

OWN IT! 1

A2 Key test content in *Own It!* Level 1 has been checked
by Cambridge Assessment English for accuracy and level.

TEACHER'S BOOK

WITH DIGITAL RESOURCE PACK

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Welcome to *Own it!*

'It's your world, so *OWN IT!*'

Welcome to *Own it!*; the course which ensures your students are confident and future-ready through a combination of global topics, collaborative projects and strategies to develop learner independence.

While developing *Own it!* we spoke with teachers and students around the world to identify their top priorities in the Secondary classroom ...

I'd like to do project work with my students, but it can be too time-consuming to plan.

Merve, Turkey

Project Work

Collaboration is a key strand of this course. *Own it!* includes a CLIL project in every even-numbered unit of the *Student's Book* and a *Culture Project* for every odd-numbered unit available in the *Teacher's Resource Bank* online. These are accompanied by a *Project Book* with step-by-step guides and practical tips for teachers.

For more information: Pages 6, 7 and 25

I want my students to become more independent learners.

Maria, Spain

Learn to Learn

The *Learn to Learn* feature of the course is designed to introduce students to vital learning strategies and techniques which will help them become more independent learners, all aligned to the *Cambridge Life Competencies Framework*.

For more information: Pages 6, 7 and 24

İleri Bilim Koleji,
Turkey

7

A WORLD OF CELEBRATION

LEARNING OUTCOMES
I can ...

- understand texts about a folk tale and volunteering at a music festival
- invite someone to a party
- write an email to a friend
- understand how to use the past perfect and reported speech
- talk about festivals and live music
- mark word stress, predict information and identify and understand prefixes and suffixes.

Start it!

- 1 Look at the photo. Would you like to go to this festival?
- 2 Before you watch, what kind of things do people celebrate at festivals?
- 3 When was the first Snowbombing Festival? Watch and check.
- 4 What is your favourite festival? Describe it.

Watch video 7.1

82 A WORLD OF CELEBRATION | UNIT 7

YURI'S NIGHT PARTY p85
Language in action 7.2

p87
Language in action 7.3

Everyday English 7.4 p88

Globetrotters 7.5 p90

I want my students to feel that they belong to the world; that they are global citizens.
Itana, Brazil

Global Topics

Own it! has a global, cultural focus, with topics from traditional dress to unique festivals. The documentaries and the *Around the World* pages bring these global topics to life, exposing students to different countries, and asking questions which encourage students to think about the differences between their culture and other cultures.

For more information: Page 23

I need resources and support to manage students of different levels in the same class.
Andrés, Ecuador

Mixed-ability support

In *Own it!* there is extensive support for teachers with mixed-ability classes, including:

- graded Workbook activities
- suggestions for differentiated activities
- an entire Project Book guiding teachers through each project
- graded grammar and vocabulary worksheets

For more information: Page 27

I want a variety of videos that will help me to engage my students with the topic and see the language being used in a meaningful way.
Antonio, Mexico

Teen-friendly videos

Own it! includes four to five videos per unit made especially for this course. As well as documentaries, there are *Language in Action* and *Everyday English* videos designed to appeal to the teenage learner.

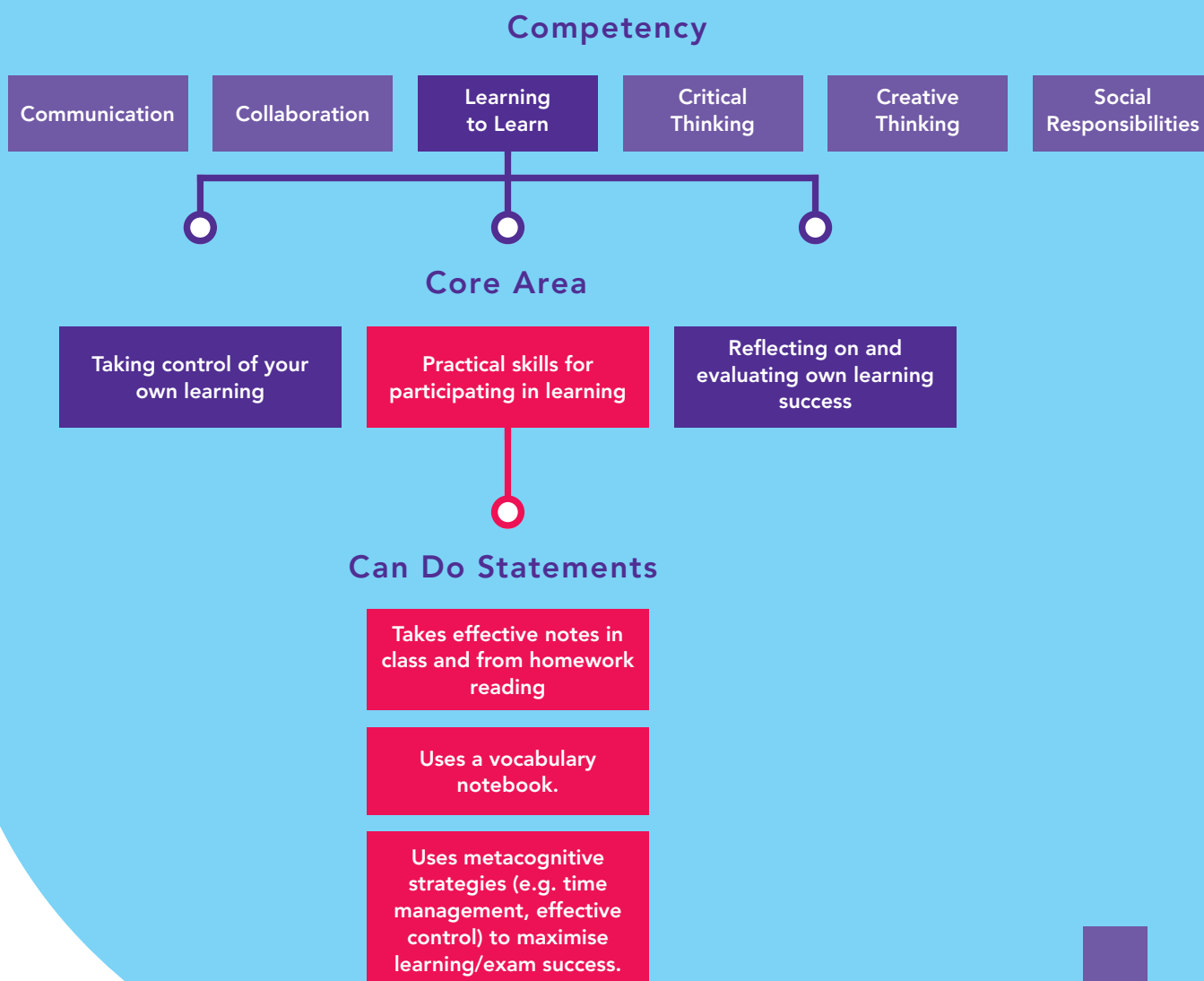
For more information: Page 26



Cambridge Life Competencies Framework

How can we prepare our students to succeed in a world that is rapidly changing? We need to help students develop transferable skills, to work with people from around the world, to think creatively, to analyse sources critically and communicate their views effectively. How can we teach these skills alongside language?

In response to these questions, we have developed the *Cambridge Life Competencies Framework*. This Framework underpins the syllabus for the *Learn to Learn* pages and the collaborative project work in *Own it!*, helping teachers recognise and assess the many transferable skills that the course develops.



Learn to Learn

These core areas are developed in the *Learn to Learn* feature which appears throughout the unit and in the *Learn to Learn* page at the end of each unit.

This page from Level 1 Unit 1 helps students organise their notebook by encouraging them to look at an example of a notebook, compare it with their own, and finally, reflect on how theirs could be improved.

Project Work

The *Collaboration* competency of the *Cambridge Life Competencies Framework* also plays a huge part in the course, through projects in the *Student's Book* and in the *Teacher's Resource Bank* online. All of which have extensive support and guidance in the *Project Book*.

This project from Level 1 Unit 6 asks students to analyse some of the key features of a model project before planning and creating their own. Finally, they can evaluate other groups' tasks.

LEARN TO LEARN

LEARN TO ... ORGANISE YOUR NOTEBOOK

It's important to organise your notebook to help you to find your notes and study for exams.

1 Ask and answer with a partner.

- Have you got a notebook?
- Is it for all your subjects or for English only?
- Are your notes easy or difficult to read?

Look at Omar's notebook. Match 1-4 with a-d.

- Today's vocabulary ...c.
- Today's date ...
- Today's homework ...
- Today's grammar ...

3 Look at Azra's notebook. Is her notebook different from Omar's? How?

Verb be		
Affirmative	Negative	Questions
I'm from Turkey	I'm not from Turkey	Am I Brazilian?
She's my sister	She's isn't my sister	Is she Mexican?
He's my brother	He isn't my brother	Is he from Ecuador?
We're at school	We aren't at school	Are we in?
They're my cousins	They aren't my cousins	Are they at school?

4 Ask and answer with a partner.

- What is good about Omar's notebook? What is good about Azra's?
- What are some other ways to organise a notebook?
- Which is your favourite why? Why?

OWN IT!

5 Discuss with a partner. Decide how to organise your notebook.

a 23 September

b

have got
I / you / we / they have / haven't got
he / she / it has / hasn't got

c

Family members	
dad	mum
husband	wife
brother	sister
son	daughter
uncle	aunt
nephew	niece
grandad	grandma
grandson	granddaughter
cousin	cousin

d Learn the family words from Unit 1.

Back To School!!

UNIT 1 | FRIENDS AND FAMILY 21

THE PE PROJECT

An information leaflet

- Look quickly at the leaflet. Circle its purpose.
 - to give directions to a sports club
 - to give information about a sport
 - to give transport times
- Read the leaflet and make notes on the ideas in the box.

What?	When?	Where?	Who?
Equipment	One of the rules	One of the benefits	
- Read the leaflet again. Are the sentences T (true) or F (false)?
 - You need some special equipment to play streetball. ...F
 - There are sometimes ten players in a game of streetball. ...
 - You can't touch the ball with your hands in streetball. ...
 - Some sports are more expensive than streetball. ...

How to design a leaflet

- Read the tips about designing a leaflet. Circle the ones you think are good pieces of advice.
 - Use serious colours, not bright ones.
 - Use photos and a map.
 - Make sure the people are not smiling in the photos.
 - Include contact details.
 - Choose a clear font (if you're using a computer) or write neatly.
 - Include everything you know about the sport.
- Listen to the advice and check your answers to Exercise 4.

STREETBALL

WHAT IS IT?
It's outdoor basketball in your local area.

WHERE AND WHEN?
We meet every Tuesday at 5.30 pm at the West Avenue basketball court. Come along and join us.
Find us here:

WHO?
Everyone is welcome! You don't need to belong to a team and you don't need special training.

WHY NOT COME ALONG AND MAKE NEW FRIENDS?

Equipment
We've got a basketball and nets. Just bring yourself and your trainers!

Teams
• A team can play with only two players but there are never more than five.

Rules
Different streetball games have different rules, but these are ours:
• Players can bounce, throw and catch the ball.
• When you score, your team gets one point.
• After you score, your team keeps the ball.
• A team wins when they score 7 points.

BENEFITS
• It's free!
• It's a great way to get fitter and healthier!
• The matches are faster and more exciting than normal basketball.
• It's great fun!

FACT
Bucharest is the unofficial streetball capital of the world! Every year more than 1,000 streetball players travel to the Romanian capital city and play in a streetball competition.

PLAN
6 Work with a group. Choose a street sport or another sport and find out information about it. Complete the steps below.
• Decide on the information you want to include.
• Decide and choose the photos and illustrations to include.
• Draw a rough plan of the layout of the leaflet.
• Make a first draft of your leaflet.
• Discuss how you can improve your first draft.

PRESENT
7 Prepare your final leaflet and present it to the class. Remember to include facts about your sport, photos, illustrations and maps, and the tips in *How to design a leaflet*.

CHECK
8 Look at your classmates' leaflets and complete the notes.
Which sport is the most interesting?
Which leaflet has the best design?
Which sport do you want to try? Why?

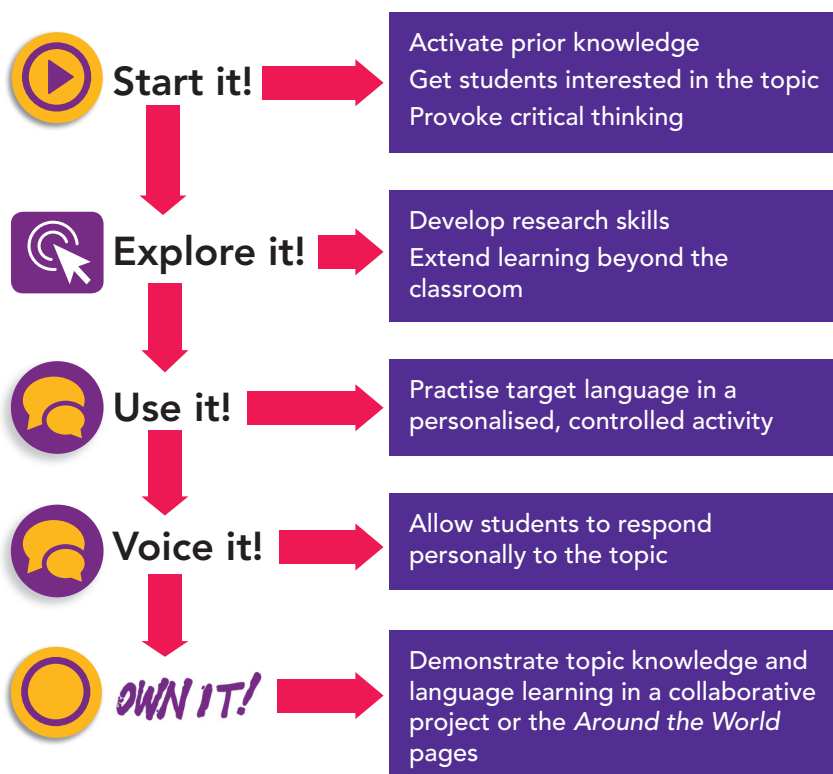
Any questions?
Contact Greg at gregscott@gmail.com.

UNIT 6 | SPORT FOR LIFE 79

For more information about how *Own it!* correlates to the *Cambridge Life Competencies Framework*, go to pages 28 and 29.

Student's Book Unit Visual Guide

Every unit in *Own it!* takes students on a journey from 'starting it' to 'owning it'! Students are gradually introduced to the topic and target language through a variety of scaffolded activities that build their confidence and encourage independent learning. Vibrant videos, readings and listening texts show language in context, allowing students to respond personally and work collaboratively. The *Own it!* projects or *Around the World* pages at the end of the unit give students the opportunity to consolidate and demonstrate all their learning in a fun, personalised way.



The unit journey is underpinned by the *Learn to Learn* strand which supports the development of vital learning skills, and the *How to ...* feature which provides useful tips for completing project work successfully. These features support students on their journey from *Start it!* to *Own it!*



Learning outcomes clearly show unit aims at a glance.



Start it!

Start it! begins the unit with a striking image and documentary. The questions provoke curiosity, activate prior knowledge and get students thinking critically.

Explore it!

Explore it! is a guided activity to help students develop research skills and extend their learning beyond English.

Use it!

Use it! gets students practising and producing the target language, often in a personalised way. The activity builds student confidence by giving them the opportunity to prepare what they want to say before speaking.

Animals with a Difference

Snowflake
From 1964 until 2003, there was a special gorilla in Barcelona Zoo. His name was Snowflake, and he was born in Africa. Snowflake was a celebrity in the zoo. He wasn't the same as the other gorillas because he was white. He was the world's only white gorilla.

Nómade
In the 1990s, in Mozambique, southern Africa, a baby elephant was born without tusks. Her name was Nómade. Her 11 sisters were born without them, too. In the 1930s, there weren't many African elephants without tusks, only 1%. But in some areas of Africa today, 98% of female elephants are born like this.

Artico
In 2004, a Bengal tiger called Artico was born in a wildlife centre in Alicante, Spain. But Artico wasn't like his parents. He was white with no stripes, but his parents weren't. They were orange with black stripes. Today, there are only about 20 Bengal tigers without stripes in the world.

84 AMAZING ANIMALS | UNIT 7

READING Fact files

- Tell your partner two things you know about gorillas, elephants and tigers.
- Look at the photos. What is different about Snowflake, Nómade and Artico?
- Read the text and the fact files. Check your answers to Exercise 2. Find out two things about each of the animals.
- Read the sentences and write R (right), W (wrong) or DS (doesn't say).
 - Gorillas build nests. R
 - Elephants can hear with their feet. _____
 - Tigers are heavier than gorillas. _____
 - All tigers look different. _____
 - Only female elephants are born without tusks. _____
 - Gorillas are the heaviest animal. _____
 - There are more than 20 Bengal tigers without stripes. _____
- Find words in the fact files for each of these categories. Think of two more words for each category.

Animals: gorilla

Things animals eat: _____

Habitats: _____

VOICE IT!

Why do you think ...

- tigers have stripes?
- gorillas build a nest every night?
- some elephants are born without tusks?

85 AMAZING ANIMALS | UNIT 7

AFRICAN ELEPHANT FACT FILE

WEIGHT Up to 6,000 kg
HABITAT African savannah and forests
FOOD Grass, leaves, trees, fruit and plants
FACT Elephants use their feet to listen.

BENGAL TIGER FACT FILE

WEIGHT Up to 220 kg
HABITAT Forests and mountains in South-East Asia
FOOD Deer, buffalo, antelopes and other animals
FACT There aren't two tigers with the same stripes.

GORILLA FACT FILE

WEIGHT Up to 270 kg
HABITAT African forests and mountains
FOOD Fruit, leaves and plants
FACT Gorillas are the largest mammals to build nests. They make a new nest every night.

LANGUAGE IN ACTION

was/were, there was/were

was/were	there was/there were
His name ¹ was Snowflake.	There ² was a special gorilla in the zoo.
They ³ were orange with black stripes.	There ⁴ were lots of elephants in the zoo.
Artico ⁵ was like his parents.	There ⁶ wasn't another gorilla like him.
Were Artico's parents white? No, they ⁷ weren't.	Were ⁸ there other white gorillas? No, there ⁹ weren't.

1 Complete the examples in the table above. Use the text on page 84 to help you.

2 Find information in the text to correct the sentences.

- Snowflake and Artico were black. They weren't black. They were white.
- Snowflake was from Barcelona. He
- Nómade was born in Spain. She
- Nómade was an Indian elephant. She
- Artico was a lion. He

3 Complete the text with was(n't)/were(n't) or there was(n't)/there were(n't).

GIANT DRAGONS!

In the past, on the Island of Flores, ¹ there were animals like elephants. But ² one difference: they ³ were very small. ⁴ people on Flores? Yes, ⁵ but they ⁶ were only about one metre tall. That's the size of a three-year-old! And their brain ⁷ was the size of an orange!

UNIT 7 | AMAZING ANIMALS 85

Voice it!

Voice it! is a thought-provoking speaking activity which asks students to give their personal response to a reading or listening text, encouraging critical thinking.

LANGUAGE IN ACTION VIDEOS

These videos show teenagers using the target language in context, in a teen-friendly vlog-style, plus an interactive grammar presentation, perfect for flipped classrooms.

VOCABULARY AND LISTENING

Adjectives

1 Circle words to describe photos 1–6. Listen, check and repeat. Can you guess the meaning of the other adjectives?

2 Write opposite adjectives from Exercise 1 for the words below.

1 short	long
2 light	
3 huge	
4 quiet	
5 safe	

3 Think of three animals. Write two sentences to describe each one. Tell your partner. Can they guess the animal?

It's quiet and fast. It sometimes lives in houses. Is it a mouse?

A podcast

4 Discuss the questions with a partner.

- What can parrots do?
- Are parrots good pets? Why / Why not?

5 Listen to the podcast and circle what it's about.

- A hungry parrot
- An intelligent parrot
- A dangerous parrot



LANGUAGE IN ACTION

Past simple: regular and irregular verbs

Regular verbs	Irregular verbs
They ¹ lived in Denver.	Meagan had a pet parrot.
They ² together at college.	Meagan didn't ³ any children.

1 Complete the examples in the table above.

2 Complete the sentences. Correct three of the facts about the listening on page 86.

- ... didn't hear (not hear) Willie.
- ... (not make) Hannah toast.
- ... (leave) the toast on the table.
- ... (see) Hannah's face was blue.
- and Willie life. (not save) Hannah's

3 Complete the text. Listen and check.

A Croc's Best Friend

Gilberto 'Chito' Shadden was a fisherman from Costa Rica. One day, he ¹ saw (see) a crocodile in the river. It ² (have) an eye problem, so Chito ³ (decide) to take the crocodile home. He ⁴ (feed) the crocodile and ⁵ (give) it medicine. He called it Pocho. Chito ⁶ (not leave) Pocho, and at night they ⁷ (sleep) in the same room. When Pocho was healthy again, Chito ⁸ (take) him to the river. But Pocho ⁹ (not want) to stay in the river, so he ¹⁰ (follow) Chito home! Pocho and Chito ¹¹ (become) best friends until Pocho ¹² (die) a few years ago.

4 Write sentences with ago. Change the words in bold so that the sentences are true for you. Work with a partner and say your sentences. Are any the same?

- This lesson started forty-five minutes ago.
- I / get up / four hours
- I / start / school / seven years
- I / have / lunch / an hour
- I / meet / my English teacher / six months

5 Write three true and three false sentences about you. Use the past simple and past time expressions. Guess which are true and which are false?

I went to Brazil on holiday last week.

False! You were at school last week.

UNIT 7 | AMAZING ANIMALS 87

LEARN TO LEARN

Listening to listen

6 Underline the question words in Exercise 7. Listen again and answer the questions.

- How old was Hannah?
- Who was really noisy?
- Who wasn't at home on the day of the story?
- Why was Hannah's toast on the table?
- Where was Meagan when Hannah ate the toast?

8 Work in pairs. Take turns to tell the story.

There was a parrot.

There was a little girl called Hannah.

LEARN TO LEARN

Learn to Learn introduces students to vital learning strategies and techniques, which will help them become more independent learners, all aligned to the Cambridge Life Competencies Framework.

Plan, Write and Check

The scaffolded approach of the speaking and writing pages builds students' confidence by giving them time to prepare before they speak and write. The *Check* stage encourages self-assessment, a key step towards learner independence.

SPEAKING
Talk about a day out
Listen to the conversation. Where was Martha yesterday?

DANIEL Hey, Martha. How was the school trip yesterday?
MARTHA We went to a safari park. Really?
DANIEL It was amazing! Were there any elephants?
MARTHA Yeah, there were, but I didn't see them. I can't believe you didn't see any lions?
DANIEL Yeah, there was a family of lions. One of them looked inside our car.
MARTHA Wow! No way! It climbed in the window and ate my lunch.
DANIEL You're joking!
MARTHA Of course I'm joking!

Complete the conversation with the phrases from the Useful Language box. Listen and check.

Useful Language
How was (the school trip)? It was (really) cool.
What about (lions)? What was (it) like?

3 Look at the Everyday English box. Find and underline the phrases in the conversation.

Watch video 7.4
Everyday English
No way! Really? Wow! You're joking!

4 Work with a partner. Practise the conversation.

WRITING
An article
Skateboarding dog
By Lucia Watson
1 Can you skateboard? Tillman, a dog from California in the USA, could. He could skateboard 100 metres in 20 seconds!
2 In 2007, millions of people watched a video of him skateboarding. Soon, he became an international star. Tillman also liked other sports. He could snowboard and surf. Several years ago, he won first place in a surfing competition. On 27 October, 2015, Tillman died. He was 10 years old.
3 Now there are many skateboarding, snowboarding and surfing dogs. Some even have their own websites! Do you know any animals with amazing abilities?

1 Look at the photo. Why do you think this dog is different? Read the article and check your ideas.
2 Match topics a-c with paragraphs 1-3.
a Description of things Tillman did
b Introduction to the subject
c Conclusion that asks a question
3 Read the article again and complete the notes.

Skateboarding dog
Who Tillman
What
Where

4 Look at the Useful Language box. Find and underline the time expressions in the article.
in 2007 On 27 October, 2015 Several years ago
Get it right! We use on for days and dates. On Friday / On 27 October.
We use in for months and years. In October / In 2007.

Useful Language
in 2007 On 27 October, 2015 Several years ago
Get it right! We use on for days and dates. On Friday / On 27 October.
We use in for months and years. In October / In 2007.

Write your own article about a famous animal.
PLAN
5 Read the notes about a dog called Betsy. Use the notes to write an article or make your own notes about a famous animal.
Most intelligent dog
Who Betsy
What Betsy understands more than 340 words
Where Vienna, Austria
Decide what information to include in each paragraph. Use the information in Exercises 2 and 3 to help you.
WRITE
6 Write your article. Remember to include three paragraphs, the past simple and time expressions.
CHECK
7 Do you ...
• introduce the animal in the first paragraph?
• describe what the animal did?
• use time expressions?

UNIT 7 | AMAZING ANIMALS 89

Everyday English

In every unit there's a fun vlog-style video to teach students the meaning, form and use of the *Everyday English* from the conversation on the speaking page.

Useful Language

Useful Language boxes appear throughout the unit, highlighting genre-specific target language.

Get it right!

Get it Right! activities help students avoid common errors as identified by the Cambridge Learner Corpus.

AROUND THE WORLD

The *Around the World* pages, which appear in Units 1, 3, 5, 7 and 9, introduce students to different people and cultures from around the world, encouraging critical thinking and raising cross-cultural awareness.

Globetrotters

These documentaries are thematically linked to either the topic of the unit or the *Around the World* pages. They contextualise the grammar and/or vocabulary of the unit and engage students' interest in the topic.

AROUND THE WORLD

READING An article

- 1 Look at the photo. Where do you think the girl is from? Why is she special? Read the article to check your answers.
- 2 Read the article again and answer the questions.
 - 1 How old are boys when they learn to hunt with eagles?
 - 2 How fast can eagles fly?
 - 3 Where was Aisholpan's baby eagle when she found it?
 - 4 Who was Aisholpan's trainer?
- 5 Who was the youngest person in the 2016 Golden Eagle Festival competition?

The Girl and the Golden Eagle

Can you imagine riding a horse in temperatures of -50 °C with a huge eagle on your arm? The ancient tradition of eagle hunting started thousands of years ago in Mongolia. Traditionally, it was only for boys in Mongolia and this tradition continues today. Boys learn to hunt when they are only 13. They use eagles because they can fly up to 320 kph and can see animals from more than four kilometres away. There are about 400 male eagle hunters today. But no 13-year-old girls ... until now.

The 2016 film, *The Eagle Huntress*, tells the story of Aisholpan. When she was young, Aisholpan took care of her father's eagle but she really wanted to be an eagle hunter

like her father. So she went to the high Altai Mountains with her father to find a baby eagle to train. It wasn't easy. The climb to the eagle nest was difficult and dangerous. But Aisholpan did it. She found her baby eagle!

Aisholpan's father became her trainer. But was Aisholpan strong enough to hunt with the eagle nest in freezing temperatures? Yes, because she was determined to succeed.

In 2016, Aisholpan competed in the Golden Eagle Festival. She was the first Mongolian girl to enter the competition. There were 70 only girls. And guess what? Her eagle won. What an amazing achievement!



Globetrotters
Watch video 7.5
Four-legged friends

- Where can you find camels?
- How much water can camels drink in ten minutes?
- What temperatures can camels survive in?

VOICE IT

- 3 Discuss the questions.
 - 1 Why do you think only boys usually hunt with eagles?
 - 2 Why do you think Aisholpan won the competition?
 - 3 Do you want to learn to hunt with eagles? Why / Why not?
 - 4 Do you have any competitions like this in your country?

LEARN TO LEARN

Noun and verb forms
When you learn a new word, try to learn some other forms of the word. This will help you to understand reading texts.
We can add different endings to verbs to make nouns, for example -er, -ing, -or, -tion, etc.

Verb	Noun (person)	Noun (thing)
1 compete	competitor	2
hunt		
train		
4		
5	climber	training
7 learner		climbing
		learning

- 4 Complete the table with words from the text.
- 5 Write sentences with words from the table in Exercise 4. Take turns to say your sentences but do NOT say the word you chose. Can your partner guess your word?

They (climb) a mountain every year.

Is the word (climb)?

EXPLORE IT!

Guess the correct answer.
Eagle hunters use male / female eagles because they grow bigger and are more powerful.
Find three interesting facts about eagle hunters. Choose your favourite fact and write a question for your partner to answer.



GO IT! The Culture Project Teacher's Resource Bank

OWN IT! The Culture Project

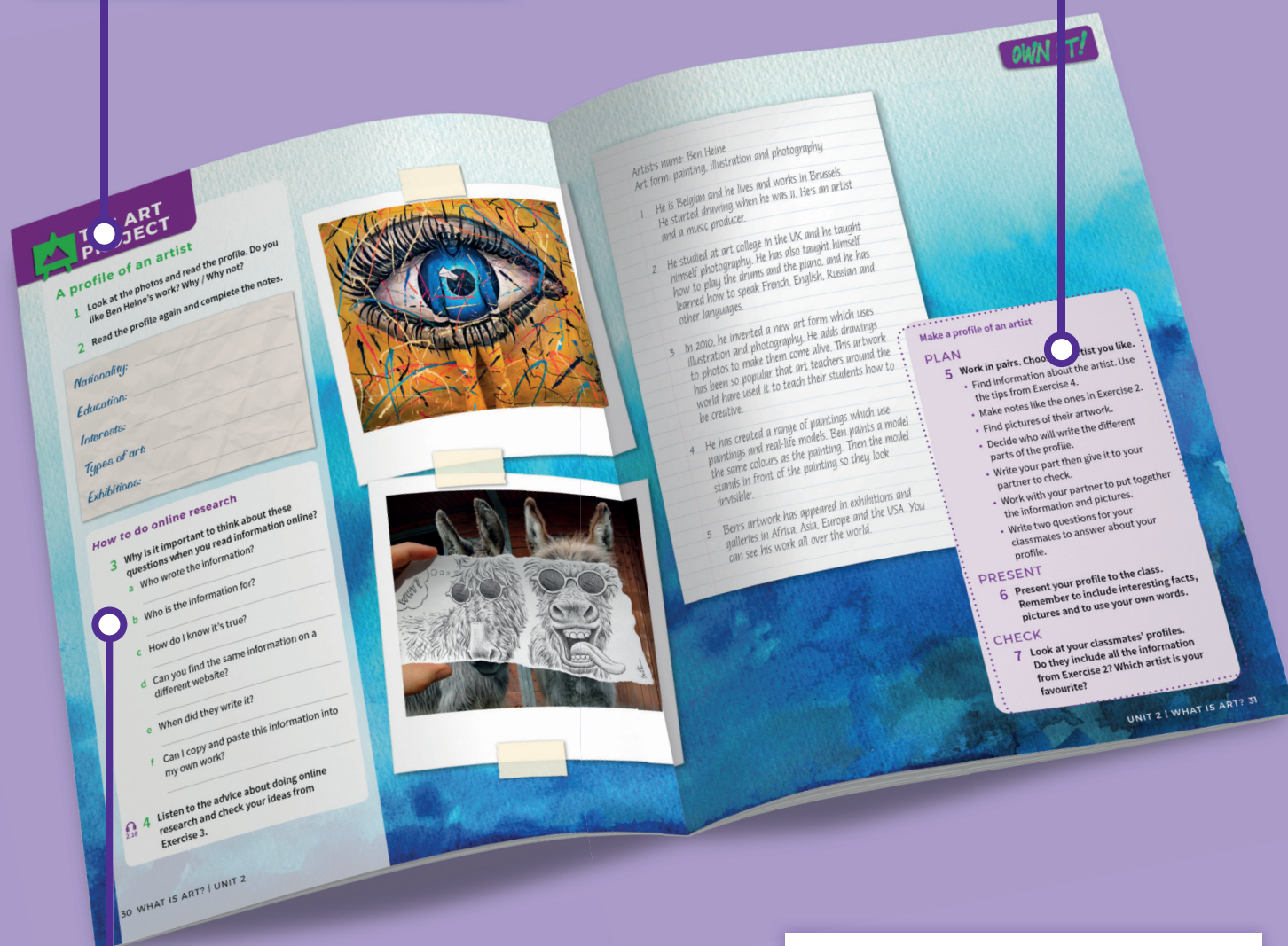
Extend the page and get students to 'own' their language and topic knowledge with an optional culture project available in the *Teacher's Resource Bank* online, with teacher's notes available in the *Project Book*.

THE CLIL PROJECT

The CLIL project pages appear in Units 2, 4, 6 and 8. They encourage students to 'own' the language and topic knowledge they have gained throughout the unit in an individual or collaborative project.

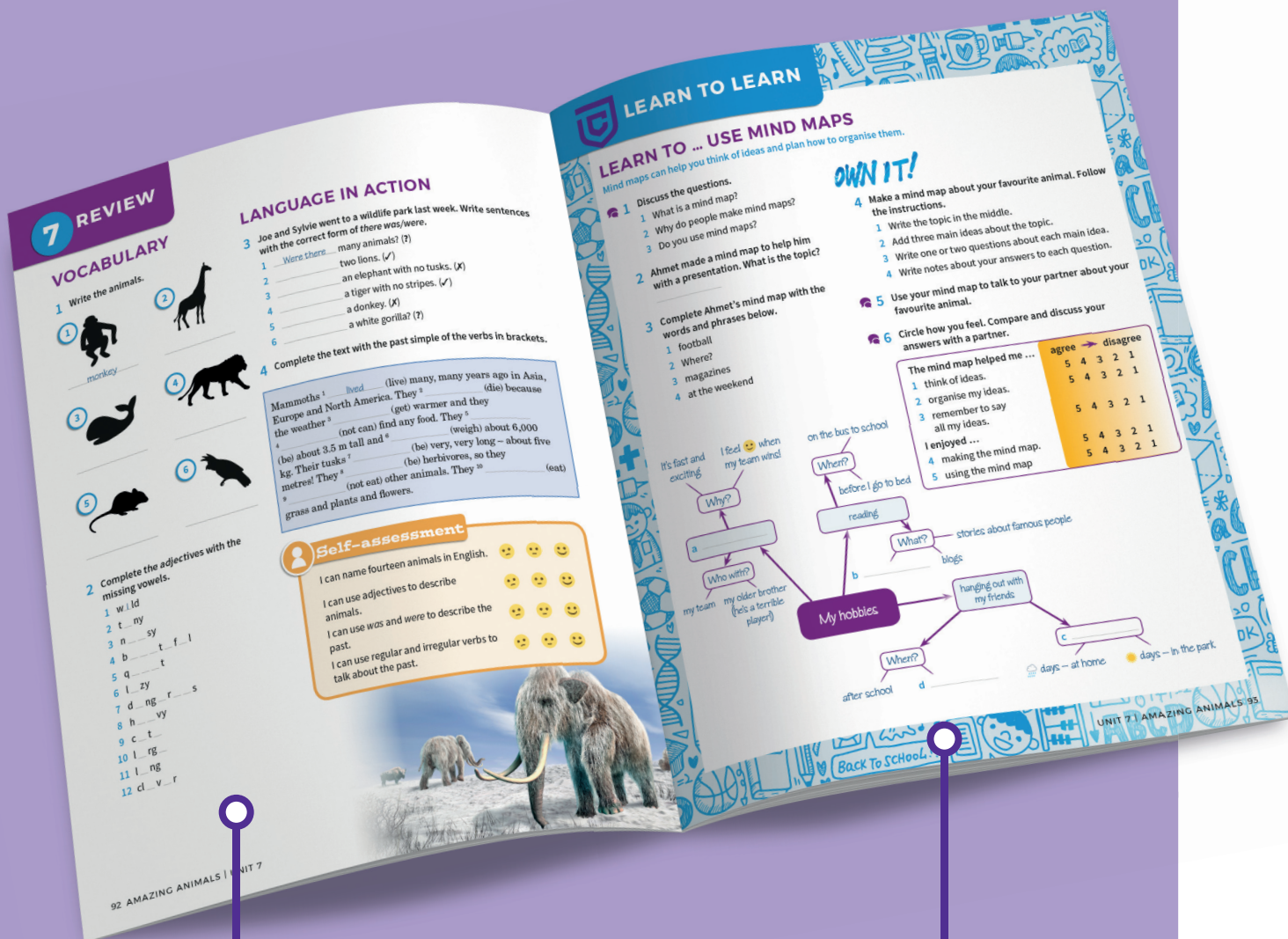
Plan, Present and Check

The step-by-step guide helps students work through the project without the need for constant supervision by the teacher, promoting peer-learning and student autonomy.



How to ...

These practical tips help students complete the project by raising their awareness of the particular skills required to carry it out.



Review

Revise the language from the unit in these useful review pages, which include a self-assessment task, encouraging students' self-awareness.



LEARN TO LEARN

The *Learn to Learn* pages focus on developing core areas from the *Cambridge Life Competencies Framework*. Students have the opportunity to 'own' their learning by putting the new skill into practice.

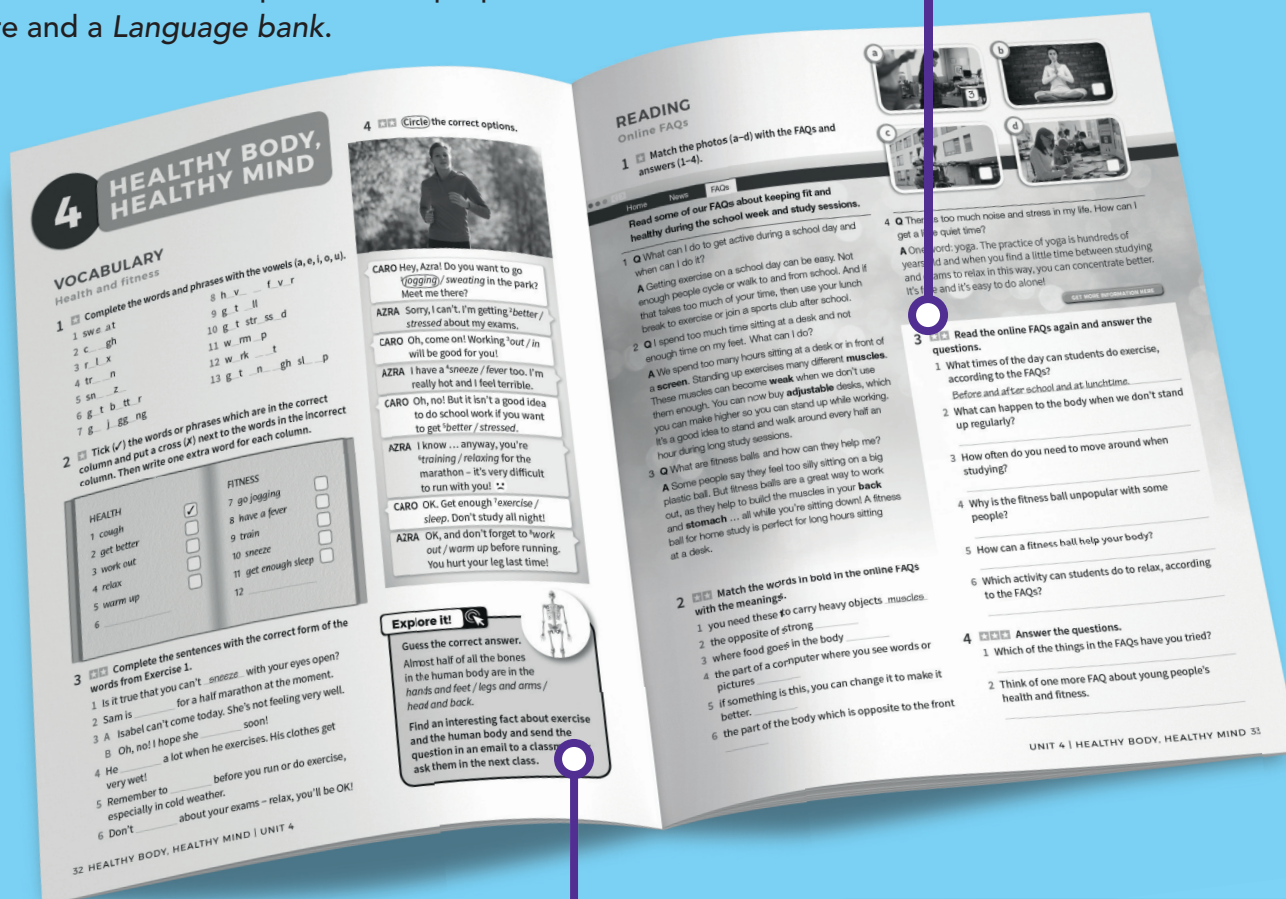
Course Components

Workbook

The Workbook offers extra practice of the language and skills covered in the *Student's Book*. It also includes a special exam-preparation feature and a *Language bank*.

Graded activities

Activities are graded, one, two or three stars depending on how challenging they are. This is great for mixed-ability classes.



Explore it!

The *Explore it!* feature extends learning beyond the classroom and helps students develop the research skills that are vital for learner independence.

Exam Tips

The exam preparation pages at the end of the *Workbook* provide useful tips and practice to help students prepare for international exams.

EXAM TIPS: Writing skills

Writing Part 6: Writing a short email or note
In this part of the test, you have to write a short email or note of 25 words or more. Under the instructions there is a space to write the text.

The instructions in the test tell you exactly what you need to do.
Example:
You want to go to the cinema with your friend Jan on Saturday. Write an email to Jan.
The instructions also explain three things you need to include in the text. For example:
In the email:
• ask Jan to go to the cinema with you
• say what film you want to see
• say where you can meet.

Exam guide: Writing a short email or note
• It is important to include all the points from the instructions in the text. It is also better to keep them in the same order as in the instructions.
• The text needs
– an opening sentence
– three sentences, one for each point
– a sentence to close (for example a question asking your friend's opinion)
– (in an email) your name at the end.
• When you finish, read the text again and count the number of words. If you have included all the information from the plan above, the text should be at least 25 words. If it's more, that's OK. If you haven't written 25 words, go back and check that you have included all the points and the opening and the closing sentences.

Writing Part 7: Writing a short story
In this part of the test, you have to write a short story of 35 words or more. To help you there are three pictures. You write the story they show. Under the pictures there is a space to write your story.

Exam guide: Writing a short story
• Don't start writing immediately. Look at the pictures for a minute and decide what the story is about. A good way to plan a story is to think about Who? Where? When? and What?
• Give any people in the picture a name. Then write any useful vocabulary you want to use (nouns, verbs, adjectives, etc.) next to each picture.
• Decide how to start (e.g. One day/yesterday). Use the past tense when you write your story.
• When you finish writing, count the words. You need to write at least 35 words.

REMEMBER!
You will be given a piece of paper to make notes. Use it to plan your writing.

OWN IT! Digital Tools

All your digital tools together in one place!

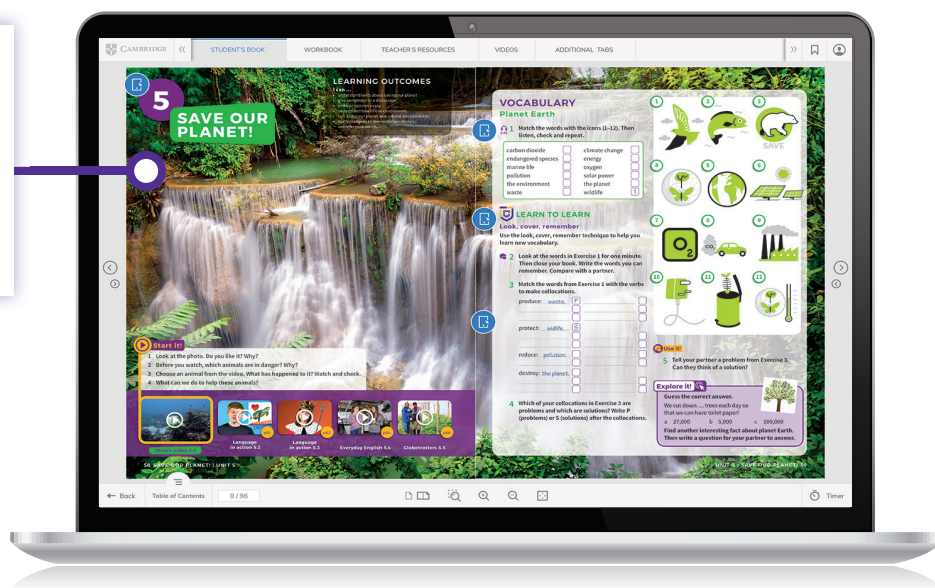
With Own it! everything you need is at your fingertips, including *Presentation Plus*, audio and video, additional practice, games, *Test Centre* and an innovative digital collaboration space for students.

Presentation Plus

- Student's Book and Workbook with interactive exercises.
- Games
- Accessible online and offline

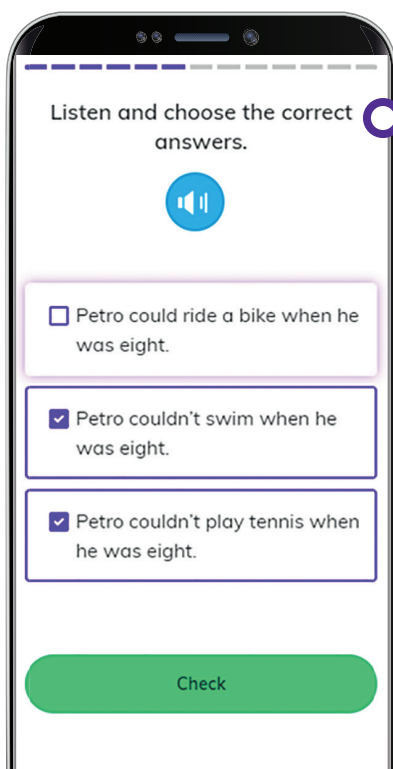
Teacher's Resource Bank

- Online teacher's resource area with culture projects, graded grammar and vocabulary practice worksheets, video worksheets, communication worksheets, writing template worksheets, video worksheets, speaking extra activities, and more!
- *Test Centre*, including end-of unit, term and year tests, and exam practice tests.



Digital collaboration space

- Students can collaborate digitally online and offline in the collaboration space, where teachers can set, track and assess students' work.
- Students can also archive and share their work as well as comment on each other's projects.



Practice Extra

- Mobile friendly platform and content.
- Bite-sized learning activities.
- Online speaking tasks with audio and video.
- Performance tracking and gamification.

For the most up-to-date information on, Own it!'s Digital Tools, visit www.cambridge.org/ownit/digital or use this QR code:



How to use the Teacher's Book

Warmer

Engaging ideas for introducing students to the topic of the unit and activating their prior knowledge.

Class challenge

Get students interested in the topic and extend their learning beyond language, using this quiz-style question.

Unit aims

Unit aims are clearly shown at the start of every unit.


Flipped class

Useful ideas for activities that students could do at home to consolidate in-class learning and encourage independent study.

Extra Resources

See at a glance all the extra resources available for teachers to use with this unit.

Digital resources

The  digital icon indicates when an extra resource or support is available online.



Graded activities

Some activities are graded with one or three stars. One star activities show ideas for providing more support to students and three star activities show ideas for providing extra challenge – great for mixed-ability classes!

Pronunciation

Find pronunciation for all target vocabulary easily.

Integrated answers

Find all of the answers in place on the page for quick access.

Lesson aim: I can talk about and describe animals.

Warmer
Ask students to think of an animal for each letter of the alphabet. The group with the most answers wins.

1 Remind students that they only need to match ten of the animals in the box with the photos. Pause after each word to drill the pronunciation.

Audioscript p166

Target vocabulary
bear /beə/
giraffe /dʒɪˈrɑːf/
mouse /maʊs/
crocodile /ˈkrɒkədɪl/
hippo /ˈhɪpəʊ/
parrot /ˈpærət/
donkey /ˈdɒŋki/
horse /hɔːs/
snake /sneɪk/
duck /dʌk/
lion /laɪən/
whale /weɪl/
eagle /ˈiːɡl/
monkey /ˈmʌŋki/

Crossword
Vocabulary memory game

2 Pause after each sound to give students time to write.

3 Students write more animals with a tail, feathers and fur.

Vocabulary bank p134

Learn to Learn
Begin to group things from an early age. Encourage students to put new vocabulary words into groups.

4 Write prompts on the board and model them with a strong student.
A: Are your extra animals elephant, tiger and cat?
B: Elephant is right but not the other two. Try again!

5 Write other possible categories on the board e.g. Animals I like / Animals I don't like, Carnivores/Herbivores.

VOCABULARY Animals

1 Match ten animals with the photos. Listen, check, and repeat. Which four animals are not in the photos?

bear	g	crocodile	j	donkey
duck	h	eagle	i	giraffe
hippo	b	horse	f	lion
monkey	c	mouse	d	parrot
snake	e	whale	a	

Not in the photos: a, d, e, f, g, h, i, j

2 Listen to the noises: crocodile, duck, horse, monkey. Which animals do you hear from Exercise 1?

3 Which of the animals have:
1 a tail? 2 feathers? 3 fur?

Word categories
When you learn new words, put them into categories. This helps you remember the meaning.

4 Complete the categories with animals from Exercise 1. Add two more animals for each category.

Use it!
Work with a partner. Guess the extra animals in each of your partner's categories.

6 Write new categories for the animals. Tell your partner the animals but NOT the categories! Can your partner guess your new categories?

Category 1: mouse, parrot, snake
Is your category 'pets'?

Explore it!
Guess the correct answer.
A blue whale's tongue weighs the same as...
a a crocodile. b an elephant. c a giraffe.
Find an interesting animal fact. Write a question for your partner to answer.

Extend it!
Students close their books and write down all the animal words they can remember from this unit.

Homework
Workbook p56

Unit 7 | Amazing Animals 113

Extend it!

Extension activity for ways to challenge students.

Homework

Homework activities are flagged wherever you see this icon.

How to use the Project Book

Learning Outcomes

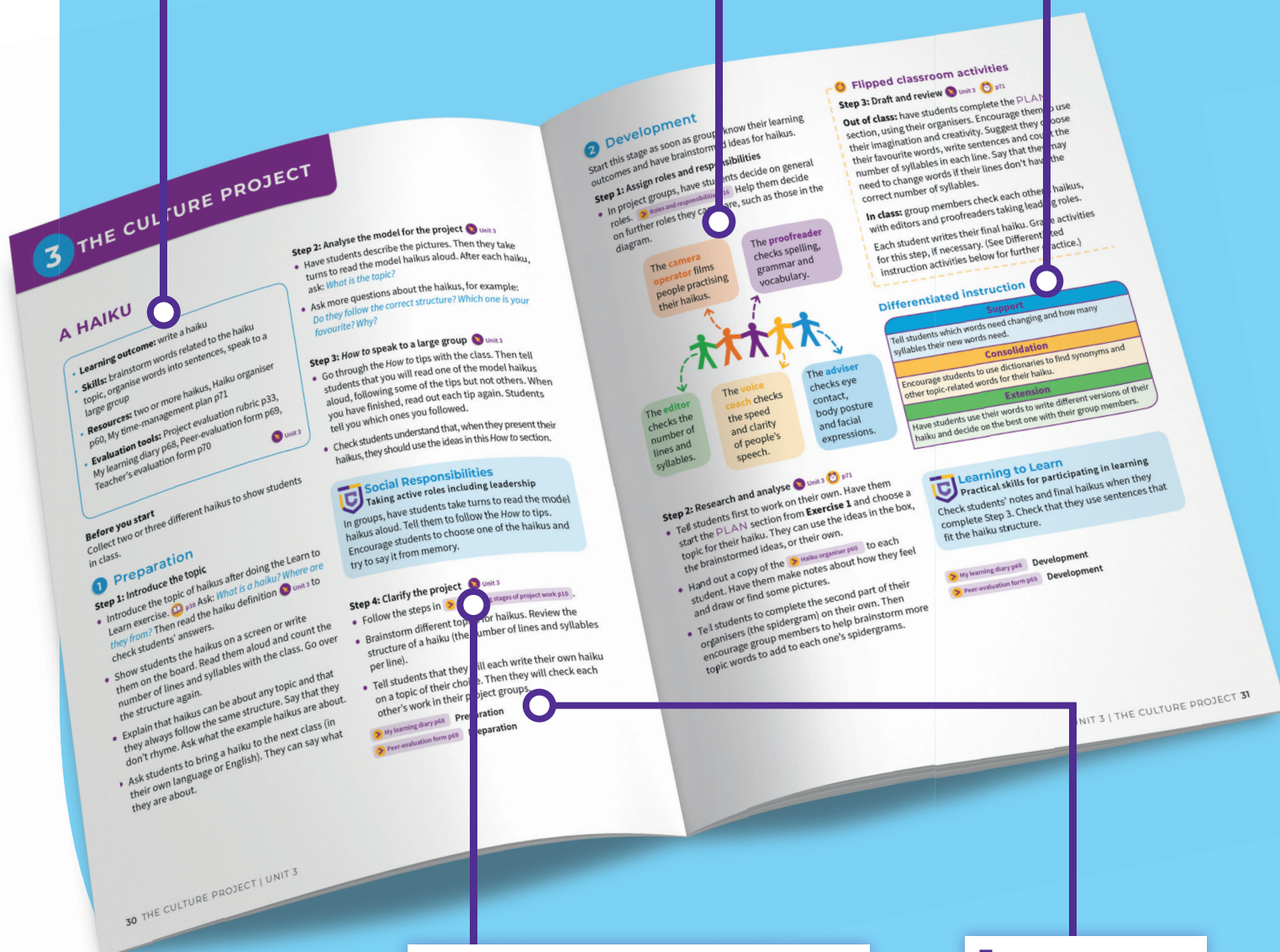
See learning outcomes at a glance, as well as the skills students will develop, and the resources and evaluation tools you may wish to use.

Student roles

Manage student roles and responsibilities.

Mixed-ability tips

Get ideas for extra differentiated practice in each project; perfect for mixed abilities.



Project Pages

This shows where you can find the project pages. The *CLIL Projects* can be found in the Student's Book and the *Culture Projects* can be found in the *Teacher's Resource Bank* online.

Extra resources

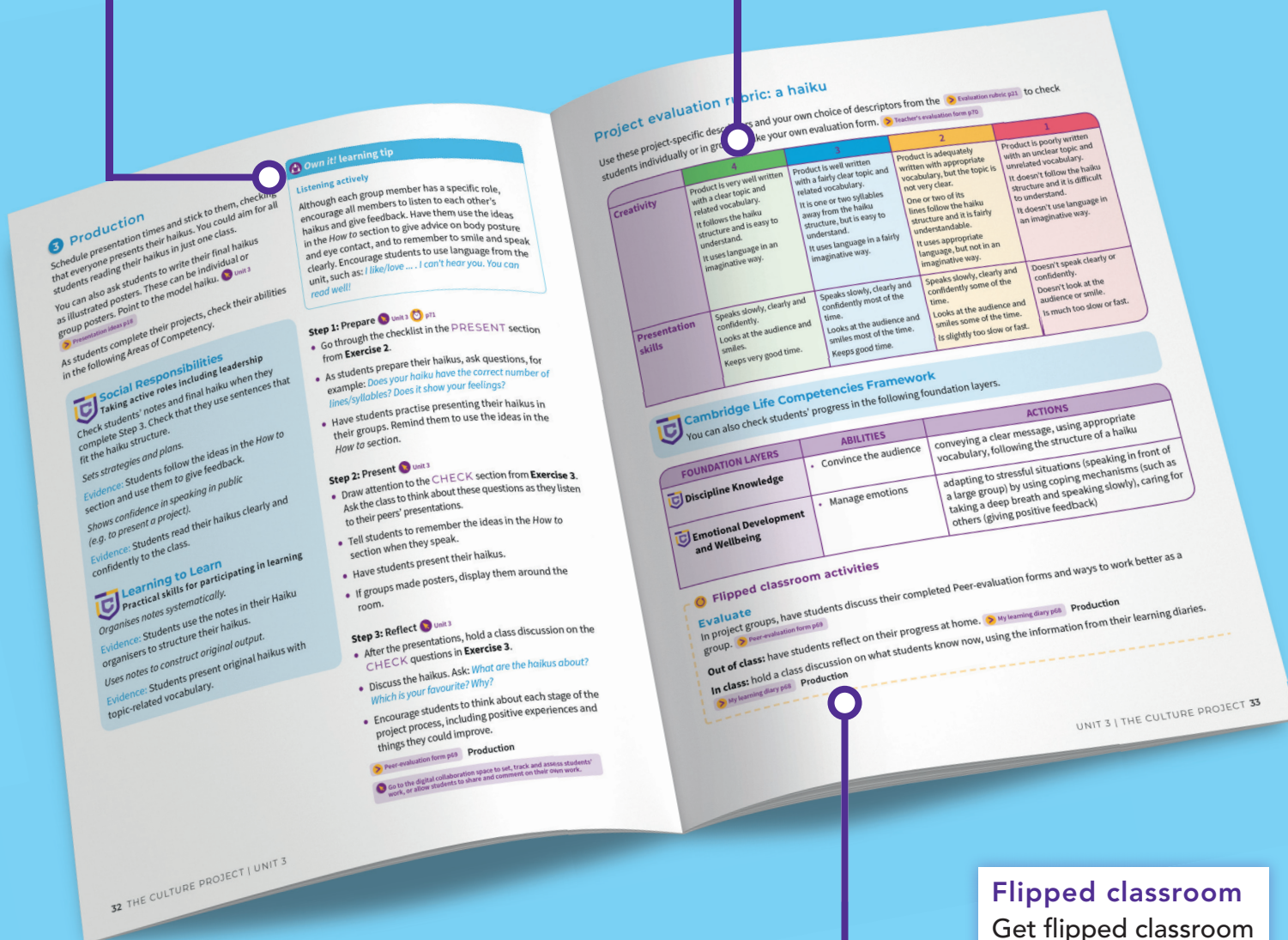
Find useful photocopiable resources.

Digital collaboration space

Students can work together on their projects in the digital collaboration space and teachers can track and assess their work. Students can also share and comment on each other's work via their digital portfolio.

Evaluation guidelines

See clear guidelines for identifying and assessing student performance.



Flipped classroom

Get flipped classroom ideas for carrying out the activities both in and out of class.

Course Research and Rationale

We at *Cambridge University Press* have an unparalleled reputation for English Language courses underpinned by the latest language and pedagogical research. Here are some insights into how *Own it!* is informed by this, as well as feedback from teachers and learners from around the world.

Own it! is designed to help students take ownership of their learning. The combination of learner training and collaborative projects helps students develop their individual and collaborative skills and become more confident, independent learners. Along with the vibrant global topics and diverse range of videos, this empowering approach means that teachers are under less pressure to manage every aspect of their students' learning. Instead, students will be motivated to take charge of their own learning, empowering them to prepare for their own exciting future.

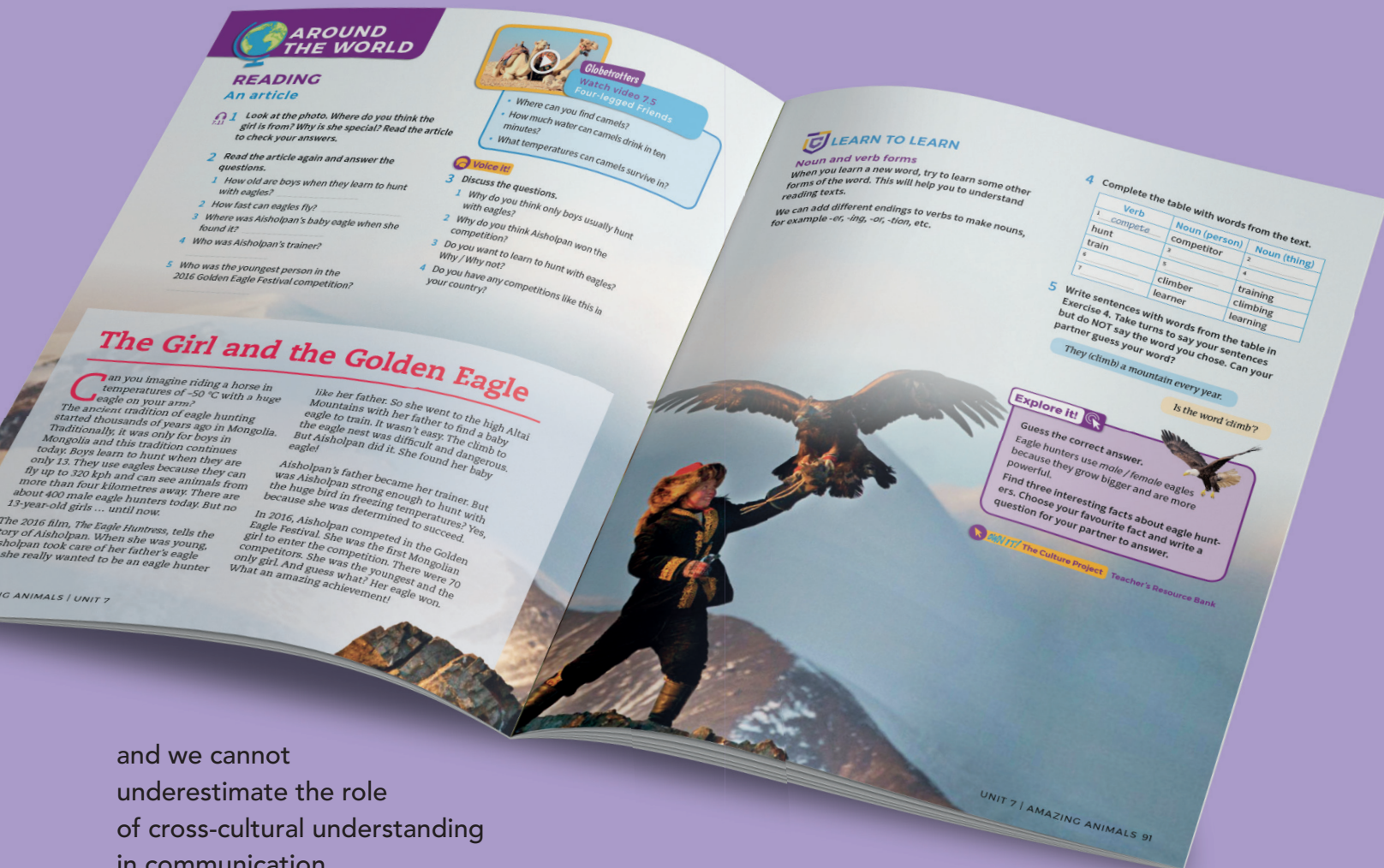
You spoke.
We listened.

I want my students to feel that they belong to the world; that they are global citizens.
Itana, Brazil

Global cultural topics

Own it! includes a variety of global topics, with a dedicated *Around the World* page in every other unit. This helps students broaden their understanding of other people and places, preparing them for life in a diverse, multi-cultural environment.

Learners of English now outnumber speakers of English as a first language. Students are therefore far more likely to use English to communicate with people whose first language is not English. This has significant implications for traditional English teaching because an understanding of the language is now only part of successful communication



and we cannot underestimate the role of cross-cultural understanding in communication.

Schema theory suggests that as humans learn, we create mental shortcuts by organising information into categories. These categories, or schemata, enable our brains to deal with most 'typical' scenarios without too much effort, since we can base our responses on our expectation. Students who are told they are going to hear a conversation at a train station can reasonably expect to hear certain language: train times, platform numbers and ticket types. Their expectations about these scenarios help them listen more effectively.

However, schemata can also work against a student's ability to understand. Their expectations are heavily influenced by their culture.

Teachers will be aware that their students are already interacting with globalised media. From

watching international TV shows to playing online video games, teenagers are already encountering English being used by both native and non-native speakers from different cultural and social backgrounds. This interconnectedness is only going to increase, so it is vital that students develop the skills they need to communicate effectively.

That's why *Own it!* has a global, cultural focus, alongside documentaries in every unit, all of which encourage students to think about the differences between their culture and other cultures.


You spoke.
We listened.

I want my students to become more independent learners.
Maria, Spain

Learn to Learn


When students reach Secondary school, they are expected to start taking more and more responsibility for their own learning, and once they reach school leaving age, they should have acquired the ability to learn independently. The rapid rate of technological advance means that many jobs in the near future may become automated. To give the next generation the best chance in life, they need to be able to acquire new skills and knowledge throughout their lives, making them adaptable to whatever the future holds.

Yet teachers often find that their students do not know how to learn, and lack basic learning techniques like taking notes, categorising information, and assessing their strengths and weaknesses, particularly in the first year of Secondary school. To address this, the *Learn to Learn* feature appears throughout each unit, extended by a dedicated full-page at the end of every unit.


LEARN TO LEARN

LEARN TO ... CHALLENGE YOURSELF

When you do more, you get better results.



- Carlota and Yael finish a project before their classmates. How can they use their time best? Why?
 - do their homework for another subject
 - do extra English activities together or alone
 - chat in their language
- Carlota and Yael decide to play *Blank!* Read how to play. Write the missing words.

How to play 'Blank!'

 - Choose a text you've read in this book.
 - Player A:** Read the first half of the text to Player B but say 'blank' instead of some words.
 - Player B:** Try to remember the missing words.
 - Swap roles.

OK, Yael, the Japanese folk tale.
Throughout *Blank!*, different cultures ...

History!

That's right.... different cultures have looked up at the Blank! ¹ _____ in the night sky and told Blank! ² _____ about them.
- Nish and Raj finish a speaking activity before their classmates. How can they use the extra minutes well? Why?
 - ask each other some more questions in English
 - tidy their desks
 - listen to the other pairs
- Take turns to talk about one of the topics below. Then, ask your partner three questions about their topic.

a folk story I know
an interesting festival I have been to
my favourite TV show
- George finishes the last activity of the lesson before his classmates. He makes a mini-plan for the next lesson. Complete his plan with the words in the box.

grammar practise vocabulary

Mini-plan

In the next lesson, I want to ...
use this ¹ _____: past perfect
use this ² _____: programme, atmosphere, crowd
and ³ _____ this: asking questions

OWN IT!

- Choose a reading text from Units 1–7 and play *Blank!*.
- Make a mini-plan for the next lesson like the one in Exercise 5.

UNIT 7 | A WORLD OF CELEBRATION 93

BACK TO SCHOOL!!

UNIT 7 | A WORLD OF CELEBRATION 93

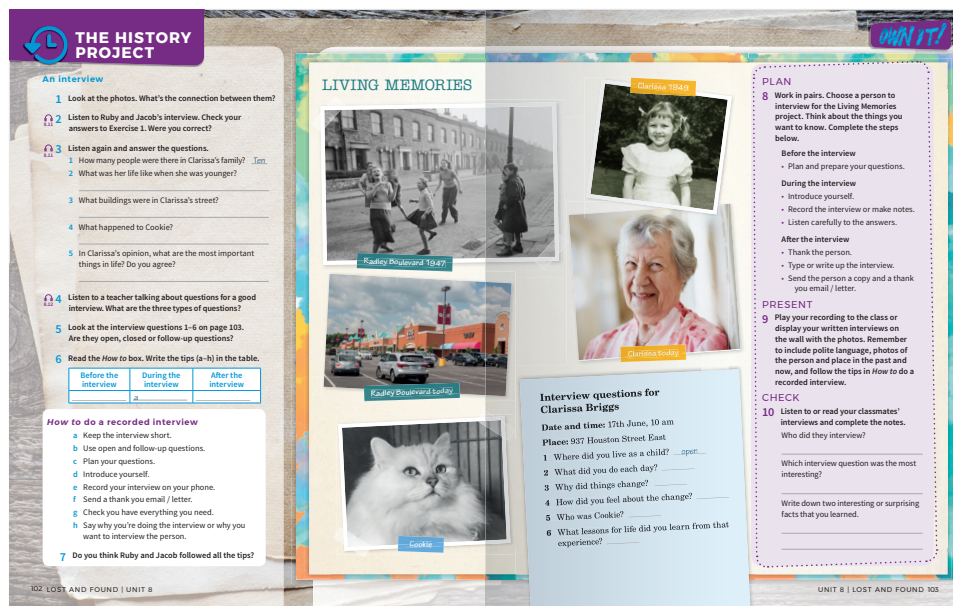
The *Learn to Learn* sections cover three broad areas of learner training:

- practical skills for participating in learning
- taking control of their own learning
- reflecting on and evaluating own learning success

After each *Learn to Learn* tip, students practise them immediately in an activity. This helps students incorporate these techniques into their learning routine.

You spoke.
We listened.

I'd like to do project work with my students, but it can be too time-consuming to plan.
Merve, Turkey



Project work

Collaboration is an effective way of empowering students. *Own it!* includes a project in every other unit of the *Student's Book* with more available in the online *Teacher's Resource Bank*, as well as an accompanying *Project Book* which offers extra support and practical tips for teachers. In addition, students can work together on their projects in the digital collaboration space and teachers can track and assess their work there.

Project work allows students to ...

- build collaborative skills, such as communication, teamwork and leadership;
- acquire practical, transferable skills associated with different types of projects, like doing research and making presentations;
- choose and explore areas that they are interested in, thereby increasing their motivation;
- engage with the real-world issues as projects are often interdisciplinary and based on real world scenarios.

However, preparing project work can be very time-consuming for teachers. That's why *Own it!*'s projects are aligned to the topic of the unit, with a step-by-step guide and practical tips for students, plus a full teacher's guide in the *Project Book*. This is project work made simple!

In response to teacher feedback, the projects in the *Student's Book* have a cross-curricular approach, covering topic areas like Science, Art, Music and Maths, giving students the opportunity to improve their subject knowledge whilst exploring a wide variety of topics in English. The *Around the World* pages also have an optional double page project available online which allows students to further explore the cultural theme of the unit.

All of the projects develop competencies from the *Cambridge Life Competencies Framework*.

You spoke. We listened.

I want a variety of videos that will help me to engage my students with the topic and see the language being used in a meaningful way.

Antonio, Mexico

Teen-friendly videos

Video is the medium of communication in the modern world, with over 300 hours of video being uploaded to YouTube every minute! So, it is not surprising that students respond well to video content being used in class. However, finding appropriate videos at the right language level can be difficult for teachers. That's why *Own it!* includes four to five videos per unit specifically aimed at teenage learners in which they can see the language in action.

Documentary videos



Documentaries appear at the beginning of every unit. They get students thinking about the unit topic and activate any prior knowledge and language.

Documentaries also appear on the *Around the World* pages in every other unit. These contextualise the grammar and vocabulary of the unit and are linked to the topic of the reading.

Teachers can use the video lesson in the downloadable video worksheets in the *Teacher's Resource Bank*.

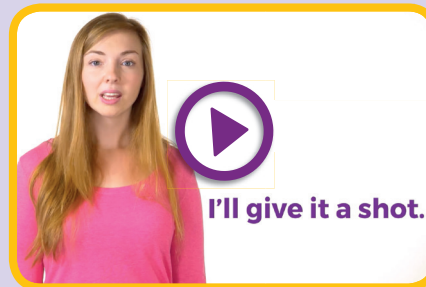
Language in Action videos



Language in Action videos appear on every grammar page of the unit. These fun vlogs feature teenagers using the target language in context and an animated presentation of the grammar. They are designed to make teaching and learning grammar more meaningful, and give the teacher the option of using a flipped classroom model by getting students to watch the video before class.

Teachers can also use the downloadable video worksheets in the *Teacher's Resource Bank*.

Everyday English videos



Everyday English videos appear on the speaking pages. Teachers often find that students love learning the latest colloquial words and real phrases in English, and these videos are a great way of presenting this. They feature teenagers using authentic English from the speaking dialogue, and give students the chance to try out these phrases for themselves.

You spoke. We listened.

I need resources and support to manage students of different levels in the same class.
Andrés, Ecuador

3 ★★ Read the online FAQs again and answer the questions.

- What times of the day can students do exercise, according to the FAQs?
Before and after school and at lunchtime.
- What can happen to the body when we don't stand up regularly?

- How often do you need to move around when studying?

- Why is the fitness ball unpopular with some people?

- How can a fitness ball help your body?

- Which activity can students do to relax, according to the FAQs?


4 ★★★ Answer the questions.

- Which of the things in the FAQs have you tried?

- Think of one more FAQ about young people's health and fitness.

Mixed-ability support

The average English class will have students with a variety of different language abilities, not to mention different interests, levels of motivation and learning preferences. In *Own it!* there is extensive support for teachers with mixed ability classes, including the following:

- On the *Student's Book* page, *Finished?*  icons direct fast finishers to fun extra practice at the back of the book to ensure all students are challenged.
- Workbook activities are graded 1, 2 or 3 stars to indicate their difficulty level. This means that students can start at the easiest level and move onto more difficult activities when ready. Alternatively, teachers can set different activities for different students according to their ability.
- Teacher's Book notes provide suggestions for grading activities to different students' abilities.
- Project Book teacher's notes provide specific suggestions for differentiated instruction. These cater for students who need more support, as well as students who would benefit from more challenge.

- Graded grammar and vocabulary worksheets at three different levels can be found in the online *Teacher's Resource Bank*.

OWN IT! and the Cambridge Life Competencies Framework

Although *Own it!* focuses on both the *Learning to Learn* and the *Collaboration* competencies in the *Cambridge Life Competencies Framework*, all of the six Life Competencies are explored throughout the course.

The table on page 29 shows, at a glance, where you can find an activity which concentrates on a particular Core Area. There is also a link below that table where you can download the comprehensive guide of how each level of *Own it!* correlates to the *Framework*.

Here are a few examples of how activities can help your students develop particular Can Do Statements:

Competency: Critical Thinking

Core Area: Evaluating ideas, arguments and options

Can Do Statement: Assesses strengths and weaknesses of possible solutions

In the art project in Unit 4, students are asked to evaluate the effectiveness of the model project by giving each element 1–4 ticks.

THE ART PROJECT
Design a food truck

Discuss the questions.
What food do you buy in the street or from food trucks?
When do people buy food from a food truck?
Are there any food trucks near where you live?

Look at the food truck and answer the questions.
1 What kind of food do you think it sells? Caribbean food.
2 What is the special offer?
3 How much does today's special cost?
4 What sweet food can you buy?
5 What is the special offer?

Work with a partner. Choose the food you want to order from the food truck. Compare with another pair.

How to evaluate a design
4 What do you think are the most important things in a design project? Circle the things in the list. Listen and check.
a design content c punctuation d grammar e paragraphs f spelling

5 How well do you think the Caribbean Sunshine project presents the things in the table? Use the key to evaluate them.

Key	Very good	Good	Developing
Information	///	///	///
Name			
Type of food			
Food and drinks			
Prices			

54 YOU ARE WHAT YOU EAT | UNIT 4

Competency: Collaboration

Core Area: Managing the sharing of tasks in a project

Can Do Statement: Works with others to plan and execute class projects

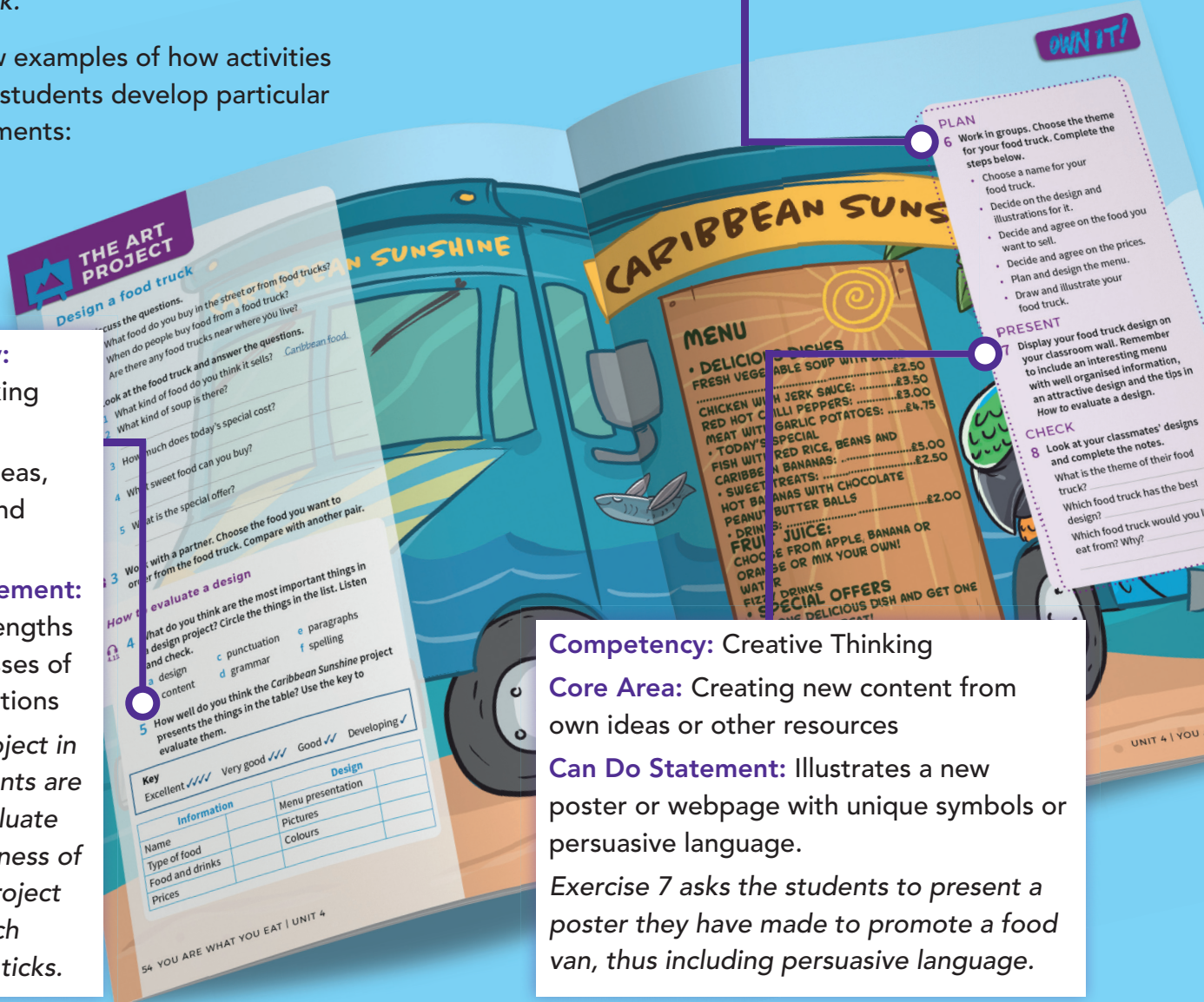
In this exercise, students need to follow steps together to plan, present and reflect on their project.

Competency: Creative Thinking

Core Area: Creating new content from own ideas or other resources

Can Do Statement: Illustrates a new poster or webpage with unique symbols or persuasive language.

Exercise 7 asks the students to present a poster they have made to promote a food van, thus including persuasive language.



The following table shows which *competencies* are developed in this level.

Competency	Core Area	U0	U1	U2	U3	U4	U5	U6	U7	U8	U9
Creative Thinking	Participating in creative activities		✓	✓	✓	✓					✓
	Creating new content from own ideas and other resources					✓					
	Using new content to solve problems and make decisions								✓		
Critical Thinking	Understanding and analysing links between ideas	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Evaluating ideas, arguments and options		✓			✓					
	Synthesising ideas and information	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Learning to Learn	Practical skills for participating in learning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Taking control of your own learning							✓			✓
	Reflecting on and evaluating own learning success		✓	✓	✓	✓	✓	✓	✓	✓	✓
Communication	Using appropriate language/register for context		✓	✓				✓		✓	
	Managing conversations	✓							✓	✓	
	Participating with appropriate confidence and clarity			✓		✓		✓		✓	
Collaboration	Taking personal responsibility for own contributions to a group task			✓		✓		✓		✓	
	Listening respectfully and responding constructively to others' contributions			✓				✓		✓	✓
	Managing the sharing of tasks in a project					✓	✓	✓		✓	
	Working towards a resolution for a task			✓		✓		✓		✓	
Social Responsibilities	Understanding personal responsibilities as part of a group and in society, including citizenship			✓	✓				✓		✓
	Taking active roles, including leadership			✓		✓		✓		✓	
	Understanding and describing own and others' cultures					✓	✓				
	Understanding and discussing global issues – environmental, political, financial and social		✓		✓		✓		✓		✓

For a comprehensive guide to the *Cambridge Life Competencies Framework*, please go to www.cambridge.org/ownit/maps or scan the QR code to the right.



OWN IT! and the CEFR

For a more comprehensive guide to the CEFR, please visit www.cambridge.org/ownit/maps or scan the QR code below:



The Common European Framework of Reference for Languages (CEFR) is a description of language ability. It is divided into six main levels, ranging from A1 (beginner) to C2 (advanced). The *Own it!* course covers A1 to B1.

Skills Overview

Skill	Learners will be able to:
Listening	recognise familiar words and very basic phrases concerning themselves, their families, and their immediate concrete surroundings, when people speak slowly and clearly.
Reading	understand familiar names, words and very simple sentences, for example on notices and posters.
Speaking	interact in a simple way, provided the other person is prepared to repeat or rephrase; ask and answer simple questions in areas of immediate need or on very familiar topics; use simple sentences to describe where they live and people they know.
Writing	write short simple postcards or emails; fill in forms with personal details; write simple isolated phrases and sentences.

Skills in Detail

How the goals of the CEFR are realised in *Own it!* Level 1.

LISTENING

At A1, learners are expected to be able to understand speech that is very simple.

OVERALL LISTENING COMPREHENSION									
Can follow speech that is very slow and carefully articulated, with long pauses to assimilate meaning.									
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
4	10	22	34 (video)	46 (video)	58 (video)	70 (video)	82 (video)	94 (video)	106 (video)
7	13 (video)	23 (video)	37 (video)	49 (video)	61 (video)	73 (video)	85 (video)	97 (video)	109 (video)
	14	25	38	50	62	74	86	98	110
	15 (video)	26 (video)	39 (video)	51 (video)	63 (video)	75 (video)	87 (video)	99 (video)	111 (video)
	16 (video)	27	40	52	64	76	88	100	112
	18 (video)	28	40 (video)	52 (video)	64 (video)	76 (video)	88 (video)	100 (video)	112 (video)
		28 (video)	42 (video)		66 (video)		90 (video)	102	114 (video)

READING

At A1, learners can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.

READING CORRESPONDENCE

Can understand short, simple messages on postcards, emails, etc.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
9	17					81		101	113
									117

READING FOR ORIENTATION

Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
				54		78			108
									114

READING FOR INFORMATION AND ARGUMENT

Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
5	12	24	36	48	60	72	84	96	108
	18	29	41	53	65	77	89	102	114
		30	42	54	66	78	90	105	
		31			69				
		33							

SPEAKING

Overall Spoken Interaction

At A1, learners can

- interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair.
- ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics addressed carefully and slowly to them.

GOAL-ORIENTED COOPERATION (e.g. Repairing a car, discussing a document, organising an event)

Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
8	21		39	55	69	76		105	112
			40			79			117

TRANSACTIONS TO OBTAIN GOODS & SERVICES

Can ask people for things and give people things.

Can handle numbers, quantities, cost, and time.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
				52	64				

CONVERSATION

Can make an introduction and use basic greeting and leave-taking expressions.

Can ask how people are and react to news.

Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
	10	22	34	46	58	70	84	94	106
	12	24	35	47	59	71	88	96	107
	16	28	36	48	60	72	90	98	108
	18	33	38	54	62	73	93		110
	21		39	57	67	75			114
			40						117
			42						
			45						

INFORMATION EXCHANGE

Can follow short, simple directions.

Can ask and answer questions about themselves and other people, where they live, people they know, things they have.

Can indicate time by such phrases as *next week*, *last Friday*, *in November*, *three o'clock*.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
4	11	23	35	50	61	74	83	95	107
6	13	24	36	51	62		86	97	111
7	14	26	37		63		87	98	
8	15	27	38		67			99	
127	16	28						100	
		33						135	

INTERVIEWING AND BEING INTERVIEWED

Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
		28						103	109
		31							

Overall Spoken Production

At A1, learners can produce simple, mainly isolated, phrases about people and places.

SUSTAINED MONOLOGUE: Describing Experience

Can describe themselves, what they do and where they live.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
	14				62		86	98	
	128						88		

WRITING

At A1 learners can

- use isolated phrases and sentences.
- ask for or pass on personal details in written form.

OVERALL WRITTEN PRODUCTION

Can write simple isolated words and phrases.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
4	11	22	35	47	60	71	83	97	107
5	12	24	36	49	61	73	84	99	109
6	13	25	37	50	62	75	85	100	110
7	14	26	38	56	63	79	86	125	111
8	15	27	39	121	66	80	87		112
127	16	28	40	131	68	123	88		114
	17	29	43		122	133	93		115
	18	30	44		132		124		116
	19	31	130				134		126
	20	32							136
	118	33							
		129							

CORRESPONDENCE

Can write a short simple postcard, email, etc.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
9	17							101	113

CREATIVE WRITING

Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
6	12	25	35	47	61	73	85	97	109
8	15	26	37	49	63	75	86	99	110
127	16	27	39	50	65	77	87	104	111
	20	28	41	51	66	80	89	105	
	118	29	42	53	68	81		125	
	128	32	44	121					
				131					

COHERENCE

Can link words or groups of words with basic linear connectors like *and* or *then*.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
9			41	53		77		101	

Warmer

Books closed. Ask students to write the months in the correct order.

- 1 **S.01** ★★☆☆ Now, they do Exercise 1 to check.

Audioscript p158

Target vocabulary

January /'dʒænjuəri/
February /'februəri/
March /mɑ:tʃ/
April /'eɪprəl/
May /meɪ/
June /dʒu:n/
July /dʒu'lai/
August /'ɔ:gəst/
September /sep'tembə/
October /'ɒk'təʊbə/
November /nəʊ'vembə/
December /di'sembə/

Spelling

Get it right!

Ask pairs to check their months. Did they use capital letters?

- 2 Elicit students' answers and correct any pronunciation issues.
- 3 Write the numbers 1–10 on the board and elicit the words *first*, *second*, etc. Point out that these words are used to talk about dates.

Write the numbers

Learn to learn

Learning related words is a good way of increasing vocabulary more quickly.

- 4 **S.02** The main difference in pronunciation between *seventeen* and *seventy* (and other similar numbers) is the stressed syllable, not the length of the vowel.

STARTER

WELCOME!

VOCABULARY Months

- 1 **S.01** Put the months in the correct order. Listen, check and repeat.

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

Get it right!

In English, months and days of the week start with a capital letter. Is it the same in your language?

- 2 Complete the sentences. Compare with a partner.
- This month is _____.
 - My birthday is in _____.

Cardinal and ordinal numbers

- 3 Write the numbers.
- The number of letters in my name. _____
 - The date today. _____
 - The number of people in my house. _____

LEARN TO LEARN

Learning numbers together
Learn and practise cardinal and ordinal numbers together.

23 twenty-three, 23rd twenty-third

- 4 **S.02** Listen. Circle the numbers you hear.
- | | |
|--------------------|------------------------|
| 1 a 17 b 70 | 3 a 12th b 20th |
| 2 a 13 b 30 | 4 a 51st b 61st |

Use it!

- 5 Take turns to say a cardinal number. Your partner says the ordinal number.

- 6 **S.03** Listen and complete the sentences with the date.

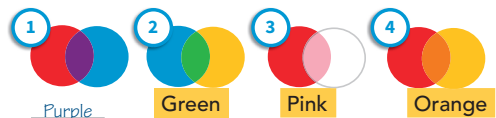
- Laura's birthday is on 24th July.
- Onur's birthday is on 3rd October.
- Bella's birthday is on 22nd February.
- Nico's birthday is on 1st November.

- 7 Complete the sentences. Tell your partner.

- My birthday is on _____.
- Today is _____.

Colours

- 8 **S.04** Add the colours and write the new colour. Listen, check and repeat.



- 9 **S.05** Do the quiz with a partner. Circle the correct answer. Listen and check.

THE GREAT BIG NUMBER QUIZ!!

- The number of countries in the world is ...
a 195 b 100 c 95
- ... million people speak English as their first language.
a 3 b 36 c 360
- There are ... seconds in a year.
a 36,536,000 b 31,536,000 c 35,636,000
- ... million people have the same birthday as you.
a 19 b 6 c 10

- 5 Demonstrate the activity with the whole class before students work in pairs.

- 6 **S.03** After listening, ask students if they want to listen again.

- 7 Students walk around the class and ask each other their birthday, then organise themselves in order of whose birthday comes first. Which month has the most birthdays in the class?

- 8 **S.04** ★★☆☆ Students test each other in pairs. They take turns to point at something in the room and ask what colour it is.

- 9 **S.05** If students have smartphones and if appropriate, they can research the answers to develop their digital learning skills.

Extend it!

In pairs, students write an extra question for the quiz. The class tries to answer the questions.

Homework

Workbook p4, Exercises 1–2

Lesson aim: I can understand an online profile.

Warmer

Put students into teams. Give them three minutes to write as many countries in English as they can. The team with the most countries wins.

1 Elicit that Diana is from Spain and her nationality is Spanish. Ask where Thiago is from (Brazil) and what his nationality is (Brazilian).

2 5.06 ★★ Ask students to correct the false sentences. (2 Miranda is Mexican. 4 Thiago is from Brasilia. 5 Thiago's favourite colours are yellow and green.) In pairs, students write an extra sentence about the texts. They swap with another pair who decide if the extra sentence is true or false.

3 Encourage students to check spelling in a dictionary and come to the board to write the answers.

4 If you have a multinational class, elicit students' nationalities. Write a list of the nationalities on the board.

Countries and flags

5 Encourage students to be creative. While yellow and green are probably Thiago's favourite colours because of the Brazilian flag, elicit alternatives such as 'they are the colours of his football team'.

Class challenge

The South African flag has got 4 / 6 / 8 colours on it.

READING An online profile

1 Look at the photos. Where do you think Diana and Thiago are from? Read the profiles quickly and check your answers.

2 Read the profiles again. Are the sentences T (true) or F (false)?

- Diana is from Granada. T
- Miranda is Turkish. F
- Diana's favourite place is her bedroom. T
- Thiago is from São Paulo. F
- Thiago's favourite colour is blue. F
- Thiago is good at football. T

3 Find nationalities in the profiles to match the countries.

- Spain Spanish
- Mexico Mexican
- Turkey Turkish
- Brazil Brazilian
- the USA American

Welcome to my life!

Home Profile Photos Events

Hi! My name's Diana. I'm from Granada in Spain. I'm 13 years old.

In this photo, I'm with Miranda and Suki. They're my best friends. They aren't Spanish. Miranda's Mexican and Suki's Turkish.

My birthday is on 9th March. When is your birthday?

My favourite colour is blue.

My favourite place is my bedroom. Guess what colour it is!

My dream is to be a singer like Rihanna. She's brilliant! 😊 Are you a good singer?

What's your name? How old are you? Let me know! 😊



DIANA

4 Complete the table with the countries and nationalities.

Flag	Country	Nationality
	Australia	¹ <u>Australian</u>
	² <u>Canada</u>	Canadian
	China	³ <u>Chinese</u>
	⁴ <u>Germany</u>	German
	Poland	⁵ <u>Polish</u>
	the UK	⁶ <u>British</u>

Voice it!

5 Complete the sentences with your ideas. Compare with a partner.

- Diana's bedroom is _____ because _____.
- Thiago's favourite colours are yellow and green because _____.

Home Profile Photos Events


Hello! My name's Thiago. I'm from Brasilia. It's the capital of Brazil. I'm Brazilian. I'm 14. I'm with Bruno and Victor in this photo. They're my best friends. We're at the same American school, but I'm not in their class.

My favourite colours are yellow and green. Can you guess why?

My favourite number is 10.

My dream is to be a footballer like Neymar Júnior. He's amazing! I'm good, too! 😊 Are you a football fan?

What's your name? Where are you from? Write soon!



THIAGO

STARTER UNIT 5

Extend it!

Ask students to write a 30-word text starting with: *I would like a friend from ... because ...*

Homework

Workbook p4, Exs 3–5

Warmer

► Draw three circles on the board and write *Simon*, *Isabella* and *Martine* inside them. Students write down facts about these people while they watch **Video S.1**. After the first minute of the video, pause and elicit the information. Then play the rest of the video. (All three are students at an international school. Simon: from the UK, his dream is to play drums; Isabella: from the United States, her dream is to be a singer; she's amazing; Martine: from Brazil, his dream is to play guitar.)

1 ★★ Ask students to make new sentences about themselves or people they know with subject pronouns and possessive adjectives.

Recognising the verb be

2 Encourage students to check their answers in pairs before conducting whole-class feedback.

3 Drill the pronunciation of the contracted forms of *be*. Point out that short forms are more frequent in spoken English than the full forms.

4 **S.07** After feedback, students work in pairs to write a similar description of another famous person. They then work with a new pair in a group of four, taking turns to read out the description and guess the person.

5 & 6 ★ Point out that *be* goes before the subject (*you*, *your best friend*, etc.) in questions.

Word order

LANGUAGE IN ACTION Subject pronouns and possessive adjectives

Isabella's from the United States. Martine's dream is to play guitar.

Watch video S.1
Where is Isabella from?
What is Martine's dream?

Subject pronouns	Possessive adjectives	Subject pronouns	Possessive adjectives
I	¹ my	it	its
you	² your	we	our
he	his	they	their
she	her		

1 Complete the examples in the table above. Use the profiles on page 5 to help you.

2 Circle the correct words.

- Alana is my / I best friend.
- Our / We aren't from Brazil. Our / We 're from Spain.
- Her / She name is Luna. Her / She 's 13.
- Their / They names are Kit and Bella. Their / They aren't British.

Verb be

Affirmative	I'm ¹ (am) from Granada.
	She's ² (is) brilliant!
	He's ³ (is) amazing!
Negative	We're ⁴ (are) at the same American school.
	They're ⁵ (are) my best friends.
	They're ⁶ Spanish. aren't
Questions and short answers	Miranda isn't Turkish. 'm not
	I'm ⁷ in their class.
	How old ⁸ are you?
Questions and short answers	Are ⁹ you a football fan?
	Yes, I am. / No, I'm not.
	Is Thiago 12? Yes, he is. / No, he isn't.
Questions and short answers	Are Bruno and Victor Brazilian?
	Yes, they are. / No, they aren't.

3 Complete the examples in the table above. Use the profiles on page 5 to help you.

6 STARTER UNIT

7 Before students do the activity, elicit that we use question words to ask about different kinds of information (about age, people, etc.).

Grammar game

Students play in teams of six. Read a question word out (e.g. *When*). Teams have 30 seconds to write down as many possible answers as possible (e.g. *now*, *yesterday*, *in April*, etc.). Repeat with the other question words. The team with the most answers wins.

4 Complete the profile with the correct form of *be*. Guess the person. Listen and check.

His birthday ¹ is (✓) on 1st March.
He ² isn't (X) American.
He ³ 's (✓) Canadian. My favourite songs ⁴ are (✓) *Boyfriend* and *Sorry*.
⁵ Is (?) he your favourite singer?
It's Justin Bieber.

5 Write questions with the verb *be*.

- you / 12? Are you 12?
- you / from / Ankara? Are you from Ankara?
- your best friends / in your class? Are your best friends in your class?
- your teacher / English? Is your teacher English?
- today / 19th June? Is today 19th June?

Use it!

6 Ask and answer the questions in Exercise 5.

Question words

7 Match the question words with their functions.

- | | |
|-----------|------------------|
| 1 What | a age |
| 2 Where | b people |
| 3 When | c places |
| 4 How old | d things |
| 5 Who | e time and dates |

8 Complete the questions with *is* or *are*.

- Where are you from?
- How old are you?
- When is your birthday?
- Who is your best friend?
- What is your favourite colour?

Use it!

9 Ask and answer the questions in Exercise 8.

8 & 9 Encourage students to move around the room, talking to as many classmates as possible.

Homework

Workbook p5, Exs 1–6

Lesson aim: I can talk about objects in a classroom.

Warmer

Put students into groups. Ask them to write down the English words for things they can see around them (e.g. *chairs*, a *door*, etc.). The team with the most words in three minutes wins.

- 1 5.08 ★★ Ask students to cover the words and try to name the items in the picture.

Audioscript p158

Extra vocabulary practice

Target vocabulary

board /bɔ:d/
calculator /'kælkjələtə/
chair /tʃeə/
dictionary /'dɪkʃənri/
door /dɔ:/
notebook /'nəʊtbuk/
pen /pen/
pencil /'pensl/
poster /'pəʊstə/
ruler /'ru:lə/
table /'teɪbəl/
window /'wɪndəʊ/

Vocabulary bank SB p127

Look and match

Learn to learn

Students should start having a separate notebook for recording vocabulary. Throughout the course, students will learn different ways to record vocabulary. They should gradually decide which methods work best for them.

- Encourage students to share their notebooks in small groups. Elicit which are the best and why.
- Translation can be an effective strategy for learning and revising vocabulary at this level.

VOCABULARY AND LISTENING

Classroom objects



- 1 5.08 Match the words in the box with the objects in the picture 1–12. Listen, check and repeat.

board	1	calculator	11	chair	8	dictionary	9
door	2	notebook	12	pen	5	pencil	10
poster	3	ruler	6	table	7	window	4

LEARN TO LEARN

Recording vocabulary

Divide the pages in your notebook to record new vocabulary. Write a translation and draw a picture to help you remember the words.

Classroom objects	Translation	Picture

- Organise your notebook and write new vocabulary from this unit.
- Test a partner. Say a word in your language. Your partner says it in English. Can you remember all the new words?

- 4 & 5 5.09 Ask students to repeat the words they heard. Write these on the board and play the recording again to support students who are struggling.

Audioscript p158

- 6 Students empty their bags on the desks. Using a dictionary if necessary, they write down the words for each item on their desks.

A talk

- 4 5.09 Listen and circle the correct answer.

Stefan is ...

- a a teacher. b a student.

- 5 5.09 Listen again. Circle the correct answer.

- Stefan is in Year 7 / 10.
- Stefan is / isn't a friendly person.
- It's the students' first / second day at the school.
- At the end, Luiza is / isn't in the classroom.

Use it!

- 6 Answer the questions with a partner.

- What classroom objects are on your table?
- What is in your bag?

STARTER UNIT 7

Extend it!

Put students into small groups. Students close their books and write down as many words from the lesson as possible in one minute. The team with the most correct words wins.

Homework

Workbook p5, Exercise 7; p6 Exercises 1–3

Warmer

► Play **Video S.2** and ask students to make notes on the classroom objects as they see them. Elicit that Mia's pen is purple. Write the objects on the board (a pen, a ruler, pencils, a calculator, sunglasses, a bag).

- After feedback, ask students in pairs to act out sentences 1-6 with their own possessions (pencils, notebooks, etc.).

Extra grammar practice

- After feedback, play the audio again and drill the pronunciation of the questions.

Audioscript p158

- Elicit that we can use imperatives to tell people what to do (or what not to do).

- ★★★ Elicit which of the rules apply to their English class. Students then write down five new rules they could have in the English class (e.g. *Don't message friends during lessons*). Elicit the ideas on the board and let students vote on the best five rules.

- Demonstrate the activity by saying *Stand up!* and making sure that all the students stand up.

Audioscript p158

- Allow students a few minutes to write down the instructions if necessary, before telling their partner what to do.

LANGUAGE IN ACTION *whose + possessive pronouns*



Watch video S.2
What colour is Mia's pen?
What classroom objects are there?

Whose ... ?	Possessive pronouns
Whose dictionary is this?	It's mine .
	It's yours .
	It's his .
	It's hers .
	It's ours .
	It's theirs .
<i>this, that, these, those</i>	
 This is my pencil.	 That is my calculator.
 These are my notebooks.	 Those are my pens.

- Look at the table above. Complete the second sentence with a possessive pronoun.

- It's your pencil. It's yours.
- That's his notebook. That's his.
- This table is my table. This table is mine.
- Those are our chairs. Those are ours.
- Is this your calculator? Is this yours?
- Are these her pens? Are these hers?

8 STARTER UNIT

- Write the questions. Listen and match the questions with the answers.

- book / whose / this / is
Whose book is this? **b**
 - posters / those / are / whose
Whose posters are those? **d**
 - are / pens / whose / these
Whose pens are these? **c**
 - that / ruler / whose / is
Whose ruler is that? **a**
- a It's his.
b It's mine.
c They're hers.
d They're ours.

Imperatives

Close the door! ☒ Don't be late! ☐

- Look at the table above. Which sentence is positive (✓)?

- Complete the instructions with the verbs in the box. Listen and check.

don't forget don't write listen to use write

- Don't write on the desks!
- Write new words in your notebook!
- Use to bring your pen! **Don't forget**
- Listen to your teacher!
- Use a dictionary!

- Listen and follow the instructions.

Use it!

- Take turns to give your partner instructions. Use classroom objects or your own ideas.

Pick up your pen!

Write your birthday!

Homework

Workbook p6 Exercises 4-6

Lesson aim: I can write an informal letter.

1 Elicit any unknown words and encourage students to guess their meaning if possible. Raise awareness of the fact that some unknown words are not needed to understand the gist of the email.

2 Encourage students to circle important words that indicate the answers in the text. Train them to say *because* when they answer a question (e.g. 1 is b because Gloria writes about her name, age and nationality).

Completing a letter

3 After feedback, tell students that Gloria's birthday is next Monday. Ask students to write a sentence about it, using the date, and decide where to add it in the text (after ... *and I'm 13*).

4 Elicit that we often use *Dear* to start a letter, but we can use *Hello* or *Hi* when writing to close friends or family.

5 ★★★ Put students into pairs. Students take turns to say the two sentences and the other (with book closed) says them as one sentence with *and*.

6 Encourage students to plan the text on a piece of paper rather than in their heads. Stress that in planning, we write a few words or phrases, not complete sentences.

7 Allow students ten minutes for this. Students can work in pairs to check spelling and grammar together.

8 Ask students to go through the checklist before handing in their texts for correction.

WRITING

An informal letter

1 Read Gloria's letter. Who is Mrs Weston?

Mrs Weston is Gloria's teacher

29 Upper Road
Wilmslow
Cheshire
SK52 0TY
16th September

Dear Mrs Weston,

1 **b** My name is Gloria Rodriguez **and** I'm 13. I'm from Ottawa in Canada. I'm Canadian.

2 **d** I'm a student at the International School. It's my first day in this school. I'm happy! I'm in class 7A. That's your class!

3 **c** The students here are from all over the world. My best friends are Marco **and** Leona. They're in my class. They aren't Canadian like me. Marco is Italian **and** Leona is German.

4 **a** My favourite colour is pink **and** my favourite place is my English classroom. My dream is to be a teacher – just like you!

Best wishes,
Gloria

2 Match topics a–d with paragraphs 1–4.

- a Information about your favourite things
- b Information about you
- c Information about your friends
- d Information about your school

3 Read Gloria's letter again. Which information isn't in the letter? **birthday**

name age birthday country
nationality names of her best friends
favourite colour and place dream

4 Look at the *Useful language* box and complete the information with words from Gloria's letter.

Useful language

to start: ¹ **Dear** + Mr (man) or Mrs/Miss (woman) + person's surname,
to end: *All the best*, or ² **Best wishes**
to join two ideas in one sentence: ³ **and**

5 Join the sentences with *and*.

- 1 My name is Hugo. I'm 13 years old.
My name is Hugo and I'm 13 years old.
- 2 I'm Japanese. I'm from Tokyo.
I'm Japanese and I'm from Tokyo.
- 3 My favourite number is 15. My favourite colour is red.
My favourite number is 15 and my favourite colour is red.

Write an informal letter.

PLAN

6 Decide what information to include in each paragraph. Use the information in Exercise 2 to help you.

WRITE

7 Write your letter. Remember to include four paragraphs, the address and date, and expressions from the *Useful language* box.

CHECK

- 8 Do you ...
- introduce yourself and give your name, age and nationality?
 - use *and* to join ideas?
 - say what your dream is?

STARTER UNIT 9

Extend it!

Students write a similar text about a famous person. During the next lesson, they display their texts around the classroom. Other students read the texts and guess who the person is.

Homework

Workbook p7

Unit 1

Friends and Family Lesson aim: I can talk about and describe family members.

Warmer

Students find a picture of their family on their devices, or quickly draw a picture. They take turns to show their pictures in small groups and say what they can about them.

► Start it!

✎ Unit quiz

- 1 Encourage students to think about the differences between the families in the pictures they showed each other, and the family in the picture in the book.
- 2 Elicit contrasting opinions if possible and help students justify their answers.
- 3 ► Play **Video 1.1** for students to check their answers.
- 4 Students discuss the question in small groups. Elicit different opinions if possible and help students give reasons for their answers.

✎ Video comprehension questions

Flipped class

Prepare for **Explore it!** (p11). Students find an interesting fact about a family.

1

FRIENDS AND FAMILY

LEARNING OUTCOMES

I can ...

- understand texts about families and a festival
- phone a friend
- write an email
- understand how to use *have got*; possessive's; questions with *How many ...?*
- talk about families and describe people
- draw pictures to remember words and increase my vocabulary.



► Start it!

- 1 Look at the photo. How are families different?
- 2 Before you watch, are friends family?
- 3 Where are Laura and Andrés from? Watch and check.
- 4 Which is your favourite family? Why?

Laura and Andrés are from Colombia.



Watch video 1.1



Language in action 1.2



Language in action 1.3



Everyday English 1.4



Globetrotters 1.5

10 FRIENDS AND FAMILY | UNIT 1

Unit aims

Skills

I can ...

- understand texts about families and a festival p12, p18
- phone a friend p16
- write an email p17
- talk about families and describe people pp18–19

Language

I can ...

- talk about and describe family members p11
- understand the use of the possessive 's p13
- understand how to use *have got* p13, p15
- talk about people's appearance p14

Learn to Learn

I can ...

- personalise new language to remember it better p11
- draw pictures to remember words and increase my vocabulary p14
- use opposites to remember vocabulary better p19
- organise my notebook p21

Extra Resources

- Finished? Student's Book p118
- Vocabulary Bank, Student's Book p128
- Workbook pp8–15
- Language reference and practice, Workbook pp88–89
- Video audioscripts Cambridge One
- Workbook audioscripts Cambridge One

Teacher's Resource Bank worksheets

- Grammar 1.1 and 1.2
- Vocabulary 1.1 and 1.2
- Video 1.1, 1.2, 1.3, 1.4 and 1.5
- Communication 1.1 and 1.2

Lesson aim: I can talk about and describe family members.

Warmer

Put students into teams. Give them one minute to write as many words related to the topic of family as they can.

- 1.01 After feedback, ask students personalised questions: *What's your aunt's name? How many cousins have you got?*

Audioscript p158

Target vocabulary

aunt /ænt/
brother /'brʌðə/
cousin /'kʌzən/
dad /dæd/
daughter /'dɔ:tər/
grandad /'grændæd/
granddaughter /'grændɔ:tər/
grandma /'grænma:/
grandson /'grænsən/
husband /'hʌzbənd/
mum /mʌm/
nephew /'nefju:/
niece /ni:s/
sister /'sistər/
son /sʌn/
uncle /'ʌŋkəl/
wife /waɪf/

Word snake

- 1.02 During feedback, elicit complete sentences, e.g. *Andy and Sara are husband and wife.*

Extra vocabulary activity

- 3 Ask the whole class to say the vocabulary in the order in Exercise 1. Girls read the names of females, the boys the males and the whole class the ones that could be male or female.

Vocabulary bank SB p128

VOCABULARY

Family members

- 1.01 Look at Beth's family tree. Match nine words in the box with the people a-i. Listen and check.

aunt	e	brother	g	cousin	i
dad	d	daughter		grandad	a
granddaughter		grandma	b	grandson	
husband		mum	c	nephew	
niece		sister	h	son	
uncle	f	wife			

- 1.02 Look again at Beth's family tree. Complete the answers with words from Exercise 1. Listen, check and repeat.

- 1 Andy + Sara = husband and wife
- 2 Lizzie + Olga = mum and daughter
- 3 Amanda + Theo = grandma and grandson
- 4 Ryan + Beth = uncle and niece
- 5 Lizzie + Theo = aunt and nephew
- 6 Theo + Beth = brother and sister

- 3 Complete the lists with the family words in Exercise 1.

Male: brother, dad, grandad, husband, nephew, son, uncle
Female: aunt, daughter, granddaughter, grandma, mum, niece, sister, wife
Both male and female: cousin



LEARN TO LEARN

Making connections (1)

Think of examples from your own life to help you remember new words.

- 4 Draw your family tree. Use Beth's family tree to help you.

- 5 Don't show your family tree. Take turns to say the name of a person in your family. Can your partner guess who they are?

Carlos. Is he your brother? No, he isn't. Try again.

Use it!

- 6 Imagine you are a famous person. Write sentences to describe your family. Tell your partner. Can they guess who you are?

I'm British. My brother is Harry. My wife is Kate. My children are George, Charlotte and Louis.

Are you Prince William? Yes, I am.

Explore it!

Guess the correct answer.

A Canadian woman, Vera Sommerfeld, is a great-great-great grandma. There are ... generations of women in her family.

a two b four c six

Find an interesting family fact. Write a question for your partner to answer.



Learn to learn

Encourage students to personalise new vocabulary. For example, they write the name of their father next to the word *dad* in their notebook.

- 4 & 5 Specify a maximum number of family members that students should include in the family tree.

- 6 Allow students to think of fictional characters from TV, films and novels. The character must have a famous family.

Explore it!

Students prepare a quiz question using the fact they researched for homework.


Homework

Workbook p8

Lesson aim: I can understand a webpage about families.


Warmer

Draw a circus tent on the board and elicit what it is. In pairs, students discuss what they like and dislike about the circus.

- 1 Encourage students to compare answers in groups and combine their lists.
- 2  After reading, give students time to check answers in pairs. Explain that the answer is 2 because 1 is not mentioned and 3 is only a detail at the end.

- 3 ★ Point out that b is in paragraph 2, c in 1 and d in 3.

Family vocabulary review

- 4 Students need to scan the text quickly, rather than read in detail. Give students one minute to look quickly over the text to find and circle the words *acrobat*, *teacher* and *yet*, to find the answers more quickly.
- 5 ★★★ Students write one extra false sentence about the Cortes family and give it to their partner to correct.
- 6  Give students three minutes to make notes on their ideas before discussing the questions in pairs or small groups.

Finished?

Students turn to p118 and do Exercise 1.

READING

A webpage

- 1 Tell your partner two things you know about the circus and two things you want to know about the topic.

- 2  Read the webpage. What is it about?

- 1 A visit to the circus
- 2 Life in a circus family
- 3 A circus school

MEET THE *Flying* CORTES FAMILY

Ysabella Wallenda-Cortes isn't from a typical family. She's from a circus family. Ysabella is a trapeze artist like her parents. Her parents' names are Robinson and Alida. She's got two brothers, Lucas and Tomas, but she hasn't got any sisters.

Ysabella's uncle and aunt are in the circus, too. Her uncle Alex is her dad's brother and he's an acrobat and a trapeze artist. Her aunt Aurelia is her mum's sister and she's one of Ysabella's teachers. Her grandparents, Olinka and Tino, are also part of the circus. Olinka isn't a performer any more. Her job is to help the rest of the family. Tino is in his 60s but he's still a tightrope walker. Lucas and Tomas haven't got jobs in the circus ... yet!

Where is home? They've got two homes – one in the USA and a mobile home. The mobile home is also a school during tours. Imagine a school on wheels!



- 3 Find words in the webpage to match the photos.



- 4 Read the webpage again. Complete the sentences with the correct family words.

Ysabella's ...

- 1 parents are trapeze artists.
- 2 uncle is an acrobat and a trapeze artist.
- 3 aunt is a circus teacher.
- 4 brothers aren't circus performers yet.

- 5 Correct the sentences.

- 1 Ysabella Cortes is a tightrope walker.
Ysabella Cortes isn't a tightrope walker. She's a trapeze artist.
- 2 Robinson and Alida are brother and sister.
Robinson and Alida aren't brother and sister. They're husband and wife.
- 3 Lucas and Tomas are cousins.
Lucas and Tomas aren't cousins. They're brothers.
- 4 Alida and Aurelia are friends.
Alida and Aurelia aren't friends. They're sisters.

Voice it!

- 6 Discuss the questions.

- 1 What do you think is a typical family?
- 2 Is family life in the circus like your family life? Why / Why not?
- 3 What are the good and bad things about life in the circus?

 Finished? p118 Ex 1

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Flipped class

► Ask students to watch **Video 1.2** and do **Video worksheet 1.2**.

Homework

Workbook p9

Lesson aim: I can use *have got* and possessive 's.


Warmer

Put students into teams. Give them two minutes to remember as many facts about the Cortes family as they can. The team with the most facts wins.

► Play **Video 1.2**. Elicit that the first sentence is false, and the second one is true.

- 1 Point out that the -s in *has* is a /z/ sound. Drill the students' pronunciation of the sentences.

Extra grammar activity

- 2 ★★★ Put students into pairs. One student says the correct sentence (*Robinson hasn't got a sister in the circus.*). The other student makes an extra sentence (*He's got a brother, Alex.*). Continue with sentences 2–4.
- 3  1.04 ★ Students underline singular and plural subjects in different colours before completing the text.

Audioscript p159

- 4 Point out that the possessive 's is not a short form of *has*. During feedback, elicit extra information, such as: *Aurelia's niece is Ysabella. So, Ysabella is ... (Aurelia's aunt).*

Grammar game

Students play in teams and turn to p11. One student should not look at the board. Write the name of a member of Beth's family on the board. Students must use the possessive 's to help their teammate guess the person. E.g. *It's Sarah's husband. He's Beth's dad and he's Olga's uncle! ... Andy? ... Yes!*

LANGUAGE IN ACTION


have got: affirmative and negative

I/you/we/they	he/she/it
They have (✓ve) got two homes.	Ysabella has ¹ (.s.) got two brothers.
Lucas and Tomas have not ² () got jobs in the circus. haven't	She has not ³ (hasn't) got any sisters.

- 1 Complete the examples in the table above. Use the webpage on page 12 to help you.

- 2 Circle the correct form of *have got*. Check your answers in the webpage on page 12.

- 1 Robinson *has got* / (*hasn't got*) a sister in the circus.
- 2 Alida *has got* / (*hasn't got*) a sister in the circus.
- 3 Olinka and Tino *have got* / (*haven't got*) any grandsons in the circus.
- 4 Ysabella *has got* / (*hasn't got*) an aunt and an uncle in the circus.

- 3  1.04 Complete the text with the correct form of *have got*. Listen and check.



Meet this week's circus stars ...

Bibi and Bichu Tesfamariam are brothers and they're from Ethiopia. They ¹*haven't got* (–) any sisters.

Ethiopia ²*hasn't got* (–) a circus tradition but Bibi and Bichu are brilliant jugglers. They ³*'ve got* (–) a circus school in Ethiopia. It ⁴*'s got* (–) 150 students. They ⁵*'ve got* (–) their own circus too, called Circus Abyssinia, with some amazing Ethiopian acrobats. We think Bibi and Bichu ⁶*have got* (–) a great future!



Watch video 1.2
True or false?
Tess has got two brothers.
Marco has got a big family.

Possessive 's

Alex is her dad's brother. Her parents' names are Robinson and Alida.

- 4 Look at the table above. Complete the sentences. Use the words in brackets with 's or s'.

- 1 *Aurelia's* niece is Ysabella. (Aurelia) **Robinson's**
- 2 Alida is *Robinson's* wife. (Robinson)

The trapeze artists' names are Ysabella, Alex, Robinson and Alida. (the trapeze artists)

- 4 **Ysabella's** grandparents are Olinka and Tino. (Ysabella)
- 5 Aurelia is **Alida's** sister. (Alida)

Use it!

- 5 Write true and false sentences with 's or s' and *have got*. Use the ideas below or your own ideas.

My *Robinson's* name *has got* *Ysabella's* name *has got* *Ysabella's* house *has got* *Ysabella's* got *Ysabella's* classroom *has got* *Ysabella's* I haven't got *Ysabella's* *My grandparents' house is pink. They've got a big garden.*

- 6 Take turns to say your sentences. Can your partner guess the false sentences?

My mum's name is Sandra. She's got two sisters.

False! Your mum's name is Emma.

 **Finished? p118 Ex 2**

UNIT 1 | FRIENDS AND FAMILY 13

- 5 ★ Support students by eliciting a few nouns related to houses and classrooms.

- 6 Put students into groups of three. Student A says a sentence. Student B guesses if it's true and student C checks that the grammar is correct.

Finished?

Fast finishers can turn to p118 and do Exercise 2.

Homework

Workbook p10

Lesson aim: I can describe people's appearances.

Warmer

Describe a student in your class. Write useful vocabulary on the board. Whoever guesses the student first wins. Repeat this a few times to elicit more vocabulary.

- 1 1.05 ★★★ Students add more vocabulary to the categories, using a dictionary if necessary.

Target vocabulary

beard /bɪəd/
blonde /blɒnd/
brown /braʊn/
freckles /'frekəl/
glasses /'glæsəz/
grey /greɪ/
long /lɒŋ/
moustache /mə'sta:tʃ/
red /red/
short /ʃɔ:t/
tall /tɔ:l/
wavy /'weɪvi/

Vocabulary bank SB p128

Extra vocabulary activity

Learn to learn

Reassure students that the act of drawing will help them, even if the drawing isn't very good.

- Monitor and praise students to boost their confidence.
- Students can also do this in groups. The student who guesses fastest wins a point.
- ★★★★ Encourage students to do this, with the table in Exercise 1 covered.
- Allow students to review the vocabulary on p11 if necessary.

VOCABULARY AND LISTENING

Describing people

- 1 1.05 Complete the table with the words for describing people in the box. Listen, check and repeat.

beard blonde brown (x2) freckles
glasses grey (x2) long moustache
red short (x2) tall wavy

Eyes		brown	grey
Hair style		long	short
		wavy	
Hair colour		blonde	brown
		grey	red
Height		short	tall
Other features		beard	freckles
		glasses	moustache

LEARN TO LEARN

Drawing pictures

Drawing pictures can help you to remember new words.

- 2 Draw pictures of the words in Exercise 1.



- 3 1.06 Cover the words and show your pictures to a partner. Can they guess the correct words?

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- 6 & 7 1.06 Before listening, students discuss the actor (Chris Hemsworth) and any of his films they might know. If your students know him, you may ask them to guess the answers to Exercise 7 before playing the audio.

Audioscript p159

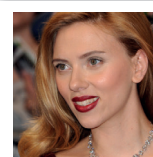
Get it right!

Adjectives go before nouns in English.

brown eyes NOT eyes-brown

Use it!

- 4 Describe the people. Use words from Exercise 1.



- 5 Work in pairs. Take turns to describe a member of your family. Can your partner guess who they are?

He's tall. He's got short brown hair.

Is it your dad?

Yes, it is. / No, it isn't.

A conversation

- 6 1.06 Look at the photo and listen. Who is the actor?



Chris Hemsworth

- 7 1.06 Listen again. Circle the correct answers.

The actor ...

- is American / Australian.
- has got blue / brown eyes.
- has got two brothers / sisters.
- has got an Australian / a Spanish wife.
- has got two daughters and a son / two sons and a daughter.

Flipped class

▶ Ask students to watch **Video 1.3** and do **Video worksheet 1.3**.

Homework

Workbook p11

Lesson aim: I can ask and answer questions using *have got*.

1 Allow students to discuss their answers in pairs before conducting whole-class feedback.

▶ Play **Video 1.3** for the class if they haven't watched it yet. Elicit that the girl has got green eyes and one brother.

Pronunciation

Ask students to turn to p141 for pronunciation practice of the sound /h/.

2 Allow students time to check answers in pairs. Elicit the phrases *I think* and *I don't think* on the board, for students to use when discussing the answers.

Audioscript p159

Word order practice

3 Encourage students to ask the questions orally, without letting the other pair read the questions, as this will help them practise the pronunciation of /h/.

Grammar game

Put students into groups. One student in each group thinks of another teacher they all know. Students take turns to ask *Has he/she got ...?* questions to guess which teacher it is.

4 Students create two extra questions for the quiz.

5 & 6 Elicit a few phrases on the board to express surprise, such as *Really?*, *Wow!*, *No way!* Drill the pronunciation.

LANGUAGE IN ACTION

have got questions

Have they got any children?	Has he got blue eyes?	How many brothers and sisters ¹ <u>has</u> he <u>got</u> ?
Yes, they have .	Yes, he ² <u>has</u> .	He's got two brothers.
No, they ³ <u>haven't</u> .	No, he hasn't .	He ⁴ <u>hasn't got</u> any sisters.

Pronunciation p141

1 Complete the examples in the table above.

2 Write the questions and answers about the famous people in the quiz below. Circle the correct answer. Listen and check.

THIS WEEK'S *star* INTERVIEW

We've got the questions.
Have you got the answers?



1 How many / brothers and sisters / Daniel Radcliffe?
How many brothers and sisters has Daniel Radcliffe got?

- a one brother
He's got one brother.
b (X) brothers or sisters
He hasn't got any brothers or sisters.

2 Scarlett Johansson / a brother?
Has Scarlett Johansson got a brother?

- a a twin brother
She's got a twin brother.
b (X) a twin sister

No, she hasn't. She's got a twin sister.

3 Mila Kunis / green eyes?
Has Mila Kunis got green eyes?

- a (X) blue eyes
No, she hasn't. She's got blue eyes.
b (X) one green eye and one brown eye

No, she hasn't. She's got one green eye and one brown eye.



Watch video 1.3
Has she got blue eyes?
How many brothers has she got?

3 Work in pairs. Write three questions like the ones in Exercise 2 about famous people. Ask another pair. Can they guess the answer?

- 1 _____
2 _____
3 _____

Use it!

4 Write a class quiz. Write questions with the correct form of *have got*.

- 1 brown eyes

- 2 a twin brother or sister

- 3 a pet

- 4 a phone

- 5 a niece or nephew

5 Ask the people in your class your quiz questions. Write down their answers.

Have you got brown eyes? Yes, I have.
No, I haven't. I've got grey eyes.

6 Compare your answers with your classmates. What is interesting or surprising?

Finished? p118 Ex 3

UNIT 1 | FRIENDS AND FAMILY 15

Extend it!

Students repeat Exercises 4–6, but this time pretending to be a famous person. They ask each other questions to guess which famous person the other classmates are.

Finished?

Fast finishers can turn to p118 and do Exercise 3.

Homework

Workbook p12

Lesson aim: I can have a phone conversation with a friend.

Warmer

Put students into groups. Ask them to brainstorm ways to communicate with friends (texts, social media, etc.) and discuss which they like and don't like.

- 1.11 ★★★ Challenge students to listen and answer the question with their books closed.

Focus on phrases

- 2.1.11 Pause the recording after each phrase and encourage students to repeat them, imitating the intonation they hear.

Audioscript p159

- 3 ▶ Play **Video 1.4** and encourage students to repeat the *Everyday English* phrases with the same intonation.
- 4 ★ Play audio 1.11 again. Students read the conversation out loud along with the audio, before practising it in pairs.
- 5 Elicit examples of questions different to the ones in the conversation and write them on the board.
- 6 If students have access to smartphones and if appropriate, encourage them to record their conversations and listen to the recording, giving them time to repeat the task if they wish. This will help with their self-correction skills.
- 7 In groups of four, two students perform the conversation, one takes notes on content and the other is responsible for correcting any mistakes in the students' grammar.

SPEAKING Phoning a friend

- 1.11 Listen to the conversation. Who is Jack?

Jack is Lily's friend. Jack is a new boy in Evan's class.



LILY 1. Hey, Evan.
EVAN Hi, Lily. Are you alright? 2. How are things?
LILY OK, thanks. 3. You? ?
EVAN 4. Fine, thanks. So, how's school?
LILY It's good.
EVAN Have you got any new friends?
LILY Yes, I have. I've got one new friend. His name's Jack.
EVAN Cool! I've got a new boy in my class. His name's Jack, too.
LILY Has he got wavy black hair and blue eyes?
EVAN Yes, he has. That's funny! Maybe it's the same boy. Imagine if it is!
LILY That's so not funny, Evan!
EVAN Got to go! 5. Bye! !
LILY OK. 6. See you later.

- 2.1.11 Complete the conversation with the phrases from the *Useful language* box. Listen and check.

Useful language

Bye! Hey, (Evan). Hi, (Lily). How are things?
OK/Fine, thanks. You? See you later.

- 3 Look at the *Everyday English* box. Find and underline the phrases in the conversation.



Are you alright? Cool! Got to go!
That's funny! That's so not funny!

- 4 Work with a partner. Practise the conversation.

PLAN

- 5 Write questions to ask your friend on the phone. Use the ideas below.

School? _____

New friends? _____

Family? _____

SPEAK

- 6 Practise the phone conversation with your partner. Remember to use *have got*, the vocabulary from this unit and expressions from the *Useful language* and *Everyday English* boxes.

CHECK

- 7 Work with another pair. Listen to their phone conversation and complete the notes.

School: _____

New friends: _____

Family: _____

Class challenge

On average, teenagers spend 3 / 6 / 2 hours online every day.

Homework

Students write a short conversation using the *Useful language* phrases.

Lesson aim: I can write an informal email to a new friend.

Warmer

Put students into pairs. Ask them to practise the telephone conversations they wrote for homework.

Email language

- 1 Set a time limit for this activity, according to students' ability.
- 2 Encourage students to highlight the words that indicated the answers, as it is good practice to help comprehension and it makes it easier for you to monitor their progress.
- 3 ★★★ In pairs, one student reads the questions and the other tries to answer without checking the text.
- 4 In pairs, one student reads a *Useful language* phrase and the other tries to remember another phrase in the same category.
- 5 Demonstrate by planning an email about yourself on the board. You may want to allow students to invent some or all the information, to make the activity more creative.
- 6 ★ Encourage students to follow the organisation of Javi's email.
- 7 Alternatively, ask students to write the email collaboratively in pairs (e.g. *We are Julia and Marc. We are both 12 years old. I have ..., but Julia has ..., etc.*). Students give their writing to their partner to check before handing in the texts to you.



Your new school penfriend is Martin, from England. Write to him below.

Hello Martin,

- 1 **c** I'm Javi and I'm from Montijo, a small town in the west of Spain. I've got a big house and a very big family!
- 2 **b** I've got six brothers and one sister. My brother, Dani, is my twin. He's tall. He's got short straight brown hair and brown eyes, like me. He's my brother and my friend! My sister, Claudia, is ten. She's got long brown hair, blue eyes and lots of freckles! I've got a pet rabbit. His name's Thumper! 🐰 My best friend's name is Toni. He's funny! 😄
- 3 **d** Here's a photo of me with Dani (he's got a red shirt) and Claudia. We're in my uncle's garden.
- 4 **a** Have you got a big family? Have you got any pets? Who's your best friend? 🙋

Write soon!

Javi 📧



Javi

- 4 Complete the *Useful language* box with examples from Javi's email.

Useful language

at the start: Hi, Hey, ¹ **Hello**
 at the end: Email me soon, That's all for now,
² **Write soon!**
 contractions: I'm, I've, ³ **He's** __, She's, ⁴ **Here's**,
⁵ **We're**, Who's
 symbols: use emojis to help express your feelings

Write an informal email to a new friend.

PLAN

- 5 Make notes about these things.

Age: _____
 Family: _____
 Pets: _____
 Friend(s): _____

Decide what information to include in each paragraph. Use the information in Exercise 2 to help you.

WRITE

- 6 Write your email. Remember to include four paragraphs, the verbs *be* and *have got* and expressions from the *Useful language* box.

CHECK

- 7 Do you ...
 - use expressions to start and end your email?
 - give information about you and your family in the second paragraph?
 - ask questions in the last paragraph?

Finished? p118 Ex 4

UNIT 1 | FRIENDS AND FAMILY 17

Finished?

Fast finishers can turn to p118 and do Exercise 4.

Flipped class


Prepare for **Explore it!** (p19). Ask students to research interesting facts about twins.

Homework

Workbook p13


Background information

In France every August, there is a festival of twins. It has been running for over 20 years and hundreds of twins take part every year.

1  Before reading, elicit key phrases such as *flag*, *Eiffel Tower*, *they look the same*, *they are identical*, etc. Allow three minutes for the students to read the text. Elicit that they are in France, they are all twins (they all look the same) and they have all got the same clothes and hairstyle.

2 Use this opportunity to point out to students that it is not necessary to be familiar with a word to understand its meaning in context. The skill of inferring meaning in a text will be very useful for them throughout their language studies.


3 ★★ You could do this as a class quiz. Give students three minutes to read the article again carefully, then ask them to close their books. Read the questions and options out loud. The group with the most correct answers wins.

4  Ask students to list at least two points for questions 1 and 3. Elicit these and write key phrases and language on the board.



AROUND THE WORLD

READING An article

- 1  Look at the photos. Where are the people? What is special about them? Read the article to check your answers.
- 2 Find words in the article that mean:
 - 1 two children born at the same time (n) **twins**
 - 2 three children born at the same time (n) **triplets**
 - 3 four children born at the same time (n) **quadruplets**
 - 4 very young children (n) **babies**
- 3 Read the article again. Circle the correct words.
 - 1 The Festival of Twins is one week / **day** long.
 - 2 Pleucadeuc isn't a **big** / small town.
 - 3 The festival is for twins, triplets and quadruplets from France / **all over the world**.
 - 4 Geoffrey and Guillaume **have got some** / haven't got any photos as babies at the Festival of Twins.



Globetrotters

Watch video 1.5
Children's Day

- What is Children's Day?
- When is Children's Day in Japan?
- Which city are the superheroes in?

 **Voice it!**

- 4 Discuss the questions.
 - 1 What is interesting about the Festival of Twins?
 - 2 Have you got any twins in your family?
 - 3 What do you think life is like as a twin?



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Twins Day

France is the third biggest country in Europe and it's got a lot of different festivals. They've got a film festival in Cannes, music festivals in Paris and in Lyon, and there's a festival of lights!

But, perhaps one of the most unusual festivals of all is 'Deux et Plus' or 'Festival of Twins' on 15th August in the small town of Pleucadeuc in the northwest of France. More than 1,000 twins, triplets and quadruplets from all over the world meet in one place! Some look the same and some look different, some even speak their own language! Imagine that!

► Play **Video 1.5** about Children's Day. Tell students that it celebrates how important and wonderful children are. In Japan, it is in May. The superheroes are in São Paulo (Brazil). Ask: *Do you have Children's Day in your country? Do you think it is a good idea?*

Video comprehension questions

Learn to learn

Encourage students to record adjectives along with their opposites, when these exist, in their vocabulary notebooks.

- 5 ★★ Student A spells the target opposite out loud and student B writes it down in the gap. The students then check the spelling in the text.

Opposite adjectives

- 6 Give students about one minute to test themselves before testing each other, as this is good practice for independent vocabulary learning.

Explore it!

Elicit full sentences using *have got*: *Twins have got the same eye colour. Twins haven't got the same fingerprints. Twins have got the same hair colour.*

Extend it!

Students in pairs think of a festival in their country and prepare to talk about it for one or two minutes. They tell another pair about the festival, then report back to the class. The class decides what the most interesting festival is.

Culture project

See Project Book p22 for further information and activities.

Flipped class

Prepare for the **Review** lesson (p20). Students revise the grammar and vocabulary from Unit 1.

LEARN TO LEARN

Increasing your vocabulary

When you learn an adjective, it's a good idea to learn the opposite adjective. Learning word pairs increases your vocabulary.

- 5 Write the opposite adjectives for words 1–4. Find and underline them in the article.

- | | |
|---------------------|-------------------------|
| 1 big <u>small</u> | 3 normal <u>unusual</u> |
| 2 last <u>first</u> | 4 old <u>new</u> |

- 6 Close your books. Say an adjective from Exercise 5. Can your partner remember the opposite adjective?


Explore it!

Guess the correct answer.

Identical twins have the same DNA, but they don't have the same ...

- a eye colour. b fingerprints. c hair colour.

Find two more interesting facts about twins. Choose your favourite fact and write a question for your partner to answer.

 **The Culture Project** Teacher's Resource Bank



The festival has got its own traditions. Each twin, triplet, or quadruplet is usually in the same clothes with the same hairstyle! There are also a lot of interesting activities to do, like face painting, watching live music, dancing and playing fun games.

Geoffrey and Guillaume have got photos from their first visit to the festival of twins as babies. Now they are 13! 'It's a great day! We've got a lot of new friends this year.' Their new friends have all got the same DNA and one thing in common – they've all got brothers or sisters that look the same – or almost!!

Class challenge

The couple who had the most children in history had 29 / 49 / 69 children.

Lesson aim: I can review what I have learnt and reflect on my progress.

This page can be set for homework or as a test. Below are some ideas to use the exercises in a more interactive way.

Vocabulary

1 Point out that Ruben is a boy's name. Put students into A/B pairs. Student A describes the family tree and Student B, book closed, draws it on a piece of paper. Then they complete the exercise together. Then, B describes his own family tree to A, who draws it on a piece of paper.

2 Put students into pairs. Student A covers the picture on the left and student B covers the picture on the right. Student A describes the picture on the right and B must draw the person as well as he/she can. The students then show the pictures and compare drawings.

Language in action

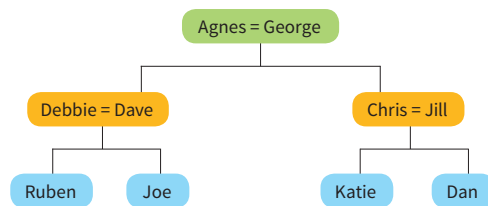
3 Put students into A/B pairs. Before completing the exercise, student A reads the complete sentence out loud (e.g. *My parents' names are Jack and Sarah*) and B replaces the noun with a pronoun (*Their names are Jack and Sarah*).

4 Ask students to look at p15 to revise questions with *have got*.

1 REVIEW

VOCABULARY

1 Look at Ruben's family tree. Complete the sentences.



- Joe: Agnes and George are my **grandparents**.
- Debbie and Dave: Ruben is our **son**.
- Ruben: Katie and Dan are my **cousins**.
- Jill: Ruben is my **nephew**.
- Katie and Dan: Dave is our **uncle**.

2 Complete the descriptions with words from the box.

brown (x2) wavy glasses grey
long red short (x2) tall



KIRSTY

Kirsty is ¹ **short**.
She's got ² **long**,
wavy, **brown** hair.
She's got ³ **brown** eyes.



JACK

Jack is ⁴ **tall**.
He's got ⁵ **short**,
red hair.
He's got ⁶ **grey** eyes.
He's got **glasses**.

20 FRIENDS AND FAMILY | UNIT 1

LANGUAGE IN ACTION

3 Rewrite the sentences. Replace the underlined words with the words in brackets and 's or 's'.

- Their names are Jack and Sara. (My parents)
My parents' names are Jack and Sara.
- Is that her phone? (Anna)
Is that Anna's phone?
- They're their bags. (my friends)
They're my friends' bags.
- That's his bike. (Danny)
That's Danny's bike.

4 Write the questions with *have got*. Answer them with the information in brackets.

- how many / sisters / you (four)
**How many sisters have you got?
I've got four sisters.**
- Toby / any cousins (X)
**Has Toby got any cousins?
No, he hasn't.**
- you / a big family (✓)
**Have you got a big family?
Yes, I have.**
- your best friend / a pet (✓) (two cats)
**Has your best friend got a pet?
Yes, he/she has. He's/She's got two cats.**
- you / a phone / in your bag (X)
**Have you got a phone in your bag?
No, I haven't.**



Self-assessment

I can use family words to talk about my family.



I can use adjectives to describe people.



I can use *have got* in affirmative and negative sentences.



I can use *have got* in questions.



Self-assessment

Encourage students to be honest. They should say what they can do, and what they find more difficult. Encourage students to ask you for extra homework with any of the vocabulary or grammar from Unit 1.

Unit quiz review

Homework

Workbook pp14–15

Lesson aim: I can organise my notebook effectively.

Remind students that they should be using a notebook to record new vocabulary. It doesn't matter if the notebook is a paper one, or a digital one, but the notes should be organised.

1 As the main aim of the section is to train students to become more effective learners, you may want to allow some of the communication to happen in the students' mother tongue, in order to allow them to discuss the topic properly. Repeat what you hear them say in their first language in English and write key language on the board.

2 ★★ Challenge stronger students to describe sections a–d in Omar's notebook without reading the options.

3 Elicit that Azra's notebook has a table which is divided into sections, whereas Omar's has different sections on the same page. Omar has drawings. Both Azra and Omar use colours to help them with grammar.

4 Allow students to work in groups to elicit a greater number of ideas. List these on the board during feedback. If students already have a notebook, encourage them to say if it is similar to Omar's or Azra's notebook.

OWN IT!

5 Tell students that you will check their notebooks to see if they are keeping their promise. Remind them about this in future lessons, to make sure they follow their plans.

LEARN TO LEARN

LEARN TO ... ORGANISE YOUR NOTEBOOK

It's important to organise your notebook to help you to find your notes and study for exams.

1 Ask and answer with a partner.

- 1 Have you got a notebook?
- 2 Is it for all your subjects or for English only?
- 3 Are your notes easy or difficult to read?

2 Look at Omar's notebook. Match 1–4 with a–d.



- 1 Today's vocabulary **c**
- 2 Today's date **a**
- 3 Today's homework **d**
- 4 Today's grammar **b**

a 23 September

b

	have got
I / you / we / they	have / haven't got ...
he / she / it	has / hasn't got ...

c

Family members	
	
dad	mum
husband	wife
brother	sister
son	daughter
uncle	aunt
nephew	niece
grandad	grandma
grandson	granddaughter
cousin	cousin

d Learn the family words from Unit 1.

3 Look at Azra's notebook. Is her notebook different from Omar's? How?

grammar

vocabulary

notes

work

Verb be

Affirmative	Negative	Questions
I'm from Turkey.	I'm not from Turkey.	Am I Brazilian?
She's my sister.	She's isn't my sister.	Is she Mexican?
He's my brother.	He isn't my brother.	Is he from Ecuador?
We're at school.	We aren't at school.	Are we 12?
They're my cousins.	They aren't my cousins.	Are they at school?

4 Ask and answer with a partner.

- 1 What is good about Omar's notebook? What is good about Azra's?
- 2 What are some other ways to organise a notebook?
- 3 Which is your favourite way? Why?

OWN IT!

5 Discuss with a partner. Decide how to organise your notebook.

Homework

Students create notebook pages about the language in the unit, using the strategies they choose.

Unit 2 That's Life!

Lesson aim: I can talk about daily routines.

Warmer

Tell students that sometimes, when bad things happen, we say That's life! Students make a list of four things they don't like about their typical day and discuss them in pairs.

► Start it!

► Unit quiz

1 Elicit that the girl doesn't want to get up in the morning and ask why. Elicit some of the students' ideas from the warmer and provide some useful words students can use, e.g. because she doesn't want to go to school because it's boring, etc.

2 If appropriate, students use their smartphones to check what time it is in India.

3 & 4 Ask students to watch ► **Video 2.1** and write a list of countries and activities. They compare lists in pairs. Nominate two students to write the list on the board and ask about their favourite activity.

► Video comprehension questions

Flipped class

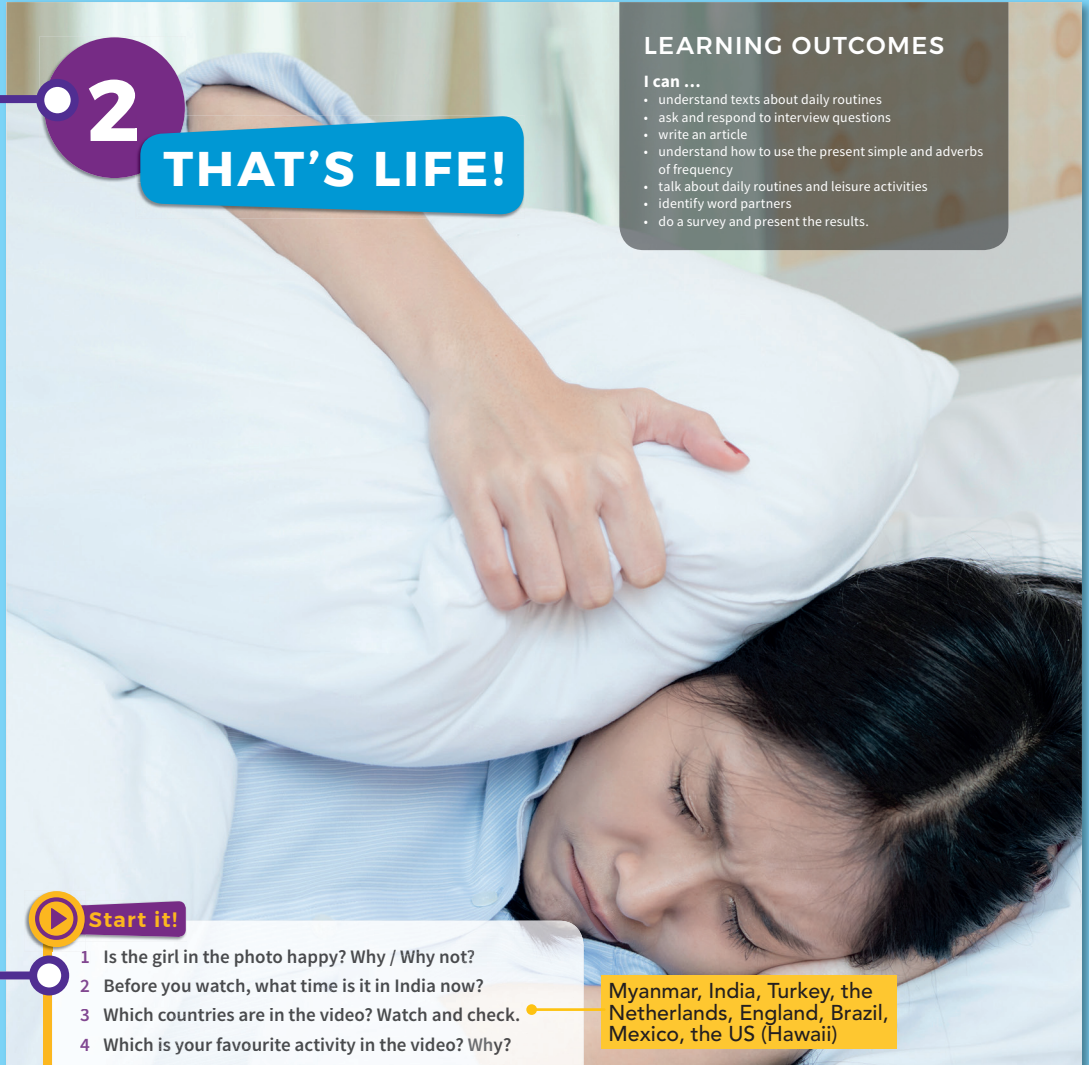
Prepare for **Explore it!** (p23). Students research an interesting fact about a daily routine.

2 THAT'S LIFE!

LEARNING OUTCOMES

I can ...

- understand texts about daily routines
- ask and respond to interview questions
- write an article
- understand how to use the present simple and adverbs of frequency
- talk about daily routines and leisure activities
- identify word partners
- do a survey and present the results.



► Start it!

- 1 Is the girl in the photo happy? Why / Why not?
- 2 Before you watch, what time is it in India now?
- 3 Which countries are in the video? Watch and check.
- 4 Which is your favourite activity in the video? Why?

Myanmar, India, Turkey, the Netherlands, England, Brazil, Mexico, the US (Hawaii)



Watch video 2.1



Language in action 2.2



Language in action 2.3



Everyday English 2.4

22 THAT'S LIFE! | UNIT 2

Unit aims

Skills

I can ...

- understand texts about daily routines p24
- ask and respond to interview questions p28
- write an article p29
- do a survey and present the results p30

Language

I can ...

- talk about daily routines p23
- understand how to use the present simple p25, p27
- understand how to use adverbs of frequency p25
- talk about leisure activities p26

Learn to Learn

I can ...

- identify word partners p23, p26
- work in pairs p33

Extra Resources

- Finished? Student's Book p119
- Vocabulary Bank Student's Book p129
- Workbook pp16–23
- Grammar reference and practice, Workbook pp90–91
- Video audioscripts Cambridge One
- WB audioscripts Cambridge One

Teacher's Resource Bank worksheets

- Grammar 2.1 and 2.2
- Vocabulary 2.1 and 2.2
- Video 2.1, 2.2, 2.3 and 2.4
- Communication 2.1 and 2.2

Lesson aim: I can talk about daily routines.

Warmer

Elicit examples of verbs used to describe daily routines.

- 1 2.01 After feedback, students listen to the recording and mime the activities they hear. Then, in pairs, students take turns to say an activity from the box for their partner to mime.

Audioscript p159

Target vocabulary

brush your teeth /brʌʃ jə(r) ti:θ/
check your phone /tʃek jə(r) fəʊn/
do your homework /du: jə(r) həʊmwɜ:k/
get dressed /get drest/
get up /get ʌp/
go home /gəʊ həʊm/
go to bed /gəʊ tu: bed/
go to school /gəʊ tu: sku:l/
have a shower /hæv ə ʃaʊə/
have breakfast /hæv brekfəst/
pack your bag /pæk jə(r) bæɡ/
wake up /weɪk ʌp/

Extra vocabulary practice

Jumbled words

- 2 2.02 Students draw pictures of the four activities. Their partner guesses the activities.

Audioscript p159

- 3 2.03 ★ Play the recording twice. The first time, students raise their hands when they hear Eduardo mention an activity. Elicit which activity Eduardo does twice in one day (brush his teeth).

Audioscript p160

Vocabulary bank SB p129

VOCABULARY

Daily routines



- 1 2.01 Match eight of the activities in the box with the pictures a-h. Listen, check and repeat.

brush your teeth	b 6, 12
check your phone	c 2
do your homework	f 10
get dressed	a 4
get up	3
go home	g 9
go to bed	h 13
go to school	8
have a shower	d 11
have breakfast	5
pack your bag	e 7
wake up	1

- 2 2.02 Which activities in the box in Exercise 1 are not in the pictures? Write them in the correct order. Listen, check and repeat.

wake up
get up, have breakfast, go to school

- 3 2.03 Listen to Eduardo talking about his day. Put all the activities in the correct order. Write 1-13 in the boxes in Exercise 1. Write two numbers in one box.

LEARN TO LEARN

Word partners (1)

When you learn new words, think about the words that go with them. This will help you to remember them.

- 4 Complete the table with activities from Exercise 1. Think of one more activity for each verb.

go	get	have
to school	up	a shower
to bed	dressed	breakfast
home		

Use it!

- 5 Work in pairs. Take turns to say an activity from Exercise 1. Your partner guesses what time you do this activity.

have breakfast 7 o'clock? No, try again.

Explore it!

Guess the correct answer.

When you brush your teeth and leave the tap on, you use ... litres of water every minute.

a two b five c ten

Find an interesting fact about another daily routine. Write a question for your partner to answer.



UNIT 2 | THAT'S LIFE! 23

Learn to learn

Some words go together naturally in English (like *brush your teeth* but not *wash your-teeth*). Encourage students to notice which words go together, and to record them in their vocabulary notebooks as word partners.

- 4 Elicit more activities (e.g. *go to the cinema, get lost, get married, have dinner, have a bath*).

- 5 Demonstrate the game by asking students to guess what time you do a few of the activities.

Explore it!

Help students make a question using the fact they discovered for homework.

Extend it!

Put students in teams. Give a member in each team an activity from Exercise 4 to mime to the rest of the team. The first team to guess wins a point. Repeat with other activities.

Homework

Workbook p16

Lesson aim: I can understand texts about daily routines.

Background information

The legend goes that the Bajau people used to live on land. When the king's daughter went missing, he ordered the Bajau to find her. They couldn't, so they decided to go and live in the water out of fear.

Warmer

Students discuss how the picture of the house is different from their house. Elicit relevant vocabulary.

1 Students try and guess each other's activities, and win a point when they do so.

2 2.04 ★ Write this on the board and elicit the missing words.
Amir lives in a house in the _____. He doesn't know his age or his _____. He finds his own _____ with his father. He _____ go to school. (water, birthday, food, doesn't)

3 ★★★ Write swim, bridge, dive and birthday on the board. Students draw a picture representing one of these words. In groups they guess each other's word.

4 & 5 Ask students to circle the answers in the text and check their answers in pairs.

Class challenge

Amir's people, the Bajau, can speak up to 8 / 10 / 12 languages.

READING A profile

A day in the life of ...



This is Amir from the Bajau tribe in Borneo. His life is unusual. He lives with his family in a house – but it's in the water. Amir doesn't know his age or the date of his birthday. The Bajau tribe don't count days and hours; they use the movement of the sea to count time.

Every morning, Amir wakes up early, but he doesn't have breakfast. He and his father go out in their boat. They swim

in the water to look for food for the day. Amir and the people in his tribe can see really well under water. Amir catches a fish for breakfast and his father catches an octopus for dinner.

After breakfast, Amir usually meets his friends. They don't go to school and they don't study subjects like English. The older Bajau people teach them how to make nets and build boats.

In the afternoons, Amir and his friends dive into the water from bridges and they play in the water, too. It's their favourite place!

In the evenings, Amir's mother and sisters cook the octopus and then the family has dinner together. It's always delicious!



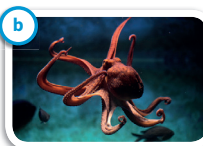
1 Tell your partner three things you do after breakfast.

2.04 2 Read the profile. Say one surprising thing about Amir's routine.

3 Find words in the profile to match the photos.



fish



octopus



boat



net

4 Read the profile again and complete the sentences.

- 1 Amir lives in an unusual house with his family.
- 2 Amir and his father look for food every morning.
- 3 Amir can see really well under water.
- 4 Amir plays in the water in the afternoons.
- 5 Amir's favourite place is the water.

5 Are the sentences T (true) or F (false)?

- 1 Amir's house isn't in the water. F
- 2 Amir's family has got a boat. T
- 3 Before breakfast, Amir is in the water. T
- 4 Amir isn't happy in water. F
- 5 Amir hasn't got any sisters. F

Voice it!

6 Discuss the questions.

- 1 How is Amir's life different from yours?
- 2 What do you like about Amir's day?

Finished? p119 Ex 1

24 THAT'S LIFE! | UNIT 2

Correct the mistakes

6 Give students a few minutes to make notes on the questions before they discuss them in pairs or small groups.

Finished?

Students turn to p119 and do Exercise 1.

Flipped class

▶ Ask students to watch Video 2.2 and do Video worksheet 2.2.

Homework

Workbook p17

Lesson aim: I can understand how to use the present simple.

Warmer

Elicit things that students do in the morning. Write them on the board. Play ► **Video 2.2** if it wasn't set for homework. Elicit the answers (*Simon wakes up at 6 am, studies Chinese, gets dressed, has breakfast, brushes his teeth and goes to school at 8 am; he says he is never late but later we see that he often is!*).

- 1 Ask students to remember facts about Amir and his life. They then complete the table.

> Pronunciation

Students can do the activities on p141, practising the sounds /s/, /z/ and /ɪz/.

Audioscript p160

✎ Extra grammar practice

- 2 Ask students to do the exercise orally in pairs, before writing the correct sentences.

Grammar game

In groups, one student says something false about their routine and the others try to correct it. The student who corrects the sentence wins a point.

- 3 2.08 ★★★ Books closed. Write the verbs in brackets randomly on the board. Read the text, pausing at each gap. Elicit the correct forms of the verbs.

Audioscript p160

- 4 Elicit that food is delicious every day, but Amir doesn't meet his friends every day.

LANGUAGE IN ACTION

Present simple: affirmative and negative

I/you/we/they	he/she/it
Amir and his father go out in their boat.	Amir lives with his family.
They ¹ swim in the water to look for food.	Amir ² catches fish for breakfast.
Amir and his friends ³ don't go to school.	He doesn't know his age.

> Pronunciation p141

- 1 Complete the examples in the table above. Use the profile on page 24 to help you.

- 2 Correct the sentences. Check your answers in the profile on page 24.

He **doesn't** play with his friends in the evenings. He plays with them in the afternoons.

He and his friends **don't** study English. They learn how to make nets and build boats.

- 1 Amir knows the date of his birthday.

Amir **doesn't know** the date of his birthday.

- 2 He plays with his friends in the evenings.

- 3 He and his friends study English.

- 4 He and his friends don't like the water.

He and his friends **like** the water. It's their favourite place.

- 5 He doesn't have dinner with his family in the evenings.

He **has** dinner with his family in the evenings.

- 3 2.08 Complete the text with the correct form of the present simple. Listen and check.



Nadia is 13 years old and she ¹ **comes** (come) from Siberia. **don't live** Her family is part of the Nenets tribe. They ² (not live) in the same place all year round. In summer, Nadia ³ **travels** (travel) more than 1,000 km to the north of the country. She ⁴ (not have got) a house. She ⁵ **lives** (live) in a tent with her family. In winter, they ⁶ **move** (move) to the south of the country and their tent ⁷ **goes** (go), too! How cool is that?



Watch video 2.2 Name three things he does in the morning. Is he always on time for school?

Adverbs of frequency

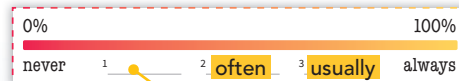
After breakfast, Amir ¹ **usually** meets his friends.

It's ² **always** delicious.

- 4 Complete the examples in the table above. Use the profile on page 24 to help you.

- 5 Complete the timeline with the adverbs of frequency.

often sometimes usually



Use it! sometimes

- 6 Imagine you are a famous person. Write three positive and three negative sentences with adverbs of frequency about your daily routine. Use the ideas in the box.

do exercise do interviews have breakfast
sing travel watch TV all afternoon

I **always have breakfast in bed.**

- 7 Swap your sentences with your partner. Guess who they are.

Are you Taylor Swift?

Yes, I am.

Finished? p119 Ex 2

UNIT 2 | THAT'S LIFE! 25

- 5 Copy the timeline on the board and ask volunteers to write the words in the correct places.

- 6 & 7 🧠 Brainstorm a list of famous people and write them on the board. Students can choose one to write about. Point out that students don't need to research information about the person's daily life. They can use their imagination.

Finished?

Students turn to p119 and do Exercise 2.

🏠 Homework

Workbook p18

Lesson aim: I can talk about leisure activities.

Warmer

Give students one minute to write down as many examples of leisure activities as they can.

- Put students into teams. Teams take turns to send one student to the front of the class and mime an activity from Exercise 1. The team that guesses fastest wins a point.

Audioscript p160

Target vocabulary

chat online /tʃæt ɒn'laɪn/
download songs /daʊn'ləʊd sɒŋz/
go for a bike ride /gəʊ fəɹə baɪk raɪd/
go shopping /gəʊ 'ʃɒpɪŋ/
hang out with friends /hæŋ aʊt wɪð frendz/
listen to music /lɪsən tə 'mju:zɪk/
make videos meɪk 'vɪdɪəʊz/
play an instrument /pleɪ ən 'ɪnstrəmənt/
play video games /pleɪ 'vɪdɪəʊ geɪmz/
read a book/magazine /ri:d ə bu:k/ /maga'zi:n/
take photos /teɪk 'fəʊtəʊz/
watch TV /wɒtʃ ti:'vi:/

Word partners

Vocabulary bank SB p129

Learn to learn

Remind students that they should be keeping organised notes of new vocabulary in their notebooks.

- Put students into pairs. Students take turns to say the first word of a phrase and the other completes the phrase.
- ★★★ In pairs, students write an extra wrong sentence and give it to another pair to correct.

VOCABULARY AND LISTENING

Leisure activities



- Match the activities in the box with the pictures. Listen, check and repeat.

chat online	3	download songs	12
go for a bike ride	9	go shopping	7
hang out with friends	8	listen to music	11
make videos	5	play an instrument	4
play video games	2	read a book/magazine	10
take photos	6	watch TV	1

LEARN TO LEARN

Word partners (2)

When you learn new words, learn them with the words that go with them. This will help you remember them.

- Complete the table with the activities in Exercise 1.

	Leisure activities
Indoors	download songs, play an instrument, play video games, watch TV
Outdoors	go for a bike ride
Indoors and outdoors	chat online, go shopping, hang out with friends, listen to music, make videos, read a book/magazine, take photos

26 THAT'S LIFE! | UNIT 2

- Change the words in **bold** and write the correct sentences.

- I usually **chat** music on my phone.
I usually listen to music on my phone.
- We never **read** videos.
We never make videos.
- Victor **listens** to photos all the time!
Victor takes photos all the time!
- Alex **downloads** online with his friends every evening.
Alex chats online with his friends every evening.
- Evie and Laura **take** the piano together.
Evie and Laura play the piano together.

Street interviews

- Listen. Which activities from Exercise 1 do you hear?
- Listen again. Circle the correct answers.
 - Nina and her friends like / don't like the same music.
 - Nina does / doesn't do her homework before she chats online.
 - Anton plays / doesn't play video games on his own.
 - George lives / doesn't live near Anton.
 - Anton has got / hasn't got a bike and a camera.

Use it!

- Write five sentences about your leisure activities. Use adverbs of frequency.
- Work with a partner. Take turns to say your sentences. Are any the same?

I always chat online after school.

I never chat online after school. I read a magazine.

Flipped class

▶ Ask students to watch **Video 2.3** and do **Video worksheet 2.3**.

Homework

Workbook p19

- Elicit the answers (hang out with friends, listen to music, chat online, play video games, take photos).
- Encourage students to guess the answers before listening again.
Audioscript p160
- Monitor and make sure students are using the adverbs correctly.
- Ask pairs to tell the class how many activities are the same. Write *We both ...* on the board to help them.

Lesson aim: I can understand how to use the present simple.

Warmer

Ask *Do you ...?* questions using activities from p26. Students raise their hands when their answer is yes. Find out the most popular activity in the class.

► Play **Video 2.3** and elicit that Sophie lives in Mexico City and Max makes videos.

1 Point out that we always need to use a form of *do* when we make questions with the present simple.

2 ★ Students write the questions in pairs, then listen to audio 2.10 again before writing the answers.

3 Encourage students to do the exercise in pairs orally before writing the questions and answers.

Get it right!

Ask the students six questions. In three of them, leave out *do* or *does*. The first student who catches your mistakes wins a point.

4 After feedback, students ask and answer the questions in groups of three.

5 ♀ Put students into pairs. Ask them to write two extra questions for you. They work with another pair and choose the most interesting question out of the four they wrote. Elicit and answer these.

Extra grammar practice

LANGUAGE IN ACTION

Present simple: questions

I/you/we/they	he/she/it
Do they like the same music?	1 <u>Does</u> your best friend live near you?
Yes, they ² do . / No, they don't .	Yes, he does . / No, he ³ doesn't .
What ⁴ do you do ?	Who does Anton play with?
How often ⁵ do you chat online?	How often ⁶ does she do that?

1 Complete the examples in the table above.

2 Write the words in the correct order to make questions. Write the answers.

1 Nina / hang out with friends / does ✓
Does Nina hang out with friends?
Yes, she does.

2 Nina and her friends / do / like / reading X

Do Nina and her friends like reading? No, they don't.

3 Nina / her homework / in the evenings / does / do ✓

What time does Nina do her homework in the evenings? Yes, she does.

4 Anton / walk / to George's house / does X

Does Anton walk to George's house? No, he doesn't.

3 Use the ideas to write questions. Ask and answer with a partner.

1 play video games with friends (you)
Do you play video games with friends?
Yes, I do. / No, I don't.

2 live near you (your friends)

Do your friends live near you?

3 listen to music in the car (your parents)

Do your parents listen to music in the car?

4 get up early at the weekend (you)

Do you get up early at the weekend?

Get it right!

Remember *do* and *does* in present simple questions.

Where does your best friend live? NOT ~~Where your best friend live?~~

Wh- questions

4 Complete the questions with the words in the box.

How often What What time When Where

1 When do you have breakfast?

2 Where does your best friend live?

3 What time do you get up on week days?

4 What do you do in your free time?

5 How often does your English teacher give you homework?

Use it!

5 Write questions. Ask and answer with a partner.

1 What video games / you and your friends / like?

What video games do you and your friends like?

2 Where / your best friend / live?

Where does your best friend live?

3 Who / you / meet / before school?

Who do you meet before school?

What video games do you and your friends like?

I like adventure games, but my friends usually play football games.

Finished? p119 Ex 3

UNIT 2 | THAT'S LIFE! 27

Grammar game

Put students into teams of four. They write three *wh-* questions about Amir from p24. Each team asks the questions and other teams answer them. The team with the most correct answers wins.

Finished?

Students turn to p119 and do Exercise 3.

Homework

Workbook p20

Lesson aim: I can ask and respond to interview questions.

Warmer

Tell students to imagine they can interview anyone, real or invented, dead or alive. Students discuss who they would like to interview and why.

- 1 ★★ Encourage students to close their books for this activity and answer the question by listening.

Matching questions and answers

- 2 ★★ Students cover the *Useful language* box and try to complete the conversation while listening.

Audioscript p161

- 3 ▶ Play **Video 2.4**. Then put students into pairs to write one question/answer for each phrase, e.g. *Who is your favourite footballer?* *That's easy, it's Messi.*
- 4 Play the recording again. Ask students to read the conversation out loud with the recording. Then students practise in pairs.
- 5 Choosing another teacher to interview can be fun and motivating for students. Students could use some of the questions they asked you in the previous lesson.
- 6 Encourage students to record their conversation using smartphones, if appropriate. They can listen again and re-record it if they want.
- 7 Pairs take turns to perform their interviews. One listening student completes the notes, and the other listening student makes notes on the *Useful language* and *Everyday English* phrases they hear.

SPEAKING An interview

He's a history teacher at Amelia's school.

MR GREEN

AMELIA

- 1 Listen to the conversation. Who is Mr Green?

AMELIA Hello, Mr Green. *I've got some questions to ask you* for the school magazine. *Is that OK?* ?

MR GREEN Go ahead.

AMELIA What time do you get up in the morning?

MR GREEN That's easy. I always get up at 5.30 am.

AMELIA *That's interesting.* . So early! What time do you go to school?

MR GREEN It depends. I usually arrive at about half past seven.

AMELIA You're a history teacher here. Do you like your job?

MR GREEN Good question! Of course I do, especially the interviews.

AMELIA That's lucky!! *I've just got one more question.*

MR GREEN Sure!

AMELIA What's your favourite day of the week?

MR GREEN That's a difficult one! Saturday.

AMELIA *Thank you very much for your time.*

MR GREEN No problem. You're welcome.

- 2 Complete the conversation with the phrases from the *Useful language* box. Listen and check.

Useful language

I've got some questions to ask you. Thank you very much
Is that OK? for your time.
I've just got one more question. That's interesting.

- 3 Look at the *Everyday English* box. Find and underline the phrases in the conversation.



Watch video 2.4 Everyday English

Go ahead. It depends. No problem.
Sure! That's easy.

- 4 Work with a partner. Practise the conversation.

PLAN

- 5 Work with a partner and decide who you want to interview. Write four questions that you want to ask. Use the ideas below. Decide on the person's answers.

- 1 What time / get up?
What time do you get up in the morning?
I get up at 7.30 am.
- 2 What time / go to work?

- 3 Like job?

- 4 Favourite day?

SPEAK

- 6 Practise the interview with your partner. Remember to use verbs in the present, the vocabulary from this unit and expressions from the *Useful language* and *Everyday English* boxes.

CHECK

- 7 Work with another pair. Listen to their interview and complete the notes.

Who do they interview? _____
Favourite day: _____
Something interesting: _____

28 THAT'S LIFE! | UNIT 2

Extend it!

Ask students to repeat their interview questions, but this time, one student role-plays being a famous person.

Flipped class

Prepare for the next lesson. Ask students to research the daily routine of a famous person.

Lesson aim: I can write an article.

Warmer

Put students into groups. Ask them to share any information they researched for homework. Ask if anyone researched a *vlogger*, and elicit what this is (a person who makes regular video blogs about their life).

1 Elicit that if 1 was right, the text would say that Amy only does the same thing all day, and if 3 was right, the text would talk about more than one vlogger.

2 Elicit words which helped the students find the answers, for example, *lunch, breakfast, pm*, etc.

3 Put students into pairs. They ask and answer questions about the other times mentioned in the text, starting with *What does Amy do at...?*

4 Before students begin, write the punctuation marks from the *Useful language* box on the board. Find out if students can name any of them.

Punctuation practice

5 If possible, display the text and go through it with the students, pausing before each circled feature to elicit its name.

6 Students can use the structure below for their writing. They can write about the person they researched for homework.
Paragraph 1 (Morning)
Paragraph 2 (Afternoon)
Paragraph 3 (Evening)

7 You could ask students to write collaboratively, agreeing on what to write, phrase by phrase.

WRITING

An article

1 Read the article. Discuss the best title. Write it in the space in the article.

1 What do you do all day?

2 What's your daily routine?

3 What does a vlogger do all day?

2 Match topics a–c with paragraphs 1–3.

a Description of Amy's evening routine

b Description of her morning routine

c Description of her afternoon routine

3 Read the article again. What does Amy do at these times?

1 7.00 am *She wakes up.*

2 11.00 am *She usually goes for a bike ride.*

3 1.00 pm *She has lunch.*

4 9.00 pm *She uploads her vlog.*

4 Look at the *Useful language* box. Write the punctuation used in 1–6.

1 I read a book. *full stop*

2 Close the door! *exclamation mark*

3 Do you chat online? *question mark*

4 Canadian Amy Ritchie *capital letter*

5 chair, table, notebook *comma*

6 I'm they're don't *apostrophe*




Useful language

apostrophe ' capital letter A, B, C
comma , exclamation mark !
full stop . question mark ?


5 Find and circle examples of the punctuation in the *Useful language* box in the article and title.

8 Students share their first draft with a partner and use the checklist for both texts, making changes if necessary.

Amy Ritchie is a Canadian vlogger.
She vlogs about her life.

1 b She always wakes up at 7.00, has breakfast  and checks her phone. She plans her vlog but she doesn't make it. She usually goes for a bike ride at 11.00  .

2 c She has lunch at 1.00 and listens to music.  Between 2.00 and 3.00, she practises her vlog. She takes some photos and posts them.

3 a Amy doesn't have much free time. She sometimes watches TV before dinner.  She always uploads her vlog at 9.00 pm and she goes to bed at 11.00.

One day I want to be a vlogger like Amy!

Write an article about daily activities.

PLAN

6 Choose a famous person. Think about their daily activities. Decide what information to include in each paragraph. Use the information in Exercise 2 to help you.

WRITE

7 Write your article. Remember to include the information in the correct order, the present simple, adverbs of frequency and correct punctuation from the *Useful language* box.

CHECK

8 Do you ...

- include an interesting title with a question?
- introduce the person, their nationality and what they do?
- end the article with a sentence about you and your ambition?

 Finished? p119 Ex 4

UNIT 2 | THAT'S LIFE! 29

Finished?

Students turn to p119 and do Exercise 4.

Homework


Workbook p21

Lesson aim: I can do a survey and present the results.

Project Book


For more information and activities see the Project Book p26.

1 After feedback, elicit why surveys might be used in a school (e.g. to understand if students are happy, to see what food they like in the canteen, if they like their subjects, etc.).

2  2.12 ★★★ Put students into A/B pairs. Student A covers the chart. Student B covers the box above the chart. Student A asks for the numbers for each activity (a–g), e.g. *How many students play video games?* (23).

Audioscript p161


3 Encourage students to discuss the questions and guess the answers before reading again.

4  2.13 After feedback, students discuss how similar or different their class is to the one in the survey.

Audioscript p161

How to present survey results

At this stage, students should be starting to take responsibility for completing tasks as part of a larger project. This project will help students do this by encouraging them to think about the best way to present simple data.

5  2.13 Encourage students to underline the language the students used to follow the *How to ...* tips, ticking each tip as they go, to ensure they find them all (e.g. *The purpose of our survey is to understand the leisure activities people do ...* – b).

Audioscript p161



THE MATHS PROJECT

A class survey

1 Circle the correct answer.

A survey is a ...

- a test to check your knowledge.
- b list of questions to find out information.



2 Look at the bar chart and complete the results of a class survey a–g. Listen and check.

3 Read the survey results again. Answer the questions.

1 How many people are in the class? 30

2 What question do the students want to ask?

What do you do on Saturday mornings?

3 How do the students present the results?

In a bar chart.

4 What is the class's favourite leisure activity?

Playing video games.



4 Complete the summary of the survey results with the words in the box. Listen and check.

class leisure girls question
results students surprising



5 Read the *How to* box and listen again. Answer the questions.

1 Do the students complete each stage from the *How to* box?

Yes, they do.

2 What is the students' conclusion after the survey?

Most students play video games; no one tidies their bedroom.

3 Do you think it is a good summary? Why / Why not?

How to present survey results

- a Say what question you ask in your survey.
- b Say why you want to do the survey.
- c Give information about the people in the survey.
- d Present the results.
- e Give your opinion on the results.
- f Comment on any surprising results.
- g Summarise the survey results.

30 THAT'S LIFE! | UNIT 2

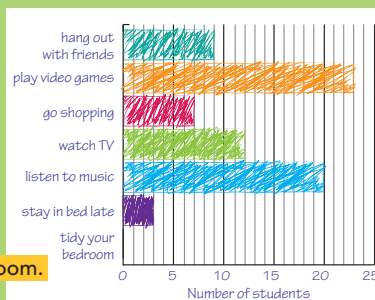
OUR CLASS SURVEY

SURVEY OF CLASS 7B: STUDENTS' LEISURE TIME

What do you do on Saturday mornings?

Total number of students: 30

a	hang out with friends	9
b	play video games	23
c	go shopping	7
d	watch TV	12
e	listen to music	20
f	stay in bed late	3
g	tidy your bedroom	0



Lesson aim: I can do a survey and present the results.

6 Divide the class into groups of four. Ensure that the groups have different questions and that each of the four topics is covered. To conduct the survey, ask two students from each team to stay seated and two to stand up, move around the room and interview the students who are sitting. Then students swap roles. Encourage students to use colours when making their bar charts.

7 Help students plan their presentation. Encourage them to decide which student will cover each *How to tip* (e.g. Student 1 = a–b, student 2 = c–d; Student 3 = e–g). Encourage students to rehearse the presentation at least once, recording themselves with a smartphone if appropriate. Students check their recording and discuss what they can improve, then present their survey to the class (or to a larger group of students, if the class is very big).

8 After the presentations, elicit what the students found most surprising or what they disagreed about. Discuss ideas as a class.

For more work on Maths, students can turn to SB p137. See p153 for teaching notes.

Flipped class

Prepare for the **Review** lesson (p32). Students revise the grammar and vocabulary from Unit 2.

OWN IT!

Our survey is about ¹ leisure activities on Saturday mornings. The purpose of our survey is to understand the leisure activities people do because we want to prepare an end of year party. It is good to know what people like!

Here are the results. students

- There are 30 ² in our class. They are all between 12 and 13 years old. 16 are ³ girls and 14 are boys. question
- In response to the ⁴ 'What do you do on Saturday mornings?' please look at the information in the chart.

surprising

- In our opinion, the ⁵ results are interesting. Students do a variety of different activities.
- Only three students stay in bed late on Saturday mornings. We think this is ⁶ surprising, because we know we're all tired after a week at school and we all like to sleep. Teenagers need between nine and ten hours sleep a night but we know leisure time is important for us, too.
- Most of the students in our ⁷ class play video games and no one tidies their bedroom on Saturday morning!

PLAN

6 Work in groups. Choose one of these topics. Complete the steps below.

Morning routines during the week
After-school activities
Evening activities
Weekend activities

- Decide on your question and the activities you want to include.
- Ask students your question and write down their answers.
- Add up the results.
- Draw a bar chart to show your results.

PRESENT

7 Present your results to the class. Remember to include carefully recorded information, an accurate bar chart and the tips in *How to present survey results*.

CHECK

8 Listen to your classmates' presentations and complete the notes. What question do they ask?

What is their conclusion after the survey?

Write down two interesting or surprising facts.

UNIT 2 | THAT'S LIFE! 31

Lesson aim: I can review what I have learnt and reflect on my progress.

The aim of this review page is for students to revise the grammar and vocabulary from the unit. You can either do it in class or as a timed progress test or set it for homework. Below are some ideas of how to use the page in an interactive way.

Vocabulary

- Put students into pairs. Students take turns to say a verb (1–6), and their partner responds with the correct part of the phrase (a–f).
- Students work in pairs to make extra questions using the language on p26. They ask and answer the questions with another pair.

Language in action

- Put students into groups of four. One student reads the story using the verbs in brackets, unchanged. The other students win a point every time they supply the correct form of the verb.
- Put students into groups of three. Student A asks a question to student B. Student B answers with the truth or a lie. Student C must ask more questions to guess if it's true or not. Students then change roles.
- Increase the difficulty of this exercise by dictating the words, leaving out the verbs, e.g. *never / we / before school / TV*. The pair who completes the sentences first wins.

2 REVIEW

VOCABULARY

- Match the verbs with the activities.

- | | |
|---------|--------------|
| 1 brush | a your bag |
| 2 get | b home |
| 3 check | c a shower |
| 4 have | d dressed |
| 5 pack | e your teeth |
| 6 go | f your phone |

- Circle the correct verb.

- play / go / chat video games
- read / watch / make a book
- hang out with music / friends / photos
- listen to / go / chat music
- chat / go / make videos
- watch / take / listen to photos

LANGUAGE IN ACTION


- Complete the blog post with the correct form of the verbs. Use the present simple.

WELCOME TO

my morning routine!

My day ¹ starts (start) at 7.00 am during the week. I ² wake up (wake up) but I ³ don't get up (not get up). I ⁴ check (check) my phone. My best friend, Yusuf, always ⁵ sends (send) me a photo in the morning. He's funny! Breakfast is at 7.30. Then my sister and I ⁶ pack (pack) our bags for school. I don't meet (not meet) Yusuf in the morning because he doesn't go (not go) to my school.

What's your morning routine like?



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- Write questions. Answer the questions for you.

- your best friend / play an instrument?
Does your best friend play an instrument?
- how often / you / watch / TV?
How often do you watch TV?
- what / your friends / do / at the weekend?
What do your friends do at the weekend?
- what time / school / start / in the morning?
What time does school start in the morning?
- where / you / hang out / with friends?
Where do you hang out with friends?
- how often / you / go / for a bike ride?
How often do you go for a bike ride?

- Put the words in the correct order to make sentences.

- watch / never / we / before school / TV
We never watch TV before school.
- chats / sometimes / she / online
She sometimes chats online.
- shopping / they / at the weekend / go / often
They often go shopping at the weekend.
- music / bedroom / I / my / listen to / usually / in
I usually listen to music in my bedroom.



Self-assessment

I can talk about my daily routine.



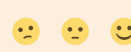
I can talk about my leisure activities.



I can use the present simple in affirmative and negative sentences.



I can use the present simple to ask questions.



Self-assessment

After students complete the self-assessment, ask them to write *I don't understand this* or *I need more practice* next to their ☹ statements. Students discuss results in groups. Monitor closely and engage with each group to get a sense of what the class needs to work more on.

Unit quiz review

Homework

Workbook pp22–23

Lesson aim: I can work with a partner.

This lesson helps learners understand how to listen more respectfully and respond constructively to others' contributions or activities.

Warmer

Write these instructions on the board: *listen carefully, answer a different question, answer a question with a question and look at your phone.* Students secretly choose one of the instructions. They walk around asking each other questions about their hobbies and daily routines, and act according to the instructions they chose. Students must guess their partner's instruction.

Class challenge

During a normal day, people usually spend more time speaking / reading / listening.

- 1 Ask students to check their ideas in pairs before getting feedback from the whole class.

OWN IT!

- 2 Encourage students to follow the advice from Exercise 1. Stress that they should not start writing in their books until they have finished listening to their partner.
- 3 Encourage students to think about recent speaking activities they have done, and to be honest when completing the sentences.
- 4 Demonstrate this activity. Tell a personal story (real or invented) about a time someone told you something bad about yourself and you didn't get offended, but learned from it.



LEARN TO LEARN

LEARN TO ... WORK IN PAIRS

When you work in pairs, you learn from your partner.

- 1 Complete the advice 1–6 with **Always** or **Never**.

Let's work well together!

- 1 **Always** listen to your partner.
- 2 **Never** answer your partner's questions.
- 3 **Never** speak at the same time as your partner.
- 4 **Always** help your partner with words they don't know.
- 5 **Never** laugh at your partner's mistakes.
- 6 **Always** ask questions to get more information.



OWN IT!

- 2 Ask and answer questions with a partner. Complete sentences 1–4. Practise the advice in Exercise 1.

- 1 We both like _____.
- 2 My partner likes _____ but I don't.
- 3 I like _____ but my partner doesn't.
- 4 We don't like _____.

Do you like hanging out with friends?

Yes, I do.

Me, too. Let's write 'hanging out with friends' in sentence 1.

- 3 Complete the sentences about how you work in pairs with **always**, **sometimes** or **never**.

When I work in pairs ...

- 1 I always listen to my partner.
- 2 I _____ answer my partner's questions.
- 3 I _____ speak at the same time as my partner.
- 4 I _____ help my partner with words they don't know.
- 5 I _____ laugh at my partner's mistakes.
- 6 I _____ ask questions to get more information.

- 4 Tell your partner your sentences from Exercise 3. Do they agree? Why / Why not?

I always listen to my partner.

Hmm. You sometimes listen to your partner.

Warmer

Ask students to look back at p7, Exercise 1. Elicit the vocabulary that they can use to describe the picture on p34. Elicit more words to describe other things they can see, such as *tree*, *bicycle*, *sky* and *outdoors*.

► Start it!

► Unit quiz

1 ★★★ Ask: *Would you like to go to a school like this?*

2 Write the following prompt to help students: *I go to school by ...*

3 & 4 ► Ask students to watch **Video 3.1** and make note in pairs. Get feedback from the whole class as to which school students want to go to.

► Video comprehension questions

Class challenge

Switching off lights and computers at night in schools can save up to 30 / 300 / **3,000** euros.

Flipped class

Prepare for **Explore it!** (p35). Ask students to research an interesting fact about schools.

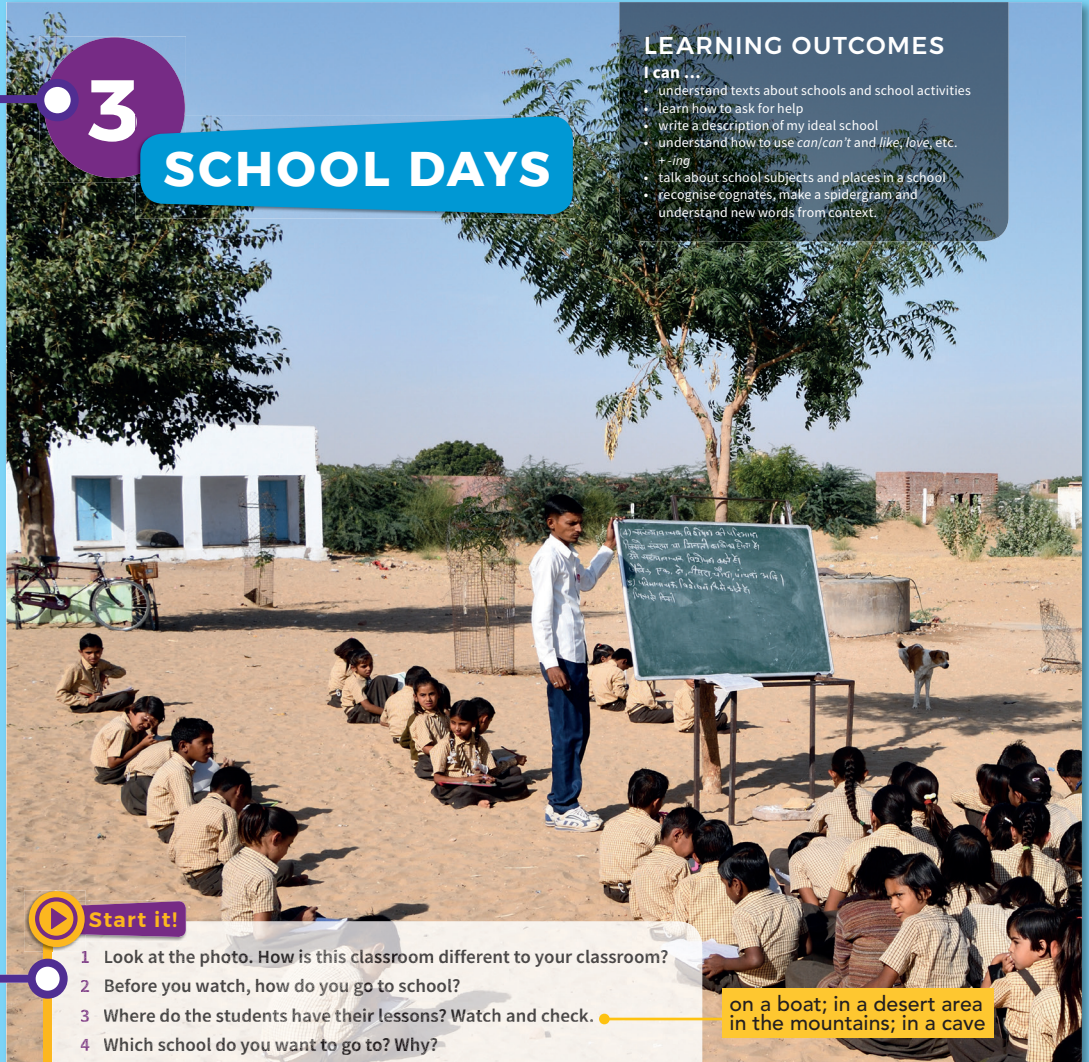
3

SCHOOL DAYS

LEARNING OUTCOMES

I can ...

- understand texts about schools and school activities
- learn how to ask for help
- write a description of my ideal school
- understand how to use *can/can't* and *like, love*, etc. + *-ing*
- talk about school subjects and places in a school
- recognise cognates, make a spidergram and understand new words from context.



Start it!

- 1 Look at the photo. How is this classroom different to your classroom?
- 2 Before you watch, how do you go to school?
- 3 Where do the students have their lessons? Watch and check.
- 4 Which school do you want to go to? Why?

on a boat; in a desert area
in the mountains; in a cave



Watch video 3.1



Language in action 3.2



Language in action 3.3



Everyday English 3.4



Globetrotters 3.5

34 SCHOOL DAYS | UNIT 3

Unit aims

Skills

I can ...

- understand texts about schools and school activities p36, p42
- ask for help p40
- write a description of my ideal school p41

Language

I can ...

- talk about school subjects p35
- understand how to use *can/can't* p37
- talk about places in a school p38
- understand how to use *like, love*, etc. + *-ing* p39

Learn to Learn

I can ...

- recognise cognates p35
- make a spidergram p38
- understand new words from context p43
- use flashcards to review vocabulary p45

Extra Resources

- Finished? Student's Book p120
- Vocabulary Bank Student's Book p130
- Workbook pp24–31
- Language reference and practice Workbook pp92–93
- Video audioscripts Cambridge One
- WB audioscripts Cambridge One

Teacher's Resource Bank worksheets

- Grammar 3.1 and 3.2
- Vocabulary 3.1 and 3.2
- Video 3.1, 3.2, 3.3, 3.4 and 3.5
- Communication 3.1 and 3.2

Lesson aim: I can talk about school subjects.

- 1 3.01 ★★★ Students cover the box of words and work together to name the subjects in the pictures.

Audioscript p161

Target vocabulary

art /ɑ:t/
design and technology (DT) /dɪ'zain ənd tek'nɒlədʒi/
drama /'drɑ:mə/
English /'ɪŋɡlɪʃ/
food technology /fu:ð tek'nɒlədʒi/
geography /dʒi'ɒɡrəfi/
history /'hɪstəri/
information and communication technology (ICT) /,ɪnfə'meɪʃən ənd kə'mju:nɪ'keɪʃən tek'nɒlədʒi/
maths /mæθs/
music /'mju:zɪk/
physical education (PE) /fɪzɪkl edʒu'keɪʃən/
science /'saɪəns/
Spanish /'spæɪnɪʃ/

Extra vocabulary practice

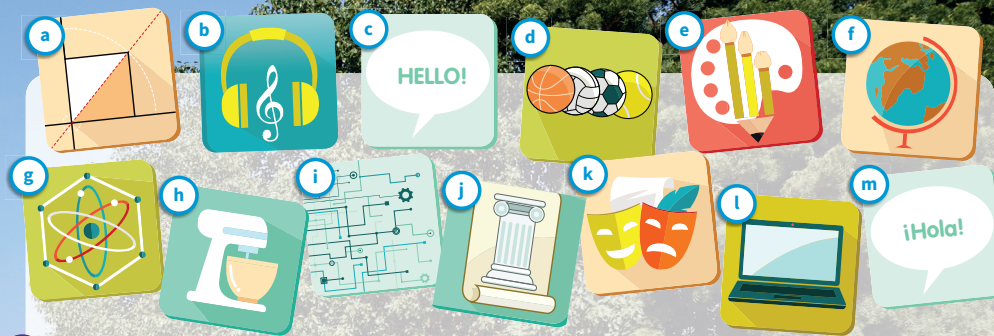
Vocabulary memory game

- 2 Ask students to make a new sentence in pairs, using another school subject from Exercise 1.
- 3 ★ On the board, write the following prompts for students to use.
I'm good at ... but I'm not good at ...
My favourite subject is ... because ...

Vocabulary bank SB p130

Learn to learn

Let students know that there are words in English that are similar to their own language. It will help build their confidence if they know that they can already understand some vocabulary.



VOCABULARY

School subjects

- 1 3.01 Match the school subjects with the pictures. Listen, check and repeat.

art	e	design and technology (DT)	i
drama	k	English	c
geography	f	history	j
information and communication technology (ICT)	l		
maths	a	music	b
physical education (PE)	d		
science	g	Spanish	m

- 2 Circle the correct subjects.

- 1 Maths / Art is my favourite subject. I love difficult sums.
- 2 I don't like PE / food technology when we go outside. I prefer it inside.
- 3 This year I want to study Shakespeare in science / English.
- 4 I never remember all the dates in history / ICT.
- 5 Geography / English isn't just about countries. It's also about population and people.
- 6 Music / Spanish is great this year. My word of the week is gracias.

- 3 Work with a partner. Ask and answer about your timetables. Talk about:
- subjects you're good at your favourite subjects
- subjects you're not good at good/bad days

I'm good at PE. I'm not good at art. What about you?

LEARN TO LEARN

Recognising cognates

Some English words are similar to words in your language, but we don't always use them in the same way.

- 4 Write the subjects from Exercise 1 under the headings. Can you add any more subjects?

Similar to the names of subjects in my language	Very different from the names of subjects in my language

Use it!

- 5 Write five definitions for school subjects. Can your partner guess the subjects?

You draw and paint in this subject. Art!

Explore it!

Guess the correct answer.

In Australia, students have six weeks' summer / winter holiday from mid-December to the end of January.

Find an interesting fact about schools. Write a question for your partner to answer.



UNIT 3 | SCHOOL DAYS 35

- 4 Discuss with students if the pronunciation of the English words is similar or different to their language.

- 5 Alternatively, students write definitions in teams of three, before reading the clues out for other teams to guess.

Explore it!

Help students create a multiple-choice question using the fact they researched for homework.

Extend it!

In pairs, students add more words related to school to each column in Exercise 4. Elicit these on the board and check the pronunciation.

Homework


Workbook p24

Lesson aim: I can understand texts about schools and school activities.

Warmer

Put students into groups to brainstorm school subjects they don't have in their school, but would like (e.g. skateboarding, filmmaking, etc.). The class discusses which would be the most interesting.

1 ★ Write *What* on the board and elicit other *wh*-question words. Students pick two and make two questions, e.g. *Where is the school?* Or *When do children start the school?*

2  3.02 Alternatively, students write two things they remember and invent one extra. Students in groups try to catch each other's invented facts.

3 Demonstrate that reading the words around the unknown word will help make the meaning clearer. Say: *The School in Havana trains boys and girls to ...*. Ask: *Does the school prepare the boys and girls for something or think about the boys and girls?*

4 ★★★ Students underline key words in each sentence (*world, start, before classes start, break, afternoons*), and then locate these same words in the text, reading around them to find the answers.

Extra comprehension questions

5 ★ Before discussing the questions, ask students to read the text again, highlighting facts in different colours depending on whether they are the same or different for their school.

READING A webpage



Rumba, mambo, and salsa are just some of the dance styles that come from Cuba, and dancers are big stars in Cuba. The Cuban National Ballet School in Havana **trains** boys and girls to do **ballet** and many of the students become the world's **top** ballet dancers.

Children usually start at the school when they are ten years old, for five years of training. Then they sometimes train for three and a half more years at a professional level.




The school day starts at 7.00 am and finishes at 7.00 pm. That's a 12-hour day! And some students go to school before classes start to do exercises! In the morning students study subjects like history, maths, languages, science and music. At lunchtime they can have a break, but they can't go home. In the afternoons, they dance.

Oscar is a student there. 'It's **tough** and sometimes I just want to do nothing. I can dance and read music quite well, but I can't play the piano at all. My best friend Carlos can dance very well. He can sing well, too, but I can't – I sing badly! One day, I want to be a dancer like my **hero**, Javier Rojas.'

Learning to be a top ballet dancer is really hard work! Are you tough enough?

36 SCHOOL DAYS | UNIT 3

1 Look at the photo and read the title. What do you want to know about the webpage?

 2 Read the webpage. Close your books. Write two things you remember about it.

3 Find the words in **bold** in the webpage. Circle the correct option.

- 1 Train is to prepare yourself for / think about an activity.
- 2 Ballet isn't / is a type of dance.
- 3 Top is to be number one / two.
- 4 Tough is something easy / difficult.
- 5 Hero is a person you think is great / not very good.

4 Read the webpage again and complete the sentences.

- 1 The Cuban National Ballet School is in Havana.
- 2 Lots of the students become world-famous ballet dancers.
- 3 Most students start training at the school when they are ten years old.
- 4 Some students go to school in the morning before classes start.
- 5 Students can have a break at lunchtime.
- 6 In the afternoons, students dance.

Voice it!

5 Discuss the questions.

- 1 Has your country got schools like Oscar's school? What type?
- 2 What are the similarities and the differences between your school and Oscar's?
- 3 Do you want to go to a ballet school like Oscar? Why / Why not?

 Finished? p120 Ex 1

Finished?

Students turn to p120 and do Exercise 1.

Flipped class

► Ask students to watch **Video 3.2** and do **Video worksheet 3.2**.

Homework

Workbook p25

Lesson aim: I can understand how to use *can/can't*.

Warmer

► Play **Video 3.2**. Elicit that the boy can speak Mandarin Chinese, and that anyone can become a vlogger by taking classes or asking for advice.

- Students check p36 if necessary. Elicit new sentences which are true for them or their school, e.g. *Students can go home for lunch, or I can play the piano.*

> Pronunciation

Students do the activities on p141 to practise how to say *can* and *can't*.

Ability and permission

- You can turn this into a class quiz. Transform the statements into questions and read them out loud. In teams, students write down their answers.

Get it right!

Tell students what you can and can't do. Make a few mistakes by using *to* after *can*. Encourage students to correct you.

- 3.06 ★★ After feedback, discuss Huaho school. Elicit what students like and dislike about it.

Audioscript p162

- Students complete the exercise from memory before checking on p36.
- Brainstorm more activities for the list and write these on the board for students to use.
- Elicit what activities most students can do well and which they can't.

LANGUAGE IN ACTION

can for ability and permission



Watch video 3.2
Can he speak another language?
Can anyone become a vlogger?

I/you/he/she/it/we/they	
Ability	Permission
I ¹ <u>can</u> dance.	At lunchtime they ² <u>can</u> have a break.
Oscar <u>can't</u> play the piano.	Students ³ <u>can't</u> go home at lunchtime.
Can Oscar sing well? Yes, he <u>can</u> . / No, he <u>can't</u> .	Can they dance here? Yes, they <u>can</u> . / No, they <u>can't</u> .

> Pronunciation p141

- Complete the examples in the table above. Use the webpage on page 36 to help you.
- Circle the correct option. Check your answers in the webpage on page 36.
 - Oscar can / can't read music.
 - Oscar can / can't sing well.
 - Carlos can / can't sing well.
 - Javier Rojas can / can't dance well.

- 3.06 Complete the text with the correct form of *can*. Listen and check.

Get it right!

We use the verb without *to* after *can*.
Vicki can sing NOT *Vicki can to sing*

A day in Huaho school

Huaho school in Finland is different. Can you guess why?

Students ¹ can choose (choose) the subjects they want to study. Teachers ² can't tell (tell) them what to do. Students ³ can use (use) their mobiles in class to do research.

⁴ Can you do (you / do) that in your school?

Students and teachers ⁵ can take (take) a break after every lesson. They ⁶ can chat (chat) to friends or go outside.

Students ⁷ can't do (do) homework. Why? Because the teachers don't give them any!

⁸ Can you imagine (you / imagine) a school like this?

Can you imagine

- Remember the information from the webpage and complete the sentences.

😊😊😊 very well 😊😊 well 😊 quite well
😞😞😞 at all 😞😞 badly 😞 not very well

- Oscar can read music quite well.
- He can't play the piano at all.
- Carlos can dance very well.
- Oscar can sing badly.

Use it!

- Write sentences about things you can or can't do and how well or badly you do them. Use the ideas below or your own ideas.

count to ten in a different language do ballet
sing a song in Russian write music

I can't do ballet at all but I can dance well.

- Ask and answer questions. Find one thing you and your partner can both do well and one thing you can't do at all.

Can you count to ten in a different language?

Yes, I can. I can count to ten in English very well.

Finished? p120 Ex 2



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Grammar game

Put students into groups to repeat the exercise, but this time choosing to tell the truth or a lie. Students have to ask extra questions to identify the lies and win a point.

Finished?

Students turn to p120 and do Exercise 2.

Homework

Workbook p26

Lesson aim: I can talk about places in a school.

Warmer

Give students one minute to write down as many places in a school they can think of.

- 1 3.07 Pause after each word to drill the pronunciation.

Target vocabulary

canteen /kæn'ti:n/
classroom /'klɑ:sru:m/
ICT room /'aɪsɪ'ti: ru:m/
library /'laɪbrəri/
locker area /'lɒk.ə 'eəriə/
main hall /meɪn hɔ:l/
playing field /'pleɪŋ 'fi:ld/
reception /rɪ'sepʃn/
science lab /'saɪəns læb/
sports hall /spɔ:ts hɔ:l/
staffroom /'stɑ:fru:m/
toilets /'tɔɪlət/

Audioscript p162

Extra vocabulary practice

- 2 3.08 ★★ Challenge students to cover Exercise 1 while they listen, and only look at it to check their spelling at the end.

Vocabulary bank SB p130

Learn to learn

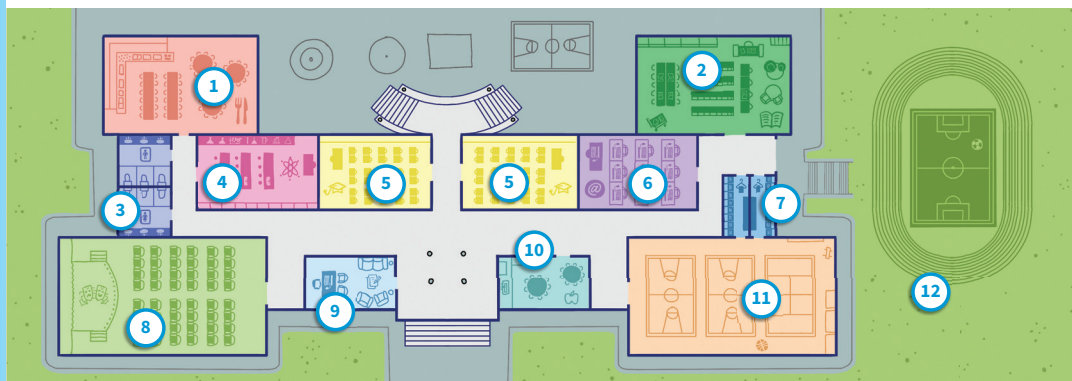
Spidergrams allow students to organise words visually according to topic, add words later as they learn them, and help memorise the vocabulary.

- 3 Put students into small groups. Each student chooses a word from Exercise 1 and makes a spidergram about it in their notebooks. Students then share their spidergrams in the group.

- 4 Students write three questions and walk around the room, asking as many classmates as possible.

VOCABULARY AND LISTENING

Places in a school



- 1 3.07 Match the words with places 1–12 in the plan. Listen, check and repeat.

canteen	1	classroom	5	ICT room	6
library	2	locker area	7	main hall	8
playing field	12	reception	9	science lab	4
sports hall	11	staffroom	10	toilets	3

- 2 3.08 Listen and write the seven places you hear.

- 1 library 5 main hall
2 reception 6 sports hall
3 canteen 7 ICT room
4 playing field

LEARN TO LEARN

Making a spidergram

Try to think of other words related to new words and make spidergrams to increase your vocabulary.

- 3 Choose places in your school from Exercise 1. Write down other words related to them.



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Use it!

- 4 Ask and answer about the places in your school. Use as many words as you can from Exercises 1 and 3.

Where do you do homework?

I do my homework in the library. What about you?

A radio programme a school book club

- 5 3.09 Listen. What is the radio programme about?

- 6 3.09 Listen again. Circle the correct answers.

- 1 The club is usually in the main hall / library.
2 The club meets once a week / month.
3 The club starts / finishes at 3.15.
4 Mrs McKenzie is Lidia's drama / English teacher.
5 Max lives near / far from the school.

Voice it!

- 7 Discuss the questions.

- 1 What kinds of books do you like?
2 Have you got a book club at your school?
3 Which clubs do you go to? When and where are they?

- 5 3.09 Alternatively, tell students they will hear about a book club and encourage them to write two things they want to know about it, before listening.

- 6 3.09 Ask students to raise their hands when they hear an answer to a question.

Audioscript p162

- 7 Give students a small ball or scrunched up piece of paper. In groups of four or five, one student has the ball and answers question 1. He/She then asks *And you?* Before passing the ball to another student.

Flipped class

► Ask students to watch **Video 3.3** and do **Video worksheet 3.3**.

Homework

Workbook p27

Lesson aim: I can understand how to use *like, love, etc. + -ing*.

► Watch **Video 3.3**. Elicit that the girl's favourite class is science, and that she loves reading books.

1 & 2 Write these prompts on the board: *PE, being outdoors, being late, running, science*. Ask students what they love, like, or hate doing.

Extra grammar practice

3 Ask students to write their sentences on a piece of paper and hand it to you, if you want to play the grammar game below.

Grammar game

Collect students' sentences (see above). Read out one set of sentences. Students guess who wrote them in order to win a point. Repeat this for the other sentences.

4 Write *We both like ...* and *Neither of us likes ...* on the board. Ask students to use these phrases during feedback.

5 Students can refer to the audioscript on p162 to check their answers.

6 ★★★ Point out that Logan is a male name and Ava is a female name. Pairs write an extra sentence and give it to another pair to complete.

7 & 8 🗣️ Provide students with a structure for their presentation. Write the following on the board, and demonstrate what to say.
 ☹️ *the school bus* → *always late* → *cycling with friends* → *more fun* ☺️
I don't like the school bus because it's always late.
I like cycling because it's more fun.

LANGUAGE IN ACTION

Verb forms: (don't) like, don't mind, love, hate + -ing

We all love reading books. 😊😊😊	I don't mind staying for the book club. 😊
We like talking about them, too. 😊	I don't like going to after-school clubs. ☹️
Some of my friends hate reading. ☹️☹️☹️	

1 Complete the examples in the table above.

2 Complete the sentences. Which ones are correct (✓)?

- Lidia loves reading (read) books. 😊😊😊 ✓
- The students at the book club don't like talking (talk) about books. ☹️ ☐
- Max usually hates going (go) to after-school clubs. ☹️☹️☹️ ✓
- Max doesn't mind staying (stay) for this club. ☹️ ☐
- All of Max's friends like reading (read). 😊 ☐

3 Write true sentences. Use the ideas in the box or your own ideas.

do homework with friends get up early
hang out with friends learn new vocabulary
listen to rap music read a book
revise for exams take photos

I like doing homework with friends.

4 Ask and answer. Find three things you have in common.

Do you like getting up early?

No! I hate getting up early. What about you?

I don't mind getting up early on week days.

Object pronouns

We use object pronouns after a verb or preposition to replace nouns and to avoid repeating the same word.

5 Match the object pronouns with the people or things.

- | | |
|--|-----------------------|
| 1 Lidia's here with me . | a books |
| 2 We like talking about them , too! | b the radio presenter |
| 3 We have English with her . | c Lidia's book |
| 4 What's it about? | d Mrs McKenzie |

6 Complete the sentences.

- Is Logan in this class? I want to talk to him.
- Our teacher always gives us a lot of homework.
- Where are Jess and Mehmet? Let's call them now.
- The seat next to Ava is free. You can sit next to her.
- Is this your dictionary? Can I borrow it, please?

Use it!

7 Think about things you like and don't like at your school. Compare your ideas with a partner. Agree on changes you want to make.

I don't like eating in the canteen. The food isn't good.

*I agree. Let's change our routine on Mondays.
We can cook lunch at home at the weekend
and bring it to school.*

8 Present your favourite idea to the class with your partner. The class chooses the best idea.

🎉 **Finished?** p120 Ex 3

UNIT 3 | SCHOOL DAYS 39

Finished?

Students turn to p120 and do Exercise 3.

Homework

Workbook p28

Lesson aim: I can ask for help.

Warmer

Tell students you have a problem (e.g. you don't know what to get for a friend's birthday). Elicit suggestions from the class. Give students one minute to think of problems people their age might have and elicit these on the board.

- 3.10 Ask students to close their books while listening, and decide what Leo's problem is.

Focus on phrases

- 3.10 Drill the *Useful language* phrases after playing the recording.

Audioscript p162

- Elicit which phrase is used by people with a problem (*I'm stuck.*) and which by people listening (*Not again!* *Not great.* *Oh dear!*). Play **Video 3.4** for students to check their answers.

- Play the recording again. Ask students to read it out loud along with the recording before acting it out in pairs.

- You may want the students to script the dialogue together to ensure they include the target language of the unit.

- If students prepared a script, encourage them to maintain eye contact during the practice and performance stage, rather than looking down at their script all the time.

- Students take turns to perform the conversation, while one student from the other pair makes notes and the other student ticks the *Useful language* and *Everyday English* phrases they hear.

SPEAKING Asking for help

- 3.10 Listen to the conversation. What is Leo's problem?
He can't do his maths project.

- 3.10 Complete the conversation with the phrases from the *Useful language* box. Listen and check.

Useful language

Are you sure?
Can you do me a favour?
Can you help me, please?
Do you need a hand with ...?

- Look at the *Everyday English* box. Find and underline the phrases in the conversation.



Watch video 3.4
Everyday English

Don't be silly! I'm stuck.
Not again! Not great. Oh dear!

- Work with a partner. Practise the conversation.

- LEO Hi, Nora. How's it going?
NORA Not bad, thanks. You?
LEO Not great. I can't do my maths project. I'm stuck!
NORA Not again! Oh dear.
LEO ¹Can you help me..., please?
NORA What's the problem?
LEO I hate working out survey results. I can't do it.
NORA Don't be silly! Of course you can.
LEO ²Do you need a hand with... the results?
NORA Yes, please.
LEO Go on then.
NORA Thanks. ³Are you sure...? I don't mind doing the bar chart. I can do that!
LEO Of course I'm sure. Can you do
LEO ⁴me a favour... now?
NORA Sure.
LEO Stop talking about maths and let's go for lunch!



LEO

NORA

PLAN

- Work with a partner. Decide what the problem is and what help you need. Use the ideas below or your own ideas.

a school project your (maths/drama, etc.) homework
a science experiment

SPEAK

- Practise the conversation asking for help with your partner. Remember to use *can/can't* and (*don't*) *like*, *don't mind*, *love*, *hate* + *-ing*. Also use the vocabulary from this unit and expressions from the *Useful language* and *Everyday English* boxes.

CHECK

- Work with another pair. Listen to their conversation and complete the notes.

What is the problem? _____

What help do they need? _____

What is the solution to the problem? _____

40 SCHOOL DAYS | UNIT 3

Flipped class

Prepare for the next lesson. Students make a list of things they don't like about their school and how they would like to change it.

Lesson aim: I can write a description of my ideal school.

Warmer

Students discuss the list of things they would like to change about their school, which they wrote for homework. Elicit a few ideas.

- 1 Ask students to highlight in the text the things that don't sound real.

Speaking about the Dream Academy

- 2 Stress that in good writing, each paragraph usually focuses on one topic.
- 3 ★★★ Students change partners and discuss the list they made for homework again, using *Useful language* phrases, e.g. *I want better food in the school, like salads and pasta.*
- 4 Students work in groups of four, making sure everyone contributes an idea, using the list they made for homework.
- 5 Remind students they should focus on one topic in each paragraph. Encourage students to check their work for correct spelling and grammar.
- 6 Students swap texts and check each other's work. They then give each other feedback. Write *I like this ...* and *I think you can change this ...* on the board to help them.

WRITING A description

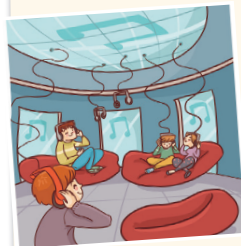
- 1 Read Azra's description. Do you think *Dream Academy* is a real school? Why / Why not?

Dream Academy

I'm a student at Dream Academy.

1 **c**
Students can study traditional subjects like maths and English. They can also study 'how to' subjects such as how to make videos, record and produce music, be a photographer, be a DJ. My favourite subject is how to be a DJ!

2 **d**
Students choose their own teachers. They interview them and decide together. For example, the music teacher is a famous pop star.



3 **a**
Students never have more than four lessons a day. Students can choose when lessons start and finish.

4 **b**
Students don't have lessons in classrooms – they are in learning pods. My favourite space is the music pod. I love listening to music in it.

I love studying at Dream Academy.

Azra

- 2 Match headings a–d with paragraphs 1–4.

- | | |
|---------------------|--------------------|
| a Only four lessons | c Amazing subjects |
| b Creative spaces | d Star teachers |

- 3 Read the *Useful language* box. Find and underline sentences with these words in Azra's description.

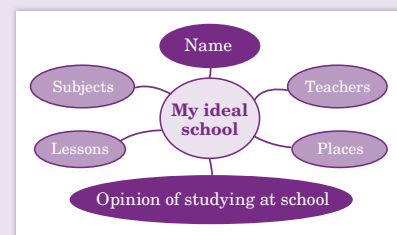
Useful language

for example like such as

Write a description of your ideal school.

PLAN

- 4 Make a spidergram about your ideal school.



Decide what information to include in each paragraph of your description. Use your spidergram and the information in Exercise 2 to help you.

WRITE

- 5 Write your description. Remember to include four paragraphs, *can/can't* and expressions from the *Useful language* box.

CHECK

- 6 Do you ...
 - give the name of the school in the opening sentence?
 - include all of the information from your spidergram?
 - give your opinion about studying at the school in your closing sentence?

Finished? p120 Ex 4

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Extend it!

Students display the best writing from each group around the room, then walk around and read all of them. They vote on the best four ideas from all the texts.

Finished?

Students turn to p120 and do Exercise 4.

Flipped class

Prepare for **Explore it!** (p43). Ask students to research an interesting fact about school life in Japan.

Homework

Workbook p29

Lesson aim: I can understand texts about schools and school activities.

Warmer

Elicit what students know about schools in Australia or Japan. Ask: *Are schools the same in different countries?*

► Play **Video 3.5** and pause after each piece of information about the school. Put students into groups to discuss if they like or don't like this aspect of the school. Elicit ideas and new vocabulary on the board. At the end, students find a new partner and discuss what they liked and didn't like about the school, using the language on the board.

► **Extra video comprehension questions**

1 3.11 Elicit which facts about the Japanese schools the students want to find out. Set a strict time limit for the activity and disallow the use of phones and dictionaries. After feedback, ask students to find the answers to any unanswered questions they had, for homework.

Japan Quiz

- 2 ★★★★★ In pairs, students write an extra question for the whole class to answer.
- 3 Allow students to use their smartphones, if appropriate, to check the pronunciation of the words. Most online dictionaries are able to play the pronunciation of words.

AROUND THE WORLD

READING

A blog post

1 3.11 Write three things you want to know about school life in Japan. Compare with a partner. Read the blog. Does it answer your questions?

2 Read the blog again and answer the questions.

- 1 What does Hideki do when he gets to school?
He takes off his shoes and puts them in his locker.
- 2 How often do the students have an assembly?
Every Monday morning.
- 3 Where does Hideki have lunch?
In his classroom.
- 4 What do the students do at 3.30?
They clean and tidy up.
- 5 How many hours does Hideki spend at school?
Nine hours.

Globetrotters
Watch video 3.5
The School of the Air

- Where is Jamie and Paul's school?
- What subjects do they study?
- What do Jamie and Paul love doing?

Baking.

3 Find and underline words in the blog to match the definitions.

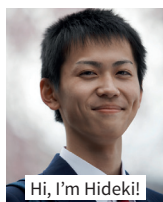
- 1 Paragraph 1 (adj) for wearing or doing outside; not inside a building
- 2 Paragraph 5 (n) letters or numbers you use when you write
- 3 Paragraph 6 (n) something you play with small pieces, for example, chess

Voice it!

4 Discuss the questions.

- 1 What is respect? Why is it important?
- 2 How does Hideki show his teachers respect?
- 3 Can you give an example of when you show respect?

Welcome to my school day!



Hi, I'm Hideki!

My school day starts at 8.30 am. When I arrive, I take off my shoes and I put them in my locker. We can't wear outdoor shoes at school so we put on special indoor shoes.

We have an assembly with the principal in the main hall on Monday mornings and we have six 50-minute classes every day. My best subjects are Japanese, science and art.

Lunchtime starts at 12.30 pm. We don't eat lunch in a canteen – we stay in our classroom. Different students serve the meal every day and a teacher eats with us.

When classes end at 3.30, we all stay to clean and tidy up the

classrooms and throw away the rubbish. I don't mind doing these jobs. It's an important part of school life and I like having the responsibility.

Nearly everyone belongs to an after-school club. One of my clubs meets on Mondays and Thursdays to learn about traditional Japanese arts like Shodo and Haiku. Haiku is a type of Japanese poetry. Shodo is writing Japanese characters (*kanji*). I can write some characters quite well now.

My other club is the Go club. It's on Tuesdays and Fridays. Go is a Japanese board game and it's more than 2,500 years old. I love playing it, but when I leave school after a long, busy day at 5.30 I'm usually exhausted.



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4 Explain the meaning of respect (when someone wants to be polite to another person, especially because they are older or more important). Elicit that Hideki shows respect by helping to clean and tidy up the classrooms. Discuss examples of showing respect with the whole class.

Learn to learn

Looking up every unknown word in the dictionary makes reading difficult and makes students less likely to read for pleasure. They should instead choose which words are essential for comprehension, and look them up, and decide which words can be ignored.

5 Encourage students to make guesses about what the words mean. Praise them for making intelligent guesses.

6 Scanning a text to find information quickly is an important reading subskill. You may want to turn this into a game where the fastest five students to find all the phrasal verbs win.

7 ★★★ Students write two more sentences with a phrasal verb from Exercise 6. They then read the sentence to their partner, replacing the verb with a *beep*. Their partner has to repeat the sentence with the correct phrasal verb.

Explore it!

Help students create a multiple-choice question using the interesting fact they researched for homework.

Culture project

See Project Book p30 for further information and activities.

LEARN TO LEARN

Understanding new words from context

When you read a text, don't look up every word. Find other words you know in the same sentence and try to guess the meaning of the new word.

5 Look at the words in **bold** in the blog. What do they mean? Which other words in the sentences do you know?

6 Find and circle these phrasal verbs in the text. What do they mean?

put on take off throw away tidy up

indoor = for wearing inside
serve = to bring food to other people
rubbish = a collection of things you don't want
exhausted = extremely tired

put on = to put clothes on your body
take off = to remove clothes from your body
throw away = to remove something you don't want
tidy up = to put things in the right place

7 Complete the sentences with the phrasal verbs from Exercise 6.


- 1 It's hot in here. **Take off** your coat!
- 2 Now it's cold. Can I **put on** my coat again?
- 3 I can help you to **tidy up** your room.
We can **throw away** all the rubbish.

Explore it!

Is the sentence *T* (true) or *F* (false)?

Japanese teachers and students work even during the holidays! **T**

Find three more interesting facts about school life in Japan. Choose your favourite fact and write a question for your partner to answer.

 **The Culture Project** Teacher's Resource Bank



Class challenge

There is a school in the Philippines built from drinking straws / **plastic bottles** / old newspapers.

Flipped class

Prepare for the **Review** lesson (p44). Students revise the grammar and vocabulary from Unit 3.

Homework

Students write a 50-word text similar to the one on p42 about a typical day in their school.

Lesson aim: I can review what I have learnt and reflect on my progress.

The aim of this review page is for students to revise the grammar and vocabulary from the unit. You can either do it in class, as a timed progress test, or set it for homework.

Vocabulary

- Put students into teams. Tell one student from each team a school subject in secret. Students go back to their teammates and try to explain the school subject, without saying what it is. The team to guess the most subjects first wins.
- Put students into teams. One student chooses a place in secret. He/She draws the place for the rest of the team to guess. The team which guesses the most words first wins.

Language in action

- Put students into small groups. Students take turns to answer the questions by telling the truth or telling a lie. Students must catch each other's lies.
- Point out that Layla is a girl's name. Put students into A/B pairs. Student A reads the words (e.g. *Jack / ride a bike?*) and student B must say the question. Student A says *Yes* and student B adds *He can*. Repeat for 2–4.
- Before students complete these exercises, elicit the following object pronouns and write them on the board: *me, you, her, him, us, them*.

- Students check the table on p39 before completing this exercise.

Unit quiz review

3 REVIEW

VOCABULARY

- Write the school subjects.



- Read the sentences and write the places.

- Teachers go here at break. **staffroom**
- Students do experiments here. **science lab**
- Students choose books here. **library**
- We have lunch here. **canteen**
- We always go here for an assembly. **main hall**

- Write questions and short answers. Use *can*.

- Jack / ride a bike? (✓)
Can Jack ride a bike?
Yes, he can.
- Layla / sing well? (X)
Can Layla sing well?
No, she can't.
- your grandma and grandad / use a computer (✓)
Can your grandma and grandad use a computer?
Yes, they can.
- we / drive a car? (X)
Can we drive a car?
No, we can't.

- Complete the sentences with the correct object pronouns.

- We can't do this. Can you help **us**?
- Is that James? I'm not sure it's **him**.
- Where's my phone? Have you got **it**?
- Liz is stuck. Can you give **her** a hand?

- Write the sentences.

- She / love / do / maths every day
She loves doing maths every day.
- We / not mind / get up / early / for school
We don't mind getting up early for school.
- They / hate / play / football
They hate playing football.
- He / not like / revise / for exams
He doesn't like revising for exams.

LANGUAGE IN ACTION

- Answer the questions. Write sentences that are true for you.

How well can you ...

- speak English? _____
- use a computer? _____
- do difficult maths problems? _____
- cook? _____
- dance? _____

Self-assessment

I can talk about my school subjects.	☹	☹	☺
I can talk about the places in my school.	☹	☹	☺
I can use <i>can</i> and <i>can't</i> to talk about ability and permission.	☹	☹	☺
I can use verbs to talk about what I do and don't like doing.	☹	☹	☺

44 SCHOOL DAYS | UNIT 3

Self-assessment

Encourage students to look back at the exercises in the unit and any homework tasks they did. Then, they discuss their progress in pairs and complete the checklist.

Homework

Workbook pp30–31

Lesson aim: I can use flashcards to review vocabulary.

Flashcards have a number of advantages. In a vocabulary list, the first and last words tend to be remembered better. Also, in a list, students might remember a word because of what comes after it or before. Flashcards can be shuffled, so this does not happen.

- 1 Create the five flashcards for each group of students. After feedback, students test each other with the flashcards to familiarise themselves with the idea of using them.
- 2 Elicit an example on the board of the missing types of flashcards (types 3 and 5).
- 3 Students can use the review section on p44 to find some words and phrases to use. This will also train the students to refer to the review sections of the book to refresh their memory of what has been learnt.

OWN IT!

- 4 Students can swap their cards with another pair and try again, or they can join another pair and work in groups of four, and then eight, joining and shuffling their cards every time.
- 5 Elicit ideas from the whole class.


LEARN TO LEARN

LEARN TO ... USE FLASHCARDS

Flashcards can help you remember new vocabulary.

- 1 Match the front and back of the flashcards.

1
information and _____ technology (ICT)

2


3
hang _____ with friends

4
a place where you do experiments

5


a
science lab

b
glasses

c
moustache

d
communication

e
out

- 2 Tick the types of flashcard you can see in Exercise 1.

☒ picture + word
☒ phrase with one word missing
☐ word in English + word in your language
☒ word + meaning
☐ word + example sentence

- 3 Choose five words or phrases from Unit 3. Use the words or phrases to make the five different types of flashcards in Exercise 2.
- 4 Show the front of your flashcards from Exercise 3 to your partner. Can they guess what is on the back of each flashcard?
- 5 Discuss with your partner. Which is your favourite type of flashcard from Exercise 2? Why?

OWN IT!

Physical ... Oh, I don't know!

It's a school subject.

Physical education!

Yes! That's right!

UNIT 3 | SCHOOL DAYS 45

Homework

Ask students to make 10 flashcards for words and phrases from Units 1 and 2. They can test themselves at home or bring them to the next lesson to test other students.

Unit 4

You Are What You Eat

Lesson aim: I can talk about food.

Background information

The painting was created in 1573 by Giuseppe Arcimboldo and represents autumn. Arcimboldo made four similar paintings in total, one for each season.

► Start it!

► Unit quiz

1 & 2 Put students into teams. Ask them to write down the names of the food they see in the picture, and any other food words they know.

3 & 4 ► Students predict the answers before watching **Video 4.1**. When students discuss the question, encourage them to use adverbs of frequency (*sometimes, always, etc.*)

► Video comprehension questions

Class challenge

The painting represents the season of spring / summer / **autumn** / winter.

Flipped class

Prepare for **Explore it!** (p47). Students research an interesting fact about food.

4

YOU ARE WHAT YOU EAT

LEARNING OUTCOMES

I can ...

- understand texts about food
- order in a snack bar
- write a description of my favourite food
- understand how to use countable and uncountable nouns and *there is/are*
- talk about and describe food
- personalise vocabulary and answer true/false questions
- design a food truck and evaluate a design project.



Start it!

- 1 Look at the picture. What can you see?
- 2 Before you watch, name three types of food.
- 3 How can you learn to cook? Watch and check.
- 4 Do you like cooking?

You can learn to cook by asking your parents, grandparents or friends, and watching them cook. You can take a cooking class, or learn online.



Watch video 4.1



Language in action 4.2



Language in action 4.3



Everyday English 4.4

Unit aims

Skills

I can ...

- understand texts about food p48
- order in a snack bar p52
- write a description of my favourite food p53
- design a food truck and evaluate a design project pp54–55

Language

I can ...

- talk about and describe food p47
- understand how to use countable and uncountable nouns p49
- talk about and describe food p50
- understand how to use *there is / there are* p51

Learn to Learn

I can ...

- personalise vocabulary p47
- predict true or false sentences p50
- play vocabulary games p57

Extra Resources

- Finished? Student's Book 121
- Vocabulary bank Student's Book p131
- Workbook p32–39
- Language reference and practice, Workbook pp94–95
- Video audioscripts Cambridge One
- Workbook audioscripts Cambridge One

Teacher's Resource Bank worksheets

- Grammar 4.1 and 4.2
- Vocabulary 4.1 and 4.2
- Video 4.1, 4.2, 4.3 and 4.4
- Communication 4.1 and 4.2

Lesson aim: I can talk about and describe food.

Warmer

Ask students what their favourite foods are.

- 1 Give students a time limit (e.g. two minutes) for writing their lists.

Target vocabulary

apples /'æplz/
bananas /bə'nɑ:nəz/
beans /bi:nz/
carrots /'kærəts/
cheese /tʃi:z/
chicken /'tʃɪkɪn/
chocolate /'tʃɒklət/
eggs /egz/
fish /fɪʃ/
fizzy drink /'fizi drɪŋk/
juice /dʒu:s/
meat /mi:t/
rice /raɪs/
water /'wɔ:tə/

Predicting answers

- 2 Students cover the pictures. Put students into A/B pairs. Student A thinks of a word and tries to draw it. Student B guesses the word to win a point.

Audioscript p162

Vocabulary bank SB p131

Picture matching

Spelling

Learn to learn

Personalising new vocabulary is a strategy that students should be using in order to maximise their chance of remembering it.

- 3 Play the recording again. Students write the words in the table as they hear them.
- 4 Point out that we say *I have an egg*, not *I have got an egg*, because here *have* means 'eat', not 'possess'.

VOCABULARY

Food and drink

- 1 Write all the food and drink words you know in English. Compare with a partner.
- 2 Match the words in the box with the photos. Listen, check and repeat.

apples	c	bananas	g	beans	e
carrots	d	cheese	i	chicken	b
chocolate	a	eggs	k	fish	j
fizzy drink	f	juice	m	meat	l
rice	h	water	n		

LEARN TO LEARN

Personalising vocabulary

Think about your own routines and habits when you learn new vocabulary.

- 3 When do you have the food and drinks in Exercise 2? Write the words in the table.

Breakfast	Lunch	Dinner

- 4 Compare with a partner. Write sentences about your partner's meals. Use adverbs of frequency.
Eva always has an egg and juice for breakfast.

Get it right!

We say *I don't like apples*. NOT *I don't like the apples*.

Use it!

- 5 Discuss the questions.
- 1 Which food do you love/hate?
- 2 Which food do you eat when you're happy? What about when you're sad?

Explore it!

Guess the correct answer.

One hundred grams of ants have got ...

- a less protein than an egg.
- b more protein than an egg.
- c the same protein as an egg.

Find an interesting fact about food. Write a question for your partner to answer.



UNIT 4 | YOU ARE WHAT YOU EAT 47

Get it right!

Explain that when we talk about things in general in English, we don't use *the*.

- 5 Give students a few minutes to prepare (using a dictionary) before discussing the questions.

Explore it!

Students make a question using the interesting fact they researched for homework.

Extend it!

Ask students to create a table with new categories (e.g. colour, like/dislike, healthy/unhealthy, etc.) and add words to it.

Flipped class

Prepare for Exercise 5 (p48). Ask students to make notes about their ideas for the questions.

Homework


Workbook p32

Lesson aim: I can read texts about food.

Warmer

Ask students if they have a snack (a small amount of food) in their bag today. Find out what they have, and elicit the vocabulary.

1 Elicit *spider*, *worm* and *grasshopper* from the pictures. Elicit students' guesses on the board but do not give the answer.

2  4.02 Give students three minutes to scan the text for the information they need. Demonstrate this with the first text, encouraging students to circle important information. Elicit the places (Cambodia, Botswana, Mexico) and that the people enjoy the food.

Vocabulary from the text

3 If students have smartphones and if appropriate, encourage them to search for the words online and look at images instead of translating them.

4 Ask students to underline the parts of the text where they found the answers.

5 Give students time to look at their notes they made for homework before discussing the questions. Elicit that eating insects might be better for the environment because there are many millions of them and they don't need a lot of land or water like other animals.

Time for a snack



Leakena is from Cambodia. She hasn't got a banana for a snack today, she's got a spider. She usually buys one tarantula from a food stall on the way home from school. 'You cook them in **oil** and then add some **salt** and some sugar. They're like chicken or fish. The legs are my favourite!'




Kgosi is from Botswana in southern Africa. He hasn't got any apples today, but he's got some Mopane worms. 'I like sharing them with friends at school. They're great with some **peanut butter** or some rice and they've got more protein than meat. I haven't got any rice today, just 50 worms!'



Jorge is from Oaxaca, Mexico. He's got some chocolate today but he's also got a grasshopper taco. 'My mum cooks grasshoppers in some oil and she always adds some **garlic**. They're my favourite snack and I sometimes buy them at the market'. Bugs like grasshoppers, spiders, and worms are good for you and the planet. They give us protein and they aren't expensive to feed. Which bug do you want to try?

READING An article

1 Look at the photos of food in the article. Where do you think people eat this food? Do they enjoy it?

2  4.02 Read the article and check your answers to Exercise 1.

3 Check the meaning of the words in **bold** in the article.

4 Choose the correct answer. Which person ...

Leakena Kgosi Jorge

- 1 enjoys sharing snacks with friends? **Kgosi**
- 2 usually buys a snack after school? **Leakena**
- 3 enjoys the snack with garlic and oil? **Jorge**
- 4 likes eating the snack with rice? **Kgosi**
- 5 has got two types of snack today? **Jorge**
- 6 likes eating a bug's legs? **Leakena**

Voice It!

5 Discuss the questions.

- 1 Do people in your country eat bugs?
- 2 Which of these bugs do you want to try?
- 3 Why do you think eating bugs is good for the planet?

 Finished? p121 Ex 1

48 YOU ARE WHAT YOU EAT | UNIT 4

Finished?

Students turn to p121 and do Exercise 1.

Flipped class

▶ Ask students to watch **Video 4.2** and do **Video worksheet 4.2**.

Homework

Workbook p33

Warmer


Find a picture online of the inside of a fridge and show it to the class. Put students into teams, and elicit the vocabulary to say what is inside the fridge.

► Play **Video 4.2**. Elicit that there are some apples, some bread and cheese at the market. His favourite food is cheese.


1 Divide the class into two teams. Read out each word from the box. If it's countable, one team should stand up, and if it's uncountable, the other team stands up.

2 Copy the table onto the board and add the vocabulary from the warmer activity.

Extra grammar practice

3 & 4  Encourage students to complete the conversation in pairs before listening to check.

Audioscript p163

5  Students listen to each other's conversations and write all the food words they hear.

6 Ask each pair to act out their conversation for the class. Discuss the question with the whole class.

LANGUAGE IN ACTION

Countable and uncountable nouns



Watch video 4.2
What food can you see at the market?
What's his favourite food?

Countable nouns	Uncountable nouns
Some nouns are countable: you can count them. <i>one tarantula, 50 worms, a taco, an apple</i>	Other nouns are uncountable: you can't count them. <i>chocolate, salt, sugar, meat, garlic</i>

1 Complete the table with the food words in the box.

beans bread carrots cheese eggs
fish juice meat milk rice tomatoes

Countable		Uncountable	
beans	carrots	bread	cheese
eggs	tomatoes	fish	juice
		meat	milk
		rice	

2 Work with a partner. Add more food words to the table in Exercise 1. How many have you got?

a/an, some/any

Singular countable	Plural countable	Uncountable
Leakena's got ¹ <u>a</u> spider.	Kgosi's got ² <u>some</u> worms.	Jorge's got ³ <u>some</u> chocolate today.
She hasn't got ⁴ <u>a</u> banana.	He hasn't got ⁵ <u>any</u> apples.	Kgosi hasn't got ⁶ <u>any</u> rice today.
Have you got <u>a</u> spider?	Have you got <u>any</u> worms?	Have you got <u>any</u> chocolate?

3 Complete the examples in the table above. Use the article on page 48 to help you.

4  Complete the conversation with *a, an, some* or *any*. Listen and check.

CELIA Have we got ¹ any food for the party?
OSCAR Let's have a look. Right, we've got ² some cheese.
CELIA OK. Have we got ³ any bread?
OSCAR Sorry. We haven't got ⁴ any bread but we've got ⁵ some pasta.
CELIA Have we got ⁶ any fruit or vegetables?
OSCAR We've got ⁷ an apple and ⁸ a carrot.
CELIA What about drinks?
OSCAR We've got ⁹ some water.
CELIA Great. What a party! I can't wait.



Use it!

- Work with a partner. Change the food and drink words in Exercise 4 and write your own conversation. Practise your conversation.
- Listen carefully to other conversations. Which party do you want to go to?

 **Finished? p121 Ex 2**

Grammar game

Students play in A/B pairs. Each student draws five pictures of food. Students have two minutes to guess what's in each other's picture. Student A asks: *Have you got any milk?* If Student B does, they say *Yes, I have* and crosses out the milk drawing from their fridge. After two minutes, the student who guessed the most foods wins.

Finished?

Students turn to p121 and do Exercise 2.

Homework

Workbook p34

Lesson aim: I can describe food.

Warmer

Students write one food word next to each word in the box in Exercise 1, e.g. sweet – cake. Students compare their words in groups of four, then discuss which words refer to opinions (*delicious*, *disgusting*, *nice*).

- 1 4.04 ★ Students cover the text in the middle and work together to think of the English names for the foods in the pictures. They uncover the texts and check.

Target vocabulary

cold /kəʊld/
delicious /dɪˈlɪʃəs/
disgusting /dɪsˈgʌstɪŋ/
fresh /freʃ/
healthy /ˈhelθi/
hot /hɒt/
nice /naɪs/
salty /ˈsɒlti/
sweet /swi:t/
unhealthy /ʌnˈhelθi/

Extra vocabulary practice

- 2 4.05 Point out that words which start with *un-* usually have a negative meaning.

Vocabulary bank SB p131

> Pronunciation

Students turn to the pronunciation exercises on p141 for practice of using word stress.

Audioscript p163

- 3 & 4 Alternatively, students play in groups of four. They take turns to say their sentences, one at a time. The first student to guess another student's food wins a point.

VOCABULARY AND LISTENING

Adjectives

- 1 4.04 Complete the sentences with the adjectives in the box. Listen and check.

cold delicious disgusting fresh healthy
hot nice salty sweet unhealthy



Fizzy drinks aren't good for you, but I sometimes drink them. I know they're **unhealthy**.



Careful! The soup is **hot**.



Peanuts have got salt on them. They're **salty**, but they aren't bad for you.



I really hate cheese. I don't know how people can eat it. I think it's **disgusting**.



These beetles look and taste great! They're **delicious**.



Yuk! This milk doesn't smell **nice**. I don't want any in my coffee.



Dark chocolate hasn't got much sugar in it. It isn't **sweet**, but I love it!



I never eat ice cream in winter. The weather is **cold** and so is ice cream!



The vegetables and fruit in our garden are always **fresh** and they're a **healthy** snack.

- 2 4.05 Listen to the words in Exercise 1 and repeat them. Which two words have got a negative meaning? **disgusting, unhealthy**

> Pronunciation p141

Use it!

- 3 Write five sentences to describe a type of food. Use adjectives.

- 4 Work with a partner. Take turns to say your sentences. Can your partner guess the type of food?

They're disgusting and salty.

Are they spiders?

A quiz

LEARN TO LEARN

True or false sentences

With true or false sentences, you've got a 50% chance of being correct! Before you listen, read the sentences and try to predict if they are true or false.

- 5 Read the sentences in Exercise 6 and predict if they are T (true) or F (false).

- 6 4.08 Listen to the quiz and check. How many of your predictions are correct?

- There are 1,000 peanuts in a jar of peanut butter. **F**
- You can't eat durians on public transport. **T**
- White chocolate isn't really chocolate. **T**
- Carmine is an orange powder from beetles. **T**



durian



cocoa



carmine

50 YOU ARE WHAT YOU EAT | UNIT 4

Learn to learn

Students can use their knowledge of the world to make guesses about the content of what they will hear or read. This can help them improve their confidence, especially before listening.

- 5 Students work in pairs and guess if the sentences are true or false.

- 6 4.08 Ask students to raise their hand when they hear an answer.

Audioscript p163

Flipped class

▶ Ask students to watch **Video 4.3** and do **Video worksheet 4.3**.

Homework

Workbook p35


Lesson aim: I can understand how to use *there is/are* and *much/many*.

Warmer

Ask students to write as many words as possible for things in the classroom. Ask *Is/Are there ...?* questions using the students' words (e.g. *Is there a teacher in the room? Yes, there is. Are there any apples in the room? No, there aren't.*) Get students to ask more questions like this in groups.

► Play **Video 4.3**. Elicit that there are two carrots, an apple and some orange juice in the girl's juice. She sleeps 9–10 hours a night.

1 ★ Point out that we always need *there* in these statements and questions.

2  4.09 ★ Students underline all the food words and decide in pairs if these are countable and uncountable. Then, they complete the exercise.

3 & 4 ★★★ Students who finish early can write another question about the picture (e.g. *Is there any water?*).

5 Point out that we never say *How a lot of ...?*

Extra grammar practice

6 ★ On the board, write: *fruit, people, books, time*. Elicit whether these nouns are countable or uncountable.

7 Students can do this in pairs or small groups.

LANGUAGE IN ACTION

there is/isn't, there are/aren't

Countable singular	Uncountable	Countable plural
There's a quiz in this magazine.	There's some water in the fridge.	There are 540 peanuts in a jar.
There isn't a quiz in the magazine.	There ¹ <u>isn't</u> any water.	There aren't any oranges in this drink.
Is there a quiz in the magazine?	Is ² <u>there</u> any water?	Are ³ <u>there</u> five questions in the quiz?
Yes, there is. / No, there isn't.	Yes, ⁴ <u>there is</u> . / No, ⁵ <u>there isn't</u> .	Yes, there are. / No, ⁶ <u>there aren't</u> .

1 Complete the examples in the table above.

2  4.09 Circle the correct words. Listen and check.

ALI I'm hungry! Let's make some chicken and rice.

BEN We can't! There ¹ is / isn't any rice.

ALI OK. What about an omelette?

² There are / Are there any eggs?

BEN ³ There's / There are only one!

ALI Oh dear! ⁴ There is / Is there any pasta?

BEN No, there ⁵ is / isn't.

ALI ⁶ Is / Are there any potatoes? Let's make chips!

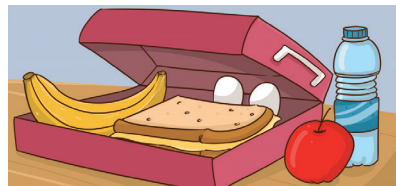
BEN No, there ⁷ are / aren't. There ⁸ isn't / aren't any food in the house!

ALI ⁹ There's / There are a food market today.

Let's go!

BEN OK. Oh no – I haven't got any money!

3 Write questions about the picture.



1 any fruit? Is there any fruit?

2 any eggs? Are there any eggs?

3 any juice? Is there any juice?

4 a sandwich? Is there a sandwich?



Watch video 4.3
What is in her juice?
How many hours does she sleep?

4 Ask and answer the questions in Exercise 3.

Is there any fruit? Yes, there is.

much/many, a lot of

Countable plural	Uncountable
There are a lot of peanuts.	I've got a ¹ <u>lot</u> of homework.
There aren't many questions.	I haven't got much time.
How ² <u>many</u> questions are there?	How ³ <u>much</u> time have you got?

5 Complete the examples in the table above.

 Use it!

6 Write questions with *how much/how many*.

1 fruit / do you eat / every day?

How much fruit do you eat every day?

2 people / are there / in your family?

How many people are there in your family?

3 books / do you read / in a year?

How many books do you read in a year?

4 time / spend / with friends at the weekend?

How much time do you spend with friends at the weekend?

7 Ask and answer the questions in Exercise 6.

How much fruit do you eat every day?

I eat an apple and an orange.

 Finished? p121 Ex 3

UNIT 4 | YOU ARE WHAT YOU EAT 51

Grammar game

Students draw a lunchbox with five foods they love. In groups, students guess the contents of each other's lunchboxes by asking *Is/Are there any ...?* Then they discuss whose is the best lunchbox and why.

Finished?

Students turn to p121 and do Exercise 3.

Homework

Workbook p36

Lesson aim: I can order food and drink.

Warmer

Students discuss what they usually order at their favourite café.

- 1 4.10 ★★★ Students cover the conversation while they listen and answer the question.

Focus on phrases

- 2 Put students into A/B pairs. Student A says one of the phrases in the students' first language, and student B says it in English.

Audioscript p164

- 3 ▶ Play Video 4.4. Students repeat the phrases in pairs, copying the intonation. One student hums a phrase without saying the words (e.g. *hm-HM!*) and the other student guesses the phrase (*Enjoy!*).
- 4 Allow students to say the conversation along with audio 4.10 before acting it out in pairs. Encourage them to change some of the food vocabulary.

5 & 6 You may want students to write down the conversation in pairs, to ensure they use the vocabulary and grammar from the unit.

- 7 Two students perform the conversation. One student from the other pair answers the questions from Exercise 7, while the other student checks for correct grammar.

SPEAKING Ordering food and drink

- 1 4.10 Listen to the conversation. What does Gulay choose from The Juice Stop?

JUST JUICES:
£4.00

THE JUICE STOP

Fresh and Natural

Sunshine Start

Start your day with a delicious mix of fruit and vegetables.



Green Giant

Gives you energy with fresh green vegetables and there's an apple, too!



Fresh Lemorange

3 oranges, 2 lemons, some fizzy water and our secret ingredient.



WATER STOP: £1.50

Fizzy water

SNACK STATION: £0.75

Apple, Banana, Carrot

- 2 4.10 Complete the conversation with the phrases from the Useful language box. Listen and check.

Useful language

Can I have ... ?	Is that everything?
Can I help you?	That's ..., please.
How much is that?	What kind?
I'd like a/an/some ...	What's in the ... ?

- 3 Look at the Everyday English box. Find and underline the phrases in the conversation.



Watch video 4.4 Everyday English

Enjoy! Here you go.
No problem. No worries!

- 4 Work with a partner. Practise the conversation.

Gulay orders some fizzy water and an apple

SERVER

GULAY

SERVER Hi. ¹Can I help you ... ?
GULAY ²I'd like some ... juice, please. What's in the ...
SERVER No problem. ³What kind ... ?
GULAY I'm not sure. ⁴... Sunshine Start?
SERVER There are two oranges, a carrot and three tomatoes in that one. It's really healthy.
GULAY Hmm. What about the Green Giant?
SERVER That sounds delicious.
GULAY There are some green beans and a green apple in that.
GULAY Thanks. ⁵Can I have ... some fizzy water and an apple? Is that everything?
SERVER Of course. No worries! ⁶... ?
GULAY Yes, it is. Thank you. ⁷... ?
SERVER ⁸That's £2.25, please. How much is that?
GULAY Here you go.
SERVER Thanks. Enjoy!
GULAY Thank you. Bye!

PLAN

- 5 Work with a partner. Plan a conversation about ordering food and drink. Decide ...
where you are ...
who is the server and who is the customer ...
what's on the menu ...
how much money the customer has got ...
what to choose from the menu ...

SPEAK

- 6 Practise the conversation. Remember to use *there is(n't)* / *there are(n't)* and *how much* / *how many*. Also use the vocabulary from this unit and expressions from the Useful language and Everyday English boxes.

CHECK

- 7 Work with another pair. Listen to their conversation and complete the notes.
Where are they? ...
What does the customer choose from the menu? ...

52 YOU ARE WHAT YOU EAT | UNIT 4

Extend it!

Give each student three small pieces of paper. Ask them to write a main dish on one, and a dessert and a drink on the others. Put students into groups of four and put their pieces of paper together (separating them into four main dishes, four desserts and four drinks). This is the menu. Students take turns to act out a conversation as waiters and customers, using the menu they have created.

Lesson aim: I can write a description of my favourite food.

Warmer

Put students into groups of four to discuss their favourite foods. Ask them to choose which six foods to have at their perfect party.

1 ★★★ Students revise the grammar of the unit by writing questions about the food before reading, e.g. *Is there any chocolate in this food?*

2 Encourage students to circle the key words in the text and check their answers in pairs before feedback.

3 Write on the board: *For breakfast, I have ... but I don't have ...*. Students make sentences so they are true for them, and compare in pairs.

Review of *and*, *or*, *but*

4 Encourage students to underline the key information in the instructions and plan what information to include in each paragraph (i.e. what it is, where you get it from, what is in it, and what it's like).

5 After writing, ask students to highlight *there is/are*, countable and uncountable nouns and phrases from the *Useful language* box in a bright colour. This will help them with self-assessment.

6 Students display their texts around the classroom and read each other's texts, looking for the most delicious sounding foods. Conduct whole-class feedback, using the particularly good texts as examples.

WRITING

A description

My favourite food

by João Pereira

1 **b** My name's João and I'm from Recife in Brazil. Here are some photos of my favourite types of food. I often have these at the weekend.

2 **c** My dad makes cheese bread for breakfast. There's a lot of cheese in it. It's nice and I eat it when it's hot!



cheese bread; chicken with rice and peanuts (chicken xim xim); chocolate balls

1 Look at the photos. What do you think the food is? Read the description and check.

2 Match topics a–d with paragraphs 1–4.

- a Snacks
- b Introduction: who you are, what the description is about
- c Breakfast
- d Lunch

3 Find and underline examples of *and*, *but* and *or* in João's description. Complete the information in the *Useful language* box.

Useful language

We use **and** to add similar information.
We use **but** to contrast different information.
We use **or** when there is a choice (usually between two things).

3 **d** I usually buy lunch from a food stall or a shop. There are a lot of food stalls in my part of town and it isn't difficult to find delicious food! We often have chicken xim xim. It's very healthy. It's chicken with rice and there are a lot of peanuts. They're salty but they're nice.



4 **a** I love chocolate balls. I always buy them after lunch from Thiago's stall. They're very sweet. I love eating them with my hands but I can't eat more than two or three. They're definitely my favourite snack!



Write a description of your favourite types of food.

PLAN

4 Make notes to describe your favourite types of food. Say where you get it from, what's in it and what it's like. Decide what information to include in each paragraph. Use the information in Exercise 2 to help you.

WRITE

5 Write your description. Remember to include four paragraphs, *there is/are*, countable and uncountable nouns and expressions from the *Useful language* box.

CHECK

- 6 Do you ...
- introduce yourself and say when/how often you eat your favourite foods?
 - use adjectives to describe food?
 - say why you like each type of food?

Finished? p121 Ex 4

UNIT 4 | YOU ARE WHAT YOU EAT 53

Flipped class

Students turn to p121 and do Exercise 4.

Homework

Workbook p37


Project Book

For more information and activities see the Project Book p34.

- 1 Allow students two minutes of silent thinking time before asking them to discuss the questions.
- 2 If students have access to a smartphone and if appropriate, encourage them to search for the unknown words online and look at the pictures instead of using translation software.
- 3 ★★★ Students discuss the menu using adjectives from p50. If time, ask the students to act out a conversation in pairs similar to that on p52, using the truck's menu.

How to evaluate a design

At this stage, students should be developing their ability to assess the strengths and weaknesses of something, as well as discuss possible solutions to make things better.

- 4  Allow students to discuss the list in their first language. Monitor closely and make a note of useful English phrases that students might need, then elicit these on the board. The students then change pairs and discuss their ideas again in English, using phrases on the board.

Audioscript p164

- 5 Stress that students must decide if *Caribbean Sunshine* did a good job of displaying the features in the table. Elicit from the class three things that could be improved. Encourage and help students to justify their answers.




THE ART PROJECT

Design a food truck

- 1 Discuss the questions.
 - 1 What food do you buy in the street or from food trucks?
 - 2 When do people buy food from a food truck?
 - 3 Are there any food trucks near where you live?
- 2 Look at the food truck and answer the questions.
 - 1 What kind of food do you think it sells? *Caribbean food.*
 - 2 What kind of soup is there?
Fresh vegetable soup.
 - 3 How much does today's special cost?
It costs £5.
 - 4 What sweet food can you buy?
Hot bananas with chocolate and peanut butter balls.
 - 5 What is the special offer?
Buy one delicious dish and get one free sweet treat.
- 3 Work with a partner. Choose the food you want to order from the food truck. Compare with another pair.

How to evaluate a design

- 4  What do you think are the most important things in a design project? Circle the things in the list. Listen and check.

a design	c punctuation	e paragraphs
b content	d grammar	f spelling
- 5 How well do you think the *Caribbean Sunshine* project presents the things in the table? Use the key to evaluate them.

Key

Excellent ✓✓✓ Very good ✓✓ Good ✓✓ Developing ✓

Information		Design	
Name		Menu presentation	
Type of food		Pictures	
Food and drinks		Colours	
Prices			

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Class challenge

The Prince of Venice, from Italy, has a business in California. He has opened a pizza restaurant / five-star hotel / **pasta food truck**.

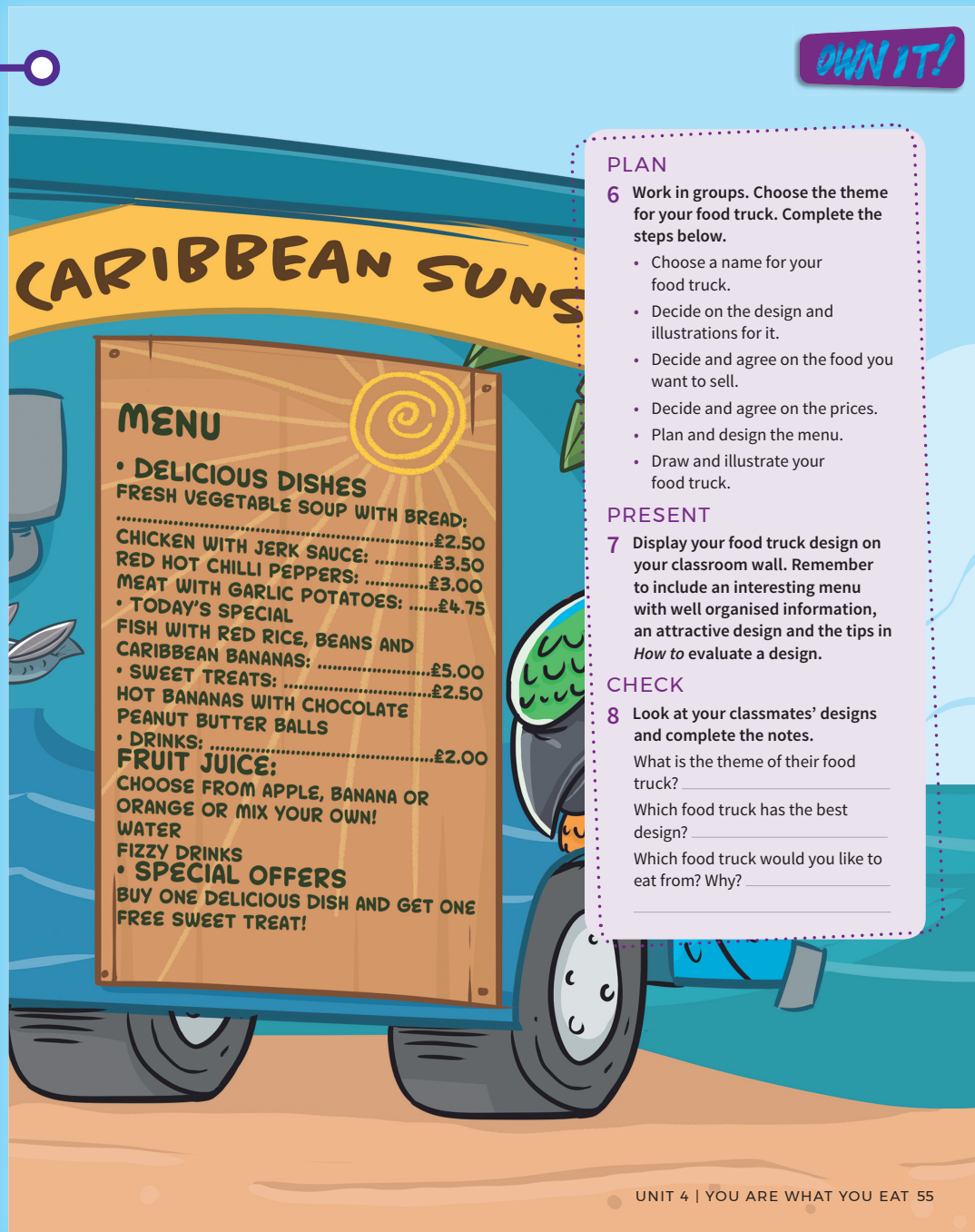
Lesson aim: I can design a food truck and evaluate an art project.

6 Put students into groups of three. They must make all the decisions together, but one student should be responsible for the design, one for the content and one is the project manager, who makes sure design and content go well together.

7 & 8 You may wish students to create a first draft of their truck design and display it around the classroom. One student from each group stands by their own food truck while the others move around the class, looking at the other food trucks. Students who are moving give feedback to the students standing, who take notes. The groups then meet again and listen to the feedback collected. They then discuss the other food trucks, using Exercise 8 to help them and the feedback they received. They make any necessary changes and display their work again.

Write the following on the board to encourage students to give feedback politely:
I like your ... but I think you can change ...
In my opinion, this is not very ...

For more work on Art, students can turn to SB p138. See p154 for teaching notes.



PLAN

6 Work in groups. Choose the theme for your food truck. Complete the steps below.

- Choose a name for your food truck.
- Decide on the design and illustrations for it.
- Decide and agree on the food you want to sell.
- Decide and agree on the prices.
- Plan and design the menu.
- Draw and illustrate your food truck.

PRESENT

7 Display your food truck design on your classroom wall. Remember to include an interesting menu with well organised information, an attractive design and the tips in *How to evaluate a design*.

CHECK

8 Look at your classmates' designs and complete the notes.

What is the theme of their food truck?

Which food truck has the best design?

Which food truck would you like to eat from? Why?

UNIT 4 | YOU ARE WHAT YOU EAT 55

Flipped class

Prepare for the **Review** lesson (p56). Students revise the grammar and vocabulary from Unit 4.

Lesson aim: I can review what I have learnt and reflect on my progress.

The aim of this review page is for students to revise the grammar and vocabulary from the unit. You can either do it in class, as a timed progress test, or set it for homework.

Vocabulary

- One student in each group faces away from the board. Write the gapped word, *w_t_r* on the board. The teams must guess the word and explain it to their teammate who cannot see the word.
- Before students complete this exercise, elicit the adjectives for describing food and drink introduced on p50.

Language in action

- Divide the class into teams. Read each word out loud. The first team to say *countable* or *uncountable* wins a point.
- Ask students to compare their answers in pairs before conducting whole-class feedback.
- Turn this into a class quiz. Read each sentence, with the options. Students in groups choose the best one and write it on a piece of paper. At the count of three, they all show their answers.

4 REVIEW

VOCABULARY

- Complete the food words with the missing vowels.

- 1 w a t e r
- 2 a p p l e
- 3 r i c e
- 4 b e a n s
- 5 j u i c e
- 6 c h e e s e

- Complete the sentences with the correct adjectives.






- 1 I've got a h ealthy lunch today: an egg, an apple and some water.
- 2 I hate beans. They taste d isgusting.
- 3 This burrito isn't very n ice. It's got onions in it and I don't like onions.
- 4 The tomatoes in this sandwich are f resh. We get them from the garden every morning.
- 5 I love eating spiders. They're d elicious.
- 6 Fizzy drinks have got a lot of sugar in them. They're u nhealthy.

LANGUAGE IN ACTION

- Are the words countable (C) or uncountable (U)?

- 1 beans C
- 2 chocolate U
- 3 worms C
- 4 meat U
- 5 rice U
- 6 vegetable C
- 7 tomato C
- 8 milk U

- Complete the sentences. Use *a, an, some* or *any* and the correct food word.

- 1 Have you got any water? 
- 2 Sam always eats an apple at break time. 
- 3 Sorry. We haven't got any cheese. 
- 4 I always have some juice and a banana for a snack.  

- Circle the correct words.

- 1 How much / many money have you got?
- 2 There is / are some rice and some chicken for dinner.
- 3 There's much / a lot of sugar in this drink. It's very unhealthy.
- 4 There isn't / aren't any carrots in the soup.
- 5 I don't eat many / much vegetables, but I eat many / a lot of fruit.
- 6 How much / many students is / are there in your class?
- 7 There is / are a lot of cheese in the fridge.
- 8 How much / many free time have you got at the weekend?
- 9 Is there / Are there any eggs? I want to make an omelette!
- 10 Why aren't there much / many books in the library?



Self-assessment

I can name fourteen food and drinks words in English.



I can use adjectives to describe food.



I can use countable and uncountable nouns with *a/an* and *some/any*.



I can use *there is/isn't* and *there are/aren't*.



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Self-assessment

After circling the appropriate options, students write on a piece of paper *Teacher, please can you give me some more homework on ...* and write the language they had the most problems with. They then give the piece of paper to you. You can then assign them additional exercises to do from the Workbook.

Unit quiz review

Homework

Workbook pp38-39

It is important for students to be exposed to English outside of the classroom. It is good for them to do homework and extra practice, but they should also experience English through fun activities. This will help to make them feel less stressed about using the language and enjoy it more.

- 1 If appropriate, students share any games they have on their smartphones and explain to their partner how they work.

OWN IT!

2 & 3 Students follow the instructions for both games. Change the pairs for each one to allow students to play the games with a different person. Encourage students to think about how they could play the two games to practise vocabulary from former units. They can play the games again if there is time.

- 4 Encourage students to discuss which game they liked most and which helped them memorise the vocabulary better. Tell students that when they finish an exercise early in future, they can play one of these games to practise any vocabulary they have learned.



LEARN TO LEARN

LEARN TO ... PLAY VOCABULARY GAMES

Games can help you practise and remember new language.



- 1 Ask and answer with a partner.
 - 1 What games do you like to play?
 - 2 What is your favourite game?
 - 3 Do you play any games to practise English?

OWN IT!

- 2 Work in pairs. Play Word Wizard.

- 1 Your partner chooses a letter of the alphabet. a
- 2 Write all the food or drink words you know beginning with the letter in 1 minute. Don't show your partner.
apples
- 3 Compare your lists. You get 5 points for a word on both lists. You get 10 points for a word on only your list.
- 4 Play the game again. This time you choose the letter of the alphabet.
- 5 The person with the most points is the **Word Wizard**.

- 3 Work in pairs. Play Three Clues.

Player A: Think of a food or drink. Don't say it! Give Player B three clues.

Player B: After each clue, guess Player A's word. Start with 3 points. Lose 1 point for each wrong guess.

Take turns to be **Player A** and **Player B**. The player with the most points at the end of the game is the winner.

Clue 1. They're healthy. Vegetables.
No! Clue 2. They're sweet. Bananas!
No. Last clue. Sometimes they're green and sometimes they're red. Apples!
Yes, apples! You get 1 point!

- 4 Answer the questions. Write TC (Three Clues) or WW (Word Wizard).

- 1 Which game practises food nouns? **WW**
- 2 Which game practises food adjectives and food nouns? **TC**

- 5 Discuss with a partner. Think of word games you play in your language. Can you play them in English?

- 5 Elicit some ideas and discuss as a whole class whether the students' ideas would work and if the games they mentioned should be adapted in any way to work in English. Allow students time to try out different games and report back to the class on how well they worked in English.

Unit 5 What's Your Style?

Lesson aim: I can talk about clothes and accessories.

Warmer

Show students a few pictures of famous people. Elicit relevant clothing vocabulary. Students discuss what they are wearing and if they like their style.

► Start it!

► Unit quiz

- 1 In pairs, students discuss which clothes in the pictures they like.
- 2 Give students two minutes to write a list of people who wear uniforms, using a dictionary if necessary.

► 3 & 4 After playing **Video 5.1**, give students two minutes of thinking time before they discuss question 4.

► Video comprehension questions

Class challenge

In Indonesia at the end of the school year, students give their uniforms to younger students / throw away their uniforms / decorate each other's uniforms with paint.

Flipped class

Prepare for **Explore it!** (p59). Students research an interesting fact about clothes.

5 WHAT'S YOUR STYLE?

LEARNING OUTCOMES

I can ...

- understand texts about fashion and a Hindu wedding
- buy clothes and accessories
- write a description of a photo
- understand how to use present tenses
- talk about clothes and accessories
- make a picture dictionary and practise vocabulary by making connections.



► Start it!

- 1 What is your style? Look at the photos. What do you like wearing?
- 2 Before you watch, which people wear uniforms?
- 3 Have all schools got uniforms? Watch and check.
- 4 Do you think uniforms are a good idea?



Watch video 5.1



Language in action 5.2



Language in action 5.3



Everyday English 5.4



Globetrotters 5.5

58 WHAT'S YOUR STYLE? | UNIT 5

Unit aims

Skills

I can ...

- understand texts about fashion and a Hindu wedding p60, pp66–67
- buy clothes and accessories p64
- write a description of a photo p65

Language

I can ...

- understand how to use present tenses p61, p63
- talk about clothes and accessories p59, p62

Learn to Learn

I can ...

- make a picture dictionary p59
- listen for the general idea p62
- guess the meaning of words p69

Extra Resources

- Finished? Student's Book p122
- Vocabulary bank Student's Book p132
- Workbook pp40–47
- Language reference and practice, Workbook pp96–97
- Video audioscripts Cambridge One
- Workbook audioscripts Cambridge One

Teacher's Resource Bank worksheets

- Grammar 5.1 and 5.2
- Vocabulary 5.1 and 5.2
- Video 5.1, 5.2, 5.3, 5.4 and 5.5
- Communication 5.1 and 5.2

Warmer

Put students into teams. Ask them to choose one team member and write a list of everything he/she is wearing, using a dictionary if necessary. The first team to finish wins.

- 1 5.01 ★★ Ask students to cover the words and to guess the items in the pictures.

Audioscript p164

Target vocabulary

boots /bu:ts/
cap /kæp/
flip-flops /flɪp flɒps/
hoodie /'hudi/
jacket /'dʒækɪt/
jeans /dʒi:nz/
joggers /'dʒɒgəz/
shirt /ʃɜ:t/
shorts /ʃɔ:ts/
skirt /skɜ:t/
T-shirt /'ti:ʃɜ:t/
trainers /'treɪnəz/

Vocabulary categories

Spelling

- 2 Students mingle and ask as many other students as possible. Encourage them to describe the look they prefer. Ask: *Which looks don't you like?*
- 3 Alternatively, play a whole-class game. Read the first group of words. The first team to shout out the odd one out wins a point.

Vocabulary bank SB p132

Learn to learn

At this level, students should be able to take effective notes in class and from homework reading. This can include pictures as well as words.

VOCABULARY

Clothes

- 1 5.01 Match the words in the box with the pictures. Listen, check and repeat.

boots	j	cap	b
hoodie	i	jacket	e
jeans	f	joggers	h
flip-flops	c	trainers	g
T-shirt	k	skirt	l
shirt	d	shorts	a



- 2 Which look do you prefer? Why? Compare with a partner?

- 3 Circle the odd one out.

- 1 skirt / jeans / joggers / shorts
2 flip-flops / trainers / shirt / boots
3 shorts / jacket / hoodie
4 shirt / hoodie / jeans / T-shirt
5 jacket / cap / shirt / hoodie

- 1 The others are for your legs.
2 You wear the others on your feet.
3 The others are types of jacket.
4 You wear the others above your waist / on your top half.
5 It's the only one that you wear on your head.

LEARN TO LEARN

Making a picture dictionary

Drawing and labelling pictures helps you remember new words.

- 4 Make a picture dictionary for the clothes in Exercise 1. Compare with a partner.



- 5 Add more pictures to your dictionary. Cover the labels and show the pictures to a partner. Can they guess the words?

Use it!

- 6 Discuss the questions.

- 1 What do you wear to school / at the weekend?
2 What is your favourite outfit? Why?

Explore it!

Guess the correct answer.

Flip-flops have a lot of different names around the world. What do people in New Zealand call them?

- a slops **b jandals** c chinelos

What do you call them? Find an interesting clothes fact. Write a question for your partner to answer.



UNIT 5 | WHAT'S YOUR STYLE? 59

- 4 & 5 Encourage students to write the vocabulary far from the picture so that they can fold the paper to cover the vocabulary and test themselves at home.

- 6 Write the following prompts on the board before the discussion: *This outfit makes me feel ... comfortable, relaxed, pretty, sporty, free, cool.*

Explore it!

Students write a question using the interesting fact they researched for homework.

Homework

Workbook p40

Lesson aim: I can understand texts about fashion.

Warmer

Ask students why people like to write online diaries. Ask if anyone in the class has an online diary.

- 1 ★★★ Put students into A/B pairs. Student A describes the pictures and Student B, book closed, draws them. Students then compare the drawings with the pictures and check together any necessary vocabulary.
- 2 5.02 Give students one minute to scan the text for the name of a nationality. Elicit that the people are from Japan.
- 3 Put students into A/B pairs. Student A looks for the answers to 1–3, and Student B for 4–6. At the end, they share answers and show each other where the answers are in the text.
- 4 After feedback, students work in groups. Students take turns to think of a teacher and describe what he/she usually wears, using the adjectives they found. The first student to guess the teacher wins.
- 5 Allow students two minutes of silent thinking time where they can make notes and use a dictionary if necessary, before speaking.

READING

An online diary

- 1 Look at the photos and describe the clothes you see. Where do you think the people are from?
- 2 5.02 Read the online diary and check your answer to Exercise 1.
- 3 Choose the correct answer. Which person ...

Michiko Sofia Akiko

- 1 has got a pet? Michiko Sofia 4 is Michiko's friend? Michiko
- 2 has got a maths test? Sofia 5 is wearing boots? Akiko
- 3 wants to go outside? _____ 6 is wearing sandals? _____

- 4 Find adjectives in the online diary for the headings. Add two more adjectives for each heading. white, red, green

Colour: black

big

Size: traditional, retro, sporty

Style: _____

Voice it!

- 5 Discuss the questions.

- 1 Do you dress like your friends? Why / Why not?
- 2 How do the people you like influence the clothes you wear?
- 3 How does the place you live in influence the clothes you wear?

Finished? p122 Ex 1

Michiko's Mix.com

Saturday, 8 am HAPPY WEEKEND!

I'm writing this post in my bedroom. My cat, Candy, is sleeping right here beside me.



Look!

What are you doing this morning? It's so hot!

Comments:

10 replies 12 likes

Sofia: Hi, Michiko. I'm revising for a maths test! 😓 It's really hot and I want to be outside!

Michiko: Poor you! Good luck! 🍀 My friend is calling me. See you later!

10 AM (and back online!) We ♥ Harajuku – the fashion district

I'm sitting in a café with my best friend, Akiko. We're mixing traditional Japanese clothes with our own clothes to create a wamono style today. Look! We're wearing summer dresses and shirts. I'm wearing big black boots but Akiko isn't wearing the same boots. She's wearing zori (they're Japanese sandals).



We're also people watching from the café! There are a lot of different looks. There's a boy outside the café. He's wearing a black and white striped T-shirt, a red shirt, tight jeans, a green jacket and trainers. What a cool retro sporty look! What do you think?

Comments:

Kyle from London: I love it!

1 PM Lunchtime

I'm not having ramen today. I've got sushi and sashimi. It's definitely a susimi kind of day. Delicious! Are you having ramen for lunch?

Comments:

Lily: No, I'm not. I'm making pizza for ten friends! 🍕

60 WHAT'S YOUR STYLE? | UNIT 5

Finished?

Students turn to p122 and do Exercise 1.

Flipped class

► Ask students to watch Video 5.2 and do Video worksheet 5.2.

Homework

Workbook p41

Lesson aim: I can understand how to use the present continuous.

Warmer

Students choose three famous people and work in groups to guess what they are doing right now, e.g. *Messi. I think he's training. No, I think he's still sleeping!*

► Play **Video 5.2**. Elicit that the boy is wearing jeans, a shirt and a T-shirt. Hiro is wearing a uniform.

Pronunciation

Students can do the Pronunciation activities on -ing on p142.

Audioscript p164

1 After feedback, elicit sentences from each group referring back to the warmer activity, e.g. *Who did you talk about? Messi. What's he doing now? He's sleeping!*

Extra grammar practice

2 Students do the exercise orally in pairs before writing the answers down.

3 Allow students one minute to look at the text again, if necessary, before writing down their sentences.

Get it right!

Remind students that we invert the word order when making questions.

4 Stress that in this game, all the questions must be about the person right now. Elicit that *Is he wearing a green jumper?* is fine. *Does he have green eyes?* is grammatically correct but not good for the game.

5 Encourage students to repeat the task with at least two different partners.

LANGUAGE IN ACTION

Present continuous



Watch video 5.2
What is he wearing?
Is Hiro wearing a uniform?

I	he/she/it	we/you/they
I ¹ 'm <u>writing</u> this post in my bedroom.	Akiko is wearing Japanese sandals.	We ² 're <u>mixing</u> traditional Japanese clothes.
I ³ 'm not <u>having</u> ramen today.	Akiko ⁴ isn't <u>wearing</u> black boots.	Michiko and Akiko aren't <u>wearing</u> the same boots.
⁵ Am I <u>writing</u> this in my bedroom?	Is Sofia <u>revising</u> this morning?	What are you <u>doing</u> this morning?
Yes, I am . / No, I 'm not .	Yes, she is . / No, she isn't .	⁶ Are you <u>having</u> ramen for lunch?
		Yes, I am . / No, I ⁷ 'm not .

Pronunciation p142

1 Complete the examples in the table above. Use the online diary on page 60 to help you.

2 Complete the posts with the present continuous form of the verbs.

What ¹ are you doing (do)?

I ² **'m** drawing (draw) my own design on my T-shirt. I ³ **'m** creating (create) my own style. 😊 *Emy*

I ⁴ **'m not** sitting (not sit) on the beach today because it ⁵ **'s** raining (rain) but I ⁶ **'m** wearing (wear) flip-flops.

Felipe ⁷ **'m not** wearing (not wear) flip-flops but that's a good idea! *Sergio*



3 Remember the information from the online diary. Write sentences in the present continuous. Check with a partner. How many sentences have you got?

Get it right!

We say: *Are you wearing a cap?* **NOT** *You are wearing a cap?*

4 Choose a classmate but don't tell your partner. Ask questions to guess your partner's classmate. Ask ten questions. Your partner can only answer Yes or No!

Is this person sitting near me? No.

Use it!

5 Write present continuous questions. Ask and answer with a partner.

1 what / you / wear / today?

What are you wearing today?

2 which TV series / you / watch / this month?

Which TV series are you watching this month?

3 where / your best friend / sit?

Where is your best friend sitting?

4 what / you / think about / right now?

What are you thinking about right now?

What are you wearing today?

I'm wearing my favourite jeans, but I'm not wearing flip-flops.

Finished? p122 Ex 2

UNIT 5 | WHAT'S YOUR STYLE? 61

Grammar game

Students look back at p26 and work in groups. One student from each group chooses an activity on p26 and mimes it. The first student to guess the activity and use the present continuous correctly (e.g. *You're listening to music!*) wins a point and mimes the next activity.

Finished?

Students who finish early turn to p122 Exercise 2.

Homework

Workbook p42

Lesson aim: I can describe clothes and accessories.

Warmer

Elicit the word *accessories* /ək'sesəriz/. Students say which accessories in the pictures they have and don't have.

- 1 5.05 ★★★ Books closed. Play the audio, pausing after each item for students to draw it. Then they compare with the pictures on p62 and complete the exercise in pairs.

Audioscript p164

Target vocabulary

belt /belt/
bracelet /'breɪslət/
earrings /'ɛərɪŋz/
gloves /glʌvz/
necklace /'neɪkləs/
purse /pɜ:s/
ring /rɪŋ/
scarf /ska:f/
sunglasses /'sʌŋglɑ:sɪz/
umbrella /ʌm'brelə/
wallet /'wɒlɪt/
watch /wɒtʃ/

Memory game

- 2 ★★★ Put students into pairs. Ask them to think about all the accessories they have with them today and add any of them to the categories.

Vocabulary bank SB p132

- 3 Alternatively, students answer two questions with the truth and one with a lie. Their partner must ask extra questions to guess the lie.

- 4 Encourage students to use adjectives from p60 to describe the clothes and explain what they like about them.

VOCABULARY AND LISTENING

Accessories



- 1 5.05 Match the words with the photos. Listen, check and repeat.

belt	4	bracelet	10	earrings	5
gloves	6	necklace	7	purse	1
ring	12	scarf	11	sunglasses	3
umbrella	2	wallet	8	watch	9

- 2 Write the words from Exercise 1 in the correct place in the table.

Carry	purse	umbrella	wallet
Wear	belt	bracelet	earrings
	gloves	necklace	ring
	scarf	sunglasses	watch

Use it!

- 3 Work with a partner. Ask and answer. Which of the accessories in Exercise 1 ...
- are you wearing/carrying today?
 - have you got at home?
 - do you wear/carry every day?

An interview

- 4 Look at the photos. What are the people wearing? Do you like the clothes?



LEARN TO LEARN

Listening for the general idea

When you listen for the first time, don't worry if you don't understand every word. Listen for the general idea.

- 5 5.06 Listen to the interview. What is Tom talking about?

a his family b his job c his clothes

- 6 5.06 Listen again. Are the sentences T (true) or F (false)? Correct the false sentences.

Tom ...

1 designs clothes for musicians. **F**
He designs clothes for actors.

2 usually starts work at 7 am. **T**

3 never works late. **F**

He sometimes works late / until midnight.

4 is good at drawing. **T**

5 makes the clothes. **F**

He designs the clothes. / Emily makes the clothes.

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Learn to learn

Some students worry because they can't understand listening texts at first. Encourage them to manage their feelings, and play long audio recordings more than once in the classroom, to develop their confidence.

- 5 5.06 ★★★ Challenge stronger students to write the keywords which indicated the answer in the interview.

- 6 5.06 Students read the questions and discuss what they remember before playing the audio again.

Audioscript pp164-165

Flipped class

▶ Ask students to watch **Video 5.3** and do **Video worksheet 5.3**.

Homework

Workbook p43

Lesson aim: I can understand how to use the present simple and continuous.

Warmer

► Play **Video 5.3**. Elicit the clothes/accessories (jeans, hoodies, dresses, boots, hat, watches, scarfs) and the tips: wear clothes you like; wear colours that look good on you; don't forget accessories.

- 1 Elicit that the present continuous is used for actions happening now, and the present simple is used to describe things that happen usually.

Extra grammar practice

- 2 In pairs, students make three extra sentences about themselves, dividing the sentence beginnings and ends, and give them to a new pair to match.

- 3 5.07 After feedback, divide students into as many groups as there are subjects in their school. Each group chooses a subject. Students collaboratively write a comment for the blog post, saying what they are studying in the subject. Display the texts around the classroom and ask students to check if they are all correct.

Audioscript p165

- 4 Focus students on the phrases in the questions that determine which tense to use (*always, usually* = present simple; *right now, at the moment* = present continuous).

LANGUAGE IN ACTION

Present simple and present continuous

Present simple (facts, habits and routines)	Present continuous (things happening now)
I design clothes for TV actors.	Today 'I'm finishing the designs.
I don't make the clothes.	Emily isn't making a shirt.
What ² do you do ?	What ³ is she making now?
I ⁴ am a costume designer.	She ⁵ is making a skirt and a belt.
Time expressions: adverbs of frequency, days of the week, every day	Time expressions: now, just now, right now, today, this morning/week/month/year, at the moment

- 1 Complete the examples in the table above.

- 2 Match 1–5 with a–e. Compare with a partner.

- | | |
|---------------------------------|-----------------------------|
| 1 Tom is working on a TV series | a all the clothes. |
| 2 Tom starts work | b a skirt and a belt today. |
| 3 Tom is designing | c the girls' outfits today. |
| 4 Emily makes | d at 7 am every day. |
| 5 Emily is making | e at the moment. |

- 3 5.07 Complete the blog post with the present simple or present continuous form of the verbs in brackets. Listen and check.

¹ **Do** you **want** (want) to know more about my life?

What ² **are** we **doing** (do) this week?

We ³ **'re studying** (study) the history of fashion in art. It's really interesting and I ⁴ **'m learning** (learn) lots of cool new stuff. **'re preparing** (prepare) our class fashion show this week, too. Joe and I ⁶ **'re wearing** (wear) clothes from the 1980s. We ⁷ **don't** usually **are wearing** (not wear) clothes like this. We ⁸ **'re not smiling** (not smile) in the photo but we like the look! I ⁹ **love** (love) the 1980s.

What ¹⁰ **are** you **doing** (do) right now?

Post a comment:



Watch video 5.3
Which clothes and accessories do you hear? Which three tips does she give?

Use it!

- 4 Write questions with the present simple or present continuous. Ask and answer.

What ...

- 1 you / always / wear / at the weekend?

What do you always wear at the weekend?

- 2 music / you / listen to / at the moment?

What music are you listening to at the moment?

Who ...

- 3 you / sit next to / right now?

Who are you sitting next to right now?

- 4 you / usually sit next to / at lunchtime?

Who do you usually sit next to at lunchtime?

What do you always wear at the weekend?

I always wear joggers on Saturday and jeans on Sunday.

Finished? p122 Ex 3



UNIT 5 | WHAT'S YOUR STYLE? 63

Grammar game

Put students into groups. Students take turns to think of an activity (e.g. reading a book) and mime doing it. The first student to guess the activity using the present continuous (*You're reading a book!*) wins a point.


Finished?

Students who finish early turn to p122 Exercise 3.

Homework


Workbook p44

Lesson aim: I can buy clothes and accessories.


1 & 2  **5.08** ★★★ Books closed. Put students into groups of four. Ask them to brainstorm all the vocabulary for accessories they can remember from p62. Play the recording and ask students what accessory the man is trying to buy (a scarf) and if he finds it (yes, he does).

Audioscript p165

Focus on phrases

3  **5.08** Alternatively, students cover the *Useful language* box, listen again and write the phrases as they listen.

4 ▶ Play **Video 5.4**, ask students to translate these phrases into their own language.

5  **5.08** Play audio 5.08 again and ask students to repeat the *Everyday English* phrases, copying the intonation, to build confidence. Students then practise the conversation in pairs.

6 Encourage students to take notes while they plan, as this will help them make efficient use of their time.


7 Ask students to underline the things the instructions say they should use and encourage them to tick these as they practise the conversation.

8 Students take turns to perform the conversation, while another student takes notes to answer the questions in Exercise 8 and the other ticks the language he/she hears from Exercise 7.

SPEAKING

Buying clothes or accessories

1 Look at the photo. What do you think Salif wants to buy? **a scarf**

2  **5.08** Listen to the conversation. Does Salif find what he's looking for? **Yes, he does.**



SALES ASSISTANT Good afternoon.
¹Can I help you?

SALIF Yes, please. ²I'm looking for a scarf for my grandma.

SA Sure. Let's have a look.

³What about this one?

SALIF My grandma doesn't wear pink.

⁴... a different

colour? **Have you got it in**

SA Yes, I have. You're in luck!

⁵It comes in blue or purple.

SALIF **Can I see** the purple one, please?

SA Here you go. What do you think?


SALIF It's perfect. How much is it?

SA It's £8 but there's a special offer today. Buy two for £12.

SALIF No, thanks. I'm fine with just one!

SA Are you sure? **It's a bargain.**

SALIF No, honestly. One is fine.

3  **5.08** Complete the conversation with phrases from the *Useful language* box. Listen and check.

Useful language

Can I help you?
Can I see the ... one, please?
Have you got it in a different (size/colour/style)?
I'm looking for ...
It comes in ...
What about this one / these?



4 Look at the *Everyday English* box. Find and underline the phrases in the conversation.

5 Work with a partner. Practise the conversation.



Watch video 5.4

Everyday English

It's a bargain. It's perfect.
No, honestly. You're in luck!

PLAN

6 Work in pairs. Decide who is the customer and who is the sales assistant.

CUSTOMER Decide what you are buying and who it is for. Use the ideas below or your own ideas.

something new to wear to a party
new earrings for your friend's birthday
some new trainers for yourself

SALES ASSISTANT Think about different colours and sizes, prices and special offers.

SPEAK

7 Practise the conversation about buying something with your partner. Remember to use the present simple and present continuous, the vocabulary from this unit and expressions from the *Useful language* and *Everyday English* boxes.

CHECK

8 Work with another pair. Listen to their conversation and complete the notes.

What does the customer buy?

How much is it?

Was it a special offer?

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Extend it!

Students choose five items they have with them that they want to 'sell'. They try to sell them to their classmates in groups.

Lesson aim: I can write a description of a photo.

Warmer

In pairs, students take turns to make sentences to describe the photo in as much detail as possible.

- ★ Students circle all the names in the text before reading. This will break up the text and make it more manageable. Elicit that Emin is the boy wearing a grey hoodie.

Expressions of place

- Students underline the places in the text where the answers are and check in pairs before feedback.
- Elicit the key information in the questions before students attempt the task.
- Ask for five volunteers to come up to the front of the class and strike a pose as if someone was taking a picture of them. Ask the class: *Who is at the back? Who is in the middle? Who is on the left? Who is on the right? Who is next to (name of student).* The five volunteers strike a new pose and the class shouts out new sentences about them.
- Students can use the photo in the book, or, if they have smartphones and if appropriate, they can choose a picture of themselves and their friends, to personalise the task.

- 6 & 7 Students share their first draft with a partner, answer the questions in Exercise 7 about both texts, then rewrite their texts.

WRITING A description of a photo

- Look at the photo. Which person is Emin? Read the description and find the answer.



- Read the description again and answer the questions.

- What are they celebrating?
They're celebrating Irem's 13th birthday.
- Where are they?
They're on the beach.
- What is Irem wearing?
A white T-shirt and a woollen jacket.
- What does Greg usually wear?
He usually wears a cap.
- Why does Emin like this photo?
Because he's with his friends and they're all having a great time.

- Match topics a–c with paragraphs 1–3.
 - Description of the people in the photo.
 - Brief description of who is in the photo.
 - Opinion on why it is your favourite photo.

- Complete the expressions in the *Useful language* box.

Useful language

- | | |
|------------------------|----------------------------|
| 1 <u>at</u> the back | 4 <u>on</u> the right |
| 2 <u>in</u> the middle | next 5 <u>to</u> (someone) |
| on 3 <u>the</u> left | |

My favourite photo By Emin

- b** This is a photo of my friends and me. We're all sitting on the beach. We're celebrating my friend Irem's 13th birthday.
- a** Irem and I are in the middle. She's wearing a white T-shirt and a woollen jacket. She's laughing. My friend Greg is on the left. Greg's wearing a red checked shirt. He usually wears a cap but he isn't wearing it in this photo. He's holding some food but he isn't eating. Sophie is next to Greg. She's wearing her new jeans. My friend Hakan is on the right. He's wearing his favourite checked shirt and his new trainers. He's smiling. There isn't anyone at the back in this photo. I'm next to Hakan. I'm wearing beige trousers and a grey hoodie, with a white T-shirt under it because it's cold.
- c** This is my favourite photo because I'm with my friends and we're all having a great time.

Write your own description of a photo.

PLAN

- Look at the photo below and make notes. Decide what information to include in each paragraph of the description. Use the information in Exercise 3 to help you.

WRITE

- Write your description. Remember to include the information in the correct order, the present simple and present continuous, and expressions from the *Useful language* box.

CHECK

- Do you ...
 - describe people in the photo, including the clothes and accessories they are wearing?
 - describe the people's positions in the photo?
 - say why you like the photo?



Finished? p122 Ex 4

UNIT 5 | WHAT'S YOUR STYLE? 65

Finished?

Students who finish early turn to p122 Exercise 4.

Flipped class

Prepare for **Explore it!** (p67). Students research an interesting fact about Hindu wedding traditions.

Homework

Workbook p45

Lesson aim: I can understand a text about Hindu weddings.

Background information

Hindu weddings are long, colourful and fun. Students might be surprised to hear that in some parts of India, people wear white at funerals (in western countries, people wear black). That's why a bride doesn't usually wear white. People also don't usually wear black at weddings, so the outfit needs to be really colourful!

- For questions 1 and 2, encourage students to justify their answers with *because*.
- 5.09** Set a time limit of two minutes to encourage skim-reading, as the students will read the text in more detail in the following exercise.
- ★ Let students know that the answers are in order, and encourage them to scan the text to find the Hindi words from the questions (*lehenga* and *sherwani*).
- Students check the answers in groups. Then one student from each group writes the answers on the board. Students try to spot any spelling mistakes.

► Play **Video 5.5** and elicit the answers. Write these questions on the board:
What traditional clothes does your country have?
Do you ever wear them?
 Give students time to think about their answers, and then put them into pairs to discuss the questions.

► **Extra video comprehension questions**



AROUND THE WORLD

READING

A magazine article interview

- Look at the photo of the people. Discuss the questions.

- Where do you think they are from?
- What do you think they are celebrating?
- What is the woman at the front holding?

- India
- A wedding
- The groom's shoes.

- 5.09** Read the interview and check your answers to Exercise 1.

- Read the interview again and answer the questions.

- How long does a Hindu wedding last for?
Three days.

- What is a lehenga?

A long skirt with a top.

- What colour is popular for Hindu weddings? Why?

Red. It's popular because it symbolises love and new life.

- What accessories is Mishal wearing in the photo?

A necklace, earrings, rings and bracelets.

- What is a sherwani?

A long jacket with gold designs on it.

- Complete the table with adjectives ending in *-ful* from the interview. Check the meanings in a dictionary.

	Noun	Adjective
1	wonder	wonderful
2	colour	colourful
3	beauty	beautiful
4	power	powerful

In the Sahara, in Africa.

Colourful bags, purses and wallets.

Red.



Globetrotters

Watch video 5.5
Culture and Fashion

- Where do the 'blue people' live?
- What do the Sami make?
- Which colour is important for the Maasai?

Special Days

Weddings are a wonderful time for families and friends to celebrate together and to wear special clothes. This week, Amrit is talking about his cousin's Hindu wedding in India and some of their traditions.



Q: What are Hindu weddings like?

A: They're incredible! There's a lot of amazing food, music and dancing. They're always very colourful events because everyone wears beautiful clothes. They last for three days.



66 WHAT'S YOUR STYLE? | UNIT 5

Class challenge

In Japanese weddings, grooms (the men getting married) can wear two different outfits during the day, and the brides (the women getting married) can wear 3 / 4 / 5.

Lesson aim: I can understand a text about Hindu weddings.

- 5 Allow students thinking time and access to a dictionary to prepare for this activity. Then swap the pairs at least twice to ensure students have a chance to repeat the task and become more fluent.

Learn to learn
Encourage students to think about how a reading text relates to them. This will help them see it as more than just a language exercise.

- 6 Ask students to brainstorm celebrations (e.g. weddings, birthdays). Give an example, e.g. *In my family, weddings are always fun, with lots of guests and beautiful clothes.*

- 7 Allow students to work in groups of five or six so as to generate more ideas.

Explore it!

Students help each other in pairs to write a question using the interesting fact they researched for homework. Then elicit the students' questions for the whole class to answer.

Extend it!

Ask students to research information about wedding traditions in another country for homework. They write four brief answers to the following questions: *What are the weddings like? What does the bride wear? What does the groom wear? Are there any other special wedding traditions?* They create a poster with pictures, if possible, and the four questions and answers.

Q: What does the bride wear?

A: The bride usually wears a lehenga (a long skirt with a top) and a long scarf. Red is very popular at Hindu weddings. It's a powerful colour because in India it symbolises love and new life. In this photo, my cousin Mishal is wearing a red and gold lehenga. She's also wearing special wedding accessories: a gold necklace, earrings, rings on her fingers and toes, and lots of red and gold bracelets.

Q: What does the groom wear?

A: The groom usually wears a sherwani (a long jacket with gold designs on it), a pair of trousers and special wedding shoes. My cousin's new husband, Ranjit, is also wearing a red turban.

Q: Are there any other special wedding traditions?

A: There are lots, but my favourite is joota chupai – a member of the bride's family steals the groom's wedding shoes and hides them. It's great fun! In this photo, my aunt Jaz is holding Ranjit's shoes and everyone is laughing.

People around the world celebrate special days like weddings and birthdays in different ways. How do you celebrate special days in your country?



During the following class, they either present their poster to the whole class or display them for everyone to see. Ask: *Which country has the most interesting traditions?*

Voice it!

- 5 Answer the questions.

- 1 What do people wear to special celebrations in your country?
- 2 What is a typical wedding like in your country?
- 3 Are colours important in your country? Have they got special meanings?

LEARN TO LEARN

Making connections (2)

When you read an article, try to make connections with your own life and experiences. This can help you to understand the article more easily.

- 6 Think about a special celebration in your life and answer the questions.

- 1 Is there a part of this article that reminds you of that special celebration?
- 2 Who and what does it remind you of: people, food, clothes, traditions?

- 7 Explain your connections to your partner. Are your partner's connections the same or different?



Explore it!

Guess the correct answer.

Hindu brides have special paint on their hands. What does the design include?

- a their age **b their husband's name**
c their favourite food

Find out about other interesting Hindu wedding traditions. Choose your favourite tradition and write a question for your partner to answer.

THE CULTURE PROJECT The Culture Project Teacher's Resource Bank

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Culture project

See Project Book p38 for further information and activities.

Flipped class

Prepare for the **Review** lesson (p68). Students revise the grammar and vocabulary from Unit 5.

Lesson aim: I can review what I have learnt and reflect on my progress.

The aim of this review page is for students to revise the grammar and vocabulary from the unit. You can either do it in class as a timed progress test or set it for homework.

Vocabulary

1 After feedback, students play in groups. Students take turns to draw one of the objects. The first student to guess wins a point for their team.

2 Students work in large teams. Read out the first description. Students must put up their hands to answer. The team has three seconds to agree on the answer. If they are incorrect, they lose a point. If they are correct, they win a point.

3 Students complete the exercise, then in pairs scramble the words, e.g. FSACR. They give the scrambled words to another pair, who must unscramble them.

Language in action

4 Before students complete this exercise, elicit the forms of the present continuous introduced on p63.

5 After feedback, put students into pairs to write a similar short exchange using the present simple and continuous, then delete the verbs. They give the conversation to another pair who must complete it with the correct verbs.

5 REVIEW

VOCABULARY

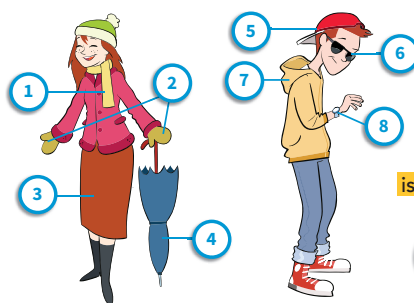
1 Complete the names of clothes with the missing vowels.

- | | |
|------------------------------|-----------------------------|
| 1 j <u>ea</u> ns | 5 h <u>oo</u> d <u>ie</u> |
| 2 tr <u>ai</u> n <u>e</u> rs | 6 sh <u>o</u> rts |
| 3 sh <u>i</u> rt | 7 c <u>a</u> p |
| 4 b <u>oo</u> ts | 8 j <u>a</u> gg <u>e</u> rs |

2 Write the accessories.

- two things you can wear on your wrist
bracelet, watch
- two things you can put your money in
purse, wallet
- something you can use when it's raining
umbrella
- things you can wear in your ears
earrings
- things you can wear on your hands when it's cold
gloves

3 Look at the pictures. What are they wearing? Write the clothes and accessories.



- | | |
|-------------------|---------------------|
| 1 <u>scarf</u> | 5 <u>cap</u> |
| 2 <u>gloves</u> | 6 <u>sunglasses</u> |
| 3 <u>skirt</u> | 7 <u>hoodie</u> |
| 4 <u>umbrella</u> | 8 <u>watch</u> |

LANGUAGE IN ACTION

4 Complete the conversations. Use the correct form of the present continuous.

- you / watch / TV just now?
X do / my homework
Are you watching TV just now?
No, I'm not. I'm/am doing my homework.
- Lidia / wear / a red T-shirt today?
X wear / a blue shirt
Is Lidia wearing a red T-shirt today?
No, she isn't. She's/is wearing a blue shirt.
- Mike / chat / with his friends at the moment?
X take / a photo
Is Mike chatting with his friends at the moment?
No, he isn't. He's/is taking a photo.

5 Complete the posts with the present simple or present continuous form of the verbs.

What ¹ do you usually wear (wear) at school?

I usually ² wear (wear) jeans and a T-shirt. It ³ is raining (rain) today so I ⁴ am carrying (carry) an umbrella!

⁵ Is your dad working (work) today?

No, he ⁶ doesn't work (not work) on Saturdays. He often ⁷ plays (play) football, but today he ⁸ isn't doing (not do) that. He and Mum ⁹ are shopping (shop) in Hull.

Self-assessment

I can name twelve clothes words in English.



I can name twelve accessories in English.



I can use the present continuous to talk about what is happening now.



I can use the present simple and the present continuous together.



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Self-assessment

Ask students to look back at the exercises in their Workbook to help them decide which emoji they want to circle. They can then write you a note asking you for extra homework to improve the areas they are not confident in.

Unit quiz review

Homework

Workbook pp46-47

Students will always come across words that they don't know, so if they can make use of the surrounding context to guess what words mean, they will develop into more independent learners. After this lesson, encourage students to use these techniques themselves next time they ask you for the meaning of an unknown word.

- 1 Elicit what students think could be good and bad about each of the four strategies.
Possible answers:
1 You are more independent and you understand a text without help.
2 & 3 You will find out the exact meaning. However, the teacher is not always with you and you cannot always use a dictionary.
4 You can look the word up in the dictionary after class. However, you might forget to check the word, and the word in your notebook will have no context.

OWN IT!

- 2 & 3 Encourage students not to use dictionaries or translation software for these activities. Monitor students' progress and help where necessary. When a pair finishes, check their answers and then ask them to help someone else in the class. Tell them not to give the answer, but ask questions and give hints to help their classmates.



LEARN TO LEARN

LEARN TO ... GUESS THE MEANING OF WORDS

When you don't know a word, you can guess the meaning. This helps you to read and listen in English.

- 1 Circle the answer that is true for you. Compare and discuss your answer with a partner.
When I see a word I don't know, I usually ...
 - 1 guess the meaning.
 - 2 ask the teacher what it means.
 - 3 look in a dictionary.
 - 4 write it in my notebook.
- 2 Read the text. Discuss the questions about each of the words in **bold** with a partner.

I don't like tight jeans. I prefer **baggy** jeans because they're comfortable. I have lots of T-shirts, T-shirts with long **sleeves**, T-shirts with short **sleeves**, but I don't like T-shirts with **logos** – I don't like pictures or writing on my clothes. I love trainers. I have big feet so it can be difficult to find my size, but my new trainers **fit** really well. They're the perfect size!



YUSUF

- 1 Are they nouns, verbs or adjectives?

I think 'baggy' is an adjective.

- 2 What clues about the meaning can you find in the text?

Baggy jeans are not tight.
Baggy jeans are comfortable.

- 3 What do you think each of the words in **bold** means?

I think 'baggy' means not tight.

OWN IT!

- 3 Read the text. Answer the questions in Exercise 2 about each of the words in **bold**.

I never wear rings, bracelets or earrings, because I don't like **jewellery**, but I have lots of hats, gloves and scarves. Why? Well, my grandma loves to make me clothes – she especially loves to **knit** me clothes. I'm happy about this, because I like to be **warm** on cold winter days, and woollen clothes are great for that!



NIKITA

jewellery

- 1 noun
- 2 e.g. rings, bracelets, earrings
- 3 objects you wear that are made of things like gold, etc.

knit

- 1 verb
- 2 my grandma makes me clothes
- 3 making clothes from wool using two long needles

warm

- 1 adjective
- 2 stops you being cold on winter days
- 3 comfortable, but not hot

Extend it!

Students go back to the magazine article on pp 66–67 and circle an unknown word in the text. They try to guess the meaning of the word and then check in a dictionary.

Warmer

In groups, students make a list of why it's good to play sports (e.g. to be healthy, make friends, etc.).

► Start it!

► Unit quiz

1 Students work in A/B pairs. Student A describes the picture, using clothes vocabulary and the present continuous from Unit 5. Student B, book closed, draws it. They then compare the drawing with the picture.

► 2 & 3 Alternatively, give pairs one minute to list as many sports as possible. Play **Video 6.1**. Pairs get two points for each sport in the video that they have in their list, and one point for every other sport in the video they can name.

► Video comprehension questions

4 ★ Support students by writing on the board: *I'd like to try ... because ...*

Flipped class

Prepare for **Explore it!** (p71). Students research an interesting fact about a sport.

6

SPORT FOR LIFE

LEARNING OUTCOMES

I can ...

- understand texts about sport
- book tickets
- write a profile
- understand how to use comparatives and superlatives
- talk about sports
- say collocations out loud and remember vocabulary sets together
- make an information leaflet.

Start it!

- 1 Look at the photo. What do you think these people are doing?
- 2 Before you watch, guess three sports from the video.
- 3 Which other sports can you see? Watch and check.
- 4 Which sport do you want to try? Why?

athletics, running, skateboarding, rugby, basketball, cricket, handball, rollerblading, rock-climbing, mountain biking, extreme/action sports



Watch video 6.1



Language in action 6.2



Language in action 6.3



Everyday English 6.4

70 SPORT FOR LIFE | UNIT 6

Unit aims

Skills

I can ...

- understand texts about sport p72
- book tickets p76
- write a profile p77
- make an information leaflet pp78–79

Language

I can ...

- talk about sports p71, 74
- understand how to use comparatives p73
- understand how to use superlatives p75

Learn to Learn

I can ...

- say collocations out loud p71
- remember vocabulary sets together p74
- write example sentences p81

Extra Resources

- Finished? Student's Book p123
- Vocabulary Bank Student's Book p133
- Workbook pp48–55
- Language reference and practice, Workbook pp98–99
- Video audioscripts Cambridge One
- WB audioscripts Cambridge One

Teacher's Resource Bank worksheets

- Grammar 6.1 and 6.2
- Vocabulary 6.1 and 6.2
- Video 6.1, 6.2, 6.3 and 6.4
- Communication 6.1 and 6.2

Lesson aim: I can describe different sports.

Warmer

Put students into teams. Ask them to write a list of all the different sports they know. After two minutes the team with the most sports wins.

- 1 ★★★ Books closed. Students play in teams of four. One student stands in front of the class. Whisper a sport from the box of words to the student to mime. The first team to guess the sport wins a point.

Audioscript p165

Target vocabulary

athletics /æθ'letiks/
basketball /'bɑ:skɪt,bɔ:l/
(mountain/rock) climbing /('maʊntɪn/rɒk) 'klaɪmɪŋ/
gymnastics /dʒɪm'næstɪks/
hockey /'hɒki/
rugby /'rʌɡbi/
running /'rʌnɪŋ/
sailing /'seɪlɪŋ/
swimming /'swɪmɪŋ/
table tennis /'teɪbəl 'tenɪs/
volleyball /'vɒl ɪbɔ:l/
windsurfing /'wɪnd sɜ:fɪŋ/
yoga /'jəʊɡə/

Extra vocabulary practice

- 2 ★ Play the recording for the first time. Students listen and mime the sports as they hear them. Play the recording again. Students write the vocabulary.

Vocabulary bank SB p133

Learn to learn

Point out that collocations are words which go naturally together. Saying them out loud can help students get a feel if they sound natural or not.

Extra collocation practice

VOCABULARY

Sports

- 1 Match the words in the box with the photos. Listen, check and repeat.

athletics	k	basketball	h
(mountain/rock) climbing			f
gymnastics	g	hockey	b
rugby	j	running	d
sailing	m	swimming	i
table tennis	a	volleyball	c
windsurfing	l	yoga	e

- 2 Listen. Which six sports do you hear?

1 table tennis	4 hockey
2 swimming	5 running
3 basketball	6 sailing

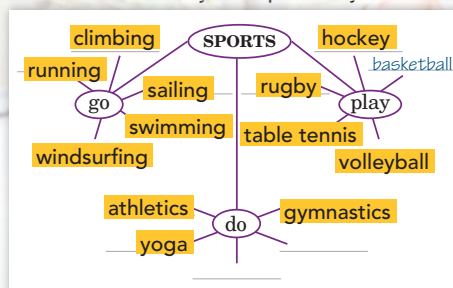
LEARN TO LEARN

Saying collocations out loud

When you learn new collocations, say the words out loud. There are three main verbs we use with sports.

play	ball sports
go	sports that end in -ing
do	other sports

- 3 Write the sports from Exercise 1 in the spidergram. Say them out loud as you write them. How many more sports can you add?



- 4 Work in pairs. Say a sport out loud and your partner says the verb.

Use it!

- 5 Discuss the questions.

- Which sports do you do? How often do you do them?
- Do you prefer team sports or individual sports? Why?
- Which sports do you want to try?

Explore it!

Guess the correct answer.

Tennis star Serena Williams wears ... every day during a tennis tournament.

- a a lucky necklace b different trainers
c the same socks

Find an interesting fact about a sport. Write a question for your partner to answer.

UNIT 6 | SPORT FOR LIFE 71

- 3 You may want the class to create a poster with the spidergram and drawings, to be displayed on the wall.

- 4 ★★★ The first time they go through the vocabulary, each student has three seconds to say the verb. Then, two seconds and then, one second. Change pairs often.

- 5 Change pairs often to allow students to repeat the task and become more confident.

Class challenge

The first Olympics were in **776 BCE** / 1894 / 1994.

Explore it!

Help students make a question using the fact they researched for homework.

Homework

Workbook p48


Lesson aim: I can understand a text about sports.

Background information

Bossaball is a combination of football, volleyball and gymnastics played in teams. It was invented by a Belgian DJ and it is gaining popularity.

Warmer

In groups, students brainstorm all the sports-related vocabulary they can remember. The group with the most words wins.


- During feedback, elicit the words *ball*, *net*, *feet*, *team game*.
-  Elicit that FAQs stands for Frequently Asked Questions, which is often a section of a website or leaflet. To clarify the meaning of the questions, elicit a sport and then ask the class the questions in the leaflet about the sport elicited.
- Remind students to guess the answer before reading again, as this is a good comprehension strategy.
- Disallow dictionaries and translation software. Refer students back to p69 to remember how to guess the meaning of new words.

Extra vocabulary practice

- Encourage students to say *because* to expand on their answers. Demonstrate with the first question. Elicit the answer from a student, then say *because* and nominate another student to continue the sentence.

READING

Online FAQs

- What do you think the people in the photo are doing? Tell your partner.
-  Read the article. Match the questions with the answers in the FAQs.
- Read the article again. Are the sentences T (true) or F (false)?
 - A bossaball team has a maximum of five people. **T**
 - Players can't use their feet. **F**
 - A bossaball ball is the same size as a football. **F**
 - You can play bossaball when it's raining. **T**
 - The inventor of bossaball isn't a DJ. **F**

- Find the meaning of the words in **bold** in the FAQs. Are they positive or negative? Can you add any more adjectives?

Positive	Negative
amazing	bad
entertaining	boring
exciting	
popular	

Voice it!

- Discuss the questions.
 - Can you play bossaball in your town?
 - Do you think bossaball looks interesting or boring? Why?
 - Do you want to try it?

Finished? p123 Ex 1

Bossaball

Do you need some help? You can't decide?
What do you play: volleyball or football or maybe gymnastics?
Don't worry! We've got the answer – you can do all of them.
Bossaball is the answer!

FAQs

- Q1: What is it?
Q2: Is it a team game?
Q3: Where can I play it?
Q4: How big is a bossaball?
Q5: Can players touch the ball?
Q6: Is there an age limit?

Q2 – A3
Q3 – A6
Q4 – A1
Q5 – A4
Q6 – A2

Answers

- A1: It's almost the same size as a volleyball and smaller than a football.
A2: No, there isn't. It's suitable for people of all ages.
A3: Yes, it is. There are two teams and each team has three, four or five players.
A4: Yes, they can. Players can use their hands and arms or their feet.
A5: It's a mixture of football, volleyball and gymnastics with music. It's more **entertaining** than other ball sports and in some places it's becoming more **popular** than beach volleyball.
A6: You can play it indoors if the weather's **bad**, but people usually play outdoors in a park or on a beach.

Bossaball players think it's better than volleyball and it's more **exciting** than football. It definitely isn't **boring** to watch and it's even more **amazing** to play. What are you waiting for?

The inventor of Bossaball is Filip Eyckmans – he's Belgian. His favourite sports are tennis and football and he also loves music and dance. In fact, he's a DJ. Bossaball is a combination of his favourite things and it's great fun!

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Extend it!

Students have the conversation three times. The first time, they pretend to love the idea of bossaball. Then, they pretend to hate it. Finally, they give their honest opinion.

Finished?

Students turn to p123 and do Exercise 1.

Flipped class

► Ask students to watch **Video 6.2** and do **Video worksheet 6.2**.

Homework

Workbook p49

Lesson aim: I can use comparatives.

Warmer

Students stand up in large groups and arrange themselves in order of age, from youngest to oldest. Elicit sentences like *Sera is older than Emine. Onur is younger than Emine* to get an idea of the students' current knowledge of comparative adjectives.

► Play **Video 6.2** and elicit the sports (basketball, football, yoga, gymnastics, windsurfing, kitesurfing), and the healthier sport (yoga). Ask: *Which sports do you like?*

1 Explain that a 'short adjective' (e.g. *small, big*) has one syllable. 'Long adjectives' (e.g. *exciting, popular*) have two or more syllables.

> Pronunciation

Students turn to p142 for practice of the sound /ə/.

✎ Extra grammar practice

2 After feedback, students test each others in pairs.

3 ★ Elicit which adjectives in the box are short, long or irregular.

4 After feedback, students change the sentences so the opinions are true for them.

5 🗣 Encourage students to disagree to practise the language more. Then they change pairs. This time, encourage them to tell the truth.

LANGUAGE IN ACTION

Comparatives



Watch video 6.2
Which sports does he talk about?
Which sport is healthy?

Comparative adjectives		
Short adjectives	Long adjectives	Irregular adjectives
A bossaball is ¹ <u>smaller</u> than a football.	It's more exciting than football.	It's ² better than volleyball.
A football is bigger than a bossaball.	Bossaball is becoming ³ more popular than beach volleyball.	The weather is worse today than yesterday.

> Pronunciation p142

1 Complete the examples in the table above. Use the article on page 72 to help you.

2 Write the comparative form of the adjectives.

- 1 bad worse
- 2 big bigger
- 3 boring more boring
- 4 fast faster
- 5 good better
- 6 tall taller

3 Complete the sentences with the comparative form of the adjectives. Check your answers in the article on page 72.

big entertaining
exciting good

- 1 Bossaball is more entertaining than other ball sports.
- 2 Bossaball is more exciting than football.
- 3 A football is bigger than a bossaball or a volleyball.
- 4 Do you think bossaball is better than other sports you know?

4 Write sentences with the comparative form of the adjectives. Use the correct form of the verb *be*.

- 1 windsurfing (exciting) swimming
Windsurfing is more exciting than swimming.
- 2 table tennis (interesting) yoga
Table tennis is more interesting than yoga.
- 3 climbing (difficult) volleyball
Climbing is more difficult than volleyball.
- 4 basketball players (tall) football players
Basketball players are taller than football players.

🗣 Use it!

5 Write sentences to compare some of the things below or use your own ideas. Use adjectives from the box or think of your own. Discuss with a partner. Do you agree?

boring comfortable difficult easy exciting
good healthy interesting smart tasty

table tennis / tennis
hanging out with friends / going shopping
Italian food / Indian food
joggers / jeans

I think table tennis is more interesting than tennis. What do you think?

I don't agree. I think tennis is more interesting.

🗣 Finished? p123 Ex 2

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Grammar game

Put students into groups. One says a food word from Unit 4, e.g. *peanuts*. The next student must make a sentence using the food and an adjective from p50, e.g. *Peanuts are more delicious than crisps*. The next student continues, e.g. *Salad is healthier than crisps*. Students repeat until one student cannot think of a new sentence and has to miss a turn.

Finished?

Students turn to p123 and do Exercise 2.

🏠 Homework

Workbook p50

Lesson aim: I can talk about sports.

Background information

Johanna Quaas was born in 1923. She does gymnastics and is probably the fittest and healthiest person in their 90s in the world. Sun Ming Ming is 2.36 metres tall – the tallest basketball player in the world.

- 1 6.06 ★★★ After feedback, elicit which sports refer to the discarded vocabulary, e.g. *throw* = *javelin*, *pass* = *football*, etc.

Audioscript p165

Target vocabulary

bounce /baʊns/
catch /kætʃ/
climb /klaɪm/
dive /daɪv/
kick /kɪk/
hit /hɪt/
jump /dʒʌmp/
lift /lɪft/
pass /pɑːs/
run /rʌn/
score /skɔː/
throw /θrəʊ/

Spelling practice

Get it right!

Write on the board: *Liverpool* _____ *Chelsea* at the weekend and *Real Madrid* _____ the *Champions League* and elicit answers (*beat*; *won*).

- 2 6.07 Demonstrate that the information after a gap can be as important as the information before it. Players can *dive* or *pass*, but they can only *pass* a *ball*, not *dive* a *ball*.

Vocabulary bank SB p133

Learn to learn

Encourage students to notice and record verbs and nouns which often go together.



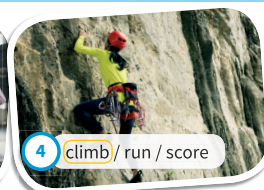
1 throw / dive / pass



2 kick / hit / jump



3 catch / lift / bounce



4 climb / run / score

VOCABULARY AND LISTENING

Sports verbs

- 1 6.06 Circle the correct verb to describe the photos. Listen, repeat and check. Can you guess the meaning of the other verbs?

Get it right!

You **win** or **lose** a game, match, race or competition. When you win, you **beat** the person or people you are competing with.

I want to win the race. NOT I want to beat the race.
I think we can beat this team. NOT I think we can win this team.

- 2 6.07 Circle the correct verbs. Can you guess the sports? Listen and check.

This is a popular team sport in Asia. It's a combination of volleyball and football. Players can't use their hands. One player ¹*dives* / ²*passes* the ball to another player to start. Players ³*run* / ⁴*kick* the ball with their feet. The first team to ⁵*throw* / ⁶*score* 21 points in two games wins.

- a capoeira
b underwater hockey
c sepak takraw



This is a team game with six soft balls. It's popular in PE classes in the UK. Players ¹*lift* / ²*run* fast to pick up balls from the middle of the court. Then they ³*dive* / ⁴*throw* their balls at the other team. If a ball ⁵*hits* / ⁶*jumps* someone, that person is 'out'. Players can ⁷*catch* / ⁸*score* a ball in their hands, but if it ⁹*climbs* / ¹⁰*bounces* off another player, they can't use it.

- a basketball
b dodgeball
c volleyball

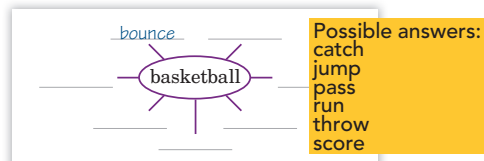


LEARN TO LEARN

Remembering vocabulary sets

Think about which verbs you can use for each sport.

- 3 Work with a partner and add other verbs to the diagram.



Use it!

- 4 Choose a sport and describe it in three sentences. Use verbs from Exercise 1. Can your partner guess the sport?

A conversation

- 5 6.08 Look at the photos. Why do you think these people are famous? Listen and check.



Johanna Quaas



Sun Ming Ming

- 6 6.08 Listen again. Circle the correct answers.

- Johanna Quaas trains for an hour every ...
a week b day c morning
- She doesn't eat much ...
a meat b fruit c meat or fruit
- Sun Ming Ming's trainers are size ...
a 41 b 55 c 37
- Sun Ming Ming and his wife are both very ...
a popular b tall c old

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- 3 ★★★ Ask students to create a new spidergram about another sport and share it with the class.

- 4 Alternatively, turn this into a class quiz. The first team to guess a sport wins a point.

- 5 & 6 6.08 Students discuss the questions in pairs before listening again.

Audioscript p166

Flipped class

▶ Ask students to watch **Video 6.3** and do **Video worksheet 6.3**.

Homework

Workbook p51

Lesson aim: I can use superlatives.


Warmer

Elicit that you are the *oldest* person in the class. Then allow students to ask each other questions to find out who the youngest in the class is and elicit *youngest*.

► Play **Video 6.3**. Elicit that Joan is the most amazing painter, and Amelie is the best pianist.

1 Ask students to discuss what they remember about the two people in the listening activity on p74, before completing the sentences in pairs.

Extra grammar practice

2 & 3  ★ Write the following phrases on the board to help students: *No way!*, *That doesn't sound right*, *I think this is better*, *Which do you think is right?*, *Let's circle this*.

Audioscript p166

Grammar game

Put students into groups. Give them pieces of paper to cut up into 30 parts. On ten of them, they write an adjective; on another ten, the adjectives' comparatives; and on the last ten the adjectives' superlatives. Students shuffle the cards and place them face down on the desk. Students take turns to turn three cards. If they are an adjective, its comparative and its superlative, they keep the cards. If not, they turn the cards face down again.

LANGUAGE IN ACTION

Superlatives



Watch video 6.3
Who is the most amazing painter?
Who can play the piano?

Superlative adjectives		
Short adjectives	Long adjectives	Irregular adjectives
Has Sun Ming Ming got the biggest feet in the world?	The article is about some of the most amazing sportspeople in the world.	Fruit and vegetables are the best things to eat.

- 1 Look at the table above. Complete the sentences with the superlative form of the adjectives. **the fittest**
Johnna Quaas is ¹ **the oldest** (old) active gymnast in the world. She's probably ² (fit) and ³ **the healthiest** (healthy) person in their 90s in the world.
Sun Ming Ming is ⁴ (tall) basketball player in the world. Does the article say he is ⁵ (good) player in his team? **the tallest** **the best**

- 2 Complete the sports quiz with the superlative form of the adjectives. Predict and circle the answers to the questions. Discuss with a partner.

- 3 Listen and check your answers to Exercise 2.

Use it!

- 4 Write four sentences with your opinions about sports. Use the words in boxes A and B. Compare with a partner. Do you agree?

A easiest most boring
most difficult
most interesting on TV

B do learn play watch

- 5 Write sentences with superlative adjectives about you. Use the topics in the box or choose your own topics. Ask and answer with a partner.

day of the week (good)
food (delicious)
sportspeople (amazing)
person (happy)

Which is the best day of the week?

I think Friday is the best day of the week because I always finish school early. What about you?

Finished? p123 Ex 3

THE BIGGEST (BIG) SPORTS QUIZ IN THE WORLD!

- 1 Fauja Singh is over 100 and he's very active. He's **the oldest** (old) person to **run a marathon** / climb Mount Everest.
- 2 Juju Noda hasn't got a car but she can drive. She is **the youngest** (young) person to drive an **F4 / F1** racing car.
- 3 Many people say that **basketball / football** is **the easiest** (easy) sport to learn to play.
- 4 **The fastest** (fast) time for the men's 100 m race at an Olympic Games is **9.58** / 9 seconds.
- 5 **Volleyball / Table tennis** is **the most popular** (popular) indoor sport. People of all ages play it. You only need a net, a ball and a bat.
- 6 **The best** (good) food to eat before you do sport or exercise is a **carrot** / **banana**.



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- 4 Encourage students to give reasons for their opinions.

- 5 ★★★ Students write four sentences, but make one of them false. Their partner asks extra questions to guess which is false.

Finished?

Students turn to p123 and do Exercise 3.

Homework

Workbook p52

Lesson aim: I can buy tickets online.

Warmer

Write *ticket* on the board. In groups, students brainstorm everything people buy tickets for (e.g. concerts, flights, etc.)

- 1 6.10 ★★★ Books closed. Students listen and discuss in pairs what the boys are buying tickets for and how much they pay. Then they check with the script on the right.

- 2 6.10 After feedback, students work in A/B pairs. Students A hums one of the phrases (e.g. *mmm MMM!*). Student B guesses the phrase (e.g. *Let's go!*).

Audioscript p166

Focus on phrases

- 3 ▶ Play **Video 6.4**. Ask students to translate the phrases into their first language and test each other, changing partners often.

- 4 Students read the conversation out loud together with the audio track so as to build confidence. Then, they can act out the conversation together.

- 5 & 6 Encourage students to write parts of the conversation in order to ensure that they use all the language from the unit, and to facilitate monitoring.

- 7 If appropriate, students record their conversation using smartphones. They listen and re-record it if they are not happy with it, to help with their autonomy and self-correction.

SPEAKING

Buying tickets online

- 6.10 1 Listen to the conversation. How much do they pay for the tickets?

They pay £12 for each ticket.



- 6.10 2 Complete the conversation with the phrases from the *Useful language* box. Listen and check.

Useful language

How much are tickets?
Let's go.
They're (£45).
Let's book them.
Shall we go?
What's the (quickest/best/cheapest) way to get there?

- 3 Look at the *Everyday English* box. Find and underline the phrases in the conversation.



Watch video 6.4
Everyday English

Got them! Look! That's crazy!
What are we waiting for? Why not?

- 4 Work with a partner. Practise the conversation.

RUBEN Look! Our favourite team is playing football this afternoon. ¹ Shall we go _____ ?
OMAR Why not? ² How much are tickets?
RUBEN The best seats are the most expensive. ³ They're £45. _____ .
OMAR That's crazy! Are there any cheaper tickets?
RUBEN Yes, there are. The cheapest tickets are £12 but they're the worst seats.
OMAR That's OK. I don't mind if you don't. ⁴ Let's book them. _____ .
RUBEN Got them! We collect and pay for them when we get there. The match starts in an hour.
OMAR What are we waiting for? ⁵ Let's go! _____ .
RUBEN ⁶ What's the quickest way to get there?
OMAR Run – fast!
RUBEN Wait for me!

PLAN

- 5 Work with a partner. Plan a conversation about buying tickets online for a sports event. Decide ...

a basketball game a tennis match an athletics event

how much the tickets cost.

how you are going to get there.

SPEAK

- 6 Practise the conversation with your partner. Remember to use comparatives and superlatives, the vocabulary from this unit and expressions from the *Useful language* and *Everyday English* boxes.

CHECK

- 7 Work with another pair. Listen to their conversation and complete the notes.

What event do they want to see?

How much are the tickets?

How are they going to get there?

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Flipped class

Prepare for Exercise 6 (p77). Students research information about a famous sportsperson.

Lesson aim: I can write a profile.

1 Ask students to circle all the words that indicate what sport Ashima Shiraishi does. Set a time limit of two minutes.

2 & 3 ★★ Alternatively, put students into groups of three. Student A reads the first paragraph, B the second and C the third. They share what they found out (summarising, not reading). They then complete Exercises 2 and 3 according to what they shared.

Building paragraphs

4 ★ Support students before they complete the exercise by asking them to circle each *also* and *too* they can find in the text, and underlining the verbs near them.

5 ★★ After feedback, students rewrite the sentences using *too* if the question required *also*, and *also* if the question required *too* (e.g. *I enjoy hanging out with friends, too*).

6 Encourage students to plan their texts using this structure.

Topic 1: idea 1

idea 2

Topic 2: idea 1

idea 2

Topic 3: idea 1

idea 2

7 & 8 If students usually spend too much time looking up words in the dictionary, give them a limit of five words/phrases they can look up.

WRITING

A profile of a sportsperson

1 Look at the photo. What sport do you think Ashima Shiraishi does? **rock-climbing**
Read Kelly's profile and check.

2 Match topics a–c with paragraphs 1–3.

- a Achievements
- b Basic information and description
- c Training and other interests

3 Read the profile again and write two pieces of information for the paragraphs in Exercise 2.

Achievements: first woman to climb the 'Horizon' rock

4 Read the *Useful language* box and circle the correct words.

Useful language

We use *also* and *too* to give extra information.

We use *also* ¹before / ²after the verb *be*.

We use *also* ²before / after other verbs.

We use *too* at the ³beginning / ⁴end of a sentence.

5 Rewrite the second sentence with the word in brackets.

1 I like playing football. I enjoy hanging out with friends. (also)
I also enjoy hanging out with friends.

2 Table tennis is easy to play. It's fun. (too)
It's fun, too.

3 She's running. She's jumping. (also)
She's also jumping.

4 He's wearing new trainers. He's wearing a new T-shirt. (too)
He's wearing a new T-shirt, too.

My favourite sportsperson

By Kelly Nammour

- 1 **b** My favourite sportsperson is Ashima Shiraishi. She's an American rock climber. She's 154 cm tall, she weighs 40 kg and she's smaller and lighter than most climbers. She lives in New York.
- 2 **c** She trains five days a week after school with her father, Hisatoshi. He's also her coach. Ashima goes rock climbing whenever she can and she practises on climbing walls in the gym, too. She loves climbing but she also enjoys watching basketball on TV, listening to music and watching films.
- 3 **a** I think she's amazing because she is the first woman and the youngest person to climb the 'Horizon' rock in Japan. It's one of the most difficult rocks in the world to climb. She is one of the world's strongest climbers and one of the most successful young sportspeople in the world too.



Write a profile of your favourite sportsperson.

PLAN

6 Make notes about your favourite sportsperson. Decide what information to include in each paragraph. Use the information in Exercise 2 to help you.

WRITE

7 Write your description. Remember to include three paragraphs, comparatives and superlatives and expressions from the *Useful language* box.

CHECK

8 Do you ...

- give basic information and a description of your sportsperson?
- describe their sport using sports verbs?
- talk about their achievements and why you like them?

Finished? p123 Ex 4

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Extend it!

Students delete the name of the sportsperson and give their text to their partner, who must guess the name of the athlete.

Finished?

Students turn to p123 and do Exercise 4.

Homework

Workbook p53

Project Book

For more information and activities see the Project Book p42.

- 1 Only give the students about 10 seconds for this. Help students to identify why the purpose is to give information about a sport. Draw student's attention to the visuals and organisation of the leaflet, the title, and the specific information that the leaflet shows.
- 2 Students work in pairs. Allowing students to use only one book will encourage them to work more collaboratively. Encourage them to create a table in their notebooks with the points in the box in one column, and information from the text next to them, in the other column.
- 3 Before reading the leaflet again, encourage students in pairs to predict where in the leaflet they will find the answers.

How to design a leaflet

Students at this level should be developing their ability to use different techniques to make and describe their own designs.

- 4 ★★ Ask students to correct the bad advice and write one sentence for each piece of advice, with *because*. For example: *Use bright colours, not serious ones, because people will be more interested in the leaflet.*



THE PE PROJECT

An information leaflet

- 1 Look quickly at the leaflet. Circle its purpose.
 - 1 to give directions to a sports club
 - 2 to give information about a sport
 - 3 to give transport times

- 2 Read the leaflet and make notes on the ideas in the box.

What?	When?	Where?	Who?
Equipment	One of the rules	One of the benefits	

- 3 Read the leaflet again. Are the sentences T (true) or F (false)?
 - 1 You need some special equipment to play streetball. **F**
 - 2 There are sometimes ten players in a game of streetball. **F**
 - 3 You can't touch the ball with your hands in streetball. **F**
 - 4 Some sports are more expensive than streetball. **T**

How to design a leaflet

- 4 Read the tips about designing a leaflet. Circle the ones you think are good pieces of advice.
 - a Use serious colours, not bright ones.
 - b Use photos and a map.
 - c Make sure the people are not smiling in the photos.
 - d Include contact details.
 - e Choose a clear font (if you're using a computer) or write neatly.
 - f Include everything you know about the sport.



- 5 Listen to the advice and check your answers to Exercise 4.

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- 5 6.11 Students listen and check, then in pairs they add the ideas from the audio to their extra sentences in Exercise 4. Elicit these on the board.

Audioscript p167

STREETBALL



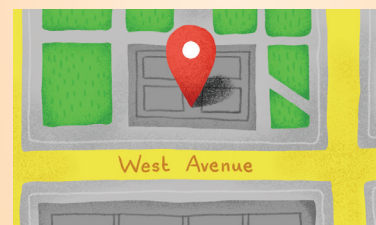
WHAT IS IT?

It's outdoor basketball in your local area.

WHERE AND WHEN?

We meet every Tuesday at 5.30 pm at the West Avenue basketball court. Come along and join us.

Find us here:



WHO?

Everyone is welcome! You don't need to belong to a team and you don't need special training.

WHY NOT COME ALONG AND MAKE NEW FRIENDS?

Lesson aim: I can design an information leaflet.

Fact

Ask students to read the fact. Write these question words on the board and elicit the answers: *Who?* (1,000 people) *What?* (play basketball in the streets) *Where?* (in Bucharest, the capital of Romania). In groups, students then discuss if any sports are played in the streets in their country, to generate ideas for the following exercise.

6 Students work in small groups and choose the sport they will make a leaflet about. Allow students five minutes to use their smartphones, if appropriate, to research the sport. Students must choose different aspects of the sport (e.g. equipment, rules, etc.). Allow students to do the research in their own language, and then encourage them to work together to find the language they need to explain the information in English.

7 In larger classes, students can present their leaflets in groups of ten students. Ask every pair to ask one question after each presentation. Students should give each other feedback on their leaflets.

8 After receiving peer-feedback in the previous exercise, students have an opportunity to modify their leaflets, if necessary. They then display their leaflets around the classrooms. In pairs, students can walk around reading all the leaflets. The class then discusses the questions.



Equipment

We've got a basketball and nets. Just bring yourself and your trainers!

Teams

- A team can play with only two players but there are never more than five.

Rules

Different streetball games have different rules, but these are ours:

- Players can bounce, throw and catch the ball.
- When you score, your team gets one point.
- After you score, your team keeps the ball.
- A team wins when they score 7 points.

BENEFITS

- It's free!
- It's a great way to get fitter and healthier!
- The matches are faster and more exciting than normal basketball.
- It's great fun!

Any questions?
Contact Greg at gregscott@jmail.com.

OWN IT!

FACT

Bucharest is the unofficial streetball capital of the world! Every year more than 1,000 streetball players travel to the Romanian capital city and play in a streetball competition.



PLAN

6 Work with a group. Choose a street sport or another sport and find out information about it. Complete the steps below.

- Decide on the information you want to include.
- Decide and choose the photos and illustrations to include.
- Draw a rough plan of the layout of the leaflet.
- Make a first draft of your leaflet.
- Discuss how you can improve your first draft.

PRESENT

7 Prepare your final leaflet and present it to the class. Remember to include facts about your sport, photos, illustrations and maps, and the tips in *How to design a leaflet*.

CHECK

8 Look at your classmates' leaflets and complete the notes.

Which sport is the most interesting?

Which leaflet has the best design?

Which sport do you want to try? Why?

For more work on PE, students can turn to SB p139. See p155 for teaching notes.

Class challenge

Football is 50 / 200 / 2,000 old.

Flipped class

Prepare for the **Review** lesson (p80). Students revise the grammar and vocabulary from Unit 6.

UNIT 6 | SPORT FOR LIFE 79

Lesson aim: I can review what I have learnt and reflect on my progress.

The aim of this review page is for students to revise the grammar and vocabulary from the unit. You can either do it in class as a timed progress test or set it for homework.

Warmer

Students take turns to draw pictures of sports on the board. The first team to guess the word wins a point and sends a student to be the next to draw. Keep the drawings on the board.

Vocabulary

1 & 2 Read out the statements as a quiz. Students in teams of four write down their answers. Check answers at the end and award one point for each correct answer.

Language in action

3 Divide the class into large teams, who each line up in single file facing the board. Say an adjective. The students at the front of each team runs to the board and writes the comparative, for one point. The next student in each team then runs and writes the superlative, for an extra point. The fastest students win the points for their team.

4 After feedback, students rewrite the sentences so they are true for them and discuss them in small groups.

6 REVIEW

VOCABULARY

1 Complete the sentences with the sports in the box.

mountain climbing rugby
sailing table tennis volleyball
windsurfing yoga

- You need a net to play table tennis and volleyball.
- Rugby is a ball game that people always play outdoors.
- People usually do yoga indoors.
- You need to be on the water to go sailing or windsurfing.
- Mountain climbing can be dangerous, so you need very good equipment.

2 Circle the correct verbs.




- We're playing football so we can kick / score the ball.
- That looks heavy. Can you climb / lift it?
- I want to run / dive a marathon one day.
- Catch / Throw me that ball, please.
- How do you jump / score in hockey?
- It's important to pass / hit the ball in rugby.

LANGUAGE IN ACTION

3 Write the comparative form of the adjectives.

- bad worse
- big bigger
- easy easier
- exciting more exciting
- good better
- interesting more interesting

4 Look at the information and write sentences. Use comparative and superlative adjectives.

Jack's opinion			
	Table tennis	Rugby	Hockey
			
easy	★★★★★	★★	★
exciting	★	★★★★★	★★
good	★★	★★★★★	★

- table tennis / easy
Table tennis is the easiest.
- rugby / easy / hockey
Rugby is easier than hockey.
- hockey / exciting / table tennis
Hockey is more exciting than table tennis.
- table tennis / good / hockey
Table tennis is better than hockey.
- rugby / good
Rugby is the best.
- rugby / exciting
Rugby is the most exciting.



Self-assessment

- I can name thirteen sports in English. 😞 😐 😊
- I can use twelve sports verbs to talk about sports. 😞 😐 😊
- I can use comparative adjectives to compare two things. 😞 😐 😊
- I can use superlative adjectives to compare three or more things. 😞 😐 😊

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Self-assessment

Allow students time to check that they can do the four things. Students should use a separate piece of paper to write 13 sports, 12 sports verbs, an example sentence with a comparative and one with a superlative. Students check their answers in pairs and then circle the appropriate emojis.

Unit quiz review

Homework

Workbook pp54–55

Lesson aim: I can write example sentences to remember vocabulary.

Writing example sentences helps students activate the vocabulary they have learned. It provides them with a chance to personalise the language and consolidate its use and form.

1 Ask students to look at the notebook at the bottom of the page before reading. Students discuss what they think the blog will recommend, then read and check.

2 In all of the options, the incorrect examples give too little context to remember the meaning of the words. After feedback, ask students to work in pairs and write one good and one bad example sentence for the word *net*. Elicit some ideas and ask the class to choose the best one.

OWN IT!

3 Remind students to make the examples personalised and also, funny if they want. They can be as creative as they want, referencing, for example, fictional characters from their favourite films or TV series.

4 Ask students to check each other's work, asking themselves *Is this the only possible meaning in this sentence?* For example, *he passed the ball* is not clear enough because the meaning of *pass* could be 'kick', 'miss', 'caught', 'threw', etc. *The footballer passed the ball to his teammate* is better because the meaning of *pass* is shown much more clearly.

LEARN TO LEARN

LEARN TO ... WRITE EXAMPLE SENTENCES

Example sentences help you understand and remember vocabulary

1 Read Peiyu's blog. How does she remember new words? Why?

<https://vpeit>

Today's tip

Peiyu's English learning blog
Remembering new words

Peiyu remembers new words by writing (sometimes funny) example sentences.

When I learn new words, I use them in example sentences. I think this is better than writing them in my language. When I write sentences, I think about what the word means and this helps me to remember it.

Also, when you write example sentences, the meaning is easier to remember later because the other words in the sentence can help you. I try to write funny sentences or sentences about me and my friends because it's easier to remember the sentences.

Look at my notebook! What do you think?

My parents do yoga in the garden.

I run to school when I'm late.

2 Circle the example sentences you prefer, a or b. Compare your answers with a partner and say why.

- 1 bananas
- a Bananas are nice.
b Bananas are a long yellow fruit.

I prefer example sentence b because the words 'long', 'yellow' and 'fruit' help you remember what bananas are.

- 2 kick
- a In football, players kick a ball.
b They kick it.
- 3 rugby
- a Rugby is my grandma's favourite sport.
b Rugby is boring.
- 4 throw
- a Throw it!
b My baby sister throws her food at me.

OWN IT!

3 Write an example sentence for each of the words in the box.

beat catch rock climbing
score volleyball

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

4 Tell your partner your sentences from Exercise 3. Who has the best example sentence for each word?

I prefer your sentence for 'beat' because it's funny.

Extend it!

Ask students to create a section in their notebooks for example sentences. They choose five new words from this unit and write five example sentences for them.

Unit 7

Amazing Animals

Lesson aim: I can talk about and describe animals.

Warmer

Elicit the unit title. Encourage students to consider how animals help humans and why they are amazing.

► Start it!

► Unit quiz

1 & 2 Point out that the animal is a lemur – a small animal which has a long tail and lives in trees. Wild lemurs are only found on the island of Madagascar.

► **3 & 4** Write students' ideas on the board. Play **Video 7.1** and allow students to check their answers in pairs.

► Video comprehension questions

Extend it!

Ask students to remember facts from the video and ask their partner a question starting *Which animal ...?*

Class challenge

A tarantula can survive for one / **two** / three years without food.

Flipped class

Prepare for **Explore it!** (p83). Students find at least three interesting facts about an animal to share in the next lesson.

7

AMAZING ANIMALS

LEARNING OUTCOMES

I can ...

- understand texts about animals
- ask for and respond to information
- write an article
- understand how to use different past tense forms
- talk about and describe animals
- categorise vocabulary and identify word forms.



Start it!

- 1 What's happening in the big photo?
- 2 What do you know about this animal?
- 3 Guess three animals in the video. Watch and check.
- 4 How many animals can you remember from the video?

rhinoceros, rhinoceros beetle, snow leopard, cheetah, three-toed sloth, deep-sea sponge, Greenland shark, lyrebird



Watch video 7.1



Language in action 7.2



Language in action 7.3



Everyday English 7.4



Globetrotters 7.5

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Unit aims

Skills

I can ...

- understand texts about animals p84, p90
- talk about a day out p88
- write an article p89

Language

I can ...

- talk about and describe animals p83, p86
- understand how to use past tense forms p85, p87

Learn to Learn

I can ...

- think about questions before listening p86
- identify noun and verb forms p91
- use mind maps p93

Extra Resources

- Finished? Student's Book p124
- Vocabulary bank Student's Book p134
- Workbook p56–63
- Language reference and practice, Workbook p100–101
- Video audioscripts Cambridge One
- WB audioscripts Cambridge One

Teacher's Resource Bank worksheets

- Grammar 7.1 and 7.2
- Vocabulary 7.1 and 7.2
- Video 7.1, 7.2, 7.3 and 7.4
- Communication 7.1 and 7.2

Lesson aim: I can talk about and describe animals.

Warmer

Ask students to think of an animal for each letter of the alphabet. The group with the most answers wins.

- 1 7.01 Remind students that they only need to match ten of the animals in the box with the photos. Pause after each word to drill the pronunciation.

Audioscript p167

Target vocabulary

bear /beə/
giraffe /dʒɪˈrɑːf/
mouse /maʊs/
crocodile /ˈkrɒkədail/
hippo /ˈhɪpəʊ/
parrot /ˈpærət/
donkey /ˈdɒŋki/
horse /hɔːs/
snake /sneɪk/
duck /dʌk/
lion /ˈlaɪən/
whale /weɪl/
eagle /ˈiːgl/
monkey /ˈmʌŋki/

Crossword

Vocabulary memory game

- 2 7.02 Pause after each sound to give students time to write.

- 3 ★★★ Students think of more animals with a tail, feathers and fur.

Vocabulary bank SB p134

Learn to learn

We begin to group things together from an early age. Encourage students to remember new vocabulary by putting new words into different groups.

- 4 Encourage students to cover and remember the spelling of the words when writing them in the categories.

VOCABULARY Animals

- 1 7.01 Match ten animals with the photos. Listen, check, and repeat. Which four animals are not in the photos?

bear	g	crocodile	j	donkey	<input type="checkbox"/>
duck	<input type="checkbox"/>	eagle	h	giraffe	a
hippo	b	horse	<input type="checkbox"/>	lion	e
monkey	<input type="checkbox"/>	mouse	f	parrot	i
snake	c	whale	d		

Not in the photos: donkey, duck, horse, monkey

- 2 7.02 Listen to the noises. Which animals do you hear from Exercise 1?

- 1 an eagle 3 a monkey 5 a duck
2 a lion 4 a horse 6 a donkey

- 3 Which of the animals have:

- 1 a tail? 2 feathers? 3 fur?

LEARN TO LEARN

Word categories

When you learn new words, put them into categories. This helps you remember the meaning.

- 4 Complete the categories with animals from Exercise 1. Add two more animals for each category.

bear
hippo
lion
mouse

donkey
horse
monkey
whale

Mammals

Birds

Reptiles

giraffe

parrot

snake

duck

eagle

crocodile

Use it!

- 5 Work with a partner. Guess the extra animals in each of your partner's categories.
- 6 Write new categories for the animals. Tell your partner the animals but NOT the categories! Can your partner guess your new categories?

Category 1: mouse, parrot, snake

Is your category 'pets'?

Explore it!

Guess the correct answer.

A blue whale's tongue weighs the same as ...

a a crocodile. **b an elephant.** c a giraffe.

Find an interesting animal fact. Write a question for your partner to answer.



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- 5 Write prompts on the board and model them with a strong student.

A: Are your extra animals elephant, tiger and cat?

B: Elephant is right but not the other two. Try again!

- 6 Write other possible categories on the board e.g. Animals I like / Animals I don't like, Carnivores/Herbivores.

Explore it!

Ask a student to tell you an animal fact they researched for homework. Write it on the board and elicit multiple-choice answers. Students write a question using the facts they found for homework, then ask their partner.

Extend it!

Students close their books and write down all the animal words they can remember from p83.

Homework

Workbook p56

Warmer

In large groups, students take turns to mime an animal from the previous lesson, making animal sounds as necessary. The first student to guess the animal wins a point and mimes the next animal. Students play for four minutes.

- 1 Elicit students' ideas on the board.
- 2 ★ Give students prompts: *The gorilla is different because ...*, *The elephant doesn't have ...* and *The tiger is ...*. Students guess the answers in pairs, using a dictionary if necessary.
- 3 7.03 Students discuss the facts they learned in groups of four and decide the most interesting.

Extra reading practice

- 4 ★★★ After feedback, students write one extra sentence, right or wrong, using the information in the texts. They then give it to another student to check.
- 5 Write the answers on the board, to check spelling more easily.
- 6 Support students by writing the following on the board while they discuss: *to hide, warm, safe from hunters, hunt, clean and I'm not sure, what do you think?, It might be because ...*. Suggested answers: 1 To hide so they can hunt better; 2 To be warm and clean at night; 3 So that hunters will not hunt them for ivory.

Animals with a Difference

Snowflake

From 1964 until 2003, there was a special gorilla in Barcelona Zoo. His name was Snowflake, and he was born in Africa. Snowflake was a celebrity in the zoo. He wasn't the same as the other gorillas because he was white. He was the world's only white gorilla.



Nómade

In the 1990s, in Mozambique, southern Africa, a baby elephant was born without tusks. Her name was Nómade. Her 11 sisters were born without them, too. In the 1930s, there weren't many African elephants without tusks, only 1%. But in some areas of Africa today, 98% of female elephants are born like this.



Artico

In 2004, a Bengal tiger called Artico was born in a wildlife centre in Alicante, Spain. But Artico wasn't like his parents. He was white with no stripes, but his parents weren't. They were orange with black stripes. Today, there are only about 20 Bengal tigers without stripes in the world.



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GORILLA FACT FILE

WEIGHT Up to 270 kg
HABITAT African forests and mountains
FOOD Fruit, leaves and plants
FACT Gorillas are the largest mammals to build nests. They make a new nest every night.



AFRICAN ELEPHANT FACT FILE

WEIGHT Up to 6,000 kg
HABITAT African savannah and forests
FOOD Grass, leaves, trees, fruit and plants
FACT Elephants use their feet to listen.



BENGAL TIGER FACT FILE

WEIGHT Up to 230 kg
HABITAT Forests and mountains in South-East Asia
FOOD Deer, buffalo, antelopes and other animals
FACT There aren't two tigers with the same stripes.



READING

Fact files

- 1 Tell your partner two things you know about gorillas, elephants and tigers.
- 2 Look at the photos. What is different about Snowflake, Nómade and Artico?
- 3 7.03 Read the text and the fact files. Check your answers to Exercise 2. Find out two things about each of the animals.
- 4 Read the sentences and write *R* (right), *W* (wrong) or *DS* (doesn't say).

- 1 Gorillas build nests. R
- 2 Elephants can hear with their feet. R
- 3 Tigers are heavier than gorillas. W
- 4 All tigers look different. R
- 5 Only female elephants are born without tusks. DS
- 6 Gorillas are the heaviest animal. W
- 7 There are more than 20 Bengal tigers without stripes. W

- 5 Find words in the fact files for each of these categories. Think of two more words for each category.

Animals: gorilla elephant tiger deer buffalo antelope

Things animals eat: fruit leaves plants grass trees deer

Habitats: forests mountains savannah



Voice it!

- 6 Why do you think ...
- 1 tigers have stripes?
- 2 gorillas build a nest every night?
- 3 some elephants are born without tusks?

Finished? p124 Ex 1

Finished?

Students turn to p124 and do Exercise 1.

Flipped class

▶ Ask students to watch **Video 7.2** and do **Video worksheet 7.2**.

Homework

Workbook p57

Lesson aim: I can understand how to use past tense forms.

Warmer

Write *Snowflake*, *Nómade* and *Artico* on the board. In pairs, students write as many facts as they can remember about these three animals in two minutes. During feedback, check students' pre-existing knowledge of *was/were*.

► Play **Video 7.2**. Elicit that the flamingo was grey. There was a kangaroo, some toads, caterpillars, a tapir and a seal.

1 Allow students to look back at p84 to help them fill the table. Then drill the sentences and deal with any pronunciation problems.

Extra grammar practice

2 Students read the text on p84 again and answer yes or no. After feedback, they complete the sentences in pairs.

3 ★ Support students with some of the words in the text before they attempt the task. Ask them to read through the text, without paying attention to the gaps, and draw a picture of an island with some animals on it (a small elephant, a dragon without wings, a big rat) and a small person.

Grammar game

In pairs, students draw a quick picture of a zoo with lots of animals in it and show it to another pair for 10 seconds only. The new pair has two minutes to write as many sentences about the zoo as possible (e.g. *There were three elephants*). They win a point for each correct sentence about the picture of the zoo.

LANGUAGE IN ACTION

was/were, there was/were

<i>was/were</i>	<i>there was/there were</i>
His name ¹ <i>was</i> Snowflake.	There ² <i>was</i> a special gorilla in the zoo.
They ³ <i>were</i> orange with black stripes.	There were lots of elephants in the zoo.
Artico ⁴ <i>wasn't</i> like his parents.	There wasn't another gorilla like him.
Were Artico's parents white? No, they ⁵ <i>weren't</i> .	Were there other white gorillas? No, there weren't .

1 Complete the examples in the table above. Use the text on page 84 to help you.

2 Find information in the text to correct the sentences.

1 Snowflake and Artico were black.

They weren't black. They were white.

2 Snowflake was from Barcelona.

He wasn't from Barcelona. He was from Africa.

3 Nómade was born in Spain.

She wasn't born in Spain. She was born in Mozambique.

4 Nómade was an Indian elephant.

She wasn't an Indian elephant. She was an African elephant.

5 Artico was a lion.

He wasn't a lion. He was a tiger.

3 Complete the text with *was(n't)/were(n't)* or *there was(n't)/there were(n't)*.

GIANT DRAGONS!

In the past, on the Island of Flores, ¹ *there were* animals like elephants. But ² *there was* one difference: they ³ *were* very small. ⁴ *There were* also Komodo dragons and huge rats on the island. ⁵ *Were there* people on Flores? Yes, ⁶ *there were*, but they ⁷ *weren't* very tall. They ⁸ *were* only about one metre tall. That's the size of a three-year-old! And their brain ⁹ *was* the size of an orange!

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4 🗣️ Students can write the questions in pairs and then ask and answer them with a new partner.

Finished?

Students turn to p124 and do Exercise 2.

Homework

Workbook p58



Watch video 7.2
What colour was the flamingo when it was a baby?
What animals were there?

Use it!

4 Write questions with *was/were*. Ask and answer with a partner.

1 Where / born?

Where were you born?

2 What / favourite subject at primary school?

What was your favourite subject at primary school?

3 What / favourite animal / when / you / six?

What was your favourite animal when you were six?

4 What / favourite film / when / you / seven?

What was your favourite film when you were seven?

5 Who / best friend / when / you / eight?

Who was your best friend when you were eight?

6 Where / you / at six o'clock on Sunday evening?

Where were you at six o'clock on Sunday evening?

7 When / your last holiday?

When was your last holiday?

Finished? p124 Ex 2

Lesson aim: I can talk about and describe animals.

- 1 7.04 If students don't know the vocabulary, allow one student in each pair to check in a dictionary. He/She has to explain the word to their partner, miming if necessary.

Target vocabulary

beautiful /'bjʊ:təfəl/
clever /'klevə/
cute /kju:t/
dangerous /'deɪŋɡrəs/
heavy /'hevi/
large /lɑ:ʒ/
lazy /'leɪzi/
long /lɒŋ/
noisy /'nɔɪzi/
quiet /'kwaɪət/
tiny /'taɪni/
wild /waɪld/

Spelling practice

- 2 After feedback, ask students to think of one more animal for each word (e.g. *dangerous* – lion). Elicit these on the board.
- Vocabulary bank SB p134
- 3 ★★ After playing, students change partners. Instead of writing sentences, students should only think about the animal for thirty seconds.
- 4 Write these words on the board to support students while they discuss: *fly, speak, repeat, noisy, cage, play*.

- 5 7.05 Allow students time to check in pairs. During feedback, encourage students to justify their answers.

Audioscript p167

Learn to learn

Knowing the reasons for listening before they do a task helps students focus on relevant information.

VOCABULARY AND LISTENING

Adjectives

- 1 7.04 Circle words to describe photos 1–6. Listen, check and repeat. Can you guess the meaning of the other adjectives?
- 2 Write opposite adjectives from Exercise 1 for the words below.
- | | |
|---------|-----------|
| 1 short | long |
| 2 light | heavy |
| 3 huge | tiny |
| 4 quiet | noisy |
| 5 safe | dangerous |

Use it!

- 3 Think of three animals. Write two sentences to describe each one. Tell your partner. Can they guess the animal?

It's quiet and fast. It sometimes lives in houses.

Is it a mouse?

A podcast

- 4 Discuss the questions with a partner.
- What can parrots do?
 - Are parrots good pets? Why / Why not?
- 5 7.05 Listen to the podcast and circle what it's about.
- A hungry parrot
 - An intelligent parrot
 - A dangerous parrot



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LEARN TO LEARN

Preparing to listen

Thinking about the questions before you listen can help you hear the correct answers.

- 6 Underline the question words in Exercise 7.
- 7 7.05 Listen again and answer the questions.
- How old was Hannah? Two.
 - Who was really noisy? Willie the parrot.
 - Who wasn't at home on the day of the story? Hannah's mother.
 - Why was Hannah's toast on the table? It was very hot.
 - Where was Meagan when Hannah ate the toast? In the bathroom.
- 8 Work in pairs. Take turns to tell the story.
- There was a parrot.
- There was a little girl called Hannah.

Homework

Workbook p59

Flipped class

Ask students to watch Video 7.3 and do Video worksheet 7.3.

Lesson aim: I can understand how to use past tense forms.

Warmer

► Play **Video 7.3**. Elicit the animals (a mother bear and two baby bears) and that Ben touched a snake.


- 1 After students complete the table, elicit extra sentences about what students remember of the story from the audio.

Pronunciation

Students turn to p142 for practice of the sounds /t/, /d/ and /ɪd/.


Audioscript p167

- 2 After completing the exercise, allow students to refer to p143 to check answers in pairs.

- 3  7.09 Encourage students to check the **Irregular verbs** on p143 for support.

Audioscript p167

Irregular verbs practice

- 4  Encourage students to help each other. Write on the board: *What's the past of ...?, How do you spell ...?*


Grammar game

Students play in groups with a small ball or crunched up piece of paper. One student says one of the verbs from Exercise 3 in the present and passes the ball to another student, who has three seconds to think about the past tense of the verb. This student gets a point if the verb is correct. Then the student says a new verb and passes the ball to someone else. If the verb wasn't correct, the ball goes back to the first student, who wins a point.

LANGUAGE IN ACTION

Past simple: regular and irregular verbs

Regular verbs	Irregular verbs	Past time expressions
They ¹ <u>lived</u> in Denver.	Meagan had a pet parrot.	We heard the story yesterday .
They ² <u>studied</u> together at college.	Meagan didn't ³ <u>have</u> any children.	It happened more than ten years ⁴ <u>ago</u> .

 Irregular verbs p143

 Pronunciation p142



Watch video 7.3
Which animals ran away?
Who touched a snake?


- 1 Complete the examples in the table above.

- 2 Complete the sentences. Correct three of the facts about the listening on page 86.

Meagan ...

- 1 didn't hear (not hear) Willie.
- 2 didn't make (not make) Hannah toast.
- 3 left (leave) the toast on the table.
- 4 saw (see) Hannah's face was blue.
- 5 and Willie didn't save (not save) Hannah's life.

- 1 Meagan heard Willie.
- 2 Meagan made Hannah toast.
- 5 Meagan and Willie saved Hannah's life.

- 3  7.09 Complete the text. Listen and check.

A Croc's Best Friend

Gilberto 'Chito' Shedden was a fisherman from Costa Rica. One day, he ¹ saw (see) a crocodile in the river. It ² had (have) an eye problem, so Chito ³ decided (decide) to take the crocodile home. He ⁴ fed (feed) the crocodile and ⁵ gave (give) it medicine. He called it Pocho. Chito ⁶ didn't leave (not leave) Pocho, and at night they ⁷ slept (sleep) in the same room. When Pocho was healthy again, Chito ⁸ took (take) him to the river. But Pocho ⁹ didn't want (not want) to stay in the river, so he ¹⁰ followed (follow) Chito home! Pocho and Chito ¹¹ became (become) best friends until Pocho ¹² died (die) a few years ago.

Use it!

- 4 Write sentences with *ago*. Change the words in **bold** so that the sentences are true for you. Work with a partner and say your sentences. Are any the same?

- 1 This lesson start / **thirty minutes**

This lesson started forty-five minutes ago.

- 2 I / get up / **four hours**

I got up (four hours) ago.

- 3 I / start / school / **seven years**

I started school (seven years) ago.

- 4 I / have / lunch / **an hour**

I had lunch (an hour) ago.

- 5 I / meet / my English teacher / **six months**


I met my English teacher (six months) ago.

- 5 Write three true and three false sentences about you. Use the past simple and past time expressions.

- 6 Take turns to say your sentences. Can your partner guess which are true and which are false?

I went to Brazil on holiday last week.

False! You were at school last week.

 Finished? p124 Ex 3



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- 5 & 6 Allow students to check their sentences in pairs to ensure the grammar is correct. They then play the game with a new partner.

Finished?

Students turn to p124 and do Exercise 3.

Homework

Workbook p60

Lesson aim: I can ask for and respond to information.

Warmer

In groups, students discuss their last school trip, or a fun day out they had recently. Elicit a few stories and provide relevant vocabulary on the board, for students to reuse in Exercise 5.

- 1 7.10 ★★ Challenge students to listen with their books closed and answer the question in pairs.

Focus on phrases

- 2 7.10 Pause after each *Useful language* phrase to drill pronunciation.

Audioscript p168

- 3 ► After students underline the phrases, play **Video 7.4**. Drill the phrases, helping students say the correct intonation.

- 4 Allow students to say the conversation along with the audio before acting it out in pairs. Encourage a pair to volunteer performing the conversation for the whole class, if appropriate.

- 5 Elicit students' ideas on the board, such as *aquarium, football stadium, beach*, etc., and elicit relevant vocabulary.

- 6 If appropriate, students can record the conversation on their smartphones so they can hear themselves and check their vocabulary and grammar.

- 7 Put students into groups. One pair performs the conversation, another student takes notes and the other student ticks the *Useful language* and *Everyday English* phrases they hear.

SPEAKING

Talk about a day out

- 1 7.10 Listen to the conversation.
Where was Martha yesterday?
She was at a safari park.

DANIEL Hey, Martha. ¹ How was the school trip yesterday?
MARTHA ² It was really cool!
DANIEL Really? ³ What was it like?
MARTHA It was amazing!
DANIEL Were there any elephants?
MARTHA Yeah, there were, but I didn't see them.
DANIEL I can't believe you didn't see any elephants. ⁴ What about lions?
MARTHA Yeah, there was a family of lions. One of them looked inside our car.
DANIEL Wow! No way!
MARTHA Yup. It did. Then it climbed in the window and ate my lunch.
DANIEL You're joking!
MARTHA Of course I'm joking!

- 2 7.10 Complete the conversation with the phrases from the *Useful language* box. Listen and check.

Useful language

How was (the school trip)?	It was (really cool).
What about (lions)?	What was (it) like?

- 3 Look at the *Everyday English* box. Find and underline the phrases in the conversation.



Watch video 7.4
Everyday English

No way! Really?
Wow! You're joking!

- 4 Work with a partner. Practise the conversation.



PLAN

- 5 Work with a partner. Plan a conversation about a day out. Decide ...

where you went. _____
what you saw. _____
what you didn't see. _____
what happened. _____

SPEAK

- 6 Practise the conversation with your partner. Remember to use verbs in the past and expressions from the *Useful Language* and *Everyday English* boxes.

CHECK

- 7 Work with another pair. Listen to their conversation and complete the notes.

Place: _____
What they saw: _____
What they didn't see: _____
What happened: _____

88 AMAZING ANIMALS | UNIT 7

Flipped class

Prepare for Exercise 5 (p89). Students research an Austrian dog called Betsy, who understands more than 340 words.

Lesson aim: I can write an article.

1 Put students into pairs. Ask one student to close their book and the other to describe the photo to their partner. Elicit relevant information, and why the dog is different (it is skateboarding).

2 Encourage students to highlight information in the text which helps them match the paragraphs to the headings.

3 Allow students to check their answers in small groups before asking three volunteers to come to the board to write the answers.

4 Elicit that *ago* means 'before now'.

Get it right!

Ask students a few questions to elicit the correct use of the prepositions. For example: *When is your birthday? When do you have English lessons? When does summer start?*

5 Ask students to discuss what they found out about Betsy for homework.

Sentence starters

6 & 7 After writing the first draft, put students into pairs to read each other's texts and check them using the checklist. They copy phrases they like from their partner's texts. They then write another draft.

WRITING

An article

Skateboarding dog

By Lidia Watson

- 1 **b** Can you skateboard? Tillman, a dog from California in the USA, could. He could skateboard 100 metres in 20 seconds!
- 2 **a** In 2007, millions of people watched a video of him skateboarding. Soon, he became an international star. Tillman also liked other sports. He could snowboard and surf. Several years ago, he won first place in a surfing competition. On 27 October, 2015, Tillman died. He was 10 years old.
- 3 **c** Now there are many skateboarding, snowboarding and surfing dogs. Some even have their own websites! Do you know any animals with amazing abilities?



1 Look at the photo. Why do you think this dog is different? Read the article and check your ideas.

2 Match topics a-c with paragraphs 1-3.

- a Description of things Tillman did
- b Introduction to the subject
- c Conclusion that asks a question

3 Read the article again and complete the notes.



Skateboarding dog

Who Tillman
What skateboard, surf and snowboard
Where California, USA

4 Look at the *Useful language* box. Find and underline the time expressions in the article.

Useful language

In 2007 On 27 October, 2015 Several years ago

Get it right!

We use *on* for days and dates. *On Friday* / *On 27 October*.

We use *in* for months and years. *In October* / *In 2007*.

Write your own article about a famous animal.

PLAN

5 Read the notes about a dog called Betsy. Use the notes to write an article or make your own notes about a famous animal.

Most intelligent dog

Who Betsy
What understands more than 340 words
Where Vienna, Austria



Decide what information to include in each paragraph. Use the information in Exercises 2 and 3 to help you.

WRITE

6 Write your article. Remember to include three paragraphs, the past simple and time expressions.

CHECK

- 7 Do you ...
- introduce the animal in the first paragraph?
 - describe what the animal did?
 - use time expressions?

Finished? p124 Ex 4

UNIT 7 | AMAZING ANIMALS 89

Finished?

Students turn to p124 and do Exercise 4.

Flipped class

Prepare for **Explore it!** (p91). Students research an interesting fact about people who hunt with eagles.

Homework

Workbook p61

Background information

Eagle hunting (i.e. hunting with eagles) is a traditionally male activity, but Aisholpan is a girl who trained as an eagle hunter and also won a competition. A film was made about her in 2016, called *The Eagle Huntress*.

Warmer

► Play **Video 7.5**. Elicit the answers (You can find camels in Africa and Asia. Camels can drink 150 litres of water in ten minutes. They can survive in temperatures of -50°C or +40°C.). Ask students: *What other animals were important in the past? Are they still important today?*

1 Elicit a few predictions from the class and write them on the board, asking students to justify their answers and eliciting relevant vocabulary such as *temperature, freezing, hunt, train* and *nest*.

2 ★ Before they read, ask students to match the following to each question: a place (3), a person (4,5), a number (1, 2).

Word formation

3 ★★★ Challenge students to time each other's response, ensuring they each speak for at least 30 seconds for each question.



AROUND THE WORLD

READING An article

She's from Mongolia.
She's an eagle hunter.

1 Look at the photo. Where do you think the girl is from? Why is she special? Read the article to check your answers.

2 Read the article again and answer the questions.

- How old are boys when they learn to hunt with eagles? **13**
- How fast can eagles fly? **230 kph**
- Where was Aisholpan's baby eagle when she found it? **In a nest.**
- Who was Aisholpan's trainer? **Her father.**
- Who was the youngest person in the 2016 Golden Eagle Festival competition? **Aisholpan.**



Globetrotters

Watch video 7.5
Four-legged Friends

- Where can you find camels?
- How much water can camels drink in ten minutes?
- What temperatures can camels survive in?

Voice it!

3 Discuss the questions.

- Why do you think only boys usually hunt with eagles?
- Why do you think Aisholpan won the competition?
- Do you want to learn to hunt with eagles? Why / Why not?
- Do you have any competitions like this in your country?

The Girl and the Golden Eagle

Can you imagine riding a horse in temperatures of -50 °C with a huge eagle on your arm?

The ancient tradition of eagle hunting started thousands of years ago in Mongolia. Traditionally, it was only for boys in Mongolia and this tradition continues today. Boys learn to hunt when they are only 13. They use eagles because they can fly up to 320 kph and can see animals from more than four kilometres away. There are about 400 male eagle hunters today. But no 13-year-old girls ... until now.

The 2016 film, *The Eagle Huntress*, tells the story of Aisholpan. When she was young, Aisholpan took care of her father's eagle but she really wanted to be an eagle hunter

like her father. So she went to the high Altai Mountains with her father to find a baby eagle to train. It wasn't easy. The climb to the eagle nest was difficult and dangerous. But Aisholpan did it. She found her baby eagle!

Aisholpan's father became her trainer. But was Aisholpan strong enough to hunt with the huge bird in freezing temperatures? Yes, because she was determined to succeed.

In 2016, Aisholpan competed in the Golden Eagle Festival. She was the first Mongolian girl to enter the competition. There were 70 competitors. She was the youngest and the only girl. And guess what? Her eagle won. What an amazing achievement!

90 AMAZING ANIMALS | UNIT 7

Class challenge

The world's largest eagles are 50 / 150 / **250** cm wide.

Lesson aim: I can understand texts about animals.

Learn to learn

Students' active and passive vocabulary is quickly expanded when they learn word families instead of single words.

4 Encourage students to try and complete the table before checking the text again.

5 Extend this activity by flipping it. In pairs, one student says a word from the table and the other must make a sentence with it. Students take turns for three minutes.

Explore it!

Students help each other in pairs to write a question using the interesting facts they researched for homework. Elicit a few for the whole class to answer.

Culture project

See Project Book p46 for further information and activities.

Extend it!

Ask students to find unknown words in the text and to use the techniques they learned on p69 to help them guess the meaning. Students then check the vocabulary in a dictionary and use p81 to help them make example sentences. Working in pairs, one student says an example sentence without saying the difficult word, and the other student must guess it, like in Exercise 5.



LEARN TO LEARN

Noun and verb forms

When you learn a new word, try to learn some other forms of the word. This will help you to understand reading texts.

We can add different endings to verbs to make nouns, for example *-er*, *-ing*, *-or*, *-tion*, etc.

4 Complete the table with words from the text.

Verb	Noun (person)	Noun (thing)
1 <i>compete</i>	competitor	2 <i>competition</i>
hunt	3 <i>hunter</i>	4 <i>hunt / hunting</i>
train	5	training
6 <i>climb</i>	climber	climbing
7 <i>learn</i>	learner	learning

trainee / trainer

5 Write sentences with words from the table in Exercise 4. Take turns to say your sentences but do NOT say the word you chose. Can your partner guess your word?

They (climb) a mountain every year.

Is the word 'climb'?

Explore it!

Guess the correct answer.

Eagle hunters use *male / female* eagles because they grow bigger and are more powerful.

Find three interesting facts about eagle hunters. Choose your favourite fact and write a question for your partner to answer.



OWN IT! The Culture Project Teacher's Resource Bank

UNIT 7 | AMAZING ANIMALS 91

Flipped class

Prepare for the **Review** lesson (p92). Students revise the grammar and vocabulary from Unit 7.

Lesson aim: I can review what I have learnt and reflect on my progress.

The aim of this review page is for students to revise the grammar and vocabulary from the unit. You can either do it in class together, or as a timed progress test, or set it for homework.

Vocabulary

1 Students play in groups. One student draws an animal from p83. The first student to guess the animal wins a point and draws a new animal. Students play until the group has guessed 10 animals.

2 Put students into pairs. Students take turns to choose a word to complete and add one letter. If the letter is correct, he/she wins one point. If the letter completes the word, he/she wins an extra three points. Students take turns to complete all the words in this way.

Language in action

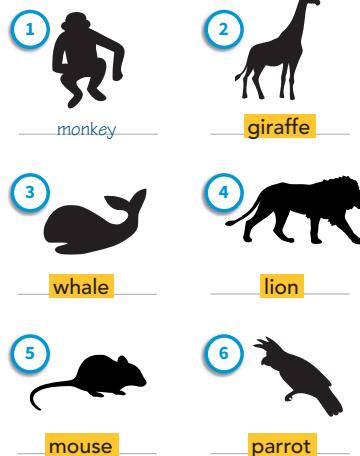
3 Before doing this activity, ask students to review the table on p85, and the forms of *was/were*.

4 ★★★ Books closed. Write the verbs in brackets on the board, randomly. Read the text to the class, saying *beep* when a gap occurs and pausing after each sentence. Students in small groups choose the correct past tense of one of the verbs on the board. Continue until the end of the text.

7 REVIEW

VOCABULARY

1 Write the animals.



2 Complete the adjectives with the missing vowels.

- 1 w i l d
- 2 t i n y
- 3 n o i s y
- 4 b e a u t i f u l
- 5 q u i e t
- 6 l a z y
- 7 d a n g e r o u s
- 8 h e a v y
- 9 c u t e
- 10 l a r g e
- 11 l o n g
- 12 c l e v e r

LANGUAGE IN ACTION

3 Joe and Sylvie went to a wildlife park last week. Write sentences with the correct form of *there was/were*.

- 1 Were there many animals? (?)
- 2 There were two lions. (✓)
- 3 There wasn't an elephant with no tusks. (X)
- 4 There was a tiger with no stripes. (✓)
- 5 There wasn't a donkey. (X)
- 6 Was there a white gorilla? (?)

4 Complete the text with the past simple of the verbs in brackets.

Mammoths ¹ lived (live) many, many years ago in Asia, Europe and North America. They ² died (die) because the weather ³ got (get) warmer and they ⁴ couldn't (not can) find any food. They ⁵ were (be) about 3.5 m tall and ⁶ weighed (weigh) about 6,000 kg. Their tusks ⁷ were (be) very, very long – about five metres! They ⁸ were (be) herbivores, so they ⁹ didn't eat (not eat) other animals. They ¹⁰ ate (eat) grass and plants and flowers.

Self-assessment

I can name fourteen animals in English.



I can use adjectives to describe animals.



I can use *was* and *were* to describe the past.



I can use regular and irregular verbs to talk about the past.



92 AMAZING ANIMALS | UNIT 7

Self-assessment

Students look back through the unit in the Student's Book and the Workbook and reflect on how well they can do these things. They then discuss their opinions with a partner.

Unit quiz review

Homework

Workbook pp62–63

Lesson aim: I can use mind maps.

Mind maps are useful tools which allow students to visually organise thoughts and information. They can be used while studying, taking notes, revising and planning written or spoken texts. Mind maps show the relationships between ideas, so some students prefer them to simple lists.

1 If appropriate, allow students to discuss the questions in pairs in their first language. Elicit that a mind map is a simple diagram with lines and circles for organising information so that it is easier to use or remember.

2 Elicit what made students understand the answer (the topic is in the centre, it is in bigger letters, it is in a different colour). Stress that mind maps are good because they are visual, so the size/colour of text is important to make the mind map clear.

3 ★ Before the activity, go through the format of the mind map with the class to demonstrate how it is organised: **My hobbies** → specific hobbies → questions → answers.

OWN IT!

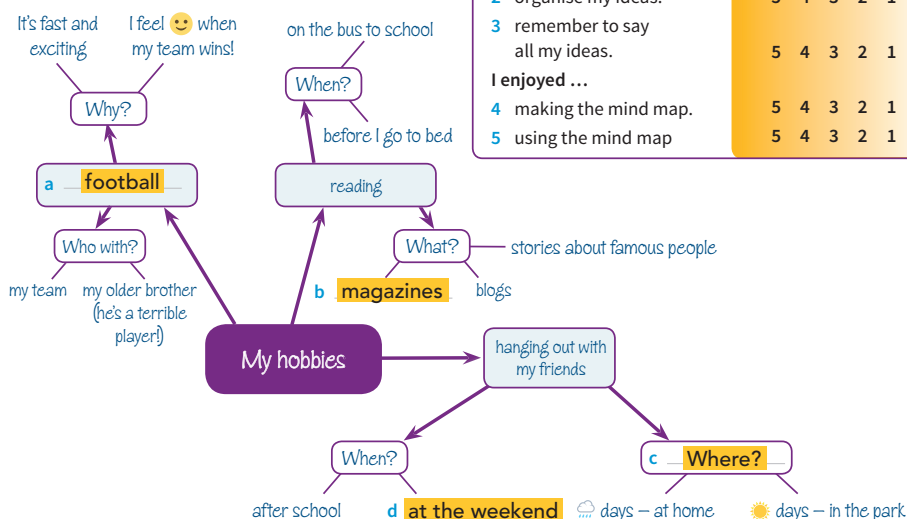
4 To make the activity more motivating, you may want to allow mythological creatures such as dragons or unicorns. Encourage students to use different colour pens if available.

LEARN TO LEARN

LEARN TO ... USE MIND MAPS

Mind maps can help you think of ideas and plan how to organise them.

- 1 Discuss the questions.
 - 1 What is a mind map?
 - 2 Why do people make mind maps?
 - 3 Do you use mind maps?
- 2 Ahmet made a mind map to help him with a presentation. What is the topic? **My hobbies.**
- 3 Complete Ahmet's mind map with the words and phrases below.
 - 1 football
 - 2 Where?
 - 3 magazines
 - 4 at the weekend



OWN IT!

- 4 Make a mind map about your favourite animal. Follow the instructions.
 - 1 Write the topic in the middle.
 - 2 Add three main ideas about the topic.
 - 3 Write one or two questions about each main idea.
 - 4 Write notes about your answers to each question.
- 5 Use your mind map to talk to your partner about your favourite animal.
- 6 Circle how you feel. Compare and discuss your answers with a partner.

The mind map helped me ...	agree	→	disagree
1 think of ideas.	5	4	3 2 1
2 organise my ideas.	5	4	3 2 1
3 remember to say all my ideas.	5	4	3 2 1
I enjoyed ...			
4 making the mind map.	5	4	3 2 1
5 using the mind map	5	4	3 2 1

5 Students speak with their partner, then give them two minutes to make changes to their mind maps to add any extra ideas they discussed. They then try again with a new partner.

6 Stress that there are no correct answers for this activity and, if appropriate, allow students to discuss ideas in their first language.

Flipped class

Prepare for Unit 8. Students research famous treasure and archaeological finds in their country.

Unit 8 Lost and Found

Lesson aim: I can talk about places in a city.

Warmer

Tell students that you once lost something. Say: *It was small, cheap but very important. I always carried it with me. I used it every day, and when I lost it I got a new one, but I couldn't go home for a whole day.* The first student who guesses the answer (a key) wins. Students then think of something they lost, and play in groups of four, using a dictionary if necessary.

► Start it!

► Unit quiz

1 & 2 Allow students to discuss the questions, and elicit some ideas, providing relevant vocabulary (e.g. *airport, station, lost and found office, etc.*).

3 ► Play **Video 8.1** until 0:53, after the word *treasures*. Allow students time to discuss the question and then play the rest of the video.

► Video comprehension questions

4 Write on the board: *My _____ is very valuable to me because ...*. Elicit some ideas after three minutes of discussion.

Flipped class

Prepare for **Explore it!** (p95). Students research interesting facts about the Dubai Mall.

LEARNING OUTCOMES

I can ...

- understand texts about an unusual town and finding treasure
- help a friend
- write a blog post
- understand how to ask past simple questions
- talk about places in a city and personal possessions
- use compound nouns and photos to predict content
- do an interview.

8

LOST AND FOUND

Start it!

- 1 Describe the photo. Where do you think this is?
- 2 Before you watch, where do you look when you lose something?
- 3 What do archaeologists want to know? Watch and check.
- 4 What is your favourite treasure? Why?

Archaeologists want to discover how people lived a long time ago, and to find treasures.

Watch video 8.1

Language in action 8.2 p97

Language in action 8.3 p99

Everyday English 8.4 p100

94 LOST AND FOUND | UNIT 8

Unit aims

Skills

I can ...

- understand texts about an unusual town and finding treasure p96
- help a friend p100
- write a blog post p101
- do an interview pp102–103

Language

I can ...

- talk about places in a city p95
- understand how to ask past simple questions p97
- talk about personal possessions p98
- understand how to ask past simple questions p99

Learn to Learn

I can ...

- understand compound nouns p95
- use photos to predict content p98
- improve my writing p104

Extra Resources

- Finished? Student's Book p125
- Vocabulary Bank Student's Book p135
- Workbook pp64–71
- Language reference and practice, Workbook pp102–103
- Video audioscripts Cambridge One
- WB audioscripts Cambridge One

Teacher's Resource Bank worksheets

- Grammar 8.1 and 8.2
- Vocabulary 8.1 and 8.2
- Video 8.1, 8.2, 8.3 and 8.4
- Communication 8.1 and 8.2

Lesson aim: I can talk about places in a town.

Warmer

In groups, students discuss their favourite and least favourite places in their town or city. During feedback, elicit relevant vocabulary on the board.

- 1 8.01 ★★★ Students cover the words in the box and work in pairs to write down the vocabulary for the places in the pictures. They then uncover the box and check.

Audioscript p168

Target vocabulary

aquarium /ə'kwɛəriəm/
bowling alley /'bəʊlɪŋ 'æli/
car park /kɑ: pɑ:k/
cinema /'sɪnəmə/
hospital /'hɒspɪtəl/
ice rink /aɪs rɪŋk/
post office /pəʊst 'ɒfɪs/
shopping centre /'ʃɒpɪŋ 'sentə/
skate park /sket pɑ:k/
sports centre /spɔ:ts 'sentə/
swimming pool /'swɪmɪŋ pu:l/

- Compound nouns
- Crossword

- 2 Encourage students to use *there is(n't)* / *are(n't)* and adverbs of frequency. For an extra challenge, write on the board *The last time I went to ... was ...* and elicit ideas, paying attention to the prepositions in the time phrases and ago.

Vocabulary bank SB p135

Learn to learn

Recognising and understanding compound nouns will improve students' reading and listening comprehension skills.

VOCABULARY

Places in town



- 1 8.01 Match the places in the box with the photos. Listen, check and repeat.

aquarium	d	bowling alley	a
car park	j	cinema	f
hospital	g	ice rink	e
post office	b	shopping centre	i
skate park	k	sports centre	c
swimming pool	h		

- 2 Which places in Exercise 1 are in your town? Which ones do you sometimes or often go to? Compare with a partner.

LEARN TO LEARN

Compound nouns

There are lots of compound nouns in English. The two words together usually have a different meaning from the separate words.

- 3 Look at the places in Exercise 1. Which words are compound nouns? Can you think of any more compound nouns?

bowling alley, car park, ice rink, post office, shopping centre, skate park, sports centre, swimming pool

Use it!

- 4 Answer the questions. Write two more questions about the places in Exercise 1 for your partner to answer.

Where do you go to ...

- 1 buy clothes and accessories? shopping centre
2 see fish and sea creatures? aquarium
3 see a doctor? hospital
4 watch a film? cinema
5 do sports and exercise? sports centre

Explore it!

Guess the correct answer.

The Dubai Mall is one of the largest shopping centres in the world. There are 1,200 shops and there's also ...

- a an aquarium b a swimming pool c a skate park

Find another interesting fact about the Dubai Mall. Write a question for your partner to answer.

UNIT 8 | LOST AND FOUND 95

- 3 Ask students to quickly draw a car and then a park. Now ask them to draw a car park. Elicit that the two words together have a new meaning. Elicit the compound nouns from Exercise 1.

- 4 You could turn this into a class quiz, with students adding their individual questions at the end.

Explore it!

Students write a question and test their partner. They then compare their town's shopping centre to the one in Dubai. Elicit ideas.

Homework


Workbook p64

Background information

The town of Villa Epecuén in Argentina was flooded in 1985 and abandoned. One man still lives there, alone, with no electricity or modern comforts.

- 1 Put students into pairs to describe what they can see in the photos. Elicit any useful vocabulary and write it on the board.

Extra reading questions

- 2  Give students two minutes to scan the text for the answer.
- 3 Allow students time to reread the article. Then encourage them to guess the meaning of the words in bold using the text around them. Demonstrate with *flooded: after weeks of heavy rain, a lake flooded the town and it gradually disappeared under 10 metres of water.*
- 4 Encourage students to underline the key information in the questions, as on p86, and to discuss the questions before reading again.
- 5 Monitor students closely, offering help with question formation where needed, and use this as an opportunity to establish what the students already know about the grammar on the following page.

READING

An online travel article



Last week, our travel writer, Marisa Castillo, visited the town of Villa Epecuén in Argentina and met its only inhabitant, Pablo Novak.

Pablo grew up in Villa Epecuén and until 1985 he had a normal family life there. On 10th November 1985, after weeks of heavy rain, a lake **flooded** the town and it gradually disappeared under 10 metres of water. All of the town's 1,500 **residents** left. In 2009, the water began to go down and Pablo decided to return.

Now he and his dogs live in an **abandoned** house with no electricity. One of his 21 grandchildren visits him every day and brings him food. He doesn't mind being the only person there. 'I am OK here. I am just alone. I read the newspaper. And I always think of the town's golden days,' Pablo said.

His **memories** of those golden days brought the town to life for me. As we walked past empty buildings, those places suddenly became family homes, noisy swimming pools, hotels full of **tourists** and busy car parks.



Comments

Libby: Did Pablo and the other residents move far away?


Marisa: No, they didn't. They moved to a town called Carhué about 7 km away.

Luca:  Cool story! Did Pablo's wife want to go back to Villa Epecuén with him?

Marisa: No, she didn't. His wife and family started a new life in Carhué.

96 LOST AND FOUND | UNIT 8

- 1 Look at the photo of the town. What do you think happened?

- 2  Read the article and check your answers to Exercise 1. **A lake flooded the town.**

- 3 Find out what the words in **bold** in the article mean.

- 4 Read the article again and circle the correct answer.

- 1 Until 1985, Pablo lived ... in Villa Epecuén.

- ☒ a with his family
☐ b on his own
☐ c with one of his grandchildren

- 2 When Villa Epecuén flooded, ... of the residents stayed.

- ☐ a some ☒ b none ☐ c all

- 3 Pablo now lives ...

- ☐ a with his family
☐ b with a friend and his dogs
☒ c alone with his dogs

- 4 Pablo ... being the only person in Villa Epecuén.

- ☐ a hates ☐ b loves ☒ c doesn't mind

- 5 Pablo spends time each day ...

- ☒ a reading the newspaper
☐ b shopping for food
☐ c sitting in the train station

- 6 Pablo has got ... memories of the town in the past.

- ☐ a sad ☒ b happy ☐ c no

Voice it!

- 5 Discuss the questions.

- 1 Do you know any towns like Villa Epecuén?
- 2 Look at the questions in the Comments section. Think of two more questions to ask Marisa about Villa Epecuén.

 **Finished? p125 Ex 1**

Extend it!

Give students some extra questions to discuss in small groups: *Why do you think Pablo wants to stay in Villa Epecuén? Why don't his wife and grandchildren want to stay there? Would you like to stay there?*

Finished?

Students turn to p125 and do Exercise 1.

Flipped class

► Ask students to watch **Video 8.2** and do **Video worksheet 8.2**.

Homework

Workbook p65

Lesson aim: I can ask questions in the past simple.

Warmer

In groups, students brainstorm everything they can remember about Villa Epecuén. Encourage the use of the past simple.

► Play **Video 8.2**. Elicit that the boy played the drums, but his parents didn't like it.

- 1 Students complete the table then check their answer on the previous page. Students then look back at the questions they wrote in Exercise 5 on the previous page, correct them if necessary, and ask them to a new pair.

Word order

Pronunciation

Students can turn to p142 to practise intonation in questions.

- 2 ★★★ Students ask and answer the questions orally in pairs, then write the questions and answers together.

- 3 8.05 If any students finish early, ask them to become your assistants and help other students. Then play the audio for everyone to check their answers.

Audioscript p168

Get it right!

Point out that if a speaker doesn't say *did* in a past simple question, the listener might not understand that it's a question.

- 4 8.06 Elicit the first part of the conversation on the board.
Mum: Did you do your homework?
Simon: No, I didn't.

Audioscript p168

LANGUAGE IN ACTION

Past simple: questions

	Yes/No questions	Short answers
Did	Pablo and the other residents ¹ <u>move</u> far away?	Yes, they did . / No, they didn't .
	Pablo's wife ³ <u>want</u> to go back?	Yes, she did . / No, she didn't .

Pronunciation p142

- 1 Complete the examples in the table above. Use the article on page 96 to help you.

- 2 Write past simple questions and answers. Check your answers in the article on page 96.

1 the lake / flood / Villa Epecuén?

Did the lake flood Villa Epecuén? Yes, it did.

2 Villa Epecuén / disappear in 1985?

Did Villa Epecuén disappear in 1985? Yes, it did.

3 the residents / stay / after the flood?

Did the residents stay after the flood? No, they didn't.

4 the water / start / to disappear in 2009?

Did the water start to disappear in 2009? Yes, it did.

5 Pablo / return / in 2009?

Did Pablo return in 2009? Yes, he did.

- 3 8.05 Complete the conversation with the correct form of the verbs. Listen and check.

ANNA ¹ Did you go (go) to the ice rink last night?

CARLO Yes, I ² did.

ANNA ³ Did you see (see) Jack there?

CARLO No, I ⁴ didn't. I was with Tom and Kirsten.

ANNA ⁵ Did you all have (have) a good time?

CARLO No, we ⁶ didn't. It was freezing and the music was really bad.

ANNA Oh dear. ⁷ Did you buy (buy) some food later?

CARLO Yes, we ⁸ did. We bought a pizza at the café.

ANNA ⁹ Did you enjoy (enjoy) it?

CARLO No, we ¹⁰ didn't. It was disgusting!

ANNA Oh dear. Try the burger place next time.



Watch video 8.2
What did he do at the weekend?
Did his parents like what he did?

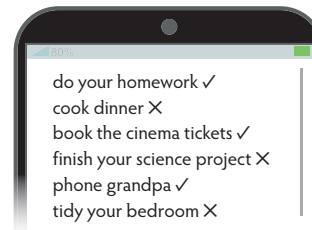
Get it right!

Remember to use *did* and the infinitive in past simple questions.

Did Pablo return home? **NOT** ~~Pablo returned home?~~

8.06

- 4 Look at Simon's list. Write a conversation between Simon and his mum. Listen and check.



Use it!

- 5 Write past simple questions. Ask and answer with a partner.

1 you / go / to the swimming pool last Saturday?

Did you go to the swimming pool last Saturday?

2 you and your family / watch TV last night?

Did you and your family watch TV last night?

3 you / have / a maths lesson yesterday?

Did you have a maths lesson yesterday?

4 your parents / drive / you to school today?

Did your parents drive you to school today?

5 your best friend / text / you this morning?

Did your best friend text you this morning?

Finished? p125 Ex 2

UNIT 8 | LOST AND FOUND 97

- 5 Ask students to write down an extra question and ask it to as many students as possible. They should then report back to the class about what their partner said.

Extend it!

In pairs, students script a conversation as in Exercise 3. One student asks questions and the other student answers, complaining about everything. Students perform the conversation for the class, who votes for the funniest.

Finished?

Students turn to p125 and do Exercise 2.

Homework

Workbook p66

Lesson aims: I can talk about personal possessions.

- 1 8.07 ★★★ Students cover the pictures and work in pairs. They take turns to draw an object and guess the vocabulary.

Audioscript p168

Target vocabulary

bus pass /bʌs pɑːs/
camera /ˈkæmərə/
concert ticket /ˈkɒnsət ˈtɪkɪt/
headphones /ˈhedfəʊnz/
ID card /aɪˈdiː kɑːd/
keys /kiːz/
laptop /ˈlæptɒp/
money /ˈmʌni/
passport /ˈpɑːspɔːt/
phone /fəʊn/
portable charger /ˈpɔːtəbəl ˈtʃɑːdʒə/
tablet /ˈtæblət/

Vocabulary memory game

- 2 Students take items from their bags, put them on their desks and name as many objects as possible. Elicit relevant vocabulary on the board.

Vocabulary bank SB p135

- 3 Remind students that to say why they used something, they need to. E.g. *I used it to open the door.*

Learn to learn

In real life, we always have some context when we read or listen to something, and we use this context and our knowledge of the world to understand better.

- 4 During feedback, elicit or explain the words *detectorist*, *coins* and *metal*.

- 5 8.08 Stress that students should not be trying to answer any questions yet, but only trying to get an idea of what the story is about.

VOCABULARY AND LISTENING

Personal possessions

- 1 8.07 Match the words in the box with the photos. Listen, check and repeat.

bus pass	4	camera	10
concert ticket	1	headphones	2
ID card	7	keys	8
laptop	11	money	9
passport	3	phone	5
portable charger	12	tablet	6

- 2 Look in your schoolbag. How many of the possessions in Exercise 1 have you got?

Use it!

- 3 Describe a possession you used yesterday. Can your partner guess?

I used this on the bus yesterday.

Your phone?

A radio interview



LEARN TO LEARN

Using photos to predict content

Before you listen, look carefully at any pictures. Think about the connection between them.

- 4 Look at the photos in Exercise 6 and read the sentences. Work with a partner and say what you think the story is about.

- 5 8.08 Listen to the radio interview and check your answers to Exercise 4. Were you correct?

It's about a detectorist. He found some very old Roman money.



- 6 8.08 Listen again. Are the sentences *T* (true) or *F* (false)?

- Andres goes out every weekend to look for treasure. *F*
- Andres uses special equipment when he does his hobby. *T*
- Detectorists always collect old drinks cans. *F*
- When detectorists find treasure, they dance. *T*
- Andres found some very old Roman money. *T*

Voice it!

- 7 Discuss the questions.

- Do you know anyone with an unusual hobby like Andres?
- Imagine you find some ancient treasure. How do you feel? What do you do?



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- 6 8.08 Allow students time to discuss the questions in pairs and predict the answers before playing the audio again.

Audioscript pp168–69

- 7 For question 1, tell students they can lie if they want to. Their partner should ask extra questions to guess if they are telling the truth or not.

Flipped class

▶ Ask students to watch **Video 8.3** and do **Video worksheet 8.3**.

Homework

Workbook p67

Lesson aim: I can ask questions in the past simple.

Warmer

Write the following on the board: *Did you eat last night?* Elicit the answer from students. Now add *where, who, with, what, when* before the question. Ask students to answer the questions in pairs.

► Play **Video 8.3**. Elicit that Nick lost his sunglasses, and found them on his head.

- ★ Ask students to circle each of the question words and elicit that these will be the first word in each question.

Question words

- 8.09 Remind students that *did* goes before the subject (*you, he, they, etc.*). Allow students to check their answers in small groups before playing the recording to check answers.

Audioscript p169

- Students repeat the conversation with two or three students. Task repetition will improve their fluency and competence.
- Students can reuse the possession (or treasure) they presented in the first lesson of the unit. They should ask at least one question about it.

LANGUAGE IN ACTION

Past simple: Wh- questions



Watch video 8.3
What did Nick lose?
Where did Nick find them?

Where	you	go last weekend?
Who	you	go with?
What	did	your dad do?
When	you	take that photo?
How	Andres	find the treasure?

- Look at the table above. Put the words in the correct order to write the questions. Match them with the answers.

- Andres / find / did / the treasure / when?
When did Andres find the treasure? **b**
- did / Andres / find / where / the treasure? *Where did Andres find the treasure?* **e**
- Andres / how / feel / did?
How did Andres feel? **a**
- he / what / did / do?
What did he do? **c**
- send the photos to / did / Andres's dad / who? *Who did Andres's dad send the photos to?* **d**

- Shocked.
- Last weekend.
- He shouted for his dad and did a dance.
- The local museum.
- In a field near his house.

- 8.09 Complete the conversations with the question words and the correct form of the verbs. Listen and check.

A How much Where

A Hey. Cool headphones!
1 *Where did you get (get) them?*

B I bought them online.

A 2 *How much did they cost (cost)?*

B €20. *How much did*



B What Which Who

A 3 *What did you do (do) on Saturday afternoon?*

B I went to the cinema.

A 4 *Who did you go (go) with?*

B I went with Lukas. *Which/What*

A 5 *What film did you see (see)?*

B We saw the new Avengers film. It was amazing!

C When Where

A 6 *When did your dad lose (lose) his passport?*

B He lost it yesterday.

A 7 *Where did he lose (lose) it?*

B I don't know but I know he needs to find it because we're going to Paris tomorrow!

- 3 Have a conversation like conversation B in Exercise 2. Change the information so it is true for you.

Use it!

- 4 Think of your favourite possession. Write questions to guess your partner's possession. Ask and answer. Can you guess?

- when / get it? *When did you get it?*
- why / want it? *Why did you want it?*
- where / buy it? *Where did you buy it?*
- how much / cost? *How much did it cost?*

When did you get it? I got it for my 13th birthday.

Finished? p125 Ex 3

UNIT 8 | LOST AND FOUND 99

Grammar game

Put students into groups. Students take turns to think about a famous person from the past. Other students ask questions to guess who the famous person is. The student who guesses first wins a point and thinks of the next famous person.

Finished?

Students turn to p125 and do Exercise 3.

Homework

Ask students to write a 50-word text about a famous person from the past.

Workbook p68

Lesson aim: I can help a friend.

Warmer

Tell students you have lost your keys, again! Ask for their help, and elicit questions like *Are they in your bag?*, *Did you have them this morning?* Eventually, find them in your pocket.

- 1 8.10 ★★ Ask students to listen with their books closed. Ask: *What did the boy lose? Where was it?*

Focus on phrases

- 2 After feedback, elicit how else the first two questions could be used, e.g. *Did you have it when you got home / left the house / arrived at the park? Did you put it in your pocket / wallet?*

Audioscript p169

- 3 ▶ Play **Video 8.4**. Elicit which phrase means something different from the others (*gross* = disgusting).
- 4 Allow students to read the conversation out loud together with the audio before acting it out in pairs.
- 5 Encourage students to use humour, if they want, in their conversation. They could lose their glasses (when they are actually wearing them), or their phone (but the conversation is a phone call).
- 6 Encourage students to record their conversation on their smartphones if appropriate. They can choose to record it again if they are not happy with their performance.

SPEAKING

Losing things



- 1 8.10 Listen to the conversation. Where is Billy's bus pass?

BILLY I can't find my bus pass, Gemma.
GEMMA Don't panic!
BILLY I need it to get home.
GEMMA Calm down. Let's think. ¹ When did you last have it?
BILLY On the bus this morning.
GEMMA Right, OK. ² What did you do with it after that?
BILLY I can't remember.
GEMMA Well, ³ did you have it when you got to school?
BILLY Yes, I did. I'm certain.
GEMMA ⁴ Did you put it in your bag? ?
BILLY Maybe.
GEMMA Right. What's that?
BILLY Yesterday's lunch.
GEMMA Gross! What's this?
BILLY My bus pass. I don't know what to say.
GEMMA Thanks, maybe?

- 2 8.10 Complete the conversation with the phrases from the *Useful language* box. Listen and check.

Useful language

Did you have it when you (got to school)?
 Did you put it (in your bag)?
 What did you do with it after that?
 When did you last (have/use/see) it?

- 3 Look at the *Everyday English* box. Find and underline the phrases in the conversation.



WATCH VIDEO 8.4

Everyday English

Calm down. Don't panic!
 Gross! Let's think.

- 4 Work with a partner. Practise the conversation.

PLAN

- 5 Work with a partner. Plan a conversation about losing something. Decide ... what you lost.

when you last had/used it.

where you were.

what you did with it.

SPEAK

- 6 Practise the conversation with your partner. Remember to use past simple questions and answers, the vocabulary from this unit and expressions from the *Useful language* and *Everyday English* boxes

CHECK

- 7 Work with another pair. Listen to their conversation and complete the notes. What did they lose?

Did they find it? If so, where?

- 7 Students take turns to perform the conversation, with one other student making notes and the other student ticking the *Useful language* and *Everyday English* phrases they hear.

Flipped class

Prepare for Exercise 6 (p101). Students make a mind map about a bad day they had recently.

Lesson aim: I can write a blog post.

Warmer

In pairs, students talk about a bad day they recently had, using the mind map they made for homework.

- 1 Give students two minutes to skim-read the text. In groups, students brainstorm the reasons why Tanya had a bad day and get a point for each correct one.

Focus on phrases

- 2 Write the following on the board while students complete the activity: *then, next, after that*. During feedback, encourage students to link the sentences using the words on the board.
- 3 ★ Encourage students to discuss the order in pairs before checking with the text.
- 4 After feedback, ask: *Why did Tanya get up late?* (because she didn't hear her alarm). Then elicit that Tanya didn't hear her alarm, so she got up late.
- 5 ★★★ In pairs, students make an extra sentence about themselves using *so*, then tell another pair.
- 6 Students use the questions to add information to the mind map they made for homework, then use it to make a paragraph plan.
- 7 & 8 Students display their texts around the classroom and read the other texts. The class votes for the worst day.

WRITING A blog post



A bad day!

- 1 ☐ It started this morning. I didn't hear my alarm so I got up late. I didn't have time for breakfast and I couldn't find my bus pass so I ran all the way to school. It got worse!
 - 2 ☐ My first class was maths – I forgot my book. Guess what? It didn't matter because we had a surprise test. It was really hard. 😞
 - 3 ☐ At lunchtime, I realised I didn't have any money so I didn't have any lunch. I went to the library instead. Bad news.
 - 4 ☐ But the worst thing happened later. After school, I went to the skate park but I lost my mobile so I can't text, take any selfies or make calls. I'm using my brother's laptop to write this. Tragic. 😞
- Did you all have a good Friday? What did you do? Let me know.

Friday, 26 June posted at 8.30 pm

- 1 Read the blog post. Give one reason why Tanya had a bad day.
- 2 Read the blog post again. Put the events in Tanya's day in the correct order (1–5).
 a 4 She didn't have any lunch.
 b 1 She didn't hear her alarm.
 c 5 She lost her mobile.
 d 2 She couldn't find her bus pass.
 e 3 She had a maths test.
- 3 Match topics a–e with paragraphs 1–5.
 a 2 In the morning
 b 1 When it started
 c 4 The end of the day
 d 5 Sign off and ask two questions
 e 3 The middle of the day

She got up late / didn't have breakfast / couldn't find her bus pass / had a test / didn't have any money / lost her mobile.

Useful language

I didn't hear my alarm so I got up late.

- 4 Look at the *Useful language* box and underline more examples of *so* in the blog post.

- 5 Join the sentences using *so*.

1 I was late. I ran. I was late so I ran.

2 The students had a test. They revised.

The students had a test so they revised.

3 We didn't have any money. We didn't buy any concert tickets. We didn't have any money so we didn't buy any concert tickets.

4 Emma wanted to apologise. She rang me.

Emma wanted to apologise so she rang me.

Write your own blog post about a bad day.

PLAN

- 6 Make notes about your bad day. Think about the answers to these questions.

When did the bad day start?

What problems did you have?

When did each problem happen?

What did you do?

How did you feel?

Decide what information to include in each paragraph. Use the information in Exercise 3 to help you.

WRITE

- 7 Write your blog post. Remember to include five paragraphs, the past simple for the questions at the end and the expression from the *Useful language* box.

CHECK

- 8 Do you ...
 - use a title for your blog post?
 - use *so* to join ideas and explain the results?
 - say how you felt on your bad day?

Finished? p125 Ex 4

UNIT 8 | LOST AND FOUND 101

Extend it!

Ask students to write a second draft of their blog, using the feedback their classmates gave in Exercise 8.

Finished?

Students turn to p125 and do Exercise 4.


Homework

Workbook p69


Project Book


For more information and activities see the Project Book p50.

1 ★ Write these prompts on the board to support students: *this could be ...*, *maybe this is/these are ...*

2  Before playing the audio, elicit the key words students may want to listen for: *street, photo, child*. When they hear these words, they should pay attention because the answer will probably be around them.

Audioscript p170

3  Ask students to underline the key words they need to listen for: *life, cookie, important things in life*. Elicit a few types of buildings to support students with question 3 (e.g. *house, church, hospital*, etc.). Remind students that the answer may be just before the key word.

4  You may want the students to close their books before playing the audio, as Exercise 5 may give away the answer. After feedback, put students into pairs to write an open question, a closed question and a follow-up question. Elicit a few from the class to check understanding.

Audioscript p170

5 Encourage students to quickly answer the questions themselves to decide if they are open, closed or follow-up questions.

THE HISTORY PROJECT

An interview

1 Look at the photos. What's the connection between them?

 8.11

2 Listen to Ruby and Jacob's interview. Check your answers to Exercise 1. Were you correct?

 8.11

3 Listen again and answer the questions.

1 How many people were there in Clarissa's family? *Ten*

2 What was her life like when she was younger?

It was simple.

3 What buildings were in Clarissa's street?

Houses and a post office.

4 What happened to Cookie?

She ran away (before they moved house).

5 In Clarissa's opinion, what are the most important things in life? Do you agree?

Family and friends.

 8.12

4 Listen to a teacher talking about questions for a good interview. What are the three types of questions?

5 Look at the interview questions 1–6 on page 103. Are they open, closed or follow-up questions?

6 Read the *How to* box. Write the tips (a–h) in the table.

Before the interview	During the interview	After the interview
<i>c, g</i>	<i>a, b, d, e, h</i>	<i>f</i>

How to do a recorded interview

- a Keep the interview short.
- b Use open and follow-up questions.
- c Plan your questions.
- d Introduce yourself.
- e Record your interview on your phone.
- f Send a thank you email / letter.
- g Check you have everything you need.
- h Say why you're doing the interview or why you want to interview the person.

7 Do you think Ruby and Jacob followed all the tips?

Yes, they did.

The photos show Clarissa today and in 1947, the street where Clarissa used to live as a child and what the street is like now, and also her cat, Cookie.

LIVING MEMORIES



Radley Boulevard 1947



Radley Boulevard today



Cookie

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How to do a recorded interview

At this level, students should be starting to learn what kind of language is more appropriate for friends and unfamiliar people. Make sure students plan their questions with this in mind.

6 In pairs students complete the table. Elicit answers from the class.

7 Play the recording again and ask students to tick the tips as it becomes clear they followed them all.

Class challenge

The world's oldest person was 103 / 116 / 125 years old.

Lesson aim: I can do an interview.



- 8 Students collaboratively choose who they want to interview. Encourage students to follow the steps provided and to tick them as they complete them, to make monitoring easier.
- 9 Students should, if possible, video themselves doing the interview so that the whole class can see it. If not, they can write up the interview and display it around the classroom for other students to read.
- 10 Encourage students to watch/read as many interviews as possible. Ask students to think about the best thing about the best interview and write their ideas on the board, e.g. *interesting questions, funny, not short, not long or polite*. This will give students an idea of what makes a good interview.



For more work on History, students can turn to SB p140. See p156 for teaching notes.

Flipped class

In preparation for the Review section (p104), students revise the grammar and vocabulary from Unit 8.

OWN IT!

Clarissa 1949

Clarissa today

Interview questions for Clarissa Briggs

Date and time: 17th June, 10 am

Place: 937 Houston Street East

- 1 Where did you live as a child? **open**
- 2 What did you do each day? **open**
- 3 Why did things change? **open**
- 4 How did you feel about the change? **follow-up**
- 5 Who was Cookie? **follow-up**
- 6 What lessons for life did you learn from that experience? **follow-up**

PLAN

8 Work in pairs. Choose a person to interview for the Living Memories project. Think about the things you want to know. Complete the steps below.

Before the interview

- Plan and prepare your questions.

During the interview

- Introduce yourself.
- Record the interview or make notes.
- Listen carefully to the answers.

After the interview

- Thank the person.
- Type or write up the interview.
- Send the person a copy and a thank you email / letter.

PRESENT

9 Play your recording to the class or display your written interviews on the wall with the photos. Remember to include polite language, photos of the person and place in the past and now, and follow the tips in *How to do a recorded interview*.

CHECK

10 Listen to or read your classmates' interviews and complete the notes.

Who did they interview?

Which interview question was the most interesting?

Write down two interesting or surprising facts that you learned.

UNIT 8 | LOST AND FOUND 103

Lesson aim: I can review what I have learnt and reflect on my progress.

The aim of this review page is for students to revise the grammar and vocabulary from the unit. You can either do it in class together, or as a timed progress test, or set it for homework.

Vocabulary

1 Divide the class into two teams. Write words 1–6 on six separate pieces of paper and give them to team A. Write words a–f on six separate pieces of paper and give them to team B. Read out loud a description of a place, e.g. *a place where you can skate*. One student in team A must run to the board with the piece of paper that says *ice*, and team B *rink*. The first student to run to the board with the correct word wins a point for their team.

2 Books closed. Turn this into a class quiz. Read out loud a sentence, using the incorrect option, e.g. *Laura always wears her laptop when she listens to music*. The first team to correct you wins a point.

Language in action

3 After feedback, pairs write an extra two possible answers for each question. They give their extra answers to another pair who must try and match them to the questions.

4 ★★★ For an extra challenge, ask students to cover the words in the box. The first team to complete the questions wins.

Unit quiz review

8 REVIEW

VOCABULARY

1 Match 1–6 with a–f to make places in a town.

- | | |
|------------|----------|
| 1 bowling | a park |
| 2 ice | b centre |
| 3 post | c pool |
| 4 shopping | d alley |
| 5 skate | e office |
| 6 swimming | f rink |

2 Circle the correct words.

- Laura always wears her *laptop* / *headphones* when she listens to music.
- I can't get the bus home. I didn't bring my *passport* / *bus pass*.
- My *phone* / *concert ticket* isn't working. I can't send any texts.
- We want to buy some sandwiches. Have you got any *keys* / *money*?
- They're great photos. Did you use your new *camera* / *charger*?

LANGUAGE IN ACTION

3 Write the past simple questions 1–5 and match them with the answers a–e.

- you / have / an egg for breakfast this morning?

Did you have an egg for breakfast this morning? **c**

- you and Mike / go / shopping yesterday?

Did you and Mike go shopping yesterday? **e**

- Teresa / send / you a text this morning?

Did Teresa send you a text this morning? **a**

- your new passport / arrive / last week?

Did your new passport arrive last week? **b**

- your parents / watch / the concert?

Did your parents watch the concert? **d**

- No, but she rang me last night.
- Yes, it did.
- No, I always have toast.
- No, they didn't.
- Yes, we bought some clothes at the market.

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4 Look at the answers and write the questions. Use the question words in the box.

How many What When Where Who

1 A you / on TV last night?

What did you watch on TV last night?

B We watched a really exciting film.

2 A your cousin / her keys?

Where did your cousin lose her keys?

B She lost them at the shopping centre.

3 A Ana's grandparents / to Spain?

When did Ana's grandparents come to Spain?

B They came here in 1997.

4 A Martin / at the cinema?

Who did Martin meet at the cinema?

B He met Jamie and Emma.

5 A eggs / you?

How many eggs did you buy?

B I bought twelve.

Self-assessment

I can name eleven places in a town in English.



I can name twelve personal possessions in English.



I can ask Yes/No questions using the past simple.



I can ask Wh- questions using the past simple.



Self-assessment

Invite the students to write 😊, 😐 or ☹️ next to each exercise on this page. Ask them to use this information to help them reflect on their confidence level with the *can do* statements in the box.

Homework

Workbook pp70–71

Lesson aim: I can understand how to improve my writing.

Peer feedback is a valuable tool. Students may be worried about telling their partner they don't like something, or they may be too keen to correct their partner's work with a red pen! This page will help them find the right balance, so they can give each other constructive feedback in a polite way.

- 1 Encourage students to write in pencil, as this is what they should do when giving feedback to their partner.
- 2 Encourage students to work in pairs and discuss which faces to circle. This will ensure they have similar criteria when they give each other feedback later.
- 3 ★★★ You may want to role-play this more than once, each time changing Oleg's personality.
1 *Oleg is very shy, so be gentle!*
2 *Oleg thinks he never makes mistakes, so be polite, but firm!*
3 *Oleg gets angry very easily, so be friendly, but firm!*

OWN IT!

- 4 Fast finishers can use the checklist in Exercise 2 on their own text, and make changes if necessary.
- 5 Remind students that if they wish to write something directly on their partner's text, they should use a pencil.

LEARN TO LEARN

LEARN TO ... IMPROVE YOUR WRITING

When you write something, ask your partner to check it. This improves your writing and your partner's writing.

- 1 Read the writing task and Oleg's story. Correct Oleg's mistakes to help him improve.

WRITING TASK

Write a story about a fun day you had in your town.

- Write between 50 and 70 words.
- Use words for places in town and personal possessions.
- Use the past simple.
- Describe people, places and things to make it interesting.
- Give your story a title.

Don't forget to use punctuation and check your spelling!

A nice day I had in town by Oleg.

Last Saturday it ¹is was my birthday. My ²parent parents gave me a skateboard. In the morning I went to the skate ³parc park to try it. In the afternoon, I met my friend Boris. We love fish, so we visited the aquarium and saw lots of fish. I didn't ⁴took take any photos because I ⁵leaved left my phone at home, but Boris took lots. In the evening I ⁶have had dinner with my family in a restaurant.



- 2 Circle the emojis in the checklist about Oleg's writing.

Checklist for story writing task		
	Oleg	My partner
Did he/she ...		
1 write about the topic?	☹️ 😐 😊	☹️ 😐 😊
2 write between 50 and 70 words?	☹️ 😐 😊	☹️ 😐 😊
3 use words for places in town?	☹️ 😐 😊	☹️ 😐 😊
4 use words for possessions?	☹️ 😐 😊	☹️ 😐 😊
5 use the past simple?	☹️ 😐 😊	☹️ 😐 😊
6 make it interesting?	☹️ 😐 😊	☹️ 😐 😊
7 add a title?	☹️ 😐 😊	☹️ 😐 😊
8 use punctuation?	☹️ 😐 😊	☹️ 😐 😊
9 use correct spelling?	☹️ 😐 😊	☹️ 😐 😊

- 3 Work in pairs. Imagine your partner is Oleg. Use your answers in the checklist in Exercise 2 to tell him what you like and what he can improve.

You used words for places in a town. That was good!

Thanks!

You can improve your past simple. You made some mistakes.

OK. Thank you for your help.

OWN IT!

- 4 Write your own story for the task in Exercise 1.
- 5 Give your partner your story. Circle the emojis in the checklist in Exercise 2 about your partner's story.
- 6 Use your answers in the checklist to tell your partner what you like and what they can improve.

UNIT 8 | LOST AND FOUND 105

- 6 If students role-played Oleg's situation more than once, it can help if they have an honest discussion about which type of 'Oleg' they are most similar to, so that the conversation can be more constructive. For feedback, ask students to write on the board something positive about helping each other with writing.

Flipped class

Prepare for Unit 9. Students research different types of adventure holidays available and look at the photo on p106.

Warmer

Students look at the picture. Elicit *surfing*. In groups, students make a list of good things and bad things about surfing, e.g. *good feeling, good exercise, expensive, dangerous*, etc. Elicit a few ideas from the class.

► Start it!

► Unit quiz

1 & 2 Encourage students to make a list of holiday activities and elicit as many ideas as possible on the board, and ask students to add the list to their notebooks.

3 ► ★★★ Students watch **Video 9.1** and tick the holiday activities they hear from the list in their notebooks, and adding other activities not on their list.

4 Students make a list of good and bad things about the holidays, to give them ideas to discuss.

► Video comprehension questions

Class challenge
Surfing was invented more than 70 / 200 / **5,000** years ago.

Flipped class
Prepare for **Explore it!** (p107). Ask students to research an interesting fact about survival skills.

LEARNING OUTCOMES

I can ...

- understand texts about an adventure weekend and holidays
- make suggestions and respond to them
- write an email
- understand how to use the future tenses
- talk about outdoor life and holidays
- make collocations and spidergrams and understand different types of English.

9 SUMMER FUN



Start it!

- 1 Look at the photo. Do you try new sports or activities when you are on holiday? What did you try?
- 2 Before you watch, what do people do on holiday?
- 3 Where did Juno and Raúl go on holiday? Watch and check.
- 4 Which holiday do you prefer? Juno or Raúl's? Why?



Watch video 9.1



Language in action 9.2



Language in action 9.3



Everyday English 9.4



Globetrotters 9.5

106 UNIT 9 | SUMMER FUN

Language

I can ...

- talk about outdoor life p107
- understand how to use the future tenses p109, p111
- talk about holidays p110

Learn to Learn

I can ...

- make collocations p107
- personalise a spidergram p110
- understand different types of English p115
- make an action plan p117

Extra Resources

- Finished? Student's Book p126
- Vocabulary Bank Student's Book p136
- Workbook pp72-79
- Language reference and practice, Workbook pp104-105
- Video audioscripts Cambridge One
- WB audioscripts Cambridge One

Teacher's Resource Bank worksheets

- Grammar 9.1 and 9.2
- Vocabulary 9.1 and 9.2
- Video 9.1, 9.2, 9.3, 9.4 and 9.5
- Communication 9.1 and 9.2

Unit aims

Skills

I can ...

- understand texts about an adventure weekend p108
- make suggestions and respond to them p112
- write an email p113
- understand a text about holidays pp114-115

Lesson aim: I can talk about outdoor life.

- 1 9.01 ★★★ After feedback, books closed. Student A reads a phrase and Student B draws it. They take turns with all the phrases.

Audioscript p171

Target vocabulary

build a shelter /bɪld ə 'ʃeltə/
catch fish /kætʃ fɪʃ/
collect wood /kə'lekt wʊd/
cook over a campfire /kʊk 'əʊvər ə 'kæmpfaɪə/
find food and water /faɪnd fu:d ənd 'wɔ:tə/
identify plants /aɪ'dentɪfaɪ plɑ:nts/
light a fire /laɪt ə 'faɪə/
pick fruit /pɪk fru:t/
read a map /ri:d ə mæp/
use a compass /ju:z ə 'kæmpəs/

Extra vocabulary practice

Collocations

- 2 9.02 Challenge students to cover the pictures while doing the exercise. They uncover it to check their answers.

Vocabulary bank SB p136

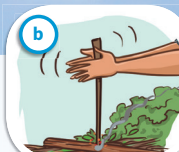
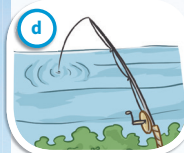
Learn to learn

Students should be learning that some verbs and nouns go together naturally, but others do not. For example, we say *light a fire*, not *do a fire*, *build a fire* or *make fire*.

- 3 Students could work in groups of four with a ball or crumpled up piece of paper. One student says a verb and passes the ball to another student who says the noun. Encourage students to go through all the phrases multiple times, each time playing faster and faster.

VOCABULARY

Outdoor life



- 1 9.01 Match the activities in the box with the pictures. Listen, check and repeat.

build a shelter	j	identify plants	g
catch fish	d	light a fire	b
collect wood	f	pick fruit	a
cook over a campfire	e	read a map	h
find food and water	c	use a compass	i

- 2 9.02 Circle the correct expressions. Listen and check.

- 1 A I'm thirsty.
B OK. Let's find some water / light a fire.
- 2 A I'm hungry.
B Why don't we build a shelter / pick some fruit to eat?
- 3 A This plant looks delicious. Let's try it.
B No. It's important to collect wood / identify plants before you eat them.
- 4 A Oh no! We're lost. Can you read a map / identify plants?
B Of course, but we don't know where we are. Let's cook over a campfire / use a compass first.

LEARN TO LEARN

Collocation

Some verbs and nouns go together in English. Try to learn verbs in a phrase with a noun.

- 3 Look at the activities in Exercise 1 again. Take turns to say a noun or a verb for your partner to complete the phrase. How many can you remember?

- 4 Complete the table with another noun that goes with each verb in Exercise 1.

Verb	Noun	Verb	Noun
build	<u>a house</u>	identify	
catch		light	
collect		pick	
cook		read	
find		use	

Use it!

- 5 Discuss the questions.

- 1 Which activities in Exercise 1 can you do?
2 Which ones do you think are the most useful? Why?
3 Which ones do you want to learn?

Explore it!

Guess the correct answer.

Mauro Prosperi ran a marathon in the Sahara Desert in 1994 but he got lost. How long did he survive without water?

- a one day **b ten days** c three weeks

Find an interesting fact about people's amazing survival skills. Write a question for your partner to answer.

UNIT 9 | SUMMER FUN 107

- 4 In large classes, you may want to elicit nouns and write them on the board, inviting different students to provide alternatives.

- 5 Encourage students to answer each question using *because* to explain their opinions.

Explore it!

Elicit a few questions for all the students to answer.

Homework

Workbook p72

Lesson aim: I can understand a leaflet about adventure weekends.

1 ★★★ Guide students to make questions for themselves. Elicit *wh*-words on the board (*what where, etc.*). Students write questions using these. Elicit four or five and write them on the board. Stress that the leaflet may not answer all the questions.

2 9.03 Ask students to underline the key words in the text which help provide the answers (a: supermarket, food, fish, fruit; b: instructors, help; c: bed, tent; d: sea kayaking, diving, bike ride, horse riding, track animals, wood skills).

3 ★★★ In pairs, students choose another difficult word in the text and write three definitions for it, one correct and two false. They give these to another pair to guess the correct definition.

4 ★ Ask students to underline key words in the questions before scanning the text for similar words.

5 Extend question 1 by asking students in pairs to rank the activities from 'most interesting' to 'most boring'. Students then work with another pair to compare their rankings.

Listening and reading

Finished?

Students turn to p126 and do Exercise 1.

READING

A leaflet An outdoor adventure weekend.

1 Look at the photos. What do you think the leaflet is about? What do you want to know about it?

2 Match the questions (a-d) with the right places in the leaflet (1-4). Read and check your answers.

- a What will you eat?
- b Who will look after you?
- c Where will you sleep?
- d What will you do during the weekend?

3 Guess the meaning of the words in **bold** in the leaflet.

4 Choose the correct answer. Which person ...

You Adem Havva

- 1 will practise their wood skills? You
- 2 will learn new things? You
- 3 will organise a cooking competition? Havva
- 4 will build a shelter? You
- 5 knows about wild food? Havva
- 6 knows how to track animals? Adem

Voice it!

5 Discuss the questions.

- 1 What do you think is the most interesting part of Wild Weekend?
- 2 Why is it important ...
to be careful when lighting a fire?
to identify plants before eating them?

Finished? p126 Ex1



WILD WEEKEND

Do you want a new adventure this summer? Join us at one of our **WILD** centres in Turkey. Every weekend from Friday to Sunday.

1 **c**
In a bed? In a tent? No, you'll sleep in a shelter. You'll build it yourself with **leaves** and **branches**.

2 **a**
You won't be near any shops or a supermarket so you'll find your own food. You'll learn to catch fish, collect fruit and identify plants to eat.

3 **d**
DAYTIMES
Why not try some of our amazing adventure activities?

- Go sea kayaking or diving in the sea.
- Go for a bike ride or go horse riding in the mountains.
- Learn to track animals or practise your wood skills.

EVENINGS

- Get to know your new friends and compare your **WILD** days.
- Sing, listen to ancient Turkish legends, cook potatoes over the campfire and relax.

4 **b**
MEET YOUR INSTRUCTORS!



Hi! I'm Adem. I'm an **expert** in extreme survival. I'll teach you survival skills for life. You'll also learn how to **track** animals and how to work with wood. You'll learn new things about yourself and you'll begin to love outdoor life.



Hi! I'm Havva and I'll help you to find, prepare and cook your own food. You won't want to eat food from a supermarket ever again! Look out for my campfire cooking challenge! Will you be a winner?

Join us for a **WILD WEEKEND**! You'll learn new skills, make new friends for life and have fun! Will you want to do it again? Of course, you will! For more information and booking details, visit our website now!

Flipped class

► Ask students to watch **Video 9.2** and do **Video worksheet 9.2**.

Homework

Workbook p73

Lesson aim: I can understand how to talk about the future.

Warmer

► Watch **Video 9.2**. Elicit that the boy will sleep in a tent. He will go fishing, take photos and learn about being outdoors. In groups, students discuss everything they remember about the video. Ask: *What will the boy do?* Write this question on the board, circle *will* and elicit that it shows we're talking about the future.

- 1 During feedback, elicit the difference in pronunciation between *won't* /wəʊnt/ and *want* /wɒnt/.

Extra grammar practice

- 2 After feedback, drill students' pronunciation, encouraging them to use *won't* rather than *will not*.

Grammar game

Put students into A/B pairs. Student A secretly chooses a holiday destination. Student B asks questions to guess it, e.g. *Will you fly there? Will you speak English? Will you see the Queen? Will you go to London?*

- 3 **9.04** ★ Before students attempt the task, write the following on the board and ask them to match verbs a–f words 1–6 (a2 b3 c5 d6 e1 f4).

- | | |
|-----------|---------------|
| a Choose | 1 information |
| b See | 2 item |
| c Work | 3 family |
| d Survive | 4 phone |
| e Get | 5 together |
| f Have | 6 three days |

Audioscript p171

- 4 & 5 ★★ Ask students to cover Exercise 4 during the interview stage. Can they remember all five questions?

LANGUAGE IN ACTION

Future with *will/won't*



Watch video 9.2
Where will he sleep?
What will they do there?

I/you/he/she/it/we/they

I'll **teach** you survival skills.

You ¹ **will** sleep in a shelter.

You ² **won't be** near any shops.

³ **Will** you **be** a winner?

Yes, you **will**. / No, you **won't**.

What ⁴ **will** you **eat**?

- 1 Complete the examples in the table above. Use the leaflet on page 108 to help you.
- 2 Complete the summary with *will* or *won't*. Check your answers in the leaflet on page 108.

Wild Weekend

What ¹ **will** you do?

You ² **won't** sleep in your own bed.

You ³ **will** build a shelter and sleep outdoors.

You ⁴ **won't** buy your food in shops or supermarkets.

You ⁵ **will** find and cook your own food.

You ⁶ **will** learn new skills for life.

⁷ **Will** you have fun? Yes, you ⁸ **will**.

- 3 **9.04** Complete the TV advert with the correct form of *will* and the verbs in the box. Listen and check.

choose get not have
not see spend survive work

TEEN CHALLENGE!

A group of five young teenagers ¹ **will spend** three nights alone on an island.

In tonight's programme the group ² **will get** important information about the challenge and they ³ **will choose** five items to take with them.

For three nights, these young teenagers:

- ⁴ **won't see** their family or friends.
- ⁵ **won't have** phones or laptops.
- ⁶ **will work** together to find shelter, food and water.
- ⁷ **Will** they **survive** the toughest three days of their lives?

Watch tonight and find out!

Use it!

- 4 You will interview one of the people in *Teen Challenge*. Write questions to ask about how they will survive on the island. Use the ideas below or your own ideas.
 - 1 miss your family and friends?
Will you miss your family and friends?
 - 2 survive without your mobile?
Will you survive without your mobile?
 - 3 learn new skills?
Will you learn new skills?
 - 4 sleep in a tent?
Will you sleep in a tent?
 - 5 have fun?
Will you have fun?
- 5 Work with a partner. Ask and answer.

Will you miss your family and friends? Yes, I will.

Finished? p126 Ex 2

UNIT 9 | SUMMER FUN 109

Extend it!

Refer students back to the idea of open/closed/follow-up questions. In groups of four, students prepare a new interview with different types of questions.

Finished?

Students turn to p126 and do Exercise 2.

Homework

Workbook p74

Lesson aim: I can talk about holidays.

- 1 9.05 ★★★ Students cover the box and brainstorm words to talk about the pictures.

Audioscript p171

Target vocabulary

apartment /ə'pɑ:tmənt/
B&B /'bi:ən bi:/
camper van /'kæmpə væn/
caravan /'kærəvən/
chalet /'ʃælɪ/
cottage /'kɒtɪdʒ/
hotel /həu'tel/
tent /tent/
youth hostel /ju:θ 'hɒstəl/

Vocabulary memory game

- 2 ★ Give students prompts:
I don't think ... is good for ...; I think ... is the best type of accommodation for ...

Vocabulary bank SB p136

Learn to learn

Encourage students to personalise their spidergrams as much as possible.

- 3 Allow students five minutes for this task and encourage them to continue adding drawings and colours to their spidergrams until the time is up.

- 4 Alternatively, students walk around the room and share their ideas with as many students as possible until they find someone whose ideal holiday is the same as theirs.

- 5 9.06 Encourage students to write down key words while they listen (no school, June, July, August, etc.).

VOCABULARY AND LISTENING

Holidays

- 1 Match the words with the photos. Listen, check and repeat.

apartment	3	B&B (bed & breakfast)	6
camper van	4	caravan	9
cottage	2	hotel	5
youth hostel	1	tent	7

- 2 Which two types of accommodation do you think are best for each of these holidays?

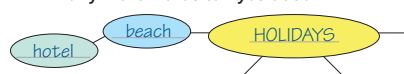
- 1 a cheap beach holiday
caravan, tent
- 2 a skiing holiday **chalet, hotel**
- 3 a comfortable city holiday
apartment, hotel
- 4 a driving tour across the country
caravan, camper van

LEARN TO LEARN

Personalising spidergrams

Personalising a spidergram with colours or pictures can help you remember vocabulary more easily.

- 3 Make a spidergram with words from Exercises 1 and 2 in your notebook. How many more words can you add?



Use it!

- 4 Write sentences about your ideal type of holiday and place to stay. Compare with a partner.

- 1 summer or winter holiday
2 adventure holiday or weekend break

My ideal winter holiday is a skiing holiday and I want to stay in a chalet.

110 UNIT 9 | SUMMER FUN

- 6 & 7 9.06 Ask students to discuss the questions in pairs and guess the answers based on what they remember, then play the audio again. Students raise their hands when they hear an answer, in order to support weaker students.

Audioscript p171

- 8 ★ Write prompts on the board to support students while they discuss the questions:
A lot of people choose to ..., Not many people choose to ...



A conversation

- 5 Listen. What are Matteo and Libby talking about?

Their plans for the summer holidays.

- 6 Listen again. Write M (Matteo) or L (Libby).

Who ...

- 1 doesn't want to stay in a village? **M**
- 2 has got a younger brother and sister? **M**
- 3 talks about the tallest building in the world? **L**
- 4 can ski on holiday? **L**

- 7 Complete the table with the correct information. Listen again and check.

	Matteo and his parents	Libby and her parents
1 Accommodation	camper van	hotel
2 Start of holiday trip	1st August	29th July
3 Length of holiday trip	a month	two weeks
4 Destination(s)	Spain, Portugal	Dubai

Voice it!

- 8 Discuss the questions.

- 1 What is your dream holiday?
- 2 What types of holiday and holiday accommodation are popular in your country?

Homework

Workbook p75

Flipped class

▶ Ask students to watch **Video 9.3** and do **Video worksheet 9.3**.

Lesson aim: I can understand how to talk about the future.

Warmer

Write on the board: *I'm visiting a friend in London in August.* Elicit that you are talking about the future and that it is an arrangement which is 100% certain (i.e. you have the ticket). Elicit more examples from students.

► Watch **Video 9.3**. Elicit that the band is going to Lisbon, Portugal for a week.

1 Point out that the present continuous can also be used to talk about the future, in which case we usually use a time expression, e.g. *in August*.

2 An *arrangement* is a plan for the future. For example, *They're hiring a camper van* = they have already contacted the company, paid, etc.

3 Explain that an *intention* is something that you want and plan to do.

Pronunciation

Ask students to turn to p142 for practice of the pronunciation of *be going to*.

4 Allow students to compare their questions and answers in pairs.

Present continuous or going to?

5 & 6 Monitor to make sure students' questions are correct. Students talk to as many students as possible until they find someone with similar holiday plans.

LANGUAGE IN ACTION

Present continuous for future



Watch video 9.3
Where is the school band going?
How long are they staying there?

Present continuous: to talk about fixed arrangements in the future

I'm **going** to a football camp for two weeks in June.
They're **working** in July.
She **isn't staying** in a chalet.
Are they **working** in July?
Yes, they ¹ **are** . / No, they ² **aren't** .
Where ³ **are** you **staying**?
What ⁴ **is** she **doing** in July?

- Complete the examples in the table above.
 - Write questions with the present continuous. Match them with the correct answers.
 - where / Matteo / spend / July? e
Where is Matteo spending July?
 - what / Matteo's parents / do / on 1st August? d
What are Matteo's parents doing on 1st August?
 - Matteo / travel / on his own? a
Is Matteo travelling on his own?
 - where / Libby / go / on holiday? b
Where is Libby going on holiday?
 - when / she / leave? c
When is she leaving?
- a No, he isn't. He's travelling with his family.
b She's going to Dubai.
c She's leaving on 29th July.
d They're hiring a camper van.
e He's spending it in his grandma's village.

be going to

be going to: to talk about future intentions

We're **going to visit** a water park.
Matteo **isn't going to travel** in France.
Are you **going to go** on holiday this summer?

► Pronunciation p142

- Complete the examples in the table above.
- Write questions with *be going to*. Write the answers.
 - Matteo and Libby / stay at home / this summer?
Are Matteo and Libby going to stay at home this summer? No, they aren't.
 - who / swim / in six different swimming pools?
Who is going to swim in six different pools? Libby.
 - Libby / go up / the tallest building in the world?
Is Libby going to go up the tallest building in the world? Yes, she is.
 - what / Matteo / do / in each city?
What is Matteo going to do in each city? He's going to visit a football stadium.

Use it!

- Write questions and answers with *be going to* to talk about your intentions this summer.
 - learn to make pizza (✓)
Are you going to learn to make pizza? Yes, I am.
 - sleep in a tent (X)
Are you going to sleep in a tent? No, I'm not.
- Write one arrangement and one intention you have for this summer. Ask and answer with a partner.
 - _____
 - _____

What are you going to do this summer?

I'm going on holiday in August.

What are you going to do on holiday?

I'm going to visit lots of museums.

Finished? p126 Ex 3

UNIT 9 | SUMMER FUN 111

Grammar game

Ask students to write down five things they are going to do in the future (e.g. *go to the cinema, go to a café, buy a new phone*). They should only write short answers. Put students into groups. They have five minutes to ask each other *Are you going to ... ?* questions. Students get a point for every *Yes, I am* answer they get.

Finished?

Students turn to p126 and do Exercise 3.

Homework

Workbook p76

Lesson aim: I can make suggestions and respond to them.

1 9.09 ★★★ Books closed. Students listen and answer these questions: *Who is talking? What are they talking about? What do they decide to do?*

2 9.09 After feedback, elicit that we don't say *I don't want to do that* because it can be impolite.

Audioscript p172

Get it right!

Ask students: *Is this a mistake you sometimes make?*

3 ▶ Play **Video 9.4**.

Encourage students to repeat the phrases with the same intonation.

4 Allow students to listen again and read the conversation out loud to build confidence and improve intonation. Students then practise the conversation in pairs.

5 Encourage students to use their own ideas, if possible.

6 If appropriate, ask students to record the conversation on smartphones so they can hear themselves and check their vocabulary and grammar.

7 Students take turns to perform the conversation, while one other student makes notes and the other student ticks the *Useful language* and *Everyday English* phrases he/she hears.

Listening comprehension

SPEAKING

Making suggestions and responding



Have a danceathon.

1 Listen to the conversation. What do they decide to do?

2 Complete the conversation with the phrases from the *Useful language* box. Listen and check.

Useful language

What about a (film night)? I'm not sure about that.
What are we going to do? I'd rather not do that.
Why don't we (have a picnic)? Let's do that!

Get it right!

We say: *I'm going on holiday*. **NOT** *I'm going on holidays*.

3 Look at the *Everyday English* box. Find and underline the phrases in the conversation.



Watch video 9.4
Everyday English

Easy! Forget that. I'm on it!
You're unbelievable!

4 Work with a partner. Practise the conversation.

EMRE We're having the end-of-term event next Saturday.
NADIA Great! ¹What are we going to do?
EMRE That's why you're both here. Ideas, please!
NADIA I'm on it. ²What about a film night? _____?
EMRE ³I'm not sure about that. _____. It's complicated and we'll never agree on a film.
AYA OK. Forget that. ⁴Why don't we have a picnic?
EMRE According to my weather app, it will rain.
AYA ⁵I'd rather not do that. _____.
AYA We can have a danceathon indoors or outdoors. Easy!
EMRE OK. ⁶Let's do that! _____! What are you doing on the 26th, Nadia?
NADIA I'm going on holiday. I won't be here.
EMRE Nadia! You're unbelievable!
AYA Don't worry. You can count on me!

PLAN

5 Work with a partner. You are organising an end-of-term event. Ask for suggestions and respond. Use the ideas below or your own ideas.

a visit to a theme park a barbecue
a beach sports day a fancy-dress party

SPEAK

6 Practise the conversation with your partner. Remember to use *will*, *be going to* and the present continuous, the vocabulary from this unit and expressions from the *Useful language* and *Everyday English* boxes.

CHECK

7 Work with another pair. Listen to their conversation and complete the notes. Which end-of-term ideas did they talk about?

What event do they decide on?

What event do you want to go to?

112 UNIT 9 | SUMMER FUN

Extend it!

Students present their end-of-term ideas to the class. The class votes for the best.

Flipped class

In preparation for the next lesson, tell students to imagine a friend is coming to visit them for a week. Ask them to make a mindmap of things they could do together.

Lesson aim: I can write an email.

Warmer

In pairs, students share the mind maps they made for homework.

- 1 Ask students to read the email quickly and raise their hands as soon as they find the answer.
- 2 Allow students more time to read the email carefully. Encourage them to underline key words that helped them find the answers.
- 3 Ask students to complete the table without look at the email at first. Encourage them to try saying the phrases with the prepositions, and to decide if they sound natural.

Focus on prepositions

4 & 5 Encourage students to discuss their ideas in pairs. They will write their own email, but they can help each other plan it, and with vocabulary, spelling and grammar while they are writing.

- 6 You may want students to produce two drafts. After the first draft, students read each other's texts and check them using the checklist. Remind them about giving each other constructive feedback to improve their writing. They can underline phrases they like, and use them in their own text.

Finished?

Students turn to p126 and do Exercise 4.

WRITING

An email

Hi Javi,

1 **b** It was great to hear from you. I'm really excited about next week, too. I think you'll love England and Wales. It's a bit different from Spain.

2 **d** Here are the arrangements. We're spending the weekend at home in Chester. We're going to sleep in a tent in the garden. It won't rain. It never rains in August! Honest! ☺

3 **c** On Monday, we're going to leave early in the morning to drive to the beach. We're staying in a cottage in Wales for three days. I think it looks amazing. I'm going to go swimming every day but the water will probably be very cold! ❄️ My dad is going to teach us to catch fish and then we can cook them!

4 **a** It'll be great to meet you in person. I'm going to meet you at the airport with my parents. Our car is quite small. Are you going to bring a big bag? It will be a busy week but it will be fun! See you on 1st August! 😊 🧳 ☀️

Martin

Javi is arriving on 1st August to stay with Martin and Martin is writing to tell him what the arrangements are.

- 1 Read the email quickly. Why is Martin writing to Javi?
- 2 Match topics a–d with paragraphs 1–4.
 - a End the email
 - b Respond to your penfriend's last email
 - c Describe the week ahead
 - d Describe the weekend
- 3 Complete the *Useful language* box with *at*, *in* or *on*. Use Martin's email to help you.

Useful language

- | | |
|-------------------------|-------------------------|
| 1 in the morning | 4 in August |
| 2 on Monday | 5 on 1st August |
| 3 at home | 6 at the airport |

Write an email to a penfriend.

PLAN

- 4 Your penfriend is coming to stay for a week. Make notes about these things for your email.
your arrangements

things you intend to do

predictions about what will happen

the place you are meeting them


Decide what information to include in each paragraph. Use the information in Exercise 2 to help you.

WRITE

- 5 Write your email. Remember to include four paragraphs, *will*, *be going to* and the present continuous for future, and expressions from the Useful language box.

CHECK

- 6 Do you ...
 - include an arrangement and a prediction for the weekend and the week ahead?
 - make predictions about what will or won't happen?
 - tell your penfriend where you are going to meet them?

 Finished? p126 Ex 4

UNIT 9 | SUMMER FUN 113

Flipped class

► Ask students to watch **Video 9.5** and do **Video worksheet 9.5**. Prepare for **Explore it!** (p115). Students research an interesting or unusual law about an American state.


Homework

Workbook p77

Lesson aim: I can understand a text about a holiday.


Warmer

► Play **Video 9.5**. Elicit that the camp lasts two weeks. You can see turtles (which you will help protect). You will learn various survival skills: how to build a shelter, find food and water, catch and cook fish, identify safe plants to eat, collect wood, pick fruit, light a fire, and read a map and compass. Ask students: *Would you like to go on a camp like this?*

- 1 Elicit students' guesses before they read the opening paragraph to check.
- 2  9.10 Allow students time in pairs to write down two questions about camps, one open and one closed. Students read the text looking for the answer and share their findings with the class.
- 3 ★ Ask students to underline the key words in the questions (*three weeks, a month, two weeks, English, beginners*). Ask students to scan the text to find these words, read the surrounding sentences and check their answers.

British and American English


- 4 These adjectives are in the texts, so students can look for them to check their answers. Point out that writing the suffix *-ful* with a double *-l* is a common spelling mistake for many students.



AROUND THE WORLD

READING

A webpage

- 1 Circle the answer you think is correct.
 - 1 More than 9 / 11 million American children and teenagers are going to a summer camp this year.
 - 2 The first American summer camp opened more than 50 / 150 years ago.
- 2  Read the webpage and check your answers to Exercise 1. Write two more things you would like to know about American summer camps.
- 3 Read the webpage again. Match the sentences with the camps 1–4.
 - a You will work with professional coaches. 3
 - b It lasts for three weeks. 1
 - c You will spend a month on this camp. 2
 - d This camp lasts for two weeks. 4
 - e You won't hear any English while you are on this camp. 2
 - f You can only do this course if you are not a beginner. 3



Globetrotters

Watch video 9.5
A summer camp in ...

- How long is the camp in Costa Rica?
- Which animal will you protect?
- What skills will you learn?

4 Write the adjectives for nouns 1–6.

- 1 beauty beautiful
- 2 music musical
- 3 nature natural
- 4 profession professional
- 5 success successful
- 6 wonder wonderful

Voice it!

5 Discuss the questions.

- 1 Do you think summer camps make you a more independent person?
- 2 Do you think it is important to be independent? Why?

Your Guide to American Summer Camps



What are you going to do in the summer **vacation**? Here in the USA, more than 11 million children and teenagers are going to summer camps. The first summer camp opened more than 150 years ago and there are now more than 1,200 summer camps to choose from.

Here are our four **favorite** camps this week.



1 Tech Camp, Massachusetts

You'll be in a great university in the state, at the heart of technology! In just three weeks, you'll learn to build robots with our older students. They'll help you to develop useful skills like game and web design. You'll stay in an **apartment** on our beautiful campus and experience college life.

- 5 Write *independent* on the board. In groups of four, students brainstorm what it means to be independent (I can cook my own meals, I can wash my clothes, etc.). Elicit a few ideas on the board before letting students discuss the questions.

Class challenge

The first American summer camps were for **boys** / girls / everyone.


Lesson aim: I can understand a text about a holiday.

Learn to learn

One of the main differences between British and American English is in the spelling (e.g. *centre* / *center*). Occasionally, a completely different word is used (e.g. *holiday* / *vacation*). Luckily, most words are the same.

6 Ask what the first highlighted word means (holiday) and elicit that this is American English. Point out that texts are always consistent, and do not mix two styles of English. Therefore, the webpage is in American English.

7 Encourage students to use a dictionary if necessary.

8  9.11 ★★ Put students into pairs. Ask them to write a sentence using at least two of the words. They should write the sentence in British English and then in American English. For example: *I threw my trousers in the rubbish* → *I threw my pants in the garbage*.

Audioscript p172

Explore it!

Collect six of the students' questions and turn this into a class quiz.

Culture project

See Project Book p54 for further information and activities.

LEARN TO LEARN


Understanding different types of English

Different English-speaking countries use different words and expressions. Make a note of them in your notebook.

6 Is the webpage in American English or British English? **American English.**

7 Look at the highlighted words in the webpage. Match them with the British English words.

- | | |
|-----------------------------|---------------------------|
| 1 centre center | 4 holiday vacation |
| 2 football soccer | 5 flat apartment |
| 3 favourite favorite | 6 theatre theater |

8  Match the British English words with the American English words. Listen and check.

British English	American English
autumn	candy
chips	eraser
garden	fall
rubber	fries
rubbish	garbage
sweets	pants
trousers	yard

Explore it!

Is the sentence true or false?

In the state of Georgia, it's illegal to live on a boat for more than 30 days. **true**

Find out another interesting or unusual law about an American state and write a question for your partner to answer.

 **Download it!** The Culture Project Teacher's Resource Bank

Search camps > | Age | State | Length

Find a camp now

2 Languages for Life, Georgia

Learn a new language! Choose from Arabic, Chinese and lots more! You'll live and sleep in the language and culture. You won't speak English for a month! In your free time, why not visit the world's largest aquarium or one of Georgia's wonderful museums?



3 Advanced Soccer Skills, California

Los Angeles has a long history of sport – the Summer Olympics in 1932 and 1984 and in 2028 the Olympics will be here again! In just one week, our professional coaches will use your natural talent to teach you amazing new soccer skills. Sorry no beginners!

4 Theater School, New Jersey

New Jersey is home to one of the most successful performing arts **centers** in the USA. Develop your musical talents or choose from circus skills, magic, public speaking or acting! After two weeks here, you'll perform live on the last day.



UNIT 9 | SUMMER FUN 115

Flipped class

Prepare for the **Review** lesson (p116). Students revise the grammar and vocabulary from Unit 9.

Lesson aim: I can review what I have learnt and reflect on my progress.

The aim of this review page is for students to revise the grammar and vocabulary from the unit. You can either do it in class together, or as a timed progress test, or set it for homework.

Vocabulary

1 Books closed. Write nouns a–e on the board. In groups, students try to remember the verbs that go with the nouns.

2 This could be turned into a class quiz. The fastest group to call out the correct answer wins a point.

Language in action

3 Before students complete the sentences, ask the class if each sentence is positive or negative.

4 Before students complete this exercise, ask them how the present continuous is formed and how it is used. Students can look back at p111 to remind themselves.

5 Encourage students to check each other's work in pairs before conducting class feedback.

6 Elicit the difference between the present continuous and *be going to* for the future (we use *be going to* for things we want or plan to happen, and the present continuous for future arrangements we made).

Unit quiz review

9 REVIEW

VOCABULARY

1 Match the verbs with the nouns.

- | | |
|------------|-------------|
| 1 use | a a map |
| 2 identify | b a shelter |
| 3 build | c fish |
| 4 catch | d plants |
| 5 read | e a compass |

2 Write the words for holiday accommodation.

- This is part of a larger building. You have your own bedroom, kitchen and bathroom. **apartment**
- This is a cheap and simple type of shelter. You don't sleep in a bed. **tent**
- You share a room with other people in this place. **youth hostel**
- You travel and sleep in this and you don't need a car. **camper van**

LANGUAGE IN ACTION

3 Complete the sentences with *will/won't* and a verb from the box.

have speak win

- I know you **will have** an amazing holiday in Turkey.
- She **won't speak** any English in Russia.
- Will** your country **win** the next World Cup?

Self-assessment

I can name ten outdoor life activities in English.



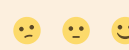
I can talk about places to stay on holiday.



I can use *will* and *won't* to talk about the future.



I can use the present continuous to talk about arrangements and *be going to* to talk about intentions in the future.



116 SUMMER FUN | UNIT 9

4 Complete the conversation with the present continuous form of the verbs.

DAN Hi, Gabi. What

¹ **are** you **doing**

(do) on Saturday?

GABI I ² **'m meeting**

(meet) Louisa in town. Why?

DAN Matt and Clara ³ **are coming** (come) to my house to organise a surprise party for Gino.

GABI Really? When ⁴ **are** you **having** (have) the party?

DAN On 15th September. Can you come?

GABI I think so. I ⁵ **'m not doing** (not do) anything that weekend.

DAN Great!

5 Write sentences with the correct form of *be going to*.

1 **Are** they **going to go** to a summer camp this year? (go)

2 I **'m not going to get up** early on Saturday! (not get up)

3 Becca **is going to cook** all the food for the party. (cook)

4 We **aren't going to stay** in a caravan this summer. (not stay)

6 Circle the correct verbs.

1 **I'm going to visit** / I'll visit my cousins in Paris in May.

2 Which subjects **are you choosing** / **will you choose** next year?

3 Jack can't come to the cinema tomorrow. **He's working** / He'll work.

4 **Will Kate want** / Is Kate wanting to come to the cinema with us tomorrow?

Extend it!

Put students into groups. Ask them to write one extra item for Exercises 2–6. Collect and check these, then hand them out to a different group and ask them to complete the new items together.

Self-assessment

Ask students to reflect on how easy or difficult it was to create the new items and how much they needed the support of the book to write each extra question. This will help them choose the appropriate emoji.

Homework

Workbook pp78–79

Lesson aim: I can make an action plan.

At this level, students should be starting to take control of their own learning, and choosing ways to practise outside the classroom.

1 ★★ After feedback, tell students about two friends of yours. One is Bella. She always wants to learn other languages. She does all of those things. The other is Marc. He would like to speak many languages, but he doesn't like doing any of those things. In pairs, students write down what they imagine Bella and Marc say about the activities, e.g. *Bella likes watching films in English because she doesn't mind when she doesn't understand sometimes, and Marc doesn't like reading blogs because using a dictionary is boring.* Elicit a few ideas on the board. Can the class give any advice for someone like Marc?

2 Encourage students to think of their own ideas, too (e.g. using social media, reading magazines, etc.).

OWN IT!

3 & 4 Remind students to be realistic, and say what they are likely to do, and not what they would like to do.

5 Encourage students to use *be going to* to talk about their intentions.

LEARN TO LEARN

LEARN TO ... MAKE AN ACTION PLAN

An action plan can help you improve a little every day.

1 Read the texts and write S (Sasha) or E (Elif).

Who ...

- | | |
|-----------------------------------|---------------------------------|
| 1 watches films? S | 4 reads books? E |
| 2 reads blogs? E | 5 listens to songs? S |
| 3 watches online videos? E | 6 chats with a friend? E |
| | 7 uses an app? S |

2 Choose three ways to practise English from Exercise 1. Tell your partner why you want to try them.

I chose 'read a blog'.

Me, too! Why did you choose that?

Because I love reading online.

3 Write the three things you chose in Exercise 2 and how often you will do them.

- | | | | |
|---|--------------------|---|---------------------|
| | <i>read a blog</i> | : | <i>twice a week</i> |
| 1 | | : | |
| 2 | | : | |
| 3 | | : | |

OWN IT!

4 Use your answers to Exercise 3 to make an action plan.

Action plan							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<i>read a blog</i>	✓			✓			
1							
2							
3							

5 Tell your partner about your action plan. Are there any things you can do together?

What are you going to do?

I'm going to watch a film in English once a week.

We can do that together! You can come to my house.

I have an app on my phone with flashcards. I use it a lot and sometimes I watch films in English. I also love English pop music. I find the words of songs online, check their meaning, and sing in my bedroom!



SASHA

I read fashion blogs in English, and lots of books too. Also, my best friend Anita and I sometimes chat in English. I don't usually watch films, because they're difficult, but I watch lots of videos online.



ELIF

Extend it!

Students walk around the room and share their action plan with other students. The more public their action plan is, the more likely they are to follow it.

FINISHED? ANSWER KEY

The aim of these pages is to allow students who have already finished the lesson to practise the target language from the corresponding Student's Book page in a game-like way.

Unit 1 SB p118

- 1** 2 cousin 3 uncle 4 grandma/grandmother
5 brother 6 aunt
- 2** Words circled: football, uncle, aunt, cousin, phone
3 He's/He has got an aunt.
4 He hasn't got a notebook.
5 He hasn't got a dictionary.
6 He's/He has got a phone.
- 3** 2 Has she got any freckles?
No, she hasn't got any freckles.
3 Has she got green eyes?
Yes, she's/she has got green eyes.
4 Has she got a pet?
Yes, she's/she has got a pet.
5 How many brothers and sisters has she got?
She's/She has got two brothers, but she hasn't got any sisters.
- 4** 1 Students should draw long, red hair on the top of the head.
2 Students should draw short, wavy, blonde hair on the head. Students should also draw freckles on the face.
3 Students should add brown eyes and a pair of glasses. Students should draw long, black hair on the head.

Unit 2 SB p119

- 1** 2 breakfast 3 shower 4 brush 5 phone
- 2** 2 does his homework
3 watch TV
4 doesn't go to school
- 3** 2 Does she go for a bike ride?
No, she doesn't.
3 Do they make videos?
No, they don't.

- 4 Do they like the class?
Yes, they do.
5 Does she play football?
Yes, she does.

4 Across

- 1 music
4 books
5 friends
6 photos

Down

- 2 instrument
3 video

Unit 3 SB p120

1

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

- 2** b Ryan c Brian d Guillermo e Oscar
- 3** 2 She hates getting up.
3 She doesn't mind walking.
4 She doesn't like cooking.
5 She likes swimming.
Students' own answers.
- 4** 2 playing field
3 classroom
4 science lab
5 library

Unit 4 SB p121

- 1 Lunch or dinner:** beans, chicken, fish, meat, rice
Drink: fizzy drink, juice, water
Snack: apples, bananas, chocolate
Students' own answers
- 2** Students should circle the following **countable** foods:
apple carrot tomato bean
- Students should underline the following **uncountable** foods:
juice meat rice water
- 3** **2** There is a banana.
3 There aren't any eggs.
4 There are some / two carrots.
5 There are lots of / many vegetables.
- 4** **b** 5
c 1
d 6
e 2
f 3

Unit 5 SB p122

- 1** **2** joggers
3 T-shirts
4 uniform
5 cap
- 2** **a** 2
b 3
c 1
- 3** taking, comes, wearing, wears, studies, makes
Secret word: makes
- 4** **2** sunglasses
3 purse / wallet
4 umbrella
5 watch
6 scarf

Unit 6 SB p123

- 1** **play**
hockey
rugby
- go**
climbing
- do**
athletics
yoga
- 2** **2** Windsurfing is more difficult than sailing.
3 A football is smaller than a basketball.
4 Football is more popular than rugby.
5 Yoga is slower than gymnastics.
- 3** **2** HAPPY
3 TALL
4 INTERESTING
5 EXPENSIVE
- a** the most expensive / the most interesting
b the tallest / the happiest / the most interesting
c the most interesting / the tastiest
d the happiest / the tallest / the most interesting
e the most interesting
- Students' own answers
- 4** **Across**
4 kick
5 throw
- Down**
1 climb
2 hit
3 score

Unit 7 SB p124

- 1 2 whale
3 mouse
4 eagle
5 elephant
- 2 3 There were two lions.
4 There was a tiger.
5 There was a hippo.

3 Across

- 2 saw
3 gave
6 made
7 took
10 fed
11 learned
13 taught

Down

- 1 became
2 slept
3 was
5 found
8 left
9 went
12 did
14 had

- 4 The animal is a hippo (photo 3).

Unit 8 SB p125

- 1 1 ice rink
2 aquarium
3 sports centre
4 skate park
5 car park
6 swimming pool
Mystery word: cinema

- 2 2 Did she have any pizza?
3 Did you visit your grandma?
4 Did he go to the ice rink?
5 Did they go shopping together?

- 3 2 Who did you see at the pool?
3 What did you do at the weekend?
4 When did you get your bike?
5 How did you open the box?

a 5; b 1; c 2; d 4; e 3

- 4 1 ticket
2 camera; charger
3 ID card; passport
4 keys; headphones

Unit 9 SB p126

1

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

- 1 2 collect wood 3 light (a) fire 4 read (a) map
5 build (a) shelter

2 Students' own answers

- 3 2 going swimming 3 seeing her friends
4 visiting her aunt 5 playing tennis

- 4 2 tent 3 cottage 4 caravan 5 camper van
6 hotel

VOCABULARY BANK ANSWER KEY

The aim of the Vocabulary bank pages is to offer students more practice of the unit vocabulary, and can be set as homework, as a class test, or as further tasks for fast finishers.

Starter Unit SB p127

1 Students' own answers

2

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

3 Students' own answers

Unit 1 SB p128

1 Students' own answers

- 2
- 1 freckles
 - 2 tall
 - 3 brown
 - 4 glasses

3 Students' own answers

Unit 2 SB p129

1 1 b 2 a 3 d 4 c

- 2
- 1 watches TV
 - 2 go shopping
 - 3 checks; phone
 - 4 takes photos

3 go for a bike ride
read a magazine
do your homework
watch TV
get dressed
listen to music

Unit 3 SB p130

- 1
- 1 geography
 - 2 art
 - 3 drama
 - 4 maths
 - 5 Spanish

- 2
- library
 - reception
 - staffroom
 - toilets
 - locker room
 - sports hall

- 3
- 1 canteen: food, meal, lunch, eat
 - 2 playing field: outside, PE, running, football
 - 3 classroom: history, board, desk, maths
 - 4 ICT room: computer, program, mouse, online

Unit 4 SB p131

1 Students' own answers

- 2
- 1 disgusting
 - 2 delicious
 - 3 unhealthy
 - 4 sweet
 - 5 healthy

3 Students' own answers

Unit 5 SB p132

- 1
- 1 don't usually wear
 - 2 don't wear
 - 3 legs
 - 4 home
 - 5 cool
 - 6 feet

- 2
- 1 sunglasses
 - 2 earrings
 - 3 umbrella
 - 4 gloves
 - 5 wallet
 - 6 belt

3 Students' own answers

Unit 6 SB p133

- 1 1 go
2 does
3 play
4 play
5 go
- 2 Students' own answers
- 3 2 footballer
3 runner
4 swimmer
5 volleyball player

Unit 7 SB p134

- 1 land: bear, crocodile, donkey, giraffe, hippo, horse, lion, monkey, mouse, snake
air: duck, eagle, parrot
water: crocodile, duck, hippo, whale
- 2 1 cute
2 large
3 beautiful
4 noisy
- 3 Students' own answers

Unit 8 SB p135

- 1 2 e 3 a 4 b 5 c
- 2 1 money
2 passport
3 bus pass
4 headphones
5 camera
- 3 Students' own answers

Unit 9 SB p136

- 1 Students' own answers
- 2 1 apartment
2 chalet
3 cottage
4 tent
5 camper van
- 3 Students' own answers

Warmer

Tell students you went to a café. Say what you had and the prices (you can change these to your local currency): coffee (£1.60) and a croissant (£0.90). Your friend had tea (£1) and cake (£5.25). You used a 20% discount. You gave £10. How much did you get back? Ask students to work in pairs to work out the answer (£3). Repeat the information, if necessary. They can do this in their own language first, but elicit useful language (e.g. *plus, minus, divide by, multiply by, equals*) on the board. Then put students into new pairs to discuss the answer in English.

Remind students that using English to deal with other subjects (e.g. maths) is a good way for them to improve their language skills

1 Elicit that the situation above is an example of how we use maths every day. Give students time to brainstorm more examples.

2 2.14 ★★★ Books closed. Play the audio. This will challenge students more, as they will not have the help of the visuals.

3 ★★★ Elicit other maths words students may know and elicit examples on the board (e.g. *decimal, equation, etc.*)

4 Encourage students to do the tasks in English. Monitor and help with any language that students need to do this. Write useful language on the board.

5 Encourage students to underline the places in the text where they found the answers.

2



MATHS

1 When do you use maths in your daily activities?

2.14 2 Read the article. Are any of your ideas from Exercise 1 in the article?

3 Match the words in **bold** in the text with the examples.

1 **measurements** : 1 kg, two cups

2 **fractions** : $\frac{7}{8}$, $\frac{4}{5}$

3 **percentages** : 45%, 99%

4 Read the article again and look at the pictures. Answer the questions in **blue**.

1 **15** **30** **45**

2 **The shirt which has 40% off.**

3 **Six teaspoons.**

5 Are the sentences **T** (true) or **F** (false)?

1 We don't need fractions in real life. **F**

2 We use maths every time we tell the time. **T**

3 'A quarter' and 'half' are examples of percentages. **F**

Explore it!



Do the calculation.

Write the number of the month you were born. Multiply by 4. Add 13. Multiply by 25. Subtract 200. Add the day of the month you were born. Multiply by 2. Subtract 40. Multiply by 50. Add the last two numbers of the year you were born. Subtract 10,500.

- The first two numbers are the month you were born.
- The next two numbers are the day you were born.
- The last two numbers are the year you were born.

Find an interesting maths puzzle and test your partner.

Explore it!

Give students time to research a puzzle and think about how they can explain it in English.

Everyday maths

Your maths teacher gives you homework on fractions. 'I don't need **fractions** in real life,' you think. 'What's the point?' In fact, maths is everywhere.

Telling the time

'Excuse me, what time is it?' someone asks. You look at your phone. 'It's a quarter to four,' you reply. This is a really mathematical sentence, and you need to know about fractions! **How many minutes are there in the fractions 'a quarter', 'half' and 'three-quarters'?**



Shopping

You want some new clothes, so you go shopping. You see something nice and a sign says there is 40% off the original price of £20. Then you see another offer ... 50% off the original price of £26. **Which item is cheaper?** It helps to know how **percentages** work before you waste money!



Cooking

You want to make your favourite biscuits. The recipe asks for two tablespoons of sugar, but you only have a teaspoon. **How many teaspoons make two tablespoons?** You may know the answer, but that's because you understand maths and **measurements**!



We use maths every day of our lives. So, the next time your maths teacher gives you homework, make sure you do it!

Warmer

Write the word **ART** in the middle of the board and elicit types of art (paintings, sculptures, drawings, etc.).

1 Put students into groups. Give them two minutes to name as many foods as possible in the picture. Elicit these on the board. Ask: *Do you like the picture? Why / Why not?* Encourage students to discuss this in English.

2 4.12 Give students two minutes to quickly find the words *broccoli* and *fruit* in the text and read around them to find the answers.

3 Give students two minutes in pairs to find the answers in the text.

4 ★ If there are no dictionaries available, dictate the definitions below and allow pairs two minutes to match them to the vocabulary before feedback.

landscape: a large area of countryside
scene: a view or picture of a place
layers: a thin sheet of a substance on top of a surface
promote: say that something is a good idea
surreal: strange; not seeming real; like a dream

4 ART

1 Look carefully at the photo. What can you see?

2 Read the article. Write what the food represents in the photo.

- 1 broccoli **trees**
- 2 fruit **balloons**

3 Are the sentences **T** (true) or **F** (false)?

- 1 We need to look at the photo again to understand it. **T**
- 2 The photo shows a dream. **F**
- 3 Warner makes the photos with other people. **T**
- 4 He doesn't eat all the food at the end of the session. **F**

4 Check the meaning of the words in **yellow** in the article.

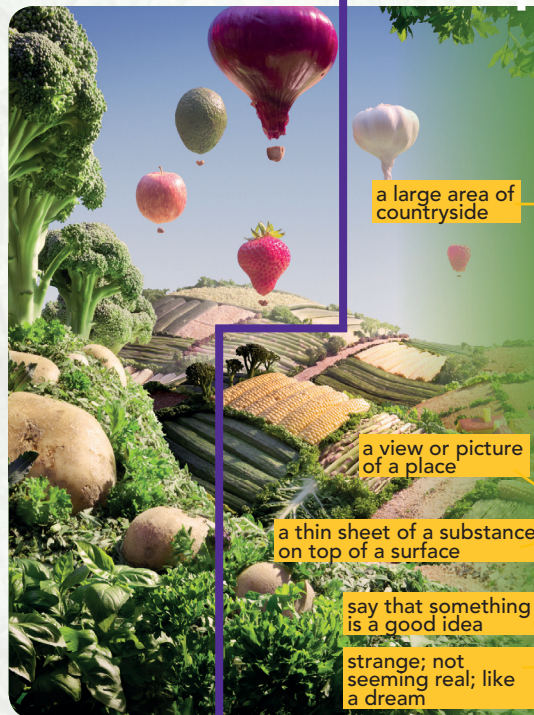
Explore it!

Guess the correct answer.

Carl Warner also makes food photos of famous buildings. What is the main ingredient in his photo of the Taj Mahal?

- a chicken **b onions** c bread

Find an interesting fact about food and art. Write a question for your partner to answer.



Foodscapes

There are many works of art about food. But there are also times when art is food. Literally.

Look at the photo. What can you see? There are some houses and trees and there are a lot of balloons in the sky. It is a beautiful **landscape!**

Now look again. Those aren't trees ... they are pieces of broccoli! And those balloons are all different types of fruit!

Don't worry, you are not dreaming. Photographer Carl Warner loves making landscapes out of food because he loves their connection with the natural world. He calls them 'foodscapes' and the results are amazing.

Warner takes three days to prepare a photograph. First, he decides which ingredients to use. Then he builds the **scene** with his team. Next, he takes photos in **layers**. There is a lot of fresh food, so he works quickly under the hot lights. What happens to the food at the end of a session? He shares it with his team, of course!

First, Warner wants to make people smile. However, he also wants to **promote** a good diet. With these **surreal** images, he makes us think about food in a different way.

138 CLIL | UNIT 4


Explore it!

Give students time to find a fact online. They should write their question and be prepared to talk a little more about the fact in English.

Extend it!

Ask students to find an interesting picture of a piece of art made of food and describe it to their group. They then compare the pictures and choose the most artistic. Encourage students to discuss in English as much as possible.

1 Refer students to p71 and p74 and allow them two minutes of thinking time to look for the **Vocabulary** they need to discuss these questions in groups.

2  **6.12** ★ Before students match the vocabulary to the definitions, give them one minute to read through the text quickly (or play the audio) and elicit why some people run slowly and some people run fast (it's because of the type of muscles they use).

3 Encourage students to underline the key words in the questions and in the text to find the answers more easily. Give students time to check in pairs before whole-class feedback.

Explore it!

Allow students to work in groups to create the extra questions. Then collect them and check them quickly. Read them out and ask groups to write down their answers together. Each group stands up and explains the answer to the question they wrote.

6



PE



1 Discuss the questions.

- 1 Which sports do you do?
- 2 Which of these skills do you need to do your favourite sport?

bouncing catching jumping
kicking teamwork



2 **6.12** Read the article. Check the meaning of the words in **bold**. Match them with the definitions.

- 1 **stamina** the ability to do something difficult for a long time
- 2 **powerful** very strong
- 3 **compete** takes part in a competition

3 Read the article again and match the sentence halves.

- | | |
|------------------------------|---|
| 1 Olga and Maya are | a more Type II muscle tissue than Olga. |
| 2 Type I muscle tissue is | b both runners. |
| 3 Type II muscle tissue gets | c better for stamina. |
| 4 Maya has got | d tired fast. |

Explore it!

Guess the correct answer.

What's the fastest muscle in the body?

- a eye b tongue c finger

Find an interesting fact about muscles. Write a question for your partner to answer.



FAST OR SLOW?

Meet Olympic sportspeople Olga and Maya. They have a lot in common, but they are also very different.



Olga **competes** in an event with three different parts: the triathlon. She swims 1.5 km, then cycles 40 km and finishes with a 10-km run!

Maya runs the 100-metre race. She is much faster than Olga. But she cannot do a triathlon.

Olga has got more **stamina** and Maya has got more speed. But why? What's different inside their bodies?

The difference is in the types of muscles they use.

Type I muscle tissue (slow-twitch)

This muscle doesn't have a lot of power, but it can keep going. Marathon runners use Type I muscle tissue.

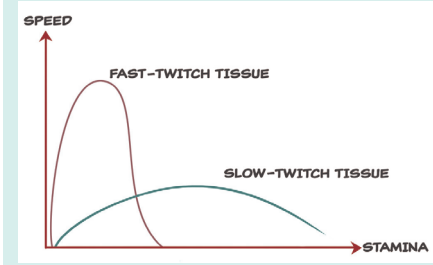
Type II muscle tissue (fast-twitch)

This is much more **powerful**, but it gets tired fast – in less than a minute. Sprinters use Type II muscle tissue.

Now, the difference is obvious. Olga trains her slow-twitch muscles more and Maya has a lot more fast-twitch muscle.

So, which is better?

Which muscles have you got more of?




Extend it!

In pairs, students write on a piece of paper one question they do not know the answer to, related to PE or the human body (e.g. *How many hours do professional footballers train? What is the biggest bone in the body?*). Students swap questions with another pair and try to find the answer online. Organise students into groups to share the questions and answers. Encourage groups to discuss their facts in English as much as possible. Elicit the most interesting ones in whole-class feedback.

Warmer

Choose an important date in history and write it on the board. Ask students to brainstorm people, places, events relating to this date, using as much English as possible. Then put students into pairs to try and explain the important date to each other. Encourage them to use past tenses. Point out that using English to talk about history is a useful way of developing the ability to use past tenses and explain events.

1 & 2  Elicit guesses and write them on the board. Then play the recording. Ask students to raise their hands when they hear the answer.

3 Encourage students to use the strategies from p69.

4 ★ Before students attempt the task, they cover the text and discuss questions a–f. Elicit answers and then ask students to match the questions with the paragraphs.


5 ★★★ Pairs write two extra events from the story and give them to another pair, who have to add them to the list in the correct order.

Explore it!

If there are interesting archaeological sites nearby, you may want students to find facts about these instead.

8 HISTORY

1 How old are the paintings in the picture? **About 17,000 years old.**

 **2** Read the article and check your ideas in Exercise 1.

3 Find the synonyms in **bold** in the text.

- 1 amazing **incredible**
- 2 hole **opening**
- 3 profound **deep**
- 4 something you find **discovery**

4 Match questions a–f with paragraphs 1–6.

- a What did they find?
- b Did the boys keep their promise?
- c Where did the boys make the discovery?
- d How did the boys feel?
- e When did the discovery take place?
- f How did they make the discovery?

5 Read the article again and put the events in order.

- a **1** The boys saw a hole in the ground.
- b **4** Archaeologists came to see the paintings.
- c **3** The boys saw pictures of animals in a cave.
- d **2** The boys threw stones down a hole.

Explore it!

Guess the correct answer.

Cave artists used ... as paint.

- a blood **b charcoal** c food

Find an interesting fact about the Lascaux cave paintings. Write a question for your partner to answer.



The Lascaux Cave Paintings

1 **e**

On 12 September, 1940 four teenage boys made an amazing discovery. What do you think they discovered? Read on to find out ...

2 **c**

The boys were in the woods near the village of Montignac, France. One of them, Marcel Ravidat, saw a hole in the ground a few days earlier. They believed it was the entrance to a secret tunnel that people in the village talked about.

3 **f**

First, they looked inside the hole. Then they threw stones through the **opening** to see how **deep** it was. They decided to go in and carefully climbed down fifteen metres. At the bottom there was a cave. They were amazed by what they saw.

4 **a**

There were **incredible** paintings all over the walls, including hundreds of pictures of red, black, brown and yellow animals. The animals looked like they were moving in the dark.

5 **d**

The boys were excited but also worried about getting out. They left the cave and promised to keep their **discovery** a secret.

6 **b**

No, the whole village soon found out, and archaeologists came to visit. The cave paintings were about 17,000 years old. Can you imagine that? They are still some of the best examples of prehistoric art ever discovered.

Extend it!

If students are studying history, ask them to write a few questions in groups based on what they have been learning. Collect and check them, then read out the questions and ask groups to write down the answers together. Each group stands up and explains the answer to the question they wrote.

PRONUNCIATION ANSWER KEY

Unit 1 SB p141

- 1 Students' own answers
- 2 2 air 3 as 4 hand
- 3 Students' own answers
- 4 Students' own answers

Unit 2 SB p141

- 1 Students' own answers
- 2 2 B 3 A 4 B
- 3 /s/ or /z/: goes, reads, thinks
/lʒ/: catches, chooses, watches
- 4 Students' own answers
- 5 Students' own answers

Unit 3 SB p141

- 1 Students' own answers
- 2 2 can't 3 can 4 Can
- 3 /kən/ 1, 3, 5, 7 /kæn/ 2, 6 /kɑ:nt/ 4
- 4 Students' own answers

Unit 4 SB p141

- 1 & 2
disgusting 3 salty 2 vegetable 3 unhealthy 3
water 2
- 3 1 Oo apples, salty, water 2 oOo unhealthy
disgusting 3 Ooo, vegetable
- 4 Students' own answers

Unit 5 SB p142

- 1 Students' own answers
- 2 1 c 2 d 3 a 4 b
- 3 Students' own answers

Unit 6 SB p142

- 1 Students' own answers
- 2 bigger 1
easier 2
faster 1
happier 2
healthier 2
older 1
smaller 1
smarter 1
- 3 1 – 4 2 – 3 3 – 2

Unit 7 SB p142

- 1 Students' own answers
- 2 2 B
3 A
4 B
- 3 /t/ or /d/ climbed, watched
/Id/ hunted, started, wanted
- 4 Students' own answers
- 5 Students' own answers

Unit 8 SB p142


- 1 Students' own answers
- 2 2 Did you take the letter to the post office?
3 Did Fred and George buy anything?
4 Did your brother go to the library?
- 3 Students' own answers


Unit 9 SB p142


- 1 Students' own answers
- 2 2 going to
3 going to
4 gonna
5 gonna
6 going to

STUDENT'S BOOK AUDIOSCRIPTS

Starter Unit

 **S.01** January, February, March, April, May, June, July, August, September, October, November, December

 S.08 1 board	5 pen	9 dictionary
2 door	6 ruler	10 pencil
3 poster	7 table	11 calculator
4 window	8 chair	12 notebook

 **S.09** **STEFAN** Hi, guys! My name's Stefan. I'm in Year 10 here. I'm your student mentor. Welcome to Redvale High School! I know it's your first day in Year 7. Don't be nervous. This is a great school and we're all really friendly ... honest! Right, first things first ... Who's your form tutor?

LOLA It's Mr Palmer.

STEFAN OK ... great ... he's my favourite teacher. Excuse me ... instruction number 1: Don't eat in lessons! Oh hello. What's your name?

LUIZA Luiza.

STEFAN I'm Stefan. Right, close the door, Luiza. Right ... Listen carefully. 2: Don't be late!

LUIZA Sorry!

STEFAN No worries. Ouch! Whose dictionary is this?

ANDRES Eh ... it's mine.


STEFAN What's your name?

ANDRES Andres.

STEFAN A good dictionary, Andres. Don't forget to use it. Got it?

ANDRES Got it, Stefan!

STEFAN Right, here's Mr Palmer. So, it's easy. Just remember: pay attention! Don't look out of the window during lessons! Oh yes, and have fun! See ya'!

 **S.10** **1 GIRL** Whose book is this?

BOY It's mine.

2 BOY Whose posters are those?


GIRL They're ours.

3 GIRL Whose pens are these?

BOY They're hers.

4 BOY Whose ruler is that?

GIRL It's his.

 **S.12** **1** Open your books!

2 Stand up!


3 Sit down!

4 Write your name!

5 Look at me!

6 Close your books!

Unit 1

 **S.12** **MAN** OK, Beth, it's your turn. Tell us about your family tree.


BETH OK ... Here we go. Let's start with my grandparents. This is Victor. He's my grandad and he's from Argentina. And this is Amanda, she's my grandma. They're great! Their son is Andy, so he's my dad. And then this is my mum, Sara. Here's my brother Theo. He's fifteen. He's nice. Then this is my sister Amy. She's ten. She's annoying. Now, over on the other side are my dad's sister and her family. Right, let me see ... Lizzie is my aunt, she's my dad's sister and Ryan is her husband, uncle Ryan. They're in Australia this year with their daughters, Olga and Marina. They're my cousins, obviously, so this is Olga ... eh ... hang on ... no, that's Marina or ... is that Olga? I'm not sure. Oh well, anyway, they're my cousins, they're twins and they're exactly the same! They're in Australia for a year with my aunt and uncle. Lucky them!

MAN Thanks, Beth. Well done! What a lovely design. Now let's see ... that's Olga and that's Marina. Is that right?

BETH Yes ... eh ... no ... eh ...

 1.04 Meet this week's circus stars ...

Bibi and Bichu Tesfamariam are brothers and they're from Ethiopia. They haven't got any sisters. Ethiopia hasn't got a circus tradition but Bibi and Bichu are brilliant jugglers. They've got a circus school in Ethiopia. It's got 150 students. They've got their own circus too, called Circus Abyssinia, with some amazing Ethiopian acrobats. We think Bibi and Bichu have got a great future!

 1.06 **BOY** Hey, Umar. You're a *Marvel Superhero* super fan, right?

UMAR Yes, I am.

BOY Cool! I've got an interview here with one of the Marvel actors.

UMAR Who is it?

BOY Guess!

UMAR Is it a woman?

BOY No, it isn't.

UMAR It's either Chris Evans or Chris Hemsworth then. Is he American?

BOY No, he isn't.

UMAR OK. So, he's Australian and he's got blue eyes!

BOY That's right!

UMAR It's Chris Hemsworth.

BOY Correct. Right, this is your test, Mr. Super Fan. How many brothers and sisters has he got?

UMAR He's got two brothers. He hasn't got any sisters.

BOY Wow! Who is his wife?

UMAR She's a Spanish actor – Elsa Pataky.

BOY Correct. Have they got any children?

UMAR Yes, they have. They've got a daughter and twin sons.

BOY Right ... again. Have they got a house in Australia?


UMAR Yes, they have. It's in Byron Bay.

BOY Ooooh ... right again. Has he got any actor friends?

UMAR Yes, he has. Chris Evans is one of his best friends – just like in the films.

BOY That's right! Just like us ... best friends for ever.

UMAR Ah ...

 1.10 **1 WOMAN** How many brothers and sisters has Daniel Radcliffe got?


MAN He hasn't got any brothers or sisters.

2 WOMAN Has Scarlett Johansson got a brother?

MAN Yes, she has. She's got a twin brother. His name's Hunter.

3 WOMAN Has Mila Kunis got green eyes?

MAN No, she hasn't. She's got one green eye and one brown eye.

 1.11 **LILY** Hey, Evan.

EVAN Hi, Lily. Are you alright? How are things?

LILY OK, thanks. You?

EVAN Fine, thanks. So, how's school?

LILY It's good.

EVAN Have you got any new friends?

LILY Yes, I have. I've got one new friend. His name's Jack.

EVAN Cool! I've got a new boy in my class. His name's Jack too.

LILY Has he got wavy black hair and blue eyes?

EVAN Yes, he has. That's funny! Maybe it's the same boy. Imagine if it is!

LILY That's so not funny, Evan.

EVAN Got to go. Bye!

LILY OK. See you later.

Unit 2

 2.01 **a** get dressed

e pack your bag

b brush your teeth

f do your homework


c check your phone


g go home


d have a shower


h go to bed


 2.02 wake up, get up, have breakfast, go to school

 **2.03** So, here goes. This is an average day in the life of Eduardo Garcia. At 6.30 am I wake up. I've got an alarm on my phone. Listen ... Then I check my phone. I've usually got about forty messages ... After that, it's 6.45 am and it's time to get up and get dressed. I have breakfast at 7 am with my family. After breakfast, I brush my teeth. Then it's time to pack my bag and go to school at half past seven. I have lunch at school at one o'clock and then I go home at 3.15. I try to do my homework first and then I relax until dinner time. After dinner, I have a shower ... oh yes and I brush my teeth again and then it's time for bed. On school nights, I go to bed at half past nine. At the weekend, I go to bed at 10 pm. So, during the week it's eat, school, sleep, repeat – but not at the weekend!

 **2.07** /s/ or /z/: reads, thinks, breaks, goes
/ɪz/: chooses, catches, watches

 **2.08** Nadia is 13 years old and she comes from Siberia. Her family is part of the Nenet tribe. They don't live in the same place all year round. In summer, Nadia travels more than 1,000 km to the north of the country. She hasn't got a house. She lives in a tent with her family. In winter, they move to the south of the country and their tent goes, too! How cool is that?

- | | |
|---|-------------------------|
|  2.09 1 watch TV | 7 go shopping |
| 2 play video games | 8 hang out with friends |
| 3 chat online | 9 go for a bike ride |
| 4 play an instrument | 10 read a book/magazine |
| 5 make videos | 11 listen to music |
| 6 take photos | 12 download songs |

 **2.10** **MAN** Today our show is about leisure time for teens in Paris, France. Nina is 13 years old and lives near the Eiffel Tower. What do you do in your free time, Nina?

NINA I hang out with friends and we listen to music.

MAN Do your friends like the same music as you?

NINA Yes, they do.

MAN That's lucky! What else?

NINA Well, I chat online.

MAN How often do you do that?

NINA Every evening. I always do my homework first, then I chat.

MAN Thanks, Nina. Hi!

ANTON Hi.

MAN Can I ask you a few questions, ehm ...?

ANTON Anton.

MAN OK, Anton. Tell me about your free time.

ANTON I play video games.

MAN Do you play on your own?

ANTON No, I don't.

MAN Who do you play with?

ANTON I usually play with my best friend, George. I go to his house or he comes to mine.

MAN Does he live near you?


ANTON No, he doesn't. It's OK. I go by bike.

MAN Anything else?

ANTON Yeah, I'm a keen photographer.

MAN Do you take a lot of photos?

ANTON Yes, I do. Smile!

 **AMELIA** 2.11 Hello, Mr Green. I've got some questions to ask you for the school magazine. Is that OK?

MR GREEN Go ahead.

AMELIA What time do you get up in the morning?

MR GREEN That's easy. I always get up at 5.30 am.

AMELIA That's interesting. So early! What time do you go to school?

MR GREEN It depends. I usually arrive at about half past seven.

AMELIA You're a history teacher here. Do you like your job?

MR GREEN Good question! Of course I do, especially the interviews.

AMELIA That's lucky! I've just got one more question.


MR GREEN Sure!


AMELIA What's your favourite day of the week?

MR GREEN That's a difficult one! Saturday.

AMELIA Thank you very much for your time.

MR GREEN No problem. You're welcome.

 2.12 Nine out of 30 students hang out with friends.
 23 students play video games.
 Seven students go shopping.
 12 students watch TV.
 20 students listen to music.
 Three students stay in bed late.
 No students tidy their bedroom.

 2.13 Our survey is about leisure activities on Saturday mornings. The purpose of our survey is to understand the leisure activities people do because we want to prepare an end-of-year party. It's good to know what people like!

Here are the results.

There are thirty students in our class. They are all between 12 and 13 years old. 16 are girls and 14 are boys.


In response to the question 'What do you do on Saturday mornings?' please look at the information in the chart.

In our opinion, the results are interesting. Students do a variety of different activities.

Only three students stay in bed late on Saturday mornings. We think this is surprising because we know we're all tired after a week at school and we all like to sleep. Teenagers need between nine and ten hours sleep a night but we know leisure time is important for us too.


Most of the students in our class play video games and no one tidies their bedroom on Saturday morning!


Unit 3

 3.01 a Maths
 b music
 c English
 d physical education (PE)
 e art
 f geography
 g science
 h food technology
 i design and technology (DT)
 j history
 k drama
 l information and communication technology (ICT)
 m Spanish

3.06 A day in Huaho school

Huaho school in Finland is different. Can you guess why? Students can choose the subjects they want to study. Teachers can't tell them what to do. Students can use their mobiles in class to do research. Can you do that in your school? Students and teachers can take a break after every lesson. They can chat to friends or go outside. Students can't do homework. Why? Because the teachers don't give them any! Can you imagine a school like this?


- | | | |
|---|---------------|------------------|
|  3.07 | 1 canteen | 7 locker area |
| | 2 library | 8 main hall |
| | 3 toilets | 9 reception |
| | 4 science lab | 10 staffroom |
| | 5 classroom | 11 sports hall |
| | 6 ICT room | 12 playing field |

-  3.09 **MAN** Good afternoon and welcome to this week's edition of *A Good Read*. Today, we're in Green Valley High School at the Year 7 book club. Lidia's here with me to tell us more! Over to you, Lidia.
- LIDIA** We usually meet in the library once a month on a Wednesday at a quarter past three, but this week we're in the main hall. We all love reading books but we like talking about them too!
- MAN** How many Year 7 students are in the club?
- LIDIA** About 15. Sometimes our drama teacher comes but our English teacher, Mrs McKenzie, is always here. She's over there!
- MAN** Hello, Mrs Mackenzie.
- LIDIA** We have an English class with her just before the club.
- MAN** Great. Thanks, Lidia. Let's go and talk to Max, one of the other students here today. Do you come to the book club every week?

MAX Yes, I do. Usually I don't like going to after-school clubs because I don't live near school and it takes me ages to get home. But I don't mind staying for the book club. I like learning about new books and hearing different opinions about them. Some of my friends hate reading but they come to the book club now and guess what? They love it! They love to give their opinions!

MAN OK, great. Now, the important bit: let's talk about your book! What's it about?

LIDIA Well, ...

 3.10 **LEO** Hi, Nora. How's it going?

NORA Not bad, thanks. You?

LEO Not great. I can't do my maths project. I'm stuck.

NORA Not again! Oh dear.

LEO Can you help me, please?

NORA What's the problem?

LEO I hate working out survey results. I can't do it.

NORA Don't be silly! Of course you can. Do you need a hand with the results?

LEO Yes, please.

NORA Go on then.


LEO Thanks. Are you sure? I don't mind drawing the bar chart. I can do that!


NORA Of course, I'm sure. Can you do me a favour now?

LEO Sure.

NORA Stop talking about maths and let's go for lunch!

Unit 4

- | | | |
|--|----------------------|-----------------|
|  4.01 | a chocolate | h rice |
| | b chicken | i cheese |
| | c apples | j fish |
| | d carrots | k eggs |
| | e beans | l meat |
| | f fizzy drink | m juice |
| | g bananas | n water |

 **CELIA** Have we got any food for the party?

OSCAR Let's have a look. Right, we've got some cheese.

CELIA OK. Have we got any bread?

OSCAR Sorry. We haven't got any bread but we've got some pasta.


CELIA Have we got any fruit or vegetables?

OSCAR We've got an apple and a carrot.

CELIA What about drinks?

OSCAR We've got some water.

CELIA Great. What a party! I can't wait.

 Two syllables: apples, salty, water

Three syllables: disgusting, unhealthy, vegetable

 **1** apples, salty, water

2 disgusting, unhealthy

3 vegetable

 **GIRL** Hey, Theo. There's a quiz in this magazine. Let's do it.

THEO I'm not sure. I haven't got much time and I've got a lot of homework to do. How many questions are there?

GIRL Come on! There aren't many – only four. How much time have you got?

THEO About five minutes.

GIRL No problem! Right. One: There are 1,000 peanuts in a jar of peanut butter. True or false?

THEO No way! That's not possible. False.

GIRL OK, how many peanuts are there?

THEO I reckon there are about 600.

GIRL Oooh ... not bad. There are about 540.

THEO I love peanut butter and it's healthy too!

GIRL OK. Come on quickly, number two: There's a fruit in Asia and you can't take it on public transport and you can't have it in a lot of hotels. True or false?

THEO I think that's true but I don't know why.

GIRL That's the right answer. The durian fruit from south Asia has a very strong smell. Some people love it but other people think it smells disgusting. Do you want to try one?

THEO No, thanks!

GIRL Three: There isn't any chocolate in white chocolate.

THEO That's false.

GIRL Wrong! White chocolate is actually cocoa butter. Chocolate's got cocoa powder in it.

THEO Chocolate's delicious: white or not!

GIRL There aren't any oranges in some orange fizzy drinks.

THEO False. Orange fizzy drinks are nice – they're my favourite!

GIRL Wrong again! Some orange fizzy drinks are orange because they've got carmine in them.

THEO What's that?

GIRL Carmine is an orange powder. It comes from a beetle.

THEO Yuk! That's horrible. I don't want my orange anymore. Have you got any water?

GIRL Yes, here you are. No more orange fizzy drinks for us!

SERVER Hi. Can I help you?

GULAY I'd like some juice, please.

SERVER No problem. What kind?

GULAY I'm not sure. What's in the *Sunshine Start*?

SERVER There are two oranges, a carrot and three tomatoes in that one. It's really healthy.

GULAY Hmm. What about the *Green Giant*? That sounds delicious.

SERVER There are some green beans and a green apple in that.

GULAY Thanks. Can I have some fizzy water and an apple?

SERVER Of course. No worries! Is that everything?

GULAY Yes, it is. Thank you. How much is that?

SERVER That's £2.25, please.

GULAY Here you go.

SERVER Thanks. Enjoy!

GULAY Thank you. Bye.

OK, everyone. When you do a design project there are two very important areas: the content – that's the information you want to give – and the design. Your design needs to look good so people like what they see. But your information also needs to be clear and easy to follow. Think about how to organise all the information you've got – in this project, that's the name of your business and the food you sell. Then think about how to design your project. Work hard on these two areas and make sure you get them right.

We all know that grammar and spelling are very important but in a design project it's more important to get the design and the content right. If you're not sure about spelling, use a dictionary or ask another student in your group to check the grammar. Who's good at grammar in your group? Right, are you all ready? Then let's begin. Good luck!

Unit 5

a shorts	g trainers
b cap	h joggers
c flip-flops	i hoodie
d shirt	j boots
e jacket	k T-shirt
f jeans	l skirt

1 Martin is writing a letter.
 2 Amir is catching fish in the sea.
 3 Ysabella is travelling around the world.
 4 Oscar is dancing salsa.

1 purse	7 necklace
2 umbrella	8 wallet
3 sunglasses	9 watch
4 belt	10 bracelet
5 earrings	11 scarf
6 gloves	12 ring

WOMAN Good afternoon and welcome to *The Clothes Show*. We're here at Greendale TV studios. I'm talking to Tom Harrison today. So, Tom, what do you do?

TOM I'm a costume designer. I design clothes for TV, film and theatre actors.

WOMAN What a cool job!

TOM A lot of people think that and it is, but it's also really hard.

WOMAN What time do you usually start work?

TOM I start at 7 am every day and I finish at about 6 pm but I sometimes work until midnight.

WOMAN Really? What are you working on at the moment?

TOM I'm working on a TV series about teenage boys and girls in the 1980s. Look, there's one of the actors. He's wearing white jeans, a white T-shirt and a pair of gloves without fingers!

WOMAN Nice! What are you doing now?

TOM Well, right now, I'm finishing the designs for the girls' outfits.

WOMAN Can I have a look?

TOM Sure ... here you go ... the skirts, shoes, scarves, big belts, very big earrings, necklaces and some sunglasses.

WOMAN Wow! Great drawings. You can draw really well. OK, so you design the clothes.

TOM That's right but I don't make them. Emily makes all the clothes. She always follows my designs.

WOMAN What's she making now?

TOM She's making a skirt and a belt ... it's a short skirt with a very big belt. Very 1980s!


WOMAN Cool! They look really nice. Ooh ... I love that song.

TOM I don't ... well, not anymore ... I hear it all day, every day. No more, please!

WOMAN Thanks, Tom. I'm afraid that's all we've got time for. I can't wait to see the programme!

 5.07 Do you want to know more about my life?

What are we doing this week? We're studying the history of fashion in art. It's really interesting and I'm learning lots of cool new stuff. We're preparing our class fashion show this week, too. Joe and I are wearing clothes from the 1980s. We don't usually wear clothes like this. We're not smiling in the photo but we like the look! I love the 1980s. What are you doing right now? Post a comment.

 5.08 **SALES ASSISTANT** Good afternoon. Can I help you?

SALIF Yes, please. I'm looking for a scarf for my grandma.

SA Sure. Let's have a look. What about this one?

SALIF My grandma doesn't wear pink. Have you got it in a different colour?

SA Yes, I have. You're in luck! It comes in blue or purple.

SALIF Can I see the purple one, please?

SA Here you go. What do you think?

SALIF It's perfect. How much is it?

SA It's £8 but there's a special offer today. Buy two for £12.

SALIF No, thanks. I'm fine with just one!

SA Are you sure? It's a bargain.

SALIF No, honestly. One is fine.

Unit 6

 6.01 a table tennis

b hockey


c volleyball

d running

e yoga

f climbing

g gymnastics

 6.06 1 throw, dive, pass
The correct verb is *dive*.

2 kick, hit, jump
The correct verb is *jump*.

3 catch, lift, bounce
The correct verb is *lift*.

4 climb, run, score
The correct verb is *climb*.

h basketball

i swimming

j rugby

k athletics

l windsurfing

m sailing



BOY

Hi, Marcella. What are you doing?

MARCELLA

I'm reading this online article. It's a bit old, it's from 2017, but it's still interesting. It's about some of the most amazing sportspeople in the world.

BOY

Really? What does it say?

MARCELLA

Well, there are some surprising things ...

BOY

Go on then, surprise me!

MARCELLA

Right. Johanna Quaas.

BOY

Who's she?

MARCELLA

She's a gymnast. Look.

BOY

Let me see ... But she's got white hair and she wears glasses. She looks like my grandma. She can't be a sports person. How old is she?

MARCELLA

She's over 90.

BOY

No way! And she's doing gymnastics at that age. How does she do it?

MARCELLA

She trains for an hour every day. She doesn't eat much meat – she thinks fruit and vegetables are the best things to eat. She has short sleeps during the day. She does yoga every day and she runs. I guess she's probably the fittest and healthiest person in their 90s in the world.

BOY

Yeah! I want to be like her when I'm 90! Who's next?

MARCELLA

Sun Ming Ming.

BOY

Who's he?

MARCELLA

He's the tallest basketball player in the world.

BOY

How tall is he?

MARCELLA

He's 2.36 metres tall.

BOY

What? That's SO tall! I wonder if he's the best player in his team.

MARCELLA

I don't know, but he probably wins every game he plays because it's easy for him to score!

BOY

How big are his feet?

MARCELLA

His trainers are size 55!

BOY

No way! Mine are only size 41.

MARCELLA

Mine are size 37, that's like ... one and a half times bigger than my feet.

BOY

Do you think he's got the biggest feet in the world?

MARCELLA

I don't know but I do know his wife is really tall too. She plays handball. So, they're actually the world's tallest married couple. If you add their height together, they're 4.23 metres. Imagine that – that's taller than a bus.

BOY

That's amazing. That's like ...



1 Fauja Singh is over 100 and he's very active. He's the oldest person to run a marathon.

2 Juju Noda hasn't got a car but she can drive. She is the youngest person to drive an F4 racing car.

3 Many people say that football is the easiest sport to learn to play.

4 The fastest time for the men's 100 metre race at an Olympic Games is 9.58 seconds.

5 Table tennis is the most popular indoor sport. People of all ages play it. You only need a net, a ball and a bat.

6 The best food to eat before you do sport or exercise is a banana.



RUBEN Look! Our favourite team is playing football this afternoon. Shall we go?

OMAR Why not? How much are tickets?

RUBEN The best seats are the most expensive. They're £45.

OMAR That's crazy! Are there any cheaper tickets?

RUBEN Yes, there are. The cheapest tickets are £12 but they're the worst seats.

OMAR That's OK. I don't mind if you don't! Let's book them.


RUBEN Got them! We collect and pay for them when we get there. The match starts in an hour.

OMAR What are we waiting for? Let's go.

RUBEN What's the quickest way to get there?

OMAR Run – fast!

RUBEN Wait for me!

 6.11 Hi, everyone. OK, so you're designing a leaflet for a street sport. You want it to be interesting and fun.

Make sure you use bright colours like red, yellow or bright blue. They're the best colours to make things look fun and interesting. Serious colours, like black and white aren't good for sports or entertainment. They're better for business leaflets.

It's always a good idea to include one big photo. Don't use a lot of small photos. You want people to notice your leaflet and see what it's about immediately. You can have people in your photo but make sure they look happy! You don't want sad faces on your leaflet!

Use headings to organise your information. Put the words in bold so they're easy to read.

A map can be useful to show people where to go. And people sometimes have questions to ask, so a contact address is a good idea too.

Make sure your writing is neat, or if you're designing your leaflet on a computer, choose the fonts carefully.

You need to include all of the most important information, but don't write too much! Choose your words carefully. Remember, you want people to imagine what it is like to play this sport – your leaflet can help them to do that! Well, I hope that helps! Good luck!!

Unit 7

 7.01 a giraffe

b hippo

c snake

d whale

e lion


f mouse

g bear

h eagle

i parrot

j crocodile

 7.05 **NARRATOR:** Hello, listeners. You shared some great stories with us last week on 'Animal Corner' and here's another. We heard this amazing story yesterday and just had to share it with you. It happened more than ten years ago in the USA.

MAN Meagan and Samantha were good friends. They lived in Denver, and they did a lot of things together: they shared a house, and they studied together at college. Samantha had a two-year-old daughter called Hannah. Sometimes

Meagan looked after Hannah. Meagan didn't have any children, but she had a pet parrot called Willie.

WOMAN

Willie was a very clever parrot, but there was one problem: he wasn't quiet. He was very noisy! He sang songs, he said a few words and he made a lot of noise.

MAN

One morning, Samantha was at college and her daughter Hannah was at home with Meagan. Hannah was hungry, and she wanted breakfast, so Meagan went into the kitchen to make some toast. When the toast was ready, Meagan didn't give it to Hannah immediately because it was very hot. Meagan left it on the table and went to the bathroom. But Hannah had other ideas ... she didn't want to wait for her breakfast. She went into the kitchen. Willie the parrot followed her.


WOMAN

Thirty seconds later, Meagan heard Willie. He was really, really noisy. Then Willie said two words: 'Mama. Baby'. He repeated the words ... again and again and again. He didn't stop. Meagan ran into the kitchen and saw Hannah ... her face was blue.


MAN

Meagan saw that Hannah couldn't breathe. She took Hannah, carefully pushed her stomach and the piece of toast fell out of Hannah's mouth. Finally, Hannah started to breathe again and Willie stopped shouting. He was quiet at last.

NARRATOR So, what do you think? Text, email ...

 7.08 /t/ or /d/: called, climbed, watched

/ɪd/: hunted, started, wanted

 7.09 Gilberto 'Chito' Shedden was a fisherman from Costa Rica. One day, he saw a crocodile in the river. It had an eye problem, so Chito decided to take the crocodile home. He fed the crocodile and gave it medicine. He called it Pocho. Chito didn't leave Pocho, and at night they slept in the same room. When Pocho was healthy again, Chito took him to the river. But Pocho didn't want to stay in the river, so he followed Chito home! Pocho and Chito became best friends until Pocho died a few years ago.

DANIEL 7.10 Hey, Martha. How was the school trip yesterday?

MARTHA It was really cool. We went to a safari park.

DANIEL Really? What was it like?

MARTHA It was amazing!

DANIEL Were there any elephants?

MARTHA Yeah, there were, but I didn't see them.

DANIEL I can't believe you didn't see any elephants. What about lions?

MARTHA Yeah, there was a family of lions. One of them looked inside our car.

DANIEL Wow! No way!

MARTHA Yup. It did. Then it climbed in the window and ate my lunch.

DANIEL You're joking!

MARTHA Of course I'm joking!

Unit 8

a 8.01 bowling alley **g** hospital
b post office **h** swimming pool
c sports centre **i** shopping centre
d aquarium **j** car park
e ice rink **k** skate park
f cinema

ANNA 8.05 Did you go to the ice rink last night?

CARLO Yes, I did.

ANNA Did you see Jack there?

CARLO No, I didn't. I was with Tom and Kirsten.

ANNA Did you all have a good time?

CARLO No, we didn't. It was freezing and the music was really bad.

ANNA Oh dear. Did you buy some food later?

CARLO Yes, we did. We bought a pizza at the café.

ANNA Did you enjoy it?

CARLO No, we didn't. It was disgusting!

ANNA Oh dear. Try the burger place next time.

MUM 8.06 Simon! Did you do your homework?

SIMON Yes, I did.

MUM Good. Did you cook dinner? I'm really hungry.

SIMON No, I didn't. I'm going to make an omelette.

MUM Great ... Did you book the cinema tickets?

SIMON Yes, I did.

MUM Great! And did you finish your science project?

SIMON No, I didn't. I'm going to do it now.

MUM Simon! Did you phone grandpa?

SIMON Yes, I did. I remembered to do that!

MUM Great! And did you tidy your bedroom?

SIMON Eh ... No, I didn't. Sorry! I'll do that first.

MUM Simon! Right, Tidy your bedroom now and then finish your science project. I'll make dinner.

1 8.07 concert ticket **7** ID card
2 headphones **8** keys
3 passport **9** money
4 bus pass **10** camera
5 phone **11** laptop
6 tablet **12** portable charger

MAN 8.08 Good afternoon and welcome to this week's edition of *Treasure Hunters*. We've got 13-year-old Andres Baber here to talk about his hobby. Welcome to the show.

ANDRES Thanks.

MAN Can you tell us a bit about your hobby?

ANDRES I'm a detectorist. I go out most weekends to look for treasure.

MAN What equipment do you need to do that?

ANDRES I use a metal detector and I wear special headphones. They're not very cool ...

MAN Where did you go last weekend?

ANDRES I went to a field near my house.

MAN Who did you go with?

ANDRES My dad ... as usual!

MAN You made an amazing discovery. What did you find?

ANDRES Well, usually I just find old fizzy drinks cans, you know, stuff like that. But this time when the detector made a noise it felt different. Then I saw it – a gold coin.

MAN But it wasn't just one. How many coins were there?

ANDRES About 600.

MAN No way! How did you feel?

ANDRES At first I was shocked. It's my biggest find. I still can't believe it.

MAN What did you do?

ANDRES I shouted for my dad. Then I did a dance! When you find lost treasure, that's a tradition.

MAN What did your dad do?

ANDRES He took lots of photos with the camera on his phone and sent them to the local museum.

MAN When did you discover the history of the coins?

ANDRES The woman from the museum knew immediately that it was Roman money and it was about two thousand years old.

MAN Where's the treasure now?

ANDRES It's in the museum. I can't keep it. But I've got about 40 photos on my laptop.

MAN What an amazing story. Thanks for sharing. Next week ...

B

BOY What did you do on Saturday afternoon?

GIRL I went to the cinema.

BOY Who did you go with?

GIRL I went with Lukas.

BOY Which film did you see?

GIRL We saw the new Avengers film. It was amazing!

C

BOY When did your dad lose his passport?

GIRL He lost it yesterday.

BOY Where did he lose it?

GIRL I don't know but I know he needs to find it because we're going to Paris tomorrow!



BILLY I can't find my bus pass, Gemma.

GEMMA Don't panic!

BILLY I need it to get home.

GEMMA Calm down. Let's think. When did you last have it?

BILLY On the bus this morning.

GEMMA Right, OK. What did you do with it after that?

BILLY I can't remember.

GEMMA Well, did you have it when you got to school?

BILLY Yes, I did. I'm certain.

GEMMA Did you put it in your bag?

BILLY Maybe.

GEMMA Right. What's that?

BILLY Mmm ... eh ... yesterday's lunch.

GEMMA Gross! What's this?

BILLY My bus pass. I don't know what to say.

GEMMA Thanks, maybe?



A

BOY Hey. Cool headphones! Where did you get them?

GIRL I bought them online.

BOY How much did they cost?

GIRL €20.



RUBY

This is Ruby and Jacob. As part of our *Living Memories* project, today we're doing an interview with Clarissa Briggs about our town. We're recording this on my mobile.

So, Clarissa, thank you very much for talking to us today. I'm Ruby and this is Jacob.

JACOB Hello!

CLARISSA Hello, both of you and welcome to my home!

RUBY We wanted to ask you a few questions about your life when you were a child, so let's start with the first. Where did you live as a child?

CLARISSA I lived in a cute little house with my family. There were ten of us. Life was simple way back then.

JACOB What did you do each day?

CLARISSA I went to the local school, I helped my mom, I played with friends in the street until dinner time. I've got some photos. My uncle Lionel had a camera. Look here, this one is right outside my house – that's me in the middle. There were a lot of houses in our street and a lot of families. There weren't any shops or supermarkets but there was a post office. Do people still write letters? But things changed ...

JACOB Why did things change?

CLARISSA Well, we moved to a different house when I was seven years old. The local council decided to build a big new shopping centre and a car park in our street. Look at this photo here ... can you believe that it's the same street?

JACOB How did you feel about the change?

CLARISSA I felt excited about moving to a new house, but I felt very sad about Cookie.

RUBY Who was Cookie?

CLARISSA Cookie was my pet cat. She ran away and didn't come back. We never found her. I think she knew about the move and she didn't want to go to a different house. But I got two new cats – Fluffy and Snowy.

JACOB What lessons for life did you learn from that experience?

CLARISSA It's better to laugh than to cry. I lost Cookie and we all lost our house but I didn't lose my family or friends. They're the most important things in this life. And I've still got lots of happy memories – you can't lose those!

JACOB That's so true!

RUBY You're right about that.

JACOB Thanks for your time, Clarissa.

CLARISSA It's my pleasure. Now don't forget to send me that recording.



TEACHER

An interview is not a conversation. A good interview tells a person's special story. So, it's important to ask the right sort of questions. There are three types of questions to think about. First, there are closed questions like 'Did you feel happy?'. Are closed questions good interview questions?

BOY No, they aren't.

TEACHER That's right but why?

BOY Because the person can just answer yes or no without giving any other interesting information.

TEACHER Exactly. What do you think open questions are?

GIRL I think open questions encourage the speaker to share information. They can't just say yes or no.

TEACHER Good. Can you give me an example?


GIRL What games did you play as a child?

TEACHER Great! The person can give as much information as they want when they answer open questions. Finally, there is one other type of question that's very important in an interview: follow-up questions. What do you think they are?

BOY I think that's when the speaker says something interesting and you can ask them to tell you a bit more or give you more information.

TEACHER Exactly! By asking follow-up questions, you can ask the speaker for more details and it helps you to understand them better.


Unit 9


-  **a** pick fruit **f** collect wood
b light a fire **g** identify plants
c find food and water **h** read a map
d catch fish **i** use a compass
e cook over a campfire **j** build a shelter

TEEN CHALLENGE!

A group of five young teenagers will spend three nights alone on an island. In tonight's programme the group will get important information about the challenge and they will choose five items to take with them. For three nights, these young teenagers: won't see their family or friends, won't have phones or laptops, will work together to find shelter, food and water.

Will they survive the toughest three days of their lives? Watch tonight and find out!

-  **1** youth hostel **6** B&B
2 cottage **7** tent
3 apartment **8** chalet
4 camper van **9** caravan
5 hotel

 **LIBBY** I can't believe it's almost the end of term. Imagine ... three whole months and no school! What are you going to do?

MATTEO Well, I'm going to a football camp for two weeks in June and then after that I'm going to my grandma's village in the south of Spain. I'm spending the rest of June and all of July there.

LIBBY That sounds nice. What's it like?

MATTEO Boring.

LIBBY Do you know a lot of people there?

MATTEO Yes, I do but they're all old – they're my grandma's friends.

LIBBY Oh dear, poor you. What about your mum and dad?

MATTEO They're working in July. But on 1st August, they're hiring a camper van and we're driving around Europe. We're starting in Spain and then we're going to Portugal. We'll be away for the whole of August. I can't wait ... I'm going to visit a football stadium in each city we visit.

LIBBY No way! That's so cool.

MATTEO Yeah, the camper van looks great but don't forget I've got a little brother and sister. It isn't going to be quiet and I won't be able to escape. What are you up to this summer?

LIBBY I'm going to Dubai. I'm so excited!

MATTEO You lucky thing! Where are you staying?

LIBBY In a hotel – just me and my mum and dad. It looks amazing!

MATTEO How long are you going for?

LIBBY Two weeks – we're leaving on the 29th July.

MATTEO What are you going to do there?

LIBBY Well, there are six swimming pools in the hotel so I'm going to spend a lot of time by the pool ... sorry, pools! We're also going to visit a water park and we're going to go up the tallest building in the world – oh yes, and we're going to go skiing.


MATTEO What? Skiing in Dubai? I don't believe you.

LIBBY No, honest, it's true. There's a huge shopping centre with an indoor ski area.

MATTEO Wow! You're going to have a fantastic time!

LIBBY I know, I'm really lucky ... it's going to be the holiday of a lifetime.

MATTEO Can I come?

 **9.09** **EMRE** We're having the end-of-term event next Saturday.

NADIA Great! What are we going to do?

EMRE That's why you're both here. Ideas, please!

NADIA I'm on it. What about a film night?

EMRE I'm not sure about that. It's complicated and we'll never agree on a film.

AYA OK. Forget that. Why don't we have a picnic?

EMRE According to my weather app, it will rain. I'd rather not do that.

AYA We can have a danceathon indoors or outdoors. Easy!

EMRE OK. Let's do that! What are you doing on the 26th, Nadia?

NADIA I'm going on holiday. I won't be there.

EMRE Nadia! You're unbelievable!

AYA Don't worry. You can count on me!

 **9.11** autumn fall
chips fries
garden yard
rubber eraser
rubbish garbage
sweets candy
trousers pants

WORKBOOK ANSWER KEY

Starter Unit pp4-7

VOCABULARY AND READING

- 1 2 February; second
- 3 March
- 4 April; fourth
- 5 fifth
- 6 June
- 7 seventh
- 8 August; eighth
- 9 ninth
- 10 October
- 11 November; eleventh
- 12 twelfth

2

			¹ G						
			² R	E	D				
³ B	L	U	E						
			E	⁵ Y				⁶ P	
⁴ O	R	A	N	G	E				I
					L				N
				⁷ B	L	A	C	K	
					O				
					⁸ W	H	I	T	E

- 3** Dasha's friends are from Poland and Brazil. Carlos' friends are from Turkey and England.
- 4** 2 5th June
3 blue
4 doctor
- 5** 2 fourth
3 Mexico
4 sixth
5 Carlos

LANGUAGE IN ACTION AND VOCABULARY

- 1 2 it 3 we 4 they
- 2 2 they 3 it 4 he 5 they 6 we
- 3 they
- 4 2 His 3 my 4 Our 5 Your 6 Her 7 Its
- 5 2 'm/am 3 's/is 4 isn't/is not 5 's/is 6 's/is
7 are 8 're/are
- 6 2 e 3 a 4 d 5 b
- 7 2 chairs
3 door
4 pens
5 pencil
6 rulers

LISTENING AND LANGUAGE IN ACTION

- 1** Brazil
- 2** 2 b 3 d 4 a
- 3** 2 T 3 F 4 F 5 T 6 F
- 4** 2 mine 3 ours 4 hers 5 yours 6 his
- 5** 2 Write the words on the board.
3 Don't be late for class.
4 Listen to the teacher.
5 Don't eat in class.
6 Close your book.

- ## 6 Students' own answers

WRITING

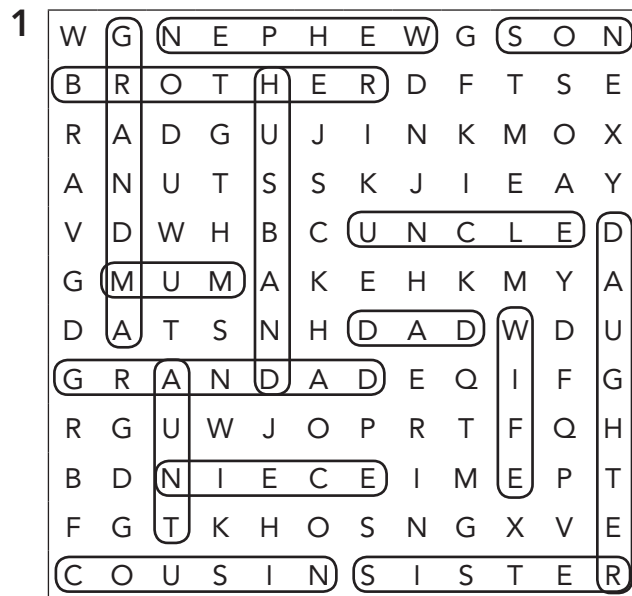
- 1** Sarah (her best friend)
2 a 4 c 3 d 2
3 1 b 2 c 3 a

4, 5 & 6

Students' own answers

Unit 1 pp8-15

EXPLORE IT!



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

3 cousin

4 1 grandma 2 mum, dad
3 uncle, aunt 4 brother
5 cousins

5 c

EXPLORE IT!

b

READING

1 a

2 2 dentist 3 whole 4 fun 5 everyone

3 2 F 3 F 4 F 5 T 6 T

4 Students' own answers

LANGUAGE IN ACTION

1 2 has 3 haven't 4 hasn't 5 have 6 hasn't

2 2 've/have got
3 have got
4 's/has got
5 's/has got
6 haven't/have not got
7 hasn't/has not got
8 's/has got

3 2 My grandad hasn't got a mobile phone. (picture d)

3 We've got four pets at home. (picture a)

4 I've got two best friends at school. (picture e)

5 My classroom's got two boards. (picture c)

4 2 's dad 3 's brother 4 's sister 5 's mum
6 's dad

5 Students' own answers

VOCABULARY AND LISTENING

1 2 wavy 3 blonde 4 tall 5 freckles

2 a 3 b 2 c 1 d 4

3 1 Sue's family
2 Emma's family
3 Paul's family
4 Jon's family

4 2 hasn't 3 has 4 long 5 one brother 6 isn't
7 one tall brother 8 Sue's

5 Students' own answers

LANGUAGE IN ACTION

1 2 have 3 haven't 4 Have 5 have 6 haven't
7 Has 8 has 9 hasn't 10 has 11 has

2 2 Has; got (d)
3 Have; got (f)
4 Has; got (a)
5 Have; got (c)
6 Has; got (e)

3 2 haven't
3 Have you got
4 have
5 Have they got
6 have
7 has your mum got
8 hasn't

4 2 Have you got (any) children?
3 How many boys and girls have you got?
4 Have you got (any) pets?
6 Have you got (any) Oscars?

WRITING

1 photo a

2 2 's 3 's 4 're 5 've 6 've 7 's 8 've
9 's 10 's

3 2 F 3 T 4 F 5 F 6 T 7 T

4 b 2 c 1 d 4

5, 6, 7 and 8 Students' own answers

REVIEW

1 1 F. Ashley is Kyle's sister. 2 T 3 T 4 F. Luke is Andrea's brother. 5 T 6 F. Luke is Jane's husband. 7 T 8 F. Ashley is Rob's niece. 9 F. Rob is Ashley and Kyle's uncle. 10 F. Holly and Ashley are Mary's granddaughters.

2 1 tall 2 glasses 3 freckles 4 short 5 long 6 tall

3 1 have 2 's 3 've 4 haven't 5 have 6 's
7 's 8 's 9 hasn't 10 's

4 1 Have Victor and Anna got a big garden?
Yes, they have.
2 How many rooms has their house got? It's got seven rooms.
3 Have they got (any) sons? No, they haven't.
(They've got one daughter).
4 Has Siena got blonde hair? Yes, she has.
5 How many sports cars has Victor got? He's got three (sports cars).
6 Has Anna got a mobile home? Yes, she has.

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

Unit 2 pp16–23

VOCABULARY

1

ACROSS: 5 breakfast 7 phone 10 homework
11 get up

DOWN: 1 wake up 3 go to bed 4 get dressed
5 brush 6 home 8 school 9 shower

2 2 get 3 brush 4 have 5 go 6 pack 7 go
8 check 9 go 10 wake 11 have 12 do

3 2 check my phone
3 get up
4 get dressed
5 have breakfast
6 pack my bag
7 go to school
8 go to bed

4 Students' own answers

EXPLORE IT!

have a shower

READING

1 F (He's got 15 hours.)

2 2 break 3 filming 4 tutor 5 busy

3 2 tutor 3 has 4 work 5 after 6 homework

4 Students' own answers

LANGUAGE IN ACTION

1 2 don't 3 eat 4 study 5 has 6 teach

2 2 watches 3 meets 4 goes 5 plays
6 brushes 7 does 8 hurries

3 2 has got 3 starts 4 finishes 5 haven't/ got
6 has/'s got 7 meets 8 go 9 loves 10 plays

4 2 e 3 a 4 d 5 b

5 Students' own answers

6 2 I always brush my teeth after breakfast.
3 They usually go home at lunchtime.
4 We are sometimes late for class.
5 I never check my phone in class.
6 Dan usually does his homework in the park.

VOCABULARY AND LISTENING

1 2 bike ride 3 magazine 4 online 5 video games
6 videos 7 photos 8 songs 9 music 10 shopping
11 friends 12 TV

2 2 chat online 3 hang out with friends 4 play an
instrument 5 make videos 6 watch TV

3 b

4 a 2 b 1 c 3

5 2 C; D 3 D 4 D 5 C 6 A

6 Students' own answers

LANGUAGE IN ACTION

1 2 Do (a) 3 Does (e) 4 Does (c) 5 Do/Does (d)
6 Does (f)

2 2 Does your best friend download songs?
3 Do you go for a bike ride on Sundays?

- 4 Do you go shopping a lot?
 5 Does your dad play video games?
 6 Does your mum read books?

3 Students' own answers

4 2 Where 3 Who 4 Where 5 How often
 6 What time

5 2 Do you get up
 3 do you hang out
 4 Do your friends come
 5 do your parents watch
 6 do other people ask

WRITING

1 b

2 a 3 b 1 c 2

3 2 7.30 3 7.45 4 8.00 5 3.00 6 5.00 7 6.30 to 8.00 8 9.30

4 often (introduction), always (paragraph 1), usually (paragraph 2), sometimes (paragraph 3), never (paragraph 3)

5 2 Zev's sister doesn't take photos.
 3 Zev's friends look at his photo stories on his website.
 4 Wow! I think the photos are great.

6, 7 & 8 Students' own answers

REVIEW

1 1 up 2 get 3 shower 4 brush 5 dressed
 6 pack 7 have 8 go 9 do 10 go

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

3 1 don't/do not wake up
 2 goes
 3 don't/do not do
 4 makes
 5 doesn't/does not have
 6 doesn't/does not play

4 1 a 2 b 3 b 4 a 5 b

5 1 Do; brush; do
 2 Does; pack; doesn't
 3 Do; play; don't

- 4 What; does; go
 5 How; do; read
 6 Where do; go

6 1 a 2 b 3 b 4 a 5 a 6 b 7 a 8 b 9 b
 10 b 11 a

Unit 3 pp24–31

VOCABULARY

1 2 Spani(s) h
 3 desig(n) (a)nd techn(o)logy
 4 m(a)ths
 5 musi(c)
 6 ar(t)
 7 d(r)ama
 8 geo(g)raphy
 9 histor(y)
 10 foo(d) technology
 11 P(E)
 12 sci(e)nce
 13 I(C)T

2 2 geography 3 ICT 4 science 5 art 6 PE
 7 maths 8 English

3 2 Spanish 3 geography 4 history 5 maths
 6 English 7 food technology 8 science

4 Students' own answers

EXPLORE IT!

c

READING

1 Teachers don't think posters help students learn.

2 2 whiteboard 3 marks 4 build 5 alone

3 2 students' answers (to maths problems)
 3 alone
 4 once a week
 5 art subjects (drama, language, music or art).

4 Students' own answers

LANGUAGE IN ACTION

1 Students' own answers

2 1 can draw
 2 can take; can't make
 3 can dance; can play
 4 can speak; can't read

- 3 2 can do 3 can't talk 4 can hang out
5 can ask 6 can choose 7 can bring 8 can't be

- 4 2 Can students ask questions in class? Yes, they can.
3 Can Kate play the piano? Yes, she can.
4 Can Maria speak two languages? No, she can't.
5 Can students work in groups in maths classes?
Yes, they can.
6 Can you do ballet? No, I/you can't.

5 Students' own answers

VOCABULARY AND LISTENING

- 1 2 canteen 3 sports hall 4 staffroom 5 locker area 6 library 7 toilets
2 2 locker area 3 science lab 4 canteen 5 sports hall 6 library
3 a 5 b 3 c 5 d 2 e 1 f 4
4 2 T 3 F 4 F 5 T 6 F

LANGUAGE IN ACTION

- 1 2 d 3 e 4 a 5 c
2 2 We hate having lots of homework.
3 Tariq doesn't/does not mind doing sport in the sports hall.
4 Gina loves playing football on the playing field.
5 They don't/do not like learning history.
3 2 don't/do not mind doing
3 loves doing
4 like playing
5 don't/do not like going
6 like staying
7 loves hanging out
8 having
9 doesn't/does not mind studying
10 love learning
4 2 you 3 him 4 her 5 it 6 us 7 them
5 2 him 3 me 4 her 5 them 6 us
6 2 he 3 me 4 She 5 him 6 I 7 them 8 me 9 it

WRITING

- 1 Yes, Sanjiv loves it.
2 2 Great teachers 3 School routine 4 School places
3 2 computer science 3 doing a lot of homework
4 working alone

4 c

5, 6, 7 and 8 Students' own answers

REVIEW

- 1 1 English, Spanish
2 maths
3 history
4 geography
5 science, food technology
6 design and technology, drama, music, art
7 physical education
8 information and communication technology

2

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

- 3 1 can play 2 can't play 3 Can; sing; No; can't
4 Can; sing; Yes; can 5 can speak
4 1 We like talking to our teachers.
2 I don't/do not like doing homework.
3 She loves listening to music.
4 They don't/do not mind having lunch at school.
5 He hates being late for class.
5 1 b 2 d 3 e 4 f 5 a 6 c
6 1 a 2 c 3 a 4 b 5 b 6 a 7 a 8 c 9 b
10 a 11 a 12 b

Unit 4 pp32-39

VOCABULARY

- 1 Food from plants: bananas; beans
Food from animals: cheese; chicken; eggs; fish
Drinks: fizzy drink; water
2 1 a 2 b 3 b 4 a

3 2 (me)at 3 (ch)icken 4 (ju)ice 5 (ca)rrots
6 (ap)ples 7 (fi)sh 8 (be)ans 9 (w)ater

4 Students' own answers

EXPLORE IT!

b

READING

- 1 1 herring with potatoes 2 mooncakes 3 blinis
2 2 full moon 3 fillings 4 countryside 5 pancakes
3 2 herring with potatoes 3 China 4 September
5 Russia 6 blinis
4 Students' own answers

LANGUAGE IN ACTION

- 1 1 Uncountable 2 Countable
2 **Uncountable:** chocolate, fish
Countable: bean, carrot, taco
3 2 plural 3 affirmative 4 negative
4 2 eggs 3 sandwich 4 juice 5 chocolate
5 2 any 3 some 4 any 5 a 6 an 7 some
8 some 9 some 10 any 11 some 12 some
6 Students' own answers

VOCABULARY AND LISTENING

- 1 2 delicious 3 unhealthy 4 disgusting 5 sweet (b)
6 nice 7 cold (a) 8 healthy 9 fresh 10 salty (c)
2 2 disgusting 3 cold; sweet 4 healthy; unhealthy
5 fresh
3 Yes
4 1 b 2 a 3 c
5 2 T 3 F 4 F 5 T 6 F
6 Students' own answers

LANGUAGE IN ACTION

- 1 2 is some 3 is some 4 aren't any 5 are 6 isn't
2 2 Are there; No; aren't
3 Are there; Yes; are
4 Is there; Yes; is
5 Is there; No; isn't

3 2 much 3 a lot of 4 much 5 many 6 a lot of
4 1 much (b) 2 much (a) 3 much (a) 4 many (b)

5 Students' own answers

WRITING

- 1 b
2 2 and 3 but 4 or 5 or
3 1 or 2 but 3 and
4 b 1 c 4 d 2
5, 6 & 7 Students' own answers

REVIEW

- 1 1 carrots 2 milk 3 chocolate 4 cheese
5 eggs 6 banana 7 juice 8 water
2 1 c 2 a 3 d 4 b
3 1 C 2 U 3 U 4 C 5 U 6 U 7 C 8 U
9 C 10 C
4 1 any 2 some 3 some 4 a 5 some 6 some
7 some 8 a
5 1 Are there any
2 there are
3 How many
4 There aren't
5 Is there
6 some
7 much
6 1 b 2 a 3 b 4 b 5 b 6 a 7 b 8 a 9 a
10 c 11 b

Unit 5 pp40–47

VOCABULARY

- 1 2 hoodie 3 jeans 4 flip-flops 5 skirt 6 T-shirt
2 Possible answers:
2 shorts 3 boots 4 cap 5 shirt 6 jacket
7 joggers 8 trainers
3 Students' own answers

EXPLORE IT!

South Asia

READING

- 1 Ethan

2 2 Guess what 3 corner 4 lovely 5 pair

3 2 one girl's 3 usually likes 4 Ada
5 has got some 6 Ada

4 Students' own answers

LANGUAGE IN ACTION

1 2 She isn't doing her homework.
3 Marina is sitting in the park.
4 Ethan isn't wearing a cap.
5 We're playing football.
6 They're buying the same skirt.

2 2 isn't/is not 3 's/is 4 isn't/is not 5 's/is
6 's/is 7 isn't/is not

3 2 She's riding a bike.
3 They're dancing salsa.
4 He's writing on the board.

4 2 f 3 d 4 e 5 a 6 c

5 Students' own answers

6 Students' own answers

VOCABULARY AND LISTENING

1 Body: 2 earrings 3 necklace 4 watch 5 belt
Money: 6 purse
Weather: 7 gloves 8 umbrella 9 sunglasses

2 2 sunglasses 3 purse 4 watch 5 umbrella
6 gloves; scarf 7 wallet

3 pictures 2 and 3

4 2 She looks online or asks friends.
3 Rings, necklaces or bracelets, and money (when she's got some).
4 a necklace
5 a mini box

5 Students' own answers

LANGUAGE IN ACTION

1 1 continuous 2 simple

2 Facts, habits and routines: every Monday, never, sometimes, usually
Things happening now: at the moment, now, this week, this morning, today

3 2 I'm looking for some jeans right now.
3 They're making the costumes for the show now.

4 Naima usually buys red clothes.

5 We never go shopping on Saturdays.

6 A lot of people are wearing hats at the moment.

4 2 'm/am looking

3 often need

4 always give

5 doesn't/does not wear

6 do you usually buy

7 's/is shopping

8 Do they sell

9 'm/am looking for

10 sell

5 Students' own answers

WRITING

1 a Damir b Peter c Alyssa d Carmen e Gina

2 2 looks 3 's wearing 4 aren't wearing
5 's wearing 6 're laughing 7 have

3 2 Alyssa; Peter 3 boys 4 girls

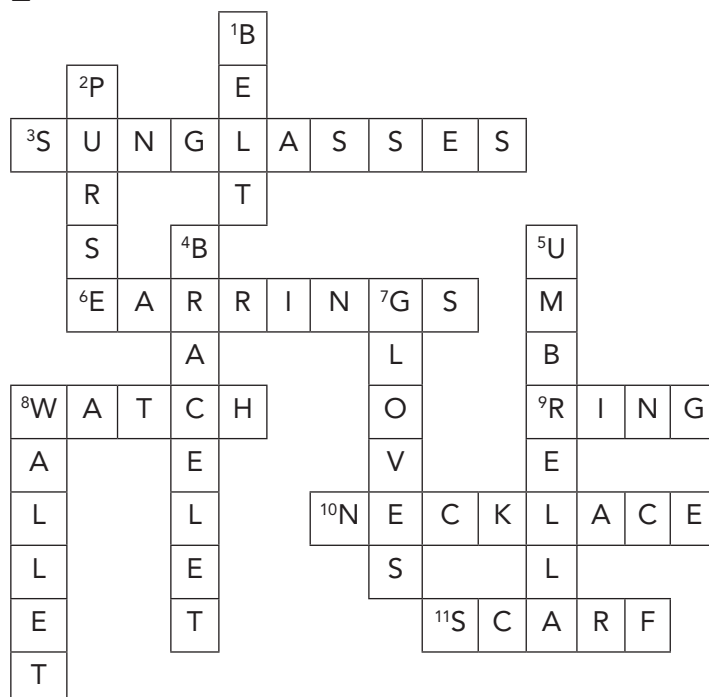
4 a 3 b 2 c 1

5, 6 & 7 Students' own answers

REVIEW

1 1 T-shirt 2 shorts 3 boots 4 cap 5 shirt
6 flip-flops

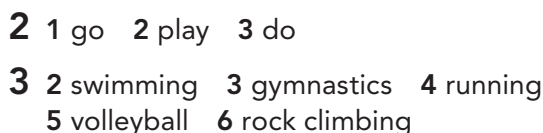
2



- 4 1 do you usually do
2 sometimes visit
3 're travelling
4 Is Jimi having
5 has
6 's going
7 Is Dad doing
8 close

- ## Unit 6 pp48–55

1



- ## EXPLORE IT!

a

1 photo 3

- 2** Q2 c Q3 b Q4 g Q5 a Q6 e Q7 f
3 2 race 3 hill 4 try 5 get hurt
4 Students' own answers

1 2 bigger 3 better 4 happier 5 more interesting
6 worse

- 2** 2 happier **3** more interesting **4** bigger
5 better; worse

- 3 2 more fast – faster 3 thinner – thinner
4 noisier – noisier 5 badder – worse
6 more better – better

- 4** 2 more exciting **3** better **4** worse
5 more difficult **6** healthier

- 5** 2 longer **3** better **4** more popular

- ## 6 Students' own answers

1 2 e 3 b 4 g 5 j 6 f

- 2** 2 run **3** score **4** kick **5** throws **6** jump

- ### 3 Students' own answers

- 4** 1 sound **2** a team

- 5** 2 basketball **3** three **4** throw **5** body/bodies
6 60/sixty **7** volleyball **8** Sunday

- ## 6 Students' own answers

1 1 the fittest 2 the healthiest 3 the oldest
4 the worst

- 2 2 tallest 3 fittest 4 happiest 5 youngest
6 worst 7 most interesting
- 3 2 Which is one of the oldest ball sports?
3 Which is one of the newest sports?
4 Which is one of the most difficult sports for many people?
5 Which is one of the most expensive sports in the world?
- 4 2 the most popular
3 the most difficult
4 the most entertaining

WRITING

- 1 amazing; one hand
- 2 1 most 2 older 3 most 4 most
- 3 Sentences in the text:
She also likes going to the beach with her friends.;
She's also an excellent athlete ...
... she's part of the Paralympic team and the
Olympic Games team, too.; ... and she's one of the
most successful players in the world, too.
1 too 2 also
- 4 a 2 b 3 c 1
- 5, 6 & 7 Students' own answers

REVIEW

- 1 Water sports: sailing, swimming, windsurfing
Ball sports: hockey, rugby, tennis
Other sports: athletics, running, yoga

2

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

- 3 1 (b)ounces 2 (j)umping 3 (c)limb 4 (s)core
5 (h)it 6 (l)ift

- 4 1 Zorbing is more exciting than running.
2 Water is healthier than fizzy drinks.
3 Joggers are more comfortable than jeans.
4 A table tennis ball is smaller than a tennis ball.
5 Jumping is easier than rock climbing.
- 5 1 most boring 2 oldest 3 most popular
4 best 5 worst 6 easiest
- 6 1 c 2 c 3 a 4 b 5 b 6 c 7 c 8 a 9 a
10 a 11 b 12 c

Unit 7 pp56-63

VOCABULARY

1

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

- 2 1 hippo 2 eagle 3 bear
- 3 2 crocodile 3 duck 4 mouse 5 snake 6 whale
- 4 Students' own answers

EXPLORE IT!

a

READING

- 1 1 a 2 a 3 b
- 2 A lot of polar bears visit the town.
- 3 2 male 3 prison 4 attack 5 hunt 6 escape
- 4 2 F The polar bears go to the town to find food.
3 T 4 T
- 5 Students' own answers

LANGUAGE IN ACTION

- 1 2 was; there was 3 was; there were
4 there was; weren't
- 2 1 d 2 c 3 b 4 a
- 3 2 were 3 weren't 4 were 5 wasn't 6 was
7 were 8 was
- 4 2 there were 3 there was 4 There were
5 there were 6 There was 7 there weren't
8 There wasn't
- 5 2 (What was) your favourite animal when you
were six?
3 (How many) people were there in your class last
year?
4 (How old) were you in 2011?
5 (Was there) a zoo in your town when you were
young?
- 6 Students' own answers

VOCABULARY AND LISTENING

- 1 2 v 3 c 4 g 5 y 6 a 7 d 8 i 9 n 10 r
11 u 12 l
- 2 2 cute 3 clever 4 quiet 5 long
6 dangerous/noisy/wild
- 3 Students' own answers
- 4 1 American park 2 70 3 100
- 5 2 Because people killed them.
3 About six wolves.
4 Because there wasn't much food in winter.
5 Because they are very careful and quiet and they
hide from people.
- 6 Students' own answers

LANGUAGE IN ACTION

- 1** 2 sleep 3 take 4 look 5 hear 6 see
7 become 8 give 9 share 10 want
11 find 12 go
- 2** 2 saw 3 didn't/did not want 4 looked; didn't/did not find 5 had 6 didn't/did not go; slept
- 3** 2 Crocodiles killed 1,000 people last year.
3 Two days ago there were three bears in town.
4 They saw blue whales last summer.
5 The cat came home an hour ago.

- 4** 2 didn't/did not find **3** heard **4** slept
5 didn't/did not want **6** went **7** had
8 shared **9** saw **10** became **11** took **12** gave

WRITING

- 1 a snake and a duck
- 2 2 When 3 in 4 In 5 On 6 ago
- 3 2 found a snake 3 met Alison
4 TV programmes 5 crocodile attack
- 4 a 3 b 1 c 2
- 5, 6, 7 & 8 Students' own answers

REVIEW

[illegible]

- 2** 1 large; tiny 2 dangerous 3 quiet 4 heavy
5 lazy 6 clever 7 noisy 8 cute; wild 9 beautiful
- 3** 1 Were 2 wasn't 3 I was 4 Was it 5 were
6 were 7 There was 8 Were there 9 there were
10 wasn't
- 4** 1 wanted 2 didn't/did not have 3 went
4 saw 5 didn't/did not know 6 liked 7 heard
8 looked 9 took 10 became
- 5** 1 a 2 c 3 c 4 a 5 c 6 c 7 b 8 c 9 c
10 a 11 c

Unit 8 pp64–71

VOCABULARY

- 1 2 bowling alley 3 post office 4 sports centre
5 aquarium 6 hospital 7 shopping centre
8 car park 9 cinema 10 ice rink 11 skate park
- 2 eight
- 3 2 ice rink 3 shopping centre 4 post office
- 4 2 post office 3 cinema 4 sports centre
5 swimming pool 6 ice rink 7 bowling alley
8 hospital 9 aquarium 10 car park 11 skate park

EXPLORE IT!

b

READING

- 1 photo 3
- 2 2 social media 3 believe 4 case 5 belong
- 3 a 8 b 1 c 6 d 5 e 3 f 2 g 4 h 7
- 4 Students' own answers

LANGUAGE IN ACTION

- 1 2 e 3 a 4 d 5 b
- 2 Students' own answers
- 3 2 Did Clara buy a new bag? 3 Did they have a good time? 4 Did you enjoy the aquarium? 5 Did your parents walk to town?
- 4 1 (Yes, he did.)
2 Did Marie Curie win a Nobel Prize? (Yes, she did.)
3 Did Picasso paint the *Mona Lisa*? (No, he didn't.)
4 Did Columbus discover Australia? (No, he didn't.)
5 Did Emma Watson sing in the film *Frozen*? (No, she didn't.)
- 5 2 Did your team lose 3 Did you score a goal
4 Did he play 5 Did he break anything
6 Did you have a snack

VOCABULARY AND LISTENING

- 1 2 passport/ID card; ID card/passport 3 money
4 keys 5 bus pass 6 phone 7 camera
8 portable charger
- 2 2 keys 3 phone 4 portable charger 5 money
6 camera 7 headphones
- 3 1 two concert tickets 2 inside a CD case

- 4 2 mum – (best) friend 3 Sabina's friend – Sabina
4 wasn't – was 5 didn't go – went

- 5 1 lost and found things 2 loses things
3 remember / find the tickets

LANGUAGE IN ACTION

- 1 2 How much 3 What 4 Who 5 When
- 2 2 How did you get to school today? (c)
3 Who did you sit with in class yesterday? (a)
4 Where did you go last weekend? (d)
5 What time did you get up on Sunday? (b)
- 3 2 did you go with 3 did you sit with 4 did you eat
5 did you go/get home 6 did you get home
- 4 2 When did you go? 3 Who did you go with?
4 How did you feel?
Students' own answers

WRITING

- 1 b
- 2 a 4 b 3 c 2 d 1 e 5
- 3 2 The phone didn't work, so we decided to change it.
3 My dad showed the receipt, so my sister got her new phone.
4 My parents couldn't find their wallets, so they couldn't pay for lunch.

- 4 a 2 b 1 c 3 d 5 e 4

5, 6, 7 & 8 Students' own answers

REVIEW

- 1 1 post office 2 sports centre 3 hospital 4 cinema
5 shopping centre 6 aquarium 7 swimming pool
- 2 bowling alley, car park, ice rink, skate park
- 3 1 money 2 passport 3 headphones 4 phone
5 tablet 6 concert tickets 7 camera 8 keys
- 4 1 Did; go 2 did 3 Did; meet 4 didn't
5 did; have 6 didn't 7 Did; take 8 did
9 Did; break 10 didn't
- 5 1 What did you do last night?
2 How did your dad get to work this morning?
3 What time did you arrive home after school?
4 Who did you see yesterday?
5 Where did you go last weekend?
6 How did you feel after the exam?

6 1 b 2 b 3 a 4 a 5 c 6 a 7 b 8 a 9 b
10 c 11 c 12 b

Unit 9 pp72-79

VOCABULARY

1 2 over a campfire 3 fruit 4 plants 5 a fire
6 fish 7 wood 8 a shelter 9 a compass 10 a map

2 b 7 c 3 d 10/9 e 9/10 f 5 g 1

3 2 build 3 find 4 catch 5 cooks 6 light
7 identify 8 pick 9 use

4 Students' own answers

EXPLORE IT!

a

READING

1 Mountain climbing 2 Water and countryside
3 White water kayaking

2 2 white water 3 guides 4 follow 5 spend

3 2 day 2 3 five kilometres 4 identify plants; pick
the right fruit to eat; read a map; help each other
5 days 1, 2 and 3

4 Students' own answers

LANGUAGE IN ACTION

1 1 won't 2 won't; will make 3 Will you; I will
4 Will; won't

2 2 I won't get bored. 3 I'll go in a canoe.
4 I won't stay for two weeks. 5 I'll walk six kilometres.
6 I'll cook food over a campfire.

3 2 won't/will not sleep 3 'll/will go 4 'll/will be
5 won't/will not do 6 won't/will not be 7 'll/will miss

4 2 Will you see your best friend at the weekend?
3 What will you do tomorrow? 4 Where will you go
this summer? 5 Who will you see next week?
6 Will you go shopping tomorrow?

5 Students' own answers

VOCABULARY AND LISTENING

1 2 (b)e(d) & (br)ea(kf)a(st) 3 (c)a(mp)e(r) (v)a(n)
4 (c)a(r)a(v)a(n) 5 (ch)a(l)l(e)t 6 (c)o(tt)a(g)e
7 (h)o(t)e(l) 8 (t)e(nt) 9 (y)ou(th) (h)o(st)e(l)

2 2 bed & breakfast 3 camper van
4 cottage/chalet 5 apartment 6 youth hostel

3 b

4 2 aunt and uncle 3 girl 2 4 girl 1

5 2 her aunt and uncle 3 Camila's friend's parents
4 They'll work. 5 because it'll be good to be
together 6 because it always rains and she gets
cold at night time

6 Students' own answers

LANGUAGE IN ACTION

1 2 e 3 d 4 f 5 a 6 b

2 2 Debra isn't/s not having a birthday party this year.
3 My grandparents are flying to Italy In August.
4 Are you having lunch at a restaurant on Sunday?
5 We aren't/re not doing anything special this weekend.
6 How is she getting to work today?

3 2 am/'m going 3 Are you sleeping
4 am/'m not camping 5 are/'re staying
6 are your parents doing 7 are/'re starting
8 are/'re meeting 9 are/'re driving

4 2 going see – going to see 3 go – going
4 living – to live 5 to go – going to go
6 Leo going – Leo is going

5 2 What are you doing tonight? 3 What TV
programmes are you going to watch this week?
4 How are you going to celebrate your birthday this
year?
Students' own answers

WRITING

1 Ava is Paige's friend from primary school in Mission
Beach, New Zealand. Ava now lives in Australia. /
They're friends from primary school.

2 2 On 3 at 4 at 5 in 6 On 7 In 8 at
9 on 10 in

3 a 4 b 1 c 2 d 3

4 2 T 3 T 4 F 5 T

5, 6, 7 & 8 Students' own answers

REVIEW

1 1 build 2 light 3 pick 4 catch 5 cook
6 collect 7 read 8 identify

2

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

1 tent 2 youth hostel 3 camper van 4 cottage
5 caravan 6 bed & breakfast 7 apartment
8 hotel 9 chalet

3 1 Will we sleep 2 won't/will not sleep 3 will/'ll stay
4 will/'ll cook 5 will we do 6 will/'ll go
7 will/'ll teach 8 won't/will not get 9 will/'ll be
10 won't/will not forget

4 1 are you doing 2 are working 3 aren't planning
4 's/is going 5 'm/am staying 6 're/are flying
7 are renting 8 're/are driving

5 1 He's going to climb a mountain. 2 She's going to
go horse riding. 3 He's going to get on a plane.
4 She's going to play volleyball. 5 They're going to
walk in the forest. 6 They're going to sleep in a tent.

6 1 c 2 a 3 c 4 c 5 c 6 a 7 b 8 a 9 a
10 c 11 b 12 b

EXAM PRACTICE pp80-85

READING PART 2 PRACTICE: MULTIPLE MATCHING

- 1 1 loves trying new activities after school?
2 has got a lot of online friends?
3 reads science and nature magazines on the internet?
4 wants to study art or drama at school next year?
5 hasn't got any aunts, uncles or cousins?
6 doesn't like living in a big city?
- 2 1 difficult 2 late 3 hate 4 short 5 finish
6 after 7 evening 8 boring 9 good

3 1 many 2 big 3 tell me 4 leisure time 5 young
people 6 difficult 7 travel 8 price 9 courses

4 1 B 2 A 3 A 4 B

WRITING PARTS 6 & 7 PRACTICE: AN EMAIL OR NOTE; A SHORT STORY

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

2 1 Do you want to meet in the holidays? 2 Why don't
we go camping for a few days? 3 Let me know
what you think. 4 Hi, Tania 5 I'd like to go
climbing again. 6 We can take my brother's tent.

3 Do you want to hang out together on Saturday? We
can go to the new shopping centre. Shall I come to
your house at four?

Let me know soon,

Pepe

4 1 shopping 2 which 3 tennis 4 Wednesday
5 tomorrow 6 bicycle 7 different 8 school
9 beginning

5 1 but 2 After 3 so 4 Then

LISTENING PART 4 PRACTICE: THREE-OPTION MULTIPLE CHOICE

1 1 N 2 Y 3 N 4 Y 5 N 6 N

2 1 N 2 Y 3 N 4 Y 5 Y 6 N

3 1 each train 2 hotel cottage 3 at the weekend
on Thursday 4 Harry Harry's sister 5 bears tigers
6 basketball hockey

4 1 B 2 B 3 A 4 B 5 B 6 A

LANGUAGE REFERENCE & PRACTICE

Starter Unit p87

1 2 I; my 3 they; their 4 He; His 5 you; your

2 2 is 3 am 4 are 5 aren't 6 are

3 2 c 3 f 4 b 5 a 6 e

4 2 How old 3 When 4 Who

5 2 Whose dictionary is this?; yours.

3 Whose calculator is that?; his.

4 Whose pens are these?; hers.

5 Whose notebooks are those?; ours.

6 Whose desks are those?; theirs.

- 6 2 Use your calculator. 3 Don't use your dictionary, please. 4 Listen to your teacher. 5 Don't close the door, please. 6 Do your homework.

Unit 1 p89

- 1 2 have got 3 has got 4 have got 5 have got
6 has got
- 2 2 We haven't got a new teacher at school.
3 My grandma hasn't got ten grandchildren.
4 My best friends haven't got green uniforms.
5 He hasn't got a bike.
6 We haven't got a big house.
- 3 2 hasn't got 3 's got 4 's got 5 hasn't got
6 have got 7 haven't got
- 4 2 Natalia's, sister's 3 grandparents', parents'
4 Myra's, José's 5 Juan and Maria's, mum's
- 5 2 Have you got a blue bike? e
3 Has Alex got two pets? a
4 Has Catalina got a brother? b
5 Have they got a big house? c
- 6 2 How many nephews has your mum got?
3 How many teachers have you got at your school?
4 How many sisters has your best friend got?
5 How many subjects have you got on Friday at school?

Unit 2 p91

- 1 2 Antonio has a shower when he gets up.
3 Marina doesn't have homework on Mondays.
4 My brothers don't go to bed at 8.30 pm.
5 We have lunch at school.
6 My dad helps me with my homework.
- 2 2 has 3 brushes 4 gets dressed 5 has
6 doesn't see 7 goes 8 goes 9 don't live
10 goes 11 stays 12 gets 13 visits
14 doesn't see
- 3 2 b 3 a 4 b 5 a
- 4 2 Does; go; does 3 Do; speak; don't
4 Do; check; do 5 Does; live; doesn't
6 Does; like; does
- 5 2 Where 3 What 4 Who 5 How often
6 What time
- 6 b 1 c 2 d 5 e 3 f 6

Unit 3 p93

- 1 2 My dad can speak French. (A)
3 I can use my dad's computer in the evening. (P)
4 My brother can dance well. (A)
5 Harry can play the guitar well. (A)
6 You can use my phone. (P)
- 2 2 My dad can't speak French.
3 I can't use my dad's computer in the evening.
4 My brother can't dance well.
5 Harry can't play the guitar well.
6 You can't use my phone.
- 3 2 Can Alberto paint well? No, he can't.
3 Can Alberto dance salsa? Yes, he can.
4 Can Sara take good photos? No, she can't.
5 Can Sara paint well? Yes, she can.
6 Can Sara dance salsa? No, she can't.
- 4 2 likes studying 3 love seeing 4 don't mind learning
5 don't like taking 6 hate getting up
- 5 2 a; him 3 d; them 4 e; us 5 c; me
- 6 2 I can't find it. 3 I like her. 4 They can't see us.
5 I love chatting online to him! 6 I visit them on Sundays.

Unit 4 p95

- 1 2 meat 3 banana 4 egg 5 chocolate 6 milk
- 2 2 an; some 3 any; some 4 any 5 a; an 6 a; some
- 3 2 there are 3 there aren't 4 There's 5 there are
6 There isn't
- 4 2 There isn't any bread.
3 There are some pizzas.
4 There aren't any eggs.
5 There is / There's some water.
6 There isn't a banana.
- 5 2 many; a 3 much; d 4 many; f 5 much; b
6 many; c

Unit 5 p97

- 1 2 writing 3 chatting 4 playing 5 swimming
6 having
- 2 2 are having 3 is listening 4 is getting dressed
5 are using 6 'm/am chatting

- 3 2 My grandparents aren't having their dinner.
3 The teacher isn't listening to our stories.
4 My mum isn't getting dressed to go to a party this evening.
5 You aren't using my computer and I need it.
6 I'm not chatting to my friends online.
- 4 2 Is; reading; she isn't.
3 Is; making; he is.
4 Are; having; we aren't.
5 Are; watching; they aren't.
6 Is; sleeping; it is.
- 5 1 present simple 2 present continuous
3 present simple 4 present continuous
- 6 2 works 3 like 4 collect 5 is painting
6 is watching

Unit 6 p99

- 1 2 f 3 e 4 b 5 c 6 a
- 2 2 thinner 3 nicer 4 heavier 5 more comfortable
6 worse
- 3 2 My brother is younger than me.
3 My sister is funnier than my brother.
4 My mum is thinner than my dad.
5 My brother is older than my sister.
6 My cousin is more intelligent than me.
- 4 2 the most amazing 3 the easiest 4 the worst
5 the most popular 6 the biggest
- 5 2 richest 3 fastest 4 heaviest 5 most dangerous
6 easiest
- 6 2 the most amazing 3 the tallest 4 faster
5 more intelligent 6 the most popular

Unit 7 p101

- 1 2 was 3 weren't; were 4 wasn't; was 5 were
6 was; wasn't
- 2 2 Where were you yesterday?; was
3 Who were you with?; was
4 Was the zoo big?; was
5 What was the most interesting animal?; were
- 3 2 there wasn't 3 there were 4 there was
5 There weren't 6 there were
- 4 2 lived 3 hated 4 planned 5 stopped 6 studied
7 did 8 ate 9 got 10 went 11 had 12 saw

- 5 2 wanted 3 cried 4 showed 5 loved 6 played
- 6 2 We saw two big brown bears.
3 My dad was hungry so we had a sandwich.
4 I heard a bear behind me.
5 I went up a tree and the bear ate my sandwich!
6 My dad didn't eat his sandwich but ran to the car.

Unit 8 p103

- 1 2 b 3 e 4 c 5 a
- 2 2 No, he didn't. 3 Yes, she did. 4 Yes, he did.
5 No, she didn't. 6 No, he didn't.
- 3 2 Did Daniel go to the skate park yesterday?; No, he didn't.
3 Did you and Melody meet at the cinema today?; Yes, we did.
4 Did Olga do judo last year?; No, she didn't.
5 Did you stay at the hospital for a long time?; Yes, I/we did.

- 4 2 Where 3 Who 4 How 5 What 6 When

- 5 2 Who 3 When 4 How 5 What

Unit 9 p105

- 1 2 won't 3 won't 4 'll 5 'll 6 won't
- 2 2 I won't get bored.
3 I'll go to the beach every day.
4 I won't stay in a tent.
5 I'll eat good food.
6 I won't do any homework.
- 3 2 's/is coming 3 's/is taking 4 isn't going
5 's/is visiting 6 're/are flying
- 4 2 are; playing 3 Is; coming 4 Are; having
5 aren't visiting 6 are; going
- 5 2 You aren't going to make new friends.
3 Marina isn't going to visit the wildlife park next month.
4 Mohammed isn't going to go to a summer camp next year.
5 We aren't going to learn how to make a shelter.
6 They aren't going to climb the mountain.
- 6 1 'm going to visit
2 Is he going to stay; isn't.
3 Are Gabriel and Ana going to climb; are.
4 aren't going to go; Are you going to stay

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