

gateway

to the world

A2

Teacher's Book
with Teacher's App

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gateway to the world

1

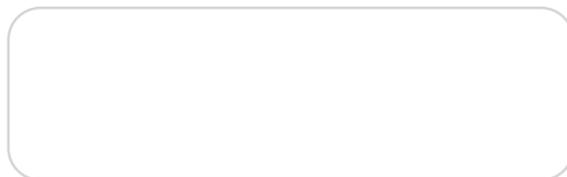
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2

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System Requirements

Information is correct at the time of print. We recommend that you review the latest system requirements at: <https://www.macmillaneducationeverywhere.com/system-requirements/>

The app works online and offline. Internet connection is required to download content, synchronize data and for initial login.

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Desktop

Windows: 8.1, 10; Apple Macintosh: 10.12, 10.13, 10.14; Linux: (Ubuntu) 16.04, 18.04 (64-bit and 32-bit); Debian 8 (64-bit and 32-bit). Browser: IE 11 / Edge (latest) / Firefox (latest) / Chrome (latest) / Safari (latest). CPU Speed (equivalent): Any 2GHz dual core processor.

RAM: 4GB (we recommend a minimum of 4GB RAM for optimal performance); Local storage: 4GB (please note that content size will depend on your course).

For customer service and help with system requirements, please visit help.macmillaneducation.com

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Gateway to the World retains many of the elements that have made Gateway so popular with teachers and students alike. It combines a balanced approach to grammar, vocabulary and skills with thorough exam preparation. The Student's Book has a clear, logical unit structure, which is easy to use for teachers and engaging for students. And, of course, Gateway to the World has been developed and written by best-selling author and teacher, David Spencer, who brings his knowledge and experience from years of teaching teenagers to the course.

Gateway to the World builds on the successful formula of the original course with new content and features, which not only help to motivate students and improve their language-learning potential, but also develop the skills and knowledge that they will need outside of the classroom in an ever more interconnected world.

What makes a great learner?

Great thinkers become great learners. The ability to think in different ways and deal with problems and challenges using a range of skills helps us to learn more effectively and achieve our goals and aspirations. What kinds of skills do your students need to become great thinkers ... and great learners?



EMOTIONAL INTELLIGENCE

The ability to identify and manage your own emotions, as well as other people's.



CULTURAL AWARENESS

The ability to recognise and appreciate that there are both similarities and differences between cultures.



CRITICAL THINKING

The ability to think carefully about a subject or idea in a rational and open-minded way.



GLOBAL COMMUNICATION

The ability to interact successfully in the real world with people or through creating or understanding content such as videos or blog posts.



DIGITAL LITERACY

The ability to group together a range of computer-related competencies that enable us to find, evaluate, create and communicate information on digital platforms.

The material in Gateway to the World has been specially developed to give your students regular practice of these core great-thinker skills.

In the Student's Book ...

Great Learners, Great Thinkers

This unique new section in each unit of the Student's Book combines a variety of beyond-the-classroom features which will help your students develop the skills they will need for life outside of the learning environment. The Great Learners, Great Thinkers pages have been specifically developed to help students improve their thinking skills and their understanding of their own emotional wellbeing. Thematically tied to the content of the unit, each double-page section features a **Visible Thinking Routine**. The routines help students develop alternative thinking strategies through scaffolded, step-by-step activities. Special **Social and Emotional Learning SEL** tasks encourage students to think about their own social and emotional wellbeing by exploring themes such as empathising, listening to others, and keeping an open mind.

At the end of the lesson, students consider how well they think they apply the aspect of Social and Emotional Learning to their own lives by grading themselves in the **Learner profile** at the back of the Student's Book.



Documentary videos

Each Great Learners, Great Thinkers section begins with an impactful, engaging, real-world documentary video related to the topic of the lesson, which acts as a springboard to exploring the theme of the section. Each video is graded to the level and has a subtitles option.

The videos are further exploited with a range of comprehension tasks.



Real-world content

The Student's Book is full of fascinating real-world content, which will resonate with teenage learners. Topics for texts and activities have been specifically selected with the interests of today's teenagers in mind. In particular, texts on the main Reading and Listening pages are always based on real people, places and events. This real-world content ensures that students are not only learning a language, they are also learning about the world outside the classroom.



Projects and Virtual Classroom Exchange

The Student's Book contains five **Collaborative projects**: one project after every two units which links back thematically to one of two **Culture exchange** activities in the preceding two units. The projects practise a range of skills, such as academic and digital skills, and give students the opportunity to work collaboratively in groups to research and create a project on a cultural topic from their own country. Not only can students present their project to the rest of their class, they can also take part in a **Virtual Classroom Exchange**. This unique feature allows students to connect online with other users of the course around the world, encouraging students to use English for a real communicative purpose in an authentic cultural exchange.



Flipped classroom video

The Flipped classroom refers to students learning new content outside of the classroom and then practising in class with the teacher. This allows the teacher to give more personalised help and attention during the practice stage. It also means students can work at their own pace during the presentation stage. All-new **flipped classroom grammar presentation videos** feature in every unit of *Gateway to the World*. The videos explain grammar using a variety of approaches and contexts. Depending on your students' needs, the videos can be 'flipped' and used before, during or after class for self-study. There are four different types of flipped classroom video across the Student's Book.



The first features *Gateway to the World* author, David Spencer. He guides us through the grammar point, giving helpful examples and bringing his own unmistakable sense of humour to his explanations.



The second is a vlog presented by teenage 'Grammar Gurus' Nate and Chloe. The Grammar Gurus love grammar and, by using examples from their own everyday lives, they explain why, how and when to use it. Each vlog ends with a fun quiz for the whole class.



The third type of flipped classroom video uses engaging animation to present and explore each grammar point – spot the cat in each video!



The fourth type of video uses a whiteboard animation approach, presenting each grammar point in a clear and logical way.

The variety of approaches in the flipped classroom videos help make learning grammar engaging and fun for teenage learners.

Exam success

After every two units, the Exam success pages give students further practice of the A2 Key for Schools-style exam tasks they have seen in the preceding two units. As well as revising these task types, the pages also offer useful exam tips so students can maximise their potential in both school and official exams. There is also a full set of exam tips, which offer more in-depth help and exam strategies, in the Student's and Teacher's Resource Centres.

On-the-Go Practice

On-the-Go Practice provides students with gamified practice of the key grammar and vocabulary from the course for use on mobile devices.



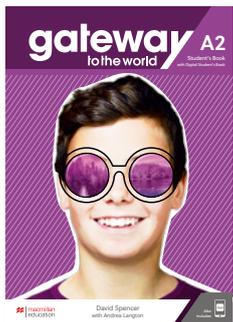
In the Workbook ...

Exam trainer

The Exam trainer offers full practice of A2 Key for Schools exam papers, plus a complete breakdown of the different parts of the exam, with information on assessment for each task and handy exam tips.

For students ...

Student's Book



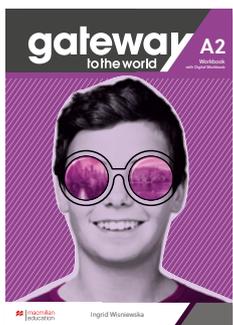
The A2 *Gateway to the World* Student's Book contains ten units with grammar and vocabulary reference and revision in the **Check it** sections at the end of each unit. Exam-style activities appear throughout the Student's Book, with consolidation and practice after every two units on the **Exam success** pages.

Digital Student's Book



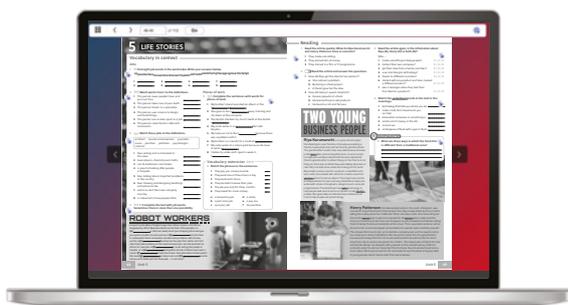
The A2 *Gateway to the World* Digital Student's Book offers a content-rich, interactive learning experience for your students. Enhanced Student's Book pages are easy to navigate, and contain embedded audio and video, as well as interactive activities.

Workbook



The Workbook provides consolidation of the core grammar and vocabulary from the Student's Book, with extra reading, listening, speaking and writing practice. **Cumulative review** pages after every two units offer further revision, whilst **Great students' tips** give advice on study and exam techniques.

Digital Workbook



The digital version of the Workbook features fully interactive activities, with audio and automated marking.

On-the-Go Practice

On-the-Go Practice offers fun practice of the vocabulary and grammar from the Student's Book. Students complete interactive activities and collect rewards in Challenge Mode through course-aligned, bite-sized activities, all designed for use on mobile devices.



Student's App

The Student's App gives students access to a selection of digital components, such as the Digital Student's Book, Digital Workbook, Student's Resource Centre and On-the-Go Practice. The app can be downloaded or opened online in a browser.

Student's Resource Centre (SRC)



The Student's Resource Centre contains materials accessible by your students, including **Tips for exam success** and audio for the Workbook.

Reader

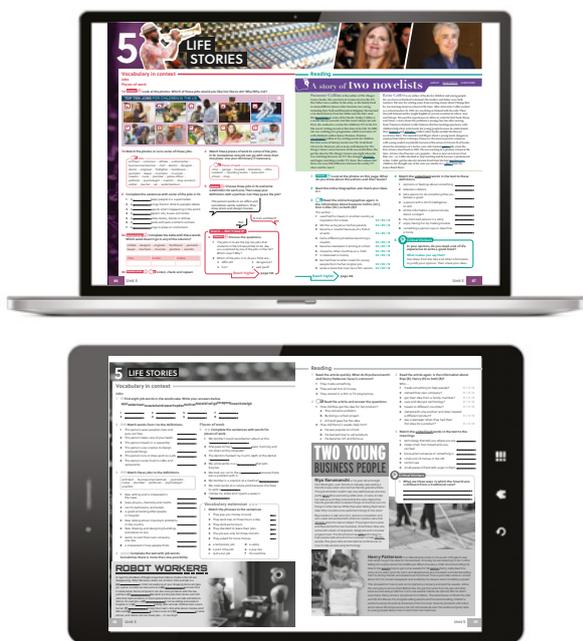


The digital version of the Graded Macmillan Reader, *White Fang*, can be downloaded or viewed online by students.

For teachers ...

A flexible approach to lesson delivery is more important than ever in today's world where every teaching context is different, with its own advantages and challenges. *Gateway to the World* offers simple solutions to challenging classroom conditions by catering to a range of learning environments through its array of digital components. From in-person teaching to hybrid learning, the digital offer in *Gateway to the World* is designed to make preparation and delivery of classes straightforward and stress-free.

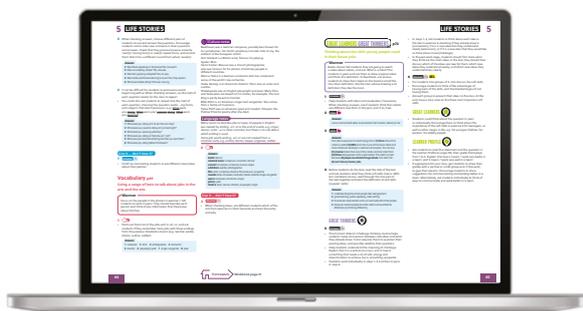
Classroom Presentation Kit



The Classroom Present Kit comprises the Digital Student's Book and Workbook with fully interactive activities. Enhanced Student's Book and Workbook pages are easy to navigate, and contain embedded audio, video and answer keys: perfect for setting up and correcting activities in all classroom contexts.

eBook

The eBook for teachers is a digital version of the Teacher's Book, accessible via the Teacher's Resource Centre.



Kahoot!*

Test language and add an exciting and fast-paced competitive element to class revision with specially-designed *Kahoot!* quizzes.

Go to www.macmillanenglish.com/kahoot

Teacher's Resource Centre (TRC)



The Teacher's Resource Centre offers a wide range of easy-to-access supplementary resource materials and worksheets, including extra grammar and reading practice, end-of-unit, mid-year and end-of-year tests at two levels of challenge, and translated wordlists.

Test Generator



Use the Test Generator to create and tailor tests to the individual needs of your students. You can also download existing end-of-unit, mid-year and end-of-year tests at two levels of challenge.

Teacher's App

The dedicated Teacher's App contains all of the *Gateway to the World* digital components including the Student's Book and Workbook which can be projected onto an interactive whiteboard. Teachers can also access a **Learning Management System** where they can create classes, add students and track their progress. The Teacher's App can be downloaded or opened online in a browser.

Homework Manager

Assign homework and set helpful reminder notifications for students who are using the Digital Student's Book, Digital Workbook or On-the-Go Practice to complete tasks in time for class. The Homework Manager is also a very useful channel of communication with your class when working remotely: you can send links to sharing platforms to all the class at once.

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Diversity and inclusion

How the world is represented in educational materials is important. The content, wording, images and information students see on a regular basis shape their view of the world, which in turn helps to form their beliefs and opinions. This affects their interactions and behaviour towards others both in and outside of the classroom. With this in mind, the content of *Gateway to the World* has been developed with the aim of portraying a range of diverse groups in order to reflect the world we live in, from an even balance of genders in non-stereotypical scenarios, to a range of people from a variety of cultures and backgrounds.

Photos and artwork

Care has been taken to promote diversity through the visual aspect of the course, with a wide range of people from different backgrounds and cultures in photos and illustrations. Effort has also been made to portray a good balance of genders in images throughout the Student's Book and Workbook.



Content and subject material

There is a strong international feel to the content of the course with human stories featuring protagonists from a variety of backgrounds, nationalities and ethnicities.

Anti-gender stereotyping

Stereotyping and assigning specific roles and characteristics based on gender can have negative consequences for both boys and girls. This can affect educational choices and future career aspirations, as well as self-esteem. These stereotypes can be subconsciously reinforced through the subtle messages communicated in the things young people see and read. In *Gateway to the World*, students are exposed to positive role models from both sexes in non-stereotypical roles and contexts.



Mixed-language-level classes

All classes contain students who require varying degrees of support, and mixed-language-level – more commonly known as mixed ability – classes present teachers with considerable challenges when preparing and delivering their classes. Aside from the materials we might use to cater to mixed-language-level classes, successful and inclusive mixed-language-level teaching is heavily dependent on teacher attitude and classroom culture. It's important to build a supportive classroom environment in which all learners are valued and treated as individuals. Ways in which this can be achieved might include:

- Having high expectations of all students in the classroom, and consciously and unconsciously communicating to students that you believe in them.
- Involving all students in all lessons, through interactive teaching, graded questioning and tasks, and personalisation of topics.
- Fostering within students a sense of responsibility, importance and trust from the teacher.
- Avoiding labels such as 'weaker' or 'stronger' students, or thinking of ability as a 'fixed', unmovable concept.
- Rotating groups regularly to avoid creating any 'fixed-ability' or 'fixed level' sub-groups within the class.

Below are some possible strategies and techniques that you can try in your mixed-language-level classes to ensure that every student, no matter their language level, gets the most out of the class.

Group dynamics

Begin the whole class together with a lead-in activity to provide a sense of community and a foundation for the levelled tasks that will follow. Lead-in activities preview, present and practise language in a way that lends itself perfectly to whole-class, multi-level instruction. At the end of a lesson, always bring the class back together and assign a whole-class activity.

Group, pair and individual work

- Vary the way students work in the class to address different levels and needs. Organise students to work in pairs, small groups and teams. It is less stressful for students who need more support to work with other classmates because they have more time to think about tasks, and students can help and learn from each other.
- Regardless of the level of a student's English, they all get better results through working collaboratively than they do by working on their own. Pairwork is usually successful in the mixed-language-level classroom because it is easy to control and there is greater student participation. Depending on the task, decide how to organise your students into pairs: students with a similar level can work together at their own pace, or a more confident student can pair with a student who needs more support. The latter option can be useful as the more confident student can help and support the other student in the pair. Remember to rotate pairs regularly so students get a chance to work with different partners.
- Individual work allows for variations in speed and level. By giving a time limit rather than a quantity-of-work limit (e.g. 'Do as much as you can in two minutes.' instead of, 'Do exercise 7.'), students are able to work at their own pace.

How to increase the level of challenge

- Ask students to try to work out the meaning of new words from the context and to elicit grammar rules by looking at the language in context.
- When doing listening comprehension tasks, ask students to summarise what they heard after listening to the audio the first time (as a whole class or in pairs). Encourage students to write their own comprehension questions to ask the class.
- For reading texts, students could write their own comprehension questions to ask the class, select six new words from the reading text to write definitions for and learn, or create their own sentences using new vocabulary from the reading text.
- Indicate where something could be said in a more interesting or more complex way, and set creative and open-ended tasks that can be accessed at and taken to a higher level.

How to increase the level of support

- Give clear instructions, ideally via more than one sense (e.g. spoken and visual), and check students have understood the task before they begin with concept-checking questions.
- Grade your questions in whole-class activities to ensure that all students are able to participate, and praise small successes.
- Simplify gap-fill tasks by introducing optional answers, so students can identify the correct answer rather than having to produce it.
- Be selective in your error correction and praise students for what they have managed to do, regardless of what others have produced.
- Pause the audio regularly to check understanding during listening activities and explain if anything remains unclear. For more difficult texts, provide audio scripts after the first two listenings.

How *Gateway to the World* caters to mixed-language-level classes

The mixed-language-level materials in *Gateway to the World* have been divided into the three categories in the table below so that teachers can clearly identify which materials are intended to cater to individual students' needs, which can be used for whole-class mixed-language-level teaching, and those materials aimed at supporting the teacher with their mixed-language-level teaching.

| Personalised support | Whole-class engagement | Teacher resources and development |
|--|--|--|
| Differentiated materials or alternative tasks for activities where students will benefit from different levels of challenge and support. | Solutions for ensuring all students are involved and engaged in group work and whole-class teaching. | Simple and practical tips and tools to allow teachers to manage the class with confidence. |
| <p>Flipped classroom videos give students the chance to 'pre-study' the grammar for the following lesson, allowing them to study at their own pace.</p> <p>Reach higher activities in the Student's Book cater to more confident students who are more likely to finish activities in the core units earlier.</p> <p>A star-rating system in the Workbook enables teachers to set suitable tasks according to the language level of their individual students.</p> <p>Unit, mid- and end-of-year progress tests offer grammar, vocabulary and skills revision at two levels.</p> <p>Extra grammar practice worksheets provide grammar revision at two levels of difficulty. The Test Generator allows teachers to custom-build their own tests according to their students' needs.</p> | <p>Collaborative projects offer the opportunity for students to work at their own pace within mixed-language-level groups.</p> <p>Great Learners, Great Thinkers pages move away from linguistic and comprehension skills practice to focus on elements such as Social and Emotional Learning, and creativity and critical thinking. This puts an emphasis on non-linguistic knowledge and personalisation.</p> <p>Documentary videos can be watched with the whole class and have a subtitles option for extra support for students who need more support.</p> <p>Peer review, pair and group work tasks appear throughout the Student's Book so students can work together in mixed-language-level or same-level pairs and groups.</p> | <p>Mixed-ability teaching tips appear throughout the Teacher's notes in the Teacher's Book, allowing teachers to easily adapt certain activities for their mixed-language-level classes.</p> <p>Professional development videos offer teachers helpful teaching tips including suggestions and ideas for mixed-language-level classes.</p> <p>Extra activities in the Teacher's Book offer suggestions for how teachers can extend or increase or lower the level of challenge of activities in the Student's Book.</p> <p>Fast finisher activities in the Teacher's Book provide extra activities teachers can use to occupy fast-finishing students while students who need more support complete the main activity.</p> |

Global citizenship and Sustainable Development Goals

Global citizenship refers to the development of the knowledge, attitudes and skills needed to be globally competent and to have a positive impact on the world in which we live. Understanding different cultures, identities and perspectives, as well as themes of global importance such as the environment, resources, health and well-being underpins the concept of global citizenship. The Sustainable Development Goals are a set of 17 interlinked objectives established to achieve a better and more sustainable future for everyone on the planet. *Gateway to the World* promotes global citizenship and the Sustainable Development Goals. The content of the Student's Book has been mapped to the Sustainable Development Goals and the innovative Macmillan Global Citizenship Education Framework. The course promotes and encourages many of the ideals of the Sustainable Development Goals, with a particular focus on good health and wellbeing, gender equality, sustainable cities and communities, and climate change.

Applying certain key strategies can help you to establish good learning practices to get the most out of the time you spend with your students so that they can maximise their potential as effective language learners. The following teaching tips can be used on a regular basis with your students to improve key areas such as classroom management, lesson planning and student training.

Dave



Marking written material

The table below provides a list of symbols and acronyms you can use to mark students' work. Using these makes marking quicker and enables you to assess where students' strengths and weaknesses lie. Give students a copy of this so they understand your annotations on their written work.

| Abbrev. | Meaning | Example |
|---------|---------------------------|---|
| WW | wrong word | Her room his very enormous. WW |
| T | wrong tense | I'm playing basketball every weekend. T |
| ∧ | missing word(s) | My brother is 11. ∧ Likes drawing. |
| Sp | wrong spelling | Her favourite sport is swimming. Sp |
| WO | word order | I like very much skiing. WO |
| P | punctuation | I've got a dog a cat and a parrot. P |
| V | wrong verb form | He play the guitar. |
| — | join to make one sentence | They make dinner. — They tidy their room. |
| ? | What does this mean? | I wake up a shower. ? |

Using dictionaries in class

Devoting time to dictionary use and training is beneficial for students and should regularly feature in your lessons. Ideally, students should always have access to dictionaries during class. In this way, learners get used to looking up an unknown word or finding the verb that collocates with a particular noun for a writing exercise, as well as researching the pronunciation or word stress. Dictionaries can be used in vocabulary lessons where learners are required to find the meanings of a set of words or to find examples of how they are used. However, you should also try to encourage students to work out the meanings of new words from their context in the first instance.

Encourage students to find and make regular use of a good quality online dictionary. These are quick and easy to use and often contain recorded models of the words which can be useful for students. You could recommend the Macmillan Dictionary Online for your students to use: <https://www.macmillandictionary.com>

Projects and presentations

Doing projects in class can be fun and provide a welcome break from classroom routine. Collaborative projects mean students of different levels work together and this can improve teamwork. The Student's Book contains five Collaborative projects which you can use to set up a project culminating in a poster, presentation, video message or information leaflet.

You could organise the projects into four stages with your students:

- 1 Students discuss how they will present their project and the resources they will need.
- 2 Students brainstorm ideas and pool their knowledge.
- 3 Students choose from their ideas and say who will write about what. Each student then researches information and images for their contribution.
- 4 They then organise their different texts and images, and check and correct their writing.

If students present their projects in class, set a time limit for each presentation of around five minutes. Ask other students in the class to give feedback at the end of each presentation.

Teaching online

In your first class take some time to familiarise your students with whatever platform you are using and any relevant tools that they will be required to use during the lesson. Highlight the chat box, the microphone and the mute button and any other tools they will need. Establish rules for students' participation and explain how you expect them to interact with you and the other students. Ask students to keep their microphones on mute while they are not speaking and encourage them to use the chat box if they have any questions or queries during the lesson. At the beginning of each lesson, set objectives using the chat box or presentation slides so students know what they will be doing during the session. Try to be lively and animated in your tone of voice and use gestures. Keep the class's attention by nominating students at regular intervals or ensuring whole-class participation by asking them to respond regularly using the chat feature.

Visible Thinking Routines

Visible Thinking Routines are scaffolded techniques for approaching analysis and problem solving. They can be useful because they help to direct the way students think and can guide discussions and analysis in the classroom. Each routine highlights a different approach to thinking and they can be divided into three categories: 'Introducing and exploring ideas', 'Synthesising and exploring ideas', and 'Routines for digging deeper'. Examples of the thinking routines can be found on the Great Learners, Great Thinkers pages in the Student's Book. The routines, though, can be adapted to a range of tasks in which students are practising discussion, critical thinking or problem solving. Try to introduce them into your lessons, so they become a regular part of your class. The more students use them, the better they will become at incorporating the routines into their thinking. Make sure that the particular routine fits with the type of task students are doing, for example, 'Think, Question, Explore' on page 56 of the Student's Book works well with pre-reading or listening tasks, and 'Headlines' on page 31 lends itself to the comprehension of texts. Encourage students to use their imagination and think creatively when practising the routines, this will help them to generate more expansive and interesting answers and solutions. For longer, more complex routines with various stages, go through each stage, giving an example so students gain a clearer idea of what's expected of them. Have a feedback session afterwards so students can reflect on how well they did the routines and whether they were helpful in carrying out the tasks.

Effective listening

Always remind students that before they listen to a text for the first time, they should try to form a general idea of what it is about. Students should try to predict content (from key words in the questions, photos and titles or notes that they have to complete, for example). Students can then use this information to guess what the text is going to be about. This skill helps students listen more effectively because they formulate ideas about the text in advance and listen to confirm, refine or reject those ideas.

Monitoring

It is important to monitor students from the very beginning of the course. Monitoring means observing students in an unobtrusive way. Help with any language difficulties and note down common problem areas (grammar, pronunciation and vocabulary), as well as good use of language. Comment on this to individuals or collect errors and, without saying who made each error, ask students to correct them later in the class.

Video in class

Video can be a great way to change the focus of a class, but try to make it an integral part of a lesson, rather than a one-off treat, as it works best when it forms part of a sequence of activities. Short video clips of between three to five minutes are advisable: longer excerpts can take up too much class time and students' attention may start to wander. Set pre-watching tasks so students have a reason to watch. Pause the video at regular intervals to ask questions or elicit clarifications. Give students activities to do whilst watching, such as note taking or comprehension questions. They should be questions that can be quickly and easily answered so students can write answers without missing what's on screen. You can also pause the video at intervals and ask students to predict what will happen or what someone will say next. Alternatively, play the clip without the sound and ask students to imagine what is happening or being said. Give students post watching tasks, such as questions, or elicit a discussion based on the content of the video.

Flipped classroom

The flipped classroom can be a useful tool for making students responsible for their own learning and avoiding lengthy grammar explanations in class. The flipped classroom videos in *Gateway to the World* can be used in a variety of ways. Ask students to watch the videos for homework in preparation for the next lesson. Make it clear to students *why* they are watching the video for homework and point out the benefits of the flipped classroom approach: they can watch the video in their own time and at their own pace and as many times as they like, and there will be more time in class for practice. Encourage them to make a note of any queries they have while watching the videos and to bring them to the class. At the beginning of the class, address any questions students have and elicit answers in open class. Check students have a good understanding of the grammar and continue on to practice of the language point. If students seem to be struggling with the concept of the grammar, go through the grammar explanation in the Check it section in the Student's Book before students do the practice activities. Alternatively, show the flipped classroom video again in class, stopping at intervals to check understanding or to give further examples. The video could also be used solely as a presentation tool in class. Students watch the video and do the task as a whole class before asking any questions. Students can also be given the video as homework after the class for revision.

Fast finishers

If you have students who always finish before everyone else, look at their answers and tell them how many they have got wrong, but not which ones. This is a good way to keep a fast finisher busy for a little while longer while the others catch up. It's also a good way to get students to look at their answers again, which is a useful exam strategy. You can also make use of the Reach higher tasks in the Student's Book to keep fast finishers occupied while the rest of the class finishes the main class activity.

Starter unit p6

Vocabulary English-speaking countries and nationalities • Classroom objects • Family • Descriptions • School subjects
Grammar *to be* • Subject pronouns • Possessive adjectives • Imperatives • Possessive 's • *have got* • Demonstrative pronouns

| | | Vocabulary | Grammar | Reading | Listening |
|--|-------------------------------|---|---|--|--|
|  | From day to day p14 | Everyday activities Free-time activities Places to go in a town | 1 Present simple affirmative and negative Prepositions of time 2 Adverbs of frequency Present simple questions 🌐 Culture exchange: Education in the UK | Education a different way An online article | Teenagers studying in the UK A podcast interview |
|  | Welcome home p26 | Rooms in the house Household objects and furniture Housework | 1 <i>There is/There are</i> Prepositions of place 2 Present continuous Present simple and present continuous | Welcome to the house of fun A magazine article | Housework Radio interviews |
|  | Active living p40 | Parts of the body Physical activities Sports | 1 <i>can/can't</i> Adverbs of manner 2 <i>have to/don't have, must/mustn't</i> 🌐 Culture exchange: Sport in British schools | Technology and sport An article | UK Young Sports Personality of the Year A conversation |
|  | On the move p52 | Countries and nationalities Words connected with travel Transport | 1 Past simple of <i>to be</i> <i>There was/There were</i> Past simple of <i>can</i> 2 Past simple: affirmative, negative and questions | Space tourists An online article | A holiday in California A conversation |
|  | Life stories p66 | Jobs Places of work Jobs in the arts | 1 Past continuous 2 Past simple and past continuous 🌐 Culture exchange: Famous actors from Australia | A story of two novelists An online biography | Millie Bobby Brown: Actor A presentation |
|  | Fabulous food! p78 | Food and drink Containers | 1 Countable and uncountable nouns <i>some, any, a/an</i> 2 <i>a lot of/much/many</i> <i>should/shouldn't</i> 🌐 Culture exchange: A taste of the States | You are what you eat An online article | Fast-food adverts A radio phone-in show |
|  | Into the wild p92 | Wild animals The natural world The weather | 1 <i>be going to</i> 2 <i>will/won't</i> Present continuous for future 🌐 Culture exchange: Visiting South Africa | Frozen zoos An information text | Jackson Hole, Wyoming An online talk |
|  | Our society p104 | Personality adjectives Feelings Social problems | 1 Comparative adjectives 2 Superlative adjectives Articles 🌐 Culture exchange: Charity giving in the UK | Talking about your generation A magazine article | Four news stories News reports |
|  | Shop with care p118 | Clothes Accessories and jewellery Shops | 1 Present perfect Present perfect with <i>ever</i> and <i>never</i> 2 Present perfect with <i>just, already</i> and <i>yet</i> 🌐 Culture exchange: Shopping in London | Young fashion designers An article | At the shops Dialogues |
|  | Big ideas p130 | Creating and inventing Inventions Nouns with <i>-ion</i> | 1 The passive, the passive with <i>by</i> 2 Zero conditional First conditional 🌐 Culture exchange: An inventor from the US – Thomas Edison | The next big thing ... An information text | Mark Rober: YouTuber, engineer and inventor A conversation |

Speaking

Writing

**GREAT LEARNERS
GREAT THINKERS**

Exam success

Collaborative projects

Introducing yourself
Talking about you, your family, school and free-time activities

Introducing yourself
An informal email 1

Having goals
▶ **Video:** Sophie's monthly update
***SEL:** Setting long-term goals
*Social and Emotional Learning

Exam success 1–2
Reading: 3-option multiple-choice cloze p38
Speaking: Questions p38
Listening: 3-option multiple-choice p152
Writing: An email p152

Giving opinions
A discussion

My dream house
A description of a house
▶ **Culture exchange:**
Country estates in the UK

Your home and the environment
▶ **Video:** Hannah's van
SEL: Making decisions

Collaborative project 1
Historical buildings in your country p39


Asking for information
A role-play

Arranging to meet
An informal email 2

The benefits of doing sport
▶ **Video:** Inline skating champion
SEL: Managing worry and anxiety

Exam success 3–4
Listening: Gap fill p64
Speaking: Discussion with pictures p64
Reading: 3-option multiple choice p153
Writing: Picture story p153

Talking about holidays
Talking about a holiday in the past
▶ **Culture exchange:**
Tourism in New Zealand

A four-day trip
A travel blog

Learning about different cultures
▶ **Video:** A different kind of journey
SEL: Keeping an open mind

Collaborative project 2
Tourist attractions in your country p65


Talking about a past event
Talking about a special day

Writing about a past event
A story

Work skills
▶ **Video:** Robot workers of the future
SEL: Teamwork

Exam success 5–6
Reading: 3-option multiple matching p90
Writing: An email p90
Listening: Matching p154
Speaking: Discussion with pictures p154

Ordering food
A dialogue

An invitation
An email invitation

Reducing food waste
▶ **Video:** The food-sharing app
SEL: Empathising

Collaborative project 3
Famous actors from your country p91


Making suggestions and plans
A role-play

Responding to a friend
A short message

Animal intelligence
▶ **Video:** Meerkats of the Kalahari
SEL: Being curious

Exam success 7–8
Listening: 3-option multiple-choice p116
Speaking: Describing a photo p116
Reading: Open cloze p155
Writing: An article p155

Describing a photo
Describing photos and speculating about them

Are friends more important than family?
An opinion essay

Making a difference
▶ **Video:** The climate heroes
SEL: Being considerate

Collaborative project 4
Wildlife in your country p117


Shopping
A dialogue

A recent purchase
A product review

People and their clothes
▶ **Video:** Our clothes
SEL: Keeping an open mind

Exam success 9–10
Reading: 3-option multiple choice p142
Speaking: Asking and answering questions p142
Listening: 3-option multiple-choice p156
Writing: An email p156

An important invention or discovery
A presentation

Inventors and discoverers
A biography

Great inventors
▶ **Video:** Driving inventions
SEL: Being creative

Collaborative project 5
Shopping in your country p143


Vocabulary p6

Using a range of lexis to talk about English-speaking countries, nationalities and classroom objects

Warmer

Books closed.

Play 'tennis' to revise simple vocabulary. Split the class into two teams on the left and right of the class. Give the class a category, for example, colours. Choose a student from the team on the left – that student says a colour. Then choose a student from the team on the right – that student says a different colour. Continue back and forth, choosing different students on each team until someone can't say a new word or repeats a word. The other team wins a point.

Repeat with different categories appropriate for the level: animals, family members, food, sports, classroom objects, jobs, etc.

1a 01 02

- There is an audio recording of every vocabulary set in the Student's Book. If you wish, play it before or after the related exercises, and ask students to listen and repeat each word/phrase.
- If possible, show students where each of the countries and capital cities are on a map.
- When checking answers, point out the difference in pronunciation between *Canada* /'kænədə/ and *Canadian* /kə'neɪdiən/.

Answers

1 the UK 2 British 3 Ireland 4 Irish 5 the US 6 American
7 Canada 8 Canadian 9 Australia 10 Australian
11 New Zealand 12 New Zealander

Fast finishers >>

Ask students to underline the stress in the country and nationality words in exercise 1a. Provide dictionaries to help them (the Macmillan Essential Dictionary has a reference list of countries, nationalities and languages at the back).

Answers

Australia Canada Ireland the UK the US New Zealand
American Australian British Canadian Irish New Zealander

1b + Extra activity

Ask students to work in pairs and list the countries in order of size and population. Tell them to try without checking the information. Then check answers as a class. Ask students if they found anything surprising.

Answers

size, from biggest to smallest:

Canada, the US, Australia, New Zealand, the UK, Ireland

population, from biggest to smallest:

the US, the UK, Canada, Australia, Ireland, New Zealand

2 03

- You could ask students to cover the box and try to see how many objects in the photos they already know.

Answers

a bag b pencil case c board d door e rubber
f pencil sharpener g chair h desk

3 SPEAKING

- Before students do the task, write: *What's this?*; *What's that?*; *It's a _____*. on the board. Elicit the difference between the two questions (we use *What's this?* for something close and *What's that?* for something further away).
- If possible, allow students to move around the classroom in pairs, so that they can point to objects that aren't near their desks, such as a board rubber, a dictionary, etc.

Speaking p7

Using classroom expressions; saying hello

Warmer

Books closed. Play *I spy* with the class. Write the following on the board: *I spy with my little eye something beginning with ...* and explain the game. Demonstrate for the class, by looking at something in the classroom (for example, a window) and saying: *I spy with my little eye something beginning with w*. Students guess your word, then play the game in pairs.

1a Before students do the task, demonstrate the first question as a class. Choose a student and ask: *What's your name?* Then ask: *How do you spell that?*

1b 04

- When checking answers, focus on questions for checking the meaning of words in English (*What does chair mean?*) and in the students' own language (*How do you say pencil case in English?*). Give students some more words in English and in their own language, and ask them to ask the questions.

Answers

1 e 2 c 3 a 4 d 5 b

2 SPEAKING

- With more confident classes, ask students to think of their own words to use in the questions. Ask volunteer pairs to read out the mini-dialogues for the class.

3a Focus on the photo. Ask students what they can see, and what they think is happening (a new student is introducing himself to the class). Ask how they think the new student feels.

3b 05

- When checking answers, highlight the difference between *How are you?* and *How old are you?* Say both questions for the class to repeat, making sure that they stress *old* in *How old are you?*

Answers

a What's your name? b Nice to meet you. c Are you English
d How do you spell it? e How old are you f How are you

4a If necessary, help students with vocabulary for their country and nationality.

Mixed ability

With more confident classes, tell students to work alone to change the information in the dialogue. With less confident classes, put them into groups of three and assign them roles: teacher, new student, classmate. Tell them to work together to work out which information they need to change.

4b SPEAKING

- If students didn't work in groups of three in exercise 4a, put them into groups of three now, to take the roles of the teacher, new student and classmate. They should perform the dialogue three times so that each student has a chance to take each role.
- If the class doesn't divide exactly into groups of three, some students can work in pairs, with one student taking the role of both teacher and classmate.

Grammar in context p8

Using to be; subject pronouns and possessive adjectives; imperatives

Warmer

Books closed. Write the following on the board: _____ a teacher, _____ a student and _____ students. Point to yourself and elicit the sentence: *I'm a teacher*. Then select a confident student and elicit: *You're a student*. Select male and female students to elicit: *He's/She's a student*. Then gesture to several students and elicit: *We're/They're students*.

- 1 Point out that the sentences are based on sentences from the dialogue in the Speaking section.
- After checking answers, elicit the contracted forms: 'm, 're, 's, 'm not, aren't and isn't. Explain that we usually use contracted affirmative forms with subject pronouns or nouns, and we almost always use contracted negative forms.

Answers

a am/'m b is/'s c 'm not d isn't e Are f am

- 2 When checking answers, focus on the negative forms in sentences 2, 6 and 7 and point out that 're not/'s not are acceptable contracted forms, as well as aren't/isn't.

Answers

1 Are 2 're not 3 are 4 Is 5 am 6 isn't 7 aren't 8 Is

- 3 Ask students to compare their answers by reading out the questions in pairs.

Answers

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

4 SPEAKING

- Before students do the task, demonstrate by asking them to ask you a couple of questions and giving more information about your answers.
- Ask different pairs to ask and answer some of the questions for the class. At the end, ask the class what they remember about the students.

- 5a Write the following on the board: _____? My name is _____. Elicit the question: *What's your name?* Then select a male student, and elicit the question and answer: *What's his name? His name is (Andy)*. Repeat with a female student, and then two students, eliciting: *What's her name?/What are their names?*

Answers

Subject pronouns: red Possessive adjectives: green

- 5b After checking answers, write *he's/his, it's/its* and *they're/their* on the board. Elicit that *he's, it's* and *they're* are subject pronouns + verb, whereas *his, its* and *their* are possessive adjectives. Point out the difference in pronunciation between *he's* and *his*. Point out that *they're/their* have an almost identical pronunciation.

Answers

1 Your 2 He 3 Her 4 It 5 Our 6 They

6 Answers

a My b our c we d Our e She f My g They

- 7 Give students simple instructions using imperatives, for example, *Stand up. Show me your bag. Count to 10*. Then give them some instructions with *don't*, for example, *Don't stand up*. If students follow the instruction, elicit from the class that they shouldn't.
- Point out that imperatives are simply the infinitive of the verb. Explain to students that we only use imperatives with people we have an informal relationship with, such as friends or family members.

Answers

a haven't got b don't

Language notes

Imperatives are used in informal situations, such as with family, friends, children and animals. They are also used in notices and instructions.

Imperatives can sound rude or disrespectful if used with strangers, people we don't know well or people in a position of authority. For example, teachers would probably use imperatives with their students, but not the other way round. We use constructions like *Can/Could you, Would you mind ...* to make polite requests instead.

8 Answers

1 c 2 b 3 a 4 d

+ Extra activity

Students play *Simon Says* in groups. Demonstrate as a class. Give the class various instructions, for example, *Simon says stand up* and sometimes (but not always) do the actions yourself at the same time. Include some instructions with *Don't*, but do the activity yourself. Any student who doesn't follow your instructions (i.e. they do the activity when you say *Don't*, or they don't do it when it's an affirmative) is out of the game. When students understand the game, put them in small groups to play, with different students taking turns to give instructions.

Speaking p9

Telling the time

Warmer

Books closed. Draw two large clock faces on the board without hands. Split the class into two teams. Ask one student from each team to come to the board and give them each a board pen. Say a time, for example, *three o'clock*. The first student to draw the time correctly wins a point for his/her team. Repeat with more students and times, including different time expressions such as *half past, quarter past, quarter to, five/ten/twenty/twenty-five past/to* and check how familiar students are with time expressions.

- After checking answers, say each time aloud for the class to repeat. Use weak forms for *o'* and *to*, but stress all other words, for example: *quarter to five* /ˈkwɔːtə(r)tə'faɪv/ and *quarter past five* /ˈkwɔːtə(r)pɑːst'faɪv/.

Answers

1 five past 2 quarter past 3 half past 4 twenty-five to
5 ten to

- Point out that we use *It's* to say what time it is at the moment.

Answers

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

3 SPEAKING

- Point out that we use *at* when we say what time something happens and elicit the answer to question 2 (*The next lesson is at 11 am*).
- With more confident classes encourage students to answer using the events in the questions (*School is over at ..., Dinner time/Bedtime for me is at ...*)
- After students do the task, ask some confident pairs to ask and answer the questions for the class.

Language notes

We use *at* with times to say when something happens, but not when we say what time it is at a particular moment.

It's ten to two now. Our next lesson is at two o'clock.

Vocabulary p9

Using a range of lexis to talk about family

Warmer

Books closed. Write five names of different people in your family on the board. Choose a different relationship each time if possible. Explain who each person is, for example: *Jonathan is my nephew. Laura is my cousin*. Then tell students to write five names and explain them to their partner.

1 06

- When checking answers, point out that *children* is used to mean 'sons and daughters' even if they are adults. Highlight the pronunciation of *cousin* /'kʌzən/, *daughter* /'dɔːtə(r)/ and *nephew* /'nefjuː/.

Answers

male: brother, father, grandfather, grandson, husband, nephew, son, uncle

female: aunt, daughter, granddaughter, grandmother, mother, niece, sister, wife

male or female: children, cousin, grandchildren, grandparents

- Before students do the task, ask if they recognise the actors Chris Hemsworth and Elsa Pataky, and ask which of their films they know.

Fast finishers >>

Tell students to draw their own family tree, and include the relationship in brackets after each person's name.

3 07

- After checking answers, tell students to take turns to cover the text and family tree, and say different people in Chris Hemsworth's family. Their partner tries to remember the relationship to Chris, for example: *Sasha ... His son*.

Answers

a mother b sister c brothers d wife e children f daughter
g sons h uncles i father

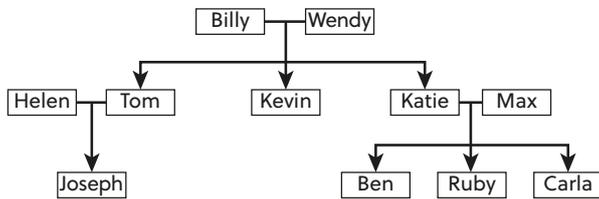


Vocabulary p10

Using a range of lexis to describe people and talk about school subjects

Warmer

Draw a simple family tree on the board, for example:



Choose two people in the family tree, and elicit their relationship, for example, *Billy and Kevin* (father and son), *Ruby and Joseph* (cousins), *Tom and Carla* (uncle and niece). Students continue the activity in pairs.

1 08

- Before students do the task, ask them if they know the people in the photos, and what they do (Ariana Grande, singer; Finn Jones, actor). Write the following headings on the board and ask them to match the vocabulary to the headings: *hair colour* (blonde, dark, red), *hair type* (curly, wavy, straight), *facial hair* (beard, moustache), *eye colour* (blue, brown, green), *body* (heavy, medium build, short, tall, thin).
- Point out the pronunciation of *beard* /bɪə(r)d/ and *moustache* /mə'stɑːʃ/.

Answers

Ariana Grande: brown eyes, dark/straight/long hair

Finn Jones: beard, blue eyes, blonde/wavy/short hair, moustache

2 SPEAKING

- Students may use *have got* to describe their family members. Correct them if they use it incorrectly, but don't explain the grammar, as they will revise this structure in the next lesson.

Fast finishers >>

Tell students to write descriptions of people in some of the photos in their Student's Book. They can swap their descriptions with another fast finisher and try to find the people.

3 09

- After students do the task, ask them if they study any subjects at school that are not in the box. Help them to say them in English. Highlight the pronunciation of chemistry /'kemɪstri/, geography /dʒi:'ɒgrəfi/ and physics /'fɪzɪks/.

Answers

a history **b** chemistry **c** maths **d** physics **e** Spanish
f biology **g** English **h** geography **i** D&T **j** art **k** drama
l computer science **m** PE **n** French

- Before students do the task, go through one of the days as a class, identifying the different lessons.
- After students do the task, ask different students which is their favourite day of the week on the timetable, and why.

Answers

1 maths, physics **2** art, PE **3** chemistry, Spanish, D&T

4 history, biology **5** computer science, geography

5 SPEAKING

- After students do the task, ask them which is their favourite day in their own school timetable, and why.

+ Extra activity

Tell students to find a small object such as a coin that covers one square of the timetable. Tell them to take turns to shut their eyes while their partner covers one of the squares. They try to remember the subject. If they can remember it easily, they could cover two squares at a time.

Grammar in context p11

Using possessive 's; have got; demonstrative pronouns

Warmer

Books closed. Ask students if they remember any of Chris Hemsworth's family members, and what their relationship is. Write any examples that they give you on the board like this (use the following examples if they can't remember):

[Leonie] Chris [mother]
[Elsa] Chris [wife]

Try to elicit complete sentences using possessive 's:
Leonie is Chris's mother. Elsa is Chris's wife.

- 1 Read through sentences a–c with students. Point out that when a name ends with a sound like /s/, /z/ or /ʃ/, it's hard to combine it with s, so we add an extra syllable: *Chris's* /'krɪsɪz/.

Answers

1 's 2 just an apostrophe (')

Language notes

There are three ways to pronounce possessive 's, depending on the final sound of the name or noun that it is added to. The rules are the same as for third person -s endings (students will study these in Unit 1):

/z/ after a voiced consonant or vowel sound: *Tom's, David's, Ellie's*

/s/ after an unvoiced consonant: *Nick's, Philip's*

/ɪz/ after the sounds /s/, /z/ and /ʃ/: *Louise's, Josh's*

- 2 When checking answers, point out that we sometimes use possessive 's with countries and cities like in answer 6, but we usually use it with people.

Answers

1 Sasha and Tristan are Luke's nephews. 2 Tristan's uncles are actors. 3 Chris's parents' names are Craig and Leonie. 4 Their two daughters' hair is long and brown. 5 Elsa's eyes are green. 6 The UK's capital city is London.

- 3 Ask some of the students: *Have you got any brothers or sisters? How many?* Write their answers on the board as prompts using ticks and crosses, for example:
- Luis ✓ 1 sister, ✗ a brother
 - Carla ✓ two brothers, ✗ a sister
 - Benjamin ✗ a sister, ✗ a brother
- Then elicit sentences using *has got/hasn't got* using the prompts, for example, *Luis has got a sister. He hasn't got a brother.*
- When checking answers, point out that we usually use the contractions *I've, you've, we've, they've, it's, he's, she's*, and we almost always use the contractions *haven't* and *hasn't*.

Answers

1 have got/'ve got 2 has not/hasn't got 3 Has, got 4 hasn't

Language notes

Have got means the same as *have* in the present simple. *Have got* is preferred in British English, whereas *have* is preferred in American English.

- 4 Before students do the task, ask them if they know anything about Mo Salah.

Answers

2 True 3 True 4 False – He hasn't got blonde hair. He's got dark hair. 5 False – He hasn't got long hair. He's got short hair. 6 False – He hasn't got glasses.



Culture notes

Mo (Mohamed) Salah is an Egyptian footballer. In 2017, he became Liverpool's first ever player from Egypt. He was Liverpool's top scorer in his first season, and he has won the Champion's League and Premier League with the club.

- 5 Encourage students to write sentences about their friends and different people in their family, not just to write sentences with *I* and *We*.
- 7 Point to various things in the classroom, some near to you and some further away, asking: *What's this? What's that? What are these? What are those?* each time. Elicit answers. Then write on the board: *What's _____? What are _____?* Point at some more things, but this time, elicit the questions.

Answers

1 b 2 d 3 a 4 c

- 8 **Answers**

1 Those 2 That 3 These 4 This

9 **SPEAKING**

- Before students do the task, model the pronunciation for them to repeat. Make sure they differentiate between the short and long vowel sounds in *this* /ðɪs/ and *these* /ði:z/.



Test yourself p13

Grammar test

1 **Answers**
a Are b 'm c 'm/am d Is e isn't f 's/is

2 **Answers**
1 Those 2 this 3 you 4 grandfather's 5 his 6 Listen

2 **Answers**
a Have, got b haven't c 've/have got d Has, got
e hasn't f 's/has got

Vocabulary test

1 **Answers**
1 Australian 2 Canadian 3 New Zealander 4 American

2 **Answers**
1 notebook 2 desk 3 pencil case 4 chair

3 **Answers**
1 child/son/daughter 2 uncle 3 grandmother
4 niece/nephew 5 grandchild/grandson/granddaughter

4 **Answers**
1 dark 2 long 3 thin 4 beard

5 **Answers**
1 chemistry 2 English 3 maths 4 French 5 drama

Vocabulary in context p14

Using a range of lexis to talk about everyday activities and free-time activities

Warmer

Books closed. Write: *Every day, I _____* on the board. Give students a couple of examples of things that people might do every day, for example, *I have coffee. I watch TV. I go for a walk.* In pairs, ask students to make a list of things that people do every day. Check answers by asking each pair for one idea and make a list on the board.

1a 10

- Point out that students can include the activities more than once.

Possible answers

wake up, get up, have breakfast, get dressed, brush your teeth, pack your school bag, leave home, go to school (by bike/bus/car/train/on foot), start school, have lunch, finish school, go home, do homework, go on social media, have dinner, have a shower, brush your teeth, go to bed

1a 11

Answers

wake up, get up, have a shower, get dressed, have breakfast, go on social media, brush my teeth, pack my school bag, leave home, go to school on foot, start school, have lunch, finish school, go home, do homework, go on social media, have dinner, brush my teeth, go to bed

1c SPEAKING

- After students do the task in pairs, ask different students how many times they go on social media every day. Ask them which types of social media they use, and which is their favourite website or app.
- 2a Before students do the task, explain the meaning of *on average* (*what is usually true, although it may not be true in every individual situation*). Check they have understood by asking six students: *What time do you get up?* Write the times on the board. Then ask the class: *On average, what time do they get up?*

2b 12

- When checking answers, ask if students were surprised by any of the answers. Ask them if they think the answers are the same for people in their country.

Answers

1 50% 2 two minutes 3 two-five minutes 4 two hours
5 7.30 pm 6 10 and 11 pm 7 7.35 am

4a 13

- Point out that we often use *the* when we say which instrument we play, e.g. *play the guitar*, but we don't use an article with sports or games, e.g. *play football*.

Answers

a chat online b listen to music c read d watch films

4b 14

- Stop after each number and check answers. For 2 and 3, ask: *Which instrument do you hear?* (the guitar) *What sport do you hear?* (football).

Answers

1 chat online 2 play an instrument 3 do sport
4 play computer games 5 take photos

5a 15

- Don't focus on the meaning of the verbs in bold yet, as students will analyse those in the next exercise.

Answers

1 Sam 2 Jack 3 Jack 4 Molly 5 Sam

5b Answers

a love b likes c doesn't mind d doesn't like e hates

+ Extra activity

Ask a student to come to the board. Say a sentence containing one of the verbs from exercise 5a and tell him/her to draw the corresponding emoticon on the board. Ask the class if it's correct. Repeat with different students and different verbs.

- 6 Before students do the task, ask: *What form of the verb do we use after like, love, hate and don't mind?* (-ing form).

Language notes

We usually add *-ing* to the verb to form the *-ing* form (sometimes called the gerund or the present participle, depending on the use), e.g. *go – going*

When a verb ends in one or more consonants + *e*, we take away *e* and add *-ing*, e.g. *make – making*

When a verb ends in a consonant + vowel + consonant (but not *w*, *x* or *y*), we double the final consonant and add *-ing*, e.g. *chat – chatting*

Use it ... don't lose it!

7 SPEAKING

- After students do the task in pairs, write: *We both _____* on the board and ask each pair to tell the class something that they have in common.



1 FROM DAY TO DAY

Reading p15

Predicting content, reading for gist and specific information

Warmer

Books closed. Act out a free-time activity from the previous lesson for the class, e.g. *play the guitar*. Then draw five simple smiley faces on the board to represent *love* (two smiles), *like* (one smile), *don't mind* (a straight line for a mouth), *don't like* (one downturned smile), *hate* (two downturned smiles). Point to one of them, then act out the activity again. Elicit a complete sentence, e.g. *I love playing the guitar*.

When students have got the idea, ask for volunteers to come to the front. They can choose an activity from page 14 and act it out in the same way, e.g. *I like listening to music. I hate doing exercise. I don't mind watching films. I love reading. I like taking photos.*

1 SPEAKING

- Before students do the task in pairs, ask them to think of different types of school lessons, not just traditional school subjects, e.g. *cooking, road safety, yoga*. Check their ideas together as a class.

Culture notes

There are many schools around the world which have an alternative methodology. Some exist in lots of countries, such as those using the Waldorf method, which number over 1,000. Another is the Montessori method, which has around 20,000 schools worldwide. Students are encouraged to learn independently using toys and other materials, and teachers guide the students, rather than giving instructions.

- 2 Before students do the task, make clear that they do not need to understand every word in the text. They only need to read for gist and will be able to read again for more detail in the next exercise.
- The reading texts are recorded so students can listen to them as they read. This recorded material provides exposure to correct pronunciation, stress and sentence rhythm. For less confident classes, use the audio to help support students as they read the text.

Answers

1 B 2 C 3 A

3 16

 **Exam tip** To answer the question in the Exam tip box: the words in the statements are probably different from the words and phrases in the paragraphs/texts, but they have the same meaning and express the same idea.

- First, students read the text quickly to get a general understanding.
- Then they read the statements. Tell students to look for important words in each statement to help them find the information in the text.
- When students find each piece of information in the text, they should read that section again slowly and carefully.
- If students aren't sure whether they have found the correct answers, tell them to read other parts of the text again in more detail.

- When checking answers, ask students which words in the text have the same meaning as words in the statements.

Answers

- 1 B – ... *the teacher doesn't tell students the answers ...*
- 2 B – ... *two or more subjects*
- 3 A – ... *they relax and do gentle exercises instead of normal schoolwork*
- 4 C – *A teacher who doesn't play an instrument learns to play it with the students.*
- 5 A – *The teacher doesn't give them any homework.*
- 6 C – ... *extra music lessons ...*

- 4 Before students do the task, tell them to decide if each underlined word is a noun, a verb or an adjective and then to read the sentences where each word occurs to help them understand the meaning.

- For less confident classes, students can translate the words into their own language.

Answers

way (n) – the manner or style in which something happens or you do something
gentle (adj) – not using a lot of force or effort
happy (adj) – feeling pleased or satisfied
calm (adj) – not feeling strong emotions like excitement, anger or fear
creative (adj) – involving a lot of imagination and new ideas
confident (adj) – someone who is confident believes in their own abilities and so does not feel nervous or frightened
free (adj) – not limited or controlled by rules

Fast finishers >>

Ask students to write example sentences using some of the underlined words in the text.

5 Critical thinkers

- Before students do the task, remind them that the objective is to justify their opinion and give suitable examples.

Possible answers

- 1 I agree with this statement. Subjects like maths and science are really important because we need these skills in life. For example, we need maths when we use money and we need science to understand the world around us.
- 2 I disagree with this statement. A lot of young people are stressed because of different things – their schoolwork, their exams and arguments with their parents. A lot of us don't know how to relax. I think a short relaxation class every day is a really good idea because it can help us to be happier.

Grammar in context 1 p16

Using the present simple affirmative and negative; prepositions of time

Warmer

Write *On Monday ...* and *On Saturday ...* on the board, and draw ✓ and ✗. Give examples of affirmative and negative sentences for each day, e.g. *On Monday, I get up at seven thirty. I don't hang out with my friends. On Saturday, I don't work. I go swimming.* Tell students to think of their own sentences in pairs.

Then draw a stick person on the board and label it with a name, e.g. *Luke*. Point to the different days and ✓/✗ and give students a couple of examples, e.g. *On Monday, Luke goes to school. He doesn't watch films.* Elicit more sentences from the class, correcting the third-person ending if necessary.

- 1 Point out that the sentences are based on sentences from the reading on page 15.

Answers

- 1 affirmative: a, b, e, h; negative: c, d, f, g
- 2 We add -s or -es.
- 3 the infinitive
- 4 i and ii

2a PRONUNCIATION 17

- Before students listen, model the three different sounds. Point out that the ending sounds we use are the ones that are easiest and most natural to say, for example, with verbs that end with the sound /s/ or /ʃ/, it's hard to add the third person ending s, without a vowel sound before it, so we use the ending /ɪz/.

Answers

- 1 b 2 c 3 a

2b PRONUNCIATION 17

- Before students do the task, model the pronunciation of *does* /dʌz/ and point out that its vowel sound is different from *do* /duː/. Put students in pairs to practise saying the verbs.

+ Extra activity

Books closed. Play 'noughts and crosses' with the class. Draw the following grid on the board:

| | | |
|--------|-------|-------|
| do | play | start |
| finish | like | break |
| teach | relax | run |

Split the class into two teams: noughts and crosses (O and X). Ask a student from each team to choose one of the verbs and say the third-person form. If they pronounce it correctly, replace the verb with their team's symbol. Continue, taking turns to ask for volunteers from each team, until one team has won the game with a line of three noughts or crosses. If students enjoy the activity, repeat using the verbs in exercise 3a.

- 3a When checking answers, check that students are pronouncing the third-person verb endings correctly. Model each verb for the class to repeat.

Answers

- 1 go 2 listens 3 gets up, does 4 hang out 5 watch 6 take
7 chat 8 has

- 3b After checking answers, ask some students if any sentences are true for them.

Answers

- 1 After school I **don't go** home by bike.
- 2 Cora **doesn't listen** to music when she does sport.
- 3 My brother **doesn't get up** at 6.30 am and he **doesn't do** his homework before school.
- 4 We **don't hang out** with our friends at the park at the weekend.
- 5 Mason and Liam **don't watch** films on Sunday afternoons.
- 6 You **don't take** a lot of photos on holiday.
- 7 When they aren't together, they **don't chat** online with their phones.
- 8 Our teacher **doesn't have** lunch with us at school.

- 4 Before students do the task, ask them to describe what they can see. Ask them if the classroom looks like a classroom in their school, and how it is similar and different.

- After students do the task, ask them what they like about schools in Finland.

Answers

- a don't start b go c don't learn d play e study f work
g chooses h don't give

- 5a Before students do the task, elicit a couple of sentences using the words in the box. Check students understand that they need to think of suitable verbs.

5b SPEAKING

- Before students do the task in pairs, write *Me too!* and *Me neither!* on the board. Explain that we can use them to respond to an affirmative (*Me too!*) or negative (*Me neither!*) statement when it is also true for us. Demonstrate by reading the example sentences in exercise 5a and eliciting the correct response.

1 FROM DAY TO DAY

- 6 When checking answers, write the three prepositions on the board as the centre of three mind maps. Add each time word (*days, times, months, etc.*) to each mind map as you go through.

Answers

1 on 2 at 3 in 4 on 5 in 6 in 7 at

- 7 When checking answers, highlight that we often combine different time words within an expression, e.g. *at nine in the evening, on 20th July every year*. Point out that we can combine days and parts of the day like this: *on Monday morning(s), on Wednesday evening(s), on Friday night(s), etc.*

Answers

a at b at c At d In e on f at g in h in i on j in

Use it ... don't lose it!

8 SPEAKING

- With more confident classes, tell students to make sentences to compare schools in Finland with their country too, using the text in exercise 4.

Vocabulary p17

Using a range of lexis to talk about places to go in a town

Warmer

Think of your favourite place in your town or city, or a place you really like. Tell the class about it, including why you like it and when you usually go there, e.g. *My favourite place in our town is the Jervis Street Shopping Centre. I like it because it's got great shops. I go there on Saturday afternoons with my friends.*

Write on the board: *What's your favourite place in our town? Why do you like it? When do you go there?* Ask students to discuss the questions in pairs. Feed back by asking some of the pairs to tell the class about the places that they talked about.

1

- Before students do the task, show them a map of the UK if possible and point out the location of Canterbury to the south east of London.

Answers

a park b theatre c swimming pool/sports centre d art gallery
e museum f restaurant g café h shopping centre i cinema
j library k gym/sports centre

- 2 When checking answers, ask students for an example of a *special occasion* (e.g. *a birthday*).

Answers

1 shopping centre 2 cinema 3 café 4 art gallery
5 sports centre 6 library 7 stadium 8 restaurant 9 museum

+ Extra activity

Write the 13 places in exercise 1 in different places on the board, spaced out from each other. Split the class into two teams, and ask for a volunteer from each team to come to the front. Give each volunteer a board pen. Then describe one of the places, e.g. *You can see a Monet painting here.*

The first student to circle the correct word wins a point for his/her team.

Repeat with a new student from each team until you have described all the places, and see which team won the most points.

With more confident classes, you could ask different students to describe the places.

Use it ... don't lose it!

3 SPEAKING

- Ask students if they remember your favourite place in your town or city. Then demonstrate the activity with new places. Say why you like or dislike going to each place, and encourage students to give reasons as they talk in pairs.

GREAT LEARNERS GREAT THINKERS p18

Thinking about the benefits of setting goals in life

Warmer

Books closed. Put students in pairs. Write the following lists of ages and goals on the board, and tell students to decide at which age or ages people sometimes have these goals. Then ask them to think of more typical goals for the different ages.

*young child teenager young adult older adult
learn to ride a bike, pass your exams, get a job, learn to swim, do exercise, every day, save money and buy something new (e.g. a phone), spend less time working, learn to drive*

1 SPEAKING

- Explain that *objective* has a similar meaning to *goal*. Before students do the task, give some examples of goals that you have, including some 'smaller' goals, e.g. read a book that you own, as well as bigger goals, e.g. buy a house/flat.

2 VIDEO

- Before students do the task, point out that *horseback riding* is used in American English while *horse-riding* is used in British English.
- After checking answers, ask if students remember which country Sophie is in (the Netherlands) and which languages she mentions, apart from Japanese (Dutch, English, German).

Answers

- study for the Japanese Language Proficiency Test (JLPT), find a place where she can go horseback riding, start taking driving lessons
- She has started driving lessons.

3a-b VIDEO

- When checking answers, ask students if they can remember what Sophie or the voiceover said about each item.

Answers

- True – *I've never done this before*
- False – *The JLPT is the Japanese Language Proficiency Test, which ... tests your level of Japanese!*
- True – *In the two years that I've lived here (the Netherlands) ... I my teacher back home in Germany*
- False – *I hope I can find a driving school here that offers English driving lessons.*
- True – *I don't think they speak English*
- False – *I'm doing my lessons here in German.*

- After checking answers, ask students to decide which reason is most important for them personally.

Answers

set – to give something to someone (or yourself) to do
focused – with attention on one thing
achieve – to succeed in doing something, usually after trying a lot
confidence – the belief that you are able to do things well

GREAT THINKERS



- The *Compass points (E-W-N-S)* thinking routine shows students how to set goals by organising their thoughts and making a clear and achievable plan.
 - Draw a simple compass on the board and elicit: *East, West, North* and *South*. Highlight the words in 1–4 which begin with the same letters (*excitement, worries, needs, steps*).
 - Go through an example of a goal in English for this year, e.g. *read a book in English*. Ask questions 1–4 one at a time and note students' ideas on the board next to the corresponding compass point on the board. For example, **1** *You can enjoy stories which don't have a translation in your language;* **2** *It might be very difficult;* **3** *You need to know the level of the book, so you can choose one that isn't too difficult;* **4** *Find out about books in English that are suitable for your level.*
 - Tell students to think of more goals and make notes for each question about each goal. Help them with ideas if they find it hard to think of goals, e.g. *watch a film in English, learn the words to a song in English, learn five new words every day.*
- SPEAKING  SEL**
 - Tell each group to choose one goal that they all think is useful and achievable and discuss the steps that they need to take to achieve it.
 - Ask each group to present their goal to the class.

GREAT LEARNERS



- Students could think about the question in pairs or individually. Encourage them to think of a possible future job that they would like to do, steps to take in order to get that job and goals to help them take each step.

LEARNER PROFILE



- Ask students to read the statement and the question in the Learner Profile on page 150, then grade themselves from 1 to 5. Explain that here 1 means 'I never make plans to achieve my goals', and 5 means 'I always make plans to achieve my goals'.
- If appropriate for your class, get students to share their grades with a partner or small group and, if they wish, to give their reasons. Encourage students to share suggestions for planning to achieve their goals. Alternatively, ask students individually to think of ways to plan to achieve their goals.

1 FROM DAY TO DAY

Listening p20

Listening for gist and specific information

Warmer

Books closed. Choose one of the places to go in a town from page 17 in the Student's Book and draw it on the board. Students guess what it is. Then tell students to continue the activity in pairs or small groups, taking turns to draw and guess places.

2 19

- Before students do the task, ask them to describe each photo, and elicit some free-time activities that people could do in each place.
- Pre-teach *bowling alley* (the place where people roll a large heavy ball along a track to make ten pins fall over).

3 19

-  **Exam tip** To answer the question in the Exam tip box: because this tells you the important words and ideas that you will hear in the conversation.
- Point out that where an exam activity includes extra items that students don't need, they may hear these items in the recording. Students should listen carefully for the reason why they don't match with any of the names.
- Point out that the names are usually in the order that they appear in the recording.

Answers

1 e 2 c 3 a 4 h 5 d

- 4 Play the recording one more time for students to check their answers. Ask them to say *Stop!* when they hear the sections that give them the answers (see the extracts from the conversations below in italics). Stop the recording yourself if students don't say *Stop*. Bear in mind that 1 to 5 aren't in the order of the recording – you will hear all Esther's answers first, then Oliver's answers.

Answers

- 1 E – ... *we never stop for coffee when we're shopping*
- 2 E – ... *we haven't got lessons in the afternoon on Wednesdays*
- 3 O – ... *we often hang out with another friend from school, Natalie ...*
- 4 E – *I hardly ever go out in the evening.*
- 5 O – *I often go to the cinema on Friday or Saturday evening.*

5 Critical thinkers

- Before students do the task, remind them that the objective is to justify their opinion and give suitable examples.
- If you feel your students need more support, write these prompts on the board:
I (really) believe/feel/think (that) ... because ...
It's (really/quite) important/It isn't important to ... because ...
In my opinion, ...

Grammar in context 2 p20

Using adverbs of frequency; present simple questions

Warmer

Books closed. Write the following sentences on the board:

I always ... on Saturdays. I never ... in the morning. I usually ... after school.

Ask students to complete the sentences in pairs, then ask some of the pairs to tell the class their sentences. Circle the adverbs, and ask students if they know any more adverbs of frequency. Write them on the board.

- 1a You may have set the Flipped classroom video for homework, but if not, watch the video in class before working through the activities.

- Point out that the sentences are based on sentences from the listening in the previous section.

Answers

2 hardly ever 3 sometimes 4 often 5 usually 6 always

- 1b Write some more examples of adverbs of frequency with *be* on the board, e.g. *I'm often late for school. My sister is hardly ever at home on Saturday afternoon.*

Answers

1 after 2 before

- 2 After checking answers, point out that word order is very important in English. If we use adverbs of frequency in the wrong place, people will understand us, but it sounds unnatural.

Answers

1 am never 2 always goes 3 are hardly ever
4 sometimes listen 5 often gets up 6 aren't always

- 3 If students usually check their answers in pairs, tell them not to do so as they will guess each other's answers in the next exercise.

Possible answers

2 I am **hardly ever** late for class. 3 I **sometimes** go to school by bike. 4 I **often** go shopping at the weekend. 5 We **never** have dinner at 7 pm.

- 4a Check that students know who they will be working with in the next exercise before they guess his/her answers.

4b SPEAKING

- Before students do the task in pairs, write the following on the board: *That's right!; That's almost right.; No, I ...* Ask students to guess some of your answers for exercise 3. Respond using the phrases on the board, before saying the complete sentences, including an adverb of frequency. If students use an adverb of frequency that is close in meaning, e.g. *usually/always, often/sometimes*, respond with: *That's almost right.*

- 5 After checking answers, check students have understood word order in questions. Write the following on the board and ask students to put them in order:
- infinitive (question word) do/does subject
 - ((question word) + do/does + subject + infinitive)
- You could teach students the mnemonic QASI (pronounced like the English word *quasi* – which means *almost*) Q – Question word, A – Auxiliary, S – Subject, I – Infinitive.

Answers

1 True 2 True 3 True 4 True

6b PRONUNCIATION

- After checking answers, play the recording again and have students repeat the questions. Tell them it's better to use strong intonation in English to sound natural, even if it feels exaggerated to them.
- Point out the pronunciation of *wi-fi* in English: /'waɪ faɪ/ not /'wi fi:/.

Answers

1 Do 2 Does 3 Do 4 Do 5 Does 6 Does
The intonation goes up at the end of the questions.

Language notes

In questions, there is usually a rising or falling pitch on the last stressed syllable of the question. For *yes/no* questions, it rises, e.g.

Do you often watch **YouTubers**? Does your mum speak **English**?

But for questions starting with a question word, it falls, e.g.

When do children start **school**? When do students leave **primary school**?

7 SPEAKING

- After students practise in pairs, choose some confident pairs to ask and answer the questions for the class. Ask the rest of the class if they think their intonation is correct.

Culture exchange

- 8 After checking answers, tell students to cover the text. Ask questions a–e and see what students remember about UK schools.

Answers

1 do 2 When 3 What 4 Do 5 What

- 9a Before students do the task, check that they understand the question words in the box. For less confident classes, ask students to translate them. For more confident classes, ask students to give example questions using each question word.
- Point out that we usually use *Which* not *What* to ask about a limited choice of answers, particularly when we specify the possible answers. But sometimes we can use both, for example: *What/Which is your favourite day of the week?*

9b PRONUNCIATION

- After checking answers, play the recording again and have students repeat the questions, as with exercise 6b.

Answers

1 When 2 Where 3 Who 4 How 5 What 6 Which 7 Why
The intonation goes down in questions that begin with a question word.

Use it ... don't lose it!

10a SPEAKING

- Make sure students understand that they should answer the questions for themselves, rather than reading out the answers in exercise 9a. Demonstrate the activity by asking a couple of students to ask you the questions, and answering for yourself.

Mixed ability

With more confident students, ask them to make up new questions by changing some of the words in the questions, e.g. *Which activity do you prefer – hanging out with your friends or taking photos? Where do you usually have lunch on Tuesday?* Students ask and answer the new questions in their pairs.

10b SPEAKING

- With more confident classes, ask different students to choose one of their classmates and ask about his/her partner, e.g. *[Carla], what time does [Leo] get up on Saturdays?* Go through all the questions in the same way, with different students asking and answering each time.

1 FROM DAY TO DAY

Developing speaking p22

Introducing yourself

Warmer

Ask students to look at the photo on page 22. Write the following questions on the board:

Which student is new?

How old is he?

What questions would you like to ask him?

Students answer the questions in pairs.

1 22

- Before students do the task, ask them to think of something that a student could say for each of the topics a–h, e.g. *I've got a brother and a sister. In my free time, I love taking photos. I'm in the US because my parents have got new jobs here.*

Answers

He mentions a, b, d, e, f, g.

2a 22

- Make sure students read through the questions before you play the recording again.

Answers

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

2b 22

- Tell students to complete the table with as much information as possible, then play the recording again to check. Stop after each piece of information and elicit the answer from the class.

Answers

Age: 13

Country/City: France/Paris

Parents' names: Marco and Marina

Brothers and sisters: one sister (Mia)

Favourite subjects: PE, music

Subjects you don't like: art

School: Start: 8 am; Finish: 2 pm; Lessons: three before break, two after break; Lunch: not at school

Free-time activities: basketball, volleyball, listens to music, plays computer games

3 SPEAKING

- Make sure students understand they have to answer the questions about themselves, not about Alex, and for question d, they ask and answer about their own country. Students should take turns to ask the questions, rather than one student asking all of them.

Mixed ability

With more confident classes, ask different students to answer one of the questions in exercise 2a for the class, without giving the question first. The rest of the class close their books and try to say the question.

- 4 Before students do the task, write *and*, *but*, *because* and *so* on the board. Explain that we use them to link together two ideas, and to say how the ideas are connected to each other.

- When checking answers, help students to understand the terms: *Addition*: two ideas which are similar or go together naturally; *Contrast*: two ideas which are the opposite or different; *Reason*: when the second idea gives an explanation for the first idea; *Consequence*: when the second idea is true because of the first idea.

Answers

a and b but c because d so

- 5 After checking answers, ask students to change words in sentence halves 1–5 and write new second halves to the sentences, e.g. *I don't like art because I'm not good at drawing. I speak Spanish and I love listening to Spanish pop music.* Put students in pairs to compare their sentences.

Answers

1 c 2 a 3 b 4 e 5 d

Practice makes perfect

6a SPEAKING

- Tell students to imagine they are talking in front of their new class, like the interview with Alex. Write the following on the board: *We have a new student!; That's interesting.; Oh really?; Great!* Encourage the 'teachers' to use these phrases as they ask the questions.
- Remind the 'students' to give full answers, and to use the linkers in exercise 4 when they give their answers.

- 6b After students have done both interviews, choose a couple of confident pairs and ask them to perform their role-plays for the class.

Developing writing p23

Writing an informal email 1

Warmer

Explain to the class that they are going to write an email introducing themselves to a new person. Tell the students to think of the five most interesting things about themselves, and tell their partner. If you have a confident class, ask different students to tell the class about their partner's ideas.

- Before students do the task, focus their attention on the email and ask: *Who is the email from? (Chloe) Who is the email to? (Florence) What's the subject of the email? (All about me).*
- When checking answers, ask students which sentences in the email gave them the information.

Answers

Age: 14

Lives: in Glasgow, in the UK

Brothers and sisters: two brothers – Nick and Ben

Favourite subjects: French and Spanish

Free-time activities: dance lessons, singing, listening to music, going out with her friends

2 Answers

1 B 2 D 3 A 4 C

+ Extra activity

Write the following answers on the board. Ask students to read the email again and write questions for each answer.

- Her mum is Scottish, but her dad is from Venezuela.*
- It starts in September.*
- At seven o'clock.*
- At quarter to one.*
- With her friends.*

Answers

1 Where are Chloe's parents from?

2 When does the school year start?

3 What time/When does she get up (on school days)?

4 What time/When is lunch?/What time/When does she have lunch?

5 Who does she go out with (at the weekend/at weekends)?

- Point out that we also use capital letters for words or expressions where the letters represent words, for example, PE (Physical Education), D & T (Design and Technology). This also includes some countries, like the UK (United Kingdom) and the US (United States). Ask students if they know any more words or expressions like these.

Answers

2 Glasgow 3 Venezuela 4 Scottish, French, Spanish

5 September, Monday, Tuesday, Thursday 6 I

7 My ..., Their ..., etc.

- When checking answers, nominate students to come to the board to rewrite the sentences using capital letters. Ask the rest of the class if they think the sentences are correct.

Answers

1 My sister Jo dances and I play the piano.

2 In Spain school finishes in June this year.

3 I've got English and German on Wednesdays.

4 My parents and I live in Puebla in Mexico.

5 Olga and I go to a music school in Berlin.

- Before students do the task, ask them in which situations we usually use informal language (*with our friends and family, or someone of our own age*).
 - After checking answers, point out that we can also use *Dear (Chloe), Best wishes* and *All the best* in more formal emails.

Answers

a Hi! b I'm c I've got d Hi/They're fun e soon f wishes

Practice makes perfect

- Before students do the task, remind them that they should include all the information in the box, and check they understand the instructions by asking: *Do you know your e-pal? (no) Where does he/she live? (in the UK) How many paragraphs do you need to include? (4)*
- Go through the Writing checklist on page 149 as a class and ask students the following questions:
 - Does an email to an e-pal have a formal or informal style? (informal)*
 - Which linkers do you remember from the Developing speaking lesson? (and, but, because, so)*
 - If you include adverbs of frequency, do they come before or after main verbs? (before) What about be? (after)*
- Students then use the Writing checklist to make changes and corrections to their email.



1 FROM DAY TO DAY

Test yourself p25

Grammar test

1 **Answers**
a does b goes c Do d don't e do f Why g never/don't
h go

2 **Answers**
1 in 2 on 3 in 4 at 5 at 6 on

3 **Answers**
a He never plays computer games. 6
b I usually chat online. 2
c Our friends are often late. 3
d They hardly ever go shopping. 5
e My aunt is always happy. 1
f We sometimes finish school at 4 pm. 4

Vocabulary test

1 **Answers**
1 brush your teeth 2 wake up 3 pack your school bag
4 go to school 5 start school 6 have lunch 7 go home
8 have dinner

2 **Answers**
1 watch 2 go 3 hang out 4 listens 5 play 6 reads

3 **Answers**
1 gym 2 park 3 art gallery 4 restaurant 5 library
6 shopping centre

Vocabulary in context p26

Using a range of lexis to talk about rooms in the house, household objects and furniture

Warmer

Books closed. Tell students that Unit 2 is all about homes. Draw a circle on the board, as the centre of a mind map, and write *HOMES* in it. Then draw four stems from it with smaller circles and write in a heading in each circle: *places in a home*, *types of home*, *things in a home* and *things we do at home*. Elicit an idea for each of the smaller circles, for example, *bedroom*, *flat*, *sofa*, *watch TV*. Write the examples near each smaller circle. Tell students to copy the mind map and add more ideas in pairs. Feed back by asking students to come to the board to add their ideas to the mind map.

Language notes

In English, a *home* is any place where someone lives, but a *house* is a type of building, usually with two or three floors and home to one family.

We use *home* in expressions like *at home*, *go home* and *welcome home*.

1 23

- After checking answers, tell students to work in pairs and think of things that people often do in each room, e.g. *you sleep in a bedroom*, *you take off your coat in a hall*.
- Point out the difference in pronunciation of the first letter *i* in *dining* /'daɪnɪŋ/ room and *living* /'lɪvɪŋ/ room. Remind students that English pronunciation is often irregular, so they should always learn how to pronounce new words.

Answers

a bedroom b bathroom c garage d dining room
e living room f kitchen g basement

- 2a** Before students do the task, elicit the meaning of *tiny* (*very small*). After checking answers, ask students to think of advantages and disadvantages of living in a very small home.

Answers

a kitchen b bedroom c dining room d living room
e bathroom f garden

2b SPEAKING

- Demonstrate the activity by drawing a simple plan of your home on the board and describing it as you draw. Give extra information, e.g. *The kitchen is quite small. One bedroom is big, but the other is small. I sleep in the big bedroom*. Encourage students to give more details about their homes.

3a 24

- Students could do this exercise in pairs. Write some language on the board to help them identify the objects and furniture: *Can you see a/an [armchair]? What's this? I think this is a/an ... Yes, you're right. No, I think that's a/an ...*
- When checking answers, point out the pronunciation of *cupboard* /'kʌbəd/ and explain the difference between *cupboard* and *wardrobe* (*a cupboard can be big or small and in any room, whereas a wardrobe is a big cupboard for clothes, usually in the bedroom*).

- Highlight the singular and plural forms of *shelf/shelves*. Tell students that there are other words where *f* changes to *v* in the plural, e.g. *wife/wives*.

Answers

armchair, bed, carpet, chest of drawers, cooker, cupboard, curtains, lamp, mirror, picture, rug, shower, sink, sofa, table, toilet, TV, wardrobe, washing machine, window

- 3b** After students do the task, check answers by asking a student to choose a room, and read out the objects and furniture without saying the room. The other students guess the room.

Possible answers

kitchen: cooker, cupboard, dishwasher, fridge, light, microwave, radiator, shelf/shelves, sink, table, washing machine, window

dining room: carpet, curtains, lamp, light, picture, radiator, rug, shelf/shelves, table, window

living room: armchair, carpet, curtains, games console, lamp, light, mirror, phone, picture, radiator, rug, shelf/shelves, sofa, table, TV, window

bedroom: bed, carpet, chest of drawers, cupboard, curtains, games console, lamp, light, mirror, picture, poster, radiator, rug, shelf/shelves, table, TV, wardrobe, window

bathroom: bath, cupboard, light, mirror, radiator, shelf/shelves, shower, sink, toilet, window

4 25

Answers

1 fridge 2 radiator 3 dishwasher 4 sink 5 microwave

Mixed ability

For more confident classes, ask students to write descriptions of different household objects and furniture, like the ones they heard in exercise 4. They can work alone and then read their descriptions to a partner, or work in pairs and read their descriptions to another pair.

Finish the activity by asking different students to read one of their descriptions for the class to guess.

Use it ... don't lose it!

5 SPEAKING

- Encourage students to talk about household objects as well as furniture and to give more information, e.g. *I've got a blue and white rug. I've got a poster of Juventus football team. I've got a big wardrobe and a small chest of drawers*.

2 WELCOME HOME

Reading p27

Reading for gist and specific information, inferring the meaning of words from context

Warmer

Books closed. Draw a large plan of a house or flat on the board and label different rooms, e.g. *living room, kitchen, bedroom, bathroom, hall*. Draw a sofa in the living room and say *I've got a sofa in my living room*. Then draw a washing machine in the kitchen, and elicit the sentence: *I've got a washing machine in my kitchen*. Invite students to the board to draw more objects and furniture in the different rooms, and elicit correct sentences from the class each time.

1 SPEAKING

- Before students do the task, elicit a couple of examples of board games.

Culture notes

There are over 1,000 different versions of Monopoly®, and new ones are created all the time. It's thought that over one billion people have played it, and the longest game lasted for 70 days.

Scrabble® is considered an official sport in some countries in Africa. The world's number one Scrabble nation is Nigeria.

- 2 Before students do the task, make clear that they do not need to understand every word. They only need to read for gist and will be able to read again for more detail in the next exercise.

- Check students understand *karaoke* (*singing songs to recorded music*).

3 26

- After checking answers, elicit a list of all the rooms that are mentioned, and list them on the board (13 bedrooms including Pac-Man™, Scrabble, Monopoly, Dungeons & Dragons®; 11 bathrooms including Operation® and Cluedo®; kitchen/dining room including chess; living room (TV Game Show studio); karaoke room; private cinema.)

Answers

- 1 False – ... *all of them* have got *different game themes* (line 5)
- 2 True – ... *the beds look like Monopoly cards and the chairs look like dice. Next to the bed there's a wardrobe with doors that look like the Monopoly jail.* (lines 10–14)
- 3 False – *In the Dungeons & Dragons room, ... there are beds on the floor.* (lines 14–16)
- 4 True – *The Operation game bathroom is all white like a hospital* (lines 18–19)
- 5 False – You can play games but not with the cooker and dishwasher (lines 28–31)
- 6 True – *The karaoke room and the private cinema are also both popular.* (lines 36–37)

4 Answers

- 1 the Dungeons & Dragons room (line 15) – *there aren't any lights or windows*
- 2 the private cinema (lines 36–37)
- 3 the kitchen and dining room (lines 36–31) – *table football*
- 4 the Scrabble room (lines 8–9) – *Scrabble board carpet*
- 5 the Operation game bathroom (lines 18–20) – *has got photos of famous TV doctors above the toilet*
- 6 the Pac-Man room (lines 7–8) – *you can play computer games on a big TV*

5 Answers

- prize* – something you get for being successful in a sport, competition or game
find out – to become aware of or discover a fact or piece of information
look like – to look or appear similar to something else
dice – a small cube of wood or plastic with six sides; you roll it to play a game
jail – a place where people go as punishment for a crime
clue – an object or fact that helps you solve a crime or mystery

Fast finishers >>

Ask fast finishers to write sentences about their lives using the words from exercise 5.

+ Extra activity

In pairs, tell students to choose one of the rooms mentioned in the text and draw it. They can use ideas from the text and their own imagination. Tell them to think of the room's main function (bedroom, bathroom, etc.) and include the necessary furniture and other objects.

Ask some confident pairs to come to the front and describe their drawing for the class.

6 Critical thinkers

Possible answer

I think people choose to stay in this house because they love games and they want a holiday that's different. People usually stay in a hotel or apartment on holiday, and these places aren't very interesting. But in the Great Escape Lakeside house, the house is part of the holiday, and it's a really exciting place to stay. Games are a great activity on holiday because everyone has fun, and lots of people can join in.

Grammar in context 1 p28

Using *There is/There are*; prepositions of place

Warmer

Books closed. Draw a simple plan of a flat on the board, with two bedrooms, a kitchen and a bathroom. Write the following gapped sentences and try to elicit the missing word (*There*):

_____ is a kitchen. _____ isn't a garden.

Then write the following and try to elicit: *There are/There aren't*:

_____ two bedrooms. _____ two bathrooms.

If possible, ask the class for examples of things in the classroom using *There is/There are*, e.g. *There are 25 students. There's a light.*

- Point out that the sentences are based on sentences from the reading on page 27.
- When checking answers, highlight that we usually use the contracted form *there's*, but we don't contract *there are*.

Answers

- c There's a very big kitchen.
- e There are 13 bedrooms.
- a There aren't 100 bedrooms.
- b Is there a games house where you live?
- f Yes, there is.
- d No, there aren't.

- Before students do the task, ask them what room they can see in the photo, and what furniture they can see. Read the first sentence as a class and ask students to guess which city 10 Downing Street is in (London). Ask if they know the address of the president or prime minister of their country.

Answers

- a are b are c are d is e is f are g is h is
i isn't j isn't



Culture notes

A drawing room is sometimes found in a large, old house – for example, it is one of the rooms in the board game Cluedo. It is an extra living room originally intended for entertaining guests before or after a meal.

- After checking ideas, elicit more true sentences about your classroom using *There is/isn't* and *There are/aren't*.

4a SPEAKING

- Before students do the task, demonstrate question forms and short answers. Ask some students questions about your classroom with *Is there/Are there* and elicit short answers. Ask the class if they are correct.

4b SPEAKING

- Before students do the task, write the following on the board: *There is/There are ... but there isn't/there aren't ...* Give an example, e.g. *There's a washing machine in the kitchen, but there isn't a dishwasher.* Encourage students to link affirmative and negative ideas together in this way when they tell the class about their partner's room.

- Before students do the task, focus on the picture and elicit the furniture or objects they can see.
 - When checking answers, check that students understand the difference between *near* and *next to* (we only use *next to* when two or more things are a row). Highlight the pronunciation of the letter o in *above* /ə'baʊ/ and *front* /frʌnt/.

Fast finishers

Students write more sentences about objects and people in the classroom using the prepositions, e.g. *There's a bag under my desk. Sara is behind Jonathan.*

Answers

- There's a bird near the wall.
- There's a bird in the desk/drawer.
- There's a bird in front of the TV.
- There's a bird on the table
- There's a bird between the sofa and (the) table / the table and (the) sofa.
- There's a bird under the table.
- There's a bird above the armchair.
- There's a bird next to the lamp.
- There's a bird behind the armchair.

- Exam tip** To answer the question in the Exam tip box: No, you shouldn't stop to think about the missing words because it is important to read for general understanding the first time.

- First, read the complete text to get a general understanding.
- Explain that in this type of task, the missing words are often prepositions, articles, auxiliary verbs, question words, pronouns and linkers.
- Point out that the words before and after the gap can help to decide which option is correct.
- Point out that the optional answers are often related to each other, for example, different forms of the same verb. Students need to use the grammar of the sentence carefully to help them decide which answer they need.
- Students should think about the meaning of the options and the grammar of the sentence. Sometimes the missing word combines with a word before or after the gap to make a fixed expression.

Answers

- 1 B 2 C 3 C 4 A 5 C 6 B 7 A 8 C

- Before students do the task, explain that they need to use logic to complete the table. Ask them if they have done this sort of puzzle before.

- To check answers, copy the table onto the board. Ask different students to come up and complete it, writing one word each. Ask the class if each answer is correct.

Answers

- House 1:** yellow, Spanish, on the sofa, playing the guitar
House 2: green, English, next to the window, listening to music
House 3: red, German, in front of the TV, watching films



2 WELCOME HOME

Use it ... don't lose it!

7 SPEAKING

- Write some phrases on the board that students can use to respond to each other's ideas: *Yes, I think that's right.*; *No, I don't think that's right.* Allow them to check the picture again after a while.

Possible answers

There's a ...

- chest of drawers (on the left).
- radiator (on the right).
- bed (in the middle).
- wardrobe next to the bed/in the corner.
- desk next to the bed.
- mirror above the/a chest of drawers.
- rug under the/a bed.
- bag under the/a desk.
- lamp on the/a desk.
- poster above the/a desk/behind the lamp.
- book on the floor/a rug.
- TV on a/the shelf.
- radiator under the/a shelf.
- shelf above the radiator.
- There are four books on a/the shelf.
- There are two pictures on the wall.

1

- When checking answers, highlight the difference between *do the washing* and *do the washing up*. Point out that we don't stress *the*. Also highlight the pronunciation of *the* before a vowel sound, e.g. *do the ironing* /ˌduː ðiː 'aɪə(r) ɪŋ/.
Answers
 1 vacuum (the carpet) 2 do the washing up 3 do the ironing
 4 clean the floor 5 dust the furniture 6 make lunch/dinner

Language notes

The two verbs *do* and *make* are often confused because a lot of languages only have one verb for both.

do: activities that don't result in something physical, e.g. *do homework, do the ironing.*

make: creative activities that result in something physical, e.g. *make lunch, make a cake.*

However, there are many expressions using each verb that don't follow this pattern, e.g. *make the bed*. Students should learn these individually.

- Remind students that they should use *-ing* forms after verbs like *like, hate* and *don't mind*. Explain that they should also use *-ing* forms to say which activities are easy, difficult and important, e.g. *I think sweeping the floor is easy. I think taking the rubbish out is important.*

Vocabulary p29

Using a range of lexis to talk about housework

Warmer

Books closed. Tell students they are going to talk about jobs around the house. Draw the following table on the board and ask students to copy it:

| | | | | |
|---|-----------------|--------------------|------------|--|
| 1 How often do you help? | every day | a few times a week | rarely | |
| 2 Where do you usually do your jobs? | in the kitchen | in my bedroom | outside | |
| 3 Do you like helping? | Yes, I love it! | I don't mind it. | I hate it! | |

In pairs, tell students to work together and guess how many students in the class might choose each answer. Then, ask the whole class the questions and tell students to raise their hands for each answer that is true for them. Write the correct number in the blank squares.

Ask if any students guessed the exact number for any of the options.

Mixed ability

With less confident classes, copy the following sentences onto the board for students to complete with the jobs, and elicit an example of each as a class:

I think _____-ing (the _____) is easy/difficult/important.

People _____ (the _____) every day.

I like/hate/don't mind _____-ing (the _____).

Use it ... don't lose it!

3 SPEAKING

- Write some phrases on the board for students to respond to each other, e.g. *I agree; I disagree; Really? I'm not sure.*

GREAT LEARNERS GREAT THINKERS p30

Thinking about ways of making your home environmentally friendly

Warmer

Books closed. Ask students: *What do you like about your home? What don't you like about it?* If necessary, give students an example about your own home, e.g. *I love my balcony. It's got a nice view of the park. I like having my breakfast there in the morning. I don't like my bathroom. It's very small and there isn't a window.*

Tell students to answer the questions in pairs before asking some of the students to feed back to the class.

1 SPEAKING

- Before students do the task, ask them what type of homes are often very small, and make a list on the board. Help them with ideas and vocabulary if necessary, e.g. *caravan, boathouse, studio flat.*

2 VIDEO

- Pre-teach *rent* (money you pay every month to live in your home if it isn't yours), *liveable* (nice to live in and enjoy), *shoe rack* (a shelf for shoes), *conveniently* (fortunately because something is close or makes your life easier) and *reach* (be close enough to touch something).

Answers

A, B, D, E, F, G

3 VIDEO

Answers

The video shows the home of a young woman called Hannah. She lives in her van **(1) full-time**. Hannah **(2) is a student**. She doesn't want to pay expensive rent, so she decided to live in her van. The van has got water **(3) and it's got heating**. Her home is small and **(4) comfortable**. **(5) Her plant shelf** is her favourite thing in the van. Hannah has got a small kitchen, **(6) but she hasn't got a bathroom**. Hannah spends **(7) a lot of time outside**. She can make tea from her bed!

4 SPEAKING

- Before students do the task, ask them for an example of something we can do or buy which is good for the environment, e.g. *recycling, not using plastic bags, not using a lot of water.*
 - Only discuss the student's responses as a class after they have done the task in 5.
- 5 Discuss students' opinions and the ideas they agree or disagree with in the text as an open class.

GREAT THINKERS

6 SPEAKING

- The *Headlines* thinking routine helps students to identify and focus on the central issue in a text and to find a way to express their understanding clearly.
- Ask the class what they think makes a good headline or title for a text, e.g. *it tells us the main topic of a text in just a few words, it catches our attention and makes us want to read the text.*
- Students work individually first. However, with less confident classes, ask them to share their headline with a partner before sharing with a larger group or the class. Ask students to note down the headlines they hear which they think reflect the main message(s) of the text particularly well.

7 SPEAKING SEL

- Ask each group to present their ideas to the class. At the end, ask the class which idea they think is most effective to reduce energy use.

GREAT LEARNERS

- Students could think about the question in pairs or individually. Highlight that the need to protect the environment is a global problem, but the ideas that they thought of in exercise 7 are local, i.e. they can do them as part of their everyday lives.

LEARNER PROFILE

- Ask students to read the statement and the question in the Learner Profile on page 150, then grade themselves from 1 to 5. Explain that here 1 means 'I never try to make a difference', and 5 means 'I always try to make a difference'.
- If appropriate for your class, get students to share their grades with a partner or small group and, if they wish, to give their reasons. Encourage students to share suggestions for making a difference locally to global problems. Alternatively, ask students individually to think of ways to make a difference.

2 WELCOME HOME

Listening p32

Listening for specific information

Warmer

Books closed. Invite a student to come to the board and ask them to write a housework phrase from page 29 on the board so that the class can see it and you can't. Ask the class *yes/no* questions about the phrase, for example: *Do you do it in the kitchen/bathroom/bedroom? Do you do it every day? Do you do it in the evening? Do you do it before/after you have dinner? Do you use a machine? Do you use water? Does it take a short/long time?* When you know the answer, guess the phrase. Then ask students to repeat the game in pairs or small groups.

1 SPEAKING

- After checking answers, ask: *Do you think it's a good idea for teenagers to do housework?* Ask students to put their hands up to say if they agree or disagree. Ask some students to explain their opinion.

2 28

- Before students do the task, tell them that this is a common exam task. Remind them that they may hear all three situations, so they should make sure they choose the one that answers the question.

Answers

1 a 2 c 3 c

3 28

- To check answers, play the recording again and ask students to say *Stop!* When they hear the answers.
- After checking answers, ask students if they think the information is the same for young people in their country.

Answers

1 Three quarters 2 Eleven 3 mum 4 at the weekend
5 taking the rubbish out

+ Extra activity

Tell students they will hear the recording again. This time, they need to remember as much information as possible about each of the pictures in exercise 2. Play the recording, stopping after each interview for students to check their answers in pairs. Then check as a class.

Answers

- 1 a Mason sometimes washes the car, but he doesn't do a good job, his mum prefers to do it. b His brother and sister always lay the table. c He doesn't usually make his bed.
- 2 a Shazia sometimes makes breakfast for everyone at the weekend. b She sometimes washes the dishes. c She never does the ironing.
- 3 a Jack takes the rubbish out, but he doesn't like doing it. b He makes his bed and tidies his room every day. c He does the washing up every day – that's his favourite job.

4 Critical thinkers

- If you feel your students need more support, write these prompts on the board:
I (really) believe/feel/think (that) ... because ...
It's (really/quite)/It isn't important to ... because ...
Teenagers have/don't have a responsibility to help ... because ...



Grammar in context 2 p32

Using the present continuous; the present simple and present continuous

Warmer

Books closed. Say: *What am I doing?* and write: *You're ...* on the board. Then act out a simple action, for example, reading a book, drinking coffee, playing tennis. Elicit a correct present continuous sentence, or model the sentence if no one can provide it. Repeat with another couple of actions.

Then invite a confident student to the front of the class and ask them to act out their own action. Say: *What is he/she doing?* and add *He's/She's ...* to the board. Elicit a correct present continuous sentence. Repeat with more students.

- 1 You may have set the Flipped classroom video for homework, but if not, watch the video in class before working through the activities.
- Point out that some of the sentences are based on sentences from the listening in the previous section.

Answers

1 *be* 2 things that are happening now

- 2 Before students do the task, write *do*, *have* and *chat* on the board and ask if they remember how to make the *-ing* forms.

3c PRONUNCIATION 29

Answers

- 1 *be* – being, *clean* – cleaning, *do* – doing, *eat* – eating, *go* – going, *lay* – laying, *study* – studying, *tidy* – tidying, *wash* – washing, *watch* – watching
 - 2 *dance* – dancing, *have* – having, *make* – making, *take* – taking
 - 3 *chat* – chatting, *get* – getting, *put* – putting, *sit* – sitting, *swim* – swimming
- We say *swimming* (with the stress on the first syllable). The *-ing* part is pronounced /ɪŋ/ (we don't pronounce the *g*).

3b PRONUNCIATION 29

- Model the /ɪŋ/ sound for the class. Point out that the back of their tongue should touch the roof of their mouth.

4b 30

- After checking answers, ask students to read out the dialogue in pairs, with each student taking two roles, or in groups of four.
- Ask the class if they agree that some people often have a lot of things they don't need.

Answers

a are, watching **b** 'm/am not watching **c** 'm/am reading
d 'm/am making **e** 'm/am watching **f** 's/is talking **g** are, saying
h are, doing **i** 'm/am playing **j** 'm/am chatting

- 4c** Before students do the task, ask them to describe the picture. Say: *Is your family like this?* and elicit answers from the class.

Answers

- 2 True
- 3 False. Josh is sitting next to the sofa/on the rug.
- 4 False. Dad is reading an article (on his phone).
- 5 True
- 6 True
- 7 False. Josh is playing a game on his tablet.

- 5** Ask students to compare answers in pairs by reading out the mini-dialogues.
- After checking answers, highlight that we usually use the present continuous with *at the moment*.
 - If you have a more confident class, ask them to write alternative answers for a–e, or more mini-dialogues containing the present continuous like the ones in this task.

Answers

- 1 Are, travelling, c
- 2 Are, watching, b
- 3 Are, checking, a
- 4 is, listening, e
- 5 Is, working, d

+ Extra activity

Tell students to choose a photo from Unit 1 and write a description of what's happening in the photo using the present continuous. For more confident classes, encourage them to use *There is/There are* in their descriptions as well. Then put students in pairs to read their description to their partner. Their partner listens and tries to find the photo.

- 6** Before students do the task, draw a simple action on the board, e.g. a person playing the guitar, running, watching TV, etc. Write *at the moment* and elicit a present continuous sentence, for example, *She's playing the guitar at the moment*. Then write *every day* and elicit a present simple sentence, for example, *She plays the guitar every day*. Draw another simple action and elicit more examples for *at the moment* and *every day*.

Answers

- 1 Sentences **a** and **d** are in the present simple. Sentences **b** and **c** are in the present continuous.
- 2 Sentence **a** describes a general truth and sentence **d** describes routine actions. Sentences **b** and **c** describe actions that are happening now.

Language notes

The present continuous is used with time expressions to refer to temporary situations, for example, *at the moment, now, right now, today, this morning/afternoon/evening*.

The present simple is used with time expressions to express regular or repeated actions, for example, adverbs of frequency, *every day/week, on Saturdays/Mondays, at the weekend*.

The present continuous is usually not used with verbs which describe states (something which is always true) even if it refers to now, for example, *understand, know, like, love, believe, have* (possession).

- 7** When checking answers, ask students to explain why they chose each tense, e.g. *This is always true.; They do this every day.; This is happening at the moment.*
- Ask the class what they think of Tanner and Marian's lifestyle.

Answers

a live **b** are building **c** don't buy **d** use **e** get **f** get up
g take **h** make **i** have **j** are getting **k** are cutting

Use it ... don't lose it!

8 SPEAKING

- Demonstrate the activity by asking a couple of students to ask you the questions, and answering for yourself.
- After students do the task, nominate some of them to tell the class something about their partners.

2 WELCOME HOME

Developing speaking p34

Giving opinions

Warmer

Write on the board: *I usually wear ..., but today I'm wearing ...* Elicit a complete sentence from the class, e.g. *I usually wear jeans, but today I'm wearing shorts.* Then erase *wear/wearing* and write *carry/carrying*. Elicit another complete sentence.

Tell students to think of more ways to complete the sentence in pairs, using the same verb in both gaps. Write some verbs on the board to help them, e.g. *chat, sit, eat, do, make, write*. Ask different pairs to share their sentences with the class.

- 1 Ask a student to describe the first picture, e.g. *The boy and girl are watching TV in the living room.* Ask the student if he/she likes doing this activity, and ask others if they agree. Students do the same in pairs for the rest of the pictures.

Answers

a watching TV b making lunch/cooking c reading d chatting online e playing board games (Ludo)

2 31

- Before students do the task, suggest that they note down the five activities in the pictures and tick them when they hear each person talk about them, in order to answer question 3.

Answers

1 cooking 2 chatting online 3 No (Sasha doesn't talk about cooking, but they both talk about all the other activities.)

3 31

Answers

1 his parents 2 do things with your family 3 reading in the living room 4 spend all day chatting online 5 playing board games

- 4a Point out that these adjectives describe our opinion of something.

Language notes

Students often confuse the adjectives *fun* and *funny*. *Fun* describes an activity that makes you feel happy, usually because it's lively or active, e.g. a game, a party, a sport. We also use *fun* as a noun, e.g. in the expression *have fun*. *Funny* describes something or someone that makes you laugh, e.g. a film, a joke, a story.

Answers

1 positive 2 negative 3 positive 4 negative 5 positive 6 positive

4b 31

- After checking answers, ask students to think of their own activities for the adjectives in 4a.

Answers

1 boring 2 difficult 3 interesting, relaxing 4 fun 5 easy

5 32

- After checking answers, explain that the phrases in the Speaking bank help us to give our opinion in a variety of ways. Point out that if we use variety when we speak, it is more interesting for the person listening to us.
- Highlight how we use *prefer* to compare two things: *prefer + -ing + to + -ing*.

Answers

1 opinion 2 find 3 really 4 to 5 don't

+ Extra activity

Tell the class several true and false opinions using the phrases in the speaking bank, e.g. *I find shopping for clothes really relaxing.* Ask the class to guess if they are true or false. Tell the class your real opinions, e.g. *It's false! I really hate shopping.* Then tell students to think of six sentences for themselves using the phrases, three true and three false. They then work in pairs, taking turns to say their sentences and guessing if they are true or false.

Practice makes perfect

6 SPEAKING

-  **Exam tip** To answer the question in the Exam tip box: No, there isn't a right or wrong answer. It is important to say what you like and don't like and to justify your answers, but remember that the examiner is evaluating your use of English, not your opinions.
- Tell students that it's important to listen to what their partner says. In a conversation, we listen to the other person and then respond to what they say to us.
- If students don't understand something, they should ask their partner to repeat or speak more slowly. They should use an expression, like *Sorry, can you say that again?*
- After students do the task, choose a pair to perform their conversation for the class. When they finish, ask the class if they listened and responded to each other, if they discussed all the activities, and if they gave their opinion.

Developing writing p35

Writing a description of a house

Warmer

Books closed. Tell students that they're going to read a text called *My dream house*. Ask them to predict ideas about the house, and then collate these on the board. Help students with vocabulary if necessary.

1 SPEAKING

- Before students do the task, ask them if any of the ideas that they predicted in the Warmer were right about this house.

Possible answer

It's a big, modern house. There's a swimming pool with chairs and a table next to it. It's got two balconies. There are some chairs on one of the balconies.

- 2 Pre-teach any words you think students may have problems with, e.g. *views* (what you can see from a place), *flat-screen* (modern type of large, thin TV).

Answers

modern house; big windows, two balconies, swimming pool, chairs and tables

- 3 After checking answers, ask more comprehension questions about the text, e.g. *How many rooms are there?* (ten); *Where can you do sport inside?* (in the gym).

Answers

rooms and furniture: paragraph 2
special rooms or features in the house: paragraph 3
the location of the house: paragraph 1

- 4 When checking answers, ask what thing(s) in the text each adjective describes.

Answers

1 important (it's important that the house is somewhere warm)
 2 big (house, windows, living rooms, TV) 3 modern (house)
 4 beautiful (swimming pool) 5 comfortable (chairs)
 6 great (views of the sea, place for parties), amazing (technology)

- 5 Point out that if an adjective already has a strong meaning, e.g. *great*, *amazing*, *fantastic*, we don't use *very* before it.

Answers

1 before 2 after 3 before

Culture exchange

- 6 After checking answers, ask students if they have visited a house like the ones described in the text, in their country or abroad, and if they would like to live in a house like this.

Answers

a expensive houses b big gardens c old
 d very important building e very old house

Culture notes

There are hundreds of large country houses like Blenheim Palace and Chatsworth House all over the UK. They usually sit within enormous grounds, often hundreds of acres in size. Many of them are open to visitors and are a very popular day out for British people, although usually only certain rooms and parts of the grounds can be visited.

- 7a Before students do the task, ask them to think of questions to help them think of ideas, and write them on the board, e.g. *Where is it? How big is the home? What type of home is it? How old is it? What rooms and furniture has it got? What special features has it got?*

Practice makes perfect

- 8a-b Before students start writing, highlight the sentences with *so* in the text in exercise 2, e.g. *I ... really don't like winter, so it's very important ...*. Point out that they can use *so* to explain why they like the different aspects of their dream house.

- Encourage students to use different ways to say what is in the house, e.g. *There is, There are, The house has got, It's got.*

Fast finishers

Students draw their house, or part of it, from their description and label the most interesting features.

2 WELCOME HOME

Test yourself p37

Grammar test

1 Answers

1 There is 2 There aren't 3 There is 4 There aren't
5 There is 6 There are 7 There isn't 8 There aren't

2 Answers

1 False (The photo of the family is next to the mirror.) 2 True
3 False (The books are on the table.) 4 True 5 True
6 False (The sofa is under the photo of the family.)

3 Answers

1 Is, listening, is 2 's/is watching, watches 3 aren't/are not playing,
don't/do not play 4 's/is, doing, 's/is making

Vocabulary test

1 Answers

1 kitchen 2 dining room 3 bathroom 4 hall
5 living room 6 garage

2 Answers

1 take 2 vacuum 3 up 4 lay 5 make 6 dust

3 Answers

a shelf b cupboard c microwave d washing machine
e fridge f cooker

Reading

1 **Answer**
B

2 **Answers**

- 1 **A** – *turn off* is a common phrasal verb used to talk about electrical items like smartphones. Neither of the other options, *close* and *hang* can be combined with *off* to talk about electrical items.
- 2 **B** – *doing* is the only verb from the three that we can combine with *sport*. We can use *going* with sporting activities, for example, *go swimming*, but not the word *sport*. *Make* is often confused with *do* because many languages just have one word for both verbs.
- 3 **A** – *because* introduces the reason (*they help us to relax and they reduce stress*) for the previous statement (*Hobbies can also be good for our mental health*). *Or* is used to introduce an alternative idea, and *but* is used to introduce a contrasting idea. Neither makes sense here.
- 4 **A** – *hang out with* is a phrasal verb meaning 'spend time with'. *Meet* isn't possible because it can't be combined with *out*. *Walk out* means 'leave a place on foot' and doesn't make sense here.
- 5 **C** – *taking photos* is a set expression. The other verbs *doing* and *making* cannot be combined with *photos*.
- 6 **B** – *games* is the only noun from the three options that we can combine with *board*, meaning an activity like Monopoly or Scrabble. We use *match* with types of sports, e.g. *tennis match*, *football match*. *Plays* refers to the theatre.

Speaking

4a **SPEAKING** 

- Encourage students to give their partners feedback on what they did well and what they can improve on.

4b **SPEAKING** 

- Remind students not to panic if they can't think of what to say; they can use expressions like *Let me think* to give themselves thinking time.
- If you wish, go to page 152 to continue working through the Exam success section for these two units.
- See the Exam Trainer, Workbook pages 105 and 110, for more information and practice on this Key for Schools task.

Historical buildings in your country

1 **SPEAKING** 

- Students work in groups of 3–4.
- After students do the task, make a list on the board of some historical buildings that students know.

2 **SPEAKING** 

- Students continue to work in their groups from exercise 1.
- Explain that *presentation* means *giving a talk to the rest of the class, possibly with images or slides for the class to look at as they listen*.
- If possible, make sure that each group chooses a different house or building for their project. Tell them that it's OK if they don't find information for every point in the *Research areas*, e.g. if they choose a castle, it might not have furniture or other objects inside.

3 Ask individuals to read the tips aloud and discuss them with the class.

- In the *Digital skills* section, discuss how students can tell if a source contains reliable information. Ask them which of the following websites are most likely to be reliable, and why: an official website for a tourist attraction, an online encyclopaedia, a travel blog (*an official website because the information is most likely to be true; with an online encyclopaedia, it depends if the information is provided by users, or from a reputable publisher. Information in online encyclopaedias where the content is provided by users could be inaccurate, just as information on a travel blog may be subjective or unreliable.*).
- In the *Collaboration* section, make sure students understand that the *Useful language* is phrases to help them complete the task in English, not phrases that they should use in their finished project.

4 **SPEAKING** 

- Outline a timeframe for the project, starting with the deadline for presenting it. Include key interim dates and make sure students are clear about which stages of the project they need to do at home and which they will have time to do in future classes.
- Point out that, when working on the project, as much discussion as possible should be in English, both in and out of class.

- 5 Explain that *Presentation* here means *the way a project has been created and done*, e.g. the quality and general attractiveness of the layout and design of a poster or leaflet, or the clarity and coherence of a spoken presentation or video message.
- If students mark the projects of their classmates, encourage them to share and justify their marks.

Virtual Classroom Exchange

- Use the Virtual Classroom Exchange to connect with teachers and students in other countries and encourage students to present their projects to each other.

Vocabulary in context p40

Using a range of lexis to talk about parts of the body and physical activities

Warmer

Books closed. Touch your nose and say *touch your nose*. Then touch your neck and say *touch your ear*. Tell students to stand up, and explain they should always touch the part of the body that you say, not the part that you touch. If any students get it wrong, they sit down. They can continue playing, but they are 'out' of the game. Start the game, touching and saying various parts of the body – sometimes the same part, sometimes different parts. Start with words that students should already know, for example: *head, neck, hair, mouth, hand, ear, eye, back, arm, leg, foot, thumb*. Then include more difficult parts of the body such as *chin, cheek, elbow, finger, shoulder, wrist, knee, ankle*.

1 33

- When checking answers, write the words *knee, thumb* and *wrist* on the board, and ask students what is unusual about their pronunciation (*they each have a silent consonant: /niː/, /θʌm/, /rɪst/*). Highlight also the pronunciation of *stomach /'stʌmək/*. Reinforce the importance of learning the pronunciation of every new word.

Answers

Head and face: chin, ear, eye, forehead, lip, mouth, neck, nose, tooth (pl. teeth)
Body: back, chest, shoulder, stomach
Arm: elbow, finger, hand, thumb, wrist
Leg: ankle, foot (pl. feet), knee, toe

Language notes

Not all plurals in English end in -s. In irregular plural nouns, an internal vowel changes to create the plural, e.g. *man – men, woman – women, tooth – teeth, foot – feet*, etc.

- 2a** Before students do the task, tell them to work out if they need the singular or plural form for each gap.

2b 34

- After checking answers, ask the class which fact they found most surprising.

Answers

1 eyes 2 teeth 3 feet 4 nose 5 hand(s) 6 toe

+ Extra activity

Tell students to work in pairs and write their own sentences about parts of the body from exercise 1. If possible, allow them to research interesting facts about people and animals; alternatively, they can use their own knowledge.

Tell the pairs to read some of their sentences aloud, without saying the part of the body. They could do this with another pair, or the whole class. The other students have to guess the part of the body.

3 35

- When checking answers, point out that we usually use a noun after *climb, kick* and *ride*. Elicit some nouns for each verb, e.g. *ride a horse, motorbike; kick a ball; climb a mountain, wall*.

Answers

1 ride 2 kick 3 climb 4 jump 5 dance 6 run

4a 36

- After students do the task, ask a confident student to explain or demonstrate the difference between *dive* and *jump* (*your body points down when you dive, but it remains upright when you jump*).

4b 37

- As in exercise 3, point out that we usually use a noun after *hit*.

Answers

1 swim 2 surf 3 sail 4 skate 5 dive 6 hit

Use it ... don't lose it!

5 SPEAKING

- Encourage students to say which activities they like/don't like as they talk. Give them an example, e.g. *I swim in my local swimming pool every week, but I don't like diving into the water*.

Reading p41

Reading for gist and specific information

Warmer

Books closed. Write the 12 physical activities from the previous lesson on the board, spread out. Split the class into two teams and invite one student from each team to come to the front. Give them a board pen, and mime one of the words. The first student to circle the correct word wins a point for his/her team. Repeat with different students until all the words have been used.

1 SPEAKING

- After listening to several ideas, ask students to think of examples of how people use technology in sport. If the class is very keen on sport, they could make a list in pairs. If not, brainstorm some ideas as a class.
- 2 Before students do the task, make clear that they do not need to understand every word. They only need to read for gist and will be able to read again for more detail in the next exercise.

Possible answer

The text is about the latest uses of technology in sport.

3 38

-  **Exam tip** To answer the question in the Exam tip box: Look again at the section of the text where you think the answer comes. Read it slowly and carefully and choose only one answer.
- Students may find ideas and words from all the answers in the text, but only one will answer the question exactly.
- Remind students that they should always answer all the questions, even if they aren't sure of the answer. They don't lose marks for incorrect answers.
- When checking answers, ask students which sections of the text match to the answers that they chose.

Answers

- 1 c – *You can't have an amazing football team with just 11 good players – you need a fantastic coach, too.*
- 2 a – *The AI coach listens ... and saves important information about the players.*
- 3 c – *Forpheus has a robotic arm that can move like a human wrist and elbow ...*
- 4 b – *Forpheus tells the player ... 'Your backhand isn't good ...'*
- 5 c – *With VR, you can even play ... against one of the previous champions, Andy Murray.*

- 4 When checking answers, highlight the pronunciation of the adjective *live* /laɪv/. Ask students how the verb *live* is pronounced (/lɪv/). Point out that occasionally in English, two different words with different pronunciations can have the same spelling.

Answers

coach – someone who trains a sports player or team
goal – the action of putting a ball into a goal
match – a game in which players or teams compete against each other, especially in a sport
latest – most recent, or newest
bat – a flat wooden object with a handle used for hitting the ball in the game of table tennis
live – a live television or radio programme can be watched or listened to at the same time as it happens
headset – a piece of equipment that you wear over your ears or eyes with a part you can speak into, connected to a telephone or a radio

Fast finishers >>

Ask students to choose more words about sport from the text and write their own definitions, e.g. *score*, *goalkeeper*, *final*, *champion*.

5 Critical thinkers

Possible answer

In my opinion, there are lots of positive things about this technology. For example, with robot and VR technology, we can practise sports when we don't have anyone to play with. It can help us to improve, and this helps us to enjoy playing sport more. After all, everyone loves to win! On the other hand, I think there are some negatives. The best thing about sport is connecting with other people, and technology can stop us from doing that. For example, there may be no human coaches in the future.

Culture notes

Technology is playing an increasing role in sport. In sports like tennis and cricket, it is used to work out exactly where a ball has travelled. In sports like rugby and now football, the world's most popular spectator sport, a team of people can watch replays on a screen, and tell the referee what to do. The aim is to make sure that important decisions are correct. Some people disagree with using new technology in sport. They think that it causes interruptions and stops the games flowing, making them less enjoyable. Another argument against it is that human error is an important part of sport.

Flipped classroom

You may want to ask students to watch the Flipped classroom video for unit 3 as homework, in preparation for the grammar lesson.

Grammar in context 1 p42

Using can/can't; adverbs of manner

Warmer

Ask students: *Can you swim?* Tell them to put up their hands if they can. Choose a student who has put his/her hand up and say *[Carla] can swim*. Repeat with more questions and more students in the same way, e.g. *Can you speak French? Can you ride a horse? Can you play the piano?* Choose some students who don't have their hands up, and say: *[Bruno] can't [...]*.

If you have a confident class, ask for volunteers to ask questions with *Can you ...?* and choose other students to answer the questions.

- Point out that the sentences are based on sentences from the reading on page 41.
- Give some more examples of *can* for ability, possibility and permission and ask students to match each example with the use, e.g.: *I can speak French.* (ability); *my brother says I can use his bike today.* (permission); *It isn't raining, so we can go to the park.* (possibility).

Answers

1 No 2 No 3 ib ii a iiic

- Students in less confident classes can write true sentences about themselves with *skate*, *ski* and *swim*. With more confident classes, after checking answers, tell students to cover sentences 1–6 and use the table to make questions in pairs about the four people using *can* and *can't*.

Answers

1 can 2 can 3 Can; No, can't 4 can't; can
5 can 6 can

3b PRONUNCIATION 39

- When checking answers, for the sentences where students have written *can't*, tell them to explain why the action isn't possible (2 because the weather is bad, 5 because the person has got a bad leg).
- After checking answers, write *I can swim. I can't swim.* on the board and model the pronunciation. Point out the difference by emphasising the differences between the two. Tell the class to repeat the sentences and insist on a clear difference between the two forms.

Answers

1 can hit 2 can't climb 3 Can, kick 4 can dive
5 can't dance 6 Can, ride
Can't has a long vowel sound.

Language notes

Can is often pronounced /kən/ in spoken English, and isn't usually stressed, apart from in the short answer *Yes, [I] can.* where it is always pronounced /kæn/ and for emphasis, for example, when contrasting ideas such as in concession statements, e.g. sentence 4. However, the most important thing for students to learn is to differentiate *can* and *can't* because this can lead to misunderstandings. *Can't* is usually stressed and contains a different vowel sound /ɑː/.

+ Extra activity

Books closed. Play *Bingo* with the class. Tell students to write six three-word sentences starting *I can ...* or *I can't ...*, using the 12 physical activity verbs from page 40, e.g. *I can kick. I can't dive.*

Say sentences starting with *I can* or *I can't*, and choosing a verb from physical activities at random. Write down each sentence as you say it, and tell students to cross it off their list if they have it. When a student has crossed off all his/her sentences, he/she says *Bingo!* Ask him/her to read back the six sentences and check that they are on your list.

Continue until all students have said *Bingo!*

- Before students do the task, ask them to look at the photo and predict what you can and can't do in the sport of freestyle football (not tennis as the image suggests).

Answers

a can b can't c can d can't e can f can't

5 Answers

a Can b can't c can't d can

- Before students do the task, draw a person running on the board. Ask: *What is he/she doing?* Elicit: *He/She's running.* and write it on the board. Then add some arrows to indicate speed, and draw a line after the sentence: *He/She's running _____.* Elicit or say *fast* or *quickly*. Then draw a person walking with a stick. Elicit: *He/She's walking slowly.* and write it on the board.
- After checking answers, ask students to identify the verbs in sentences a–g (*listen, practise, see, run, ride, work, hurt*).

Answers

1 how we do something 2 with other verbs 3 -ly 4 irregular

Language notes

Adverbs of manner come after the verb in the sentence, or after the object if there is one, e.g. *She sings beautifully. She sings the song beautifully.*

For adjectives ending -y, the adverb ends -ily, e.g. *easily, scarily*.

Not all adjectives have an adverb, for example *friendly*.

We have to find ways to describe actions using the adjective, e.g. *Our teacher always talks to us in a friendly way.*

- 7 When checking answers, point out that *do well* is a set phrase meaning *be successful*.

Answers

a fast b badly c well d easily e slowly

Use it ... don't lose it!

- 8 After students do the task, ask different students to tell the class something that their partner can and can't do. Give an example for yourself first, e.g. *I can wait for a friend patiently, but I can't dance well*.

**Mixed ability**

In less confident classes, ask students to write three new sentences about themselves using *can't*, one of the verbs in the box and an adverb of manner, for example, *I can't speak French fast*.

For more confident classes, encourage students to use their own activities with the adverbs, for example: *Can you sing beautifully? No, but I can draw beautifully*.

Vocabulary p43**Using a range of lexis to talk about sports****Warmer**

Books closed. Tell students to write the alphabet in their notebooks, and work in pairs to try and think of a sport that begins with each letter.

Write the alphabet on the board, and ask the class for different sports for each letter. Find out which pair wrote a sport for the most letters.

1 40

- When checking answers, copy the diagram onto the board, and invite students to come up and write the sports in the appropriate section. Then ask the class if they disagree with any of the answers and if so, to explain why using places they know, e.g. *You can't go diving outside. Yes, you can. There's an outdoor swimming pool in [...] where you can go diving*.

Possible answers

Outdoor sports: horse-riding, inline skating, rugby, sailing, skiing, surfing

Indoor sports: gymnastics, judo, table tennis

Both: climbing, cycling, diving, football, hockey, ice skating, inline skating, running, skateboarding, skiing, swimming, tennis, volleyball

Language notes

We usually use *play* + team sports or sports with a ball, e.g. *football, tennis, hockey*.

We usually use *go* + sports that end *-ing*, e.g. *swimming, climbing*.

We usually use *do* with sports we do on our own, e.g. *judo, gymnastics*.

- 2a Students could record the answers as a mind map. Tell them they can write the sports in more than one category.

Possible answers

1 badminton, baseball, basketball, football, hockey, rugby, running, sailing, tennis, volleyball

2 climbing, cycling, diving, golf, gymnastics, horse-riding, ice skating, judo, running, sailing, skateboarding, skiing, surfing, swimming, tennis

3 baseball, basketball, football, golf, hockey, rugby, table tennis, tennis, volleyball

4 diving, ice skating (frozen water), sailing, skiing (snow), surfing, swimming

5 cycling, inline skating, skateboarding

- 3 Demonstrate by completing some of the sentences yourself and giving reasons, for example, *I love swimming because I love being in water. I wouldn't like to try hockey because I think it's dangerous*. Help students with vocabulary to express the reasons for their answers.

Use it ... don't lose it!**4** **SPEAKING**

- Write: *What do you think of ...?* on the board. Demonstrate the activity by asking different students to ask you about different sports. Answer using the sentences in exercise 3, explaining why each time.



GREAT LEARNERS GREAT THINKERS p44

Thinking about the benefits of doing sport and exercise

Warmer

Books closed. Write: *The benefits of doing sport* on the board and tell students that this is the title of the lesson. Put students in pairs and ask them to write a list of benefits. Write some phrases on the board to help them, e.g. *Sport makes you feel ... Sport helps you to ... When you do sport, ...* Ask students for their ideas and make a class list on the board. Then ask students to vote on the number-one benefit of sport.

1 SPEAKING

- Help students with vocabulary to express their ideas if necessary, e.g. *win a prize, win a competition, feel proud, feel satisfied, take part* (e.g. *taking part is more important than winning*).

2 VIDEO

- Pre-teach *award* (a prize or reward that you get if you achieve something), *fit* (able to do exercise without getting tired quickly), *passion* (something you feel strongly about).

Answers

1 Senegal, in Africa 2 inline skating 3 Yes, he has.

3 VIDEO

Answers

1 16 2 father 3 capital 4 seventh 5 World
6 happy 7 job

- #### 4
- Before students do the task, check that they understand the meaning of *mental health* (*how well you feel in your own mind*). Ask the class to predict which mental health benefits of doing sport the text will mention.

Answers

1 sport creates chemicals in our brain that make us feel happy, positive and relaxed; sport gets young people to go outside, which is good for mental health; sport makes us tired and can help us sleep well

GREAT THINKERS

5 SPEAKING

- The *Sentence-Phrase-Word* thinking routine helps students to structure a discussion. It is a routine for both thought and discourse. (Note that this task may also be referred to as *Word-Phrase-Sentence*.)
- Before students do the task, make clear that once they have selected their *sentence* (step 1), they can choose their *phrase* (step 2) from any part of the text. The phrase does not have to be part of the sentence they have chosen. Similarly, the *word* (step 3) does not have to be part of the phrase or the sentence.

- Students work individually in steps 1–3 and then in small groups in step 4. Remind them to choose sentences, phrases and words that interest them personally.
- In the group-work stage, ask students to try to explain why they found their sentence, phrase and word interesting.
- Ask some of the groups to share some of the sentences, phrases and words that they discussed.

6 SPEAKING SEL

- If you feel the topic of mental health will be sensitive for the class, or for some individual students, avoid whole-class feedback for these questions. If students find it hard to think of ideas for question 3, give them the following suggestions: spending time with friends and family, talking about how we feel, asking for help when we feel unhappy, avoiding activities that make us feel bad, looking after our physical health in other ways (sleeping well, eating healthily, etc.).
- After students do the task, point out that we should look after our mental health like our physical health: we should do activities that are good for it, we should check it regularly, and we should ask for help if we have a problem with it.

GREAT LEARNERS

- Students could think about the question in pairs or individually. Encourage them to make a list of areas of life in which mental health is important, and how it can affect each area.

LEARNER PROFILE

- Ask students to read the statement and the question in the Learner Profile on page 150, then grade themselves from 1 to 5. Explain that here 1 means 'I have a bad physical and emotional balance', and 5 means 'I have an excellent physical and emotional balance'.
- If appropriate for your class, get students to share their grades with a partner or small group and, if they wish, to give their reasons. Encourage students to share suggestions for improving their physical and emotional balance. Alternatively, ask students individually to think of ways to improve their physical and emotional balance.

Listening p46

Listening for gist and specific information

Warmer

Books closed. Think of a famous current sports player from the students' country. Ask them to ask you yes/no questions to guess the person, e.g. *Is it a woman? Does she play a team sport?* If students can't guess after ten questions, give them a clue. After students guess the answer, put them in small groups to play the game, taking turns to choose sports people and guess.

1 SPEAKING

- After students do the task, ask them which young sports people from their country they think are most successful at the moment.



Culture notes

The BBC Sports Personality of the Year is an award to celebrate achievement in sport. The public votes for the winner whose achievements that year have been the most impressive, and there is a TV show every year in December when the winner is announced. There are also awards for World Sport Star of the Year, Coach of the Year, Team of the Year and Young Sports Personality of the Year.

2a

- When checking answers, if students didn't guess Rhian Brewster's sport (football), read out the following line and ask them again: *Rhian Brewster is on the list. He's a really good footballer – he scores a lot of goals!*

Answers

Rhian Brewster: football
Ellie Downie: gymnastics
Millie Knight: skiing

2b

- Tell students that this is a typical exam task. Before they do the task, ask them to look at each gap and think about what type of word is missing, e.g. a number, an adjective, a verb, a name. Remind the class that the words in the text won't be exactly the same as what is said in the listening, but that the missing words will be the same in both the text and the audio.

Answers

a ten **b** 18 **c** number one **d** 17 **e** swimming
f six **g** ankle **h** see **i** hard **j** Millie

3 SPEAKING

- Write some phrases from the recording on the board to help students explain why they like each person, e.g. *He/She's a really good [footballer]. He/She's a good role model. He/She has lots of medals for [tennis]. He scores a lot of goals!*

4 Critical thinkers

- If you feel your students need more support, write these prompts on the board:
I (really) believe/feel/think (that) it's a [good] idea because ...
In my opinion, ...
On the one hand, ... On the other hand, ...

Grammar in context 2 p46

Using have to/don't have to, must/mustn't

Warmer

Books closed. Write the following on the board:

In football, the players ...

1 _____ kick the ball.

2 _____ touch the ball.

3 _____ be very fast.

For 1, ask: *Is this necessary?* (Yes.). Elicit or write *have to/must* in the gap.

For 2, ask: *Can they do this?* (No.). Elicit or write *mustn't* in the gap.

For 3, ask: *Is this necessary?* (No.). Elicit or write *don't have to* in the gap.

- You may have set the Flipped classroom video for homework, but if not, watch the video in class before working through the activities.
- Point out that the sentences are based on sentences from the listening in the previous section.

Answers

1 must, have to **2** don't have to **3** mustn't

Language notes

Have to and *must* are modal verbs – they are always followed by the infinitive of a verb.

Must and *mustn't* only have one form for all the subjects, but *have to* uses the same forms as *have*, e.g. *he/she has to/doesn't have to*.

The meanings of *have to* and *must* are similar. However, *don't have to* and *mustn't* are different, and it's important not to confuse them.

- Before students do the task, mime throwing something, and dropping something. Tell students to look at the sentences and elicit the verbs *throw* and *drop*.
- In less confident classes, brainstorm some physical activity verbs for Ultimate Frisbee (*run, jump, throw, catch*).
- With more confident classes, ask students to look at the photo and predict some of the rules of Ultimate Frisbee before they read the text.

Answers

a have to **b** has to **c** mustn't **d** have to **e** must
f mustn't **g** have to



3 ACTIVE LIVING

3 Answers

2 You **mustn't move/have to stand still/stay in one place** with the Frisbee. 3 The player **must/has to** throw it to another player. 4 The player **must/has to** throw the Frisbee within ten seconds./The player **mustn't take** 12 seconds to throw the frisbee. 5 The player **mustn't** touch another player. 6 The player **must/has to** be fast./The player **mustn't be** slow.

4 After students do the task, ask them to think of some more rules about football in pairs.

Answers

1 False 2 True 3 False 4 True 5 True 6 True
7 False 8 False

5a SPEAKING

- Tell students to start their sentences with *You* or *Players*. If they find it hard to think of sentences with *don't have to*, encourage them to think of physical characteristics, e.g. *fast, tall, strong*.
- Put each pair with another pair to check answers and compare their sentences.

5b SPEAKING

- After checking answers, elicit as many sentences as possible from the class for each sport.

+ Extra activity

Ask students to think of another sport that they're interested in, and write a description of the rules, using the text about Ultimate Frisbee on page 46 as a model. They can work in pairs or alone. Encourage students to choose less common sports. Write the following questions on the board to help them: *How many people are there in a team? Where do people play/do it? How do you win/score points/goals? Is there a referee?*

You could tell them not to write the name of the sport at the top of the description, and display the descriptions around the classroom, numbered. Students then walk around the classroom, read each text and identify the sports.

Culture exchange

- 6 Before students do the task, ask them to predict which sports they think students in UK schools do. Ask them to read the text quickly to check (*football, netball, cricket, hockey, rugby*).
- Pre-teach or check the meaning of *kit* (*clothes needed for sport*).
- After checking answers, ask students to say things which are the same and different about sport at school in their country, e.g. *In our country, we also have to do sport until we're 16. In the UK, they have to play netball and cricket, but in our country, we don't have to play those sports.*

Answers

a have to/must b have to/must c don't have to d mustn't
e don't have to f have to/must

Culture notes

Netball is the most popular sport for girls at UK schools. It's similar to basketball, but players can't run at all when they have the ball. It's also popular in other English-speaking countries such as Australia and New Zealand.

Not all schools in the UK offer the same sports. Private schools are more likely to have more expensive sports facilities so students can often do water-based sports like water polo and rowing. Lacrosse, a team sport in which players pass a ball using a net on the end of a stick, is also played widely in private schools.

7 Help students with vocabulary, or allow them to use a dictionary.

- You could ask students to make a list on the board before they give their opinions about the rules in exercise 8.

Fast finishers

Fast finishers can write three more rules using their own ideas.

Use it ... don't lose it!

8 SPEAKING

- If you wrote a list of school rules on the board in exercise 7, nominate a student to choose a rule which he/she thinks is good. Ask him/her to explain why. Then ask another student to choose a rule which he/she thinks is a bad rule, and ask why. In pairs, students discuss what they think of the rules, and why.

Developing speaking p48

Asking for information

Warmer

Play 'hot seat' to revise vocabulary. Split the class into three teams. Put three chairs at the front of the class, facing away from the board and ask a student from each team to sit in each chair. Choose a key word from the unit so far – a sport, a part of the body or a physical activity – and write it on the board. The class must act out or show the word, without saying it. The first student from the three to say the word wins a point for his/her team. Repeat with different students and different words until everyone has had a turn in the 'hot seat'.

1 SPEAKING

- Before students do the task, elicit the sport in the photo (*kayaking*). Ask students to put their hands up if they've tried it. If so, they can say what they like and dislike about it.

2 42

- Remind students that this is a typical exam task. Before they do the task, ask them to look at each gap and think about what type of word is missing, e.g. a number, a day, a time.
- After checking answers, ask if students know how much £25 is in their country's currency. Work it out, if possible. Ask them if they think it's expensive, or a good price.

Answers

a 16 b Mondays c 9.30 am d 25 e drinks f snacks

3a SPEAKING

- With less confident classes, tell students to complete the dialogue in pairs. With more confident classes, they can complete it individually.
- Pre-teach *sign up* (to join a course).

3b SPEAKING

- If students have completed the dialogue individually, make sure they take turns to share their dialogue with their partner and read both dialogues aloud.

4b 43

- After checking answers, play the recording again or read out the expressions in the Speaking bank for students to repeat. If you read them out, use intonation to sound polite and enthusiastic. Point out that it's important to use intonation to sound polite when we talk to someone we don't know.

Answers

I'd **like** some information, please. (A)
 How can I **help** you? (G)
 What **time** are the lessons? (A)
 How **much** do they cost? (A)
 Thanks for **your** help. (A)
You're welcome. (G)
Thanks for calling. (G)
 Hope to see you **soon**. (G)

Practice makes perfect

5 SPEAKING

- Tell students to decide which role to take in their pairs.
- Ask students not to write out their dialogue in full. They should work out what to say for each prompt, including the expressions in the Speaking bank where possible, and then practise the whole dialogue. Allow them to use the dialogue in exercise 3a as a model.
- When students act their dialogues out for the class, ask the class to listen carefully for the expressions from the Speaking bank, and whether they use polite intonation.

Mixed ability

With less confident classes, allow students to write out their dialogue in full, or make notes for each stage. With more confident classes, tell students that they can prepare two dialogues, swapping roles for the second time.

Developing writing p49

Writing an informal email 2

Warmer

Tell students to imagine that a new sports centre is opening in their town. What places, facilities and classes would they like it to have? Students talk about their ideal sports centre in pairs, then share their ideas with the class.

1 SPEAKING

- After checking answers, tell students to cover the advert and ask the following questions to see what they remember: *What's special about the swimming pool? (it's Olympic® size, it's got a wave machine) Which two racket sports can you do? (tennis, badminton) How can you book a class? (by text or online) What type of shoes mustn't you wear in the gym? (black trainers)*

Answers

- The advert is about a new sports club.
- You have to write an informal email to a friend.
- Invite them to go to the sports club with you at the weekend. Say which activity you'd like to do and where and when to meet.

- 2 Tell students that writing an informal email is a typical exam task.

- When checking answers, ask if the email includes information that isn't mentioned in the task (*Yes, Amy mentions why she wants to go to the sports club, what facilities it has, and some rules.*).
- Point out that it's fine to include extra information about the topic, but the most important thing is to include all the information in the task. You lose points if you don't answer all parts of the task.

Answer

Yes, it includes everything.

+ Extra activity

Write the following on the board. Ask students to match the four paragraphs in the email to A–D.

- A Describing the activities and saying which activity you want to do
- B Saying where and when you would like to meet your friend
- C Introducing the topic and explaining why you are writing
- D Giving more information about the club

Answers

Paragraph 1: C Paragraph 2: D Paragraph 3: A Paragraph 4: B

- 3  **Exam tip** To answer the question in the Exam tip box: Yes, because you lose marks if there are spelling mistakes.
- Students should always read their work carefully for mistakes when they finish writing a text. Tell them that it's normal to make mistakes when we write, so it's important to check their work.

- In particular, they should check for mistakes in spelling and grammar, particularly with agreement with subject and verb, subject pronouns, and prepositions like *in/on*. They can also check punctuation, capital letters and word order.
- When checking answers, elicit corrections for each error.

Answers

- a swimming (swiming – paragraph 2)
- b we mustn't wear (we musn't wear – paragraph 3)
- c on Saturday morning (in Saturday morning – paragraph 4)
- d I really **want** to (I really wants to – paragraph 1)
- e It has got (Has got – paragraph 2)

Practice makes perfect

- 4a Before students do the task, remind them that they should include all the information in the task, and check they understand the instructions by asking: *Who are you writing to? (a friend) Why? (to invite him/her to go to the new sports club this weekend) Do you need to include some information about the club? (yes) Do you need to say which activity you want to do? (yes) Do you need to give your opinion about other activities? (no, but you can if you like) What do you need to suggest? (where and when to meet)*
- Remind students that they can use *Let's* to make suggestions, and write some other phrases on the board for making suggestions, e.g. *Do you want to ...? Why don't we ...?*

Test yourself p51**Grammar test**

- 1** **Answers**
- 1 He can play baseball.
 - 2 You can't surf.
 - 3 Can Julia come to the match?
 - 4 They can't touch their toes.
 - 5 He can't meet us at the park.
 - 6 Can we play on the same team?
 - 7 You can call me any time.

- 2** **Answers**
- 1 beautifully 2 hard 3 badly 4 fast 5 calmly
 - 6 well 7 carefully

- 3** **Answers**
- 1 mustn't 2 have to/must 3 have to/must 4 mustn't
 - 5 doesn't have to 6 don't have to 7 has to/must

Vocabulary test

- 1** **Answers**
- 1 nose 2 thumb 3 finger 4 ear 5 ankle 6 neck 7 hand

- 2** **Answers**
- a ride b swim c run d skate e dive

- 3** **Answers**
- 1 skateboarding 2 sailing 3 baseball 4 surfing 5 judo
 - 6 table tennis 7 climbing

Vocabulary in context p52

Using a range of lexis to talk about countries and nationalities and words connected with travel

Warmer

Books closed. Say: *Which country am I in? I'm watching a baseball game. I'm eating a hot dog. I can see the White House. (the US).* In pairs, students imagine they are in different countries, and take turns to describe what they're doing/what they can see and guess the place.

1 SPEAKING 44

- After checking answers, ask several students which place they would most like to visit, and why. Then ask the class to vote for the place they would most like to visit, and find out the most popular place.

Answers

a India (the Taj Mahal) b Italy (the Colosseum)
c Mexico (El Castillo) d China (Great Wall of China)
e South Africa (Table Mountain) f Spain (La Alhambra)

- When checking answers, point out that Russia is in both Europe and Asia. Ask if students know another country that is in both Europe and Asia (*Turkey*).

Answers

1 Belgium, Czech Republic, France, Germany, Greece, Hungary, Italy, Poland, Russia (also in Asia), Scotland, Slovakia, Spain, Switzerland, Ukraine, Wales
2 Argentina, Brazil, Colombia, Ecuador, Peru
3 Mexico
4 China, India, Japan, Russia (also in Europe)
5 Egypt, South Africa

3b 46

- When checking answers, ask students to repeat the countries and nationalities. Point out that in some of the pairs, the stress falls on a different syllable, e.g. Ecuadorian.

Answers

Argentina – Argentinian, Belgium – Belgian, Brazil – Brazilian, Colombia – Colombian, China – Chinese, Czech Republic – Czech, Ecuador – Ecuadorian, Egypt – Egyptian, France – French, Germany – German, Greece – Greek, Hungary – Hungarian, India – Indian, Italy – Italian, Japan – Japanese, Mexico – Mexican, Peru – Peruvian, Poland – Polish, Russia – Russian, Scotland – Scottish, Slovakia – Slovak, South Africa – South African, Spain – Spanish, Switzerland – Swiss, Ukraine – Ukrainian, Wales – Welsh

Culture notes

England, Scotland, Wales and Northern Ireland make up the country of the United Kingdom.

Great Britain, or Britain, is the large island where England, Scotland and Wales are located. Ireland is the island to the west of Great Britain. The part that isn't Northern Ireland is a different country: the Republic of Ireland.

4 SPEAKING

- Before students do the task, go through an example of each category as a class. Write the following on the board: *It's a tourist attraction in ...; It's the capital city of ...; He's/She's a/an ... person.; It's a/an ... food.* Then say the following, and elicit answers: *Edinburgh Castle (It's a tourist attraction in Scotland.), Paris (It's the capital city of France.), Rafael Nadal (He's a Spanish person.), pizza (It's an Italian food!).* Tell students to use the sentences on the board to help them do the task.

Mixed ability

If you have less confident students, write some of the following ideas on the board to help them to create sentences, rather than thinking of their own. They could write sentences in pairs rather than speaking in groups:

Capital cities: Buenos Aires, Beijing, Warsaw (Argentina, China, Poland)

People: Lionel Messi, Shakira, Maria Sharapova (Argentinian, Colombian, Russian)

Food: curry, enchiladas, tapas (Indian, Mexican, Spanish)

5 47

- Point out that an *excursion* usually happens in one day, whereas a *trip* is more general and can be any length of time.
- After checking answers, ask students which of the facts they find the most interesting or surprising.

Answers

1 trip/an excursion 2 passport 3 passengers 4 flight
5 luggage 6 souvenir 7 package holidays

6 Answers

1 luggage 2 tour guide 3 souvenirs

Use it ... don't lose it!

7 SPEAKING

- After students do the task, ask some of the pairs to ask and answer the questions for the class.

Language notes

For nationalities ending -ese, the stress is on the final syllable, e.g. *Chinese*.

For nationalities ending -ian, the stress is on the syllable before -ian, e.g. *Italian*, *Ukrainian*. This is true for *Egyptian* too, although the pronunciation of the ending is different: /ɪ'dʒɪp(j)ən/.



Reading p53

Predicting content, reading for gist and detail

Warmer

Books closed. Tell students they're going to read a text about going into space. Ask them to think about whether they would like to go into space one day or not. In pairs, tell them to think of arguments for and against going into space.

Ask students to share their ideas with the class and find out how many would like to go into space.

1 SPEAKING

- If you didn't do the Warmer, before students do the task, find out how many would like to go into space one day.
 - When checking ideas, write some of the students' predictions on the board to check in exercise 2.
- 2 Before students do the task, make clear that they do not need to understand every word. They only need to read for gist and will be able to read again for more detail in the next exercise.

3 48

- If you have a confident class, tell students to write a full sentence for each answer.

Answers

- 1 Space tourists travel to the International Space Station (ISS).
- 2 Because Richard's eyesight was bad - he couldn't see well (without) glasses.
- 3 Richard's ticket was \$30 million.
- 4 Michael Fincke is American and Yuri Lonchakov is Russian./They were American and Russian.
- 5 Because there were lots of experiments to do.
- 6 He gives talks about his trip.

- 4 When checking answers, point out that *trip of a lifetime* means the most memorable trip of your whole life. Ask students where they would like to go for their trip of a lifetime.
- Highlight that *determined* is an adjective. We usually say *be determined to* + infinitive verb/verb phrase. Ask students to think of something they are determined to do during their life and tell their partner.

Answers

- 1 lifetime 2 experiment 3 foreign 4 eyesight 5 gravity
- 6 determined 7 successful

+ Extra activity

Write the following sentences on the board:

- 1 *The first ever space tourist was American* _____ . (2 words)
- 2 *Anousheh Ansari was the first ever* _____ . (3 words)
- 3 *Richard worked in* _____ . *He was very successful.* (2 words)
- 4 *Richard, Michael and Yuri were in space for* _____ . (3 words)
- 5 *In space, they did an experiment for a Japanese* _____ . (2 words)

Ask students to read the text again and complete the sentences, using the number of words specified.

Answers

- 1 Dennis Tito 2 female space tourist 3 video games
- 4 12 fantastic days 5 watch company

5 Critical thinkers

- If you did the Warmer, ask if any students have changed their minds about whether they would like to go into space. If so, ask them to explain why.

Possible answer

In my opinion, space tourism is a bad idea. When a spacecraft goes into space, it's very bad for the planet. I think it's important to know about space and do experiments there, but going on holiday isn't a good reason to go into space. It's also very expensive. I think it's better to go on holiday on Earth and spend money in local economies, or to give it to charity.

Flipped classroom

You may want to ask students to watch the Flipped classroom video for unit 4 as homework, in preparation for the grammar lesson.



4 ON THE MOVE

Grammar in context 1 p54

Using the past simple of *to be*;

There was/There were; the past simple of *can*

Warmer

Books closed. Choose a confident student and ask: *Where are you today?* Elicit: *I'm at school.* Then ask: *Where were you yesterday?* Elicit or teach: *I was ...* and write it on the board.

Ask more students, using different past time expressions, e.g. *Where were you on Sunday? Where were you on Saturday? Where were you last night?*

- 1 If you didn't set the Flipped classroom video for homework, watch the video in class before working through the activities.
- Point out that the sentences are based on sentences from the reading on page 53.
- Highlight that the full negative forms are *was not* and *were not*, but we usually use the contracted forms *wasn't* and *weren't*. You could also point out that we form negatives and questions in the same way as the present simple: by adding *n't* to the verb for negatives and putting the verb before the subject for questions.

Answers

1 was 2 were 3 wasn't 4 Were 5 was 6 weren't

- 2 After checking answers, ask students if we know when each situation happened (*We know when 1, 3 and 5 happened.*). Explain that we often (but not always) use a past time expression with the past simple.

Answers

1 was, wasn't 2 weren't, were 3 were, weren't
4 Were, were 5 wasn't, was 6 Were, wasn't

- 3 Ask students to compare answers by reading the dialogue aloud in pairs.

Answers

a were b weren't c wasn't d was e was f were g was
h Was i was j were

- 4 Before students do the task, ask for some examples of sentences starting with *There is/There are* and write them on the board. Say *What's the past form?* (*There stays the same and we replace *is/are* with *was/were*.*)
- Highlight the pronunciation of *There were* /ðeə(r) wɜː(r)/. Point out that the two vowel sounds are different.

5 Answers

2 Were there package holidays in the 1960s?
3 There was an excursion to the city's ancient ruins yesterday.
4 There weren't flights to the island last week.
5 Was there a stadium in your town in the past?

Fast finishers >>

Ask students to write more affirmative and negative sentences and questions for each prompt, using the forms that they haven't already used, e.g. affirmative and question for 1, affirmative and negative for 2, etc.

- 6 Tell students that they're going to read a list of the world's top ten tourist attractions from 2019. Tell them to cover the text and guess some of the attractions in pairs. Then tell them to check the list and ask some of the pairs if they guessed any of the attractions.
- After checking answers, ask students which attraction in the list they would most like to visit, and why.

Answers

a was b weren't c were d were e was f wasn't g were
h were i was j was

- 7 When checking answers, explain that we often use plural verbs with nouns, like *family*, which refer to a group of people.

Answers

1 Where were you in 2019? 2 Where were your parents yesterday? 3 Where were you at 10 pm last night?
4 Where was/were your family last August?

Language notes

In British English, singular or plural verb forms can be used for nouns which refer to a group of people, such as *family*, *class*, *group*, *audience*, *team* (including team names, e.g. *Liverpool*, *Brazil*):

The class was very noisy yesterday. Liverpool were amazing on Saturday!

Singular forms are used when the noun is considered a group and plural forms are used when they are seen as individuals. The plural verb form for groups of people is more common in the UK, whereas the singular verb form is more common in the US.

Use it ... don't lose it!

8 SPEAKING

- Before students do the task, write: *where were* on the board, and highlight the pronunciation /weə(r) wɜː(r)/. Point out that it rhymes with *there were*. Ask the class to repeat the two words.
- After students do the task, nominate a few students to tell the class about their partner's answers.
- 9 Before students do the task, draw a stick person riding a bike on the board, and say: *I can ride a bike*. Then draw a child riding a bike, and write: *When I was five years old ...* elicit or teach: *I could ride a bike*.
- Model the pronunciation of *could* /kʊd/. Point out that the *l* is silent.

Answers

1 the infinitive 2 *could* goes before the subject.

- 10 Before students read the text, ask them to look at the picture and guess when and where the first package holiday was.
- After checking answers, with more confident classes, ask questions about the text to practise *could*: *Could people travel by train in 1841? (Yes, they could.) How far could they travel on the first package holiday? (They could travel 12 miles.) Could they book online? (No, they couldn't.) Could people travel round the world by boat in 1872? (Yes, they could.) What transport couldn't they go by? (They couldn't go by plane.)*

Answers

a could b couldn't c could d could e could f couldn't
g could h couldn't

Use it ... don't lose it!

11 SPEAKING

- Before students do the task, draw their attention to the example dialogue. Point out that if the student asking the question could do the activity at the same age or younger, they should respond with *Yes, I could*.
- After students finish, ask some confident pairs to ask and answer about the different activities for the class. Ask the rest of the class to summarise each mini-dialogue, for example: *Oliver could swim when he was four. Elisa could swim when she was five.*



Homework

Workbook page 40

Vocabulary p55

Using a range of lexis to talk about transport

Warmer

Books closed. Ask students to come up to the board, one at a time, and draw a type of transport on the board. They don't need the words at this stage. Continue until they can't think of any more. Then point to each picture in turn, and elicit or teach the word.

Ask questions to elicit the different transport words, e.g. *Which is very quick/very slow/very expensive/very exciting/not exciting?* Encourage students to give reasons for their answers.

1 49

- Ask students what they know about Copenhagen, the capital of Denmark. Tell them that it's famous for having an excellent transport system.
- After checking answers, ask questions to help students understand the difference between some of the types of transport: *Which goes very fast, a motorbike or a moped? (motorbike) Which is very big, a ship or a boat? (ship) Which is very comfortable, a bus or a coach? (coach)*

Answers

a plane b train c underground d ship e bus/coach f boat
g bike h scooter

Culture notes

Copenhagen is the largest city in Denmark. It is considered the world's best city for cyclists, due to its network of cycle lanes, including specially built cycle bridges, large number of places to park bikes and bike-friendly local politicians. Over 60% of journeys in Copenhagen are made by bike.

- 2 Before students do the task, explain that *rail* means a *metal bar on which trains travel*, and people sometimes say *by rail* instead of *by train*.

Answers

Air: helicopter, plane, spaceship

Rail: train, tram, underground

Road: bike, bus, car, coach, lorry, moped, motorbike, scooter, taxi, van

Sea: boat, ship

Language notes

We use *go/travel + by* for most forms of transport, e.g. *I go to school by bike. I love travelling by plane.* But we say *go/travel on the underground and on foot.*

For public transport, we can also say *take/get/catch + the train/bus/coach/tram/underground.* We can say *take/get a taxi*, but not *catch a taxi*.

Use it ... don't lose it!

3 SPEAKING

- Before students do the task, ask them which types of transport people use in their town or city. Write more questions on the board to help them continue their conversations: *Do you like travelling by ...? Do you sometimes travel by ...?*

Fast finishers

Tell students to write some sentences about transport options in their town or city, using the text about Copenhagen as a guide.



Homework

Workbook page 41

GREAT LEARNERS GREAT THINKERS p56

Thinking about how travel can help people value diversity

Warmer

Books closed. Revise types of transport. Write: _____ go/goes to _____ by _____ on the board. Give an example, e.g. *I go to the supermarket by car, My cousin goes to work by bike.* Ask different students to give more true examples.

After about ten students have given an example, select one of the students and ask: *Where does (Fran) go? How?* Put students in pairs and ask them to remember what their classmates said.

Finish by asking the original students to say their sentences again.

2a Write: *A different kind of journey* on the board. Write some of the students' predictions for the video on the board to check in exercise 2b.

2b VIDEO

- Ask students what is different about Tim's journey (*They walk all day, the family take their homes with them on the journey and they travel with animals*).

Possible answer

It's about a journey with a family across Mongolia from their winter home to their summer home. They take their homes (gers) and their animals with them.

3 VIDEO

- Pre-teach *Kazakh* (a person from Kazakhstan), *head off* (leave), *ger* (a round tent to live in), *pretty* (an informal quantifier used with adjectives, it makes the adjective stronger).
- After checking answers, ask students what they found most surprising or interesting in the video. Ask if they would like to live like the Kazakhs or travel with them like Tim.

Answers

1 is a photographer 2 summer 3 five, 1,000 4 tents
5 with the animals 6 40 7 horses and camels 8 can eat

- Students work individually at first and can then share their ideas in small groups or as a class.
- Pre-teach *diversity* (including people, things, etc. from lots of different places), *customs* (things which are traditional in a particular culture) and *tolerant* (open to different types of people, ideas, etc.).

6 SPEAKING

- Write on the board: *When you ..., you* Elicit ideas about one of the activities, e.g. *When you watch a film about another community, you hear how they speak, you see what their homes/clothes look like, you see what everyday problems people have.* Encourage students to think about which activity is most helpful.

GREAT LEARNERS SEL

- Students could think about the question in pairs or individually. Point out that our world is becoming more diverse, as people move around more, and communities become more mixed. If we value diversity, our communities will be happier and more united.

LEARNER PROFILE

- Ask students to read the statement and the question in the Learner Profile on page 150, then grade themselves from 1 to 5. Explain that here 1 means 'I am not open-minded and positive towards others', and 5 means 'I am very open minded and positive towards others'.
- If appropriate for your class, get students to share their grades with a partner or small group and, if they wish, to give their reasons. Encourage students to share suggestions for becoming more open-minded and positive towards other individuals and communities. Alternatively, ask students individually to think of ways to become more open-minded.

GREAT THINKERS

- The *Think-Question-Explore* thinking routine encourages students to *think* about what they already know about an area; think of related *questions* they would like the answers to; and consider how they can *explore* the area further, answer those questions and learn more. (Note that this task may also be referred to as *Think-Puzzle-Explore*.)
- This task can be used in later lessons to introduce new topics. Before starting work on a new unit, reading text, listening section, etc., consider asking students to think about what they already know about an area and what questions they would like the answers to. At the end of the lesson/unit, they can then see which of their questions have been answered and discuss how they could find the answers to the questions which haven't.

Listening p58

Listening for gist and specific information

Warmer

Books closed. Write the following on the board:
*in Paris, my best friend, four days, quite cold,
the best thing – climbing the Eiffel Tower*

Tell students that these are the answers to questions about a holiday that you had. Tell students to try and write the questions in pairs, using *was/were*. Elicit the answers, then ask students to think of a holiday they had, and ask each other the questions.

Answers

Where were you? Who were you with? How long were you there (for)?
How was the weather?/What was the weather like? What was the best thing?

1 SPEAKING

- Before students do the task, ask them if they recognise the TV studio in the photo, which is the setting of the show (*The Big Bang Theory*®) and what they know about the show.



Culture notes

The Big Bang Theory is an American TV series which ran for 12 seasons from 2007 to 2018. The main characters are two physicists, Sheldon and Leonard, who live together and their two friends, Raj and Howard. Life changes for them when Penny becomes Sheldon and Leonard's neighbour. The sitcom is set in Pasadena, California.

3 50

- **Exam tip** To answer the question in the Exam tip box: You should read the statements before you listen. The statements tell you what you need to listen for.
- Remind students that the words in the statements are not always exactly the same as those in the recording. The same ideas are often expressed in a different way in the statements and the recording. Students should listen for words and expressions with similar or the same meanings.
- After checking answers, ask students to work in pairs and say why each of the false statements was false. Play the recording one more time to check if necessary.

Answers

- 1 False – *My family and I went to the US ...*
- 2 True – ... *I think our trip to the Warner Brothers studio was my favourite thing*
- 3 False – We saw some well-known actors, too.
- 4 False – My brother sat in Sheldon's place on the sofa ...
- 5 False – I visited Elstree Film Studios. It's the film studio where they made famous films like Star Wars ...
- 6 True – *I spent a week at the studio making a short film with some other people.*
- 7 True – *Did you stay at the camp? ... No, I didn't. I stayed at home.*
- 8 False – *My family came to watch the film on the big screen on the last day of the course.*

4 Critical thinkers

- If you feel your students need more support, write these prompts on the board:
We can learn about ...
I think that because ...
By travelling to different places, it's possible to learn ...



Homework

Workbook page 41

Grammar in context 2 p58

Using the past simple: affirmative, negative and questions

Warmer

Books closed. Ask the class: *What did you do last weekend?* Elicit some ideas from students and write some of them on the board. Write correct past simple forms, even if the students don't use them, for example:

Student: *I play video games.*

You write: *I played video games.*

Try to elicit a variety of regular and irregular verbs.

Then ask: *What didn't you do last weekend?* Give students an example of a negative past simple, e.g. *I didn't go to work.* Then elicit their ideas and write some correct sentences on the board.

- 1a** Point out that the sentences are based on sentences from the listening in the previous section.

- Tell students that we form the past simple in this way for all regular verbs. Point out that *be* and *can* are formed differently to other verbs.

Answers

1 regular 2 before 3 the infinitive form 4 don't repeat

- 1b** Tell students that many common verbs are irregular, and they need to learn them. But, there is only one irregular form for all subjects.

- Point out that most irregular past simple forms are usually quite similar to the infinitive. *Went* is the only one that starts with a different letter (apart from *was/were*).

Answers

1 fly (I) 2 walk (R) 3 try (R) 4 see (I) 5 stop (R), get (I), go (I)
6 love (R) 7 want (R) 8 sit (I) 9 spend (I), have (I) 10 make (I)

- 1c** Point out that students already know some of these patterns from other spelling rules, e.g. we change *y* to *i* in the third person singular of the present simple; we double the final consonant in *-ing* forms when the verb ends in a vowel + consonant.

Answers

1 b 2 d 3 a 4 c

4 ON THE MOVE

2a PRONUNCIATION 51

- Before students do the task, elicit the infinitive for each verb in the table (*love, walk, chat*) and say them, before playing the recording for students to compare.

Answer

chatted

2c PRONUNCIATION 53

- Before playing the recording, tell students to say the infinitive and past simple form of each verb together, and make sure that only the past simple forms in the /ɪd/ column have an extra syllable.

Answers

/d/: played, showed, tried

/t/: finished, stopped, watched

/ɪd/: hated, needed, started

Language notes

If a verb ends in a vowel sound or a voiced consonant sound (/b/, /g/, /l/, /m/, /n/, /ð/, /v/ or /z/), the pronunciation of the past simple -ed ending is /d/. If you touch your throat, you can feel vibration.

If a verb ends in an voiceless consonant sound (/f/, /p/, /k/, /s/, /ʃ/ or /tʃ/), the pronunciation of the past simple -ed ending is /t/. If you touch your throat, there is no vibration.

If a verb ends in the sounds /t/ or /d/, the pronunciation of the past simple -ed ending is /ɪd/. You need to add an extra vowel sound in order to pronounce the ending.

Mixed ability

If you have a confident class, go through the Language notes above and ask students to try to write the verbs in the correct column before they hear the recording. Encourage them to say the verbs aloud and try to work out instinctively which ending sounds the best.

- 3 When checking answers, make sure that students pronounce the regular past simple endings correctly.
- After students do the task, ask them, in pairs, to cover the text and use the verbs in the box to retell as much of the story as they can remember.

Answers

a went b read c learnt/learned d walked e found
f practised g understood h wanted i climbed j loved
k bought

- 4 Before students do the task, elicit/teach the past simple form of *read* (*read*) and *catch* (*caught*). Point out that the past simple form *read* /red/ has a different pronunciation but the same spelling as the infinitive *read* /ri:d/. Alternatively, tell students to check the irregular verbs list on page 167. Point out that most (although not all) common irregular verbs only have one syllable, so it's particularly important to check if one-syllable verbs are irregular.

Answers

2 It was a very sad film, but I didn't cry.

3 We didn't chat online last night – we talked on the phone.

4 They booked a package holiday, but they didn't go on the excursions.

5 I didn't arrive in time for the one o'clock boat trip, so I waited for the next one.

6 You read the book, but you didn't do the correct exercise.

7 Luke caught the bus – he didn't travel on the underground.

- 5 Check understanding of *delicious* (something that tastes very good).

Answers

1 went 2 Did, fly 3 didn't see 4 travelled 5 didn't do

6 ate 7 arrived 8 Did, catch

- 6 After checking answers, elicit more time expressions that students can combine with *this* (e.g. *this afternoon, this evening, this weekend*), *last* (e.g. *last month, last weekend*), *yesterday* (e.g. *yesterday morning, yesterday evening*) and *ago* (e.g. *two weeks ago, a month ago*).

Answers

last night, yesterday afternoon, the day before yesterday, last week, last year, two years ago

- 7a With less confident classes, elicit or teach some verbs and other words that students could use for their stories, e.g. *book a holiday/flight, go on holiday, fly, arrive, take a photo, go sightseeing*.

- With more confident classes, encourage them to look back through the unit and use some of the new vocabulary in their stories.

7b SPEAKING

- Encourage students to point out if they think their partner has used any verbs incorrectly, and to correct their stories.

8 Answers

1 Where did you go on your last holiday? 2 Did you go on an excursion? 3 Did you buy your friends a souvenir?/Did your friends buy you a souvenir? 4 Did you travel by plane last year? 5 Did you go sightseeing with your family?/Did your family go sightseeing with you?

Use it ... don't lose it!

9 SPEAKING

- Ask different students to read each question in exercise 8 and ask the class if it is correct. Then demonstrate the activity with a student by answering for yourself and giving extra information, e.g. *I went to the south of Italy on my last holiday. I went last year in October. I went with two friends and we stayed in a small city called Lecce.*

Developing speaking p60

Talking about holidays

Warmer

Books closed. Draw three rows on the board, with +, - and ? at the start of each row (see below). Explain that these mean *affirmative*, *negative* and *question*. Write a verb in one of the rows, e.g. *buy* in the + row, and tell students to give you a past simple affirmative sentence using *buy*, e.g. *I bought a new bike*.

Write the verbs in the rows as below (or use your own verbs) and ask students to write an affirmative or negative sentence or question for each verb that you write. Give students around 30 seconds before writing each new verb. Students can work alone or in pairs. Finish by eliciting an example sentence or question for each verb and asking the class if they are correct.

| | | | |
|---|------|--------|------|
| + | buy | travel | read |
| - | play | see | stop |
| ? | eat | watch | can |

Culture exchange

1 Before students do the task, ask them to look at the photos and predict which country they show (*New Zealand*). Don't ask them to describe the photos yet, as they will do that in exercise 3.

2 54

After checking answers, ask different students which activity mentioned in the text they would most like to do, and why.

Answers

a 4 million b 134 metres c 450-metre d 25 cm e five

3 SPEAKING

Tell students that describing photos is a popular exam task. Write some expressions on the board to help students, e.g. *I can see _____, They're _____ -ing, There is/There are _____, It looks like _____*. Point out that they can use *look like* to compare something to another thing, when they aren't sure exactly what it is.

Choose four pairs to describe each photo for the class.

4 55

Answers

1 b 2 a 3 c 4 d

5 55

With more confident classes, ask students to make notes on what they remember about each topic before they listen again.

Pause the audio after each answer to give students time to write their answers.

Answers

who he went with: mum, dad, big sister

how he went: flew - London to Auckland - 23 hours 50 minutes

where he stayed: with aunt and uncle on the North Island

what he saw and did: visited museums, went surfing, saw whales, went shopping bought souvenirs, learnt about the Maori, took photos

what he ate: seafood, *hangi* (meat and vegetables cooked underground)

what he bought: souvenirs, (Whittaker's) chocolate

6 After checking answers, ask for more examples that could go in each set of brackets.

Answers

a to b by c with d at e to

Practice makes perfect

7a SPEAKING

-  **Exam tip** To answer the question in the Exam tip box: Before doing a speaking exam where you have to talk about past events, check that you know as many regular and irregular past forms as possible. Learn and use words or expressions of time (e.g. *yesterday*, *then*, *two weeks ago*) to explain when things happened.
- Students can use filler expressions, like *Well, ...* and *Let me think, ...* if they need time to think about what to say when they are asked a question.
- Tell students to take turns asking and answering the questions about their holidays.
- Tell students they should try to remember as much information as possible about their partner's holidays, as they will need to tell the class about it. Make sure students swap roles in plenty of time for the second student to talk about his/her holiday.

Mixed ability

With less confident students, write some or all of the following questions on the board:

Where did you go on holiday?

Who did you go with?

How did you travel?

How long did the journey take?

Where did you stay?

What things did you see?

What activities did you do?

What food did you eat?

What did you buy?

With more confident students, tell them to prepare their ideas but not to write any notes.

7b SPEAKING

- Ask for volunteers to talk about their partner's holidays. Make sure the class listens by asking comprehension questions after each student's turn.

4 ON THE MOVE

Developing writing p61

Writing a travel blog

Warmer

Books closed. Tell students to think of somewhere in the world that they would love to visit. Write the following prompts on the board and ask them to imagine a trip there and make notes.

activities food journey accommodation souvenirs

Tell students to compare their ideas in pairs, then ask some of the pairs to feed back to the class.

1 SPEAKING

- After students do the task, ask different pairs to tell the class which things they think are most and least important, and explain why.
- 2 Pre-teach any words you think students may have problems with (not including the underlined words), e.g. *narrow* (small in width), *exotic* (interesting or exciting because it's from a very distant country), *earrings* (small pieces of jewellery that you wear on your ears), *national park* (an area of beautiful countryside that is protected from development).
- After students do the task, if possible, show them a map of Ecuador and ask them to find the places mentioned in the blog. Ask if any students have been to Ecuador; if so, ask them to tell the class about their trip.

Answer

Malia writes about all the points in 1 except relaxing and the weather.

Culture notes

Ecuador is one of the smallest countries in South America: it is about 30 times smaller than Brazil. It is famous for its wildlife and has the most biodiversity per square kilometre of any country in the world. Ecuador's Galapagos Islands are one of the world's best places to watch sea life up close, including turtles, sea lions, penguins and other unusual seabirds. The islands were uninhabited for so long that the birds and animals are less afraid of people than in other places.

- 3 Explain that we don't use *very* with extreme adjectives because they already have a very strong meaning. Point out that using extreme adjectives make a piece of writing feel more exciting and interesting.

Answers

2 exhausted 3 spectacular 4 awful 5 amazing, incredible
6 freezing 7 huge 8 tiny

+ Extra activity

Write the following question on the board:

A: Was your food nice? B: Yes, it was _____!

Elicit the extreme adjective *delicious* and explain that we often use extreme adjectives to answer questions like this to avoid repetition, when we have a strong positive or negative opinion about something.

Tell students to work in pairs, taking turns to invent similar questions using the non-extreme adjectives in the Writing

bank, and answering them using extreme adjectives. They can either answer *Yes* or *No*, depending on which extreme adjective they want to use.

If you have a more confident class, pre-teach some more extreme adjectives that students can use, e.g. *disgusting* (the opposite of *delicious*), *boiling* (the opposite of *freezing*), *horrible* (the opposite of *beautiful*).

4 Answers

exhausted = the family
spectacular = the views in Cayambe Coca national park
awful = the long flight
amazing = waterfalls
incredible = being close to nature
freezing = the water in the Pichan river
huge = the market in Otavalo
tiny = the guitar that Tom bought

Practice makes perfect

- 5a Before students do the task, ask them to look at Malia's blog again. Write the following questions on the board, or ask them:

Do people write blogs for one person, or for lots of people to read? (lots of people)

Do people write in the blog at different times, or just once? (different times)

What do people write about in blogs? (anything they like, but people usually write about something they're interested in, for example, travel, music, TV)

Do they include their opinions? (yes)

Students discuss the questions in pairs or as a class.

- Remind students that they can write their blog about anywhere they like. They can use the ideas that they thought of in the Warmer, or they could write about a holiday that they went on.
- 5b After students check their blogs, you could ask them to swap with a partner, read each other's blogs and say which day they think was most interesting and why.

Test yourself p63**Grammar test**

- 1** **Answers**
1 was, wasn't, was 2 couldn't 3 could 4 were, weren't
- 2** **Answers**
1 walked 2 Did, watch 3 chatted 4 didn't need 5 decided
6 tried
- 3** **Answers**
1 We ate lots of fruit.
2 Did she understand me?
3 They bought souvenirs here.
4 She saw her best friend every weekend.
5 She spoke English very well.
6 Mum didn't go to the gym very often.

Vocabulary test

- 1** **Answers**
1 Polish 2 Egyptian 3 Greece 4 Wales 5 Scottish
6 Switzerland 7 Chinese 8 Slovakia
- 2** **Answers**
1 souvenir 2 going sightseeing 3 booked, travel agency
4 go on a trip 5 luggage 6 package holiday
- 3** **Answers**
1 lorry 2 tram 3 helicopter 4 moped 5 underground
6 coach

Listening

1  ES2

Answers

- b Guildford – *our climbing weekend is at the Get Fit Sports Centre in Guildford. That's G-U-I-L-D-F-O-R-D.*
- c T-shirts – *Please remember to bring comfortable clothing for climbing in, like T-shirts and shorts.*
- d 53 – *The cost of the trip is a bit more this year. It's £53 instead of £49.*
- e coach – *... this year we want to go by coach because there isn't a station near the sports centre.*
- f 68971 – *... please remember to call Mrs Yates and let her know. Her number is 02235 68971. Again, that's 02235 68971.*

Speaking

2  SPEAKING

- Before students do the task, point out that they need to give their opinions on the different activities. Elicit or teach some expressions that they can use to give their opinion, and to respond to each other's opinions, e.g. *I love ..., I (really) like ..., I'm (really) into ..., I don't mind ..., I don't (really) like ...*
What do you think? Do you agree? Really? That's interesting. Me, too. I agree. I disagree.
- Point out that they should use *-ing* forms after the expressions of like and dislike, for example: *I love camping. I don't mind taking photos.*
- Ask students: *After you discuss each activity, what do you need to do? (say which activity in the pictures you like most).*
- If necessary, give students time to think about the vocabulary they need for the different pictures before they begin the task.
- If you wish, go to page 153 to continue working through the Exam success section for these two units.
- See the Exam Trainer, Workbook pages 102, 110 and 111, for more information and practice on this Key for Schools task.

Tourist attractions in your country

1  SPEAKING

- Students work in groups of 3–4. If possible, make sure these groups are different to the ones students worked in during the previous Collaborative project. If you have students of different nationalities in your class, consider grouping them together to make the final Project time presentations as varied and interesting as possible.
- Tell students to think of typical tourist destinations, such as cities, small towns and villages and national parks, but also places they think are interesting but don't receive many tourists.

2  SPEAKING

- Students continue to work in their groups from exercise 1.
- If you selected one project type (A–D) for the whole class to work on in Collaborative project 1, choose a different type here. If groups chose their own project type, encourage them to discuss their experience with their new group briefly, and try a new type, as far as possible.
- Make sure that the groups don't all choose the same places, so that the Project time presentation stage will be more interesting.
- Point out that images are very important for this topic in order to make the places seem attractive to international tourists.

3 Ask individuals to read the tips aloud and discuss them with the class.

- In the *Collaboration* section, point out that if students have any disagreements, it's best to voice these as early as possible in the planning stage.
- In the *Academic skills* section, ask students which websites they used to research information for Collaborative project 1 and if any of those would be useful for this project.

4  SPEAKING

- Remember to establish a clear plan for the project (interim dates/deadline; stages to be done at home/ in class). Remind students that as much discussion as possible should be in English, both in and out of class.

5 If students mark the projects of their classmates, encourage them to share and justify their marks.

Virtual Classroom Exchange

- Use the Virtual Classroom Exchange to connect with teachers and students in other countries and encourage students to present their projects to each other.

Vocabulary in context p66

Using a range of lexis to talk about jobs and places of work

Warmer

Books closed. Tell students to work in pairs and think of different people who have an interesting life story, e.g. people who moved from another country, people who did an unusual job, people who changed their lives or people who did something amazing. They can be famous or people they know personally, and they can be dead or alive. Write the following on the board to help students think of ideas:

Who is/was he/she? Where is/was he/she from?

What do you know about his/her family?

What is/was his/her job? What interesting things did he/she do?

Ask some of the pairs to tell the class about the people they discussed.

1a SPEAKING

- Tell students they can say the names of the jobs in the photos if they know them, but they don't have to. Write the following on the board to help them: *I'd like ... / I wouldn't like to do this job because ...*

1b

- When checking answers, point out the irregular pronunciation of some of the jobs. Ask: *How do we pronounce 'ch' in architect, chef and mechanic? (/k/, /ʃ/, /k/). Which letter is silent in designer, plumber and psychologist? (/g/, /b/, /p/).*

Answers

a teacher b firefighter c doctor d police officer e astronaut
f vet g athlete h engineer i musician j scientist

- When checking answers, explain that a *novelist* writes novels, an *author* writes any type of book, and a *writer* is a general word for anyone who writes.

Answers

1 shop assistant 2 waiter/waitress 3 journalist 4 mechanic
5 author/writer 6 vet 7 musician

3a PRONUNCIATION

- Before students do the task, explain that the small and large circles represent word stress. Tell them to say the words aloud and try to use their instinct to decide where the stress is.

3b PRONUNCIATION

- After checking answers, point out the importance of learning where the stress is when learning a new word. People sometimes don't understand words if the stress is in the wrong place.

Answers

1 athlete, lawyer, plumber 2 designer, mechanic, musician
3 hairdresser, journalist, scientist
Engineer doesn't go in any of the columns because the main stress is on the last syllable (ooO).

Mixed ability

With more confident classes, tell students to look at the jobs in exercise 1b and work out the stress patterns for the remaining jobs. Ask them to copy the table in exercise 3 into their notebook, writing new stress patterns with small and large circles similar to those in the table in exercise 3a, and adding the jobs to the table.

4

- After students do the task, ask them to work in pairs and tell their partner which of these places they would or wouldn't like to work in, and why.

Possible answers

clinic: dentist, doctor, nurse, vet; **garage:** mechanic;
hospital: doctor, nurse, psychologist; **laboratory:** doctor, engineer, scientist; **office:** architect, author/writer, businessman/woman, designer, engineer, journalist, lawyer, novelist, politician, psychologist, scientist; **outdoors:** astronaut, athlete, firefighter, journalist, police officer, soldier, vet; **recording studio:** engineer, musician; **restaurant:** chef, waiter/waitress; **school:** teacher;
shop: shop assistant

5 SPEAKING

- Ask students to read the sentences in exercise 2 again to give them ideas about how to define the jobs, but encourage them to choose different jobs.
- Finish by asking different students to read some of their definitions for the class to guess.

Use it ... don't lose it!

6 SPEAKING

- After students have discussed 2 in their groups, have a class vote for each category.



Reading p67

Predicting content, reading for gist and specific information

Warmer

Books closed. Tell students to spend a minute writing names of jobs on small pieces of paper. They should then fold up the pieces of paper. Divide the class into groups of 4–6. Students put their pieces of paper in the middle. They take turns to take a piece of paper and define the job as quickly as they can, changing students each time someone guesses the job. After a few minutes, tell the groups to stop and count how many jobs they guessed – the group that guessed the most is the winner.

1 SPEAKING

- Feed back as a class and write students' ideas about the books and authors on the board for them to check in exercise 2.
- 2 Before students do the task, make clear that they do not need to understand every word. They only need to read for gist and will be able to read again for more detail in the next exercise.
- 3  59
- When checking answers, ask students for the sections of the texts where they found the information. Point out that some of the answers come from the same sections of the text.

Answers

- 1 EC – He used his experiences in Africa to write his first book ...
- 2 EC – His mother and father were both teachers ... Colfer worked as a school teacher.
- 3 SC – ... she was working ... with children's author James Proimos. Proimos encouraged Collins to try writing novels for children
- 4 B – First, she worked as a writer for children's TV in the US.; ... Colfer worked as a school teacher
- 5 EC – His love for writing came from ... [what] he was learning about in school ...
- 6 SC – ... the family lived in many different places when Suzanne was young, including New York and Brussels ...
- 7 B – She learned a lot about history from her father ...; His love for writing came from exciting stories about Vikings ...
- 8 EC – Colfer believes that his teaching experience with children helps him write books for young people ...
- 9 B – ... she is more well-known for the Hunger Games series because of the successful films; there is now an Artemis Fowl film, too

4 Answers

- 1 attitudes 2 channels 3 encourage 4 genius 5 knowledge
6 villain 7 mischievous 8 humour

+ Extra activity

Read the following descriptions and ask students to write an answer for each on a piece of paper. They should write it anywhere, not in a list. Write an answer for yourself on the board as you say each description.

someone mischievous who you know

something that you have a lot of knowledge about

a famous villain from a book or film

a famous genius from a book or film, or a real genius from history

your favourite TV channel

someone who encouraged you to do something when you were younger

a TV show or film that you like because of the humour

Write: *Why did you write _____?* on the board. Ask different students to ask you: *Why did you write + one of your answers?* Explain why, using the underlined vocabulary item from the descriptions, e.g. **Scar** is a villain in The Lion King. **Harley** is my niece, and she's very mischievous! I have a lot of knowledge about **horror films**.

In pairs students swap their answers, and take turns to ask each other *Why did you write ...?*

5 Critical thinkers

Possible answer

I think it depends. On the one hand, if someone has a lot of life experience, they can use real stories in their books. These stories are easy to believe because they are true. On the other hand, if someone has a really good imagination, they can write exciting stories. Writers can also find out about real stories from history, and use those ideas for a book. So it's possible to write a good book without a lot of life experience.

Flipped classroom

You may want to ask students to watch the Flipped classroom video for unit 5 as homework, in preparation for the grammar lesson.

Grammar in context 1 p68

Using the past continuous

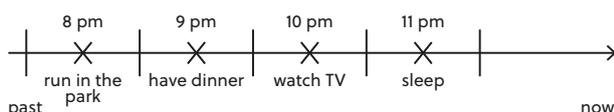
Warmer

Books closed. Draw the following timeline on the board:



Tell students that this was what you did yesterday evening. Ask: *What did I do yesterday evening?* Elicit past simple sentences for each activity (*You ran in the park, you had dinner, etc.*)

Then add the following times to the timeline:



Ask: *Where was I at eight o'clock? (in the park) What was I doing?* Elicit or provide *I was running* and write it on the board. Repeat the questions for the other activities, writing past continuous sentences on the board.

- 1a** If you didn't set the Flipped classroom video for homework, watch the video in class before working through the activities.
- Point out that the sentences are based on sentences from the reading on page 67.
 - To help students understand the concept of an activity in progress, refer them to the activities in the Warmer. Ask: *Did I start running at eight o'clock? (No) Did I stop running at eight o'clock? (No).*

Answer

Rule 2 is incorrect.

- 1b** After checking answers, highlight that the forms are the same as the present continuous, but with *was/were* instead of *am/is/are*.

Answers

- past simple of *be* + verb + *-ing*
- subject + *wasn't/weren't* + verb + *-ing*
- was/were* + subject + verb + *-ing*

Language notes

As with the present continuous, there are some verbs that we generally do not use with the past continuous because they are not action verbs. We refer to this type of verb as state verbs. These include: *believe, belong, depend, hate, know, like, love, mean, need, prefer, realise, suppose, want* and *understand*.

We often use the past continuous with time expressions such as times and parts of the day, for example: *I was having breakfast at eight o'clock this morning. I was playing tennis yesterday afternoon.*

2a Answers

- was listening
- were sleeping
- was raining
- was doing
- was/were having
- were chatting
- was/were doing

- 2b** Read through the example with students and make sure they understand that they should first write the negative sentence before writing the affirmative one.

- After students do the task, ask them to compare their sentences with a partner and, then, ask different pairs to tell the class something they were both doing at the same time.
- 3** Before students do the task, find out if they have heard of the singer Dua Lipa, and what they know about her.

Answers

- was growing
- were living
- was posting
- was working
- was studying
- was not/wasn't earning
- was working



Culture notes

Dua Lipa's style of music is part dance, part pop. She is well-known for her low, strong voice, although she was once told that her voice was too low and that she would never make it as a singer.

She has supported acts like Coldplay and Bruno Mars. She isn't the only popular young British singer with a Kosovan heritage; Rita Ora, who was born in Kosovo, also went to stage school and started her musical career in London.

Fast finishers >>

Tell students to draw a timeline for Dua Lipa's life. Ask them to divide it up into different stages, including information about such as countries she was living in, what she was doing in each stage (e.g. *she was working/studying*), and when each new period started (this could be done in years or ages).

- 4** Before students do the task, ask: *What were you doing at 2 pm on Saturday?* Elicit answers from various students.

Answers

- Oliver wasn't speaking/talking on the phone.
- Lara was reading a book.
- Harry was playing volleyball.
- Sofia and Emma weren't listening to music.
- Amelia was running.



5 LIFE STORIES

- 5 When checking answers, choose different pairs of students to ask and answer the questions. Encourage students not to stress *was* and *were* in their questions and answers. Check that they pronounce *were* correctly /wɜ:(r)/ (strong form) or /wə(r)/ (weak form), and remind them that it has a different sound from *where* /wɛə(r)/.

Answers

- 2 Was Oliver speaking on the phone? No, he wasn't.
- 3 Was Lara reading a book? Yes, she was.
- 4 Was Harry playing volleyball? Yes, he was.
- 5 Were Sofia and Emma listening to music? No, they weren't.
- 6 What was Amelia doing? She was running.

- 6 It can be difficult for students to pronounce words beginning with *w*. When checking answers, say the start of each question clearly for the class to repeat.
- You could also ask students to repeat only the start of each question, stressing the question words, *-ing* forms, and subjects that aren't pronouns, e.g.: *What were you doing*, *What were your parents doing*, *What were you wearing*.

Answers

- 1 What were you doing at 8.30 am this morning?
- 2 What were your parents doing at 8 pm last night?
- 3 What were you wearing yesterday?
- 4 What were you doing on Saturday at 1 pm?
- 5 What was your best friend doing last time you saw them?
- 6 What were you doing before this lesson?

Use it ... don't lose it!

7 SPEAKING

- Finish by nominating students to ask different classmates about their partner.

Vocabulary p69

Using a range of lexis to talk about jobs in the arts and the arts

Warmer

Focus on the people in the photos in exercise 1. Tell students to work in pairs. They should describe each person and think of any information that they know about him/her.

1

- Point out that a lot of the jobs end in *-er/-or*, and ask students if they remember more jobs with these endings from the previous Vocabulary lesson (e.g. teacher, waiter, doctor, author, soldier).

Answers

- 1 composer
- 2 actor
- 3 photographer
- 4 conductor
- 5 director
- 6 playwright, poet
- 7 singer, songwriter
- 8 poet

Culture notes

Beethoven was a German composer, possibly best known for his symphonies. His Ninth symphony includes *Ode To Joy*, the anthem of the European Union.

Tom Holland is a British actor, famous for playing Spider-Man.

Henri Cartier-Bresson was a French photographer, who was famous for his photos of ordinary people in different countries.

Marcus Stenz is a German conductor who has conducted some of the world's top orchestras.

Greta Gerwig is an American director. She's also an actor and a writer.

Shakespeare was an English playwright and poet. Many films and book plots are based on his stories, for example, *The Lion King* is partly based on *Hamlet*.

Billie Eilish is an American singer and songwriter. She comes from a family of musicians.

Sylvia Plath was an American poet and novelist. She won the Pulitzer Prize for poetry after she died.

Language notes

Many nouns to describe jobs or types of people in English are created by adding *-er/-or* to the end of a verb, e.g. *singer*, *dancer*, *actor*. *-er* is more common, but there is no rule about which ending is used.

Some job words ending *-er/-or* are not created from a common verb, e.g. *author*, *doctor*, *lawyer*, *engineer*, *soldier*.

2



61

Answers

ballet: dancer

classical music: composer, conductor, dancer

concert: composer, conductor, dancer, singer

exhibition: painter, photographer

film: actor, composer, director, film producer, songwriter

musical: actor, composer, conductor, dancer, director, singer, songwriter

opera: composer, conductor, singer

poetry: poet

theatre: actor, dancer, director, playwright, singer

Use it ... don't lose it!

3

SPEAKING



- When checking ideas, ask different students which of the arts from exercise 2 is their favourite and least favourite, and why.

GREAT LEARNERS GREAT THINKERS p70

Thinking about the skills young people need in their future jobs

Warmer

Books closed. Tell students they are going to watch a video about robots, and ask: *What is a robot?* Put students in pairs and ask them to draw a typical robot and think of a definition. To feed back, ask various students to draw their robot on the board and tell the class their definition. Ask the class whose drawing and definition they like the most.

1 SPEAKING

- Help students with ideas and vocabulary if necessary. When checking answers, ask if students think that robots are different now from in the past, and if so, how.

2 VIDEO

Answers

nurse, cinema ticket seller, shop assistant, farm worker, delivery driver

3 VIDEO

Answers

The robots were part of a technology fair in **(1) Paris**. One of the robots is called **(2) UBO** and is the nurse of the future. More and more robots are working in customer service jobs. You can buy **(3) cinema** tickets from one of the robots. Another robot from **(4) China** helps people in the supermarket. This robot is small because **(5) people are afraid of large robots**. The robot fish **(6) can't do any human jobs**.

- 4 Before students do the task, read the title of the text and ask students what they think *soft skills* means. With less confident classes, read through the first part of the text together and elicit the definition of *soft skills* ('people' skills).

Answers

- 1 understanding how other people feel, being patient
- 2 good listening, public speaking, clear writing
- 3 businesses need workers who can work well with other people
- 4 because creative people are often able to solve problems effectively by thinking differently

GREAT THINKERS



5 SPEAKING

- The *Connect-Extend-Challenge* thinking routine helps students make connections between new ideas and what they already know. It also requires them to question their existing ideas, and possibly redefine their positions.
- Help students understand the meaning of *challenge*. Explain that it is a verb and a noun, and it means *something that needs a lot of skill, energy and determination to achieve but is something enjoyable*.
- Students work individually in steps 1–3 and then in pairs in step 4.

- In steps 1–3, tell students to think about each idea in the text in exercise 4, deciding if they already knew it (connection), if it is a new idea that they understand clearly (extension), or if it is a new idea that they would like to think about more (challenge).
- In the pair work stage, students should first share what they think are the main ideas in the text; they should then discuss which of the ideas are new for them; which new ideas they understand clearly, and which new ideas they understand less clearly.

6 SPEAKING SEL

- Put students into groups of 3–4 to discuss the soft skills.
- Encourage students to think of the advantages of having each of the skills, and the disadvantages of not having them.
- Ask each group to present their ideas to the class. At the end, have a class vote on the three most important soft skills.

GREAT LEARNERS



- Students could think about the question in pairs or individually. Encourage them to think about the importance of the soft skills in exercise 6 for teenagers, as well as other stages in life, e.g. for younger children, for parents, for elderly people.

LEARNER PROFILE



- Ask students to read the statement and the question in the Learner Profile on page 150, then grade themselves from 1 to 5. Explain that here 1 means 'I work very badly in a team', and 5 means 'I work very well in a team'.
- If appropriate for your class, get students to share their grades with a partner or small group and, if they wish, to give their reasons. Encourage students to share suggestions for communicating and working better in a team. Alternatively, ask students individually to think of ways to communicate and work better in a team.

Listening p72

Predicting content, listening for gist and specific information

Warmer

Books closed. Tell the class about a TV series that you like, using the language below. Explain that *It's set in* means 'It happens in'.

It's set in _____. *The main character(s) is/are* _____. *It's about* _____. *I like it because* _____.

Write these prompts on the board and ask students to work in pairs to talk about TV series that they like. After they finish, ask some of the students to tell the class about their TV series.

1b 62

- Before students do the task, ask them if they have seen the TV series *Stranger Things*, and if so, ask them to explain what it is about.

2 62

-  **Exam tip** To answer the question in the Exam tip box: No, the notes and sentences on the page are not always exactly the same as in the audio recording. They often express the same idea but in a different way.
- Tell students that if the answer is a number, they can write the figure. But if the answer is a word, they should be careful with spelling – if they don't spell the words correctly, they could lose marks, especially if the word is spelled out in the audio.
- Students shouldn't write down the first thing they hear. They should make sure the answers fit the sentences.
- Remind students not to leave any spaces blank.

Answers

a 19th b eight c 2016 d (film) producer e November
f 30 million g Time h dog

3 62

Answers

- 1 Her father had the opportunity to start/started a business in Florida.
- 2 She's got a/one brother and two sisters.
- 3 She helps people to understand more about things like bullying and education for children all over the world.
- 4 She likes Millie because she's a very good actor and she does things to help other people.

4 Critical thinkers

- If you feel your students need more support, write these prompts on the board:
I (really) believe/feel/think (that) ... because ...
In my opinion, ...
Speaking personally, ...

Grammar in context 2 p72

Using the past simple and past continuous

Warmer

Books closed. Draw a simple stick picture of someone swimming in the sea on the board. Choose a name, and ask: *What was [Sam] doing yesterday afternoon?* Elicit: *He was swimming in the sea.* Then draw a simple shark fin in the sea, and ask: *What did he see?* Elicit: *He saw a shark.*

Write: *Sam was* _____ *when* _____. Ask students if they can link the two actions into one sentence (*Sam was swimming in the sea when he saw a shark.*) Then write: *While* _____, *he* _____ and elicit: *While Sam was swimming in the sea, he saw a shark.* Explain that these sentences have the same meaning, and are about a short action taking place at a point in the past when another action is happening.

- 1 Point out that the sentences are based on sentences from the listening in the previous section.
- When checking answers, ask students which action was in progress for a–c, and which is a short finished action in the past. (In progress: *Millie was living in the UK, she was collecting her awards, she was performing in a play at school*; short finished action: *the Stranger Things producer called her, she started to cry, an agent noticed her*).

Answers

1 past continuous 2 past simple 3 *was/were* + verb + *-ing*
4 the past continuous 5 both

- 2 When checking answers, remind students that for gap a, we don't use the past continuous with verbs that refer to a state, e.g. *be, like, understand*.

Answers

a was b invented c were having d found e were studying
f told g decided h enjoyed i were watching j agreed

3 **Answers**

- 2 My dad was waiting for me when I finished school.
- 3 The painter had an accident while she was painting.
- 4 The firefighters heard the alarm while they were training.
- 5 The astronaut wasn't/was not listening when the man asked a question.
- 6 The children were playing outside when it started raining/to rain.
- 7 When I arrived at the party, everyone was dancing.
- 8 The chef was cutting vegetables when the waiter walked into the kitchen.

Culture exchange

- 4 Before students do the task, ask them who the people in the photos are, and if they know any films or TV shows that they have been in.
- After students do the task, tell them to work in pairs and take turns to cover one of the texts and remember as much as possible about the actor. Their partner looks at the text and tells them if they remembered the information correctly.

Language notes

The word *actor* or *actress* can be used to refer to a female actor. Many female actors prefer the word *actor* because it is inclusive, and applies to both male and female actors.

Answers

a was growing up b wanted c started d met
e were making f moved g was studying h encouraged
i met j were filming k wanted l performed m decided
n was studying o appeared

+ Extra activity

Write the sentences below on the board. Tell students to match the sentences to the actors and write HJ, NK or BT. Sometimes more than one answer is correct.

- 1 _____ met his/her partner while they were working together.
- 2 _____ acted in a Shakespeare play.
- 3 _____ isn't with his/her partner now.
- 4 _____ was interested in doing a different job.
- 5 _____ lived in a different country when he/she was young.
- 6 _____ has got a talent for music.

Answers

1 HJ, NK 2 BT 3 NK 4 HJ, BT 5 NK 6 HJ

- 5 Before students do the task, write the following two sentences on the board:

1 She was talking to the English teacher _____ the bus came.

2 _____ she was talking to the English teacher, the bus came.

Elicit the missing words (1 *when*, 2 *When/While*) and remind students that we can use both *when* and *while* before actions in progress, but only *when* before short finished actions.

Answers

1 *when/while* 2 *when/while* 3 *when* 4 *When* 5 *when*
6 *When/While*

Language notes

We can always use *when* to connect past continuous and past simple actions. It can go before both tenses:

It was raining when we left the house. My friend called me when I was doing my homework.

We can only use *while* before actions in progress:

My friend called me while I was doing my homework.

We sometimes use the past simple to refer to longer actions.

In this case, we can also use *while* before the past simple to connect two actions:

I met my best friend while we were at Primary School.

If we use the *when/while* clause first, we use a comma at the end of it. But we don't use a comma if the *when/while* clause comes second:

When we left the house, it was raining.

It was raining when we left the house.

- 6 Demonstrate by completing a couple of the sentences for the class, for example: *When my family was having dinner yesterday, my sister told us some good news. Someone stole my phone when I was studying in the library this afternoon.*

Use it ... don't lose it!

7 SPEAKING

- After students do the task, ask them to choose the most interesting and to say why.

Developing speaking p74

Talking about a special day

Warmer

Books closed. Revise the past continuous. Write on the board:

What were you doing at 7 pm/9 pm/11 pm yesterday?

Tell students to write two true answers and one false answer. In pairs, students take turns to ask and answer questions about each time, and guess which of their partner's answers is false.

2 63

- Elicit the expression *win a prize*. Ask the class if they have ever won a prize for anything.
- Pre-teach any words you think students might have problems with, e.g. *break down (stop working, often a car or other vehicle)*, *amateur (someone who does something because they enjoy it instead of as a job)*, *judge (someone who decides the winner of a competition)*.

Answers

It's a film festival.

1 at the weekend 2 drama 3 bus 4 interesting
5 doesn't ask 6 Josh's film won a prize.

3 63

- After checking the answer, put students in pairs and ask them to try to remember Josh's answers to questions 1, 2, 3, 4 and 6.

Answer

He doesn't answer question 5.

4 63

- After checking answers, ask students to work in pairs and decide which expressions are used to respond to something positive (*Wow! Cool! That's interesting. That's amazing!*) or something negative (*Oh, no! What a shame! Oh, dear!*).

Answers

Students should tick: Did you?/Did it?/Wasn't it?, Really?, Oh, no!, I see., Wow!, What a shame!, That's interesting., That's amazing!

5a 64

- Remind students that English often uses intonation which may be different from their own language. Point out that using intonation is important during a conversation in order to sound interested.
- Tell students that when a speaker wants to express strong feelings such as excitement or surprise, the intonation pattern is usually rise-fall (*the pitch goes up on the stressed syllable then down*), e.g.

That's [↗]amazing!

- Tell students to be careful with using rise-fall intonation as it's also associated with gossip and sarcasm.

5b SPEAKING

- Encourage appropriate intonation when students repeat the expressions. Tell them to exaggerate the intonation, even if they feel silly.

6 SPEAKING

- After students do the task, explain that by using short questions or expressions to show interest, students can show their partner they are listening without interrupting the flow of the conversation. This is called active listening. Elicit other ways students can show their partner they are listening without interrupting, e.g. *maintaining eye contact, listening carefully and not thinking too much about what to say next, etc.*

Answers

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

Mixed ability

With more confident classes, change the subjects in statements 1–6, and change the verb forms from affirmative to negative and vice versa. Ask students to rewrite the response questions, e.g.

1 *My brother didn't go to a film festival. (Didn't he?)*

2 *Lisa can sing. (Can she?)*

3 *My grandparents don't like opera. (Don't they?)*

4 *Philip hasn't got a new guitar. (Hasn't he?)*

5 *We aren't listening to Billie Eilish. (Aren't you?)*

6 *My friends weren't enjoying the concert. (Weren't they?)*

7 SPEAKING

- Tell students to work alone and make notes about their photo using the questions in exercise 3 before they talk in pairs.
- With less confident classes, put students into small groups of Student As and Student Bs to work together to think of ideas. Then create pairs with one Student A and one Student B to ask and answer about their photos.
- With more confident classes, encourage students to talk about their photos without using the questions in exercise 3.

Practice makes perfect

8 SPEAKING

- Give students some time to think of a special day or to invent information before they talk. They can use the questions in exercise 3 to help them. Encourage them to think of things that went well and things that went badly.
- After students do the task, ask some of the pairs to act out their conversations for the class. Ask different students what they think was the most interesting part of each story.

Developing writing p75

Writing a story

Warmer

Books closed. Revise question responses to show interest from exercise 6 in the previous lesson. Divide the class into two teams and ask a student from each team to come to the front. Put one board pen on your desk. Explain that you will say a statement, and the first student to grab the pen and write the correct question in response wins a point. If they write the wrong question, or take the pen and then don't write anything, they lose a point for their team. Continue with two new students for each statement.

Example statements to use:

I went to France last year. (Did you?)

My sister doesn't like pizza. (Doesn't she?)

My parents can speak Spanish. (Can they?)

It wasn't raining yesterday morning. (Wasn't it?)

I've got a new bike. (Have you?)

Harry wants to learn the piano. (Does he?)

1 SPEAKING

- Before students do the task, check students understand wax museum. Then, ask if anyone has been to a wax museum. If so, ask them to tell the class when and where, and what they thought of it.
- 2 Ask some comprehension questions about the text: *When were they in New York? (last summer), How did they travel to Times Square? (by underground), Why didn't they have to queue? (because they had special tickets), What was surprising about the Lady Gaga waxwork? (she moved her eyes), What did the writer get from the Stranger Things actors? (their autographs).*
- Check understanding of *autograph*.
- 3 After checking answers, ask three more confident students to explain when we use each of the three tenses (*present simple: to talk about regular habits and routines, and things that are always or usually true; past simple: to describe finished actions or situations in the past; past continuous: to talk about actions in progress in the past*).

Answers

Students should underline: was, visited, were, are, were staying, got up, travelled, arrived, were waiting, had, didn't have to, went, took, moves, heard, was, were taking, moved, jumped, screamed, realised, were, laughed, chatted, got, was, was, made.

The writer uses the past simple, the past continuous and the present simple.

Fast finishers

Tell students to make a note of the underlined verbs. They then cover the story and use their list of verbs to write sentences about what happened in the story.

- 4 After checking answers, ask students which word we use for something which happened quickly and unexpectedly (*suddenly*).

Answers

Students should tick: First, In the end, Last summer, Suddenly, Then, When (I was 12/the play started).

- 5  **Exam tip** To answer the question in the Exam tip box: It is a good idea because the notes will help you organise your story and include all the necessary information.
- Tell students that notes should be simple – they should contain only important words and ideas like names, places, main verbs, etc. They shouldn't spend a long time making notes and planning, so that they have plenty of time to write their text.
- Students could write about the same day that they spoke about in the Developing speaking lesson, or they can invent the information if they can't think of anything real.

Practice makes perfect

- 6a-b Remind students to use the language in the Writing bank in their stories. When they finish, tell them to swap with a partner and read each other's stories.
- Ask some of the students to retell their partner's story in their own words. At the end, ask the class which story they liked the most, and why.



Test yourself p77

Grammar test

1 **Answers**
1 Were, listening 2 wasn't/was not cutting 3 were eating
4 weren't/were not working 5 Was, learning 6 was looking
7 was talking

2 **Answers**
1 arrived 2 was sitting 3 appeared 4 got 5 was shining
6 broke

3 **Answers**
1 Correct 2 Incorrect 3 Incorrect 4 Correct 5 Correct
6 Correct 7 Incorrect

Vocabulary test

1 **Answers**
1 teacher 2 doctor 3 nurse 4 journalist 5 engineer
6 mechanic 7 astronaut

2 **Answers**
1 e 2 d 3 b 4 c 5 a

3 **Answers**
1 director 2 conductor 3 painter 4 actor

4 **Answers**
1 concert 2 ballet 3 exhibition 4 art

Vocabulary in context p78

Using a range of lexis to talk about food and drink

Warmer

Books closed. Choose a student and ask him/her to say a type of food or drink. Write it on the board. Choose another student and ask for another food word that begins with the last letter of the previous word. Write it vertically, starting from the last letter of the previous word (see below). Repeat with another student, writing horizontally this time to create a 'staircase'.

chocolate
g
grapefruit
e
a

Put students in small groups and tell them to take turns to make lists of food and drink words in the same way, writing the words vertically and horizontally like a staircase. If they can't think of a word, they should start a new staircase. Find out which group made the longest staircase.

1a SPEAKING 65

- You could tell students to try to guess the missing words in the text before they look at the food words.
- Point out that we usually use the plural form of *bean*, *grape*, *lentil* and *nut*.

Language notes

The word *pepper* refers to a green, yellow or red vegetable with small seeds inside, but also a spice – a black or white powder that adds strong flavour to food. Vegetable peppers are countable, but the spice is uncountable.

The word *lettuce* refers to a vegetable with large thin leaves. The word *salad* is a dish which is a mixture of raw vegetables or fruit. You eat lettuce in a salad.

1b 66

Answers

a apple b burger c (an) onion d honey e peppers
f carrots g tomato h grapes

1c SPEAKING

- With more confident classes, ask them if they know any more surprising facts about any of the food items in exercise 1a.
- 2 Tell students to compare their answers in pairs. If they put any words into different categories from their partner, tell them to explain why.

Answers

Fruit: apple, grape, melon, pear, strawberry, tomato

Vegetables: beans, broccoli, cabbage, carrot, cucumber, garlic, lentils, lettuce, mushroom, onion, pepper, salad, spinach

Meat and fish: burger, chicken, fish, sausage

Dairy: butter, cream, milkshake, yoghurt

Drinks: lemonade, orange juice, milkshake, soft drink/fizzy drink, tea, water

Other: biscuit, crisps, curry, egg, honey, jam, nuts, pancake, pasta, pizza, rice, salad, salt, soup, sugar, toast

Fast finishers >>

Tell students to classify the 'Other' foods into groups. You could give them ideas for categories, e.g. *sweet/savoury*, *main meal/snack/ingredient*, or ask them to think of their own categories.

3 SPEAKING

- Tell students to explain to each other why they eat certain foods every day, and why they never eat other foods. If they can, tell them to explain why these food items are good or bad for you.

Language notes

Good/bad for you are set expressions – we don't need to change the word *you*, e.g. *I eat a lot of carrots because they're good for you. My mum doesn't drink many fizzy drinks because they're bad for you.*

- 4 After checking answers, ask the class if they agree that eating less meat helps the planet, and why.

Answers

a strawberries b spinach c crisps d chicken e water
f fizzy drinks g yoghurt h honey

Culture notes

Meat is thought of as bad for the planet because a lot more land and water is needed to farm animals like chickens, cows, pigs and sheep, compared to what is needed to produce crops, such as vegetables, to feed people. Farm animals also produce a large amount of methane, which contributes to global warming.

In recent years, a lot of rainforest has also been destroyed in order to meet the demand for popular non-meat alternatives, such as soya and avocado.

Use it ... don't lose it!

5 SPEAKING

- After students do the task, tell them to write their meals on a piece of paper like a menu. If possible, display the menus around the room and tell the class to choose their favourite breakfast, lunch and dinner (not including their own).



6 FABULOUS FOOD!

Reading p79

Reading for gist and specific information

Warmer

Tell students to look at the photos on page 79 in pairs. First, they should say all the food and drink items that they can see. Help them with vocabulary for any items that they don't know. They then cover the photos and try to remember the food and drink items. When they finish, find out how many words each pair remembered.

1 SPEAKING

- After students do the task, ask different students to explain their answers.

Possible answer

'You are what you eat' means that fit and healthy people eat healthy food, while unfit and unhealthy people eat unhealthy food.

- Before students do the task, make clear that they do not need to understand every word. They only need to read for gist and will be able to read again for more detail in the next exercise.
- After checking the answer, ask students which food in the photo they eat every week.

Answer

Rosalie

3

- Point out that students need to identify the lines in the text where they found each answer. Tell them to compare their answers in pairs. If they found different answers, they should try to explain to their partner why they think theirs is correct.

Answers

- False – *Teenagers' diets change from person to person, family to family and country to country.* (lines 4–5)
- False – He asked *young people to keep a diary for one week of all the food they eat. Then he took a photograph of each young person with the food they ate that week.* (lines 10–12)
- True – *Their mum does most of the cooking ...* (line 17)
- True – *when he saw the food he eats every week he decided not to eat so many snacks.* (lines 25–26)
- False – *... at home Rosalie knows how to make crêpes ...* (lines 32–33)
- False – *... nine out of ten countries with very healthy diets are in Africa* (lines 37–38)
- True – *... some people in the US eat the same types of food as some people in Italy or Japan: chips, burgers ...* (lines 40–42)

- When checking answers, ask students what type of takeaway food is most popular in their country.

Answers

1 developing countries 2 sweets 3 diary 4 diets 5 takeaway

+ Extra activity

Tell students to create their 'ideal' five-day food diary. Draw the following table on the board for them to use. Students then compare with a partner. As a whole class, ask students to talk about the similarities and differences between their own and their partner's diary.

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|-----------|-------|-------|-------|-------|-------|
| Breakfast | | | | | |
| Lunch | | | | | |
| Dinner | | | | | |
| Snacks | | | | | |

5 Critical thinkers

- Give students time to think about and make notes on the food they eat in a week before they give their opinion.

Possible answer

I think my diet is generally quite good. I eat fresh vegetables or salad every day, and I eat fish about four times a week. I usually have a piece of fruit every day, too. On the other hand, there are things that aren't so good in my diet. I love sweet things, and I usually have some chocolate or a dessert every day. I also eat white bread at dinner most days, which isn't good for you.



Flipped classroom

You may want to ask students to watch the Flipped classroom video for unit 6 as homework, in preparation for the grammar lesson.

Grammar in context 1 p80

Using countable and uncountable nouns; some, any, a/an

Warmer

Books closed. Draw the following on the left of the board: three carrots, two mushrooms, four apples. Elicit the food words.

Then, on the right of the board, draw the following: a plate of salad (with leaves, pieces of tomato, etc.); a tap with water coming out of it; a little pile of salt next to a salt pot with 'S' written on it; a jar of jam with 'jam' written on it. Elicit food/drink words.

Point to the carrots, choose a student and say: *Count the carrots*. Repeat with the mushrooms and apples. Then point to the food on the right, choose a different student and say: *Can you count the salad/water/jam?* Point out that you can't. Write *countable* and *uncountable* above the different groups of food.

1a If you didn't set the Flipped classroom video for homework, watch the video in class before working through the activities.

- Point out that the sentences are based on sentences from the reading on page 79.

Answers

1 singular and plural forms 2 no plural form

1b Answers

A uncountable B countable

1c Tell students they only need to do this for some items rather than everything.

Answers

A beans, broccoli, cream, **curry, fish**, garlic, honey, jam, **lemonade**, lentils, **milkshake, orange juice**, pasta, rice, **salad**, salt, **soup**, spinach, sugar, **tea**, toast, water, **yoghurt**

B apple, biscuit, burger, cabbage, carrot, **chicken**, crisps, cucumber, egg, grape, **lettuce**, melon, mushroom, nuts, onion, pancake, pear, pepper, **pizza**, sausage, soft drink/fizzy drink, strawberry, tomato
Some words, such as those in **bold**, can go in either group, but it depends on the meaning of the word. For example, *chicken* is uncountable as meat, but countable when talking about the bird. *Milkshake* is uncountable when talking about the liquid, but countable when talking different flavours (e.g. a selection of milkshakes).

Language notes

Liquids are usually uncountable, but we sometimes treat them as countable when we order them in a café or restaurant, e.g. *One lemonade, three fizzy waters and two coffees*.

We often use words for containers and portions with uncountable nouns. This allows us to count them, e.g. three bottles of lemonade, a jar of jam, two slices of toast.

Many types of food can be countable or uncountable, depending on if you are talking about a piece from a larger whole (whole items are countable; the smaller piece is uncountable). For example, a whole chicken is countable. But chicken as part of a meal is uncountable.

2 Answers

1 apple (C) 2 butter (U) 3 cream (U) 4 egg (C) 5 salt (U)
6 tomato (C)

3 Before students do the task, draw the following on the board: a melon, a tin of beans (write *BEANS* on it) and a packet of pasta (write *PASTA* on it). Then write *I bought _____ melon, _____ beans and _____ pasta*. Elicit or teach the missing words (*a, some, some*). Then write *I didn't buy _____ pineapple, _____ lentils or _____ rice*. Elicit or teach the missing words (*a, any, any*).

- When checking answers, explain that we use *some* and *any* when it isn't important to say the exact quantity.

Answers

1 affirmative, negative, questions 2 affirmative
3 negative, questions

4 Before students do the task, focus on the shopping list at the bottom of the page and ask: *What do they need to buy?* Tell students to use *a/an* and *some*, and elicit: *They need some eggs, They need a melon*, etc. Then say: *What don't they need to buy?* Elicit some ideas of things that aren't on the list using *a/an* and *any*, e.g. *They don't need any milk*.

Answers

a some b some c a d some e some f any g some
h some i any j an k an l some m some n any
o some p some q an
They forgot strawberries.

6 FABULOUS FOOD!

- 5 Before students do the task, focus on the photo. Ask students what they think is special about this café and explain that it serves only cereals. Ask if they eat a lot of cereals, and which is their favourite.
- Point out that the answers sometimes need two words, and sometimes one.
 - After checking answers, ask students what they think of the food mentioned in the text and if they would like to visit the café.

Answers

b are c is d are some e are f are some g are some
h a i is j an k a

Use it ... don't lose it!

6 SPEAKING

- Before students do the task, focus on the example conversation, and ask: *What is the same in both shopping bags?* (there are some bananas).
- Write some phrases on the board to help students, e.g. *There is/There isn't ... There are/There aren't ..., That's the same as/different to my shopping bag.*

Vocabulary p81

Using a range of lexis to talk about containers

Warmer

Books closed. Tell students they are going to learn words for containers. Draw a bottle on the board, and ask the class what drinks are usually in a bottle (*water, cola, etc.*). Then draw a packet of crisps, and elicit or teach the word *packet*. Ask what food is usually in a packet (*biscuits, cereal, etc.*).

Tell students to continue in pairs, thinking of different types of containers, and what food can be in them. Tell them they don't need to know the words for the containers.

1a

- Ask if any students have visited the UK, and if so, ask them what food and drink they had there and what they thought of it. Ask the rest of the class what ideas they have about food and drink in the UK.

1b

- After checking answers, ask if the class found any of the facts surprising. If your students enjoy maths, tell them that the population of the UK is 66 million, and ask them to calculate roughly how many cups of coffee each person drinks per day on average (*approximately 1.4*) and how many packets of crisps each person eats on average a year (*approximately 90*).

Answers

a cups b packet c cans d bags e box

Culture notes

British people are famous for drinking a lot of tea. They drink it at any time of day, almost always with milk. However, the world's biggest tea drinkers are the Turkish.

Crisps are extremely popular in the UK, and there is a huge variety. A typical midweek lunch is a sandwich and an individual packet of crisps. These days, crisps made of other root vegetables, such as beetroot are becoming popular.

Fast finishers

Ask fast finishers to write a list of all the food that they eat at the cinema and at school using containers, e.g. a bag of sweets.

2 SPEAKING

- When checking answers, point out that we stress the container and food words, and use weak forms for *a* and *of*, e.g. *a bag of potatoes* /ə bæɡ əv pə'tetəʊz/. Ask the class to repeat each description with the correct stress and weak forms.

Answers

2 a jar of honey 3 a bag of potatoes 4 a glass of orange juice
5 a bottle of water 6 a tin of tomatoes 7 a box of tea
8 a cup of coffee

- 3 Make sure students understand that they should write about what they eat and drink in a typical week. If they have created their own ideal food diary (Extra activity page 72), they could refer to it to help them.

Mixed ability

Give more confident students some extra words that they can use with different types of food and drink, if they want to. *bar* (of chocolate), *slice* (of toast, cheese, bread, etc.), *bowl* (of cereal, soup, etc.), *portion* (of chips, salad, etc.), *spoon* (of sugar)

Allow less confident students to write three true sentences.

Use it ... don't lose it!

4 SPEAKING

- Before students do the task, write on the board: *Me, too, and Really? I eat/drink more/less _____ than you!*. Tell students they can use these phrases to respond to each other's sentences. Demonstrate by asking some of the students to tell you one of their sentences and responding.

GREAT LEARNERS GREAT THINKERS p82

Thinking about ways of reducing food waste

Warmer

Books closed. Write the word *waste* in a circle, and connect the words *money*, *time* and *food* to the circle to make a mind map. Tell the class that you do these things: *I sometimes waste money. I buy things that I don't need, like chocolate. I often waste time when I have something important to do. I watch TV or I look at my phone. I never waste food! I always eat all the food that I buy.*

Ask a confident student to explain what he/she thinks *waste* means (*to use more of something than is necessary or in an ineffective way*). Ask students to discuss in pairs if they waste money, time or food.

Finally, explain that *waste* can also be a noun, e.g. *food waste (food that people throw away)*.

1 SPEAKING

- When checking ideas, ask students if they already try to reduce their food waste, and how. Ask them which of their classmates' ideas for reducing food waste they like the most.

2 VIDEO

- Pre-teach *loaves (bread that is in one piece and not sliced)*.

Answers

1 c 2 d 3 e 4 b 5 a

3 VIDEO

- Pre-teach *neighbourhood (a particular area of a city or town)*, *rubbish bin (a container for putting rubbish in)* and *community (the people who live in an area)*.

Answers

1 app 2 local businesses 3 the community 4 a message
5 ice cream 6 London 7 families

GREAT THINKERS

4 SPEAKING VIDEO

- The 4 Cs: Connections, Challenges, Concepts, Changes* thinking routine helps students structure a discussion. It encourages students to connect a video/recording/text to their own life; identify ideas to challenge or discuss; identify key concepts from it; and consider how they might change as a result of it.
- If possible, share a copy of the video script with students. For this task it is ideal if students can highlight the *connections*, *challenges*, *concepts* and *changes* in different colours for reference in the final step.
- Remind students that *connections* and *challenges* featured in the Unit 5 *Great Learners, Great Thinkers* lesson. *Connections* refers to ideas that are familiar to them. *Challenges* here refers to ideas that they don't agree with. *Concepts* here are the ideas that they personally think are most important. *Changes* don't have to be ideas in the script – they can be any practical things that people can do in the future.

- Students work individually in steps 1–4 and then in small groups in step 5. They should take turns to share their ideas for each of the four Cs.
- After checking answers, ask students what they think of the OLIO app, and if they can think of any disadvantages of it (e.g. *you need to have a smartphone and be good with modern technology, so some older people or very poor people may not be able to use it*).

Answers

1 22% of their weekly shopping 2 in February 2015
3 She started to cry.

6 SPEAKING

- Ask students to think of things that their family/school/supermarket already do, as well as new ideas. Ask the groups to feed back to the class, and make a list of new ideas for helping people on the board. Ask the class to vote on the best new idea.

GREAT LEARNERS SEL

- Make sure the class knows the meaning of *empathy (the ability to understand how someone feels)*. Students could think about the question in pairs or individually. Ask them to consider if people are born with these qualities, or if it's possible to learn them – and if so, how.

LEARNER PROFILE

- Ask students to read the statement and the question in the Learner Profile on page 151, then grade themselves from 1 to 5. Explain that here 1 means 'I rarely show empathy and kindness to others', and 5 means 'I always show empathy and kindness to others'.
- If appropriate for your class, get students to share their grades with a partner or small group and, if they wish, to give their reasons. Encourage students to share suggestions for showing empathy and kindness to others. Alternatively, ask students individually to think of ways to show empathy and kindness.

6 FABULOUS FOOD!

Listening p84

Listening for gist and detail

Warmer

Books closed. Write the following sentences about fast food on the board.

Pizza Hut once delivered pizza to the International Space Station.

French Fries were first made in Belgium, not France.

The world record for the most hamburgers eaten in one minute is ten, by Ricardo Francisco from the Philippines.

The longest hot dog in the world was over 200 metres long, and it was made in Paraguay.

The first fish-and-chip shop opened in the 1860s in England.

Tell students that one of the sentences is false. In pairs, students try to identify the false sentence. (*The third sentence is false – Ricardo Francisco ate five hamburgers in 2017.*)

1 SPEAKING

- Before students do the task, ask a more confident student to describe the photo and then brainstorm some types of fast food.
- Finish by asking how many students answered 'yes' to question 4, and how many answered 'no'.

2 70

Answers

Fast-food adverts on children's TV: four people

3 70

- Tell students that this is a typical exam task. Remind them that the words in the statements might be different from in the recording.

Answers

1 d 2 e 3 a 4 c

Opinion b isn't stated by any of the speakers.

+ Extra activity

Write the following lines from the recording on the board.

- 1 *But it's difficult when they have a lot of _____ – it's really cheap.*
- 2 *The adverts don't _____ pizza, hot dogs or crisps.*
- 3 *I think that _____ should stop all adverts for fast food everywhere.*
- 4 *young people who watch at least _____ of TV a day have over _____ cans of fizzy drinks or fast food meals per year.*

Ask students which speaker they think said them. Then play the recording again for students to complete the sentences. Point out that they don't hear them in order.

Answers

1 special offers (Paolo) 2 make you eat (Jasmine)
3 the government (Zak) 4 three hours, 500 extra (Katie)

4 Critical thinkers

- Point out that students can refer to the ideas in exercise 3 and the Extra activity after exercise 3, if you did it.
- If you feel your students need more support, write these prompts on the board:
I (really) believe/feel/think (that) it's a (good) idea because ...
For me, fast-food adverts ...
On the one hand, ... On the other hand, ...

Homework Workbook page 59

Grammar in context 2 p84

Using a lot of/much/many; should/shouldn't

Warmer

Draw a fridge on the board and draw some uncountable items (*water, bread, juice*) and countable items (*tomatoes, bananas, bottles*) in varying quantities. Then write *a lot of, much, many* on the board and ask students to talk in pairs about the contents of the fridge using these words, e.g. *There are a lot of tomatoes. There aren't many bananas. There isn't much water.* See how familiar students are with these quantifiers.

- 1 Point out that the sentences are based on sentences from the listening in the previous section.
- Highlight that students can use *a lot of* in negative sentences and questions (apart from questions with *How*) instead of *much* or *many*, but they need to learn to use *much* and *many*, too.

Answers

1 True 2 True 3 True 4 True

Language notes

Lots of is often used instead of *a lot of*. It is used in exactly the same way, but it's more informal: *I always have lots of peanut butter on my toast.*

Sometimes *many* is used in affirmative sentences, but this sounds formal, and is more common as part of a subject, e.g. *Many tourists come here every year.*

Much is occasionally used in affirmative sentences, but it sounds very formal, e.g. *I wish you much success.*

Culture exchange

- 2 Ask if any students have visited the US, and if so, what food and drink they had there. Ask them what they thought of the food and drink. Then ask the rest of the class what ideas they have about what people eat and drink in the US.

Answers

a A lot of b a lot of c many d A lot of e a lot of f much
g much h many i a lot of j a lot of k many l a lot of

3a Answers

- 1 How much 2 How many 3 How much 4 How many
5 How many 6 How many 7 How much 8 How many

3b SPEAKING

- Highlight that students can use the containers vocabulary from page 81 to talk about uncountable food and drink words.
- Tell students: *I can't sleep at night. What should I do?* Elicit some ideas, and write them on the board, starting with the main verb, e.g. *go to bed early, read before bed, have a bath before bed*. Then ask: *What shouldn't I do?* Write some ideas on the board, e.g. *check your phone at night, watch TV before bed*. Write: *You _____ before each idea*, and elicit or teach: *You should* and *You shouldn't*.
- Point out that the sentences are based on sentences from the listening in the previous section.
- Drill the pronunciation of *should* /ʃʊd/, highlighting the silent *l*.

Answers

- 1 should 2 shouldn't

Language notes

Should is a modal verb with just one form, like *can*, *must* and *could*. We form negatives, questions and short answers in the same way. It is always followed by the infinitive. We use *should* and *shouldn't* to give advice.

5 Answers

- 2 You should drink a lot of water.
3 You shouldn't go to fast-food restaurants every day.
4 You should cook healthy meals at home.
5 You shouldn't eat a lot of crisps.
6 You should eat a lot of fruit and vegetables.
7 You should do exercise every day.
8 You shouldn't sit on the sofa all day.

- 6 Focus students' attention on the pictures and ask the class what is special about this café (*There are cats in it*). Ask them if they have ever been to a cat café, and if not, if they would like to go to one and why.
- In less confident classes, ask students to describe what is happening in each picture in pairs before they write the rules.
 - When checking answers, ask if any students have a cat. If so, ask them to tell the class why these rules are a good idea.

Answers

- 2 You shouldn't wake (up) the cats.
3 You shouldn't give the cats food.
4 You shouldn't run in the café/near the cats.
5 You should speak quietly.
6 You shouldn't push the cats (off the chairs).

- 7a Write the following on the board to help students think of different areas of their lives where they might want to make changes: *at school, at home, food, friends and free time*. Give students an example for yourself, e.g. *I want to start a new hobby. I want to see my cousins more. I want to eat healthier food*, and elicit examples from the students.

Use it ... don't lose it!

7b SPEAKING

- After students do the task, ask for volunteers to tell the class about a change they or their partner wants to make, and the advice that they discussed.

+ Extra activity

Ask students to write a problem they have or something they would like to change at the top of a piece of paper, without writing their name on it. Then fold up the pieces of paper and share them out. Every student should write a reply giving advice and then give it back to you.

Students find their original problem or situation and read the advice.

6 FABULOUS FOOD!

Developing speaking p86

Ordering food

Warmer

Books closed. Ask a student to write a type of food or drink on the board so that the class can see it and you can't. Then ask *yes/no* questions to guess the word, e.g. *Is it a food or a drink? Is it countable or uncountable? Is it a fruit/vegetable? Is it good/bad for you?*

Students play the game in pairs, taking turns to think of food and drink words and asking questions to guess them.

1 SPEAKING

- Before students do the task, elicit an example of some food on the menu that they can and can't get at their school. When they finish discussing, ask different students what they would like to order from the menu.

Culture notes

There are lots of ways of cooking potatoes in the UK. A baked potato is a whole potato baked for a long time so that the skin is hard, but the inside is soft. It is usually served with butter and baked beans, grated cheese or coleslaw (a *salad of chopped cabbage and carrot in mayonnaise*).

2 71

- After checking answers, ask if students remember who doesn't have much money (*Aiden*).

Answers

Maddy: vegetable rice

Aiden: macaroni cheese and chocolate brownie

3 PRONUNCIATION 71

- After checking answers, tell students that people say 'two fifty' or 'two pounds fifty', and 'ninety-nine pence' or 'ninety-nine p'. Extend the exercise by asking students to say all the prices from the menu in pairs.

Answers

two fifty, ninety-nine pence, seventy pence

4b 72

 **Exam tip** To answer the question in the Exam tip box: because this helps you to understand the general situation and to think about what might be missing in each gap.

- There are usually more sentences than gaps in this type of exam task. Students should cross out each sentence when they use it so that they don't use the same sentence twice. Remind them not to leave any gaps blank.
- Direct students to the Speaking bank. Tell them to use phrases from the waiter/waitress section to complete the dialogue, and tell them not to worry about the missing words in the Speaking bank. Point out that they may have to use some of the phrases twice in the dialogue.

Answers

- a Can I help you?
- b Would you like a drink with that?
- c Small or large?
- d That's £2.94, please.
- e Enjoy your meal
- f Can I get you anything else?
- g That's £2.70, please.
- h Enjoy your meal!

5 SPEAKING

- After students practise in their pairs, ask for a volunteer pair to perform the dialogue for the class. Ask the class if they thought 'Maddy' and 'Aiden' sounded polite.
- When checking answers, highlight that *Could I have*, *I think I'll have* and *I'd like* are all polite ways to ask for something. Explain that it's polite to add *please*, but it's more important to use an appropriate phrase. For example, *I want a burger, please* sounds quite rude, whereas *Could I have a burger?* is more polite.

Answers

- a ready b would c Here's d have e have f like g any h bill

Culture notes

In English, there isn't a typical expression used when people start eating, such as *Bon appetit/Buen provecho*. Servers such as waiters/waitresses or flight attendants often say *Enjoy your meal!* to a customer, but people who are eating don't say this to each other.

Practice makes perfect

7 SPEAKING

- Put students into groups of three: Students A and B are school students ordering lunch, and Student C is serving them. Tell them to rotate roles and repeat, so that all students have a chance to order and serve food.
- Ask for volunteers to perform their dialogues for the class without looking at the dialogue for support. Ask the class to make a list of the expressions each pair uses from the Speaking bank.

Mixed ability

To make the activity less challenging, encourage students to write out their dialogue before they practise and perform it. To make the activity more challenging, don't allow students to write out their dialogue. You can also alter the level of challenge by giving them more or less time to prepare.

Developing writing p87

Writing an email invitation

Warmer

Books closed. Write the word *invitation* on the board and elicit the meaning (*a request asking someone to come to a social event*). Tell students to work in pairs and think of types of event that people send an invitation for (*a party, a wedding, housewarming, etc.*), and information that is usually included in an invitation (*where the event is, when it is, what to bring, how to reply, etc.*). Help with vocabulary as they work.

1 SPEAKING

- Describe the first photo as a class before students work in pairs. Ask: *Who are the people? What are they doing? What can you see?* to encourage students to give as much information as possible.
 - Ask students to tell the class when they last went to one of these events.
- 2 After checking answers, ask students if any of them have changed their mind about which event they would prefer to go to, and why.

Answers

A 2 B 3 C 1

 **Exam tip** You should use contractions when writing to a friend in English as contractions give the writing a friendlier tone, which more closely resembles how the writer would speak to the reader.

It is very important to choose the correct style when writing as style helps to show the relationship between the writer and the reader.

3 Answers

- 1 A Alex B Wes C Emma
 2 A to meet up with family and friends B because his cousins are visiting from the US C because it's her birthday
 3 A with a barbecue in the garden B with a picnic on the beach C with a pizza party at home
 4 A Alex's garden on Saturday at 3 pm B by the pier on Sunday at 1.30 pm C Emma's house on Friday at 7.30 pm
 5 A some fizzy drinks B picnic food and her frisbee C a music playlist and her pyjamas

- 4 When checking answers, highlight that as well as direct imperatives, we can also use *Can you ...?* to make requests in informal situations. Point out that we shouldn't use only imperatives, even with friends, as this sounds bossy – it's a good idea to use *Can you* as well.

Answers

a inviting b like c know d make e Hope f bring
 g bring h Don't

Language notes

We often use the present continuous to describe future plans in invitations when there is a fixed plan, rather than just an intention to do something:

I'm having a birthday party! Everyone is arriving at three o'clock. Can you come?

Practice makes perfect

5a Before students do the task, remind them that they should include all the information in the bullet points, and check they understand the instructions by asking: *Who are you writing to and why? (Freddie, to invite him to a party); Why are you having a party? (to celebrate the end of the school year); When and where is the party? (on Friday after school, but you have to think of where and what time it starts); What do you have to ask Freddie? (to bring some snacks).*

5b Tell students to swap their invitations and find examples of informal style.

Fast finishers >>

Tell students to write a reply to their own invitation or to one of the invitations in exercise 2a, either accepting the invitation or saying why they can't go.

6 FABULOUS FOOD!

Test yourself p89

Grammar test

- 1** **Answers**
1 U 2 C 3 U 4 C 5 B 6 B 7 B 8 U
- 2** **Answers**
1 is some 2 aren't any 3 is an 4 are some 5 isn't any
- 3** **Answers**
1 many 2 a lot of 3 much 4 a lot of 5 much
- 4** **Answers**
1 should 2 should 3 shouldn't 4 shouldn't 5 should
6 shouldn't

Vocabulary test

- 1** **Answers**
1 Lemonade 2 carrots 3 honey 4 toast 5 eggs
- 2** **Answers**
1 c 2 b 3 e 4 d 5 a
- 3** **Answers**
1 a glass of orange juice 2 a packet/bag of crisps
3 a cup of tea 4 a carton of apple juice 5 a can of lemonade
6 a carton of yoghurt

Reading

2 Answers

- 1 B – *He enjoys making Japanese dishes and French desserts ...*
- 2 C – *She cooked at her primary school, where the children had fresh ingredients from their own garden.*
- 3 A – *... enjoys ... writing for cookbooks*
- 4 B – *... wants to ... open a café ...*
- 5 A – *... was already interested in cooking at home when she was three years old.*
- 6 C – *... started watching tutorial videos online to make more difficult dishes.*
- 7 A – *... posts her own videos on the Internet, in which she makes her favourite sweet recipes.*

Writing

- 3  **Exam tip** After students read the Writing exam tip, ask them to read the task and say what necessary information they need to include (what they did at the camp, what they liked about it, what they didn't like about it) and how many words they need to write (about 25). Point out that they may lose marks if they don't write the minimum number of words.
- If necessary, brainstorm some activities that students might do at any summer camp, e.g. *games and other fun activities, having meals together, meeting new people*. Then ask them to think about activities that they might do at an arts camp, e.g. *painting, drawing, making sculptures, installations, art videos*.
 - If you wish, go to page 154 to continue working through the Exam success section for these two units.
 - See the Exam Trainer, Workbook pages 103 and 106, for more information and practice on this Key for Schools task.

Famous actors from your country

1 SPEAKING

- Students work in groups of 3–4. If possible, make sure these groups are different to the ones students worked in during the previous Collaborative projects.

2 SPEAKING

- Students continue to work in their groups from exercise 1.
- Encourage students to try a different project type (A–D) for this collaborative project.
- Students can decide how many actors to choose: they could choose a small number and include more detail about them, or a larger number, with less detailed information about each one. Tell them that the points in *Research areas* are suggestions, and they can include different information about the actors if they think it's interesting.

- 3 Ask individuals to read the tips aloud and discuss them with the class.

- In the *Digital skills* section, point out that the titles of films and TV shows are often completely different in English to the students' own language. Elicit ways to find out titles in English.
- In the *Academic skills* section, point out that a lot of information online about famous people is written and uploaded by fans, and may not be accurate. Students should check information with particular care for this topic.
- In the *Collaboration* section, remind students that they can also use the phrases from the previous Collaborative projects.
- In the *Intercultural awareness* section, point out that the actors from non-English speaking countries are often much less well-known worldwide because of the dominance of English-language films and TV. Students should introduce the actors appropriately.

4 SPEAKING

- Remember to establish a clear plan for the project (interim dates/deadline; stages to be done at home/ in class). Remind students that as much discussion as possible should be in English, both in and out of class.

- 5 If students mark the projects of their classmates, encourage them to share and justify their marks.

Virtual Classroom Exchange

- Use the Virtual Classroom Exchange to connect with teachers and students in other countries and encourage students to present their projects to each other.

Vocabulary in context p92

Using a range of lexis to talk about wild animals and the natural world

Warmer

Books closed. Ask students to come to the board to draw any animal they know the name for in English without saying the name. If you have several pens, several students can draw their animals at the same time. Continue until all students (who would like to) have drawn an animal. Then tell students to work in pairs to try to identify the animals. Write some language on the board to help them: *I think that's a ...; That looks like a ...; That's definitely a ...; That can't be a ... because it's too ...*

To finish, go through the animals as a class, asking what each one is, and asking the student who drew it to confirm.

1 SPEAKING 73

- Tell students that some animals can go in more than one category.
- When checking answers, point out the silent o in *leopard* /'lepə(r)d/. Elicit a few more animals in each category that the students know.

Answers

- 1 eagle, owl, penguin 2 jellyfish, shark, whale 3 leopard, tiger
4 bee, butterfly 5 bear, fox, eagle, hippo, leopard, lizard, monkey, owl, penguin, rat, rhino, scorpion, snake, tiger, wolf

Mixed ability

If you have confident students, give them the following extra categories to classify the animals:

6 are mammals (bear, fox, hippo, leopard, monkey, rat, rhino, tiger, whale, wolf)

7 are reptiles (lizard, snake)

8 is an arachnid (scorpion)

You could also teach *amphibian* (an animal that lives on land and in water, e.g. frog).

If you have less confident students, pair them up with stronger students to do this task.

- 2 Before students do the task, tell them that the text is about dangerous animals, and ask them to predict which of the animals in exercise 1 it will mention.
- After students do the task, tell them to find in the text the word for an animal that only eats plants (*herbivore*) and elicit some more examples of herbivores. Ask if they can guess the word for an animal that eats meat (*carnivore*).

Answers

- a bears b Tigers c sharks d Jellyfish e Scorpions
f hippos

3 SPEAKING

- After students answer exercise 2, why it's a bad idea to keep wild animals as pets (even if they thought some of the animals would make good pets).
- Ask if any students have seen a dangerous animal in the wild (in their own country or anywhere else). If so, ask them to tell the class about their experience.

4 74

- Before students do the task, ask them which country they think the picture shows (*Ireland*). Ask them if there is any part of their own country that looks like this.

5 75

- After checking answers, tell students to cover the text and describe the picture.

Answers

- a field b grass c flowers d lake e mountains f valley
g forest h sky

Use it ... don't lose it!

6 SPEAKING

- If possible, allow students to refer to a map of their country as they discuss. When checking answers, tell students to point out the locations of the places on a map.
- When checking answers, you could also use the Language notes below to help students with using the definite article with different geographical features.

Language notes

We usually use the definite article *the* to talk about names of forests/jungles, oceans/seas and rivers, e.g. *the Black Forest*, *the Pacific Ocean*, *the Mediterranean Sea*, *the Danube*.

We don't usually use *the* to talk about names of lakes and waterfalls, e.g. *Lake Geneva*, *Niagara Falls*.

Reading p93

Predicting content, reading for gist and specific information

Warmer

Books closed. Tell students they are going to read a text about wild animals that are in danger of disappearing from the world. In pairs, tell students to think of some animals in danger (for example, tigers, elephants and rhinos). Ask students to talk about why they are in danger, and how we can help them.

1a SPEAKING

- If students don't have any ideas, you could write the following three options on the board and tell them to choose which they think is correct: *a zoo with animals from frozen habitats, a zoo in a very cold country, a collection of frozen eggs from animals.*

1b Before students do the task, make clear that they do not need to understand every word. They only need to read for gist and will be able to read again for more detail in the next exercise.

Answers

A frozen zoo is a collection of frozen eggs and DNA from animals. In the future they can help animals in danger to have babies.

2 76

Exam tip To answer the question in the Exam tip box: Let students know that if they can't decide on the correct answer, it often helps to leave the answer blank and return to it later. Students need to use the time well so should move on to the other questions. If they still can't decide the correct answer when they go back to it, it is better to make an educated guess. Point out that students should always provide an answer because most exams do not deduct marks for incorrect answers.

Answers

- b – *We are destroying their fields, forests and lakes and changing the planet.*
- b – *Farmers often kill snow leopards because they eat their animals.*
- c – *... for years people killed them for their horns.*
- c – *Frozen zoos aren't a new idea. In 1972, San Diego Zoo began the first one...*
- a – *The zoos collect eggs and DNA from animals and freeze them, so that in the future they can help animals in danger to have babies.*

+ Extra activity

Write the following questions on the board to help students understand why some of the options in exercise 2 are incorrect.

- How are humans changing the planet? Does the text mention how animals are adapting to the changes?*
- Why does the WWF® give farmers money?*
- Why can't the last white rhinos have babies?*
- What happened in August 2019?*
- Does the last paragraph mention baby animals? What does it say about them?*

When checking the answers, discuss which options these answers eliminate.

Answers

- We are destroying animals' fields, forests and lakes. No, it doesn't mention this.
- It gives them money for animals that the snow leopards kill.
- Because they are both female.
- A team of vets collected ten northern white rhino eggs.
- Yes, it does. It says that animals can have babies in the future from the frozen eggs and DNA.

3 Answers

shocking – something that makes you very surprised or unhappy
destroy – damage something very badly, so that it cannot be used or does not exist
rare – not seen or found very often
horns – the hard pointed parts that usually grow in a pair on the heads of some animals
DNA – a chemical substance that contains genetic information and is found in all living cells and some viruses
samples – small amounts of something for scientific purposes
species – different types of animals

4 Critical thinkers

Possible answer

I think that frozen zoos are an excellent idea. However, in my opinion, we should only use them for animals which are in danger because of human activity. For example, there are almost no white rhinos because humans killed them. However, other animals have small populations because of other, natural reasons. Not all animal species can survive forever, and I think we should only use frozen zoos to help the ones which we are destroying.

Flipped classroom

You may want to ask students to watch the Flipped classroom video for unit 7 as homework, in preparation for the grammar lesson.

Grammar in context 1 p94

Using *be going to*

Warmer

Books closed. Draw your head with a large thought bubble on the board. Inside the bubble, write:
sleep until 11 o'clock, buy some new trainers, go for a long walk, have pizza for dinner

Say: *This is me, and these are my plans for Saturday. What am I going to do? Try to elicit sentences with *be going to*, e.g. *You're going to sleep until 11 o'clock. You're going to buy some new trainers.* If students can't provide the language, write *going to* on the board to help them.*

- If you didn't set the Flipped classroom video for homework, watch the video in class before working through the activities.
- Point out that the sentences are based on sentences from the reading on page 93.
- If you have a less confident class, write *I, you, he/she/it, we, they* on the board. Elicit the affirmative, negative, question forms and short answers for each of the pronouns.

Answer

the infinitive

Language notes

We use *be going to* for future plans and intentions, usually when we haven't planned the exact details of the action: *I'm going to swim in the sea every day this summer. I'm going to be a doctor when I grow up.*

We also use *be going to* when we make a prediction based on present evidence: *The sky is grey. It's going to rain.* This is taught at higher levels in the *Gateway to the World* course.

- When checking answers, point out that we usually contract the verb *be* with pronouns, but not with nouns or names. We almost always use contractions for negative forms.
- After checking answers, elicit the future time expressions used in each sentence (apart from sentence 5). (*1 this afternoon, 2 tonight, 3 later, 4 tomorrow, 6 later*) Point out that we often use a future time expression when we use *be going to* to talk about a plan.

Answers

1 's/is going to walk 2 're/are going to swim 3 Are, going to watch
4 isn't/is not going to visit 5 aren't/are not going to eat
6 'm/am going to hang out

2b PRONUNCIATION 77

- After playing the recording, remind students that English usually stresses the important 'content' words.
Going to is pronounced /'gʌnə/ or /'gənə/ in connected speech.

Language notes

In sentences with *going to*, we stress the word *going* and the main verb, as well as any important 'content' words:

They're going to swim in the ocean tonight.

In negative sentences, we stress the negative verb form of *be* as well.

We aren't going to eat at that restaurant.

- Before students do the task, highlight the time expressions used.
 - Point out that we can use *When* + present simple to refer to a point in time in the future.

3b SPEAKING

- Before students do the task, write: *What are you going to do ...?* on the board. Read it aloud, stressing *What, going* and *do* and have students repeat.
- Demonstrate by asking different students to ask you questions, and answering them.
- With more confident classes, say something that you aren't going to do, and encourage them to do the same when they answer.

Culture exchange

- Before students do the task, ask what they know about South Africa.
- Put less confident students into pairs to do this task.

Answers

a is going to go b 're/are going to visit c are going to go
d aren't/are not going to go e 're/are going to buy f are going to take
g 's/is going to go h are going to see i aren't/are not going to go
j 's/is going to book k 's/is going to try

Fast finishers >>

Tell students to imagine they are going to South Africa on holiday. They should write five sentences with *be going to* for things they're planning to do on their trip.

- Explain that *bucket list* refers to a list of things you want to do at least once in your life, or before a certain age.
 - Ask different students which plans on Dan's bucket list they would and wouldn't like to do, and why. You could write some adjectives on the board to help them give their opinions, e.g. *scary, exciting, beautiful, peaceful, relaxing.*

Answers

a 7 b 4

- When checking answers, point out that we say *I wish!* when we can't do something but we would like to, and *I can't wait!* when we're very excited about something in the future.

Answers

a are you going to do b I'm going to do c Are you going to do
d My brother is going to do e are you going to go f We aren't going to do
g you're going to go h Are your parents going to go

- 6 Students can read Dan's bucket list again for ideas, but encourage them to think of some original ideas of their own.

Use it ... don't lose it!

7 SPEAKING

- If possible, allow students to stand up and walk around the classroom to talk to different students. In order for them to talk to as many classmates as possible, you could tell them to move onto a new student if their partner answers 'no' to the first three questions.
- After students do the task, nominate different students and ask: *What is [Marcos] going to do? What isn't he/she going to do?* Elicit answers from any students who talked to him/her.

Vocabulary p95

Using a range of lexis to talk about the weather

Warmer

Books closed. Revise animal vocabulary from page 92. In small groups, students take turns to think of an animal. The other students ask *yes/no* questions to guess the animal.

1a 78

- Tell students to use *going to be* when checking answers, e.g. *It's going to be sunny on Monday.*

Answers

a sunny b cloudy c wet/rainy d foggy e windy f stormy
g cold/snowy

1b 79

- Before students do the task, focus on the example answer. Ask students which word is a noun and which is an adjective (*cloud = noun, cloudy = adjective*).

Answers

foggy – fog, icy – ice, rainy – rain, snowy – snow, stormy – storm,
sunny – sun, windy – wind

- 2 Remind students to think carefully about whether each answer should be a noun or an adjective. When checking answers, ask students why they chose each answer (*for a, b, g and h, the answer comes after be so we need an adjective. For c, d, e, f and i, the answer comes after the so we need a noun*).
- After checking answers, ask students which of the strange weather phenomena they would most like to see, and if they know any other types of strange weather.

Answers

a snowy b windy c wind d snow e rain f sun g rainy
h sunny i sun

Use it ... don't lose it!

3 SPEAKING

- With more confident classes, tell students that they can use *rain* and *snow* as verbs (if they don't already know); we often say *It's raining/It's snowing* to describe the weather at the moment, and *It rains/It snows* to talk about the weather in general.
- Write the following on the board to help students use the vocabulary correctly: *It's + adjective; There is/There are + noun(s); My favourite weather is ... because ...*

+ Extra activity

Tell students to talk about the weather forecast in their town or city for the next few days using the weather vocabulary and *be going to*, e.g. *I think it's going to be rainy tomorrow, but it's going to be hot and sunny on Friday.*

GREAT LEARNERS GREAT THINKERS p96

Thinking about animal behaviour and intelligence

Warmer

Books closed. Tell students that they are going to watch a video about scientists studying an animal's behaviour. Students think of an animal they find interesting, and what they would like to find out about its behaviour and tell a partner. Students then tell the class what they would like to find out.

1 SPEAKING

- Help students with ideas and vocabulary if necessary. Ask which students have seen meerkats in a zoo, what they were doing, and what the students thought of them.

2a VIDEO SPEAKING

- Encourage students to make notes as they watch the video.
- After students watch the video, elicit some of the things they saw, e.g. *a group of meerkats running, baby meerkats, scientists, different types of camera, scientists trying to put cameras on meerkats, a meerkat with a camera on its head, what the meerkat is seeing, scientists looking at the video on their laptops, meerkats feeding, digging, looking for food, playing, running*. Discuss as a class what they think they will hear.

2b VIDEO

- Students check their ideas in pairs. Don't check answers as a class yet, as you may anticipate the answers to exercise 3.

3 VIDEO

- Ask students to see if they can remember the answers before watching the video again.

Answers

- 1 In the Kalahari Desert in Africa
- 2 How they communicate, where they sleep and what their homes under the ground look like
- 3 They can see the video feed from the camera the meerkat is wearing on their laptops.
- 4 A grub
- 5 They are going to try and see the meerkats in their homes underground.

- 4 Before students do the task, choose two students to describe the photos. Then ask students which animals they think are the most intelligent.

Answers

- 1 That big animals are the most intelligent.
- 2 They had to press buttons in the correct order.
- 3 They dropped heavy plastic balls into the water to push the food up to the top of the tube.
- 4 That small brains don't always mean low intelligence.

GREAT THINKERS

5 SPEAKING

- The *Before, I thought ...*, *Now, I think ...* thinking routine encourages students to contrast their thoughts, opinions or beliefs on a topic before and after they engage with the topic in a text, recording, video, etc. (Note that this task may also be referred to as *I used to think ... Now I think ...*)
- Students work individually in steps 1–4 and then in pairs in step 5.

6 SPEAKING

- Put students into groups of 3–4. They can either make a poster with information about several animals or include more detailed information about one animal.
- Make sure there is a variety of animals throughout the groups and a variety of types of animals, not just mammals.
- If possible, display the posters around the room for students to read. If there is time, tell them to work in pairs and discuss what they thought about the different animals before, and what they know now.

GREAT LEARNERS SEL

- Students could think about the questions in pairs or individually. Point out that even if we don't find a topic interesting, we may learn something important and useful if we take an interest in it.

LEARNER PROFILE

- Ask students to read the statement and the question in the Learner Profile on page 151, then grade themselves from 1 to 5. Explain that here 1 means 'I am not at all curious about learning new things', and 5 means 'I am very curious about learning new things'.
- If appropriate for your class, get students to share their grades with a partner or small group and, if they wish, to give their reasons. Encourage students to share suggestions for becoming more curious. Alternatively, ask students individually to think of ways to become more curious.

Listening p98

Predicting content and listening for specific information

Warmer

Books closed. Revise weather vocabulary. Write the following activities on the board, and tell students to say what they think the perfect weather for each one is:

going to the beach, going for a long walk, going skiing, growing plants in your garden, having a picnic, flying a kite, taking photos of the sky, staying at home

Do an example as a class, e.g. *The perfect weather for going to the beach is hot and sunny weather.* Students discuss the rest of the activities in pairs.

1 SPEAKING

- When checking ideas, ask students which animals are often injured on roads in their country. Help with vocabulary if necessary.

2

- When checking answers, ask about the word *eco-bridge* and ask students to define it. Ask them what other method of crossing a road for animals is mentioned (*eco-tunnel*).
- Ask students what they think of these ideas, and if anything like this exists in their region or country.

Answers

You can see a road sign warning drivers about animals on the road and a bridge over a busy road. The bridge is special because it's an eco-bridge; a bridge that helps animals cross roads safely. Jackson Hole is a valley in the north-west of the US. Tourists go there to enjoy the mountains, waterfalls and wildlife.

3

- Before playing the audio, point out to students that you will ask them to correct the false sentences. Tell them to make notes of the correct information.
- When checking answers, write: *Give Wildlife a Brake* on the board and ask students if they can work out the double meaning of this name (*Give someone a break* is an expression which means 'leave someone alone/in peace'; *brake* is pronounced the same as *break*, but it refers to the brakes of a car, i.e. use the brakes and slow down, and give animals a chance to survive.).

Answers

- True – *In the winter, it is very cold with temperatures down to -50 degrees Celsius.*
- False – ... *we're starting a project called 'Give Wildlife a Brake' ...*
- True – *Local student Zach Wientjts thought of an idea that uses art – a reflective animal that lights up at night when a car goes past the sign.*
- False – *We are meeting next month to talk about other ways to reduce traffic accidents.*
- False – *The first wildlife eco-bridge was in France in 1950.*
- True – *Some animals prefer to cross open bridges, but other animals like being in tunnels ...*
- False – *In some countries there are 'eco-links'. These are bridges ...*
- True – *However, there aren't any eco-bridges or tunnels in Jackson Hole.*

4 Critical thinkers

- If you feel your students need more support, write these prompts on the board:
I (really) believe/feel/think people can ...
In our everyday lives, we can, ...
On the one hand, ... On the other hand, ...



Homework

Workbook page 69

Grammar in context 2 p98

Using will/won't; present continuous for future

Warmer

Books closed. Ask: *How will life be different in 100 years?*

Write the following:

people/live in space ✓, we/drive cars ×

See if students are able to produce sentences from the prompts with *will* and *won't*. Model the correct sentences: *People will live in space. We won't drive cars.* Then ask students for more ideas about life in 100 years.

- Point out that the sentences are based on sentences from the listening in the previous section.
- Point out that we often use the contracted form 'll with pronouns, e.g. *I'll, you'll, he'll, she'll* and we almost always use *won't*, not *will not*.

Answers

a future facts and predictions b 'll/won't c the infinitive

Language notes

Will and *won't* only have one form, like modal verbs *can/can't, should/shouldn't*, etc. We form questions and short answers with *will* in the same way as with modal verbs.

- When checking answers, say: *we'll, we will* and *we won't* for students to repeat the pronunciation. You could also say the other subject pronouns + 'll for students to repeat: *I'll, you'll, he'll, she'll, it'll, they'll*.

- Explain that *will be able to* is a way of talking about possibility in the future, because we can't use *will + can*.

Answers

1 d 2 a 3 e 4 c 5 b

2b SPEAKING

- Focus on the example answer and ask students if they agree. Write: *I agree/don't agree with ..., I think/don't think we'll ...* on the board to help them discuss.
 - Ask for volunteers to give their opinions about the predictions and explain why.
- After checking answers, ask students in which sentence we could also use a contracted form (6).

Answers

1 won't 2 will 3 Will 4 won't 5 will 6 will

7 INTO THE WILD

- 4 Before students do the task, focus on the photo and title of the article. Ask them what they think is happening in the photo.
- After checking answers, ask students to find words in the text for the following definitions: *material with the colours and/or symbol of a country, region or city (flag), a hurricane, tsunami, earthquake etc. (natural disaster), a small, black insect (ant).*

Answers

a will win b will be c will rain d will, invent e will, help

- 5a Write: *I'm sure I'll ... , I'm sure I won't ...* on the board and point out that students can use these sentence starters for strong predictions.

5b SPEAKING

- With more confident classes, ask students to ask you some of the questions, and give extra information in your answers, e.g. *Will you have a driverless car? Yes, I think I will. I think driverless cars will be normal in the future – everyone will have one.* Encourage students to ask more questions and give more information about their predictions.
 - After students do the task, ask different students to choose a classmate to answer each question. Encourage the rest of the class to ask more follow-up questions.
 - With less confident classes, put students into pairs to think of one additional question for each prompt before they ask each other their questions.
- 6 Talk about what you're doing this weekend using the present continuous, e.g. *On Saturday morning, I'm having lunch with my friend Kate. Then we're going to the cinema. On Saturday evening, I'm going to my parents' house for dinner. I'm not working this weekend.* Ask students which tense you used (present continuous). Then ask: *What am I doing this weekend? Do you remember? Have them repeat your plans back to you.*
- Point out that the sentences are based on sentences from the listening in the previous section.

Answer

fixed plans

Language notes

The present continuous can be used to describe fixed plans and arrangements, when the speaker has organised everything, e.g. other people involved, the place and time, tickets, etc.

We usually ask about people's plans using the present continuous, *What are you doing later/after school/tomorrow?*, rather than using *going to*, *What are you going to do ...?*, even if we don't know if they have fixed plans or just intentions.

- 7 Before students do the task, ask: *Are these fixed plans? (Yes.) Do we know the time for each plan? (Yes.)* Point out that they will need to use negative forms for some of the answers.
- After checking answers, ask students which of the activities in the itinerary they would and wouldn't like to do, and why.

Answers

2 aren't feeding the penguins 3 aren't holding the snakes
4 isn't watching the eagle show 5 are visiting the camels
6 isn't cleaning the elephants 7 's/is watching the eagle show

- 8 After checking answers, elicit the future time expressions used in each sentence (1 *tonight*, 2 *after school tomorrow*, 3 *on Saturday*, 4 *this weekend*, 5 *on Sunday*, 6 *today*).

Answers

1 What are you doing tonight?
2 What are you doing after school tomorrow?
3 Where are you going on Saturday?
4 Are your parents eating out this weekend?
5 Are you and your friends meeting on Sunday?
6 What time are you finishing school today?

Fast finishers

Ask fast finishers to write two more questions about plans for one weekday evening and Friday afternoon.

Use it ... don't lose it!

9 SPEAKING

- After students do the task, ask different students to choose a classmate to answer each question. Encourage other students to ask for extra information.



Mixed ability

With more confident students, before students do the task, encourage them to use *be going to* to talk about their intentions, (usually for things that they want to do and will probably do, but they don't need to plan in detail, e.g. *watch TV, listen to music, use social media, spend time with my family*). Point out that it's natural to use a combination of both forms when talking about plans, and give students an example of this, e.g. *I'm playing basketball in the park. I'm meeting Lucas at 6 pm. I'm going to message Jay to see if he wants to come. We're going to play for about an hour.* Allow less confident students to write down one-word answers beside their questions to help answer the question.

Developing speaking p100

Making suggestions and plans

Warmer

Books closed. Tell the class what you did last weekend, on Saturday and Sunday morning, afternoon and evening. Then tell students to work in pairs and tell each other what they did last weekend. Follow up by asking different students what they did and make a list of activities on the board. Finish by asking the class whose weekend sounded the most fun.

1a Answers

1 b 2 a 3 d 4 c

1b SPEAKING

- Encourage students to use weather words in their answers to 1 and 3, e.g. *Playing beach volleyball is fun when it's warm and sunny. You can't be outside if it's rainy. I think it will be cold this weekend, so I'd like to do something indoors.*
- 2a** Tell students to look carefully at the sentences before and after each gap to help them choose the answers. Point out that some of the sentences a–f may seem correct in more than one gap, but there is only one correct place for each one.

2b

- After checking answers, ask the class: *Why don't they meet on Saturday afternoon? (because George is busy – he's going mountain biking with his brother) Why don't they meet on Saturday evening? (because George doesn't really like ice skating)*

Answers

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

- 3** When checking answers, ask what Milly or George said after each expression in the dialogue, and elicit another example for each expression.
- Focus on the verb forms that come after each expression for making suggestions – highlight that *What about* is the only expression that can be followed by a noun or *-ing* form.
 - Say each expression for the students to repeat, making sure that you use intonation to sound enthusiastic when making and accepting suggestions, and apologetic when rejecting suggestions.

Answers

Are you doing anything (on + day/at + time/then)?; Are you free (on + day/at + time/then)?; Do you want to (+ infinitive)?; Why don't we/you (+ infinitive)?; Shall we (+ infinitive)?; Let's (+ infinitive); We could (+ infinitive); Yes, sure.; OK.; Great.; Good idea.; Sorry, I'm busy.; Thanks, but ...

Language notes

Shall is mostly used to make suggestions. We only use it with *we* and *I*, e.g. *Shall we go for a coffee? Shall I ask for a menu?* *Let's* is used for making suggestions for the speaker and at least one more person. We can use *Let's not* to suggest not doing something, e.g. *Let's not go bowling. I don't like it.*

4 SPEAKING

- Follow up by asking a couple of pairs to read their dialogues to the class. When they finish, ask the class to identify the suggestions each pair made. If the class can remember, elicit the expressions that each pair used for making suggestions and write them on the board. Elicit other ways to say them, e.g. *We could go swimming. Shall we go swimming? What about going swimming?*

Practice makes perfect

5 SPEAKING

- Before students do the task, explain that they can either suggest doing something together when they're both free, or invite their partner to join them for one of the plans they already have.
- Follow up by asking a couple of pairs to read their dialogues to the class. Ask the rest of the class if they sounded enthusiastic and/or apologetic when they made, accepted or rejected suggestions.

Fast finishers

Tell students to write a short dialogue between two friends, starting with one of the lines below. They should use some of the expressions from the Speaking bank as they make, reject and finally accept different suggestions.

It's (insert friend's name)'s birthday tomorrow. What shall we get him/her for his/her birthday?

I'm hungry. Let's go for lunch. Where do you want to go?

Developing writing p101

Writing a short message

Warmer

Tell each pair to have an 'instant messaging' conversation. One student writes a 'message' on a piece of paper and passes it to his/her partner, who replies and passes it back. They continue the conversation until you tell them to stop. If students can't think how to start, write the following opening lines on the board and tell them to choose one:

What are you doing after school?

How was your weekend?

Ask for some volunteers to read out their messages, and ask the class whose conversation was most interesting.

- 1 Before students do the task, ask where people in their town or city go skateboarding.
- When checking answers, elicit different ways of sending a message to a friend, e.g. *in an email, on a messaging app, on social media.*

Answers

- 1 your English friend, Sam
- 2 It's an informal message, so you can use contractions and informal language.
- 3 You need to: invite Sam to go to the skate park on Sunday afternoon; say where and when you'll meet and say how you'll go there.

- 2  **Exam tip** To answer the question in the Exam tip box: Yes, it is very important to include all the information in the task. You will lose marks if you don't.
- After students do the task, ask some comprehension questions about the text: *What does Billy say about the new skate park? (People say it's better than the park at school.) What does he say about the weather? (It's going to be great this Sunday.) Where and when does he suggest meeting? (at his house at three o'clock on Sunday) What does Billy usually do on Sundays? (He has his karate class.)*

Answer

How they will travel to the skate park

- 3 Make sure students know what an *auxiliary verb* is (a *supporting verb that we use with a main verb to form certain structures, such as questions or tenses, e.g. be and do with questions, be with continuous tenses, and don't for negative statements etc.*). Point out that modal verbs such as *can* also go before the subject in questions. Elicit more modal verbs that students know (*must, could, should, will, would*).

Possible answers

- a** I usually have my karate class **b** why don't we go and try it out?
c new skate park **d** you're often busy **e** I usually have, We never go skate boarding

4 Answers

- 1 ~~me you didn't see~~ you didn't see me in science class! rule a
- 2 Always I miss | always miss rule e
- 3 ~~the things important~~ the important things rule c
- 4 Where ~~the class is meeting~~ is the class meeting ...? rule b
- 5 I ~~never am~~ am never rule d



Mixed ability

With less confident students, write the following sentences from the message on the board to help them locate the five mistakes.

You probably know because me you didn't see in science class!

Always I miss the things important! (two mistakes)

Where the class is meeting to go to the museum?

I never am sure about the meeting place!

5 Answers

- 1 Where is the class meeting?
- 2 How are they travelling to the museum?
- 3 What time are they arriving back in the afternoon?

Practice makes perfect

- 6a Before students do the task, ask them to read Billy and Alicia's messages again and point out other aspects of short messages, apart from informal style: A short message should be easy and fast to read. To achieve this, students should use short, clear sentences and questions, using the word order mentioned in the Writing bank. They should just write *Hi* or *Hey* and the name of the person they are writing to, and they should finish with their own name.
- 6b After students do the task, ask them to swap their messages with their partner, and check if they have included all the information in the task.

Test yourself p103

Grammar test

- 1** **Answers**
- 2 On Tuesday, she isn't/is not going to visit her best friend.
 - 3 On Tuesday, she's/she is going to visit her grandparents.
 - 4 On Wednesday, is she going to do homework with Megan?
 - 5 Yes, she is.
 - 6 On Thursday, she's/she is going to call her cousin in Spain.
 - 7 What's/What is she going to do on Friday?
 - 8 On Friday, she isn't/is not going to go shopping.

- 2** **Answers**
- a will b Will c won't d 'll/will e will f will g won't

- 3** **Answers**
- 1 Is, raining P
 - 2 aren't/are not going F
 - 3 's /is going F
 - 4 Are, meeting F

Vocabulary test

- 1** **Answers**
- 1 penguin 2 lizard 3 shark 4 whale 5 bear 6 owl 7 wolf

- 2** **Answers**
- 1 island 2 grass 3 river 4 hill 5 waterfall 6 lake 7 field
8 flower

- 3** **Answers**
- 1 snowy 2 clouds 3 dry 4 foggy 5 storm 6 rains 7 hot

Vocabulary in context p104

Using a range of lexis to talk about personality and feelings

Warmer

Books closed. Write the unit title on the board: *Our society*. Pre-teach *society* (people in general living together in communities, with laws and traditions), and ask students to predict the types of topic that they might study in this unit.

Write the following questions on the board.

Are you a sociable person? Who is the most sociable person that you know?

Which social animals can you think of? Which social free-time activities can you think of?

How does an anti-social person behave? What examples of anti-social behaviour can you think of?

Point out that the underlined words are related to the word *society*. In pairs, ask students to use a dictionary to find out what they mean, and then discuss the questions.

1 82

- When checking answers, ask students if they think these adjectives have a positive, negative or neutral meaning. Point out that they might not agree about all of the adjectives, and that's OK. (*positive meaning: cheerful, confident, generous, hard-working, intelligent, kind and responsible; negative meaning: irresponsible, lazy, tight and unkind; neutral meaning: serious and shy.*) Students may disagree about the neutral words, encourage them to explain their answer.
- Point out the pronunciation of *tight* /taɪt/, and ask students which other words they know ending *-ight* which rhyme, e.g. *light, night, right*. Ask students if they know another meaning of *tight* (*too small, used for clothes*) and point out that lots of words in English have more than one meaning.

Answers

confident – shy
generous – tight
hard-working – lazy
irresponsible – responsible
kind – unkind
intelligent doesn't have an opposite in the box

+ Extra activity

Ask students to underline the stressed syllable in each adjective with more than one syllable in exercise 1. Then model all the adjectives for students to repeat. Remind students to pronounce the stressed syllable clearly. Encourage them to mark the stress when they record new vocabulary.

Answers

cheerful confident generous hard-working intelligent irresponsible
lazy responsible serious unkind

2 Answers

1 confident 2 kind 3 hard-working 4 serious 5 intelligent
6 cheerful

- 3a If students feel uncomfortable writing about themselves, tell them they can invent the information. The important thing is that they practise writing sentences to illustrate the meanings of the adjectives.

3b SPEAKING

- Read the example dialogue to the class. Point out that students should not say the adjective in the sentences. Tell them they can say *beep* instead.
- Ask for volunteers to share their sentences for the whole class to guess.

4a 83

- Students could discuss the words together or write sentences individually before comparing them in pairs.
- Highlight that a lot of the adjectives end in *-ed* and remind students that these *-ed* endings are pronounced in the same way as past simple verbs. (See Language notes.) Insist on correct pronunciation when checking answers.
- If students say that *surprised* is a positive feeling, ask if it's possible to be surprised by something negative, and vice versa.

Answers

Positive: excited, happy, interested, relaxed

Negative: angry, bored, confused, disappointed, embarrassed, frightened, jealous, sad, stressed, tired, upset, worried

Both: surprised

Language notes

Adjectives ending *-ed* follow the same pronunciation rules as past tense endings:

/d/ if the word stem ends in a voiced sound: *confuse – confused*

/t/ if it ends in an unvoiced sound: *stress – stressed*

/ɪd/ if it ends in /t/ or /d/: *disappoint – disappointed*

- 4b Explain that *gratitude* is a feeling and it means to be thankful or grateful. After checking answers, ask students what they think of this app and if they would like to use it.

Answers

a happy b stressed c relaxed d worried e disappointed
f surprised g excited h bored i interested

Use it ... don't lose it!

5b SPEAKING

- Ask different students to tell the class about their partner's experiences. They could leave out the adjectives, as in exercise 3b, and ask the class to guess them.



Homework

Workbook page 74

Reading p105

Reading for gist and specific information, inferring the meaning of words from context

Warmer

Books closed. Revise vocabulary for family members. Write the words below on the board and tell students to sort them into different *generations* (a group of people who were born around the same time). Then tell students to think of more words they know for family members in those generations.

brother, cousin, niece, granddaughter, son, grandmother, mother, grandchildren, uncle, grandfather

Answers

grandmother, grandfather (also grandparents); mother, uncle (also father, aunt, parents); brother, cousin (also sister); son, niece (also daughter, nephew, children), grandchildren, granddaughter (also grandson)

1 SPEAKING

- Write some topics on the board for students to think about when they compare their generation to their parents' generation, e.g. *clothes, music and TV, technology, hairstyles*.
- After students do the task, discuss the differences as a class. Students may try to use comparatives to compare the generations. Correct any incorrect usage, but tell students that they will study this grammar in the next lesson.
- 2 Before students do the task, make clear that they do not need to understand every word. They only need to read for gist and will be able to read again for more detail in the next exercise.
- After identifying the students' generation, ask them if they had heard of the names for the different generations before. Ask them if they know the people in the photos (*Bill Gates, Serena Williams, Greta Thunberg*). Tell the class to raise their hands to say if they agree, partly agree, or disagree with the description of their generation, and ask different students to say what they agree and disagree with.

Culture notes

American Bill Gates was born in 1955. He started Microsoft®, the world's largest software company and is one of the richest people in the world. He is also known for his charity work. Serena Williams was born in the US in 1981. She has won more tennis Grand Slam singles titles than any other person (23). Greta Thunberg was born in 2003. She is a Swedish environmental activist who has inspired millions of people around the world to join protests and campaign for action against climate change.

3 84

- Before students do the task, tell them that matching statements or questions to paragraphs in a text is a typical exam task. Ask them if they think they will find the same words in the text and the questions (*No, usually different words are used.*).

- When checking answers, ask which words or expressions in the text helped them to match each question.

Answers

1 Generation Alpha 2 Generation Z 3 Generation X
4 Generation Z 5 Baby boomers 6 Generation X 7 Generation X
8 Generation X 9 Baby boomers, Millennials

- 4 When checking answers, ask students if they know any words that are related to the underlined words, e.g. *characteristics – character; generalise – general; competitive – competition, compete; create – creative, creativity*.

Answers

characteristics – typical features or qualities
generalise – to give an opinion about a group of people or things based on a small number of facts
competitive – always trying to be more successful than other people
create – to make something new, or invent something
selfish – only thinking about yourself and not caring about other people

+ Extra activity

Ask students to think of people they know who are from the different generations mentioned in the text, for example, people in their family. In pairs, students describe the people they have thought of and say if they are similar to the description in the text, and why/why not.

5 Critical thinkers

- Before students do the task, you could ask them to make a list of generalisations that people often make about different generations.

Possible answer

People generalise about different generations all the time. They say things like 'Young people are always on their phones', 'Teenagers don't respect adults anymore', or 'Older people don't like it when things change'. So it's definitely possible to make generalisations, but are they true? I don't think so. People often make them because of a small number of individuals, and they are often negative. I strongly believe that it isn't useful to make generalisations about different generations. Generalisations stop us from trying to understand others and learn more about each other.

Flipped classroom

You may want to ask students to watch the Flipped classroom video for unit 8 as homework, in preparation for the grammar lesson.

Grammar in context 1 p106

Using comparative adjectives

Warmer

Books closed. Ask two students to come to the board and each draw an animal. Write the following adjectives on the board: *big, fast, slow, intelligent, dangerous*. Then write: *[Lions] are _____ than [rabbits]*. on the board and ask students about the two animals that the students drew: *Which is bigger? Which is faster? Which is slower? Which is more intelligent? Which is more dangerous?* Encourage students to complete the sentence in different ways. Finish by writing the comparative forms of each adjective on the board, and reading out the sentences with each adjective.

- 1a** If you didn't set the Flipped classroom video for homework, watch the video in class before working through the activities.
- Point out that the sentences are based on sentences from the reading on page 105.
 - Point out that the rules for doubling the last consonant and changing *y* to *i* are the same for other endings that students have learnt, e.g. *-ed* endings.

Answers

1 older 2 sadder 3 happier 4 more intelligent 5 better
6 worse

- 1b** Answer
than

Language notes

We just add *-r* to adjectives ending in *-e*, e.g. *nicer, rarer*. For a small number of two-syllable adjectives that don't end in *-y*, we often use an *-er* comparative ending rather than *more*, e.g. *narrower, cleverer*.

The irregular form *farther* is more common in American English; *further* is more common in British English.

2a PRONUNCIATION 85

- When checking answers, point out that in all words ending in *-er* (such as comparatives), the *-er* is pronounced /ə/, and that in comparative phrases, this sound is used to pronounce the vowel in *than* (making it a weak form). *Than* and *more* are not stressed in the sentences – we stress the things that we are comparing, and the adjectives.

Answers

1 It has a weak vowel sound: /ə/.
2 It has a weak vowel sound: /ðən/.
3 The nouns and the adjectives are stressed.
a Baby boomers are **happier** than other **generations**.
b We don't **know** if Generation **Alphas** are more **intelligent** than Generation **Zs**.
c Generation **Zs** are often **sadder** than other **generations**.
d Generation **Alphas** need to get a little **older** than they are **now**.
e Is it **better** to be Generation **Z** or Generation **Alpha**?
f **One** generation is not **worse** than **another**.

2b PRONUNCIATION

- Tell students to identify the stressed words before they say the sentences aloud.
- Remind students that we generally stress the most important 'content' words such as nouns and adjectives and verbs (although not auxiliary verbs like *be* and *have*), and we use weak forms for words such as pronouns, articles and prepositions.
- Ask different students to say a sentence for the class and ask the class if they agree with the stressed words and weak forms.

Answers

1 My **mum** is more **cheerful** than my **dad**.
2 Our **new dentist** is **kinder** than our **last** one.
3 The **cinema** is **further away** than the **shopping** centre.
4 My **sister** is **younger** than I am.

- 3** When checking answers, highlight the comparative form *more stressed*, even though *stressed* has one syllable. Explain that *-ed* adjectives can't take a comparative (or superlative) ending; we also say *more bored* and *more tired*.

Answers

1 friendlier 2 older 3 warmer 4 happier 5 bigger
6 better 7 heavier 8 sweeter

Fast finishers >>

Tell students to write sentences comparing the same two things using the other alternative, e.g. *Most people think that cats are quieter than dogs. A millennial is younger than a baby boomer.*

- 4** Before students do the task, ask them what differences they can think of between the countryside and the city.
- After students do the task, tell them to cover the text and explain in pairs how nature can make them feel, and why.

Answers

a happier **b** bigger **c** more stressed **d** healthier **e** more creative **f** more intelligent **g** more worried **h** friendlier

- 5** Before students do the task, ask if anyone has been to the US and visited any of the places mentioned.
- Point out that they may need to change the order of the places in their sentences.

Answers

2 The Hudson River is deeper than the Mississippi River.
3 The Metropolitan Museum of Art is more expensive than the Brooklyn Museum.
4 California is bigger than Washington.
5 The Empire State building is taller than the Statue of Liberty.
6 The White House is older than the Chrysler Building.

Culture notes

Florida is the hottest state in the US, but Montana isn't the coldest. Alaska, with an average year-round temperature of -3°C, is by far the coldest state. Alaska is also the biggest state – over 1.7 million km², 2.5 times bigger than the second biggest state, Texas. California is the third biggest state, and Washington is the 18th. The tallest building in the US is currently the One World Trade Centre in New York, at 541 m.

6a Before students do the task, tell them to look at the photos and think of different aspects of each place, e.g. the weather, free-time activities, food, people, homes.

Use it ... don't lose it!

6b SPEAKING

- Encourage students to compare ideas for different aspects of life in each place, before they say where they would rather live. For example: *I think the food is more interesting in Tokyo because there are more restaurants. What do you think?*
- Write: *I agree/I disagree* on the board to help students respond to each other.
- After students do the task, find out where most students would prefer to live.

Homework Workbook page 76

Vocabulary p107

Using a range of lexis to talk about social problems

Warmer

Books closed. Revise personality adjectives. Tell students to write on a piece of paper the names of people they know who are: *cheerful, generous, intelligent, kind, lazy, shy, hard-working*.

Tell students to space the names out on the paper, rather than making a list. Then tell them to compare their ideas in pairs and explain to each other who each person is and why they wrote each adjective, e.g. *Jamie is my uncle. He's really hard-working. He works every day. His last holiday was about ten years ago!*

1

- Before students do the task, check the meanings of the vocabulary. Then, ask students to explain in English what each of the problems mean.
- If you have a less confident class, allow them to explain in their own language.
- After students do the task, ask them which of the facts in the text they find most shocking, and why.

Answers

- 1 hunger 2 unemployment 3 homelessness 4 poverty
5 cyberattack 6 pollution

- 2** Ask students to work in pairs and describe what is happening in each photo.

Answers

- a corruption b crime

+ Extra activity

Copy the following table onto the board, not including the answers in brackets. Tell students to use a dictionary to find the adjective for each noun.

| noun | adjective |
|--------------|-----------------------|
| corruption | (<i>corrupt</i>) |
| homelessness | (<i>homeless</i>) |
| hunger | (<i>hungry</i>) |
| pollution | (<i>polluted</i>) |
| poverty | (<i>poor</i>) |
| unemployment | (<i>unemployed</i>) |
| violence | (<i>violent</i>) |

Use it ... don't lose it!

3 SPEAKING

- Write the following prompts on the board to help students: *_____ is a big problem. I think _____ is more serious. Luckily, _____ isn't a problem. There are a lot of/ There aren't many _____ people in _____.*
- During feedback, be sensitive about students' personal situations. If they have experienced these problems personally, they may not feel comfortable discussing them as a class.

Homework Workbook page 77

GREAT LEARNERS GREAT THINKERS p108

Thinking about how to make a difference on a local level to a global problem

Warmer

Draw the following scale on the board, and ask students *How do you feel about the future?*

very worried very optimistic
1 2 3 4 5 6 7 8 9 10

Ask students to tell their partner the number they chose and explain why, then discuss as a class.

1 SPEAKING

- Before students do the task, ask them if they can remember what the article about generations on page 105 said about climate change (*baby boomers are more worried about the environment than other generations*).

2 VIDEO

- After checking answers, ask the class if forest fires are a problem in their country, and if so, to share what they know about the situation.

Answers

- They want to prevent forest fires.
- They install cameras in the forest that use solar energy and are connected to the Internet so that anyone can see when there's a fire and call the fire brigade.

3 VIDEO

- When checking answers, point out that Idaho is a state in the north-west of the US.

Answers

- False – There is one girl and five boys. Each team member is introduced at the beginning and the team can be seen throughout the video.
- True – *The first thing that they want you to do is look at: ... 'what is a problem in our community, related to the climate?'*
- False – *Our global connection is Spain ...*
- True – *Their project ... is a system to detect fires as early as possible.*
- False – *They ... were selected to go to the international competition in Copenhagen.*
- False – *One of the teams is from Australia ... Mexico City ... Idaho.*
- False – *But only one group can win first prize ... They did it!*

- 4 Before students do the task, focus on the photo. Ask: *What social problem or problems can you see? (homelessness, poverty, hunger) How are people helping?*

Answers

- 1 more than 320,000 people 2 serving food, washing up, cleaning floors 3 download an app

GREAT THINKERS

5 SPEAKING

- The *Chalk talk* thinking routine allows students to think about a topic in silence and respond in writing. The extended silence gives students time to think things through fully before engaging in a discussion. (*Chalk* refers to the traditional method for writing on a blackboard.)
- In step 1, students work individually and in silence.
- In step 2, depending on your class size, students either work as a class and collate all their ideas on the board, or in two or three large groups, each with a large sheet of paper. They should continue in silence, looking carefully at what the other students are writing and trying not to repeat ideas.
- In step 3, students reflect individually and in silence on what their classmates have written. Encourage students to respond to each other's comments in writing if they see something which they have an opinion on or want to know more about.
- In step 4, students can now speak. Encourage them to explain why they wrote what they did, respond to each other, and ask more questions.

6 SPEAKING SEL

- Tell students to look back at the text in exercise 4 for ideas, and in particular, ask them to think about how we could use modern technology to help.

7 SPEAKING

- You could ask each group to focus on one particular problem, sharing ideas, and then presenting them to the class.

GREAT LEARNERS

- Make sure the class knows the meaning of *solidarity* (*the support that people in a group give each other*). Students could think about the question in pairs or individually.

LEARNER PROFILE

- Ask students to read the statement and the question in the Learner Profile on page 151, then grade themselves from 1 to 5. Explain that here 1 means 'I rarely show solidarity with others', and 5 means 'I always show solidarity with others'.
- If appropriate for your class, get students to share their grades with a partner or small group and, if they wish, to give their reasons. Encourage students to share suggestions for showing solidarity. Alternatively, ask students individually to think of ways to show solidarity.

Listening p110

Listening for gist and specific information

Warmer

Books closed. Tell students they are going to hear some news stories. In pairs, ask students to think about what type of stories are usually included in the news, e.g. *crime, politics, natural disasters, scientific discoveries, celebrity news, sport*. Help with vocabulary as they work. Then make a list as a class. Elicit some examples of each type of news story.

Ask: *Are news stories usually good news or bad news? Why?* Students could discuss the question in small groups or as a class.

1 SPEAKING

- When checking ideas, ask students how interested they are in the news, from 1 to 5 (1 = never interested, 5 = always interested). Ask different students if they think it's important to follow the news, and why/why not.

2 87

Answers

1 d 2 b 3 c 4 a

3 87

- Tell students that this is a typical exam task. Remind them that they will probably hear ideas from all of the answers, but only one of them is correct.

Answers

- Ten years ago the Trussell Trust didn't have many food banks ... Now there are 1,200 of them across the country.*
- Many people who use food banks have an illness or health condition, so they can't work.*
- They tried to read emails with information about customers, including names and other personal details.*
- The numbers went up a lot during this eight-year period, with two cases in 2010 and 17 cases in 2018.*
- The biggest number of cases was in football ... The lowest numbers were in sports such as hockey ...*
- They collected a list of names of people who want a new plan to improve air quality in Lahore.*

4 Critical thinkers

- Ask if the stories that you've discussed this lesson are international or local news stories.
- If you feel your students need more support, write these prompts on the board:

In my opinion, ...

For me personally, it is more important to ...

It's equally important to ... and to ..., because ...

Grammar in context 2 p110

Using superlative adjectives; articles

Warmer

Elicit the names of two cities from the class and write them on the board. Write the following adjectives and ask the class to compare the cities using comparative forms: *big, small, beautiful, exciting, far from here*.

Then elicit some more cities and write them with the others. Ask: *Which city is the biggest/smallest/most beautiful/most exciting/furthest from here?*

Finish by writing the superlative forms of the adjectives.

- 1a Point out that the sentences are based on sentences from the listening in the previous section.

- Point out that the rules for forming superlatives are exactly the same as for comparative adjectives, but with the ending *-est* instead of *-er*, *most* instead of *more*, and *the* at the start.

Answers

a poorest b biggest c hungriest d most serious e best f worst

1 **one-syllable adjectives:** add *-est* 2 **one-syllable adjectives**

ending in one vowel and one consonant: double the consonant and

add *-est* 3 **one- or two-syllable adjectives ending in -y:** delete

the *-y* and add *-iest* 4 **adjectives with two syllables or more:**

put *the most* before the adjective

1b Answers

a the b in

Language notes

Superlative adjectives are usually preceded by *the*, but they can also be preceded by a possessive adjective, or noun + 's:

Chris is my best friend. Bruges is Belgium's most beautiful city.

We use *in*, not *of*, when we specify a place after a superlative:

He's the cleverest student in our class. This is the most expensive hotel in London.

- 2 When checking answers, point out that students need a plural in number 5 because the gap comes after *One of the*. We often use *one of the* + superlative + noun when we want to say that something is exceptional, without saying that it is actually the number one, e.g. *Emma is one of the nicest people that I know.*

Answers

1 longest bridge 2 wettest weather 3 driest place 4 farthest/
furthest distance 5 strangest ways 6 highest mountain

Culture exchange



- 3 Before students do the task, explain what a *charity* is (an organisation to which you give money so they can have money and help to people who need it). Ask if a lot of people help charities in their country, and which charities students have heard of.
- Point out that students have to choose between comparative and superlative adjectives. Elicit that comparatives are used to compare two things and that they are often followed by *than*, and superlatives are used to compare three or more things, or when we say that something is number one.
 - Tell students to check their answers in pairs, and to say which two things are being compared in answers with a comparative (**a** women/men, **d** a parachute jump/ something different, **f** giving money with your mobile/ giving money in person, **h** cake sales, joke telling, etc./ hearing about poor people).

Answers

a more generous **b** most successful **c** most popular **d** crazier
e most exciting **f** easier **g** happiest **h** more serious

4 Answers

- What is the biggest problem in the world today?
- Which charity is the most important?/Which is the most important charity?
- What is the most entertaining TV show at the moment?
- Who is the most hard-working person in your family?
- Who is the kindest person you know?

Use it ... don't lose it!

5 SPEAKING

- Make sure students explain their answers, giving examples of why each answer is number one, in their opinion.
- If they disagree with their partner, encourage them to say why, using comparatives to compare their answers.

6 Answers

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

+ Extra activity

Write the following paragraph on the board:

I think that the dogs are nicest animals in world. We've got dog. He's so friendly. But I don't like the cats. My neighbours have two cats. Cats always come into our garden.

Tell the class that the paragraph contains some mistakes and invite students to the board to make corrections. Ask the class if they agree with the corrections, then provide the corrected version:

*I think that ~~the~~ dogs are **the** nicest animals in **the** world. We've got **a** dog. He's so friendly. But I don't like ~~the~~ cats. My neighbours have two cats. **The** cats always come into our garden.*

- 7 **Exam tip** To answer the question in the Exam tip box: The missing words are usually articles, prepositions, auxiliary verbs or pronouns, or linking words (*and, but, because, etc.*) or quantifiers (*some, any etc.*). Point out that these are usually (but not always) short words. We often need these words to make the grammar correct, or because they combine with other words.

- Students should read the complete text first, without stopping to think about the gaps. This is to get a general understanding of the text.
- Then they should look at the gaps, especially at the words just before and after the gaps and write the word that they think is best. If they can't think of the correct word, they should try to identify what type of word they need: a preposition, a pronoun, a linking word, etc., and guess one of those. Remind them not to leave any answers blank.
- Finally, students should read each sentence again with the answer in the gap to check if it sounds correct.
- Point out to students that this exercise reviews grammar from this unit and other units in the book.



Mixed ability

For less confident students, write the following clues on the board to help them choose the missing answers:

- How many charities are called Comic Relief? (One – it's unique, so the answer is the.)*
- How many websites does Comic Relief probably have? (One – it's a specific thing, so the answer is the.)*
- Is the exact number of ideas important? (No – so we can use some.)*
- Is this the first time we mention 'comedy film club'? (Yes – so we use a.)*
- Which word comes before superlative adjectives? (the)*
- Which word comes before the second thing, in a comparison? (than)*
- Is this the first time we mention 'impersonation competition'? (Yes – so we use an because impersonation starts with a vowel.)*

Answers

a the **b** the **c** some **d** a **e** the **f** than **g** an **h** the **i** in

Developing speaking p112

Describing a photo

Warmer

Books closed. Tell students they are going to describe a photo. Tell them to choose a photo in their Student's Book so far and describe it to their partner as well as they can. Their partner listens and tries to find the photo from the description. If they can't find it, the student describing could help them by saying which unit the photo is in.

1 SPEAKING

- Write the following prompts to help students compare the photos: *In both photos, ...; In photo a, ..., but in photo b, ...*

Possible answers

Similarities: They both show older women and girls. They both show someone helping someone else.

Differences: In photo a, the woman is helping the girl; in photo b, the girl is helping the old woman. In photo a, they are inside; in photo b, they are outside. In photo a, they are sitting; in photo b, they are standing.

2

- Ask students which words or expressions they remember which helped them decide which photo the person was describing.

Answer

a

- 3a** Point out that describing a photo is a typical exam task, and the phrases in the box are important to learn in order to do the task efficiently.

3b

- After checking answers, ask students to cover the description and try to describe the photo in their own words.

Answers

a This is a picture of **b** They are sitting **c** in front of **d** I think **e** on the right **f** looks like **g** in the middle **h** In the background

- 5** When checking answers, highlight the prepositions used in the expressions for saying where things are in the photo: *on the left/right, in the middle/background*. You could also teach students *at the top/bottom*, and some more common prepositions of place, e.g. *between, under, near*.

Answers

- This is a picture of ...
- in front of, on the left, on the right, in the middle, in the background
- The present continuous
- I think, perhaps, it looks like, they look, probably

Language notes

We can use *looks like* + noun to say that something looks similar to something else, e.g.

I can see a large building. It looks like a school.

We can use *It looks like* + subject + verb to say what we think is happening, but we aren't 100% sure, e.g. *It looks like the woman is helping the girl with her homework.*

We can use *look* + adjective to describe someone or something's appearance, e.g. *She looks scared. They look happy.*

6 SPEAKING

- Before students do the task, point out that they should use the expressions in 1–4 at the start of a sentence or after the detail that they're describing, e.g. *I can see some more trees in the background. In the background, I can see some more trees.*

Practice makes perfect

7 SPEAKING

- Exam tip** To answer the question in the Exam tip box: Don't worry too much about vocabulary. If you don't know a word for something, explain it with other simple words. Remember that you do not have to describe every small detail in the photograph.
- Tell students they can use a more general word to describe things, for example: *[I can see] a type of building/animal/food/vehicle/musical instrument/furniture*. It's OK to say *I'm not sure how to say it in English*.

+ Extra activity

If you did the Warmer, tell students to go back to the same photo and describe it again to their partner. Do they and their partner notice an improvement? What was better this time?

Developing writing p113

Writing an opinion essay

Warmer

Books closed. Revise personality adjectives and feelings. In pairs, tell students to take turns to choose an adjective from page 104 and define it for their partner to guess. Write the following on the board to help students with their definitions:

This word means that someone ...

This word describes how you feel when ...

1 SPEAKING

- After students do the task, discuss ideas as a class. Ask if it was easier to think of the advantages or disadvantages of winning a lot of money. To finish, ask if anyone in the class has ever won any money, and what they did with it.

2 SPEAKING

- Encourage students to think of arguments for and against the statement before they make up their minds. Then ask how many students agree and how many disagree.

3

- Tell students not to worry about the alternative answers in the essay at the moment.
- After checking answers, ask if students agree with each of the reasons that the writer gives, and why. Finally, ask if any students have changed their mind about the topic, and why.

Answers

1 The writer's opinion is: we need money to pay for essential things, but friends and family relationships are more important.

2 The writer's reasons are:

1 we get bored with expensive things – rich and famous people aren't always happy **2** people with good friends and strong family relationships are often the happiest **3** trying to earn a lot of money can be bad for our relationships

- 4** Point out that *I think*, *In my opinion* and *In my view* all have a similar meaning. *In conclusion/To sum up* also mean the same and are used in the final paragraph of an essay.
- Point out that we usually use *However* at the start of a sentence followed by a comma to contrast it with the previous sentence, whereas we use *but* within a sentence to link and contrast two ideas.

Answers

a disagree **b** Firstly **c** but/however **d** In my opinion
e Secondly **f** In my view **g** In conclusion/To sum up
h However

Mixed ability

With more confident classes, explain that we can strengthen our arguments by giving an argument in favour of the opposite point of view, and then give a stronger counter argument with *but* or *However*. Ask students to find two examples of this in the essay:

Answers

1 (paragraph B) ... *many people dream about being rich and having things like fast cars and big houses, but these things only make people happy for a short time.*

2 (paragraph D) ... *I think money is very important because you need it to pay for things that you need to live, like clothes, food and a place to live. However, you don't need a lot of money to be happy.*

- 5** Point out that writing an essay is a typical exam task. Students may be familiar with for-and-against essays, where they argue for and against a point of view, and give their own opinion at the end. Make sure they realise that in an opinion essay, they only argue in favour of one point of view, and they state this at the beginning.
- Point out that their essay doesn't have to contain only two reasons for their opinion – it could contain more. They can use *Thirdly* to introduce a third reason, or *Finally* if it is the last one.

Answers

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

Practice makes perfect

- 6a** Before students do the task, tell them to spend some time deciding if they are for or against the statement. They could work in pairs and make list of arguments for and against, and see which arguments are easier to think of.
- With more confident classes, remind students to strengthen their arguments by using counter arguments.

Test yourself p115**Grammar test**

1 **Answers**
1 sadder 2 more responsible 3 braver 4 more interested
5 kinder

2 **Answers**
1 Sam is the tallest.
2 Alice is the shortest.
3 Sam is the oldest.
4 Rachel is the youngest.
5 Alice is the most intelligent.

3 **Answers**
1 better 2 the 3 most 4 than 5 in 6 -

4 **Answers**
1 the 2 a 3 - 4 The 5 an 6 -

Vocabulary test

1 **Answers**
1 confident 2 hard-working 3 irresponsible 4 cheerful
5 generous 6 unkind

2 **Answers**
1 interested 2 surprised 3 tired 4 confused 5 relaxed
6 stressed

3 **Answers**
1 crime 2 unemployment 3 hunger 4 pollution
5 homelessness 6 poverty

Listening

1  ES4

Answers

- 1 **A correct** – The girl says *I love it when Tess looks so happy. She really loves running through the forest, ...*
B incorrect – not stated on the recording
C incorrect – The girls says *She really loves running through the forest* but this refers to Tess, not the brother and sister.
- 2 **A incorrect** – The teacher says *The homeless centre already has enough medicine this year ...*
B incorrect – The teacher says *... try to help people who have very little money ...* but this doesn't mean that he wants the class to bring money.
C correct – The teacher says *... they still need food.*
- 3 **A correct** – The woman says *they're said it will be very wet out later ...*
B incorrect – The woman says *... it isn't going to snow again like yesterday ...*
C incorrect – The man says *Ah, really? But I was hoping for some sun.* He is disappointed because it isn't going to be sunny.
- 4 **A incorrect** – The girl asks *Didn't you want to go somewhere warm and sunny like Thailand?*
B correct – The boy says *... Mum and Dad said Ireland was much cheaper than Thailand.*
C incorrect – not stated on the recording
- 5 **A incorrect** – The girl says *Chris wasn't there.*
B correct – The girl says *Everyone was having a good time except for Marty ... Chris wasn't there so he said he was bored.* This must mean Marty because Chris wasn't there.
C incorrect – not stated on the recording

Speaking

2  SPEAKING

- Revise some of the expressions from the Speaking bank on page 112, particularly for talking about where things are within a photo, and how to make guesses and speculate about things. Remind students that they shouldn't worry if they don't know the exact word for something; they can explain it with other, simple words, and they can say: *I'm not sure how to say this in English.*
- Elicit some examples of details that students could include in their answers, e.g. colours, time of day, weather, clothes, what people are doing. Remind them that they should use the present continuous to describe actions in a photo.
- If you wish, go to page 155 to continue working through the Exam success section for these two units.
- See the Exam Trainer, Workbook pages 109–111, for more information and practice on these Key for Schools tasks.

Wildlife in your country

1  SPEAKING

- Students work in groups of 3–4.
- Encourage students to research the names of animals and other wildlife in English as they make their list. After they work in groups, ask them to share their ideas with the class and make a class list.

2  SPEAKING

- Students continue to work in their groups from exercise 1.
- Point out that it's impossible to include all the native wildlife from their country, so students will have to select some specific animals to research. Encourage them to think of one area to focus on, for example: animals from a particular group: mammals, reptiles, insects, etc.; animals that live in a particular habitat; dangerous animals; endangered animals; common animals; nocturnal animals. Try to make sure that each group chooses a different area.
- Point out that it's particularly important to incorporate images into this Collaborative project, as information about animals is far more interesting if there is a photo to look at.

3 Ask individuals to read the tips aloud and discuss them with the class.

- Provide monolingual dictionaries, or recommend an online monolingual dictionary as per the advice in the *Academic skills* section.

4  SPEAKING

- Remember to establish a clear plan for the project (interim dates/deadline; stages to be done at home/ in class). Remind students that as much discussion as possible should be in English, both in and out of class.

5 If students mark the projects of their classmates, encourage them to share and justify their marks.

Virtual Classroom Exchange

- Use the Virtual Classroom Exchange to connect with teachers and students in other countries and encourage students to present their projects to each other.

Vocabulary in context p118

Using a range of lexis to talk about clothes, accessories and jewellery

Warmer

Write the word *clothes* on the board and model the pronunciation for the class to repeat: /kləʊðz/. It is difficult to combine /ð/ and /z/, so allow students to repeat it several times. Tell them to look back through photos in the Student's Book so far in pairs, and make a list of the clothes words that they know and can see in the photos. To feed back, make a class list of clothes words on the board.

1a 89

- After checking answers, highlight the pronunciation of *suit* /su:t/ and point out that the *i* is silent.

Answers

a (skinny) jeans b hoodie c joggers d polo shirt/T-shirt
e cardigan f trainers

Language notes

The word *clothes* is plural and doesn't have a singular form. We sometimes use *clothing* as a synonym for *clothes*. We often use it in the singular form as *an item/article of clothing*, e.g. *What's your favourite item of clothing?*

The clothes that we wear on our legs, e.g. *trousers, jeans, shorts*, only have a plural form, and the clothes we wear on our feet, e.g. *socks and shoes*, are usually referred to in the plural form too.

To specify that we are talking about one item, we can use a *pair of*, e.g. *I bought a pair of shorts today.*

1b SPEAKING

- Before students do the task, highlight the plural items in the box in exercise 1a. Point out that we don't use articles or quantifiers with these when we talk about what we're wearing, e.g. *I'm wearing jeans*. For singular items, we use *a*, e.g. *I'm wearing a cap*.
- Encourage students to use colours when they describe their clothes, e.g. *I'm wearing black trainers, blue jeans and a white polo shirt*.

+ Extra activity

Ask students to make lists with the clothes items for the categories below:

Clothes that we wear to do sport

Clothes that we wear outside

Clothes that we wear on a special occasion

Clothes that we wear to the beach

For more confident classes, ask them to think of more categories of their own and make new lists.

Possible answers

Clothes that we wear to do sport: joggers, leggings, shorts, tracksuit, trainers, T-shirt

Clothes that we wear outside: blouse, boots, cap, cardigan, coat, hoodie, jacket, jumper, polo shirt, shirt, shoes, (skinny) jeans, sweatshirt, tights, trainers, trousers

Clothes that we wear on a special occasion: dress, suit, tie

Clothes that we wear to the beach: shorts, swimsuit, swim shorts, T-shirt

2 90

- Before students do the task, ask them which of the words in the box are jewellery (*earrings, necklace, ring, watch*), and which are other accessories (*bandana, belt, gloves, handbag, scarf, sunglasses/shades*). Explain that *shades* is an informal way to say *sunglasses*.

Answers

1 sunglasses/shades 2 ring 3 belt 4 scarf 5 watch
6 gloves 7 earrings

- 3 Before students do the task, ask them if they know who the person in the photo is.

Answers

a shorts b boots c bandana d scarf e shades
f suit g sweatshirt h socks

Use it ... don't lose it!

4 SPEAKING

- Demonstrate answers to questions 2–4 by describing a favourite item of clothing of yours in more detail, e.g. *My favourite item of clothing is a T-shirt. I bought it about ten years ago when I was on holiday in the US. It's dark blue and white and it's got a picture of a bear on it. It's a bit too small for me now, but I still love it.* Encourage students to look up vocabulary in a dictionary to describe their clothes in more detail.
- Finish by asking volunteers to tell the class about their partner's answers. Note any new or useful vocabulary that they use on the board, correcting it if necessary.

9 SHOP WITH CARE

Reading p119

Skimming and scanning for global and specific information, inferring the meaning of words from context

Warmer

Play *Balloon* to revise clothes words. Divide the class into two teams. Draw a stick figure hanging in the air, holding eight balloons on a string. Choose an item of clothing from page 118 and draw a short line on the board for each letter in the word. The first team says a letter. If it is in the word, write the letter in all the places it occurs. If it is not in the word, erase one of the balloons. If the team completes the word before all the balloons are erased, they 'save' the person and win a point. Play again with the other team.

1 SPEAKING

- Before students do the task, ask the class to explain what a *fashion show* is (*an event at which models show new styles of clothes*).
 - After checking ideas, ask if students know any famous fashion designers.
- 2 Before students do the task, make clear that they do not need to understand every word. They only need to read for gist and will be able to read again for more detail in the next exercise.
- Remind students that we can use *both* to talk about similarities between two people or things.

Answers

Similarities: They both love fashion. They both try to make people happy through their work. They both think they need to keep learning. They are both young and successful fashion designers.

3 91

- When checking answers, ask students for the sections of the text where they found the information.

Answers

- 1 False – ... *his mother's dresses. He drew them and then created his own versions of them.* (lines 9–10)
- 2 True – ... *he's designed and made 46 evening dresses ... which he's shown in London, Amsterdam and Ireland.* (lines 10–12)
- 3 False – *He can see why Josh likes it so much.* (lines 19–20)
- 4 True – *The first thing she does every morning is check which clothes are selling the best. That helps her plan the new designs she's working on.* (lines 24–26)
- 5 True – *She says that the best part of her job is seeing people on Instagram® ... wearing the dresses that she's designed.* (lines 27–29)
- 6 False – *Emma advises young people to work hard in all school subjects ...* (line 30)
- 7 False – ... *she says you should ... offer to work for free doing work experience.* (lines 35–37)

4 Answers

latest – most recent or newest
collections – groups of things, e.g. clothes that companies will sell later
ballgown – a long dress for formal dances or special events
luxuries – expensive things that you do not need but enjoy
brand – a product or group of products with its own name that one particular company makes
patterns – sets of lines, shapes or colours on material or paper
aware – knowing about a situation or fact

Fast finishers >>

Tell students to write true sentences about themselves using some of the words, for example, *I've got a collection of model figures. I haven't got a ballgown because I never go to special events.*

5 Critical thinkers

Possible answer

I strongly believe that fashion has a more negative effect on life. Fashion is a status symbol. There is a lot of pressure to wear cool, fashionable clothes, but a lot of people don't have much money and can't afford them. I think a lot of teenagers get worried and stressed because they don't think their clothes look good. Another reason is the effect of fashion on poorer countries where workers make clothes in factories. The conditions are often very bad, and the workers earn very little money. The clothes are cheap but the quality is often bad, so people have to buy new clothes more often. It's bad for the planet.



Flipped classroom

You may want to ask students to watch the Flipped classroom video for unit 9 as homework, in preparation for the grammar lesson.

Grammar in context 1 p120

Using the present perfect; present perfect with ever and never

Warmer

Draw a stick figure of a woman on the board and say: *This is Lena*. Then draw the following timeline on the board and say *This is Lena's life*:



Ask: *Where was Lena born? (in Poland) Where does she live now? (in Canada)*

Then ask: *How many countries has she lived in? Try to elicit the following and write it on the board: She has lived in five countries.*

Ask: *Has she lived in the UK? Has she lived in France? Try to elicit the following and write it on the board: She has lived in the UK. She hasn't lived in France.*

- If you didn't set the Flipped classroom video for homework, watch the video in class before working through the activities.
 - Point out that the sentences are based on sentences from the reading on page 119.
 - Point out that we often contract *have* and *has* with subject pronouns: *I've, you've, he's, she's, we've, they've*.

Answers

1 past 2 have 3 have 4 -ed 5 have 6 past participle

- When checking answers, point out that some irregular past participles are the same as the past simple form of the verb, but many are different.
 - If necessary, explain that *have been* is used to talk about completed visits, whereas *have gone* implies that the person has not yet returned.

Answers

1 been 2 become 3 drunk 4 eaten 5 been/gone 6 heard
7 learned/learnt 8 made 9 met 10 seen 11 shown
12 taken 13 thought 14 worn 15 won 16 written

Language notes

Where the past participle is different from the past simple form of the verb, it often follows one of these patterns:

A lot of common past participles end *-en* or *-n*: *been, driven, eaten, given, known, seen, shown, taken, worn, written*.

Some one-syllable past participles contain *u*, when the past simple form of the verb contains *a*: *begun, drunk, run, swum, sung*.

- After checking answers, ask: *Do we know when any of these things happened? (Yes, we know that she modelled in London and New York and built up more than 300,000 followers on Instagram this year.)* Ask: *Do we know exactly when? (No.)* Point out that we use the present perfect for actions during unfinished time periods, such as *this year*, or during someone's life up to now.

- If appropriate for your class, have a brief discussion about people with Down's Syndrome in the students' country – what opportunities and difficulties do they have?

Answers

a 's/has appeared b has made c 's/has modelled d 's/has built
e 's/has received f has been

Culture notes

Down's Syndrome is a genetic condition that can affect learning. It affects around 0.1% of the world's population. Opportunities for people with Down's Syndrome have improved a lot in many parts of the world. Young people can often study at school and then work and live independently.

4 Answers

1 Have, worn 2 's/has eaten/made 3 haven't/have not seen
4 've/have heard 5 've/have written 6 Have, met

- Highlight the unfinished time expressions used in each question (this week, this month, this year).

Answers

1 Have you been shopping this week? 2 How many TV series have you watched this month? 3 Have you done any housework this week?
4 How much homework have you done this week? 5 Have you written any social media posts this week? 6 Have you been on holiday this year? 7 Have you visited (your) family this month? 8 Have you played (any) sport this week?

6 SPEAKING

- Encourage students to give more detail about what they've done but remind them that we don't use the present perfect to say exactly when something happened. Demonstrate by having students ask you some of the questions, and answering using present perfect only, e.g. *I've done a lot of housework this week. I've tidied my room, and I've done the washing up.*



9 SHOP WITH CARE

7 Answers

1 Ever 2 Never 3 before

Language notes

We often use *ever* and *never* with the present perfect to emphasise that we are asking or talking about someone's whole life.

A question would have the same meaning without *ever*: *Have you (ever) been to Portugal?* Similarly, a standard negative sentence has the same meaning as *never*: *I've never/I haven't played a musical instrument.*

We don't use *ever* if we think something probably happened recently: *Have you seen that new TV series?*

- 8 After checking answers, ask students why they think that the programme is called *I've never seen Star Wars* (because most adults have seen *Star Wars*, so it's unusual if someone hasn't seen it). Ask them to think of something unusual that they haven't done, and tell their partner. If students can't think of ideas, tell them to think about food and drink, sports and other activities, places, TV/film/music, etc.

Answers

a never b never c never d ever e ever

- 9 Encourage students to use at least two ideas of their own. Tell them to think of experiences that would be interesting to find out about. If they aren't sure what the past participle is, they can check the verb list on page 167.

Use it ... don't lose it!

10 SPEAKING

- Focus on the example dialogue. If students are confused about why we use two tenses, explain that we use the present perfect to say that something has or hasn't happened, and the past simple to give more details about it.
- Ask some pairs to ask and answer questions for the class. Ask the rest of the class if they used the tenses correctly.

Language notes

We use the past simple to give details about a past event, e.g. when and where it happened, who else was there, what happened before and after. It's normal to 'switch' into the past simple once we start asking for/giving more details about an experience, e.g.

A: *Have you been to the UK?*

B: *Yes, I have. I went to London two years ago with my parents.*

A: *What did you see?*

B: *I saw Big Ben, the London Eye, and we went to a show in the West End.*

If we ask about a different experience, we use the present perfect again:

A: *What about Ireland? Have you ever been there?*

Vocabulary p121

Using a range of lexis to talk about shops

Warmer

Books closed. Tell students about a shop that you really like. Say what it's called, what type of shop it is, where it is, what you can buy there and why you like it. Then ask students to tell their partner about a shop that they really like.

1

- Point out that the shops ending's refer to the job of the person who sells and sometimes makes or prepares the main product that you can buy there, e.g. a butcher prepares and sells meat.

Answers

a department store b chemist's c electrical goods shop
d greengrocer's e jeweller's f stationery shop

2

Possible answers

1 supermarket/greengrocer's 2 butcher's/supermarket
3 bakery/supermarket 4 supermarket 5 post office
6 newsagent's/supermarket 7 stationery shop 8 bookshop
9 chemist's 10 shoe shop/sports shop

+ Extra activity

Play *Hot seat*. Split the class into three teams. Put three chairs at the front of the class, facing away from the board and ask a student from each team to sit in each chair. Write a shop on the board. Each team says different products that you can buy at that shop. The first student from the three to say the word wins a point for his/her team. Repeat with more students and more shops.

Use it ... don't lose it!

3 SPEAKING

- After students do the task, have a class discussion about the advantages and disadvantages of buying products in small shops like a butcher's, compared to buying everything in a supermarket. Ask students if they think the types of shops in their town or city are the same now as in the past.

GREAT LEARNERS GREAT THINKERS p122

Thinking about the judgements we make about people based on their appearance

Warmer

Books closed. Write *second-hand* on the board and elicit the meaning (*owned or used by someone else before you*). Put students into pairs and tell them to make a list of things that people sometimes buy second-hand or used. Help them with ideas, e.g. *cars, furniture, bikes, clothes*. Then tell them to think of the advantages and disadvantages of buying each thing on their list new or second-hand.

1 SPEAKING

- After students do the task, ask them to describe some of their country's traditional clothes, and say on what occasions people wear them.

2 VIDEO

- After checking answers, ask students which country the video was about (*Ghana*). If possible, show the class where Ghana is on a map.

Answers

2 E 3 G 4 A 5 B 6 C 7 F

3 VIDEO

- After checking answers, ask students what they think of the traditional African clothes that they saw. Ask them if people wear traditional clothes in their country when they go out with their friends, and why/why not.

Answers

- He is travelling to Ghana to find out what happens to the second-hand clothes that people from Europe don't want.
- Because they're ready to wear.
- He's turning them into a skirt.
- Because in the past Ghanaians couldn't read and write, and kept their history in the clothes they wore.
- He's worried they will disappear because there are so many clothes from Europe and America.
- He travels there to find out what people think about traditional clothing.
- Because now it's cooler to be African.

4 SPEAKING

- Before students read the text, ask students to say what they know about traditional clothes in other countries, e.g. India, Peru, Bolivia, Scotland, Austria.

- 5a** Check that students understand *assumptions* (*something you consider likely to be true even though no one has told you directly or you have no proof*) and *prejudgements* (*an opinion made about someone or something before you find out the real facts*) before they work alone and make notes.

GREAT THINKERS

- 5b** The *Claim-Support-Question* thinking routine helps students to evaluate their opinions and thoughts, identifying evidence for them where available, and questioning them when evidence isn't available.

- Tell students to look at the prejudgements that they made notes about in exercise 5a. In step 1, they should write a sentence about each, which they believe to be true. In step 2, they should write the reason why they believe it to be true – using evidence and facts if they have them. In step 3, they should think about which claims they have the least evidence for, and imagine that someone will ask them 'Why do you think that?' and think of responses.

6 SPEAKING SEL

- In pairs, students take turns to state their claims about the people in exercise 5a, ask each other: *Why do you think that?* and justify their claims. Encourage them to identify if the reason is based on facts and evidence or not. If not, encourage them to try to see a different point of view.

GREAT LEARNERS

- Students could think about the question in pairs or individually. Encourage them to think about how they would feel if they were judged on their appearance.

LEARNER PROFILE

- Ask students to read the statement and the question in the Learner Profile on page 151, then grade themselves from 1 to 5. Explain that here 1 means 'I never question my own attitudes, assumptions and behaviour', and 5 means 'I always question my attitudes, assumptions and behaviour'.
- If appropriate for your class, get students to share their grades with a partner or small group and, if they wish, to give their reasons. Encourage students to share suggestions for questioning their own attitudes and assumptions about people when we first meet them. Alternatively, ask students individually to think of ways to question their own attitudes, assumptions and behaviour.

9 SHOP WITH CARE

Listening p124

Listening for specific information

Warmer

Books closed. Make a sentence chain to revise shop vocabulary. Write: *I went to the _____, and I bought a/some _____.* Ask a student to complete it with a shop and their own idea. Then write: *Then ...* after it. Ask another student to repeat the first student's sentence and add their own, using a different type of shop. Continue to build the chain as a class or put students into small groups to build their own chains.

1 SPEAKING

- After students do the task, ask the class about the connections between shopping and the environment. Make a list of their ideas on the board.

Culture notes

Most UK towns and cities have an important central street with lots of shops. It is often called *High Street*, but even if this isn't its name, people often refer to this sort of street as *the high street*.

2 93

-  **Exam tip** To answer the question in the Exam tip box: Because the speaker sometimes says one thing and then changes what they say or adds new information.
- In this activity, students choose the correct picture from a choice of three to answer a question. There is one question and set of pictures for each mini-dialogue. Other multiple-choice activities may have different answers, rather than pictures, and four options rather than three. In all multiple-choice activities, the questions are usually in the same order as in the recording.
- Students should look at the options carefully before they listen. The options can give them ideas about the topic and vocabulary that they are going to hear.
- Remind them that in an exam, they will hear each recording twice. They shouldn't panic if they don't understand or can't choose the answer the first time; they should start listening for the answer to the next question. If possible, play the recording twice for students to choose their answers.

Answers

1 a 2 b 3 a 4 c

Mixed ability

With less confident students, allow students to spend time going through each picture in 1–4 in pairs before they listen, describing them and thinking of vocabulary that they might hear, e.g. *She's wearing the T-shirt. She's carrying the T-shirt without a bag. The T-shirt is in a bag.* Help with vocabulary and check ideas as a class before you play the recording. Write the following questions for students to answer after listening:

- 1 How much did the T-shirt cost? (9.99)
- 2 Why didn't Sara buy a sandwich at the supermarket? (because they didn't have any left)
- 3 Where did Sophie meet Callum? (at the sports shop)
- 4 By when does the shop want to have 50% less plastic in the shop? (by 2025)

3 Critical thinkers

- If you feel your students need more support, write these prompts on the board:
I think the best way to help the environment when we shop is to ...
Another really good way is to ...
People could/should also ...
- After students do the task, ask them if they're going to change anything about the way they shop.

Homework Workbook page 87

Grammar in context 2 p124

Using the present perfect with *just*; present perfect with *already* and *yet*

Warmer

Books closed. Mime drinking a bottle of water, and ask students: *What have I done?* Elicit: *You've drunk a bottle of water/some water.* Tell students to use the present perfect, if they don't use it at first. Ask: *When did I do it?* Elicit that it was a very short time ago. Then write the following sentence on the board: *I've just drunk a bottle of water.*

- 1 Point out that the sentences are based on sentences from the listening in the previous section.

Answers

1 before 2 very recent events

2 Answers

1 d's/has just bought 2 f've/have just finished 3 c've/have just seen 4 e's/has just gone 5 a've/have just arrived 6 b've/have just been

- 3a Make sure students understand that there isn't one right answer. They can write more than one sentence if they have different ideas. Help with vocabulary if necessary.

- With less confident classes, work through the first picture as a class. Write: *She's just ...* on the board and elicit or provide some ideas.

Possible answers

a She's just heard some bad news.
b He's just got his exam results.
c They've just arrived by train.

3b SPEAKING

- Elicit as many sentences for each picture as possible.
- 4 Ask students if they remember what a *bucket list* is (a list of things that you want to do in life). Write: *Bucket list* on the board, and elicit five ideas for a bucket list and write them below it. Then cross out four of the ideas and write on the board:
I've _____ done four things on my bucket list, but I haven't done [bungee jumping] _____.
- Ask students if they can provide the missing words (*already, yet*).

- Point out that the sentences are based on sentences from the listening in the previous section.
- After checking answers, ask students if we use *already* and *yet* with affirmative sentences, negative sentences or questions (*already* – affirmative sentences, *yet* – negative sentences and questions).

Answers

1 already 2 yet 3 Already 4 Yet

- 5a** Before students do the task, ask if they make lists like this, and if so, where they make them.
- When checking the answer to item 3, remind students that we usually use *been* for the past participle of *go* if the action has finished, and *gone* if they are still doing the activity.

Answers

- 2 She's/has already had her French lesson.
- 3 She hasn't/has not been on social media yet.
- 4 She's/has already run 5K.
- 5 She hasn't/has not phoned Lucas yet.
- 6 She's/has already bought some milk.
- 7 She's/has already written on her blog.
- 8 She hasn't/has not made the bed yet.

- 5b** With more confident classes, students can repeat the activity and add *already* or *yet* in their reply, e.g. *Yes, she's already taken the rubbish out. No, she hasn't been on social media yet.*

Culture exchange 

- 6**  **Exam tip** To answer the question in the Exam tip box: Because the words before and after the gap help you to decide which option is correct. Before looking at the optional answers, you should read the sentences with gaps carefully, and think of one word that makes sense in each gap. Then check to see if the word is one of the optional answers.
- Point out that the optional answers are often related to each other, for example, they are all adverbs, or they are all different forms of the same verb. Students need to use the grammar of the sentence carefully to help them decide which answer they need.
 - Remind students that they should read the complete text first, without stopping to think about the gaps. This is to get a general understanding of the text.
 - Tell students to compare in pairs and explain to each other why they chose each option. Sometimes, it's easier to explain why the two incorrect answers are incorrect.

Answers

1 A 2 C 3 A 4 B 5 A 6 A 7 B 8 C

+ Extra activity

Tell students to imagine they are on holiday somewhere and write a blog post or email to a friend, like the one about London (theirs can be shorter). Students write about their experiences, and include some present perfect sentences to describe things they've already done, just done, and haven't done yet.

- 7** Demonstrate by giving some examples for yourself, e.g. *I've already been to the gym three times this week. I haven't checked my emails yet.*

**Mixed ability**

With less confident students, brainstorm some important things/activities. With more confident classes, tell students that they don't have to use *already*. Encourage them to use it when they want to emphasise that they have done something earlier than expected, e.g. *I've already done all my homework today.* But they don't have to use it for actions which happened at the normal time, e.g. *I've had breakfast.*

Use it ... don't lose it!**8****SPEAKING** 

- After students do the task, ask different students to tell the class about their partner, saying one thing that he/she has (already) done, and one that he/she hasn't done yet.



Developing speaking p126

Shopping

Warmer

Books closed. Write the following questions on the board, and ask students to discuss them in pairs:

What markets are there in your town? How often do you go to them?

What products can you usually buy in markets?

What are the advantages and disadvantages of markets?

Do you like markets? Why/Why not?

Discuss the answers as a class. Have a class vote to find out how many students prefer markets and how many prefer shops.

1 SPEAKING

- Tell students to imagine that they can buy as many items as they like, but they have to say why, e.g. *I'm going to buy that hat because I lost my old hat*. Encourage them to use a dictionary to find words for any objects that they don't know.

2a

- After checking answers, ask students if they remember which words the people used for talking about size (*medium, small*) and write them on the board. Elicit or teach other words for talking about size: *extra small, large, extra large*.

Answers

- 1 earrings and a cap 2 The cap costs £10.
3 No. She doesn't buy the cap because it is the wrong size.

2b

Answers

Can I help you?, How much is this (T-shirt)?, Anything else?, What size is it?, Do you sell (caps)?, Sorry, we haven't got any at the moment., You're welcome.

3 PRONUNCIATION

- Remind students that intonation helps them to sound polite. Have students repeat each question as a class, then ask individual students to repeat them.
- After checking answers, write the following expressions on the board: *How much is this ...? What size is it?* Tell students to imagine they are buying jeans, and elicit how the sentences would change (*How much are these jeans? What size are they?*). Then write *I'd like this/that/these/those ...* on the board. Ask the class when we use each of the pronouns (*this/these* are for singular/plural items which are close; *that/those* are for singular/plural items which are further away).

Answers

Shop assistant: Can I help you? Anything else? That's (£5). Here's your change. Would you like a bag? Sorry, we haven't got any at the moment. You're welcome.

Customer: How much is this (T-shirt)? Do you have any (necklaces)? I'll take it/them. What size is it? I'd like this/that/these/those/them. Do you sell (caps)?

5b

- After checking answers, ask students to read through the dialogue in pairs. Remind them to sound polite.

Answers

- a Can I help you? b Do you sell c How much d take
e Would you like a bag? f Here's your change g You're welcome.

Fast finishers

Tell students to choose a singular item of clothing or an accessory instead of *sunglasses*, and rewrite the dialogue, changing all the verbs and pronouns as necessary.

Language notes

We use *one/ones* after *this/that/these/those* and adjectives to avoid repeating the noun. We can also use *one/ones* after *Which* in questions, although it's also possible to use *Which* on its own.

A: *I want to buy a T-shirt/some shorts.*

B: *Which (one/ones) do you want?*

A: *That one/Those ones.*

B: *This red one/These red ones?*

A: *No, the black one/ones.*

Practice makes perfect

6 SPEAKING

- If possible, allow students to stand up and act out their dialogue as if they were in a shop or market, using props for the things they want to buy.
- If necessary, revise how to say prices. Tell students they don't have to use pounds for the prices – they can use any other currency they like.
- After students do the task, ask some of the pairs to come to the front of the class and act out the dialogues. After each dialogue, ask the class what product they bought and how much it was.

Developing writing p127

Writing a product review

Warmer

Books closed. Revise the present perfect. Tell students to take turns to ask their partner questions starting with *Have you ever ...?* Write some verbs that they can use on the board, e.g. *go, eat, buy, visit, meet, play, see, ride*. Students have to answer: *Yes, I have*, whether or not it's true. The first student can ask two follow-up questions in the past simple, e.g. *When did you go there? What did you do after?* Then they have to decide if it's true or not.

1 SPEAKING

- Ask different students to tell the class about something they bought that they were unhappy with. Elicit or teach vocabulary for things that we can do in that situation, e.g. *take it back to the shop, ask for a refund, exchange it for something else, write a negative review online*. Ask if students have ever done any of these things.
- After students do the task, ask them which sort of things people write online reviews about (*restaurants, places to stay on holiday, electronic products, video games, films/TV shows, books, albums, etc.*).

Answer

Yes, the reviewer is happy with the phone case. They probably gave it four stars, as the colour is different to what the reviewer expected.

+ Extra activity

Have a class discussion about online reviews. Write the following questions on the board for students to discuss in pairs, and then as a class:

Why do people leave online reviews?

Do you think some people post a lot of reviews? Why?

Can you always believe online reviews? Why/Why not? How can you tell that a review might not be 100% true?



Culture notes

These days, there are huge numbers of personal online reviews about every type of service or product. Millions of people use websites to check reviews before making a booking in a restaurant or hotel.

There are reasons to be wary of online reviews. People who have had a bad personal experience often exaggerate or write false reviews, in order to stop other people buying a certain product or visiting a certain place. It's also thought that people invent positive reviews about their own businesses or products, in order to attract customers.

- Point out that the first and last paragraphs are very short. The main content of the review should be talking about the positive and negative points, with just a very short introduction and conclusion.

Answers

1 first 2 positive 3 negative 4 last

- After checking each answer, elicit more possible ways to continue the useful expression.
- Point out that we use the extra words *only* and *small* in *There's only one small (negative point)* in order to sound more polite, and to make this point sound less important.
- Ask students what verb form we use after *It's worth (-ing form)*, *It would be better to (infinitive)* and *Don't forget/Just remember to (infinitive)*.

Answers

a really positive b good feature c Unfortunately
d negative point e remember

- After students do the task, ask different students to come to the board and write the corrected sentences.
- When checking answers, ask students what they think *shop around* means (*go to several shops before you decide what to buy*).

Answers

1 Fortunately Unfortunately 2 Don't forget comparing Don't forget to compare 3 What really I like What I really like 4 One really feature good One really good feature 5 My first impressions is My first impressions are

Practice makes perfect

- 6a If students can't think of something that they bought recently, they can invent the information.
- 6b If possible, display the students' reviews around the room. They read each other's reviews and decide which product they would most like to buy.



Test yourself p129

Grammar test

1 Answers
a has written b 's/has had c has sold d 's/has become
e has/have helped f have been g 's/has set

2a Answers
1 Have you ever worn a bandana?
2 Have you ever driven an electric car?

2b Possible answers
1 No, I have never worn a bandana./Yes, I have worn a bandana.
2 No, I have never driven an electric car./Yes, I have driven an electric car.

3 Answers
1 've/have just watched 2 've/have just got 3 's/has just walked
4 've/have just had 5 've/have just eaten

4 Answers
1 yet 2 already 3 yet 4 yet 5 already 6 already

Vocabulary test

1 Answers
1 T-shirt 2 jeans 3 trainers 4 jacket 5 dress 6 boots

2 Answers
1 bandana 2 earrings 3 necklace 4 shades 5 scarf

3 Possible answers
1 fruit and vegetables 2 tennis racket/ball 3 chicken
4 coffee 5 clothes, furniture 6 medicine
7 TV, tablet, smartphone

Vocabulary in context p130

Using a range of lexis to talk about creating, inventing and inventions

Warmer

Books closed. Write the word *invention* on the board and elicit or teach the meaning (*a machine, tool or system that someone has made, designed or thought of for the first time*). Ask: *What is the most important invention of all time?* Put students into small groups to think of ideas. Help with vocabulary if necessary. Then tell each group to agree on one invention and explain to the class why they chose it.

Culture notes

Some of the most important inventions in history are thought to be:

The wheel, which made transport possible. It is believed to have been invented about 6,000 years ago.

The printing press, which made it possible to mass produce written text and make books – and therefore knowledge and ideas – widely accessible. The first printing press was invented by Johannes Gutenberg around 1440.

Vaccines, which protect people against deadly diseases.

Edward Jenner first experimented with the prevention of diseases in the 1770s.

The internet, which has made mass storage of information possible. The modern World Wide Web was invented by Tim Berners-Lee in 1989.

1 97

- Check answers by asking different students to describe what the people are doing in each photo.

Answers

a build **b** compose **c** design **d** test

- 2 Extend the activity by asking students to write definitions for more of the verbs in exercise 1.

Answers

1 plan 2 invent 3 produce 4 discover

+ Extra activity

Ask the class: *What things do people build?* Elicit a few ideas, e.g. *a house, a wall, an apartment block, a road, a tower, a fence, a garage.*

In pairs, ask students to answer the question: *What things do people _____?* for the rest of the verbs, thinking of as many examples as possible. Share ideas as a class.

Possible answers

compose: music, a song, a poem, a letter; create: a story, a new word, a piece of art; design: clothes, a building, a logo, a machine, a car; develop: a treatment, a plan, a skill; discover: a star, a species, a chemical reaction; invent: a machine, a formula, a device; plan: a party, a holiday, a meal produce: food, a car, a TV show; test: a new medicine, a new invention, your knowledge

- 3a If possible, provide monolingual dictionaries or allow students to use an online monolingual dictionary.

3b 98

- If students have written any different words in their table (e.g. they may have written *production* as well as, or instead of *product*), help them to understand the difference in meaning, and tell them that for this task the important thing is to concentrate on the words that they hear.

Answers

| Verb | Person | Object/Thing |
|----------|------------|--------------|
| compose | composer | composition |
| create | creator | creation |
| design | designer | design |
| develop | developer | development |
| discover | discoverer | discovery |
| invent | inventor | invention |
| plan | planner | plan |
| produce | producer | product |
| test | tester | test |

3c PRONUNCIATION 98

- After checking answers, ask students what they notice about the stress in the two-syllable verbs (*it is on the second syllable*). Ask them if the stressed syllable is usually the same or different in each of the other two forms (*different*). Point out that these are common stress patterns.

Answers

compose – composer – composition
 create – creator – creation
 design – designer – design
 develop – developer – development
 discover – discoverer – discovery
 invent – inventor – invention
 plan – planner – plan
 produce – producer – product
 test – tester – test

4 99

- Before students do the task, ask them to think about some of the inventions that they discussed in the Warmer and point out that the text is also about important inventions.
- When checking answers, ask students which words in the text helped them choose the inventions.

Answers

a fridge **b** electric car **c** light bulbs **d** tablets **e** printer **f** drone

Use it ... don't lose it!

5 SPEAKING

- If possible, allow students to research some of the answers online if they don't know them.



Reading p131

Predicting content, reading for gist and detail

Warmer

Revise words for inventions. Write the sentences below on the board and ask students to work in pairs to complete them about different inventions. They can use the inventions from the previous lesson or think of their own.

People started using _____ about _____ years ago.

We use it/them to _____.

Before, people used _____ to _____.

_____ has/have improved our lives because _____.

Ask different pairs to read some of their sentences to the class without naming the invention. Ask the class to work out which invention they are talking about.

1 SPEAKING

- Ask different students to describe the photos and say what the connection is between them (*they show inventors and inventions*).
- Point out that the expression *The next big thing* can be used to refer to anything which we think will be very popular – not just inventions, but also things like fashion, people (pop stars, etc.), hobbies and other activities.
- Ask the class what they think the next big thing will be in technology, fashion, music, etc.

Answer

the next big discovery or invention

3 100

- Explain that students need to complete the gaps so that the sentences have the exact same meaning as the text. They might be able to take words directly from the text, or they might have to make some changes.

Answers

a changed people's lives b creation of other inventions
c 1831 d the early 1900s e buy food every day
f inventions and discoveries g share their ideas

- 4 After students do the task, ask them the following questions to practise some of the new vocabulary:
What type of entertainment do you enjoy? Who had a big impact on you when you were younger? What does an antenna do, and what type of things have an antenna? What were some important turning points in the history of your country? Why do people still use candles these days?

Answers

1 generator 2 led to 3 entertainment 4 impact
5 turning point 6 antenna 7 candle

+ Extra activity

Ask students which objects in the home that use electricity are mentioned in the text. Ask what each object does and write the objects and their uses on the board, for example:

fridge – keep food cold

washing machine – wash clothes

Tell students to work in pairs, make a list of more electronic household objects, and say what we use each object for. With more confident classes you could teach the word *appliances*. Encourage students to use dictionaries to check vocabulary.

Ask students for their ideas and add them to the list of objects and uses on the board.

Then ask: *How did people wash their clothes before washing machines? (they washed their clothes by hand)*. Tell students to go through their list of objects and discuss what people did before each object was invented.

5 Critical thinkers

Possible answer

In my opinion, it isn't worrying that computers are beginning to invent things. In films and TV shows, machines like robots are sometimes bad and they hurt people. I think this is why people are worried about the power of computers. But in real life, computers help us a lot and they do a lot of things more safely than humans do, for example, they fly planes and they don't make mistakes. Therefore, I believe that it's a good idea that computers can identify things that we need, and invent them for us.

Grammar in context 1 p132

Using the passive; the passive with by

Warmer

Ask students the following questions: *Where do they produce cars? Where do people traditionally eat sushi? Where did they invent pizza?* Elicit answers, e.g. *Germany, Japan, Italy* (or any other appropriate answer).

Then write the following prompts:

a lot of cars / produce / in Germany

sushi / eat / in Japan

pizza / invent / in Italy

Elicit or teach a passive sentence for each prompt:

A lot of cars are produced in Germany. Sushi is eaten in Japan. Pizza was invented in Italy. For each sentence, ask: *Is this now or in the past?* (the first two sentences are now, the third is in the past)

- Point out that the sentences are based on sentences from the reading on page 131.
- Ask students to identify the sentence in which we know who did the action (*sentence c*) and how they know (*because we use by and the name of the person.*). Point out that in the other sentences, we don't need to say who did the action because it isn't important.

Answers

- past participle
- be*
- a and b are in the present; c and d are in the past
- use the verb *be* in the past simple (*was/were*) + past participle
- the action

Language notes

We use the passive when who or what causes the action is not important or is not known, or when we want to focus on the action. The subject of the active verb (sometimes called *the agent*) is not usually expressed in passive sentences, because it is unknown or unimportant.

The passive is also used in the following situations:

To refer to people in general, e.g. *Football is played all over the world.*

To refer to processes, e.g. *The main body of the car is built and then the wheels are added.*

- When checking answers, point out that all these actions are true now, so we use the present passive.
- With more confident classes, ask students if we know exactly who or what does (or doesn't do) the action in each sentence (in 2, *the action isn't done by online map users*; in 4, *the action is done by renewable energies*).

Answers

- is
- isn't
- are
- is
- are
- is

Culture exchange



- Before students do the task, ask them what they remember about Thomas Edison from the previous lesson (*He designed the light bulb around 1879.*).
- Less confident students can do this task in pairs.

- When checking answers, help with the pronunciation of unfamiliar words and names, for example, *laser* /'leɪzə(r)/, *Wright* /raɪt /, *Edison* /'edɪsən/.
- Elicit which past participles are irregular (*built, made, taught, paid*).

Answers

- were invented
- were, created
- were built
- was designed
- was developed
- were made
- was taught
- was encouraged
- was paid
- were turned off

Fast finishers >>

Ask students to write the verbs that they used to complete the text about Thomas Edison. Tell them to try to remember the information from the text, using the verbs. They write as many sentences as possible, and then check in the text.

- Point out that the word order in sentence b is subject + verb + object. This is called the 'active'.

Answers

- action, person
- person
- person

- Before students do the task, ask them if they need the present simple passive or past simple passive for the sentences (*past simple passive*).
- After students do the task, ask them which of these inventions or compositions they like the most.

Answers

- was developed by Philip Emeagwali.
- was invented by Ruth Graves Wakefield in 1938./was invented in 1938 by Ruth Graves Wakefield.
- was designed by Ayla Hutchinson in 2013.
- was composed by Ed Sheeran in ten minutes./was composed in ten minutes by Ed Sheeran.
- was invented by George Nissen when he was 16.

- Before students do the task, ask them what they know about bikes in the past.
- Tell students to work out who or what did each action, to help them decide if a passive or an active form is needed.

Answers

- was seen
- became
- believed
- were made
- were improved
- wrote
- were considered
- was opened
- came
- became

 Mixed ability

With less confident classes, go through the gaps one by one as a class, and ask students to identify who or what did the action for each. Then ask if the person or thing who did the action is stated in the text. If it is in the text and it comes before the verb, they need an active form. If it isn't stated in the text, or it comes after the verb with *by*, they need a passive form.

Answers

- people in general (not stated)
- it (the bicycle; stated)
- people (stated)
- people who made bikes (not stated)
- road workers (not stated)
- the *New York Times* (stated)
- they (*New York Times*) (stated)
- Henry Ford (stated, but comes after the verb with *by*)
- the price of cars (stated)
- cars (stated)



Use it ... don't lose it!

7a SPEAKING

- Tell students to use their own knowledge as much as possible to write their sentences. Encourage them to use a variety of verbs.

7b SPEAKING

- After students do the task, ask the groups to choose a couple of sentences to test the class with.

Vocabulary p133

Using nouns with *-ion*

Warmer

Books closed. Write _____ *-ion* on the board. Elicit two or three words with that ending and write them on the board. Then ask students to brainstorm as many words as they can in pairs.

1 Answer

It changes it from a verb into a noun.

- 2a** Tell students to guess the missing nouns or verbs by saying the words aloud and trying to work out what 'feels' right. Point out that some of the nouns end in *-sion* but most end in *-tion*. If possible, allow students to check in a dictionary.

2b PRONUNCIATION

- Point out that the stressed syllable in the two word forms is often different, particularly for longer verbs and nouns.

Answers

1 conclusion 2 decision 3 demonstrate 4 explain
5 expression 6 imagine 7 information 8 inspire
9 introduction 10 investigate 11 organisation

The penultimate syllable is stressed in the nouns – the one before *-ion*.

conclude – conclusion
decide – decision
demonstrate – demonstration
explain – explaination
express – expression
imagine – imagination
inform – information
inspire – inspiration
introduce – introduction
investigate – investigation
organise – organisation

Language notes

For nouns ending *-ion*, the stress always falls on the penultimate syllable.

For two syllable verbs, the second syllable is usually stressed, so the stressed syllable is the same in the noun form: conclude – conclusion, express – expression.

However, sometimes the noun form has an extra syllable, so the stressed syllable changes: explain – explaination.

For longer verbs, the stress is usually different in the verb and noun forms: demonstrate – demonstration, investigate – investigation.

The ending *-tion* is always pronounced /ʃən/. The ending *-sion* is usually (but not always) pronounced /zən/.

- 3** After students do the task, ask them what they think of the idea of smart glasses. Do they think they'll be popular in the future?

Answers

a creation b imagination c demonstration d introduction
e organisation f decision

4 Answers

1 decisions 2 imagination 3 expressions

Use it ... don't lose it!

5 SPEAKING

- Encourage students to use the *-ion* words in their answers.
- After students do the task, ask different students to tell the class something interesting about their partner.

GREAT LEARNERS GREAT THINKERS p134

Thinking about the different qualities you need to be a successful inventor

Warmer

Books closed. Write the following on the board: *I'm thinking of a _____. It was _____ by _____. It's ...*
Give students an example, e.g. *I'm thinking of a play. It was written by Shakespeare. It's about a young man and woman who fall in love (Romeo and Juliet).*
In pairs, students think of other songs, books, films, buildings, products, etc. and test their partner using passive sentences. They can add any information that they like.

1 **SPEAKING**

- After checking ideas, ask students which is the 'odd one out' and why. They may have different ideas, but they'll probably say 'driverless car' because it isn't yet a standard form of transport.

2 **VIDEO**

- Before students watch, tell them the video is about inventions which help to solve problems connected with roads and traffic. Ask them what problems they can think of and write their ideas on the board, then check if they were mentioned in the video.

Answers

- India
- car, driverless car, lorry, motorbike
- the driverless car and 'Driver'

3 **VIDEO**

- After checking answers, ask students which invention they would rather see on the roads in their own country, and why.

Answers

- cars
- India's roads
- the traffic
- big companies
- lorries
- safe
- at night

- 4 Before students do the task, ask for a volunteer to describe the photo. Elicit that it shows some students working on an invention.
- When checking answers, it might be useful to collate answers on the board, for reference during exercise 5.

Answers

- creativity
- An open mind helps an inventor find solutions to problems.
- They try to understand what went wrong and try again.

GREAT THINKERS



5 **SPEAKING**

- The *CSI: Colour Symbol Image* thinking routine encourages students to identify the essence of ideas in a text, video or recording by using colours, symbols or images to represent those ideas.
- Students work individually in steps 1–3.

- In step 1, if students find this difficult, you could have a brief class discussion about what different colours represent. Point out that there is no right or wrong answer.
- In step 2, encourage students to think about symbols they know which are connected to an idea in the text, or they could invent their own. For example, they could use a heart symbol to represent the idea of 'passion'. Again, point out that there is no right or wrong answer.
- In step 3, the image that they draw or find can be more directly related to ideas in the text.
- In step 4, tell students not to worry if they don't have ideas for each of the steps. If more ideas for colours, symbols and images occur to them as they discuss, they can share them with their partner.

6 **SPEAKING**

- Encourage students to think about the different inventors that they've learnt about in the unit so far to help them generate ideas.

GREAT LEARNERS



- Point out that using creativity and imagination stimulates a different part of the brain and can help us solve problems which don't have a clear answer, such as how to create a new invention.

LEARNER PROFILE



- Ask students to read the statement and the question in the Learner Profile on page 151, then grade themselves from 1 to 5. Explain that here 1 means 'I don't often think creatively', and 5 means 'I frequently think creatively'.
- If appropriate for your class, get students to share their grades with a partner or small group and, if they wish, to give their reasons. Encourage students to share suggestions for thinking more creatively. Alternatively, ask students individually to think of ways to think more creatively.

Listening p136

Listening for gist and specific information

Warmer

Books closed. Revise nouns ending *-ion*. Ask students to work in pairs and make a list of as many nouns as possible ending *-ion*. Give a time limit and tell them not to check in their books or in a dictionary. When time is up, tell students to swap their list with another pair, and check each other's lists for correct spellings. They can use a dictionary or their books to check the lists. Finally, ask how many correct nouns each pair thought of and declare a winner.

1 SPEAKING

- Ask for volunteers to explain to the class how some experiments work. Help them with language for processes, e.g. *First, you ..., Then ..., Finally ...*

2 102

Answers

a American b inventor c NASA d YouTube™ channel

3 102

-  **Exam tip** To answer the question in the Exam tip box: In this kind of task, there is always only one correct answer.
- In this activity, students choose the correct ending to sentences from a choice of three. In all multiple-choice activities, the questions are usually in the same order as in the recording.
- Remind students that they should look at the options carefully before they listen. They may hear ideas from all of the options, but only one is correct. When they listen, they shouldn't write the answers too quickly. Sometimes the speaker says one thing and then changes what they say or adds new information.

Answers

- a **correct** – *Most of his YouTube videos are about testing popular scientific theories to see if they're true.*
 b incorrect – *the grape experiment wasn't one of Mark's experiments*
 c incorrect – *... he got 25 million views in one day for one of his videos*
- a incorrect – *He's testing to see if sharks really can smell blood from a long distance.*
 b **correct** – see a
 c incorrect – *people didn't swim with sharks in the experiment*
- a incorrect – *the other three liquids weren't blood*
 b **correct** – *a small amount of blood, normal sea water, fish oil and another liquid*
 c incorrect – not mentioned
- a incorrect – not mentioned
 b incorrect – not mentioned
 c **correct** – *Don't you want to watch it yourself?*
- a incorrect – *None of the sharks were interested in two of the other liquids*
 b incorrect – *four sharks went to investigate the fish oil*
 c **correct** – *41 sharks swam towards the blood*
- a **correct** – *... he decided to try to plant 20 million trees, using drones!*
 b incorrect – *MrBeast already has 20 million subscribers on YouTube*
 c incorrect – *drones will plant the trees, not people*

4 Critical thinkers

If you feel your students need more support, write these prompts on the board:

Personally, I think it is ...

Video-sharing websites should focus on ... because ...

[Entertaining people] is more important than [educating people] because ...

Grammar in context 2 p136

Using the zero conditional; first conditional

Warmer

Books closed. Ask students: *What happens if you mix red and yellow paint?* Elicit an answer in the present simple, e.g. *You get orange paint.* Write: *If you _____, you _____* on the board and elicit the full sentence. Ask students: *Is this always true?* (Yes.).

Tell students that this structure is called the *zero conditional*.

- You may have set the Flipped classroom video for homework, but if not, watch the video in class before working through the activities.
- Point out that the sentences are based on sentences from the listening in the previous section.
- Write one of the sentences on the board or use the example from the Warmer. Highlight how the sentence is made up of two parts, each with a subject and verb, and tell students that each of these parts is called a clause.

Answers

- the present simple
- the present simple
- things that are generally true

- Before students do the task, elicit what tense they need to use for each of the verbs (*present simple*).

2b 103

- Point out that the situations in 7 and 8 happen regularly – that's why we use the zero conditional.

Answers

- freeze, becomes
- heat, melts
- water, grow
- don't water, die
- eat, get
- drink, makes
- doesn't have, isn't
- stays, sleeps

- Elicit a few examples for the different categories as a class before students write their own ideas, e.g. *If you open the window, flies come in. If you don't put milk in the fridge, it goes bad. If it's icy, it's dangerous to run.*

4 SPEAKING

Mixed ability

Allow less confident students extra time to think of their answers before they start speaking.

With more confident classes, students could read out the first half of their sentences and leave the second clause for their partner to complete, e.g. *If you mix blue and yellow, _____.*

- 5 Point out that the sentences are based on sentences from the listening in the previous section.
- After checking answers, ask students: *Are these situations in the present or the future? (the future)*. Elicit which part of the first conditional is different from the zero conditional (*the clause without if – we use will, not the present simple*).
 - Remind students that we usually contract *will* to *'ll* after subject pronouns. Drill the following forms: *I'll, you'll, he'll, she'll, it'll, we'll, they'll*.

Answers

- 1 specific possible situations 2 present simple 3 *will* + infinitive
4 We use a comma when the *if clause* comes first.

Language notes

The first conditional always refers to a specific possible future situation and its consequence. There is a real possibility that this condition will happen.

Standard first conditional sentences contain a clause starting with *if*: the *if* clause indicates the condition and the main clause indicates the result. They can also contain other conjunctions, such as *when, before, after, as soon as, unless*. The clause that follows the conjunction always contains the present simple:

When you get home, we'll have dinner.

I'll phone you as soon as I arrive.

I'll see you at seven unless my train is late.

The other clause usually contains *will*, but can also contain *may* or *might*. It's also common to use an imperative:

Call me if you have any problems.

- 6 After students do the task, point out that either of the clauses can come first.

Answers

- 1 e 2 d 3 b 4 a 5 c

- 7 Encourage students to match each of the pairs of verbs to the sentences before they complete them using first conditional forms.
- When checking answers, elicit the time expressions used in the sentences (**1 tonight, 2 now/at the weekend, 3 tonight, 4 next year, 5 tomorrow**).

Answers

- 1 has, 'll/will help 2 spend, won't be able to 3 'll/will go, feels
4 go, 'll/will study 5 is, 'll/will go 6 'll/will buy, passes

- 8 Before students do the task, focus on the photo and the title of the text, and ask: *What will happen if we plant more trees?* Elicit some ideas.
- After checking answers, ask the same question again to see if students can answer using ideas from the text.

Answers

- a plant b 'll/will take c works d 'll/will help e want f 'll/will need g will get h are i begins j will make

+ Extra activity

Introduce the idea of 'Murphy's Law' – an idiom which states 'anything that can go wrong will go wrong'.

Ask students to complete the following examples using the first conditional to describe what bad consequence happens.

If you don't bring an umbrella, (it'll rain.)

If there are two queues at the shop, (the queue that you aren't in will move faster.)

If you only like one thing on the menu, (the restaurant won't have it.)

If you're one minute late to the train station, (the train will leave on time and you'll miss it.)

9a Highlight the conditionals that students need to use for each sentence. Ask why we use each one (the first conditional scenarios are in the future, the zero conditional scenario refers to now, in general).

- If you have time, extend the activity. Write more sentences on the board for students to finish, e.g.
(zero) *If I don't finish my homework on time, ...*
(zero) *If I don't do any exercise all day, ...*
(zero) *If my family annoy me, ...*
(first) *If I see something in the shops that I want this weekend, ...*
(first) *If I'm hungry before bed tonight, ...*
(first) *If my friends want to meet tomorrow, ...*

**Mixed ability**

Allow less confident students to work in pairs to brainstorm verbs for the second half of each sentence.

With more confident students, ask them to write their own zero and first conditional sentences without the board prompts.

Use it ... don't lose it!**9b SPEAKING**

- After students do the task, ask different students to say conditional sentences about their partner, e.g. *If it rains this evening, Carla won't go running.*



Developing speaking p138

Giving a presentation

Warmer

Books closed. Revise the passive. Write the following on the board:

a game or sport / play, a food / eat, a language / speak, an electrical item / use

In small groups, tell students to think of examples for each one, and to write sentences describing them using the passive form of the verb without saying what it is.

Give them an example, e.g. *This sport is played in a lot of countries. It's played by two or four people. It's played outside or inside. It's played with a racket and a ball.*

(tennis) The other students guess what they are describing.

1 SPEAKING

- Focus on the photo and elicit that the girl is having a vaccination. You could ask students to check the English name of any diseases that they mention as they discuss.

2 104

- Before students do the task, ask them to also listen out for how many different arguments Liam makes in his presentation (*four*).

3 104

- Remind students that this is a common exam task. They should read the sentences carefully before they listen and try to predict what sort of word they need in each gap.

Answers

1 discoveries 2 200 3 eyesight 4 cut 5 money 6 life

4 104

- After checking answers, write *Introduction*, *Main arguments* and *Conclusion* on the board. Ask students which of the expressions we should use in each section of a presentation (Introduction: *I'm going to talk about ...*, *Let me explain why*; Conclusion: *In conclusion*, *To sum up*; Main arguments: all other expressions).
- Point out that *Last but not least* is a set phrase when we talk about items in a list. Ask students what they think it means (*the last thing on the list is as important as all the others*).

Answers

a talk b Let c For d thing e Last f up

5 SPEAKING

- When checking answers, ask students: *Where should you look during your presentation? (you should look mostly at the audience, looking at different people, not just one, but it's OK to look at your notes from time to time); How should you speak? (clearly and naturally – probably slightly more slowly than usual, but not extremely slowly).*

Answers

You should do 1, 4 and 5.

Practice makes perfect

- 6a You could make a class list of all the inventions from the unit on the board. Encourage students to choose a variety of different inventions for their presentations. If possible, allow them to research some more facts about their invention to support their presentations.

- You could play the recording one more time, so it's fresh in students' minds as they plan their own presentations.

6b SPEAKING

- There probably won't be time for every student to give his/her presentation. You could either allow several volunteers to give their presentations to the whole class, or split up the class for students to give their presentations in groups. Make sure each group contains students whose presentations are on a variety of different inventions.
- With less confident classes, use smaller groups of 4–5 students, to make the presentations less daunting for students.
- As they listen, tell students to think about which argument made by each student is strongest. With more confident classes, tell students to think about what was good in each student's presentation, and what needed more work, and give feedback to each student after he/she finishes.
- At the end, ask students whose presentation they liked most and why.

Developing writing p139

Writing a biography

Warmer

Tell students they are going to write a biography of a famous person. In pairs, tell them to think of famous people who are no longer living, but who are each famous for a different reason, e.g. a singer, an actor, a politician, a sports person, an explorer, an inventor, a writer. Collect ideas as a class and find out how many examples of different professions the class can think of.

1 SPEAKING

- Focus on the expression *tongue twister* and check if anyone knows what it means (a phrase that is not easy to say because it has a lot of similar sounds which can be tricky to say). Then, ask students which tongue twisters they know in their own language.
- Ask for some volunteers to say the tongue twister to the class. Ask the class which student said it fastest and best.

- 2a** Check ideas as a class and write some of the students' ideas on the board before they read. Ask students if they have ever seen a fossil, and if so, to tell the class about it.
- When checking answers, if possible show students a map of the UK so they can see where Lyme Regis is.



Culture notes

The area of coastline where Mary Anning lived and did her research is called the Jurassic Coast. It is a UNESCO World Heritage site. The coastline is spectacular and varied, and it is perhaps most famous for the large concentration of fossils which can still be found there.

- 3a** Tell students to cover the text in case they're tempted to check.

3b Answers

The correct order is: 4, 3, 1, 2, 5

- 4**  **Exam tip** To answer the question in the Exam tip box: Paragraphs help you to organise and structure your writing. This makes your composition easy to understand. When there are no paragraphs, compositions can be confusing and repetitive.
- Point out that in a good text, each paragraph should have one main idea, different from the other paragraphs.
 - After checking answers, point out that in a biography, each paragraph should describe a different part of someone's life, and the final paragraph should summarise the person's achievements. That leaves the reader with the most important information about the person in his/her mind.

Answers

1 Paragraph B 2 Paragraph A 3 Paragraph D 4 Paragraph C

- 5** Remind students that we use past tenses to give detail about past events. If the person is dead, we should use the past simple to state their main achievements. However, if they are alive, we can use the present perfect to state their main achievements during their life, because their life is an unfinished time period.

Answers

- 1 Each paragraph has a new life stage, e.g. *Mary Anning was born on ...*
- 2 on 21st May, 1799; when she was 11; in 1823, etc.
- 3 lived, didn't have, died, etc.
- 4 Mary and her brother **were searching** on the beach ...
- 5 ... **because** Mary's father died ...
She **also** found a pterosaur, **and** a pterodactylus, **too**.
but this was never recognised during her lifetime

Practice makes perfect

- 6a** Encourage students to choose someone whose inventions or discoveries are interesting to them personally. Allow them to research information about the person's life, and if possible, ask them to find a photo of the person and/or something related to their invention or discovery to include with their biography.
- 6b** If appropriate, display the biographies around the room, and tell students to read as many as possible. To finish, ask different students to tell the class something interesting that they learnt while reading their classmates' biographies.



Test yourself p141

Grammar test

- 1** **Answers**
1 was made 2 is spoken 3 was caught 4 are given
5 are known 6 were rescued 7 was built
- 2** **Answers**
1 by 2 was 3 were 4 are
- 3** **Answers**
1 give 2 teach 3 go 4 eat 5 don't drink
- 4** **Answers**
1 If we go on holiday, I'll/will buy you a present.
2 If they cancel the train, we won't/will not be there on time.
3 If it rains tomorrow, they'll/will cancel the game.
4 If the match doesn't start on time, I won't/will not see it all.
5 If I win a prize, I'll/will share it with you.
6 If she doesn't/does not call later, I'll/will send her a message.

Vocabulary test

- 1** **Answers**
1 producer 2 plans 3 created 4 builder 5 discovery
6 developer
- 2** **Answers**
1 smartphone 2 electric car 3 laptop 4 fridge 5 light bulb
6 drone 7 satnav
- 3** **Answers**
1 imagination 2 organisation 3 explanation 4 demonstration
5 description

Reading

1 Answers

- 1 **A** incorrect – this isn't mentioned
B incorrect – Belinda mentions *this afternoon* but she doesn't mention a time to meet
C correct – Belinda says *Do you want to join us? ... let me know.*
- 2 **A** incorrect – the notice says *not the canteen*
B incorrect – this isn't mentioned
C correct – *Students who are taking this class should go to room 107 ...*
- 3 **A** correct – *You can buy tickets on the school website. Afterwards, collect them from Miss Jones.*
B incorrect – this isn't mentioned
C incorrect – it's the other way round
- 4 **A** incorrect – Josh says *You don't need to do it in the end.* 'It' refers to the music playlist.
B correct – Josh says *You don't need to do it ...*
C incorrect – Josh says ... *please still bring your speakers!*
- 5 **A** correct – *Have your passports ready, then Go to the passport control desk.*
B incorrect – *Collect your luggage after passport control. (not before)*
C incorrect – *Collect your luggage after passport control. (not at)*
- 6 **A** incorrect – *Last ticket sales for entry available one hour before closing time.* That means five o'clock.
B incorrect – The museum is still open for 30 minutes, but you can't buy a ticket.
C correct – You can't buy a ticket because the last ticket sales were at five o'clock.

Speaking

2a SPEAKING

- Tell students to read through the points in exercise 2b before they ask and answer, so they know what they should listen out for.

2b SPEAKING

- After students do the task, discuss which of the points they think are most important. Finish by pointing out that the most important things are to speak clearly and to give a complete answer.
- If you wish, go to page 156 to continue working through the Exam success section for these two units.
- See the Exam Trainer, Workbook pages 102 and 110, for more information and practice on this Key for Schools task.

Shopping in your country

1 SPEAKING

- Students work in groups of 3–4. On this project, if you wish, allow students to organise themselves into the groups they most enjoyed working in, and found most productive, from Collaborative projects 1–4.

2 SPEAKING

- Students continue to work in their groups from exercise 1.
- If you feel your class has worked on a fair range of project types in Collaborative projects 1–4, then allow them to choose the one they enjoyed most and repeat that type for this project. Point out that, in return for this 'freedom of choice', there will be an extra step in the *Evaluation* section, where the class will vote on the winner in each category.

3

- Ask individuals to read the tips aloud and discuss them with the class.
- After reading the *Academic skills* section, highlight the importance of crediting sources of information. If students take facts and figures or a specific quote word-for-word from a site, this should be in quotation marks and credited; and if they use another person's idea, such as a review, even indirectly, they should also credit this.

4 SPEAKING

- Remember to establish a clear plan for the project (interim dates/deadline; stages to be done at home/ in class). Remind students that as much discussion as possible should be in English, both in and out of class.

5

- If students mark the projects of their classmates, encourage them to share and justify their marks.
- After marking the projects, students vote for their 'class awards'. In their groups, they agree on the best project in the class for each category, i.e. *Content, Presentation, Design and Language*, and which one they would award the *Best project* title to. They write their votes on a piece of paper and hand these to you. Check groups don't vote for themselves.
- Collate the results and announce the winners in the five categories.

Virtual Classroom Exchange

- Use the Virtual Classroom Exchange to connect with teachers and students in other countries and encourage students to present their projects to each other.

UNIT 1 p144

Answers

Reading (page 15)

- 1 False – The class is 45 minutes long.
- 2 False – They listen to a story and then talk about it.
- 3 True
- 4 False – The projects usually practise two or more subjects.
- 5 True

Grammar in context 1 (page 16)

- 1 Paul **doesn't** chat online – he only sends emails and texts.
- 2 My friends **play** musical instruments./My **friend** plays musical instruments.
- 3 I **don't** get up early at the weekend. Do you?
- 4 My mum **makes** my breakfast every day.
- 5 We usually **take** a lot of photos on holiday.
- 6 Lara **watches** a film after school every day.

Vocabulary (page 17)

- 1 swimming pool 2 park 3 library 4 stadium/sports centre
- 5 shopping centre 6 museum

Grammar in context 2 (page 20)

- 1 What time do you get up during the week? c
- 2 Do your parents go to the gym at the weekend? e
- 3 Where do you hang out with your friends? b
- 4 Does your sister walk to school? d
- 5 Why do you like doing sport? a

UNIT 2 p144

Answers

Vocabulary in context (page 26)

- 1 phone 2 washing machine 3 bed 4 cooker and microwave
- 5 shelf/shelves

Reading (page 27)

- 1 Florida 2 13 3 lights 4 hospital 5 7,206 6 living

Grammar in context 2 (page 32)

- 1 are, doing 2 goes 3 have 4 Is, eating, isn't 5 don't/do not like
- 6 Does, make 7 have 8 'm/am listening

UNIT 3 p145

Answers

Reading (page 41)

Possible answers

- 2 The robot has got five cameras that are like **eyes**.
- 3 Forpheus is a robot that plays table tennis with a robotic **arm**.
- 4 Forpheus's arm can move like a human **wrist** and elbow to hit the ball.
- 5 You wear the VR headset on your **head**.

Grammar in context 1 (page 42)

- 1 can, mountains 2 can't, practises 3 can't, dangerous
- 4 Can, Japanese 5 Can, window 6 can, horse

Grammar in context 2 (page 46)

- 1 mustn't 2 mustn't 3 must 4 must 5 mustn't 6 must

UNIT 4 p145

Answers

Vocabulary in context (page 52)

- 1 passport 2 tickets 3 book 4 luggage 5 souvenirs
- 6 tour guide

Reading (page 53)

Possible answers

- 1 Dennis Tito was the first space tourist in **2001**.
- 2 Anousheh Ansari was the first female space tourist in **2006**.
- 3 Richard Garriott paid **\$30 million** for his ticket/trip to space.
- 4 Richard had **two** years of training before he went to space.
- 5 Richard was in space for **12** days./He went into space on the 12th October.

Grammar in context 1 (page 54)

- 1 You couldn't book tickets online.
- 2 You could travel to different countries without a passport.
- 3 You could sail from the UK to the US.
- 4 You couldn't travel by car at 160 kph.
- 5 You couldn't fly non-stop from the UK to Japan.
- 6 You could stay in hotels.
- 7 You could go on excursions.
- 8 You couldn't travel around the world in a week.

Grammar in context 2 (page 58)

- a went b visited c took d used e saw f ate g bought
h walked i spoke j understood

UNIT 5 p146

Answers

Vocabulary in context (page 66)

Possible answers

- A chef usually works in a restaurant.
- A dentist usually works in a clinic.
- A hairdresser usually works in a hair salon.
- A journalist usually works in an office or outdoors.
- A lawyer usually works in an office.
- A mechanic usually works in a garage.
- A nurse usually works in a hospital or a clinic.
- A scientist usually works in a laboratory.
- A shop assistant usually works in a shop.
- A waiter usually works in a restaurant.

Reading (page 67)

Possible answers

- 2 Eoin Colfer stopped teaching when *Artemis Fowl* became **popular**.
- 3 Eoin Colfer read **exciting** stories about Vikings when he was in school.
- 4 Suzanne Collins' family lived in lots of **different** places when she was young.
- 5 *Illegal* is a novel about a **dangerous** journey from Africa to Europe.

Grammar in context 1 (page 68)

- a wasn't/was not raining b was running c was wearing d wasn't/was not wearing e were buying f were watching g weren't/were not looking h was taking

Vocabulary (page 69)

- 1 actors 2 composers 3 playwrights 4 conductors 5 poets/songwriters 6 directors

Grammar in context 2 (page 72)

- a wrote b was studying c had d was travelling e didn't/did not have f were travelling g didn't/did not ask

UNIT 6 p146

Answers

Vocabulary in context (page 78)

Possible answers

- Doughnut, Egg, Fish, Grape, Honey, Ice cream, Jam, Kiwi, Lentils, Melon, Noodles, Orange juice, Pasta, Quiche, Rice, Soup, Tomato, U -, Vanilla beans, Water, X -, Yoghurt, Zucchini

Reading (page 79)

- 1 Isaiah 2 Tharkish 3 Rosalie 4 Meirra 5 Isaiah

Grammar in context 1 (page 80)

- a any b any c a d any e any f some

Vocabulary (page 81)

- 1 jam, peanut butter 2 lemonade, soft drink/fizzy drink
3 beans, soup 4 soup, yoghurt

Grammar in context 2 (page 84)

- 2 much 3 much 4 many 5 many 6 many

UNIT 7 p147

Answers

Reading (page 93)

Possible answers

- 1 There are only about **7,000** snow leopards living in the wild.
- 2 There are **12** frozen zoos around the world.
- 3 Vets collected northern white rhino eggs in **2019**.
- 4 San Diego Zoo started the first frozen zoo in **1972**.
- 5 The University of Nottingham has over **700** animal DNA samples.
- 6 The Frozen Ark project is going to help more than **5,000** species.

Grammar in context 1 (page 94)

- a is b are c drink d isn't e to f are g am h not i have/eat

Vocabulary (page 95)

- 1 sunny 2 windy 3 storms 4 fog 5 icy 6 hot

Grammar in context 2 (page 98)

(will or won't are based on students' opinions)

- 1 will/won't continue 2 will/won't change 3 will/won't be
- 4 will/won't drive 5 will/won't have 6 will/won't disappear

UNIT 8 p147

Answers

Reading (page 105)

Possible answers

- 2 Millennials can be **creative**.
- 3 Generation Zs are more **responsible** than millennials.
- 4 Generation Xs are more **relaxed** than their parents.
- 5 Baby boomers are **richer** than other generations.
- 6 Millennials can be **selfish**.
- 7 Generation Zs are more **worried** about the environment than millennials.

Grammar in context 1 (page 106)

- 1 better 2 more difficult 3 worse 4 bigger 5 easier 6 funnier

UNIT 9 p148

Answers

Vocabulary in context (page 118)

head: bandana, cap, earrings, glasses, hat, jewellery, shades/sunglasses, scarf

eyes: glasses, shades/sunglasses

neck: jewellery, necklace, scarf

body: belt

wrist: jewellery, watch

hand: gloves, jewellery

Reading (page 119)

- 1 Joshua became interested in fashion when he was four.
- 2 He showed his collections in London, Amsterdam and Ireland.
- 3 He tries to make women feel confident and want to wear his clothes.
- 4 Emma checks which clothes are selling well, plans her new designs and goes on social media.
- 5 She likes seeing people on Instagram wearing the dresses she has designed.

Grammar in context 1 (page 120)

- 1 Have you done any exercise this week?
- 2 How many text messages have you sent this week?
- 3 Have you had any exams this week?
- 4 Have you written an email this week?
- 5 What have you watched on TV this week?
- 6 Have you eaten in a restaurant this week?

Grammar in context 2 (page 124)

- 2 Have you read the news yet?
- 3 We haven't done our homework yet.
- 4 Have you already had your dinner?
- 5 She's already decided what to wear.
- 6 Has the bus just arrived?
- 7 We've just finished this exercise.

UNIT 10 p148

Answers

Reading (page 131)

1 Faraday, Edison, Tesla

2 *The 1900 House*

3 make fires to cook and keep ourselves warm, buy food every day, wash their clothes and clean the house by hand

4 It was the basis for so many other inventions.

5 by a computer

Grammar in context 1 (page 132)

a was made b were c built d was sold e by f are

Vocabulary (page 133)

1 imagination 2 expression 3 investigation 4 information

5 explanation

Listening

5  ES1

Answers

- 1 **A** incorrect – the girl says *There's a ... lovely chest of drawers*
B correct – the girl says *there isn't a mirror.*
C incorrect – the girl says *There's a new bed*
- 2 **A** incorrect – the girl asks *Do you play the guitar, Daniel?*; the boy responds *Sometimes*
B incorrect – the boy says *I'm usually at dance class all day on Saturdays.*
C correct – the girl says *You go out with your dad to take photos, don't you?*; the boy corrects her: *That's my brother*
- 3 **A correct** – the girl says *while I cook.*
B incorrect – the girl says *My sister usually lays the table*
C incorrect – the girl says *And my dad washes the dishes.*
- 4 **A** incorrect – the girl says *I want to go swimming* and the man responds *This is the gym, but there isn't a pool here.*
B incorrect – the man says *the sports centre ... [is] next to the stadium.*
C correct – the girl says *I want to go swimming* and the man responds *You can find a pool at the sports centre.*
- 5 **A** incorrect – the boy says *I love my history class.*
B correct – the boy says *I don't like physics very much.*
C incorrect – the boy says *Drama is fun too*

Writing

- 6 Before students do the task, ask them to confirm all the information that they need to include in their emails (*the film they want to see, which cinema and where and when to meet*), and how many words they need to write (*25 or more*). Remind them that they may lose marks if they don't write enough words.

Reading

4

Possible answers

Slow travel means spending time away from 'touristy' areas, connecting with local people, experiencing the culture and eating at local restaurants and trying local dishes.

5

Answers

- 1 **C** – *In ... 'fast travel', tourists ... visit as many places as possible*
- 2 **B** – *... slow travellers try to plan their trips away from typical 'tourist traps'*
- 3 **A** – *In fact, this is where the slow travel moment came from – i.e. it came from the slow food movement*
- 4 **A** – *there were plans to open a fast-food restaurant near a famous monument in Rome ... A group of local people ... decided to defend regional and traditional food*
- 5 **B** – *there aren't too many visitors*

Writing

- 6 Before students do the task, ask them to work in pairs and make a list of useful vocabulary that they can use in their stories. As well as nouns for things they can see, tell them to think about the verbs they will need, and adjectives that they can include to make their stories more interesting.
 - Elicit or teach some signposting words that students can use in their stories, for example: *First, Next, Then, In the end*. Write them on the board.

Listening

4  ES3

Answers

- 2 **B** – now he'd really like to be a composer
- 3 **D** – she wants to write her first novel before she's 21
- 4 **E** – he's more interested in painting pictures
- 5 **C** – now she wants to be in ballets when she's older
- 6 **A** – Even Oliver. He wants to be a famous star of theatre and film one day.

Speaking

5  SPEAKING

- Read the Speaking exam tip with students. Demonstrate three different possible answers for question 1. Write them on the board, or say them to the class:

– I like hamburgers.

– I like hamburgers because they taste good.

– Well, I really like hamburgers because the meat tastes great with the bread, and I love going to a fast food restaurant with my friends at the weekends and having a hamburger. What about you?

- Before students do the task, elicit or supply some questions which students can ask their partner as they discuss, and write them on the board, for example: *What about you? What do you think of (chips)? Do you agree?*

6  SPEAKING

- After students do the task, ask different pairs to demonstrate by asking and answering the questions. Ask the class if each pair gave reasons for their opinions and asked each other questions as they discussed.

Reading

3

Answer

C – ... I'll see you in January!

4

Answers

- a** your – *Thanks for your email* is a typical opening phrase
- b** most – part of a superlative construction: *one of the* + superlative + *in ...*
- c** than – this comes after a comparative construction
- d** are – a verb is needed after the subject *People*. We use the verb *be* to describe qualities like *kind*.
- e** *lot* – part of the phrase *a lot of* + uncountable noun or plural countable noun
- f** *Is* – the question form of *There is*; we need the singular form because we are talking about *pollution*
- g** *but* – a connector to contrast the ideas *I've got to go now* and *I'll see you in January!*

Writing

- 6 Ask students if they read articles, and what features they think a good article should have (*it should be interesting to read with interesting information; it should discuss a topic from different sides; it should end with a strong conclusion so that the author's conclusion is clear in the mind of the reader*).

- Go through the structure of the article with the class. Point out that the structure is similar to an opinion essay, but the article can feel less formal and more 'fun' than an essay.

8  SPEAKING

- If possible, display the articles around the classroom for the students to read. Ask them whose article they liked most, and why.

Listening

3  ES5

Answers

- 1 **A** incorrect – ... *I was at Toni's house for about two and a half hours.*
B incorrect – *I went to the high street shops at around five ...*
C correct – *I didn't get back home until quarter to eight*
- 2 **A** incorrect – ... *I need a belt for my gran's birthday party, but no luck.*
B correct – ... *I've got a new weekend job ... we bought some black trousers and a white shirt for that.*
C incorrect – ... *we were looking for a new tie for school but we didn't find one.*
- 3 **A** incorrect – *the new trousers and shirt weren't expensive*
B incorrect – *They're not really that comfortable ...*
C correct – ... *they were quite cheap.*
- 4 **A correct** – *I found that new comic ... I got him that.*
B incorrect – *He said he wants a selfie stick ... But ...*
C incorrect – *He said he wants a ... T-shirt. But ...*
- 5 **A** incorrect – ... *Tom already got him some sunglasses*
B correct – ... *what about a cap for his trip to Australia? ... Hey, that's a good idea.*
C incorrect – *Should I get him a scarf? ... Lori already bought him one ...*

Writing

- 5 Read the Writing exam tip with students. Elicit some more ways in which we can begin and end an email, for example: *Dear (Luke), See you soon, Take care, Bye*. Point out that students need to write an email to a friend, so they should use informal language.
- Before students do the task, ask them to confirm all the information that they need to include in their emails (*what shops they want to go to, what they need to buy, what time they have to be home*), and how many words they need to write (25). Remind them that they may lose marks if they don't write enough words.

STARTER UNIT

Vocabulary, p6

1a  01

English-speaking countries

Australia
Canada
Ireland
New Zealand
the UK
the US

1a  02

English-speaking nationalities

American
Australian
British
Canadian
Irish
New Zealander

2  03

Classroom objects

bag
board
board rubber
chair
desk
dictionary
door
notebook
pen
pencil
pencil case
pencil sharpener
rubber
ruler
textbook
window

Vocabulary, p9

1  06

The family

aunt
brother
children
cousin
daughter
father
grandchildren
granddaughter

grandfather
grandmother
grandparents
grandson
husband
mother
nephew
niece
sister
son
uncle
wife

Vocabulary, p10

10  08

Descriptions

beard
blue eyes
brown eyes
green eyes
blonde hair
dark hair
red hair
curly hair
wavy hair
straight hair
glasses
heavy
long hair
short hair
medium build
moustache
short
tall
thin

3  09

School subjects

art
biology
chemistry
computer science
drama
D&T (design and technology)
English
French
geography
German
history
maths

media studies
music
PE (physical education)
physics
Spanish

UNIT 1

Vocabulary in context, p14

1a 10

Everyday activities

brush your teeth
do homework
finish school
get dressed
get up
go home
go on social media
go to bed
go to school by bike
go to school by bus
go to school by car
go to school by train
go to school on foot
have a shower
have breakfast
have dinner
have lunch
leave home
pack your school bag
start school
wake up

1b 11

Sam: On school days, I wake up at quarter to seven in the morning, but I usually get up at about seven o'clock, then I have a shower and get dressed. Next I have breakfast and go on social media. Then I brush my teeth. At quarter to eight, I pack my school bag and leave home. I go to school on foot. We start school at half-past eight. I have lunch at school at about half-past twelve. I usually have a sandwich or some pasta. I finish school at three o'clock and go home. When I arrive home I usually do my homework and go on social media again. We have dinner at seven o'clock. I brush my teeth and then I go to bed at about ten o'clock.

4a 13

Free-time activities

chat online
dance
do exercise
do sport

draw
go shopping
hang out with friends
listen to music
play an instrument
play board games
play computer games
read
take photos
watch films

5a 15

Sam: In my free time, I like hanging out with my friends, Jack and Molly. On Tuesdays and Thursdays, Jack and I love doing sport together at school. On Friday evenings, Molly and I like watching films and playing computer games together. Jack hates watching films and playing computer games! He doesn't like being at home. On Saturdays, Jack and I like going shopping – Molly doesn't like going shopping, so she stays at home. I don't mind doing homework in my free time, but I prefer listening to music or playing the guitar!

Vocabulary, p17

1 18

Places to go in a town

art gallery
café
cinema
gym
library
museum
park
restaurant
shopping centre
sports centre
stadium
swimming pool
theatre

Listening, p20

2 and 3 19

Interviewer: Hello and welcome to the *World of Education* podcast. Today we've got Esther and Oliver with us. First, Esther. You're from Spain, but you live in Brighton. Is Brighton a good place to live and study?

Esther: Yes, it's a great place to live! Our school is near the sea, so we usually walk on the beach after school up to Brighton Pier. But on Wednesdays we usually go to the bowling alley – we haven't got lessons in the afternoon on Wednesdays.

Interviewer: And what do you do at the weekend in Brighton?

CLASS AUDIO SCRIPT

Esther: Well, on Saturday mornings, I often go to the Churchill Square Shopping Centre with my friend Ivan. It's got some really good shops and cafés, but we never stop for coffee when we're shopping! On Saturday afternoons, I usually go to the gym. Ivan has dance class so I go with my Italian friend, Lucia. Then, on Sunday afternoons, my friend Antonio and I go to one of the cafés on Brighton Pier.

Interviewer: And what do you do in the evening?

Esther: I hardly ever go out in the evening. I always chat online with my friends and family back in Spain.

Interviewer: Thanks, Esther. Now, Oliver is from Germany and he goes to school in York. What do you like about living in York, Oliver?

Oliver: Well, I love history and York is a very old city with lots of museums and art galleries. My friend Charlie loves history too, but he's not interested in art so we often go to museums together.

Interviewer: Is Charlie from the UK?

Oliver: Yes, he goes to my school. And we often hang out with another friend from school, Natalie.

Interviewer: I see. And do you do things with your friends after school?

Oliver: Yes, our school has got a great sports centre. Charlie doesn't like doing sport, but I love playing tennis there with Natalie.

Interviewer: And what else do you do in your free time?

Oliver: I often go to the cinema on Friday or Saturday evening.

Interviewer: Thanks, Oliver. Well, that's all for today's podcast.

Developing speaking, p22

1, 2a and 2b 22

Teacher: OK everyone, quiet please. Now, as you all know ... we have a new student in class.

Alex: Hello.

Teacher: Tell us something about yourself. What's your name, how old are you and where are you from?

Alex: My name's Alex, I'm 13 and I'm from Paris in France.

Teacher: Welcome to the class, Alex. Tell us about your family.

Alex: Er ... My parent's names are Marco and Marina. I've got a little sister, too. Her name is Mia and she's ten years old.

Teacher: What about school? What are your favourite subjects?

Alex: My favourite subject is PE because I love sport. And I'm good at playing the guitar, so I like music, too.

Teacher: What school subjects don't you like?

Alex: I'm quite good at drawing and painting, but in general, I don't like art as a school subject.

Teacher: What do you do on a typical school day in France?

Alex: We start school at 8 am and finish at 2 pm. We

have three lessons before break and two lessons after break. At break time, I hang out with my friends. We don't usually have lunch at school.

Teacher: And what do you do in your free time?

Alex: I usually do sport – basketball or volleyball. At home I listen to music or play computer games.

Teacher: Thank you, Alex. Now, does anyone ...

UNIT 2

Vocabulary in context, p26

1 23

Rooms in the house

attic
basement
bathroom
bedroom
dining room
garage
garden
hall
kitchen
living room

3a 24

Household objects and furniture

armchair
bath
bed
carpet
chest of drawers
cooker
cupboard
curtains
dishwasher
fridge
games console
lamp
light
microwave
mirror
phone
picture
poster
radiator
rug
shelf/shelves
shower
sink
sofa
table
toilet

TV
wardrobe
washing machine
window

4 25

- 1 You usually find this in the kitchen. You put food in it when you want to keep the food cold.
- 2 This makes your house warm in winter. You don't usually use it in summer. It's usually long and white.
- 3 It's in the kitchen. You put dirty things inside it to clean them after you eat. It cleans the things you put food on.
- 4 You put water into this when you want to wash your hands and face. You also use it when you brush your teeth.
- 5 When you want to make food hot very quickly, you use this. It makes a 'ping' sound when it finishes.

Vocabulary, p29

1 27

Housework

clean the floor
clean the windows
do the ironing
do the shopping
do the washing
do the washing up
dust the furniture
lay the table
make lunch
make dinner
make the bed
sweep the floor
take the rubbish out
tidy up
vacuum the carpet

Listening, p32

2 and 3 28

Lauren: A recent study by consumer analysts Mintel says that three quarters of children in the UK don't do any housework at all in the home. Twelve percent dust the furniture and eleven percent vacuum the floor. Tom Wells is in the town centre and he's looking for young people to ask about how much housework they do. Over to you, Tom.

Tom: Thanks, Lauren, I'm walking down the High Street now. Ah, here's someone. Hello, what's your name?

Mason: Mason.

Tom: Hi, Mason. Today we're talking to young people about housework.

Tom: Do you help out at home?

Mason: Well, I try. I sometimes wash the car, but I don't

do a very good job, so my mum prefers to do it. My brother and my sister always lay the table for dinner.

Tom: Do you make your bed?

Mason: Not usually. I don't like housework.

Tom: OK. Thanks, Mason. That's really helpful.

Tom: Excuse me. What's your name?

Shazia: Hello. I'm Shazia.

Tom: Hi.

Tom: I'm interested in how many jobs young people do at home. Do you cook?

Shazia: Yes, I sometimes make breakfast for everyone at the weekend.

Tom: That's great. Do you do any other jobs around the house?

Shazia: Yes. I sometimes wash the dishes.

Tom: Do you do the ironing?

Shazia: No, never. I don't do anything else.

Tom: OK. Thanks Shazia. Let's see what they say ... Hi there. What are your names?

Jack: Hello. I'm Jack and this is Ana.

Tom: Can I ask you a few questions about housework?

Ana: Yes. I don't really like doing housework, so I don't do much.

Tom: OK, thanks. How about you, Jack?

Jack: Well, I make my bed and tidy my room every day. I also usually do the washing up. I think that's my favourite job, actually. And I take the rubbish out. I don't like doing that. I also do the ironing.

Tom: I see – it sounds like you're very busy, Jack. OK, back to the studio. Lauren.

Developing speaking, p34

2 and 3 31

Interviewer: Here are some pictures of people doing activities at home. Do you like doing these activities? Say why or why not.

James: Well, in the first picture some people are watching TV. I find most TV programmes really boring, but I like watching films sometimes with my parents. What about you, Sasha?

Sasha: I like funny TV programmes. There's one programme we all watch together as a family – it's called *Modern Family*. I really think that it's important to do things with your family.

James: Yes, I agree. The next activity is my favourite. I love food, so I really enjoy cooking. I sometimes make lunch at the weekends. Sunday lunch is difficult, so I usually help my dad.

Sasha: What about reading? I like reading a lot. I love books about real people, you know, biographies because they're really interesting.

James: Yes, I really like reading, too – I find it relaxing. However, I prefer reading in bed to reading in the living room. At weekends, I read in bed for hours.

Sasha: Do you? I chat online for hours. In fact, it's my favourite thing to do when I'm at home. It's fun to send photos and funny videos to my friends.

CLASS AUDIO SCRIPT

James: Well, I sometimes chat online with my friends, but I don't think that it's a good idea to spend all day chatting online – I see my friends all day at school.

Sasha: That's true, but in my opinion, it's good to have some time alone without friends or family around, so I enjoy chatting online. I've got a little brother and sister, so I play with them a lot at the weekend. They like playing board games, like in this picture. The games are quite easy for me, but I think it's important to spend time with them, so I don't mind playing board games.

James: That's really kind of you. I haven't got little brothers and sisters and I never play board games because, personally, I prefer doing other things in my free time.

Interviewer: Thank you.

UNIT 3

Vocabulary in context, p40

1  33

Parts of the body

ankle
back
cheek
chest
chin
ear
elbow
eye
finger
foot/feet
forehead
hand
knee
lip
mouth
neck
nose
shoulder
stomach
thumb
toe
tooth/teeth
wrist

3  35

Physical activities 1

climb
dance
jump
kick

ride
run

4a  36

Physical activities 2

dive
hit
sail
skate
surf
swim

Vocabulary, p43

1  40

Sports

badminton
baseball
basketball
climbing
cycling
diving
football
golf
gymnastics
hockey
horse-riding
ice skating
inline skating
judo
rugby
running
sailing
skateboarding
skiing
surfing
swimming
table tennis
tennis
volleyball

Listening, p46

2a and 2b  41

Jade: Look, Lewis – here's the list of the people for this year's Young Sports Personality of the Year competition.

Lewis: What's the Young Sports Personality of the Year, Jade?

Jade: Well, every year a group of sports experts choose ten young people who are doing really well in their sport. They have to be under 18 years old and they don't necessarily have to be the number one player at their sport, but they are usually good role models, you know, good examples to other young people. The experts make the list and the public vote for the winner.

Lewis: Oh, yeah! I remember watching it last year. Can I see the list?

Jade: Sure, here it is. Who do you think will win?

Lewis: Oh, look – Rhian Brewster is on the list. He's a really good footballer – he scores a lot of goals! He won the FIFA under-17 World Cup™ with the England football team! I want him to win the award. Isn't Lilly King on the list? She has got lots of gold medals for swimming.

Jade: No, Lilly can't win the award – she's over 18, so she's too old. Ellie Downie's on the list, though. She's an amazing gymnast.

Lewis: Yes, and you have to start very young to be good at gymnastics; you have to work very hard.

Jade: It says here that she practises for about six hours a day.

Lewis: I think she's got problems with her ankle, as well, hasn't she?

Jade: Yes, but she still continues with her gymnastics. Look, Millie Knight is on the list, too. She's incredible.

Lewis: Who's she?

Jade: She's a Paralympic® skier. She can't see, she's blind.

Lewis: Really! How does she ski when she's blind?

Jade: She has a guide who helps her to ski. He's called Brett Wild.

Lewis: Do they ski together?

Jade: Yes. He shouts instructions to her and helps her to go in the right direction. They both have to work hard, so when they win, they both get medals.

Lewis: That's amazing. I like Rhian Brewster, but I think I want Millie to win.

Jade: Me too! She shows the world that you mustn't let a problem stop you from living your dream.

Developing speaking, p48

2 42

Camp leader: Good morning. This is the Summer Sports Camp.

Alex: Hi! I'd like some information, please.

Camp leader: Certainly. How can I help you?

Alex: I'm interested in the kayaking lessons. Can anyone sign up?

Camp leader: They're for teenagers between the ages of 13 and 16.

Alex: Oh, perfect! Can you do them any day of the week?

Camp leader: Sorry – no, you can't. They're on Mondays and Fridays.

Alex: What time are the lessons?

Camp leader: Each lesson is three hours long, from 9.30 am to 12 pm.

Alex: That's great. And how much do they cost?

Camp leader: It costs £25 for the morning.

Alex: Sorry, can you repeat that?

Camp leader: Yes, of course. The lessons are £25 each.

Oh, and you must bring your own drinks and snacks.

Alex: OK. Thanks for your help.

Camp leader: You're welcome. Thanks for calling. Hope to see you soon. Bye!

Alex: Goodbye!

UNIT 4

Vocabulary in context, p52

1 44

Countries

Argentina
Belgium
Brazil
Colombia
China
Czech Republic
Ecuador
Egypt
France
Germany
Greece
Hungary
India
Italy
Japan
Mexico
Peru
Poland
Russia
Scotland
Slovakia
South Africa
Spain
Switzerland
Ukraine
Wales

3a 45

Nationalities

Slovak
Swiss
German
Greek
Welsh
Brazilian
Ecuadorian
South African
Chinese
Ukrainian
Egyptian

CLASS AUDIO SCRIPT

Colombian
French
Argentinian
Spanish
Belgian
Hungarian
Italian
Mexican
Peruvian
Polish
Czech
Japanese
Russian
Scottish
Indian

5  47

Words connected with travel

book
flight
luggage
package holiday
passenger
passport
go sightseeing
souvenir
ticket
tour guide
travel agency
go on a trip/excursion

Vocabulary, p55

1  49

Transport

bike
boat
bus
car
coach
helicopter
lorry
moped
motorbike
plane
scooter
ship
spaceship
taxi
train
tram

underground
van

Listening, p58

2 and 3  50

Finn: Hi Grace. Did you have a good holiday?

Grace: Hi Finn! Yes, I did. My family and I went to the US – to California! We had a great time!

Finn: Cool! You're so lucky. What did you do when you were there?

Grace: Well, we flew to Los Angeles, so of course we went to Hollywood and Beverly Hills.

Finn: Wow! What did you like about California?

Grace: I loved it all! But I think our trip to the Warner Brothers studio was my favourite thing.

Finn: I heard the tour of *The Big Bang Theory* set is great. I really want to go on that!

Grace: That's where I wanted to go, too, but there are a lot of other things to see there. We did the bus tour round the whole place. We saw lots of outdoor sets from really well-known TV shows and films, like *Friends* and *Batman*. We saw some well-known actors, too.

Finn: I can't believe you didn't go on the tour of *The Big Bang Theory* set!

Grace: Hang on a minute! In the afternoon we went on the tour of *The Big Bang Theory* set. We saw the elevator, the Caltech physics department cafeteria and, best of all, Apartment 4a where the main characters of *The Big Bang Theory*, Leonard, Sheldon and Penny live. We were able to spend time in the living room – we all sat on the sofa for a photo. My brother sat in Sheldon's place on the sofa, of course. Look, here's the photo. I've got it on my phone. Anyway – what about you? What did you do this summer?

Finn: Well, my family didn't travel anywhere in the end. We stayed here in London. But I went to a film studio, too!

Finn: I visited Elstree Film Studios. It's the film studio where they made famous films like *Star Wars* and *Superman*.

Grace: Did you visit the film sets, too?

Finn: No, it's a working studio so you can't. I went on the Dreamcatcher Film Camp.

Grace: Oh! What did you do?

Finn: I spent a week at the studio making a short film with some other people.

Grace: Wow. That sounds amazing! Did you stay at the camp?

Finn: No, I didn't. I stayed at home. I went on the underground to the studios every day.

Grace: What was your film about?

Finn: It's a short film about a boy from Brazil. My family came to watch the film on the big screen on the last day of the course. They loved it! I can send you the link – it's online now.

Grace: Great, I can't wait to see it!

Developing speaking, p60

4 and 5 55

Joe: Last year I had an amazing holiday. I went with my mum, my dad and my big sister to New Zealand to visit family. We travelled by plane from London to Auckland and it took 23 hours and 50 minutes! We stayed with my aunt and uncle at their house on the North Island and we did lots of sightseeing. Auckland is a large and beautiful city near the sea. We went to the Auckland Museum and the Maritime Museum. We learned a lot about the indigenous Māori people of New Zealand and their culture, and my aunt taught us some words in the Māori language – *Kia ora* means 'hello' and *moana* is the word for 'the sea'. We spent a lot of time near the sea (or in it!). My sister and I went surfing in Piha and we all went on a trip to see whales in the Bay of Plenty. I took some amazing photos. We had lots of seafood during our trip and we also tried hangi which is a traditional Māori dish of meat and vegetables that they cook under ground. I loved it! On the last day, we went shopping in Auckland Central and we bought some souvenirs. My mum bought some traditional greenstone jewellery and my sister and I bought Whittaker's chocolate to take home to our friends. We had a wonderful time – a trip I'll never forget.

UNIT 5

Vocabulary in context, p66

1b 56

Jobs

architect
astronaut
athlete
author
writer
businessman
businesswoman
chef
dentist
designer
doctor
engineer
firefighter
hairdresser
journalist
lawyer
mechanic
musician
novelist
nurse
plumber
police officer
politician

psychologist
scientist
shop assistant
soldier
teacher
vet
waiter
waitress

4 58

Places of work

clinic
garage
hospital
laboratory
office
outdoors
recording studio
restaurant
school
shop

Vocabulary, p69

1 60

Jobs in the arts

actor
composer
conductor
dancer
director
film producer
music producer
painter
photographer
playwright
poet
singer
songwriter

2 61

The arts

art
ballet
classical music
concert
exhibition
film
musical
opera
poetry
theatre

CLASS AUDIO SCRIPT

Listening, p72

1b, 2 and 3 62

Speaker: Hello, everyone. My presentation about a famous person in the arts is on the actor and film producer Millie Bobby Brown. You probably know Millie Bobby Brown as the character Eleven from the TV series *Stranger Things*, but what else do you know about her? Most people think that Millie is from the US, but in fact she was born in Spain on the 19th of February 2004. However, she isn't American or Spanish – she's British. Her parents are from the UK, but Millie was born while they were living in Marbella in Spain. The family moved back to the south of England when Millie was four years old. When they were living there, her father got the opportunity to start a business in Florida, so the family moved to the US when she was eight years old. She is the third of four children. She's got a brother and two sisters. When she was performing in a play at school in the US, an agent noticed her. Millie then appeared in several TV programmes before *Stranger Things*. Her first acting role was in the series *Once Upon a Time in Wonderland* – she played a young Alice in Wonderland in two episodes. Millie was nine years old. After that she acted in several TV series, but she nearly stopped acting because she wasn't getting enough work. Then, in 2016, she got an important opportunity – she was living back in the UK, when the *Stranger Things* producer called her about the role of Eleven. This role made Millie an international star. Apart from being an actor, Millie is also a film producer – she produced the Sherlock Holmes film *Enola Holmes*.

A lot of other things make Millie a very special young person: in November 2018, when she was only 14, she became a Goodwill Ambassador for UNICEF. She uses her fame to help people learn about important things like bullying and education for children around the world.

Millie has got over 30 million followers on Instagram and she was also in Time Magazine's list of the 100 most important and influential people! Millie's got a lot of awards for her acting in *Stranger Things*, including two MTV Movie awards for best actor in a show. While she was collecting her awards, she started to cry.

When she isn't working and winning awards, Millie spends time with her family back home in the US. She plays with her dog in the garden and feels like a normal teenager again.

I admire Millie because she is very young, but she's a very good actor and she does a lot of things to help other people. She's already a big Hollywood star. What's next for Millie Bobby Brown?

Developing speaking, p74

2, 3 and 4 63

Drew: Morning, Josh. How are you? How was your weekend?

Josh: Oh, hi, Drew. It was good! I went to the British

International Amateur Film Festival in Stratford-upon-Avon on Saturday. We made a film and entered it in the competition. Remember, I told you about it a few weeks ago.

Drew: Of course. It was with the drama club, wasn't it?

Josh: No – it was with the film club.

Drew: Really? Ah, OK. What was the film festival like?

Josh: Well, the trip there wasn't great – the bus broke down.

Drew: Did it? Oh, no!

Josh: But the festival was really good. We watched our film on the big screen.

Drew: Wow! Did you? Who did you go with?

Josh: My team from film club – Leah, Marcus, Tonia and Harry.

Drew: I see. Did you all have a good time?

Josh: Yes, it was great! We met lots of interesting people and saw some other amateur films.

Drew: That's interesting. Did you meet any famous actors or directors?

Josh: No, not really. Most of the people are amateurs. Some of the judges are professionals, but they weren't famous people.

Drew: What a shame!

Josh: We didn't really go to meet famous people. The good news is that we won in our category – Best entry under 16.

Drew: Did you? That's amazing! Congratulations, Josh.

Josh: Thanks.

UNIT 6

Vocabulary in context, p78

1a 65

Food and drink

apple
beans
biscuit
broccoli
burger
butter
cabbage
carrot
chicken
cream
crisps
cucumber
curry
egg
fish
garlic
grape
honey
jam

lemonade
 lentils
 lettuce
 melon
 milkshake
 mushroom
 nuts
 onion
 orange juice
 pancake
 pasta
 pear
 pepper
 pizza
 rice
 salad
 salt
 sausage
 soft drink
 fizzy drink
 soup
 spinach
 strawberry
 sugar
 tea
 toast
 tomato
 water
 yoghurt

Vocabulary, p81

1a  68

Containers

bag
 bottle
 box
 can
 carton
 cup
 glass
 jar
 packet
 tin

Listening, p84

2 and 3  70

Presenter: Good morning! Today's phone-in is about fast-food adverts. Many people think there shouldn't be any fast-food adverts on children and young people's TV. We've got Katie Wells, a food researcher, on the phone. Hi, Katie. Are there a lot of teenagers who eat fast food because of adverts?

Katie: Hello. There aren't *many* studies, but in 2018, the

charity Cancer Research UK, did some research. They talked to over 12,000 teenagers and found that young people who watch at least three hours of TV a day have over 500 extra cans of fizzy drink or fast-food meals per year, compared to teenagers who don't watch a lot of TV.

Presenter: That's incredible. What should we do about it? Should the government stop fast-food adverts? Here's our first caller. Jasmine, what do you think?

Jasmine: Well, I agree that there are a lot of adverts for fast food – on TV, on the streets, in shopping centres – everywhere. But really, people should decide what they want to eat. The adverts don't make you eat pizza, hot dogs or crisps. Young people have a choice. They can choose to drink a lot of fizzy drinks or to have healthy drinks, for example.

Presenter: Interesting. So you don't think fast-food adverts on kid's TV are a problem?

Jasmine: No, I don't.

Presenter: OK. Thank you. The next caller is Paolo. Do you watch much TV, Paolo?

Paolo: Hi! No, I don't watch TV, but I spend a lot of time online and there are fast-food adverts all over the Internet, too. I try not to look at the adverts because I know burgers and pizzas aren't good for me. But it's difficult when they have a lot of special offers – it's really cheap and young people haven't got much money.

Presenter: Hmm. I see what you mean, Paolo. Perhaps the government should stop companies putting offers on teenage websites?

Paolo: Yes, maybe.

Presenter: Our final caller is Zak. Hello Zak? What's your opinion?

Zak: Well, I agree with Paolo. It's hard not to buy fast food. But sometimes we don't know that we're looking at adverts. We just don't see them.

Presenter: What do you mean, Zak? Can you give us an example?

Zak: Of course. I read about a company called Bite Back 2030, which wants to stop fast-food advertising. In 2019, they asked teenagers from the UK to come to a fast-food restaurant. On the journey to the restaurant, the teenagers passed a lot of adverts for 'triple-dipped chicken' – an unhealthy fast food with lots of fat in it. When they arrived at the fast-food restaurant, they could choose from 50 items on the menu. Every teenager ordered 'triple-dipped chicken' – the one in the adverts. Some of the teenagers said they didn't remember the adverts. It really shows how companies can affect the decisions we make. So, I think that the government should stop all adverts for fast food everywhere.

Presenter: That's really interesting. Thanks for calling, Zak. Now, before we go to our next caller, ...

Developing speaking, p86

2 and 3  71

Maddy: Hey Aiden. Do you see anything you like on the menu?

CLASS AUDIO SCRIPT

Aiden: Hi Maddy. Hmm, yeah there are some nice things on the menu today. And I'm really hungry. But I haven't got much money with me!

Maddy: I want the vegetable rice, I think. It's only one ninety-five.

Aiden: I'd like the baked potato with beans, but it's two fifty. I've only got three pounds, and I want to get a dessert as well. I haven't got enough money.

Maddy: The macaroni and cheese is one ninety-five. You can get that and a dessert.

Aiden: Hmm, I do like macaroni and cheese. OK, I can get that and a chocolate brownie – that's only 75 pence.

Maddy: OK, I'm getting the vegetable rice. Oh, and a small bottle of water – that's 99 pence.

Aiden: Come on, let's go and order.

UNIT 7

Vocabulary in context, p92

1 73

Wild animals

bear
bee
butterfly
eagle
fox
hippo
jellyfish
leopard
lizard
monkey
owl
penguin
rat
rhino
scorpion
shark
snake
tiger
whale
wolf

4 74

The natural world

beach
field
flowers
forest
grass
hill
island
lake

mountain
ocean
plants
river
sky
valley
waterfall

Vocabulary, p95

1a 78

The weather 1

cloudy
cold
dry
foggy
hot
icy
snowy
stormy
sunny
warm
wet
rainy
windy

1b 79

The weather 2

cloud
fog
ice
rain
snow
storm
sun
wind

Listening, p98

2 and 3 80

Speaker: Welcome to this online talk about Jackson Hole, a beautiful valley in the north-west of the US. Many tourists come here to enjoy the mountains, waterfalls and wildlife. In the winter, it is very cold with temperatures down to -50°C degrees Celsius. There's a lot of snow, and the area is great for skiing. Jackson Hole is close to the Yellowstone and the Grand Teton National Parks. In the spring and summer months, when the weather is warm and sunny, people visit the national parks to see the bears, wolves and bald eagles.

Every year lots of animals die on the roads in Jackson Hole in traffic accidents. Accidents with animals are dangerous for the driver and passengers in the car and, of course, for the animals. So, next year we're starting a project called 'Give Wildlife a Brake' to look at how we

can improve safety on the roads in the area. There are already warning signs on the road to tell drivers to drive carefully. Local student Zach Wientjes thought of an idea that uses art – a reflective animal that lights up at night when a car goes past the sign. The project 'Give Wildlife a Brake' will make money for these new road signs, as we believe they will help save both the lives of people and animals. Drivers need to drive slowly, especially in cold and icy weather. If not, tourists won't be able to enjoy so much wildlife in the area.

We are meeting next month to talk about other ways to reduce traffic accidents. One possibility is to build wildlife crossings. These are special eco-bridges or tunnels. Eco-bridges are special bridges that animals can use to cross the road safely. Eco-tunnels go under the road. The first wildlife eco-bridge was in France in 1950. They make things safer for a lot of animals around the world. The local wildlife foundation believes the bridges and tunnels will save the lives of at least 700 animals over 20 years.

Some animals prefer to cross open bridges, but other animals like being in tunnels because they feel safe under the ground. In some countries there are 'eco-links'. These are bridges that have plants and trees on them so they make it easier for lots of animals to cross. It's also important to build the crossing in the correct place.

In areas close to Jackson Hole, the Wyoming Transportation Department recently built six large tunnels to help animals cross the road. However, there aren't any eco-bridges or tunnels in Jackson Hole. We need to decide if this is the correct answer or not. Will animals use the bridges and tunnels? We need to find a solution so that Jackson Hole will continue to be a place where people can enjoy animals in their natural habitat.

UNIT 8

Vocabulary in context, p104

1  82

Personality adjectives

cheerful
confident
generous
hard-working
intelligent
irresponsible
kind
lazy
responsible
serious
shy
tight
unkind

4a  83

Feelings

angry
bored
confused
disappointed
embarrassed
excited
frightened
happy
interested
jealous
relaxed
sad
stressed
surprised
tired
upset
worried

Vocabulary, p107

1  86

Social problems

corruption
crime
cyberattack
homelessness
hunger
pollution
poverty
unemployment
violence

Listening, p110

2 and 3  87

1

A charity organisation called the Trussell Trust recently did a study of food banks in the UK. Food banks are places where people without much money can get free food. Ten years ago the Trussell Trust didn't have many food banks in the UK. Now there are 1,200 of them across the country. One in fifty families used a food bank in the last year according to the study by Herriot-Watt University for the Trussell Trust. Many people who use food banks have an illness or health condition, so they can't work. These people need help to buy food and other important things.

2

Criminals recently attacked the computer systems of an IT company in the UK, the company said yesterday. They tried to read emails with information about customers, including names and other personal details. The company's director, Sarah Wheeler, said the criminals didn't take any information, but she understands why customers are upset. She said that the best thing customers can do is choose a strong password. Online security is one of the most serious

CLASS AUDIO SCRIPT

issues for an IT company, she said. The attack happened two weeks ago and Wheeler says that the company took action immediately.

3

Corruption in European sport is getting worse, says a report from Loughborough University in the UK. The report looked at corruption in 11 European countries between 2010 and 2018. The biggest number of cases was in football, with 47 in total. The lowest numbers were in sports such as hockey, basketball, swimming and running. They only had one case each. The numbers went up a lot during this eight-year period, with two cases in 2010 and 17 cases in 2018. Typical cases of corruption include doping, controlling the results of a sports match and paying money to officials, such as referees, to influence the results of games and matches. The countries with the fewest corruption cases were Germany and Finland.

4

In Lahore, Pakistan, three teenagers are asking for more action to stop pollution. They collected a list of names of people who want a new plan to improve air quality in Lahore. The city has got some of the worst pollution in the world. On the coldest days of the year, the pollution is at its worst. People wear masks in the streets and use machines to make the air quality better in their homes and offices, but many people have breathing problems. The young, the old and people with bad health are the ones who suffer the most from pollution.

Developing speaking, p112

2 and 3b  88

Speaker: This is a picture of a woman and girl in a living room. They are sitting at a table looking at some books in front of them. I think perhaps the woman on the left is the mother of the girl on the right. It looks like the woman is helping the girl with her homework. The woman is talking and the girl is listening. The woman is holding a cup of tea or coffee. They look happy and relaxed. I can see a laptop in the middle of the table and there are some more books and pens on the table, so the girl is probably studying. There is also a glass of juice on the table. In the background, I can see blue curtains. On the left there is a lamp. The curtains are closed and the lamp is turned on, so it's probably night time.

UNIT 9

Vocabulary in context, p118

1a  89

Clothes

blouse
boots
cap
cardigan
coat
dress

hoodie
jacket
joggers
jumper
leggings
polo shirt
shirt
shoes
shorts
skinny jeans
skirt
socks
suit
swimsuit
swim shorts
sweatshirt
tie
tights
tracksuit
trainers
trousers
T-shirt

2  90

Accessories and jewellery

bandana
belt
earrings
gloves
handbag
necklace
ring
scarf
sunglasses
shades
watch

Vocabulary, p121

1  92

Shops

bakery
bank
bookshop
butcher's
chemist's
clothes shop
department store
electrical goods shop
greengrocer's
jeweller's
newsagent's

post office
shoe shop
sports shop
stationery shop
supermarket

Listening, p124

2  93

1

Shop assistant 1: That's ten pounds and nine pence, please.

Customer 1: I thought the T-shirt was nine ninety-nine?

Shop assistant 1: Yes, it is. But the plastic bag costs ten pence.

Customer 1: Oh, right. Have you already scanned it?

Shop assistant 1: Yes, I've just scanned the bag, but I can easily take it off if you don't want it.

Customer 1: Yes, please. I'm actually going to wear the T-shirt now so I don't have to carry it.

Shop assistant 1: Oh, OK. You're welcome to use the changing room.

Customer 1: Thanks.

2

Sara: Hi Jed! Where are you going?

Jed: Hi Sara! I'm going to buy a sandwich from the supermarket.

Sara: I've already been to the supermarket and they haven't got any sandwiches left. Why don't you come to the bakery with me? It's better as they make the food locally.

Jed: Good idea. They sell delicious hot dogs with sausages from the local farm.

Sara: Are you going to have one of them?

Jed: I'm going to buy two of them – one isn't enough. And I'll get a drink from the newsagent's.

Sara: Why don't you get water from school? That means less waste, too.

Jed: Good idea. It saves money, too.

3

Harry: Hi Sophie. Where are you?

Sophie: Hi Harry. I'm in town – in a shoe shop looking for some new trainers.

Harry: Haven't you found any yet? You were looking at trainers online last week.

Sophie: Yes, but I thought it was better to try them on. What are you doing?

Harry: I'm in town, too. I'm in the bookshop. I've just found the book I need for school.

Sophie: Why don't you buy a second-hand one? Lots of people are selling them at school. I'll send you the address for the second-hand bookshop.

Harry: Good idea, Sophie. Thanks. I'll put the book back then.

Sophie: Do you want to meet in the café? I'm meeting

Callum there in fifteen minutes. I saw him earlier in the sports shop.

Harry: OK. I haven't chosen a present for Izzy yet, so I'll see you in about half an hour.

4

Customer 2: Excuse me, please. Where do I put the grapes I want to buy?

Shop assistant 2: There are some paper bags over there.

Customer 2: Oh yes, thanks a lot. I haven't seen paper bags before in this shop.

Shop assistant 2: It's a new system we've started to reduce the amount of plastic. We want to have 50% less plastic in the shop by 2025.

Customer 2: That's a great idea. So will you stop selling them in the plastic boxes?

Shop assistant 2: Yes, and we won't have any plastic bags with fruit or vegetables.

Customer 2: That's great!

Developing speaking, p126

2a and 2b  94

Stall holder: Can I help you?

Customer: Yes, please. Do you sell these earrings in blue?

Stall holder: No, I'm sorry. We don't have them in blue. Anything else?

Customer: Erm ... Oh, how much is this cap?

Stall holder: It's £10.

Customer: What size is it?

Stall holder: Mmm ... it's a medium. You can try it on if you like.

Customer: No, thanks. It's for my sister. I think she'll need a small size.

Stall holder: Sorry, we haven't got any at the moment.

Customer: OK. Thanks for your help.

Stall holder: You're welcome.

UNIT 10

Vocabulary in context, p130

1  97

Creating and inventing

build
compose
create
design
develop
discover
invent
plan
produce
test

4 99

Inventions

digital camera
drone
electric car
fridge
laptop
light bulb
printer
satnav
smartphone
tablet
vaccine

Listening, p136

2 and 3 102

Libby: What are you watching, Zane?

Zane: Hi Libby. It's Mark Rober. Have you seen any of his videos?

Libby: No, who's Mark Rober?

Zane: He's an American engineer, inventor and vlogger. He's really good. He does experiments online. He's got a great imagination. He's got lots of followers on YouTube, you know, people who watch his channel. I think he got 25 million views in one day for one of his videos!

Libby: Really? That's a lot. So what kinds of experiments does he do?

Zane: Well, Mark was an engineer for NASA – he worked on the Curiosity Rover that NASA sent to Mars – so he knows a lot about science. Most of his YouTube videos are about testing popular scientific theories to see if they're true. You know, things like, if you put a grape in a microwave, does it explode? That type of thing – though that wasn't one of Mark's experiments.

Libby: So what's he doing in the video you're watching now?

Zane: He's testing to see if sharks really can smell blood from a long distance. He wants to find the answer to the question: if you cut yourself while you're swimming in the sea, will sharks attack you?

Libby: Oh! That sounds dangerous.

Zane: Well, he did this experiment with the Discovery Channel. As it's a big organisation it was really well-planned.

Libby: I see. So what happened?

Zane: Well, first Mark and the team flew out to the Bahamas, and they travelled on a boat 20 miles out from the coast.

Libby: I guess that's so they were in the middle of the sea – far away from any other people.

Zane: Good point. In the experiment they used four different liquids, a small amount of blood, normal sea water, fish oil and another liquid, which they put into the sea in different places at the same time to see how the sharks reacted.

Libby: Why did they pour four different liquids into the sea? Why not just pour in some blood?

Zane: They used four different liquids to test which ones the sharks swam towards.

Libby: I see. So, if the sharks all go to the blood and not the other liquids, we know that they really can smell blood from a long distance and are interested in it.

Zane: Yes, that's right.

Libby: So what happened? Were the sharks more interested in the blood or the other liquids?

Zane: Do you really want me to tell you? Don't you want to watch it yourself?

Libby: No, I want to know now.

Zane: OK. The results were really interesting. None of the sharks were interested in two of the other liquids, four sharks went to investigate the fish oil and 41 sharks swam towards the blood.

Libby: That's amazing! So now we know: If sharks smell blood, they swim towards it. So what happens next in the video?

Zane: I think you should watch the rest yourself.

Libby: OK. If I don't get home too late, I'll watch the shark experiment.

Zane: Mark's latest project is really cool. It's called hashtag team trees. He's working with another famous vlogger called MrBeast. MrBeast recently got 20 million subscribers on YouTube – that's 20 million people who watch his videos! MrBeast also does experiments like Mark, but he's also very interested in the environment and helping the planet, so to celebrate all those subscribers, he decided to try to plant 20 million trees, using drones!

Libby: Wow! It will really help the planet if they plant 20 million trees. Sounds like a great project.

Developing speaking, p138

2, 3 and 4 104

Liam: Good morning. My name's Liam and I'm going to talk about why vaccines are one of the most important discoveries of all time. Let me explain why. Firstly, vaccines have saved many lives. For over 200 years, they have saved hundreds of millions of people from dying. This is similar to the number of lives saved by people having clean water to drink.

Secondly, if you are vaccinated against certain diseases, you are protected against disabilities. For example, people who catch diseases like measles often have problems with their eyesight afterwards, and sometimes they can't see at all. Vaccines can stop that.

Another thing is that we don't have to worry about getting seriously ill when we have injuries like a small cut anymore. Small cuts on the body could cause illness many years ago. Many people don't know this. Because so many of us are vaccinated, it's not a common worry.

Last but not least, vaccines for some common diseases can save lives and money. When people become ill,

their visit to a hospital can be expensive. If vaccines prevent an illness in the first place, the person doesn't have to go to a hospital for treatment. This is good for the person and for a country's health service.

To sum up, I believe that vaccines are one of the most important discoveries of all time, as they have saved lives and money, and they have improved quality of life around the world.

Exam success Units 1–2, p152

5  ES1

1

Speaker 1: What's your new bedroom like, Fiona?

Speaker 2: It's really nice. There's a new bed and a lovely chest of drawers, but there isn't a mirror.

Speaker 1: I've got one that I don't need. Do you want it?

Speaker 2: Yes! Can I come to your house and collect it tonight?

Speaker 1: Yes, sure!

2

Speaker 3: Do you play the guitar, Daniel?

Speaker 4: Sometimes, but I haven't got much time these days. I'm usually at dance class all day on Saturdays.

Speaker 3: What about on Sundays? You go out with your dad to take photos, don't you?

Speaker 4: That's my brother, and they go on Saturdays.

3

Speaker 5: Do you help your parents around the house, Fatima?

Speaker 6: Yes, I do. My sister usually lays the table while I cook. And my dad washes the dishes.

Speaker 5: And do you like doing that?

Speaker 6: I love it, actually.

4

Speaker 7: Hello there. You look a bit lost. Can I help you?

Speaker 8: Yes, please. Is this the gym? I want to go swimming.

Speaker 7: This is the gym, but there isn't a pool here. You can find a pool at the sports centre. It's next to the stadium.

Speaker 8: Thank you so much.

5

Speaker 9: How's school this year, Colin?

Speaker 10: My teachers are great and I love my history class. Drama is fun too, but I don't like physics very much.

Speaker 9: Why not?

Speaker 10: I think it's quite difficult to tell you the truth.

Exam success Units 3–4, p64

1  ES2

Teacher: Good afternoon, everyone. Thank you for coming to hear about the indoor climbing weekend.

Please don't forget that the dates of the weekend are now different from before. The new date is the 14th of June instead of the 7th, and then we're back home again on the 16th in the afternoon.

As you already know, our climbing weekend is at the Get Fit Sports Centre in Guildford. That's G-U-I-L-D-F-O-R-D.

Please remember to bring comfortable clothing for climbing in, like T-shirts and shorts, but no skirts or jeans.

The cost of the trip is a bit more this year. It's £53 instead of £49, and you can give your money to Mrs Yates, who is the trip organiser.

Now, we normally go by train, but this year we want to go by coach because there isn't a train station near the sports centre

Lunch is at the sports centre. If you have any special dietary needs, please remember to call Mrs Yates and let her know. Her number is 02235 68971. Again, that's 02235 68971. OK, any questions ...

Exam success Units 5–6, p154

5  ES3

Fina: Hey, Dad. My friends and I were talking about what we want to do when we're older the other day.

Dad: You want to be a singer, don't you, Fina?

Fina: No, Dad. I love poetry – you know that! I want to be a poet.

Dad: Ah, right. That's an interesting job! What about your friends, then?

Fina: Well, Omar wanted to be a singer, but our music teacher says that he needs more practice. He's quite good at writing songs and he plays the piano, so now he'd really like to be a composer.

Dad: Ah, OK.

Fina: And Emily wanted to be a playwright for a long time, but now she's into writing stories. She wants to write her first novel before she's 21!

Dad: Wow. Noah's a good writer, too, isn't he?

Fina: Yes, but he's more interested in painting pictures these days – and that's what he wants to do for a living.

Dad: Does Layla know what she wants to do?

Fina: She's thinking about studying dance.

Dad: Ah, right. She's a great singer – I always thought she wanted to do that.

Fina: Well, now she wants to be in ballets when she's older.

Dad: Don't any of your friends want to become a teacher or a doctor or something like that?

Fina: No, most of my friends are interested in careers in the arts. Even Oliver. He says he wants to be a famous star of theatre and film one day!

Dad: Ha, ha! Yes, that sounds like Oliver.

Exam success Units 7–8, p116

1  ES4

1

Speaker 1: This morning was great.

CLASS AUDIO SCRIPT

Speaker 2: It was. The trees were beautiful and I love it when Tess looks so happy. She really loves running through the forest.

Speaker 1: She loves playing with her ball, too. It's too bad we lost it in the river.

Speaker 2: We should take her to the beach tomorrow.

Speaker 1: Good idea!

2

Speaker 3: As many of you know, we have a problem in this town with poverty and homelessness. I was thinking that we could come together and try to help people who have very little money and are living on the streets. The homeless centre already has enough medicine this year, but they still need food. Next week the school will collect anything you want to bring in.

3

Speaker 4: Did you see the weather report this morning?

Speaker 5: No, why?

Speaker 4: Well, it isn't going to snow again like yesterday, but they said it will be very wet out later, so I think I'll take my umbrella when I go out.

Speaker 5: Ah, really? But I was hoping for some sun.

Speaker 4: Anyway, I'll meet you at the restaurant at noon.

Speaker 5: See you there.

4

Speaker 6: Where are you going on holiday this summer, Shawn?

Speaker 7: To Ireland with my family.

Speaker 6: Why did you choose Ireland? Didn't you want to go somewhere warm and sunny like Thailand?

Speaker 7: I know. Thailand is on my bucket list of places to go. But Mum and Dad said Ireland was much cheaper than Thailand.

Speaker 6: Ah right. How long are you going for?

Speaker 7: My mum's only got a week off from work, but it's fine.

5

Speaker 8: Hi, Eliza. How was Claire's birthday party?

Speaker 9: It was good fun, much better than last year. Everyone was having a good time except for Marty.

Speaker 8: That's too bad. Why was that?

Speaker 9: Chris wasn't there so he said he was bored. No one to dance with, I suppose. You know how he can be sometimes.

Speaker 8: Yes, I do.

Exam success Units 9–10, p156

3 

Petra: Hey, Oscar! I sent you a text on Saturday afternoon, but you never wrote back!

Oscar: Sorry, Petra! I was at home in the morning, but I was busy all afternoon and evening, and I never look at my phone!

Petra: Oh, so what did you do on Saturday, then?

Oscar: I went to do some shopping with my dad, actually. But before

that I was at Toni's house for about two and a half hours. Then I went to the high street shops at around 5 and I didn't get back home until quarter to 8.

Petra: What did you buy?

Oscar: Well, we were looking for a new tie for school but we didn't find one. And I need a belt for my gran's birthday party, but there wasn't one that I liked. Do you remember I told you that I've got a new weekend job at the cinema? Well, we bought some black trousers and a white shirt for that.

Petra: Haven't you already got black trousers and a white shirt?

Oscar: No, I've got some blue trousers and the only white shirt I've got is a bit too small. Anyway, the new trousers and shirt weren't expensive. They're not really that comfortable but they were on sale, so they were quite cheap.

Petra: Did you buy anything else?

Oscar: We did. It's Adam's birthday next month. Remember? He said he wants a selfie stick or a T-shirt. But I found that new comic that he's talked to us about, so I got him that. I know he hasn't read it yet.

Petra: Oh, that's brilliant! He'll love that. I haven't bought anything for him yet. Should I get him a scarf?

Oscar: I think Lori already bought him one, and Tom already got him some sunglasses. So what about a cap for his trip to Australia?

Petra: Hey, that's a good idea. He'll need it for the sun. Thanks!

CLASS VIDEO SCRIPT

UNIT 1

Great Learners, Great Thinkers p18

2, 3a and 3b 

Sophie: Hey, it's Sophie, and today I want to try something a little bit different. I've never done this before so ... I hope you like it!

So, I wrote down three things that I want to get done this month.

Because, at least for me, it's the beginning of a new academic year which always means that there are tonnes of things you have to do ... and that you have to think about, and I just thought that taking you guys along with me would maybe help me to actually get these things done.

The first thing that I want to do this month is to study for the JLPT. The JLPT is the Japanese Language Proficiency Test, which is just a test that tests your level of Japanese!

My second goal for this month is to find a place where I can go horseback riding. In the two years that I've lived here already, I just never managed to go and search for a place where I could do horseback riding again.

And then the last thing that I wrote down on my little list is to start taking driving lessons to get my driver's licence. I hope I can find a driving school here that offers English driving lessons ... and just start to drive.

So, these are the three things that I want to get done this month and, yeah! So we'll see how much I'll actually do.

I actually didn't study as much Japanese as I wanted to. I just couldn't find the time and energy every single day. So yeah, the 'study Japanese' goal will stay on here for November as well.

So my second goal was ... let me check ... to find a place where I can go horseback riding here in the Netherlands. We had the most beautiful weather here for the past few weeks, so I went for a walk and I found this small stable with just a few horses, and they had a phone number on one of the gates. But I don't think they speak English and I can't speak any Dutch. And also my teacher back home in Germany, she's started offering lessons on Saturdays now, so I am going to take lessons on Saturdays when I am in Germany for the weekend.

My third goal for this month was to finally start my driving licence and I actually had my first driving lesson last Thursday and it was so much fun! I'm doing my lessons here in German because Dutch people are amazing and they can speak so many languages.

So yeah, I'd say all in all this month went pretty well – and I hope I'll see you in the next video!

UNIT 2

Great Learners, Great Thinkers p30

2 and 3 

Narrator: We all need to choose how and where we live. Different people need different things. Some people need less than others.

Hannah: I'm Hannah and I live in my van full-time.

Narrator: Hannah is a student. She didn't want to pay expensive rent in the city, so she moved into her van. She has a simple life, but some things are still very important to her.

Hannah: We always say that there's certain things that make it really comfortable and really liveable, so being able to have heat, water, being able to cook your food. It's really good. I do really like it.

Narrator: Hannah loves yoga, which can be difficult living in a van.

Hannah: It's funny. People always ask me, they're like, 'do you have room to do yoga in here?', I'm like, 'yeah I do, actually'. I get a little bit done in here; it's better when it's warmer and I can get outside.

Narrator: Hannah's home is comfortable, but very small. She tries to save space in any way she can.

Hannah: This plant shelf is probably my favourite thing in the van. Table, which actually doesn't get used as much as it should do. And then, a little shoe rack next to the fire. This shelf, I didn't think we needed this shelf when we added it, but as you can see, it's got filled up with stuff very quickly.

Narrator: One problem for Hannah is not having a bathroom.

Hannah: In the city there are, really conveniently, loads of public toilets on the beach.

Narrator: She has to find places to shower, too.

Hannah: I normally shower in either the gym or the climbing wall, so it makes me go climbing and to the gym five days a week.

Narrator: Living in a van isn't for everyone, but it works with Hannah's hobbies.

Hannah: It's really nice to get out and go for a run, or go to the gym, or go climbing, yeah it makes me spend so much more time outside and more time doing the things I like doing.

Narrator: But doing lots of exercise is not the only thing that Hannah likes about her home.

Hannah: The best thing about being in the van, actually, is if you're being very lazy you can reach everything and make tea from being in bed.

UNIT 3

Great Learners, Great Thinkers p44

2 and 3 

Narrator: Is sport just for fun, or can it be a job, too? For this young man from Senegal, in Africa, it's both. And it makes him very happy.

Khalil: My name is Khalil Ndiaye. I'm 16 and I started doing inline skating when I was two.

Narrator: As a boy, Khalil always loved skating. It all started when his father gave him a pair of inline skates. And today, Khalil and his father still practise together. Khalil always listens to his father and learns from him. Khalil trains in the Senegalese capital, Dakar. He has a lot of competitions there. Khalil has got a lot of awards from his inline skating competitions. As the number one Senegalese champion, a lot of countries now invite him to take part in their competitions.

At first, he was the only African in the skating competitions. And he travelled alone. But after some time, he met more people and things got better. Last year, he went to an important competition in Paris with some of the world's best skaters and he really improved. Khalil works very hard to be the best skater he can be. He finished seventh in the Junior Category in Paris ... and he was very happy about that.

Khalil is planning to compete in the World Championships in the future. He's happy to be a skater. He likes how he feels when he skates and it keeps him fit and active. Inline skating is not just a job for Khalil, it's his passion!

UNIT 4

Great Learners, Great Thinkers p56

2b and 3 

Narrator: Timothy Allen is a photographer who enjoys travelling, but not like most people.

He wants to do more than just see other cultures; he wants to live like them to really understand them.

This spring, Tim and a team of photographers are in Mongolia. They are joining a Kazakh family on their long journey from their winter home to their summer home.

The Kazakhs make this journey every year. The travellers and the Kazakhs will travel for five days with 1,000 animals.

Tim: So, it's the first morning and today we are all heading off. I'm really excited and I can't wait to get on the road now.

Narrator: For the five nights of the journey, the travellers sleep in Kazakh tents, called gers. They're not exactly hotels, but the gers stop the wind and snow.

Some of the travellers go first to make the gers while Tim's group travel more slowly with the animals.

Tim: Quite incredible really, they're gonna be moving four gers 30 km ahead of our next camp each day. One of the gers is down and just a few things left. The other one's nearly down. There's two more to go after that.

Narrator: This is day two – it's getting pretty cold, it has to be said.

Even on sunny days the temperature can be -40 degrees, but they must keep the animals moving.

The animals are very important to the Kazakhs. They look after goats, cows, horses and camels, and use eagles to catch their food.

They make this long journey so the animals have grass to eat.

Finally, they arrive at their summer home.

Woman: Ahh, it's beautiful!

Tim: Hello!

Narrator: For Tim, this difficult and amazing journey was a trip to remember. Would you like to go on a holiday like this?

CLASS VIDEO SCRIPT

UNIT 5

Great Learners, Great Thinkers p70

2 and 3 

Narrator: The world of robots. This robot was part of a technology fair in Paris recently. Here, people are admiring some of its amazing abilities. But can robots really do everything humans can do?

This one's trying! But one of the robots at the show was particularly special. It was called UBO. UBO is the nurse of the future. It has three main functions. It can monitor people's health, it can look after the elderly and it can warn family members if there is a problem.

Presenter: It will survey the mood of the person. It will survey the activity. If the elderly comes with no activity, it will alert you. So it's really like a nurse at home, you know?

Narrator: More and more robots are working in customer service jobs. And they are quickly replacing people. Like this one, for example. Can you guess what it is? It's a cinema ticket machine! You can buy cinema tickets from it. It can interact with you like a real person.

Presenter: They claim that it's 30 times more interactive than a standard ordinary ticket machine. Do we really want to interact with a robot when we go to the cinema? I'm not so sure.

Narrator: And here's another customer services robot. This one is from China. It helps you in the supermarket. It's a shop assistant. The robot's designer is explaining why it's so small – so people aren't afraid of it!

This tractor robot is less interactive. But it can help on farms, as a farm worker.

And this robot does the job of a delivery driver. Are robots the new workers of the future?

Perhaps for some jobs, but not all. These robot fish were at the show, too. There aren't any human jobs they can do. They're just fun to watch!

UNIT 6

Great Learners, Great Thinkers p82

2 and 3 

Narrator: Who are these women? And what have they got in common? They're all using an app that helps people in their neighbourhood. It's called OLIO and it's an app that fights food waste.

At the end of every day, restaurants and cafés throw away huge amounts of perfectly good food. But this woman goes to local businesses to collect this extra food so it doesn't go into the rubbish bin.

Café worker: Three large loaves, a seeded bread and a focaccia is in there as well.

Poppy: Brilliant!

Narrator: And her work is making a difference. The idea is to collect the food and then give it back to the community. And this means no food waste. In the UK, seven million tonnes of food and drink go into the bin each year.

There's now somewhere for this extra food to go and feed the people who need it. It starts with taking a photo of the food. And then people in the area can request the food item ... for free! If people like the food they see, they send a message and come to collect it at the house.

People are also sharing their own food. If they don't need it, they put it on the app.

This student is saving money on ice cream. She's a big fan of the app.

Student: So I'm a student, so this way I get the free food so I can spend five pounds a week for my groceries.

Narrator: A small team in London runs the OLIO app from their home. People in 32 countries use the app now. They have shared about half a million food items. The app is helping students, families and the elderly. The app works so well because it gives people a choice. And it helps to build relationships in the community.

UNIT 7

Great Learners, Great Thinkers p96

2a, 2b and 3 

Narrator: Deep in the Kalahari Desert in Africa lives a curious animal ... the meerkat!

Scientists from the UK want to find out more about meerkats. They want to answer questions like: How do they communicate? Where do they sleep? What do their homes under the ground look like?

But how are they going to find these things out? Not with a camera this big!

This camera is the right size.

They're looking for a meerkat to put the camera on. How about this one? She seems friendly.

Now the difficult part. How is this scientist going to be able to put the camera on her? This meerkat is too fast! These animals are difficult to control! It's going to take some time and a lot of patience, but then ... success! And this one's ready to go! Now we can watch her race through her day.

The scientists can see what she's doing and where she's going on their laptops. They've got a perfect view of her meerkat world. She's looking for food – she's got a grub. She's taking the insects to her babies. Next, a quick play fight with a friend ... and now she's looking for food again.

Finally, she's back with the whole family.

Tomorrow, the scientists are going to try and see the meerkats in their homes underground with special night cameras. But for now, it's the end of another busy day for the family of meerkats in the Kalahari Desert.

UNIT 8

Great Learners, Great Thinkers p108

2 and 3 

Heidi: The first thing that they want you to do is look at: 'what is a problem in our community, related to the climate?'

Andrew: This summer has been so terrible with the fires, that I think we should look at fires.

Heidi: Then you have to find a global connection, which is someplace else in the world that has a similar climate to us or a similar problem.

Andrew: Our global connection is Spain because they have the same climate. They don't receive a whole ton of rainfall and they have a huge problem with wildfires over there.

Heidi: After you've done that they want you to think about a solution.

Narrator: Their project, called 'Forest Guard', is a system to detect fires as early as possible. The idea is to install cameras in the forest that use solar energy. They're connected to the Internet so anyone can see when there is a fire and call the fire brigade.

Faith: This enables the public to be the forest guards, to keep our forests safe.

Narrator: They won first place in the regional and state climate competitions and were selected to go to the international competition in Copenhagen.

Drew: One of the teams is from Australia, one is from Germany, one is from Mexico City and one is from Idaho.

Narrator: Every group had an idea to fix a real problem using technology.

Alejandro: Anyone can be a Forest Guard by installing this free screensaver on their computer. It randomly gets the live images from the cameras in the forest and displays them on your screen. Thousands of people all over ...

Faith: Excuse me! I hate to interrupt your speech, but I think there's a fire in this picture!

Narrator: But only one group can win first prize, and see their project built in real life.

They did it! Now they have the chance to work on their idea with real engineers. These impressive young people have shown they are ready to build a better future for themselves.

CLASS VIDEO SCRIPT

UNIT 9

Great Learners, Great Thinkers p122

2 and 3 

Narrator: Ade Adepitan is on an adventure. He's travelling to Ghana to find out what happens to all the second-hand clothes people from Europe don't want.

Ade Adepitan: Oh my word. That shirt that you gave away last week, or those trousers or those unwanted shoes have ended up here.

Ade Adepitan: Is it good stuff?

Salesperson: This is the best quality.

Ade Adepitan: Ralph Lauren, wow!

Ade Adepitan: Even though we give away our second-hand clothes for free, some of the world's poorest people pay good money for them.

Ade Adepitan: Why don't you buy Ghanaian clothes? Why are you only buying second-hand European clothes?

Customer: I don't have money. Money is small.

Customer: In Twi: I personally like second-hand clothes because they are ready to wear. You just iron them and wear them.

Narrator: Ade meets some locals who spend their time making changes to the second-hand clothes.

Ade Adepitan: So what's going on here? Excuse me, sir. Could you tell me what you're doing, please?

Factory worker: I'm ironing.

Ade Adepitan: Ironing?

Ade Adepitan: You've gotta love this place. There's a guy just over there who's turning trousers into skirts. You've got this guy here, who's adding dye to jeans, making old second-hand jeans look brand new. You've got this guy who's ironing. You've got a whole mini-factory all based around second-hand clothing.

Narrator: Ade travels to the countryside where he speaks to an historian about the cultural importance of traditional clothing in Ghana.

Osei Bonsu: There were times that we could not read and write and so we were keeping our history in the clothes that we wear.

Ade Adepita: So, are traditional prints still as popular, not just Kente, but the traditional clothing?

Osei Bonsu: Second-hand clothing brought in from Europe and America, it's cheaper, far cheaper. If we are not very careful, some time, somewhere, some day we will have to ... we will not see some of our own things any more.

Narrator: Ade travels to the city to find out what people there think about traditional clothing.

Ade Adepitan: Can we have a show of hands, right, if you were going out on a Saturday night ... how many of you here would wear traditional clothing? On a Saturday night?

Office worker: To impress, definitely. A couple of years back it was cool to be only European. Now, it's cooler to be African.

Narrator: Ade discovers that even if second-hand European clothes are popular, it's much cooler to be African.

UNIT 10

Great Learners, Great Thinkers p134

2 and 3 

Narrator: Traffic is a problem in most countries, but here in India, it's a big problem. So what are people doing about it?

New inventors are thinking of ways to solve the problem, and they're building their own cars to do it. This car was made by one of these new inventors and it doesn't have a driver! It's not an easy journey, but it works!

The inventor of this driverless car is Sanjeev Sharma and the car is designed especially for India's roads. The roads can be difficult to drive on, but his invention should help. His car can navigate the roads and the traffic. This is not easy because in India you never know what the traffic will be like from day to day. Sanjeev is driving the car because there is a problem with his invention today. This sometimes happens, especially because this inventor has made this car himself. Normally, these cars are built by big companies. His invention is special because the car can navigate the roads without maps. It also uses a mathematical formula to avoid traffic. This is important in India because traffic is different every hour of every day.

Another invention which is now popular in India is Driveri. It's designed specifically for lorries. Driveri is a clever 'back-seat' driver. It measures orientation and acceleration. And it has 4G and artificial intelligence. It learns what's safe and what's dangerous on the road around the driver. It's helping Indian lorry drivers drive better. It works like a video game so it's easy to use. The invention monitors what the driver's doing and compares it to what the other objects on the road are doing. This makes the drivers safer on the road, especially at night.

Both the driverless car and inventions like Driveri are helping India's roads become less dangerous and easier to drive on. With more and more cars on the road, inventions like these are going to be important for drivers in the future.

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