

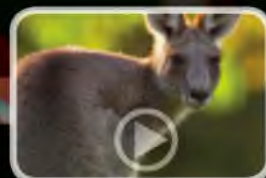
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CAMBRIDGE

Discovery
EDUCATION

Eyes Open 3

TEACHER'S BOOK



BE CURIOUS



Garan Holcombe



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Welcome to *Eyes Open*

Eyes Open is a four-level course for lower-secondary students, which will give you and your students all the tools you need for successful and enjoyable language teaching and learning. Teaching secondary students can be challenging, even for the most experienced of teachers. It is a period of great change in young teenagers' lives and it sometimes seems that their interests lie anywhere but in the classroom. It is the teacher's demanding task to engage students in the learning process, and *Eyes Open*'s mission is to help them as much as possible to achieve this. After extensive research and investigation involving teachers and students at secondary school level, we've come to a clear conclusion: sparking students' curiosity and desire to learn is one of the main driving forces which can enhance and facilitate the learning process. The aim of *Eyes Open* is to stimulate curiosity through interesting content via impactful video, visual images and 'real world' content on global themes.

How *Eyes Open* will benefit you and your students

Engaging real world content

Eyes Open contains a wealth of fascinating reading texts and informative Discovery Education™ video clips. The two-page *Discover Culture* sections bring global cultures to the classroom, greatly enhancing the students' learning experience whilst simultaneously reinforcing target language. The texts and three Discovery Education™ video clips per unit often revolve around teenage protagonists. The wide variety of themes, such as natural history, inspiring personal stories, unusual lifestyles, international festivals and customs teach students about the world around them through the medium of English, whilst also promoting values such as cultural awareness and social responsibility. Each unit also has an accompanying CLIL lesson (with accompanying Discovery Education™ video) which contains a reading text and activities. Each unit's texts, together with the videos, encourage the students to reflect on, discuss and explore the themes further. For more information on culture in *Eyes Open* go to page 19. For more information on the CLIL lessons please go to page 25. For specific extension activity ideas please see the relevant video lesson pages of the Teacher's Book.

Easier lesson preparation

Everything you need to prepare your lessons is available on the *Presentation Plus* discs which, once installed, allow you to access everything easily and from one place. The package contains digital versions of the Student's Book and Workbook, with interactive activities for class presentation, all audio (Student's Book, Workbook and tests), video clips, tests and additional practice activities, which include video worksheets, grammar, vocabulary, communication activities and a link to the Cambridge Learner Management System for the Online Workbook and Online Extra.

Clear goals to build confidence

Eyes Open has been designed to provide a balance between exciting, real world content and carefully guided and structured language practice to build both confidence and fluency.

Students of this age also need to know exactly what their learning goals are if they are to become successful learners. In *Eyes Open*, this is addressed in the following ways:

- The unit presentation page at the beginning of each unit clearly lays out the contents and objectives of the unit, so students know from the beginning what they will be studying in the coming lessons. More detailed objectives, together with CEFR relevance, are given in the relevant opening page of the Teacher's Book notes.
- Clear headings guide students to key content. Target language is displayed in easy-to-identify tables or boxes.
- Each page builds to a carefully controlled productive stage, where students are asked to use relevant language and often expand on the topics and themes of the lesson.

Extra support for Speaking and Writing

Most learners find speaking and writing particularly challenging, and so the Speaking and Writing pages in the Student's Book and the Workbook are structured in such a way as to lead the students step by step through the tasks necessary to reach the final goal of that page. This approach has been designed to help build students' confidence and fluency. In addition, the guided *Your turn* sections at the end of lessons give students the opportunity to activate new language. For more information, see page 20.

Visual impact

Youth culture today is visually oriented and teenagers are easily bored by material that is not visually attractive. In addition to the video content, images in *Eyes Open* have been chosen to appeal to young students. Each unit begins with a large impactful image designed to attract the students' attention and encourage them to engage with the content of the unit. Reading texts are accompanied by artwork which draws the students into the page and stimulates them to want to know what the text is about. For more information on use of visuals in *Eyes Open* see page 18.

A personalised approach

Secondary students also need to see how the world they are reading about, watching or listening to relates to them and their own world in some way. They also need ample opportunity to practise new language in a safe environment. *Eyes Open* offers multiple opportunities for students to personalise the topics via the carefully structured *Your turn* activities which appear at the end of lessons. These sections add a relevance to the subjects and themes which is central to their successful learning. In *Eyes Open* students are encouraged to talk about themselves and their opinions and interests, but care is taken to avoid them having to reveal personal information which they may be uncomfortable discussing.

Graded practice for mixed abilities

Teaching mixed ability classes creates more challenges for the busy teacher, and with this in mind we've provided a wealth of additional practice activities, including:

- Two pages of grammar and vocabulary activities per unit available to download from *Presentation Plus*. These are graded to cater for mixed abilities, 'standard' for the majority of students and 'extra' for those students who need or want more challenging practice.
- Graded unit progress and end and mid-year tests ('standard' and 'extra' as above). Available from *Presentation Plus*.
- Graded exercises in the Workbook, with a clear one to three star system.
- Additional grammar and vocabulary practice in the *Vocabulary Bank* and *Grammar reference* section at the back of the Student's Book.
- Suggestions for alternative approaches or activities in the Teacher's Book notes for stronger / weaker students.

Common European Framework compatibility

The content in *Eyes Open* has also been created with both the Common European Framework (CEFR) and Key Competences in mind. Themes, topics and activity types help students achieve the specific objectives set out by The Council of Europe. These have been mapped and cross-referenced to the relevant parts of the course material. More information on this can be found on pages 32–36, and on the first page of each unit in the Teacher's Notes.

Relevant content

For *Eyes Open*, research was carried out on the language syllabus using the Cambridge Learner Corpus. The results of this research became the starting point for the selection of each error to be focused on. By using the Cambridge Learner Corpus, we can ensure that the areas chosen are based on real errors made by learners of English at the relevant levels. In addition, the authors of *Eyes Open* have made extensive use of the English Vocabulary Profile to check the level of tasks and texts and to provide a starting point for vocabulary exercises. For more information on the Cambridge Learner Corpus and English Profile please see pages 23 and 32.

Thorough recycling and language reinforcement

New language is systematically recycled and revised throughout the course with:

- A two-page *Review* section every two units in the Student's Book,
- A two-page *Review* after every unit in the Workbook, plus a Cambridge Learner Corpus informed *Get it Right* page, with exercises focusing on common errors,
- Unit progress tests,
- Mid and End of Year progress tests.

In addition, the *Vocabulary Bank* at the back of the Student's Book provides further practice of the core vocabulary.

For more information on the review sections, including ideas for exploitation please go to page 30.

Flexibility for busy teachers

Eyes Open is designed to be flexible in that it can meet the needs of teachers with up to 150 hours of class time per school year, but is also suitable for those with fewer than 90 hours. (There are also split combo editions with half of the Student's Books and Workbooks for those with fewer than 80 hours of class time, please see www.cambridge.org/eyesopen for a full list of components). If you're short of time, the following sections can be left out of the Student's Books if necessary, without affecting the input of core grammar and vocabulary which students will encounter in the tests. However, it's important to note the video activities in particular are designed to reinforce new language, and provide a motivating and enjoyable learning experience:

- The Starter Unit (the diagnostic test will allow you to assess your students' level of English before the start of term, please see page 31 for more information).
- *Review* pages: these could be set for homework if need be.
- The *Discover Culture* video pages: though we believe this is one of the most engaging features of the course, no new grammar is presented and the content of these pages doesn't inform the tests.
- The *CLIL* pages at the back of the Student's Book.
- The *Project* pages at the back of the Student's Book, and on the Cambridge Learner Management System (please see page 26 for more information).
- The *Vocabulary Bank* at the back of the Student's Book: many of the activities can be set for homework, or can be done by 'fast finishers' in class.
- The video clips on the *Language Focus* and *Speaking* pages: though these are short and there are time-saving 'instant' video activities available in the Teacher's Book (see pages 124 to 139).
- The additional exercises in the *Grammar reference*: these can be set for homework if need be.

Course Components

Eyes Open provides a range of print and digital learning tools designed to help you and your students.



Student's Book

The Student's Book contains eight units, plus a Starter section to revise basic grammar and vocabulary. High interest topics, including 24 Discovery Education™ video clips and additional vox pop-style videos motivate learners and spark their curiosity. Each lesson is accompanied by guided, step-by-step activities and personalised activities that lead to greater fluency and confidence.

Workbook with Online Practice

The Workbook provides additional practice activities for all the skills presented in the Student's Book. The Workbook also includes free online access to the Cambridge Learning Management System for Workbook audio, wordlists, extra writing practice, vocabulary games and interactive video activities.



Student's Book with Online Workbook and Online Practice

The Student's Book with Online Workbook provides access to full workbook content online, with all audio content. It also provides online access to the Cambridge Learning Management System so teachers can track students' progress.

Digital Student's Book with complete video and audio programme

Digital Student's Books and Workbooks are available for iOS and Android devices and include activities in interactive format, as well as full video and audio content for each level. The Digital Books can be downloaded to a computer, tablet or other mobile device for use offline, anytime.



Combo A and B Student's Books with Online Workbooks and Online Practice

Student's Books are available as split combos, with the entire contents of the combined Student's Book and Workbook for Units 1–4 (Combo A) and 5–8 (Combo B). The Combos include access to the Cambridge Learning Management System with Online Workbooks, embedded audio and video content and access to Online Practice.

Teacher's Resources



Teacher's Book

The Teacher's Book includes full CEFR mapping, complete lesson plans, audio scripts, answer keys, video activities, optional activities, tips for mixed ability classes and a *Games Bank*.

Cambridge/Discovery Education™ Video DVD

Compelling, high interest Discovery Education™ video clips spark students' interest and help develop language abilities. 32 videos per level, including 24 Discovery Education™ clips, reinforce each unit's target language through a variety of video types:

- Engaging explorations of cultures, people, and locations from around the globe
- Interviews with native language speakers discussing topics of interest to teens
- CLIL-based content to accompany the eight-page *CLIL* section.



Presentation Plus Digital Classroom Pack

Presentation Plus is a complete planning and presentation tool for teachers. It includes class presentation software, fully interactive Student's Book and Workbook, answer keys and full video and audio content, with scripts for each level. The digital Teacher's Book and Teacher's Resources, including the Test Centre, and additional graded practice activities, allow easy and fast lesson planning. A link to the online learning management platform enables teachers to track pupils' progress.

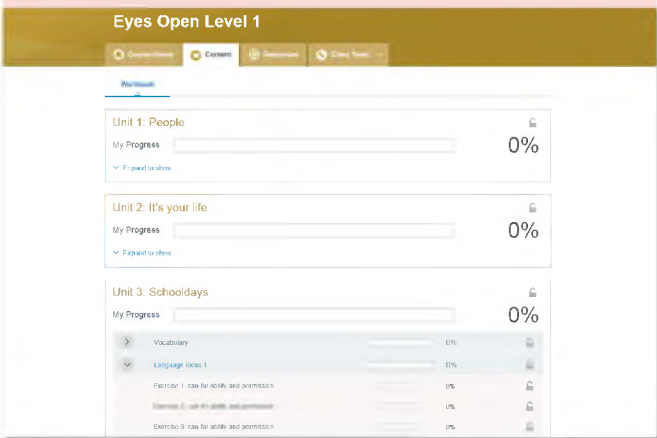
Class Audio CDs

The Class Audio CDs include the complete audio programme of the Student's Book and Workbook to support listening comprehension and build fluency.



Cambridge Learning Management System

The CLMS is a simple, easy-to-use platform that hosts the Online Workbook, extra Online Practice resources for students and teachers, and progress monitoring in one user-friendly system. Students can access their online workbooks and extra online practice and receive instant feedback, while teachers can track student progress and manage content. There is also a free online Professional Development module to help teachers take advantage of the latest classroom techniques.



Unit tour

Student's Book

Each unit starts with an impactful image designed to spark curiosity and discussion, and introduce the unit topic.

The four unit video clips are summarised on this page.



The second page of each unit focuses on vocabulary, which is presented in a memorable way.

Your turn activities at the end of every lesson give students the opportunity to practise new language in a personalised, communicative way.

Vocabulary, grammar and unit aims are clearly identified so that students and teachers can easily follow the syllabus progression.

A short *Be Curious* task encourages students to speak and engage with both the image and with the theme of the unit.

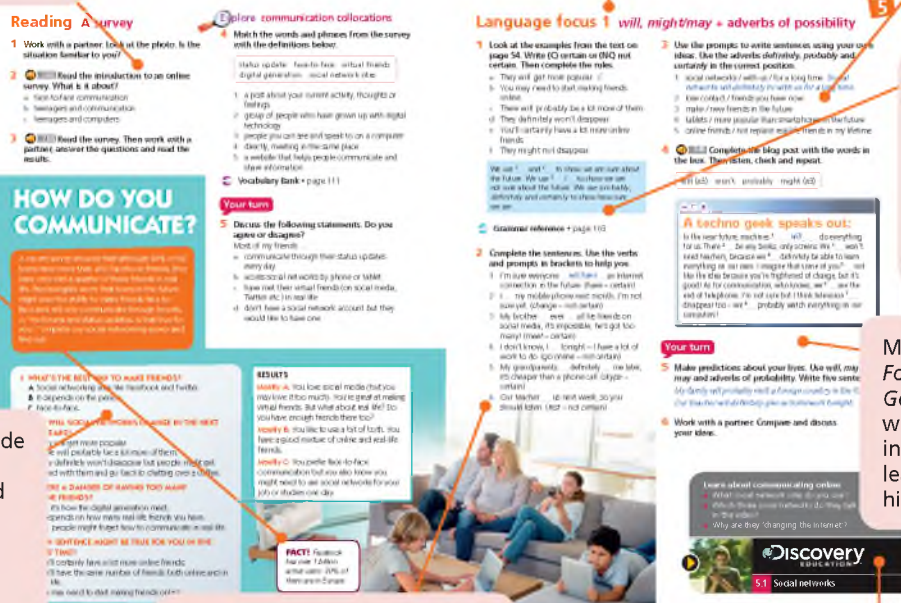
Through the listen, check and repeat task, students are given the opportunity to hear how the target vocabulary is pronounced and to practise it themselves.

The third page of each unit features a reading text which provides a natural context for the new grammar. All reading texts are recorded.

The *Language Focus* pages in *Eyes Open* highlight examples that are contextualised in the preceding reading and listening passages. Students are encouraged to find the examples for themselves.

The grammar is presented in a clear, easy-to-read format.

A short *Fact Box* imparts a snippet of interesting information related to the topic of the reading text.



The *Reading* pages include *Explore* features where students are encouraged to notice vocabulary from the text. Often the focus is on lexis-grammatical sets. Other times, collocation or word formation is focused on. In levels 3 & 4, students are also encouraged to understand the meaning of above-level words.

Many *Language Focus* pages contain a *Say it Right* feature, where common pronunciation difficulties associated with the *Language Focus* are dealt with. In levels 2–4, these appear at the back of the book.

Many of the *Language Focus* pages include a *Get it Right* feature, where corpus-informed common learner errors are highlighted.

A Discovery Education™ video complements the reading topic, and provides further exposure to the target grammar, in the context of a fascinating insight into different cultures around the world.

The listening passage provides a natural context for the new grammar and vocabulary items.

The *Language Focus 2* page features examples from the preceding listening passage.

5

Vocabulary Communication verbs

1 Complete the sentences with the correct form of the words in the box. Then listen and check.

whisper compare blend guess argue chat discuss

- 1 Don't **argue** with me – you know that I'm right!
- 2 You shouldn't **compare** the bad weather – what do you expect in England in November?
- 3 I don't like her **blend** always about people behind his back.
- 4 It's true that she does well at school, but she doesn't need to **guess**.
- 5 You shouldn't **chat** with your friends about something serious. They might not think it's funny.
- 6 I never **discuss** my friend's point of view. Am I anyway, nobody's perfect!
- 7 Sarah isn't going to study if you want to talk, please **whisper**.
- 8 These boys are always **blending** they're so noisy!

Your turn

2 Make notes about three of the situations:

- a time when you argued with someone
- the last time you complained about something
- the last time someone criticised you
- a time when someone shouted at you
- someone you know who boasts a lot
- a time when you talked with someone and they didn't listen & was funny

I argued with my brother last week. It was about the computer.
My teacher criticised me yesterday because I forgot my homework again.

3 Ask and answer with your partner about your situations. Find out more information.
*A: When was the last time you argued with someone?
B: I argued with my sister about the computer.
A: How did you argue about the computer?*

Vocabulary Task – page 111

Listening Short conversations

4 Work with a partner. Look at the photos of four different conversations and answer the questions.

- 1 Where are the people?
- 2 What is the relationship between them?
- 3 What do they think they are talking about?

- 5 Listen to four short conversations. Match the photos in Exercise 4 to the conversations.
- 6 Listen again. Answer the questions.
Conversations:
1 What's Sam saying? Answer the question.
2 What does he mean by her prompt?
Conversations 2
1 What does Alex have to try to do?
2 What's Alex's opinion of football?
Conversations 3
1 What does Bella say about Rachel?
2 What do Tess and Rachel say?
Conversations 4
1 When does the concert start?
2 How does Paul make his friend hurry up?

Language focus 2 First Conditional + may/might, be able to

1 Complete the examples from the listening on page 56.

If you pass all your exams, we'll have a holiday abroad this year.
If you win the cup final if we won tonight.
If you wear makeup, they won't see how home.
If you first in the queue, you'll get to meet the band.
I would miss the band if you're late.

2 Look at the examples again. Use the words in the box to change or add more information.

definitely could maybe have a chance probably must might turn

- 1 If you pass all your exams, we **will** have a holiday abroad this year.
- 2 We **will** be in the cup final if we've won tonight.
- 3 If you wear make-up to school, they **won't** see how home.
- 4 If you're first in the queue you'll **be able to** meet the band.
- 5 You **could** miss the band if you're late.

3 Look at the examples in Exercise 1 on page 2 and choose the words to complete the rules.

We use the first conditional to talk about realistic chances in the future. It often tells us one thing, and the second tells us another result which will happen as a result.

Grammar exercise • page 109

First conditional

When the first clause comes first, it ends with a comma (,) and the second clause follows. The verb in the first clause is usually in the present simple.

4 Use the prompts to write sentences.

You whisper – not be able to hear you.
You always go to a party – I try to tell you.
I don't put an update / I definitely / read it.
I take you / I get lost.
I speak quickly / I might not understand.
You might make / I won't let / I put the cat.
I / they practice a lot / be able to sing.

5 Complete the text with the correct form of the verbs in brackets.

Say it right! • page 106

6 Complete three of the sentences below so that they are true for you. Then write two more sentences.

The weather is good over the weekend.
I don't pass all my exams.
I have enough money.
I argue with my parents.
I criticize my friend.
I shout at my teacher.

The weather is good on the weekend. I go out with my friends for a picnic. I can find a place nearby to take a picnic with my friends and family. I usually bring some snacks.

7 Work with a partner. Compare your sentences.

The next page focuses on Listening and Vocabulary from the Listening. Sometimes this second Vocabulary section pre-teaches vocabulary before the students listen.

Your turn sections at the end of every lesson provide speaking practice and enable students to revise, personalise and activate the language taught, for more effective learning.

New language
is clearly
highlighted.

The *Discover Culture* spread expands on the unit topic and provides a motivating insight into a variety of cultures around the world.

Discover Culture

Look at the photos. They refer to the four topics on the index about China. Think about the questions below.

What does China produce? Do you know any famous products in China with you? What language do Chinese people speak?

Find out about Mandarin

The language of the future

- Watch the video and check your answers
- Watch the video again. What do you hear about these numbers?
 - 1 1 billion 4 100
 - 2 40 000 4 10 or 20 years
- Watch the video again. Choose the correct answer
 - 1 China's population is bigger than:
 - a Europe, b the United States, c Europe and the United States together
 - 2 The Chinese people speak:
 - a different language, b Mandarin < English
 - 3 In cities, Mandarin people can:
 - a 40 000 characters, b draw or find thousand characters, c four thousand characters
 - 4 The Internet system use:
 - a the Roman alphabet, b Chinese characters, c a computer
 - 5 More people speak:
 - a the world than English, b Mandarin, b Roman < English

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- test your memory: What did you see when you heard these phrases?
 - 1 Everything in China is growing
 - 2 The country produces so many things
 - 3 Everyday, more and more people use Mandarin to communicate
- Watch the video again and check your answers

Reading An article

More phrasal verbs

Look at the highlighted verbs in the text. Match the phrasal verbs to the text to the definitions.

look up get by keep on come across turn out

- When a figure or number increases or gets bigger
- Start being used
- When something changes and becomes something different
- To be able to live with a situation with difficulty
- When you continue to do something

Vocabulary Bank - page 111

Your turn

Complete the sentences about English with your own idea. Then compare your sentences

- I enjoyed learning because I was English
- Learning English is difficult because
- I sometimes use English
- I think in the future I will use English
- I enjoy learning because I'm talking to...

THE WORLD OF ENGLISH

After 1945, when you go on the world you'll see English. It's on signs, labels and charts in the airport, when you see some Chinese. What has made it so important? The most people understand more than Mandarin in Spanish, which have more native speakers (English).

So, how many people speak English? Right now there are over 300 million people speak English in the world. And a smaller number of people speak it as a second language. But there are a billion people who speak English in the world. They're using it in business, in the classroom, in the workplace. In fact, more than 80% of people who speak English in the world are using it in the workplace.

There are also more words in English than in any other language. In the world, there are over a million words in English. It's not surprising that more people are using English in the world. It's not surprising that more people are using English in the world. It's not surprising that more people are using English in the world.

FACT: There are more words in English than in any other language. In the world, there are over a million words in English. It's not surprising that more people are using English in the world. It's not surprising that more people are using English in the world.

Discovery Education™ video clips throughout the course bring high-interest global topics to life for students.

In levels 3 & 4, students are also encouraged to understand the meaning of above-level words.

The second lesson in the *Discover Culture* spread focuses on a reading text which is thematically linked to the cultural angle of the video.

If you don't have access to video in class, the students can access this video, together with the interactive activities, via the Online Practice.

The *Your turn* sections on these pages encourage learners to compare their lives with the lives of the people featured in the reading texts and video clips.

Speaking and writing skills are carefully developed through a progression of easy-to-follow activities which guide students towards written and spoken fluency.

The optional *Real Talk* video features English and American teenagers answering a specific question linked to the language or unit topic.

All *Writing* pages include a model text from the featured genre.

After a short comprehension activity, students are encouraged to answer the same question as the teenagers in the clip.

Both Speaking and Writing lessons present Useful Language in chunks to develop fluency.

Speaking Reassuring someone

Real talk: Have you ever given a class presentation?

- Watch the teenagers in the video. How many teenagers?
 - Have given a class presentation?
 - Have given a class presentation?
 - Have given a class presentation?
- Listen to Helen talking to her sister Petra. What is Helen worried about?
 - Have given a class presentation?
 - Have given a class presentation?
 - Have given a class presentation?
- Complete the conversation with the useful language.

Useful language

Don't worry! You don't need to worry. You'll be fine. (Helen: I think I can do it.)

I'll turn out all right. There's no problem. (Petra: I think I can do it.)

Don't worry! You don't need to worry. You'll be fine. (Helen: I think I can do it.)

I'll turn out all right. There's no problem. (Petra: I think I can do it.)

Writing An essay

Look at the photo and read the essay. Choose the best title.

- Has mobile phones improved communication for teenagers?
- Has mobile phones improved communication for teenagers?
- Has mobile phones improved communication for teenagers?

Plan

Plan an essay. Include information from exercises 4 to help you and the plan below:

Write

Write your essay. Use your notes from Exercise 5 and the model text to help you.

Check

Can you say YES to these questions?

- Is the information from the plan in your essay?
- Have you used important ideas from the plan?
- Have you used the useful language from the plan?

Writing lessons broadly follow a Process Writing methodology, where students are encouraged to plan and check their writing.

A clear model is provided for the speaking task.

Useful Language sections on these pages highlight specific linguistic features from the model writing text and dialogue which will help build students' writing and speaking skills.

There are two pages of *Review* after every two units. The exercises are grouped under *Vocabulary* and *Language focus* (grammar). These can be set for homework if time is short in class.

6 Review

Vocabulary

Match the communication words with the comments.

long postcard, forum, Skype, instant message, text message

1. I can send messages and it's cheaper than a phone call. (text message)

2. I can chat with my friends and see them at the same time. (forum)

3. I can send really short messages to all my friends at the same time. (instant message)

4. I can add photos and videos and my friends can see my page. (Skype)

5. I can ask questions and post messages and anyone can help me. (forum)

6. I can write about my life and the things I'm interested in and anyone can read it. (text message)

Match the words with the definitions.

1. whisper 2. complain 3. boast 4. joke 5. choose 6. shout 7. argue

8. to say something in a noisy way

9. to talk very loudly

10. to say something funny

11. to speak for yourself about something you have done

12. to give a bad opinion about something

Match the sentences to the form in the box.

1. I prefer taking the bus to train. (I prefer... to...)

2. I like the train. (I like...)

3. I don't like them flying near me. (I don't like...)

4. They can be poisonous and they move quickly. (They can be...)

5. They look frightening with their faces and hair. (They look...)

6. Can you leave the light on? (Can you...?)

Complete the sentences with the correct adjective form of the words in brackets.

1. I'm feeling very tired. (tired)

2. The new computer game is really boring. (bore)

3. I fell asleep. (sleep)

4. I was a bit surprised and he was really surprised. (surprise)

5. I was a bit surprised and he was really surprised. (surprise)

6. I was a bit surprised and he was really surprised. (surprise)

Explore vocabulary

Complete the text with the words in the box. Use the correct form of the plural verb.

1. I was a bit surprised and he was really surprised. (surprise)

2. I was a bit surprised and he was really surprised. (surprise)

3. I was a bit surprised and he was really surprised. (surprise)

4. I was a bit surprised and he was really surprised. (surprise)

5. I was a bit surprised and he was really surprised. (surprise)

6. I was a bit surprised and he was really surprised. (surprise)

Language focus

Complete the sentences about life in the year 2050. Use will, won't or might/may/must.

1. I think I will be a doctor. (will)

2. I think I won't be a doctor. (won't)

3. I think I might be a doctor. (might)

4. I think I may be a doctor. (may)

5. I think I must be a doctor. (must)

6. I think I can be a doctor. (can)

Language builder

Choose the correct words to complete the text.

1. I was a bit surprised and he was really surprised. (surprise)

2. I was a bit surprised and he was really surprised. (surprise)

3. I was a bit surprised and he was really surprised. (surprise)

4. I was a bit surprised and he was really surprised. (surprise)

5. I was a bit surprised and he was really surprised. (surprise)

6. I was a bit surprised and he was really surprised. (surprise)

Language builder sections revise the target grammar from all the previous units.

The *Grammar reference* provides more detailed explanations with clear examples.

If you want to make fuller use of the video, you will find a complete lesson plan at the back of the TB and photocopiable worksheets on the Presentation Plus software.

The third Discovery Education™ video clip brings high-interest global topics to life for students.

Additional grammar exercises provide even more practice.

There are three optional projects in the Student's Book, and more ideas for additional projects available via *Presentation Plus*.

Students are given a clear model to guide them.

Three clearly laid out stages provide clear guidance.

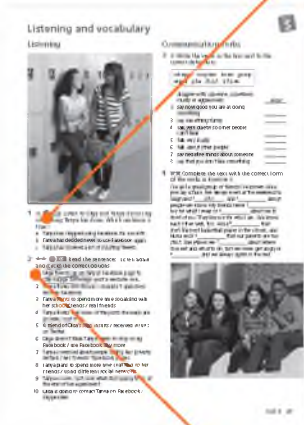
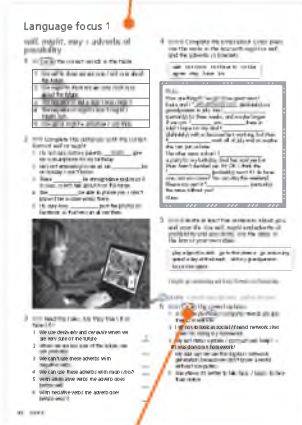
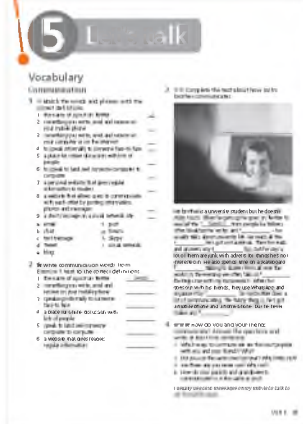
Welcome to *Eyes Open* 11

Workbook

The first page of each unit practises the vocabulary from the opening pages of the unit in the Student's Book.

The second page practises the first Language Focus section.

Every unit contains a listening activity.



The vocabulary from the Explore sections on the Student's Book reading pages is practised here

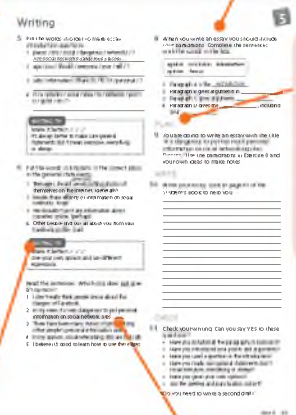
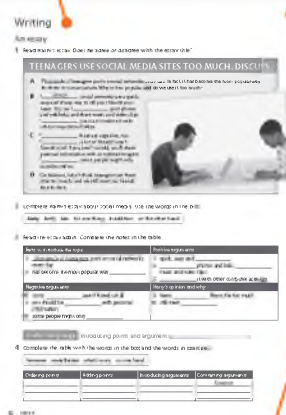
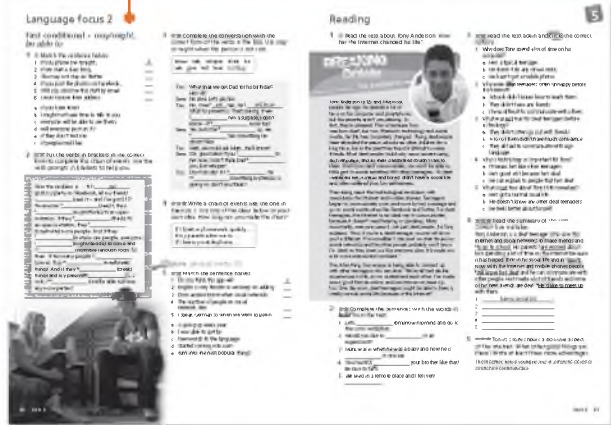
Activities are given one to three stars, depending on the level of difficulty.

Language Focus 2 provides further practice of the target grammar from the Student's Book.

The model writing text includes more useful language, which is extended from the Student's Book.

There is a double-page Writing section in every unit.

The organisation and contents of the model text are highlighted.



A broad process writing model is followed, as in the Student's Book.

Each unit includes Writing Tips.

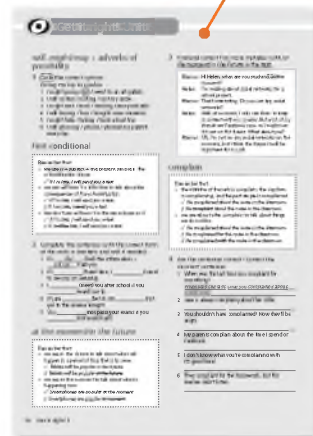
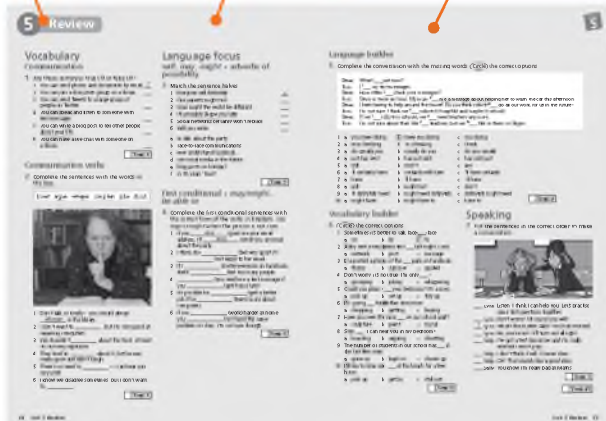
Other features of the genre are presented.

The first page of the Review section focuses on the grammar and vocabulary of the unit.

Each unit is followed by a two-page Review section.

The second page revises the grammar, vocabulary and functional language from all units to this point.

Each unit finishes with a *Get it Right* page where common learner errors are focused on, including spelling errors. The errors are informed by the Cambridge Learner Corpus.

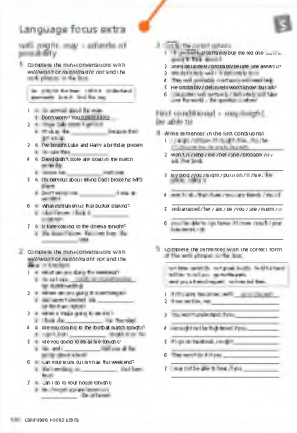
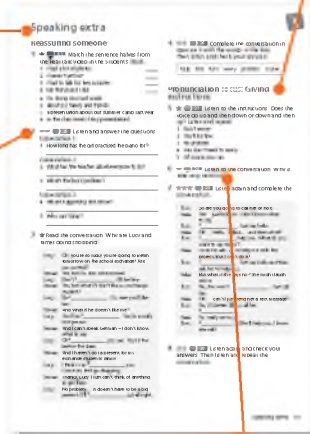


Focus on pronunciation sections provide more extensive practice of pronunciation features such as word and sentence stress and intonation.

The *Speaking extra* pages practise the *Useful Language* from the Speaking pages in the Student's Book.

The *Language focus extra* pages provide even more practice of the grammar in the Student's Book.

There is plenty of listening practice to contextualise the language.



Whenever students are asked to listen, they are given an opportunity to listen for gist first.

Teacher's Book

The unit aims and unit contents include all the video, common learner errors and also the relevant material at the back of the book, such as pronunciation and CLIL.

Each lesson has objectives making it easier for the teacher and the learner to understand and attain the goals.

[illegible]

Each unit contains a detailed list of the CEFR goals covered within it.

[illegible]

Each lesson starts with an optional warm-up activity to prepare the students for the lesson in a dynamic way.

Optional activity boxes provide a variety of ideas for motivating activities.

Each reading text is supplemented with contextual information on the topic.

[illegible]

Language note boxes alert teachers to typical mistakes students make with the target language.

[illegible]

The first Discovery™ videos have short lesson notes here. If you want to explore the video in more depth, there are thorough lesson notes at the back of the book.

Video clips on these pages can either be done as a lead-in to the *Language focus 1* lesson, or as a follow-up to it.

Where the teacher needs to prepare before the class, this is clearly highlighted at the start of the lesson notes.

Audio and video scripts are embedded within the teacher's notes.

Teaching notes include 'off the page' activities with Student's Books closed.

Homework suggestions point teachers to the relevant workbook pages, but also offer creative, learner-centred alternative ideas.

The *Discover Culture* video lesson contains step-by-step lesson notes, as well as the video script. Video self-study activities for students are available on the Cambridge Learning Management System (CLMS), accessible via the Workbook.

Homework suggestions point teachers to the relevant workbook pages, but also offer creative, learner-centred alternative ideas.

There are suggestions for dealing with stronger or weaker students throughout the notes.

Answer keys are embedded within the notes, in the appropriate place.

Fast Finishers boxes help with class management.

Presentation Plus digital classroom software

Fully interactive Workbook

Fully interactive Student's Book

Check students' answers with the answer key.

Engage students with lively multimedia content including easy access to all the videos with subtitles.

Extra teacher's resources such as the Teacher's Book, tests and photocopiable activities

A link to the Cambridge Learner Dictionary

The zoom feature allows you to zoom anywhere on the page.

Listen to the audio with the option to show the script.

Each page in each unit features interactive activities.

Access this content via the *Presentation Plus* DVD-ROM, available separately.

Presentation Plus gives you easy access to digital versions of all the teaching resources you need in one place.

Online Workbook with Online Practice on the Cambridge Learning Management system

Click on the Resources tab to open the Online Practice.

The Cambridge Learning Management system gives students extra language practice with even more games and activities.

Click on the Content tab to open the Online Workbook.

You and your students can see how much of each unit, section or exercise has been attempted.

The Workbook gives free access to the *Resources* area, where students will find the Workbook audio and Wordlists.

The teacher view also has access to a full online teacher training programme.

In the gradebook, students and teachers can see scores by unit or section for individual students or the whole class.

The teacher decides when to unlock content.

Using video in *Eyes Open*

Using video in the classroom can often appear to be something of a challenge, especially if the necessary equipment isn't always available. But teachers who use video report increased levels of motivation and enthusiasm in students.

Eyes Open offers four video clips per unit, a total of 32 sequences in the course. These high-quality clips have been produced in collaboration with Discovery Education™. The Discovery Education™ footage has been edited by Cambridge University Press to meet the needs of the secondary classroom and the audio has been specially written to fit the syllabus and level of the students.

The clips maintain the appeal and exciting content of all Discovery Education™ videos, featuring a wide variety of countries from around the world (both English and non-English speaking). The themes have been carefully selected to appeal to learners in the target age range. They often focus on aspects of teenagers' lives around the world and inspire learners to continue to explore the topics in the videos outside the classroom.

The videos can be used as much or as little as the teacher chooses. In the Teacher's Book, each video is accompanied by a number of suggested exercises which can be completed in a short time within the course of a normal class. The Student's DVD-ROM, which accompanies the Student's Book, contains all 32 videos from the course as well as interactive exercises which students can complete while watching the videos. Extra ideas for building on the content and themes of the videos are provided in the Teacher's Book. If the teacher prefers to make a full lesson out of the video, he/she can print out the corresponding worksheets from the *Presentation Plus* software.

Video in the classroom

Why video?

Video is becoming the primary means of information presentation in digital global media. Recent statistics suggest that 90% of internet traffic is video-based. Because of this, teaching a language through text and image alone may not completely reflect how many of today's teenagers communicate and receive and transmit information. Due to the increasing prevalence of video in all walks of life, being visually literate and knowing how to process visual data is an increasingly necessary skill in today's digital world. So why not use video in the language classroom?

How to exploit video

Video can be exploited in a variety of ways in the language classroom. Primarily teachers may use video for listening skills practice. Video is an ideal tool for practising listening comprehension. The obvious advantage it has over audio alone is the visual support it can offer the viewer. Students are sometimes able to see the speaker's mouth, facial expressions and gestures, as well as being able to see the context clearly and any visual clues which may aid comprehension. All of the essential micro-skills such as listening for specific information, predicting and hypothesising can be taught very effectively through this medium.

Video can also act as visual stimulus. Here the moving image acts as a way to engage interest and is a catalyst for follow-up classroom tasks, such as summarising the video content or post-viewing discussions. Teachers can also make use of the visual image alone to practise prediction or encourage students to invent their own soundtrack based on what they see rather than what they hear.

Finally, video can be a great source of information and provides learners with the content for subsequent tasks such as project work. The factual nature of Discovery Education™ provides a very useful tool when teaching CLIL (Content and Language Integrated Learning), in which students learn academic subjects in English. For more detailed information about use of videos in *Eyes Open* and extra worksheets, see pages 122–137.

Videos in *Eyes Open*

Our approach to integrating video into Cambridge's new secondary course, *Eyes Open*, was to adapt authentic material from Discovery Education™. The content and subject matter of these videos is ideal for the secondary school classroom. Learners of this age are curious about the world and keen to learn about different cultures, natural history and people of their own age around the globe. Many teenagers also watch similar documentary-style programmes outside the classroom. The videos in *Eyes Open* are short and fast-paced, with plenty to engage the teenage viewer without overloading them with information.

The voiceovers in the videos are delivered in a clear, concise manner with language specially graded to match the syllabus and to reflect what students have learned up to each point on the course. By providing subtitles in a simplified storyboard format, we have added an extra aid to student comprehension which teachers can make use of should the need arise.

There are four videos in each unit of *Eyes Open*. Video sections can be found on the *Language focus 1* page, the *Discover Culture* page, the *Speaking* page and the *CLIL* page at the back of the book. Discovery Education™ video supplements and extends the unit themes throughout the course. With a strong cultural focus and a variety of topics from countries around the world, these videos act as a way to encourage intercultural awareness and lead students to seek out similarities and differences between their own culture and other cultures around the world.

The videos which accompany the *CLIL* pages at the back of the book are an ideal complement to the content being taught in class. Subjects such as Science, Maths and History are brought to life in informative and highly-educational videos which are a natural progression from the lesson on the page.

Of the four videos, the only one not to feature documentary material is on the *Speaking* page. These *Real Talk* videos include interviews with British, American and Australian teens in which the young people talk to camera on a variety of subjects both relevant to the topic on the page and to teenagers' own lives. These voices are fresh and act as sympathetic role models for the learners.

The future of video in class

Who knows where we will end up with video? New video genres are being born all the time. Software offering the latest innovations in interactive video work is constantly being developed, and, before long, it will be possible to show a video in class that your students will be able to change as they watch.

We are living in an age in which digital video reigns supreme. For this reason, try to make video a central part of your lessons, not just an added extra. Hopefully, courses with integrated video content such as *Eyes Open* will make it easier for teachers to do this. It's hoped that working with video in this way will bring the world of the classroom a little closer to the world our learners are experiencing outside the classroom walls. That must surely be motivating.

The use of image in *Eyes Open*

Using images in the language classroom is something we take for granted. However, although our classroom materials are full of images, most of these are used as a support with written or spoken texts. As text provides the main focus of our attention in class, the images used alongside often perform a secondary role or are simply decorative.

The information of the digital age in which we live is highly visual. These days, people often communicate through images and video, or through a combination of image and text. We therefore believe it appropriate to rethink the role of images in learning materials and place more emphasis on 'the visual'. This brief introduction outlines the different roles that images can have in our teaching practice and what we have done in *Eyes Open* to make the image more central to the course and to more fully exploit image.

High-impact images

In *Eyes Open*, we provide high-impact photos on the opening page of each unit. These images have multiple functions. Firstly, they provide an engaging link with the unit content, stimulating the students to take an interest in the topic. An image is a more efficient and impactful way of conveying a message. In this sense, a picture can really be worth 'a thousand words'. Secondly, the *Be Curious* section beside the image poses specific questions related directly to the image. Thirdly, the image often acts as a cultural artefact which is open to multiple readings. In the *Be Curious* section, students are often encouraged to hypothesise about the image in question. For example, looking at the photo of a busy street market, they might, for example, be asked, 'Where do you think it is?' Students should feel confident here that they can provide their own answers, using their imagination as much as possible providing they can justify their opinions.

The images in both these opening pages and in others have been selected because they offer an original angle on a well-known topic or show a different perspective.

Intercultural awareness and critical thinking

The images have also been carefully selected to encourage intercultural awareness and critical thinking. For example, in Level 3 Unit 7 (School life) the image shows an unconventional classroom environment, which could be very different from the classrooms that many of our students are familiar with. The students can be encouraged to find differences and similarities between this and their own experience. In this context, this classic task has a clear intercultural angle. At the same time, students may be asked what conclusions they can draw about school life from looking at the image. Students must look for evidence in the image to support their argument. The important concern again here is that students can provide their own answers rather than simply second-guess a 'correct' answer from the answer key.

This may be something new and even daunting, but if done in stages, students will soon get the hang of analysing images in this way and thinking more deeply about them. Notice that in the *Be Curious* section, the first question is sometimes, 'What can you see in the photo?' So, before analysing, students merely *describe*. Such scaffolding supports a gradual increase in cognitive load and challenge. Students are not expected to hypothesise immediately, but reflect on the image once they have described it and visualised it.

Teaching tips for exploiting images in class

If your class has problems analysing the images, consider three different ways of responding to them: the *affective* response – how does the image make you feel, the *compositional* response – how is the image framed (i.e. what is in the foreground/background, where the focus is, etc.), and the *critical* response – what message does the image communicate; what conclusions can we draw from it? This can be a useful framework for discussing any image.

Moving on: selecting your own images and student input

Taking this further, you could select your own images for use in class to supplement those found in the course. Some criteria for selecting images could be: *impact* (will the images be able to stimulate or engage the learner on an imaginative level?), *opportunity for personalisation* (how can the students make these images their own?) and *openness to multiple interpretation* (how many different readings can be drawn from a certain image?).

There are a number of great websites and image-sharing platforms where you can access high quality and high-impact copyright-free images to be used in class. These include:

<http://unsplash.com>

<http://littlevisuals.co>

<http://www.dotspin.com>

<http://www.lifeofpix.com>

You can also then allow students to take a more active role by inviting them to bring their own images to class. Thus, images provide an even more central focus, functioning both as objects for analysis in their own right and as a clear way for students to provide their own input. This can be easily achieved digitally. Why not set up an Instagram page with your class or a blog or even a class website? This will allow students to upload their own images and interact with them by sending posts or messages describing or commenting on the images. In this way, they get extra practice at writing and even speaking. This interaction can then inform the face-to-face classroom to create a blended learning environment, as you prompt face-to-face discussion and negotiation of ideas based on what you view online.

Role of culture in *Eyes Open* by Ben Goldstein

It is a truism that language and culture are inseparable and yet this is something that is often overlooked in English language teaching materials which focus exclusively on a linguistic agenda. For this reason, each unit of *Eyes Open* includes a *Discover Culture* spread which clearly emphasizes culture. These spreads include a video-based page and an extended reading which are related in topic. The Discovery videos and accompanying texts have been carefully chosen to offer insights into life and realities across the planet. Unlike other textbooks, *Eyes Open* offers a truly global focus, concentrating both on the English-speaking world and also on other countries. Why have we chosen to do this?

English as an international language

Due to globalization, English is spoken in more places in the world than ever before and the number of proficient non-native speakers of English now outnumbers natives by approximately 5 to 1. For this reason, it is likely that your students will speak English in later life in global contexts with a majority of non-native speakers present. This has obvious repercussions for pronunciation. For example, is it now desirable for learners to sound native-like? But it also has an effect on the cultural input that we present in class. It may be counter-productive to present only examples of native-speaker culture if your learners will rarely find themselves in a purely native-speaker environment.

For this reason, in its *Discover Culture* spread (and throughout the units) *Eyes Open* features cultural input from many different societies. For example, Level 3 Unit 3 features a video focusing on characteristic musical styles from three different countries: Australia (where English is spoken as a first language), India (where it is spoken as a second language) and Mexico (where it is learnt as a foreign language). This is not to say that target culture is ignored. One advantage of this approach, of course, is that the students' own country may appear in these pages thus engaging learners even further and offering an opportunity to use students' real-world knowledge and experience to analyse a text critically.

An intercultural 'glocal' approach

Eyes Open is a course that will be used in many different countries. Therefore the topics chosen are global in reach and appeal. However, they are also sufficiently familiar to students for you to 'localise' them. Put simply, this means that you could seek out local angles on global topics. For example, if the unit discusses a subject such as graffiti (a truly global phenomenon), you could get students to find examples of graffiti from their local context. This is, of course, facilitated by the *Your turn* sections which always attempt to bring out the students' own views on a particular subject and allow them to reflect on their own world. Such an approach is very much in line with the Common European Framework's principles in which intercultural awareness predominates. Such an approach encourages learners to reflect on their own culture and identity and seek out differences and similarities between that and the target culture. As a consequence learners will see that their own culture is plural and diverse, and they may begin to challenge stereotypes and misconceptions about how their own culture is seen by others.

Challenging stereotypes

While featuring topics which are familiar to teachers and students, *Eyes Open* also offers an alternative vision of certain widely-established cultural traditions. Cultural phenomena are truly representative of different countries rather than merely reiterating cultural clichés and stereotypes which may no longer be true.

For example, rather than focus on well-known British sports like rugby or cricket, Level 1 Unit 8 focuses on Scotland's lesser-known Highland Games. Likewise, the course features exciting and teen-relevant material such as the Burning Man music and culture festival in the USA (Level 3 Unit 3), rather than more established traditional music festivals like the Proms in the UK.

How have we implemented our approach to culture?

Discover Culture sections

Video exploitation

As in other parts of *Eyes Open*, the visual aspect is taken very seriously. After a series of warmer questions to activate the learners' schemata, students watch the video for gist and specific comprehension, but there are also questions which focus on visual stimuli. For example, students might be asked to test their memory on the images that they have or have not seen in the clip. Likewise, before watching, students might be asked to imagine which images they think would appear in the clip and then watch and check their answers. Students in the *Your turn* are then asked to find a personal connection with the topic shown in the video and/or give an extended opinion about it. As explained above, the approach embraces all cultures in which English is spoken as first, second or foreign language, from entrepreneurs in Mexico, to Maths lessons in Singapore to winter survival in Alaska. Very often, different countries' cultures are compared within the same video such as one clip which focuses on the distinct animals which live in the world's cities. In this way, students are learning about world culture through English but via the dynamic and motivating medium of Discovery Education™ video.

Reading exploitation

As in the video section of *Discover Culture*, images play a key part in activating students' interest in the topic. Images have been chosen specifically to trigger a response, encouraging students to hypothesise about what they are about to read. Once again, the topics here offer interesting focuses and contrasts on a topic related to the previous video spread. For example, in Level 3 Unit 2 two different schooling traditions are highlighted: The Royal Ballet in London is compared to La Masia, FC Barcelona's football academy for teens, which provides many of the team's best players. This is in line with the approach taken to culture in the series. By exploring world contexts (such as Spain here) where English is spoken as a foreign language, it is hoped that that teachers and students will feel able to localise the material to suit their own context. For example in the case above, the follow-up question after the reading could then be "Is there a football academy that functions in a similar way in your country?" At the same time, connections between target and world culture can be forged. For example, students might be asked if they have ever stopped to reflect on the similarities between training to be a ballet dancer or a footballer.

Ideas for further exploitation

If a *Discover Culture* spread has proved popular with your class, why not get students to produce a mini project on a similar topic? This could either feature a local context similar to the one in the spread or describe a related personal experience. Encourage them to use digital resources to research the project. These projects can be showcased in class by way of student presentations using digital tools for added effect. The Teacher's Book has an *Extension Activity* box at the end of each *Discover Culture* section, with specific ideas for further exploitation of the topics.

Speaking and writing in *Eyes Open*

Speaking and writing use vocabulary and grammar that learners have already internalised, or are in the process of internalising. They both allow the writer or speaker to be creative, but often use formulaic phrases and expressions such as functional language, which can become automated and prepare the listener to expect predictable content. However, although similar in that they are both productive skills, in many ways speaking and writing are very different and need a different pedagogical approach.

Writing

Writing is a skill that students often find difficult, even in their L1. It involves thinking about vocabulary, grammar, spelling and sentence structure, as well as how to organise content, and of course register is important too.

How does *Eyes Open* help students improve their writing skills?

Motivation through real life tasks

It helps a writer to have an idea of who the reader is (as opposed to the teacher!) and what the purpose of the writing is. In real-life tasks this is easier to see.

Genre (type of text) is important here too, so in *Eyes Open* a range of appropriate text types have been selected, using the CEFR for guidance, and the type of text is always indicated for students. Genre tells us what kind of language is used, be it set formulae or functional language, vocabulary, and formal or informal register, all related to the purpose of the text and its expected content. On each writing page the *Useful language* box focuses learners on an integral aspect of that type of text. The *Eyes Open* syllabus has been carefully planned across the four levels to deal with a range of relevant language issues related to the different genres.

The writing page starts with a **model text**. This serves to show students what kind of text they are aiming for. It is also designed to focus attention on how the useful language is used in the text, which allows for a process of noticing and discovery learning. This useful language often includes appropriate functional expressions. Writing in one's own language is a process involving planning, drafting and redrafting, and checking for mistakes. Within this process you have time to think, look things up and so on. The way writing is dealt with in *Eyes Open* encourages learners to follow the same process. The workbook then provides more work on the same genre, with another model text and exercises which recycle and extend the highlighted features from the SB, before suggesting another title for further practice.

TIPS:

- With some genres, get students to predict what they expect to find in the model text.
- As well as focusing on the Useful language, ask students to underline phrases in the model they could use for their own text.
- Brainstorm ideas and do the planning stage in pairs. The drafting can also be done collectively.
- Write the SB text in class and the WB pages individually for homework.
- Get students to use the checklist on each other's work to raise their awareness. Then allow students to write a final draft.
- Using a digital device for writing makes the whole process easier and more like the modern world, and so is more motivating.

Speaking

Speaking is challenging, and can be daunting (it involves thinking and speaking at the same time, and listening and responding to someone else). Teenagers may lack confidence or feel embarrassed when speaking English. *Eyes Open* takes a **step-by-step approach**, where students are provided with sufficient **support** and a structure to enable them first to practise in a controlled way but later to create their own conversations. As with writing, speaking can involve set phrases or functional language used in context particular genre. The more these phrases can be practised and memorised, the easier creating a new conversation will be. This is known as automatising. To try and mirror speaking outside a classroom, there is no written preparation. Instead, *Eyes Open* starts with a model conversation in a clear, **real life context**, to motivate students and highlight useful language. Students **listen first** to answer a simple question designed to focus on content rather than language. The focus then shifts to the useful language, which may be complete fixed phrases or functional exponents to begin a sentence. Students use these to complete the conversation and listen again to check. They then read the model conversation in pairs, and often do a follow up exercise using some of the useful language as well, in order to give them confidence and prepare them for developing their own conversation, either by adapting the model (at lower levels) or by creating their own. In both cases prompts are provided, and students are encouraged to use the phrases from the useful language box in their own conversations.

TIPS:

- Students can read the model conversation several times, after they have done this once or twice, encourage one of them to read and the other to respond from memory. Then they swap, and finally they see if they can both remember the conversation.
- Use the model and audio to concentrate on pronunciation, drilling at natural speed. Students can look for features of speech (eg. words being joined together, or sounds disappearing in connected speech).
- Get students to "act" the model conversations in character. This helps lessen embarrassment, and can be fun.
- Encourage students to do the final task several times with different partners.

Your turn

Throughout the SB there are *Your turn* sections on every page (except the Speaking and Writing sections). These are included to practise writing and speaking – the writing stage often helps to scaffold a subsequent speaking activity – linked with new vocabulary and grammar, or listening and reading. Students are encouraged to actively use new language in a **personalisation activity**. This approach has been shown to help learners activate and relate new language to their own lives, i.e. in a relevant and familiar context.

TIPS:

- In class, students can compare what they have written in the Student's Book or the Workbook for homework. They could then tell the class if they are "similar or different".
- Doing the speaking activities in pairs or small groups makes them feel more confident. After this "rehearsal" they could be asked about what they said in an open class report back stage.
- Turn sentences into questions as the basis of a class "survey" in a milling activity.

Managing teenage classes

Classroom management is one of the main everyday anxieties of teachers of teenage classes. Classroom management involves discipline, but it also involves lesson planning, time management and responsiveness to the needs of teenage pupils.

Tips for the first lessons

The first few lessons with any new group of teenage pupils will set the stage for the rest of the year. New pupils will invariably put us to the test so it is important to be prepared and well-equipped from day one.

It is best not to let pupils sit where they want. If possible, speak to other teachers who know your new pupils and get advice on who should and should not be seated together. Have a seating plan prepared. This will also help learn pupils' names quickly. We rarely feel 100% in control until we know our pupils' names!

Prepare a number of class rules and consequences which apply to your personal expectations and suggest these to the class. Invite pupils to discuss each rule and the possible reasons behind them. Pupils may adapt your suggestions or change the wording. Type out the final 'contract' and ask everyone to sign it and sign it yourself. Pupils may even take it home to show their parents.

The greatest source of real communication in any language classroom is the day-to-day interaction between teacher and pupils. It is essential to work on and develop the language that they will be using for the next few years at school. It is the key to establishing a classroom atmosphere of confidence, security and motivation.

Recommended approaches and *Eyes Open*

Although they would probably never admit it, teenagers want and need structure in the classroom because it gives them a sense of security. If the lesson is not organised, instructions are not clear, the material or tasks too difficult (or too easy!), discipline problems are sure to arise.

If lesson aims are made clear to pupils, this can help. *Unit aims* are summarised on the first page of each unit in the Student's Book expressed as *I can ...* statements. These aims are clear and simple for pupils to understand. For more detailed aims, the Teacher's Book starts each page with *Objectives* for the lesson. Use the accompanying exercises and tasks which have been designed to determine if pupils are able to achieve these objectives.

At the beginning of the lesson you might write a summary of your lesson plan on the board in the form of bullet points. At the end of the lesson draw your pupils' attention back to these points, ask them to reflect on the lesson and tick off each point covered.

Young teens do not have a one-hour attention span so we try to include variety in lesson plans. The *Eyes Open* Student's Book has been developed to help here. For example, each section ends with a communicative *Your turn* section, where students are offered quiet time to plan before they are given the opportunity to speak with a partner or in a small group. The optional activities in the Teacher's Book provide you with additional ideas to have up your sleeve to use when you need to vary the pace of the lesson.

Motivation is key. All teenagers are talented at or interested in something and have varied learning styles, so incorporate your pupils' interests into your lessons, exploit their skills and cater to their different learning styles. The themes, videos and images in *Eyes Open* have been carefully chosen to maintain pupils' interest and motivation throughout the year. These features of the course should especially appeal to visual learners. The *CLIL* section brings other school subjects into the English lesson and include one of the three Discovery Education™ videos which appear in each unit. The *Discover Culture* section in each unit features an integrated video page and a reading page and aims to raise awareness of and interest in global cultures. The *Speaking* sections offer further communicative practice and include the fourth video sequence, this time featuring teens modelling language.

Mixed ability

Another challenge we face in the teen classroom is the issue of mixed ability. Mixed ability refers to stronger and weaker pupils, but teenagers are different in a variety of other ways too: adolescent pupils have different levels of maturity and motivation; work at different speeds; possess different learning styles; have different attention spans and energy levels; and are interested in different things. The challenge for us as teachers is to prepare lessons which take all these differences into account and to set achievable goals so that at the end of a lesson, every pupil leaves the classroom feeling that they have achieved something.

Practical ideas for teaching mixed ability classes

Working in groups

In large classes there is not much opportunity for individual pupils to participate orally. Most pages in *Eyes Open* end with a *Your turn* activity which offers pupils the opportunity to talk in pairs and small groups. By working together, pupils can benefit from collaborating with classmates who are more proficient, or who have different world experiences. When working in groups there is always the risk that one or two pupils end up doing all the work. Avoid this by assigning each pupil with an individual task or specific responsibility.

Preparation time

Give pupils time to gather their ideas and let them make notes before a speaking activity. This 'thinking time' will give less proficient pupils the chance to say something that is interesting, relevant and comprehensible. In a similar way, give pupils time to rehearse interviews and role plays before 'going live' in front of the class.

Similarly, let students compare and discuss their answers before feeding back to the class. This provides all students with confidence and allows weaker students the opportunity to take part.

Task repetition

After giving feedback on a speaking activity, get pupils to do it again. By getting a second, or even a third opportunity to do something, pupils become more self-assured and are therefore more likely to succeed. Practice makes perfect! Pupils will be able to use these multiple attempts to develop accuracy and fluency, while stronger students can also be encouraged to build complexity into later attempts.

Teacher's notes

The unit-specific Teacher's notes also offer further differentiated activities for each lesson so that you can tailor your lesson according to the abilities of each of your students.

Fast finishers

Prepare extra tasks for fast finishers to reward them for their effort and/or to challenge them more. Place these tasks in numbered or labelled envelopes to increase their curiosity. These envelopes should not be seen as punishments so their contents should be activities which are interesting, relevant and straightforward enough that they can be done without teacher support. Fast finishers can create self-access materials (wordsearches, crosswords, vocabulary cards, jumbled sentences, quizzes) that could be used by the rest of the class in future lessons. *Eyes Open* also provides a wealth of ready-made fast finisher activities in the Teacher's notes. The Student's Book also includes a *Vocabulary Bank* for fast finisher revision.

Homework

The Workbook has graded vocabulary, language focus, listening and reading exercises: basic (one star), standard (two stars) and higher (three stars). Teachers can direct pupils to the appropriate exercises. These exercises could also be used in class.

What is a corpus?

A corpus is a very large collection of natural, real life language, held in a searchable electronic form.

We use corpora to analyse and research how language is used. Using a corpus we can rapidly and reliably search through millions of words of text, looking for patterns and exploring how we use English in a range of different contexts and situations.

We can use a corpus to look at which words often go together, which words are the most common in English, and which words and phrases learners of English find most difficult. This can inform both **what** we teach to learners, **when** we teach it, and **how** we present it in our materials.

We use information from corpora to improve and enhance our materials for teachers and learners.

The Cambridge English Corpus

The Cambridge English Corpus is a multi-billion word collection of contemporary English.

The Cambridge English Corpus has been put together over a period of twenty years. It's collected from a huge range of sources – books, magazines, lectures, text messages, conversations, emails and lots more!

The Cambridge English Corpus also contains the Cambridge Learner Corpus – the world's largest collection of learner writing. The Cambridge Learner Corpus contains more than 50 million words of exam answers written by students taking Cambridge English exams. We carefully check each exam script and highlight all errors made by students. We can then use this information to see which words and structures are easy and difficult for learners of English.

The Cambridge Learner Corpus allows us to see how students from particular language backgrounds, achievement levels and age groups perform in their exams. This means that we can work out how best we can support and develop these students further.

Why use a corpus to develop an ELT course?

Using research and information from a corpus in our ELT material allows us to:

- Identify words and phrases that occur most **frequently** – these are words that learners need to know.
- Look at **word patterns** and make sure we teach the most useful phrases and collocations.
- Include language that is **up-to-date** and relevant to students.
- **Focus on certain groups of learners** and see what they find easy or hard.
- Make sure our materials contain **appropriate content** for a particular level or exam.
- Find mistakes which are universal to English language learning, and those which are a result of **first-language interference**.
- Find plenty of **examples** of language used by students and use this to help other students.

At Cambridge, we use the Cambridge English Corpus to inform most of our English Language Teaching materials, making them current, relevant, and tailored to specific learners' needs.

How have we used the Cambridge English Corpus in *Eyes Open*?

In *Eyes Open*, we've used the Cambridge Learner Corpus in order to find out how best we can support students in their learning.

For the grammar and vocabulary points covered in each unit, we've investigated how students perform – what they find easy and what they find difficult. Using this information, we've raised further awareness of the particular areas that learners make errors with; in the form of *Get it right!* boxes in the Student's Book containing tips and *Get it right!* pages in the Workbook containing short exercises. These tips and exercises highlight and test particular areas that previous students have found difficult. For example, you'll find exercises which focus on spelling, in order to help learners avoid common errors made by other students at each level.

Using this information, we've developed activities and tasks that provide practice for students, in those areas where we've proven that they need the most help. This customised support will allow students to have a better chance at avoiding such errors themselves.

How could you use corpora in your own teaching?

There are lots of corpora that are accessible online – why not try typing 'free online corpora' into your search engine to see what is available? Alternatively, you don't necessarily need to use a corpus in order to use corpus principles in your classroom – corpora involve using real examples of language, so why not type your search word or phrase directly into your search engine, to see examples of that word or phrase in use online?

Whichever method you decide to use, there are a number of ways in which you can use corpus-type approaches in your teaching. Here are three examples:

- 1 Choose two similar words (why not try, for example, *say/tell* or *make/do*) and search for these either in a corpus or in your search engine. Choose sentences with these examples in, and paste them into a document. Then, remove these search words from the sentences, and ask students to fill in the correct word. As an extension activity, you could also ask them to discuss why each example is *say* and not *tell*, for example.
- 2 Choose a word (why not try *at* or *in* for example) and paste some examples into a short text. Ask students to describe when you would use each one, by looking at the context the examples are found in (e.g. *in* is used with parts of the day; *in the morning*; *at* is used with a particular time; *at five o'clock*)
- 3 Choose a word or phrase and paste some examples into a short text. Make changes to the examples to introduce errors and ask students to spot and correct them.



Remember – look out for this symbol to see where corpus research has been used in our other materials!

Using the *Review* sections in *Eyes Open*

In *Eyes Open*, the *Review* sections appear after every two units. They are designed to provide students with the opportunity to test themselves on the vocabulary, language focus and speaking sections which they have studied in those units.

When to use the *Review* sections

It is advisable that you make use of the *Review* sections at the end of every two units. Doing this will not only allow you to keep a check on students' progress, but will also enable you to find out which areas are presenting students with difficulties.

Using the *Review* sections in the classroom

If you choose to do the *Review* sections in class, we suggest that you follow a set procedure so that students know what to expect.

- Tell students the vocabulary or grammar that is to be practised.
- Revise the language needed by putting example sentences on the board.
- Pair **stronger students** with **weaker students**.
- Give each pair two minutes to note down they know about the particular vocabulary area, grammar point or function, for example grammar rules, spelling changes, how particular vocabulary is used in a sentence, what function certain phrases are used for, etc.
- Elicit ideas from the class. At this point deal with any uncertainty or confusion, but do not go into great detail.
- Read out the example in the exercise and check students understand what they have to do.
- Set a time limit for the completion of the exercise: 3–4 minutes for the shorter exercises and 5–6 for the longer ones.
- Students work alone to complete the exercise.
- Ask students to swap their work with a partner.
- Check answers. Students mark their partner's work and give it a mark. For example, if there are five questions in an exercise, students could record anything from 0 to 5 marks.
- Put students into pairs to act out the conversation in the *Speaking* section.

Keeping track of marks

- Encourage students to keep a note in their notebooks of their overall mark in each *Review* section.
- Challenge them to improve their mark each time.
- If students are dissatisfied with their original mark, encourage them to do the exercises on the *Review* section again at home in a few days' time with the aim of improving their mark.

Alternative ways of using the *Review* sections

Language gym

- Designate different parts of the classroom 'Vocabulary 1', 'Vocabulary 2' and 'Vocabulary 3'.
- Put students into groups and tell each group to go to one of the designated areas.
- Set each group different exercises to do from the Vocabulary part of the *Review* section. Set 1–2 exercises per group.
- Set a five-minute time limit per exercise.
- Photocopy the answers from the Teacher's Book and give one copy to each group. Name one student in each group 'Answer Master' and explain that it is that student's job to read out the answers to the group once the group has completed the exercises. Alternatively, if you have the *Presentation Plus* software, put the answers on the interactive whiteboard.

- Groups may finish at different times. Keep an eye on the progress each group is making. Go over to groups that finish early and ask them about the exercises they have just done. Did they find them easy or difficult? What marks did they get on the exercises? Is there anything they didn't understand or would like to do more work on?
- Once students have completed the exercises in their area, they move on to the next one.
- You could then do the same thing with the *Language focus* sections.
- Remember that this activity can only be done if exercises in one part of the *Review* section do not refer to exercises in another part.

Review quiz

- Put students into groups.
- Make one student in each group the captain.
- If you have the *Presentation Plus* software, put the *Review* section on the interactive whiteboard.
- Go through each exercise in turn, eliciting answers.
- All answers must go through the captain.
- The first captain to raise his or her hand gets the chance to answer the question.
- Groups receive one point for each correct answer.
- If the answer is incorrect, the next captain to raise his or her hand gets the chance to answer the question and so on.
- The group with the most points at the end wins.

Review football

- Split the class into two teams.
- Appoint **weaker students** as team captains. This means that it is their job to tell you their team's answer to a question.
- Draw a football pitch on the board divided into segments, which could correspond to the number of questions there are in a particular exercise.
- Draw a picture of a football on a piece of paper, cut the ball out, put Blu-Tack to the back of it and attach it to the centre circle on the pitch you have drawn on the board.
- Toss a coin in the air and ask teams to choose 'heads' or 'tails'. The team which guesses correctly gets possession of the ball.
- If that team then answers its first question correctly, it moves forward on the pitch and gets to answer another question. If it answers incorrectly, it loses possession of the ball.
- After an initial game with the whole class, students can play this in small teams, with **weaker students** acting as referees.

Review language throughout the course

- The most successful language students continue to review what they have learnt long past the point at which they might be said to have learnt it. Make the review of language a feature of your lessons.
- At the end of every lesson, set homework.
- At the beginning of the following week, do a classroom activity, making use of some or all of the new language introduced the previous week. For example, students could play the *Correct the sentence* game (see *Games Bank*, page 28).
- At the beginning of the next month, do a classroom activity, making use of some or all of the new language introduced the previous month. For example, students could write a conversation based on a theme from a recent unit in which they try to use all of the new language they have learnt.
- At the end of each unit, put students into groups and ask them to write their own *Review* section quiz, which they can then share with another group.

CLIL explained

Content and Language Integrated Learning (CLIL) is a matrix where content learning, language fluency and cognitive agility develop together. Students are given the opportunity to acquire both knowledge and language. At the same time they develop a range of cognitive skills and social competences required inside and outside the classroom.

CLIL is an educational response to the demands and resources of the 21st century. Students are increasingly aiming to use English in a dynamic, fast-paced workplace where they will be expected to analyse and create material in English. CLIL's unique emphasis on cognitive agility in addition to content and language learning, introduces students to creative and analytical thinking in a foreign language at a young age.

There are two possible scenarios in a CLIL classroom. CLIL classes can be English language classes in which the topic material used corresponds with content objectives from another subject such as biology or technology. Alternatively the CLIL class could be a subject class such as History or Geography taught in English. Either way the objectives of the CLIL classroom are much broader than a traditional English class or a traditional subject class. As a consequence of these broad learning objectives, learning styles are vitally important and must be taken into consideration when planning a CLIL class. In order to attain all the learning objectives requires a CLIL class to be more interactive or practical than a traditional one.

CLIL classes break down the barriers between subjects generating an experience more representative of the real world. Motivation and confidence improve as students become accustomed to carrying out both creative and analytical work in an English-speaking environment.

Methods and Tips

When planning a CLIL lesson it is vital to keep in mind the principles of CLIL: content learning, language fluency and cognitive agility.

Content Learning

Content learning is foremost in the CLIL classroom. So that language is not a barrier to learning, classes should be both dynamic and visually rich. The graphics and videos used in *Eyes Open* help teachers to achieve this environment. The interactive style of learning promoted in the *CLIL* pages enables students to understand concepts quickly and avoid frustration.

The learning objectives of each CLIL class must be clear. Each *CLIL* page in the *Eyes Open* series has been specifically designed to meet a particular content learning objective from subjects such as History, Technology and Geography.

Multiple activities should be used to check content comprehension. The unique nature of the CLIL classroom requires multiple activities to check students' comprehension. *Eyes Open CLIL* pages use a wide variety of styles so as not to seem repetitive and to appeal to all levels in the classroom.

Language Fluency

CLIL classes must develop all four skills. It is fundamental that all four basic skills are developed; reading, writing, speaking and listening. A range of engaging activities is provided in the *CLIL* pages of *Eyes Open* so that all these skills can be addressed.

Introduction activities should be used to refresh vocabulary. Before starting on content material introduction activities should be used to refresh vocabulary as well as to check content knowledge. Every *CLIL* page in the *Eyes Open* series starts with an introduction activity.

Cognitive Agility

Tasks should reflect mixed learning styles of students. There has to be a flexible approach to learning in any CLIL classroom so that all students are given the opportunity to thrive. *Eyes Open* allows teachers to create this atmosphere by including open activities where the students are asked either to do a creative piece of work or to share their reflections and opinions. Students are not restrained to right or wrong answers but are rather encouraged into critical and creative thinking.

Student-led learning. Students should be encouraged to support each other's learning through teamwork and feedback activities, with teachers, at times, taking a backseat. Teachers should encourage students to use and share their technological skills and global knowledge to enrich the class. This allows students to gain confidence in language fluency and content presentation. Students also learn to adapt their language and content knowledge to a variety of situations. Teachers can use the wide range of teamwork tasks provided in *Eyes Open CLIL* pages to create an inspiring classroom and to encourage student-led learning.

Challenging activities and material which invite students to think and discover for themselves. Students should be given plenty of opportunities to contemplate the content material. The *CLIL* videos and *Your turn* activities provided in the *Eyes Open* series challenge students to make the cognitive leap into dynamic learning by encouraging them to view the content theory in real life scenarios.

Eyes Open CLIL pages

In this unique series of English text books, each *CLIL* page has been specially designed to meet a specific learning objective from a content subject. Teachers will find it both straight-forward and enjoyable to teach content material included in the *CLIL* pages thanks to the well-planned exercises and attractive presentation.

The *Eyes Open CLIL* pages use a wide range of procedurally rich activities to enhance learning, with an emphasis on promoting critical and creative thinking. Developed to stimulate learning in a way which is attractive to all students in the classroom; every student in the class should be able to find something appealing in the *CLIL* pages; be it the *CLIL* video, the *Your turn* activity, a curious fact or the introduction activity.

Eyes Open prides itself on its use of authentic video material which teachers can use to extend content learning and to make a meaningful connection with the world outside the classroom. Teachers can use these videos to encourage students to draw on their knowledge the world around them and share it in the classroom. This shared extended learning can be as simple as teachers encouraging students to bring in newspaper cuttings or as demanding as group projects on topics related to the *CLIL* page.

The *Eyes Open CLIL* pages provide a competence based education; suited to the 21st century and in line with the learning patterns of the internet generation and the global citizen. English taught through integrated material which stimulates critical thinking, pushing each individual student to participate in a meaningful manner in classroom activities. The content material in *Eyes Open* can be used to stimulate each student's curiosity and allow students to exploit their individual interests in order to reach their potential as a critical and creative English speaker. Teachers can use the model developed in the *Eyes Open CLIL* pages as a platform for further learning, thus ensuring that students remain engaged in their own learning both inside the classroom and out.

Introduction to project work in *Eyes Open*

Project work can provide several advantages for learners, by helping them to gain valuable skills which can benefit them in all areas of the curriculum, not just in English language learning. The following are just some of the many advantages project work can provide. It can:

- be highly motivating, as students can harness their own curiosity about a particular topic, giving them greater ownership of what they're learning and how it can be presented.
- encourage students to work independently, to research information, plan work, organise and present it.
- provide a contrast to standard lessons and give students the opportunity to have fun with English.
- build team working skills by encouraging discussion and collaboration with peers in order to achieve a successful outcome.
- reinforce and consolidate new language that has been presented in class.
- help struggling students improve their language skills by collaborating closely with stronger peers.
- encourage stronger students to develop their skills further, by giving them the freedom to experiment with language.
- build speaking and writing confidence and fluency, for example via writing and conducting surveys and presenting written work in easy-to-read formats.
- improve presentation skills, both spoken and written.

Projects in the Student's Book

Eyes Open Student's Book contains three projects, which can be used at any point in the school year. The topics are based on selected units from the Student's Book. The project pages are designed to be used in class, but in a simple and easy to follow format to allow students to work as independently as possible.

Each project page is divided into three sections: *Look* provides a visual stimulus of some kind which serves as a model for students to help them create their own work. The *Prepare* section contains step-by-step instructions for students working in pairs or groups. The final *Present* section tells students how to display their information. See pages 123–125 of the Student's Book for each project, and pages 146–148 of the Teacher's Book for detailed teaching notes on them.

Projects on the Cambridge Learner Management System

In addition to the Student's Book projects, *Eyes Open* includes a number of ideas for projects utilising technology. These are available via the Cambridge Learner Management System (CLMS) in the resources section. The CLMS can be accessed via a link from the *Presentation Plus* software.

The digital projects enable students not only to engage in language practice, but to use and develop their digital skills and digital literacy through researching a topic and presenting their work in a digital format. Options include picture collages, audio slideshows and videos. For the teacher, there is a connection between these projects and the Secondary Digital Teacher Training Course, which is designed to introduce teachers to various type of digital project. Students interested in using technology will be particularly motivated by producing work using digital devices and applications.

Guidance on using projects in *Eyes Open*

The success of project work can greatly depend on how carefully a project is set up, and how motivated your students are to do projects. If your time is limited, you might decide you only have time for one or two projects, so you'll need to assess each one to decide which you think would benefit your students the most. Consider your students' particular interests and strengths, in addition to which topics are areas of language they need most practice in. Depending on how much time you have available, you might want to spend two lessons working on a project, or just one, with students doing most of the preparation and writing for homework. Once you've selected a project you're going to do, you'll need to prepare your students carefully.

Motivating students to do a project

It's important to get students interested in the topic before launching into the project work itself as motivated students are, of course, much more likely to produce good work and enjoy it. Before asking students to turn to a particular project in the Student's Book, you could show them an authentic example of a poster (for *Project 1*), magazine article (for *Project 2*) or an information leaflet (for *Project 3*). Then explain that you'd like them to produce something similar (if you anticipate difficulties sourcing examples in English, use L1 examples). You could ask them if they think the format is the best way to present the information that's there, and ask them if they can think of any other ways the information could be shown (for example, perhaps a poster for *Project 3* or a TV report for *Project 1*). You could also brainstorm any other ways that information is often presented (for example, PowerPoint presentations, short video clips etc). Encourage them to think broadly at this stage, as they may be inspired by their own ideas. The students could choose whether to produce work in a digital or paper-based format.

Preparing for a project

Once students understand the goal they need to achieve, you can then turn to the project page in the Student's Book. Ask them to critically assess the way the material is presented. For example, in *Project 3*, do they think the leaflet is visually appealing? Can they think of an alternative way of presenting similar information? Encouraging students to be creative and think beyond what's on the page is important, as it will help them take ownership of the task. You'll then need to ask students what stages will be needed to produce their end result, and what equipment may be needed. Write these up so the whole class can see as you elicit the details from them. You'll also need to set a clear time limit for each stage, depending on how much time you've allocated for the whole task.

Once students have understood the goal and the individual steps needed to achieve it, you can put them into small groups. Groups of three or perhaps four students are ideal, depending on the nature of the project. Any more than this and it's more likely that quiet or weaker students will be left out and dominated by more confident members of the group. You might want to mix weaker students with stronger students to allow the weaker ones to learn from the stronger, or you might prefer to group according to ability, with weaker students grouped together.

Managing the project work in class

Depending on the abilities of the groups, you might want to encourage students to consider alternative sub-topic areas to those given in addition to alternative ways to present the information if they prefer. For example, in *Project 1* students may think of additional or replacement sub-topics to include in their poster. For *Project 3*, students might want to include extra paragraphs with more detailed information. For a project that requires research beyond the classroom (for example *Project 2*), ask students what sources they're going to use to gather the information they need. If necessary, provide guidance by suggesting some yourself in the form of useful websites or books for example. You may need to provide them with the facilities they'll need to access them, for example if they don't have a computer at home they'll require access to one at school, or another alternative. They can then note these down in their groups, in addition to the specific information they need to find out and, if they have the facilities, start the research in class together. If they have to do the research outside class, they'll need to decide who is going to research which pieces of information. You'll also need to ask them to consider what visual material they'll want to include in their presentation, and where they will source it.

The teacher's role as facilitator

Whilst students are working on the stages of the project, you'll need to take the role of facilitator, moving round the groups and encouraging students to work things out for themselves by asking questions. More confident individuals are likely to take on the role of leader within each group, and you might have to encourage quieter students to contribute more by asking them questions and giving them specific tasks. When required, help students with the necessary language, but try to encourage as much autonomy as possible at this stage. Monitor the time, and periodically remind students how much time they have left. Students are likely to lapse into L1. This is probably unavoidable at lower levels, but it's also a good opportunity to encourage them to use English when they should be familiar with the language they need, or could provide valuable opportunities for extending their language. By asking 'How can you say that in English?' and encouraging them to note down useful language you give them, they can gradually build up their fluency.

The presentation stage

Once the preparation stage is complete and students are happy with the information they have gathered, they'll need to present it in a format that is attractive and easy to understand. At this stage you might want to take on more of a supporting role. Ask them to assign responsibilities within their groups. Who is going to write up the information? Can it be shared within the group? What is the best way to organise the information? They'll need to be provided with any necessary equipment, and given a clear time limit if the project to be done in class. If this is to be done for homework, establish what equipment they have at home, and what may need to be given to them to take home. Once students have finished their presentations, check it and elicit or make any corrections necessary to improve their work. It's important to strike a balance so as not to discourage students and potentially demotivate them. If you have time, and if motivation is unlikely to be an issue in your class, you might want them to produce a second, or even a third draft incorporating any corrections or suggestions you might have. Once you and your students are satisfied with the outcome, they can either present the project themselves in groups, perhaps by taking turns to present different pieces of information, and/or by displaying the projects. How they are displayed will obviously depend on the facilities you have, and the type of project. If you have classroom space, you might wish to display posters on the wall. If students have created work in a digital format, this material could be uploaded to the CLMS.



Games Bank

Could you spell that, please?

(5 minutes)

- Put students into pairs (A and B).
- Student B closes his/her book.
- Student A reads out a word from a particular vocabulary list, then asks *Could you spell that, please?* Student B tries to spell the word.
- Students swap roles and the game continues until all the words have been covered.
- Students win a point for correctly spelt words.
- The student who spells the most words correctly is the winner.

The mime game

(5 minutes)

- Put students into pairs.
- Students take it in turns to mime words, phrases or sentences, e.g. *dinner, have dinner, you're having dinner*, for their partner to guess.
- Students win a point if they guess the correct word, phrase or sentence.
- The student who guesses the most words, phrases or sentences is the winner.

Pictionary

(5–10 minutes)

- Divide students into two teams.
- A member of each group comes to the front of the class in turn. Draw a line down the middle of the board.
- Write a word or a phrase on a piece of paper and show it to the two students at the board, but not the others.
- The two students then draw a picture of the word or phrase on their side of the board. The rest of the class tries to guess what the word or phrase is.
- Teams win a point for a correct answer and the team with the most points at the end of the game wins.
- Students can also play this game in pairs.

Pelmanism

(5 minutes)

- Before you do this activity you will need to do some preparation.
- On a piece of paper, draw a table with ten numbered spaces in it. Write pairs of associated words in the ten spaces (e.g. *big/enormous, go/went, do/done*.)
- Draw your table on the board, but leave the spaces empty.
- Students choose number pairs in order to try to reveal the associated words. Write the two words which correspond to those numbers on the board.
- If students have chosen a pair, they say *Match!* If not, rub off the words they have revealed.
- Students work as a class to reveal all the matches.

The ball game

(5 minutes)

- Play this game with the whole class.
- Students take it in turns to hold a ball. While holding the ball they say a word, e.g. *go*.
- They then throw the ball to another student who has to use that word in a sentence or with a phrase, e.g. *go sailing*.
- If this student makes a correct sentence, he or she then chooses the next word and throws the ball to a new student. If not, he or she drops out and the ball passes to his or her neighbour.
- The last students left is the winner.

Guess the question

(5 minutes)

- Put students into groups of four or five.
- Read out answers to questions, e.g. *I was eating a cheese sandwich*.
- Ask students to guess what the question is, e.g. *What were you eating?*
- Teams win a point for a correct question and the team with the most points at the end of the game wins.

Correct the sentence

(5–10 minutes)

- Put students into teams of four or five.
- Write a sentence on the board, e.g. *We mustn't send text messages in class*.
- Students confer in their teams and quickly decide if the sentence is correct or incorrect. The sentence may be incorrect in terms of its content or its grammar.
- If the sentence is incorrect, students must come up with the correct sentence.
- The first team to tell you the right answer wins a point.
- Repeat with further sentences.
- The team with the most points at the end of the game wins.

Expanding sentences

(5–10 minutes)

- Divide students into two or more teams.
- Write the beginning of a sentence on the board, e.g. *If...*
- Tell the teams that they have to add one or more words to what you have written on the board.
- One member of each team comes to the board in turn to add words to the sentence, e.g.
If ...
If we ...
If we go ...
If we go to ...
If we go to Mars ...
- Teams win a point if the words they add are correct.

The chain game

(5–10 minutes)

- Start the chain by saying a sentence, e.g. *I've done my History homework, but I still haven't studied for my Maths test.*
- Students then continue the chain in groups, taking the last noun or the last verb from the previous sentence as their starting point, e.g. *I still haven't studied for my Maths, but I've already studied for my English test.*
- On it goes until you bring the game to an end. (Students should, ideally, have a chance to make three or four sentences each.)
- At the end students make notes on what they can remember about what was said by different students in the chain, e.g. *Carlo still hasn't studied for his Maths test.*

The memory game

(5 minutes)

- Put students into groups of four or five.
- One student in the group begins by making a sentence using a new item of vocabulary and/or grammar structure, e.g. *I must send my grandmother a birthday card.* or *I should do my homework.*
- The next student repeats what the first student says and adds a sentence of his or her own.
- The game continues in this way, with each student in the group repeating what the others have said before adding to it.
- If a student cannot recall everything that has been said before, he or she drops out.
- The last student left is the winner.

Hangman

(5 minutes)

- Choose one student to come to the front of the class and draw dashes on the board to represent the letters of a word.
- The other students call out letters to try to guess the word.
- For every incorrect guess, the student draws a part of the hanged man on the board.
- The student who guesses the correct word comes to the board and chooses the next word.
- Students can also play this game in pairs or small groups.

The thirty-seconds game

(5 minutes)

- Put students into pairs.
- Students have thirty seconds to speak on a theme of their choice using a particular grammatical structure (e.g. *present continuous, present simple, be going to, the present simple passive*) as often as they can.
- Students win one point for each correct sentence using that structure, but get stopped and have a point taken away for each incorrect sentence.

Stop the bus

(10 minutes)

- Divide the class into teams of three or four.
- Draw a table on the board with four columns. Write a category in each column, e.g. *adjectives, countries, things in the home, sports and activities* etc.
- Choose a letter of the alphabet and tell students to write down one word beginning with the chosen letter for each category. Do an example together first.
- The first team to write one word for each of the categories shouts *Stop the Bus!*

- Write their answers on the board and award a point if all the answers are correct.
- If it's taking a long time to think of a word for each of the categories because it's too difficult with one of the letters, reduce the number of categories for that round. Give the point to the team who have different words from the other teams as this will encourage them to think of more difficult words.

Board race and wipeout

(10 minutes)

- Draw a vertical line down the middle of the board.
- Divide the class into two teams. Tell them to form two lines so the two students who are first in line face the board.
- Give each student at the front of the line a different colour board pen.
- Choose a category, e.g. *jobs*, and tell them they have two minutes to write as many words as possible from this category on the board. The students at the front of the line write the first word, then pass the pen to the student behind them and join the back of the queue, repeating the process until the two minutes are up.
- Each team wins a point for each correctly spelt word that they wrote on the board.
- Tell students to sit down and, while they do this, wipe your board rubber over the board randomly so that most letters of all of the words are erased but some remain. The first team to remember and write down all of the words wins a point for each word.

Head dictation

(5 minutes)

- Give each student a blank piece of paper and a pen.
- Tell the students that you're going to give them three topics they have covered over the last few weeks / the course, and they'll need to draw pictures of words within those categories. You will tell them where on the paper to draw them and how many things.
- Now tell students to each put the piece of paper on their heads. Tell students not to look at their piece of paper or tell anyone what they have drawn until you say they can.
- Whilst they are holding the paper on their heads, read out instructions of what the students should draw, e.g. *On the left of your piece of paper draw one type of shop, in the middle of your piece of paper draw two household appliances, on the right of your piece of paper draw three parts of the body.*
- Now tell students to swap their piece of paper with their partner's. They ask questions to try and find out what their partner has drawn, e.g. Student A: *Is it a knee?* Student B: *No, it isn't. Try again!*

Guess the story

(15 minutes)

- Divide the class into groups of two or three.
- Give each group a list of five words that they have studied. These should be different for each group. The students shouldn't tell anyone else their words.
- You could give more words if you feel that five is not enough. Eight words would be a good upper limit.
- Each group must invent a story which incorporates all of these five words but tell them they must include them in their story naturally so they don't stand out as being obvious.
- Put two groups together to tell each other their stories. Afterwards, they guess which words the other group had been given. The group with the least correct guesses about their words wins.

Revision and recycling

Teachers can control what is taught in class but we cannot control what is actually learned by our pupils. Teachers provide pupils with a certain amount of input during a lesson but that input does not necessarily transform itself into output. According to experts, unless we review or re-read what we have studied in a lesson, we forget 50%-80% of it within 24 hours! (Reference: *Curve of forgetting*, University of Waterloo <https://uwaterloo.ca/counselling-services/curve-forgetting>). This high rate of forgetting clearly has implications for language teaching. In order to ensure that what we teach will be permanently retained in our pupils' long term memory, language needs to be reviewed as soon as possible in subsequent lessons and recycled on a regular basis. Unless language is taught in a memorable way and then seen and understood on a number of occasions, this language will fade from our pupils' memory and disappear. Therefore, teachers need to allocate class time to revision and to create regular opportunities for recycling previously taught language and vocabulary. Frequent recycling is essential for effective language learning.

For each unit in *Eyes Open* there is a *Vocabulary Bank* at the back of the Student's Book which can be used to jog pupils' memories. In addition, pupils can go over both the vocabulary and language covered in class in the *Reviews* which can be found after every two units. The Workbook also provides pupils with plentiful opportunities for revision: every unit ends with a *Review* and, at the back of the Workbook, there is a *Language focus extra* for every unit. Online, on the Cambridge Learning Management System (CLMS), students can also revise vocabulary and grammar through playing arcade-style games at the end of each unit. Finally, the presentation software disc (*Presentation Plus*) includes video worksheets for teachers to use, and these include activities to practise grammar points from the unit.

A good start to the English lesson can set the tone for the rest of the lesson. A warmer is an activity designed to get the lesson rolling and to awaken pupils' brains, to prepare their ears, eyes and mouths for English! Warmers should be short, interactive, competitive and fun. They should get pupils thinking and speaking in English. They are an effective way of revising and recycling previously taught language; motivating pupils and making them feel positive about the lesson from the start. Most warmers can be used as fillers too at the end of a lesson. Pupils review what has been covered in the lesson and leave the class in a positive frame of mind and with a sense of achievement.

Vocabulary warmers

Six things

Divide the class into small groups. Prepare one sheet of paper for each group. Each sheet of paper should have different headings beginning with *Six things ...* Possible headings could be *Six things ... that are yellow / that are round / that you find in the bathroom / that are battery-operated*, etc. Pupils have one minute to write down their six ideas in secret. Once finished, each group reads out their heading and the rest of the class have a time limit in which to guess the six things on their list.

Last man standing

Give each pupil a slip of paper. Give the class a lexical set (for example, ball sports, wild animals, vegetables, etc) and each pupil secretly writes down a word belonging to that lexical set on the slip of paper. Once finished, pupils fold their slips of paper, put them away in their pocket or under their books and stand up. When the whole class is standing, the teacher makes the first guess and writes it on the board for reference. Any pupil who wrote that word is eliminated and sits down. Eliminated pupils take turns to guess the words of those standing. Write each guess on the board so that pupils do not repeat words. The winner is the last person left standing because no-one has been able to guess his/her word.

Word swap

Give each pupil a slip of paper on which they must write down a word or phrase that they have learned in class. They must remember what it means! Once finished, pupils stand up and move around the classroom while music is played. When the music stops, pupils quickly get into twos with the person nearest to them. Give the pupils enough time to explain or define their words to one another. When the music starts again, they must swap slips of paper and move around the classroom again. The same process is repeated, but this time each pupil has another word/phrase to explain to a new partner. Repeat several times.

Stories from the bag

Vocabulary bags (or boxes) are a simple way of keeping a written record of vocabulary studied in class and they provide an immediate selection of words/phrases for revision activities. For this writing activity, invite 10–15 pupils to take a word from the bag. Write these words on the board in the order that they are picked from the bag. When you have the complete list, pupils work in pairs or small groups to invent a story which must include all the words, and they must appear in the story in the same order as they appear on the board. The first word on the list should appear near the start of the story and the last word on the list should appear near the end of the story. Set a time limit of ten minutes. Groups read out their stories and vote for the best one.

Grammar warmers

Disappearing text

This activity can be used whenever you have a short text on the board. Pupils take turns to read out part of the text aloud. Each time someone finishes reading the text, rub out or delete three or four words. You can draw a line in its place or you can leave the first letter of the missing words. Pupils continue taking turns to read out the complete text remembering to include all the missing words. Challenge pupils to see how much of the text they can remember when most of it has disappeared. Pupils work in pairs and reconstruct the original text, thinking carefully about how each sentence is formed grammatically. This can be done either orally or in writing.

Assessment in *Eyes Open*

Introduction to the tests

A wide range of tests is available on our *Presentation Plus* software in the Cambridge Test Centre. There are *Diagnostic*, *Unit*, *Mid* and *End-year Progress* tests, as well as *Speaking* tests for every unit, which are all available to download as editable PDFs, with the answer keys and audio. The tests author is an expert test writer and has ensured that the tests are valid, in that they:

- measure what they are meant to measure, in this case, students' understanding of the items in the *Eyes Open* syllabus,
- have been written to match the learning objectives of each level of *Eyes Open*,
- are aligned to the CEFR.

Diagnostic test

The *Diagnostic* test is designed for use at the beginning of the course, and, like the Starter unit in the Student's book, revises the core grammar and vocabulary which most students will have studied previously. You might want to use this test to assess which parts of the Starter unit need special remedial work with your class, before starting Unit 1.

Unit tests

Each *Unit* test is divided into a number of sections to reflect the contents of the corresponding unit: *Language focus* (grammar), *Vocabulary*, *Useful language* (expressions from the *Speaking* page), *Listening*, *Reading* and *Writing*. There is also an accompanying *Speaking Test* for each unit. This is independent of the main Unit test so that you can decide when or if you want to use it, depending on your classroom context.

Mid and End-year Progress tests

The *Mid-year* and *End-year Progress* tests have been developed for use at the mid and end points of the course (after Units 4 and 8), in order to assess students' grasp of the language covered in the previous units of the corresponding level of *Eyes Open*.

Cambridge Exams

If you are preparing your students for **Key (for Schools)**, **Preliminary (for Schools)**, then you will find that many of the *Unit* tests, the *Speaking* tests, and all of the *Mid* and *End-year Progress* tests include question types which reflect those found in those exams.

Adapting the tests

All of the above tests are provided as editable PDF documents to make it easy for you to make changes at question level, add or cut whole exercises, or move questions from one test to another if you have covered the syllabus in a different order. The Answer Key will also need to be updated of course. Please note that you'll need Adobe Acrobat Pro in order to make changes to the PDFs.

Mixed Abilities

Both the *Unit* tests and *Mid* and *End-year Progress* tests are available at two levels: *Standard* and *Extra*. This allows you to challenge and extend the learning of those students who need it, whilst still providing a degree of achievability for those students who require more support. However, the same audio is used in both versions of the test, but with a different set of questions for each version, to help make classroom management easier.

Preparing your students for tests

One of the principal reasons for testing our students is to promote revision and deeper learning before the test. Each level of *Eyes Open* offers a wide range of material which can be used with students to prepare for tests. The Student's book contains a two-page *Review* section after every two units, and a *Vocabulary Bank* at the back of the book, containing activities which cover the full lexical syllabus of each. The Workbook also contains a three-page *Review* section at the end of each unit, together with *Get it right!* pages which focus on common learner errors, based on real examples of learner errors from the Cambridge Learner Corpus (for more information please see page 23). There is also extra grammar practice in the *Language focus extra* section at the back of the Workbook. Finally, online on the Cambridge Learning Management System, there is a variety of self-study vocabulary and grammar games, further writing practice and additional grammar-based interactive video activities.

Using the results

The score of each test, including the corresponding *Speaking* test, totals 100 marks. This will make it easy to store results, translate then into whichever grading system is used in your context, and to communicate them both within the school and to parents. Such summative assessment is sometimes referred to as Assessment of Learning.

The results will help you to assess where individuals are struggling and where the whole class needs further practice and this, in turn, should help inform your teaching for the coming lessons.

Online Workbook

The Online workbook offers similar opportunities for formative assessment (Assessment for Learning). Because most work in the Online Workbook is marked automatically, this frees up time for you to focus on your students' learning. The gradebook in the Cambridge Learning Management System (CLMS) will allow you to see quickly and clearly where individuals need extra personalised support and guidance on a particular area of grammar, or in a skill, such as listening. You can also see where a large part of the group is finding a learning objective challenging.

The CEFR

The Common European Framework of Reference for Languages (abbreviated to CEFR, or CEF) is a description of language ability. It is divided into six main levels, ranging from A1 (beginner) to C2 (advanced). It is ‘language neutral’ and describes what learners can do in terms of the different language **skills** like speaking or reading, as well as looking at language **competencies** like the learners’ vocabulary range, and **communication strategies** – how learners use their resources to communicate.

It was envisaged as something which could provide a common language for describing objectives, methods and assessment in language teaching. Put simply, if a learner says ‘I am B1 in French’ or ‘I have passed a C1 exam in English’, people like employers or teachers should have a good chance of understanding what this means. The different educational systems and qualifications in different countries might otherwise make this more difficult. As the CEFR authors write, “*the Framework will enhance the transparency of courses, syllabuses and qualifications*”. (Council of Europe, 2001: 1)

The levels are described through illustrative descriptors, and you will find the descriptors for each level of *Eyes Open* on the next page. Part 1 of this guide describes the general degree of proficiency achieved at this level as an overview, while Parts 2 and 3 shows how the CEFR descriptors relate to each unit of *Eyes Open* Student’s Books. Part 2 is organised by skill. Part 3 is organised by unit and appears at the beginning of each unit as a table showing a breakdown of how each of the lessons relates to the CEFR goals.

English Profile and the CEFR

Since the CEFR is language neutral, each language needs a ‘profile’ project which will detail what learners can do in each specific language. English Profile is the official English language profiling project, registered with the Council of Europe. It aims to provide descriptions of the grammar, vocabulary etc. required at each level of the CEFR by learners of English that will give the ELT ‘community’ a clear benchmark for learner progress.

The authors of the CEFR emphasise that: “We have NOT set out to tell practitioners what to do or how to do it. We are raising questions not answering them. It is not the function of the CEF to lay down the objectives that users should pursue or the methods they should employ.” (Council of Europe, 2001: xi) English Profile follows this philosophy, and aims to **describe** what learners can do at each level. EP researchers are looking at a wide range of course books and teacher resources to see what learners are being taught, but crucially they are also using the Cambridge Learner Corpus (CLC), a multi-billion word expert speaker corpus of spoken and written current English, covering British, American and other varieties. This allows researchers to analyse what learners are actually doing with the English language as they progress through the levels and use their findings to produce resources like the English Vocabulary Profile.

The English Vocabulary Profile

The English Vocabulary Profile offers reliable information about which words (and importantly, which meanings of those words), phrases and idioms are known and used by English language learners at each level of the CEFR. It is a free online resource available through the English Profile website, (www.englishprofile.org), invaluable for anyone involved in syllabus design as well as materials writers, test developers, teachers and teacher trainers. The authors of *Eyes Open* have made extensive use of it to check the level of tasks and ‘input texts’ for example listening or reading texts, and also to provide a starting point for vocabulary exercises.

The Common European Framework of Reference for Languages (CEFR)

The Global Scale descriptors for CEFR levels [Council of Europe 2001:24]

C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

PART 1

This level of *Eyes Open* Level 3 covers level B1 of the CEFR. The table below describes the general degree of skill achieved by learners at this level.

Skill	Learners will be able to:
Listening	understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc; understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
Reading	understand texts that consist mainly of high frequency everyday or job-related language; understand the description of events, feelings and wishes in personal letters.
Speaking	deal with most situations likely to arise whilst travelling in an area where the language is spoken; enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events); connect phrases in a simple way in order to describe experiences and events, dreams, hopes an ambitions; briefly give reasons and explanations for opinions and plans; narrate a story or relate the plot of a book or film and describe their reactions.
Writing	write personal letters describing experiences and impressions; write straightforward connected text on topics which are familiar or of personal interest.
Communicative language competence	get by on topics such as family, hobbies and interests, work, travel, and current events with sufficient vocabulary to express themselves, but with some hesitation and circumlocution; use reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations; keep going comprehensibly when speaking, though pausing for grammatical and lexical planning and repair, especially in longer stretches of free production; perform and respond to a wide range of language functions; use awareness of the salient politeness conventions to act appropriately; speak clearly and intelligibly even if a foreign accent is evident and occasional mispronunciations occur.
Communication strategies	initiate, maintain and close simple conversations, and intervene in a discussion on a familiar topic, using a suitable phrase to get the floor; identify unfamiliar words from the context, extrapolate the meaning of occasional unknown words, and deduce sentence meaning if the topic discussed is familiar; exploit a basic repertoire of language and strategies to help keep a conversation going, including summarising the point reached in a discussion to help focus the talk, and inviting others into the discussion.

PART 2

How the goals of the CEFR are realised in *Eyes Open 3*

LISTENING

- At B1, learners are expected to be able to understand speech that
- is clearly articulated in a standard accent and delivered relatively slowly
 - concerns topics which are familiar.

OVERALL LISTENING COMPREHENSION								
Can identify both general messages and specific details. Can follow short narratives.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
1 p;4		2 p19	3 p31	1–5 p48	4 p53			

UNDERSTANDING INTERACTION								
Can generally follow the main points of extended discussion around them.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
1–5 p7	3–5 p12	1–5 p26	1–5 p38	2–3 p41	4–5 p56	1–3 p66	3 p75	3 p85
	1–5 p16			1–3 p44	1–5 p60		1–2 p78	1–5 p88
							1–5 p82	1–5 p92

LISTENING TO MEDIA & RECORDINGS								
Can understand the main points of TV and radio programmes,, including news bulletins and interviews.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	3 p9	1–3 p22	1–5 p34	1–7 p46	1–6 p58	1–7 p68	1–7 p80	1–7 p90
	1–8 p14	1–6 p29	1–6 p36					

READING

At B1, learners can read and understand to a satisfactory level

- straightforward factual texts
- texts about subjects related to their field and interest

READING CORRESPONDENCE								
Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
1–2 p17						1–4 p71	1–4 p83	

READING FOR INFORMATION & ARGUMENT								
Can identify the main conclusions in clearly signalled argumentative texts.								
Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.								
Can recognise significant points in straightforward newspaper articles on familiar subjects.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	1–3 p10	1–3 p25	1–3 p32	1–4 p42	1–3 p54	1–4 p64	1–4 p76	1–4 p86
	1–3 p15	2 p27	1–3 p37	1–5 p47	1–3 p59	1–3 p69	1–3 p81	1–4 p91
			1–2 p39	1–3 p49	1–2 p61			1–3 p93

SPEAKING

OVERALL SPOKEN INTERACTION

At B1, learners can communicate with some confidence, but may struggle to understand non-standard accents, rapid or extended speech, and idiomatic usage.

In general, learners can

- talk about familiar topics related to their professional field or personal interests (e.g. family, hobbies, work, travel and current events)
- generally follow clearly articulated speech in standard dialect that is directed at them, although they will sometimes have to ask for repetition of some words and phrases
- maintain a conversation, but may sometimes be difficult to follow
- take some initiatives, e.g. bring up a new subject

CONVERSATION								
Can enter unprepared into conversations on familiar topics.								
Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
1 p4	6–7 p16	1–3 p20						7 p92
4–7 p7								

INFORMAL DISCUSSION (WITH FRIENDS)								
Can express thoughts on more abstract, cultural topics such as films, books, music etc.								
Can give or seek personal opinions and give brief comments on the views of others.								
Can express belief, opinion, agreement and disagreement politely.								
Can make their opinions understood when discussing problems or practical questions of where to go, what to do, who or which to choose, how to organise an event (e.g. an outing) etc.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	6 p12	4 p19	5 p32		5 p54	8 p68	5–6 p76	5–6 p86
	1–2 p14	5–6 p21			5–6 p55	5–6 p69	3 p78	8 p90
	9 p14	7 p24			7 p58		7 p80	
	5 p15							
	6–7 p16							

GOAL ORIENTED CO-OPERATION								
Can explain why something is a problem, discuss what to do next and compare and contrast alternatives, giving brief reasons and explanations.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
4–7 p7		7 p26					4–7 p82	

INFORMATION EXCHANGE

Can exchange, check and confirm information

Can describe how to do something, giving detailed instructions.

Can summarise a short story, article, talk, discussion interview, or documentary and answer further questions of detail.

Can ask for and follow detailed directions

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
5–8 p4	5 p10	5 p20	4 p31	5 p41	2–3 p56	4 p63	4 p75	4 p85
	4 p11	5 p22	5 p33	5 p42	7 p60	5 p64	4–5 p79	7 p87
	2 p12	3 p23	2 p34	6 p43		5 p65		6 p88
		5 p25	6 p35	6–7 p44		6–7 p67		7 p89
			7 p36	5 p45				6 p91
			5 p37	8 p46				
			7 p38	6–7 p47				
				7 p48				

OVERALL SPOKEN PRODUCTION

At B1, learners can give straightforward monologues on familiar subjects.

SUSTAINED MONOLOGUE: Describing Experience

Can give detailed accounts/descriptions of

- experiences, describing feelings and reactions.
- unpredictable occurrences, e.g., an accident.
- events (real or imagined), dreams, hopes and ambitions.

Can relate the plot of a book or film and describe their reactions.

Can narrate a story.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	5 p9		6 p34					

WRITING

At B1 learners can convey information and ideas on abstract as well as concrete topics, and get across the points they feel are important.

OVERALL WRITTEN PRODUCTION

Can write straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
3 p4					5 p59		5 p81	

CORRESPONDENCE

Can write personal letters and emails asking for or giving simple information, giving news or expressing thoughts

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	1–6 p17					1–7 p71	1–7 p83	

CREATIVE WRITING

Can write a description of an event, a recent trip (real or imagined).

Can write accounts of experiences, describing feelings and reactions in some detail

Can narrate a story.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	6 p10	6 p25	6 p37	6 p42				1–7 p93
		1–7 p27	1–7 p39	1–7 p49				

COHERENCE

Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
		2–4 p27	2–4 p39		2–4 p61	3 p71		

REPORTS AND ESSAYS

Can write short, simple essays on topics of interest.

Can summarise, report and give their opinion about accumulated factual information

Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
					5–7 p61			1–7 p93

COMMUNICATIVE LANGUAGE COMPETENCE**VOCABULARY RANGE**

Have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
2 p4	1–5 p9	1–3 p19	1–3 p31	1–4 p41	1–2 p53	1–4 p63	1–3 p75	1–4 p85
1–2 p5	4 p10	4 p20	4 p32	4 p42	4 p54	4 p64	4–6 p78	4 p86
5–6 p5	1 p12	4 p25	1 p34	4–7 p44	1 p56	4–6 p66	6 p80	4–5 p88
4 p7	4 p15	4 p26	4 p37	5 p46	4 p59	4 p69	4 p81	4 p91
	4 p16		4 p38	4 p47	4 p60		4 p83	
	3 p17			4 p48				
				2 p49				

GRAMMATICAL ACCURACY

Use reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
3–4 p5	1–4 p11	1–4 p21	1–4 p33	1–6 p43	1–4 p55	1–5 p65	1–5 p77	1–7 p87
1–5 p6	1–6 p13	4 p22	1–5 p35	1–5 p45	1–7 p57	1–5 p67	1–3 p79	1–6 p89
		1–5 p23						
		6 p26						

PHONOLOGICAL CONTROL

Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
1 p4	1 p12	4 p22	1 p31	1 p41	1 p53	1 p63	1 p75	1 p85
6 p7	1 p9	1 p19	1 p34	6 p48	4 p55	4 p66	4 p78	6 p92
	6 p16	6 p26	6 p38		6 p60	6 p70	6 p82	

SOCIOLINGUISTIC APPROPRIATENESS

Are aware of the salient politeness conventions and act appropriately

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
4 p7	4 p16	4 p26	4 p38		4 p60		4 p82	4 p92
	3 p17							

COMMUNICATION STRATEGIES**IDENTIFYING CUES AND INFERRING**

Can identify unfamiliar words from the context and deduce sentence meaning provided the topic is familiar.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	4 p10			4 p42	4 p54		4 p76	4 p86
					4 p59		4 p81	4 p88
								4 p91



Starter Unit

Unit contents

Vocabulary	Routines, free-time activities, adjectives, adverbs
Language focus	<i>Wh-</i> questions, comparative and superlative adjectives, comparative and superlative adverbs, past simple
Listening	Meeting people
Speaking	Explaining a problem ▶ Real talk: Do you often lose things?


CEFR

SKILL AREA	GOAL	EXERCISE
Listening	OVERALL LISTENING COMPREHENSION	1 p4
	UNDERSTANDING INTERACTION	1–5 p7
Reading	READING CORRESPONDENCE	1–2 p17
Speaking	CONVERSATION	1 p4 4–7 p7
	GOAL-ORIENTED COOPERATION (e.g. Repairing a car, discussing a document, organising an event)	4–7 p7
	INFORMATION EXCHANGE	5–8 p4
Writing	OVERALL WRITTEN PRODUCTION	3 p4
Communicative language competence	VOCABULARY RANGE	2 p4 1–2 p5 5–6 p5 4 p7
	GRAMMATICAL ACCURACY	3–4 p5 1–5 p6
	PHONOLOGICAL CONTROL	1 p4 6 p7
	SOCIOLINGUISTIC APPROPRIATENESS	4 p7

Objectives

- revise phrases for meeting people, routines, free-time activities and *Wh-* questions.

Meeting people

- 1  1.01 Read out the words in the box and then ask students to try to use the words in a sentence. At this point, tell students not to refer to the gapped conversation. Pair **stronger students** with **weaker students** for this task. Monitor while students write their sentences. Ask some students to read their sentences out to the class.
- Focus attention on the gapped conversation, read out the example, then put students into pairs to complete the conversation with the words in the box.
 - Play the recording for students to check their answers.
 - Put students into groups of three so they can act out the conversation.

Answers

2 your 3 This 4 Her 5 Pleased 6 from 7 I'm
8 is 9 See 10 Goodbye

Optional activity

Students can act out another conversation like the one in Exercise 1 using their own names.

Routines

- 2
- Books closed. Write *routine* on the board and elicit the meaning of the word (a routine refers to the things you regularly do and when you do them).
 - Elicit examples of actions that form part of our daily routines and write them on the board.
 - Ask students to open their books at page 4 and work in pairs to match the phrases in the book with the pictures.
 - **Stronger students** can write a list of daily-routine activities that do not feature in the box in Exercise 2. Write these activities on the board and encourage students to use them in Exercise 3 if appropriate.
 - Check answers.

Fast finishers

Students can put the phrases in the box in Exercise 2 in the order in which those activities are customarily done.

Answers

b do homework c have a shower d go to school
e get up f have lunch g have dinner
h have breakfast i go to bed

- 3
- Ask a student to read out the example sentences.
 - Put students into pairs to tell each other about a typical day in their lives.
 - Ask a few students to tell the class something they found out about their partner's daily routine.

Game

- Play the *Mime game* using the phrases for daily routines.
- See **Games Bank** on page 28.

Free-time activities

- 4
- Ask one or two students what they do in their free time. Put their answers on the board and then elicit further examples of free-time activities.
 - Students can work alone to complete the free-time activities with the verbs in the list.
 - Check answers.

Answers

2 do 3 play 4 read 5 go 6 do 7 play 8 sing
9 play 10 watch

- 5
- Read out the example question and answer.
 - Put students into pairs to ask and answer questions about the free-time activities in Exercise 4.

Optional activity

Organise a class vote to discover which free-time activities are the most and least popular.

Wh- questions

- 6
- Complete the first one with the class as an example.
 - Put students into pairs to complete the rest of the exercise.
 - Check answers.
 - For further information, students can turn to page 98 of the **Grammar reference** section.

Answers

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

- 7
- Make the first question as a class.
 - Ask students to work alone to complete the rest of the exercise.

Answers

1 Where do you study? 2 How old are you?
3 What TV programmes do you like watching?
4 Where will you go on holiday next summer?
5 Who was your English teacher last year?
6 How did you get to school this morning?

Fast finishers

Students write additional *Wh-* questions, which they can then ask their partner in Exercise 8.

- 8
- Put students into pairs to ask and answer the questions in Exercise 7.
 - Ask a few students to tell the class something they found out about their partner.
 - To **extend** this exercise, you could then ask students to write four *Wh-* questions to ask you.



Set Exercises 1, 2 and 3 on page 3 and Exercise 4 on page 4 of the **Workbook** for homework.

Objectives

- revise adjectives to describe personality and emotion, comparative and superlative adjectives and adverbs.

Adjectives

- Books closed. Write *adjectives* on the board. Elicit some examples of adjectives and write these words on the board. Ask students to say what adjectives are used for (to describe nouns) and then ask them to put the adjectives you have written on the board into sentences.
 - Ask students to open their books at page 5.
 - Read out the example. Ask students to say why *annoying* is the correct adjective. (*Friendly* describes someone who is kind or pleasant whereas *weird* is used to say that something or someone is unusual.)
 - Put students into pairs to choose the correct words to complete the sentences. **Weaker students** can use dictionaries to look up the meanings of the adjectives.
 - Check answers, asking students to explain their choice of adjective in each case.

Answers


2 interested 3 funny 4 bored 5 tired 6 scary

- Put students into pairs to use the adjectives in Exercise 1 to describe the people in the list in Exercise 2.

Game

- Play *Could you spell that, please?* using the adjectives in Exercise 1.
- See **Games Bank** on page 28.

Comparative and superlative adjectives

-  **1.02** If you are working with a **weaker group**, revise regular comparative and superlatives forms with *-er/-est* and *more/most* + adjective.
 - Refer students to the gapped sentences in the exercise. Complete the first gap as an example if you think this is necessary.
 - Put students into pairs to complete the sentences.
 - Play the recording for students to check their answers to Exercise 3.
 - To **extend** the work on this, ask students to say whether they agree or disagree with the statements in Exercise 3.
 - For further information, students can turn to page 98 of the **Grammar reference** section.

Answers

- more interesting than, best
- most boring, worst
- more relaxing than, more exciting than, best

- Revise TV show types with the class, e.g. *cartoons*, *the news*, *documentaries*, *reality TV*, *dramas*. Put these words and phrases on the board.
 - Put students into pairs to use comparative and superlative adjectives to compare TV shows.
 - Ask some students to tell the class what their partner said.

Optional activity

Organise a class vote to discover which TV shows are the most and least popular.

Adverbs

- Check that students remember that adverbs are used to describe verbs, adjectives or other adverbs.
 - Read out the example and then ask students to work alone to complete the remaining sentences.
 - Students can compare their answers in pairs before you check answers with the class.
 - To **extend** the work on this, ask students to write pairs of sentences using the adverbs and adjectives in Exercise 5, e.g. *quiet/quietly*, *slow/slowly*. Doing this will encourage students to think about the difference between adverbs and adjectives in a sentence.
 - For further information about adjectives and adverbs, students can turn to page 98 of the **Grammar reference** section.

Answers

2 happy 3 badly 4 quickly 5 easy 6 well
7 slowly 8 careful

Language note

In informal spoken and written English, adjectives are often used instead of adverbs. This is seen in the popular response of 'I'm good' to the question *How are you?* Point out to students that in exams and formal contexts they should avoid such usage.

- Put students into pairs to match four of the sentences in Exercise 5 with the pictures in Exercise 6.
 - Check answers.

Answers

a 7 b 3 c 8 d 5

Optional activity

- Put students into pairs (A and B).
- Student B closes his or her book.
- Student A reads out an adjective or adverb from Exercise 5.
- Students B says the corresponding adverbial or adjectival form.
- Students swap roles.



Set Exercises 5, 6 and 7 on page 4 of the **Workbook** for homework.

Objectives

- revise comparative and superlative adverbs and the past simple.

Comparative and superlative adverbs

- 1
- Ask students to open their books at page 6.
 - Ask students to describe the photo and then refer them to the text.
 - Read out the example and then refer students to the adjectives in brackets. Elicit the adverb forms of the adjectives. Write these words on the board.
 - Put students into pairs to complete the text using either the comparative or superlative adverb forms of the adverbs that you have put up on the board. Pair **stronger students** with **weaker students** to do this task.
 - Check answers.
 - For further information, students can turn to page 98 of the **Grammar reference** section.

Answers

- 2 the most easily 3 more carefully 4 the most slowly
5 better 6 more quietly

Past simple

- 2
- Ask: *What is the past simple?* Elicit the idea that it is the past tense in English and that it is used with definite time words and expressions such as *yesterday, last week, three weeks ago*.
 - Put students into small groups to complete the table by putting the verbs in the box into the correct column. Students can use the irregular verb list on page 126 to help them complete this exercise.
 - Check answers.
 - For further information, ask students to turn to page 98 of the **Grammar reference** section.

Answers

- Regular:** helped, danced, washed, walked, stopped, worked
Irregular: got, went, was/were, came, took, ate, had, saw

- 3
- Read out the example sentence.
 - Students can work alone to complete the remaining sentences using the regular verbs from Exercise 2.
 - Check answers.

Fast finishers

Students write sentences about their own lives using the regular past simple verbs in Exercise 2.

Answers

- 2 worked 3 didn't watch 4 Did ... help 5 danced
6 stopped 7 washed

- 4
- Ask students to look at the photo and guess what the text is about.
 - Students read the gapped text quickly for general understanding. Elicit that the text is about a family trip to the mountains.
 - Students can then work in pairs to complete the text using the irregular verbs from Exercise 2.

Answers

- 2 was 3 had 4 left 5 came 6 took 7 ate
8 saw 9 got 10 were

Optional activity

- Play bingo to test students on past simple forms.
 - Ask students to draw a 3x3 square in their notebooks:
- | | | |
|--|--|--|
| | | |
| | | |
| | | |
- Write the following infinitives on the board: *do, play, go, read, see, be, talk, like, take, run, watch, have, make*.
 - Ask students to choose nine verbs from the list and write them in their square in the past simple form.
 - Call out verbs from the list on the board and make sure you keep a note of which ones you call out.
 - If students have any of the words you call out in their square they tick them off. A student says *Bingo!* if he or she thinks you have called out all nine words that he or she has in their square.

- 5
- Read out the example sentence and ask students to look at the information in the table.
 - Give them a few minutes to write three true sentences about themselves, their friends or family, using the verbs and time expressions in the box.
 - Put students into pairs to read out their sentences. Encourage students to develop conversations from the sentences. E.g. if Student A says *I watched a film last weekend*, Student B can say *What film did you watch?*

Optional activity

- Put students into small groups.
- Give each group a set of verbs and ask them to put those verbs into the past simple to make a story.
- Each group should also make use of vocabulary from the Starter Unit, e.g. routines and free-time activities.
- Students should tell their stories orally rather than write them down and should make use of as many of the verbs and as much of the vocabulary as possible.




Set Exercises 8, 9, 10, 11 and 12 on page 5 and Exercises 13 and 14 on page 6 of the **Workbook** for homework.

Speaking Explaining a problem

Objectives

- listen to teenagers talk about things they have lost.
- practise explaining problems.



- 1  1.03 Books closed. Say: *I've lost my house keys*. Elicit that this is a problem and then tell students that they will learn some phrases for talking about a problem.
- Ask students to open their books at page 7. Refer them to the question in Exercise 1.
 - Tell students that they will watch a few teenagers talk about things they have lost.
 - Play the video for students to watch and answer the question.
 - Students can compare answers in pairs before you check answers with the class.

Videoscript

- Narrator:** Do you often lose things?
Nishta: Yes, I lose things all the time! Keys, my school planner, my school bag. And I don't buy sunglasses anymore because I always lose them!
Ben: No, I never lose anything. I'm very responsible. I take care of my own stuff.
Brooke: Well, not very often, but I lost my mobile last week and my mum was so angry. I was angry too. I don't usually do things like that.
Anderson: Not really, but I lost my house keys once. I was outside for five hours in the cold until my parents came home. It was a nightmare!
Jessica: I lost my school bag with all my books in it once, but I found it two weeks later in my little sister's bedroom. It was under her bed!
Chris: I lost my best friend's bike. He's not my best friend anymore ...
Narrator: Do you often lose things?


Answer

five

- 2  Put students into pairs to ask and answer the question.
- Ask a few students to report back to the class on what their partner said.
 - You might like to introduce the adjectives *careless* and *absent-minded*, which can be used to describe someone who is so preoccupied with their thoughts that they often lose things.
- 3  1.03 Tell students they are going to listen to Shelley and Ed talk about a problem. Refer students to the photo. Ask them to describe it and offers suggestions as to what Shelly lost.
- Ask students to cover the gapped conversation on the page with their hand.
 - Play the recording.
 - Students listen and say what Shelley lost.
 - Check answer.



Answer

her school bag

- 4
- Give students time to look through the conversation.
 - Ask students to work alone to complete the conversation with the words in the *Useful language* box. Ask **stronger students** to complete the conversation without looking at the phrases in the box.
 - Students can compare answers in pairs.
- 5  1.03 Play the recording for students to check their answers to Exercise 4.
- Ask students to pay particular attention to the intonation used by the speakers.

Answers

2 no 3 think 4 not sure 5 know what 6 panic
7 thing 8 hope so

- 6  Ask students to work in pairs to act out the conversation in Exercise 4. They can act it out twice, taking a different part each time.
- 7  Ask students to work with a partner to practise explaining a problem. Students use the conversation in Exercise 4 as a model to follow, changing the words in bold to the information in the problems in Exercise 7. Pair **stronger students** with **weaker students** to do this task.

Optional activity

- Put students into small groups to come up with a problematic situation such as those in Exercise 7.
- Ask a student from each group to read out their problem to the class. Write these problems on the board.
- Put students into pairs and ask them to choose one of the problems on the board.
- Students then act out a conversation in which one student explains the problem to the other using the phrases in the *Useful language* box.



Set Exercise 15 on page 6 of the **Workbook** for homework.



Extreme living

Unit aims

I can ...

- understand a blog about extreme weather.
- describe where I live and past activities.
- understand a conversation about a news story.
- understand an article about a remote island.
- give my opinion, agree and disagree politely.
- write an email to a penfriend.

Unit contents

Vocabulary	Extreme weather Words in context Survival essentials Prepositional phrases
Reading	A blog ▶ The long winter A magazine article
Language focus	Present simple vs. present continuous Past simple vs. past continuous
Listening	A conversation
Discover Culture	▶ People of the mangrove jungle
Speaking	Giving your opinion ▶ Real talk: Which do you prefer – towns and cities or the countryside?
Pronunciation	/ɪ/ and /i:/
Writing	An email to a friend Opening and closing an email
CLIL	Biology: Global warming ▶ Hot topics

Be curious

- Books closed. Write *extreme* on the board. Elicit the meaning of the adjective (it means *very great* as in *extreme heat*, *very serious* as in *in extreme cases people can die*, or *very dangerous* as in *cliff diving is an example of an extreme sport*).
- Ask students to open their books at page 8.
- Ask them to describe the photograph. Alternatively, give students 20 seconds to study the photo, then ask them to close their books and say what they remember about it.
- Give students a couple of minutes to answer the three questions.
- Students can then compare answers in pairs before you check answers with the class.
- Tell students that the theme of Unit 1 is extremes.

Suggested answers

- The man is moving ice and might be building an igloo.
- In my opinion, it's difficult. There is usually a lot of snow, so it takes a lot of time to get to school or work.
- They have to wear warm clothes all the time, like a coat, a scarf and gloves.

CEFR

SKILL AREA	GOAL	EXERCISE
Listening	UNDERSTANDING INTERACTION	3–5 p12 1–5 p16
	LISTENING TO MEDIA AND RECORDINGS	3 p9 1–8 p14
Reading	READING FOR INFORMATION & ARGUMENT	1–3 p10 1–3 p15
Speaking	CONVERSATION	6–7 p16
	INFORMAL DISCUSSION (WITH FRIENDS)	6 p12 1–2 p14 9 p14 5 p15 6–7 p16
	INFORMATION EXCHANGE	5 p10 4 p11 2 p12
	SUSTAINED MONOLOGUE: Describing Experience	5 p9
Writing	CORRESPONDENCE	1–6 p17
	CREATIVE WRITING	6 p10
Communicative language competence	VOCABULARY RANGE	1–5 p9 4 p10 1 p12 4 p15 4 p16 3 p17
	GRAMMATICAL ACCURACY	1–4 p11 1–6 p13
	PHONOLOGICAL CONTROL	1 p12 1 p9 6 p16
	SOCIOLINGUISTIC APPROPRIATENESS	4 p16 3 p17
Communication strategies	IDENTIFYING CUES AND INFERRING	4 p10

Vocabulary Extreme weather


UNIT
1

Objectives

- learn vocabulary for extreme weather conditions.
- talk about extreme weather conditions.

Warm-up

- Books closed. Ask: *What's the weather like now?*
- Revise other basic weather words, e.g. *hot, cold, sunny, rainy*

- 1**  **1.04** Ask students to open their books at page 9.
- Put students into pairs to do the exercise.
 - **Weaker students** can look up the meanings of the words in a dictionary.
 - If you have the Presentation Plus software, put the photos on the board and ask students to come up to the board to do the matching exercise.
 - Play the recording.
 - Students listen to it, check their answers to Exercise 1 and repeat the words. Pay particular attention to students' pronunciation of *hail* /heɪl/, *heat* /hi:t/ and *lightning* /'laɪtnɪŋ/.

Fast finishers

Students can turn to the **Vocabulary Bank** on page 107 and do the *Jog your memory!* exercise for *Extreme weather*.


Answers

b freezing **c** hail **d** heatwave **e** heavy rain
f high winds **g** snowstorm **h** thunder and lightning

- 2** • Ask students to work alone to write sentences about when the weather conditions in Exercise 1 are experienced in their country.
- Check answers with the class.

Game

- Play *Pictionary* using the vocabulary for extreme weather.
- See **Games Bank** on page 28.

- 3**  **1.05** Play the recording.
- Students listen and write the correct weather words alongside each person and place in the exercise.
 - Check answers.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 107 and do Exercises 1 and 2 for *Extreme weather*.

Audioscript

Announcer: Right, we've got listeners from all around the world here on Internet Rock Radio so we'd like to know ... what's the weather like now where you live? Remember you can send us a Tweet, Skype™ us at internetrockradio or go to our Facebook page. We've got Victor on Skype™. Victor, where are you?

Victor: Hi, Tony. I'm in Rosario in Argentina.

Announcer: OK, what's the weather like?

Victor: It's summer here now and we're having a heatwave! It's absolutely boiling – it's 37 degrees!

Announcer: Wow! Lucky you, Victor. Hannah, you're in England. What's the weather like?

Hannah: Hiya, Tony! I'm in Manchester and there's thunder and lightning here ... with really heavy rain. I'm not going out today!

Announcer: Thanks, Hannah. Oksana from Russia sent us a Tweet. She says, 'Tony, it's horrible in Moscow. We've got hail and high winds here at the moment.'

Announcer: Oksana ... don't go out! Silke in Germany on Skype™. Hello?

Silke: Hello Tony. It's freezing outside here. And there's a huge snowstorm.



Announcer: Thanks, Silke. Send us a photo on Twitter. So many people getting in touch ...

Answers

2 thunder and lightning, heavy rain **3** hail, high winds
4 freezing, snowstorm

Play it right!

/ɪ/ and /i:/

- 1**  **1.06** Ask students to turn to page 96.
- Play the recording. Students listen and repeat.
- 2**  **1.07** Ask students to copy the words into their notebooks.
- Play the recording for students to listen and choose the option they hear.

Audioscript

- 1 Where do you want me to put it?
- 2 He decided he wanted to leave.
- 3 The heat was really strong today – too hot for me.
- 4 I saw a ship over there.
- 5 Can you fill my cup half way, please?

Answers

1 it **2** leave **3** heat **4** ship **5** fill

- 3** • Read out the example.
- Ask students to work in pairs to match the words in the box with either the /ɪ/ and /i:/ sound.
- 4** • Play the recording.
- Students listen, check their answers to Exercise 3 and repeat the words.

Audioscript/Answers

/ɪ/: give, listen, six, swim

/i:/: extreme, free, heat, teach, week

Your turn

- 4** Give students time to make notes about any extreme weather conditions that are experienced in their country.
- 5** Students can use the notes they made in Exercise 4 to help them ask their partner questions.



Set Exercises 1, 2, 3, 4 and 5 on page 7 of the **Workbook** for homework.

Reading A blog

Objectives

- read an article about the weather in Siberia.
- talk and write about what life is like where I live in summer and winter.
- learn words from the text.

Background

Siberia /sɪˈbɪəriə/ is a large region in northern Asia, which makes up three quarters of Russia's territory.

Yakutsk /jaˈkʊtsk/ is a remote port city in Eastern Siberia. It is very close to the Arctic Circle.


Warm-up

- Books closed. On the board write: *It's freezing!*
- Ask: *What temperature does it have to be for you to think the weather is very cold?*
- Elicit students' answers and write them on the board. You could then ask students to name the coldest places in their country.

- 1 • Ask students to open their books at page 10 and look at the photos.
 - Read out the two questions and then put students into pairs to answer them.
 - Students are not expected to be able to identify which country Yakutsk is in, but should, at least, be able to say that the pictures show a place in the world that experiences hot summers and cold winters.

Suggested answers

- 1 It's in Russia. 2 It's very cold there in winter.

- 2  1.09 Tell students that they are going to read a blog by a British student living in Yakutsk in Siberia.
 - Play the recording.
 - Discuss with the class whether Meg prefers summer or winter in Yakutsk.

Answer

She prefers summer.

- 3 • Give students a minute to read through questions 1–6. Check understanding of *average temperature* (*average* in this sense refers to the number you get when you add two or more numbers together and then divide the total by the number of amounts, e.g. if on three days the temperature was 32°C, 35°C and 34°C the average would be $32+35+34=101$, $101\div3=33.6$).
 - Ask students to read the blog again. Allow **weaker students** to use dictionaries to check the meaning of new words from the text.
 - Put students into pairs to answer the questions about the blog.
 - Check answers with the class.
 - Read out the information in the **FACT!** box and then ask students if they can think of examples of other places on Earth that are extremely cold, e.g. Alaska, Antarctica, Greenland.

Answers

- 2 The average daytime temperature is -30°C .
- 3 At -20°C , the air freezes inside your nose. At -40°C , you can't stay outdoors for more than ten minutes. At -45°C , the metal on your glasses sticks to your face.
- 4 Because she wants to keep fit. 5 24 hours a day
- 6 People go camping and have barbecues.

Explore words from the text

- 4 • Refer students to the words and phrases in the box and then ask students to find and highlight them in the text.
 - To help **weaker students**, do the first one as an example. Guide students to the word *fall* in the text (it's in the last sentence of paragraph 2) and then elicit the correct definition to match that verb with (definition 3).
 - Students can then work in pairs to match the other words and definitions, using the context in the text to help them. Pair **stronger students** with **weaker students** to do this task.
 - Check answers with the class.

Answers

- 1 indoors 2 outdoors 3 fall 4 melt 5 rise
- 6 sub-zero conditions

Your turn

- 5 • Read out the questions.
 - Put students into pairs to ask and answer the questions.
 - Ask a few students to tell the class whether their partner prefers summer or winter.
- 6 • Ask a student to read out the example sentences.
 - Read out the instructions and then give students a few minutes to write their entries.
 - Monitor while students do this task. Help with vocabulary as necessary.
 - Ask two or three students to read their entries out to the class.
 - Collect and check students' work.

Optional activity

- Put students into groups.
- Give each group a different country to research online.
- Give students ten minutes to find out about the weather in that country.
- They could use the following website to do a comparative study of the current weather conditions in cities in three different countries:
<http://www.worldweathercompare.co.uk/>
- Each group presents its findings to the class.

Language focus 1 Present simple vs. present continuous

UNIT
1

Objectives

- revise the present simple and present continuous.
- revise adverbs and expressions of frequency.
- talk about my daily routine.

Warm-up

- Books closed. Write the following sentences on the board:
 - a *I usually read one or two books a week.*
 - b *I 'm reading a really interesting book about Siberia at the moment.*
- Ask students to say what the difference is between the underlined verb forms. (Answer: Sentence A describes a routine action, whereas sentence B describes an action happening around now.)

- 1
 - Ask students to open their books at page 11.
 - Tell students that the example sentences are from the text on page 10.
 - Ask students to look back at the text and then copy and complete the sentences and the rules.
 - Check answers.
 - For further information and additional exercises, students can turn to page 99 of the **Grammar reference** section

Answers

- 1 It's **not snowing** now but **I'm looking** at the thermometer outside and **it says** -34°C!
- 2 **I'm learning** how to play a popular local sport called kyyly. It **uses** a lot of energy.


We use the present **simple** to talk about what normally happens, routines and facts. We use the present **continuous** to talk about what is happening now or around now.

- 3 The temperature **hardly ever** rises above freezing.
- 4 It **sometimes** falls as low as -60°C.
- 5 People are **usually** happy to have a heatwave after ten months of winter.

We use adverbs and expressions of frequency to explain how often we do things. We use them with the **present simple**. Adverbs of frequency go before the verb but after the verb *be*.

Language note

The rules for the position of adverbs of frequency may frequently be broken in informal spoken and written English, with speakers tending to put the words in a variety of positions in sentences. However, the rules should be followed in more formal contexts, particularly exams.

- 2  **1.10** Ask students to read the gapped text quickly for general understanding. Ask them to say what the text is about (Meg's experience of life in Siberia).
 - Students can work in pairs to complete the text using the verbs in brackets in either the present simple or present continuous tense.
 - Play the recording for students to listen and check their answers.

Answers

- 2 takes 3 studies 4 is studying 5 'm reading
6 'm trying 7 's having 8 goes 9 organise
10 'm learning

- 3
 - Go through the instructions with the class. Read out the example.
 - Students work alone to add expressions of frequency to the sentences so that the sentences become true for them.
 - Monitor while students do this task.

Optional activity


- Put students into pairs to take it in turns to guess how frequently they do certain activities.
- For example, Student A says: *I think you usually go to the cinema twice a week.* Student B either confirms or corrects that statement (e.g. by saying *Yes, I do* or *No, I don't. I go once a week, etc.*)
- Students then swap roles.

Your turn

- 4 Put students into pairs to tell one another about their daily routine and how their life would be different if they were in Yakutsk.

You can show this video as either a lead-in or a follow-up to the Language Focus 1 lesson.



-  Ask: *How can you keep warm in winter?* Elicit students' answers (e.g. wear woolly hats and gloves, sit in front of a fire) and then read out the information about the video.
- Play the video.
- Students watch it and answer the three questions.
- Check answers.
- Then ask students: *Would you like to live in Alaska?*
- See page 122 for further activities you can do with this video.

Answers

They grow vegetables, catch fish and cut down trees.
They're preparing for the months ahead.
Because they didn't catch any fish.



Set Exercises 1, 2, 3, 4, 5 and 6 on page 8 of the **Workbook** for homework.

Listening and Vocabulary


Objectives

- learn words for equipment essential for survival.
- listen to people discussing a news story.
- talk about the equipment needed in difficult situations.

Survival essentials

Warm-up

- Books closed. Teach the meaning of *survive* (to remain alive after difficulty, e.g. *We survived the earthquake*).

- 1  1.11 Ask students to open their books at page 12.
- Students work in pairs to match the objects with the words and phrases.
 - Play the recording for students to listen, check their answers and repeat the words and phrases.

Answers


1 torch 2 first aid kit 3 sleeping bag 4 water bottle
5 map 6 sun cream 7 camera 8 sunglasses
9 penknife 10 compass 11 contact lenses 12 glasses

Optional activity

- Put students into pairs (A and B).
- Students take it in turns to define word or phrases from Exercise 1 for their partner to guess, e.g. *you sleep in this*.

- 2
- Read out the two questions.
 - Put students into pairs to ask and answer them.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 107 and do the exercises for *Survival essentials*.

A conversation

- 3
- Read out the questions. Check that students understand *dangers* (things that can cause problems) and *landscape* (an area of countryside).
 - Ask students to look at the photo and answer the questions in pairs.
 - Ask one or two pairs to share their answers with the class.
- 4  1.12 Write *the outback* on the board. Explain that this is an enormous dry area in the middle of Australia.
- Tell students they are going to listen to a story about a boy lost in the outback.
 - Play the recording.
 - Students listen and decide if the ending is a happy or a sad one.


Audioscript

Girl: Did you see that story on the news? About this English kid in Australia?
Boy: No, I didn't. I didn't see the news yesterday.
Girl: Well, this boy Sam was travelling around Australia and working on a ranch in Queensland, in the outback – where it's just desert and incredibly hot. And, anyway, one morning he went jogging.
Boy: So, what happened?
Girl: While he was jogging he got lost! He couldn't find his way back to the ranch. It was boiling – it was forty degrees centigrade, and he only had one bottle of water in his backpack.

Boy: But how did he get lost in the first place?
Girl: He was running and listening to music on his MP3 player and I suppose he didn't see where he was going. Then suddenly, he realised he was lost. He didn't know how to get back to the house!
Boy: So how long was he lost for?
Girl: He survived for three days ...
Boy: Three days?! In the outback?! How did he manage that?
Girl: Well, he didn't have anything with him except a backpack with one bottle of water, a pair of sunglasses and some sun cream. He didn't have a compass or a map, nothing like that. But then he looked in his backpack again and found lots of packets of contact lenses. His dad put them there before he left the UK. Contact lenses? So how did they help him?
Girl: Well, when he didn't have any more water, he started to drink the liquid in the packets of contact lenses.
Boy: That's amazing.
Girl: I know!
Boy: So how did he get out of the desert? Was someone looking for him?
Girl: Well, his family were looking for him when a helicopter found him thirteen miles away from the ranch.
Boy: That's an amazing story. So was he OK?
Girl: Yes, in the end. But he was lucky to be alive.

Answer

a happy ending

- 5  1.12 Read out the questions.
- Play the recording again.
 - Check answers with the class.

Answers

- 1 In Australia, in the outback.
- 2 He went jogging and got lost.
- 3 It was boiling – 40 degrees.
- 4 He was lost for three days.
- 5 In his backpack he had a bottle of water, a pair of sunglasses, some sun cream and lots of packets of contact lenses.
- 6 He drank the liquid in the packets of contact lenses.
- 7 A helicopter found him.

Your turn

- 6
- Read out the information.
 - Put students into pairs to do the exercise.



Set Exercises 1, 2, 3 and 4 on page 9 of the **Workbook** for homework.

Language focus 2 Past simple vs. past continuous

UNIT
1

Objectives

- learn about how the past simple and past continuous are used together.
- ask and answer questions about what I was doing yesterday at different times.

Preparation

- Bring photocopies of the audioscript from page 12.

Warm-up

- Books closed. Write the following sentence on the board:
We are playing football in the park when it starts to rain.
- Ask students if they can put the underlined verbs into the past.
- Elicit *were playing* and *started*.

- 1
- Ask students to open their books at page 13.
 - Tell students that the example sentences are from the listening on page 12.
 - Give out photocopies of the audioscript from page 12, which students can use to help them complete the sentences.
 - Check answers.
 - Put students into pairs to complete the rules about the past tenses.
 - For further information and additional exercises, students can turn to page 99 of the **Grammar reference** section.

Answers

- 2 While he **was jogging** he got lost.
3 He **was running** and **listening** to music.
4 He **didn't see** where he was going.
5 How long **was** he **lost** for?
6 **Was** someone looking for him?

We use the past **simple** to talk about finished actions in the past.

We use the past **continuous** to talk about actions in progress in the past.

- 3 We use **when** before the past simple.
4 We use **while** before the past continuous.

- 2
- Read out the example.
 - Put students into small groups to complete the sentences. Tell **weaker students** that both tenses are needed in each sentence.


Answers

- 1 got 2 was watching, saw 3 found, were looking
4 ran, was still trying 5 wasn't raining, started
6 lost, was walking

- 3
- Ask students to work alone to write sentences with *when* and/or *while*.

Answers

- 2 While we were driving, a dog ran in front of our car. /
We were driving when a dog ran in front of our car.
3 While she was looking at her map, she dropped her camera. /
She was looking at her map when she dropped her camera.
4 While I was reading the compass, Julia was putting on suncream. /
I was reading the compass while Julia was putting on sun cream.
5 While we were sleeping in our tent, it started to rain. /
We were sleeping in our tent when it started to rain.

- 4  1.13 Elicit or teach the meaning of *canyon* (a deep valley with steep sides which often has a river flowing through it) and *cave* (a large hole in the side of a mountain or underground).
- Give students a minute to read the text and then ask:
What happened to the two teenagers? (They got lost when they were on a trip).
 - Ask students to work in pairs or small groups to complete the text with the correct forms (past simple or past continuous) of the verbs in brackets.
 - Play the recording for students to listen and check their answers.

Answers

- 2 were walking 3 disappeared 4 was raining
5 didn't have 6 weren't carrying 7 found 8 stayed
9 saw 10 were sleeping 11 came

Your turn

- 5
- Read out the example question. Elicit a further example from the class using the words from the boxes to check students' understanding of the exercise.
 - Put students into pairs and give them a few minutes to write the remaining questions.
 - Monitor and help as necessary.
- 6
- Put students into pairs to ask and answer the questions they wrote in Exercise 4.
 - Ask a few students to report back to the class on what their partner said.

Game

- Play *Guess the question* using the past continuous and past simple.
- See **Games Bank** on page 28.

Optional activity

- Put students into groups.
- Give each group a series of connected verbs (e.g. *play, win, lose, draw, celebrate*) and then give them a theme, e.g. sport, films, music.
- Each group must use their verbs to tell a story connected to theme you have given them.
- Each story must contain verbs in the past simple and past continuous.
- Give students about ten minutes to write their stories.
- Monitor and help with vocabulary.
- One member from each group can read their story to the class.



Set Exercises 1, 2, 3, 4 and 5 on page 10 of the **Workbook** for homework.



Discover Culture

People of the mangrove jungle

Objectives

- watch a video about life in the mangrove jungle in India.
- talk about parts of my country similar to the area shown in the video.

Preparation

- Bring photocopies of the videoscript.

Background

Mangrove is a tree which grows in tropical coastal areas. These trees are notable for their roots, which, unusually, can be seen above ground.

Warm-up

- Write *jungle* on the board. Ask students to define the word (a jungle is an area thick with forest and plants, typically in tropical areas).

- 1 • Ask students to open their books at page 14.
• Refer them to the photos of the jungles. Elicit differences between the jungles.

Suggested answer

There is a lot of water in the jungle in photo a.

- 2 • Put students into small groups to discuss the question.
• Ask a student from each group to tell the class that group's ideas.

Suggested answers

It might be easier to live in jungle a, because there is water for drinking and washing, and the transport on the river would be easy by boat. There might be fish in the river, which is good for food. However, it might be more humid in jungle a, so this would be uncomfortable.

- 3 • 1.2 Give students time to read through sentences 1–5.
• Play the first half of the video for students to complete the exercise.
• Give **weaker students** a copy of the script to read as they watch.

Videoscript

This is India; the seventh largest country in the world. It's a country with a huge population, a fast-growing economy and many regional differences. Here, in this part of India, the River Ganges runs into the sea. This area is covered by an enormous mangrove forest with 100 islands called 'The Sunderbans'. The island of Bali in the Sunderbans is home to a close community, who live and work side by side and support each other in their work and personal lives. Life isn't easy here. People depend on a few rice fields and the fish they catch around the island.

This is Bhagirat, a fisherman from Bali. On a recent fishing trip with his sons they caught a lot of fish; some for the family and some to sell to their neighbours. While they were going home, they saw the sea level rising ...

Years ago, the water flooded the village. It destroyed homes and ruined the rice fields. It was a disaster. This time, the men in the community knew they needed to build a high wall to keep the water out and protect their homes and the rice fields. During the night, the water level rose and the men watched. While they were watching, someone noticed a small break in the wall. Bhagirat and the other men ran to fix it. They worked for three hours. They were tired, but they couldn't stop. When the water finally stopped rising, the men went home. Bhagirat's family were waiting for him when he arrived. They ate fish from the morning's fishing trip for dinner. They ended the day together, happy and safe.

Answers

1 T 2 F 3 T 4 F 5 F

- 4 • 1.2 Give students time to read through the sentences.
• Play the second half of the video for students to order the information.
• Check answers.

Answers

f – c – g – a – d – e – b

- 5 • 1.2 Ask students to look at the questions in Exercises 1 and 2 again.
• Play the recording.
• Put students into pairs and ask them to say whether the answers they gave are still the same having watched the video.
- 6 • Read out the four sentences.
• Put students into pairs to correct the mistakes in each of the sentences.
- 7 • 1.2 Play the video again for students to check their answers to Exercise 6.

Answers

- 1 There are wet rice fields.
- 2 There are three men on the boat.
- 3 We see a full moon.
- 4 There's a man carrying a lantern in his hand.

- 8 • Students choose which summary they think best describes the video.
• They can compare answers in pairs before you check answers with the class.

Answer

2

Your turn

- 9 • Put students into pairs to ask and answer the questions.
• Ask a few students to report back to the class on their answers their partner gave.

Reading A magazine article

Objectives


- read an article about the island of Tristan da Cunha.
- learn prepositional phrases.
- compare life on Tristan da Cunha to life on other islands.

Background

Tristan da Cunha (/ˌtrɪstən də ˈkuːnə/ in Anglicised form) was a Portuguese explorer who was born in the 15th century and died in the 16th. On a voyage to India he discovered several islands in the South Atlantic, one of which he named after himself.

Warm-up

- Books closed. Ask students to name as many islands as they can. Accept answers in L1.
- Write the names of the islands on the board and ask students to say which of the islands is the *remotest* (i.e. the furthest away from other countries and people).

- Ask students to open their books at page 15.
 - Students look at the photo and say where they think the place is and what is special about it.
 - If you have an interactive whiteboard, put some photographs of Tristan da Cunha up and ask students to describe them.
-  1.14 Read out the title of the article and check understanding of *inhabited* (meaning *people live there*).
 - Play the recording.
 - Students listen, read the text and check their answers to Exercise 1.
 - Hold a class vote to find out who in the class would like to live on Tristan da Cunha.

Answers

- 1 It's in the middle of the Atlantic Ocean.
- 2 It's the remotest inhabited island on the planet.

- Go through the information and make sure students understand it.
 - Give students time to read the text again.
 - Ask students to work alone to complete the information.
 - You could turn this into a competition by asking students to say *Finished!* when they have found all the information. The first student to finish having identified all the information correctly is the winner.
 - Students can compare answers in pairs before you check answers with the class.

Answers

Official language: English
 Approximate distance from London: 10,000 km
 Number of families: 80
 Length of island: 10 km
 Number of schools: 1
 Month and year that the volcano erupted: October 1961

Optional activity

- Ask students to read the article again and make a note of any information in it that interests them.
- They can then share this information with a partner, explaining what it is that they find interesting about it.

Explore prepositional phrases

- Explain that some phrases require prepositions and that it is a good idea to learn entire phrases rather than focus only on individual words.
 - Read out the example.
 - Put students into pairs to complete the rest of the phrases using the article to help them.
 - Check answers.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 107 and complete exercises for *Explore prepositional phrases*.

Answers

2 in 3 on 4 on 5 in 6 on

Your turn

- Before students do this exercise, refer them back to the islands discussed in the warm-up and check what the class knows about them.
 - Students could also research information about some islands on the Internet.
 - Put students into pairs to compare an island of their choice with the island of Tristan da Cunha.



Set Exercises 1, 2, 3, 4 and 5 on page 11 of the **Workbook** for homework.

You can also ask students to find out more about the island of Tristan da Cunha by looking at this website: <http://www.tristandc.com/>. Students can share anything interesting that they find out about the island with a partner at the beginning of the next lesson.

You could also ask students to imagine what daily life would be like on Tristan da Cunha. Using the information in the article and anything else they can find out on the island's website, ask students to write a short description of life on the island.

Speaking Giving your opinion


Objectives

- watch teenagers taking about whether they prefer towns and cities or the countryside.
- listen to two people talking about life in towns and villages.
- practise giving my opinion.

Warm-up

- Books closed. On the board write: *Cities are fantastic*. Ask students whether the sentence is a fact or an opinion. Elicit that it's an opinion.
- Check that students understand that an opinion is a *thought or a belief about something, not necessarily based on fact or knowledge*.

Real talk: Which do you prefer – towns and cities or the countryside?

- 1**  **1.3** Ask students to open their books at page 16.
- Tell students they are going to watch some teenagers answering the following question:
Which do you prefer – towns and cities or the countryside?
 - Read out the questions in Exercise 1 and then play the video.
 - Students work alone to answer the questions. They can compare answers in pairs before you check answers with the class.



Videoscript

Narrator: Which do you prefer – towns and cities or the country?

Brooke: I prefer the countryside. It's quiet and peaceful and really beautiful. I love going into the woods and looking for animals. If you're very quiet, you can see a lot!

Freddie: Oh, I don't know. I love big cities but I also love the countryside! I think the city is great for indoor activities, like visiting museums or seeing concerts. But the countryside is great for outdoor activities, like horse riding and hiking.

Eleanor: I live in a small town, but I would love to live in the country. Everyone knows you and your problems in a small town!

Allie: I prefer the city. I love going there to shop and see concerts. There aren't a lot of shops or concerts in the country. It's a little ... boring.


Jessica: I prefer the country because you can go for walks and ride your bike in the fresh air. The air in the city is dirty and unhealthy. It smells really awful!


Phillip: I like living in a city because there is a lot to do. You can go to a different park or neighbourhood every day!

Narrator: Which do you prefer – towns and cities or the country?

Answers

a) 3 b) 2 c) 1


- 2**  Put students into pairs to ask and answer the question. Encourage them to ask additional questions, e.g. *What do you like about life in big cities?*
- Ask some students to report back to the class on what their partner said.

- 3**  **1.15** Tell students they are going to listen to Kate and Mark talking about living in towns and villages.
- Refer students to the question.
 - Play the recording and check answers.

Answers


They talk about the sports centre and the youth club.

- 4**
- Students can work alone to complete the conversation using the phrases in the *Useful language* box.
 - Ask **stronger students** to try to complete the gaps in the conversation without looking at the phrases in the box.

- 5**  **1.15** Play the recording for students to check their answers to Exercise 4.


Answers

2 I don't think 3 agree 4 but 5 perhaps you're
6 reckon 7 I suppose 8 right

- 6**  Students work in pairs to act out the conversation in Exercise 4.
- Students act out the conversation twice, taking a different part each time.
- 7**
- Put students into pairs to practise their conversations.
 - Monitor while students are practising their conversations. Check that they are using the phrases from the *Useful language* box.

Optional activity

- Put students into pairs. Give each pair statements to discuss, e.g. *the countryside is boring, there are too many people in big cities*.
- Students record themselves giving their opinions using their smartphones.
- Students watch or listen back to what they recorded and analyse their performance.

 For homework, students find a city or a place in the countryside they would like to live in. They can research locations online. At the beginning of the next lesson, students tell their partner about the place they chose.

Writing An email to a friend

UNIT
1

Objectives

- read an email about a small town in Norway.
- learn phrases to open and close an email.
- write an email describing where I live.

Background

Tromsø: the largest town in Northern Norway, is often referred to as 'the gateway to the Arctic' because adventurers use it as a base from which to begin a polar expedition. The **Northern Lights** is the familiar name for the 'aurora borealis', a phenomenon caused by electrically charged solar particles entering the Earth's atmosphere.

Warm-up

- Books closed. Ask: *Do you have any pen friends? Where do they live? How did you meet them?*
- Put students into pairs to ask and answer the questions.

- 1
- Ask students to open their books at page 17, look at the photos, read Artur's email and say where Artur lives.
 - Check the answer.
 - If you have the Presentation Plus software, put the photos of the Northern Lights and the town of Tromsø on the board and ask students to describe them.

Answer

in Tromsø, Norway

- 2
- Give students time to read Artur's email again.
 - Ask students to work in pairs to order the information in the list in Exercise 2 according to how it appears in Artur's email.
 - Check answers.

Answers

- closing the email 5
- a description of his town 2
- questions to his friend 4
- activities he does at different times of the year 3

- 3
- Tell students that the phrases in the box are all used in emails.
 - Ask students to work alone to complete the *Useful language* section with the phrases in the box.
 - Students can compare answers in pairs before you check answers with the class.

Answers

Opening an email: How are you (and your family)?
Thanks for all your news. It was great to get your email.
Closing an email: Write back and tell me your news.
Hope to hear from you soon.

Optional activity

- Put students into pairs and ask them to look at the website for the town of Tromsø <http://www.visittromso.no/en/>
- Using the website to help them, students plan a weekend in and around the town.
- Students talk about their plans using *be going to*, e.g. *On Saturday afternoon, we're going to go on the cable car.*



Get Writing

PLAN

- 4
- Students should do their planning in class. The writing can either be done in class or at home.
 - Tell students they are going to write an email to Artur describing where they live.
 - Refer students back to the example email in Exercise 1 and the order of information in Exercise 2. Students should use this information when working alone to plan the content of their emails.

WRITE

- 5
- Tell students to use Artur's email as a model to follow and encourage them to write at least 100 words. Also encourage them to add extra information to their own emails, e.g. interesting facts about where you live, famous people who come from there.
 - Give students ten minutes to complete the writing task.
 - Monitor while students are writing. Help with grammar and vocabulary as necessary.
 - Encourage students to produce at least two drafts of their emails. If students are doing this at home, ask them to write their emails on their computers rather than in their notebooks as it will allow them to change the text more easily.

CHECK

- 6
- Tell students that it is very important that they check their writing in order to look for ways to improve its content, style and structure.
 - Give students a few minutes to look through their email and check them against the points here.
 - Collect students' descriptions and mark them.
 - Use students' written work as a means of finding common errors. You can then use these as a basis for revision in the next lesson (but do not mention who made the mistake). Also remember to share good sentences from students' work with the rest of the class.

Optional activity

- Students swap their emails with a partner and write a response to their partner's email.
- Monitor while students do this and help with vocabulary as necessary.



Set Exercises 1, 2, 3 and 4 on page 12 and Exercises 5, 6, 7, 8, 9, 10 and 11 on page 13 of the **Workbook** for homework. Students can also read this description of the city of Liverpool and do the accompanying exercises: <http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice/my-city>



A balancing act

Unit aims

I can ...

- talk about daily routines and priorities.
- understand an article about the importance of sleep.
- understand a radio interview.
- understand an article about special schools.
- offer and accept help.
- write about life at a summer camp.

Unit contents

Vocabulary	Priorities Verb + noun collocations Performing Prepositions of place
Reading	A magazine article 👉 Get up and go! An article
Language focus	<i>should/must</i> <i>(don't) have to</i> <i>don't have to</i> vs. <i>mustn't</i>
Listening	A radio interview
Discover Culture	👉 A life on Broadway
Speaking	Offering to help 👉 Real talk: What makes a good friend?
Pronunciation	Word stress
Writing	A competition entry Avoiding repetition
CLIL	P.E.: Avoiding sports injuries 👉 Mountain rescue

Be curious

- Books closed. Write *a balancing act* on the board. Elicit the meaning of the phrase (it describes a situation where someone tries to do lots of different things at the same time, e.g. *having a full-time job and being a parent is a bit of a balancing act*).
- Ask students to open their books at page 18.
- Ask them to describe the photograph.
- Put students into pairs and give them a couple of minutes to ask and answer the three questions.
- Ask some students to tell the class about how organised their partner is.
- Tell students that Unit 2 is about the things we want to do and the things we have to do.

Suggested answers

- I don't usually write notes. There are a lot of things on my desk and I can lose the notes easily. But I sometimes make notes on my smartphone – only when it's something really important.
- I don't get stressed much. I know that my mum will tell me about anything important. Being with my friends makes me happy.
- It makes me feel stressed! There are too many things to read and the notes aren't organised.

CEFR


SKILL AREA	GOAL	EXERCISE
Listening	OVERALL LISTENING COMPREHENSION	2 p19
	UNDERSTANDING INTERACTION	1–5 p26
	LISTENING TO MEDIA AND RECORDINGS	1–3 p22 1–6 p29
Reading	READING FOR INFORMATION & ARGUMENT	1–3 p25 2 p27
Speaking	CONVERSATION	1–3 p20
	INFORMAL DISCUSSION (WITH FRIENDS)	4 p19 5–6 p21 7 p24
	GOAL-ORIENTED COOPERATION (e.g. Repairing a car, discussing a document, organising an event)	7 p26
	INFORMATION EXCHANGE	5 p20 5 p22 3 p23 5 p25
Writing	CREATIVE WRITING	6 p25 1–7 p27
	COHERENCE	2–4 p27
Communicative language competence	VOCABULARY RANGE	1–3 p19 4 p20 4 p25 4 p26
	GRAMMATICAL ACCURACY	1–4 p21 4 p22 1–5 p23 6 p26
	PHONOLOGICAL CONTROL	4 p22 1 p19 6 p26
	SOCIOLINGUISTIC APPROPRIATENESS	4 p26

Objectives

- learn vocabulary for talking about priorities in life.
- talk about what is important to me, what I argue about with my parents, what stresses me and what I enjoy doing.


Warm-up

- Books closed. Explain the meaning of *priority* (something important which must be given attention before other things). Tell students some of your own priorities and then ask: *What are your priorities in life?* Give students a minute to write a list of three things that are most important to them.
- Students can compare their lists in pairs before you ask some students to share their lists with the class.

- 1**  **1.16** Ask students to open their books at page 19.
- Elicit descriptions of the photographs and give students time to read the phrases.
 - Ask students to work in pairs to match the correct phrases with the photos.
 - Play the recording for students to check their answers.
 - Play the recording again for students to repeat the phrases.

Answers

- a** shop for clothes **b** hang out with friends **c** do sports
d have time for yourself **e** do something creative
f help around the house **g** get enough sleep
h chat with friends online

- 2**  **1.17** Tell students they are going to listen to teenagers talking about their priorities.
- Play the recording for students to match the speakers with the activities in Exercise 1.
 - Check answers.

Audioscript

- 1 Girl:** No, I really don't feel like going out. I'm going to stay in and read or listen to music.
2 Boy: Well, I want to buy new shoes and a shirt. Can you come with me?
3 Girl: Every morning, I make my bed and tidy my room and then I take out the rubbish.
4 Girl: I went to the after-school art class yesterday – we made jewellery – look!
5 Boy: We went down to the park and walked around for a bit. Helen was telling us about her trip to Barcelona.
6 Boy: I don't know why I don't go to bed earlier – I'm really tired!
7 Boy: I play football on Saturdays and I'm learning how to play tennis.
8 Girl: Well, I was trying to write an essay on my computer and Jane kept sending messages and Paul sent all these funny videos ... so I didn't finish the essay.

Answers

- 2** shop for clothes **3** help around the house
4 do something creative **5** hang out with friends
6 get enough sleep **7** do sports
8 chat with friends online

- 3**
- Give students a few minutes to write adjectives or phrases to describe the activities in Exercise 1.
 - Put students into pairs to explain their choice of words and phrases.
 - Make sure students understand they will need to use the gerund when talking about the activities in Exercise 1, e.g. they will say *getting enough sleep is really important* not *get enough sleep is really important*. They will also use the gerund with *like/love/hate*, etc.
 - Ask some students to report back to the class on what their partner said.

Language note

When an action is the subject of the sentence the gerund (-ing form) is used rather than the infinitive, e.g. *Cooking is fun. Swimming is great exercise.*

Optional activity

- Put students into small groups to think of more things to add to the list of priorities in Exercise 1. These items could either be responsibilities or fun activities, e.g. *visit family, go to the cinema, read, do homework*.
- Ask one member from each group to read their new list of priorities out to the class. Encourage students to debate the importance of the new things groups have come up with.

Your turn

- 4**
- Read out the questions and check that students understand them.
 - Give students a few minutes to make notes using the activities in Exercise 1.
 - Put students into pairs to ask and answer the questions.
 - Ask some students to tell the class what they found out about their partner.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 108 and do the exercises for *Priorities*.



Set Exercises 1, 2, 3 and 4 on page 17 of the **Workbook** for homework.

Students can also find out the top three priorities in life for different members of their family. At the beginning of the next lesson, they can tell a partner about what they found out, e.g. *Money is the most important thing for my dad.*

Reading A magazine article

Objectives


- read an article about teenagers and sleep.
- learn verb and noun collocations.
- talk about my sleeping habits.

Warm-up

- Books closed. Write the following question on the board:
Why do we need to sleep?
- Put students into small groups and give them a minute to think of answers to the question.
- Ask one student from each group to report their answers to the class.

Suggested answer

No one really knows, but it is believed that it is essential for health, processing information and the proper function of the brain.

- 1 • Ask students to open their books at page 20 and look at the photo.
• Read out the two questions.
• Put students into pairs to answer the questions.
- 2  **1.18** Check students' understanding of the following vocabulary:
complain (verb): to say that something is wrong or that it irritates you, e.g. *He complained about the heat in the classroom.*
advice (noun): suggestions to someone about what you think they should do in a given situation, e.g. *She gave me some great advice about how to study for exams.*
• Ask students to first read the article to check their answers to Exercise 1 and then decide the main aim of the article.
• Check answers and then refer students to the information in the **FACT!** box. Ask: *What would be the best time for lessons to start?*

Answers

- 1 Between eight and nine hours.
- 2 It can be difficult to concentrate and learn. Your body gets weak and it's easy to get ill. You eat unhealthy food with more sugar in it.

- 3 • Read out the five questions.
• Ask students to work alone to read the text again and answer the questions. Encourage students to highlight the part of the text that led them to their answers.
• Students can compare answers in pairs before you check answers with the class.

Answers

- 1 Because their bodies are still growing and their brains are still developing.
- 2 Between eight and nine hours.
- 3 You can't concentrate in your lessons so it's more difficult to learn.
- 4 Because it has a lot of sugar in it.
- 5 A big meal and drinks with caffeine or sugar.

Optional activity

- Current research suggests that teenagers would benefit from starting lessons later than is currently the norm, e.g. <http://www.reuters.com/article/2014/08/25/us-high-school-start-time-idUSKBN0GP07720140825>
- Put students into small groups and ask them to discuss the ideal school day. What time would lessons start? When do students think they would be most awake and active and able to benefit from teaching?
- Ask one member of each group to report back to the class on the content of their group's discussion.

Explore verb + noun collocations

- 4 • Write *collocations* on the board. Explain or elicit the idea that a collocation is a pair or a group of words that are routinely used together, e.g. *have dinner, go home, do homework.*
• Complete the first one as an example.
• Ask students to work alone to form collocations by matching the verbs with the nouns. Help **weaker students** by directing them to the parts of the text where the collocations can be found.
• Check answers and then tell students that the best way to learn new vocabulary such as the verb + noun collocations is to use it as soon as possible.
• To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 108 and do the exercises for *Explore verb + noun collocations*.

Fast finishers

Students write sentences using the verb and noun collocations in Exercise 4. Collect and check students' work.

Answers

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

Your turn

- 5 • Read out the questions.
• Put students into pairs to ask and answer the questions.
• Ask a few students to report back to the class on what their partner said.

Optional activity

- Ask students to log on to this website to fill in the questionnaire about sleeping habits. <http://www.bbc.co.uk/science/humanbody/sleep/profiler/>
- Students can compare their results with a partner.



Set Exercise 6 on page 18 and Exercises 1, 2, 3 and 4 on page 21 of the **Workbook** for homework. You could also ask students to keep a sleep diary for a week, recording what they do in the evening before they go to bed, how many hours they sleep each night, and how they feel the next day. Students can then share their sleep diaries with a partner and decide if they have learnt anything about what is best for them.

Language focus 1 *should/must*

UNIT
2

Objectives

- learn *should* and *must*.
- talk about problems and give advice using *should* and *must*.

Warm-up

- Books closed. Write the following sentences on the board:
You should get more sleep.
You must get more sleep.
- Ask students to focus on the verbs *should* and *must*.
- Explain or elicit that *should* is used to give advice and that *must* is used to express obligation.

- 1
- Ask students to open their books at page 21.
 - Tell students that the example sentences are from the text on page 20.
 - Ask students to look back at the text and then copy and complete the sentences.
 - Check answers.
 - For further information and additional exercises, students can turn to page 100 of the **Grammar reference** section.

Answers

- 1 You **must** get enough sleep.
2 You **should** get between eight and nine hours of sleep each night.
3 You **shouldn't** watch TV before you go to bed.
We use '**should**' to say what we think is a good idea and '**must**' to say what we think is necessary.

Language note

Should and *must* are examples of modal verbs and are therefore governed by different grammatical rules, such as not taking an -s in the third person present simple.

- 2
- Read out the example sentence.
 - Ask students to work in pairs to complete the remaining sentences using *should* or *shouldn't* and a verb in the box.
 - Check answers.


Answers

- 2 should spend 3 shouldn't go to bed 4 should ... say

- 3
- Read out the example sentence.
 - Put students into pairs to complete the remaining sentences using *must* or *mustn't*.
 - Check answers.

Answers

- 2 mustn't 3 must 4 must

- 4
-  **1.19** Ask students to read the gapped conversation quickly for general understanding. Ask them to say what the conversation is about (plans for Friday night).
- Students can then work in pairs to complete the conversation using the phrases in brackets to help them to decide whether to use *should/shouldn't* or *must/mustn't*. Pair **stronger students** with **weaker students** to do this task.
 - Play the recording for students to listen and check their answers.
 - Students can then act out the conversation in pairs.

Answers

- 2 must 3 should 4 shouldn't 5 mustn't 6 should
7 must 8 shouldn't

Your turn

- 5
- Read out the example problems and elicit advice for each of them.
 - Ask students to work alone to think of two more problems.
 - Monitor while students do this. Help with vocabulary as necessary.
- 6
- Put students into pairs to tell each other the problems they noted down in Exercise 5 and offer advice.
 - Ask one or two students to report back to the class on the problems they discussed and the advice that was offered.

Game


- Play *The memory game* to practise *must* and *should*.
- See **Games Bank** on page 29.

Optional activity

- Ask students to work in groups.
- Each group writes sentences describing what students must and should do in order to do well in exams.
- One member from each group can read out their group's list to the class.
- The class can then come up with a definitive list using ideas from all of the groups.

You can show this video as either a lead-in or a follow-up to the Language Focus 1 lesson.



-  Ask: *Do you use an alarm to help you get up in the morning?*
- Elicit student's answers and then read out the information about the video.
- Play the video. Students watch it and answer the three questions.
- Check answers.
- Then ask students: *Would you use the machine the inventors built?*
- See page 124 for further activities you can do with this video.

Answers

- A machine that wakes you up and gets you ready for the day.
- It will wake you up, undress you, feed you and brush your teeth.
- Students' own answers



Set Exercises 1, 2, 3, 4 and 5 on page 18 of the **Workbook** for homework.

Listening and Vocabulary

Objectives

- learn vocabulary to describe performing.
- learn about word stress.
- listen to a conversation about learning to be a singer.

A radio interview

Warm-up

- Books closed. Write _____ on the board. Elicit letters until *singer* is spelt out.
- Ask students to tell one another which singers they like and why.

- 1 • Ask students to open their books at page 22.
 - Read out the questions.
 - Put students into pairs to ask and answer them.

- 2  1.20 Play the recording for students to check their answers to Exercise 1.

Audioscript

Presenter: Jenny Gregson. You're 16 years old and you want to be an opera singer. Is that right?

Jenny: Well, I like all kinds of music but, yes, I'd really like to be an opera singer.

Presenter: So how do you become an opera singer?

Jenny: First of all, I'm not an opera singer yet. You have to train for years before you can sing opera. I've got quite a busy life. I have to practise the piano every day for a few hours. You have to know about music to sing well. I have to take music lessons every Tuesday and Thursday.

Presenter: Do you have to take singing lessons?

Jenny: Oh, yes, I have a singing teacher and I have to take classes on Mondays, Wednesdays and Fridays. I also have to do voice exercises every day.

Presenter: Voice exercises?

Jenny: Yes, you must train your voice and make it as strong as possible. Opera singers have to sing without a microphone over an orchestra with over sixty instruments – so you *must* have a powerful voice.

Presenter: And don't opera singers have to act and dance as well?

Jenny: *(laughs)* No, we don't have to dance! But yes, we have to act. You have to know how to move on stage. I go to acting classes on Saturdays.

Presenter: So, you have to go to piano lessons, singing lessons, acting lessons ... anything else?

Jenny: Well, I have to go to school every day of course, like everyone else, and I'm learning German and Italian!

Presenter: Really?!

Jenny: Yes, well, most operas are in German or Italian: Mozart, Rossini, Wagner. So you have to know how to pronounce everything correctly and what it all means. I do Italian at home after my music lessons and I take German classes after my acting class on Saturdays.


Presenter: Do you have to take care of your voice?

Jenny: Yes, that's one of the most difficult things to learn. You must learn to warm your voice up before you sing and you mustn't talk too much especially in noisy places.

Presenter: Well, Jenny, thanks for coming in to talk to us ...

Suggested answers


1 an opera singer 2 She has to practise the piano, do voice exercises and take music, singing and acting lessons.

- 3  1.20 Give students time to look at the gapped notes.
 - Play the recording again for students to complete them.

Answers

2 voice 3 school 4 music 5 Italian 6 singing
7 acting 8 German




Performing

- 4  1.21 Check students' understanding of *performing* (the act of entertaining an audience by singing, dancing or acting).
 - Read out the example.
 - Put students into pairs to complete the sentences.
 - Play the recording for students to check their answers and repeat the phrases.

Answers


2 dancing 3 plays the piano 4 orchestra
5 microphone 6 on stage 7 instruments 8 act

Say it right!

- 1  1.22 Ask students to turn to page 96.
 - Play the recording. Students listen and repeat the words.
- 2  1.23 Ask students to copy the table into their notebooks.
 - Play the recording for students to listen and match the words with the correct stress pattern.
- 3  1.23 Play the recording for students to check their answers to Exercise 2 and repeat the words.

Answers

orchestra: microphone, internet, instrument
invention: tomorrow, computer, important

- 4 Ask students to add the words in the box to the correct place in the chart in Exercise 2.
- 5  1.24 Play the recording for students to check their answers to Exercise 4.

Answers

orchestra: concentrate, exercise, Saturday
invention: develop, creative, correctly

Your turn

- 5 • Put students into pairs to ask and answer the questions.
 - Ask some students to report back to the class on what their partner said.
 - To **extend** the work on this vocabulary, you could ask students to turn the **Vocabulary Bank** on page 108 and do the exercises for *Performing*.



Set Exercises 1, 2, 3 and 4 on page 19 of the **Workbook** for homework.

Language focus 2 (*don't*) have to

Objectives

- learn *have to*.
- learn *don't have to* and how it differs from *mustn't*.
- talk about what you have to do.

Preparation

- Bring photocopies of the audioscript from page 22.

Warm-up

- Books closed. Write *obligation* on the board and check students understand that it refers to something that is a duty, where there is no choice.
- Ask: *What phrase can we use to talk about obligation in English?*
- Elicit (*don't*) *have to* and then some example sentences using those phrases, e.g. *I have to do my Maths homework tonight. I don't have to get up early on Sundays.*


- Ask students to open their books at page 23.
 - Tell students that the example sentences are from the listening on page 22.
 - Give out photocopies of the audioscript from page 22, which students can use to help them complete the sentences.
 - Check answers.
 - For further information and additional exercises, students can turn to page 100 of the **Grammar reference** section.

Answers

	Present
+	I have to practise every day. She has to do voice exercises.
-	We don't have to dance.
?	Do you have to take singing lessons? Does she have to go to piano lessons?
	We use have to to say <i>what is necessary to do</i> .

Language note

Although *have to* is not a modal verb, it is similar in meaning to *must*. It is used to refer to impersonal, external obligation based on laws, school rules or social rules, e.g. *I have to be in school by 8 am. Have got to* is more common in informal spoken English than *have to*.

-  1.25 Read out the example.
 - Ask students to work alone to complete the conversation by using the verbs in the box with the correct form of (*don't*) *have to*. Guide **weaker students** to the correct form of (*don't*) *have to* by pointing them to the subject in each sentence.
 - Students can compare answers in pairs before you check answers with the class.
 - Play the recording for students to check their answers.
 - Students can act out the completed conversation in pairs twice, taking a different role each time.

Fast finishers

Students can add two more lines to the conversation in Exercise 2.

Answers

- 2 Do ... you have to go 3 has to practise
4 have to make 5 don't have to take
6 doesn't have to go

Game

- Play *Correct the sentence* using *have to*.
- See **Games Bank** on page 128.

Optional activity

- Put students into small groups to discuss an ideal school, where none of the usual rules apply, e.g. *You don't have to wear a uniform.*
- Students write a list of things students don't have to do in their ideal school and then share the list with the class.

Your turn


- Read out the example question and answer.
 - Put students into pairs to ask and answer further questions using the information in the list.
 - Ask some students to report back to the class on what their partner said.

don't have to vs. *mustn't*

- Read out the two bulleted sentences. Ask: *What is the difference between them?*
 - Ask students to complete the rules in pairs.
 - Check answers.
 - For further information and additional exercises, students can turn to page 100 of the **Grammar reference** section.

Answers

We use ¹**don't have to** to say it's not necessary to do something. We use ²**mustn't** to say it's important **not** to do something.

-  1.26 Elicit or teach the meaning of *suitable* (right for a situation).
 - Give students a minute to read the text and then ask: *What is the letter about?* (a school disco).
 - Ask students to work in pairs to complete the letter with *don't have to* or *mustn't* and the verbs in the box.
 - Play the recording for students to listen and check their answers.

Answers

- 1 mustn't forget 2 don't have to speak
3 don't have to wear 4 mustn't bring
5 don't have to dance



Set Exercises 1, 2, 3, 4 and 6 on page 20 of the **Workbook** for homework.

The next lesson is about child actors in New York. Ask students to prepare for the lesson by finding out about some famous child actors. Students can share what they find out with a partner at the beginning of the next lesson.



Discover Culture

A life on Broadway

Objectives

- watch a video about child actors on Broadway in New York.
- talk about theatre schools and child actors.

Background

Annie opened on Broadway in 1977. The musical tells the story of an orphan girl who is taken in by a wealthy family.

Warm-up

- If you asked students to research child actors at the end of the last lesson, put students into pairs and ask them to share what they found out.
- If not, write *child stars* on the board and ask for examples of actors who became famous when they were children, e.g. Daniel Radcliffe.

- 1 • Ask students to open their books at page 24 and say what they can see in the photos (children performing, a map of North America, the stars of *Harry Potter* at the beginning of their time making the popular films).
 - Read out the questions. Check students understand the difference between a *musical* and a *play* (a *play* is a dramatic work for the stage; a *musical* is a dramatic work for the stage or film in which song and dance are essential components).
 - Put students into pairs to ask and answer the questions.
- 2 • 2.2 Tell students they are going to watch a video about child actors.
 - Play the video for students to check their answers to Exercise 1.

Videoscript

Welcome to Broadway and New York City – the theatre capital of the United States! There are always lots of plays and musicals to see here. A lot of children dream of performing on a Broadway stage. Today we're following the child actors of the popular musical, *Annie*. The star of the show is only 12 years old. Children like her go to special acting schools. There they train full time to be actors and performers. They work very closely with the directors and they rehearse for a long time every day. They are children living in an adult world. They have to learn very fast. It's a hard life because some children have to leave home at a very young age before they are teens. They miss their parents and friends. But, they are also lucky. They can study for exams and they can also do something really creative. Also, they are professionals and some become famous and can earn a lot of money. To be an actor you have to work in a team. Apart from the director there is the set designer who decides what is on stage, and the lighting designer. They use lights to help create the world of the play. The lighting designer also creates special effects, like the snow. Finally, after all the hard work, it's show time and the audience claps. It's the moment that every actor loves!

Answer

- 1 Broadway

- 3 • 2.2 Read out the list of subjects. Check understanding of *earn* (to get money in return for providing a service) and *judge* (a person who decides who or what wins a competition).
 - Play the video again for students to decide which subjects are referred to.
 - Check answers.

Answers

- Working long hours
- Living away from home
- Studying for exams
- Earning a lot of money

- 4 • 2.2 Give students time to read sentences 1–7.
 - Play the video again for students to choose the correct words in each sentence.
 - Check answers.

Answers

- 1 performing 2 full-time 3 before 4 Some
- 5 decides 6 create 7 claps

- 5 • Read out the sentences.
 - Students work alone to decide whether the sentences are true or false.
- 6 • 2.2 Play the recording again for students to check their answers to Exercise 5.
 - Students can correct the false sentences in pairs.

Answers

- 1 F (Annie has red hair.) 2 T 3 T
- 4 F (Only snow is included.)

Your turn

- 7 • Read out the questions.
 - Put students into pairs to ask and answer them.
 - Ask some students to report back to the class on what their partner said.

Optional activity

- Ask students to research musicals currently playing in the West End in London by taking a look at the following website:
<http://www.londontheatre.co.uk/londontheatre/whatson/musicals.htm>
- Students find one or two they would like to see and tell a partner about their choices.



For homework, ask students to imagine they are child actors in a Broadway show. Ask them to describe their daily routine and their dreams for the future. Students can read their descriptions to a partner at the beginning of the next lesson.

Reading An article

UNIT
2

Objectives

- read about a football academy in Barcelona and a ballet school in London.
- talk about unusual schools in my country.


Warm-up

- Books closed. Ask: *How do people become good at things like football and ballet?*
- Elicit students' answers and write them on the board, e.g. by practising every day, by working hard, by training in a school, by making sacrifices.

Background

La Masia football academy was established in Barcelona in 1979 and originally located in a building across the road from the Nou Camp stadium. The academy is now based at the Ciutatat Esportiva Joan Gamper, 8 km to the west of the Nou Camp. La Masia has trained global football stars such as Andrés Iniesta, Lionel Messi and Xavi Hernández.

The Royal Ballet School was established in 1926 and is known for having produced many renowned talents such as Dame Margot Fonteyn and Darcey Bussell.

- 1 • Ask students to open their books at page 25.
 - Students look at the photos and answer the question.
 - If you have the Presentation Plus software, put the photos on the board and discuss the question with the whole class.
 - Alternatively, put students in pairs to answer the question.
 - Check answers.
- 2  1.27 Ask students to work alone to read the texts about La Masia and the Royal Ballet School to find three ways in which the schools are similar. **Weaker students** can use their dictionaries to give them extra support when reading the text.
 - Alternatively, put students into pairs and ask each student in the pair to read one text each. They can then exchange information about the schools they read about and make notes on three ways in which the schools are similar.
 - Point out that it is a good idea when reading a short text in another language to read it once to get a general sense of its content before reading it again for more detailed understanding.

Suggested answers

A lot of famous people studied there.
You have to be 11 years old to study there.
Students live away from their families.
Students study normal subjects too.

- 3 • Ask students to read the text again.
 - Put students into pairs and ask them to decide whether the sentences describe La Masia, the Royal Ballet School or both.
 - Check answers.

Fast finishers

Students can read about the history of La Masia and see some photos at: <http://www.fcbarcelona.com/club/facilities-and-services/masia>

Answers

2 B 3 B 4 RB 5 LM 6 RB

Explore prepositions

- 4 • Ask students to work alone to find the words in the box in the texts.
 - Put students into pairs and ask them to complete the sentences with the words in the box.
 - Check answers.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 108 and do the exercises for *Explore prepositions*.

Answers

1 in front of 2 over 3 of 4 until 5 near 6 between

Optional activity

- Ask students to use their smartphones to research unusual schools online.
- Encourage students to find at least one school to make a short presentation about.
- Put students into pairs.
- Students present their unusual schools to each other. Students then decide whether they would like to attend these schools or not.

Your turn

- 5 • Read out the questions.
 - Put students into pairs to ask and answer the questions.
 - Ask some students to report back to the class on what their partner said.
- 6 • Read out the instructions and the sentence fragments.
 - Give students five minutes to complete the writing task.
 - Students can read out their descriptions to a partner.
 - Collect and check students' work.

Optional activity

- Put students into small groups and ask them to debate the following statement:
Secondary schools focus too much on academic subjects.
- Encourage students to think of what, if anything, secondary schools could learn from academies such as La Masia and the Royal Ballet School.
- Ask one student from each group to tell the class about their group's debate.



Set Exercise 5 on page 20 of the **Workbook** for homework.

Speaking Offering to help

Objectives

- watch teenagers talking about how to be a good friend.
- listen to a girl talking to a new student at her school.
- practise asking for help and offering to help.

Warm-up

- Books closed. Write the following on the board: *Who is your best friend? Why?*
- Put students into pairs to ask and answer the question.
- Ask some students to report back to the class on what their partner said.

Real talk: What makes a good friend?

1



2.3

Ask students to open their books at page 26.

- Tell students they are going to watch some teenagers answering the following question: *What makes a good friend?*
- Give students some time to read through the list of qualities and then play the video.
- Students work alone to tick the qualities they hear.
- Students can compare answers in pairs before you check answers with the class.



Videoscript

Narrator: What makes a good friend?

Brooke: A good friend is kind and helpful. Last weekend my parents wanted me to clean the house. My friends all came over and helped me. It was an enormous job but fun doing it all together!

Callum: A good friend helps you with your homework ... especially Maths homework. I hate Maths.

Freddie: A good friend doesn't have to do anything; they just have to be there.

Jada: A good friend always listens to you when you're sad. I'm not sad very often, but when I am, I only want to talk to my best friend.

Nishta: A good friend helps you make difficult decisions. I can't always talk to my parents. It's easier to talk to a friend.

Phillip: A good friend should always tell you the truth ... about big things and small things. Sometimes it's hard, but a real friend never lies to you.

Narrator: What makes a good friend?

Answers

helps with decisions
thinks of other people and is helpful
has to just be there
is honest
helps with homework
listens

2



- Put students into pairs to ask and answer the question.
- Ask some students to report back to the class on what their partner said.

Optional activity

- Put students into small groups and ask them to debate the following statement:
Facebook friends are not real friends.
- Encourage students to think of whether real friendship is different to friendship online.

3



1.28

- Tell students they are going to listen to Laura talking to Olivia, a new student at her school.
- Play the recording.
- Students listen and answer the question.

Answers

show her how to get access to the intranet; help her with formatting

4

- Students can work alone to complete the conversation using the phrases in the *Useful language* box.
- Ask **stronger students** to try to complete the gaps in the conversation without looking at the phrases in the box.

5



1.28

- Play the recording again for students to check their answers to Exercise 4.

Answers

2 not sure how 3 you need 4 me show 5 to do
6 give you

6



- Put students into pairs to act out the conversation in Exercise 4.
- Students can act out the conversation twice, taking a different part each time.

7



- Give students time to read through the two situations and check their understanding of the noun *material* (information or ideas needed for a particular project, e.g. *His family life gave him lots of material for his first film*).
- Put students into pairs, taking it in turns to offer to help and ask for help. Once students have used the two situations in Exercise 7 they can think of similar situations of their own.

Optional activity

- Put students into pairs and ask them to tell each other what they are good at and do not usually need help with and what they are not so good at and usually need help with, e.g. *I'm not very good at Maths. I always ask my brother to help me.*



For homework, students can listen to the following speakers talk about the important people in their lives and do the accompanying exercises:
<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/important-people>

Objectives

- read a description of life at a summer camp.
- learn about avoiding repetition in my writing.
- write a description of a summer camp as an entry in a competition.

Background

Summer camps are organised programmes of activity for children or teenagers that can last from a few days to a few weeks. Uncommon in the UK, they are a significant part of American cultural life. Millions of American children attend camps each summer and do everything from sports to music to hiking and canoeing. At some camps they even study.

Warm-up

- Books closed. Write *summer camp* on the board and check understanding of the phrase.
- Ask students if they have ever been to a summer camp.

- 1 • Ask students to open their books at page 27.
• Students look at the photos, read Jon's competition entry and say what Jon's favourite thing about the camp was.
• Check the answer with the class.

Answer

canoeing, volleyball and horse riding

- 2 • Ask students to read Jon's competition entry again.
• Students can work alone to decide which of the subjects in the list Jon writes about.
• Students can compare answers in pairs before you check answers with the class.

Answers

- favourite activities (daytime / at night)
- the daily routine
- why he liked it
- the weather

- 3 • Go through the information in the *Useful language* box.
• Explain that avoiding repetition of words in a text is done to make that text more interesting to read.
• Ask students to find one other way of referring to *activities* in Jon's competition entry.

Answers

My favourites (*favourite activities*) were canoeing, volleyball and horse riding.

- 4 • Tell students to rewrite the text by changing the words in bold to avoid repeating the italicised words. This is a challenging activity, so do the first word as an example with the whole class.
• Students can then work in pairs to complete the exercise. Pair **stronger students** with **weaker students** to do this task.
• Check answers with the class.

Answers

1 them 2 They 3 They 4 their



Get Writing

PLAN

- 5 • Students should do their planning in class. The writing can either be done in class or at home.
• Tell students they are going to write a competition entry for the summer camp website.
• Refer students to the information in Exercise 2 and then ask them to work alone to decide how they will order that information in their competition entries.

WRITE

- 6 • Tell students to use Jon's competition entry as a model to follow and encourage them to add extra information to their entries, e.g. what their friends thought of the camp, etc.
• Give students ten minutes to complete the writing task. Students should write 100–120 words.
• Monitor while students are writing. Help with grammar and vocabulary as necessary.
• Encourage students to produce at least two drafts of their entry. If students are doing this at home, ask them to write their entries on their computers rather than in their notebooks as it will allow them to change the text more easily.

CHECK

- 7 • Encourage students to read their writing aloud as any mistakes they have made in their work will be more obvious to them then. You could also encourage students to record themselves reading their work. They can then listen back to it to analyse their writing, pausing the recording as necessary.
• Give students a few minutes to look through their descriptions and check them against the points here.
• Collect students' competition entries and mark them.

Optional activity

- Put students into small groups to design their own summer camp.
- Students should give their camp a name, come up with a theme for it (e.g. sport, music, film) and a programme of activities and design a poster advertising their camp.
- Students can present their poster to the class.
- Display the posters on the wall and ask the class to vote for its favourite.



Set Exercises 1, 2, 3 and 4 on page 22 and Exercises 5, 6, 7, 8, 9, 10 and 11 on page 23 of the **Workbook** for homework. Students research summer camps in their country and find one that they would be interested in attending. At the beginning of the next lesson they can tell their partner about the camp they found.



Art all around us

Unit aims

I can ...

- identify different types of art.
- talk about what I have and haven't done.
- ask and answer questions about music.
- understand an article about a festival in another country.
- invite a friend somewhere and arrange to meet.
- write an Internet post about a concert.

Unit contents

Vocabulary	Art around us Collocations Musical instruments Phrasal verbs with <i>up</i>
Reading	An online debate 🔍 The art of storytelling A web page
Language focus	Present perfect for indefinite past time Present perfect with <i>ever/never</i>
Listening	An interview
Discover Culture	🔍 A world of music
Speaking	Invitations and arrangements 🔍 Real talk: Have you ever been to a concert?
Pronunciation	Strong and weak forms of <i>have</i>
Writing	An internet post Avoiding repetition (2)
Get it right!	👁 <i>go there</i> 👁 <i>gone and been</i>
CLIL	Art: Perspective 🔍 Art in perspective

Background

The **Gooderham Building** is in Toronto, Canada. The 'Flatiron Mural', by Canadian artist Derek Besant, is on the back of the building, and shows the Perkins Building, which is located across the street. The mural is not painted onto the wall, but onto panels attached to the building.

Be curious

- Books closed. Write *art* on the board. Ask: *What is art?*
- Put students into small groups and ask them to come up with a definition.
- Ask one member of each group to tell the class their group's definition.
- Ask students to open their books at page 30 and describe the photograph.
- Put students into pairs and give them a couple of minutes to answer the three questions.
- Check answers with the class and then ask students to use their smartphones to research other interesting buildings or murals online.
- Tell students that the theme of Unit 3 is art in public places.

Suggested answers

- I like the mural because it is unusual.
- I think that the artist painted it to make the building more interesting and dynamic.
- I wouldn't like to live there because there are very few windows, so it's probably dark inside.

CEFR

SKILL AREA	GOAL	EXERCISE
Listening	OVERALL LISTENING COMPREHENSION	3 p31
	UNDERSTANDING INTERACTION	1–5 p38
	LISTENING TO MEDIA AND RECORDINGS	1–5 p34 1–6 p36
Reading	READING FOR INFORMATION & ARGUMENT	1–3 p32 1–3 p37 1–2 p39
Speaking	INFORMAL DISCUSSION (WITH FRIENDS)	5 p32
	INFORMATION EXCHANGE	4 p31 5 p33 2 p34 6 p35 7 p36 5 p37 7 p38
	SUSTAINED MONOLOGUE: Describing Experience	6 p34
Writing	CREATIVE WRITING	6 p37 1–7 p39
	COHERENCE	2–4 p39
Communicative language competence	VOCABULARY RANGE	1–3 p31 4 p32 1 p34 4 p37 4 p38
	GRAMMATICAL ACCURACY	1–4 p33 1–5 p35
	PHONOLOGICAL CONTROL	1 p31 1 p34 6 p38
	SOCIOLINGUISTIC APPROPRIATENESS	4 p38


Vocabulary Art around us

Objectives

- learn vocabulary for different types of art and artists.
- talk about art and street performers.

Warm-up

- Books closed. Elicit words related to art, e.g. *artist, painting, picture, museum*.

- 1  1.29 Ask students to open their books at page 31.
- Put students into pairs to match the words with the photos.
 - If you have the Presentation Plus software, put the photos on the board and ask students to come up to the board in turn to match the words with the photos.
 - Play the recording for students to listen, check their answers and repeat the words.
 - Pay particular attention to students' pronunciation of *mural* /'mjʊər(ə)l/, *statue* /'statju:/, *sculpture* /'skʌlptʃə/, *busker* /'bʌskər/ and *juggler* /'dʒʌɡləɹ/.

Answers

b sculpture **c** exhibition **d** graffiti **e** portrait painter
f living statue **g** concert hall **h** juggler **i** mural
j painting
The word describing where we see paintings is "gallery".

- 2
- Ask students to copy the chart into their notebooks.
 - Put students into pairs to complete the chart using the words and phrases from Exercise 1.

Fast finishers


Students can turn to the **Vocabulary Bank** on page 109 and do the exercise for *Art around us*.

Answers

works of art	places to see art or music	a performer or an artist
sculpture, mural, painting, graffiti	concert hall, exhibition, gallery	living statue, juggler, portrait painter

Optional activity

- Put students into pairs to tell one another which of the artists in Exercise 1 they would rather be and why.
- Ask some students to report back to the class on what their partner said.

- 3  1.30 Tell students they are going to listen to two groups on a day trip to London.
- Play the recording.
 - Students listen and say what each group saw.

Audioscript

Teacher: Hello everyone. How did you like your first day in London? We had two groups. Alison, you were in group 1. What did you all do?

Alison: Well, we decided to go to the Tate Britain because we all wanted to see an art gallery in London. We saw a fantastic exhibition there of British art. Each room had paintings from different decades – so there was a room with paintings from the 1840s for example. David and George really liked some of the sculptures around the building and there's an enormous mural on the walls as you go up the stairs.

Teacher: So would you recommend it to group 2?

Alison: Oh, yes, absolutely. It was great.

Teacher: OK, thanks Alison. Group 2, what did you do? Phillip?

Phillip: Well, it was a nice day so we walked around a bit. We went to Covent Garden. There were some fantastic street artists around the area. We saw some talented buskers – there were musicians from all around the world. There was also a juggler who was juggling ten different balls at the same time! Helen asked one of the portrait painters to paint her portrait – we all agree it looks amazing. One thing we didn't like was the living statues. A lot of them were really frightening! And there was a lot of graffiti and it wasn't very good graffiti either. But we had a great time.

Answers

Group 1: exhibition, paintings, sculptures, mural
Group 2: buskers, juggler, portrait painter, living statues, graffiti

- 4
- Read out the information in the **Get it right!** box. Explain that other common verbs do not use *to* after *there*, e.g. *play, sit, walk: Where shall we play? Let's play there. / Please sit there. / I want to walk there.*
 - Read out the questions and example answer.
 - Put students into pairs to take it in turns to ask and answer the questions.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 109 and complete the exercises for *Art around us*.

Optional activity

- Students can use their smartphones to look at art on the websites of the following museums:
The Museum of Modern Art in New York (<http://www.moma.org/>)
The Museo Nacional del Prado in Madrid (<https://www.museodelprado.es/en>)
The Rijksmuseum in Amsterdam (<https://www.rijksmuseum.nl/en/explore-the-collection>)
- Students show each other the works of art that they find and say what they think of them.



Set Exercises 1, 2, 3, 4 and 5 on page 27 of the **Workbook** for homework.

Reading An online debate

Objectives


- read an online debate about art and artists.
- learn some collocations.
- have a debate about art and artists.

Warm-up

- Books closed. Find out if any students in the class draw, paint or sculpt.
- Ask any students that do produce art of their own to tell the class a little bit about it.

Background

The painting on the page is by the Spanish artist Pablo Picasso (1881–1973). It is called *Woman in Hat and Fur Collar* and is a portrait of Marie-Thérèse Walter, with whom the artist had a daughter.

- 1 • Ask students to open their books at page 32.
 - Put students into pairs to discuss the questions. Encourage students to give reasons for their opinions.
 - Ask a few students to tell the class about their partner's views.
- 2  **1.31** Tell students they are going to read an online debate between Josh and Kirsten about what art is.
 - Give students time to read the debate and then elicit answers to the question from the class.
 - Refer students to the information in the **FACT!** box about the British graffiti artist Banksy. Tell students that Banksy chooses to remain anonymous and that he has sold his work for large sums of money. You could then find some examples of Banksy's graffiti on the Internet, put it on the interactive whiteboard, and ask students to comment on it.

Suggested answers

Josh thinks that art is anything that is creative.
Kirsten thinks that art is very hard and not many people can do it well.

- 3 • Ask students to read the sentences and then read the debate again.
 - Put students into pairs to decide whether the sentences are true or false and to correct the false sentences.
 - Check answers.

Suggested answers

- 2 F (To Josh, photographs that people post are examples of art.)
- 3 T 4 T
- 5 F (Kirsten believes that you have to study and develop your talent to make art.)
- 6 F (Kirsten thinks that good art is very hard.)

Language note

Graffiti is uncountable noun in English, which means that it takes a singular rather than a plural verb, e.g. We say *there is graffiti on the wall* rather than ~~there are graffiti on the wall~~.

Explore collocations

- 4 • Read out the example collocation and then complete the remaining collocations with the whole class.
 - Put students into pairs to complete the sentences with the collocations. Pair **stronger students** with **weaker students** for this task.
 - Check answers with the class.
 - To **extend** the work on the vocabulary, ask students to turn to the **Vocabulary Bank** on page 109 and do the exercises for *Explore collocations*.

Answers

post online, passionate about, take photos, work hard, make money
2 work hard 3 post ... online 4 take photos
5 make money 6 passionate about

Optional activity

- Put students into pairs and ask them to write their own sentences using the collocations.
- Monitor while students do this and help as necessary.
- Ask one student from each pair to read two or three of their sentences out to the class.

Your turn

- 5 • Read through the information and the example sentences and make sure that students understand what they have to do.
 - Put students into small groups. Make sure that each group contains students who are A and B. If all students in a group support Group A, no debate will be possible!
 - Ask one member of each group to report back to the class on the debate that their group had.

Optional activity

- Ask students to work alone to design their own digital graffiti using the following tool:
<http://www.graffiticreator.net/>.
- Students can then show their designs to a partner.



Set Exercises 1, 2, 3, 4 and 5 on page 31 and Exercise 5 on page 28 of the **Workbook** for homework.

You could also ask students to read this article about the history of graffiti and do the accompanying exercises:
<http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice/history-graffiti>

Language focus 1 Present perfect for indefinite past time

UNIT
3

Objectives

- learn the use of the present perfect for indefinite past time.
- learn the difference between *been* and *gone*.
- ask and answer questions using the present perfect.

Warm-up

- Books closed. On the board write: *Clara has been to lots of museums.*
- Ask: *When did Clara go to them?* Elicit that she went in the past. Ask: *Do we know exactly when Clara went to the museums?* Elicit the answer (no).
- Elicit that the sentence on the board is in the present perfect.

- 1
 - Ask students to open their books at page 33.
 - Tell them that the sentences are all from the text on page 32.
 - Read out the example and then put students into pairs to complete the remaining sentences.
 - Check answers and then go through the information in the **Get it right!** box. Elicit further example sentences with *been* and *gone* to test students' understanding of the difference between the two verbs.
 - For further information and additional exercises, students can turn to page 101 of the **Grammar reference** section.

Answers

- 2 What about the poster presentation you **have done**?
 - 3 **Have** you **made** a work of art?
 - 4 I **have** always **loved** visiting art museums.
 - 5 She **hasn't made** much money.
 - 6 You **haven't made** a work of art if you haven't studied.
- We use the present perfect to talk about events in the past when the time **is not** important.

Language note

The present perfect does not usually use definite time phrases. E.g. We do not say *I have been there four weeks ago* or *I have lived there when I was young*. However, definite time phrases are occasionally used with the present perfect in print and broadcast journalism, e.g. *A million pounds has been found in a box last night*.

Game

- Play *Pelmanism* to practise irregular verbs in the present perfect.
- See **Games Bank** on page 28.


- 2
 - Read out the example.
 - Tell students to work alone to complete the sentences by putting the verbs in the box into the present perfect.

Fast finishers

Students can write sentences of their own in the present perfect using the verbs in the box in Exercise 2.

Answers

- 2 have been 3 have taken 4 have ... spoken
- 5 have ... met 6 has gone 7 haven't visited
- 8 have played

- 3
 -  1.32 Ask: *What do you know about Berlin and the Berlin Wall?* Elicit students' ideas and write them on the board.
 - Ask students to work in pairs to complete the text with the correct present perfect form of the verbs in brackets.
 - Play the recording for students to listen and check.

Answers

- 2 have looked 3 have made 4 have done
- 5 have recreated 6 has been 7 haven't finished

Your turn

- 4
 - Read out the example question.
 - Ask students to work alone to write questions using the prompts.
 - Monitor while students do this task.

Answers

Have you ever painted a portrait? Have you ever taken a photo of someone famous? Have you ever seen good graffiti? Have you ever been to a concert hall? Have you ever posted a photo online? Have you ever been to an exhibition?


- 5
 - Read out the example question and answer.
 - Put students into pairs to ask and answer the questions from Exercise 4.
 - Ask a few students to tell the class something about their partner.

Optional activity

- Ask students to write sentences about their experiences, e.g. *I've climbed Mount Everest*. Some of the sentences should be false.
- Students show their sentences to a partner who has to decide which are true and which false.


You can show this video as either a lead-in or a follow-up to the Language Focus 1 lesson.



-  Ask: *Does art have a purpose?*
- Elicit students' ideas and then read out the information about the video.
- Play the video.
- Students watch it and answer the three questions.
- Check answers and then ask students: *What do you think of the Aboriginal art shown in the video?*
- See page 125 for further activities you can do with this video.

Answers

- They use it to tell stories about the land.
- They show where food and water are.
- Everything in Aboriginal art tells a story.

 Set Exercises 1, 2, 3 and 4 on page 28 of the **Workbook** for homework.

Vocabulary and Listening

Objectives

- learn vocabulary for instruments.
- listen to an interview with a musician.
- do a music survey.

Instruments

Warm-up

- Books closed. Draw a musical note on the board 🎵
- Elicit types of music (e.g. *pop*, *hip hop*, *classical*).

- 1 🎧 1.33 Ask students to open their books at page 34.
- Ask students to work in pairs to match the instruments listed with the pictures.
 - Play the recording for students to listen, check their answers and repeat the words.

Answers

1 clarinet 2 saxophone 3 guitar 4 banjo
5 flute 6 violin 7 tambourine 8 piano 9 drums
10 trumpet 11 keyboards 12 mouth organ
13 recorder 14 cello

Game

- Play *Pictionary* using the vocabulary for instruments.
- See **Games Bank** on page 28.

- 2
- Put students into groups to ask and answer the questions.
 - Ask one member of each group to share their answers with the class.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 109 and do the exercises for *Instruments*.

An interview

- 3
- Ask students to look at the picture of the musician.
 - Put students into pairs to answer the questions.
- 4 🎧 1.34 Tell students they are going to listen to an interview with the musician in the photo.
- Remind students that a good way to prepare for listening exercises is to think of some key words they might expect to hear.
 - Play the recording for students to check their answers to Exercise 3.

Audioscript

Marcia: I'm Marcia from the Music Madness radio show and I've come to the Auckland Buskers Festival in New Zealand. Today I'm talking to Leo Shaw. He's a well-known busker here in Auckland and he's famous because he plays so many instruments but he's never played here at the festival. Thanks for talking to us today, Leo.

Leo: Pleasure!

Marcia: Is that right, Leo? Have you ever played at this festival?

Leo: No, I haven't. I've never played here before, but it's fantastic.

Marcia: So ... you look like a walking orchestra. How many instruments have you got?

Leo: A lot. I get bored if I play the same instrument every day!

Marcia: Which instruments are you playing today?

Leo: The guitar ... then I have a drum ... and this tambourine ... and then there's this. It's a banjo, it's new. I've never had a banjo before but I love the sound of it and I have a mouth organ too.

Marcia: So, that's five ... Wow! How many hours have you played today?

Leo: About seven! I've been here for a long time today because there are lots of people around. But some days, I only play for two or three hours.

Marcia: Have you ever played in a group?

Leo: Yes, I'm a trained musician. I do this to get some extra money and because I like playing in the street and meeting people.

Marcia: Have you ever played in a concert hall or a club?

Leo: I've played in clubs, for private parties and in concert halls but, like you said, I've never played a festival like this before.

Marcia: Oh, I see ... So, what kind of music have you played in your career?

Leo: Jazz and blues mainly. I really like playing the jazz saxophone, it's very relaxing and it's the most popular. I've just started to play the banjo, so I'm playing some folk and country music now. I also like to play rock music with my guitar and sometimes the drums.

Marcia: Is there an instrument that you haven't played, Leo?

Leo: Well, I've never played the cello or the violin ... but I could learn!!

Answers

guitar, drum, tambourine, banjo, mouth organ;
in the street, in clubs and concert halls

- 5 🎧 1.34 Give students time to read the questions.

- Play the recording again for students to listen and answer the questions.

Answers

- 1 She's at the Auckland Buskers Festival.
- 2 Because he plays so many instruments.
- 3 Leo's banjo is new.
- 4 About seven hours.
- 5 Jazz and blues, folk and country as well as rock music.
- 6 He's never played the cello or the violin.

Your turn

- 6
- Split students into groups A and B for each to do the music survey for their group.
 - Ask one student to report their group's information to the class.
 - You could then swap the groups around so that students get a chance to ask and answer all the questions in the music survey.



Set Exercises 1, 2, 3 and 4 on page 29 of the **Workbook** for homework.

Language focus 2 Present perfect with *ever/never*

UNIT
3

Objectives

- learn the present perfect with *ever/never*.
- ask and answer questions in the present perfect about experiences.

Warm-up

- Books closed. Write the following on the board:
*Have you **ever** played a musical instrument?*
*I've **never** played a musical instrument.*
- Elicit that *ever* and *never* refer to an unidentified time before now: *never* means *not at any time* or *not one time* and is used in negative sentences; *ever* means *at any time* and is used in questions.

- 1
- Ask students to open their books at page 35.
 - Tell students that the examples are from the listening on page 34.
 - Put students into pairs to complete the sentences with *ever* or *never*.
 - Check answers.
 - For further information and additional exercises, students can turn to page 101 of the **Grammar reference** section.

Answers

- 2 Have you **ever** played at this festival?
3 I've **never** played here before.
4 Have you **ever** played in a group?
5 I've **never** played the cello or the violin.

- 2
- Refer students to the completed questions in Exercise 1.
 - Ask students to translate *ever* into their language and say where that word goes in the question.

Answer

before the main verb




- 3
- Ask students to work alone to rewrite the questions using *ever*.
 - Help **weaker students** with 3 and 4 as they are not as straightforward as 1 and 2.
 - Check answers.

Answers

- 1 Have you ever met a famous musician?
2 Have you ever visited England?
3 Has your town ever had a music festival?
4 Have your parents ever owned a pet?

Say it right!

Strong and weak forms of *have*

- 1  1.35 Ask students to turn to page 96.
- Play the recording. Students listen and repeat the sentences.
- 2  1.36 Focus on the conversation.
- Put students into pairs and ask them to identify whether the forms of *have* are strong or weak.
 - Play the recording.
- 3  1.36 Play the recording for students to check their answers to Exercise 2 and repeat what they hear.

- 4
- Put students into pairs to act out the conversation in Exercise 2.
 - Monitor while students do this and check they are pronouncing the strong and weak forms of *have* correctly.


- 4
- To help weaker students, complete the first one as an example.
 - Put students into pairs to do the exercise.
 - Check answers. Students can then ask and answer the three questions in the pairs.

Answers

- 1 I've never painted graffiti on a wall.
2 He's never played the drums.
3 She's never won a race.
4 Have you ever climbed to the top of a mountain?
5 Have you ever been to a concert?
6 Have you ever painted a house?

Optional activity

- Students can write four present perfect questions using *ever* (e.g. *Have you ever been to Kenya?*) to ask their partner.
- Encourage students to ask further questions to develop conversations.

- 5  1.37 Check students understand *choir* /kwaɪə/ (a group of people who sing together).
- Put students into pairs to write the questions using the verbs in brackets.
 - Pair **stronger students** with **weaker students** for this task.
 - Play the recording for students to check their answers.

Answers

- 1 Have you ever been to a concert or a festival?
2 Have you ever downloaded music from the Internet?
3 Have you ever been in a band?
4 Have you ever sung in a choir?
5 Have you ever uploaded a piece of music to the Internet?
6 Have you ever met a famous musician or singer?
7 Have you ever travelled a long way to see a group or singer?
8 Have you ever listened to music while doing sport at the same time?
9 Have you ever posted a music video online?
10 Have you ever followed a band on Twitter?

Your turn

- 6
- Put students into pairs to ask and answer the quiz questions.
 - Remind students that the past simple is needed to talk about definite time, e.g. *Have you ever been to a music festival? Yes, I have. I went to Glastonbury last year.*



Set Exercises 1, 2, 3 and 4 on page 30 of the **Workbook** for homework.



Discover Culture

A world of music

Objectives

- watch a video about musical instruments in Mexico, India and Australia.
- talk about the musical instruments in the video and traditional instruments in my country.

Preparation

- Bring names of countries (of your choosing) written on pieces of folded-up paper and a bag to put the paper in. See the **Extra** activity.

Background

Mariachi is a type of Mexican folk music performed by a small group of musicians dressed in sombreros, scarves and patterned suits.


The **didgeridoo** is an Australian Aboriginal wind instrument. It takes the form a long wooden tube.

The **sitar** is a lute from India. It has a long neck, a pear-shaped body and movable frets.

Warm-up

- Books closed. Ask: *What musical instruments are commonly played in your country?*
- Put students into small groups to answer the questions.
- Ask one student from each group to report their group's answers to the class.

- 1
- Ask students to open their books at page 36, look at the images and complete the table with the information.
 - If you have the Presentation Plus software, put this exercise up on the interactive whiteboard and complete the exercise with the class. If you choose to do the exercise in this way, do not confirm or reject students' ideas as they will check them in Exercise 2 by watching the video.

- 2
-  **3.2** Play the video for students to check their answers to Exercise 1.
- Check students can pronounce *sitar* /'sɪtɑː/, *didgeridoo* /ˌdɪdʒ(ə)rɪ'duː/, *trumpet* /'trʌmpɪt/.

Videoscript

This is Mexico; new and old. And the lively sound of mariachi music is the music of both. Mariachi bands have been around for hundreds of years. The Spanish brought instruments like guitars to Mexico in the 1500s.

Today most mariachi bands include several different instruments. The trumpet was a later addition to give the music a brighter sound. Mariachi music is an important part of Mexican culture. Mariachi music is full of emotion and musicians sing about happy and sad experiences.

In India, the sitar and the tabla are common in traditional music. The tabla is a drum and the sitar is a complicated stringed instrument, which has been around for hundreds of years.

In Britain, people have been interested in Indian music since the 1960s, when The Beatles and other groups started to use it in their music. Since then, sitar music has spread across the world. As well as strange animals, like the kangaroo and the koala, the continent of Australia is home to a very unusual instrument ... the didgeridoo. The didgeridoo is one of the oldest wind instruments in the world. Australian Aborigines have played

didgeridoos for at least two thousand years. Over time, more Australians began playing the didgeridoo. And in the last few decades, it has spread across the world.

Today, because of travel and technology, we can share and listen to different styles of music from all over the world.

Answers


	Country	Name of instrument	Type of instrument
Photo A	Mexico	trumpet	wind
Photo B	India	sitar	string
Photo C	Australia	didgeridoo	wind

- 3
- Check students' understanding of the words in the box.
 - Put students into pairs to match the sentences with the words.
 - Check answers.

Answers

1 Mariachi 2 sitar 3 sitar 4 Mariachi 5 didgeridoo
6 didgeridoo

- 4
- Put students into small groups to decide if sentences 1–4 are true or false and correct the false sentences.

- 5
-  **3.2** Play the video again for students to check their answers to Exercise 4.

Answers

1 T
2 F (There are guitars, violins and trumpets in a Mariachi group.)
3 T 4 T

- 6
- Ask students to read the three messages and decide which one best reflects the content of the video.
 - Students can compare answers in pairs.
 - Check answers.

Answer

1

Your turn

- 7
- Read out the three questions.
 - Put students into pairs to ask and answer the questions.



Students choose a piece of paper from the bag. Their homework is to find out about music in the country named on the paper (they find out what type of music is popular, what musical instruments are traditionally played, the names of notable musicians). Students can share what they find out with a partner at the beginning of the next lesson.

Reading A web page

Objectives

- read an article about the Burning Man Festival in the USA.
- talk about festivals.
- write about the last festival I went to.


Background

Nevada is a state in the south-west United States. It takes its name from the Sierra Nevada mountain range.

Warm-up

- Books closed. Ask: *What is a festival?* Elicit the answer and write it on the board (a festival is a period of celebration with special events). Elicit famous examples, e.g. Mardi Gras in New Orleans, Carnival in Rio, Las Fallas in Valencia.
- Put students into pairs to tell each about the festivals they have been to.
- Ask some students to tell the class about the festivals their partner has been to.

- 1 • Ask students to open their books at page 37.
- Put students into pairs to look at the photos and answer the question. You could introduce some vocabulary here to help students describe the photos, e.g. *statue, balloons, desert*.

- 2  **1.38** Ask students to read the text to check their answers to Exercise 1.

Answers

People build a wooden statue of a person and they burn it.

- 3 • Before students do the exercise, check their understanding of the following vocabulary:
goggles (noun): glasses which fit closely to the face and which protect the eyes from dust, water, etc.
dust (noun): a fine, dry powder made up of particles of earth or other matter
chain (noun): a series of objects, such as metal rings, linked together.
- Ask students to read the FAQs about The Burning Man Festival, then work in pairs to match the questions to the paragraphs in the text.
- Encourage students to make links between the questions and the text, e.g. Question F asks *Why is it called The Burning Man Festival?* Students should therefore look for a paragraph which gives a reason.
- Check answers with the class and then read out the information in the **FACT!** box.

Answers

2 B 3 F 4 A 5 C 6 E

Explore phrasal verbs with up

- 4 • Tell students that *get up* is an example of a phrasal verb, i.e. a phrase made up of a verb and a preposition or adverb. Explain that phrasal verbs have very specific meanings and are very common in informal written and spoken English. Elicit further examples of phrasal verbs and put them on the board, e.g. *wake up, turn off, look for*.

- Put students into pairs to complete the sentences with the verbs in the box in the correct form. Tell students to use the context of the highlighted phrasal verbs in the text to help them decide which phrasal verbs are required to complete the sentences. Check answers.
- To **extend** work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 109 and do the exercises for *Explore phrasal verbs with up*.

Answers

2 dressed 3 light 4 show 5 set 6 picked

Optional activity

- Put students into pairs.
- Ask students to describe an action. Their partner says what phrasal verb could be used in the description, e.g. Student A: *I bought some milk from the shop.*
Student B: *You picked up some milk!*

Your turn

- 5 • Put students into pairs to ask and answer the questions.
- Ask some students to report back to the class on what their partner said.
- 6 • Read out the example sentence.
- Give students a few minutes to write a brief description of the last festival they went to. Students should write around 100 words.
- Monitor while students write their descriptions. Help with vocabulary as necessary.
- Collect and check students' work.

Optional activity

- Put students into small groups to design their own festival.
- Students give their festival a name, explain what the festival celebrates, come up with a programme of events and design a poster advertising their festival.
- Students present their poster to the class.
- Display the posters on the wall and ask the class to vote for its favourite.



Set Exercise 5 on page 30 of the **Workbook** for homework.

Ask students to write a profile of an interesting or unusual festival such as The Burning Man Festival. Students can include the following information in their profiles: the name of the festival, where it takes place, what it celebrates, what you can do there, how many people usually attend. Students can read out their profile to a partner in the next class.

Speaking Invitations and arrangements



Objectives

- watch teenagers talking about going to concerts.
- listen to a conversation about invitations and arrangements.
- practise inviting people to do things and making arrangements.

Warm-up

- Books closed. Write the following question on the board:
Where is the best place to enjoy live music?
- Put students into pairs to answer the question.
- Ask some students to report back to the class on their partner's opinion.

Real talk: Have you ever been to a concert?



- 1  **3.3** Ask students to open their books at page 38.
- Tell students they are going to watch some teenagers answering the following question: *Have you ever been to a concert?*
 - Give students some time to look at the questions and then play the video.
 - Students work alone to answer the questions. They can compare answers in pairs before you check answers with the class.
- 

Videoscript

- Narrator:** Have you ever been to a concert?
Ben: Yes, I have. I've been to a lot. Live music is the best! It's really exciting. I love being part of a crowd.
Chris: No, I haven't – I don't like to listen to music with a lot of people around. I like to listen to music alone.
Allie: Of course! I love going to concerts. And I've played in some too!
Phillip: I've been to about seven or eight concerts. I love them! I went to my first one when I was only five years old with my dad.
Jessica: Yes, I have. I saw 'One Direction' for my birthday last year, and they were amazing!
Brooke: No, I don't like going to concerts – I prefer going to the cinema. Cinema tickets are cheaper than concert tickets, so I can go to the cinema more often.
Narrator: Have you ever been to a concert?

Answers

a 3 b 2 c 1

- 2  Put students into pairs to ask and answer the question. Encourage them to ask additional questions, e.g. *What did you think of the concert?*
- Ask some students to report back to the class on what their partner said.
- 3  **1.39** Tell students they are going to listen to Fran and Nicky making an arrangement.
- Play the recording.
 - Students listen and answer the question.
 - Check answers.


Answer

to go to a concert

- 4
 - Students can work alone to complete the conversation using the phrases in the *Useful language* box.
 - Ask **stronger students** to try to complete the gaps in the conversation without looking at the phrases in box.


Language note

The verb *fancy* is regularly used in informal language to ask someone if they would like to do something. It is used with the gerund rather than the infinitive. E.g. We say *Do you fancy going to the cinema?* not *Do you fancy to go to the cinema?*

- 5  **1.39** Play the recording again for students to check their answers to Exercise 4.

Answers


2 why not 3 Sounds 4 shall we 5 Let's go
6 How about 7 Shall I 8 great idea

- 6  Put students into pairs to act out the conversation in Exercise 4.
- Students can act out the conversation twice, taking a different part each time.

Language note

Point out that when responding positively to an invitation it is important to express some enthusiasm. This is usually done in English by raising the pitch of the voice. A flatter tone is to be avoided as it can make the speaker sound bored, unenthusiastic or sarcastic.

Optional activity

- Ask students to search the Internet using their smartphones to find some forthcoming concerts that they would like to go to.
 - Students can find out if any of the concerts would be of interest to their partner.
- 7  Go through the information about the concerts.
- Put students into pairs.
 - Point out that speaking is a form of performance and that when speaking in another language it can help to think of yourself as an actor delivering lines. Speaking a foreign language is more artificial than speaking your own, so encourage students to turn that fact to their advantage.
 - Students practise a conversation by changing the words in bold in Exercise 4 and using the information from Exercise 7 and whatever they found out when doing the digital activity.



For homework, ask students to find out the most exciting places in their town or city to enjoy live music. At the beginning of the next lesson, students can share what they found out with a partner.

Writing An internet post

UNIT
3

Objectives

- read a blog about a concert.
- learn about avoiding repetition in writing.
- write a blog post about a concert I have been to.

Warm-up

- Books closed. Find out if any students in the class have a blog and what they like to blog about.
- If no one in the class has a blog, you could ask students if they ever read blogs, what their favourite blog is, and what they think are the best and worst things about blogs.

Background

In the late twentieth century the music scene in **Manchester** became very well known in the UK, with bands such as The Smiths, The Stone Roses and Oasis achieving commercial success, critical acclaim and a loyal following.

- 1 • Ask students to open their books at page 39.
 - If you have the Presentation Plus software, put the photos on the board and ask students to describe them.
 - Ask students to read Alba's blog about a concert she went to in order to find out whether she enjoyed it.
 - Check the answer with the class. You could then tell students that the word *gig* is a very common informal alternative for *concert*.

Answer

yes

- 2 • Ask students to read Alba's blog again.
 - Put students into pairs to answer the questions. Encourage students to underline in the blog post any information relating to the questions.
 - Check answers.

Answers

1 yes 2 yes 3 no 4 yes 5 no 6 yes 7 yes
8 no

- 3 • Go through the information in the *Useful language* box and ask students what they remember about Avoiding Repetition (1), which featured in Unit 2.
 - Remind students that avoiding repeating words in a text is done to make that text more interesting.
 - Read out the question and elicit the answer from the class.

Answer

nouns

- 4 • Read out the example sentence.
 - Students work alone to complete the sentences.
 - Students can compare answers in pairs before you check answers with the class.

Answers

2 one 3 one 4 one 5 ones 6 one, ones

Optional activity

- Put students into small groups and ask them to talk about live music.
- Encourage students to consider the following: what makes a good concert (e.g. atmosphere, the people you are with, the quality of the performance, the quality of the venue), the best and worst experiences they have had of live music and the differences between live and recorded music.
- Ask one member of each group to tell the class something about the discussion their group had.



Get Writing

PLAN

- 5 • Students should do their planning in class. The writing can either be done in class or at home.
 - Tell students they are going to write a blog post about a concert they have been to.
 - Refer students back to the questions in Exercise 2 and ask them to decide how they are going to order information in their blog posts.

WRITE

- 6 • Tell students to use Alba's blog post as a model to follow and encourage them to add extra information to their own blog posts, e.g. what your friends thought of the concert. Students should write about 120 words.
 - Give students ten minutes to complete the writing task.
 - Monitor while students are writing. Help with grammar and vocabulary as necessary.

CHECK

- 7 • Give students a few minutes to look through their blog posts and check them against the points here.
 - Collect students' blog posts and mark them.

Optional activity

- Create a class music blog using <https://wordpress.com/>.
- Students could post their blogs on the blog you create and then return to the blog whenever they wish, adding further posts in English about the music they are listening to and any concerts they attend.



Set Exercises 1, 2, 3, 4 and 5 on page 32 and Exercises 6, 7, 8, 9, 10, 11 and 12 on page 33 of the **Workbook** for homework. If students know any musicians, or are themselves musicians, they could make a video of themselves or those musicians playing. They could then bring this video to the next lesson for the rest of the class to watch. Alternatively, they could post the video to YouTube which students could then access and watch.



Adventure

Unit aims

I can ...

- talk about activities.
- understand an online information advertisement about a charity adventure holiday.
- understand a radio interview with teenagers on a school trip.
- understand about culture and customs in New Zealand.
- ask for and understand information about an adventure activity.
- write a travel blog.

Unit contents

Vocabulary	Expressions with <i>go</i> Words from the text Phrasal verbs Interesting adjectives
Reading	An online advertisement 🔍 The age of discovery A poster presentation
Language focus	Present perfect with <i>still</i> , <i>yet</i> , <i>already</i> and <i>just</i> Present perfect with <i>for</i> and <i>since</i> Present perfect and past simple
Listening	An interview
Discover Culture	🔍 The strange and beautiful land of Australia
Speaking	Signing up for an activity 🔍 Real talk: What's the most exciting thing you've ever done?
Pronunciation	Consonant to vowel linking
Writing	A travel blog Expressing how you feel, good or bad
Get it right!	👁 Separating phrasal verbs
CLIL	Geography: Time zones 🔍 Where in the world?

Be curious

- Books closed. Write *adventurous* on the board. Check students' understanding of the adjective (which describes someone who is willing to do new, difficult and dangerous activities). Ask: *What is the most adventurous thing you have ever done?*
- Put students into pairs to ask and answer the question.
- Ask some students to report back to the class on what their partner said.
- Ask students to open their books at page 40.
- Put students into pairs and give them a couple of minutes to answer the three questions.
- Check answers with the class.
- Tell students that the theme of Unit 4 is adventure.

Suggested answers

- The men are standing outside a tent somewhere in the mountains. They look as if they are planning a trek to the mountains.
- It's an adventure holiday or a climbing holiday.
- They will probably go mountain climbing or go hiking in the mountains.

CEFR

SKILL AREA	GOAL	EXERCISE
Listening	OVERALL LISTENING COMPREHENSION	1–5 p48
	UNDERSTANDING INTERACTION	2–3 p41 1–3 p44
	LISTENING TO MEDIA AND RECORDINGS	1–7 p46
Reading	READING FOR INFORMATION & ARGUMENT	1–4 p42 1–5 p47 1–3 p49
Speaking	INFORMATION EXCHANGE	5 p41 5 p42 6 p43 6–7 p44 5 p45 8 p46 6–7 p47 7 p48
Writing	CREATIVE WRITING	6 p42 1–7 p49
Communicative language competence	VOCABULARY RANGE	1–4 p41 4 p42 4–7 p44 5 p46 4 p47 4 p48 2 p49
	GRAMMATICAL ACCURACY	1–6 p43 1–5 p45
	PHONOLOGICAL CONTROL	1 p41 6 p48
Communication strategies	IDENTIFYING CUES AND INFERRING	4 p42

Objectives


- learn expressions with *go*.
- listen to a conversation about summer trips.
- talk about a trip to a summer camp.

Preparation

- Bring a tennis ball.

Warm-up

- Elicit the meaning of *trip* (a journey in which you visit a place for a particular purpose and then come back).
- Elicit types of trip, e.g. *school trip*, *business trip*, *skiing trip*.
- If students don't come up with it, introduce the phrase *day trip*, which refers to going to a place and back in a day, e.g. *We went on a day trip to Cracow*.


- 1  1.40 Ask students to open their books at page 41.
- Focus on the photos and the words and phrases in the box.
 - Put students into pairs to do the matching exercise.
 - Tell students that one of the pictures shows some people pulling on a rope. Explain that the contest in which two teams pull different ends of a rope until one wins by pulling the other over a central line is called *tug of war* (the verb *tug* means *pull hard*).
 - Play the recording for students to listen, check their answers and repeat the words and phrases.

Answers

b a guided tour **c** a safari **d** trekking **e** sailing
f summer camp **g** climbing **h** skiing **i** a theme park

Game

- Play *The Ball Game* using the expressions with *go*.
- See **Games Bank** on page 28.

- 2  1.41 Tell students they are going to listen to a conversation between Chloe and Ben.
- Play the recording.
 - Students listen and answer the question.

Audioscript

Chloe: Where did you go on holiday last summer?

Ben: I went to a summer camp. It was great. It was in Scotland so it rained a lot but there were lots of activities. We went climbing one day. It was really difficult. And we went trekking in the hills another day.

Chloe: Did you go skiing there?

Ben: No, there's no snow in Scotland in the summer. But we went sailing on the last day – the water was freezing! What about you? Where did you go?

Chloe: I went on a school exchange to Oxford. It's an amazing place. We went on a guided tour all around the city and one day we went to a theme park called Legoland in Windsor. It was great.


Ben: I love theme parks too! So what about next summer?

Chloe: My dad said he wants to go on a safari.

Ben: Wow! That's a cool idea.

Answers

Ben: a summer camp in Scotland
Chloe: a school exchange in Oxford

- 3  1.41 Ask students to copy the chart into their notebooks.
- Play the recording again.
 - Students listen and complete the chart.
 - Check answers.
 - You could elicit further examples of the use of the verb *go* with sports, activities and places and put them on the board, e.g. *go running*, *go cycling*, *go on a trip*, *go on holiday*, *go to the beach*.

Answers

go: climbing, trekking, sailing, skiing

go on: a school exchange, a guided tour, a safari

go to: a theme park

Language note

Climbing, *school exchange*, *sailing* and *skiing* can be put into the phrase *go on a ... trip*, e.g. *We went on a great sailing trip. / Would you like to go on a skiing trip?* The other phrases (*go on a guided tour*, *go on a safari*, *go to summer camp*, *go trekking*) are used on their own without the word *trip*. We say *We went on a safari* not ~~*We went on a safari trip*~~.

- 4
- Read out the three questions.
 - Put students into pairs to answer them.
 - Check answers.

Answers

a) climbing, skiing, sailing, trekking

b) summer camp, a safari, a school exchange

c) a safari, sailing

Optional activity

- Put students into pairs.
- Ask them to say which of the trips in the box in Exercise 1 they would most like to go on and why, e.g. *I'd most like to go on a sailing trip because I love the sea. What about you?*

Your turn

- 5
- Ask students to imagine that they went on a summer camp last year.
 - Give students time to choose four activities that they did at the camp.
 - Put students into pairs to find out the activities by asking Yes/No questions.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 110 and complete the exercises for *Expressions with go*.



Set Exercises 1, 2, 3 and 4 on page 37 of the **Workbook** for homework.

Reading An online advertisement

Objectives

- read an advertisement about a sailing trip.
- learn words from the text.
- talk about when I did something for the first time.


Background

A **tall ship** is a sailing ship with high masts.

The **Tall Ships Youth Trust** was set up in 1956 and is based in the port city of **Portsmouth** on the south coast of England.

Warm-up

- Books closed. Draw a basic picture of a sailing ship on the board. Elicit the following vocabulary: *to sail, go sailing, sailing ship, sailor*.
- If any students have been sailing, they can tell the class a little about their experience.

- 1 • Ask students to open their books at page 42 and look at the photos.
 - Read out the two questions. Elicit answers from the class, but do not confirm or reject any ideas at this stage.
- 2  Ask students to read the text to check their answers to Exercise 1.

Answers

They do everything there: take the wheel, cook, clean and keep watch at night.
It's a charity adventure holiday.

- 3 • Ask students to read the text again.
 - Put students into pairs and ask them to find out what the numbers in the box refer to.
 - Check answers with the class and then read out the information in the **FACT!** box. Ask: *Would you like to go on a sailing trip with the Tall Ships Youth Trust?*

Answers

two or three hundred: The Stavros is an exact copy of the ships that pirates sailed two or three hundred years ago.

thousands: Every year thousands of young people get their first taste of the sea.

30: The mast is 30 metres tall.

70 and 200: The Stavros is a 200ft (70 metre) sailing ship.

70: Up to 70% of the young people are disabled or disadvantaged.

40: Sandra is on the ship with 40 other young sailors.

15: Emma is 15 years old.

Language note

A *nautical mile* is a unit of distance used in air and sea navigation. 1 nautical mile is the equivalent of 1,852 metres.

Explore words in context

- 4 • Ask students to find the first phrase in the reading text. Elicit the matching definition with the class.
 - Put students into pairs to match the remaining words and expressions with the correct definitions, using context to help them. Point out that working out the meaning of new words from their context, rather than simply finding out from a dictionary how the new word translates into your own language, is a very good way of taking a more active role in learning.
 - Pair **stronger students** with **weaker students** for this task.
 - Check answers with the class.

Answers

- 1 keep watch 2 a taste of 3 an exact copy
4 cool stuff 5 take it in turns 6 disabled 7 adjusted

Optional activity

- Put students into pairs.
- Ask students to write sentences using the words and phrases in Exercise 4.
- Encourage students to use the context in which the words and phrases are found in the article on tall ships to help them write their own sentences.
- Monitor while students do this task. Help as necessary.

Your turn

- 5 • Read out the three questions and the example sentence.
 - Put students into pairs to ask and answer the questions.
 - Ask a few students to report back to the class on what their partner said.
- 6 • Read out the example paragraph.
 - Give students five minutes to write their own paragraph about the first time they experienced something.
 - Monitor while students do this task. Help with vocabulary as necessary.
 - Students can read their paragraphs to a partner.

Optional activity

- Ask students to look at the website of the Tall Ships Youth Trust (<http://tallships.org/>).
- Students can find out something about the Trust and share what they find out with a partner.



Set Exercises 1, 2, 3, 4 and 5 on page 41 of the **Workbook** for homework.

Students could design a round-the-world route for the tall ship referred to in the article. While designing the route, students should consider which would be the most interesting places to stop at on the trip. At the beginning of the next lesson, students can compare their routes in pairs.

Language focus 1 Present perfect with *still*, *yet*, *already* and *just*

UNIT
4

Objectives

- learn the present perfect with *still*, *yet*, *already* and *just*.
- practise asking and answering questions using the present perfect and the four adverbs.

Warm-up

- Books closed. Write the following on the board: *still*, *yet*, *already* and *just*.
- Ask students if they can add the words to sentences in the present perfect.
- Guide students to correct sentences and show how the adverbs change the meaning of the sentence.

- Ask students to open their books at page 43.
 - Tell students that the example sentences are from the text on page 42.
 - Ask students to copy and complete the sentences.
 - Check answers.
 - Ask students to translate *still*, *yet*, *already* and *just* into their own languages.
 - For further information and additional exercises, students can turn to page 102 of the **Grammar reference** section.

Answers

+	They have already been at sea for three days. I have just climbed up and down the mast.
-	I still haven't adjusted to life at sea. We haven't seen any whales yet .
?	Have you seen any dolphins yet ? How long have you been at sea?

Language note

While *already* isn't used with the past simple in British English, it is a feature of American English.

- Read out the example sentence in the exercise.
 - Put students into pairs to complete the remaining sentences.
 - Support **weaker students** by encouraging them to identify the type of sentence they must complete – is it a question or a negative? Students should also use the position of the gap in the sentence to help them decide on the right word.
 - Check answers with the class.

Answers

2 still 3 yet 4 just 5 still 6 yet 7 just 8 already

- Ask two students to read out the example question and answer.
 - Ask students to work alone to complete the dialogues.
 - Check answers.
 - Students can practise reading the dialogues in pairs.

Answers

- Has your friend Sam picked up the tickets yet? No, but he's already bought them.
- Have you decided to take the phone or the tablet yet? Yes, I've just packed it.
- Has your friend Sam booked a taxi yet? No, but we haven't got the number yet.
- Have you written down the emergency number yet? Yes, I've just written it on the notepaper.

-  1.43 Read out the example.

- Ask students to work in pairs to complete the remaining gaps.
- Pair **stronger students** with **weaker students** for this task.
- Play the recording for students to check their answers.

Answers

- still haven't found
- Have ... spoken ... yet
- 's just phoned
- has already lost
- Have ... given ... yet
- 've already made
- 's just finished

Your turn

- Tell students they are going to write five questions of their own to ask their partner. As the aim of the guessing game in Exercise 6 will be to get the most number of yes answers, students should write questions to which they think their partner will respond affirmatively.
 - Ask students to work alone to write questions using the activities in the box and *yet*.

Fast finishers

Students can write further questions in the present perfect using verbs and phrases of their choosing.


- Put students into pairs to ask and answer the questions they wrote in Exercise 5.

Optional activity

- Put students into small groups to write questions in the present perfect with *yet* to ask you.
- Groups take it in turns to ask questions for you to answer.
- Give each group a point for a correct question and two points if the question is both correct and interesting.


You can show this video as either a lead-in or a follow-up to the Language Focus 1 lesson.



-  Ask: *How many explorers can you name?* Elicit students' answers and then read out the information about the video.
- Play the video.
- Students watch it and answer the three questions.
- Check answers and then ask students: *What is left to discover in the world?*
- See page 125 for further activities you can do with this video.

Answers

- Because his parents died when he was only 10.
- Because there were fantastic riches there: gold, silver, silk and spices.
- He wanted to find a faster way to the Spice Islands. No, because he was killed in a battle.

 Set exercises 1, 2, 3, 4 and 5 on page 38 of the **Workbook** for homework.

Listening and Vocabulary

Objectives


- listen to teenagers talking about a school trip.
- learn phrasal verbs.

An interview

Warm-up

- Books closed. Ask students to talk about their last school trip.

- 1 • Ask students to open their books at page 44.
• Ask students to brainstorm activities the teenagers in the photo might have done in Paris. Check their ideas.

- 2  **1.44** Tell students they are going to listen to three conversations.
• Students listen and choose the best summary.

Audioscript

Conversation 1

Woman: Hi, where are you from?

Boy: We're from Brighton in England.

Woman: Are you here on a school trip?

Boy: Yes, we are.

Woman: When did you get here?

Boy: On Tuesday, we set off at 5 a.m! We've been here for two full days. This is our third day.

Woman: Have you been up the tower yet?

Boy: Yes, we went up about an hour ago.

Woman: Did you take the lift?

Boy: On the way up, yes, but we walked down.

Woman: What do you think of Paris?

Boy: It's awesome! I really, really want to come back!!

Conversation 2

Woman: Hi, are you from the same class?

Girl: Yes, we all study French together.

Woman: How's the trip going?

Girl: Good. We've only been here since Tuesday but we've been really busy! We've been to lots of museums ...

Woman: Did you like that?

Girl: Well, it was OK, but museums are a bit boring! Yesterday afternoon we went to a street market – that was cool – I bought this jacket ...

Woman: Very nice! And how's your French?

Girl: We've all studied French since we were ten, so it's quite good and we've picked up lots of new expressions.

Woman: How many days have you got left?

Girl: Today is our last day!

Woman: Thanks and enjoy your last day!

Conversation 3

Woman: Hello.

Boy 2: Hi.

Woman: So, is this your last day?

Boy 2: That's right.

Woman: And what are your plans?

Boy 2: Well, we wanted to go for a burger, but our teachers say the Vietnamese restaurants in Paris are really good, so they want to take us to one so we can find out for ourselves.

Woman: It's true, they are really good ...

Girl 2: ... and then we want to look round the shops and buy some presents for our families and maybe just go to a park.


Woman: And are your teachers OK with that?

Boy 2: Yes! They're tired too! We've been so busy for the last three days, we all just want to chill out!

Woman: Well, have a great time – and thanks a lot!

Answer


c

- 3  **1.44** Give students time to read the questions.
• Play the recording again. Students listen and answer.

Answers

- 1 On Tuesday. 2 For two full days. This is their third day.
- 3 They took the lift. 4 Yes. 5 Yes.
- 6 It's quite good. They've studied it since they were ten and they've learnt some new expressions. 7 Today.
- 8 Go to a restaurant, go to the shops to buy some presents, go to a park.

Phrasal verbs

- 4  **1.45** Put students into pairs to do the exercise.
• Play the recording for students to listen, check their answers, and repeat.
• Check answers. Read out the **Get it right!** box.

Answers

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




- 5 • Read out the example sentence.
• Ask students to work alone to complete the sentences.

Answers

- 2 picked up 3 was looking round 4 come back
5 chill out 6 set off

Say it right!

Consonant to vowel linking

- 1  **1.46** Ask students to turn to page 96.
• Play the recording. Students listen and repeat.
- 2  **1.47** Focus on the example, showing how consonant at the end of *visited* links to the indefinite article.
• Play the recording for students to mark the links.
- 3  **1.47** Play the recording for students to check their answers to Exercise 2 and repeat.

Answers

- 2 find out, happened at
3 look around, town after
4 chill out, exam isn't, isn't until
5 chill out 6 are easy, pick up

Your turn

- 6 • Read out the example sentences.
• Give students a few minutes to think and make notes.
- 7 • Put students into pairs to ask and answer questions.
• To extend the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 110 and do the exercises for *Phrasal verbs*.



Set Exercises 1, 2, 3 and 4 on page 39 of the **Workbook** for homework.

Language focus 2 Present perfect with *for* or *since*

Objectives

- learn the present perfect with *for* and *since*.
- learn the difference between the present perfect and the past simple.

Preparation

- Bring one slip of paper for each student.
- Bring photocopies of the audioscript from page 44.

Warm-up

- Books closed. Write the words *for* and *since* on the board.
- Ask students if they know how the words are used with the present perfect.
- Elicit students' ideas, but do not confirm or reject anything at this stage.

- Ask students to open their books at page 45.
 - Tell students that the example sentences are from the listening on page 44.
 - Give out photocopies of the audioscript from page 44, which students can use to help them complete the sentences.
 - Check answers.
 - For further information and additional exercises, students can turn to page 102 of the **Grammar reference** section.

Answers

We've been here	for	two days. five minutes. a long time. three years.
	since	Tuesday. three o'clock. March. 2012.
We use for with periods of time and since when we talk about a specific time.		

Language note

The present simple can't be used in English for an action that began in the past and continues in the present.

- Complete the first sentence with the class as an example.
 - Ask students to work in pairs to complete the remaining sentences.
 - Pair **stronger students** with **weaker students** for this task.
 - Encourage **weaker students** to highlight the time phrase in each sentence and to think carefully about whether that phrase denotes a period of time or a specific time.
 - Check answers with the class.

Answers

1 for 2 for 3 since 4 since 5 for 6 since
7 since 8 for

Game

- Play the *Memory Game* using the present perfect with *for* and *since*.
- See **Games Bank** on page 28.

Optional activity

- Give each student a slip of paper.
- Ask students to write two facts about themselves using the present perfect and *for* or *since*, e.g. *I've played the piano for ten years. I've lived in my flat since last Christmas.*
- Once they have written their sentences students fold up their slips of paper and give them to you.
- Read out the sentences to the class for students to guess which facts go with which student.

Present perfect and past simple


- Tell students that the sentences are from the listening on page 44.
 - Put students into pairs to complete the sentences using the present perfect and the past simple.
 - Check answers.
 - For further information and additional exercises, students can turn to page 102 of the **Grammar reference** section.

Answers

A: When ¹**did** you ²**get** here?
B: On Tuesday, we ³**set off** at 5 am! We ⁴**have been** here for two full days. This is our third day.
A: ⁵**Have** you ⁶**been** up the tower yet?
B: Yes, we ⁷**went** up about an hour ago.

Language note

The past simple always refers to a definite time, either explicitly by using definite time phrases such as *last year* or implicitly when the context makes it clear that something happened long ago, even if no time phrase is used.

-  **1.48** Write *Istanbul* on the board. Ask students what they know of the city, e.g. *It's a city in Turkey. It used to be known as Byzantium and Constantinople.*
 - Elicit or revise the meanings of *mosque* (a building in which Muslims worship) and *ferry* (a boat that carries passengers and vehicles a short distance such as across a river or a channel) if necessary.
 - Ask students to read the text and then put them in pairs to choose the correct options in the rest of the text.
 - Play the recording for students to listen and check their answers.

Answers

2 have done 3 arrived 4 was 5 woke up 6 was
7 have never seen 8 left 9 have been 10 since
11 visited 12 crossed 13 haven't had 14 since

Your turn

- Focus on the use of the present perfect and past simple in the example conversation.
 - Students work in pairs to ask and answer the questions using the phrases in A and the questions in B.
 - At the end, ask one or two students to tell the class something interesting they found out about their partner.



Set Exercises 1, 2, 3, 4 and 5 on page 40 of the **Workbook** for homework.



Discover Culture

The strange and beautiful land of Australia

Objectives

- learn about places, animals and sports in Australia.
- talk about whether I would like to go to Australia and what landmarks, animals and sports are special to my country.

Background

The arrival of European settlers in **Australia** in the sixteenth century displaced the Aboriginal people, who had lived there since prehistoric times.

Warm-up

- Books closed. Write *Australia* on the board. Ask students to say which continent Australia is in.

Answer


Australia is the name of both the continent and the country.

- 1 • Ask students to open their books at page 46.
• Students look at the photos and answer the question.

Suggested answers

The photos show the Sydney Opera House, an Australian beach and a koala.

- 2 Put students into pairs to list images they would expect to see in the video about Australia, e.g. a kangaroo, Ayers Rock.

- 3  4.2 Play the video for students to check the accuracy of predictions they made in Exercise 2. Students also make a note of the images they see related to three categories in Exercise 3.

Videoscript

Have you ever visited Australia? Millions of people travel there every year and it's easy to see why.

You can begin at this famous place: The Sydney Opera House. Then, far from Sydney, you can visit another one of Australia's most famous places: Uluru. It is three hundred and forty-eight metres high, but most of this giant rock is underground.

In Alice Springs, in the centre of the country, you can experience one of Australia's most unusual sports ... camel racing! People first brought camels to Australia in the 1800s. Since then, the population of wild camels has grown to nearly one million.

And what's it like to ride a wild camel? It's not easy! You hold on and try not to fall off.

More famous and popular than camels are Australia's native animals. Visit a national park to see kangaroos, koalas, and wombats. But the most important animal in Australia is the sheep. Australia produces more wool than any other country. And now, sheep shearing has become a sport! You can see these competitions all over the country.

After a long day of travelling, how about an evening at the races? The toad races. Australians make everything a sport, even the animal they hate the most! Cane toads are poisonous and kill anything that eats them, but these Aussies don't care. They just want their toad to win!

If you like sports without animals, try Australian rules football. It's the country's favourite sport. It's a confusing game. It's a bit like rugby. Most visitors don't understand it, but that just makes Australians love it more.

With its unique land, people, and animals, Australia is like no other place on earth.

Answers

- 1 The Sydney Opera House, Uluru
- 2 camels, toads, kangaroos, koalas, wombats, sheep
- 3 camel racing, toad races, Australian rules football

- 4  4.2 Play the video again.

- Students watch and complete the sentences with the correct words.
- Students can compare answers in pairs before you check answers with the class.


Answers

- 1 rock
- 2 camels, 1800s
- 3 kangaroos, koalas
- 4 Sheep
- 5 toads
- 6 rugby

- 5 Read out the words in the box. Ask students to match them with the things they describe in the video.

Answers

- 1 famous
- 2 unusual
- 3 poisonous
- 4 confusing

- 6  4.2 Play the video again for students to note down all the information they hear about the things in Exercise 5.

- Check answers.

Suggested answers

Uluru: giant rock, 348 metres high, most of it underground

Camel racing: camels first brought to Australia in the 1800s, nearly one million wild camels, not easy to stay on a camel in a race

Toads: cane toads kill anything that eats them

Australian rules football: a bit like rugby, most visitors don't understand it

- 7 • Ask a student to read out the three summaries.
• Put students into pairs to choose which of the three summaries best describes the video.

Answer

c

Your turn

- 8 • Read out the questions.
• Put students into pairs to ask and answer them.
• Ask some students to report back to the class on the answers their partner gave.

Reading A poster presentation

Objectives

- read about the people, landscape, sports, art and education system in New Zealand.
- talk about a country of my choice.


Background

New Zealand is an island country in the Pacific known for its extraordinary scenery, sheep farming and rugby team. European colonisation, which began in the seventeenth century, undermined the Maori culture of the islands. New Zealand was under British rule from 1840, and, despite becoming independent in the 20th century, still has the British monarch as its head of state. The country owes its name to Dutch cartographers, who named it *Nova Zeelandia* after the province in the Netherlands. This was later anglicised by the British explorer James Cook.

Warm-up

- Books closed. Write *New Zealand* on the board. Elicit what students know about that country. If students struggle to think of anything, you could mention Peter Jackson's *Lord of the Rings* and *The Hobbit* trilogies, which were filmed in New Zealand.

- 1 • Ask students to open their books at page 47 and look at the photos.
• Put students into pairs to answer the question.
• Check answers.

- 2  1.49 Give students time to read the presentation about New Zealand.
• Students can compare answers in pairs before you check answers with the class.
• Read out the information in the **FACT!** box and then ask: *What animals are there in your country in large numbers?* (sheep)

Answers

Maori culture and customs are important in New Zealand.

- 3 • Read out the five headings and then ask students to match them with the paragraphs.
• Help students do this exercise by encouraging them to think of key words to look out for in each paragraph which might link to the headings, e.g. when looking for the paragraph that matches with the title *Education*, students might expect to find words such as *school, teacher, exams, classroom*.
• Put students into pairs to do this exercise.
• Check answers.

Answers

2 E 3 C 4 B 5 A

Explore interesting adjectives

- 4 • Read out the example sentence.
• Ask students to work in pairs to look in the text to find the adjectives to complete the remaining phrases.
• Check answers.

Answers

2 amazing 3 spectacular 4 popular 5 striking

- 5 • Read out the example sentence and then ask students to work alone to use the adjectives from Exercise 4 to describe their own country.
• Students can compare their sentences with a partner.
• Ask some students to report back to the class on how their partner described their country.
• To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 110 and do the exercises for *Explore interesting adjectives*.

Optional activity

- If you have access to the Internet in your classroom, ask students to go online and research places in New Zealand. They can look at this website: <http://www.newzealand.com/uk/destinations/>
- Students should look for a place in New Zealand that they would like to visit. They can tell their partner about the place and why they would like to go there.

Your turn

- 6 • Read out the three questions and the example sentences.
• Give students time to think of a country to make notes about (students should choose a country that they are both interested in and know something about).
• Students work alone to make notes about the country they choose.
- 7 • Put students into pairs to ask and answer the questions from Exercise 6.
• Students can share what they know about the country their partner chose to make notes about.
• To **extend** this work, students can do some research into their country online.



Set Exercise 6 on page 40 of the **Workbook** for homework.

Students could make a poster presentation about the country they chose to make notes about in Exercise 6. They can then present this to a partner (a different one to the one they worked with in Exercise 7) at the beginning of the next lesson.

Speaking Signing up for an activity


Objectives

- watch teenagers taking about the most exciting things they have done
- listen to two people talking about a canyoning trip.
- practise signing up for an adventure activity.

Warm-up

- Books closed. Write *adventure activity* on the board.
- Elicit examples of such activities, e.g. *white water rafting, bungee jumping, kitesurfing, windsurfing*.
- If any students have ever done any of these activities, they can tell the class something about their experience.

Real talk: What's the most exciting thing you've ever done?

- 1**  **4.3** Ask students to open their books at page 48.
- Tell students they are going to watch some teenagers answering the following question:
What's the most exciting thing you've ever done?
 - Give students some time to read the three questions and then play the video.
 - Students work alone to answer the questions.
 - Students can compare answers in pairs before you check answers with the class.





Videoscript

- Narrator:** What's the most exciting thing you've ever done?
Ben: I've been on a canyoning trip. It was really good fun but scary at the same time. I fell and cut my leg on a rock. It bled for a while. It was difficult to walk after that.
- Nishta:** I've walked behind a waterfall. It was so loud and the water was really cold! It was July so I didn't expect that!
- Chris:** I've skied down a black ski run. Those are the hardest. I thought it was green, but when I got to the bottom, I saw it was black on the ski map. That was an exciting mistake!
- Callum:** We go to the same lake every summer and every year all of the kids jump off this very tall rock into the water. I was always too scared, but last summer, I jumped! It was awesome!
- Eleanor:** I've played in a concert in front of my whole school – I was really nervous before it started. But then I saw my best friend in the audience, smiling at me, and I felt much better.
- Jada:** I've been on the biggest rollercoaster in the world ... five times!
- Narrator:** What's the most exciting thing you've ever done?



Answers

canyoning
skiing
walking behind a waterfall
jumping into water
playing in a concert
going on a rollercoaster

- 2**  Put students into pairs to ask and answer the question. Encourage them to ask additional questions, e.g. *Where did you do it? When did you do it?*
- Ask some students to report back to the class on what their partner said.
- 3**  **1.50** Tell students they are going to listen to Gemma talking to an activity guide.
- Before you play the recording, check students' understanding of the following vocabulary:
helmet (noun): a protective hat worn by people doing certain sports
wetsuit (noun): a close-fitting garment made of rubber worn for warmth in water sports
lifejacket (noun): a sleeveless jacket worn to keep the wearer afloat in water.
 - Play the recording for students to listen and answer the question.
 - Check the answer.



Answer

a canyoning trip

- 4**  Go through the phrases in the *Useful language* box and then read out the example sentence in the conversation.
- Students work in pairs to complete the conversation using the phrases in the box.
- 5**  **1.50** Play the recording again for students to check their answers to Exercise 4.


Answers

2 What do I **3** long **4** What about **5** include food
6 can I

- 6**  Ask students to work in pairs to act out the conversation in Exercise 4.
- Students can act out the conversation twice, taking a different part each time.
- 7**  Read through the instructions and make sure that students understand what they have to do.
- Put students into pairs to practise their conversations.
 - Students practise a conversation by changing the words in bold in Exercise 4 and using the information from Exercise 7. Ask one pair to act out a conversation in front of the class.

Optional activity

- Put students into small groups of three or four.
- Ask them to go this website and choose an adventure holiday to go on:
<http://www.adventurecompany.co.uk/>
- Ask one member of each group to tell the class which holiday their group chose and why.

 For homework, students can use their smartphones to record some (English-speaking) friends answering the question *What's the most exciting thing you've ever done?* Students can then play their video to a partner at the beginning of the next lesson.

Objectives

- read a travel blog.
- learn about ways of expressing feelings.
- write a blog post about a holiday.

Background

William Randolph Hearst (1863–1951) was an American newspaper publisher, one of the most powerful figures in the American media in the first half of the twentieth century. The building of his Californian mansion, **Hearst Castle**, which began in 1919, was still not complete at the time of his death. The property is maintained as an historical monument and is open to the public.

Warm-up

- Books closed. Write the following question on the board: *What is your idea of a perfect holiday?*
- Put students into pairs to ask and answer the question.
- Ask some students to report back to the class on what their partner said.

- 1 • Ask students to open their books at page 49.
• Students look at the photos, read Mitch's blog post, and say where he is on holiday.
• Check the answer with the class. Tell students that Highway 101 runs down the west coast of the USA, linking many places, including San Francisco and Los Angeles.

Answer

Highway 101 in the USA

- 2 • Ask students to read Mitch's blog again and answer the five questions.
• Students can compare answers in pairs before you check answers with the class.

Answers

- 1 ten days 2 over 700 km
3 Los Angeles, Hearst Castle, Santa Cruz and San Francisco
4 Hearst Castle 5 the Golden Gate Bridge

- 3 • Go through the information in the *Useful language* box.
• Ask students to work alone to find an example of how Mitch feels bad in the blog.
• After you have checked answers, point out that when making exclamations, emphasis tends to be placed on both the adjective and the noun in the sentence, giving them greater stress than they would customarily have.

Answer

What a big disappointment!

- 4 • Read out the examples.
• Ask students to work in pairs to write further exclamations using the adjectives from the box.
• Check answers with the class. Encourage students to read out their sentences with the exaggerated emphasis referred to in Exercise 3 above.

Suggested answers

- 3 What an exciting film! 4 What comfortable beds!
5 What an ugly building! 6 What beautiful photos!

Optional activity

- Put students into pairs and ask them to look at the website for Hearst Castle: <http://hearstcastle.org/>
- Using the website to help them, students plan a trip to the castle.
- Students can then tell another pair about their plans.



Get Writing

PLAN

- 5 • Students should do their planning in class. The writing can either be done in class or at home.
• Tell students they are going to write a blog post about a holiday.
• Refer students back to the questions in Exercise 2 and ask them to decide how they are going to order information in their blog posts.

WRITE

- 6 • Tell students to use Mitch's blog post as a model to follow and encourage them to add extra information to their own blog posts, e.g. what the weather has been like. Also encourage students to use exclamations in their blog posts to show how they feel about the places they have visited.
• Give students ten minutes to complete the writing task. Students should write about 120 words.
• Monitor while students are writing. Help with grammar and vocabulary as necessary. Encourage students to write freely when doing the first draft of a piece of writing. Point out that they should only focus on the structure, coherence and accuracy of their work once they have first got some ideas down on the page.

CHECK

- 7 • Give students a few minutes to look through their blog posts and check them against the points here.
• Collect students' blog posts and mark them.

Optional activity

- Students use their smartphones to find a photo on the Internet of a famous place in the world that they would like to visit. They then write a brief description of that place (leaving out the name, of course!)
- Students read out their descriptions to a partner and then show each other the photos on their phones to find out if they guessed correctly.



Set Exercises 1, 2, 3, 4 and 5 on page 42 and Exercises 6, 7, 8, 9, 10, 11 and 12 on page 43 of the **Workbook** for homework. Students could also research Highway 101 and find three places along it that they would like to visit. At the beginning of the next lesson, they tell a partner which places they chose and why.



Let's talk

Unit aims

I can ...

- describe different ways of communicating.
- talk about events that I'm sure and not sure about in the future.
- talk about possible situations in the future.
- understand about English as a world language.
- reassure someone.
- write an essay about the best way to communicate.

Unit contents

Vocabulary	Communication Communication collocations Communication verbs Phrasal verbs
Reading	A survey 📌 Social networks An article
Language focus	<i>will, might/may</i> + adverbs of possibility and probability: <i>definitely, probably</i> First conditional
Listening	Short conversations
Discover Culture	📌 The language of the future
Speaking	Reassuring someone 📌 Real talk: Have you ever given a class presentation?
Pronunciation	Intonation in first conditional sentences
Get it right!	👁️ <i>If</i> clauses
Writing	An essay Introducing points and arguments
CLIL	Technology: Early written communication 📌 Pictures with meaning

Be curious

- Books closed. Write *communicate* on the board. Elicit the meaning of the noun (it means *to share information with others by speaking, writing or using other signs and signals*).
- Ask students to open their books at page 52 and describe the photograph. Elicit sentences and put them on the board, e.g. *Two boys are standing back to back. They are both using phones.*
- Put students into pairs and give them a couple of minutes to answer the three questions.
- Check answers.
- Tell students that the theme of Unit 5 is forms of communication.

Suggested answers

- They're hanging out together. They are using phones.
- No, they aren't. They are using their phones to communicate with other people.
- I think it's sad. They should use the time to talk to each other.

CEFR

SKILL AREA	GOAL	EXERCISE
Listening	OVERALL LISTENING COMPREHENSION	4 p53
	UNDERSTANDING INTERACTION	4–5 p56 1–5 p60
	LISTENING TO MEDIA AND RECORDINGS	1–6 p58
Reading	READING FOR INFORMATION & ARGUMENT	1–3 p54 1–3 p59 1–2 p61
Speaking	INFORMAL DISCUSSION (WITH FRIENDS)	5 p54 5–6 p55 7 p58
	INFORMATION EXCHANGE	2–3 p56 7 p60
Writing	OVERALL WRITTEN PRODUCTION	5 p59
	COHERENCE	2–4 p61
	REPORTS AND ESSAYS	5–7 p61
Communicative language competence	VOCABULARY RANGE	1–2 p53 4 p54 1 p56 4 p59 4 p60
	GRAMMATICAL ACCURACY	1–4 p55 1–7 p57
	PHONOLOGICAL CONTROL	1 p53 4 p55 6 p60
	SOCIOLINGUISTIC APPROPRIATENESS	4 p60
Communication strategies	IDENTIFYING CUES AND INFERRING	4 p54 4 p59

Objectives

- learn vocabulary for different forms of communication.
- listen to a conversation about how people communicate.
- talk about the different ways you communicate.


Background

Twitter is a microblogging site, founded in 2006, which allows its users to post messages of 140 characters or fewer. Messages sent on Twitter are called **Tweets**.

Skype™, which allows users to make free online calls, was set up in 2003. It is currently owned by Microsoft.

Warm-up

- Books closed. Elicit the different ways in which we communicate in the modern world, e.g. *text, Tweet, email, Skype™*.
- Ask: *What is the most popular way of communicating among you and your friends?*
- Put students into pairs to ask and answer the question.
- Ask some students to report back to the class on what their partner said.

- 1**  **2.01** Ask students to open their books at page 53.
- Focus students' attention on the photos and the words in the box. Students match the forms of communication in the box with the correct photos.
 - If you have the Presentation Plus software, put the photos on the board and ask students to come up to the board in turn to match the words with the photos.
 - Play the recording for students to listen, check their answers and repeat the words.

Answers

b phone call **c** Skype™ **d** email **e** forum
f text message
missing: social media post, Tweet, blog post

Optional activity

- Put students into pairs and ask them to take it in turns to describe one of the forms of communication in Exercise 1 for their partner to guess:
Student A: *You send them on your phone.*
Student B: *Text message.*

- 2**
- Remind students which three forms of communication were not pictured in Exercise 1.
 - Ask students to match these forms of communication with the definitions.


Answers

1 Tweet **2** social media post **3** blog post

- 3**
- Tell students that the comments are examples of the forms of communication in the box in Exercise 1.
 - Ask students to match the comments with the correct communication forms.

Answers

2 email **3** Skype™ **4** Tweet **5** text message
6 Facebook post

- 4**  **2.02** Tell students they are going to listen to a conversation about forms of communication.
- Play the recording.
 - Students listen and make a note of which forms of communication in the box in Exercise 1 are referred to in the conversation.

Audioscript

Girl: Did you see that text message from Brendan? The video of the cat was very funny.
Boy: Yeah, it was great. But I've seen it before. I saw it in a Tweet last week.
Girl: Cats! They're everywhere. Everyone posts videos and photos of cats. Look, there are three Facebook posts here with cats.
Boy: Yeah, I've seen that one before. Aw! Just look at his face!
Girl: Hold on. I've got an email. Oh, it's from Paula. Why is she sending me an email?
Boy: Be careful. It might be a virus.
Girl: No... it's just more cat photos!! Look.
Boy: Oh. I've seen them before. Did you know there's a forum just for cat photos?
Girl: Hmm... I've got an idea. I think I'll write a blog post about cats on the Internet. Why are they so popular?
Boy: A blog post about cats? Didn't you read my blog last week? I've already written about that!

Answers

text message, Tweet, Facebook posts, email, forum, blog post

Your turn

- 5** Ask students to work alone to order the forms of communication in Exercise 1 according to how often they use them.
- 6**
- Put students into pairs to compare their answers to Exercise 4.
 - Students can then work alone to complete the quiz before comparing their answers with a partner.
 - Ask some students to tell the class about the form of communication that their partner prefers.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 111 and complete the exercises for *Communication*.

Optional activity

- Put students into pairs and ask them to debate, via text message or Tweet, the following statement:
Smartphones are a waste of time.
- Give students 5–10 minutes for their debate. Make sure they understand that they can only communicate with one another in their debate via texts or Tweets.
- Encourage students to give reasons for their opinions, e.g. *I don't agree. I think smartphones are great because you can keep in touch with friends easily*



Set Exercises 1, 2, 3 and 4 on page 47 of the **Workbook** for homework.

Reading A survey

Objectives

- read and do a survey about how teens communicate.
- learn communication collocations.
- talk about how your friends communicate.


Background

Facebook was set up in 2004 by five students at Harvard University and soon became the pre-eminent social network. One of its founders, Mark Zuckerberg, is the company's chairman and CEO, and one of the most celebrated figures of the digital revolution.

Warm-up


- Books closed. Write *Facebook* on the board.
- Put students into small groups and ask them to brainstorm everything they know about the social networking website, e.g. where and when it was set up, who set it up, what the site is used for or how many people use it around the world.
- Ask one student from each group to report back to the class.

- 1
- Ask students to open their books at page 54 and look at the photo.
 - Put students into pairs to answer the question.
 - Ask some students to report back to the class on what their partner said.
 - As preparation for the reading exercises which follow, test students on the communication vocabulary introduced on page 53.

- 2
-  **2.03** Read out phrases a–c and check students' understanding of *face-to-face* (a common phrase which means *directly, in person*, e.g. *I'd rather talk to you face-to-face than on the phone*).
- Ask students to read the introduction to an online survey and say which of the three subjects the survey is about.
 - Refer students to the information in the **FACT!** box. Ask: *Do you know anyone who doesn't have a Facebook account?*

Answer

b

- 3
-  **2.04** Ask students to read the survey.
- Put students into pairs to answer the questions and read the results.
 - Find out which students are *Mostly A*, which *Mostly B*, and which *Mostly C*.
 - Students could then ask you the questions in the survey.

Optional activity

- Put students into small groups to write two to four new questions for the survey about communication habits.
- Groups can then swap their surveys and answer the questions.
- Ask one member of each group to tell the class about the results of their survey.

Explore communication collocations

- 4
- Refer students to the phrases in the box. Drill the pronunciation.
 - Match the first phrase with its definition as an example.
 - Ask students to work alone to complete the exercise. Help **weaker students** by giving them a translation in their own language of the phrases in the box.
 - Check answers.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 111 and do the exercises for *Explore communication collocations*.

Fast finishers

Students can write gapped sentences using the communication collocations from Exercise 4. You can then put these on the board and ask the class to complete them.

Answers

- 1 status update 2 digital generation 3 virtual friends
4 face-to-face 5 social network sites

Optional activity

- Put students into pairs (A and B).
- Student A defines a communication collocation from Exercise 4 for their partner to guess.
- Students swap roles and continue in this way until all the new phrases have been defined.

Your turn

- 5
- Read out the four statements and check that students understand them.
 - To provide students with a model to follow, tell them your views about these statements and explain why you hold them.
 - Point out that there are no right answers in this exercise, but that it offers students a chance to express their personal opinions.
 - Put students into pairs to say whether they agree or disagree with the statements.

Optional activity

- Ask students to become a part of the international community of language learners with the community Cambridge English Facebook page: <https://www.facebook.com/CambridgeEnglish>
- Encourage students to follow the posts on the page as well as to add their own comments.



Set Exercises 1, 2, 3, 4 and 5 on page 51 and Exercise 6 on page 48 of the **Workbook** for homework.

Students can also find out which are the top three social networks among their family and friends. Students can share what they find out with their partner at the beginning of the next lesson.

Language focus 1 *will, might/may* + adverbs of possibility

UNIT
5

Objectives

- learn *will, might/may* and adverbs of probability.
- make predictions about my life.

Warm-up

- Books closed. Write the verb *predict* on the board. Check students' understanding of the word (which means *to say that something will happen in the future*) and then ask students if they know any words in English that are used to make predictions.

- Ask students to open their books at page 55.
 - Tell students that the example sentences are from the text on page 54.
 - Ask students to work in pairs to decide whether the sentences express a certainty or uncertainty. Students then complete the rules.
 - For further information and additional exercises, students can turn to page 103 of the **Grammar reference** section.

Answers

b NC c NC d C e C f NC

We use **'will'** and **'won't'** to show that we are sure about the future. We use **'may' / 'might'** to show we are not sure about the future. We use **'probably, definitely'** and **'certainly'** to show how sure we are.

Language note

Although both *may* and *might* are used to express possibility, *might* expresses a slightly greater degree of uncertainty than *may*.


- Ask a student to read out the example sentence. Show that *will have* is the correct phrase in this case because the sentence begins with the phrase *I'm sure*.
 - Put students into pairs to complete the remaining sentences.
 - Check answers.

Answers

2 may/might change 3 won't ... meet
4 may/might not go online 5 will ... Skype™
6 may/might test

Language note

Nouns frequently become verbs in English. This can be seen in the field of technology, where company names such as Google™ and Skype™ are used as verbs, e.g. *I googled your name, I skyped my cousin*.

- Read out the example sentence. Tell students that the adverbs go after an auxiliary verb and before the main verb in a sentence.
 - Ask students to work alone to write sentences using the prompts and their own ideas.
 - Monitor while students write their sentences. Check that students are putting the adverbs in the correct position in the sentences.
 - Students can compare their ideas in pairs.
-  **2.05** Write *geek* /gi:k/ on the board and elicit or explain the meaning. Also explain that *techno* /'teknəʊ/ is an abbreviated form of *technology* /tek'nɒlədʒi/.

 - Ask students to work in pairs to complete the text with the words in the box.

- Check answers
- Play the recording for students to listen and check their answers.

Answers

2 won't 3 probably 4 will 5 might 6 might
7 might 8 will

Language note

The word **geek** was once used negatively to describe bright but socially awkward people who had an obsessive interest in science and technology. However, since the Internet came to dominate our lives, the word has taken on more positive associations and people are now proud to call themselves geeks.

Your turn


- Read out the example sentences.
 - Ask students to write five predictions about their lives using *will, might/may* and adverbs of probability.
 - Monitor while students write their sentences. Help as necessary.
- Put students into pairs to compare and discuss the predictions they wrote in Exercise 5.

Optional activity

- Ask students to make predictions about things such as their favourite actor, sports team or band using *will, may* or *might* e.g. *I'm sure Bayern Munich will win the Champions League again*.
- Students read out their sentences to a partner who then agrees or disagrees with the predictions.

You can show this video as either a lead-in or a follow-up to the Language Focus 1 lesson.



-  Ask: *What social network sites do you use?* Put students into pairs to ask and answer the question.
- Read out the information about the video.
- Play the video.
- Students watch it and answer the two remaining questions.
- Check answers.
- Then ask students: *Is friendship online the same as friendship offline?*
- See page 126 for further activities you can do with this video.

Answers

- YouTube, Facebook, Wikipedia
- They encourage users to create their own content.



Set Exercises 1, 2, 3, 4 and 5 on page 48 of the **Workbook** for homework.

Vocabulary and Listening


Objectives

- learn communication verbs.
- talk about communicating with others.
- listen to four conversations about relationships.

Communication verbs

Warm-up

- Books closed. Tell students you have broken your friend's smartphone by accident. You are worried he will be very angry with you and not listen to what you have to say.
- Explain that this is an example of a communication problem. Ask: *What should I do?* Elicit students' ideas.

- 1**  **2.06** Ask students to open their books at page 56.
- Elicit the meanings of all the verbs in the box as a whole class activity.
 - Ask students to complete the sentences with the correct forms of the communication verbs.
 - Play the recording for students to listen, check their answers and repeat.
 - Pay particular attention to the pronunciation of *boast* /bəʊst/, *argue* /'ɑ:gju:/ and *shout* /ʃaʊt/.

Answers


- 2 complain 3 gossiping 4 boast 5 joke 6 criticise
7 whisper 8 shouting

Your turn

- 2**
- Give students time to think of which three situations they would like to talk about.
 - This exercise asks students about events which may have caused them distress, so let them know they don't have to say any more than they wish to.
- 3**
- Put students into pairs to tell each other about the three situations they chose in Exercise 2.
 - To extend the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 111 and complete the exercises for *Communication verbs*.

Short conversations

- 4** Put students into pairs to answer the questions.

- 5**  **2.07** Tell students they are going to listen to four conversations.
- Play the recording for students to listen and match the photos in Exercise 4 with the conversations.

Audioscript

Conversation 1

- Mum:** What's the matter, Serena?
Serena: I'm really tired of school, work, work, work, it's so boring.
Mum: But there are a lot of subjects you like, aren't there?
Serena: Not today. I only have subjects I hate on Tuesdays.
Mum: Don't complain, you'll be on holiday soon.
Serena: But that's weeks away.
Mum: Listen ... if you pass all your exams, we'll have a holiday abroad this year ...
Serena: But, that's difficult, Mum ...
Mum: Don't argue with me ... that's my promise.

Conversation 2

- Voice:** Smith puts in the box ... and it's there! 1–1.
Nick: Yes! GOAL! GOAL!!! Yes, come on!
Alex: Hey! Can you stop shouting please, Nick?
Nick: Oh come on Alex! Why aren't you watching the match?
Alex: I told you, Nick, I don't like football.
Nick: What? We'll be in the cup final if we win tonight.
Alex: So?
Nick: Aren't you a fan?
Alex: I was but not anymore – I play football better than they do!
Nick: So you like boasting, right?
Alex: Yes, I do, I'm the best at everything ... ha ha!

Conversation 3


- Bella:** Hey, Tina ... Did you see what happened to Rachel?
Tina: No ... what?
Bella: They sent her home. She was wearing too much make-up ...
Tina: Really?
Bella: I'm not surprised ... she was wearing strange clothes yesterday as well.
Tina: Don't gossip Bella, she's my friend!
Bella: I know but it's big news, isn't it?
Tina: Yeah, I know, but don't criticise her.
Bella: Why not?
Tina: Okay, but don't whisper – you make it so obvious.
Bella: I just don't understand Rachel. She knows the rules, if you wear make-up they'll send you home ... that's it...

Conversation 4

- Paul:** Come on David. The concert starts in an hour.
David: One second, Paul – I just have to check I've got the tickets.
Paul: Hey do you know ... if you're first in the queue you'll get to meet the band!
David: What?
Paul: I promise you ... it's true. It's a competition. The band tweeted it this morning!
David: So, let's go now, I want to be first!
Paul: Ha ha, you won't meet the band, if you're late ... ha ha!
David: So, you are joking.
Paul: Yes, sorry! I just want you to hurry up ...

Answers

- 1 d 2 c 3 b 4 a

- 6**  **2.07** Play the recording again.

- Students listen and answer the questions.

Answers

- 1: 1 She's tired of school. 2 To have a holiday abroad.
2: 1 To stop shouting. 2 Alex is not a fan any more.
3: 1 She was wearing too much make-up and strange clothes yesterday.
2 She doesn't want Bella to criticise her friend.
4: 1 In an hour. 2 Paul tells him about a competition.



Set Exercises 1, 2, 3 and 4 on page 49 of the **Workbook** for homework.

Language focus 2 First conditional + *may/might, be able to*

UNIT
5

Objectives

- learn the first conditional with *may/might, be able to*.
- to talk about possible future situations in my life.

Preparation

- Bring photocopies of the Audioscript from page 56.

Warm-up

- Books closed. Write the following on the board: *If I go to New York on holiday, ...* introduce ways of finishing the sentence and write them on the board, e.g. *I'll see the Statue of Liberty* or *I'll visit the Museum of Modern Art*.
- Explain that the sentences are examples of the first conditional.
- Ask: *When will I see the Statue of Liberty?* (Answer: *If I go to New York.*)
- Explain that one action can't happen without the other.

- 1
- Ask students to open their books at page 57.
 - Tell students that the example sentences are from the listening on page 56.
 - Give out photocopies of the audioscript, which students can use to help them complete the sentences.

Answers

2 'll be 3 'll 4 're 5 won't meet

Language note

A common mistake is to use *will* in the *if* clause.

- 2
- Complete the first sentence with the class.
 - Ask students to complete the remaining sentences with the expressions in the box. Pair **stronger** and **weaker students** together. Check answers with the class.

Answers

1 may have 2 be able to 3 definitely send
4 probably meet 5 might miss

- 3
- Ask students to read and complete the rules.
 - Check the answers.
 - Read out the information in the **Get it right!** box.
 - For further information and additional exercises, students can turn to page 103 of the **Grammar reference** section.

Answers

1 We use the first conditional to talk about possible situations in the **future**.
2 We can use *might/may*, and *be able to* instead of **will**.
3 When we use adverbs they come **before** the verb.

- 4
- Ask students to read the example.
 - Give students a few minutes to write the remaining sentences. Check the answers.

Answers

2 If you post an update, I will definitely read it.
3 I'll text you if I get lost.
4 If she speaks quickly, I might not understand.
5 You might make new friends if you join the club.
6 If they practise a lot, they will be able to win.



- 5
- Ask students to describe what they can see in the photo (a town centre with shops).
 - Check students' understanding of *council* (a group of people elected to govern a town or city and run its services) and then ask students to work alone to complete the text using the verbs in brackets.
 - Students can compare their answers in pairs.

Answers

2 might walk or cycle 3 won't be 4 will visit 5 is
6 come 7 'll have 8 get 9 'll be able to stay
10 don't find 11 may go


Get it right!

Intonation in first conditional sentences

- 1
-  2.08 Ask students to turn to page 97.
- Play the recording. Students listen and repeat the sentences.
- 2
-  2.09 Play the recording for students to mark the intonation patterns on the stressed words in the sentences.

Answers

1 If he doesn't call, I'll send him a message.
2 You'll meet my friends if you get there early.
3 If you don't listen to me, you won't understand.
4 I'll make more friends in London if I speak good English.
5 He'll help if we have a problem.
6 If we get homework, I won't go out.

- 3
-  2.09 Play the recording for students to check their answers to Exercise 2.
- 4
- Ask students to work in pairs to practise saying the sentences in Exercise 2. Monitor while students do this, checking that they use the correct intonation patterns.

Your turn

- 6
- Give students time to read through the incomplete sentences and then ask them to work alone to complete the sentences.
- 7
- Put students into pairs to compare their sentences they wrote in Exercise 6.
 - Ask some students to tell the class some interesting things their partner told them.

Game

- Play *Expanding Sentences* to practise the first conditional.
- See **Games Bank** on page 28.



Set Exercises 1, 2, 3 and 4 on page 50 of the **Workbook** for homework.



Discover Culture

The language of the future

Objectives

- watch a video about Mandarin Chinese and the growth of China.
- talk about China and my country.

Background

Mandarin is a Chinese language spoken in the north of China, in and around Beijing. It is the standard literary language and the official form of Chinese.

Warm-up

- Books closed. Ask: *What do you know about China?*
- Put students into small groups and ask them to make a list of things they know about China.
- Ask one member of each group to report back to the class.

- 1 • Ask students to open their books at page 58 and look at the photos.
 - Put students into pairs to answer the two questions.
 - If you have the Presentation Plus software, put the photos on the board and go through the questions with the class as a whole. Do not accept or reject any ideas at this stage as students will watch the video in Exercise 2 to check their answers.

- 2 5.2 Play the video for students to check their answers to Exercise 1.

Videoscript

China's population is exploding! About 1.4 billion people live there. That's more than twice the number of people living in Europe and the United States combined. Everything in China is growing. Many people predict that in 20 years, China will have the strongest economy in the world. The country already produces so many things like the clothes you're wearing. They're probably from China. And your mobile phone, too.

In China, people speak many different languages. But everyone can understand one written language: Mandarin. It uses characters, not an alphabet, and there are over 40,000 of them! But most people only use three or four thousand.

Can you imagine using a computer keyboard with all those characters? Probably not. In the late 1950s, the Chinese developed a system called 'Pinyin'. It uses the Roman alphabet, like English, which has made it easier to type Chinese words, like these, into a computer.

Mandarin is also the official spoken language of China. More people in the world speak Mandarin than speak English – about three times as many – and there are Chinese people who speak Mandarin all over the world. Every day more and more people use Mandarin to communicate.

So, in 10 or 20 years, will Mandarin become the number one language in the world?

Answers

- 1 China produces many things, like clothes and mobile phones.
- 2 People use different languages, but Mandarin is the official spoken language.

- 3 5.2 Focus attention on the numbers in 1–4. Check that students are able to pronounce *billion* /'bɪljən/ and know how to read 40,000 (*forty thousand*).
 - Play the video again for students to note down what these numbers refer to.
 - Check answers.

Answers

- 1 About 1.4 billion people live in China.
- 2 There are about 40,000 characters in Mandarin.
- 3 In the late 1950s, the Chinese developed a system called 'Pinyin'.
- 4 In 10 or 20 years, Mandarin may become the number one language in the world.

- 4 • Give students time to read through the sentences and choose the answers.
 - Students can compare answers in pairs before you check answers with the class.

Answers

1 c 2 a 3 b 4 a 5 a

- 5 • Read out the three phrases.
 - Put students into pairs and ask them if they can remember what images are seen when the three phrases are heard.

- 6 5.2 Play the video again for students to check their answers to Exercise 5.

Answers

- 1 a big city with lots of cars
- 2 women working at a toy factory
- 3 people in a Chinese city at night

Your turn

- 7 • Read out the questions.
 - Put students into small groups to ask and answer them.
 - Ask some students to report back to the class on the answers their partner gave.



For homework, students can learn some basic Mandarin with this short BBC course: http://www.bbc.co.uk/languages/chinese/real_chinese/

Reading An article

UNIT
5

Objectives

- read an article about the English language.
- talk about my experience of learning English.


Warm up

- Books closed. Put students into small groups and give them 30 seconds to come up with a list of the most widely-spoken languages in the world, e.g. *Mandarin Chinese, Spanish, English*.
- Put the languages that students come up with on the board and then ask students to name countries where each of those languages is spoken as a first language, e.g. *English is spoken in the UK, the USA, Canada, Australia, New Zealand, etc.*

- 1
- Ask students to open their books at page 59 and look at the pictures.
 - Put students into pairs to answer the two questions.
 - Check answers.

Answers

1 the STOP sign in an Arab country; the flight information sign in a French-speaking country; the entrance sign in China 2 So that everyone can understand them.

- 2  2.10 Read out the question and then ask students to read the article to find the answer to it. Help **weaker students** by encouraging them to skim the text to look for key words such as *number one, world, language*.
- Check the answer.
 - Read out the information in the **FACT!** box. Ask students if they think that Mandarin will ever become the world's *lingua franca*. You could also ask students if they think that their own language will become the world's number one language.

Answer

yes

Language note

Given the extraordinary effect that the Internet has had on global culture, many of the new words that now come in to English are either related to technology in some way or are spread rapidly via that technology. A **selfie** is a photograph that someone takes of themselves, typically with a smartphone. **App** is the abbreviated form of the word *application* and refers to a program or piece of software, especially one downloaded onto a tablet computer or a smartphone, which is designed to perform a specific function.

- 3
- Give students time to read the text again.
 - Ask students to work alone to decide whether the statements are true or false. Tell students to correct the false sentences.
 - Students can compare answers in pairs before you check answers with the class.

Answers

- 1 T 2 F (The numbers are similar.)
3 F (In Denmark, people speak it as a foreign language.)
4 T
5 F (*Selfie* and *app* have come into use in the English language in the last few years.)
6 F (We'll have to wait and see.)

Optional activity

- Write the following statement in the board: *The English language is too dominant*. Check understanding of the statement and then put students into small groups to discuss it.
- Encourage students to give reasons for their opinions, e.g. *I agree. Everyone wants to learn English, but we should all learn to speak several languages.*



Explore phrasal verbs

- 4
- Read out the example and test students' understanding of *go up* by eliciting example sentences using that particular meaning of the phrasal verb.
 - Put students into pairs to complete the rest of the exercise. Encourage students to look at the phrasal verbs in context in the article to help them determine their meaning.
 - Check answers.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 111 and do the exercises for *Explore phrasal verbs*.

Answers

- 1 go up 2 come into use 3 turn into 4 get by
5 keep on

Your turn

- 5
- Ask a student to read out the example sentence.
 - Ask them to complete the four sentences with their own ideas.
 - Monitor while students write their sentences. Help as necessary.
 - Put students into pairs to compare their sentences.
 - Ask students to tell the class something they found out about their partner.

Optional activity

- Put students into small groups and ask them to discuss their ideas about the best way to learn a foreign language.
- Students should come up with a list of what they think are the best ideas. There can be as many items in this list as students wish, but they should aim for a minimum of five.
- One member of each group can report their group's ideas to the class and you can then encourage further debate.



Set Exercise 5 on page 50 of the **Workbook** for homework.

Ask students to look at the website of polyglot Alex Rawlings: <http://rawlangs.com/>. Students can watch his videos, read his posts, and see what they think of his approach to language learning.

Speaking Reassuring someone


Objectives

- watch teenagers talking about class presentations.
- listen to a girl reassuring her younger sister.
- practise reassuring each other.

Warm-up

- Books closed. Tell students that your friend is worried about an important exam tomorrow. Explain that you have reassured your friend that everything would be all right. Write *reassure someone* on the board and explain that the verb means *to say something to someone to stop them from worrying about something*.
- Elicit any phrases students know for reassuring someone and write them on the board.

Real talk: Have you ever given a class presentation?

- 1  **5.3** Ask students to open their books at page 60 and tell them they are going to watch some teenagers answering the following question: *Have you ever given a class presentation?*
- Give students some time to read the three questions and then play the video or the recording.
 - Students can compare answers in pairs before you check answers with the class.



Videoscript

Narrator: Have you ever given a class presentation?

Jessica: Yes, of course. We give presentations every week at my school. My presentation last week was about Indonesia. I had a lot of photos, so the class loved it.

Brooke: I haven't yet, but I'm doing one next week about surfing. I'm a bit nervous about it because I've never given a presentation before ... and, well, I've never gone surfing either!

Chris: No, I haven't. I hate talking in front of people. But I think we have to do one next year. I'm worried about that.

Jada: Yes, but only in my language class. I had to talk for two minutes about my family and friends. That was so hard!


Anderson: Yes I have. My friend and I did a presentation about our summer camp last year. We showed photos of our cabins, the lake and all of our new friends. Now everyone wants to go to our camp next summer!


Callum: Yes, we do a class presentation every Friday. I like listening to my classmates' presentations. It's a lot more interesting than listening to the teacher. We learnt about Kung Fu last week!

Narrator: Have you ever given a class presentation?

Answers


a 4 b 2 c 2

- 2  Put students into pairs to ask and answer the question. Encourage them to ask additional questions, e.g. *What was the presentation about? How did you feel before you gave the presentation? Did it go well?*
- To **extend** this, you could then ask the class: *What makes a good presentation?*

- 3  **2.11** Tell students they are going to listen to Helen talking to her older sister.
- Play the recording for students to listen and answer the question.



Answer

giving a presentation in English class

- 4
- Give students time to look through the gapped conversation.
 - Ask students to work alone to complete the conversation with the words in the *Useful language* box. **Stronger students** can try to complete the conversation without looking at the phrases in the box.
 - Students can compare answers in pairs.
- 5  **2.11** Play the recording for students to check their answers to Exercise 4.
- Ask students to pay particular attention to the intonation used by the speakers on the recording.

Answers

2 don't need 3 worry 4 be fine 5 help you
6 there's 7 all right

- 6  Ask students to work in pairs to act out the conversation in Exercise 4. They can act it out twice, taking a different part each time.
- 7  Ask students to work with a partner to practise the language for reassuring someone.
- Students practise a conversation by changing the words in bold in Exercise 4 and using the information from Problems 1 and 2 in Exercise 7.
 - Pair **stronger students** with **weaker students** to do this task.

Optional activity

- Put students into small groups.
- Ask students to invent a problematic situation such as the ones in Exercise 7.
- Ask a student from each group to read out their problem.
- Put students into pairs.
- Ask them to choose one of the new problems to talk about.
- Students act out a conversation in which one student explains their problem and the other student offers them reassurance.

Objectives

- read an essay about mobile phones.
- learn how to introduce points and arguments in an essay.
- write an essay about social networking.

Background

An **essay** is a short written composition in which the writer sets out to discuss a particular subject or put forward an argument without going into the detail associated with a formal academic text.

Warm-up

- Books closed. Write essay on the board.
- Check students' understanding of the word and then find out how often they are asked to write essays in school, whether they enjoy writing them, and what makes an essay interesting to read.

- 1 • Ask students to open their books at page 61.
• Ask students to look at the photo, read the essay and choose the correct title for it.
• Students can compare answers in pairs before you check the answer with the class.

Answer

a

- 2 • Ask students to read the essay again.
• Put students into pairs to answer the questions.
• Check answers.
• Ask students which of the arguments are the strongest and why.

Answers

- 1 The writer asks a question.
- 2 There are three arguments.
- 3 There are three arguments.
- 4 That mobiles have improved communication for teenagers, but people mustn't use them too much.

- 3 • Read out the information in the *Useful language* box.
• Ask students to work alone to find four other words or phrases used to introduce arguments in the essay.
• Check answers.

Fast finishers

Students can translate the words and phrases in the *Useful language* box into their own language and write an example sentence in English with each of those words and phrases.

Answers

also For one thing, ... In addition, ... Lastly, ...

- 4 • Read out the example sentence.
• Ask students to work alone to complete the remaining gaps using the words in the box.
• Students can compare answers in pairs before you check answers with the class.

Answers

1 more, lastly 2 Firstly, addition



Get Writing

PLAN

- 5 • Students should do their planning in class. The writing can either be done in class or at home.
• Tell students they are going to write an essay about social networking.
• Refer students to the words and phrases in Exercise 4 used to introduce points and arguments and then go through the plan of how to organise information in an essay.
• Point out that the introduction and conclusion should not be too long. The detail should go in the main part of the essay.
• Ask students to work alone to plan their essays.

WRITE

- 6 • Tell students to use the essay in Exercise 1 as a model to follow.
• Give students ten minutes to complete the writing task. Students should write about 120 words.
• Monitor while students are writing. Help with grammar and vocabulary as necessary.
• Encourage students to produce at least two drafts of their essay.

CHECK

- 7 • Give students a few minutes to look through their essays and check them against the points here.
• Collect students' essays and mark them.

Optional activity

- Put students into small groups and ask them to write three essay titles in the form of questions such as the ones in Exercise 1.
- Each title should be about the Internet, social media or the digital revolution.
- One member of each group reads out their essay titles to the class.
- Write the titles on the board and then ask students to choose one of them to write about for homework.



Set Exercises 1, 2, 3 and 4 on page 52 and Exercises 5, 6, 7, 8, 9, 10 and 11 on page 53 of the **Workbook** for homework. You can also ask students to write three essay questions related to the theme of technology. Collect these at the start of the next lesson, read them out, and ask students to choose one to write about. Students can then write their new essays for homework to provide them with further practice of the useful language and the essay form.



Fears

Unit aims

I can ...

- talk about fears.
- talk about things I will and won't do in the future.
- talk about how I feel.
- understand about superstitions.
- express surprise and disbelief.
- write an email to a friend about plans and problems.

Unit contents

Vocabulary	Fears Prepositional phrases adjectives ending in <i>-ed</i> and <i>-ing</i> Opposites
Reading	An advice column 👉 Creepy creatures An article
Language focus	<i>going to/will</i> /Present continuous Quantifiers
Listening	Conversations between friends
Discover Culture	👉 Calendars of the Ancient Maya
Speaking	Expressing surprise 👉 Real talk: What are you afraid of?
Pronunciation	<i>ough</i>
Writing	An email to a friend Introducing news and explaining things
Get it right!	👉 <i>afraid of/nightmares about</i> 👉 <i>advice</i> 👉 <i>bored/boring</i>
CLIL	Geography: Living in a global city 👉 City or country?

Be curious

- Books closed. Write *fears* on the board and elicit the meaning of the word (a fear is *an unpleasant feeling that something dangerous or frightening will happen*).
- Put the following phrases on the board: *I have a fear of ... / I'm afraid of ...* Use them to tell students about any fears you have and then ask students to tell the class about any fears that they have.
- Ask students to open their books at page 62 and describe the photograph. Elicit sentences and put them on the board, e.g. *A man is going to do a jump. There are people watching him.*
- Elicit further examples of adrenalin-fuelled activities such as white water rafting or mountain climbing and then ask students why they think that some people want to do activities that others find frightening.
- Put students into pairs and give them a couple of minutes to answer the three questions.
- Check answers.
- Tell students that the theme of Unit 6 is fears and phobias.

Suggested answers

- They're in a circus tent.
- They are here to watch a show or event.
- The man isn't afraid of heights or falling.

CEFR

SKILL AREA	GOAL	EXERCISE
Listening	UNDERSTANDING INTERACTION	1–3 p66
	LISTENING TO MEDIA AND RECORDINGS	1–7 p68
Reading	READING CORRESPONDENCE	1–4 p71
	READING FOR INFORMATION & ARGUMENT	1–4 p64 1–3 p69
Speaking	INFORMAL DISCUSSION (WITH FRIENDS)	8 p68 5–6 p69
	INFORMATION EXCHANGE	4 p63 5 p64 5 p65 6–7 p67
Writing	CORRESPONDENCE	1–7 p71
	COHERENCE	3 p71
Communicative language competence	VOCABULARY RANGE	1–4 p63 4 p64 4–6 p66 4 p69
	GRAMMATICAL ACCURACY	1–5 p65 1–5 p67
	PHONOLOGICAL CONTROL	1 p63 4 p66 6 p70

Vocabulary Fears


UNIT
6

Objectives

- learn vocabulary for fears and phobias.
- listen to people talking about their fears and phobias.
- talk about people I know who have particular fears.


Warm-up

- Books closed. Ask: *Can you name some common fears?*
- Put students into small groups and give them one minute to write a list of common fears.
- You could make this competitive by telling students that the group which comes up with the most fears (and which has written them down correctly in English) wins.
- Ask a member of each group to read their list out to the class.

- 1**  **2.12** Ask students to open their books at page 63.
- Refer students to the photos and the word box.
 - Put students into pairs to match the words with the photos.
 - If you have the Presentation Plus software, put the photos on the board and ask students to come up to the board in turn to match the words with the photos.
 - Play the recording for students to listen, check their answers and repeat the words.
 - Encourage students to learn, as a part of their homework, each new set of vocabulary introduced in the Student's Book. They can do this by writing translations and definitions of the words, covering up the word in English, and testing themselves to see what they can remember.

Answers

b birds **c** insects **d** snakes **e** clowns **f** flying
g heights
'lifts' are not in the photos

- 2**  **2.13** Tell students that they are going to listen to people talking about the fears in the word box in Exercise 1.
- Play the recording for students to listen and match the speakers with the fears.
 - Encourage **stronger students** to note down as much as they can about what each speaker says.
 - Check answers with the class.

Audioscript

- 1 Woman:** Ugh! I just don't like the idea of them flying inside a building.
- 2 Man:** I can't go up high buildings, like the Eiffel Tower. No way!
- 3 Woman:** I think it's their faces. Their faces are really horrible!
- 4 Woman:** I always take the stairs. It's really good exercise too!
- 5 Boy:** I sleep with a light on every night – I prefer it.
- 6 Man:** I prefer to travel by train or car than by plane.
- 7 Man:** I hate it when they are in the bath or shower. I can't even go into the bathroom. Ugh!
- 8 Girl:** I have nightmares about them biting me. And then I go to hospital ...

Answers

2 heights **3** clowns **4** lifts **5** the dark **6** flying
7 insects **8** snakes

Game

- Play *Pictionary* to practise the fears in Exercise 1.
- See **Games Bank** on page 28.

Your turn

- 3**
- Give students a few minutes to order the things in Exercise 1 according to how frightening they find them.
 - If students are afraid of anything that isn't in Exercise 1, they can add those things to their list.
- 4**
- Put students into pairs to compare the lists they wrote in Exercise 3.
 - Students can then ask and answer the two questions.
 - Ask some students to tell the class something they found out about their partner.
 - To **extend** the work on this vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 112 and complete the exercises for *Fears*.

Optional activity

- Put students into small groups and tell them to imagine that they are psychologists whose job it is to help people conquer their fears.
- Ask students to choose three fears from Exercise 1 and think of ways to help someone overcome their fear of those things.
- Give students up to ten minutes to talk about this in their groups, and then ask one student from each group to report back to the class.



Set Exercises 1, 2, 3 and 4 on page 57 of the **Workbook** for homework.

You could also ask students to do some research at home and in school and find out which are the most common fears among their friends and family. Students can share what they find out with a partner at the beginning of the next lesson.

Reading An advice column


Objectives

- read an advice column helping people with their fears and phobias.
- learn prepositional phrases.
- talk about dealing with phobias.

Warm-up

- Books closed. Write *advice column* on the board and elicit its meaning (a column in a magazine, newspaper or on a website, which invites people to submit their problems to a journalist known as an *agony aunt* or *agony uncle*, who offers advice.)
- Ask: *Do you ever read advice columns?*

- 1
- Ask students to open their books at page 64.
 - Students look at the photos and say what they think the teens are afraid of.

- 2
-  **2.14** Ask students to read the advice column to check their answers to Exercise 1.
- Find out if any students in the class are afraid of flying or afraid of the dark.

Answers

Isabella – flying
Kevin – the dark

- 3
- Drill the pronunciation of the following adjectives from the text: *scared* /skɛ:d/, and *embarrassed* /ɪm'barɛst/.
 - Give students time to read through questions 1–6. Help **weaker students** by guiding them to the part of the text where they will find the answer to each of the questions.
 - Ask students to work alone to read the text again and answer the questions.
 - Check answers.
 - Read out the information in the **FACT!** Box. Ask students if they can name any other phobias, e.g. *agoraphobia* (fear of open or public places), *cynophobia* (fear of dogs), *entomophobia* (fear of insects).

Suggested answers

- 1 A phobia is a strong fear that you can't control.
- 2 She has to go to a wedding.
- 3 Isabella should try to relax and do some exercise before the flight. She should listen to her favourite music during the flight.
- 4 Because he's going on a school trip.
- 5 That other students will want to switch off the lights and he won't be able to sleep.
- 6 To tell his roommates that he wants to have a light on at night.

Optional activity

- Write the following statement on the board: *The only way to conquer a phobia is to confront it.*
- Check understanding of *conquer* (defeat) and *confront* (face up to or deal with something).
- Elicit phrases used in discussions, e.g. *I think, I agree, I disagree, In my opinion.*
- Put students into small groups to discuss the statement on the board.

Explore prepositional phrases

- 4
- Refer students to the highlighted phrases in the text.
 - Ask students to work alone to complete the sentences.
 - Check answers.
 - To **extend** the work on this vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 112 and complete the exercises for *Explore prepositional phrases*.

Fast finishers

Students can write two gapped sentences using the prepositional phrases in Exercise 4. You can then put these on the board for the class to complete as further practice.

Answers

1 of 2 about 3 of 4 with 5 about

Language note

After the prepositional phrases *terrified of*, *worried about*, *think of* and *embarrassed about*, a noun, pronoun or gerund is used. A noun or pronoun is used with *share with*. The infinitive form of a verb cannot be used with these prepositional phrases.

Your turn

- 5
- Read out the information in the **Get it right!** box. Explain that *advice* is an example of an uncountable noun.
 - Read out the questions.
 - Refer students to the sentence fragments which they can use to help them form sentences in their discussions.
 - Put students into pairs to ask and answer the questions.
 - Ask some students to tell the class about the discussion they had with their partner.

Language note

Although *advice* does not have a plural form, the word can be used with the countable noun *piece*, e.g. We can say *She gave me a piece of advice* or *Can I give you one or two pieces of advice?*

Optional activity

- Students work in small groups to design an advice column.
- Students design their columns on computers using software such as PowerPoint, PosterMyWall, Picasa or Photoshop.
- They should write two problems, as well as advice in response to those problems, and illustrate their advice columns with drawings or photographs.
- Print out the advice columns or ask students to read them on their smartphones.



Set Exercises 1, 2, 3, 4 and 5 on page 61 and Exercise 6 on page 58 of the **Workbook** for homework.

Language focus 1 *be going to/will*/Present continuous

UNIT
6

Objectives

- learn *be going to*, *will* and the present continuous for future arrangements
- ask and answer questions about plans and arrangements.

Warm-up

- Books closed. Write *the future* on the board.
- Elicit all the ways that students know of talking about the future in English.

- 1
- Ask students to open their books at page 65.
 - Tell students that the example sentences are from the text on page 64.
 - Ask students to work in pairs to match the sentences with the uses.
 - Check answers.
 - Then ask students to come up with their own example sentences for the three ways of talking about the future introduced in this exercise.
 - Explain that *going to* is sometimes pronounced *gonna* when people are speaking at a normal conversational speed, especially in American English.
 - For further information and additional exercises, students can turn to page 104 of the **Grammar reference** section.
 - Rather than seek to translate the grammar of their own language into English, encourage students to make an effort to learn the actual grammar of English.

Answers

1 b 2 c 3 a

Language note

Be going to suggests that a decision has been made to do something in the future, but that not all the necessary arrangements have been made yet, e.g. *I'm going to meet Pablo tomorrow, but haven't decided where or when.* The present continuous suggests that a decision has been made to do something and that all the necessary arrangements have been made, e.g. *We're meeting outside the café at 6 pm.*


- 2
- Join the first sentence as an example.
 - Put students into pairs to join the remaining sentence halves.

Fast finishers

Students can add an extra sentence to each of the sentences in Exercise 2, e.g. *We aren't going to take the lift. Jim prefers to take the stairs.*

Answers

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

- 3
-  2.15 Give students a minute to read through the gapped conversation and then ask: *What are Sally and Mia talking about?* (Mia's trip to a wedding in San Francisco.)
- Put students into pairs to complete the conversation by choosing the correct verb forms.
 - Play the recording for students to listen and check their answers.
 - Students can act out the conversation in pairs.

Answers

2 is arriving 3 'll probably relax 4 I'm going to go
5 are eating 6 Are you going to 7 aren't staying
8 is leaving

Game

- Play *Expanding sentences* to practise *be going to*.
- See **Games Bank** on page 28.

Your turn


- 4
- Read out the questions.
 - Ask students to work alone to make notes about them.
- 5
- Put students into pairs to ask and answer the questions in Exercise 4 using the notes they made to help them.
 - Ask some students to tell the class what they found out about their partner's plans.

Optional activity

- Ask students to draw a diary in their notebooks. Ask them to fill in three spaces in their diaries, e.g. *Sunday: playing football in the park with Tom, 3 pm.* They write the activity, who they are doing it with, and when they are doing it.
- Students walk around the classroom and invite each other to do things, e.g. *What are you doing on Saturday morning? Would you like to go shopping with me?*
- Give students five minutes to fill their diaries.
- Students should make use of *be going to* and the present continuous in their questions and answers.
- Ask students to work in pairs and share their plans with a partner, e.g. *What are you doing on Wednesday evening? On Wednesday I'm playing basketball with Magdalena.*

You can show this video as either a lead-in or a follow-up to the Language Focus 1 lesson.



-  Ask: *Are there any animals that you are afraid of?* Elicit students' answers and then read out the information about the video.
- Play the video.
- Students watch it and answer the two questions.
- Check answers and then say: *The man in the video is relaxed with the animal. Are we only afraid of things we don't know, don't understand or have no experience of?*
- See page 127 for further activities you can do with this video.

Answers

- He's trying to catch a cobra.
- With his hands.



Set Exercises 1, 2, 3, 4 and 5 on page 58 of the **Workbook** for homework.

Listening and Vocabulary

Objectives


- listen to two conversations between friends in a theme park.
- learn *-ed* and *-ing* adjective endings.
- talk about the things I am interested in, excited about or worried about.

Conversations between friends

Warm-up

- Books closed. Elicit *rollercoaster* and *theme park* and ask students to name examples of either in their region or country.

- 1
- Ask students to open their books at page 66.
 - Put students into pairs to ask and answer the questions.
 - Discuss the answers with the class.

- 2
-  2.16 Tell students they are going to listen to two conversations.
- Read out the question.
 - Play the recording for students to listen and answer the question.
 - Check answers.

Audioscript

Conversation 1

Anita: OK, so where are we going first?

Bruno: I want to go on The Scream Machine.

Claudia: Me too.

Anita: Yeah, but there are too many people! Look at the queue, Bruno ...

Bruno: It's not that bad. Anita, are you scared?

Anita: Scared? Well, yeah! I'm terrified of roller coasters – and it's called *the Scream Machine*! Why don't we go on The Tidal Wave? Look, there are only a few people in the queue ...

Bruno: I'm a bit worried about the water on that one.

Anita: Don't be silly Bruno! You don't have to swim!

Bruno: Yeah, but you know, I don't really like water ...

Claudia: Listen, there's enough time to do everything. Don't worry about the queues. Let's start with The Scream Machine – really, Anita it looks worse than it is – it's great when you're on it ... honest.

Anita: Mmm ... I'm still not sure ... How many loops has it got?

Bruno: Not many. Just ten. You'll love it!

Anita: Ten? I don't know ...!

Claudia: Come on! You can scream as much as you want!

Anita: OK. But then we're going on the Tidal Wave! Bruno?

Bruno: OK! That's fair. Come on, before the queue gets bigger...

Conversation 2

Anita: That was brilliant ... what a fantastic day! The Scream Machine was great! I loved it!

Claudia: I told you! And what about the Tidal Wave Bruno? Scary?

Bruno: Nah, not at all! I loved the water. It was so nice and fresh!

Claudia: But The Colossus was the best ... it was so exciting!

Bruno: Yeah, that was my favourite too. It was amazing! I've been on a lot of rides and that was the best ride ever.

Anita: Everything was great fun, except we spent too much money, right?

Claudia: And I'm exhausted now!

Bruno: And I'm hungry. How much money have we got? Can we get something to eat?

Anita: Yeah, I think so, we've got a little time before the bus comes ... There are some food stalls over there, let's get something.

Claudia: OK, I want a burger!

Answers

- a Anita is terrified of roller coasters. Bruno is a bit worried about the water.
- b Anita thinks everything was brilliant. Bruno loved the water and he's hungry now.


- 3  2.16 Play the recording again.

- Students listen and answer the questions.
- Check answers.

Answers

1 a 2 b 3 c 4 a 5 b

-ed and -ing adjectives

- 4  2.17 Read out the information in the **Get it right!** box.
- Test students' understanding of the difference between *-ed* and *-ing* adjectives by eliciting pairs of example sentences, e.g. *The film was boring. I was bored.* Do the same to test their understanding of the use of *in* with interested and of with the other adjectives listed in the box.
 - Put students into pairs to choose the correct adjectives to complete the sentences.
 - Play the recording. Students listen, check their answers and repeat.

Answers

2 terrifying 3 interesting 4 excited 5 tiring
6 worried

Your turn

- 5
- Refer students to the incomplete sentences.
 - Ask students to work alone to complete the sentences so that they are true for them.
- 6
- Put students into pairs to compare their sentences.
 - Ask some students to tell the class something about their partner.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 112 and complete the exercises for *-ed* and *-ing* adjectives.

Game

- Play *Correct the sentence* using *-ed* and *-ing* adjectives.
- See **Games Bank** on page 28.



Set Exercises 1, 2, 3 and 4 on page 59 of the **Workbook** for homework.

Language focus 2 Quantifiers

Objectives

- learn to use quantifiers.
- practise using quantifiers by asking and answering questions about a theme park.

Preparation

- Bring photocopies of the audioscript from page 66.

Warm-up

- Books closed. Write the following questions on the board:
How many people were at the cinema? How much money did you spend?
- Introduce the ideas of countability and quantity. Check students know that *many* is used with countable nouns and *much* with uncountable nouns.
- Explain that words in English which refer to the number of something are known as *quantifiers*.
- Elicit any quantifiers that students know.

- 1 • Ask students to open their books at page 67.
• Tell students that the example sentences are from the listening on page 66.
• Give out photocopies of the audioscript, which students can use to help them complete the sentences.
• Check answers.
• For further information and additional exercises, students can turn to page 104 of the **Grammar reference** section.

Answers

2 enough 3 many 4 too 5 much

- 1 We use **too much/many** to say an amount is excessive.
- 2 We use **how much/many** to ask about quantity.
- 3 We use **enough** to say the amount is correct.

- 2 • Complete the first sentence with the class as an example.
• Ask students to work in pairs to complete the remaining sentences. Encourage **weaker students** to highlight the verbs and nouns in each sentence and to think how the form of these nouns and verbs lead us to the answer.
• Check answers with the class.

Answers

1 enough 2 too many 3 How much 4 many
5 enough

a little / a few

- 3 • Write *a little* and *a few* on the board. Ask: *Do you know the difference between the two?*
• Elicit or introduce the idea that the phrase *a little* is like *much* in that it is used with uncountable nouns and *a few* is like *many* in that it is used with countable nouns.
• Ask students to complete the two sentences taken from the listening on page 66 with *a little* or *a few*.
• For further information and additional exercises, students can turn to page 104 of the **Grammar reference** section.

Answers

1 a few 2 a little
We use *a little* and *a few* to express **small** quantities.

- 4 • Complete the first sentence as an example.
• Ask students to work alone to complete the sentences.
• Check answers.

Answers

1 a few 2 a little 3 a few 4 a little 5 a few

Optional activity

- Put students into teams.
- Read out a list of countable and uncountable nouns (e.g. *trees, money, time, chairs*).
- Ask students to give the correct quantifier (*a little / a few*) for each.
- The team with the most correct answers wins.

5



2.18 Refer students to the words in the box and the example.

- Put students into pairs to complete the conversation using the words in the box.
- Play the audio to check the answers.

Answers

2 How many 3 enough 4 How much 5 a little
6 How much 7 too much 8 a few 9 too many

Play it right!

ough

- 1 **2.19** Ask students to turn to page 97.
• Play the recording. Students listen and repeat.
- 2 **2.20** Go through each of the four sounds and make sure that students are able to say them.
• Play the recording for students to choose the correct sound heard in each of the sentences.

Answers

1 /ʌ/ 2 /u:/ 3 /ɔ:/ 4 /əu/ 5 /ɜ:/ 6 /eʊ/

- 3 **2.20** Play the recording for students to check their answers to Exercise 2.

Optional activity

- Students use their smartphones to record each other saying the sentences in Exercise 2.
- They play the recording back. Did they pronounce the different *-ough* sounds correctly?

Your turn

- 6 • Read out the questions.
• Ask students to work alone to note down some answers.
• If students have never been to a theme park, ask them to research theme parks online to find one they'd like to go to. They can then talk about this in Exercise 7.
- 7 • Put students into pairs to ask and answer the questions from Exercise 6.
• Ask some students to tell the class about their partner's experience of theme parks.



Set Exercises 1, 2, 3, 4 and 5 on page 60 of the **Workbook** for homework.



Discover Culture

Calendars of the ancient Maya

Objectives

- watch a video about the calendar system used by the ancient Mayan people of Mexico.
- talk about good days and bad days and whether it is possible to predict either.

Background

The Mayan civilisation of the Yucatán Peninsula of south-east Mexico flourished during the period 250 CE and 900 CE. It is remembered for its writing system, astronomy, mathematics and the pyramidal structures built in its cities.

Warm-up

- Books closed. Ask: *Do you have a favourite and a least favourite day of the week?*
- Put students into pairs to ask and answer the question. Encourage students to give reasons for their answers, e.g. *Sunday is my least favourite day of the week because it is such a quiet day.*

- 1 • Ask students to open their books at page 68 and look at the photos.
• Read out the four questions and then put students into pairs to answer them.

- 2 6.2 Play the first part of the video for students to check their answers to Exercise 1.

Videoscript

Do you ever wake up and think, is today going to be a good day or a bad day? Well, the ancient Maya believed they could answer that question!

The Maya lived here, in parts of Mexico and Central America. They are famous for their complex calendars. Today, scientists study those calendars to try to understand the Mayans' mysterious culture.

In Mayan cities, like Palenque, they closely watched the movement of the sun, moon, stars and planets. They built their kings' tombs under rays of sunlight. And they waited for the moon to pass here above the palace before they got the crops out of the fields.

Their knowledge of the sun and moon helped them make their calendar. The calendar showed each day of the Mayan year. Each day had a symbol. The symbols showed good days and bad days. This day, IMIX, was a good day. They planned to do important things, like planting, on these days. This day, CIMI, was a bad day. Its symbol was the closed eye of a dead person. Nothing important happened on these days.

The Maya also had a solar calendar. It had eighteen months of twenty days each; a total of 360 days. Then there were five bad days, a total of 365 days, just like our calendar.

This Mayan temple of Kukulkan shows the importance of the solar calendar. It has 365 steps – one for each day of the solar year. So what do you think about the ancient Mayan calendar? Can we really say if tomorrow is going to be a good day or a bad day?

Answers

- 1 in Mexico 2 the Maya 3 a calendar
- 4 Their knowledge of the sun and moon helped the Maya make their calendar.

- 3 Play the first part of the video again and then put students into pairs to answer the two questions.
• Check answers.

Answers

- 1 Is today going to be a good or a bad day?
- 2 To understand their mysterious culture.

- 4 Give students time to read through the gapped text. Help **weaker students** by eliciting or suggesting the sort of words or numbers that you would expect to put in each gap.
• Play the next part of the video.
• Students watch and complete the text.
• Students can compare answers in pairs before you check answers with the class.

Answers

- 1 months 2 360 3 bad 4 365 5 steps 6 year

- 5 • Read out the four sentences. Tell students that the sentences describe images seen in the video.
• Ask students to put the images in the order in which they appear in the video.
• Students can compare their answers in pairs.

- 6 Put students into pairs to complete the short text by choosing the correct words.

- 7 6.2 Play the video again for students to check their answers to Exercises 5 and 6.

Answers to Exercise 5

d – b – c – a

Answers to Exercise 6

- 1 good 2 important 3 bad 4 closed 5 Nothing

Your turn

- 8 • Read out the questions.
• Put students into pairs to ask and answer the questions.
• Ask some students to report back to the class on the opinions of their partner.



For homework, ask students to do a survey among their friends at school to find out what the most and least popular days of the week are. Students can share the results of their survey with the class at the beginning of the next lesson.

Reading An article


Objectives

- read an article about superstitions.
- learn adjective opposites.
- talk about superstitions in my country.

Warm up

- Books closed. Check students' understanding of the noun *superstition* (an irrational belief that something will either bring you good luck or bad, e.g. Friday the 13th is believed to be an unlucky day in some countries).
- Elicit or introduce the adjective *superstitious*.
- Drill the pronunciation of *superstition* /su:pə'stɪʃ(ə)n/ and *superstitious* /su:pə'stɪʃəs/.

- 1 • Ask students to open their books at page 69.
• Focus attention on the pictures.
• Put students into pairs and ask them to identify the superstitions pictured.
• If you have the Presentation Plus software, put the photos on the board and elicit answers from the class as a whole to the question of which superstitions are pictured.

- 2  **2.21** Check understanding of the following:
ladder (noun): a piece of equipment used for climbing up and down something, consisting of steps between two long lengths of wood, rope or metal.
magpie (noun): a bird with a long tail and a noisy call.
• Ask students listen to read the text to check their answers to Exercise 1.
• With the whole class, discuss the question of whether any of the superstitions referred to in the article are a feature of life in the students' country.

Suggested answers

not changing one's socks and entering the pitch with your right foot, opening an umbrella inside a house, one magpie, walking under a ladder, putting a horseshoe outside your house, breaking a mirror, a black cat

- 3 • Ask students to read the text again and work alone to decide whether the sentences are true or false. Tell students to correct the false sentences.
• Check answers with the class.
• Read out the information in the **FACT!** box. Go through the pronunciation of the word *triskaidekaphobia* /trɪskɑɪdeɪkə'fəʊbiə/ with the class. Tell students that the word comes from the Greek for *thirteen*, which is *treiskaideka*.

Answers

- 2 T 3 F (Some footballers don't change their socks.)
4 F (They are for people who don't believe in superstitions.)
5 T 6 F (They love these parties.)

Explore opposites

- 4 • Refer students to the list of adjectives. Help **weaker students** by checking they understand the meaning the adjectives in the list. Do this by asking questions and eliciting the appropriate word, e.g. *Which adjective describes someone who wears a scarf when it's cold?* (*sensible*) *Which adjective describes someone who loses their keys and breaks their computer on the same day?* (*unlucky*)
• Put students into pairs and ask them to match the adjectives in the list with their opposites highlighted in the text.
• Check answers.
• To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 112 and complete the exercises for *Explore opposites*.

Answers

- 1 dangerous 2 successful 3 old 4 lucky 5 good
6 silly

Optional activity

- Ask students to work in pairs (A and B).
- Student A defines an adjective highlighted in the text or one of the ones in the list in Exercise 4 for their partner to guess.
- Once Student B has guessed the word, Student A then asks them to name that word's opposite.
- Student swap roles until all the adjectives have been described.

Your turn

- 5 • Ask students to work alone to write brief descriptions of three common superstitions in their country.
• Monitor while students do this. Help with vocabulary as necessary.
- 6 • Put students into pairs to compare the superstitions they wrote about in Exercise 5. Students can tell one another whether they pay attention to any of the superstitions they wrote about or whether they ignore them.
• Give students some time to discuss the question of whether people make their own luck and then continue the discussion with the class as a whole.



Set Exercise 6 on page 60 of the **Workbook** for homework.

You could also ask students to find out about some unusual superstitions from around the world. Students can look online for this information. At the beginning of the next lesson, students share what they found out with the class.

Speaking Expressing surprise


Objectives

- watch teenagers talking about what they are afraid of.
- listen to two friends talking about a friend who doesn't like sailing.
- practise expressing surprise.

Warm-up

- Books closed. Write *surprise* on the board and check understanding of the noun: *surprise is a feeling of shock caused by an unexpected event.*
- Ask students if they know any ways of expressing surprise in English, e.g. *I'm shocked, I'm surprised, I don't believe it, I can't believe it, No way!*
- Write any phrases that students come up with on the board.

Real talk: What are you afraid of?

- 1  **6.3** Ask students to open their books at page 70.

- Tell students they are going to watch some teenagers answering the following question: *What are you afraid of?*
- Give students some time to look at the three questions and then play the video.
- Students work alone to answer the question.
- Students can compare answers in pairs before you check answers with the class.



Videoscript

Narrator: What are you afraid of?

Freddie: I'm afraid of snakes and spiders. I have this one nightmare: I'm in a room and there are hundreds of snakes and thousands of spiders everywhere. It's awful!

Phillip: I hate small spaces. When I was little, my big brother locked me in a closet for two hours. My mom was really mad at him, but it didn't help me!

Eleanor: I'm terrified of crocodiles ... but I've never seen a real one! I hope it stays that way.

Jessica: I'm afraid of flying – I always close my eyes when we take off and then I listen to music during the whole flight. I can't talk to anybody!


Nishta: I don't have any big fears ... but my dad's terrified – of me!


Callum: I'm not afraid of anything!

Narrator: What are you afraid of?

Answers

a 2 b 2 c 2


- 2  Put students into pairs to ask and answer the question.
- Ask some students to report back to the class on what their partner said.

- 3  **2.22** Tell students they are going to listen to Jack and Rosa talking about their friend Mike.
- Play the recording for students to listen and answer the question.

Answer



deep water

- 4
- Give students time to look through the conversation.
 - Ask students to work alone to complete the conversation with the words in the *Useful language* box. **Stronger students** can try to complete the conversation without looking at the phrases in the box.
 - Students can compare answers in pairs.

- 5  **2.22** Play the recording for students to check their answers to Exercise 4.
- Ask students to pay particular attention to the intonation used by the speakers on the recording.

Answers

2 What 3 impossible 4 can't be 5 Are you
6 joking 7 believe

- 6  Ask students to work in pairs to act out the conversation in Exercise 4. They can act it out twice, taking a different part each time.
- 7  Ask students to work with a partner to practise the language for expressing surprise.
- Students use the conversation in Exercise 4 as a model to follow, changing the words in bold to the information in Situation 1 and Situation 2.
 - Encourage students to take their time when speaking, to think about what they want to say and how they want to say it.
 - Pair **stronger students** with **weaker students** to do this task.

Optional activity

- Put students into groups of three.
- Ask two students to practise their conversation, while the other student in the group records it on their phone.
- Students can watch the conversation back and analyse it in terms of language used, check that their pronunciation and intonation was accurate and that they used the phrases in the *Useful language* box correctly.



For homework, ask students to video English-speaking friends and family members answering the question: *What are you afraid of?* At the beginning of the next lesson, students can play their videos to a partner and say whether they share the fears expressed in the videos.

Objectives

- read an email about a plans and a problem.
- learn ways of introducing news and explaining things.
- write an email to a friend.

Warm-up

- Books closed. Ask: *Do you ever look for advice online?*
- Put students into pairs to ask and answer the question.
- Ask some students to report back to the class on what their partner said.

- 1 • Ask students to open their books at page 71.
• Ask students to read Stefani's email and say what she is worried about.
• Check the answer with the class.

Answer

flying

Optional activity

- Put students into small groups.
- Ask students to read Stefani's email again and then think of some advice to help her with her problem.
- Ask one member of each group to report their group's advice to the class.
- You can choose the piece of advice you think is best.

- 2 • Ask students to work in pairs to put the information in Stefani's email in the correct order.
• Check answers.

Answers

- explain the problem 3
- open email and say thanks for Pete's news 1
- write about who she has spoken to about it 5
- describe how she feels and why 4
- ask for advice and close email 6
- give news and explain her plans 2

- 3 • Refer students to the *Useful language* box.
• Ask students to work alone to find two other examples of introducing something in Stefani's email.
• Students can compare answers in pairs before you check answers with the class.

Answers

- my problem is ...
- the truth is ...

- 4 • Read out the example.
• Ask students to work alone rewrite the remaining sentences using the phrases in brackets. Help **weaker students** by showing that the phrase in brackets goes at the beginning of the sentence and that it is always followed by *is that*.
• Check answers with the class.

Answers

- 2 The idea is that we stay there for two years.
- 3 The truth is that she doesn't want to go.
- 4 The fact is that a lot of people have this phobia.
- 5 The idea is that they visit me next year.
- 6 My big news is that I've got a dog.



Get Writing

PLAN

- 5 • Students should do their planning in class. The writing can either be done in class or at home.
• Tell students they are going to write an email to a friend which will include their news and explain a problem they have. Tell students that the problem should be connected to their news, e.g. *I'm going to play for the school football team, but I'm worried I won't be very good*. Students can invent the news and the problem, if they prefer.
• Give students times to make notes on the information from Exercise 2 that they will include in their emails.

WRITE

- 6 • Tell students to use Stefani's email as a model to follow and encourage them to add extra information to their own emails, e.g. mention someone else with the same problem.
• Give students ten minutes to complete the writing task. Students should write about 120 words.
• Monitor while students are writing. Help with grammar and vocabulary as necessary.
• Encourage students to produce at least two drafts of their email. Point out that while email is considered an informal form of communication, care should still be taken to use capitals, punctuation and full sentences.

CHECK

- 7 • Give students a few minutes to look through their emails and check them against the points here.
• Collect students' emails and mark them.

Optional activity

- Students swap their emails with a partner and write a response to their partner's email.
- Monitor while students do this and help with vocabulary as necessary.



Set Exercises 1, 2, 3 and 4 on page 62 and Exercises 5, 6, 7, 8, 9, 10 and 11 on page 63 of the **Workbook** for homework.
You could also ask students to find out whether their friends or family members have any 'big news'. At the beginning of the next lesson, students can share what they found out with a partner, e.g. *My uncle's big news is that he's moving to Australia*.



School life

Unit aims

I can ...

- talk about behaviour and discipline at school.
- talk about imaginary situations.
- ask questions about imaginary situations.
- understand an article about teaching in Singapore.
- ask for and give advice.
- write a problem page.

Unit contents

Vocabulary	Behaviour and discipline at school Words from the text <i>make</i> and <i>do</i> Phrasal verbs
Reading	A student blog ▶ The women of Ayoquezco An article
Language focus	Second conditional: affirmative and negative statements, <i>yes/no</i> questions Second conditional: <i>Wh-</i> questions
Listening	A discussion
Discover Culture	▶ Playing with Maths
Speaking	Asking for and giving advice ▶ Real talk: Who would you talk to if you needed advice?
Pronunciation	Intonation in second conditional sentences
Get it right!	👁 <i>want</i> + infinitive
Writing	A problem page Summarising a problem and giving advice
CLIL	Technology: Social media ▶ Be safe online

Be curious

- Books closed. Write *school* on the board.
- Put students into groups and give them one minute to brainstorm all the associations they have with that word.
- Ask one member of each group to report back to the class.
- Ask students to open their books at page 74 and describe the photograph. Alternatively, give students 20 seconds to study the photo, then ask them to close their books and say what they remember about it.
- Give students a couple of minutes to answer the three questions.
- Students can then compare answers in pairs before you check answers with the class.
- Tell students that the theme of Unit 7 is education and life at school.

Suggested answers

- I think they're at school. They're studying on their computers, but some of them are doing some exercise at the same time.
- It's very important because it can affect how you learn.
- The best thing is making new friends and meeting them every day. The worst part is homework.

CEFR


SKILL AREA	GOAL	EXERCISE
Listening	UNDERSTANDING INTERACTION	3 p75 1–2 p78 1–5 p82
	LISTENING TO MEDIA AND RECORDINGS	1–7 p80
Reading	READING CORRESPONDENCE	1–4 p83
	READING FOR INFORMATION & ARGUMENT	1–4 p76 1–3 p81
Speaking	INFORMAL DISCUSSION (WITH FRIENDS)	5–6 p76 3 p78 7 p80
	GOAL-ORIENTED COOPERATION (e.g. Repairing a car, discussing a document, organising an event)	4–7 p82
	INFORMATION EXCHANGE	4 p75 4–5 p79
Writing	OVERALL WRITTEN PRODUCTION	5 p81
	CORRESPONDENCE	1–7 p83
Communicative language competence	VOCABULARY RANGE	1–3 p75 4–6 p78 6 p80 4 p81 4 p83
	GRAMMATICAL ACCURACY	1–5 p77 1–3 p79
	PHONOLOGICAL CONTROL	1 p75 4 p78 6 p82
	SOCIOLINGUISTIC APPROPRIATENESS	4 p82
Communication strategies	IDENTIFYING CUES AND INFERRING	4 p76 4 p81

Objectives

- learn vocabulary for life at school.
- listen to a conversation about schools.
- talk about rules at my school.

Warm-up

- Books closed. Put students into pairs and ask them to tell one another about their favourite subject at school, the subject they like the least and why.
- Ask some students to report back to the class on their partner.

- 1**  **2.23** Ask students to open their books at page 75.
- Explain that the phrases in the box are all connected to life at school.
 - Put students into pairs to match the phrases with the correct pictures.
 - Play the recording for students to check their answers and repeat the phrases.
 - Encourage students to make cards with new vocabulary on one side and a picture representing that word on the other. Students can then test themselves by looking at the picture and saying the word, before turning the card over to check.


Answers

b be on time **c** wear a uniform **d** bullying
e get good marks **f** write lines **g** get detention
h hand in homework **i** scream or shout

- 2**
- Read out the question.
 - Put students into small groups to divide the phrases in Exercise 1 according to whether they refer to bad/good behaviours or rules and punishments.

Answers

good behaviours: hand in homework, be on time, get good marks
bad behaviours: bullying, cheat in a test, screaming or shouting
rules and punishments: get detention, write lines, wear a uniform

- 3**  **2.24** Tell students they are going to listen to a conversation about school.
- Ask students to listen and then say which of the things in Exercise 1 are talked about. Encourage **stronger students** to note down what the speakers in the conversation say about the things in Exercise 1.
 - Play the recording.
 - Check answers.

Audioscript

David: What are schools like in Brazil, Anita?
Anita: Well, I suppose they're like schools here in Britain. I don't know.
David: So what are the rules in your school?
Anita: Well, we don't wear a uniform.
David: Oh, you're so lucky. We do – it's not very nice. Blue and grey.
Anita: Oh, well we can't just wear anything we like. We can't wear jeans, for example. And if you don't follow the rules, they send you home.
David: We get detention. We have to stay in school for an hour on Thursdays if we don't wear the uniform. And the teacher sometimes makes us write lines like, 'I must not forget my school sweater'.

Anita: That sounds very boring! School in Brazil starts at seven o'clock in the morning.

David: Seven o'clock?!

Anita: Yes, and you have to be on time. If you're late you get detention. And of course, we can't scream or shout in the school.

David: Yes, I think that's fair. Is there a lot of bullying?

Anita: Not really. I think the school is very careful to stop bullying. They're very strict on bullying. It's a good school and I really like it.

Answers

wear a uniform get detention write lines be on time
scream or shout bullying

Optional activity

- Tell students that *write lines* and *get detention* are examples of punishment.
- Put students into groups and ask them to consider whether they think the above are effective forms of punishment for students who break school rules or misbehave in some way.
- As well as giving their view on the punishments, students should suggest some of their own, explaining why they think their proposed punishments would be effective.
- Ask one member of each group to report back to the class.

Your turn

- 4**
- Read out the questions.
 - Put students into pairs to ask and answer them.
 - Ask some students to report back to the class on their partner.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 113 and complete the exercises for *Life at school*.



Set Exercises 1, 2, 3 and 4 on page 67 of the **Workbook** for homework.

In the next lesson, students will read about an unconventional school in New York. For homework, ask them to research schools which are in some way different to how schools are usually run. At the beginning of the next lesson students can share what they find out with a partner.

Reading A student blog

Objectives

- read a blog post about a school in New York.
- offer my opinion on schools like the one in the post.

Background

The Brown's Free School is run according to democratic principles, in which students have a direct say in how the school is managed. The term *free school* is also used in England to refer to schools which students do not have to pay to attend, but which are not under the direct control of the local authority.


Warm-up

- Books closed. Ask: *What is school for?*
- Put students into small groups to brainstorm answers to this question. Once students have noted some ideas down, ask them to come up with a definitive list of three.
- Ask one member of each group to report back to the class.

- 1
- Ask students to open their books at page 76 and look at the photo of the children.
 - Read out the questions.
 - Put students into pairs to answer the questions.

Suggested answers

- 1 The children are at school. They're sitting on the floor.
- 2 I think they're school children.
- 3 They're discussing something important about their life at school.

- 2  **2.25** Ask students to read the text.
- Put students into pairs to answer the question.
 - Check answers and then refer students to the information in the **FACT!** box. Ask: *Are there are schools like this in your country?*

Suggested answers

They have a weekly school meeting and discuss students' ideas. Students can make decisions about everything. Students can walk out if they don't like a class. They can choose what to study and how. They don't have a school uniform and don't get detention.

- 3
- Focus students' attention on the six statements.
 - Ask students to read the text again before they work alone to decide whether the sentences are true or false. Tell students to correct the false sentences.
 - Students can compare answers in pairs before you check answers with the class.
 - Read out the information in the **Get it right!** box. Check students' understanding of this, asking individual students questions related to the theme of education using the verb *want*, e.g. *What subjects do you want to learn more about? What do you want to study at university?*

Fast finishers

Students can write two sentences about the text (one false and one true). They can then read these out to the class for the rest of the students to decide which sentence is true and which false.

Answers

- 2 F (The students vote on their own suggestions.)
 - 3 F (There are rules that the students make.)
 - 4 F (Students can choose what to study.)
- 5 T 6 T

Explore words from the text

- 4
- Ask students to look in the text to find the first word in the box (propose).
 - Elicit the correct definition to match this word (4).
 - Put students into pairs to match the other words and phrases with the definitions, using the context in the text to help them.
 - Check answers with the class.

Answers

- 1 vote
- 2 on our own
- 3 together
- 4 propose
- 5 walk out

Optional activity

- To check students' understanding of the words in the box in Exercise 4, ask them to write sentences using this new vocabulary.
- Monitor while students are writing their sentences and check that the new words and phrases are being used correctly.

Your turn

- 5
- Read out the questions and then ask students to work alone to make some notes in response to the questions.
- 6
- Put students into pairs to discuss the answers they noted down in Exercise 5.
 - Discuss with the class the advantages and disadvantages of a school like the Brown's Free School.

Optional activity

- Put students into small groups of three or four.
- Ask students to write a description of their perfect school, e.g. the subjects taught, the exam system, rules, uniform (if any), etc. Students can write in bullet points rather in paragraphs.
- One student from each group can read out their description to the class.



Set Exercises 1, 2, 3 and 4 on page 71 of the **Workbook B** for homework.

Language focus 1 Second conditional

Objectives

- learn the second conditional.
- practise using the second conditional by doing a quiz.

Warm-up

- Books closed. Elicit a sentence with the first conditional, which was introduced in Unit 5.
- Elicit that the first conditional is used for future possibilities.
- Tell students that they are now going to learn how to use the second conditional.

- Ask students to open their books at page 77.
 - Students copy the table into their notebooks. Tell students that the sentences are all from the text on page 76.
 - Ask students to complete the sentences and the rule.
 - For further information and additional exercises, students can turn to page 105 of the **Grammar reference** section.

Answers

imaginary situation	possible consequence
If I didn't stay until the end of a class,	I 'd be in detention.
If you wanted to start a new school magazine,	you would suggest it to the teachers.
<ol style="list-style-type: none"> 1 We use if + past simple and would + infinitive to form the second conditional. 2 We use the second conditional to talk about unreal situations in the present or future. 	

Language note

The subjunctive *were* can be used with the second conditional, e.g. *If he were there, he would help*, although *was* tends to be preferred in informal spoken and written language. An exception to this is *If I were you* which operates as a fixed phrase, e.g. *If I were you, I'd buy it*.

- Tell students to work alone to complete the sentences.
 - Encourage **weaker students** to refer to the table in Exercise 1 while doing the exercise.

Fast finishers

Students can read through the completed sentences in Exercise 2 and decide if they are true for them.

Answers

2 didn't, wouldn't 3 gave, 'd write 4 would call, didn't
5 would, opened 6 wouldn't, went

- Read out the example.
 - Tell students to work in pairs to write complete sentences.
 - Check answers with the class.

Answers

- 2 If I didn't do homework, my teacher would give me detention.
- 3 If I didn't study English, I wouldn't know how to do this exercise.
- 4 I would tell my parents if there was bullying in my school.
- 5 I would do art in class if I had the choice.
- 6 I wouldn't get good marks if I didn't study every day.

Play it right!

Intonation in second conditional sentences

- **2.26** Ask students to turn to page 97.
 - Tell them they are going to learn about intonation in the second conditional.
 - Play the recording for students to listen and repeat.
- **2.27** Check that students understand the two types of intonation.
 - Students listen and mark the intonation in the stressed words in the sentences.
- **2.27** Play the recording for students to check their answers to Exercise 2.
- Put students into pairs to practise saying the sentences in Exercise 2
 - Monitor while students do this. Check students are using the intonation correctly.

Your turn

- Refer students to the quiz. Check their understanding of *rude* (impolite in an offensive way) and *shocked* (very surprised and/or upset).
 - Ask students to work alone to do the quiz.
- Put students into pairs to compare their quiz answers.
 - Ask some students about their partner's answers.

Optional activity

- Put students into small groups.
- Ask students to think of questions similar to the ones in the quiz in Exercise 4.

You can show this video as either a lead-in or a follow-up to the Language Focus 1 lesson.



- Ask: *What makes a business successful?* Elicit student's answers and then read out the information about the video.
- Students watch the video and answer the three questions.
- Check answers and then ask students: *What is the best way to run a business?*
- See page 128 for further activities you can do with this video.

Answers

- The tobacco factory closed.
- People add it to salads and soups or eat it with eggs.
- To start a business selling prickly pear.



Set Exercises 1, 2, 3, 4 and 5 on page 68 of the **Workbook** for homework.

Listening and Vocabulary


Objectives

- listen to teenagers discussing problems.
- talk about what to do in difficult situations.
- learn expressions with *make* and *do*.

A discussion

Warm-up

- Books closed. Elicit examples of difficult situations, e.g. *You find an iPad at school. You don't know whose it is and nobody knows you have found it. What would you do?*

- 1  **2.28** Ask students to open their books at page 85 and describe the three pictures. Explain that the speakers will answer questions about these situations in the quiz in the audio.

- Play the recording for students to order the pictures.

Audioscript

Mick: OK, the next question. Let's see, if a classmate cheated in an exam, would you ...

- a) say nothing and just carry on with your own work?
- b) tell a teacher? Or
- c) try to cheat yourself as well?

Suzy: I would never tell the teacher, would you?

Mick: No, I guess not, except if they were copying from me ... and maybe if they did it all the time ... you know, and it was really annoying ...

Suzy: Oh, I know! I would make a few mistakes ... you know, mistakes for them to copy ... and then change them at the last minute ...

Mick: Ooh ... that's not nice! And it's not in the quiz! I'm going to put a) – say nothing. OK the next question. If you found a wallet full of money on the street near your school, what would you do? Would you ...

- a) take it to the nearest police station?
- b) give it to a teacher at the school? Or
- c) keep it?

Suzy: Well, I'd keep it of course ... no, I'm joking, of course I'd do the right thing – I'd give to a teacher ... it's easier than going to a police station ...

Mick: Yeah, I agree – that's b) then ... OK, one more question to go ... If someone sent you horrible messages on your phone, would you ...

- a) tell your parents or a teacher? Or
- b) laugh, it's probably a joke? Or
- c) try and find out who sent them?

Hmm ... you know this happened to me once.

Suzy: Really? You didn't tell me!

Mick: No ... well, it wasn't very nice ...

Suzy: What happened?

Mick: I got lots of messages telling me I was stupid and things ... in the end I didn't want to switch my phone on ... not even when I needed to make a phone call.

Suzy: Oh no ... what did you do?

Mick: Well, I told my dad ... and he said I should change my phone number ...


Suzy: Oh yes, that was clever!

Mick: Yeah, so I changed my phone number ... and now I'm really careful who I give my number to ...

Suzy: Wow ... OK, so that's definitely a) – show your parents ...

Answers

c – b – a


- 2  **2.28** Give students time to read the multiple-choice questions.
- Play the recording again.
 - Check answers.

Answers

1 a 2 b 3 c 4 a

- 3 Ask students to discuss with a partner what they would do in the three situations that Suzy and Mick talked about.

make and do

- 4  **2.29** Refer students to the words in the box.
- Ask students to match these words with either *make* or *do*.
 - Play the recording for students to check their answers and repeat the words.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 113 and complete the exercises for *make* and *do*.

Answers

make friends make a noise do an exercise
make a phone call do something interesting make a mess
do the right thing make a decision

Language note

Do is generally used with duties, leisure activities and jobs (e.g. *do the dishes*), whereas *make* is used when we talk about performing or building something (e.g. *make a bookshelf*).

Optional activity

- Put students into pairs (A and B).
- Student A closes his or her book.
- Student B says a noun or phrase that collocates with either *make* or *do*, e.g. *friends*, *mess*, *the right thing*, *homework*.
- Student A says the correct verb: *make* or *do*.
- Students then swap roles.

Your turn

- 5
- Ask students to work alone to complete the gapped questions with either *make* or *do*.
 - Check that students have completed the exercise correctly and then ask them to note down some answers to these questions.

Answers

1 make 2 do 3 make 4 make

- 6
- Put students into pairs to ask and answer the questions in Exercise 5.
 - Ask one or two students to tell the class something they found out about their partner.



Set Exercises 1, 2, 3 and 4 on page 69 of the **Workbook** for homework.

Language focus 2 Second conditional questions

Objectives

- learn how to form second conditional questions.
- ask and answer questions about some hypothetical situations.

Preparation

- Bring photocopies of the audioscript from page 78.

Warm-up

- Books closed. Write a second conditional sentence on the board, e.g. *If I were rich, I would pay for my younger brother to go to university.*
- Ask students if they can make a question out of the sentence you put on the board, e.g. *If you were rich, what would you do? If you were rich, what would you pay for someone to do?*

- 1 • Ask students to open their books at page 79.
• Tell students that the example sentences are from the listening on page 78.
• Put students into pairs to complete the sentences.
• Check answers.
• For further information and additional exercises, students can turn to page 105 of the **Grammar reference** section.

Answers

Wh- questions

What **would** you do **if** you saw someone cheating?

If you found a wallet, what **would** you do?

Yes/No questions

If someone **sent** you horrible messages on your phone would you tell a teacher?

Would you tell your parents **if** you **failed** an exam?

Short answers

Yes, I/you/he/she/it/we/they would.

No, I/you/he/she/it/we/they wouldn't.

Language note

Would is used to express the conditional mood. In a conversation concerning a hypothetical situation *would* needs to be used even if the question is not a full second conditional one e.g. *What would you spend the money on?* not *What do you spend the money on?* *Would you buy a big house?* not *Do you buy a big house?*


- 2 • Read out the example and then ask students to work alone to choose the correct options to complete the questions. Encourage **weaker students** to split the second conditional sentences into two parts and to deal with each in turn. This will not only have the benefit of giving students a smaller chunk of language to work with, but also encourage them to think of how sentences are formed.
• Students can compare answers in pairs before you check answers with the class.

Answers

2 didn't, would 3 lived, would 4 would, wasn't
5 lived, would

Optional activity

- Put students into pairs and ask them to ask and answer the questions in Exercise 2.
- Encourage students to give reasons for their answers.
- Ask one or two students to tell the class something they found out about their partner.

- 3  2.30 Complete the first gap as an example.

- Ask students to work in pairs to complete the remaining gaps in the conversation using the correct forms of the verbs in brackets. Pair **stronger students** with **weaker students** for this task.
- Play the recording for students to check their answers.
- Students can work in pairs to role play the completed conversation.

Answers

1 ... do 2 won 3 had 4 would ... have 5 could
6 would ... be 7 didn't have to 8 would ... do

Your turn

- 4 • Give students time to read through and make some notes on their answers to the six questions. Help **weaker students** by giving them the beginning of the sentences that they will form in coming up with answers to the questions, e.g. *If I had a million pounds, I would ...*, *if I ruled the world, I would ...*
• Encourage students to think of reasons for their answers.

Fast finishers

Students can think of one additional second conditional question that they can ask their partner in Exercise 5.

- 5 • Put students into pairs to ask and answer the questions.
• At the end, ask one or two students to tell the class something they found out about their partner.

Game

- Play *Guess the question* using second conditional questions.
- See **Games Bank** on page 28.

Optional activity

- Put students into small groups to write five second conditional questions to ask you, e.g. *If you weren't a teacher, what would you be?*
- Groups can take it in turns to ask you questions.



Set Exercises 1, 2, 3 and 4 on page 70 of the **Workbook** for homework.



Discover Culture

Playing with Maths

Objectives

- watch a video about different ways of teaching Maths.
- talk about learning and using Maths.

Background

The word **mathematics** derives from the Greek word *mathēmatikò*, which in itself comes from the Greek word *máthēma* meaning *science* or *knowledge*. It is shortened to *maths* in British English. However, in North-American English the abbreviated form is *math*.

Warm-up

- Books closed. Ask: *What is the best way of learning Maths?*
 - Put students into small groups to discuss the question.
 - Ask one member of each group to report their group's ideas to the class.
- 1**
- Ask students to open their books at page 80 and say what they can see in the photos (students in different schools and classrooms using a game, computers and a blackboard to learn).
 - Put students into pairs to ask and answer the questions.
 - Ask some students to report back to the class on what their partner said.

Language note

Despite the 's' ending, Maths takes a singular verb, e.g. *Maths is interesting* not *Maths are interesting*.



- 2**
- Tell students they are going to watch a video about different ways of learning Maths.
 - Read out the three questions.
 - Play the video without sound.
 - Ask students to try to answer the questions.
- 3**
- Play the recording again, this time with sound.
 - Students watch the video and check their answers to Exercise 2.

Videoscript

Narrator: A lot of students think Maths is difficult. It's often a "love" or a "hate" subject. But we use Maths all the time! To measure distance, design art work, go shopping and use a computer. But if we didn't study Maths at school, we wouldn't be able to do any of those things.

Teacher: Today we're going to play a game that's going to give you a chance to practise adding fractions. And you've used this model of the clock before. And this game is going to use the model of the clock as well.

Narrator: So the students get into groups to play and to learn fractions.

Student 1: Yeah, one-third! I finally get a one!

Student 2: Four tenths.

Narrator: These students are using art to learn Maths. In this way, they can see Maths in the world around them – even on a quilt. The teacher gives the students two questions to think about during the class.

Teacher: The first is: how do artists use geometry? And the second is: why do artists use geometry?

Narrator: So the students describe the geometric shapes they see in the quilt. Then they find geometric shapes in different pieces of art. Now it's the students' turn to be the teacher. They write about what they've learned. And then they stand up and teach their classmates. It's a great way to make Maths interesting and fun!

Suggested answers

- 1 We use it when we measure distance, design art work, go shopping and use a computer.
- 2 They're learning about adding fractions.
- 3 They're learning about geometry.

- 4**
- Give students time to read the gapped sentences.
 - Play the video again for students to complete the sentences.
 - Students can compare answers in pairs before you check answers with the class.

Answers

- 1 hate
- 2 use a computer
- 3 fractions
- 4 art
- 5 pieces of art
- 6 fun

- 5**
- Read out the five statements.
 - Put students into pairs and ask them to decide whether the statements are true or false.
 - Students should correct the false statements.

Answers

- 1 T
- 2 F
- 3 F (They sit on the floor.)
- 4 T
- 5 F (They write them on large sheets of paper.)

- 6**
- Refer students to the words and phrases in the box.
 - Ask students to say which of the objects in the box are seen in the video.
 - Put students into pairs to say how each of the four objects is used in the video.
 - Check answers.

Suggested answers

a clock – used to add fractions

a quilt – used to show how and why artists use geometry

small stones – used in a presentation

Your turn

- 7**
- Read out the questions.
 - Put students into pairs to ask and answer the questions.
 - Ask some students to report back to the class on what their partner said.

Reading An article

Objectives

- read an article about Singapore.
- learn phrasal verbs connected to learning things and solving problems.
- compare schools in Singapore with my school.

Background

Singapore is a republic in south-east Asia which is made up of the large island of Singapore itself, as well as lots of smaller islands. Established as a trading post in the nineteenth century, it was under British rule from the mid-nineteenth century and gained full independence in 1965. Its capital is also called Singapore.


Warm-up

- Books closed. Write *SIAA* on the board.
- Ask students to rearrange the letters to spell a continent (*ASIA*).
- Put students into small groups and give them one minute to write down as many countries located in Asia as they can, e.g. *Japan, China, Vietnam, India, Indonesia, Pakistan, Bangladesh*.
- The winning group is the one which comes up with the most countries.

- 1
- Ask students to open their books at page 81.
 - Put students into pairs. Ask them to look at the images of Singapore and think of three adjectives or more to describe it.

Suggested answers

big, noisy, modern, green

- 2
-  2.31 Ask students to read the article and then choose the sentence which best describes the focus of the article. Ask students to underline the parts of the text which led them to their answer.
- Students can compare answers in pairs before you check the answer with the class. When checking the answer, ask students to say which parts of the text they underlined.

Answer

c

- 3
- Give students time to read the questions. Check they understand the meaning of the noun *approach* (a way of dealing with a problem or situation) and are able to pronounce it /ə'prəʊtʃ/.
 - Ask students to read the text again and work alone to answer the questions.
 - Check answers with the class.
 - Read out the information in the **FACT!** box. Ask: *Which is better: a small class or a big class?*

Answers

- 1 It's 130 km north of the Equator.
- 2 It's one of the smallest countries in the world, but it is also one of the richest.
- 3 No. 4 At the age of seven.
- 5 They use everyday objects to feel and see the basic ideas.
- 6 The UK and the USA.

Explore phrasal verbs

- 4
- Write *get by*, *keep on* and *turn into* on the board. Ask students if they remember the meaning of these phrasal verbs, all of which were introduced in Unit 5.
 - Write *out* on the board and ask students if they know any phrasal verbs using this word.
 - Put students into pairs to match the phrasal verbs with the definitions, using the context in the article about Singapore to help them.
 - Check answers.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 113 and complete the exercises for *Explore phrasal verbs*.

Answers

- 1 write out 2 work out 3 pick up 4 try out
5 find out

Optional activity

- Put students into small groups.
- Revise phrasal verbs taught previously in the course (in Unit 3 and Unit 5). Do this by reading out definitions of the phrasal verbs.
- Students put their hands up if they know the answer. The first student to say the correct phrasal verb wins a point for their team.
- Students can win further points by putting each phrasal verb correctly into a sentence.
- You can then continue this activity with the phrasal verbs introduced in Exercise 4.

Your turn

- 5
- Ask students to work alone to compare the primary school with their own school.
 - Monitor while students do this. Help with vocabulary as necessary.
 - Put students into pairs to compare their sentences in pairs.
 - Ask some students to report back to the class on what their partner said.

Optional activity

- Write the following statement on the board: *The best classrooms are quiet and disciplined.*
- Put students into small groups to debate the statement. Encourage students to give their own personal view rather than to debate as if there were a definitive view on the matter that you are hoping they come to.
- Ask one member of each group to report back to the class on the content of their group's debate.



Set Exercise 5 on page 70 of the **Workbook** for homework.

You can also ask students to find out more about life in Singapore. Students can share what they find out with a partner at the beginning of the next lesson.

Speaking Asking for and giving advice



Objectives

- watch teenagers saying who they talk to when they need advice
- listen to friends talking about a problem.
- practise asking for and giving advice.

Warm-up

- Books closed. Tell the class that you have a problem, e.g. you've broken your sister's guitar or you forgot to send your mother a birthday card.
- Ask students what we ask other people for when we have a problem.
- Elicit the word *advice* and write it on the board.
- Ask students if they know any ways of asking for and giving advice in English. Students will probably come up with the verb *should* and perhaps the phrase *If I were you, ...*

Real talk: Who would you talk to if you needed advice?

- 1**  **7.3** Ask students to open their books at page 82.
- Tell students they are going to watch some teenagers answering the following question: *Who would you talk to if you needed advice?*
 - Give students some time to look at the three questions and then play the video.
 - Students work alone to answer the questions. They can compare answers in pairs before you check answers with the class.
 - You could then play the video again for students to note down why the teenagers would ask particular friends and relatives for advice.
- 

Videoscript

Narrator: Who would you talk to if you needed advice?

Allie: If I needed advice, I'd talk to my sister. When I have problems with my friends, she always says the right thing.

Ben: I'd talk to my big brother. He's like a friend and helps me with everything.

Brooke: I'd talk to my mum. She's a really good listener. She understands me so well and always gives me good advice.

Nishta: I'd talk to my best friend if I needed advice. She always makes me feel better, and she's always on my side!


Eleanor: I'd ask my grandma – she's lived a long time so she's very wise. I don't see her very often, but she usually cooks something good for me and tells me a story about when she was young. I always feel better after that.


Anderson: If I needed advice, I'd ask my dad. I trust his opinion because I know he always wants what's best for me.

Narrator: Who would you talk to if you needed advice?

Answers

a 5 b 1 c 6

- 2**  Put students into pairs to ask and answer the question. Encourage them to ask additional questions, e.g. *Why is this person good to talk to?*
- Ask some students to report back to the class on what their partner said.

- 3**  **2.32** Tell students they are going to listen to Hayley talking to her friend James about a problem.
- Play the recording.
 - Students listen and answer the question.
 - Check answers.


Answer

about a girl who said nasty things about her

- 4**
- Students can work alone to complete the conversation using the phrases in the *Useful language* box.
 - Ask **stronger students** to try to complete the gaps in the conversation without looking at the phrases in the box.



Fast finishers

Students can add two or three further lines of dialogue to the conversation in Exercise 4.

- 5**  **2.32** Play the recording again for students to check their answers to Exercise 4.

Answers

2 the problem 3 I should 4 wouldn't 5 shouldn't
6 a good 7 tried 8 could

- 6**  Put students into pairs to act out the conversation in Exercise 4.
- Students can act out the conversation twice, taking a different part each time.
- 7**  Read out the two problems.
- Put students into pairs and ask them to practise a conversation about these problems by changing the words in bold in Exercise 4.
 - Monitor while students are speaking. Ask one pair to act out a conversation in front of the class.

Optional activity

- Put students into small groups to come up with three problems such as the ones in Exercise 7.
- Collect these, write them on the board in turn, and then put students into pairs to come up with advice for each problem.

Objectives

- read a letter about a problem.
- learn how to summarise a problem and give advice in writing.
- write a response to a problem.

Warm-up

- Books closed. Write *problem page* on the board and check that students know what this is (a column in a newspaper, magazine or on a website featuring readers' problems and responses to these problems).
- Ask: *Do you ever read problem pages?*

- 1 • Ask students to open their books at page 83, read Paula's blog, and say what the problem is.
• Check the answer with the class.

Answer

She thinks her teacher hates her.

- 2 • Ask students to read LiverpoolLad's answer to Paula's letter.
• Put students into pairs to note which of the things in the list are included in LiverpoolLad's answer.
• Check answers.

Answers

- Say what he thinks the real problem might be
- Give reasons for his opinions
- Offer several solutions
- Give reasons for his advice
- Write a final sentence to make the person feel better

Language note

Lad is an informal word commonly used in British English with the meaning of 'boy' or 'young man'. It is a word that tends to be used by boys and men to identify themselves as an all-male group, e.g. *I'm seeing the lads this weekend*. It is also used as a form of address by an older man to a younger one, e.g. a football manager might say to a player: *Sit down lad and let's talk about your future at the club*. In addition, it is used to describe a boy or man who is (or who sees himself as being) particularly macho, e.g. *Tom's a bit of a lad*.

Optional activity

- Put students into small groups and ask them to say what they think of the advice that LiverpoolLad gives to Paula. Do students agree with it? Do they have any other advice to offer Paula?
- Ask one member of each group to report back to the class.

- 3 • Go through the information in the *Useful language* box.
• Ask students to work in pairs to identify two further phrases for giving advice in LiverpoolLad's answer.

Answers

You should ask ...
You could also ...

- 4 • Complete the first sentence as an example.
• Ask students to work in pairs to complete the remaining sentences.
• Pair **stronger students** with **weaker students** for this task.
• Check answers.

Answers

1 problem, Perhaps, possible 2 should, try, also



Get Writing

PLAN

- 5 • Students should do their planning in class. The writing can either be done in class or at home.
• Read out Isabel's problem.
• Put students into pairs or small groups to think of advice to offer Isabel.
• Tell students they are going to write a response to Isabel's problem.
• Refer them to Exercise 2 and ask them to make notes on the sort of information they will include in their writing.

WRITE

- 6 • Tell students to use LiverpoolLad's answer as a model to follow.
• Give students ten minutes to complete the writing task. Students should write about 120 words.
• Monitor while students are writing. Help with grammar and vocabulary as necessary.
• Encourage students to produce two drafts. Point out one of the benefits of writing more than one draft is that the first draft can be about getting ideas down on the page, while the second draft can focus on shaping and structuring those ideas.

CHECK

- 7 • Give students a few minutes to look through their writing and check them against the points here.
• Collect students' work and mark it.



Set Exercises 1, 2 and 3 on page 72 and Exercises 4, 5, 6, 7, 8, 9, 10 and 11 on page 73 of the **Workbook** for homework.

You can also ask students to write a problem such as the one in Exercise 5. At the beginning of the next lesson, collect these problems from the students, write them on the board, and then ask students to decide in pairs the advice they would give to someone with that problem.



Green planet

Unit aims

I can ...

- talk about types of materials.
- describe how materials are recycled.
- talk about the energy I use at home.
- understand a text about renewable energy.
- apologise and explain to a friend.
- write a newspaper article.

Unit contents

Vocabulary	Materials Words from the text Energy issues Phrasal verbs
Reading	An article ▶ Where does it all go? An article
Language focus	Present simple passive Past simple passive
Listening	A class presentation
Discover Culture	▶ Build it better
Speaking	Apologising and explaining ▶ Real talk: What kind of voluntary work can you do in your school or town?
Pronunciation	Stress in compound words
Writing	A newspaper article Using direct speech
Get it right!	👁 Plural nouns 👁 Active vs. passive
CLIL	Chemistry: Renewable energy ▶ Driving into the future

Be curious

- Books closed. Ask: *Why do we throw away so much rubbish?*
- Put students into groups and give them one minute to brainstorm ideas. If you think students are struggling with this question, guide them towards the sort of ideas you would like them to come up with, e.g. we live in a society in which we would rather throw something out than repair it, our society is led by consumption which means we are always encouraged to buy new things. Other reasons for throwing things away might be laziness or an inability to think of how our actions might affect others.
- Ask one member of each group to report back to the class.
- Ask students to open their books at page 84 and describe the photograph. Introduce any new words at this stage, e.g. *wind farm, wind turbines, green energy*.
- Give students a couple of minutes to answer the three questions.
- Students can then compare answers in pairs before you check answers with the class.
- Tell students that the themes of Unit 8 are materials, recycling and looking after the environment.

Suggested answers

- It's a group of wind turbines in the same place.
- They produce energy.
- Because they produce green (renewable) energy.

CEFR


SKILL AREA	GOAL	EXERCISE
Listening	UNDERSTANDING INTERACTION	3 p85 1–5 p88 1–5 p92
	LISTENING TO MEDIA AND RECORDINGS	1–7 p90
Reading	READING FOR INFORMATION & ARGUMENT	1–4 p86 1–4 p91 1–3 p93
Speaking	CONVERSATION	7 p92
	INFORMAL DISCUSSION (WITH FRIENDS)	5–6 p86 8 p90
	INFORMATION EXCHANGE	4 p85 7 p87 6 p88 7 p89 6 p91
Writing	CREATIVE WRITING	1–7 p93
	REPORTS AND ESSAYS	1–7 p93
Communicative language competence	VOCABULARY RANGE	1–4 p85 4 p86 4–5 p88 4 p91
	GRAMMATICAL ACCURACY	1–7 p87 1–6 p89
	PHONOLOGICAL CONTROL	1 p85 6 p92
	SOCIOLINGUISTIC APPROPRIATENESS	4 p92
Communication strategies	IDENTIFYING CUES AND INFERRING	4 p86 4 p88 4 p91

Objectives

- learn vocabulary for different materials.
- listen to a conversation about materials.
- talk about objects I've got at home.

Warm-up

- Books closed. Pick up different objects around the class, e.g. a notebook, a bag. Ask: *What's this made of?*

- 1  **2.33** Ask students to open their books at page 85.
- Put students into pairs to match the words with the photos and think about the functions of the objects.
 - Students listen, check their answers and repeat the words.

Answers

b plastic **c** paper **d** cotton **e** metal **f** rubber
g bricks **h** glass **i** leather **j** cement


- 2
- Read out the information in the **Get it right!** box.
 - Ask students to work in pairs to match the materials in Exercise 1 with the sentences.

Answers

2 leather **3** glass **4** cotton **5** rubber **6** paper
7 bricks, cement

Optional activity

- Put students into pairs to ask each other questions about the materials in Exercise 1, e.g. *What are bottles usually made of?*

- 3  **2.34** Tell students they are going to listen to a conversation.
- Play the recording for students to listen and complete the chart.

Audioscript

Lily: Hi, Mrs Murphy. Is Oliver ready yet?
Mum: Hello, Lily. I don't think so. He's still doing his homework.
Lily: Come on. We have to go!
Oliver: I haven't finished my homework yet. I still have to do that survey for Science but I don't understand it.
Lily: Oh, it's really easy. All you have to do is look around your bedroom – a total mess by the way – and find two things made from these materials. So for example, here under leather, you can write shoes because your school shoes are leather, aren't they?
Oliver: That's it? That's easy. Come on, help me with the rest of them.
Lily: OK, ... something else with leather.
Oliver: Erm ... my belt!
Lily: Yes! Write it down. What's next – cotton?
Oliver: Erm ... this T-shirt is cotton ... and the sheets on my bed. *[writes]* T-shirt. Sheets.
Lily: Right. Glass.
Oliver: Let's see. Well, the window, of course. And ... the screen on my mobile phone.
Lily: Oh, yeah! Next is wood. ... Your head?
Oliver: Ha ha ... Wood ... well, the furniture. The bed and the wardrobe.
Lily: Yes, which you should use to keep your clothes in, instead of the floor! ... Paper.
Oliver: My school books and ... oh, this football magazine. Did you know that Lionel Messi ...



Lily: Come on! I'm not interested. We're late. Next ... rubber.
Oliver: Rubber? Hmmm ... I've no idea. Is this basketball rubber?
Lily: Yes, it is. Anything else?
Oliver: Yes – the rubber on the end of my pencil.
Lily: OK, yes, now – plastic.
Oliver: Plastic ... plastic. My laptop is plastic and ... these video games boxes.
Lily: Right. Last one. Metal.
Oliver: Ooh! The music on my MP3 player.
Lily: Not that kind of metal!
Oliver: Erm ... this lamp is metal. And the radiator.
Lily: See? I told you it was easy. Let's go.
Oliver: Hold on ... I can't find my coat.

Answers

leather: belt **cotton:** T-shirt, sheets **glass:** window, the screen on my mobile phone **wood:** bed, wardrobe **paper:** school books, football magazine
rubber: basketball, rubber (on the end of my pencil)
plastic: laptop, video games boxes **metal:** lamp, radiator

Get it right!

Stress in compound words

- 1  **2.35** Ask students to turn to page 97.
- Play the recording. Students listen and repeat the words.
- 2
- Focus on the words in the box.
 - Do an example and then ask students to work in pairs to mark the stress on the other compound words.
- 3  **2.36** Play the recording.
- Students listen, check their answers to Exercise 2 and repeat the words.

Answers

birthday cake **sun** cream leather **shoes**
paper **plates** **sun** hat **sweet** wrappers
plastic **glasses** brick **wall** **swimming** pool
plastic **table**

Your turn

- 4
- Read out the instructions and the example.
 - Ask students to work alone to think of two objects they have got at home for each of the materials in Exercise 1.
 - Put students into pairs to tell each about the objects they made notes about.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 114 and complete the exercises for *Materials*.



Set Exercises 1, 2, 3, 4 and 5 on page 77 of the *Workbook* for homework.

Reading An article

Objectives

- read an article about a man who builds houses from recycled materials.
- talk about materials I recycle or reuse at home.

Background

Mike Reynolds is an American architect who began building houses out of recycled materials in the 1970s.


Warm-up

- Books closed. Write *waste* on the board. Elicit or teach its meaning (*matter or material that is rejected or thrown away*; common synonyms are *garbage* and *trash* in American English). Tell students that the word *waste* is used as both a noun and a verb.
- Introduce the idea of *recycling materials* and ask students for examples of materials which can be recycled, e.g. plastic, cardboard, paper.

- 1 • Ask students to open their books at page 86 and look at the photos.
 - Put students into pairs to answer the three questions.
 - Check answers with the class.

Answers

- 1 houses 2 recycled materials
- 3 Because they want to fight against waste.

- 2  2.37 Tell students they are going to read and listen to an article about Mike Reynolds, a man known as *The Garbage Warrior*.
 - Write *Garbage Warrior* on the board. Elicit or explain that *garbage* is an American word for *rubbish* and that a *warrior* is someone who fights.
 - Ask students to read the article and answer the question.
 - Check answers with the class. Encourage **stronger students** to offer greater detail when you ask them for an answer to a question.
 - Read out the information in the **FACT!** box. Ask students if they know of any other objects that are made from recycled material.

Answer

He builds houses from recycled materials.

- 3 • Ask students to read the text again.
 - Put students into pairs to answer the questions. Ask students to underline the parts of the text which led them to their answers.
 - Check answers with the class.

Answers

- 1 He uses old tyres.
- 2 The walls at the front of the house are built from glass bottles.
- 3 So that they are protected against the bad weather.
- 4 He gets energy from the sun and wind. He gets water from rain and snow.
- 5 They taught people in Haiti how to build safe, new homes quickly and cheaply.
- 6 That we have to stop waste and reuse our rubbish.

Optional activity

- Students can find out more about the Earthship organisation on the following website: <http://earthship.com/>.
- Put students into pairs and give them a few minutes to explore the site and note down a few ideas that interest them.
- Students can share the ideas they noted down with the class.

Explore words in context

- 4 • Ask students to find the first word in the box (*warrior*) in the reading text. Elicit the matching definition with the class (3).
 - Ask students to work alone to match the remaining words and phrases with the correct definitions, using context to help them.
 - Check answers with the class.

Fast finishers

Students can write sentences on the recycling using some of the words in Exercise 4.

Answers

- 1 shaped 2 reuse 3 warrior 4 match 5 throw away 6 decoration 7 northern

Your turn

- 5 • Read out the two questions.
 - Ask students to work alone to make notes. Encourage them to think about materials which are relatively easy to recycle such as a paper, glass, metal cans, and those which are not, e.g. various types of plastic.
- 6 • Put students into pairs to talk about recycling using the notes they made in Exercise 5.
 - Ask some students to report back to the class on what their partner said.

Optional activity

- Put students into small groups and ask them to think of uses for everyday items that we usually throw away, such as cardboard boxes, plastic bottles or newspapers.
- One member of each group then tells the class about the group's ideas, e.g. *You could use an old jam jar as a candle holder.*



Set Exercises 1, 2, 3 and 4 on page 81 of the **Workbook B** for homework.

Students can also do this activity on the BBC website to find out more about recycling and how the environment can be protected: <http://www.bbc.co.uk/scotland/education/sysm/eco/flash/flash.shtml>

Language focus 1 Present simple passive

Objectives

- learn the present simple passive.
- learn past simple passive question forms.
- practise using the present simple passive to talk about what happens to rubbish.

Warm-up

- Books closed. Write the following two sentences on the board:
People recycle lots of things.
Lots of things are recycled.
- Ask: *What is the difference between the sentences?* Elicit or introduce the idea that A is an active sentence and B a passive.

- 1 • Ask students to open their books at page 87.
• Explain that the gapped sentences in Exercise 1 are all from the text on page 86.
• Put students into pairs to complete the sentences.
• Check answers.
• For further information and additional exercises, students can turn to page 106 of the **Grammar reference** section.

Answers

+	Old car tyres are used to build walls. The house is heated by the larger front windows.
-	Cement is not used . Mike's houses are not built with traditional materials.
1	To form the passive, use be + past participle.
2	Active: They make the houses from rubbish.
3	Passive: The houses are made from rubbish.


Language note

The passive is most commonly used in formal written and spoken English. Informally, we are far more likely to say or write *People eat pasta in Italy* than *Pasta is eaten in Italy*.

- 2 • Read out the example.
• Tell students to complete the sentences by putting the verbs in brackets into the present simple passive form.
• Students can compare answers in pairs before you check answers with the class.

Answers

2 are recycled 3 are designed 4 is used 5 is reused
6 are built

- 3  2.38 Refer students to the information in the **Get it right!** box
• Check that students understand that the first pair of sentences are in the passive because neither *the houses* nor *the town* do the actions of *calling* or *locating*.
• The second pair of sentences are in the active form because we do not have to refer to the human beings involved in starting and closing things, e.g. we say *The film starts at 7:00* not *The film is started at 7:00 by the assistant*.
• Ask students to read the text and work in pairs to complete it with the correct words.
• Play the recording for students to check their answers.

Answers

1 move 2 see 3 are made 4 are built
5 are decorated 6 is called 7 shows 8 produce

Present simple passive questions

- 4 • Put students into pairs to read the questions and complete the rule.
• Check the answer.

Answers

To form questions we use **be** + subject + **past participle**.

- 5 • Ask students to work alone to answer the questions.
• Students can compare answers in pairs before you check answers with the class.

Answers

- No, they aren't.
- They are used because they protect the house from the cold northern winds in winter.
- They're made from metal cans or glass bottles.
- No, the house is heated by the larger front windows.

- 6 • Ask students to work in pairs to make the questions.
• Check answers with the class.

Answers


- 1 Is your house made of wood?
- 2 Are the plastic bottles recycled in your house?
- 3 Are old newspapers and magazines saved for later?
- 4 Are plastic bags reused?
- 5 Are vegetables grown in your garden?

Your turn

- 7 Put students into pairs to ask and answer the questions they wrote in Exercise 6.

You can show this video as either a lead-in or a follow-up to the Language Focus 1 lesson.



-  Ask: *What materials do we most often throw away?* Elicit students' answers and then read out the information about the video.
- Play the video.
- Students watch it and answer the three questions.
- Check answers and then ask students: *What can we do about the problem of plastic?*
- See page 129 for further activities you can do with this video.

Suggested answers

- All kinds of rubbish, like plastic, glass and metal.
- 71% of the planet is covered in water. It contains many plants and animals.
- It stays in the water and can travel around the world.



Set Exercises 1, 2, 3, 4 and 5 on page 78 of the **Workbook** for homework.

Listening and Vocabulary

Objectives


- listen to students giving presentations.
- learn verbs to talk about energy issues.
- talk about saving energy.

A class presentation

Warm-up

- Books closed. Ask students to name forms of energy commonly used in homes, e.g. *gas* or *electricity*.
- Elicit students' ideas.

- 1 • Ask students to open their books at page 88.
 - Put students into pairs to say how the living room pictured is similar to and different from their own living rooms.

- 2  **2.39** Tell students they are going to listen to three students talking about an exhibition.
 - Play the recording. Students listen and choose the best option.

Audioscript

Teacher: So after our visit to the Eco House last week, which I hope you all enjoyed, I asked you to prepare some presentations. What did you learn from the visit? So Group A, Rebecca, tell us about the purpose of the house. Why was the Eco House built?

Rebecca: Well, the Eco House was designed by the museum as an example of a typical family home. It was built in 1985 and several changes were made to the house in the last 30 years as fashions and technology change. The house is used to show people how we live and how the way we live affects the environment. So they showed us how much energy is consumed in the house by different things like the computers, the lights and the heating. For example, when a computer is left on standby it still uses energy although we think we've switched it off. They explained to us that a lot of energy is wasted when we leave things on standby. They also talked about the different experiments they've done.

Teacher: OK, thanks Rebecca. Group B. David, tell us about the experiments they did.

David: Well, the main thing they told us was about how to save energy with the correct use of different things in the house. The things that use the most energy are the heating and air conditioning. So they showed us an experiment. One day the temperature was set at twenty-three degrees centigrade and the next day they turned it down to nineteen degrees. They wore extra clothes to keep warm, but they said it was OK. The difference in the temperature was small, but the difference in the energy was enormous!

Teacher: Was a lot of energy saved by reducing the temperature in the house?

David: Yes, it was. About twenty-five per cent of energy was saved by reducing the temperature by just four degrees.


Teacher: OK, thanks David. So does anyone want to add anything to the discussion?

Helen: Yes, they didn't talk about recycling much. A lot of rubbish wasn't recycled in the 1980s. What effect does recycling plastic bags or using less paper have on the house?

Teacher: OK, let's discuss recycling. Does anyone want to ...

Answer

c

- 3  **2.39** Play the recording again.

- Students listen and answer the questions.

Answers


- 1 Since 1985.
- 2 To show people how we live and how the way we live affects the environment.
- 3 When a computer is left on standby it still uses energy.
- 4 heating and air conditioning
- 5 About twenty-five per cent of energy was saved by reducing the temperature by just four degrees.
- 6 recycling

Energy issues

- 4 • Explain the meaning of *appliance* (a device or a piece of electrical equipment used for a particular purpose, e.g. a washing machine).
 - Explain that the verbs in the box can be used to talk about energy.
 - Ask students to work in pairs to match the verbs to the correct definitions.

Answers

- 1 consume 2 save energy 3 waste 4 reduce
- 5 leave on standby 6 switch off 7 turn down

- 5  **2.40** Put students into pairs to complete the sentences with the correct forms of the verbs in Exercise 4.

- Play the recording for students to listen and check their answers.

Answers

- 2 turn down 3 leave ... on standby 4 consumes
- 5 waste 6 reduce 7 save energy

Your turn

- 6 • Read out the three questions.
 - Put students into pairs to ask and answer the questions.
 - To extend the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 114 and complete the exercises for *Energy issues*.



Set Exercises 1, 2, 3 and 4 on page 79 of the **Workbook** for homework.

Language focus 2 Past simple passive

Objectives

- learn the past simple passive.
- learn past simple passive question forms.
- write general knowledge quiz questions.

Preparation

- Bring photocopies of the Audioscript from page 88.

Warm-up

- Books closed. Write the following on the board:
Millions of text messages are sent every day.
- Ask students to put the sentence into the past (*Millions of text messages were sent every day*).
- Explain that the past simple passive is formed by using *was/were* rather than *is/am/are*.

- Ask students to open their books at page 89.
 - Tell students that the example sentences are from the listening on page 88.
 - Put students into pairs to complete the sentences with *was* or *were*.
 - Check answers.
 - For further information and additional exercises, students can turn to page 106 of the **Grammar reference** section.

Answers

+	The Eco house was built in 1985. Several changes were made to the house.
–	A lot of rubbish wasn't recycled in the 1980s. The lights were not switched off for a week.
with by	The Eco house was designed by the museum.

- Put students into pairs to complete the sentences.
 - Check answers.

Answers

2 was built 3 was saved 4 was redesigned
5 were made 6 weren't thrown

- Put students into pairs to rewrite the sentences.
 - Check answers.

Answers

- The Burj Al Arab hotel in Dubai was finished in 1999.
- Paper was invented almost 2,000 years ago by the Chinese.
- About 100 million mobile phones were thrown out last year by Europeans.
- 96% of glass bottles were recycled in 2012 by Swiss people.
- The first rubber tyre was made by John Dunlop for his son's bicycle.

Optional activity


- Put students into pairs. Ask them to translate the passive sentences in Exercises 2 and 3 into their own language. Students should decide if it would be more natural for the sentences to be active or passive.
- Point out that different languages may use different structures to express the meanings in the sentences.

Past simple passive questions

- There are two gapped questions in the table. Write the questions in full in the present simple passive and then ask students to put these questions into the past passive form.
 - For further information and additional exercises, students can turn to page 106 of the **Grammar reference** section.

Answers

Wh- questions
Why was the Eco house designed ?
When was the house completed ?
Yes/No questions and short Answers
Was a lot of energy saved by reducing the temperature? Yes, it was./No, it wasn't.
Were the lights switched off last night? Yes, they were./ No, they weren't.

-  **2.41** Put students into pairs and ask them to complete the conversation using the correct form of the past simple passive. To support **weaker students**, complete the first two gaps as an example.
 - Play the recording for students to check their answers.

Answers

1 Was 2 written 3 wasn't 4 was written 5 were
6 held 7 weren't 8 were held 9 was 10 played
11 was played

Optional activity

- Brainstorm phrases with the past simple passive, e.g. *was made, was discovered, was built*. Write these phrases on the board.
- Ask students to type the phrases, between quotation marks, into a search engine online, to see what contexts come up.
- Students should follow what interests them and what they understand, and come up with a story, a fact or a news item for each of the phrases on the board.

Your turn

- Ask students to work in small groups to write five general knowledge quiz questions.
 - You could guide **weaker students** through this by suggesting to them some verbs that they could use to write their questions, e.g., *invent, create, produce, make, find, record, discover*.
 - Students can use their smartphones to do research online.
- Put students into pairs to ask and answer the questions they wrote in Exercise 6.
 - Monitor while students do this task. Make sure they give full answers.



Set Exercises 1, 2, 3 and 4 on page 80 of the **Workbook** for homework.



Discover Culture

Build it better


Objectives

- watch a video about building sustainably.
- talk about natural disasters and solar panels.

Warm-up


- Books closed. Put students into small groups and ask them to brainstorm natural disasters, e.g. *hurricanes, tornadoes, tsunamis, earthquakes, volcanic eruptions*.
- Ask one member from each group to report back to the class.

- 1 • Ask students to open their books at page 90 and look at the photos.
 - If you have the Presentation Plus software, put the photos up on the interactive whiteboard.
 - Read out the question and elicit answers.

- 2  8.2 Play the video without sound for students to check the ideas they came up with in Exercise 1.

Answers

natural disasters and building houses

- 3 • Read out the words in the box. Check that students understand the meaning of these words and know how to pronounce them.
 - Put students into pairs and ask them to note down which of the words in the box they think they will hear in the video.
- 4  8.2 Play the video with sound for students to check their answers to Exercise 3.

Videoscript



Narrator: On the fourth of May 2007, the town of Greensburg in Kansas was hit by a huge tornado. There were hail stones the size of tennis balls.

Man: Oh my goodness!

Narrator: And the wind speed was over 320 kilometres per hour. 95% of the homes and businesses in town were destroyed by the tornado. When it was time to rebuild the people of Greensburg wanted to build it better than it was before, using sustainable energy. They decided to use solar energy in the new buildings. Sunlight shines into these tubes. It's reflected through the tubes by a mirror and it lights up the room. A special cover on top of each tube keeps the heat outside. But how were the solar tubes put in the roof? They started by drilling small holes. Then large holes were made and the tubes were placed inside them. Next, covers were put on top of the tubes. Mirrors were put inside the covers to reflect the sunlight. These reflectors always face south so they receive maximum sunlight all year round. For even more sustainable energy, solar panels were built. But not just any solar panels. They built huge ones, like this, on top of buildings. When the panels receive sunlight, they turn it into electricity. Solar panels can create enough energy to power the whole building. With everyone working together, Greensburg became a new and improved town.

Answers

tornado sustainable sunlight mirror solar panels electricity

- 5  8.2 Give students time to read the information.
 - Play the video again for students to match the information in 1–5 with that in a–e.
 - Students can compare their answers in pairs.
- 6 • Read out the words in the box. Check that students understand the meaning of the words.
 - Ask students to work in pairs to complete the short text using the words in the box.
- 7  8.2 Play the video again for students to check their answers to Exercises 5 and 6.

Answers to Exercise 5

1 d 2 a 3 e 4 c 5 b

Answers to Exercise 6

1 Sunlight 2 mirror 3 heat 4 holes 5 tubes
6 sustainable 7 solar panels 8 electricity 9 building

your turn

- 8 • Read out the questions.
 - Put students into groups to ask and answer the questions.
 - Ask some students to report back to the class on what their partners think about solar panels.

Optional activity

- Ask students to look online for photographs of houses that have been built with sustainability in mind.
- Using the information from this lesson, and Unit 8 as a whole, students could talk in pairs about what they find interesting about the photographs of the houses they found, e.g. big windows letting in light, solar panels on the roof, plants around the house.



For homework, ask students to read more about sustainable building and what it involves on the following website:
<http://www.sustainablebuild.co.uk/>
 Students could also investigate sustainable building projects in their country. Encourage them to find out as much as they can. Students can share what they find out with a partner at the beginning of the next lesson.

Objectives

- read an article about renewable energy sources.
- learn phrasal verbs.
- talk about renewable energy.


Warm up

- Books closed. Demonstrate the meaning of *depletion* by holding up a pencil and asking students to say what happens each time you use the pencil. Elicit the fact that the lead in the pencil will be used up, or *depleted*, with each movement of the pencil on a piece of paper until, eventually, after being sharpened many times, there is no lead left. Ask: *Which energy sources are depleted with use?* Elicit the answers: *coal, oil and gas*.
- Write *renewable energy* on the board. Elicit the meaning of this phrase (energy whose source is not depleted by use) and then elicit some examples of this form of energy, e.g. *solar power, wind power*.

- 1
 - Ask students to open their books at page 91.
 - Focus their attention on the pictures.
 - Put students into pairs to answer the questions.
 - If you have the Presentation Plus software, put the photos on the board and elicit answers from the class as a whole.

Suggested answers

The photos show different sources of energy: wind turbines, biomass and solar panels.

- 2
 -  **2.42** Before students read the text, see if they can guess the answers. You could do this activity with the whole class.
 - Write students' ideas on the board and then ask them to read the article to find out if they match the photos with each country correctly.
 - Check answers.
 - Help students with reading by encouraging them to see a text as a series of key words. Ask them to highlight the words that carry the meaning. For example, in the first sentence in the text about the USA, you would highlight *USA* and *renewable energy projects*. Then ask students to read just the words they highlighted and see how much meaning they are able to get from the text.

Answers

wind turbines – the UK biomass – the USA
solar panels – Australia

- 3
 - Ask students to read the text again.
 - Put students into pairs to answer the questions. Pair **stronger students** with **weaker students** for this task. Encourage students to underline the parts of the text which led them to their answers.
 - Check answers with the class.
 - Read out the information in the **FACT!** box. Ask students whether they would rather live in a country where the sun shone every day or one in which some months of the year had more sunlight than others.

Answers

- 1 From wood from 3,000 trees knocked down by strong winds.
- 2 You can use wood from trees which have a disease and then you can plant new trees.
- 3 Because about a quarter of all homes in Southern Australia use solar power.
- 4 It has brought down the country's energy bills and has had a positive environmental effect.
- 5 Because it's an island.
- 6 the wind farm in Cumbria

Explore phrasal verbs

- 4
 - Refer students to the list of phrasal verbs.
 - Put students into pairs to do the matching exercise. Encourage students to look at the phrasal verbs in context in the article to help them determine their meaning.
 - Check answers.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 114 and do the exercises for *Explore phrasal verbs*.

Answers

1 c 2 e 3 a 4 d 5 b

Your turn

- 5
 - Read out the questions.
 - Ask students to work alone to make notes about them.
- 6
 - Put students into pairs to ask and answer the questions from Exercise 5 using the notes they made to help them.
 - Ask some students to tell the class about their partner's ideas.

Optional activity

- Write the following statement on the board: *Human beings have done more harm than good to the planet.*
- Check students' understanding of the sentence and then put them into small groups to debate it.
- Ask one member of each group to report back to the class on their groups' debate.



Set Exercise 5 on page 80 of the **Workbook** for homework.

Ask students to look at this website, which offers tips on how to save energy in the home:
<http://www.energysavingtrust.org.uk/Take-action/Energy-saving-top-tips/Changing-your-habits-room-by-room>

Speaking Apologising and explaining

Objectives

- watch teenagers talking about voluntary work.
- listen to a conversation in which one friend apologises to another.
- practise apologising and explaining.



Warm-up

- Books closed. Accidentally bump into a student (be careful not to do this too forcibly). Say: *Oh, I'm sorry! I wasn't looking where I was going.*
- Write this sentence on the board. Explain that the first part is an apology and the second an explanation.
- Tell students they are going to learn how to apologise and explain themselves.

Background

Doing **voluntary work** and **raising money for charities** by competing in events such as marathons have become a significant part of life in the United Kingdom.

Real talk: What kind of voluntary work can you do in your school or town?


- 1  **8.3** Ask students to open their books at page 92.
- Tell students they are going to watch some teenagers answering the following question:
What kind of voluntary work can you do in your school or town?
 - Give students some time to look at the question and then play the video or the recording.
 - Students work alone to answer the question.
 - Check answers.
- 

Videoscript

- Narrator:** What kind of voluntary work can you do in your school or town?
- Eleanor:** Well, you can help in after school clubs. I help in my little sister's school. I love doing projects with her and her friends.
- Allie:** I don't know of any specific programmes. But my friend reads to older people at the community centre once a month. I want to go with her some time.
- Callum:** I'm not sure, but I know you can help older people with their animals. I do that sometimes. I take my neighbour's dogs for a walk.
- Chris:** I know about one programme. You can pick up litter in the park with the scouts. You go every month for a morning and work for three or four hours. It's not easy work, but it's not bad if you go with your friends.
- Freddie:** I have no idea. Is babysitting voluntary work? I babysit for my little brother all the time and I don't get any money for it.
- Jada:** I don't know about in my town, but in my school, you can help in the garden, doing things like watering plants, planting seeds, picking vegetables. I usually volunteer to help about once a week. It's really fun!
- Narrator:** What kind of voluntary work can you do in your school or town?


Answers

babysitting help in after-school clubs read to older people
pick up litter help in school garden
help older people with their animals

- 2  Put students into pairs to ask and answer the question.
- Ask some students to report back to the class on what their partner said.

Optional activity

- Ask students to take a look at the United Nations' online volunteering website and find a project to get involved in:
<https://www.onlinevolunteering.org/en/org/index.htm>

- 3  **2.43** Tell students they are going to listen to Jessica talking to her friend Oliver.
- Play the recording.
 - Students listen and answer the question.


Answer

three

- 4
- Students can work alone to complete the conversation using the phrases in the *Useful language* box.
 - Ask **stronger students** to try to complete the gaps in the conversation without looking at the phrases in the box.



Language note


Never mind is a commonly used phrase, which gives the speaker an opportunity to express disappointment without causing offence.

- 5  **2.43** Play the recording again for students to check their answers to Exercise 4.

Answers

2 forgot 3 meant 4 was 5 'm really 6 The thing
7 never 8 I promise

- 6  Put students into pairs to act out the conversation in Exercise 4.
- Students can act out the conversation twice, taking a different part each time.
- 7  Go through the information in the two situations.
- Put students into pairs to practise a conversation by changing the words in bold in Exercise 4 and using the information in Exercise 7.

 For homework, students can do a survey among their friends to find out how they respond to other people disappointing them in some way. Students could then decide what they think the best way of dealing with disappointment is. At the beginning of the next lesson students can share their ideas with a partner.

Objectives

- read a newspaper article.
- learn about the use of direct speech in writing.
- write a newspaper article about an event of my choice.

Warm-up

- Books closed. Ask students: *Do you ever read newspapers? Do any members of your family read them? What is the difference between newspapers and websites?*
- Put students into pairs to discuss these questions.
- Ask some students to report back to the class.

Background

The **Longley Nature Reserve** is in Yorkshire, a large county in the north of England.

- Ask students to open their books at page 93.
 - They look at the photos, read the article and say what the volunteers did.
 - If you have the Presentation Plus software put the photos up on the interactive whiteboard and ask students to describe them.
 - Check the answer with the class. Challenge **stronger students** by asking them additional questions, e.g. *How many volunteers were there? What day did the clean-up take place on?*

Answer

They cleaned the river.

- Ask students to read the article again and work alone to order the information.
 - Check answers.

Fast finishers

Students can think of an alternative headline for the article in Exercise 1.

Answers

- What is happening next? 5
- When did they do it? 1
- What did they do? 3
- What was the opinion of the event? 4
- Who was involved? 2

- Go through the information in the *Useful language* box.
 - Tell students that the use of direct rather than reported speech can make an article livelier and give the reader the feeling that they are actually present as a conversation is taking place.
 - Read out the question and elicit the answer from the class.

Answers

'We also found car tyres, a fridge and an old bed!' one volunteer said.

'It's a beautiful plant, but dangerous because it covers everything,' said the local plant expert, Lynn Douglas. Exclamation marks come inside the quote marks.

- Read out the example sentence.
 - Students work alone to add punctuation to the remaining sentences.
 - Pair **stronger students** with **weaker students** to do this task.
 - Check answers.

Answers

- 2 'It's amazing,' said Abby.
- 3 'Meet me at the river!' she told me.
- 4 'We have to clear out all this rubbish,' she said.
- 5 'Are you coming to the next event?' I asked Tom.



Get Writing

PLAN

- Students should do their planning in class. The writing can either be done in class or at home.
 - Tell students they are going to write an article about an event in their area.
 - Refer students back to the questions in Exercise 2 and ask them to decide how they are going to order information in their article. Remind students that they will need to use past tenses in their writing and that as newspaper articles usually have titles, they will need to give their own one too. You could also say that good newspaper articles tend to let their readers know the who, what, when, where and why of the story.

WRITE

- Tell students to use the article in Exercise 1 as a model to follow.
 - Give students ten minutes to complete the writing task. Students should write about 120 words.
 - Monitor while students are writing. Help with grammar and vocabulary as necessary.

CHECK

- Give students a few minutes to look through their article and check them against the points here.
 - Collect students' articles and mark them.

Optional activity

- Ask students to swap their articles with a partner.
- Their partner reads the article and then briefly responds to it in the form of a letter (as readers regularly do with actual newspapers).



Set Exercises 1, 2, 3, 4 and 5 on page 82 and Exercises 6, 7, 8, 9, 10 and 11 on page 83 of the **Workbook** for homework.

Ask students to look for some articles in English-language newspapers or on English-language websites about volunteering, environmental projects, sporting or cultural events. Students can bring these articles to the next lesson to show the rest of the class.



Language focus 1 video activities and key

1 The long winter

Summary

The US state of Alaska is known for its very long winters. We get a glimpse of the difficulties one family faces as they endure those very cold months together. Using only the resources available to them from their local environment, we see how couple Atz and Jane cope with the challenge of obtaining more food when their supplies run out.

Background

Alaska, in the northwest of North America, is the largest state in the USA. It was purchased from Russia in 1867 and became a state in 1959.

Before you watch

1 Answer the question.

- Ask the class: *What is the largest state in the USA?*
- Elicit the answer. If students do not know it, they can look it up on their smartphones.

Answer

Alaska

While you watch

2 Watch without sound.

- Tell students they are going to watch a video about a family in Alaska preparing for the long winter ahead.
- Put students into pairs (A and B).
- Turn the sound off on the video.
- Student A sits with his/her back to the screen.
- Student B watches the video and describes the images.
- Students swap roles at the halfway point (01.17) in the video.
- Students then watch the video with the sound on to check their ideas.

3 Retell the story.

- Write the following key words on the board:
eight months outdoors vegetables lake trees meals cupboard Atz and Jane worried difficult rabbits
- Put students into pairs and ask them to use the key words to retell the story of the Kilcher family preparing for winter.
Weaker students could make notes on how the Kilcher family prepares for winter.
- Play the video again for students to check.

Suggested answer

It is cold for eight months of the year in Alaska. The Kilcher family live in Alaska. They spend most of their day outdoors. They grow their own vegetables. They fish in the lake. They cut down trees and use the wood for their fires. They plan their meals for the months ahead and put their food in a store cupboard. Atz and Jane are worried because they don't have enough food. It is difficult to catch fish in the lake in the winter. Atz catches rabbits in the forest.

After you watch

4 Work with a partner. Answer the questions.

- Put students into pairs to answer the following questions.
 - Would you like to live in Alaska? Why? Why not?
 - What do you think is the most difficult thing about the long winters in Alaska?
- Ask some students to report back to the class on what their partner said.

At home

5 Write a diary entry about the Alaskan winter.

- Tell students to imagine they live in Alaska and that it is winter time.
- Students write a diary entry describing their life.
- Brainstorm information that students could include in their diary entries (e.g. what the weather is like, what they eat, what they do in the evenings) and write key vocabulary on the board.
- Collect and check students' work.



The long winter

Alaska is a land of long winters and short summers. It's cold for eight months of the year. It's not for everyone, but for the Kilcher family, it's home.

They spend most of their day outside.

The land is very important to them. They grow all of their own vegetables. They also go to the lake to catch fish. They cut down trees and use the wood for their fires all winter.

They plan their meals for the months ahead and put their food in a store cupboard. So when the first snowstorm finally comes, they usually have enough food to last the whole winter.

But it's a very hard winter and three months after the first snow, Atz and Jane realise that they haven't got enough food to last until spring. They need to refill their store and they can't just go to a supermarket. They have to go to the lake and fish. But it's much more difficult in winter. While they are waiting for the fish to bite, Atz builds a fire to keep them warm in the sub-zero temperatures. They wait and wait but they don't catch any fish.

So they have to think of another plan. Atz decides to make some rabbit traps to set in the forest. While Atz is hunting in the forest, Jane waits anxiously at home. Fortunately, the traps work and he catches enough rabbits to feed the family. He fills the bag to take home to Jane and the family. Everyone is hoping that next year will be easier!

2 Get up and go!

Summary

What does it take to get you up in the morning? A team of inventors get creative and come up with a device that they claim could make our lives a lot easier when that alarm goes off. After several failed attempts, they are finally able to demonstrate how their machine can assist you with all of your basic morning routines.

Background

The title of this video has a metaphorical as well as a literal meaning. If we say a person *has a lot of get up and go*, we mean that he or she has energy, initiative, drive and ambition.

Before you watch

1 Brainstorm vocabulary.

- Put students into small groups.
- Write *morning* on the board. Give groups one minute to brainstorm all the vocabulary they associate with that word, e.g. *breakfast*, *shower*.
- Ask one member from each group to report their words to the class.

While you watch

2 Watch and write questions.

- Tell students they are going to watch a video about a group of inventors building a special machine.
- Play the recording.
- Students watch and write three to five questions about the video to ask their partner. Monitor while students do this task and help **weaker students** to form their questions.
- Put students into pairs to ask and answer the questions.

Suggested questions

What machine do the inventors want to build?
What do they have to build first?
How can the machine wake you up?
What do they try first in their feeding system: water or food?
What's the name of the machine?

3 Put the phrases into context.

- Write the following words and phrases from the video on the board:
alarm clock *team of inventors* *breakfast*
brush your teeth *demonstrate* *ready*
- Play the video again for students to note down the sentences in which the above words and phrases are used.

Answers

A lot of people hate the sound of an alarm clock!
Can this team of inventors make getting up easier?
What about breakfast?
Can it brush your teeth?
Finally they are ready to demonstrate their invention.
You are ready for your day.

After you watch

4 Work with a partner.

- Put students into pairs to answer the following questions:
 - How do you wake up in the morning?
A I use an alarm.
B I wake up naturally.
 - When you wake up what do you usually do?
A Roll over and go back to sleep.
B Get out of bed straight away.
 - Which of the following would you rather do?
A Go to bed late and get up late.
B Go to bed early and get up early.
- Ask students to compare their answers in pairs.

At home

5 Write about the machine.

- Tell students to imagine they are journalists and that they were present at the demonstration of the machine shown in the video.
- Students write a short paragraph describing the machine and their opinion of it.
- Collect and check students' work.



Get up and go!

Narrator: Getting up in the morning is very difficult. A lot of people hate the sound of an alarm clock!
Zoz: Do you hate waking up in the morning?
Woman 1: Yeah.
Woman 2: Do you hate waking up?
Joe: Yeah, you don't like going to school, right?
Zoz: Do you hate waking up in the morning?
Man: Ah ... it's not my favourite time of day.
Narrator: Can this team of inventors make getting up easier? They want to build a special machine that wakes you up ... and gets you ready for the day. First, they have to build the bed. But how can the machine wake you up? Easy: it shakes you. Next, they must decide how the machine can undress someone.
Mike: Alright. Are you guys ready for the test?
Narrator: The sheet should stick to the Velcro on the pyjamas and pull them off. Unfortunately, it doesn't work this time. They need to try again later. What about breakfast? They invent a special feeding system. First, they try it with water. Next, they try it with food – oatmeal, cereal and milk. It doesn't work. The cereal is too big. So they puree it! It works, but it's too messy.
Zoz: I'm not hungry anymore.
Narrator: Can it brush your teeth? Not very well! Finally they are ready to demonstrate their invention! But will it work? Do you find it hard to wake up in the morning?
Terry: YEAH!
Audience: YEAH!
Terry: I've got the invention for you. Ladies and gentlemen, I present to you, the *Get Up and Go!*
Narrator: It shakes you awake, gets you up, undresses you, showers you, dries you and gives you your clothes. You're ready for your day!

3 The art of storytelling

Summary

The Australian Aboriginal culture is one of the oldest in the world. We learn about how the Aborigines have used all kinds of art to tell stories about the land and their culture. Colorful paintings and even body markings communicate information about the person, the weather and the environment and they are seen as a celebration of life.

Background

The culture and way of life of the **Aboriginal inhabitants of Australia** was severely affected by British colonisation, which began in the seventeenth century.

Before you watch

1 Discuss the question.

- Write the following question on the board: *Why do we tell stories?*
- Put students into pairs to discuss the question.
- Ask some students to report back to the class on the content of their discussion.

Suggested answers

To learn about life, history, ourselves.
To share experience.
To discover new worlds, lives and identities.

While you watch

2 Watch and find the information.

- Tell students they are going to watch a video about stories in the Aboriginal culture of Australia.
- Write the following on the board:
40,000 10,000 thousands
- Play the video.
- Students watch to find out what the numbers refer to.
- Check answers with the class.

Answers

- 1 Aborigines have used art for 40,000 years to tell stories about the land.
- 2 Aboriginal stories may include information about 10,000 kilometres of land.
- 3 Patterns used in Aboriginal art haven't changed much in thousands of years.

3 Watch and respond.

- Ask students to respond emotionally to what they see and hear in the video. Students can do this by writing down adjectives to describe their feelings.
- Play the video again.
- At the end of the video, students can explain why they noted down particular adjectives, e.g. *I thought the women painting the girl's face was interesting. It made me think about how one generation teaches another.*

After you watch

4 Work with a partner. Write a description of Aboriginal storytelling.

- Put students into pairs.
- Ask them to write a description of how Aboriginal Australians tell stories using paint.
- Collect and check students' work.

At home

5 Find out about your country.

- Ask students to research the culture of painting and traditional storytelling in their country.
- Brainstorm the kind of information students could look for, e.g. the most important folk stories and paintings, how ideas have been described and shown in stories and paintings.
- Students present what they find out to the class in the next lesson.

6 Think about the statement.

- Write the following statement on the board: *Modern society doesn't show enough interest in the art and literature of its past.*
- Ask students to write down some responses to this statement.
- Students can discuss their ideas with a partner in the next lesson.



The art of storytelling

Narrator: Australia is an ancient place. The Aboriginal culture of Australia is one of the oldest living cultures on Earth. For 40,000 years, Aborigines have used art, such as paintings, songs and dances, to tell stories about the land.

Arthur: When we paint, we're painting the story of our, of our traditional lands. And it might be a little bit of a short story on canvas, but that short story might cover 10,000 kilometres.

Narrator: These paintings communicate essential information about the land.

Arthur: The colours are beautiful. You'll never find them anywhere else in the world. This part of the country is ancient. Our whole land is ancient.

Narrator: Some of these paintings are survival maps – they show where food and water are. Aborigine art is full of symbols. Many of these haven't changed much in thousands of years. Aborigines use them in body paintings, too. These patterns tell a story – about the person, the culture and the environment.

Nicky: The dots I'm doing on your face now represent rainfall in our part of Australia. Everything tells a story – so you're a walking picture book.

Narrator: In Aboriginal culture, painting is a celebration of life, and of knowledge.

4 The age of discovery

Summary

In the late fifteenth century, European royalty began to give explorers the resources to search for new lands. It was the Age of Discovery and many attempts were made to find the wealth and riches of the New World. But the sea journeys were hard and many people died, even the explorers themselves, as they made their way around the world.

Background

The Age of Discovery is the period of European exploration in the fifteenth and sixteenth centuries, which led to the rise of the European colonisation of large parts of the globe.

Before you watch

1 Write a list.

- Put students into small groups.
- Write *explorers* on the board. Give groups a minute to brainstorm all the explorers they can think of.
- Ask a member of each group to read out their list to the class.

Suggested answers

Vasco da Gama, Christopher Colombus, Francisco Pizarro, Amerigo Vespucci, Francis Drake

While you watch

2 Watch and find the information.

- Tell students they are going to watch a video about the Portuguese explorer Ferdinand Magellan.
- Write the following years on the board:
1480 1498 1519 1522
- Play the video for students to find out what the years refer to.

Answers

Magellan was born in 1480.

In 1498 Vasco da Gama sailed around the tip of Africa to India.

In 1519 Magellan and his crew set off for South America.

In 1522 just one of the five ships that set off for South America completed the journey.

3 Retell the story.

- Write the following key phrases on the board:
rich family king and queen of Portugal 241 men the Pacific Ocean 18 men
- Put students into pairs. Ask them to use the phrases to retell the story of Ferdinand Magellan's attempt to sail around the world.
- Play the video again for students to check.

Suggested answers

Ferdinand Magellan was born into a very rich family. He lived with the king and queen of Portugal when he was a boy. In 1519 Magellan set off for South America with a crew of 241 men. The trip across the Pacific Ocean was hard. Only 18 men completed the journey around the world. Magellan was not one of them.

After you watch

4 Work with a group. What do you think?

- Write the following statement on the board: *The world is small now, there is nowhere left to discover.*
- Ask students to write down some responses to this statement.
- Students can discuss their ideas in pairs.

At home

5 Write a diary entry about the life on one of Magellan's ships.

- Tell students to imagine they are a sailor on one of Magellan's ships.
- Students write a diary entry describing their life. Brainstorm information that students could include in their diary entries before they start writing.
- Collect and check students' work.



The age of discovery

In Portugal in 1480, the famous explorer, Ferdinand Magellan, was born into a very rich family. His parents died when he was only ten, so he went to live with the king and queen of Portugal in their castle. This was the Age of Discovery – a time when Europeans were looking for new routes by sea to Asia – before they had accurate maps to guide them! There were fantastic riches in Asia – gold, silver, silk and spices. In 1492 – when Magellan was 12 years old – Christopher Columbus sailed west from Spain. He was looking for Asia – but he discovered the Americas. Then, in 1498, the Portuguese explorer, Vasco de Gama, sailed around the tip of Africa to India. Magellan thought: There must be a faster way to the Spice Islands. His plan was to go around the tip of South America, across the Pacific Ocean to the Spice Islands, around the tip of Africa, and back to Europe. The king of Spain, Charles I, gave him five boats. In 1519, Magellan and his crew of 241 men set off for South America. They reached the tip of South America – where the waters were very dangerous. This is now called the Strait of Magellan. The trip across the Pacific Ocean was long and hard. They didn't have enough food or water so they had to eat rats. Many of them got sick and nineteen men died. Finally, they reached the Philippines. But Magellan was killed in a battle. We remember him as the first man to sail around the world, but just one ship completed the journey, in September 1522. Only 18 men survived, and Magellan wasn't one of them. Magellan's crew sailed around the globe in three years, but with modern maps and technology, people have recently done it in as little as 54 days!

5 Social networks

Summary

Social networks have changed the way we interact with each other. With a closer look at the world's most popular sites in recent years, we hear from a selection of their founders who explain why these sites have become so successful. Most of their ideas are basic in that they simply use what we give them. We are the source of these sites' content and their success depends on our usage.

Background

Although computer-based **social networking** can be traced back to the bulletin boards of the late 1970s, it was not until the early part of the 21st century that it began to achieve mass popularity.

Before you watch

1 Discuss the question.

- Write the following question on the board: *Why are social networking websites so popular?*
- Put students into pairs to discuss the question.
- Ask some students to report back to the class on the content of their discussion.

While you watch

2 Watch without sound.

- Tell students they are going to watch a video about social networking.
- Put students into pairs (A and B).
- Turn the sound off on the video.
- Student A sits with his/her back to the screen.
- Student B watches the video and describes the images.
- Students swap roles at the halfway point (1.22) in the video.
- Students then watch the video with the sound on to check their ideas.

3 Watch and write questions.

- Play the recording again.
- Students watch and write three questions about the video to ask their partner. Monitor while students do this task and help **weaker students** to form their questions.
- Put students into pairs to ask and answer the questions.

Suggested questions

- 1 Who is Chad Hurley?
- 2 At which university was Facebook created?
- 3 Who is Jimmy Wales?

After you watch

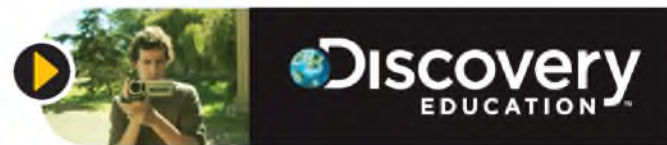
4 Work with a partner. Answer the questions.

- Elicit the meaning of *addict* (someone who cannot stop doing or using something, especially if it becomes harmful to them).
- Put students into pairs to answer the following questions:
 - a Do you think the Internet has turned us into *information addicts*? Why? Why not?
 - b Are there any disadvantages to social networks? What are they?
- Ask some students to report back to the class on what their partner said.

At home

5 Make a presentation.

- Ask students to prepare a short presentation about their favourite website.
- The presentation must include the following information: who started the website, when the website was set up and what you can do on the website.
- Students present their chosen website to the class.



Social networks

Narrator:	Who is the 'social' in social network? You are! Across the Internet, sites like YouTube and Facebook, need users like you. YouTube changed how people thought about video. Now, anyone with a camera can be famous. And users decide the next big star. It might even be you! This man started YouTube. His site connects video makers with video watchers.
Chad Hurley:	This is what the Internet's all about. The Internet's about connecting individuals. Or connecting individuals to information.
Narrator:	No one understands this better than Mark Zuckerberg, the founder of Facebook. Facebook began at Harvard, a university near Boston, in the USA. But it didn't stay there.
Mark:	Two thirds of Harvard students were using it within a couple of weeks ... then we expanded to all of the colleges in the US, then all the high schools, and then a lot of companies. Then we made it so that anyone can sign up.
Narrator:	Why is Facebook so popular? Zuckerberg believes it is all about relationships.
Mark:	What we've tried to do at Facebook is we've tried to map out all these relationships that people have. And, I mean, there are billions of them across the world. We call that the social graph.
Narrator:	When you join Facebook, you bring new relationships to the site. New relationships mean new users. Today, it has over one billion users. Another creator, Jimmy Wales, also had a brilliant idea. He thought: What happens when you let millions of people write and edit their own encyclopedia?
Jimmy:	People are starting to realize that communities can produce work of very high quality.
Narrator:	Wikipedia is now the world's biggest encyclopedia. Sites like Facebook, YouTube, and Wikipedia are changing the Internet. And people like you are making it happen.

6 Creepy creatures

Summary

Most people have a similar reaction to snakes: they are afraid of them. But TV personality, Jeff Corwin, overcomes his own fear by interacting with his favourite snake, the king cobra. Together with Jeff, we watch a special handler temporarily capture a cobra without getting hurt so we can see it up close.

Background

The **King Cobra** is an extremely dangerous snake. There is enough venom is just one bite from this snake to kill 20 people. King Cobras live in the rainforests of Southeast Asia, southern China and India, and can grow up to 5.5 metres in length.

Before you watch

1 Answer the question.

- Write the following question on the board: *Are there any animals that you are afraid of?*
- Put students into pairs to ask and answer the question.
- Ask some students to report back to the class on what their partner said.

While you watch

2 Watch and complete the sentences.

- Tell students they are going to watch a video about the King Cobra snake.
- Write the following sentences on the board:
 - 1 When _____ see a snake they feel nervous.
 - 2 A lot of people have a _____ of snakes.
 - 3 Jeff Corwin _____ snakes.
 - 4 Jeff feels a little _____.
 - 5 Astory uses his _____ to catch the King Cobra.
- Play the video.
- Ask students to complete the sentences.
- Students can compare answers in pairs before you check answers with the class.

Answers

- 1 most people 2 phobia/fear 3 loves 4 nervous
5 hands

3 Write about how the King Cobra is caught.

- Tell students they are going to write a summary of what is shown in the video.
- Play the video again. Students can make notes as they watch. They can then use these notes to help them write their summaries.
- Brainstorm information that students could include in their summaries (e.g. where Astory is, what he uses to catch the snake, how he moves) and write key vocabulary on the board.
- Ask students to work alone to write a short summary of how Astory catches the King Cobra.
- Collect and check students' work.

After you watch

4 Work with a group. Respond to the video.

- Ask students to imagine that they were with Astory as he caught the King Cobra.
- Put students into small groups to discuss how they think they would have reacted to being so close to such a dangerous animal.
- Ask one member of each group to report back on their group's ideas to the class.

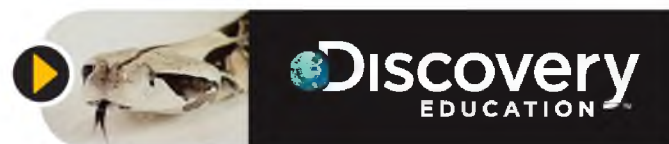
At home

5 Find out about the King Cobra.

- Ask students to find out more about the King Cobra.
- Brainstorm the kind of information students could look for, e.g. where King Cobras live, how long they live, their size.
- Students can share what they find out with a partner in the next lesson.

6 Find out about snakes in your country.

- Ask students to find out about the snakes in their country.
- Students should make some notes on the following: type of snake, physical description of the snake, what the snake eats, the environment it lives in, whether or not it is poisonous.
- Students can share what they find out with a partner in the next lesson.



Creepy creatures

Narrator: When most people in the world see a snake, they feel, well ... nervous. Snakes can be terrifying. A lot of people have a fear of snakes ... Do you? TV personality Jeff Corwin isn't afraid of them – he loves snakes.

Jeff Corwin: There it is. I love cobras. My most favourite is the King Cobra. Ahh! I really want to catch this creature to show it to you – but I'm a little nervous. I'm a little nervous.

Are you nervous? He's not nervous. Look at this guy! They call this creature the king of the serpents because his diet consists of snake. He is a snake-eater. Astory, can you show me how you freehand capture a King Cobra? OK, you show me. Astory, oh. Astory, do you have insurance? And that's how you do it, huh?

King Cobras. Awesome, awesome serpent. Look at that.

Narrator: So, what are you afraid of?

7 The women of Ayoquezco

Summary

Deep in the south of Mexico, an innovative business has emerged in the small town of Ayoquezco. When a major tobacco factory closes in the area, the town is desperate for jobs. That's when a group of women decide to build their own cooperative based on a type of cactus. They work together to build a business and sell their organic products locally and internationally.

Background

Ayoquezco is small town in the southwest of Mexico.

Before you watch

1 Answer the question.

- Write the following question on the board: *What makes a business successful?*
- Put students into small groups to answer the question.
- Ask one member of each group to report back to the class.

While you watch

2 Watch and complete the sentences.

- Tell students they are going to watch the first part of a video about a business started by a group of Mexican women.
- Write the following sentences on the board:
 - Ayoquezco has always been a _____ community.
 - For years, the main crop was _____.
 - Most people worked in the _____ or in the tobacco factory.
 - In _____ the factory closed.
 - Many _____ had to move away to find work.
- Play the video up to 00:43.
- Ask students to complete the sentences.
- Students can compare answers in pairs before you check answers with the class.

Answers

1 farming 2 tobacco 3 fields 4 1979 5 men

3 Watch and write questions.

- Play the second part of the video (from 00:44).
- Students watch and write four questions about the video to ask their partner. Monitor while students do this task and help **weaker students** to form their questions.
- Put students into pairs to ask and answer the questions.

Suggested questions

- What is the 'prickly pear'?
- What do many Mexicans use the prickly pear for?
- What did the women decide to do with the prickly pear?
- How is the business doing today?
- What does the man from the government come to do?
- Where does the co-operative sell its products?

After you watch

4 Work with a partner. Answer the question.

- Put students into pairs to answer the following question:
What do you think of what the women of Ayoquezco did?
- Ask some students to report back to the class on the content of their discussion.

At home

5 Find out about co-operatives.

- Ask students to find examples of successful co-operative businesses in their country. Students should make notes on the following: the name of the business, when it was set up, where it was based and what it does.
- Students should find at least one example of this type of business to talk about with a partner at the beginning of the next class.



The women of Ayoquezco

In the south of Mexico, the small town of Ayoquezco has always been a farming community. For years, the main crop was tobacco. Most people worked in the fields or in the tobacco factory. Then, in 1979 the factory closed. There were no jobs. A lot of the men from the village had to move away to find work and the women of Ayoquezco had to earn money – but how? They knew that one plant, a type of cactus called 'prickly pear', grew really well in the fields of Ayoquezco. The leaves of prickly pear are delicious. In Mexico, people often add them to salads and soups, or eat them with eggs. One woman – Catalina Sanchez – organized a meeting. If they didn't find work soon, their families would suffer. The women decided to start a business, selling prickly pear. If they all worked together as a cooperative, they could have a successful business. They would each own a part of that business. They worked as a group to grow the cactus and together, they built a factory. "We are going to have offices on this side of the building." They had meetings and voted on how to do things. Today, the business is doing incredibly well. The women work together to prepare the cactus leaves. A man from the government comes to inspect their factory. Their products are certified organic. The co-operative now sells their products in Mexico and the U.S. What a marvellous success!

8 Where does it all go?

Summary

Our oceans are under serious threat from something we produce every day: rubbish. Scientist Bill Nye explains how our rubbish is affecting our once-beautiful oceans and their fragile marine life. He tells us in detail about an experiment with the North Pacific Gyre that proves how rubbish travels all over the world and never disappears.

Before you watch

1 Brainstorm materials.

- Ask students to brainstorm examples of common materials.
- Make this competitive by telling students that whoever comes up with the most materials wins.

Suggested answers

plastic, wood, glass, metal, rubber, leather, cotton, paper

While you watch

2 Watch and complete.

- Tell students they are going to watch a video about the amount of rubbish that is thrown into the sea.
- Write the following on the board:
 - 1 The ocean covers _____ million square miles.
 - 2 _____ per cent of the planet is covered in water.
 - 3 Every day people throw nearly _____ kilograms of rubbish into the sea.
- Play the first part of the video (up to 01.28) for students to complete the sentences.
- Check answers.

Answers

1 139 2 71 3 700,000

3 Watch and find the information.

- Write the following on the board:
1992 1995 1996 2000 2007
- Play the second part of the video (from 01.29).
- Students watch to find out what the years refer to.
- Check answers with the class.

Answers

In 1992 rubber ducks fell into the sea north of Hawaii.
In 1995 some of the ducks were found in South and North America.
Between 1996 and 2000 many of the ducks made it into the Atlantic Ocean.
In 2007 a few of the ducks were found on beaches in Britain.

After you watch

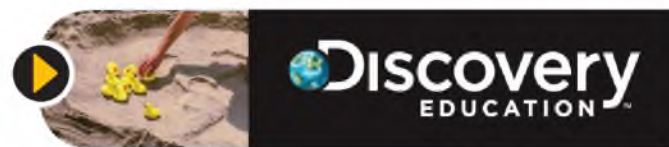
4 Work with a group. Think of ways to protect the sea.

- Put students into small groups.
- Ask students to think of three ways we can stop people from dumping rubbish in the sea, on the road, in their countryside, etc.
- Ask one member of each group to report back to the class.

At home

5 Find out more about the pollution of gyres.

- There are five main oceanic gyres, each of which suffers from plastic pollution. 5 Gyres (<http://5gyres.org/>) is an organisation which works to raise awareness of the problem.
- Ask students to look at the website. This organisation and its work can then be discussed in the next class.



Where does it all go?

Bill Nye: This is where we go to look at the big picture and it doesn't get any bigger than this. Outer space. See that little blue dot right there? That's the earth. It's blue because of the big blue ocean that covers a hundred thirty-nine million square miles of it. That's seventy-one percent of the planet covered in water.

Narrator: The sea is important to all of us and to the many plants and animals that live there. But we have a big problem. Every day nearly seven hundred thousand kilograms of rubbish is thrown into the sea.

Bill Nye: Now nowhere is this more apparent than a place called the North Pacific Gyre. A gyre is a natural occurring vortex, a swirling ocean current, a massive whirlpool at sea. One of the world's largest gyres is in the Pacific, just north of Hawaii. What makes this gyre unusual is that it's filled with plastic debris, enough plastic to cover the state of Texas. It's a giant swirling pile of trash. It's a huge mess, getting bigger every day.

Narrator: It's a big problem and a solution needs to be found.

Bill Nye: In 1992, a shipment of twenty-nine thousand plastic bathtub toys fell into the sea just north of Hawaii. A year later, rubber duckies washed up on the shores in Alaska and Australia.
In 1995, some of these bathtub toys wound up in South and North America. Between 1996 and the year 2000, many of these toys worked their way through the Bering Strait into the Atlantic Ocean. So that in 2007, a few of these rubber duckies washed up on the beaches in Britain!

All the stuff we bring to the beach, bottles, sandwich wrappers, cups, plastic bags, even these fun, flying discs, can end up out in the middle of the ocean.

Narrator: Rubbish in the sea doesn't go away. It stays for years and can be carried all around the world. We must take better care of our planet.



CLIL video activities and key

1 CLIL Hot topics

Summary

Scientist, Bill Nye, asks why our planet is getting warmer every year. He explains the basic science behind global warming and uses an experiment with a bottle of fizzy drink to illustrate how too much carbon dioxide in the air makes the seas get warmer. He also talks about the effect that acidic water is having on coral reefs and fish.

Background

Global warming is the name given to the increase in global temperatures observed in the last one hundred years, which is believed to be a consequence of human activity such as the burning of fossil fuels.

Before you watch

1 Answer the question.

- Ask the class: *Are humans responsible for global warming? If so, why?*
- Elicit students' ideas and write them on the board.

While you watch

2 Watch without sound.

- Tell students they are going to watch a video about global warming.
- Play the video without sound and ask students to make notes about the information they think will feature in the voiceover. **Weaker students** could write down ten words they think they are likely to hear in the voiceover.
- Students compare their ideas and attempt to put the story together.
- Play the video again with the sound for students to check their ideas.

3 Watch and respond.

- Play the video again.
- Ask students to respond emotionally to what they see and hear. Students can do this by writing down adjectives to describe their feelings.
- At the end of the video, students can explain why they noted down particular adjectives, e.g. *I felt sad when a factory was shown near the beginning of the video. It made me think about what we do to our world.*

After you watch

4 Work with a partner. Write a definition of global warming.

- Put students into pairs.
- Ask them to write a definition of global warming using the information from the video and any other information they can find out online.
- Collect and check students' work.

At home

5 Find solutions.

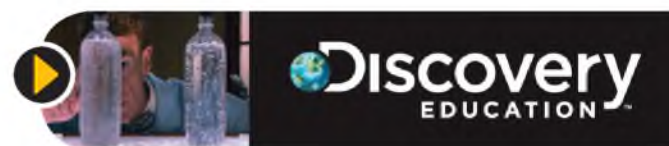
- The video ends with a question: *So what can we do about it?*
- Ask students to research the problems of global warming and climate change as well as suggestions as to what can be done about it.
- Students can share their ideas with the class in the next lesson.

Background

Although **global warming** has become one of the central problems for human beings in 21st century, it is not uncontroversial, with some in the scientific community questioning the validity of the phenomenon.

6 Find out about the sceptics.

- Ask students to find out about the scientists who are sceptical about global warming and climate change. Explain that if you are *sceptical* about something, it means you doubt that it is true.
- Students can then discuss what they think about the ideas of the sceptics with a partner in the next lesson.



Hot topics

Narrator: Our planet is getting warmer every year ... but why? When we burn fossil fuels, such as coal or oil, we pollute the air with greenhouse gases. These gases trap heat inside the atmosphere. The main greenhouse gas is carbon dioxide. The earth is getting hotter because there is too much carbon dioxide in the air. As a result, oceans get warmer, too. That's a big problem for our environment.

Bill Nye: Take a look at this. It's a bottle of club soda that we've kept at room temperature. This is a bottle of club soda that we've kept on ice. Now watch what happens when we open them both at the same time. Look at the bubbles. There are a lot more bubbles coming out of the warm bottle than the one that's cooler. The same thing happens in the ocean. The cool ocean can hold more carbon dioxide dissolved than the warm ocean. So as the world gets warmer, the ocean gets warmer. More carbon dioxide is released into the atmosphere and that makes the greenhouse effect stronger, and the world gets warmer, and the ocean gets warmer.

Narrator: All that carbon dioxide changes the ocean's chemistry, too. It makes the water more acidic. A lot of sealife, like coral reefs and fish, can't survive in warm, acidic water. So what can we do about it?

2 CLIL Mountain rescue

Summary

Bear Grylls, Chief Scout and adventurer, goes on a mountain biking expedition with his friend Jesse. When Jesse has an accident, Bear performs first aid on his friend's broken leg. Then he tries to phone for help, but when he finds he has no phone signal, he uses Jesse's broken bike to make a winch to pull him to safety.

Background

The modern sport of **mountain biking** is said to have begun in the 1970s in Marin County, north of the city of San Francisco, in the USA.

Before you watch

1 Answer the question.

- Ask: *What equipment is it essential to have if you have an accident and are far from help?*
- Put students into pairs and give them one minute to think of some answers to the question.
- Elicit students' ideas and write them on the board.

Suggested answers

mobile phone, food, water, warm clothing, first aid kit, sleeping bag

While you watch

2 Watch and predict.

- Tell students they are going to watch a video about a mountain-bike accident.
- Play the video up to 00.39.
- Put students into small groups and ask them to predict what happens next to Bear and Jesse.
- Ask one member from each group to report their ideas to the class.
- Play the rest of the video from 00.40 for students to find out whether their predictions were accurate.

3 Watch and complete the phrases.

- Write the following gapped phrases from the video on the board.
 - 1 _____ space
 - 2 _____ air
 - 3 _____ questions
 - 4 _____ leg
 - 5 _____ rescue
 - 6 _____ job
- Play the video again for students to complete the phrases with the correct adjectives.
- Students can compare answers in pairs before you check answers with the class.
- Once you have checked answers, put students into pairs and ask them to put the phrases into sentences.

Answers

1 open 2 fresh 3 basic 4 broken 5 final 6 good

After you watch

4 Review the video.

- Tell students that they are critics and that it is their job to give their opinion about TV shows. Revise some adjectives of opinion to help **weaker students**.
- Play the video again and then put students into pairs to offer their views.
- Ask students to think about the following: the quality of the narration, how the images relate to the voiceover, whether the story the video tells is interesting or not and how the video could be improved.

At home

5 Plan a biking trip.

- Tell students to plan a biking trip in their country.
- Brainstorm information that students could include in their description, e.g. where they would go, the equipment they would need, and what they would need to put in their first aid kits.
- Students can tell their partner about their plan in the next lesson.

6 Find out about mountain biking

- Ask students to use the Internet to find out about extreme forms of mountain biking.
- Students can then tell each other about these types of activity in the next lesson, saying whether they think the activities they found out about sound very exciting or too risky.



Mountain rescue

Narrator: Many people love the mountains, the open space, trees and fresh air. And you can see it all by bike! Mountain biking can be fast and exciting. But it's not all fun and games. Bear Grylls and his friend Jesse are about to find out that sometimes things can go terribly wrong. Bear goes quickly to help Jesse.

Bear: Stay put. Don't try and move, OK? Stay put. I'm coming down to you.

Narrator: First, you should check the patient's back and head. Jesse's OK. Then you should ask some basic questions.

Bear: When's your birthday?

Jesse: July 19th.

Narrator: These are good signs, but Jesse isn't safe yet. Next, you should call for help. But Bear's mobile phone doesn't work in the mountains.

It's clear that Jesse has a broken leg. Bear has to work quickly. He uses wood and string to set the leg. He also has some rope from his survival kit. He ties it around Jesse. Bear decides to use the bike tyres to pull Jesse up the mountainside. He attaches the bike to a tree. Then he throws the tyre down to Jesse. Now it's time for the final rescue.

Bear: OK, Jesse, it's gonna be it. OK, on 3. 1, 2, 3, come on! Help me with your other leg. That's it.

Narrator: Bear's tyre and bike creation is working. But he has to pull hard. Finally, Jesse reaches the top and Bear pulls him to safety.

Bear: You're good. You're good. Good job down there. Good job.

3 CLIL Art in perspective

Summary

In the fourteenth century, new advances began to take shape in European art. It was the beginning of the Renaissance, and artists were being given money to produce works that are still famous today. For the first time, they began to create art that looked three-dimensional. Through a graphic explanation, we understand how artists were able to make this leap into the world of more realistic art.

Background

The **Renaissance**, which took place between the fourteenth and sixteenth centuries, is one of the most celebrated periods of western art, during which the rediscovery of the architectural, intellectual and artistic forms of the classical world led to a flourishing of imaginative work. The movement first centred on the city of Florence and later spread throughout Europe.

Before you watch

1 Discuss the question.

- Write the following question on the board: *What is more important in art: the ability to draw or paint well, or an idea?*
- Put students into pairs to ask and answer the question.
- Ask some students to report back to the class on the discussion they had with their partner.

While you watch

2 Watch and make notes.

- Tell students they are going to watch a video about Renaissance art.
- Write the following names on the board: *The Medicis Filippo Brunelleschi*
- Play the video for students to watch and make notes about the people named on the board.
- Check answers.

Answers

The Medicis were a rich family who gave large amounts of money to artists.
Filippo Brunelleschi was the first Italian to use the technique of perspective.

3 Watch and write questions.

- Play the video again.
- Students watch and write three questions about the video to ask their partner. Monitor while students do this task and help **weaker students** to form their questions.
- Put students into pairs to ask and answer the questions.

Suggested questions

When did the Renaissance begin?
Before the Renaissance, how did paintings in Europe look?
What did painters across Europe begin to use?

After you watch

4 Work with a group. What do you think?

- Remind students that painters in the Renaissance were interested in the realistic depiction of people and scenes from life.
- Put the following questions on the board: *Why do you think some artists want to reflect real life in their work while others are more interested in fantasy? Is realism more important than fantasy?*
- Put students into pairs to discuss the questions.
- Ask one member of each group to report back to the class on their group's ideas.

At home

5 Choose your favourite works.

- Ask students to choose their three favourite works of Renaissance art.
- They should print out an image of the works from the Internet, bring them to class and then explain to a partner what it is they like about them.



Art in perspective

Europe in the 14th century. This is the beginning of the Renaissance – a time when Europeans made great advances in the areas of art, astronomy, science, architecture, and mathematics.

The Renaissance began in Italy. There, rich families, like the Medicis, gave large amounts of money to artists. This created an explosion of art. It produced some of the world's most famous artworks by the world's most famous artists.

Renaissance artists wanted their art to be as realistic as possible. Science helped them do it. Before the Renaissance, European paintings looked flat. The size of objects or people was based on importance. The more important something was, the bigger the artist made it.

The flat paintings were often beautiful, but Renaissance painters wanted their art to be three dimensional. They wanted people and objects in the painting to look real.

For example, take two circles of different sizes. For an artist of the Middle Ages, one circle is larger because it is more important than the other circle. But for Renaissance artists, the big circle is bigger because it is closer to the viewer. The smaller circle is further away.

Across Europe, painters began to use perspective in their work. Filippo Brunelleschi was the first Italian to use perspective. He created a painting of this building. It was so realistic that viewers were often amazed at how similar it was to the actual building.

4 CLIL Where in the world?

Summary

We look at the Earth using maps and globes and investigate how our location on the planet affects our lives. We learn about different features of maps and globes, and explore lines of latitude and longitude, the northern and southern hemispheres. We also look at measuring location with degrees and the effect of location on the weather and seasons.

Background

In the seventeenth century, calculating **longitude** was difficult. The problem was solved in 1760s by an English clockmaker called John Harrison, who invented a clock known as a *marine chronometer*. Calculating **latitude** did not cause any problems as the equator offered a fixed reference point.

Before you watch

1 Answer the question.

- Ask the class: *How does where we live in the world affect the way we live?*
- Put students into pairs to discuss the question.
- Ask some students to report back to the class on what their partner said.

While you watch

2 Watch without sound.

- Tell students they are going to watch a video about the imaginary lines such as latitude and longitude that divide the Earth into smaller sections.
- Put students into pairs (A and B).
- Turn the sound off on the video.
- Student A sits with his/her back to the screen.
- Student B watches the video and describes the images.
- Students swap roles at the halfway point (0.53) in the video.
- Students then watch the video with the sound on to check their descriptions.

3 Put the phrases in context.

- Write the following words and phrases from the video on the board:
*maps and globes lines of latitude and longitude
numbers called degrees northern hemisphere
southern hemisphere*
- Play the video again for students to note down the sentences in which the above words and phrases are used.
- Check answers.

Answers

Maps and globes are the tools we use to look at different locations around the world.
The best way to find a location of a map or a globe is to use lines of latitude and longitude.
They are measured in numbers called degrees.
North of the equator is called the northern hemisphere
South of the equator is called the southern hemisphere

After you watch

4 Work with a partner. Answer the questions.

- Put students into pairs to answer the following questions.
 - a How do you like to find your way around when you are somewhere new? Do you use a map or ask people for directions?
 - b Do your parents use GPS devices in the car? Why? Why not?
- Ask some students to report back to the class on what their partner said.

At home

5 Find places in the world.

- Ask students to describe cities they like in terms of longitude and latitude by using this calculator:
<http://www.worldatlas.com/aatlas/findlatlong.htm>.



Where in the world?

Location, location, location! Why is it so important? Because of how much it affects our lives: the clothes we wear, the houses we live in and the activities we enjoy.

Maps and globes are the tools we use to look at different locations around the world. A map is a flat picture of the world or one part of the world. A globe is a round model of the Earth.

Where do you live? Can you find your location on a globe?

The best way to find a location on a map or globe is to use lines of latitude and longitude. These lines divide the Earth into smaller sections and meet at different locations.

Latitude lines are horizontal. They go from east to west. Longitude lines are vertical and go from north to south, like the sections of an orange. You can describe any location using these lines. They are measured in numbers called degrees. For example, Houston in the US is located at 30 degrees north longitude and 95 degrees west latitude.

The equator is a line of latitude. It divides the world into two halves, called hemispheres. The sun shines directly over the equator, so places here are hot all year. North of the equator is the Northern Hemisphere. South is the Southern Hemisphere.

Many locations in both hemispheres have four different seasons: summer, autumn, winter and spring. But the further north or south you travel, the colder the weather gets. At the North and South Poles it is cold all year.

Where do you live? How does your location in the world affect the way you live?

5 CLIL Pictures with meaning

Summary

Beneath the earth in Gourn, Egypt, are a series of tombs, containing something spectacular: hieroglyphics. Archaeologist Mansour Bourek takes us through the tombs so we can see these ancient writings from long ago. Through graphic representations, we learn about what the symbols on the walls of the tombs actually mean and how they acted as a form of communication.

Background

The word **hieroglyphics** comes from Greek, with *hieros* (scared) and *gluphē* (carving).

Before you watch

1 Discuss the question.

- Write the following question on the board: *What do archaeologists do?*
- Elicit students' ideas and write them on the board.

Suggested answers

They study history and prehistory by excavating sites, finding artefacts and remains and studying them.

While you watch

2 Watch and find the information.

- Tell students they are going to watch a video about an archaeologist and his research into ancient Egypt.
- Write the following on the board:
600 2,000 very clear and colourful sandal strap reading hieroglyphics
- Play the video.
- Students watch to find out what the numbers and words refer to.
- Check answers with the class.

Answers

The People in Gourn built their houses on top of 600 ancient tombs.
The skeleton has been in the tomb for over 2,000 years.
In some tombs, the pictures are very clear and colourful.
The sandal strap was important to the Egyptians, because it was the symbol for life.
Reading hieroglyphics helps us understand the world of the ancient Egyptians.

3 Watch and respond.

- Play the video again.
- Ask students to respond emotionally to what they see and hear. Students can do this by writing down adjectives to describe their feelings.
- At the end of the video, students can explain why they noted down particular adjectives, e.g. *I found the video interesting, but sad. It made me think of how the time I live in will one day become history.*

After you watch

4 Work with a group. What do you think?

- Write the following statement on the board: *The past has nothing to teach us.*
- Ask students to think about this statement and to write down some responses to it. Do they agree or disagree with it?
- Students can discuss their ideas in small groups.

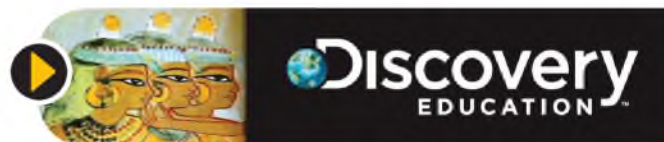
At home

5 Find out more about ancient Egypt.

- Ask students to find out more about the culture and people of ancient Egypt. They can use the following website to help them: <http://www.ancientegypt.co.uk/>
- Encourage students to follow what interests them and to make some notes on the things they find out.
- Students can share what they find out with a partner in the next class.

6 Learn how to read hieroglyphics.

- Ask students to log on to the following website where they can do a course in which they will learn how to read hieroglyphics: <http://www.egyptianhieroglyphs.net/>



Pictures with meaning

This is Gourn, Egypt. It's a very special place. The people here built their houses on top of 600 ancient tombs. Mansour Bourek is an archaeologist. He wants to see the hieroglyphics inside these tombs. Hieroglyphics are little pictures, the written language of the ancient Egyptians. Mansour is here to visit Ahmed's house. Ahmed's family lives above one of the biggest tombs. The tomb is very, very old. And it's very important to archaeologists. This skeleton has been here for over 2,000 years. Mansour wants to study it. His team of archaeologists come to work inside the tomb. If they're very careful, they won't destroy the hieroglyphics for future archaeologists. In some tombs, the pictures are very clear and colourful. We can understand hieroglyphics, because the pictures represent reality. If you look closely, you'll see that this is a picture of the sun. This is water. And this is a cloth. And here's a goose, a leaf, a mouth, and a strap from a sandal. The sandal strap was important to the Egyptians, because it was the symbol for life. This eye means 'to cry'. This picture means 'bee' or 'honey'. This means 'hill country'. Reading hieroglyphics helps us understand the world of the ancient Egyptians.

6 CLIL City or country?

Summary

From the hillsides and scenic villages of Russia's rural countryside to the busy and sophisticated urban centres of the country's largest cities, we get the full picture of the differences between country and city life. With clear examples of the advantages and the disadvantages of both, the journey ends with the question of which one do we truly prefer.

Background

Moscow became the capital of Russia in the sixteenth century. Peter the Great made St. Petersburg the capital in 1712, but following the Russian Revolution of 1917, Moscow was once more made the capital.

St. Petersburg was founded by Peter the Great in 1703, and was for over two hundred years, the capital of the Russian Empire. It was known as *Petrograd* between 1914 and 1924, and *Leningrad* from 1924 until 1991, when it once more became St. Petersburg.

Before you watch

1 Brainstorm cities.

- Put students into small groups.
- Write *Cities in Russia* on the board. Give groups one minute to brainstorm the names of Russian cities. Students can use their smartphones to look up the names of cities.
- Ask one member of each group to report their words to the class.

Suggested answers

Moscow, St. Petersburg, Vladivostok, Samara, Omsk

While you watch

2 Watch and find out.

- Tell students they are going to watch a video about big city life in Russia.
- Write *Moscow* and *St. Petersburg* on the board.
- Play the video for students to watch and note down everything they hear about these two cities.
- Check answers.

Suggested answers

Moscow: almost 12 million people live there, Russia's capital, more people moving to the city every day, there's lots to do there, people can relax by the river, a centre for art, including street art

St. Petersburg: Russia's second largest city, people are very proud of the city's beautiful buildings and museums

3 Watch and complete the phrases.

- Write the following gapped phrases from the video on the board:
 - 1 _____ shops
 - 2 _____ restaurants
 - 3 _____ buildings and museums
 - 4 _____ places
 - 5 _____ months of winter
 - 6 _____ variety of entertainment
- Play the video again for students to complete the phrases with the correct adjective.
- Check answers.

Answers

- 1 fashionable 2 stylish 3 beautiful 4 quiet
5 freezing 6 great

After you watch

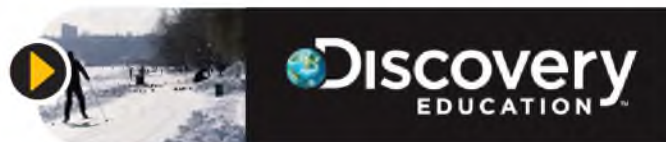
4 Work with a partner. Answer the question.

- Write the following question on the board: *Do you prefer life in the city or in the country?*
- Put students into pairs to ask and answer the question. Encourage students to explain their ideas.
- Ask some students to report back to the class on what their partner said.

At home

5 Make a list.

- Ask students to research cities in Russia and to make a list of cities there that they would like to visit. Students should write a brief explanation of why they choose each of the cities on their list.
- Students can compare their list with a partner's in the next class.



City or country?

In Russia, less than 30 per cent of the population lives in the countryside. Away from the towns and cities, people live and work with their animals and they are part of close communities. They are surrounded by nature. But recently, more and more people are moving from the countryside to the big cities to find work.

Almost 12 million people live in Moscow, Russia's capital city – and more people are moving there every day. There's a lot to do in a city – day and night. There are fashionable shops and stylish restaurants. In cities like Saint Petersburg, the second largest city in Russia, there are a lot of beautiful buildings and museums. These are popular with tourists. But most big cities have a lot of traffic so it can be crowded and noisy. These things can make cities stressful for some people. But there are some quiet places in cities. In Moscow, people can relax by the river – even in the freezing months of winter.

And the city is also a centre for art – even on the streets. Regular events bring people together and provide a great variety of entertainment, not usually available in smaller towns. So what about you? Do you prefer life in the city or in the country?

7 CLIL Be safe online

Summary

Getting online to talk to your friends through social media sites is easier than ever, but it also means that your name and identity are now more accessible. Almost anyone in the world can get on a computer these days and access your information using a few basic tricks. We see examples of how identity theft occurs and get ideas about steps you can take to prevent an attack.

Background

The attempt by criminals to steal information by tricking people into giving up their personal details is known as **phishing**.

Before you watch

1 Brainstorm social network websites.

- Put students into small groups and ask them to brainstorm examples of social network sites on the Internet.
- Make this competitive by telling students that the group that comes up with the most social network sites wins.

Suggested answers

Facebook, Twitter, LinkedIn™, Pinterest, Tumblr, Google+, Instagram

While you watch

2 Watch and make notes.

- Tell students they are going to watch a video about how to stay safe online.
- Write the following on the board:
real and fake young people
Social Security or National ID number
- Play the video for students to watch and put the phrases on the board into the context in which they are used in the video.
- Check answers.

Answers

Do you know who is real or fake online?
Young people are the number one victims of identity theft. A criminal just needs your name and numbers – like your Social Security or National ID number.

3 Rewrite the script.

- Put students into small groups and ask them to remember as much as they can about the images seen in the video.
- Give students a few minutes to make notes on a short alternative script to fit the images.
- Play the video with the sound off.
- Students return to their groups to write a short alternative script.
- Ask one member of each group to read out their group's script.

After you watch

4 Work with a partner. Answer the questions.

- Put students into pairs to answer the following questions:
 - a Do you feel safe online?
 - b Do you know anyone who has ever been the victim of identity theft online?
- Ask some students to report back to the class on what their partner said.

At home

5 Find out more about being safe online.

- Tell students to find out more ideas – different to those mentioned in the video – about how young people can stay safe online. Students could look for ideas here:
http://news.bbc.co.uk/1/hi/school_report/9692450.stm
- Students can share their ideas with a partner in the next class.

6 Think about advantages and disadvantages of social media.

- Ask students to think of three advantages and two disadvantages of using social network sites like Facebook and Twitter.
- Students can share their ideas with a partner in the next class.



Be safe online

Narrator: People spend a lot of time online these days. And they visit social media sites like Facebook and Twitter day and night. Social media is a great way to connect with friends but how do you know who is real – and who is fake? Criminals use the Internet, too.

Girl: You just have to be aware of who you're adding as a friend and who you're talking to. You really need to make sure that I know who this person is: they're my friend from school, they're related to me, you know for sure who they are.

Narrator: Young people are the number one victims of identity theft. A criminal doesn't need much information to steal your identity. Sometimes you'll get a message from someone you don't know, asking for information. It tells you to go to a website and the site will ask for your name, your address, even your phone number. If someone knew your name and personal numbers, like your Social Security or National ID number, they would be able to use that information to get credit cards – even driving licences – in your name! Most kids don't know there's a problem until much later. Delete these messages if you get them. You don't know if the site is safe. The Internet is a powerful tool. It helps us communicate and learn more about our world. But we must be careful when we use it.

8 CLIL Driving into the future

Summary

What will be the car of the future? Experts say it will need to be one that uses more renewable energy. Several countries have already taken the lead in producing more fuel-efficient cars, including electric cars. We get the chance to experience one of these cars first-hand and then visit a battery factory to see what makes these cars run.

Before you watch

1 Answer the question.

- Write the following question on the board: *What are the world's most successful car manufacturers?*
- Elicit the names of popular cars and write them on the board.

Suggested answers

Ford, Mercedes-Benz, BMW, Ferrari, Volkswagen, Porsche, Audi, Toyota, Jaguar, Fiat

While you watch

2 Watch and make notes.

- Tell students they are going to watch a video about electric cars.
- Check that students understand the meaning of the phrase *stands for*, e.g. *Each letter in the acronym 'BBC' represents or 'stands for' the first letter in the phrase 'British Broadcasting Corporation'.*
- Write the following gapped sentences on the board:
 - 1 BYD stands for _____.
 - 2 The BMW Mini is from _____.
 - 3 The Nissan Leaf is from _____.
 - 4 The CODA was developed by _____.
- Play the first part of the video (up to 01.18) for students to watch and complete the sentences.
- Check answers.

Answers

1 Build Your Dream 2 Germany 3 Japan 4 Kevin

3 Watch without sound.

- Tell students they are going to watch the second part of the video.
- Play the video without sound (from 01.19) and ask students to make notes about the information they think will feature in the voiceover.
- Students compare their ideas and attempt to put the story together.
- Play the second part of the video again with the sound for students to check their ideas.

After you watch

4 Work with a group. Name an electric car.

- Put students into small groups and ask them to think of what the best name for an electric car from their country would be.
- Ask one member of each group to report back to the class.

At home

5 Find out more about electric cars.

- Some people believe that electric cars are the future.
- Ask students to do some research into them online.
- They can then discuss their opinion of electric cars with a partner in the next class.

6 Find out more about sustainable living.

- Transforming the way we live so that we live a more environmentally sustainable life is one of the themes of modern life.
- Ask students to do some research into this issue and to think of three things we can all do to consume less and live more sustainably.
- In the next class organise a class debate about the question of whether we can change our way of life.



Driving into the future

Narrator: Cars – they're everywhere! They use a fossil fuel called petroleum. And this pollutes our air with carbon dioxide. But here's the good news. More energy efficient electric cars are being made all the time. So who is making the best one?

China is producing the BYD – 'Build Your Dream' – car. Germany has the BMW mini-e. In Japan, it's the Nissan Leaf ... And in the U.S., there's the Chevy Volt and the Ford Focus. There are also the smaller car makers. They're in this race, too.

This is Kevin. He lives in Los Angeles, in the U.S. And this is his electric car, the CODA. The CODA was developed by Kevin.

Man: Wow! It even has a new car smell, huh?

Kevin: Absolutely!

Narrator: Kevin's goal is to make a car that looks ordinary – but is better for the environment. Electric cars like Kevin's need batteries – big batteries. This is just one battery.

Kevin: Where are these batteries made? Right now, they're made in China.

Narrator: This is a battery-making factory in China. These people in China are making batteries for the CODA car – and for many other things, like mobile phones. As more of our electricity comes from renewable energy, such as wind power and solar power, electric cars become even better for the environment!

Biology Global warming

Objectives

- listen to and read about global warming.
- make a list of things I can do to reduce CO2 emissions at home.

Background

Global warming is the name given to the increase in the average temperature of the Earth's atmosphere. It is believed to be caused by human activity such as the burning of fossil fuels and it is also believed that it leads to changes in climate (hence the related term *climate change*).

Warm-up

- Write the following on the board _ _ _ _ _ . Ask students to call out letters in turn until the phrase *global warming* is spelt out.
- Ask: *What is global warming?* Given the coverage of this subject in the media, students are likely to be able to offer detailed responses to this question. Elicit their answers and write them on the board. Students may only be able to express themselves fully on this topic in L1, but encourage and help them to express their ideas simply in English.

- Ask students to open their books at page 115.
 - Focus on the photograph of the greenhouse, read out the questions and then put students into pairs to ask and answer them.
 - Pair **stronger students** with **weaker students** to do Exercises 1 and 2.
- Ask students to stay in the same pairs to match answers A–D to the questions in Exercise 1.
 - Provide dictionaries for students to use to do this exercise. Encourage students to use their smartphones to look up the pronunciation of any new words or phrases.

-  **2.51** Play the recording for students to check their answers to Exercise 2.

Answers

1 C 2 D 3 A 4 B

- Focus on the diagram.
 - Read out the different stages of the greenhouse effect that it shows.
 - Ask students to work alone to complete the diagram about the greenhouse effect with the information in Exercise 2.
 - Monitor to check students complete the diagram correctly.

Answers

1 radiation 2 infra-red radiation 3 gases

- Put students into pairs to make a list of the problems that global warming causes.
 - Students can do research online using their smartphones.
 - Collect students' ideas as a class.

- Ask students to read the text to check their answers to Exercise 5.

Suggested answers

- The polar ice caps are melting and causing sea levels to rise.
- Higher sea levels produce floods in coastal areas.
- It can also cause extreme weather conditions.
- Water evaporates from the land quickly and land can turn into desert.
- It's more and more difficult to farm land.


Your turn

- Put students into pairs to make a list of things they can do at home to reduce the amount of CO2 they produce.
 - Students can do research online using their smartphones.
 - Put pairs together to compare their ideas.



1.4 Hot topics

See page 130 for activities you can do with this video.

 For homework, students can research the World Wildlife Fund for Nature's Earth Hour project and decide if they would like to become a part of it: <http://www.earthhour.org/>



P.E. Avoiding sports injuries

Objectives

- listen to and read about dangerous sports and giving first aid.
- make a leaflet explaining how to avoid injury in a sport.

Background

Bear Grylls is a British adventurer well known in the United Kingdom as a presenter of TV programmes about survival in the wild.

Warm-up

- Books closed. Ask: *What is your favourite sport to play or watch?*
- Put students into pairs to ask and answer the question.
- Ask some students to report back to the class on what their partner said.

- Ask students to open their books at page 116.
 - Read out the words in the box and make sure that students are able to pronounce them. Pay particular attention to the pronunciation of *muscles* /'mʌs(ə)ls/ and *ligaments* /'lɪɡəmənts/.
 - Ask students to work in pairs to match the words to the correct places on the diagram. Allow **weaker students** to use dictionaries so they can check the meanings of the words in the box.
 - Check answers with the class.

Answers

1 shoulder 2 muscles 3 joints 4 ligaments 5 knee
6 ankle

Optional activity


- Use the picture to revise names for other parts of the body.

- Ask students to work alone to complete the introduction using the words from Exercise 1.
 - Students can compare their answers in pairs.

-  **1.52** Play the recording for students to check their answers to Exercise 2.

Answers

1 joints 2 ligaments 3 muscles 4 shoulder 5 knees
6 ankles

-  **1.53** Focus on the text and tell students that it contains advice on how to avoid sports injuries.
 - Ask students to read the text and work alone to match the pieces of advice with the pictures. Allow **weaker students** to use dictionaries so they can check the meanings of the words in the text.
 - Students can compare answers in pairs before you check answers with the class.

Fast finishers

Ask students to answer the following question in pairs:
Have you ever got injured doing sport?

Answers

2 muscles 3 stiff 4 equipment 5 injuries 6 pain

Optional activity

- Ask students to read the text about avoiding sports injuries and to concentrate on remembering as much of the information in it as they can. Tell students that they are trying to remember the content of the text not the actual sentences used.
- Ask students to close their books and then put students into pairs.
- Give students three or four minutes to try to reconstruct two or three of the tips from the text.
- Students can then open their books to check their reconstruction against the original.

Your turn

- Put students into pairs to produce a leaflet explaining how to avoid injuries in a sport of their choosing.
 - Students should either choose a sport they play or one they are familiar with. They can use their smartphones to do some research online. For example, they can use this website to help them: <http://www.stopsportsinjuries.org/>
 - Display students' finished leaflets on the walls of the classroom.





2.4 Mountain rescue

See page 131 for activities you can do with this video.



For homework, students can make a poster illustrating and describing the most common sports injuries.

Art Perspective

Objectives

- read about the technique of perspective in art.
- listen to an art teacher talking to a class.
- research information about a painting online.

Background

Diego Velázquez (1599–1660) was a Spanish painter.


Las Meninas is his most famous painting.

Gustave Caillebotte (1848–1894) was a French painter. He used his wealth to support other artists by organising exhibitions which showcased their work.

Warm-up

- Books closed. Write the following questions on the board:
Do you enjoy looking at paintings? Do you paint yourself? Which museums have you been to?
- Put students into pairs to ask and answer the questions.

- 1 • Ask students to open their books at page 117.
• Put students into pairs to discuss the question.

- 2  **1.54** Ask students to read the information to check the ideas they had in Exercise 1.


Suggested answer

The paintings look three-dimensional.

- 3 • Give students time to read the questions and the text
• Ask students to work in small groups to answer the questions.
• Check answers.

Answers

- 1 In the 13th century. 2 They were flat/two-dimensional.
- 3 To create a representation of 3D objects on a 2D surface.
- 4 The artist reduces the size of objects in a picture as they follow the viewer's line of sight into the distance.
- 5 They become too small to see

- 4  **1.55** Play the recording. Students listen and write down which of the words and phrases are mentioned
• Check answers.

Audioscript

Teacher: Today's class is on something called perspective, and how we can use this in our painting. So, who knows what perspective is? Yes, Sandra?

Sandra: It's the way we make a picture look three dimensional.

Teacher: Yes, that's right. There are lots of ways to create the illusion of perspective, but we're only looking at the basics today. When we want things to look further away from the viewer, in the background, we foreshorten them. We draw them smaller than things closer to the viewer. We make them bigger in the middle ground and biggest of all in the foreground of the picture. Foreshortening creates an effect of distance between things. But how do we know how big or small to make things?

Mary: Is it something to do with the horizon?

Teacher: Yes, it is, Mary. If we stand and look in one direction, everything seems to point in that direction and get smaller and then disappear on the horizon. These are our lines of sight which meet at a vanishing point. If we draw lines from the top and bottom of things in the foreground to a vanishing point, we know how small to draw things in the background.

Nick: Can there only be one vanishing point?

Teacher: That's a good question, Nick. It depends. There's only one when we look straight ahead, along a road, for example. But there can be two points when we want to show two sides of something, like a house. And, there can be three if your line of sight is below or above the thing you are drawing – like looking up at a tall building or looking down a hole. OK, so it's your turn to try now! Open your drawing pads and get your pencils out.

Answers

lines of sight middle ground vanishing point
background three dimensional foreshortening

- 5 • Focus on the two paintings.
• Students work in pairs to do the matching.

Answers

a 2 b 1

Your turn

- 6 • Read out the instructions.
• Give students time to search and make notes.
• Encourage students to give their personal opinion.





3.4 Art in perspective

See page 132 for activities you can do with this video.

 For homework, ask students to find out about a painter from their country. At the beginning of the next class, students can tell their partner.

Geography Time zones

Objectives


- listen to and read about time zones.
- solve problems about time zones.

Background

The time zone called **Greenwich Mean Time (GMT)** was chosen as the world's time standard at a conference in Washington in 1884. Before that there were many different prime meridians in use, which made setting a standard global time impossible. **Universal Coordinated Time (UTC)** is the world's time standard. It replaced Greenwich Mean Time and is measured using atomic clocks.


Warm-up

- Books closed. Ask: *What is the Equator?*
- Elicit the answer, using L1 if necessary (the Equator is the line of 0 latitude equidistant from the poles which divides the northern and southern hemispheres).
- Ask students if they can name any of the other imaginary lines used to determine location. Write *parallels (or lines of latitude)* and *meridians (or lines of longitude)* on the board. Explain that these are the imaginary lines that divide up the surface of the earth
- Teach the pronunciation of the following words: *parallel* /'pærəlel/, *meridian* /mə'riðiən/, *longitude* /'lɒŋɡɪtju:d/, *latitude* /'lætɪtju:d/ and *equator* /i'kweɪtə/.
- If necessary, drill the pronunciation of the words until students are comfortable saying them.

- 1 • Ask students to open their books at page 118 and focus on the diagram.
• Put students into pairs and ask them to complete the diagram with the parallels and meridians in 1–4.
- 2  **1.56** Ask students to read the information about parallels and meridians to check their answers to Exercise 1.

Answers

1 c 2 b 3 d 4 a

- 3  **1.57** Tell students they are going to learn about the way the world is organised into different time zones.
• Ask students to read the text and then work in pairs to complete it with the words from the box.
• Play the recording for students to check their answers.

Answers

1 twenty-four 2 thirty 3 daylight 4 forward
5 direction 6 add

Your turn

- 4 • Read out the questions.
• Put students into pairs to ask and answer the questions.
• Ask a few students to report back on their answers.

Language note

The acronym *am* stands for *ante meridiem*, meaning *from midnight to noon*. The acronym *pm* stands for *post meridiem*, meaning *from noon to midnight*.


Optional activity

- Put students into small groups.
- Give each group a list of cities.
- Students use the following website to work out the time in the cities on their list when it is 6 am in London: <http://www.timeanddate.com/worldclock/converter.html>
- Ask one member from each group to report back to the class.



4.4 Where in the world?

See page 133 for activities you can do with this video.

 For homework, students can read *A brief history of time zones* on the BBC website: <http://www.bbc.co.uk/news/world-12849630>

Technology Early written communication

Objectives

- listen to and read about the development of written communication.
- write a short message in pictures.


Background

The **Rosetta Stone** can be seen in the British Museum in London.

Warm-up

- Books closed. Ask: *What is an alphabet?*
- Elicit students' ideas. Suggested answer: A set of letters or symbols used to represent sounds in a particular language

- 1 • Ask students to open their books at page 119.
• Read out the questions.
• Ask students to work in pairs to ask and answer them.

- 2  **2.44** Ask students to read the text to check their answers to Exercise 1.
• Check the pronunciation of *hieroglyphics* /haɪrə'glɪfɪks/ and *papyrus* /pə'pʌɪrəs/.

Answers

- 1 About 6,000 years ago.
- 2 They carved or painted hieroglyphs on stone. They also used hieratic and demotic writing on papyrus or cloth.
- 3 It comes from the first two Greek letters: alpha and beta.

- 3 • Give students time to read through the statements.
• Students work alone to decide whether the statements are true or false. They should correct the false sentences.
• Check answers.


Answers

- 1 F (Homo erectus didn't write at all.) 2 T 3 T
- 4 F (It also represented vowels.)
- 5 F (They adapted it from the Greek.)

- 4 • Give students dictionaries so they can check the meanings of the words in the box.
• Students can work in pairs to complete the text.

Answers

- 1 logographic 2 logograms 3 pronunciation
- 4 logograms 5 Alphabetic 6 spoken 7 alphabets

- 5  **2.45** Tell students they are going to listen to a linguist.
• Play the recording for students to listen and decide which of the subjects the linguist talks about.

Audioscript

Jenny: Hello, I'm Jenny Ball. Welcome to Our World. Today, Donald Finch, from 'The National Literacy Board' is here to talk about reading and writing. Hello Donald, thanks for coming in.

Donald: Hello, Jenny.

Jenny: Can you start by telling us when ordinary people first learnt to read and write?

Donald: Well, the people of ancient Rome could read and write. They had a lot of laws and so people had to be able to read. There's a mosaic of a dog in Pompeii with the words 'CAVE CANEM', 'Beware of the Dog' written below it, so we know from this that visitors understood this warning in 200 BC. But, when the Roman Empire fell, people didn't need to read and write any more. It's only in the last 150 years that most Europeans have been able to read and write. Before that, only really priests and administrators could.

Jenny: But books have been around for a long time, haven't they?

Donald: They have, yes, but only for the administrative and religious communities. Before the 15th century books were handmade, so there were only a few of them available. The development of printing in the 15th century made a big difference. Making books became faster and cheaper.

Jenny: So what about the future?

Donald: Well, the invention of the computer and the development of the Internet allow more people than ever before to have access to written information. Nowadays, people can also easily produce and publish their *own* work.

Jenny: Does that mean we'll see the traditional paper book disappear?

Donald: Book sales are falling, it's true, and the sale of electronic books is increasing, but ...

Answers

a d

Your turn


- 6 • Give students time to work out a simple logographic system.
• Students write a short message using their system and then show it to another pair, whose job it is to decipher it.
• Students will need to give one another some help to work out the meaning of the symbols.



Discovery EDUCATION

5.4 Pictures with meaning

See page 134 for activities you can do with this video.

 For homework, students can do online research about the Rosetta Stone.

Geography Living in a global city

Objectives

- listen to and read about life in global cities.
- talk about the advantages and disadvantages of living in different places.

Background

Central Park is located in the centre of Manhattan in New York. It was first opened in the mid 19th century and has featured prominently in films.

The **Brandenburg Gate** is the only one of the city gates of Berlin to have survived. It became a part of East Berlin when the construction of the Berlin Wall divided the city in 1961. After the wall came down in November 1989, the gate was reopened.



Warm-up

- Books closed. Put students into small groups and give them one minute to write down as many capital cities as they can.
- Make this competitive by telling students that the group with the most cities on their list wins.

- Ask students to open their books at page 120.
 - Focus on the photos of the cities.
 - Ask students to work in pairs to identify the cities as well as write a list of the advantages of living in places like this.
 - Check answers with the class. Ask students if they can identify the famous park and monument in the photos.

Answers

The photos show New York (Central Park) and Berlin (the Brandenburg Gate).

-  2.46 Tell students they are going to read about how a city can be defined and classified.
 - Ask students to read the text to find out if any of their ideas from Exercise 1 are mentioned.
- Focus attention on the incomplete summary of the text.
 - Read out the example and then ask students to complete the notes using the information in Exercise 2 to help them. With **weaker students**, write all the words on the board that are needed to complete the text.
 - Students can compare answers in pairs.
-  2.47 Play the recording for students to check their answers to Exercise 3.

Answers

2 services 3 transport 4 entertainment 5 economic
6 cosmopolitan 7 Multinational companies 8 museums
9 universities

Optional activity

- Students underline any new vocabulary in the text.
- Students use their smartphones to find definitions of the words they underlined.
- Students can then take it in turns to read out definitions for a partner to say the word.

Your turn

- Put students into pairs.
 - Students decide between themselves who will look at which photo.
 - Give students a few minutes to make a list of the advantages and disadvantages of living in the place they have chosen, e.g. *big cities are noisy and dangerous*.
- Students discuss the places in the photos in Exercise 5 in pairs.
 - At the end, you could discuss with the class which of the two places would be more interesting to live in.

Optional activity

- Do a survey to find out which city in the world the class would most like to live in.
- Once you have found out which city is most favoured by the students, put students into pairs to give one another reasons for their choice of city.





6.4 City or country?

See page 135 for activities you can do with this video.



For homework, ask students to find out which are the top three cities in their country in terms of population. They can find out anything else that interests them about those cities and note down at least one fact. Students can then compare the results of their research with a partner at the beginning of the next class.

Technology Social media

Objectives

- read about social media websites and networking.
- talk about what I like and dislike about social media websites.


Background

The spirit of collaborative endeavour has long been a feature of the Internet generally, but it was not until the period 2004–2007, during which social networks such as Facebook appeared, that **social media** began to be what it is today.


Warm-up

- Books closed. Write *social media* on the board.
- Ask: *What does this term mean to you?*
- Give students one minute to write down everything they associate with the term.
- Put students into small groups to compare their ideas.
- Ask one member of each group to report back to the class.

- 1 • Ask students to open their books at page 121.
• Read out the questions.
• Put students into pairs to ask and answer them.

- 2  **2.48** Ask students to read the text about teenagers and social media.
• Ask students if the text mentions any of the ideas they came up with in Exercise 1.

- 3 • Ask students to read the text again to decide which three benefits of using social media they think are the most important.
• Students can compare answers in pairs. You could then discuss the question with the whole class

- 4  **2.49** Tell students they are going to listen to three teenagers talking about social media.
• Play the recording for students to listen and do the matching exercise.
• Check answers with the class.

Audioscript

John: Hi, I'm John and my favourite social media site is Facebook. I opened my account a couple of years ago and I love it. I use Facebook to exchange messages with my friends and to post photos of what I do. I sometimes share music videos as well. It's great to see what my friends post and I sometimes share what they've posted.

Sarah: Hello, I'm Sarah and my favourite site is Twitter. I like following people and reading their Tweets. If you have followers, then they read the Tweets you write. I like it because they're just short messages – they're easy and usually fun to read.

Mark: Hi, I'm Mark and my favourite social media site is Pinterest. This site is like a pin-board where you can create collections of images about things you like. You can group them into events, interests and hobbies, so it's great for getting organised; just what I need. You can also like and re-pin images from other users.

Answers

John c Sarah d Mark a

Optional activity

- Put students into pairs and ask them to have a text-message conversation in which they ask and answer questions about their use of the Internet.
- Students should ask questions such as: *How many hours a day do you spend online? What are your favourite websites? How often do you check Facebook?*
- Ask some students to tell the class about their partner.

Your turn

- 5 • Read out the three questions.
• Ask students to work in pairs to ask and answer the questions.
• Ask some students to report back to the class on what their partner said.

Optional activity

- Put students into groups and ask them to imagine how different their lives would be if they did not have the Internet and therefore no access to social media.
- Ask one member of each group to report back to the class.




7.4 Be safe online

See page 136 for activities you can do with this video.



For homework, ask students to consider the following statement: *We don't control the Internet, the Internet controls us.* At the beginning of the next class, students can share their responses to the statement.



Chemistry Renewable energy

Objectives

- read about renewable sources of energy.
- make a poster to encourage people to recycle and save energy.


Preparation

- Ask students to bring in photographs and pictures to use to make their posters.

Warm-up

- Books closed. Introduce the topic of energy by writing the names of different objects on the board, e.g. *watch, car, TV*, and asking students to note down what makes each object work:
watch – battery, car – petrol, TV – electricity.
- Check answers.

- 1 • Ask students to open their books at page 122.
• Put students into pairs and ask them to make a list of different types of renewable energy.

- 2  **2.50** Ask students to read the text to check their answers to Exercise 1. Encourage **weaker students** to look up new vocabulary online using their smartphones.
• Check answers.

Suggested answers


sun, wind, water, tides and waves, biofuel and nuclear power

- 3 • Focus on the phrases in the box describing different sources of energy. Ask students to underline these phrases in the text and try to work out their meaning from the context.
• Put students into pairs to match the phrases with the definitions.
• Check answers.

Answers

1 alternative energy 2 renewable energy
3 sustainable energy 4 bio fuel 5 fossil fuels

- 4 • Tell students they are going to do a quiz about energy sources.
• Put students into pairs to answer the questions.

- 5  **2.51** Play the recording for students to check their answers to the quiz questions in Exercise 4. Find out if any pairs scored 4 out of 4.

Audioscript

Speaker: Ok, so let's see what you know. First of all – and I'm sure you know this already – you should unplug your TV when you're not watching it because it uses power even when it's not on. In fact, about 85% of all the energy used by TVs is when they're on standby. And the same thing happens with other electrical appliances. If you leave your battery charger plugged in, it uses power even when it's not charging a battery. So, unplug the battery charger, the computer and the DVD player, too.

So, what about those aluminium cans? Well, the energy that's used to produce a new aluminium can could power a PlayStation for two hours! And did you know that if we recycled all our used aluminium, we would never need any new aluminium at all? So get recycling.

Looking now at biodiesel, we can make it from almost any animal or vegetable oil. Of course, not all vegetables contain oil, like potatoes or carrots, but many do. Biofuels are a sustainable energy source, but they aren't classed as an alternative energy because burning them releases CO₂. They are better for the environment than fossil fuels, though. They release much less CO₂ and they're cheaper and renewable.

So finally, what about the Sun? If we could convert just 15 minutes of the Sun's energy into electricity, we would have enough electricity for one whole year. And with more people using solar panels, we are a bit closer to doing that.

Answers

1 D 2 C 3 C 4 B

Your turn

- 6 • Read out the information. Check students understand what they have to do.
• Put students into pairs to make their posters. This is a challenging activity and students may require guidance. Encourage students to use the text for information or to look online for it.





8.4 Driving into the future

See page 137 for activities you can do with this video.



Ask students to play this renewable-energy game:
<http://www.wonderville.ca/asset/save-the-world>



Project

An unusual hobby poster

Objectives

- read about parkour.
- make a poster describing an unusual hobby.

Preparation

- Bring paper or card, a pair of scissors and a glue stick for each group.

Background

Parkour was developed in Paris by David Belle when he was a teenager. Belle formed a group dedicated to the activity with his friend Sébastien Foucan. The pair later split and formed two groups. Belle's more functional parkour remained the same while Foucan developed the more creative free running, which involves more complex moves and stunts such as jumping between buildings. Parkour and free running have become a part of popular culture, featuring in many adverts and films.

Language note

The word *parkour* is derived from the phrase *parcours du combattant*, a method of military training established by the French physical education trainer Georges Hébert.

Warm-up

- Books closed. Ask students to define *hobby* (an activity that you regularly do for pleasure when you are not studying or working).
- Elicit the kind of hobbies that people usually do, e.g. *playing video games, doing sports, collecting things, reading*.
- Tell students that they are going to read about an unusual hobby.

Look

- 1 • Ask students to open their books at page 123.
- Refer them to the poster and ask them to describe the photos. Introduce the following vocabulary which students can use in their descriptions: *wall, jump off, tracksuit, trainers, hoodies*.
- Ask students to read the text and answer the questions.
- Students can compare answers in pairs before you check answers with the class.

Suggested answers

- 1 It involves running, jumping and climbing over obstacles outdoors.
- 2 It started in France in the 1980s.
- 3 It became popular through documentaries, films and TV advertisements.
- 4 They wear casual, sporty clothes.
- 5 You can do it anywhere.
- 6 jump backwards, cartwheel

Language note

The word **traceur** can either be pronounced in an Anglicised way as /'treɪsə/ or with its French pronunciation /tra'sɜː/. The female form of the word, *traceuse*, is pronounced /tra'sɜːz/.

Prepare

- 2 • Put students into groups of three or four.
 - Give groups 3–4 minutes to think of an unusual hobby that is popular with teenagers in their country.
 - Monitor while students do this and make sure that each group chooses a different hobby.
 - Once students have chosen their unusual hobby, give them 10–15 minutes to research it online.
 - Students should make notes on the four things listed in the bullets.
- 3 • Give students time to look online for photos of the hobby.
 - Alternatively, they can draw pictures of it.
 - Ask students to put the images and text together to make a poster describing the hobby.

Present

- 4 • Tell students to listen carefully to each presentation as they will have to answer questions on what they have heard at the end.
- Groups take it in turns to present their poster to the class.
- At the end, each group asks the class questions on the information in their presentation to test them on what they have heard, e.g. *Where does it come from? What do you need to do it? Where can you do it? How do you do it?*



For homework, students can watch David Belle in action on this YouTube video <http://www.youtube.com/watch?v=x98jCBnWO8w>. At the beginning of the next lesson, they can give their response to what they saw in pairs, e.g. *I think David Belle's brilliant! I want to try parkour!*



Project

A magazine article

Objectives

- read a magazine article about Serena Williams.
- produce a magazine article about a celebrity of my choice.

Preparation

- Bring paper or card, a pair of scissors and a glue stick for each group.

Background

Serena Williams is one the most successful tennis players of all time. She has won each of the four Grand Slam tournaments on two occasions or more as well as Olympic gold.

Novak Djokovic is a Serbian tennis player who has won several Grand Slam tournaments as well as the Davis Cup with Serbia.

Rafa Nadal is a Spanish tennis player known as the 'King of Clay' for his dominance at the French Open in Paris. He has won each of the four Grand Slams on more than one occasion as well as Olympic gold.

Maria Sharapova is a Russian tennis player who won Wimbledon when she was only 17 years old. She has won each of the four Grand Slam tournaments.

Warm-up

- Books closed. Write *Novak Djokovic*, *Serena Williams*, *Rafa Nadal* and *Maria Sharapova* on the board.
- Ask students what links these four people. Elicit the fact that they are all champion tennis players and then ask: *What other famous tennis players can you name?* Elicit some names, e.g. *Andy Murray*, *Roger Federer*, *Petra Kvitová*.

Look

- 1 • Ask students to open their books at page 124.
• Give students time to read the magazine article about Serena Williams.
• Ask students to cover the text and see if they can remember the four things that Serena Williams does to help her win a match.
• Put students into pairs to pool their ideas and then find out which pair remembered the most.
• Deal with any questions that students may have about the vocabulary in the text.
- 2 • Remind students of the meaning of the noun *superstition* (which refers to an irrational belief that something will either bring you good or bad luck), elicit or introduce the adjective *superstitious* and write both of these words on the board. Elicit some examples of superstitions and find out if any students in the class are superstitious.
• Read out the four headings.
• Ask students to work in pairs to match the headings with the paragraphs.
• Check answers.

Answers

1 c 2 d 3 a 4 b

Prepare

- 3 • Put students into groups of three or four.
• Give groups 3–4 minutes to think of a celebrity that each member of the group is interested in. Point out that their celebrity they choose must have won something, e.g. a sportsperson, actor, musician.
• Monitor while students do this and make sure that each group chooses a different celebrity.
• Once students have chosen their celebrity, give them 10–15 minutes to research him or her online. Students should find information relating to the three things in the list.
• Encourage students to use photos of their celebrity in their magazine article. Alternatively, they can draw a cartoon of him or her.
• Ask students to put the images and text together to produce a magazine article about their celebrity.

Present

- 4 • Ask groups to display their finished magazine article on the walls of the classroom for the rest of the class to read.
• The class then decides which is the strangest celebrity superstition included in the articles.

Optional activity

- Remind students that many successful sportspeople such as Serena Williams are superstitious and follow special routines either before or during a match.
- Write the following question on the board: *What makes a successful sportsman or woman?*
- Put students into groups and ask them to discuss the question.
- Tell students to come up with a list of qualities which might determine whether or not someone is successful in their chosen sport.
- Ask one member of each group to report their group's ideas to the class.



Project

An information leaflet

Objectives

- read a leaflet about a piece of recycled jewellery.
- produce a leaflet about a recycled product.

Preparation

- Bring paper or card, a pair of scissors and a glue stick for each group.

Background

Lego is a Danish brand of plastic building bricks. The bricks were first manufactured in 1949 and have been a part of childhood games all over the world since then. The bricks can be assembled into structures by being locked together. The word **lego** comes from the Danish phrase *leg godt* meaning *play well*.

Warm-up

- Books closed. Ask students if they have ever bought anything that was second-hand or made from recycled material.
- Elicit students' ideas and write them on the board.

Look

- Ask students to open their books at page 125.
 - Refer students to the words in the box. Check that students are able to pronounce the words, particularly *jewellery* /'dʒu:əlri/ and *earring* /'ɛrɪŋ/.
 - Put students into pairs to match the words with the photos.

Answers

1 earring 2 necklace 3 bracelet 4 jewellery

Language note

A *jewel* is a precious stone such as a diamond. The plural form of the word is *jewels*.

Jewellery refers to the ornaments that people use to decorate themselves, such as necklaces, earrings, rings and bracelets, many of which are made of or contain jewels.

Jewellery is an uncountable noun, which means that we cannot say ~~two jewelleryes~~. If we wish to refer to a specific quantity we can use the word *piece*, e.g. *Two pieces of jewellery*

- Read out the four questions.
 - Ask students to read the text and match the questions with the paragraphs.
 - Students can compare answers in pairs before you check answers with the class.

Answers

1 d 2 b 3 c 4 a

Prepare

- With weaker students revise words for materials, e.g. *glass, wood, plastic, leather, paper, gold, silver*.
 - Put students into groups of three or four.
 - Ask students to use the Internet to find examples of recycled products based on household items. Make sure each group chooses a different product to write their leaflet about.
 - Encourage students to use the four questions in Exercise 2 to help them organise their information in their leaflet.

- Ask students to make their leaflet. Make sure they add photos or drawings to the leaflet.
 - Students should give their leaflet a title offering the reader a quick and easy way of understanding what the leaflet is about.

Present

- Ask groups to display their finished leaflet on the walls of the classroom for the rest of the class to read.
 - Once all the leaflets have been read, ask students questions about the recycled products in the leaflets to see how much they remember about them.
 - Ask the class to choose its favourite recycled product.

Optional activity

- Put students into pairs.
- Ask students to use their smartphones to find examples of unusual products made from recycled material.
- Students should find two or three examples of objects they find interesting. They can then share what they find out with the class.



For homework, ask students to take a look at the work of Nathan Sawaya, who makes art out of Lego: <http://brickartist.com/>. Students can give their opinions of Nathan's work at the beginning of the next lesson.



Reviews key

Review 1 and 2

Vocabulary

1

2 freezing 3 high winds 4 heatwave 5 snowstorm
6 thunder and lightning

2

2 torch 3 sleeping bag 4 compass 5 first aid kit

3

2 having time for 3 helping around the house
4 chat with friends online 5 getting enough sleep
6 doing something creative 7 do sports 8 hang out with friends

4

2 orchestra 3 acting 4 an instrument, piano 5 a microphone
6 on stage

Explore vocabulary

5

2 over 3 surf 4 concentrate 5 outdoors 6 between
7 have 8 beside 9 indoors

6

2 of 3 rises 4 falls 5 sub-zero conditions 6 catch
7 on 8 in

Language focus

1

2 Are ... doing 3 don't stay 4 is getting 5 are ... reading
6 stay 7 rains 8 Are ... getting

2

2 was climbing, dropped 3 were walking, found
4 were ... doing, phoned 5 wasn't raining, started
6 were ... jogging, lost

3

2 should try 3 must finish 4 mustn't be 5 shouldn't stay up
6 should ... get

4

2 mustn't 3 don't have to 4 Do you have to

Language builder

5

2 c 3 a 4 b 5 a 6 b 7 c 8 b 9 c 10 b 11 a

Speaking

6

2 c 3 f 4 b 5 a 6 d

Review 3 and 4

Vocabulary

1

2 concert hall 3 sculptures 4 buskers 5 exhibition
6 living statue

2

2 banjo 3 trumpet 4 violin 5 flute 6 clarinet

3

2 went trekking 3 going to a summer camp
4 going on a guided tour 5 go sailing 6 go on a safari

4

2 up 3 off 4 out 5 out 6 around

Explore vocabulary

5

2 first taste 3 showed up 4 post ... online 5 dressing up
6 take it in turns 7 kept watch 8 disabled

6

2 cool stuff 3 amazing 4 important 5 passionate about
6 take photos 7 popular 8 pick up

Language focus

1

2 have ... seen 3 have been 4 have recorded 5 has taken
6 has bought 7 haven't been

2

2 Have ... ever been 3 have never been 4 Has ... ever played
5 have never seen

3

2 for 3 since 4 since 5 for 6 for

4

2 went 3 has ... lived 4 moved 5 did ... arrive
6 haven't been

Language builder

5

2 b 3 a 4 b 5 a 6 c 7 c 8 b 9 a 10 a 11 c

Speaking

6

2 e 3 d 4 a 5 f 6 c

Reviews key

Review 5 and 6

Vocabulary

1

2 Skype™ 3 Tweet 4 social media post 5 forum 6 blog post

2

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

3

2 lifts 3 birds 4 snakes 5 clowns 6 the dark

4

2 exciting 3 boring 4 terrified 5 interesting 6 worried

Explore vocabulary

5

2 virtual friends 3 got by 4 digital generation 5 come into use
6 face-to-face 7 personal information 8 turning into

6

2 of, new 3 unlucky, with 4 about, good 5 about, sensible

Language focus

1

2 will/might 3 won't 4 will 5 will 6 may/might not

2

2 don't answer, won't write 3 get, won't pay 4 might win, buy
5 won't find out, don't use 6 has, won't worry 7 will send, hears
8 works, might win

3

2 will ... call 3 are taking 4 are you going to do 5 won't see
6 is starting

4

2 too much 3 enough 4 a few 5 a little 6 enough
7 a few 8 How many

5

2 c 3 b 4 a 5 b 6 a 7 b 8 c 9 b 10 c
11 a 12 c

Speaking

6

2 f 3 b 4 c 5 e 6 a

Review 7 and 8

Vocabulary

1

2 on time 3 hand in homework 4 get detention 5 write lines
6 get good marks 7 cheated in a test 8 bullying

2

2 do 3 make 4 do 5 make 6 do

3

2 brick 3 leather 4 plastic 5 paper 6 metal

4

2 reduce 3 Turn down 4 saves 5 Switch off 6 leave
7 wastes

Explore vocabulary

5

2 reuse 3 decorations 4 throw away 5 reuse 6 together
7 shaped 8 match 9 vote

6

2 put up 3 try out 4 work out, keep on 5 find out
6 cut down 7 write out 8 knock down

Language focus

1

2 didn't go, would be 3 wore, would look
4 would have, didn't have 5 wouldn't be, didn't stay
6 studied, would get

2

2 Where would you live if you could go anywhere in the world?
3 If you won 5,000 euros, what would you do?
4 If your friend didn't answer your email, what would you say?
5 If you didn't pass your next test, would you feel upset?

3

2 These sweaters are made from plastic bottles.
3 Corn is used to make heating oil.
4 Electricity is produced from this water.
5 These houses are built from organic materials.
6 The water is heated by solar energy.

4

2 was grown, was tea grown
3 was discovered, was gold discovered
4 was destroyed, was Pompeii destroyed
5 weren't eaten, were tomatoes eaten
6 were built, were the first public railways built

Language builder

5

2 b 3 b 4 a 5 c 6 c 7 c 8 c 9 a 10 a 11 b

Speaking

6

2 a 3 e 4 c 5 d 6 f



Grammar reference key

Unit 1

1

- 1 Are you doing 2 am looking after 3 does your mum get
4 works 5 are showing 6 starts 7 are thinking
8 Do you want

2

- 2 They hardly ever watch TV.
3 I am sometimes late for school.
4 You always get good marks in exams.
5 We usually play football on Wednesdays.
6 She often helps me with my homework.

3

- 2 walked 3 was having 4 told 5 went 6 was reading
7 was listening 8 Did you sleep 9 had

Unit 2

1

- 2 shouldn't play 3 should ... wear 4 shouldn't talk
5 Should ... invite 6 should listen

2

- 2 mustn't 3 shouldn't 4 should 5 mustn't

3

- 2 don't have to 3 have to 4 does ... have to 5 Do ... have to

4

- 2 mustn't 3 don't have to 4 mustn't 5 mustn't

Unit 3

1

- 2 have seen 3 hasn't arrived 4 haven't written
5 have enjoyed 6 has spoken

2

- 2 Has Charlotte ever won a prize? No, she hasn't.
3 Has Charlotte ever been to a music festival? No, she hasn't.
4 Has Charlotte ever made a cake? Yes, she has.
5 Have Aiden and Milo ever climbed a mountain? No, they haven't.
6 Have Aiden and Milo ever won a prize? Yes, they have.
7 Have Aiden and Milo ever been to a music festival? Yes, they have.
8 Have Aiden and Milo ever made a cake? No, they haven't.

3

- 2 haven't 3 have ... seen 4 have never seen 5 have been
6 Have ... ever been 7 haven't 8 have bought 9 haven't finished
10 has asked

Unit 4

1

- 2 yet 3 already/just 4 yet 5 just/already 6 still

2

- 2 haven't heard it yet 3 have already seen
4 haven't eaten ... yet 5 have just started

3

- for:** a long time, two hours, months, twelve weeks
since: Monday, 2008, last December, this morning

4

- 2 haven't seen 3 watched 4 went 5 hasn't been
6 has just called 7 Have you asked 8 still hasn't replied
9 have you been 10 didn't feel 11 went

Unit 5

1

- 2 may/might meet at the park 3 won't sell out 4 will love it
5 she will/might see him on Thursday

2

- 2 definitely 3 'll definitely 4 will probably 5 probably
6 will certainly

3

- 2 will ... tell him to call me 3 don't listen carefully
4 don't remind them 5 speak quietly

Unit 6

1

- 2 'm leaving 3 'm going to 4 are you going to 5 will be
6 're going to 7 meeting

2

- 2 too many 3 enough 4 How many 5 a little 6 a few

Grammar reference key

Unit 7

1

2 c 3 a 4 f 5 d 6 b

2

2 wouldn't be, got up 3 knew, would tell 4 would help, asked
5 met, would ask 6 would get, moved

3

2 would, go 3 would, caught 4 could, would 5 would, say
6 would, needed

4

2 Would they like it if I stopped speaking to them?
3 What would his parents say if they knew?
4 If you could have a super power, what would it be?
5 If you lived in England, would you come home often?
6 If you were me, what would you do?

Unit 8

1

2 Chocolate is made 3 Cakes are baked 4 Fish are caught
5 Bananas are grown 6 Spaghetti is cooked

2

2 Their blog isn't updated every day.
3 A lot of photos are taken on mobile phones.
4 Breakfast is served from 7–10 am.
5 Are students given a certificate at the end of the year?
6 A lot of questions are asked in my class.

3

2 weren't written 3 was introduced 4 were sent by
5 were replaced by 6 were used



Vocabulary Bank key

Unit 1

Jog your memory!

Suggested answers

boiling, freezing, hail, heatwave, heavy rain, high winds, snowstorm, thunder and lightning

Explore prepositional phrases

1

in	on
both directions	the Internet the planet the island

2

in	on
October South Africa the middle total	television Earth

Unit 2

Jog your memory!

Suggested answers

Priorities: chat with friends online, get enough sleep, do sports, help around the house, do something creative, have time for yourself, hang out with friends, shop for clothes

Performing: act, dancing, voice, on stage, orchestra, play (the piano), microphone, instruments

Priorities

2

chat with friends online
do something creative
do sports
get enough sleep
hang out with friends
have time for yourself
help around the house

Performing

1

act
dancing
instruments
play (the piano)
voice

2

dancing – noun
instruments – noun
microphone – noun
stage – noun
orchestra – noun
play – verb
(piano) – noun
voice – noun

Explore verb + noun collocations

2

get out of bed
catch up on sleep
get a good night's sleep
feel relaxed
verb + adjective: feel relaxed

Unit 3

Jog your memory!

Suggested answers

Art: busker, concert hall, exhibition, gallery, graffiti, juggler, living statue, mural, painting, portrait painter, sculpture

Instruments: banjo, cello, clarinet, drums, flute, guitar, keyboards, mouth organ, piano, recorder, saxophone, violin, trumpet

Instruments

1

wind	stringed	percussion
clarinet flute mouth organ recorder saxophone trumpet	banjo cello guitar violin	drums piano tambourine

Keyboard doesn't fit into any family.

Explore collocations

1

adjective + preposition	verb + noun	verb + adverb
good at passionate about	make money take photos	post online work hard

Explore phrasal verbs with up

2

fall down

Unit 4

Jog your memory!

Suggested answers

Expressions with go: go on a guided tour, go on safari, go on a school exchange, go to a theme park, go climbing, go sailing, go skating, go to summer camp, go trekking

Phrasal verbs: chill out, come back, find out, look round, pick out, set off

Expressions with go

1

go	go on	go to
climbing sailing skiing trekking	a guided tour a safari a school exchange	a theme park summer camp

Vocabulary Bank key

Phrasal verbs

2

chill out
come back
find out
look round
pick up
set off

Explore interesting adjectives

1

complicated

Unit 5

Jog your memory!

Suggested answers

blog post, chatting, email, forum, phone call, Skype™, social media post, text message, Tweet, argue, boast, complain, criticise, gossip, joke, shout, whisper

Communication

1

social media post
Skype™
Tweet
blog post
forum/chatting

Explore communication collocations

1

face-to-face
social network sites
status update
virtual friends

2

a social **media** b **online** friends c online **forum**

Unit 6

Jog your memory!

Suggested answers

Fears: birds, clowns, flying, heights, insects, lifts, snakes, the dark

Adjectives: bored/boring, excited/exciting, interested/interesting, tired/tiring, terrified/terrifying, worried/worrying, bad, dangerous, good, lucky, modern, old, safe, sensible, silly, unlucky, unsuccessful

Fears

1

animals	people	things
insects snakes	clowns	flying heights lifts the dark

Explore prepositional phrases

1

embarrassed **about**
share something **with** someone
terrified **of**
think **of/about**
worried **about**

2

afraid of
nightmare about
talk of/about
scared of
fear of
phobia of
think of/about
excited about

Explore opposite adjectives

1

modern/old
safe/dangerous
sensible/silly
unlucky/lucky
unsuccessful/successful

2

unsafe

Unit 7

Jog your memory!

Suggested answers

be on time, bullying, cheat in a test, get detention, get good marks, hand in homework, scream, shout, wear a uniform, write lines

Life at school

1

be on time
scream or shout
hand in homework
write lines
wear a uniform
cheat in a test
get detention
get good marks
Doesn't match anything: bullying

make and do

1

make	do
a mistake a noise a phone call a decision friends	an exercise something interesting the right thing your homework

Unit 8

Jog your memory!

Suggested answers

Materials: bricks, cement, cotton, glass, leather, metal, paper, plastic, rubber, wood

Energy issues: consume, leave on standby, reduce, save energy, switch off, waste

Explore phrasal verbs

1

cut down
keep on
knock down
put up



Workbook key

Starter Unit

- 1** Karen: Hi. My name's Karen. What's your name?
Pete: Hello. I'm Pete.
Karen: This is my friend. Her name's Jackie.
Jackie: Hi Pete. Nice to meet you.
Pete: You too. Well, I have to go.
Karen and Jackie: See you later!
Pete: Yes, bye!
- 2** Activities and possible order: 1 wake up 2 get up
3 have breakfast 4 go to school 5 have lunch
6 do homework 7 have dinner 8 go to bed
- 3** 2 go cycling 3 do judo 4 play football 5 read a book
6 sing a song 7 watch a film 8 play the guitar
- 4** 2 Where 3 Who 4 What 5 Whose 6 When 7 How
- 5** Across: 4 annoying 7 weird 9 great 10 funny
Down: 1 scary 2 kind 3 unfriendly 5 boring
6 cheerful 8 impatient
- 6** 2 easiest 3 better 4 more 5 faster 6 tallest
- 7** 2 well 3 carefully 4 slowly 5 badly 6 happily
7 quietly 8 quickly
- 8** 2 The man ran more quickly than the police.
3 They played the sad song the most quietly.
4 He spoke more slowly than the first time.
5 My dad drives the most carefully of all the family.
6 Lydia writes better than me.
- 9** 1 regular 2 infinitive 3 infinitive 4 the same
- 10** 2 attacked 3 didn't see 4 decided 5 heard 6 saw
7 jumped 8 opened 9 hit 10 broke 11 didn't attack
12 swam
- 11** 2 So did you build flood defences?
3 What did you do?
4 How much did it cost?
5 Where did you get the money?
6 Why did people start to call you a green town?
- 12** 2 decided 3 were 4 had 5 didn't think 6 didn't pay
7 gave 8 moved
Questions/Answers: b 6 c 1 d 2 e 5 f 3
- 13** 2 He had a Maths test eight hours ago.
3 He had lunch seven hours ago.
4 He went to the park three hours ago.
5 He arrived home from judo class an/one hour ago.
6 He washed his hand five minutes ago.
- 14** Students' own answers.
- 15** 2 e 3 c 4 d 5 f 6 a

Unit 1

Vocabulary

- 1** Across: 3 hail 5 heavy rain 7 lightning 8 snowstorm
Down: 1 thunder 2 heatwave 4 freezing 5 high winds
6 boiling
- 2** 2 high winds 3 freezing 4 boiling 5 freezing

- 3** 2 snowstorms 3 freezing 4 heatwaves 5 boiling
6 high winds
- 4** 2 winds 3 freezing 4 rain 5 lightning 6 thunder
7 hail
- 5** Students' own answers.

Language focus 1

- 1** 2 're staying 3 play 4 falls 5 'm learning 6 'm having
- 2** 2 Is ... snowing 3 is looking 4 don't spend
5 Are ... coming 6 'm not going; go
- 3** 1B is 2A do you ... do 2B 'm enjoying
3A Are you making 3B don't know; Are we doing
- 4** 2 does ... do 3 protect 4 look 5 'm working
6 don't have 7 'm telling 8 'm showing 9 's
- 5** 2 's raining 3 are running 4 's having 5 are going
6 have 7 go 8 do 9 play 10 'm not going
11 Are ... doing
- 6** Students' own answers.

Listening and vocabulary

- 1** 2 sun cream 3 water bottle 4 sunglasses 5 compass
6 map 7 sleeping bag 8 penknife 9 first aid kit
10 torch 11 camera 12 glasses
- 2** 2 water bottle 3 torch 4 sleeping bag 5 contact lenses
6 penknife 7 map 8 compass
- 3** A forest fire – She and her friends went down a river.

Audioscript

- Presenter:** Our next incredible escape comes from Laurie Harris, of British Columbia, Canada. In July 2012 Laurie and some friends were on a camping holiday in the forest. The weather was hot and dry, and they were enjoying the trip, but the fourth day was different.
- Laurie:** Usually the birds sang, but that day there was silence. Then we saw smoke in the distance and realised there was a forest fire.
- Presenter:** There are often fires in British Columbia, so Laurie and her friends didn't panic. They decided to go home, but it took them a long time to pack, and the fire moved fast.
- Laurie:** We saw more and more smoke and then we could see the fire. The wind was strong and suddenly we felt frightened, so we left our things and started to walk down through the forest to the main road. We took food, water bottles, the map and the compass, and I took my torch, I don't know why!
- Presenter:** When the fire was only a few kilometres away, Laurie and her friends started running. Then Laurie had an idea. There was a river near their campsite, and she found it on the map.
- Laurie:** It wasn't far, so we ran down and jumped in. We decided to use the river as a road to get out of the forest.
- Presenter:** Luckily the river wasn't dangerous, but it wasn't easy to walk or swim. Soon after they jumped in the river, the fire was all around them, but they were safe in the water. They stayed in the middle, and slowly swam and walked all day. When it got dark Laurie used the torch to look for rocks, and they had the map and compass to guide them too. After 14 hours in the water, fire fighters controlled the flames, and one hour later Laurie and her friends got to a town. Finally, they were safe!

Workbook key

- 4** 2 It happened in July 2012.
 3 Because she was camping with her friends.
 4 Because the birds were quiet and they saw smoke.
 5 They took food, water, a map, a compass and a torch.
 6 Because they could see the fire was close.
 7 They looked at the map.
 8 They walked and swam.
 9 To see the rocks in the dark.
10 They were in the river for fifteen hours. (Fourteen hours before fire fighters controlled the flames and one more to reach the town.)

Language focus 2

- 1** 1 erupted 2 were you going; saw 3 stopped; was
 4 rose; came 5 were looking; found 6 came; was looking
 7 cut; was using 8 fell; was running
- 2** 2 When we saw the landslide, we were driving home.
 3 She was skiing when she heard the avalanche.
 4 The rescue helicopter arrived when the family phoned for help.
 5 A fire fighter gave them water when they were waiting for an ambulance.
 6 I was drinking from my water bottle when I saw a helicopter.
- 3** 2 was watching 3 flew 4 found 5 didn't find
 6 were searching 7 located 8 took 9 arrived
 10 pulled
- 4** Students' own answers.
- 5** 2 on the planet 3 on the island 4 in both directions
 5 on a ship

Reading

- 1** He was carried a long way by a tornado and survived. He was 19.
- 2** 2 alive 3 field 4 trailer 5 bleed 6 hold a record
 7 knock (someone) out 8 suck
- 3** 6, 4, 7, 1, 5, 2, 3
- 4** 2 T 3 F – A tornado hit the trailer where Matt was.
 4 F – Matt landed in a field 400 metres from the trailer.
 5 T 6 F – A neighbour found Matt in a field. 7 T
 8 F – Matt doesn't remember how it felt to be in a tornado.
- 5** Students' own answers.

Writing

- 1** It's boiling.
- 2** 2 email 3 great 4 hear 5 What 6 moment 7 back
- 3** 1 Hi 2 Write back soon 3 Best wishes
- 4** 2 get 3 soon 4 your
- 5** 2 Are you having a good time?
 3 Where are you going on holiday?
 4 What do you do during the day?
 5 What's the weather like where you are?
 6 Can you send me a photo?
- 6** 2 before 3 at 4 during 5 in

- 7** 2 Isn't it boiling during the day?
 3 Haven't you been on holiday yet?
 4 Don't you want to sleep under the stars?
 5 Aren't my new sunglasses cool?
 6 Isn't the summer great?

- 8** transport 2
 accommodation 3
 interesting facts 4
 activities 5
 weather 6

- 9** Students' own answers

- 10** Students' own answers

- 11** Students' own answers

Unit 1 Review

- 1** 2 a 3 f 4 c 5 e 6 b
- 2** 2 map 3 torch 4 camera 5 sun cream
 6 contact lenses 7 penknife 8 sunglasses
 9 sleeping bag 10 water bottle
- 3** 1 Does she always do her homework in her bedroom?, she does
 2 is he doing, 's running a marathon, does he train, trains every day
 3 Is she reading a book, she isn't, Does she like reading, she doesn't
- 4** 2 were hiking 3 was looking 4 saw 5 didn't know
 6 were sleeping 7 ran 8 drove 9 escaped
- 5** 2 a 3 c 4 c 5 c 6 a 7 a 8 c 9 b 10 b
- 6** 2 b 3 c 4 a 5 c 6 a 7 b 8 c 9 b 10 a
- 7** 2 Maybe 3 I suppose so 4 I don't think so
 5 I don't agree

Get it right! Unit 1

- 1** 2 What are you doing at the moment? 3 correct
 4 Where does your cousin Michael live?
 5 What do you do when it snows in your town?
 6 How often do you go to school by car?
 7 What is James studying at the moment?
 8 What time does school finish?
- 2** walked – was walking; was meeting – met; weren't replying – didn't reply; wore – were wearing; was closing – closed; was running – ran

- 3** 2 In; in 3 on 4 in 5 in 6 in

Unit 2

Vocabulary

- 1** 2 sleep 3 time 4 online 5 creative 6 hang
 7 clothes 8 around
Mystery word: teenager
- 2** 2 f 3 c 4 d 5 a 6 b
- 3** 2 shopping for clothes 3 chat with friends online
 4 having time by yourself 5 getting enough sleep
 6 hang out with friends 7 Doing something creative
 8 compete in sports events
- 4** Students' own answers.

Workbook key

Language focus 1

- 1** 1 infinitive 2 not 3 before 4 good
- 2** 2 shouldn't 3 shouldn't 4 should 5 shouldn't
6 should 7 should 8 Should
- 3** 1 the same 2 without 3 very
- 4** 2 mustn't go 3 mustn't get up 4 Must ... help
5 mustn't stay 6 must ... watch 7 must tell
8 must remember
- 5** 2 You should get more sleep.
3 You must concentrate.
4 You mustn't go to bed late.
5 You should have a snack.
6 You must call her later.
- 6** 2 f 3 d 4 e 5 a 6 c

Listening and vocabulary

- 1** a b c d f g NOT e (holidays) or h (clothes and fashion)

Audioscript

Presenter: Welcome to 'What do you think'. Our discussion today is about how teenagers spend their time. Should they have more time for themselves? In the studio are Jamie, who's 15, Miriam, a secondary school teacher, Adam a parent, and Kathy, a psychologist. Jamie, let's start with you.

Jamie: Well, I definitely need more time for myself. School is hard work and there's a lot of homework, so I spend hours studying. I also do extra English classes and play the violin in the school orchestra. I'm exhausted most of the time, and I think I should have more time with my friends.

Presenter: Right! What does the teacher think? Miriam?

Miriam: Well Jamie, at your age you have to prioritise schoolwork. Sometimes my students have football training three times a week, and a match at the weekend. They do their homework very late and don't get enough sleep. Most students in my class look awful by Friday. They shouldn't do all these activities after school, and stay out late. They can do that at the weekend.

Presenter: Thank you! Adam, you're the father of three teenagers, you should be an expert!

Adam: No, definitely not! I agree with Miriam. Teenagers mustn't spend all their free time with their friends or playing computer games. And they shouldn't be on social networks when they're doing their homework. At 15, you have to study and pass your exams.

Presenter: Thanks, Adam. Now Kathy, the psychologist. You work a lot with teenagers.

Kathy: Yes, I do. A lot of teenagers are stressed, because there are lots of things to do in their lives. You need a balance between studying and social activities. Friends, trying new things, they're important too. Teachers must remember that teenagers are learning about life, not just studying. Sleep is essential for a teenage body, and they should help around the house, too. So I think families must decide together what the teenager does and when. It's difficult!

Presenter: So, listeners ... what do you think? Phone us now on 0207 645

- 2** 2 F 3 T 4 T 5 F 6 T 7 T 8 T 9 T 10 T
- 3** 2 dancing 3 orchestra 4 microphone 5 voice
6 instruments 7 play the piano 8 act
- 4** 2 instrumental 3 dancer 4 actor 5 orchestral
6 pianist 7 vocalist 8 stage

Language Focus 2

- 1** 1 don't 2 doesn't 3 do 4 does 5 infinitive
6 necessary 7 necessary 8 can
- 2** 2 have to 3 don't have to 4 has to 5 have to
6 don't have to
- 3** 2 you don't have to be 3 Do beginners have to swim
4 Do I have to wear 5 cyclist has to wear
6 your bicycle doesn't have to be
7 Every competitor has to wear 8 you have to read
- 4** 2 mustn't 3 don't have to 4 mustn't 5 doesn't have to
6 mustn't
- 5** 2 until 3 between 4 behind 5 near 6 of 7 over
8 beside
- 6** Students' own answers.

Reading

- 1** 2 Diet 3 Getting enough sleep 4 Schoolwork
- 2** 2 ignore 3 athletics meeting 4 sporty 5 helping
6 brainwork 7 juggling 8 revise
- 3** 2 b 3 a 4 b
- 4** 2 He has to do homework.
3 He mustn't eat sweets and chocolate.
4 He shouldn't go to parties.
5 He has to eat a lot of protein.
6 He shouldn't stay up late.

Writing

- 1** Yes, he did.
- 2** 2 d 3 b 4 h 5 g 6 a 7 e 8 f
- 3** 2 activities 3 favourites 4 one 5 this 6 them
7 they
- 4** 2 There were lots of activities but my favourites were juggling and singing.
3 I sang a song and then my friend sang one by One Direction.
4 We tried juggling but it is really difficult.
5 There were big helpings of vegetables but I didn't eat them.
6 All the students on the camp were the same age as me and they were really good actors.
- 5** 2 with 3 for 4 from 5 around 6 for
- 6** 2 at 3 at 4 at 5 On 6 every night
- 7** 2 of course 3 For instance 4 And then 5 Actually
6 So far
- 8** the daytime/night/weekend activities the instructors / other campers the daily routine why you liked it
- 9** Students' own answers
- 10** Students' own answers
- 11** Students' own answers

Workbook key

Unit 2 Review

- 1 2 c 3 d 4 h 5 a 6 f 7 g 8 e
- 2 2 voice 3 stage 4 orchestra 5 dancing 6 act
7 instruments 8 piano
- 3 2 shouldn't 3 should 4 should 5 shouldn't
6 shouldn't 7 should
- 4 2 a must 3 b must 4 c mustn't 5 d mustn't
6 f must
- 5 2 mustn't 3 doesn't have to 4 don't have to 5 mustn't
- 6 2 b 3 c 4 a 5 c 6 a 7 c 8 a 9 c 10 a 11 c
- 7 2 b 3 a 4 b 5 c 6 b 7 a 8 c 9 b 10 a
- 8 2 Do you know how to do it?
3 I'm not very good at Maths.
4 I'll give you a hand if you like.
5 That's really kind.
6 It's really very simple.

Get it right! Unit 2

- 1 should to make – should make; mustn't to open – mustn't open; must to find – must find; must to telephone – must telephone; shouldn't to go – shouldn't go
- 2 have to going – have to go; have to took – have to take; He have to be – He has to be; she have to work – she has to work; I've to help – I have to help; I have to spent – I have to spend
- 3 2 to feel 3 to catch 4 to do 5 to get 6 to help

Unit 3

Vocabulary

- 1 2 graffiti 3 exhibition 4 mural 5 portrait painter
6 sculpture 7 living statue 8 gallery 9 busker
10 juggler
- 2 1 gallery 2 busker, juggler, living statue 3 graffiti, mural
4 exhibition, sculpture 5 portrait painter
- 3 1 mural 2 exhibition 3 buskers 4 living statues
5 concert hall 6 gallery
- 4 2 sculptures 3 jugglers 4 concert hall 5 portrait painter
6 exhibition
- 5 Students' own answers.

Language Focus 1

- 1 2 has dropped; 've watched 3 has never enjoyed
4 haven't noticed 5 has painted
- 2 2 haven't taken / have never taken, haven't seen 3 has won
4 's met 5 haven't been / have never been
- 3 2 he has created 3 have never caught 4 have bought
5 has painted 6 has made 7 has increased
- 4 Students' own answers.
- 5 2 at 3 posted 4 hard 5 about 6 make

Listening and Vocabulary

- 1 2 drums 3 mouth organ 4 piano 5 guitar 6 bongos
7 recorder 8 trumpet 9 clarinet 10 tambourine
11 saxophone 12 violin 13 flute 14 banjo
15 keyboards
- 2 1 electric guitar, drums 2 tambourine, recorder
3 saxophone, piano, clarinet, trumpet
4 cello, violin, flute, clarinet
5 piano, drums, electric guitar, keyboards (no electricity)
- 3 Greg is a magician and Alice is a juggler.

Audioscript

Presenter: Today, I'm in Covent Garden. If you've been to London, you've probably seen some of the amazing street performers here. I'm going to try and talk to a few of them. Now, this person looks interesting. What's your name?

Greg: Greg.

Presenter: When did you start performing in the street?

Greg: I started when I was sixteen. I didn't know what I wanted to do with my life. Then I saw a magician at a music festival – he was really cool, so I asked him how I could learn. He showed me some of his tricks, I was good at it, and here I am!

Presenter: What do you like about being a street magician, then?

Greg: Well, I like the freedom, and the travelling. I've travelled all over the world performing at street festivals and in places like San Francisco and Covent Garden. I love this way of life! If you're good at what you do you can make good money.

Presenter: Well, you've certainly got a lot of people watching you today. Thanks for talking to me! Now, I can hear drums and applause over there, that's a big crowd of people. I'm not surprised, this woman's just finished juggling with fire! Excuse me, what's your name?

Alice: Alice.

Presenter: Isn't your job dangerous, Alice?

Alice: No, not really. I've always juggled with fire.

Presenter: Do you always juggle with fire?

Alice: No, I've used lots of different things. But recently I've started to juggle with fire more – it's popular with the tourists.

Presenter: Have you always been in Covent Garden?

Alice: No, I studied at a circus school in France, and I've worked in a travelling circus and in Paris. Covent Garden is difficult, because there are lots of really good performers. But the tourists are very generous, so I usually make lots of money! I sometimes work at night, too. The fire is fantastic then!

Presenter: Are there many women performers?

Alice: No, but some of the statues are women. There's also a great all-woman jazz band who play the clarinet, saxophone and banjo.

Presenter: Thanks, maybe I'll interview them, too!

- 4 2 music festival 3 was 4 in many different countries
5 the lifestyle 6 isn't 7 circus 8 sometimes
9 in a short time 10 a few

Language Focus 2

- 1 2 ever 3 has never played 4 has never seen
5 Has your teacher ever 6 have never
- 2 2 Have they ever visited the Tate Gallery?
3 Has she ever seen a live concert?
4 She's never met a famous person.
5 I've never read that book.
6 You've never helped me.

Workbook key

- 3** 2 Have your parents ever been to a music festival? No, they haven't.
3 Has she heard of the escape artist Houdini? No, she hasn't.
4 Have the students finished their art project? Yes, they have.
5 Have you and your friends ever seen a famous band? Yes, we have.
6 Have you listened to their new CD? No, I haven't.

4 Students' own answers.

5 2 f 3 b 4 a 5 c 6 e

Reading

- 1** Yes – It's a physical and mental effort to stay still. It can rain and the costumes can be difficult to put on.
2 2 costume 3 sneeze 4 blow a kiss 5 get off 6 still 7 shiver 8 fit
3 2 True 3 False – It takes more than one hour. 4 True 5 False – Only some young children are scared. 6 False – She says it's hard work but fun.
4 3 4 6 The other person is a juggler.
5 Students' own answers.

Writing

- 1** 5 (juggler, dancer, magician, fire-eater, musician)
2 2 was 3 were 4 were 5 were 6 weren't 7 were 8 was
3 2 country 3 performers 4 fire-eater 5 quite good 6 guitarist 7 summer 8 good
4 2 performer 3 musicians and groups 4 musicians and groups 5 town
5 2 one 3 ones 4 ones 5 one 6 one
6 2 There was even a busker who played 10 different instruments!
3 We went to an exhibition and we also saw some portrait painters.
4 I've never seen a busker who played the mouth organ.
5 Have you ever seen a street musician?
7 2 better 3 worse 4 best 5 funniest 6 better
8 Sentence 4
9 2 the audience 3 the performers 4 favourite performer 5 writer's opinion of the artists 6 recommendation
10 Students' own answers
11 Students' own answers
12 Students' own answers

Unit 3 Review

- 1** 2 a 3 a 4 b 5 a 6 a 7 b 8 a
2 2 recorder 3 clarinet 4 saxophone 5 violin 6 trumpet 7 tambourine 8 flute 9 bongos 10 keyboards
3 2 f 3 a 4 d 5 b 6 e
4 2 have asked 3 has played 4 has never sung 5 haven't given 6 have practised 7 have begun 8 have sent

- 5** 2 Have you ever been to a concert?
3 Has your brother ever met a famous person?
4 They have never been to Russia.
5 Has she ever eaten meat?
6 We have never seen the sea.

6 2 b 3 a 4 c 5 b 6 c 7 b 8 a 9 c 10 c 11 a

7 2 a 3 c 4 c 5 a 6 b 7 c 8 a 9 c 10 c

- 8** 4 **Sally:** How about meeting at my house at 6.30?
7 **Lynn:** OK. See you later.
2 **Sally:** Yeah, why not?
1 **Lynn:** Do you fancy going out for pizza later?
5 **Lynn:** I can't meet until 7, sorry.
6 **Sally:** Sounds good! Shall I ask my dad to pick you up?
3 **Lynn:** What time shall we meet then?

Get it right! Unit 3

- 1** I've gone to her house – I've been to her house; he hasn't been anywhere – he hasn't gone anywhere; Even my brother has been – Even my brother has gone
2 2 Have you ever sung in a choir or group? 3 correct 4 Has he ever played in an orchestra? 5 They have never visited an art gallery. 6 He has never met a famous person.

3

Do	Make	Take
a presentation art graffiti	a work of art copies of something	photos

4

Infinitive	Past simple	Past participle
take	took	taken
give	gave	given
speak	spoke	spoken
do	did	done
know	knew	known
sing	sang	sung

Unit 4

Vocabulary

- 1** **Across:** 5 theme park 6 climbing 7 skiing
Down: 1 exchange 2 camp 3 trekking 4 safari 5 tour
2 1 exchange tour 2 climbing, sailing, skiing, trekking 3 camp theme park
3 2 summer camp 3 trekking 4 guided tour 5 safari 6 school exchange 7 climbing 8 skiing 9 sailing
4 Students' own answers.

Language focus 1

- 1** 2 've just learnt 3 've just painted 4 's just finished 5 've just downloaded 6 've just moved
2 2 still 3 yet 4 already 5 already 6 still

Workbook key

- 3** 2 Brigitte has already arrived at my house.
3 I still haven't started the climbing course.
4 They haven't seen the castle yet.
5 She still hasn't decided what to do.
6 Have you seen the ruins yet?
7 We still haven't done our homework.
- 4** 2 Have you been / gone climbing yet 3 've already gone
4 haven't visited Cambridge yet 5 still hasn't told
6 still haven't tidied 7 have already started
- 5** Students' own answers.

Listening and vocabulary

- 1** Sentence b.

Audioscript

- Mum:** OK, Kevin and Laura, we should think about the summer. It's May and we still haven't organised a holiday! What about another house exchange? I've looked on the website and there are lots of nice families still offering places. Let's see...here's a nice house. It's in a small village in the south of France.
- Kevin:** Not France again, Mum! We've been there lots of times already. Can't we go somewhere we haven't been yet?
- Dad:** What about Scandinavia, Norway or Sweden? You can relax there. And go sailing!
- Mum:** Well, there's this house in Trømso. It's a small town on the coast of Norway. I can't see anything else in Scandinavia.
- Laura:** I don't want to go there, it sounds boring. I want to go somewhere where there are things you can do in the evening.
- Mum:** Oh Laura! Not a small town then. Hmm. This is more difficult than I thought. What else is there?
- Dad:** Oh look, there's a beautiful flat in Florence. We could have a cultural holiday, with guided tours to learn about Italian art and architecture. I've never been there, but I've heard that it's amazing. And we could look around Tuscany, which has beautiful countryside. What do you think?
- Mum:** It sounds great. And I'm sure there are things for you two to do in the evenings. Where do the people in Florence want to go on their exchange?
- Kevin:** They're looking for a house in the USA! They want to learn American English. So that's no good.
- Dad:** Oh, that's a pity! Never mind, let's see if there's anything else.
- Mum:** What about this house in Amsterdam? Now that's an interesting city. And it's nearer than Italy. This family want to come to London, too. What do you think?
- Laura:** Yes, I think that sounds better than Florence. My friend Jess has been there. She said it was fantastic.
- Dad:** I like the idea of Amsterdam, too. I've wanted to go for years but I still haven't been there.
- Kevin:** Amsterdam is cool!
- Dad:** Right! Let's email the family now and see what they say.

- 2** 2 K 3 D 4 L 5 D 6 K 7 M 8 L 9 D 10 D
- 3** 2 chill out 3 set off 4 find out 5 look around
6 come back
- 4** 2 come back 3 look around 4 find out 5 chill out
6 pick up

Language focus 2

- 1** 1 past 2 present 3 for 4 since
- 2** 2 last year 3 a long time 4 five days 5 then
6 the time we went to England
- 3** 2 We haven't been on holiday for six months.
3 My sister has worked in Geneva since 2009.
4 They haven't visited us for a long time.
5 I haven't seen her since 2012.
6 He's wanted to go to Brazil since last year.

- 4** 2 went 3 did you go 4 've never seen 5 did you do
6 went 7 Have ... come 8 've been 9 have they done
10 've cooked 11 've been
- 5** Students' own answers.
- 6** 2 perfect 3 incredible/amazing 4 important
5 amazing/incredible

Reading

- 1** a
- 2** 1 scenery 2 souvenirs 3 thrill 4 luggage 5 teahouses
6 porter
- 3** 2 is 3 high mountains 4 don't see 5 on the Inca Trail
6 Kathmandu 7 end 8 Misminay
- 4** 2 I 3 N 4 N 5 I 6 N
- 5** Students' own answers.

Writing

- 1** A holiday on a ship.
- 2** 2 a fantastic way 3 delicious ice creams 4 boring ruins
5 beautiful beaches 6 an incredible party
- 3** 2 It started in Barcelona.
3 He has done climbing, volleyball and mini-golf.
4 They make him visit all the places they stop at.
5 He's seen five. (He hasn't seen Mykonos yet.)
6 He liked the ice creams.
7 It was hot and crowded, and the ruins were boring.
8 He likes Santorini best.
- 4** He writes about all of them except 'your favourite activities'.
- 5**

Good ☺	Bad ☹
<i>incredible</i> amazing fantastic spectacular	awful disappointing boring ugly terrible

- 6** Suggested answers:
2 I thought it was ugly.
3 It was really boring.
4 The restaurant was disappointing.
5 The place was spectacular.
6 The city was amazing.
- 7** 2 What spectacular fireworks.
3 What a boring guided tour.
4 What an incredible landscape.
5 What terrible souvenir shops.
- 8** 2 I still can't believe it was such a beautiful place.
3 We haven't visited the museum yet.
4 They've just gone skiing in the mountains.

- 9** Sentence 3
- 10** 6, 1, 3, 4, 2, 5
- 11** Students' own answers
- 12** Students' own answers

Workbook key

Unit 4 Review

- 1** 2 g 3 f 4 c 5 b 6 a 7 e
2 2 find out 3 pick up 4 chill out 5 set off 6 come back
3 1 still 2 yet, still 3 yet, already 4 just
4 2 for 3 since 4 for 5 for 6 since
5 1 went 2 ate; 've never eaten 3 Have you seen; 've seen
6 2 a 3 c 4 a 5 b 6 c 7 b 8 a 9 a 10 c 11 c
7 2 c 3 b 4 a 5 c 6 b 7 c 8 b 9 a 10 a
8 2 How long is the trip?
3 Does the price include food?
4 What do I need to bring?
5 Can I ask you a few things about the trip?
6 Is it only for experienced climbers?

Get it right! Unit 4

- 1** 2 I still haven't tried skiing, but I'm sure I'll enjoy it.
3 I haven't been there yet, but I really want to go.
4 She has already made a lot of friends on the adventure holiday.
5 They have just bought tickets for a guided tour of the city.
6 My sister is five, so she hasn't been sailing yet.
7 correct 8 correct
2 2 three weeks 3 ten years 4 the first year 5 I arrived
6 hours 7 June
3 go for trekking – go trekking; go to swimming – go swimming;
go to camping – go camping; go to shopping – go shopping;

Unit 5

Vocabulary

- 1** 2 c 3 a 4 b 5 g 6 h 7 e 8 i 9 f
2 2 text message 3 chatting 4 forum 5 Skype™
6 blog post
3 2 blog post 3 posts 4 emails 5 forum 6 Skype™
7 text message 8 phone calls
4 Students' own answers.

Language focus 1

- 1** 1 sure 2 not sure 3 won't 4 might not 5 infinitive
2 2 might 3 won't 4 might not 5 will
3 2 T 3 F 4 F 5 F 6 T
4 2 'I'll certainly stay 3 Will ... be 4 definitely won't come
5 might not have to 6 might have 7 'I'll probably agree
8 certainly won't be
5 Students' own answers.
6 2 social 3 update 4 digital 5 face

Listening and vocabulary

- 1** a

Audioscript

Olga: Hi Tanya! Did you have a nice birthday?

Tanya: Yes, thanks. It was great!

Olga: Listen, are you having problems with your Facebook page? I tried to post a message saying 'Happy birthday' on your timeline yesterday, but I couldn't find it.

Tanya: No, I've de-activated it.

Olga: De-activated it? What does that mean?

Tanya: Well, it's still there, but no-one can see but me.

Olga: Why did you do that?

Tanya: Oh, lots of reasons. First, because I spend too much time on Facebook.

Olga: OK, but can't you just use it less? If you don't use Facebook, you won't know what's happening with your friends.

Tanya: Why? I'll find out what's happening with my real friends. I can talk to you!

Olga: Well, of course you can. I agree with that.

Tanya: And another reason is that I'm bored with reading stupid posts from people. People boast about how many friends they have, when they haven't even met some of them! Or people gossip and criticise other people. It's easy to be cruel online.

Olga: Yes, someone tweeted some really horrible things about Vanessa yesterday. She didn't know who it was, and she was really upset. But no-one can post on your Facebook page if you don't know them. You don't have to de-activate it.

Tanya: Well, no, but the other thing is that I want to stop people I don't know finding out personal things about me. People can post photos of you and tag you, and then people you don't know can click on the tag and see information about you. It's really difficult to keep things private.

Olga: Yes, I suppose we should all be more careful.

Tanya: Anyway, I've decided to de-activate my account. It's an experiment to see if I can live without it for a month. I'll use the time I normally spend socialising online talking to my real friends face to face or on Skype™. After a month I'll decide. I might delete it or I might activate it again.

Olga: Interesting! I must go. I'm late. I'll Skype™ you after school for a chat.

- 2** 2 should 3 real friends 4 not true 5 received insults
6 stop using Facebook 7 her private details
8 chatting to her friends 9 not sure 10 Skype™

- 3** 2 boast 3 joke 4 whisper 5 shout 6 gossip
7 criticise 8 complain

- 4** 2 gossip 3 criticise 4 whisper 5 boasts 6 complain
7 argue 8 shout

Language focus 2

- 1** 2 d 3 f 4 c 5 a 6 e
2 2 will see 3 sees 4 might think 5 think 6 may invite
7 invite 8 might decide 9 won't have 10 come
11 may break 12 break 13 find out 14 won't be able to

- 3** 3 give 4 may/might be 5 tells 6 won't buy 7 talk
8 will hear 9 whisper 10 might think

- 4** Students' own answers.

- 5** 2 c 3 d 4 a 5 b

Reading

- 1** He can communicate and make friends online just like any other teenager.

- 2** 1 get together at a place and time
2 participate, be involved in 3 unable to hear
4 behave towards someone
5 go to an official event or activity
6 separated from other people, alone

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

- 4** 2 aren't complaining 3 with his self-esteem
4 don't know he's deaf 5 He sometimes meets up

- 5** Students' own answers.

Workbook key

Writing

- 1** He disagrees with the title.
- 2** 2 also 3 In addition 4 On the other hand
5 For one thing 6 Lastly
- 3** 2 to communicate 3 cheap 4 post, share 5 combine
6 'friends' 7 careful 8 socialise online 9 don't use
10 face to face

4

Ordering points	Adding points	Introducing arguments	Contrasting arguments
firstly lastly	also in addition what's more	for one thing on one hand	<i>however</i> nevertheless on the other hand

- 5** 2 Should you tell everyone your age?
3 Is it safe to share personal information?
4 Is it a good idea to post photos on a social network?
- 6** 2 People may share ... 3 Perhaps we shouldn't post ...
4 Other people can find out ...
- 7** Sentence 3
- 8** 2 favour 3 against 4 conclusion, opinion
- 9** Students' own answers
- 10** Students' own answers
- 11** Students' own answers

Unit 5 Review

- 1** 2 T 3 T 4 F 5 T 6 F
- 2** 2 boast 3 complain 4 joke 5 shout 6 argue
- 3** 2 c 3 f 4 a 5 b 6 e
- 4** 2 might/may be, don't reply
3 invite, will be
4 Will you send, get
5 might/may get, learns
6 work, might/may not have
- 5** 2 a 3 c 4 b 5 a 6 a 7 a 8 b 9 a 10 b
- 6** 2 c 3 a 4 b 5 c 6 a 7 c 8 c 9 a 10 c
- 7** 7 3 1 5 2 6 8 4

Get it right! Unit 5

- 1** 2 visit 3 send 4 buy 5 take 6 phone
- 2** 2 have; will come 3 will meet; want 4 is; won't go
5 won't pass; don't work
- 3** Well, at moment – Well, at *the* moment; it more on the future – it more *in* the future; networks on the moment – networks *at* the moment; I think the future – I think *in* the future
- 4** 2 correct
3 You shouldn't have complained! Now they'll be angry.
4 correct
5 I don't know what you're complaining about.
6 They complained about the homework.

Unit 6

Vocabulary

- 1** 2 heights 3 the dark 4 lifts 5 insects 6 birds
7 clowns 8 snakes
- 2** 2 snakes 3 birds 4 lifts 5 insects 6 flying 7 Clowns
8 the dark
- 3** 2 lift 3 the dark 4 birds 5 heights 6 snakes
7 insects 8 clowns
- 4** Students' own answers.

Language focus 1

- 1** 1 going to 2 will 3 the present continuous
- 2** 2 This social network will be very popular with teenagers.
3 Hugh is singing a song at the school concert.
4 My dad definitely won't pick up the spider.
5 I'm going to complain to the director about the lifts.
6 Harry's going to post a Tweet about the judo competition.
- 3** 2 are going 3 'm not going to go 4 Are you going to go
5 'm not 6 'll be 7 are you leaving 8 're taking
9 'll be able to 10 'm going to write
- 4** 2 'm going 3 'll be 4 is starting 5 'll be
6 're going to go 7 is going to take 8 're going to take
9 'm going to wear
- 5** Students' own answers.
- 6** 2 about 3 of 4 with 5 about

Listening and vocabulary

- 1** It's a course to help people who have a spider phobia. He feels positive.

Audioscript

Jordan: All my life I've been scared of spiders, and the problem was getting worse. I had to ask my sister to go in the bathroom and see if there were any in the bath last once. Then one weekend my family rented a little house in the country. There were spiders everywhere and I was terrified the whole time. It was awful!

Anyway, when I arrived home, I joined a course at my local zoo called 'Learn to Love Spiders.' Their website said it helps people to lose their phobia of spiders in only two sessions!

When I arrived for the first session I met the other participants. We all looked very worried and nervous! First, a hypnotherapist explained to us how phobias start, and then she asked us to explain to everyone why we were frightened of spiders.

Then a spider expert told us a lot of interesting things about spiders. For example, she said that there are 40,000 types of spiders in the world but only eight are dangerous, and none of them live in Britain. Spiders aren't aggressive and hardly ever bite, and we need them to catch insects. Basically, there is no good reason to have a spider phobia, but millions of people are terrified of them. The expert said that the thought of the spider is usually more terrifying than the real danger.

Next week I'm going back for the second part of the course. It sounds interesting. First we're having a group hypnosis session with the hypnotherapist. He's going to remove any negative feelings about spiders we still have, and make us feel positive about them instead. He says that one day we'll all want to have pet spiders, but I don't think I believe him!

- 2** 2 T 3 F 4 F 5 F 6 T 7 F 8 F 9 F 10 F
- 3** 1 b 2 a 3 d 4 f 5 e 6 c

Workbook key

- 4** 2 a terrified b terrifying 3 a tired b tiring
4 a excited b exciting 5 a worrying b worried
6 a interesting b interested

Language focus 2

- 1** 1 uncountable 2 plural countable 3 all
2 2 enough 3 any 4 How much 5 not many
6 too much 7 Some 8 too many 9 any 10 much
3 1 small 2 a few 3 a little
4 2 a little 3 a few 4 a few 5 a little 6 a few
5 Students' own answers.
6 2 safe 3 successful 4 new 5 unlucky 6 silly

Reading

- 1** She had test anxiety / problems in exams. She doesn't have it now.
2 2 (mind) go blank 3 confidence 4 tip 5 breathe
6 faint 7 freeze 8 signal
3 2 Because they help you to do well.
3 Because it gives you confidence to do well.
4 Because they help your mind work at its best.
5 Regularly when you're not stressed, and before an exam.
6 She used the tips in the magazine article.
4 2 N 3 Y 4 N 5 N 6 Y
5 Students' own answers.

Writing

- 1** She's afraid of large birds.
2 2 the idea 3 My problem 4 the truth 5 The fact
3 2 farm 3 worried 4 large 5 faint 6 yesterday
7 relax 8 hasn't
4 2 e 3 c 4 a 5 d
5 2 amazing 3 embarrassed 4 worried 5 terrifying
6 2 plan 3 prediction 4 prediction 5 plan 6 plan
7 Sentence 2
8 3, 1, 6, 5, 2, 4
9 Students' own answers
10 Students' own answers
11 Students' own answers

Unit 6 Review

- 1** 2 clowns 3 lifts 4 heights 5 the dark 6 snakes
2 2 terrifying 3 exciting 4 excited 5 worried 6 worrying
7 tired 8 tiring
3 2 're leaving 3 're flying 4 're going to look round
5 're driving 6 won't be 7 'll be 8 are you coming
9 're not staying
4 2 enough 3 many 4 any 5 much 6 a lot of
7 many

- 5** 2 a few 3 a few 4 a little 5 a few 6 a little
6 2 c 3 c 4 a 5 b 6 c 7 a 8 a 9 b 10 a
11 a 12 c
7 2 b 3 a 4 c 5 a 6 c 7 b 8 c 9 b 10 c
8 2 serious 3 impossible 4 joking 5 true 6 believe
7 way

Get it right! Unit 6

- 1** 2 will find 3 are you going to live 4 is having
5 is going to call 6 will decide
2 2 many 3 a little 4 much 5 many 6 many
3 frightened for – frightened of; scared for – scared of; anxious
of – anxious about; terrified about – terrified of; interested on –
interested in
4 2 -ied 3 -ing 4 -ed 5 -ying 6 -ing

Unit 7

Vocabulary

- 1** Across: 3 uniform 5 hand 7 screaming 9 time
Down: 1 bullying 2 lines 4 marks 6 detention
8 cheating
2 2 cheating 3 getting detention 4 arriving on time
5 screaming 6 getting good marks
3 2 detention 3 write lines 4 on time 5 cheated
6 scream/screaming 7 bullying 8 their homework
9 good marks
4 Students' own answers

Language focus 1

- 1** 2 c 3 e 4 a 5 b
2 2 would be; studied 3 wouldn't be; were
4 broke; would get 5 didn't wear; would send
6 didn't get; would go
3 2 wouldn't spend 3 would help 4 asked 5 gave
6 would improve 7 lived 8 would go
4 Students' own answers.
5 Students' own answers.

Listening and Vocabulary

- 1** She wants to be educated at home. Her dad doesn't agree at the moment.

Audioscript

- Kesia:** Dad, I want to stop going to school.
Dad: Kesia, you're only 14. You can't leave school until you're 16!
Kesia: No dad, I mean I want to start learning at home. School's boring! I learn more at home.
Dad: Boring? You study lots of interesting things, and you often say you have fun.
Kesia: Well, I do like some of the subjects, but not all of them. If I didn't go to school, I would learn a lot more, and I wouldn't have to worry about stupid things like wearing a school uniform.
Dad: What gave you this idea?
Kesia: I found a website for people who 'home educate'. That's what they call it. It's fascinating. If I did it, I could choose what to do. I wouldn't study Literature or Maths, I'd do more Science, History and Geography.

Workbook key

Dad: Well, I don't know. You'd have to be very disciplined to learn on your own. You couldn't just go on the internet and read things, or watch YouTube. I don't think you'd enjoy being at home all day.

Kesia: Well, the website suggests lots of fun things to do, like visiting museums or going for walks to find plants and insects. That's better than spending all day in a classroom!

Dad: OK, but what about your friends?

Kesia: Well, if I didn't see them, I'd miss them. But my best friends are sometimes in different classes at school anyway.

Dad: Yes, but you see them at break time. And you often do homework together. That wouldn't work if you were learning at home. Look, I think your mum and I need to talk about this. We have to be sure we're doing the right thing. Leaving school is a big decision to make. There's a lot to think about, like exams. If you wanted to go to university, how would you take the exams you needed?

Kesia: I don't know, but I'm sure it's possible. You're right, I need to find out more about home education.

Dad: Yes, and maybe talk to someone who's home educated, so you can ask them questions.

- 2** 2 doesn't like the rules 3 more 4 the Internet 5 difficult
6 can 7 wouldn't 8 often 9 he will talk to her mother
10 home education
- 3** 2 do 3 do 4 make 5 make 6 make 7 do
8 make 9 do 10 make
- 4** 2 make decisions 3 make a phone call 4 make friends
5 make a mistake 6 do the right thing 7 make a mess
8 do something interesting

Language focus 2

- 1** 2 Would you tell your parents if you got detention?
3 If you could change one school rule, what would it be?
4 Would you make friends quickly if you went to another school?
5 If you wanted to make an important decision, who would you talk to?
6 If your friends did something fun tonight, what would they do?
- 2** 2 c 3 a 4 e 5 f 6 b
- 3** 2 you were 3 would you be 4 wouldn't 5 would you do
6 the students didn't listen to you 7 Would you give
8 Would the students respect 9 you didn't give
10 would you want 11 I would 12 would you teach
- 4** Students' own answers.
- 5** 2 out 3 up 4 out 5 out

Reading

- 1** It is a way to improve students' behaviour in class. It worked at Ted's school
- 2** 2 warn 3 instead 4 worth it 5 at random 6 reveal
7 behave 8 crucial
- 3** 2 True 3 True
4 False – The secret student is the same person all day.
5 False – Classes get one point for the whole day.
6 False – All the teachers that day know. 7 True 8 True
- 4** Students' own answers.

Writing

- 1** It's for students who are going to go to a new school.
- 2** 2 Think carefully 3 should 4 Never 5 make sure
6 don't 7 should 8 could also

- 3** 2 f 3 g 4 e 5 a 6 h 7 b 8 c
- 4** 2 possible 3 tell 4 say 5 could 6 really
- 5** 2 d 3 a 4 e 5 b
- 6** 2 trying 3 changing 4 doing 5 keep
- 7** Sentence 4
- 8** a final sentence to make people feel positive 5
who the leaflet is for and a question for them 3
a title 1
several tips (pieces of advice) 4
an explanation of the problem 2
- 9** Students' own answers
- 10** Students' own answers
- 11** Students' own answers

Unit 7 Review

- 1** 2 detention 3 marks 4 cheating 5 shout 6 lines
7 time 8 bullying

2

Make	Do
friends a decision a mess a mistake phone calls a noise	homework something fun the right thing an exercise

- 3** 2 wouldn't get, was 3 saw, wouldn't give
4 would have, didn't have 5 was, would be
6 would be, didn't go
- 4** 2 you had, would you go 3 would you do, you didn't have to
4 you won, would you spend 5 Would you fly, you had
6 you didn't pass, would you say
- 5** 2 c 3 c 4 c 5 b 6 a 7 b 8 c 9 b 10 c
11 a 12 a
- 6** 2 c 3 b 4 a 5 c 6 a 7 c 8 a 9 a 10 b
- 7** 6 4 2 1 3 5 7

Get it right! Unit 7

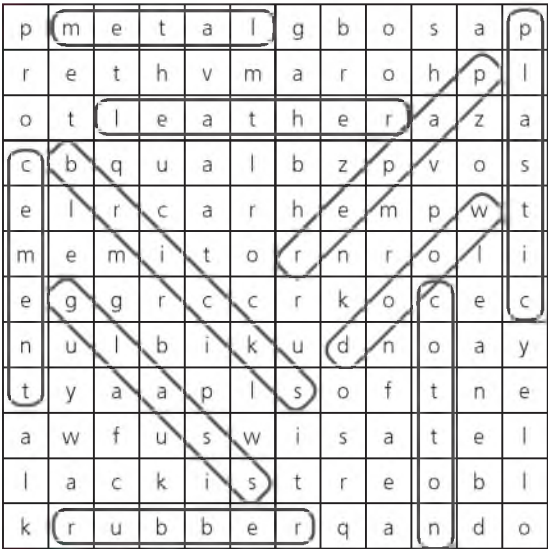
- 1** 2 They would be very happy if they went to a Free School.
3 correct 4 I wouldn't go to bed early if it was the holidays.
- 2** 2 Would they go 3 where would you live
4 What would you buy
- 3** wants go to – wants to go; choose spending – choose to spend;
want visit – want to visit; decides staying – decides to stay; don't
want visit – don't want to visit; choose doing – choose to do;
decide what do – decide what to do
- 4** 2 making 3 did 4 do 5 made 6 doing

Workbook key

Unit 8

Vocabulary

1



2 wood 3 cotton 4 leather 5 paper 6 metal
7 bricks, cement 8 plastic, glass

3 2 leather 3 cement 4 metal 5 plastic 6 glass
7 paper 8 rubber 9 wood 10 cotton

4 2 bricks 3 paper 4 leather 5 cotton 6 glass
7 metal 8 plastic

5 Students' own answers.

Language focus 1

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

2 2 Glass is made with sand and other minerals.
3 They are melted together at 1700 °C.
4 Other materials are added to produce different colours.
5 Glass is used in many important industries.
6 Before glass is recycled, it is separated into different colours.
7 When glass is recycled, no material is lost.

3 2 are thrown 3 contain 4 are thrown 5 pollute
6 offer 7 is collected 8 is sold 9 is sold 10 is taken

4 Students' own answers.

5 Students' own answers.

Listening and vocabulary

1 You can sell them / give them away so that other people can use them, or give them away for people to use the parts and recycle. You should never throw them away.

Audioscript

Monica: Good morning, and welcome to 'Everyday problems', with me, Monica Green. My topic today is something we are often asked about; Electronics. Nowadays homes are full of gadgets like games consoles, computers, MP3 players and tablets. But the problem is that they don't last long, and new, better, faster versions of these machines are in the shops every year. So in most homes our old ones are abandoned or forgotten. What should we do with them?
Gadgets fall into two basic categories – stuff that still works, and stuff that doesn't work. So let's look at what you can do.

First, stuff that works. I hate it when I throw something in the bin that still works perfectly. But these days there are lots of websites where you can sell your unwanted gadgets. Don't assume that if you don't want them, no-one else will, and it's surprising how much people will pay, too! Another possibility is to give them to charity. Some charities operate in developing countries, so your old electronics are distributed in parts of Africa or South America.

Second, stuff that doesn't work. One thing I've discovered is that colleges and universities often need electronics that don't work. This equipment is taken to pieces by the students, who then learn how to put it back together so it works again. Some charities are also pleased to accept gadgets. They are either repaired or sold, or, if that isn't possible, they are recycled. Electronics contain plastic, glass and a variety of metals. Some are valuable, like copper and gold. Nowadays, recycling is big business. There are a lot of companies which specialise in recycling electronics, and they buy direct from the public, too. The one thing you must NEVER do, of course, is throw away your old gadgets. If you do, they can cause serious pollution and damage the environment. But there's no need to waste things! You can reduce the rubbish in your cupboards and do something useful with it. As always, look on our website for a list of organisations you can sell or give electronics to.

2 1 computers; MP3 players 2 better; faster
3 two; that work; that don't work 4 sell (them); give (them)
5 colleges; universities 6 repaired; sold; recycled
7 copper; gold 8 recycle electronics
9 cause pollution / damage the environment 10 on; website

3 2 consume 3 save; turning down 4 wastes
5 switches off 6 leave

4 2 standby 3 consume 4 waste 5 Reduce
6 Turn down 7 Save

Language focus 2

1 2 was worn by 3 wasn't developed 4 were produced
5 was brought by 6 wasn't invented by
7 were written down
2 2 Who was penicillin discovered by in 1928? (Answer: f)
3 What was discovered by Alfred Nobel in 1866? (Answer: a)
4 What was developed by Michael Faraday in 1821? (Answer: g)
5 When was the magnifying glass developed? (Answer: d)
6 Who was the first motor car made by? (Answer: b)
7 What was made in the 1920s by John Logie Baird? (Answer: e)

3 2 was ... started 3 wasn't called 4 was stopped
5 wasn't prevented 6 was ended 7 was ... created
8 were combined 9 was opened 10 were found

4 Students' own answers.

5 2 kept on 3 have put up 4 will bring down
5 was knocked down

Reading

1 b
2 2 crushed 3 occur 4 harm 5 landfill 6 mining
7 run (a machine) 8 energy-intensive

Workbook key

- 3 2 It's made from bauxite.
3 It's expensive and it harms the environment.
4 Because it uses less energy.
5 Aluminium is cheap to recycle, it can be recycled indefinitely and it's easy to recycle cans.
6 Six weeks.
7 People pay extra for each can. If they take the can back or recycle it, they get this money back.
8 Because 92% of cans in Sweden are recycled.
9 People sell cans for charity.
10 Because there's £30 million available every year.

4 Students' own answers.

Writing

- 1 Because he's on a TV programme about saving water.
2 2 said 3 explained 4 told
3 2 A local TV channel.
3 They have to save water.
4 Five minutes.
5 While he's brushing his teeth.
6 He thinks it's great.
4 2 How much water do you use?
3 It's very easy to save water.
4 It'll be on TV tomorrow.
5 You use too much water.
5 2 when 3 One 4 last week 5 this time
6 2 was organised 3 explained 4 were asked
5 worked out 6 were posted
7 Sentence 2
8

Who is involved	Luke, his family and a local TV channel.
What they did	They tried to reduce the water they use.
When they did it	Last month
What happened	They went to a meeting and were told how to save water.
What the consequences were	This family learned how to save water.
What is happening next	They're going to be on TV.

- 9 Students' own answers
10 Students' own answers
11 Students' own answers

Unit 8 Review

1

Glass	Plastic	Metal	Bricks	Wood
windows	toys	trumpets	walls	pencils
Cement	Leather	Cotton	Rubber	Paper
buildings	shoes	T-shirts	car tyres	books

2 2 waste 3 leave 4 turn 5 switch 6 reduce 7 save

3 2 are collected 3 're used 4 's recycled 5 isn't collected
6 's used 7 's recycled 8 are recycled 9 aren't collected

4 2 was designed by 3 were installed 4 weren't made
5 were made 6 was constructed by 7 was designed
8 wasn't built 9 was created 10 was visited by

5 2 was ... designed by 3 were ... installed
4 Were ... made, they weren't
5 Was ... designed, it was 6 was ... visited by

6 2 a 3 b 4 b 5 b 6 b 7 c 8 b 9 a 10 c
11 a 12 b

7 2 a 3 c 4 b 5 c 6 c 7 a 8 c 9 b 10 a

8 2 sorry 3 meant 4 happened 5 completely
6 The thing 7 never 8 promise

Get it right! Unit 8

1 2 are put 3 are collected 4 are taken 5 are washed
6 is reused

2 2 a 3 b 4 b 5 a

3 2 X 3 the 4 the 5 X 6 The

4

Infinitive	Past simple	Past participle
write	wrote	written
choose	chose	chosen
grow	grew	grown
throw	threw	thrown
show	showed	shown



Speaking extra key

Unit 1

- 1 1 I think cities are great for indoor activities.
2 Everyone knows your problems in a small town.
3 There aren't a lot of shops and concerts in the country.
4 The air in the city is dirty and unhealthy.
5 You can go to a different park or neighbourhood every day.

- 2 1 city 2 hasn't got 3 doesn't agree 4 big 5 glasses

Audioscript

Conversation 1

Girl: I reckon living in the country is healthier than living in a big city.

Boy: I suppose so, but it could be a bit boring.

Girl: Yes, that's true. Life is better here in the city.

Conversation 2

Boy: There's nothing to do and we have no friends.

Girl: What? I don't agree. We have lots of friends.

Boy: Maybe, but they all live far away and it's difficult to meet up with them.

Girl: Well, I reckon it's easier than you think.

Boy: Perhaps you're right, but I'm bored.

Conversation 3

Girl: I don't like my school. It's too big. I'd prefer to go to a small school like yours.

Boy: I don't agree. I think a big school is better. In my school you know everyone and they know you.

Girl: Exactly! I reckon it's nicer when you know everyone.

Boy: Maybe, but it also means if you do something wrong, the whole school knows.

Girl: Perhaps you're right. That can be a problem.

Boy: Like that time I fell and broke my glasses. Everyone in the school saw me and laughed at me! It was awful!

Girl: I suppose so. But it sounds very funny!

- 3 She wants to live in California.

- 4 1 so 2 but 3 reckon 4 agree 5 don't 6 you're

- 5 1, 3 and 5 The voice goes up at the beginning (and then down). 2 and 4 The voice only goes down.

- 6 Go cycling or trekking

- 7 1 I think 2 I don't think 3 probably true 4 I reckon
5 Maybe, but 6 I don't agree 7 I suppose so

Unit 2

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

- 2 1 sorry 2 Maths 3 understands 4 History 5 ship

Conversation 1

Girl: I'm not sure what to say to Helen.

Boy: What's the problem?

Girl: I just want to send her message to say I'm sorry about last night.

Conversation 2

Girl: This exercise is impossible! Do you know how to do it?

Boy: What's up?

Girl: Well, I'm not sure how to do this Maths problem.

Boy: All you have to do is to add these three numbers and then multiply by five.

Girl: Oh, okay! I understand it now. That's very kind of you. Thanks.

Boy: You're welcome.

Conversation 3

Boy A: Hey Jason, can I ask you something?

Boy B: Sure. What is it?

Boy A: It's this History project. I can't find any information about it on the internet.

Boy B: Well, what do you need?

Boy A: I want to find a picture of a Viking ship.

Boy B: Well, all you have to do is search images – just type 'Viking ship' here. Here let me show you.

Boy A: I can't believe I didn't think of that! Thanks.

- 3 On the Internet.

- 4 1 ask 2 sure 3 need 4 let 5 All 6 hand

- 5 1 Can_I_ask_you something?
2 I'll give_you_a_hand.
3 Let me_show_you.
4 I'm not sure how_to do_it.
5 What do_you_need?

- 6 When did the Romans come to Britain? How do I get a good night's sleep?

- 7 1 I'll give you a hand 2 All you have to do
3 What do you need? 4 Here, let me show you
5 can I ask you 6 I'm not sure how to

Unit 3

- 1 1 crowd 2 people 3 years 4 birthday 5 cheaper

- 2 1 Photos of famous pop and rock bands.
2 They're talking about meeting up.
3 At Amy's house.
4 It's a busker festival.
5 They're going to go by bus.

Audioscript

Conversation 1

Boy: Kim, do you fancy going to a photo exhibition tomorrow?

Girl: A photo exhibition?

Boy: Yeah, we'll see photos of famous pop and rock bands.

Girl: Yeah, sounds good!

Boy: OK, I'll call you tomorrow.

Conversation 2

Girl A: Amy, how about meeting up tonight!

Girl B: Yeah, why not? What shall we do?

Girl A: Do you fancy coming to my house?

Girl B: OK, shall we play that new video game?

Girl A: That's a great idea! But you know I'm not very good at video games.

Girl B: Don't worry, it's easy.

Conversation 3

Boy A: Are you going to the festival on Saturday?

Boy B: What festival?

Boy A: The busker festival. Do you fancy going to it?

Boy B: Yeah, why not? Let's go together.

Boy A: It starts at 11 o'clock. What time shall we meet?

Boy B: How about meeting at my house at 10? Then we can take the bus into town.

Boy A: That's a great idea!

- 3 This afternoon, after school.

- 4 1 fancy 2 Shall 3 together 4 Sounds 5 about
6 idea

- 5 The voice goes down.

- 6 At Connor's house.

- 7 1 Do you fancy 2 why not 3 Shall I ask 4 a great idea
5 how about 6 we meet 7 Sounds great

Speaking extra key

Unit 4

- 1** 1 scary 2 cold 3 awesome 4 nervous 5 times
2 1 skiing 2 trekking 3 sunglasses 4 climbing 5 by bus

Audioscript

Conversation 1:

Boy: Excuse me, where can I sign up for the course?

Woman: Right here.

Boy: What do I need to bring?

Woman: Just warm clothes. We'll give you the skis, boots and a helmet.

Conversation 2:

Girl: So are you coming trekking with us on Saturday?

Boy: I think so. Can I ask you a few things about the trip?

Girl: Sure. What would you like to know?

Boy: How long is the trek?

Girl: Not that long. About three hours all together.

Boy: Three hours? OK, what do I need to bring?

Girl: Well, a good, strong pairs of boots, a water bottle and sunglasses.

Conversation 3:

Girl: Hi, can I ask you a few things about the climbing course?

Man: Of course. What would you like to know?

Girl: Does the price include all the equipment?

Man: Yes, we'll give you everything you need.

Girl: And what do I need to bring?

Man: Nothing. Just wear comfortable clothes.

Girl: What about the mountain? How do we get there?

Man: The bus leaves in an hour.

Girl: OK, where can I sign up?

Man: Sign up at the campsite.

Girl: OK, thanks.

3 From 10 o'clock in the morning to 5 o'clock in the afternoon

4 1 ask 2 would 3 long 4 bring 5 include 6 sign

5 1, 2, 5 and 6 The voice goes down.
3 and 4 The voice goes up.

6 Because Jacob can't swim.

7 1 Can I ask you 2 How long is the trip?
3 what do I need to bring 4 What about
5 does the price include

Unit 5

- 1** 1 d 2 a 3 b 4 c
2 1 for two weeks
2 The teacher's asked everyone to write a blog post.
3 He doesn't know what to write about.
4 It's the football final.
5 Daniel can't play.

Audioscript

Conversation 1

Boy: Why are you so nervous?

Girl: Because I have to play the piano in the school concert tomorrow.

Boy: Don't worry! Have you practised?

Girl: Yes, every day for two weeks!

Boy: You'll be fine.

Conversation 2

Girl: What's the matter? Why are you so worried?

Boy: Well, our teacher has asked us to write a blog post.

Girl: A blog? No problem! What's it about?

Boy: That's the problem. It can be about anything we want!

Girl: You don't need to worry! What are you going to write about?

Boy: I don't know!

Girl: Oh, well. I think I can help you. What are you interested in?

Conversation 3

Girl: So are you ready for the football match tomorrow? It's the final!

Boy: I'm really nervous. It'll be really hard.

Girl: Don't worry. You can win. We've got the best team.

Boy: Yes, but Daniel can't play. We can't win without him.

Girl: Of course you can! Charlie is going to play and he's great.

Boy: But what about the weather. There's a heat wave!

Girl: Yes, it is hot but you don't need to worry, just drink lots of water.

3 Because James is going on a school exchange to Germany and he hasn't got a present for his exchange student's family.

4 1 worry 2 problem 3 fine 4 course 5 help 6 turn

5 The voice goes up and then down.

6 Because he is calling Jessica to help him with a school project.

7 1 Don't worry. 2 Listen I think I can 3 Of course you can
4 You'll be fine 5 It'll turn out all right
6 You don't need to worry

Unit 6

1 1 everywhere 2 brother 3 real 4 eyes, music
5 terrified

2 1 The restaurant.
2 He was at the shopping centre.
3 Katie was his best friend.
4 They're thinking of sending her to a different school.
5 She'd like to learn the violin.

Audioscript

Conversation 1

Girl: The restaurant is on the fourth floor. Let's take the lift.

Boy: Oh, it's OK. You take the lift and I'll take the stairs.

Girl: Are you serious? It's four floors. Come on. I'm hungry.

Boy: Sorry. It's just I'm afraid of lifts ...

Conversation 2

Boy: I saw Katie yesterday at the shopping centre. I said hello to her and she didn't say anything. She looked away!

Girl: Are you serious?

Boy: Yes, she just kept on walking.

Girl: I don't believe you! But Katie was your best friend.

Boy: I know. And she was with David.

Girl: What? No way!

Conversation 3

Girl A: My parents are thinking of sending me to another school next year.

Girl B: Are you serious? Why?

Girl A: Well, they say I'm not doing very well.

Girl B: That's impossible. You get very good marks.

Girl A: And they found out that in the other school, everyone learns to play an instrument. And actually, I'd really like to play the violin.

Girl B: You're joking.

Girl A: No, why not? ... But I don't want to change schools.

3 They are in a zoo.

4 1 serious 2 impossible 3 believe 4 joking 5 true
6 way

6 It was destroyed in a fire.

7 1 Are you serious? 2 No way 3 That's impossible
4 You're joking 5 I don't believe it 6 That can't be true

Speaking extra key

Unit 7

- 1** 1 problems 2 helps 3 advice 4 better 5 wise
2 1 He should go to bed earlier. 2 It's on Friday.
3 She's going away. 4 It says 'Call me quickly'. 5 It's Lucy's.

Audioscript

Conversation 1

Boy A: I need your advice.

Boy B: Sure. What's the problem?

Boy A: I can't concentrate in my lessons. What do you think I should do?

Boy B: Have you tried going to bed earlier?

Conversation 2

Girl A: Oh, no! What am I going to do?

Girl B: What's the problem?

Girl A: I got detention. My parents will be really angry.

Girl B: If I were you, I wouldn't tell them.

Girl A: You're joking! It's on Friday and we're going away for the weekend.

Girl B: OK, then it's a good idea to tell them.

Conversation 3

Nathan: Hi Lucy. I really need your advice.

Lucy: Again? What's the problem this time?

Nathan: Well, I've received this weird message on my phone. It says 'Call me quickly!' But I don't know who it is. What should I do?

Lucy: Have you tried calling the number?

Nathan: Are you serious? I don't know who it is!

Lucy: Maybe you're right. If I were you I'd forget about it.

Nathan: Look! There's another message. It says: 'Don't listen to Lucy – just call the number!' Right that's it. I'm calling the number.

Lucy: Haha! Surprise! It was me!

- 3** Something bad.
4 1 problem 2 advice 3 idea 4 should 5 wouldn't
6 worry 7 tried 8 together
5 1 I need your advice.
2 If I were you, I'd ask her.
3 Maybe we could go together.
4 Have you tried calling her?
5 It's a good idea to call first.
6 Tania will help Emily with Maths and Emily will help Tania with the piano.
7 1 I need your advice. 2 What's the problem
3 I should do 4 it's a good idea to 5 Have you tried
6 If I were you, I'd 7 I shouldn't worry 8 Maybe we could

Unit 8

- 1** 1 community centre 2 animals 3 litter 4 babysit
5 watering plants
2 1 Carl's homework.
2 A photo exhibition.
3 Her gran came to visit and stayed for lunch.
4 He was fixing his bike.
5 An hour

Audioscript

Conversation 1

Teacher: Carl, where's your homework?

Carl: Err ... I'm really sorry but our dog went into my room and made a big mess, and then ate my homework.

Teacher: Carl, you haven't got a dog!

Carl: Yes, we have ... it's new.

Conversation 2

Girl 1: Where were you yesterday? You were supposed to come and see that photo exhibition at the gallery with me.

Girl 2: Yesterday? Oh yeah ... the gallery. I'm really sorry. The problem was, my gran came to visit and she stayed for lunch.

Girl 1: Your gran comes for lunch every day! [exasperated] Oh, never mind. It was amazing and you missed it!

Conversation 3

Joe: What happened to you yesterday, Ben?

Ben: What do you mean?

Joe: I waited for you for an hour. I was fixing my bike and you were going to help me, remember?

Ben: Oh, I'm really sorry Joe. I completely forgot!

Joe: How could you forget? I sent you a text message.

Ben: Yes, the thing is my phone had no battery. Look, I'll come after school today, I promise.

Joe: It's OK, my dad helped me – it's fixed now.

- 3** Olivia went to the park to pick up litter with the Scouts. Ruby didn't come because she was tidying her room and she forgot.
4 1 really 2 sorry 3 meant 4 thing 5 forgot
6 problem 7 mind 8 promise
5 The voice goes down.
6 His French homework.
7 1 I'm sorry 2 I meant to come 3 I'm really sorry
4 The problem was 5 the thing is 6 I completely forgot
7 Oh well, never mind 8 I promise



Language focus extra key

Starter

- 1 2 Who 3 Where 4 Whose 5 How 6 What 7 When
- 2 2 A quickly B quick 3 A easy B easily
4 A well B good
- 3 2 more dangerous 3 worst 4 longer 5 most
6 funniest
- 4 2 better than Jill 3 more carefully than the other students
4 more quietly than most people 5 the most dangerously
6 the most quickly
- 5 2 had 3 came 4 started 5 saw 6 talked 7 laughed
8 danced 9 ate 10 didn't want
- 6 2 Julia had a party last week. 3 What did you do last night?
4 I felt ill yesterday morning.
5 Why didn't you call me last night?
6 I saw this film three months ago.

Unit 1

- 1 2 Do you walk 3 eat 4 Are you watching 5 's doing
6 don't usually go 7 is dancing 8 're not going
- 2 2 'm looking after 3 does your mum get 4 works
5 're showing 6 are thinking 7 Do you want 8 's raining
- 3 2 sent 3 went 4 were listening 5 was making
6 visited 7 was washing 8 Did you watch 9 was playing
10 had
- 4 2 was working 3 was doing 4 was practising
5 was having 6 heard 7 got 8 went 9 saw
- 5 2 walked 3 was having 4 told 5 went
6 was reading 7 was listening 8 Did you sleep 9 had
10 was sitting 11 asked 12 answered 13 spoke
14 didn't hear 15 was laughing 16 woke up

Unit 2

- 1 2 Who should we invite?
3 Should they bring some food and drink?
4 Everyone should arrive at 8 pm.
5 What should I wear?
6 I should bring some dance music.
- 2 2 must 3 mustn't 4 must 5 mustn't 6 mustn't
- 3 2 shouldn't 3 should 4 should 5 mustn't 6 must
7 shouldn't 8 mustn't 9 should
- 4 2 don't have to 3 have to 4 does she have to
5 doesn't have to 6 Do we have to 7 have to help
8 don't have to
- 5 2 don't have to do 3 don't have to watch
4 mustn't forget 5 mustn't have 6 don't have to go
7 don't have to speak 8 mustn't play

Unit 3

- 1 2 been 3 taken 4 seen 5 come 6 felt 7 met
8 written 9 go 10 do 11 sing 12 get 13 make
14 give 15 win 16 eat
- 2 2 have opened 3 hasn't arrived 4 haven't carried
5 have enjoyed 6 has emailed 7 have done
8 has painted
- 3 2 been 3 been 4 gone 5 been 6 gone
- 4 2 Has Charlotte ever won a prize? No, she hasn't.
3 Have Aiden and Milo ever climbed a mountain? No, they haven't.
4 Have Aiden and Milo ever won a prize? Yes, they have.
5 Have you ever won a prize? Students' own answers.
6 Have you ever climbed a mountain? Students' own answers.
- 5 2 Have you ever done, d
3 have you been, a
4 Has your grandmother ever sent, f
5 have your brothers gone, b
6 have you seen, e

Unit 4

- 1 2 yet 3 just 4 already 5 yet 6 already 7 just
8 still
- 2 2 Have you tidied your bedroom yet?
3 She still hasn't phoned me.
4 I'm not hungry because I've just had dinner.
5 He has already gone home.
6 They still haven't arrived.
7 I've just heard an amazing busker.
8 Has he read the book yet?
- 3 for – a long time, two hours
since – Monday, 2008, Christmas
- 4 2 since 3 for 4 since 5 since 6 for
- 5 2 b 3 a 4 a 5 a 6 b
- 6 2 haven't seen 3 watched 4 went 5 hasn't gone
6 has just called 7 Have you asked 8 still hasn't replied
9 have you been 10 took 11 came back 12 didn't feel
13 have just taken 14 Have you had

Unit 5

- 1 2 'll find the way 3 'll love it 4 might not play for the team
5 'll understand 6 might be 7 might call me
- 2 2 might meet at the train station.
3 might go to see him on Thursday. 4 I might watch it on TV.
5 'll tell 6 won't have time. 7 won't be at home.
- 3 2 definitely 3 'll definitely 4 will probably 5 probably
6 will certainly

Language focus extra key

- 4** 2 She probably won't lend me her book if I ask her.
3 If you send me the photo, I might put it on my blog.
4 You won't have any friends if you do that.
5 She might be embarrassed if you ask her.
6 If you go home now, you'll be able to do your homework.

- 5** 2 'I'll tell him to call you
3 don't listen carefully
4 hold his hand
5 send you a friend request
6 don't remind them
7 don't speak loudly

Unit 6

- 1** 2 d 3 a 4 h 5 c 6 e 7 b 8 f
- 2** 2 're catching, 'I'll be able to spend 3 'm not going to do
4 're not going, 's going to rain 5 'm looking after, won't be
6 are you going 7 won't come 8 Is she travelling
- 3** 2 enough 3 too many 4 a few 5 A lot of 6 any
7 How much 8 enough
- 4** 2 too much 3 few 4 too many 5 little 6 enough
7 How much 8 lot

Unit 7

- 1** 2 c 3 a 4 f 5 d 6 b
- 2** 2 wouldn't be; got up 3 knew; would tell
4 would help; asked 5 met; 'd ask 6 would get; moved
- 3** 2 If Ana didn't like swimming, she wouldn't go to the pool every day.
3 If I had (more) time, I would go to his house.
4 Your eyes wouldn't hurt if you wore your glasses to read.
5 If we didn't live in the city, we'd have a horse.
6 I'd follow them if they were on Twitter.
- 4** Students' own answers.
- 5** 2 would ... go 3 took 4 could 5 would ... say
6 needed
- 6** 2 Would they like it if I stopped speaking to them?
3 What would his parents say if they knew?
4 If you could have a super power, what would it be?
5 Would you live in London if the weather was better?
6 If you were me, what would you do?

Unit 8

- 1** 2 The blog isn't updated every day.
3 A lot of photos are taken on mobile phones.
4 Breakfast is served from 7–10 am.
5 Students are given a certificate at the end of the year.
6 A lot of questions are asked in my class.
- 2** 2 Chocolate is made 3 Cakes are baked 4 Fish are caught
5 Bananas are grown 6 Spaghetti is cooked
- 3** 2 weren't written 3 was introduced 4 were sent
5 were replaced 6 were used
- 4** 2 was invented by Alfred Nobel
3 was started by Jack Dorsey in 2006
4 was written by a school teacher
5 was created by Walt Disney and Ub Iwerks
6 was painted by Leonardo da Vinci
- 5** 2 How many hot dogs were eaten by Joey Chestnut in ten minutes?
3 When was basketball invented?
4 Which language was the English word yoghurt taken from?
5 How many people was the 2014 World Cup final watched by?
6 In what year was the first computer game released?
- 6** 2 a 3 f 4 d 5 c 6 b



Workbook audioscript

Track 1 Unit 1 page 29

- Presenter:** Our next incredible escape comes from Laurie Harris, of British Colombia, Canada. In July 2012 Laurie and some friends were on a camping holiday in the forest. The weather was hot and dry, and they were enjoying the trip, but the fourth day was different.
- Laurie:** Usually the birds sang, but that day there was silence. Then we saw smoke in the distance and realised there was a forest fire.
- Presenter:** There are often fires in British Colombia, so Laurie and her friends didn't panic. They decided to go home, but it took them a long time to pack, and the fire moved fast.
- Laurie:** We saw more and more smoke and then we could see the fire. The wind was strong and suddenly we felt frightened, so we left our things and started to walk down through the forest to the main road. We took food, water bottles the map and the compass, and I took my torch, I don't know why!
- Presenter:** When the fire was only a few kilometres away, Laurie and her friends started running. Then Laurie had an idea. There was a river near their campsite, and she found it on the map.
- Laurie:** It wasn't far, so we ran down and jumped in. We decided to use the river as a road to get out of the forest.
- Presenter:** Luckily the river wasn't dangerous, but it wasn't easy to walk or swim. Soon after they jumped in the river, the fire was all around them, but they were safe in the water. They stayed in the middle, and slowly swam and walked all day. When it got dark Laurie used the torch to look for rocks, and they had the map and compass to guide them too. After 14 hours in the water, fire fighters controlled the flames, and one hour later Laurie and her friends got to a town. Finally, they were safe!

Track 2 Unit 2 page 19

- Presenter:** Welcome to 'What do you think'. Our discussion today is about how teenagers spend their time. Should they have more time for themselves? In the studio are Jamie, who's 15, Miriam, a secondary school teacher, Adam a parent, and Kathy, a psychologist. Jamie, let's start with you.
- Jamie:** Well, I definitely need more time for myself. School is hard work and there's a lot of homework, so I spend hours studying. I also do extra English classes and play the violin in the school orchestra. I'm exhausted most of the time, and I think I should have more time with my friends.
- Presenter:** Right! What does the teacher think? Miriam?
- Miriam:** Well Jamie, at your age you have to prioritise schoolwork. Sometimes my students have football training three times a week, and a match at the weekend. They do their homework very late and don't get enough sleep. Most students in my class look awful by Friday. They shouldn't do all these activities after school, and stay out late. They can do that at the weekend.
- Presenter:** Thank you! Adam, you're the father of three teenagers, you should be an expert!
- Adam:** No, definitely not! I agree with Miriam. Teenagers mustn't spend all their free time with their friends or playing computer games. And they shouldn't be on social networks when they're doing their homework. At 15, you have to study and pass your exams.
- Presenter:** Thanks, Adam. Now Kathy, the psychologist. You work a lot with teenagers.

- Kathy:** Yes, I do. A lot of teenagers are stressed, because there are lots of things to do in their lives. You need a balance between studying and social activities. Friends, trying new things, they're important too. Teachers must remember that teenagers are learning about life, not just studying. Sleep is essential for a teenage body, and they should help around the house, too. So I think families must decide together what the teenager does and when. It's difficult!
- Presenter:** So, listeners ... what do you think? Phone us now on 0207 645 ...

Track 3 Unit 3 page 29

- Presenter:** Today, I'm in Covent Garden. If you've been to London, you've probably seen some of the amazing street performers here. I'm going to try and talk to a few of them. Now, this person looks interesting. What's your name?
- Greg:** Greg.
- Presenter:** When did you start performing in the street?
- Greg:** I started when I was sixteen. I didn't know what I wanted to do with my life. Then I saw a magician at a music festival – he was really cool, so I asked him how I could learn. He showed me some of his tricks, I was good at it, and here I am!
- Presenter:** What do you like about being a street magician, then?
- Greg:** Well, I like the freedom, and the travelling. I've travelled all over the world performing at street festivals and in places like San Francisco and Covent Garden. I love this way of life! If you're good at what you do you can make good money.
- Presenter:** Well, you've certainly got a lot of people watching you today. Thanks for talking to me! Now, I can hear drums and applause over there, that's a big crowd of people. I'm not surprised, this woman's just finished juggling with fire! Excuse me, what's your name?
- Alice:** Alice.
- Presenter:** Isn't your job dangerous, Alice?
- Alice:** No, not really. I've always juggled with fire.
- Presenter:** Do you always juggle with fire?
- Alice:** No, I've used lots of different things. But recently I've started to juggle with fire more – it's popular with the tourists.
- Presenter:** Have you always been in Covent Garden?
- Alice:** No, I studied at a circus school in France, and I've worked in a travelling circus and in Paris. Covent Garden is difficult, because there are lots of really good performers. But the tourists are very generous, so I usually make lots of money! I sometimes work at night, too. The fire is fantastic then!
- Presenter:** Are there many women performers?
- Alice:** No, but some of the statues are women. There's also a great all-woman jazz band who play the clarinet, saxophone and banjo.
- Presenter:** Thanks, maybe I'll interview them, too!

Track 4 Unit 4 page 39

- Mum:** OK, Kevin and Laura, we should think about the summer. It's May and we still haven't organised a holiday! What about another house exchange? I've looked on the website and there are lots of nice families still offering places. Let's see... here's a nice house. It's in a small village in the south of France.
- Kevin:** Not France again, Mum! We've been there lots of times already. Can't we go somewhere we haven't been yet?
- Dad:** What about Scandinavia, Norway or Sweden? You can relax there. And go sailing!
- Mum:** Well, there's this house in Trømso. It's a small town on the coast of Norway. I can't see anything else in Scandinavia.
- Laura:** I don't want to go there, it sounds boring. I want to go somewhere where there are things you can do in the evening.

Workbook audioscript

- Mum:** Oh Laura! Not a small town then. Hmm. This is more difficult than I thought. What else is there?
- Dad:** Oh look, there's a beautiful flat in Florence. We could have a cultural holiday, with guided tours to learn about Italian art and architecture. I've never been there, but I've heard that it's amazing. And we could look around Tuscany, which has beautiful countryside. What do you think?
- Mum:** It sounds great. And I'm sure there are things for you two to do in the evenings. Where do the people in Florence want to go on their exchange?
- Kevin:** They're looking for a house in the USA! They want to learn American English. So that's no good.
- Dad:** Oh, that's a pity! Never mind, let's see if there's anything else.
- Mum:** What about this house in Amsterdam? Now that's an interesting city. And it's nearer than Italy. This family want to come to London, too. What do you think?
- Laura:** Yes, I think that sounds better than Florence. My friend Jess has been there. She said it was fantastic.
- Dad:** I like the idea of Amsterdam, too. I've wanted to go for years but I still haven't been there.
- Kevin:** Amsterdam is cool!
- Dad:** Right! Let's email the family now and see what they say.

Track 5 Unit 5 page 49

- Olga:** Hi Tanya! Did you have a nice birthday?
- Tanya:** Yes, thanks. It was great!
- Olga:** Listen, are you having problems with your Facebook page? I tried to post a message saying 'Happy birthday' on your timeline yesterday, but I couldn't find it.
- Tanya:** No, I've de-activated it.
- Olga:** De-activated it? What does that mean?
- Tanya:** Well, it's still there, but no-one can see but me.
- Olga:** Why did you do that?
- Tanya:** Oh, lots of reasons. First, because I spend too much time on Facebook.
- Olga:** OK, but can't you just use it less? If you don't use Facebook, you won't know what's happening with your friends.
- Tanya:** Why? I'll find out what's happening with my real friends. I can talk to you!
- Olga:** Well, of course you can. I agree with that.
- Tanya:** And another reason is that I'm bored with reading stupid posts from people. People boast about how many friends they have, when they haven't even met some of them! Or people gossip and criticise other people. It's easy to be cruel online.
- Olga:** Yes, someone tweeted some really horrible things about Vanessa yesterday. She didn't know who it was, and she was really upset. But no-one can post on your Facebook page if you don't know them. You don't have to de-activate it.
- Tanya:** Well, no, but the other thing is that I want to stop people I don't know finding out personal things about me. People can post photos of you and tag you, and then people you don't know can click on the tag and see information about you. It's really difficult to keep things private.
- Olga:** Yes, I suppose we should all be more careful.
- Tanya:** Anyway, I've decided to de-activate my account. It's an experiment to see if I can live without it for a month. I'll use the time I normally spend socialising online talking to my real friends face to face or on Skype™. After a month I'll decide. I might delete it or I might activate it again.
- Olga:** Interesting! I must go. I'm late. I'll Skype™ you after school for a chat.

Track 6 Unit 6 page 59

- Jordan:** All my life I've been scared of spiders, and the problem was getting worse. I had to ask my sister to go in the bathroom and see if there were any in the bath once. Then one weekend my family rented a little house in the country. There were spiders everywhere and I was terrified the whole time. It was awful!
- Anyway, when I arrived home, I joined a course at my local zoo called 'Learn to Love Spiders.' Their website said it helps people to lose their phobia of spiders in only two sessions!
- When I arrived for the first session I met the other participants. We all looked very worried and nervous! First, a hypnotherapist explained to us how phobias start, and then she asked us to explain to everyone why we were frightened of spiders. Then a spider expert told us a lot of interesting things about spiders. For example, she said that there are 40,000 types of spiders in the world but only eight are dangerous, and none of them live in Britain. Spiders aren't aggressive and hardly ever bite, and we need them to catch insects. Basically, there is no good reason to have a spider phobia, but millions of people are terrified of them. The expert said that the thought of the spider is usually more terrifying than the real danger.
- Next week I'm going back for the second part of the course. It sounds interesting. First we're having a group hypnosis session with the hypnotherapist. He's going to remove any negative feelings about spiders we still have, and make us feel positive about them instead. He says that one day we'll all want to have pet spiders, but I don't think I believe him!

Track 7 Unit 7 page 69

- Kesia:** Dad, I want to stop going to school.
- Dad:** Kesia, you're only 14. You can't leave school until you're 16!
- Kesia:** No dad, I mean I want to start learning at home. School's boring! I learn more at home.
- Dad:** Boring? You study lots of interesting things, and you often say you have fun.
- Kesia:** Well, I do like some of the subjects, but not all of them. If I didn't go to school, I would learn a lot more, and I wouldn't have to worry about stupid things like wearing a school uniform.
- Dad:** What gave you this idea?
- Kesia:** I found a website for people who 'home educate'. That's what they call it. It's fascinating. If I did it, I could choose what to do. I wouldn't study Literature or Maths, I'd do more Science, History and Geography.
- Dad:** Well, I don't know. You'd have to be very disciplined to learn on your own. You couldn't just go on the internet and read things, or watch YouTube. I don't think you'd enjoy being at home all day.
- Kesia:** Well, the website suggests lots of fun things to do, like visiting museums or going for walks to find plants and insects. That's better than spending all day in a classroom!
- Dad:** OK, but what about your friends?
- Kesia:** Well, if I didn't see them, I'd miss them. But my best friends are sometimes in different classes at school anyway.
- Dad:** Yes, but you see them at break time. And you often do homework together. That wouldn't work if you were learning at home. Look, I think your mum and I need to talk about this. We have to be sure we're doing the right thing. Leaving school is a big decision to make. There's a lot to think about, like exams. If you wanted to go to university, how would you take the exams you needed?
- Kesia:** I don't know, but I'm sure it's possible. You're right, I need to find out more about home education.
- Dad:** Yes, and maybe talk to someone who's home educated, so you can ask them questions.

Workbook audioscript

Track 8 Unit 8 page 79

Monica: Good morning, and welcome to 'Everyday problems', with me, Monica Green. My topic today is something we are often asked about; Electronics. Nowadays homes are full of gadgets like games consoles, computers, MP3 players and tablets. But the problem is that they don't last long, and new, better, faster versions of these machines are in the shops every year. So in most homes our old ones are abandoned or forgotten. What should we do with them?

Gadgets fall into two basic categories – stuff that still works, and stuff that doesn't work. So let's look at what you can do. First, stuff that works. I hate it when I throw something in the bin that still works perfectly. But these days there are lots of websites where you can sell your unwanted gadgets. Don't assume that if you don't want them, on-one else will, and it's surprising how much people will pay, too! Another possibility is to give them to charity. Some charities operate in developing countries, so your old electronics are distributed in parts of Africa or South America.

Second, stuff that doesn't work. One thing I've discovered is that colleges and universities often need electronics that don't work. This equipment is taken to pieces by the students, who then learn how to put it back together so it works again. Some charities are also pleased to accept gadgets. They are either repaired or sold, or, if that isn't possible, they are recycled. Electronics contain plastic, glass and a variety of metals. Some are valuable, like copper and gold. Nowadays, recycling is big business. There are a lot of companies which specialise in recycling electronics, and they buy direct from the public, too.

The one thing you must NEVER do, of course, is throw away your old gadgets. If you do, they can cause serious pollution and damage the environment. But there's no need to waste things! You can reduce the rubbish in your cupboards and do something useful with it. As always, look on our website for a list of organisations you can sell or give electronics to.

Track 9 Speaking extra page 88 Exercise 2

Conversation 1

Girl: I reckon living in the country is healthier than living in a big city.

Boy: I suppose so, but it could be a bit boring.

Girl: Yes, that's true. Life is better here in the city.

Conversation 2

Boy: There's nothing to do and we have no friends.

Girl: What? I don't agree. We have lots of friends.

Boy: Maybe, but they all live far away and it's difficult to meet up with them.

Girl: Well, I reckon it's easier than you think.

Boy: Perhaps you're right, but I'm bored.

Conversation 3

Girl: I don't like my school. It's too big. I'd prefer to go to a small school like yours.

Boy: I don't agree. I think a big school is better. In my school you know everyone and they know you.

Girl: Exactly! I reckon it's nicer when you know everyone.

Boy: Maybe, but it also means if you do something wrong, the whole school knows.

Girl: Perhaps you're right. That can be a problem.

Boy: Like that time I fell and broke my glasses. Everyone in the school saw me and laughed at me! It was awful!

Girl: I suppose so. But it sounds very funny!

Track 10 Speaking extra page 87 Exercise 4

Amy: I hate winter! It's freezing and there's another snow storm tomorrow.

Jamie: Yes, but at least our PE class will be indoors today.

Amy: I suppose so. But it's so boring. We can't go anywhere.

Jamie: Maybe, but where would you like to go?

Amy: To the beach. I reckon life in California would be better. Why can't I live there? It'd great to live in California.

Jamie: I don't agree. I like winter here. There's lots of snow and we can go skiing every day. It's great!

Amy: Well, I don't think so. You know I hate skiing. I'd prefer to be warm all the time, with sunny weather! Like in California.

Jamie: Perhaps you're right. But you'd have to put on sun cream all the time, carry a water bottle and wear sunglasses.

Amy: Yes! Great!

Track 11 Speaking extra page 87 Exercise 5

1 I think living in a warm country would be great.

2 I don't think I'd like to live in a cold country.

3 I reckon a big school is better.

4 I don't agree.

5 I think life would be great.

Track 12 Speaking extra page 87 Exercise 6

Nathan: I love going camping. I think it's great to sleep in a sleeping bag under the stars.

Eva: Camping? No, thanks. I don't think sleeping under the stars is great at all. You're probably freezing and in this country there's always heavy rain.

Nathan: That's probably true. But where's your sense of adventure?

Eva: I reckon you have to be mad to go camping.

Nathan: Maybe, but it's the best way to see the countryside and to get some fresh air.

Eva: I don't agree. There are lots of ways to do that. You can go cycling or trekking. That's what I like doing.

Nathan: Yes, I suppose so. But when you go camping, you have more time and it's more relaxing.

Eva: Fine, but I still prefer to sleep in a big comfortable bed in a hotel.

Track 13 Speaking extra page 88 Exercise 2

Conversation 1

Girl: I'm not sure what to say to Helen.

Boy: What's the problem?

Girl: I just want to send her message to say I'm sorry about last night.

Conversation 2

Girl: This exercise is impossible! Do you know how to do it?

Boy: What's up?

Girl: Well, I'm not sure how to do this Maths problem.

Boy: All you have to do is to add these three numbers and then multiply by five.

Girl: Oh, okay! I understand it now. That's very kind of you. Thanks.

Boy: You're welcome.

Conversation 3

Boy A: Hey Jason, can I ask you something?

Boy B: Sure. What is it?

Boy A: It's this History project. I can't find any information about it on the internet.

Boy B: Well, what do you need?

Boy A: I want to find a picture of a Viking ship.

Boy B: Well, all you have to do is search images – just type 'Viking ship' here. Here let me show you.

Boy A: I can't believe I didn't think of that! Thanks.

Workbook audioscript

Track 14 Speaking extra page 88 Exercise 4

Lily: Hey, Chloe. Can I ask you something?
Chloe: Yeah, sure. What's up?
Lily: It's this social science project. I have to write a biography of Nelson Mandela. But I'm not sure where to start.
Chloe: He was very famous. What do you need?
Lily: Well, where do I find out about him?
Chloe: I think you should look on the internet first. Here, let me help you.
Lily: Thanks. That's really nice of you!
Chloe: It's easy. All you have to do is look at an online encyclopedia. Read about him and make notes of the most important moments in his life.
Lily: I'm not very good at deciding what's important.
Chloe: Don't worry. I'll give you a hand if you like.
Lily: Great! That's really kind.

Track 15 Speaking extra page 88 Exercise 5

1 Can_I_ask_you something?
2 I'll give_you_a_hand.
3 Let me_show_you.
4 I'm not sure how_to do_it.
5 What do_you_need?

Track 16 Speaking extra page 88 Exercise 6

Oliver: Hi Lewis? What are you doing?
Lewis: Oh, hi Oliver. Just some homework. But I'm so tired.
Oliver: Here, I'll give you a hand if you like.
Lewis: Thanks. I'm not very good at History.
Oliver: It's not that difficult. All you have to do is write the correct date.
Lewis: Yes, but I'm not very good at remembering dates. Especially when I'm tired!
Oliver: Yeah, I know. You forgot my birthday! What do you need?
Lewis: Let's see. When did the Romans come to Britain?
Oliver: That's in Chapter 1 of the history book. Here let me show you.
Lewis: Thanks. Oliver, can I ask you something?
Oliver: Sure. What's up?
Lewis: How do I get a good night's sleep?
Oliver: You have to feel relaxed before you go to sleep.
Lewis: OK, but I'm not sure how to do that.
Oliver: Well, let's finish this History quiz first. Let's see ... the Romans in Britain ... Lewis? Lewis?

Track 17 Speaking extra page 89 Exercise 2

Conversation 1

Boy: Kim, do you fancy going to a photo exhibition tomorrow?
Girl: A photo exhibition?
Boy: Yeah, we'll see photos of famous pop and rock bands.
Girl: Yeah, sounds good!
Boy: OK, I'll call you tomorrow.

Conversation 2

Girl A: Amy, how about meeting up tonight!
Girl B: Yeah, why not? What shall we do?
Girl A: Do you fancy coming to my house?
Girl B: OK, shall we play that new video game?
Girl A: That's a great idea! But you know I'm not very good at video games.
Girl B: Don't worry, it's easy.

Conversation 3

Boy A: Are you going to the festival on Saturday?
Boy B: What festival?
Boy A: The busker festival. Do you fancy going to it?
Boy B: Yeah, why not? Let's go together.
Boy A: It starts at 11 o'clock. What time shall we meet?
Boy B: How about meeting at my house at 10? Then we can take the bus into town.
Boy A: That's a great idea!

Track 18 Speaking extra page 89 Exercise 3

Will: Oh, look, The King Birds are coming to do a concert.
Carol: Great. Do you fancy going to see them?
Will: Yeah, why not? Shall I ask my dad to get tickets?
Carol: No, let's go and buy them together.
Will: Sounds good.
Carol: Where are they selling them?
Will: In Piano Sounds – that shop in town.
Carol: How about going this afternoon?
Will: OK, what time shall we meet?
Carol: After school?
Will: That's a great idea! See you later.

Track 19 Speaking extra page 89 Exercise 5

1 Do you fancy going to a concert?
2 Shall I ask Rebecca to come with us?
3 How about going after school?
4 Shall I go to your house?
5 How about going for an ice cream later?

Track 20 Speaking extra page 89 Exercise 6

Connor: Hey, Liam, you play the guitar, don't you?
Liam: Yes, I do.
Connor: Well, I play the drums. Do you fancy playing together?
Liam: Yeah, why not? Can we practise at your house?
Connor: I think so. I'll have to check with my parents.
Liam: Shall I ask Helen to come, too? She plays the piano and her friend Florence plays the bass guitar.
Connor: That's a great idea! We can all practise together.
Liam: Hey, how about starting a band?
Connor: Well, let's practise together first.
Liam: What time shall we meet?
Connor: I'll send you a message after I talk to my parents.
Liam: Sounds great! I'll start thinking of a band name. Liam and Friends? One Liam? Liam and the Gang? ...

Track 21 Speaking extra page 90 Exercise 2

Conversation 1

Boy: Excuse me, where can I sign up for the course?
Woman: Right here.
Boy: What do I need to bring?
Woman: Just warm clothes. We'll give you the skis, boots and a helmet.

Conversation 2

Girl: So are you coming trekking with us on Saturday?
Boy: I think so. Can I ask you a few things about the trip?
Girl: Sure. What would you like to know?
Boy: How long is the trek?
Girl: Not that long. About three hours all together.
Boy: Three hours? OK, what do I need to bring?
Girl: Well, a good, strong pairs of boots, a water bottle and sunglasses.

Conversation 3

Girl: Hi, can I ask you a few things about the climbing course?
Man: Of course. What would you like to know?
Girl: Does the price include all the equipment?
Man: Yes, we'll give you everything you need.
Girl: And what do I need to bring?
Man: Nothing. Just wear comfortable clothes.
Girl: What about the mountain? How do we get there?
Man: The bus leaves in an hour.
Girl: OK, where can I sign up?
Man: Sign up at the campsite.
Girl: OK, thanks.

Workbook audioscript

Track 22 Speaking extra page 90 Exercise 4

Justin: Can I ask you a few things about the trip to the theme park?
Guide: Sure. What would you like to know?
Justin: First of all, what time are we leaving tomorrow?
Guide: The bus leaves at 10 o'clock in the morning and you'll be back here at about five o'clock.
Justin: So how long is the journey to the theme park?
Guide: It's not far, about 40 minutes.
Justin: OK, what do we need to bring?
Guide: Nothing really. Maybe some money for water or sweets but lunch is included.
Justin: Does the price include all the different rides?
Guide: Yes, you can go on everything.
Justin: Even the Monster Mountain roller coaster?
Guide: Everything.
Justin: OK, where can I sign up?
Guide: Right here. What's your name? ...

Track 23 Speaking extra page 90 Exercise 5

- 1 Where can I sign up?
- 2 What about food?
- 3 Can I ask you a few things about the course?
- 4 Does the price include transport?
- 5 How long is the trip?
- 6 What do I need to bring?

Track 24 Speaking extra page 90 Exercise 6

Jacob: Hi, Taylor. Are going on the sailing trip tomorrow?
Taylor: Yeah. I can't wait. This is my third time! Are you going too?
Jacob: I don't know. I've never been sailing. Can I ask you a few things about the trip?
Taylor: Sure.
Jacob: How long is the trip? I mean how long are we out in the boats?
Taylor: Oh, we're usually out for about three or four hours.
Jacob: OK, wow! That's a long time ... err ... and what do I need to bring?
Taylor: Well, swim shorts, shoes that you can get wet and that's all I think.
Jacob: What about life jackets?
Taylor: Oh, no. You'll get one of those, of course.
Jacob: And does the price include some swimming lessons first?
Taylor: Swimming lessons? Err ... no. You can't swim?
Jacob: Well, no.

Track 25 Speaking extra page 91 Exercise 2

Conversation 1

Boy: Why are you so nervous?
Girl: Because I have to play the piano in the school concert tomorrow.
Boy: Don't worry! Have you practised?
Girl: Yes, every day for two weeks!
Boy: You'll be fine.

Conversation 2

Girl: What's the matter? Why are you so worried?
Boy: Well, our teacher has asked us to write a blog post.
Girl: A blog? No problem! What's it about?
Boy: That's the problem. It can be about anything we want!
Girl: You don't need to worry! What are you going to write about?
Boy: I don't know!
Girl: Oh, well. I think I can help you. What are you interested in?

Conversation 3

Girl: So are you ready for the football match tomorrow? It's the final!
Boy: I'm really nervous. It'll be really hard.
Girl: Don't worry. You can win. We've got the best team.
Boy: Yes, but Daniel can't play. We can't win without him.
Girl: Of course you can! Charlie is going to play and he's great.
Boy: But what about the weather. There's a heat wave!
Girl: Yes, it is hot but you don't need to worry, just drink lots of water.

Track 26 Speaking extra page 91 Exercise 4

Lucy: So you're going to Berlin tomorrow on the school exchange! Are you excited?
James: Yes, but I'm also a bit worried.
Lucy: Don't worry. It'll be fine.
James: Yes, but what if I don't like my exchange student?
Lucy: No problem. I'm sure you'll like him.
James: And what if he doesn't like me.
Lucy: You'll be fine. You're a really nice person.
James: And I can't speak German – I don't know what to say.
Lucy: Of course you can. You're the best in the class.
James: I haven't got a present for my exchange student's family.
Lucy: I think I can help you. Come on, let's go shopping.
James: Thanks, Lucy. I just can't think of anything to get them.
Lucy: No problem... it doesn't have to be a big present. It'll work out all right.

Track 27 Speaking extra page 91 Exercise 5

- 1 Don't worry!
- 2 You'll be fine.
- 3 No problem.
- 4 You don't need to worry.
- 5 Of course you can.

Track 28 Speaking extra page 91 Exercise 6

Tom: So are you going to call her or not?
Jake: Yes... just hold on. I don't know what to say.
Tom: Don't worry. Just say hello.
Jake: OK ... Hello, Jessica ... And then what?
Tom: Listen I think I can help you. What do you want to say to her?
Jake: I want to ask her to help me with this project. But I can't do it!
Tom: Of course you can. Just say hello and then ask her to help you.
Jake: But what if she says no? She might laugh at me.
Tom: No, she won't. You'll be fine. Just call her.
Jake: OK, ... can't I just send her a text message?
Tom: No, it's better if you call her. It'll turn out all right.
Jake: I'm really nervous.
Tom: You don't need to worry. She'll help you. I know she will!

Track 29 Speaking extra page 92 Exercise 2

Conversation 1

Girl: The restaurant is on the fourth floor. Let's take the lift.
Boy: Oh, it's OK. You take the lift and I'll take the stairs.
Girl: Are you serious? It's four floors. Come on. I'm hungry.
Boy: Sorry. It's just I'm afraid of lifts ...

Conversation 2

Boy: I saw Katie yesterday at the shopping centre. I said hello to her and she didn't say anything. She looked away!
Girl: Are you serious?
Boy: Yes, she just kept on walking.
Girl: I don't believe you! But Katie was your best friend.
Boy: I know. And she was with David.
Girl: What? No way!

Conversation 3

Girl A: My parents are thinking of sending me to another school next year.
Girl B: Are you serious? Why?
Girl A: Well, they say I'm not doing very well.
Girl B: That's impossible. You get very good marks.
Girl A: And they found out that in the other school, everyone learns to play an instrument. And actually, I'd really like to play the violin.
Girl B: You're joking.
Girl A: No, why not? ... But I don't want to change schools.

Workbook audioscript

Track 30 Speaking extra page 92 Exercise 4

Oliver: So, where are we going now?
Alice: Well, we've seen the elephants, the lions, and the snakes – ugh! We're going to see the birds next
Oliver: Birds? Em... no thanks. I'm terrified of birds.
Alice: Are you serious?
Oliver: Yeah ... well, I just don't like them.
Alice: That's impossible. Birds aren't dangerous.
Oliver: Yeah ... I know but ...
Alice: I don't believe you! Anyway, the birds are in a zoo – they can't go near you.
Oliver: I don't care. They're too close for me.
Alice: Oh, come on. You're joking.
Oliver: Look ... it's quite common. A lot of people are afraid of birds.
Alice: That can't be true!
Oliver: It is true. People are afraid of dogs, insects, spiders ... why not birds?
Alice: What? No way!
Oliver: Yes, and look... don't tell anyone please. I'm a bit embarrassed about it.
Alice: Oh, okay.

Track 31 Speaking extra page 92 Exercise 5

- 1 No way!
- 2 You're joking.
- 3 That can't be true.
- 4 That's impossible.
- 5 I don't believe you.

Track 32 Speaking extra page 92 Exercise 6

Lily: Wow! What a story! I'm reading about the unluckiest man in the world.
Simon: Oh, yeah. Why is he so unlucky?
Lily: Well, he fell on a skiing trip in Colorado.
Simon: OK, that's quite common.
Lily: Yes, but there was a snowstorm so the helicopter couldn't take him to the hospital so he had to lie in the snow for four hours.
Simon: Are you serious?
Lily: Anyway, they took him to hospital and fixed his leg and sent him home. And then he fell again and broke his other leg!
Simon: What? No way!
Lily: So after that, while he was at home with his two broken legs, a snake came into the house and bit him.
Simon: A snake? That's impossible!
Lily: So they took him to hospital but he got trapped in the lift.
Simon: You're joking!
Lily: Anyway, he got out of the lift, saw the doctor and while he was still in hospital, there was a fire at his house.
Simon: I don't believe it!
Lily: His house was completely destroyed and he lost everything he had!
Simon: That can't be true.
Lily: No, it isn't actually. It's not true at all. But you'd believe anything!

Track 33 Speaking extra page 93 Exercise 2

Conversation 1

Boy A: I need your advice.
Boy B: Sure. What's the problem?
Boy A: I can't concentrate in my lessons. What do you think I should do?
Boy B: Have you tried going to bed earlier?

Conversation 2

Girl A: Oh, no! What am I going to do?
Girl B: What's the problem?
Girl A: I got detention. My parents will be really angry.
Girl B: If I were you, I wouldn't tell them.
Girl A: You're joking! It's on Friday and we're going away for the weekend.
Girl B: OK, then it's a good idea to tell them.

Conversation 3

Nathan: Hi Lucy. I really need your advice.
Lucy: Again? What's the problem this time?
Nathan: Well, I've received this weird message on my phone. It says 'Call me quickly!' But I don't know who it is. What should I do?
Lucy: Have you tried calling the number?
Nathan: Are you serious? I don't know who it is!
Lucy: Maybe you're right. If I were you I'd forget about it.
Nathan: Look! There's another message. It says: 'Don't listen to Lucy – just call the number!' Right that's it. I'm calling the number.
Lucy: Haha! Surprise! It was me!

Track 34 Speaking extra page 93 Exercise 4

John: Hi, Natasha. You look worried. What's the problem?
Natasha: Well ... I need your advice. A friend of mine posted a horrible photo of me on Facebook and she didn't ask me first.
John: Sorry. Well, it's always a good idea to ask the person's permission, isn't it?
Natasha: Exactly. And now her friends are making comments about me. What do you think I should do?
John: Well, if I were you, I wouldn't reply to any of the comments.
Natasha: Yes, but some of them aren't very nice. My parents say I shouldn't worry but they don't understand.
John: Have you tried asking your friend to take the photo off Facebook? Maybe we could talk to her together.
Natasha: Thanks, John.

Track 25 Speaking extra page 93 Exercise 5

- 1 I need your advice.
- 2 If I were you, I'd ask her.
- 3 Maybe we could go together.
- 4 Have you tried calling her?
- 5 It's a good idea to call first.

Track 36 Speaking extra page 93 Exercise 6

Emily: Tania, I need your advice.
Tania: What's the problem, Emily?
Emily: It's my Maths grade. It's awful. I have to get better grades. What do you think I should do?
Tania: Well, first of all it's a good idea to organise your notes. You should write things down and look at them at home.
Emily: Yes, but I don't understand anything in class.
Tania: Have you tried talking to the teacher?
Emily: Mr Banks? Yes, he tries to help me but ...
Tania: I'm the same in music. You've heard me on the piano. I'm terrible. I've talked to my parents but they're so happy with my marks in Maths ...
Emily: Oh, but music is so easy. If I were you, I'd spend more time on your music and less time on Maths. So what do your parents say?
Tania: They say I shouldn't worry but I really want to be able to play the piano better.
Emily: Hey! I've got an idea. Maybe we could work together. You help me with Maths and I'll help you with the piano.
Tania: That's a fantastic idea. Let's start now. Listen to this.

Workbook audioscript

Track 37 Speaking extra page 94 Exercise 2

Conversation 1

Teacher: Carl, where's your homework?

Carl: Err ... I'm really sorry but our dog went into my room and made a big mess, and then ate my homework.

Teacher: Carl, you haven't got a dog!

Carl: Yes, we have ... it's new.

Conversation 2

Girl 1: Where were you yesterday? You were supposed to come and see that photo exhibition at the gallery with me.

Girl 2: Yesterday? Oh yeah ... the gallery. I'm really sorry. The problem was, my gran came to visit and she stayed for lunch.

Girl 1: Your gran comes for lunch every day! [exasperated] Oh, never mind. It was amazing and you missed it!

Conversation 3

Joe: What happened to you yesterday, Ben?

Ben: What do you mean?

Joe: I waited for you for an hour. I was fixing my bike and you were going to help me, remember?

Ben: Oh, I'm really sorry Joe. I completely forgot!

Joe: How could you forget? I sent you a text message.

Ben: Yes, the thing is my phone had no battery. Look, I'll come after school today, I promise.

Joe: It's OK, my dad helped me – it's fixed now.

Track 38 Speaking extra page 94 Exercise 4

Olivia: Hi Ruby. What happened to you yesterday?

Ruby: Oh, I'm really sorry. You went to the park with scouts to pick up litter, didn't you?

Olivia: Yes, and you didn't come. What happened?

Ruby: Yeah, I'm sorry. I really meant to come, honest!

Olivia: Did you fall asleep?

Ruby: No, the thing is, my mum's my room and I have to tidy first.

Olivia: But why didn't you send me a message?

Ruby: I completely forgot. I started tidying ... And the problem was I just didn't see the time.

Olivia: Oh well, never mind. We're going next week.

Ruby: Oh, great. I'll come next week, I promise.

Track 39 Speaking extra page 94 Exercise 5

1 I'm sorry.

2 I'm really sorry.

3 I meant to come.

4 I completely forgot.

5 I'll come next time, I promise.

Track 40 Speaking extra page 94 Exercise 6

David: Oh, hi Julia. Where were you yesterday? I had to do my French homework. I asked you to come and help me.

Julia: I'm sorry, David. Have you finished it?

David: Yes, and I've given it to the teacher.

Julia: I meant to come, honest. I know it was really important.

David: Yes, it was.

Julia: I'm really sorry. I wanted to do it with you. The problem was, I had to help my dad in the garden.

David: I sent you a text message. Why didn't you answer it?

Julia: Yes, I saw it but the thing is, right at that moment my dad was cutting down a tree and then I completely forgot.

David: Oh well, never mind. So will you help me with my next French homework?

Julia: More French homework? Well, the thing is ... I'm really sorry but ...

David: What now?!

Julia: Of course, I'll help you, David ... tomorrow. I promise.

David: Tomorrow? But I have to do it now! Oh come on Julia ...