Friday night
_____

2 guitar
_____

3 German / Spanish / English
_____

4 jeans / school
_____

5 drive a car
_____

6 run ten kilometres
_____

Countable and uncountable nouns: *some, any, much, many* and *a lot of*

5 **Tick (✔) the uncountable nouns.**

pasta	✔	soup	☐
sandwich	☐	ice cream	☐
bread	☐	egg	☐
burger	☐	apple	☐
crisps	☐	meat	☐
nuts	☐	rice	☐

6 **Choose the correct words.**

1 There aren't _____ people at the party.
a some **b** many **c** much

2 He's drinking _____ water.
a a **b** any **c** some

3 There isn't _____ cheese on this pizza.
a much **b** some **c** the

4 We've got _____ sweets for the party.
a any **b** much **c** a lot of

5 He hasn't got _____ crisps.
a any **b** a **c** some

6 I drink _____ orange juice.
a a lot of **b** many **c** any

Articles: *a / an* and *the*

7 **Complete the sentences with *a, an, the, some* or *any*.**

I'm hungry! Can I have ___a___ sandwich?

1 We haven't got _____ juice. Do you want to go to the supermarket?

2 They have got _____ lot of homework for tomorrow.

3 Is that _____ orange or an apple? I can't see it.

4 Do you want _____ water?

5 Has he got _____ music class this evening?

6 There's _____ vending machine in my school. I often buy _____ fizzy drink from _____ machine.

7 We're going to _____ cinema on Friday. Do you want to come?

8 Sorry, I can't come tonight. That's _____ pity!

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VOCABULARY Unit 5 ★★

Summary

Activities in and out of school
art basketball chess class dance drama exam football French geography history homework ICT (information and communication technology) match maths music PE (physical education) practice science test

Food and drink
apple beans bread burger cheese chips crisps egg fizzy drink fish fruit ice cream juice meat nuts pasta rice salad sandwich soup sweets water

Activities in and out of school

1 Look at the school timetable. Then answer the questions.

Day	Lessons	After-school activities
Monday	maths, art, English ...	chess club
Tuesday	geography, science, ICT ...	–
Wednesday	PE, history, English ...	basketball practice
Thursday	ICT, French, maths ...	guitar practice

1 Louise loves watching and doing sports. What is her favourite day? _____
2 Jon likes languages and he's really interested in music. What is his favourite day? _____
3 Mandy loves computers but she hates languages. What is her favourite day? _____

2 Write the names of school subjects for the descriptions. Use words from the summary.

1 Students study how things work. They study biology, chemistry and physics. _____
2 Students do sports and exercise. _____
3 Students study and use numbers. _____
4 Students study places and maps. _____
5 Students study writers (e.g. Shakespeare or Molière) and the theatre. _____
6 Students learn to use computers. _____

3 Write the names of after-school activities for the descriptions. Use words from the summary.

1 This is a sport. There are eleven players in a team. _____
2 This is a sport. Players jump a lot. There are five players in a team. _____
3 People move to the music. There are many different types, for example tango or ballet. _____
4 This is a game. You play it with black and white pieces. _____

Food and drink

4 Complete the table with the words in the box.

apple beans cola juice orange pear ~~potato~~ salad water

Vegetables	Fruit	Drinks
potato		

5 Complete the sentences with food and drink words. Use words from the summary.

1 People eat a lot of _____ in Italy. They usually eat it with cheese on it.
2 Salmon and tuna are _____.
3 _____ is usually yellow or white. It is popular in sandwiches.
4 People often eat _____ as a snack. They are healthier than crisps or sweets. They are small and brown.
5 People often have _____ or a salad before they eat a main meal.
6 You need bread, and some meat or cheese to make a _____.

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was, were

1 Write affirmative and negative sentences. Use the correct form of *was* or *were*.

They (students / not teachers)
They were students.
They weren't teachers.

1 This book (interesting / it not boring)

2 They (Japanese / not American)

3 We (in the café / not at school)

4 Tweetie (a bird / he not a parrot)

2 Write questions with *was* or *were*.

where / you / yesterday
Where were you yesterday?

1 they / at the cinema

2 who / your / favourite actor

3 she / a maths teacher

4 when / they / born

there was, there were

3 Complete the text with *was, were, wasn't* or *weren't*.

It was a terrible party. There [1] _____ many people. There [2] _____ a lot of food, but there [3] _____ any drinks. There [4] _____ a big table for the food, but there [5] _____ any chairs! There [6] _____ some CDs, but there [7] _____ a CD player!

Past simple of regular verbs: affirmative and negative

4 Find the verb that doesn't match.

1 stopped travelled crossed preferred
2 invaded discovered changed liked
3 listened called invented named
4 stayed invited watched played
5 watched established invented discovered
6 jumped change finished climbed

5 Rewrite the sentences in the past simple.

They live in this house.
They lived in this house.

1 We listen to music.

2 My uncle doesn't like his first name.

3 English words invade other languages.

4 You travel by car.

5 My grandfather drives to work.

6 They don't watch TV.

Past time expressions

6 Add one word to write sentences in the past simple. Use the correct form of the verb.

We / move house / three years
We moved house three years ago.

1 I / visit the UK / summer

2 Antonio Vivaldi / live / the 17th century

3 She / ask me a question / an hour

4 You / play in the school team / 2009

5 They / travel to Russia / about a month

6 We / start this lesson / 30 minutes

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VOCABULARY Unit 6 ★★

Summary

Jobs
actor artist builder businessman/woman chef doctor explorer farmer fire fighter hairdresser inventor king mechanic musician nurse queen scientist teacher waiter/waitress writer

Regular verbs
change cross discover explore invade invent name travel

Jobs

1 Answer the questions. Use words from the summary.

1 Who teaches a class? A _____.
2 Who helps people when there is a fire? A _____.
3 Who plays the piano? A _____.
4 Who can rule a country? A _____, or a _____.
5 Who works in a garage? A _____.

2 What are these people's ideal jobs? Complete the table.

Person	Interests and abilities	Ideal job
Ali	is really good at cooking	1 _____
Sara	likes thinking of new things	2 _____
David	is good at painting	3 _____
Claudia	wants to visit new places	4 _____
Laura	is always inventing children's stories	5 _____
Jeremy	loves films and drama	6 _____

3 Complete the sentences.

In old Britain, Arthur was a ___*king*___.

1 James Cook and Vasco da Gama visited many countries. They were _____.
2 Jimi Hendrix and Bob Marley were _____.
3 Charles Dickens was a _____.
4 Rembrandt and Dalí were _____.
5 In the UK, Victoria was a _____.
6 Marlon Brando was in many films. He was an _____.
7 The Wright brothers made the first plane. They were _____.
8 Albert Szentgyörgyi discovered Vitamin C. He was a Hungarian _____.

Regular verbs

4 Complete the texts with the past simple form of the verbs in the boxes.

invade like ~~live~~ not travel

ALEXANDER THE GREAT

Alexander the Great was a Greek king. He ___*lived*___ from 356–323 BC. He [1]_____ Egypt, Iraq, Iran and India because he wanted to rule many countries. Some people in these countries [2]_____ him, but many people hated him! He [3]_____ to Western European countries like Spain or Britain.

cross name travel not visit

CHRISTOPHER COLUMBUS

Christopher Columbus was a famous explorer. He [4]_____ the Atlantic Ocean, and he [5]_____ to America in 1492. He also went to Cuba and Jamaica, but he [6]_____ Canada. He was not very popular. People didn't name America after Columbus. They [7]_____ it after the Italian explorer Amerigo Vespucci.

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Past simple: regular and irregular verbs

1 Complete the table.

	Past simple affirmative	Past simple negative
	asked	didn't ask
1	bought	_____
2	_____	didn't change
3	ate	_____
4	_____	didn't have
5	made	_____
6	_____	didn't stay
7	travelled	_____
8	_____	didn't win
9	lost	_____
10	_____	didn't visit

2 Look at the information about Lucy's week. Then write affirmative and negative sentences.

	Monday	play computer games ~~meet friends~~
1	Tuesday	visit her aunt have dinner at home
2	Wednesday	make a big breakfast ~~eat lunch~~
3	Thursday	lose her bag in town ~~buy anything~~
4	Friday	take part in a chess competition ~~win the competition~~

On Monday, she played computer games.
She didn't meet friends.

1 On Tuesday, she _____.
She _____.

2 On Wednesday, she _____
_____.
She _____.

3 On Thursday, she _____.
She _____.

4 On Friday, she _____
_____.
She _____.

Past simple: questions

3 Complete the questions. Use the past simple of the words in the box.

what / sport / he / play ~~where / you / go~~
what time / it / start they / win she / help

Where did you go on holiday? France.

1 _____ him? Yes, she did.

2 _____? Football.

3 _____ the match?
No, they didn't.

4 _____? 8 p.m.

4 Write questions for the answers.

What did he make?
He made a sandwich for Lucy.

Did they go to the beach?
Yes, they went to the beach.

1 What _____?
I bought some sports magazines.

2 _____?
Yes, I ate a pizza.

3 Where _____?
We met at the ice hockey match.

4 _____?
Yes, we travelled there by bus.

5 Who _____?
I saw Sara at the match.

5 Rewrite the sentences with the verbs in brackets.

Jane sold me her old computer. (buy)
I bought Jane's old computer from her.

1 We didn't win the basketball match. (lose)
_____

2 They won the game and we didn't. (beat)
_____

3 She didn't eat anything for lunch today. (have)
_____

4 I changed my job to be a game designer. (become)
_____

5 I didn't have coffee at breakfast. (drink)
_____

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VOCABULARY Unit 7 ★★

Summary

Sport
beat someone at a game break a record lose a game play a game run a race score a goal
take part in a competition win a race

Describing people
average build average height beard blonde blue brown curly dark fair fat glasses
green moustache slim (quite) short straight (quite) tall

Sport

1 Tick (✔) the words you can use together.

1 win
- a a record ☐
- b someone in a game ☐
- c a match ☐

2 score
- a a goal ☐
- b a record ☐
- c a race ☐

3 beat
- a someone in a game ☐
- b a match ☐
- c a goal ☐

4 play
- a chess ☐
- b skateboarding ☐
- c athletics ☐

2 Complete the sentences with the past simple of the verbs in the box.

beat break lose play score take part

1 Wolverhampton _____ three goals in the last ten minutes of the match.
2 We didn't win the basketball match. We _____ it!
3 She finished first in the race. She _____ everybody else.
4 The old record no longer stands. Michael Davies _____ the record this morning.
5 Everton _____ very well. The score was Everton 4 Chelsea 1.
6 I _____ in a skateboarding competition last weekend. I didn't win, but it was fun!

Describing people

3 Complete the table. Use words from the summary.

Colour of eyes or hair	Height
_____	_____
_____	average _____
_____	_____
_____	**Weight**
_____	_____
_____	average _____
	_____

4 Complete the descriptions of Jon and Lola with the words in the box.

Jon
- 1m 75 cm
- 110 kg

Lola
- 1m 55 cm
- 57 kg

average height beard dark fair fat
glasses moustache short slim

Jon	
Height	[1] He is _____.
Weight	[2] He is _____.
Face	[3] He has got short, _____ hair. [4] He has got a _____ and a _____.
Lola	
Height	[5] She is quite _____.
Weight	[6] She is _____.
Face	[7] She has got long, _____, curly hair. [8] She has got _____.

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Imperatives

1 **Write affirmative and negative imperatives.**

eat food (in the café / not in class)
Eat food in the café.
Don't eat food in class.

1 run fast (in PE / not in school)
_____
_____

2 play football (in the park / not in the house)
_____
_____

3 do your homework (now / not tomorrow)
_____
_____

4 wear warm clothes (when it's cold / when it's hot)
_____
_____

be going to: affirmative, negative and questions

2 **Write sentences with *be going to*.**

We / take / a big bag
We're going to take a big bag.

1 He / study / Japanese
_____

2 They / go / on an expedition
_____

3 I / explore / new places
_____

4 She / travel / around the world
_____

5 We / sleep / a cheap hotel
_____

3 **Rewrite the sentences in exercise 2 in the negative.**

We aren't going to take a big bag.

1 _____
_____

2 _____
_____

3 _____
_____

4 _____
_____

5 _____
_____

4 **Write questions for the answers. Use *be going to*.**

(you) Are you going to watch TV?
Yes, I'm going to watch TV.

1 (where / you) _____
_____?
I'm going to stay in a hotel.

2 (she) _____
_____?
No, she isn't going to visit us.

3 (who / I) _____
_____?
You're going to meet some interesting people.

4 (when / they) _____
_____?
They're going to catch the animals tomorrow.

5 (we) _____
_____?
No, you aren't going to play chess.

6 (what time / he) _____
_____?
He's going to get up at six o'clock.

7 (I) _____
_____?
Yes, you're going to see a lot of birds.

8 (it) _____
_____?
Yes, it's going to be hot this weekend.

will and *won't*

5 **Write predictions about the future with *will* or *won't*.**

the weekend / rainy
The weekend won't be rainy.

1 Brazil / win / the next football World Cup
_____

2 next year / hotter / this year
_____

3 the next Oscar winner / a science fiction film
_____

4 teacher / give the class / English test / next week
_____

5 we / go / on a school trip / next week
_____

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VOCABULARY Unit 8 ★★

Summary

Travel equipment
compass first-aid kit insect repellent gloves helmet map rucksack rope satellite phone sleeping bag stove sunglasses sunscreen tent torch waterproof clothes

The weather
cloud cloudy cold fog foggy heat hot ice icy rain rainy snow snowy storm stormy sun sunny wind windy

Travel equipment

1 Match the instructions 1–4 with the pictures A–C. One picture matches two instructions.

A

C

B

1 Use a torch. ☐
2 Wear sunscreen. ☐
3 Sleep in a tent. ☐
4 Wear waterproof clothes. ☐

2 Write words for the definitions. Use words from the summary.

1 You can sleep in this in a tent.
_____
2 This thing protects you from mosquitoes.
_____
3 You can use this to help people. It is usually red and white. _____
4 You can use this to make hot food and drinks.
_____
5 You can use this to talk to people in different countries. _____
6 This is a bag for your things. _____
7 These things help you find out where you are.
_____ and _____

The weather

3 Look at the table. Then complete the sentences 1–5 with the names of the cities.

Cardiff	
Portsmouth	34°C
London	
Aberdeen	
Leeds	

1 It is going to be sunny in _____.
2 It is going to be cloudy in _____.
3 It is going to be hot in _____.
4 It is going to be stormy in _____.
5 It is going to be rainy in _____.

4 Complete the text with six of the words in the box.

cold fog heat icy snow stormy sunny

Winter in Canada is a very [1]_____ time. The average temperature in the city of Winnipeg in January is –9°C! Skiing is popular in Canada, because there is a lot of [2]_____ in winter. But it can be dangerous, because the roads are sometimes [3]_____. There is more [4]_____ in summer, of course, and temperatures can rise to about 26°C. It is usually hot and [5]_____ in the summer, but sometimes the weather is bad and it is rainy or [6]_____.

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1 **Write sentences. Use the possessive *'s* or *s'* and the words in the box.**

next to my room ~~small~~ Mr Smith
expensive on Green Street pink

Patrick / bag
Patrick's bag is small.

1 My dad / laptop
_____

2 My sisters / room
_____

3 The students / teacher
_____

4 Eva / T-shirt
_____

5 The boys / house
_____

2 **Complete the subject pronouns and write the possessive adjectives and object pronouns.**

	Subject pronouns	Possessive adjectives	Object pronouns
	I	my	me
1	y_____	_____	_____
2	h_____	_____	_____
3	s_____	_____	_____
4	i_____	_____	_____
5	w_____	_____	_____
6	t_____	_____	_____

3 **Complete the sentences with a subject pronoun, possessive adjective or object pronoun.**

1 The boy is Joe. _____ dog is Fido.
2 Mike is my friend. _____ lives in my street.
3 Jon and Nick are popular. I like _____.
4 I am in class 1B. _____ desk is near the window.
5 Sarah and I are students. _____ teacher is Mr Riley.
6 Fiona is from Cardiff. _____ is twelve years old.
7 Blanche and Michel are from France. _____ live in Paris.
8 You are good students. _____ desks are near the board.

4 **Look at the table. Then complete the sentences with the correct form of *be*.**

you	a student – popular
Alison	a teacher – from Leeds
Emma's friends	nice – fifteen years old
I	in class 2D – English
Ron and you	friends – twelve years old
your book	interesting

1 Ron and you _____ friends.
2 You _____ unpopular.
3 Your book _____ boring.
4 Emma's friends _____ fifteen years old.
5 I _____ Polish.
6 Alison _____ a teacher.
7 Ron and you _____ fifteen years old.
8 I _____ in class 2D.

5 **Look at the table in exercise 4 again. Then write questions and short answers.**

Alison / a student
Is Alison a student?
No, she isn't.

1 your book / interesting
_____
_____

2 Emma's friends / horrible
_____
_____

3 Alison / from Leeds
_____
_____

4 you / a teacher
_____
_____

5 I / in class 2D
_____
_____

6 you / popular
_____
_____

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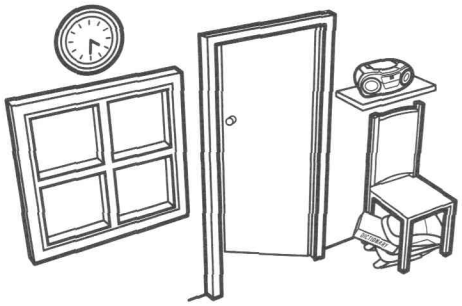
VOCABULARY Starter unit ★★★

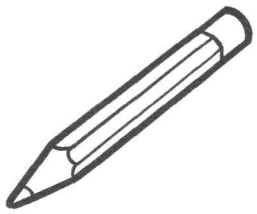
1 Look at the picture. Then complete the sentences with classroom objects.



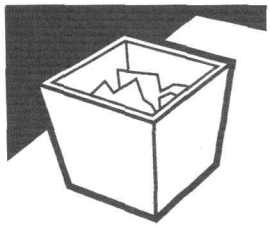
1 The window is under the _____.
2 The _____ is between the shelf and the _____.
3 The _____ is on the _____.
4 The dictionary is in the _____ under the _____.

2 Write the classroom objects. Use six of the words in the box.

cupboard bin notice board pencil rubber pencil case scissors



1



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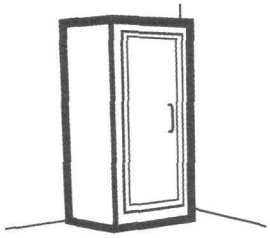

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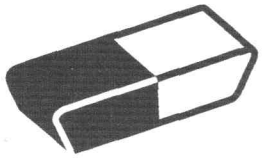

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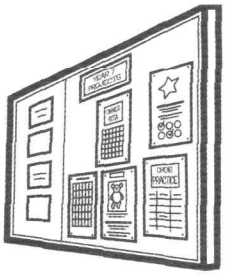

6

3 Complete the sentences with an adjective.

This film is not interesting. It's very _____boring_____.

1 This book isn't bad. It's really _____.
2 There are two people in the tennis club. There are 100 people in the football club! Tennis is an _____ sport at our school.
3 This book is $1! It's very _____.
4 My new mobile phone isn't very big. It's very _____.
5 He isn't a very nice boy. He's _____!
6 English isn't an _____ language. Sometimes it's very difficult.

4 Match 1–6 with the definitions a–f.

1 great	a not boring
2 happy	b not happy
3 delicious	c not old
4 sad	d very good
5 new	e not sad
6 fun	f good to eat

5 Complete the sentences with the adjectives 1–6 in exercise 4.

This is my favourite film. It's _____great_____!

1 This bike isn't old. It's _____.
2 It's my birthday today! I'm not sad, I'm really _____!
3 Playing football isn't boring. It's _____!
4 This food is really good. It's _____!
5 It's our exam today. We aren't happy, we're _____.

6 Complete the sentences about the seasons with the names of the months. Write true sentences about your country.

1 _____, _____ and _____ are in the spring.
2 _____, _____ and _____ are in the summer.
3 _____, _____ and _____ are in the autumn.
4 _____, _____ and _____ are in the winter.

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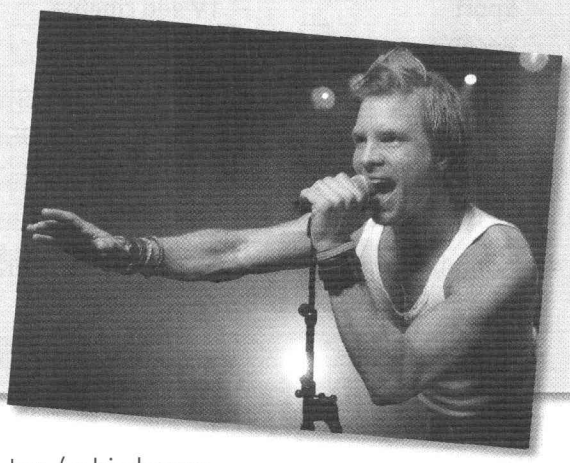
1 **Read the interview with a pop star, Jon Rich. Then complete the questions and write short answers with the correct form of *have got*.**

Q *Where do you live?*
A I'm from Liverpool, but I live in a big house in New York. It's nice, but it hasn't got a garden.
Q *Who lives in your house?*
A Me, my parents and their dog.
Q *What are your hobbies?*
A Music, singing and dancing.
Q *Who is your favourite actor or actress?*
A I haven't got a favourite actor, but my favourite actress is Penélope Cruz.
Q *Do you prefer watching TV or meeting friends?*
A Meeting friends! My friends are called Rob and Asha. We are all really into music. Rob's sister is the drummer in my group!



1 Jon / a big house
_____
_____

2 his house / a garden
_____
_____

3 his parents / a pet
_____
_____

4 he / any hobbies
_____
_____

5 he / a favourite actor
_____
_____

6 Jon and Rob's sister / a group
_____
_____

2 **Complete the dialogue with eight of the words in the box.**

about got of that these
is this what when

Sally Hi, Paul. Is [1]_____ an interesting book?
Paul Oh, hi. Yes, [2]_____ book is really interesting.
Sally [3]_____ is it [4]_____?
Paul Football! It's my favourite sport.
Sally I know. You've [5]_____ photos [6]_____ all the teams in your room!
Paul It's a great sport.
Sally [7]_____ [8]_____ the Arsenal match?
Paul At six o'clock.

3 **Choose the correct word.**

1 He has got a photo ___ a pop star.
a by b of c about
2 ___ many films about animals has he got?
a What b How c Who
3 They ___ got posters of the team.
a haven't b hasn't c aren't
4 ___ is the new CD by Beyoncé?
a When b What time c Where
5 How ___ is Robbie Williams?
a many b old c age
6 ___ has got a bicycle in your class?
a What b How c Who

4 **Answer the questions about you. Write complete sentences.**

1 Have you got a pet?
_____
2 What is your favourite hobby?
_____
3 When's your birthday?
_____
4 Who is your favourite actor?
_____
5 What is this lesson about?
_____

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VOCABULARY Unit 1 ★★★

1 Write the interest for each picture. Use ten of the words in the box.

acting basketball chatting on the internet comics cycling dancing films football horse riding meeting friends martial arts pets shopping singing skateboarding skiing swimming walking

1 _____

6 _____

2 _____

7 _____

3 _____

8 _____

4 _____

9 _____

5 _____

10 _____

2 Complete the sentences with a suitable word. Write only one word.

1 I like sport. I'm into _____cycling_____ and _____ arts.

2 He really likes his new mobile phone. He likes _____ to his friends.

3 He reads _____ about nature. His favourite _____ are dogs and rats.

4 My sister is good at _____, especially painting. She doesn't like _____ TV!

3 Tick (✔) the correct words in each group.

Computers		Music	
email	✔	group	☐
blog	☐	match	☐
internet	☐	drummer	☐
cartoon	☐	hip hop	☐
search engine	☐	player	☐
Sport		**TV and cinema**	
aerobics	☐	group	☐
match	☐	documentary	☐
goal	☐	quiz show	☐
group	☐	comedy	☐
mouse	☐	actor	☐

4 Complete the text with the singular or plural form of words from exercise 3.

Delete Reply Reply All Forward New Mailboxes Get Mail

My friend Nick likes reading books. He also likes computers, and he uses a [1]_____ to find out about his favourite books. He likes chatting to his friends on the [2]_____ and writing [3]_____.

I prefer watching TV, especially films. My favourite [4]_____ is Keira Knightley. My favourite films are [5]_____, because I like laughing. I don't like horror!

My sister isn't into books or films, but she really likes football. Her favourite [6]_____ is Liverpool FC. She has got tickets for the [7]_____ tomorrow. She wants Liverpool to score [8]_____!

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1 **Look at the ideas in the box. Then write five sentences about your school. Use the affirmative and negative form of *There is* or *There are* and *a / an* or *some*.**

art studio big classrooms computer room
expensive café interesting books
~~computer games~~ red chairs internet café
Italian teacher library

There are some computer games. / There aren't any computer games.

1 _____

2 _____

3 _____

4 _____

5 _____

2 **Write the questions. Then write true short answers for you.**

windows in your classroom?
Are there any windows in your classroom?
Yes, there are.

1 sports centre near your school?
_____?
_____.

2 English book in your bag?
_____?
_____.

3 pets in your home?
_____?
_____.

4 hip hop CDs in your bedroom?
_____?
_____.

5 dictionaries in your classroom?
_____?
_____.

3 **Complete the sentences. Use the comparative form of the adjectives.**

This factory is uglier than (ugly) that factory.

1 Today's homework _____ (bad) yesterday's homework!
2 Parks _____ (quiet) city centres.
3 I think English _____ (difficult) French.
4 The people here _____ (friendly) the people there.

4 **Compare the people, places and things. Use the comparative form of the adjectives in brackets.**

old buildings / modern buildings (pretty)
Old buildings are prettier than modern buildings.

1 books / films (interesting)
_____

2 a train / a car (fast)
_____

3 cafés / restaurants (cheap)
_____

4 surfing / skateboarding (dangerous)
_____

5 **How far are these places from your home? Choose one of the words and write sentences with *by* or *on*.**

the town centre (bus / car)
It's about twenty minutes by bus.

1 your school (foot / the bus)
_____

2 the next city (car / the coach)
_____

3 the beach (train / coach / foot)
_____

4 the shopping centre (car / the bus)
_____

5 the park (foot / train)
_____

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VOCABULARY Unit 2 ★★★

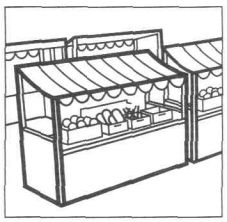
1 **Write the places. Use six of the words in the box.**

airport library bank car park market
museum police station post office

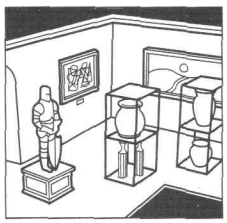
1 _____

4 _____

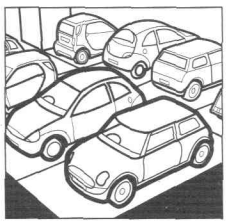
2 _____



5 _____



3 _____



6 _____

2 **Where are these things? Write the places.**

There is / are ...	In / at a(n) ...
old, interesting things	museum
buses	[1] b_____ s_____
doctors and ill people	[2] h_____
money	[3] b_____
a lot of shops	[4] s_____ c_____
films	[5] c_____
planes	[6] a_____
trains	[7] t_____ s_____
cars	[8] c_____ p_____

3 **Match adjectives 1–6 with their opposites a–f.**

1 boring	a historic
2 unfriendly	b lively
3 small	c peaceful
4 modern	d beautiful
5 ugly	e large
6 noisy	f welcoming

4 **Look at the words a–f in exercise 3. Match them with the words 1–5.**

exciting _____ lively _____
1 pretty _____
2 big _____
3 old _____
4 quiet _____
5 friendly _____

5 **Complete the sentences with six of the adjectives in the box.**

beautiful clean large modern
peaceful safe ugly welcoming

1 This is a very _____ street because there's a police station here.
2 It's very quiet and _____ here because there aren't any cars.
3 People are very friendly in this town. It's a very _____ place.
4 Many artists like this city because it's very _____.
5 Over seven million people live in London! It's a very _____ city.
6 This part of the town is very _____ because there are a lot of factories.

6 **Write a paragraph about your city, town or village. Use the ideas below.**

Delete Reply Reply All Forward New Mailboxes Get Mail

I'm from _____. It's _____, near _____.
It's _____.
It's got _____.
The streets are _____.
The people who live there are _____.
My favourite place(s) there is / are _____.
I love it / them because it's / they're _____.

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1 **Write present simple sentences about Alice and her brothers' timetables.**

	Alice	Alice's brothers
9.00	practise English	study French
15.00	study in the library	play football
19.30	go to a language school	do their homework

In the morning Alice practises English. _____
Her brothers study French. _____

1 In the afternoon _____
_____.

2 _____.

3 In the evening _____
_____.

4 _____.

2 **Write negative present simple sentences about the things Alice and her brothers don't do on holiday. Use the words in the box.**

TV any homework English books
~~a lot of emails~~ on the internet to school

Alice (write) doesn't write a lot of emails. _____

1 Alice (do) _____.

2 Alice (go) _____.

3 Her brothers (read) _____
_____.

4 Her brothers (chat) _____
_____.

5 Her brothers (watch) _____.

3 **Write two affirmative (✔) and two negative (✘) sentences about you and your friend. Choose four of the verbs in the box.**

like live know ~~play~~ study watch

(✔) I play tennis every Saturday. _____

1 (✔) My friend _____
_____.

2 (✔) I _____
_____.

3 (✘) I _____
_____.

4 (✘) My friend _____
_____.

2 (✔) My teacher _____
_____.

4 **Read the information about the pop group *The Noise*. Then complete the interview with Asha. Write present simple questions using the words provided. Then write short answers.**

There are three people in *The Noise*: Asha, Mark and Ela. Asha is into sport, especially football, but Mark and Ela never play sport. Mark and Ela love shopping, but Asha hates it! Mark and Ela are very good at languages, and they speak English, Spanish and Italian. Asha only knows English.

Interviewer: Do you often play football? _____
(you / football / often)
Asha: Yes, I do. _____

1 Interviewer: _____?
(Ela / tennis)
Asha: _____.

2 Interviewer: _____?
(Mark / shopping)
Asha: _____.

3 Interviewer: _____
_____?
(Mark and Ela / three languages)
Asha: _____.

4 Interviewer: _____?
(you / Spanish)
Asha: _____.

5 **Rewrite the sentences with the adverbs of frequency.**

1 He doesn't start work until nine o'clock. (usually)
_____

2 We don't meet our friends after school. (always)
_____

3 I watch TV at the weekend. (not often)
_____

4 That café is closed on Sundays. (sometimes)
_____

5 They watch horror films on TV. (never)
_____

6 You aren't late for class. (usually)
_____

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VOCABULARY Unit 3 ★★★

1 **Match the capital cities with the countries in the box. Then use a dictionary and write the nationalities.**

Morocco Switzerland Greece Ireland
Mexico Portugal Russia

1 Capital: Dublin
Country: _____
Nationality: _____
2 Capital: Moscow
Country: _____
Nationality: _____
3 Capital: Rabat
Country: _____
Nationality: _____
4 Capital: Mexico City
Country: _____
Nationality: _____
5 Capital: Bern
Country: _____
Nationality: _____
6 Capital: Athens
Country: _____
Nationality: _____
7 Capital: Lisbon
Country: _____
Nationality: _____

2 **Complete the sentences with countries, nationalities or languages.**

1 He's from Edinburgh in Britain. He's _____ and he speaks _____.
2 I live in Tokyo. My country is _____ and I speak _____.
3 They live in Mexico. They are _____ and they speak _____.
4 I'm from Warsaw, but I live in Lisbon. I speak _____ and _____.
5 We live in Rome, in _____, and we speak _____. My grandparents also speak _____ because they are from Athens.

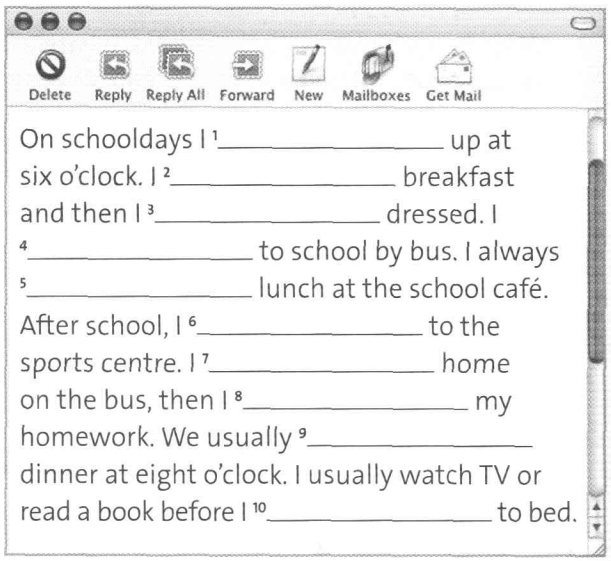
3 **Match 1–9 with a–i to make activities.**

1 go	a your room
2 have	b your dog
3 check	c home
4 surf	d your emails
5 walk	e coffee
6 get	f the internet
7 tidy	g housework
8 do	h music
9 practise	i dressed

4 **Complete the daily routines.**

go
h o m e
1 to s _ _ _ _ _
2 to b _ _
have
3 c _ _ _ _ _
4 b _ _ _ _ _ _ _ _
5 l _ _ _ _
6 d _ _ _ _ _
get
7 _ _
8 d _ _ _ _ _ _
do
9 your h _ _ _ _ _ _ _
10 h _ _ _ _ _ _ _ _

5 **Complete the text with activity verbs: *go, have, get* or *do*.**



On schooldays I [1] _____ up at six o'clock. I [2] _____ breakfast and then I [3] _____ dressed. I [4] _____ to school by bus. I always [5] _____ lunch at the school café. After school, I [6] _____ to the sports centre. I [7] _____ home on the bus, then I [8] _____ my homework. We usually [9] _____ dinner at eight o'clock. I usually watch TV or read a book before I [10] _____ to bed.

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1 **Twelve o'clock at the zoo is a busy time! Complete the text. Use the affirmative or negative present continuous form of the verbs in the box.**

climb not eat not fly have ~~look~~
run sleep swim

At twelve o'clock, many visitors ___are looking___ at the animals in the zoo. The chameleons [1]_____ the trees, and the wild horses [2]_____ in the park – they're very fast! The polar bear and the seal [3]_____ in the pool. Many animals [4]_____ lunch, but the lions [5]_____ any food, because they always have a very big breakfast. Not all of the animals are moving. For example, the big owl [6]_____ from tree to tree at the moment – it is sitting with its eyes shut. It prefers hunting at night, so at twelve o'clock it [7]_____.

2 **Write two things you are doing at the moment and two things you aren't doing.**

1 (✔) I _____

2 (✔) I _____

3 (✘) I _____

4 (✘) I _____

3 **Write present continuous questions for the answers. Use a question word where necessary.**

Why are you running?
I'm running because I'm late!

1 _____
No, I'm not studying tonight.

2 _____
He's going to Germany on holiday.

3 _____
No, the sharks aren't hunting the seals.

4 _____
Yes, you're swimming fast.

5 _____
I'm reading a book about crocodiles.

4 **Rewrite the sentences in the present simple or the present continuous. Use the word in brackets.**

1 I don't get up early. (usually)
_____

2 The rabbits run. (now)
_____

3 He doesn't do homework. (at the moment)
_____

4 We feed the bears in the zoo. (sometimes)
_____

5 The seals eat fish. (every day)
_____

5 **Complete the text about Hasan the elephant's morning. Use the present simple or present continuous form of the verbs in the box.**

eat get have (x2) help hide play (x2)

It's 5.30! At the moment, Hasan, the elephant [1]_____ up after a good night's sleep. He always [2]_____ breakfast early.
It's 9.00! Hasan [3]_____ a bath. Today, the zookeeper [4]_____ the elephant with the bath.
It's 11.00! It's playtime. Hasan usually [5]_____ alone, but at the moment he [6]_____ hide-and-seek with another elephant. Hasan [7]_____ in his house.
It's 12.00! Hasan [8]_____ loads of fruit and vegetables for lunch. He loves healthy food!

6 **Write present simple or present continuous questions for the answers.**

you / look for / your mobile? Yes, I am.
Are you looking for your mobile?

1 they / play football? No, they don't.
_____

2 he / walk / his dog? No, he isn't.
_____

3 she / feed / her parents' goldfish? No, she doesn't.
_____

4 you / speak / Chinese? Yes, I do.
_____

5 he / play / the piano? No, he isn't.
_____

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VOCABULARY Unit 4 ★★★

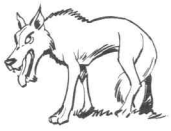
1 Write the names of the animals. Use the words in the box.

bee crab duck earthworm lion
monkey squid wolf

1 _____

5 _____

2 _____



6 _____

3 _____

7 _____

4 _____

8 _____

2 Complete the sentences with an animal or bird.

1 A _____ is bigger than any other animal in the world. It isn't a fish but it lives in the sea.
2 A _____ is an insect. They fly from flower to flower. They make a food which some people eat for breakfast.
3 A _____ is a bird. Some of these birds are red, yellow, orange or blue. Some people teach these birds to speak.
4 A _____ is green. It jumps, and it likes water. It eats insects.
5 Some people think a _____ looks like a human! These animals like bananas.
6 A _____ lives in the sea. It has got lots of 'legs' called tentacles. People eat it in restaurants.

3 Complete the sentences with the present continuous form of animal behaviour verbs.

The frogs ___are jumping___ from tree to tree.

1 The chameleon _____ colour from green to red.
2 The rabbit is digging a hole. It _____ from the owl.
3 The birds _____ a nest in the trees.
4 The lions _____ some smaller animals. They want to catch them for dinner!
5 The mother shark _____ its babies from other sharks.

4 Complete the sentences with the correct form of the verbs in the boxes.

catch ~~chase~~ hide kill

Bears are very dangerous animals. Sometimes, they ___chase___ smaller animals, and they usually [1]_____ them, because they are very fast. Then they [2]_____ the animals and eat them. Small animals usually try to [3]_____ from the bears!

climb feed fly protect

The young birds are very small, so their mother [4]_____ them from bigger birds. Some animals also [5]_____ trees and eat the young birds. When they are young, the mother [6]_____ the birds earthworms and insects. When they are older, the birds [7] _____ away. Then they look for their own food.

hunt play rest run

Lions are also dangerous animals, but not all of the time. Young lions [8]_____ with each other, and older lions [9]_____ a lot, and they like sleeping! Lions eat meat, and they [10]_____ other animals. They are good at hunting, because they [11]_____ very fast.

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1 Write questions and short answers about animals. Use the correct form of *can* or *can't* and the activities in the box.

change colour see in the dark
speak stand on two feet ~~swim fast~~ walk

(sharks) Can sharks swim fast? _____
Yes, they can. _____

1 (a falcon) _____?
No, _____.
2 (a snake) _____?
No, _____.
3 (owls) _____?
Yes, _____.
4 (a bear) _____?
Yes, _____.
5 (chameleons) _____?
Yes, _____.

2 Write rules for your home. Use *can* and *can't* and the verbs in the box.

eat lunch in a café drink coffee
go to school by bicycle
listen to music when I do my homework
watch TV during breakfast
~~stay out until 10 o'clock~~

I can stay out until 10 o'clock. _____

1 _____
2 _____
3 _____
4 _____
5 _____

3 Write sentences about what Matt *can* or *can't* do.

1 (play chess ✔) _____
2 (stay out late at the weekend ✔) _____
3 (drive a car ✘) _____
4 (wear jeans at school ✘) _____
5 (swim one kilometre ✔) _____

4 Look at the sentences in exercise 3. Write P for permission or A for ability.

5 Jane is very healthy. Look at the table. Then write sentences with the affirmative or negative form of *eat* or *drink* and the words in the box.

	sweets ○○○○○	3	burgers ●○○○○
1	ice cream ●○○○○	4	vegetables ●●●○○
2	water ●●●●●	5	fizzy drinks ○○○○○

a lot of ~~any~~ any much many some

Jane doesn't eat any sweets. _____

1 She _____.
2 She _____.
3 She _____.
4 She _____.
5 She _____.

6 Complete the sentences with *a / an, the* or no article.

1 We live in _____ house. _____ house is really big.
2 I have always got _____ chocolate bar in _____ my bag.
3 Every day I go to _____ school by _____ bus.
4 Susie's got _____ healthy diet. She eats _____ lot of _____ vegetables.
5 _____ American teenagers usually eat _____ burgers for _____ lunch.
6 Tony often has _____ breakfast in _____ café that his parents work in.
7 The teacher gave us _____ project for _____ homework.
8 I hate _____ fizzy drinks. My favourite drink is _____ milk.

7 Complete the text with the correct words.

Every day Angela goes to [1]_____ supermarket near her office. She buys [2]_____ ham and cheese sandwich [3]_____ lunch. She usually [4]_____ lunch in [5]_____ city park. She [6]_____ her sandwich and drinks [7]_____ orange juice or mineral water. After her lunch break she goes back [8]_____ work. She loves lunchtime [9]_____ the park. Sometimes she asks her friends to go out with [10]_____.

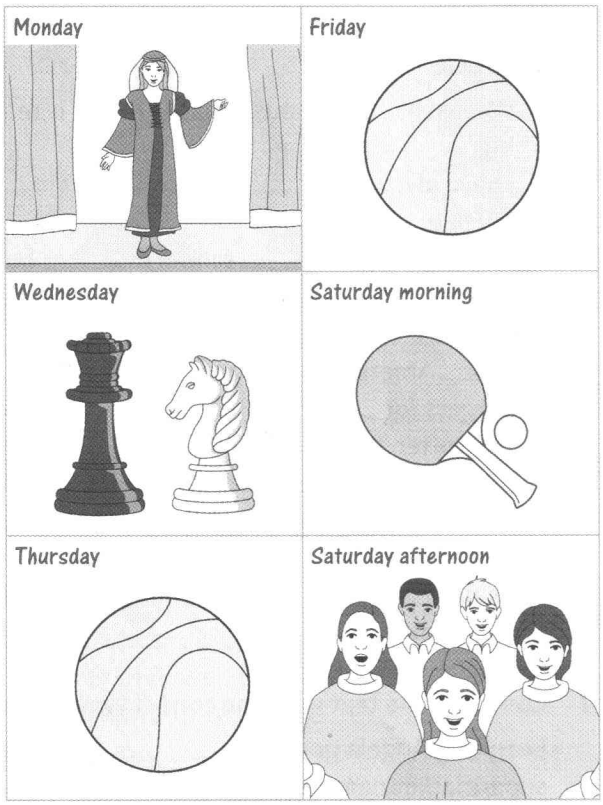
VOCABULARY Unit 5 ★★★

1 Complete the table with the subjects and activities in the box.

chemistry choir dance geography history literature orchestra PE piano physics table tennis volunteering

School subjects	After-school activities
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2 Look at Claudía's timetable. Then complete the sentences about her week.



_____ She's got drama class _____ on Mondays.

1 _____ every Wednesday.

2 _____ twice a week.

3 _____ on Saturday mornings.

4 _____ on Saturday afternoons.

3 Complete the table with the words in the box.

bacon beef biscuits chicken cherries cola milk mushrooms nuts tuna peppers plums salmon sweets

Drinks	Fish
_____	_____
_____	_____
Meat	**Snacks**
_____	_____
_____	_____
_____	_____
Vegetables	**Fruit**
_____	_____
_____	_____

4 Complete the sentences with a food or drink.

1 Risotto is a dish made from _____ with meat, fish or vegetables.

2 _____ is a food, but it isn't a meat, fish, vegetable or fruit. People make it with milk. We often eat it in sandwiches or on pizzas.

3 _____ and pasta are popular Italian foods.

4 _____ is a very cold food. We eat it in summer. It isn't healthy, but it's delicious.

5 We often eat _____ with burgers. People make them from potatoes.

5 Complete the text with a food, drink or school subject.

For breakfast I eat cereal and I drink orange [1]_____. In the morning, I study the past, things from a long time ago, in a [2]_____ class, and numbers in a [3]_____ class. For lunch, I meet my friends. We usually eat cheese and ham [4]_____ with brown bread, and we drink [5]_____ drinks, like cola. Afterwards, I eat some [6]_____ – usually an apple or a banana. In the afternoon, we learn about France and its language in a [7]_____ class and we study biology, chemistry and physics in a [8]_____ class.

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1 Look at the fact file about Elvis Presley. Then write the questions and the answers. Use the correct form of *was* or *were*.

Elvis

Born:	1935
Parents:	Vernon and Gladys
Brother:	Jessie
Favourite interests:	music and clothes
Became famous:	in the 1950s

when / born?
When was he born?
He was born in 1935.

1 his parents / Vernon and Jessie?
_____
_____?
_____

2 who / his brother?
_____?
_____

3 what / favourite interests?
_____
_____?
_____
_____

4 he / famous / in the 1940s?
_____?
_____

2 Complete the sentences about these things in the year 1900. Use the affirmative and negative form of *there was* and *there were*.

There weren't any TVs.

1 _____ schools.
2 _____ a country named Bangladesh.
3 _____ an airport in Frankfurt.
4 _____ any CD players.
5 _____ any fast food restaurants.
6 _____ many explorers and writers.

3 Read the text. Then complete the sentences. Use the affirmative or negative past simple form of the verbs in the box.

check like play ~~stay~~ stay travel

I'm Dino. Last summer, my family and I weren't at home. We were in Italy. We were at my grandparents' house. There wasn't a computer at their house. One day, I played in a football match on the beach. Football was fun, but my favourite activity was surfing.

Last summer, Dino and his family didn't stay at home.

1 They _____ Italy.
2 They _____ house.
3 Dino _____ emails.
4 He _____ tennis on the beach.
5 He really _____.

4 Write past simple sentences with ago.

I / watch / a horror film / on Tuesday (It is now Friday.)
I watched a horror film three days ago.

1 I / finish / my homework / at 7.50 p.m. (It is now 8 p.m.)
_____

2 I / visit / my friend in London / in February (It is now August.)
_____

3 I / play / basketball at ten o'clock this morning (It is now one o'clock in the afternoon.)
_____

4 I / start / school in 1997 (It is now 2009.)
_____

5 Write true sentences about what you did.

1 _____ last summer.
2 _____ a week ago.
3 _____ in 2008.
4 _____ yesterday.
5 _____ last year.

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VOCABULARY Unit 6 ★★★

1 Write jobs for the definitions.

This person makes houses. builder

1 This person teaches science, English or ICT. _____

2 This man gives people food and drink in a restaurant. _____

3 This woman rules like a king. _____

4 This person fixes your car when it doesn't work. _____

5 This person grows fruit and vegetables on his land. _____

6 This person cuts people's hair to make them look better. _____

2 Use the words to make jobs.

1 politics _____
2 athletics _____
3 composition _____
4 direction _____
5 comedy _____
6 invention _____
7 art _____
8 architecture _____
9 science _____
10 music _____

3 Complete the sentences with the singular or plural form of the jobs in exercise 2.

1 Steven Spielberg is a famous _____.

2 Leonardo da Vinci was an _____ and an _____.

3 _____ work at the Houses of Parliament.

4 Jim Carrey is a _____. He makes people laugh.

5 Usain Bolt is an _____. He can run very fast.

6 _____ write music. _____ play music.

7 _____ think of ideas for new buildings.

8 _____ work in physics, chemistry, biology or maths.

4 Complete the table with the past simple forms of the verbs in the box.

~~carry~~ change discover invade invent
like live marry name paint plan
play prefer study travel visit

+ -d	+ -ed
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
y + -ied	**double letter + -ed**
carried	_____
_____	_____
_____	_____

5 Complete the sentences with the past simple form of the verbs in exercise 4.

1 In 1937, the artist Pablo Picasso _____ the picture *Guernica*.

2 The composer Beethoven also _____ the piano.

3 William the Conqueror was French. He _____ England in 1066, and he ruled there from 1066–1087.

4 English travellers _____ the American city 'New York' after the British city 'York'.

5 In 1996, the actor Antonio Banderas _____ the actress Melanie Griffith. They have a daughter, Estela.

6 The American inventor Thomas Edison really _____ reading – it was his favourite hobby.

6 Write sentences that are true for you. Use the affirmative or negative past simple form of the verbs.

1 Last week, I (study) _____.

2 When I was five, my family (live) _____.

3 Last summer, my family (travel) _____.

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1 **Complete the text about Natalie's holiday. Use the past simple form of the verbs in the box.**

build buy eat go have
like see not stay not want

Last summer, I [1]_____ a great holiday! I [2]_____ at home – I [3]_____ to Siena, in Italy! Siena is a really pretty town, and I [4]_____ lots of interesting old buildings. I really [5]_____ the cathedral – that was my favourite place. Architects and builders [6]_____ it between 1215 and 1348, so it's very old! We spent a lot of time exploring the city. We also visited a lot of shops, and I [7]_____ postcards, sweets and chocolate to give to my friends at home.
I [8]_____ a lot of chocolate too, of course – my favourite food! At the end of the holiday I [9]_____ to come home.

2 **Write what the people didn't do. Use the prompts in the box.**

go / to France have / dinner / at / home
~~lose / the match~~ meet / friends
win / anything

The team were happy.
They *didn't lose the match.*

1 He hated travelling.
He _____.
2 We went to a restaurant.
We _____.
3 I stayed at home last night.
I _____.
4 She took part in the Olympic Games.
But she _____.

3 **Write one thing you did and one thing you didn't do last weekend.**

(✔) I _____
_____.
(✘) I _____
_____.

4 **Complete the sentences with one word.**

1 I went shopping on Saturday but I _____ buy anything.
2 Our team played very badly, so we _____ the game.
3 _____ you see the match last night? It was amazing!
4 _____ did you go to primary school? To London?
5 I was a good swimmer in my childhood. I _____ 500 metres every morning.
6 She _____ a book before she went to bed.

5 **Write questions for the answers. Use the underlined verb and one of the question words.**

Did you do your homework?
No, I didn't do my homework. (what / when / no question word)
Who did you meet?
I met my friend. (who / what / no question word)

1 _____
No, he didn't see Ela. (where / who / no question word)
2 _____
I went on holiday in August. (when / where / no question word)
3 _____
I liked the red dress. (how / which / no question word)
4 _____
Yes, I bought the CD. (where / when / no question word)
5 _____
No, she didn't have dinner. (what / how / no question word)
6 _____
We stayed in a hotel. (who / where / no question word)

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VOCABULARY Unit 7 ★★★

1 **Complete the texts about games and sports with the past simple form of the verbs in the boxes.**

become build find write

The Sims

Last month I played the computer game *The Sims*. It was great! One of the girls in the family [1]_____ a famous writer, because she [2]_____ a really good book. After this, the family had a lot of money, so I [3]_____ them a new house! But it wasn't all good. On one day, the family's dog ran away! Luckily, we [4]_____ him – he was at a friend's house.

go have run wear win

Football

Yesterday I played in a football match for the school. It was an exciting game. Our team [5]_____ blue and the other team had red T-shirts. We [6]_____ some really good players on our team, and everyone [7]_____ really fast. We [8]_____ the match! Afterwards, we [9]_____ out to a café to celebrate.

buy choose lose read

Monopoly

Last Christmas I played *Monopoly* with my family. We [10]_____ the instructions first, but it wasn't difficult. At the start of the game, we all [11]_____ our pieces. I got the dog! I [12]_____ lots of places and hotels, but I didn't win. I [13]_____!

drink eat meet tell sleep

Nintendogs

Last month my sister loved the game *Nintendogs*. She played it for hours. The dog [14]_____ a lot of food, and it [15]_____ a lot of water. At night, it [16]_____ in a special bed. But my sister doesn't want to play this month. Yesterday, she [17]_____ a friend in town and he [18]_____ her about a new game. It's called *Purr Pals*, and it's about cats!

2 **Complete the table with the words in the box.**

~~attractive~~ average build average height average looking bald blonde curly dark fair fat ginger heavy long scruffy short (x2) shoulder length slim smart straight tall thin ugly wavy

Hair	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	
Height	
_____	_____
_____	
Weight	
_____	_____
_____	_____
_____	
General appearance	
attractive	_____
_____	_____
_____	

3 **Describe the man. Write four sentences.**

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

PHOTOCOPIABLE © Oxford University Press

1 Sarah is on an expedition. Write affirmative (✔) and negative (✘) imperative instructions for her. Use the correct form of a verb from box A and a phrase from box B.

A drink lose ~~stay~~ swim touch use wear

B any snakes cool clothes dirty water in the river insect repellent the map ~~with the group~~

(✔) Stay with the group.
1 (✔) _____
2 (✔) _____
3 (✘) _____
4 (✘) _____
5 (✘) _____
6 (✘) _____

2 Complete the dialogue. Use the correct *going to* form of the verbs in the box.

be have make not stay not be come you / eat ~~you / have~~

Joe Hi Rosy, it's Joe. Listen, I'm having a party ...
Rosy A party? Great! When are you going to have the party?
Joe I [1] _____ it next Saturday.
Rosy Who [2] _____?
Joe All of my friends from school are going to come. But Jess and Liz [3] _____ late because they've got a football match on Sunday ... .
Rosy And what about food – what [4] _____?
Joe Mum [5] _____ dinner for us. We're going to have different kinds of pizza, salads and lots of snacks. But there [6] _____ any meat. I hate meat!
Rosy So ... can I come to the party?
Joe Of course! It [7] _____ amazing.

3 You and your friends are going to go on holiday to the rainforest. Read the information and write the questions and answers.

Rainforest holiday in Peru

Walk in the forest and look for interesting animals and birds.

See interesting old villages and photograph them.

Stay in tents and make dinner on stoves.

where / we / travel?
Where are we going to travel?
You're going to travel to Peru.
1 I / walk / in the forest?
_____
_____
2 what / we / look for?
_____
_____
3 I / see / modern buildings?
_____
_____
4 what / we / photograph?
_____
_____
5 we / stay / in a tent?
_____
_____
6 how / we / make dinner?
_____
_____

will and *won't*

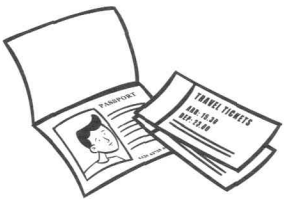
4 Write predictions about your future.
1 school / university studies
_____
2 job
_____
3 family
_____
4 achievements / successes
_____
5 travel and holidays
_____

VOCABULARY Unit 8 ★★★

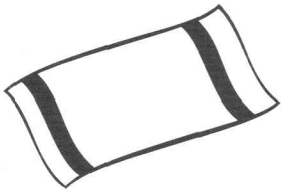
1 **Write the names of the travel equipment. Use six of the words in the list.**

boots guidebook phrasebook
sunglasses sunscreen towel tickets

1 _____



4 passport and _____



2 _____

5 _____

3 _____

6 _____

2 **Complete the sentences with travel equipment.**

1 We aren't going to stay in a hotel. We're going to sleep in a _____. I'm going to carry my clothes in a _____.
2 We're going walking in the rainforest. It's very rainy, so we're going to wear _____ _____. It's a difficult walk, so we're going to wear _____, not trainers.
3 We're going to the beach. We're going to wear _____ to protect our eyes, and _____ to protect our skin.
4 We're going to go to Florence next year. I don't know anything about the city, so I'm going to read a _____. I don't speak Italian, so I'm going to use a _____. I don't know how to find places in Florence, so I'm going to look at a _____.
5 You don't sleep in a bed in a tent. You sleep in a _____.
6 At the airport, people want to see your _____ and _____.

3 **What do you need? Use the words in the box.**

compass insect repellent stove torch

1 It's dark. _____
2 We're lost! _____
3 I'm hungry! _____
4 Mosquitoes are attacking me! _____

4 **Complete the table with weather words.**

	noun	adjective
	rain	1 _____
	2 _____	3 _____
	4 _____	5 _____
	6 _____	7 _____
	8 _____	9 _____
	10 _____	11 _____
	12 _____	13 _____
	14 _____	15 _____
-1°C	16 _____	17 _____
35°C	18 _____	19 _____

5 **Complete the definitions for the bold words. Write words from exercise 4.**

1 When it's **cool**, it isn't hot. It's quite _____.
2 When its **warm**, it isn't cold. It's quite _____.
3 When there's a **breeze**, it's a bit _____. Trees move a little, but not a lot.
4 When it's _____, you get **wet**. It's a good idea to wear waterproof clothes.
5 When there isn't any _____, you are **dry**. You don't need to wear waterproof clothes.
6 When there's a _____, there are dark clouds, and **thunder** and **lightning**.

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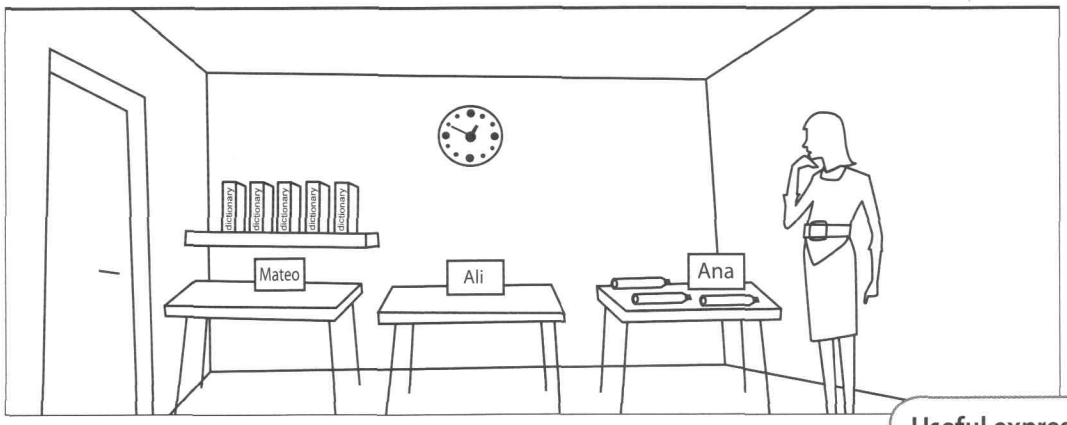
PAIRWORK Starter unit

STUDENT A

1 Look at the picture of a classroom. These things are not in your picture.

1 the posters
2 the window
3 Ali's bags
4 the board

Ask Student B questions. Then complete your picture.



2 Answer Student B's questions about your picture.

Useful expressions

Questions	Answers
Where's the ... ?	It's ...
Where are the ... ?	They're ...

PAIRWORK

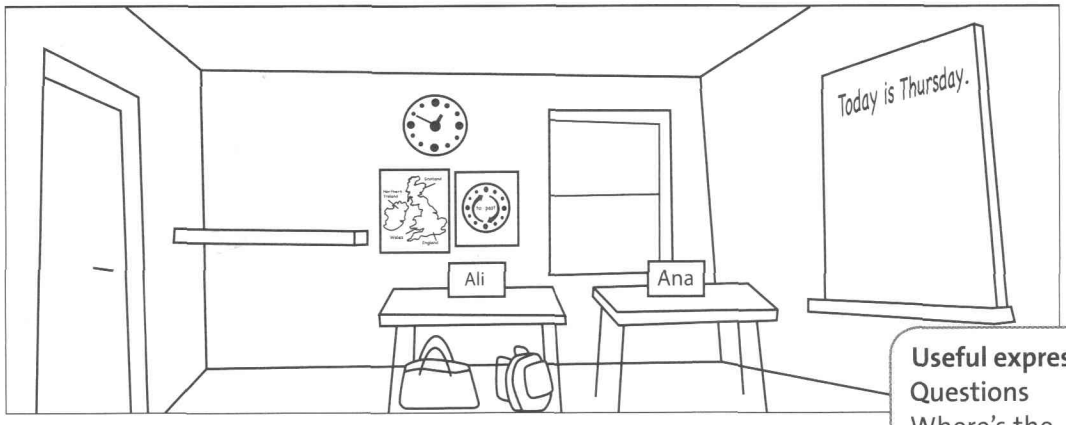
STUDENT B

1 Look at the picture of a classroom. Answer Student A's questions.

2 These things are not in your picture.

1 the teacher
2 Mateo's desk
3 the teacher's pens
4 the dictionaries

Ask Student A questions. Then complete your picture.



Useful expressions

Questions	Answers
Where's the ... ?	It's ...
Where are the ... ?	They're ...

PAIRWORK Unit 1

STUDENT A

1 Complete the 'About me' tables with information about you.

Useful expressions

Questions	Answers
Are you into ... ?	I'm into ... / I'm not into ...
Have you got ... ?	I have got ... / I haven't got ...

About me

My hobbies. I ...

	'm into	'm not into
films		
sport		

My things. I ...

	've got	haven't got
a new computer		
books about animals		

2 Ask Student B questions and complete the 'About Student B' tables.

About Student B

Student B's hobbies. He / She ...

	's into	isn't into
films		
sport		

Student B's things. He / She ...

	's got	hasn't got
a new computer		
books about animals		

3 Answer Student B's questions about you.

STUDENT B

1 Complete the 'About me' tables with information about you.

Useful expressions

Questions	Answers
Are you into ... ?	I'm into ... / I'm not into ...
Have you got ... ?	I have got ... / I haven't got ...

About me

My hobbies. I ...

	'm into	'm not into
films		
sport		

My things. I ...

	've got	haven't got
a new computer		
books about animals		

2 Answer Student A's questions.

3 Ask Student A questions and complete the 'About Student A' tables.

About Student A

Student A's hobbies. He / She ...

	's into	isn't into
films		
sport		

Student A's things. He / She ...

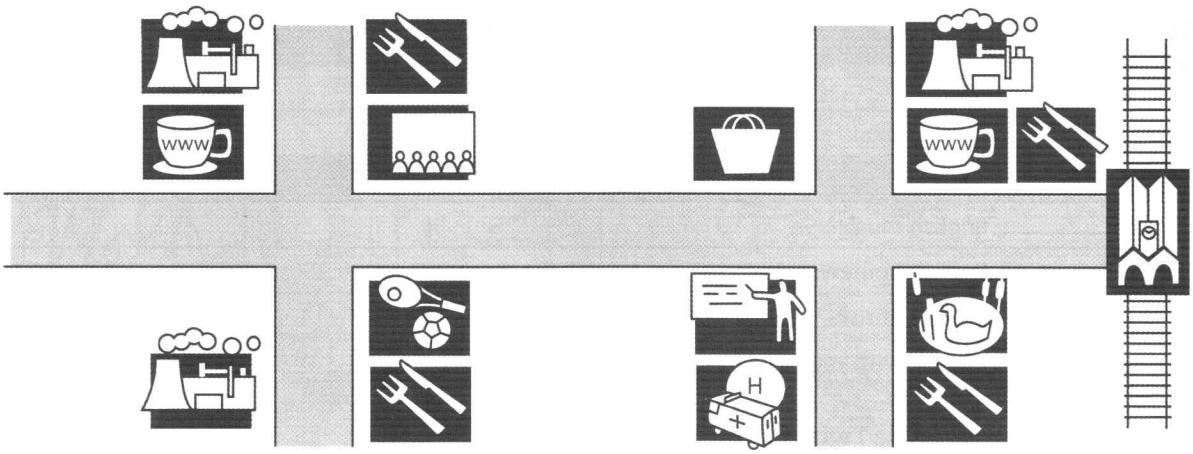
	's got	hasn't got
a new computer		
books about animals		

PHOTOCOPIABLE © Oxford University Press

STUDENT A

1 Look at the picture of a town. Student B has the same picture but there are five differences. Ask and answer questions to find the differences.

2 When you have finished, compare your picture with Student B's picture. Have you got all the differences?



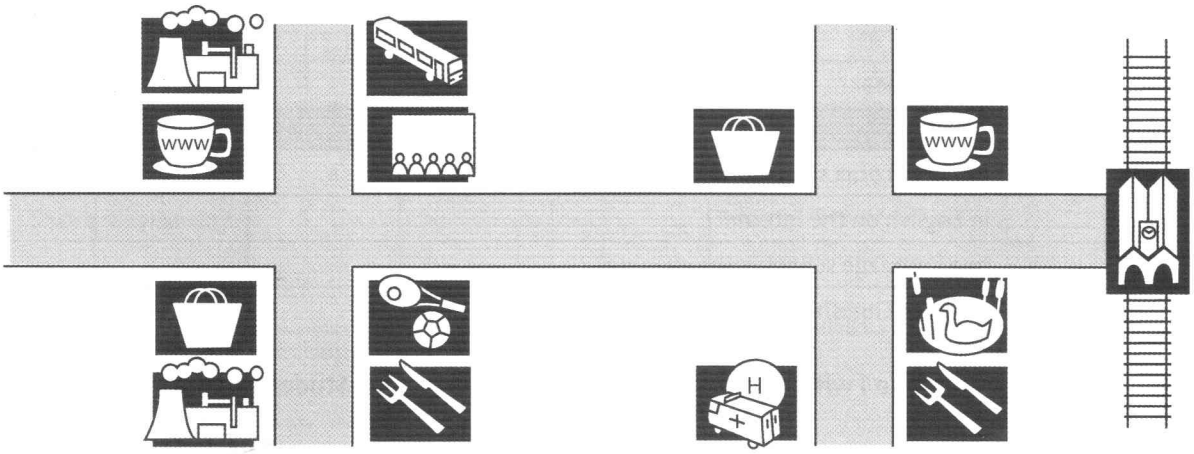
Useful expressions

Questions	Answers
Is there a / an ... ?	Yes, there is. / No, there isn't.
Are there any ... ?	Yes, there are. / No, there aren't.
How many ... are there?	There are ...

STUDENT B

1 Look at the picture of a town. Student A has the same picture but there are five differences. Ask and answer questions to find the differences.

2 When you have finished, compare your picture with Student A's picture. Have you got all the differences?



Useful expressions

Questions	Answers
Is there a / an ... ?	Yes, there is. / No, there isn't.
Are there any ... ?	Yes, there are. / No, there aren't.
How many ... are there?	There are ...

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PAIRWORK Unit 3

STUDENT A

1 Complete the questions with the words in the box.

do all your ~~is your~~ languages listen to
practise watch

	What ...	You		Student B	
1	*is your* nationality?				
2	_____ do you speak?				
	Do you ...	**Yes**	**No**	**Yes**	**No**
3	_____ English music?				
4	_____ English homework?				
5	_____ English films?				
6	_____ English with your friends?				

2 Complete the table in exercise 1 with information about you.
Then ask Student B questions 1–6 and complete the table with his / her answers.

3 Answer Student B's questions.

Useful expressions

Questions	Answers
What is your nationality?	I'm Brazilian / Polish / Moroccan ...
Do you ... ?	Yes, I do. / No, I don't.

STUDENT B

1 Complete the questions with the words in the box.

go ~~is your~~ languages read sing write

	What ...	You		Student A	
1	*is your* nationality?				
2	_____ do you speak?				
	Do you ...	**Yes**	**No**	**Yes**	**No**
3	_____ books or comics in English?				
4	_____ in English on the internet?				
5	_____ to a language school in the evening?				
6	_____ songs in English?				

2 Complete the table in exercise 1 with information about you. Then answer Student A's questions.

3 Ask Student A questions 1–6 and complete the table with his / her answers.

Useful expressions

Questions	Answers
What is your nationality?	I'm Brazilian / Polish / Moroccan ...
Do you ... ?	Yes, I do. / No, I don't.

PHOTOCOPIABLE © Oxford University Press

STUDENT A

1 You and Student B are in different parts of a zoo. Look at the animals you see.

The animals you see

2 Ask student B questions about the animals he / she sees. Complete the table.

The animals Student B sees	
What? *snakes* How many? _____ Activity? _____ _____	What? _____ How many? _____ Activity? _____ _____
What? _____ How many? _____ Activity? *They are swimming.* _____	What? _____ How many? _____ Activity? _____ _____

3 Answer Student B's questions. Use the phrases in the box.

catch flies fly hide in a tree hunt fish

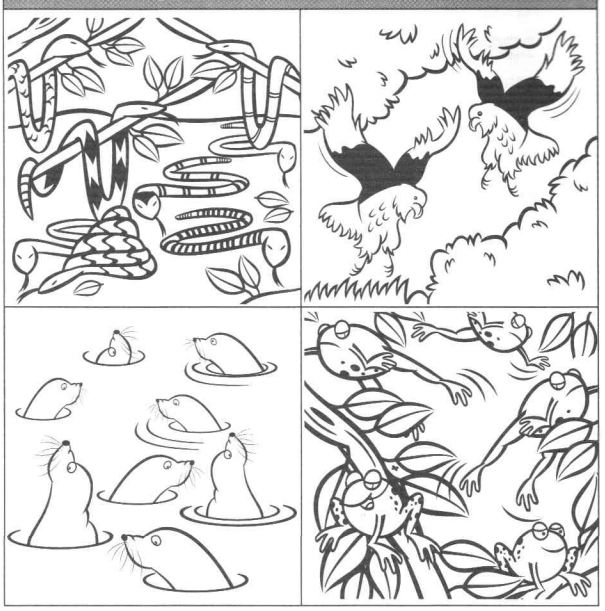
Useful expressions

Questions	Answers
What animals do you see?	I see ...
How many ... are there?	There are / There is ...
What are they / is it doing?	They are / It is *-ing*

STUDENT B

1 You and Student A are in different parts of a zoo. Look at the animals you see.

The animals you see



2 Answer Student A's questions about the animals you see. Use the phrases in the box.

jump from tree to tree look for food
sleep swim

3 Ask student A questions about the animals he / she sees. Complete the table.

The animals Student A sees	
What? *chameleon* How many? _____ Activity? _____ _____	What? _____ How many? _____ Activity? _____ _____
What? _____ How many? _____ Activity? _____ _____	What? _____ How many? _____ Activity? _____ _____

Useful expressions

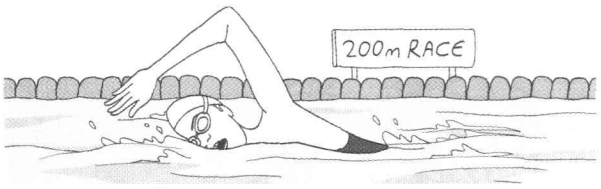
Questions	Answers
What animals do you see?	I see ...
How many ... are there?	There are / There is ...
What are they / is it doing?	They are / It is *-ing*

PAIRWORK

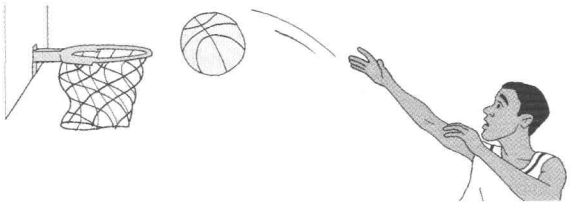
PHOTOCOPIABLE © Oxford University Press

STUDENT A

1 Look at the pictures. Then write sentences so that they are true for you. Use *can* or *can't*.



1 I can / can't swim 200 metres.



2 _____

3 _____

4 _____

5 _____

2 Ask Student B questions to find out if he / she can or can't do the activities in exercise 1.

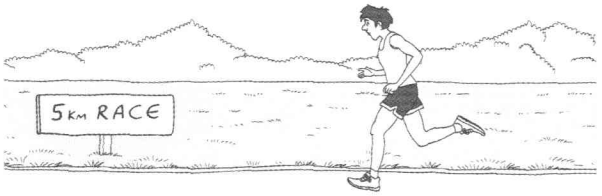
Example:
You Can you swim 200 metres?
Student B Yes, I can. / No, I can't.

3 Answer Student B's questions.

4 When you have finished, compare your answers with Student B's answers. Which activities can you both do?

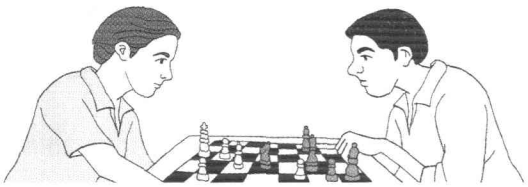
STUDENT B

1 Look at the pictures. Then write sentences so that they are true for you. Use *can* or *can't*.



1 I can / can't run five kilometres.

2 _____



3 _____

4 _____

5 _____

2 Answer Student A's questions.

Example:
Student A Can you swim 200 metres?
You Yes, I can. / No, I can't.

3 Ask Student A questions to find out if he / she can or can't do the activities in exercise 1.

4 When you have finished, compare your answers with Student A's answers. Which activities can you both do?

PHOTOCOPIABLE © Oxford University Press

STUDENT A

1 Read the quiz and write *true* or *false*.

Quiz

1 **What did Tim Berners-Lee invent in 1990?**
He invented the internet.

2 **Which American football team did David Beckham play for?**
He played for the New York Red Bulls.

3 **Which famous writer was born in Stratford-upon-Avon?**
William Shakespeare was born in Stratford.

4 **What country did Julius Caesar and William the Conqueror both invade?**
They both invaded Britain.

5 **What were Heath Ledger, James Dean and Marlon Brando all famous for?**
They were all musicians.

6 **Which country did the explorer Captain James Cook explore in 1770?**
He explored Australia.

7 **Who did the writer Matt Groening name Marge and Homer Simpson after?**
He named them after his friends.

8 **In the Harry Potter books, who is Remus Lupin?**
Remus Lupin is a doctor.

2 Student B has got different answers to the quiz. In pairs, discuss questions 1–8. Then choose the correct answer for each question.

Useful expressions
Do you think this answer is right?
Yes, I think you're right.
No, I don't think you're right.
I've got no idea.
I'm not sure.

STUDENT B

1 Read the quiz and write *true* or *false*.

Quiz

1 **What did Tim Berners-Lee invent in 1990?**
He invented computer games.

2 **Which American football team did David Beckham play for?**
He played for Los Angeles Galaxy.

3 **Which famous writer was born in Stratford-upon-Avon?**
Charles Dickens was born in Stratford.

4 **What country did Julius Caesar and William the Conqueror both invade?**
They both invaded Italy.

5 **What were Heath Ledger, James Dean and Marlon Brando all famous for?**
They were all actors.

6 **Which country did the explorer Captain James Cook explore in 1770?**
He explored Canada.

7 **Who did the writer Matt Groening name Marge and Homer Simpson after?**
He named them after his parents.

8 **In the Harry Potter books, who is Remus Lupin?**
Remus Lupin is a teacher.

2 Student A has got different answers to the quiz. In pairs, discuss questions 1–8. Then choose the correct answer for each question.

Useful expressions
Do you think this answer is right?
Yes, I think you're right.
No, I don't think you're right.
I've got no idea.
I'm not sure.

PAIRWORK

Answer key

1 Student A's answer is correct.
2 Student B's answer is correct.
3 Student A's answer is correct.
4 Student A's answer is correct.
5 Student B's answer is correct.
6 Student A's answer is correct.
7 Student B's answer is correct.
8 Student B's answer is correct.

PHOTOCOPIABLE © Oxford University Press

STUDENT A

1 There was a famous actress in your town last night! Your friend saw her. Read the description in his blog.

Celebrity Watch
http://www.celebrity.watch/latestr
Google

Celebrity watch!
(1) The actress went to a café. (2) She had long, fair hair. (3) She was quite short. (4) She ate a pizza. (5) She didn't have anything to drink. (6) Some photographers saw her.

2 Your friend made a lot of mistakes! Student B has got a photo of the event. Ask past simple questions about the blog, then correct the mistakes. One sentence is correct.

Example:
You Did the actress go to a café?
Student B No, she didn't. She went to a restaurant.

1 The actress went to a restaurant.
2 _____
3 _____
4 _____
5 _____
6 _____

3 Look at the photo of a famous musician. Then answer Student B's questions about the photo.

Example:
Student B Did the musician have a beard?
You No, he didn't. He had a moustache.

STUDENT B

1 Look at the photo of a famous actress. Then answer Student A's questions about the photo.

Example:
Student A Did the actress go to a café?
You No, she didn't. She went to a restaurant.

2 There was a famous musician in your town last night! Your friend saw him in a café. Read the description in her blog.

Celebrity Watch
http://www.celebrity.watch/latestr
Google

Celebrity watch!
(1) The musician had a beard. (2) He had short, straight hair. (3) He was quite short. (4) He watched a football match on TV. (5) His favourite team won the match. (6) There were four people in the café.

3 Your friend made a lot of mistakes! Student A has got a photo of the event. Ask past simple questions about the blog, then correct the mistakes. One sentence is correct.

Example:
You Did the musician have a beard?
Student A No, he didn't. He had a moustache.

1 The musician had a moustache.
2 _____
3 _____
4 _____
5 _____
6 _____

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STUDENT A

1 Imagine you win the TV show *Pop Idol*, and you're going to become a famous musician! Read the questions in the 'About you' column and answer them with your own ideas.

About you	
What kind of music are you going to play at a concert tonight?	
What time are you going to go to bed after the concert?	
What are you going to do tomorrow?	
What are you going to buy at the shops this week?	
Where are you going to go on holiday?	
How often are you going to meet your fans?	
About Student B	
What kind of sport / you / play / tomorrow / ?	
What time / you / get up / every day / ?	
What kind of food / you / eat / ?	
How often / you / do sport / ?	
What / you / do / in your free time / ?	
Which famous people / you / meet / ?	

2 Answer Student B's questions. Answer with complete sentences.

Example:
Student B What kind of music are you going to play at the concert tonight?
You I'm going to play heavy metal music!

3 Now imagine Student B wins a big sports competition, and he / she is going to become a famous sports star! You want to interview him / her. Look at the 'About Student B' column. Ask questions with *going to* and complete the column.

Example:
You What kind of sport are you going to play tomorrow?
Student B I'm going to play football!

STUDENT B

1 Imagine you win a big sports competition, and you are going to become a famous sports star! Read the questions in the 'About you' column and answer them with your own ideas.

About you	
What kind of sport are you going to play tomorrow?	
What time are you going to get up every day?	
What kind of food are you going to eat?	
How often are you going to do sport?	
What are you going to do in your free time?	
Which famous people are you going to meet?	
About Student A	
What kind of music / you / play / at the concert tonight / ?	
What time / you / go / to bed / after the concert / ?	
What / you / do / tomorrow / ?	
What / you / buy / at the shops this week / ?	
Where / you / go / on holiday / ?	
How often / you / meet / your fans / ?	

2 Now imagine Student A wins the TV show *Pop Idol*, and he / she is going to become a famous musician! You want to interview him / her. Look at the 'About Student A' column. Ask questions with *going to* and complete the column.

Example:
You What kind of music are you going to play at the concert tonight?
Student A I'm going to play heavy metal music!

3 Answer Student A's questions. Answer with complete sentences.

Example:
Student A What kind of sport are you going to play tomorrow?
You I'm going to play football!

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Introduction

Why use drama?

Drama provides students with the opportunity to bring language alive in a fun and entertaining way, and for this reason it is an incredibly useful tool for language learning. Students reinforce what they have been learning in the Student's Book, but, having a script, they don't have the pressure of worrying about what they are going to say next. As soon as they start performing, students will be communicating with each other, but using the language of different characters. This 'getting into a role' alleviates any anxiety students might have about making mistakes.

English Plus dramas

Each drama is set in a different location and is written to be performed by small groups of students for the rest of the class. There are roles for both confident and less confident students. All of the language can be found in the Student's Book, so students should be familiar with the words used.

The dramas are easy to prepare, easy to perform and designed for use with mixed-ability classes.

When to use the dramas

As each drama relates to and recycles the language found in the previous three units of the Student's Book, use them as a fun, end-of-term activity, or after completing the following blocks of units:

- *World talent* after Units 1–3
- *In the wild* after Units 4–6
- *And ... action!* after Units 7–8

Teaching notes

Each drama is accompanied by individual teaching notes to help prepare the students for the performance. These include:

- a summary outlining what happens in each drama
- a list of character descriptions
- information about props required (objects needed in the drama)
- any vocabulary and useful expressions that may need to be pre-taught

There are also ideas for drama warm-up activities and notes on preparing the students for each drama.

Preparation and performance

Drama warm-ups

These are fun games and exercises, which are linked to each drama, to introduce the theme. They are designed to relax the students and break the ice before they embark upon the performance. They can all be done in the classroom.

Preparing the classroom

As with the warm-ups, each drama is designed to be performed in a regular classroom. Decide where the performance space is going to be. Even if space is limited, it is still possible for small groups of students to perform for the rest of the class at the front of the classroom. Prepare the performance space before you ask the groups to perform the drama for the class.

Preparing the students

- Before performing the drama, play the recording for students to listen to whilst following the text. Check that they understand what happens, especially the stage directions.
- Ask volunteers (seated at their desks) to read parts of the text aloud.
- Divide the students into groups and ask them to decide which character they are each going to play. Ask them to read the drama in their groups.
- Ask the students to think about staging, e.g. the positions onstage of the various characters and where they are going to move.
- Ask them to practise the drama again, this time standing up and moving around, remembering to speak loudly and clearly and thinking about their physical actions.

Performance

Encourage students to read and act with as much enthusiasm as they can. They shouldn't just read their lines without feeling – they should exaggerate their voices and their reactions. The performers and the audience will enjoy themselves much more if the drama is performed confidently and with a sense of humour.

Follow-up

At the end of some of the dramas there are ideas for follow-up activities. These include videoing the performances and other exercises, such as improvising further dialogue between characters.

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Summary

This drama is about a television talent show called *World talent*, where contestants from around the world compete to see who is the most talented performer. Each week the contestants perform in front of two judges and are interviewed by the show's presenter. The judges decide which performers will go through to the following week's show. In this drama there are some interesting performers who surprise the judges, but it is the performers themselves who are in for the biggest surprise!

Characters

- **Simone Starr** is the presenter of *World talent*. She is British and very confident. She likes to keep everything running smoothly and to make sure everybody is happy – the judges and the contestants. This role is for a student who is at ease with taking charge of the scene.
- **Robert** is one of the judges. He has been a rock star for the last twenty years. He therefore loves rock music. He is difficult to please and he especially hates hip hop.
- **Melissa** is also one of the judges. She used to be a ballet dancer and now teaches dance. She is friendly and doesn't want to hurt the performers' feelings.
- **Mikey** is one of the performers. He is nineteen and from Australia, where he is a waiter. He performs a hip hop song in the *World talent* competition. He is laid back.
- **Tom** is also one of the performers. He is Canadian and in his twenties. In Canada he works in an internet café. In the *World talent* competition he plays the drums very badly. He thinks he plays very well.
- **Anna** is the third performer. She is eighteen, from New York, and works in a shopping centre. She talks a lot and she thinks she is an amazing performer. She sings a pop song but is very out of tune. This role is for a confident student.

Preparation

Props

- two chairs for the judges
- a microphone for Simone (this could be mimed)
- drums for Tom (these could be mimed)

Vocabulary and useful expressions

- Pre-teach the following:

audience band cheer / boo cool judge performer talent

- Read the following expressions and ask the students to find them in the text:

Good evening. *Good luck!* *out of tune* *See you next week!*

- Check that students understand the meanings.

Drama warm-up

Ask the students to stand in a circle. (If this is not possible, they can stand at their desks.) Ask for a volunteer to start. This student must call out the name of another student in the class, followed by a letter, e.g. *J*. This named student must then, as quickly as possible, call out 'I'm from Japan and I speak Japanese!' This student can then choose another student whose name they call out, followed by a different letter, e.g. *F*. This named student calls out 'I'm from France and I speak French!' and so on. The speaker must always name a country and its language. If a student hesitates for longer than thirty seconds, he or she is out and must sit down.

Performance

3.27 Follow the preparation and performance guidelines in the Introduction on page 216. In addition:

- Ask the students who are watching the drama to be the TV audience and to cheer and boo loudly at the appropriate moments.
- Ask the students playing Mikey, Tom and Anna to think about their performances in front of the judges, e.g. how will Mikey move when he is doing his hip hop song? Will the student playing Anna improvise a tune that she sings very badly?
- Ask the students to think about their characters' reactions, especially when they aren't speaking, e.g. when the judges are watching the performances, and when Mikey, Tom and Anna are listening to what the judges have to say about their performances.

PHOTOCOPIABLE © Oxford University Press

DRAMA ❑ *World talent*

[Simone Starr is talking to the TV camera. The judges, Robert and Melissa, are sitting onstage. The performers, Mikey, Tom and Anna, are standing at the side of the stage.]

Simone Good evening everyone, and welcome to *World talent*, the TV show from London, where we watch the performers of the future!

[Audience cheers.]

Simone First, let's say hello to our judges, Robert the rock star and Melissa the dancer! *[She talks to the judges.]* Hello!

[Audience cheers. Robert and Melissa wave and smile. Simone talks to the camera.]

Simone We've got some interesting performers for you this evening. They're over here!

[Audience cheers. Simone turns to the performers Mikey, Tom and Anna.]

Simone Hello! What's your name?

Mikey Hi, Simone. My name's Mikey and I'm from Australia. I'm a waiter in a restaurant, but this evening I'm a hip hop singer!

Simone Hi, Mikey! I love hip hop! Who's your favourite hip hop singer?

Mikey I really like 50 Cent.

Simone Great! Good luck this evening!

[Simone talks to the camera.]

Simone OK, let's hear it for Mikey on *World talent*!

[Audience cheers. Mikey walks onstage.]

Mikey *[quietly]* My name is Mikey
And I'm nineteen
I'm not noisy
And I'm really, really clean ...

PHOTOCOPIABLE © Oxford University Press

Robert Stop! I hate hip hop!
Melissa Robert! That's a horrible thing to say!
Robert Well, do you like it?
Melissa Mikey, I like your dancing, but you are very quiet.
Robert He's boring!
[Audience boos.]
Simone OK, thank you, judges! Thank you, Mikey!
[Mikey walks back to the side of the stage, next to Tom and Anna. Simone talks to the camera.]
Simone Let's meet performer number two, Tom!
Tom Hello, Simone!
Simone Where are you from, Tom?
Tom I'm from Canada.
Simone Canada? Do you speak French, too?
Tom Yes, I do. I also speak Spanish. I like languages.
Simone Wow! And what part of Canada are you from?
Tom Toronto. In Toronto I work in an internet café, but this evening I'm a drummer!
[Simone talks to the camera.]
Simone Great, let's hear it for Tom on *World talent*!
[Audience cheers. Tom walks onstage with his drums. He plays them very loudly.]
Melissa Thank you, Tom! Very ... er ... noisy!
Robert Tom, that's not cool. Are there any good performers here this evening?
[Audience boos.]
Tom What?!
Simone Er, thank you, judges! Thank you, Tom!
[Tom walks back to the side of the stage, next to Mikey and Anna. Simone talks to the camera.]
Simone And now for our last performer this evening.
Anna That's me, that's me! I'm Anna and I'm American! I'm from New York!
Simone Hello, Anna! I want to visit New York. How far is it from here?
Anna It's about seven hours by plane. I love my city.
Simone Why do you love your city?
Anna Because it's friendly and very exciting. There are loads of shops, and I'm really into shopping. I work in a shopping centre, but this evening I'm a pop singer!
[Simone talks to the camera.]
Simone OK, let's hear it for Anna on *World talent*!
[Audience cheers. Anna walks onstage and sings out of tune.]
Anna This is my song, my song for you
I am so pretty and nice, don't think twice
I am the one for you ...
Robert OK, please stop, Anna!
Anna There's more!
Robert No, thank you! You're a very bad singer.
Anna What?! I'm very popular in New York.
Melissa Anna, you're out of tune.
Anna No, I'm not! I'm the best singer in New York! In the world! I am, I am!
Simone Thank you, Anna! And thank you, judges!
[Anna doesn't move. Simone takes Anna's hand and they walk back to Tom and Mikey. Simone talks to the camera.]
Simone And now it's time to see who is coming back to next week's show!
[Simone turns to the judges.]
Simone Judges, are you ready?
Melissa Yes, I think so.
Simone OK. Melissa, who do you like best? Mikey? Tom? Or Anna?
Melissa It's very difficult ... I'm not sure.
Simone What about you, Robert?
Robert I'm not interested in Mikey's hip hop. Tom is bad. And Anna is worse than Tom ...
[Audience boos.]
Simone Oh, dear!
Robert No, Simone, not 'oh, dear', oh, yes! They're all coming back next week. Mikey, Tom and Anna are the next big pop band!
[Audience cheers.]
Robert The audience loves them!
[Mikey, Tom and Anna look happy. Simone talks to the camera.]
Simone Well, everyone! Mikey, Tom and Anna – the performers of the future! That's all from *World talent*. See you next week!

Summary

This drama is about a reality TV show in the Peruvian jungle. There are two TV presenters who are watching four contestants as they try to complete the first of seven challenges. The presenters ask the TV audience to vote for who they would like to win.

Characters

- **Polly** is one of the TV presenters. She loves her job and is excited about being in the jungle. This role is for a confident student.
- **Molly** is the other TV presenter. She is also at ease talking to an audience. She and Polly are like a double act.
- **Sara** is an American tennis player. She is a positive person, very friendly and loves animals. She is enjoying the jungle challenge.
- **Kevin** is an actor from England. He is very vain and thinks he will win. He is a comic character.
- **Davy** is a chef from Australia. He is sensible and practical.
- **Charlotte** is from Canada and is in a pop band. She and Kevin do not like each other. She is a very negative person and doesn't like being in the jungle.

Preparation

Props

- two microphones for Polly and Molly (these could be mimed)
- a loudspeaker for Polly and Molly to use to talk to the contestants (this could be mimed)
- a box with a hole large enough for a hand cut into the lid
- a letter (the challenge)
- a plastic frog (this could be mimed)

Vocabulary and useful expressions

- Pre-teach the following:

band challenge cheer chef contestant identify jungle mirror

- Read the following expressions and ask the students to find them in the text:

Good to meet you. Stop it! No way! Well done. Let's celebrate.

- Check that students understand the meanings.

Drama warm-up

Ask each student to secretly choose whether they are a snake, monkey or frog. Get students to move around the space as their chosen animals, and try and find the other animals like them. For example, if they are snakes they will be looking for other snakes. After one minute, stop the activity and see if all the snakes, all the monkeys and all the frogs are together. Ask the students to think of one word in English to describe their animal.

Performance

3.28 Follow the preparation and performance guidelines in the Introduction on page 216. In addition:

- Ask the students to think about staging specific to this drama, e.g. the positions onstage of the TV presenters and the contestants.
- Remind the students of the setting of this drama – in the jungle. Get them to imagine the hot, humid climate and think about how it will affect the way their characters move.

Follow-up

If you have access to video recording equipment, you could get the students to film the drama, and watch it on TV afterwards, just like an actual reality TV show!

PHOTOCOPIABLE © Oxford University Press

DRAMA In the wild

[Polly and Molly are in the jungle. They are talking to the TV camera.]

Molly Welcome to Wild TV! I'm Molly ...

Polly ... and I'm Polly! We're hiding in the Peruvian jungle. It's July, and phew, it's hot!

Molly We're hiding because we're watching the Wild TV contestants. They must do seven challenges in seven days. The best contestant is the winner.

Polly Who do you want to win? You can choose!

Molly It's time to meet the four contestants. They're over here.

[Polly and Molly point to the contestants. The contestants are meeting for the first time.]

Sara Hi, I'm Sara. I'm a tennis player from America. I love it here!

Kevin Good to meet you! I'm Kevin. I'm an English actor. I want to win!

Davy Hello, Kevin. I'm Davy. I'm a chef from Australia.

Charlotte I'm from Canada. My name's Charlotte and I'm in a band. Do you like it here?

Davy I'm not sure. It's very hot.

Charlotte I hate it.

Kevin Have you got a mirror? Is there a mirror in this jungle?

Charlotte There aren't any mirrors here!

Sara Are there any snakes? I love snakes!

Charlotte I hate snakes.

PHOTOCOPIABLE © Oxford University Press

DRAMA ▢ *In the wild*

[Polly and Molly talk quietly to the TV camera.]

Molly Poor Charlotte, there are loads of snakes in the jungle. There are a lot of different types of animals here – crocodiles, lizards, spiders ...

Polly Is it time for today's challenge, Molly?

Molly I think you're right, Polly!

Polly *[loudly into the loudspeaker]*

Molly CHALLENGE TIME!

[Sara jumps up.]

Sara It's the first challenge!

Kevin Where is it?

[The contestants look.]

Charlotte How often do we have a challenge?

Sara Once a day.

Charlotte I hate challenges!

Kevin You don't like anything.

[Davy finds a box and a letter.]

Davy What's this?

Charlotte Read it!

Davy *[reading the letter]* 'This is your first challenge. You must put your hand in the box and identify the animal.'

Sara Maybe it's from the red list.

Davy What's the red list?

Sara It's a list of animals in danger: monkeys, chameleons ...

Kevin Do they attack humans?

Sara No, not often!

[Sara listens next to the box.]

Sara It doesn't sound like a monkey.

Davy *[continuing to read]* 'You must identify the animal and then you can have dinner this evening. No animal, no dinner! You've got two minutes!'

Charlotte I'm not putting my hand in the box!

Kevin I'm hungry!

Sara Is it OK if we look in the box?

Davy No! You can't look! You must put your hand in.

[Davy puts his hand in the box.]

Davy There isn't anything there!

Kevin What are we looking for?

Charlotte I don't know. I hate being in the wild!

Kevin I want my dinner this evening!

[Kevin puts his hand in the box.]

Kevin Ow! My finger!

Charlotte You sound like a three year old!

Kevin You look like a three year old – look at your hair!

Davy Stop it, you two!

[Molly talks to the camera.]

Molly Oh no, the contestants aren't having a good time.

[Sara looks at her watch.]

Sara We've got about one minute, everyone! Charlotte, can you put your hand in the box?

Charlotte No way!

Sara You must! Do you want your dinner?

Charlotte Of course! OK, OK. *[She puts her hand in the box.]* Aargh! It's jumping! It's a snake, it's a snake! That's it, I'm going!

[Charlotte runs off.]

Kevin Great, she's escaping.

Sara We must do the challenge! We haven't got much time! *[She puts her hand in the box and finds a frog.]* Look! It isn't a snake – it's a frog! Oh, it's pretty! I'm really into frogs!

Polly *[loudly, into the loudspeaker]* CHALLENGE OVER! WELL DONE, SARA!

Molly EVERYONE'S HAVING DINNER AT SEVEN O'CLOCK!

[Sara, Davy and Kevin cheer.]

Sara Hurray! Let's celebrate!

Davy Good work, Sara!

Kevin I am the best!

[Polly and Molly talk to the camera.]

Molly So, Sara wins today's challenge and Charlotte escapes!

Polly Davy is a nice guy and Kevin thinks he's a winner!

Molly Who do you want to win? You can choose!

Polly Give us a call on 070 44 88.

Molly We're in the wild ...

Polly ... on Wild TV!

Polly
Molly Bye for now!

PHOTOCOPIABLE © Oxford University Press

Summary

This drama takes place on the film set where an historical film about King Henry VIII of England is being made. The scene being filmed is one between Henry, his wife, Anne, and William, the King's secretary. Filming is very difficult because Brian, the actor playing Henry, is always disagreeing with the director and is very rude. He also doesn't know his lines. The other actors get cross and when Brian shouts at the make-up assistant, the director decides to make some big changes!

Characters

- **Brian** is the actor playing King Henry VIII. He is a famous film star and is very big-headed and rude. He always thinks he's right and is very difficult to work with. The student playing this role needs to be able to play a loud, larger than life character.
- **Kim** is the director of the film. She is a friendly, confident character who is good at making everyone feel at ease. She is very patient, but is also someone who knows how to deal with difficult situations.
- **Mark** is the camera operator, filming the actors. He is good friends with Kim and is an easy-going character. He doesn't have many lines.
- **Sasha** is the actress playing Anne, King Henry's wife. She is friendly and polite, although she does get very fed up with Brian.
- **Neil** is the actor playing William, King Henry's secretary. He really doesn't like Brian and gets quite annoyed when filming is made very difficult because of Brian's behaviour.
- **Bunny** is the make-up artist. She is in charge of making sure everyone's make-up is just right and goes around touching up the actors' faces with powder, etc. She also helps the director. She's quite young and nervous and gets very upset by Brian. She doesn't have many lines.

Preparation

Props

- a make-up brush and powder compact for Bunny
- a chair for Kim, the director
- a video camera for Mark (this could be mimed)
- a mobile phone for Brian
- a crown
- a clapperboard (e.g. a small whiteboard) with 'King Henry the Eighth, Scene 2, Take 1' written on it.

Vocabulary and useful expressions

- Pre-teach the following:

clapperboard crown cute darling film set make-up scene

- Read the following expressions and ask the students to find them in the text:

Action! Cut! I don't believe it!
It's your line! Stand by.

- Check that students understand the meanings.

Drama warm-up

This game is like 'Simon says' but it is called 'The director says'. Ask a student to stand at the front of the class and to be the director. He / she says 'The director says ...' and then gives the class an instruction, e.g. 'The director says sit down.' The class must then sit down. The class must obey all the director's instructions until the director gives an instruction without first saying 'The director says ...'. Any student who follows this instruction is out.

Performance

3.29 Follow the preparation and performance guidelines in the Introduction on page 216. In addition:

- Explain that the film being made in the drama is about King Henry VIII, who was King of England in the sixteenth century. The students playing Brian, Sasha and Neil might want to think about how this would affect their moves when they are being the King, the Queen and the King's secretary.
- Ask the students to think carefully about the fact that some of the characters get very angry and upset in this drama and ask them how they think they could show this via their movement, e.g. Kim might not always sit in her director's chair; she might stand when she is angry with Brian.
- Encourage the students to add their own movement to the drama. They don't need to stick rigidly to the stage directions, e.g. Bunny can regularly be touching up the actors' make-up, and Mark can be trying out different camera angles.

Follow-up

Ask the students to write a continuation of the scene from the film with the characters of Queen Anne and William, her secretary.

DRAMA ▢ *And ... action!*

[Sasha and Neil are standing on the film set. Bunny is doing Neil's make-up. Mark is behind his camera and Kim is sitting in her director's chair.]

Neil Where's Brian, Kim?

Kim I'm not sure. He's very late.

Neil He's always late.

[Bunny finishes Neil's make-up and starts Sasha's.]

Neil Thanks, Bunny.

Sasha *[to Bunny]* Sorry? What's your name?

Bunny *[shyly]* Bunny. It's my nickname.

Sasha I think it's cute!

[Kim walks over to Mark. She looks at her watch.]

Kim We must film soon ...

Mark How was your weekend?

Kim It was brilliant, thanks. I went to Manchester and visited friends. What was your camping trip like?

Mark Well, it was rainy and I didn't take my waterproof clothes, so I was very wet!

[Brian enters. He is talking on his mobile phone.]

PHOTOCOPIABLE © Oxford University Press

Brian Yeah, yeah, yeah ... Give me a call. Must go ... bye for now.

Kim Hello, Brian! You're very late.

Brian Hello, darling! I'm here, everyone!

Sasha Hello, Brian. Did you have a good weekend?

Brian Not really. I went to Neil's party. It was terrible. The food was really bad and the people were boring.

Neil *[angrily]* Brian!

Kim *[giving Brian the King's crown]* Calm down, Neil. Here's your crown, Brian. Let's film. Bunny, the clapperboard, please.

[Bunny holds the clapperboard in front of the camera. Brian, Neil and Sasha get ready to film.]

Bunny 'King Henry the Eighth', Scene 2, Take 1.

Kim And ... action!

[Brian's mobile phone rings.]

Kim Cut!

Mark I don't believe it!

[Brian answers his phone.]

Brian Hi, darling! Yeah, yeah! Amazing! How are you?

Kim Brian! There weren't any mobile phones in the sixteenth century!

Brian *[talking on phone]* Darling, must go! Yeah, yeah, text me later, OK?

Neil Brian! We want to film! Today!

Kim Are you ready, Brian?

Brian *[rudely]* Yes, yes!

[Bunny holds the clapperboard in front of the camera. Brian, Neil and Sasha get ready to film.]

Bunny 'King Henry the Eighth', Scene 2, Take 2.

Kim And ... action!

Sasha *[to Neil]* Are you going to talk to the king, William?

Neil Yes, Queen Anne. *[to Brian]* King Henry, I'm going to go to Rome tomorrow.

[Neil and Sasha wait for Brian to speak. He doesn't.]

Sasha Brian! Brian! Brian, it's your line!

Kim Cut! Brian, it's your line!

Brian Is it? *[He takes off his crown.]* I don't like this crown. Spanish kings didn't have crowns like this.

Mark What?

Kim King Henry the Eighth wasn't a Spanish king! He ruled England for thirty-seven years!

Brian Are you sure? When did he rule England?

Neil About five hundred years ago! He became King of England in 1509.

Brian No, no, no. King Henry lived in Spain. He was very dark with a curly moustache. I want a curly moustache and more make-up.

Kim Brian! He was quite fair with a beard.

Mark And he was English.

Brian *[rudely]* I want more make-up!

Kim OK, OK! Bunny, please do Brian's make-up.

[Bunny walks over to Brian and starts to do his make-up. Brian suddenly throws Bunny's make-up brush on the floor.]

Brian *[shouting at Bunny]* What are you doing? Stop it! I don't like that colour!

[Bunny starts to cry and exits.]

Kim What's the matter? Poor Bunny! Are you always difficult, Brian?

Brian I'm not difficult! You're difficult!

Neil
Sasha We are not!

Kim Brian, I'm not going to work with you any more. Please leave now.

Brian What?!

Kim Go! I don't want to work with you.

Brian And I don't want to work with you. Goodbye!

[Brian throws his crown on the floor and exits.]

Neil Kim, what about the film?

Kim Don't worry. I've got an idea. Why don't we change the film? Let's make a film about Queen Anne!

Mark That's a great idea!

Kim Here's your crown, Sasha!

[Kim puts the crown on Sasha's head.]

Sasha Are you sure, Kim?

Kim Yes!

Neil Brilliant!

Kim OK, stand by, Queen Anne. And ... action!

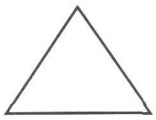
[They all laugh.]

PHOTOCOPIABLE © Oxford University Press

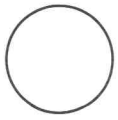
Visual arts: Shapes and lines

1 Label the shapes with the words in the boxes.

circle organic shape oval rectangle
square star triangle



1 _____



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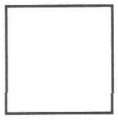

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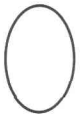
4 _____

5 _____

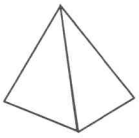


6 _____

7 _____

cone cube cuboid
cylinder pyramid sphere

8 _____



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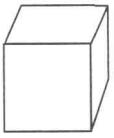

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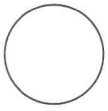

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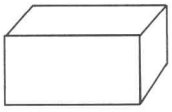

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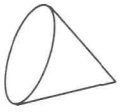


13 _____

broken curved straight
wavy zig-zag

14 _____

15 _____

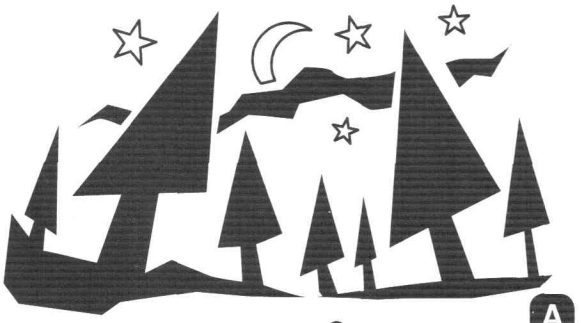
16 _____

17 _____

18 _____

2 Look at the drawings A–D. Which drawing has got:

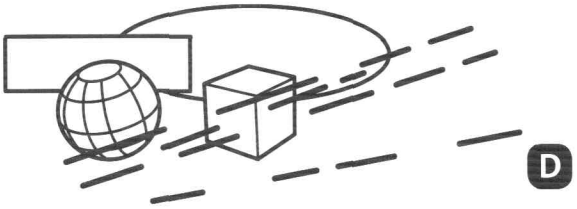
1 a cone shape? ____
2 broken lines? ____
3 star shapes? ____
4 pyramids? ____



A

B

C



D

3 Look at the adjectives in the box. Find pairs of opposites. Draw lines.

boring complicated traditional
modern peaceful pretty
scary simple interesting ugly

4 Do you like the drawings in exercise 2? Use adjectives from exercise 3 in your answers.

I like drawing A because it's ...

PHOTOCOPIABLE © Oxford University Press

5 **Look at pictures E and F. Which picture has got:**

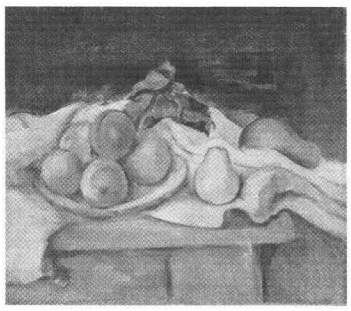
1 a lot of wavy lines? ___
2 a big rectangle? ___

Shapes in art

Colours are important in art, but many artists are also interested in shapes and lines. In these two works of art there are a lot of shapes and lines.

Picture E is a painting by a famous artist, Cézanne (1839–1906). The peaches are spheres, and the table is a rectangle. In Cézanne's painting, the table has got straight lines, and the plate is curved. It's a simple painting, but it's very pretty.

Picture F is a painting by Van Gogh (1853–1890). It hasn't got many straight lines, but it's got a lot of wavy lines. There aren't many squares, triangles or rectangles, but there are big circles in the sky and a lot of organic shapes. The painting is quite complicated!



E *Still Life with Peaches and Pears*, Paul Cézanne, 1890

F *The Starry Night*, Vincent Van Gogh, 1889

6 **Read the text. Check your answers to exercise 5, then answer the questions.**

1 What are many artists interested in?
_____, _____ and _____

2 Who likes organic shapes, Cézanne or Van Gogh? _____

3 What shapes are the peaches in Cézanne's painting? _____

4 Where are the circles in Van Gogh's painting? In the _____.

7 **Do you prefer Cézanne's painting or Van Gogh's painting? Why?**

_____
_____
_____

8 **Look at painting G. Then answer the questions.**

1 Who is this painting by?
This is a painting by _____.

2 What shapes and lines has it got?
It has got _____.
It hasn't got _____.

G *Viaduct at L'Estaque*, Georges Braque, 1908

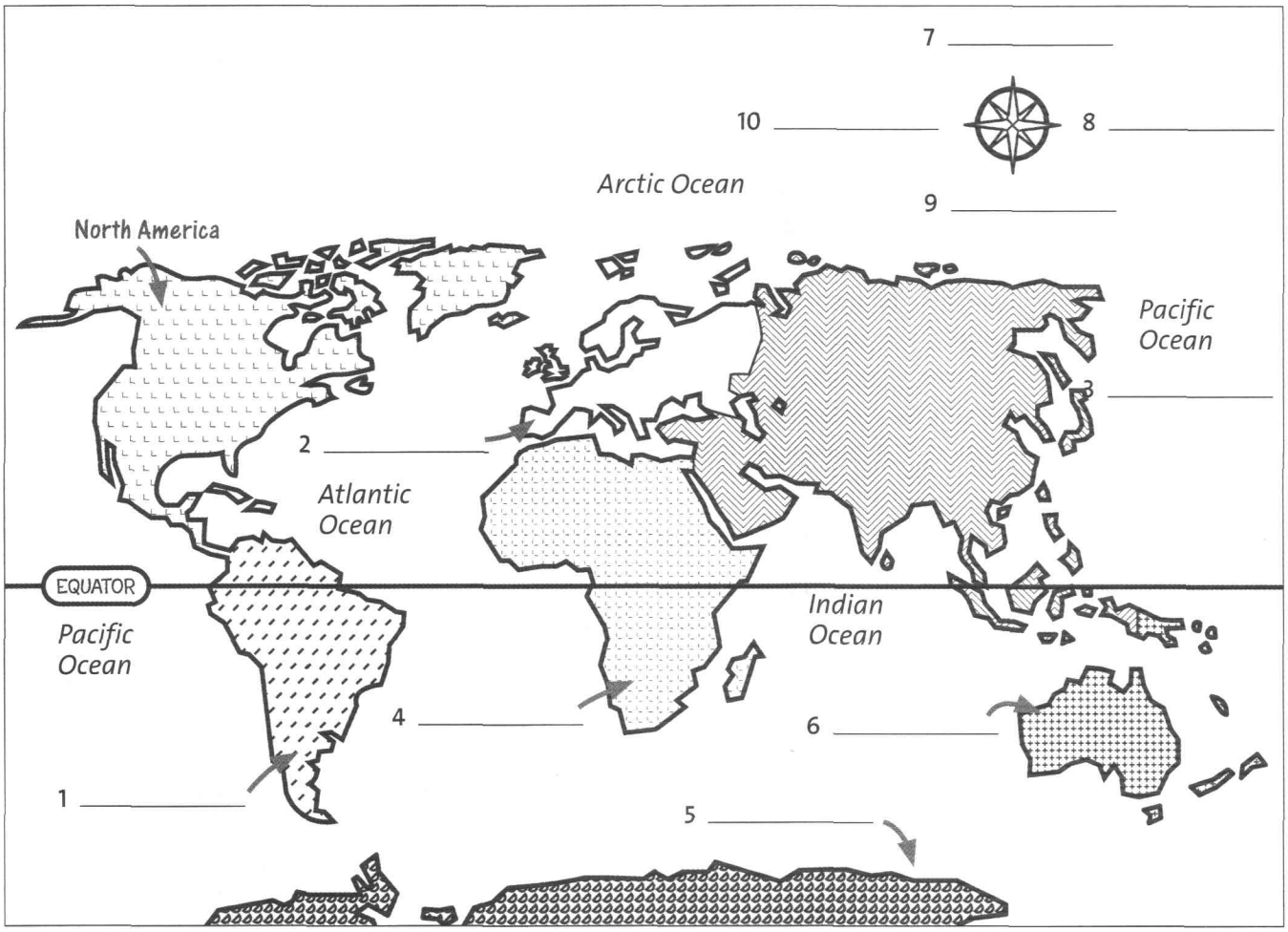
3 Do you like the painting? Why / Why not?
I like / don't like it because _____
_____
_____

CROSS-CURRICULAR EXTENSION

Geography: Continents

1 Look at the map of the world. Then label the map with the words in the box.

Continents: Africa Antarctica Asia Oceania Europe ~~North America~~ South America
Compass: east north south west



2 *Look at the map again. Then answer the questions.*

1 Which continents are **on the equator**?
_____, _____, _____

2 Which continents are completely below the equator, and in the **southern hemisphere**?
_____, _____

3 Which continents are completely above the equator, and in the **northern hemisphere**?
_____, _____

4 Where is the **North Pole**?
In the _____ Ocean.

5 Where is the **South Pole**?
In _____.

3 **Look at Oceania and North America on the map again. Then answer the questions.**

1 What countries do you know in these continents?

2 What is the weather in these continents?

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4 **Read the text below about two continents and two big islands. Then complete the sentences with some of the words in the box.**

north south east west
northern southern

1 Australia is in the _____ of the _____ hemisphere.
2 Greenland is in the _____ of the _____ hemisphere.

5 **Read the text again. Then answer the questions.**

1 What is the capital of Australia?
_____
_____

2 Why is living in the centre of Australia more difficult than living on the coast?
_____
_____

3 Where is it hot in North America? Where is it cold?
_____
_____

4 Why don't many people live in Greenland?
_____
_____

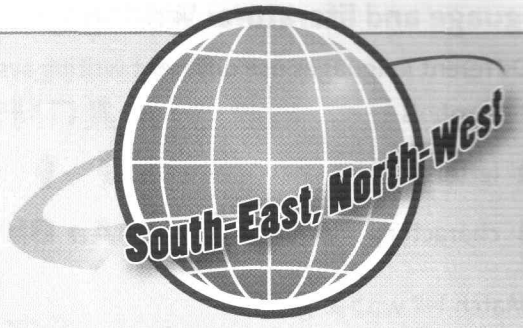
6 **Write about your continent. Answer the questions.**

1 Which continent do you live in?
_____

2 Where is your continent? (Is it in the northern or the southern hemisphere? Is it in the north, south, east or west?)
_____
_____

3 Which oceans and continents are near your continent?
_____
_____

4 Which country do you live in? What is its capital city?
_____
_____



Oceania is a small continent in the east. It's got a lot of islands, like Fiji, New Zealand and Australia. Some islands are near the equator, but most of them are in the southern hemisphere.

The capital city of Australia is Canberra, but the city of Sydney is more famous. Sydney is on the east coast of Australia, next to the Pacific Ocean. It's cooler on the coast than in the centre of Australia. In the centre, temperatures are between 25°C and 40°C, and there isn't a lot of water.

The continent of North America is in the west of the northern hemisphere. It's got some big countries, like the USA and Canada, and a lot of smaller countries, like Jamaica and Puerto Rico. Countries near the equator are hot, but countries in the north are much colder!

Greenland is a very big island in North America, between the Arctic Ocean and the Atlantic Ocean. It's bigger than 2,000,000 km^2, but only about 57,600 people live there. It's really cold, because it's near the North Pole. 'Greenland' isn't a good name for this island, because most of it is white!

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Language and literature: Writing systems

1 Different languages use different writing systems. Match writing systems 1–3 with a–c.

1 symbols
2 letters
3 characters

a 異口同音
b
c **Aa Bb Cc Dd Ee**

2 Match 1–7 with a–g.

1 punctuation
2 lower-case letters
3 vowels
4 capital letters
5 numbers
6 consonants
7 pronunciation

a **abcdefghi**
b **123456789**
c BbCcDdEeFf
d ;'!,–: ()?.'
e AaEeIiOoUu
f /ˈlæŋgwɪdʒ/, /ˈlɪtrətʃə/
g ABCDEFG

3 Answer the questions.

1 How many consonants are in the English **alphabet**? _____
2 Do we use lower-case letters or capital letters at the start of **sentences**? _____
3 What is the English **word** for this? _____
4 What is the correct **spelling** for this English word: *photographie, fotography* or *photography*? _____
5 What is the **meaning** of the English word *memorize* in your language? _____

4 Find these things in the dialogue. Draw lines.

letter with an accent bold letters comma exclamation mark full stop italic letters question mark

A Who is your favourite actress, Nicole Kidman or Penélope Cruz?
B I don't know. My favourite *actor* is Orlando Bloom!

5 Choose the correct words.

We use full stops, question marks and exclamation marks in English **at the start / at the end / at the start or the end** of sentences.

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6 **Look at the three words for *tree* below. What languages are these words in? Write your ideas, then check your answers in the text.**

1 fa _____ 2 大 _____ 3 albero _____

How do you write that?

There are currently 6,912 living languages in the world! There are different writing systems for different languages. Some writing systems use letters (like English, Polish, Spanish or Portuguese), but some writing systems use pictorial characters (like Mandarin or Japanese).

There are 230 languages in Europe. Most of these languages use a writing system with a Latin alphabet. Some languages use the same alphabet, but words have got different spellings and accents. For example, Italian and Hungarian use the same Latin alphabet, but the words are different. The word for tree is albero in Italian and fa in Hungarian.

In writing systems with an alphabet, the spelling of a word helps us to understand its meaning and pronunciation.

In the Mandarin writing system, there isn't an alphabet, but there are more than 50,000 characters. Every word has got a different character. These characters are pictures, and the basic characters look like the things they describe. For example, the character for tree also looks like a tree: 大. Some people think Mandarin is a very beautiful writing system, but many people think it's difficult. One problem is that Mandarin characters do not tell us about the pronunciation of a word, only its meaning.

7 **Read the text again. Then answer the questions.**

1 How many living languages are there in the world? _____

2 Which languages use characters? _____ and _____

3 Which alphabet does Hungarian use? _____

4 How many characters are there in Mandarin? _____

5 What does the word 大 look a bit like? _____

6 Which language has got a very pretty writing system? _____

8 **Why do some people think that Mandarin is difficult?**

_____

_____

_____

_____

9 **Use the internet or the library to find the answers to these questions.**

1 What is the word 'hello' in Mandarin? _____

2 How many letters are there in the Arabic alphabet? _____

3 Which of these languages uses capital letters at the start of days and months: Portuguese, English or Russian? _____

10 **Answer the questions about your language. Write complete sentences.**

1 Does the writing system for your language use characters or letters?

_____

_____

2 How many vowels are there? How many consonants are there?

_____

_____

3 Is your language similar or different to English? Why?

_____

_____

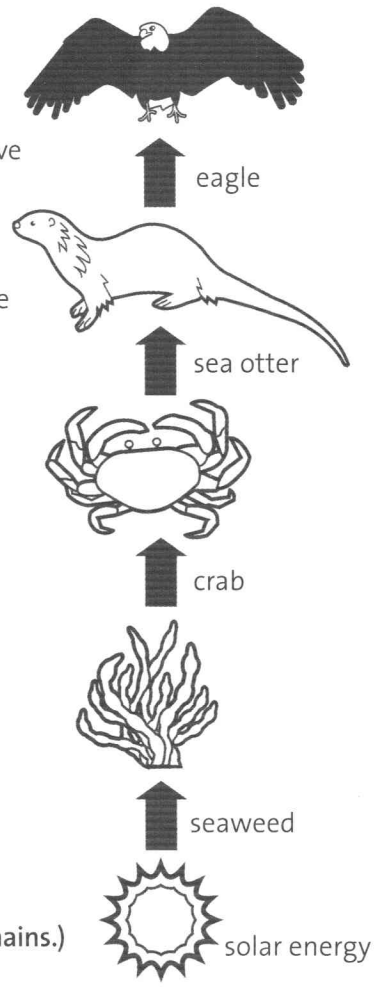
CROSS-CURRICULAR EXTENSION

Natural science: Marine ecosystems

1 Match words 1–6 with definitions a–f.

1 consumer
2 ecosystem
3 predator
4 prey
5 producer
6 species

a an animal that hunts other animals
b a community of plants and animals that live together in one area
c an animal that eats plants or animals
d an animal that is food for a predator
e a type of animal, for example bear or snake
f a plant that makes energy from the sun



2 Look at the food chain on the right. Then answer the questions.

1 Where is the **ecosystem** for this food chain?
a in a forest b in the sea c in the desert

2 Which **species** of animals and birds are in the food chain?
_____, _____ and _____

3 How many **consumers** are there in the food chain?
a five b four c three

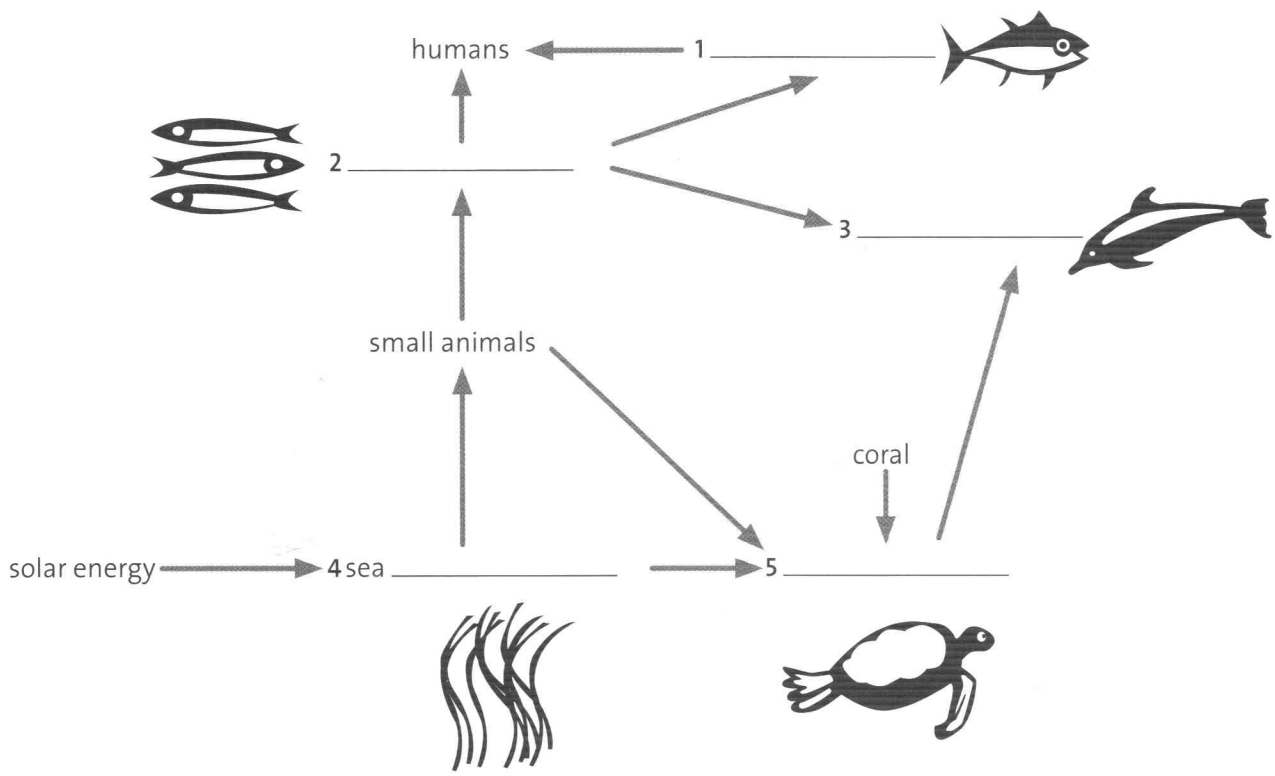
4 What is the **producer** in the food chain?
a the sun b seaweed c the eagle

5 What is the **prey** of the eagle?
a seaweed b otters c crabs

6 Which **predator** eats crabs?
a the otter b the eagle

3 Many plants and animals also belong to food webs. (Webs are bigger than chains.) Complete this food web with the plants and animals in the box.

dolphins grass sardines tuna turtles



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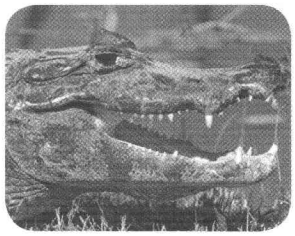
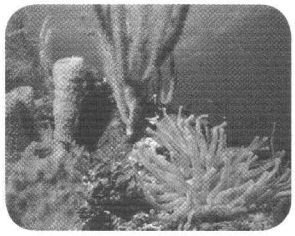
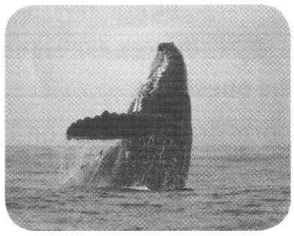
4 **Look at the photos. Which plant or animal:**

1 is a producer? _____
2 is a dangerous predator for humans? _____
3 has got feathers? _____
4 is a mammal? _____



5 **Read the text about the Great Barrier Reef in Australia. Which of the plants and animals in exercise 4 are in or near the reef?**

_____

The Great Barrier Reef

Scientists sometimes call Earth 'the blue planet' because about 75% of it is the sea! Many plants, fish and animals live in the sea, and it's got a lot of important ecosystems.

The Great Barrier Reef, near Australia, is a big ecosystem. The reef is long – 26,000 kilometres! The water is very clean, so seaweed, sea grass and coral have got a lot of solar energy. Fish and crabs eat these producers. Different species of turtles also eat the sea grass, and they leave their eggs on the local beaches. Other consumers eat the smaller animals. Sea birds catch fish and crabs. They also eat the turtles' eggs! Whales and dolphins swim into the area to eat, and crocodiles hunt their prey near the coast. The Great White Shark is an important predator in the food web. It eats fish, mammals and amphibians. It doesn't mind eating turtles' shells, but it doesn't like eating anything with feathers!

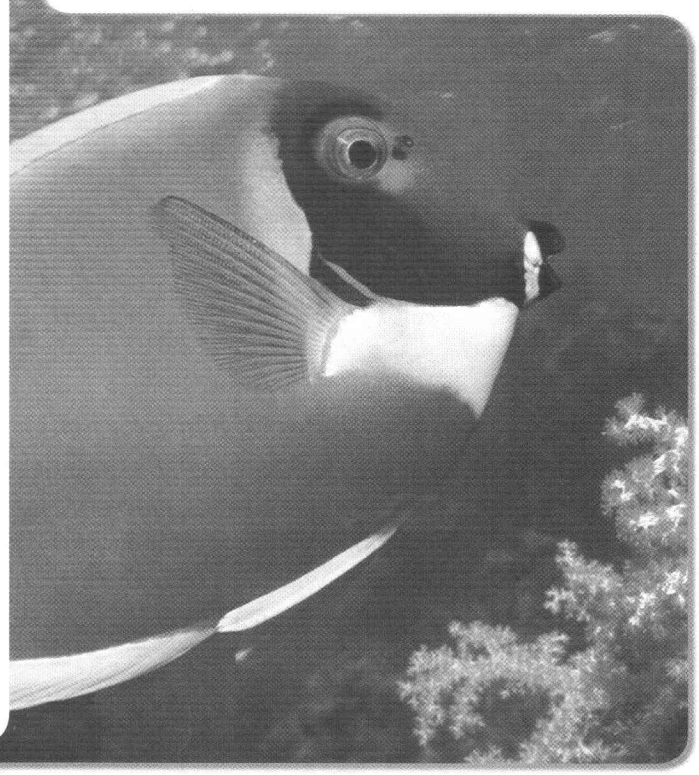
Today, the reef is changing. The water is becoming warmer, and some animals are leaving. Humans are catching a lot of fish for food, and some species are becoming extinct. These are big problems for the other animals that live near the reef, because it means the ecosystem is now smaller.

6 **Read the text again. Then complete the sentences with adjectives, plants, animals or birds.**

1 The Great Barrier Reef has got a big ecosystem because it is _____ and the water there is very _____.
2 Some fish are becoming extinct because _____ are catching a lot of them.
3 The Great White Shark doesn't eat _____.
4 Most of the earth is a _____ colour.
5 Three producers at the reef are _____, _____ and _____.
6 _____ eat turtles' eggs.
7 Some animals are leaving the reef because the water is becoming _____.
8 _____, _____ and _____ eat sea grass.

7 **Draw your own food chain. It can be a food chain in the sea or on the land. Then answer the questions about your food chain. Write complete sentences.**

1 What is the producer?
2 Which species are predators?
3 Which species are prey?
4 Which species have got shells, feathers, fur or scales?



CROSS-CURRICULAR EXTENSION

Physical education: Competitive sports

1 Sports can be **team** sports (two or more people play them in a team) or **individual** sports (one person plays or does them). Add the sports in the box to the table.

athletics basketball baseball cricket football golf gymnastics handball hockey
ice skating judo rugby snowboarding swimming volleyball weightlifting

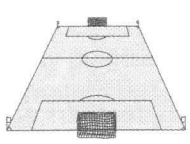
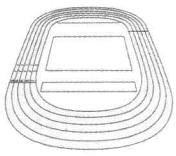
Team sports		Individual sports	
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

2 Look at the sports in exercise 1. Then ask and answer the questions.

1 Which sports do you like playing? 2 Which sports do you watch on TV?

3 Draw lines to match the words with the pictures.

court pitch pool stadium rink track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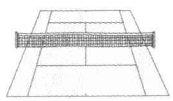
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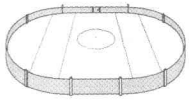
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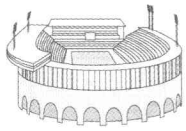
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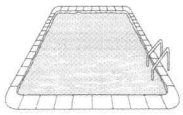
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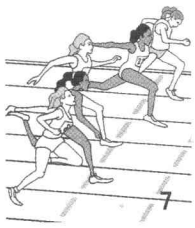
champion medal match race score trophy

6

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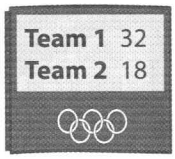
8

9

10


11

4 Answer the questions. Use words from exercises 1 and 3.

1 Where do people play football, rugby, or baseball? On a _____.
2 Which sport (athletics, gymnastics, judo or weightlifting) do people do on a track? _____
3 What do sportspeople usually get if they win? A _____ or a _____.
4 What do runners and swimmers compete in? A _____.
5 What sports do people do on a rink? _____ or _____.

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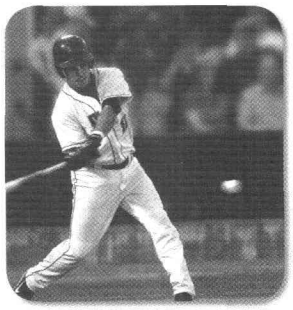
5 Write the sports. Then write T for team sport or I for individual sport.



1 _____ 2 _____ 3 _____ 4 _____

6 Which two sports in exercise 5 are in the Olympics? Read the text and check your answer.

_____ and _____

The Olympic Games

What are the Olympic Games?

The Olympic Games are famous sports competitions. Countries compete in the Summer and Winter Olympics every four years.

Where are the Olympic Games?

The Olympic Games are in different cities each time. An 'Olympic Village' has got special sports facilities, like football pitches and swimming pools.

What sports are in the Olympic Games?

In the Summer Olympics, sportspeople can compete in about thirty different sports. Individuals can do gymnastics, athletics and cycling, and teams can play baseball or volleyball. But some sports aren't in the Olympics. You can't play golf or rugby.

In the Winter Olympics, sportspeople can compete in about seven sports, including snowboarding and ice skating. A popular team sport is ice hockey – it's fast and exciting, but it's sometimes dangerous!

Who competes?

People from any country can compete, but they must be very good at their sport! Sportspeople must be very fit and healthy, and they exercise a lot before the competitions.

What do people win?

There aren't any trophies in the Olympics. If a sportsperson wins a match or a race, or gets a very good score, they win a gold, silver or bronze medal.

7 Read the text again. Then answer the questions.

1 How often are the Winter Olympics?

_____

_____

2 Which sports facilities are among those included in an Olympic Village?

_____

_____

3 How many sports are there in the Summer and Winter Olympics?

_____

_____

4 What sport isn't always safe?

_____

5 What can sportspeople win?

_____

8 Write about a sports competition. Answer the questions.

1 What is the sports competition? Which sport or sports are in the competition?

_____

_____

2 Where do people play this sport / these sports? (Think about stadiums, pitches, courts, rinks, tracks or pools.)

_____

_____

3 Where and when is the sports competition?

_____

_____

4 What do sportspeople win?

_____

_____

CROSS-CURRICULAR EXTENSION

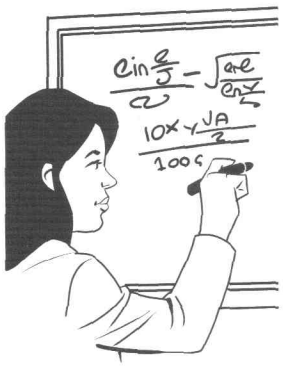
Language and literature: Myths and legends

1 Match words 1–10 with definitions a–j.

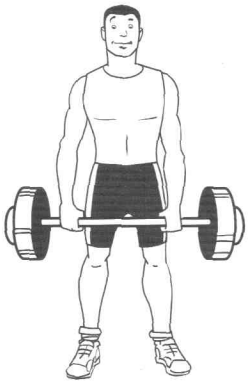
1 hero	a a daughter of a king and a queen
2 goddess	b Woden, Thor, Zeus, Apollo
3 adventure	c a really special or important boy or man
4 heroine	d a ruler of a country (a woman)
5 princess	e a very exciting experience
6 king	f an old, traditional story, often about gods or heroes
7 myth or legend	g a ruler of a country (a man)
8 monster	h a really special or important girl or woman
9 queen	i Frigg, Aphrodite, Athena
10 god	j an unusual, scary animal, like a snake with two heads!

2 Heroes and heroines often have special characteristics. Label the pictures with the adjectives in the box.

brave clever fast hard-working kind pretty strong talented



1 _____



2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

3 Look at the negative adjectives 1–5. Write the opposites from exercise 2.

1 weak _____
2 lazy _____
3 stupid _____
4 slow _____
5 ugly _____

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4 Look at the drawings of three famous heroes and heroines from Greek myths and legends. What characteristics do you think they had? Complete the sentences.

Hercules

Atlanta

Daedalus

1 Hercules was _____ and _____.

2 Atlanta was _____ and _____.

3 Daedalus was _____ and _____.

Greek myths and legends

Hercules

Hercules is a famous Greek hero. He worked for a horrible king. King Eurystheus was weak and lazy, but Hercules was strong and brave.

Eurystheus asked Hercules to do twelve difficult things. Hercules killed dangerous animals, like a lion and some big, ugly birds. These birds liked eating humans! Hercules also hunted the monster Cerberus – a dog with three heads!

Atlanta

Princess Atlanta was very pretty and she was also very good at running. She didn't like any men, because she was faster than all of them!

Melanion loved Atlanta, so he asked the goddess Aphrodite for help. Aphrodite helped him run in a race. In the race, Melanion was faster than Atlanta. After that Atlanta liked Melanion. Melanion was very happy!

Daedalus and Icarus

Daedalus was a clever and talented inventor, but he was a prisoner on the island of Crete. King Minos ruled Crete, and he didn't want Daedalus to leave the island.

Daedalus invented some wings, and he and his son, Icarus, used the wings to escape. Icarus liked his wings and he wanted to fly nearer the sun. His wings melted and he died in the sea. People named the Icarian Sea after him.

5 Read the text and check your answers to exercise 4.

6 Read the text again. Then answer the questions.

1 Who was Icarus? _____

2 Who was Eurystheus? _____

3 What was Aphrodite? _____

4 Who was Minos? _____

5 What was Cerberus? _____

6 What was Daedalus? _____

7 Write about a hero or heroine in a myth or legend. Use these questions to help you.

Paragraph 1: Who was the hero or heroine? What special characteristics did he or she have?
Paragraph 2: What did the hero or heroine do? What was the ending of the myth or legend?

CROSS-CURRICULAR EXTENSION

Technology: Computers

1 Label the picture. Use the words in the box.

cursor CD drive graphics keyboard headphones monitor
mouse printer scanner screen speaker ~~webcam~~

1 webcam	4 _____	7 _____	10 _____
2 _____	5 _____	8 _____	11 _____
3 _____	6 _____	9 _____	12 _____

2 Complete the text with the verbs in the box.

delete download print receive save send

Uses of a computer

Emails

You can use a computer for emails. When you [1]_____ an email, you can read it in your **inbox**. When you [2]_____ an email, it goes to another person.

Music

You can [3]_____ music from the internet. The music moves from the internet to your computer.

Documents

You can write **documents** on your computer, like essays and letters. If you want to have a document for a long time, you can [4]_____ it in your computer's **memory**. If you want to read your document on paper, you can use a printer to [5]_____ it. If you do not want to have a document any more, you can [6]_____ it from your computer's memory.

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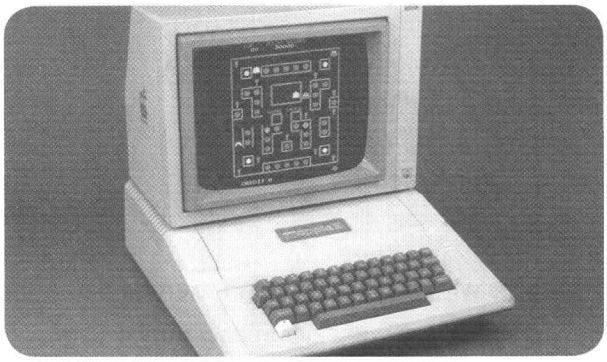
3 **Look at this computer from the 1970s. What has it got? Tick (✔) items 1–6. Then read the text to check your answers.**



1 monitor ☐ 3 graphics ☐ 5 webcam ☐
2 scanner ☐ 4 mouse ☐ 6 keyboard ☐

The first computers

People first wrote computing programmes in the 19th century, and American scientists invented simple computing machines in the 1940s. Some scientists built ENIAC (Electronic Numerical Integrator and Computer) in 1945. ENIAC was good at maths, and it did 5,000 calculations! But it was very big (63 m^2) and expensive. It didn't have any memory, so it couldn't save programmes!

Important inventions

John Bardeen won the Nobel Prize in 1956 because he invented transistors. Computing machines in the 1950s and 60s were faster and smaller than ENIAC, because they used transistors.

Scientists built chips (small, electronic circuits) in 1958, and these were added to small machines like calculators in 1964.

In the 1970s and 80s, many companies built personal computers (PCs). Apple made a popular PC in 1977, and IBM built the famous 'IBM PC' in 1981. These computers had monitors, keyboards and colour graphics. The companies made the computers in factories, and millions of people bought them!

Computers today

Modern PCs are more sophisticated, and they're getting better every year! They've usually got a mouse, a disk drive and a big memory. Many people have also got an internet connection and a printer, and some people have got scanners and webcams.

4 **Read the text again and put a–g in the correct order. Write the numbers.**

a People invented computer chips. ☐
b Scientists built ENIAC. ☐
c Computers have got printers and scanners. ☐
d Apple made its first popular PC. ☐
e People wrote computing programmes. ☐
f A scientist invented transistors. ☐
g IBM made a famous PC. ☐

5 **Read the text again. Then answer the questions.**

1 What problems did ENIAC have?

_____

_____

2 How did transistors improve computers?

_____

_____

3 What was different about computers from the 70s and 80s?

_____

_____

4 What have modern computers usually got?

_____

_____

6 **Answer the questions about a computer you use at school or at home. Write complete sentences.**

1 What parts has it got?

_____

_____

_____

2 What do you do on the computer?

_____

_____

_____

3 Do you like using it? Why / Why not?

_____

_____

_____

4 Can you imagine your life without a computer? Why / Why not?

_____

_____

_____

CROSS-CURRICULAR EXTENSION

Natural science: Climate

1 **Climate** is the average **weather** and **precipitation** (rain and snow) in a place.
Match the climate words 1–6 with the definitions a–f.

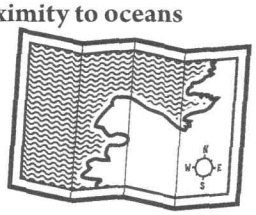
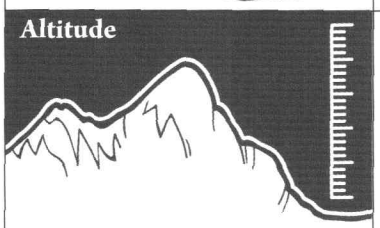
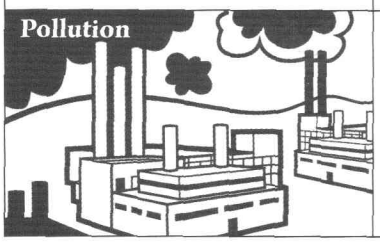
1 arid	a quite cold
2 polar	b dry and not rainy
3 tropical	c with nice weather, not usually very hot or very cold
4 monsoon	d very cold and icy
5 cool	e a very rainy and sometimes windy season
6 temperate	f hot, wet and rainy

2 What are the climates in these places? Complete the sentences with the words 1–6 in exercise 1.

1 India has got a _____ climate. It has got two seasons, a wet season and a dry season.
2 The Gobi Desert is very _____. There aren't many plants there.
3 Antarctica is _____. Temperatures are usually between –15 and –70°C.
4 France is a _____ country. It's warm in summer and cool in winter.
5 North Canada is a _____ place. It's snowy in winter.
6 The Brazilian rainforest is very hot and rainy. It has got a _____ climate.

3 Why do different places have different climates? Read the information in the table.
Then complete the sentences with the words in the box.

colder drought falls flood freezes ~~hotter~~ melts shines

Latitude	It is usually hotter near the equator, and the sun [1]_____ for longer.
Proximity to oceans 	More rain [2]_____ in countries near the coast. Winds from the sea bring a lot of water vapour. A lot of water can be dangerous. In a [3]_____, towns and villages can be under water.
Altitude 	It is usually [4]_____ in high places. Water on mountains often [5]_____ into ice or snow. In warmer summer months, some of this snow and ice [6]_____ and changes into water.
Pollution 	Pollution is making the climate hotter. When the weather is very hot and dry, there is sometimes a [7]_____ This is very dangerous, because some animals and people can die.

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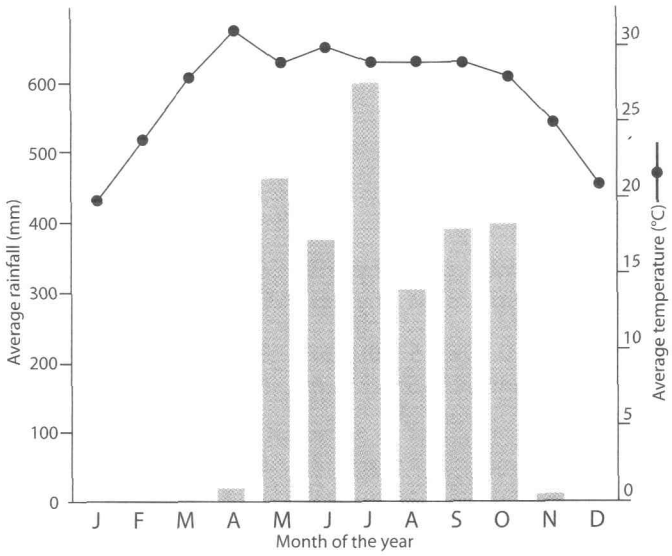
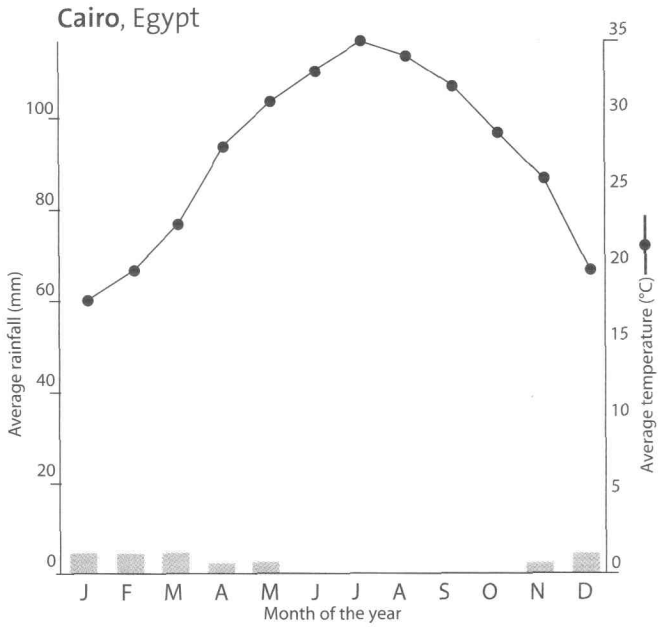
4 **Look at the climate charts for New Dhaka in Bangladesh and Cairo in Egypt. Then answer the questions.**

New Dhaka, Bangladesh



Cairo, Egypt



1 Which place becomes hotter?

_____

2 Which place has got more rain?

_____

3 What is the climate in New Dhaka?

_____

4 What is the climate in Cairo?

_____

5 **Read the text next to the charts. In which country are there:**

1 droughts? _____

2 floods? _____

Hot climates

Countries near the equator are usually hot, because there is more sun at the equator. Bangladesh and Egypt are two hot countries with different climates.

Bangladesh is in the northern hemisphere. Its south coast is next to the Indian Ocean, and there are mountains in the north of the country. From May to October, it's monsoon season in Bangladesh, and it's very rainy. The weather can sometimes be dangerous. In July 2004, the monsoon winds were very bad, and it was also quite hot. There was a lot of precipitation, and the snow and ice melted in the high altitude areas in the north. The rivers became full, and there was a big flood. 60 per cent of the country was under water!

Egypt is south of the equator. Rain doesn't fall very often in Egypt, and the country has got an arid climate. The Sahara Desert is in the south-west of Egypt. This desert is bigger than Australia, and temperatures there can be very hot. In 1922, it was 58°C in the north of the Sahara! In Egypt, 98 per cent of people live near the River Nile, because there are often droughts in the desert. But the desert is becoming bigger, because pollution is making the climate hotter. This is called 'desertification'.

6 **Read the text again and write *true* or *false* for sentences 1–5. Correct the false sentences.**

1 There is a lot of rain in Bangladesh in the summer.

_____

2 In 2004 it was very dry and cold in Bangladesh.

_____

3 Australia is smaller than the Sahara desert.

_____

4 A lot of people in Egypt live in the desert.

_____

5 'Desertification' means that deserts are getting bigger.

_____

7 **Find information about the climate in your area. Use the internet or the library to help you. Then answer the questions.**

1 What is the climate in your area?

2 When is it hot or cold in your area?

3 When is it rainy?

CROSS-CURRICULAR EXTENSION

Language focus and vocabulary ★

Language focus and vocabulary

Starter unit ★

1 1 Patricia's bag
2 the girl's friend
3 Jack's bag
4 my brother's laptop
5 Emily's desk

2 1 your
2 his
3 her
4 its
5 our
6 their

3 1 am
2 are
3 is
4 is
5 are
6 is

4 1 Is ... is
2 Are ... aren't
3 Is ... isn't
4 Am ... are
5 Are ... aren't
6 Is ... isn't

5 1 dictionary
2 them
3 window
4 laptop
5 teacher
6 class

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

7 1 June
2 Sunday
3 September
4 Friday
5 December
6 March

Language focus and vocabulary

Unit 1 ★

1 1 have got
2 has got
3 has got
4 has got
5 have got
6 have got

2 1 hasn't
2 Have
3 hasn't
4 has
5 Have
6 haven't

3 2 d 3 c 4 a

4 1 What
2 How old
3 Where
4 When
5 Who
6 How many

5 1 this
2 these
3 this
4 that
5 that
6 those

6 1 animals
2 cycling
3 music
4 sport
5 books

7 2 a 3 e 4 c 5 b

8 1 drummer
2 classical
3 website
4 webcam
5 actor
6 hip hop

Language focus and vocabulary

Unit 2 ★

1 1 are
2 aren't
3 are
4 is
5 an
6 any

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

3 1 Is there
2 Is there
3 Are there
4 Is there
5 Are there
6 Are there
7 Is there
8 Are there

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

5 1 worse
2 bigger
3 more interesting
4 prettier
5 friendlier
6 better
7 uglier
8 more expensive

6 1 on
2 on
3 by
4 by
5 on
6 on

7 2 f
3 a
4 e
5 b
6 c

8 1 dangerous
2 old
3 ugly
4 quiet
5 dirty
6 enormous

Language focus and vocabulary

Unit 3 ★

1 1 knows
2 studies
3 speaks
4 lives
5 teaches
6 goes

2 1 don't
2 doesn't
3 don't
4 doesn't
5 don't
6 doesn't

3 1 she
2 you
3 he
4 your brother
5 the students
6 you

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

5 1 He ~~never~~ is never late for school.
2 We often go swimming ~~often~~ at the weekend.
3 He ~~often~~ doesn't often go to the cinema.
4 You ~~always~~ are always happy.
5 We sometimes eat ~~sometimes~~ chips.
6 My friend usually walks ~~usually~~ to school.

6 Countries: Portugal, the UK, Brazil

7 1 American
2 Australian
3 British
4 Chinese
5 Polish

8 1 reads
2 have
3 get up
4 watch
5 parents
6 bed
7 dinner

Language focus and vocabulary

Unit 4 ★

1
1 he / she / it
2 you / we / they
3 he / she / it
4 I
5 you / we / they

2
1 swimming
2 hunting
3 running
4 having
5 changing

3
1 isn't studying
2 're watching
3 aren't reading
4 'm not doing

4
1 Am
2 Is
3 Where
4 Are
5 Who
6 Are

5
1 every day
2 now
3 every day
4 now
5 now
6 every day

6

Across	Down
2 parrot	4 human
3 chameleon	5 frog
6 spider	6 seal
7 owl	

7
1 falcon
2 bear
3 owl
4 human

Language focus and vocabulary

Unit 5 ★

1
1 can
2 can't
3 mustn't
4 must
5 can

2
1 can't
2 Is
3 play
4 Can
5 Can

3
1 A
2 P
3 A
4 A
5 P

4 vegetables: some, any, many, a lot of
juice: some, any, much, a lot of
bread: some, any, much, a lot of
fizzy drinks: some, any, many, a lot of
junk food: some, any, much, a lot ot

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

6
1 a ... some
2 an
3 any

7 2 d 3 f 4 b 5 a 6 e

8
1 test
2 class
3 match
4 an exam
5 practice
6 homework

9 Junk food: chips, sweets
Healthy food: fruit, salad, vegetables
Drinks: fizzy drinks, juice, water

Language focus and vocabulary

Unit 6 ★

1
1 was
2 weren't
3 wasn't
4 Were
5 wasn't
6 was
7 were
8 Was
9 was
10 weren't
11 were

2
1 weren't
2 wasn't
3 were
4 wasn't
5 were

3
1 invented
2 discovered
3 invaded
4 used
5 lived
6 changed
7 liked
8 crossed
9 played
10 stopped

4
1 didn't play
2 didn't listen
3 didn't visit
4 didn't jump
5 didn't travel

5
1 the
2 last
3 was
4 in
5 ago

6
1 fire fighter
2 mechanic
3 a nurse
4 hairdresser
5 queen
6 farmer

Language focus and vocabulary

Unit 7 ★

1
1 met
2 won
3 lost
4 bought
5 ate
6 saw

2
1 think
2 study
3 play
4 read
5 sell
6 know

3
1 broke
2 went
3 took
4 had
5 won

4
1 Did ... score
2 Did ... finish
3 did ... meet
4 did ... eat
5 Did ... visit
6 did ... buy

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

6
1 blue
2 glasses
3 curly
4 moustache

7
1 slim
2 slim
3 short
4 height

8
1 d
2 a
3 b
4 e

Language focus and vocabulary

Unit 8 ★

1 1 Make 2 Listen 3 Don't swim 4 Look 5 Don't buy

2 1 isn't 2 are 3 am not 4 aren't 5 is

3 1 Who is 2 Where are 3 Where is 4 Am 5 Is

4 1 will meet 2 won't forget 3 will wear 4 won't be 5 will change

5 1 sunscreen 2 torch 3 stove 4 compass 5 phone 6 tent

6 1 sunny 2 cold 3 stormy 4 icy 5 hot 6 foggy 7 rainy 8 snowy

7 cold, hot

Language focus and vocabulary ★★

Language focus Starter unit ★★

1 1 Steve's teacher
2 The boys' DVDs
3 Mr White's students
4 The girls' birthdays
5 The students' bags

2

Subject pronouns	Possessive adjectives	Object pronouns
I	my	me
you	your	you
he	his	him
she	her	her
it	its	it
we	our	us
they	their	them

3 1 Your 2 her 3 Its 4 Our 5 Their 6 me 7 my

4 1 is 2 are 3 am not 4 isn't 5 aren't

5 1 are 2 isn't 3 aren't 4 is 5 am 6 aren't 7 is 8 am not 9 are

6 1 Is ... is
2 Is ... isn't
3 Are ... are
4 Am ... aren't
5 Are ... aren't
6 Is ... is
7 Are ... am
8 Is ... isn't
9 Are ... am not
10 Is ... is

Vocabulary Starter unit ★★

1 1 door 2 pen 3 clock 4 laptop 5 bag 6 chair 7 desk 8 poster 9 CD player 10 board 11 shelf 12 dictionary

2 1 expensive 2 small 3 unpopular 4 good 5 boring 6 easy

3 1 cheap 2 big 3 popular 4 bad 5 interesting 6 difficult

4 1 expensive 2 good 3 nice 4 boring 5 small ... big 6 small 7 good 8 nice

Language focus Unit 1 ★★

1 1 hasn't got 2 has got 3 has got 4 have got 5 have got 6 haven't got

2 1 Has she got a bike?
Yes, she has.
2 Have your friends got a DVD player?
Yes, they have.
3 Have we got a computer?
No, we haven't.
4 Has he got a dog?
No, he hasn't.

3 1 about 2 by 3 of 4 about 5 about 6 of 7 about 8 about

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

5 1 What 2 How many 3 When 4 Who 5 Where 6 How old

6 1 this 2 those 3 that 4 these

Vocabulary Unit 1 ★★

1 1 martial arts 2 cycling 3 meeting friends 4 watching TV 5 computer games 6 animals 7 photography 8 books

2 Students' own answers.

3 1 Computers: mouse, webcam, website
2 Music: classical, drummer, group
3 Sport: match, swimming, team
4 TV and cinema: director, film, science fiction

4 1 group 2 actress 3 team 4 website 5 Skiing 6 hip hop 7 programme 8 email

Language focus Unit 2 ★★

1 1 There aren't a lot of shops.
2 There are two restaurants.
3 There's only one old building.
4 There aren't any parks.
5 There are some hospitals.
6 There isn't a station.
7 There isn't an art gallery.

2 1 Is there ... there isn't
2 Is there ... there is
3 Are there ... there aren't
4 Are there ... there are
5 Is there ... there isn't
6 Are there ... there are
7 Are there ... there aren't
8 Is there ... there is

3 1 uglier
2 more dangerous
3 friendlier
4 cheaper
5 better
6 more difficult
7 bigger
8 more exciting
9 worse
10 prettier

4 1 It's five minutes by car.
2 It's an hour by coach.
3 It's twenty minutes on the train.
4 It's three hours on the plane.
5 It's fifteen minutes on the bus.
6 It's five hours on foot.

Vocabulary Unit 2 ★★

1 1 shop
2 park
3 library
4 cinema
5 train station
6 factory
7 bus station
8 hospital

2 1 school
2 sports centre
3 flat
4 shopping centre
5 office

3 1 safe
2 unfriendly
3 noisy
4 modern
5 clean
6 ugly

4 1 dangerous ... dirty
2 pretty ... quiet
3 clean ... friendly

5 Students' own answers.

Language focus Unit 3 ★★

1 2 My favourite group plays hip hop music.
3 At the library, I read books about art.
4 At the cinema, he watches science fiction films.
5 The teacher asks the students questions.
6 A good student does her homework every day.

2 1 play
2 doesn't watch
3 don't live
4 studies
5 don't read
6 teaches
7 don't know
8 writes
9 speaks

3 1 Do ... listen to music?
Yes, I do.
2 Does ... like cycling?
No, he doesn't.
3 Does ... get up late on Sunday?
Yes, she does.
4 Do ... start work at 8.00?
Yes, you do.
5 Do ... live here?
No, they don't.
6 Does ... do his homework?
No, he doesn't.

4 1 I usually listen to music after school.
2 Her classes are never boring!
3 I sometimes watch films at the weekend.
4 I am often sad in January.

Vocabulary Unit 3 ★★

1 1 Britain ... British ... English
2 Poland ... Polish ... Polish
3 Japan ... Japanese ... Japanese
4 Brazil ... Brazilian ... Portuguese
5 Morocco ... Moroccan ... Arabic
6 China ... Chinese ... Mandarin

2 1 Italian
2 English
3 Canada
4 Spanish
5 British

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

4 1 walk the dog
2 wake up
3 eat dinner
4 go to bed

5 1 She has breakfast at 8.00.
2 Carl exercises after school.
3 My mum doesn't make dinner every night.
4 I don't go to bed early.

Language focus Unit 4 ★★

1 + *-ing*: listening, reading, walking
e + *-ing*: changing, having, hiding, writing
double final consonant + *-ing*: getting, running, stopping, swimming

2 1 The whales are swimming.
The whales aren't swimming.
2 The falcons are chasing blackbirds.
The falcons aren't chasing blackbirds.
3 We're getting up early.
We aren't getting up early.
4 The dog is running in the park.
The dog isn't running in the park.

5 I'm feeding the ducks.
I'm not feeding the ducks.
6 James is digging a hole.
James isn't digging a hole.
7 You are hiding in the garden.
You aren't hiding in the garden.

3 1 Are the owls sleeping?
2 Why am I helping her?
3 What is the shark hunting?
4 Where is the rabbit digging its hole?
5 Is the bear protecting its babies?
6 How is our pollution changing the climate?

4 1 Are they swimming?
2 What is she building?
3 Is he running?
4 Where are you going?
5 Why is he stopping?

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

Vocabulary Unit 4 ★★

1 1 parrot 2 bear 3 frog 4 snake 5 crocodile 6 fly

2 1 owl 2 spider 3 seal 4 whale 5 human 6 falcon 7 chameleon 8 elephant 9 shark 10 butterfly

3 1 feed 2 dig 3 attack 4 protect 5 hide 6 kill 7 hunt

4 1 are flying 2 are running 3 is swimming

Language focus Unit 5 ★★

1 1 The bear can catch fish.
2 We mustn't use mobile phones in school.
3 Can I go to the party?
4 She can't play chess.
5 You can go to the cinema after you finish your homework.

2 1 Is it OK if I stay out late tonight?
2 Can you play chess?
3 Can I open the window?
4 Can your sister play the guitar?
5 What sports can you do?

3 1 P 2 A 3 P 4 A 5 A

4 Students' own answers.

5 bread, soup, ice cream, rice

6 1 many 2 some 3 much 4 a lot of 5 any 6 a lot of

7 1 any 2 a 3 an 4 some 5 a 6 a ... a ... the 7 the 8 a

Vocabulary Unit 5 ★★

1 1 Wednesday 2 Thursday 3 Tuesday

2 1 science 2 PE 3 maths 4 geography 5 drama 6 ICT

3 1 football 2 basketball 3 dance 4 chess

4 Vegetables: beans, salad
Fruit: apple, orange, pear
Drinks: cola, juice, water

5 1 pasta 2 fish 3 Cheese 4 nuts 5 soup 6 sandwich

Language focus Unit 6 ★★

1 1 This book was interesting.
It wasn't boring.
2 They were Japanese.
They weren't American.
3 We were in the café.
We weren't at school.
4 Tweetie was a bird.
He wasn't a parrot.

2 1 Were they at the cinema?
2 Who was your favourite actor?
3 Was she a maths teacher?
4 When were they born?

3 1 weren't 2 was 3 weren't 4 was 5 weren't 6 were 7 wasn't

4 1 crossed 2 discovered 3 named 4 invited 5 watched 6 change

5 1 We listened to music.
2 My uncle didn't like his first name.
3 English words invaded other languages.
4 You travelled by car.
5 My grandfather drove to work.
6 They didn't watch TV.

6 1 I visited the UK **last** summer.
2 Antonio Vivaldi lived **in** the 17th century.
3 She asked me a question an hour **ago**.
4 You played in the school team **in** 2009.
5 They travelled to Russia **for** about a month.
6 We started this lesson 30 minutes **ago**.

Vocabulary Unit 6 ★★

1 1 teacher
2 fire fighter
3 musician
4 king ... queen (in any order)
5 mechanic

2 1 chef 2 inventor 3 artist 4 explorer 5 writer 6 actor

3 1 explorers 2 musicians 3 writer 4 artists 5 queen 6 actor 7 inventors 8 scientist

4 1 invaded 2 liked 3 didn't travel 4 crossed 5 travelled 6 didn't visit 7 named

Language focus Unit 7 ★★

1 1 didn't buy 2 changed 3 didn't eat 4 had 5 didn't make 6 stayed 7 didn't travel 8 won 9 didn't lose 10 visited

2 1 On Tuesday, she visited her aunt.
She didn't have dinner at home.
2 On Wednesday, she made a big breakfast.
She didn't eat lunch.
3 On Thursday, she lost her bag in town.
She didn't buy anything.
4 On Friday, she took part in a chess competition.
She didn't win the competition.

3 1 Did she help him?
2 What sport did he play?
3 Did they win the match?
4 What time did it start?

4 1 What did you buy?
2 Did you eat dinner?
3 Where did you meet?
4 Did you travel by bus?
5 Who did you see (at the match)?

5 1 We lost the basketball match.
2 They beat us.
3 She didn't have any lunch today.
4 I changed my job and became a game designer.
5 I didn't drink coffee at breakfast.

Vocabulary Unit 7 ★★

1 1 c 2 a 3 a 4 a

2 1 scored 2 lost 3 beat 4 broke 5 played 6 took part

3 Colour of eyes or hair: blonde, blue, brown, dark, fair, green (in any order)
Height: short, (average) height, tall
Weight: slim (average) build, fat

4 1 average height 2 fat 3 fair 4 moustache ... beard (in any order) 5 short 6 slim 7 dark 8 glasses

Language focus Unit 8 ★★

1 1 Run fast in PE.
Don't run fast in school.
2 Play football in the park.
Don't play football in the house.
3 Do your homework now.
Don't do your homework tomorrow.
4 Wear warm clothes when it's cold.
Don't wear warm clothes when it's hot.

2 1 He's going to study Japanese.
2 They're going to go on an expedition.
3 I'm going to explore new places.
4 She's going to travel around the world.
5 We are going to sleep in a cheap hotel.

3 1 He isn't going to study Japanese.
2 They aren't going to go on an expedition.
3 I'm not going to explore new places.
4 She isn't going to travel around the world.
5 We aren't going to sleep in a cheap hotel.

4 1 Where are you going to stay?
2 Is she going to visit us?
3 Who am I going to meet?
4 When are they going to catch the animals?
5 Are we going to play chess?
6 What time is he going to get up?
7 Am I going to see a lot of birds?
8 Is it going to be hot this weekend?

5 Student's own answers, as follows.

1 Brazil will / won't win the next football World Cup.
2 Next year will / won't be hotter than this year.
3 The next Oscar winner will / won't be a science fiction film.
4 The teacher will / won't give the class an English test next week.
5 We will / won't go on a school trip next week.

Vocabulary Unit 8 ★★

1 1 B 2 A 3 B 4 C

2 1 sleeping bag 2 insect repellent 3 first-aid kit 4 stove 5 satellite phone 6 rucksack 7 map ... compass (in any order)

3 1 London 4 Leeds
2 Aberdeen 5 Cardiff
3 Portsmouth

4 1 cold 3 icy 5 sunny
2 snow 4 heat 6 stormy

Language focus and vocabulary ★★★

Language focus Starter unit ★★★

1 1 My dad's laptop is expensive.
2 My sister's room is next to my room.
3 The students' teacher is Mr Smith.
4 Eva's T-shirt is pink.
5 The boys' house is on Green Street.

2 1 you ... your ... you 4 it ... its ... it
2 he ... his ... him 5 we ... our ... us
3 she ... her ... her 6 they ... their ... them

3 1 His 4 My 7 They
2 He 5 Our 8 Your
3 them 6 She

4 1 are 4 are 7 aren't
2 aren't 5 am not 8 am
3 isn't 6 is

5 1 Is your book interesting? Yes, it is.
2 Are Emma's friends horrible? No, they aren't.
3 Is Alison from Leeds? Yes, she is.
4 Are you a teacher? No, I'm not.
5 Am I in class 2D? Yes, you are.
6 Are you popular? Yes, I am.

Vocabulary Starter Unit ★★★

1 1 clock
2 door ... window
3 CD player ... shelf
4 bag ... chair

2 1 pencil 4 bin
2 cupboard 5 rubber
3 scissors 6 notice board

3 1 good 3 cheap 5 horrible
2 unpopular 4 small 6 easy

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

5 1 new 3 fun 5 sad
2 happy 4 delicious

6 1 March, April, May
2 June, July, August
3 September, October, November
4 December, January, February

Language focus Unit 1 ★★★

1 1 Has Jon got a big house? Yes, he has.
2 Has his house got a garden? No, it hasn't.
3 Have his parents got a pet? Yes, they have.
4 Has he got any hobbies? Yes, he has.
5 Has he got a favourite actor? No, he hasn't.
6 Have Jon and Rob's sister got a group? Yes, they have.

2 1 that 4 about 7 When
2 this 5 got 8 is
3 What 6 of

3 1 b 3 a 5 b
2 b 4 c 6 c

4 Students' own answers.

Vocabulary Unit 1 ★★★

1 1 singing 6 skateboarding
2 swimming 7 comics
3 horse riding 8 walking
4 basketball 9 dancing
5 shopping 10 films

2 1 martial 3 books ... animals
2 chatting / texting 4 art ... watching

3 Computers: blog, internet, search engine
Sport: aerobics, match, goal
Music: group, drummer, hip hop
TV and cinema: documentary, quiz show, comedy, actor

4 1 search engine 5 comedies
2 internet 6 team
3 emails 7 match
4 actress 8 goals

Language focus Unit 2 ★★★

1 Students' own answers.

2 1 Is there a sports centre near your school?
Answer: Students' own answers.
2 Is there an English book in your bag?
Answer: Students' own answers.
3 Are there any pets in your home?
Answer: Students' own answers.
4 Are there any hip hop CDs in your bedroom?
Answer: Students' own answers.
5 Are there any dictionaries in your classroom?
Answer: Students' own answers.

3 1 is worse than 3 is more difficult than
2 are quieter than 4 are friendlier than

4 Suggested answers:
1 Books are more interesting than films.
2 A train is faster than a car.
3 Cafés are cheaper than restaurants.
4 Surfing is more dangerous than skateboarding.

5 Students' own answers.

Vocabulary Unit 2 ★★★

1
1 bank
2 police station
3 museum
4 airport
5 market
6 car park

2
1 bus station
2 hospital
3 bank
4 shopping centre
5 cinema
6 airport
7 train station
8 car park

3 2 f 3 e 4 a 5 d 6 c

4
1 beautiful
2 large
3 historic
4 peaceful
5 welcoming

5
1 safe
2 peaceful
3 welcoming
4 beautiful
5 large
6 ugly

6 Students' own answers.

Language focus Unit 3 ★★★

1
1 In the afternoon Alice studies in the library.
2 Her brothers play football.
3 In the evening Alice goes to a language school.
4 Her brothers do their homework.

2
1 Alice doesn't do any homework.
2 Alice doesn't go to school.
3 Her brothers don't read English books.
4 Her brothers don't chat on the internet.
5 Her brothers don't watch TV.

3 Students' own answers.

4
1 Does Ela play tennis?
No, she doesn't.
2 Does Mark like shopping?
Yes, he does.
3 Do Mark and Ela speak three languages?
Yes, they do.
4 Do you speak Spanish?
No, I don't.

5
1 He doesn't usually start work until nine o'clock.
2 We don't always meet our friends after school.
3 I don't often watch TV at the weekend.
4 That café is sometimes closed on Sundays.
5 They never watch horror films on TV.
6 You aren't usually late for class.

Vocabulary Unit 3 ★★★

1
1 Ireland ... Irish
2 Russia ... Russian
3 Morocco ... Morroccan
4 Mexico ... Mexican
5 Germany ... German
6 Greece ... Greek
7 Portugal ... Portuguese

2
1 British ... English
2 Japan ... Japanese
3 Mexican ... Spanish
4 Polish ... Portuguese (in any order)
5 Italy ... Italian ... Greek

3
2 e 4 f 6 i 8 g
3 d 5 b 7 a 9 h

4
1 school
2 bed
3 cereal
4 breakfast
5 lunch
6 dinner
7 up
8 dressed
9 homework
10 housework

5
1 get
2 have
3 get
4 go
5 have
6 go
7 go
8 do
9 have
10 go

Language focus Unit 4 ★★★

1
1 are climbing
2 are running
3 is swimming
4 are having
5 aren't eating
6 isn't flying
7 is sleeping

2 Students' own answers.

3
1 Are you studying tonight?
2 Where is he going on holiday? / Why is he going to Germany?
3 Are the sharks hunting the seals?
4 Am I / Are we swimming fast?
5 What are you reading / doing?

4
1 I don't usually get up early.
2 The rabbits are running
3 He isn't doing homework at the moment.
4 We sometimes feed the bears at the zoo.
5 The seals eat fish every day.

5
1 is getting
2 has
3 is having
4 is helping
5 plays
6 is playing
7 hides
8 is eating

6
1 Do they play football?
2 Is he walking his dog?
3 Does she feed her parents' goldfish?
4 Do you speak Chinese?
5 Is he playing the piano?

Vocabulary Unit 4 ★★★

1
1 lion
2 crab
3 earthworm
4 duck
5 squid
6 wolf
7 monkey
8 bee

2
1 whale
2 bee
3 parrot
4 frog
5 monkey
6 squid

3
1 is changing
2 is escaping
3 are building
4 are chasing
5 is protecting

4
1 catch
2 kill
3 hide
4 protects
5 climb
6 feeds
7 fly
8 play
9 rest
10 hunt
11 run

Language focus Unit 5 ★★★

1 Suggested answers:
1 Can a falcon speak? No, it can't.
2 Can a snake walk? No, it can't.
3 Can owls see in the dark? Yes, they can.
4 Can a bear stand on two feet? Yes, it can.
5 Can chameleons change colour? Yes, they can.

2 Students' own answers.

3
1 Matt can play chess.
2 Matt can stay out late at the weekend.
3 Matt can't drive a car.
4 Matt can't wear jeans at school.
5 Matt can swim one kilometre.

4
1 A
2 P
3 A
4 P
5 A

5
1 She doesn't eat much ice cream.
2 She drinks a lot of water.
3 She doesn't eat many burgers.
4 She eats some vegetables.
5 She doesn't drink any fizzy drinks.

6
1 a ... The
2 a ... (no article)
3 (no article) ... (no article)
4 a ... a ... (no article)
5 (no article) ... (no article) ... (no article)
6 (no article) ... the
7 a ... (no article)
8 (no article) ... (no article)

7
1 the
2 a
3 for
4 has
5 the
6 eats
7 an
8 to
9 in
10 her

Vocabulary Unit 5 ★★★

1 School subjects: chemistry, geography, history, literature, PE, physics
After school activities: choir, dance, orchestra, piano, table tennis, volunteering

2
1 She's got chess every Wednesday.
2 She's got basketball (practice) twice a week.
3 She's got table tennis on Saturday mornings.
4 She's got choir (practice) on Saturday afternoons.

3 Drinks: cola, milk
Meat: bacon, beef, chicken
Vegetables: mushrooms, peppers
Fish: salmon, tuna
Snacks: biscuits, nuts, sweets
Fruit: cherries, plums

4
1 rice
2 Cheese
3 Pizza
4 Ice cream
5 chips

5
1 juice
2 history
3 maths
4 sandwiches
5 fizzy
6 fruit
7 French
8 science

Language focus Unit 6 ★★★

1
1 Were his parents Vernon and Jessie?
No, they weren't.
2 Who was his brother?
His brother was Jessie.
3 What were his favourite interests?
His favourite interests were music and clothes.
4 Was he famous in the 1940s?
No, he wasn't.

2
1 There were schools.
2 There was a country named Bangladesh.
3 There wasn't an airport in Frankfurt.
4 There weren't any CD players.
5 There weren't any fast food restaurants.
6 There were many explorers and writers.

3
1 travelled to
2 stayed in Dino's grandparents'
3 didn't check his
4 didn't play
5 liked surfing

4
1 I finished my homework ten minutes ago.
2 I visited my friend (in London) six months ago.
3 I played basketball three hours ago.
4 I started school twelve years ago.

5 Students' own answers.

Vocabulary Unit 6 ★★★

1 1 teacher 2 waiter 3 queen 4 mechanic 5 farmer 6 hairdresser

2 1 politician 2 athlete 3 composer 4 director 5 comedian 6 inventor 7 artist 8 architect 9 scientist 10 musician

3 1 director
2 artist ... inventor (in any order)
3 Politicians
4 ruler
5 comedian
6 athlete
7 Composers ... Musicians
8 Architects
9 Scientists

4 + *-d*: changed, invaded, liked, lived, named
+ *-ed*: discovered, invented, painted, played, visited
y + *-ied*: married, studied
double consonant + *-ed*: planned, preferred, travelled

5 1 painted 2 played 3 invaded 4 named 5 married 6 liked

6 Students' own answers.

Language focus Unit 7 ★★★

1 1 had 2 didn't stay 3 went 4 saw 5 liked 6 built 7 bought 8 ate 9 didn't want

2 1 He didn't go to France.
2 We didn't have dinner at home.
3 I didn't meet friends.
4 But she didn't win anything.

3 Students' own answers.

4 1 didn't
2 lost
3 Did
4 Where
5 swam
6 read

5 1 Did he see Ela?
2 When did you go on holiday?
3 Which dress did you like?
4 Did you buy the CD?
5 Did she have dinner?
6 Where did you stay?

Vocabulary Unit 7 ★★★

1 1 became 2 wrote 3 built 4 found 5 wore 6 had 7 ran 8 won 9 went 10 read 11 chose 12 bought 13 lost 14 ate 15 drank 16 slept 17 met 18 told

2 Hair: bald, blonde, curly, dark, fair, ginger, long, short, shoulder length, straight, wavy
Height: average height, short, tall
Weight: average build, fat, heavy, slim, thin
General appearance: average looking, scruffy, smart, ugly

3 Suggested answers:
He has got short, dark, straight hair.
He is thin / slim.
He is average looking and smart.
He has got a beard and a moustache.

Language focus Unit 8 ★★★

1 1 Use insect repellant.
2 Wear cool clothes.
3 Don't drink dirty water.
4 Don't lose the map.
5 Don't swim in the river.
6 Don't touch any snakes.

2 1 am going to have 2 is going to come 3 aren't going to stay 4 are you going to eat 5 is going to make 6 isn't going to be 7 is going to be

3 1 Am I going to walk in the forest?
Yes, you are.
2 What are we going to look for?
We're going to look for interesting animals and birds.
3 Am I going to see modern buildings?
No, you aren't.
4 What are we going to photograph?
You're going to photograph interesting old villages.
5 Are we going to stay in a tent?
Yes, you are.
6 How are we going to make dinner?
You're going to make dinner on stoves.

4 Students' own answers.

Vocabulary Unit 8 ★★★

1 1 guidebook 2 towel 3 boots 4 tickets 5 phrasebook 6 sunglasses

2 1 tent ... rucksack
2 waterproof clothes ... boots
3 sunglasses ... sunscreen
4 guidebook ... phrasebook ... map
5 sleeping bag
6 tickets ... passport (in any order)

3 1 torch 3 stove
2 compass 4 insect repellent

4 1 rainy 8 snow 14 fog
2 cloud 9 snowy 15 foggy
3 cloudy 10 wind 16 cold
4 storm 11 windy 17 cold
5 stormy 12 ice 18 heat
6 sun 13 icy 19 hot
7 sunny

5 1 cold 3 windy 5 rain
2 hot 4 rainy 6 storm

Cross-curricular extension

Cross-curricular extension Unit 1

1 1 triangle 10 cube
2 circle 11 sphere
3 square 12 cuboid
4 organic shape 13 cone
5 star 14 wavy
6 oval 15 curved
7 rectangle 16 broken
8 cylinder 17 straight
9 pyramid 18 zig-zag

2 1 B 2 D 3 A 4 C

3 complicated – simple, traditional – modern, peaceful – scary, pretty – ugly

4 Students' own answers.

5 1 F 2 E

6 1 colours, shapes, lines 3 spheres
2 Van Gogh 4 sky

7 Students' own answers.

8 1 Georges Braque
2 straight lines, curved lines, cuboids ... wavy lines, squares, circles
3 Students' own answers.

Cross-curricular extension Unit 2

1 1 South America 6 Oceania
2 Europe 7 north
3 Asia 8 east
4 Africa 9 south
5 Antarctica 10 west

2 1 South America, Africa, Asia
2 Antarctica, Oceania
3 North America, Europe
4 Arctic
5 Antarctica

3 Students' own answers.

4 1 east, southern 2 north, northern

5 Suggested answers:
1 The capital of Australia is Canberra.
2 The middle of Australia is much hotter than the coast, and there isn't a lot of water.
3 The countries near the equator are hot, and the countries in the north of the continent are cold.
4 Not many people live in Greenland because it's very cold.

6 Students' own answers.

Cross-curricular extension Unit 3

1 1 b 2 c 3 a

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

3 1 21
2 capital letters
3 pen
4 photography
5 [translation in students' own language]

4 bold letter comma

A Who is your favourite actress, Nicole Kidman or Penelope Cruz?

letter with an accent question mark

bold letter italic letters exclamation mark

B I don't know. My favourite *actor* is Orlando Bloom!

full stop

5 at the end

6 1 Hungarian 2 Mandarin 3 Italian

7 1 6,912
2 Mandarin ... Japanese (in any order)
3 Latin
4 More than 50,000
5 a tree
6 Mandarin

8 Suggested answer:
They think it's difficult because the characters do not tell us about the pronunciation of a word.

9 1 Ni hao 你好
2 28
3 English

10 Students' own answers.

Cross-curricular extension Unit 4

1 2 b 3 a 4 d 5 f 6 e

2 1 b
2 crabs, otters, eagles
3 c
4 b
5 b
6 a

3 1 tuna
2 sardines
3 dolphins
4 grass
5 turtles

4 1 coral
2 crocodile
3 falcon
4 whale

5 coral, crocodile, whale

6 1 long ... clean
2 humans
3 birds
4 blue
5 sea grass ... seaweed ... coral (in any order)
6 Sea birds
7 warmer
8 fish ... crabs ... turtles (in any order)

7 Students' own answers.

Cross-curricular extension Unit 5

1 Team sports: basketball, baseball, cricket, football, handball, hockey, rugby, volleyball
Individual sports: athletics, golf, gymnastics, ice skating, judo, snowboarding, swimming, weightlifting

2 Students' own answers.

3 1 track
2 court
3 rink
4 stadium
5 pool
6 champion
7 race
8 medal
9 match
10 trophy
11 score

4 1 pitch
2 athletics
3 medal ... trophy (in any order)
4 race
5 ice skating ... hockey (in any order)

5 1 baseball, T
2 golf, I
3 rugby, T
4 snowboarding, I

6 baseball ... snowboarding (in any order)

7 1 every four years
2 football pitches, swimming pools
3 about thirty sports in the Summer Olympics and about seven sports in the Winter Olympics
4 ice hockey
5 gold, silver or bronze medals

8 Students' own answers.

Cross-curricular extension Unit 6

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

2 1 clever
2 strong
3 pretty
4 kind
5 brave
6 hard-working
7 talented
8 fast

3 1 strong
2 hard-working
3 clever
4 fast
5 pretty

4 and 5
1 strong ... brave (in any order)
2 pretty ... fast (in any order)
3 clever ... talented (in any order)

6 Suggested answers:
1 He was Daedalus's son.
2 He was a horrible king.
3 She was a goddess.
4 He was the king of Crete.
5 It was a monster / dog with three heads.
6 He was an inventor.

7 Students' own answers.

Cross-curricular extension Unit 7

1 2 graphics
3 monitor
4 printer
5 headphones
6 mouse
7 keyboard
8 scanner
9 speaker
10 screen
11 cursor
12 CD drive

2 1 receive
2 send
3 download
4 save
5 print
6 delete

3 monitor, graphics, keyboard

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

5 Suggested answers:
1 It was big and expensive and it didn't have any memory.
2 They became faster and smaller.
3 They had monitors, keyboards and colour graphics.
4 They've usually got a mouse, a CD drive and a big memory.

6 Students' own answers.

Cross-curricular extension Unit 8

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

2 1 monsoon
2 arid
3 polar
4 temperate
5 cool
6 tropical

3 1 shines
2 falls
3 flood
4 colder
5 freezes
6 melts
7 drought

4 1 Cairo
2 New Dhaka
3 monsoon
4 arid

5 1 Egypt
2 Bangladesh

6 1 True.
2 False. It was very rainy and hot.
3 True.
4 False. A lot of people live near the River Nile.

7 Students' own answers.