

OWN IT! 2

A2 Key for Schools test content in *Own It!* Level 2 has been checked by Cambridge Assessment English for accuracy and level.

TEACHER'S BOOK
WITH DIGITAL RESOURCE PACK

Alice Copello



CAMBRIDGE
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University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

79 Anson Road, #06–04/06, Singapore 079906

José Abascal, 56–1º, 28003 Madrid, Spain

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781108726580

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First published 2020

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in Great Britain by CPI Group (UK) Ltd, Croydon CR0 4YY

A catalogue record for this publication is available from the British Library

ISBN 978-1-108-72658-0 Own It! Teacher's Book Level 2

ISBN 978-84-9036-121-4 Collaborate Teacher's Book Level 2

Additional resources for this publication at www.cambridge.org/ownit/resources

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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

Language in action 7.2 p85

Language in action 7.3 p87

Everyday English 7.4 p88

Globetrotters 7.5 p90

82 A WORLD OF CELEBRATION | UNIT 7

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.

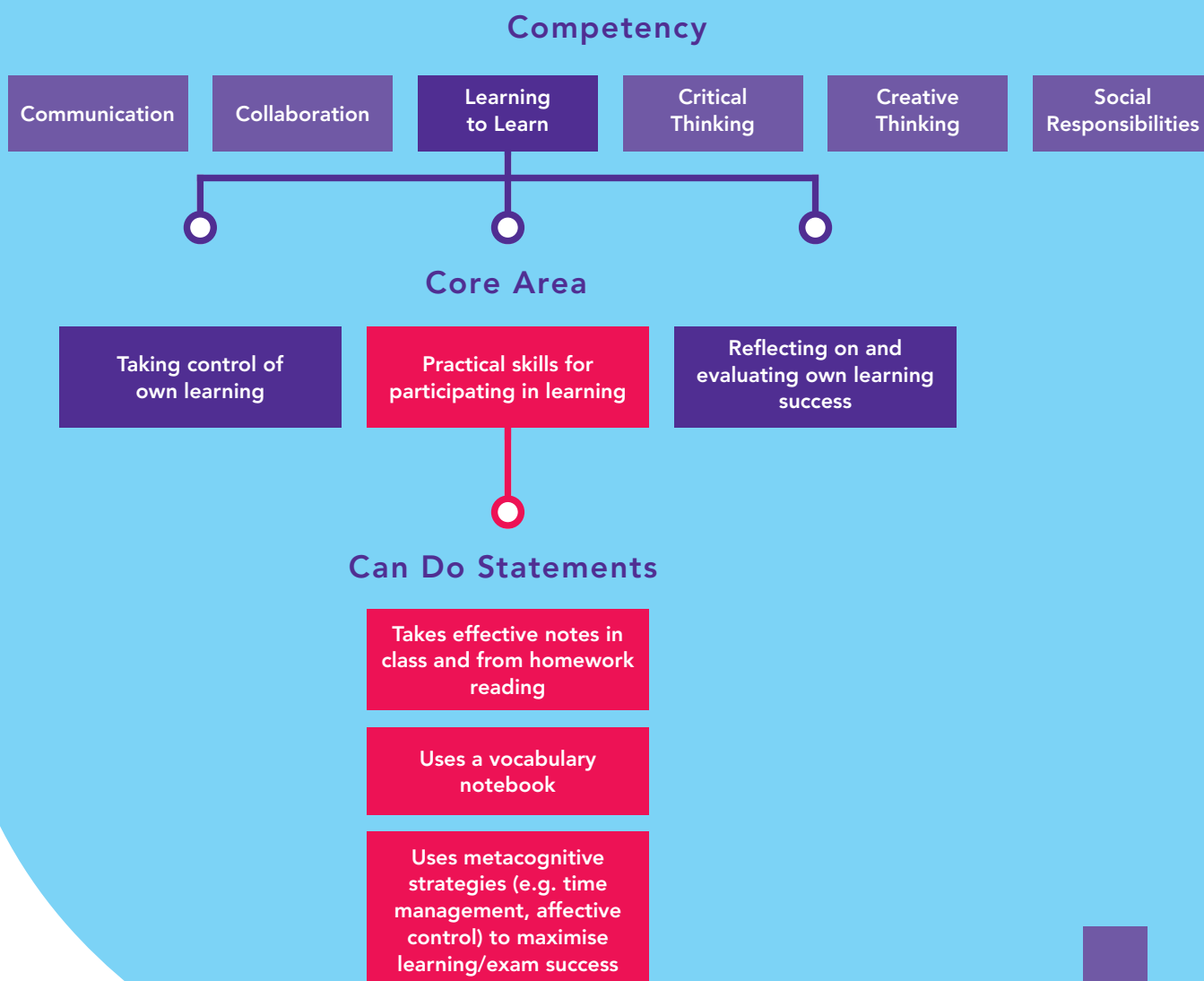
For more information: Page 26



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 on 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.

- 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 ...
- 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?
- 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!

- 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.

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

- 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

- 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

- 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.

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? ⁵ but they ⁶ were only about one metre tall. ⁷ very tall. ⁸ That's the size of a three-year-old! And their brain ⁹ the size of an orange!

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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 _____

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.
 1 What can parrots do?
 2 Are parrots good pets? Why / Why not?

5 Listen to the podcast and circle what it's about.
 a A hungry parrot
 b An intelligent parrot
 c A dangerous parrot

LEARN TO LEARN

Listening to listen

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

7 Listen again and answer the questions.
 1 How old was Hannah?
 2 Who was really noisy?
 3 Who wasn't at home on the day of the story?
 4 Why was Hannah's toast on the table?
 5 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.

LANGUAGE IN ACTION

Past simple: regular and irregular verbs

Regular verbs	Irregular verbs	Past time expressions
They ¹ lived in Denver.	Meagan had a pet parrot.	We heard the story yesterday.
They ² _____ together at college.	Meagan didn't _____ any children.	It happened more than ten years ago.

1 Complete the examples in the table above.
 2 Complete the sentences. Correct three of the facts about the listening on page 86.

1 _____ didn't hear _____ (not hear) Willie.
 2 _____ (not make) Hannah toast.
 3 _____ (leave) the toast on the table.
 4 _____ (see) Hannah's face was blue.
 5 and Willie _____ (not save) Hannah's life.

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

3 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 (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.

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

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. ¹ How was the school trip yesterday? ² Really cool!

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.

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?

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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.



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.



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

- 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.

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.

Is the word climb?



Unit 7 The Culture Project Teacher's Resource Bank



OWN IT! The Culture Project

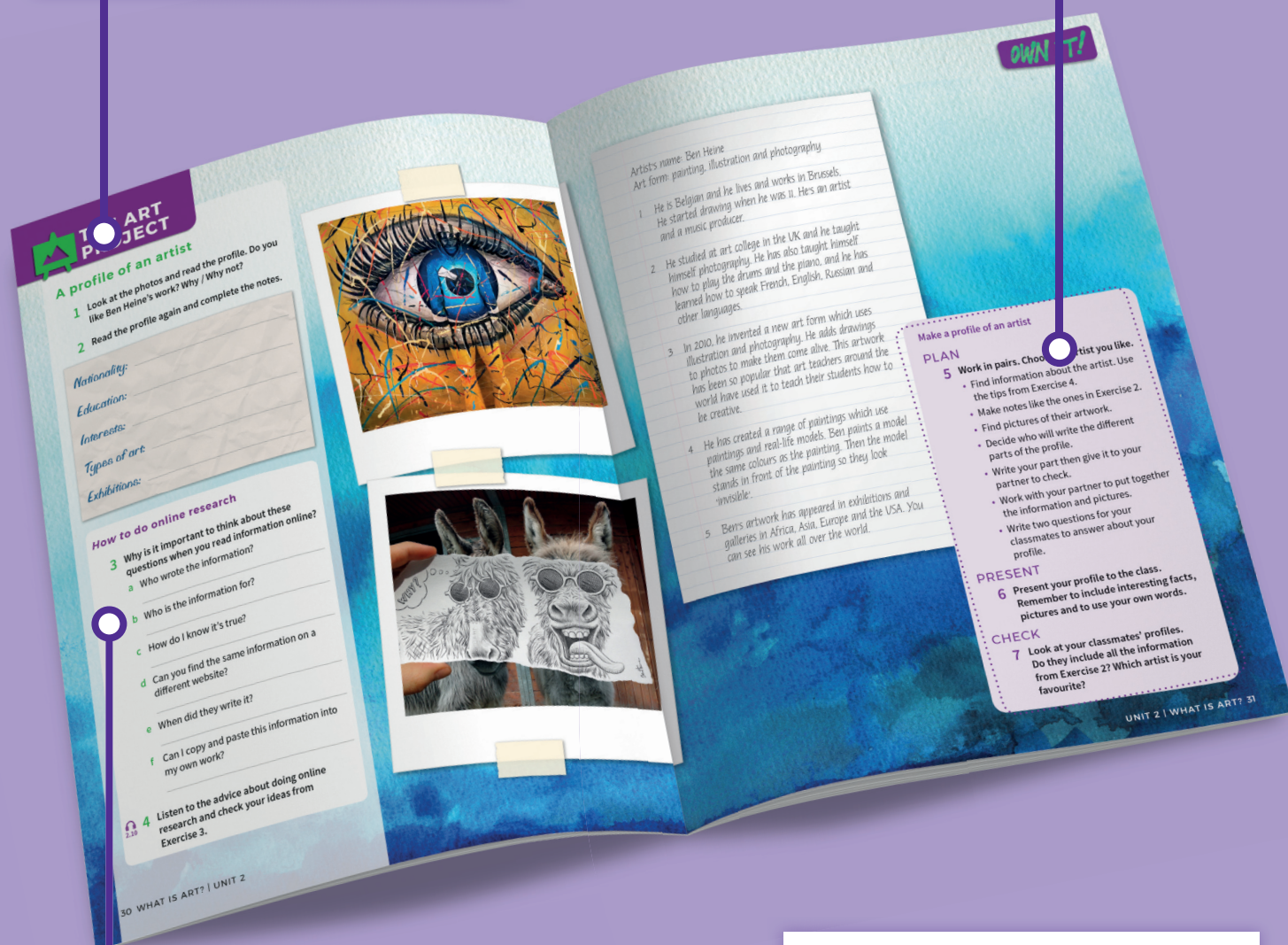
Extend the page and get students to 'own' their language and topic knowledge with an optional culture project available in the *Teacher's Resource Bank* online, with teacher's notes available in the *Project Book*.

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.

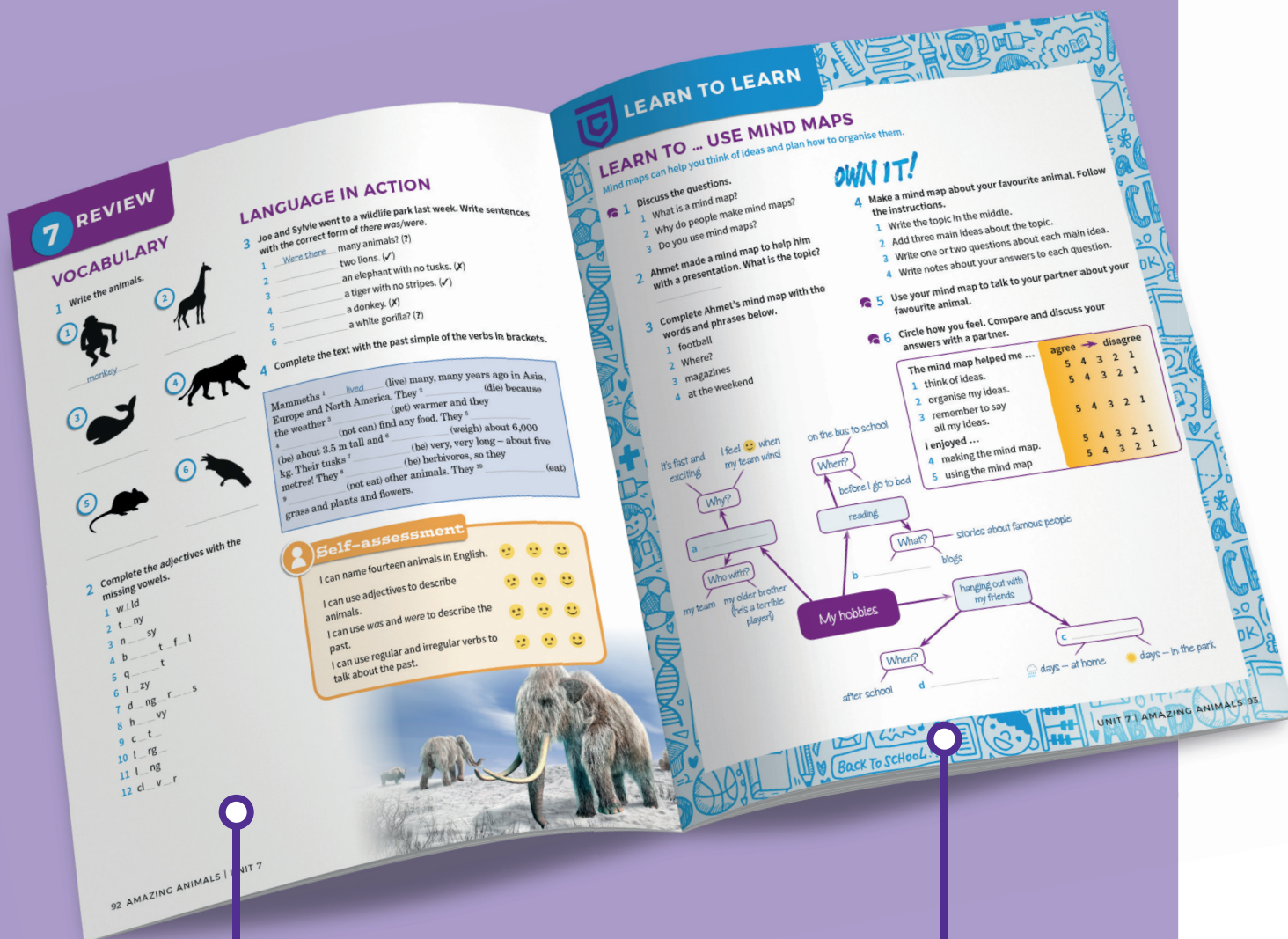
Plan, Present and Check

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.

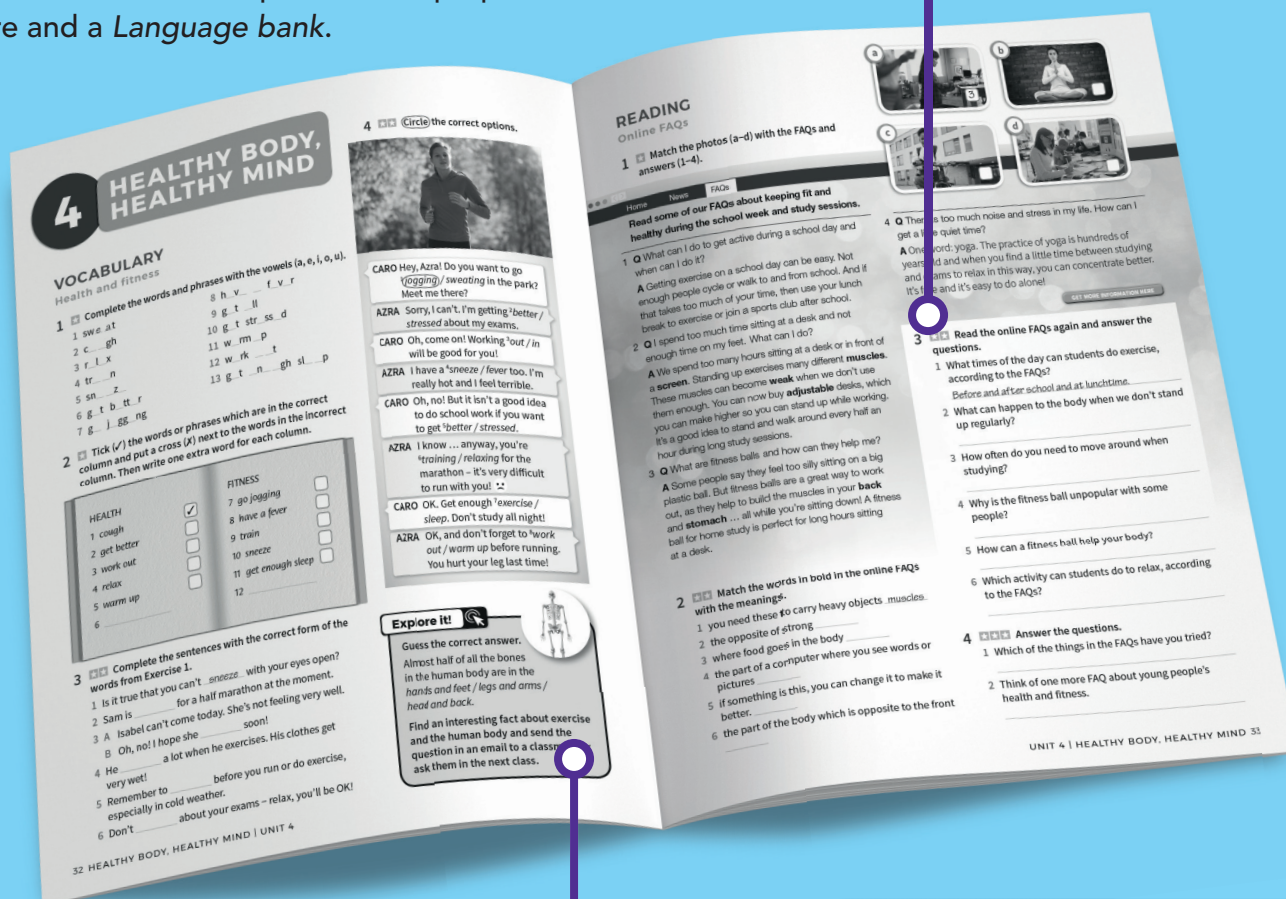
Course Components

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!

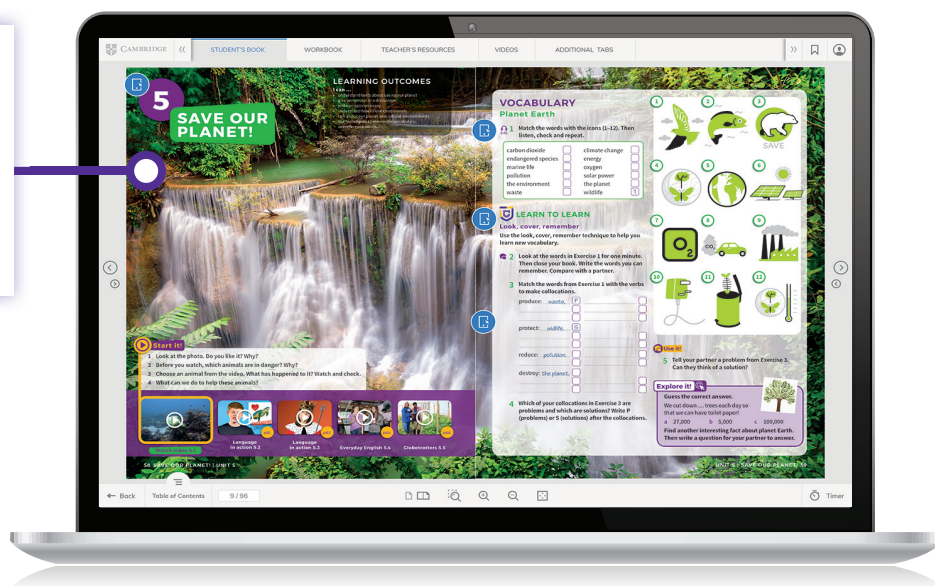
With *Own It!* everything you need is at your fingertips, including *Presentation Plus*, audio and video, additional practice, games, *Test Centre* and an innovative digital collaboration space for students.

Presentation Plus

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

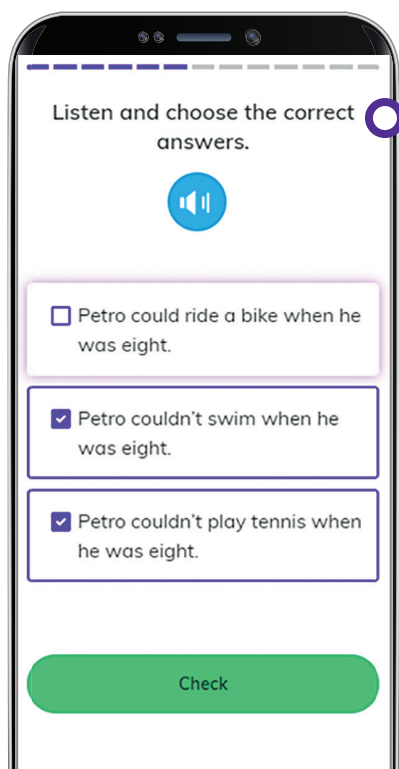
Teacher's Resource Bank

- 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.

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/

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: donkey, duck, horse, monkey.

2 Listen to the noises. 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!
Ask a student to tell you an animal fact they researched for homework. Write it on this 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 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

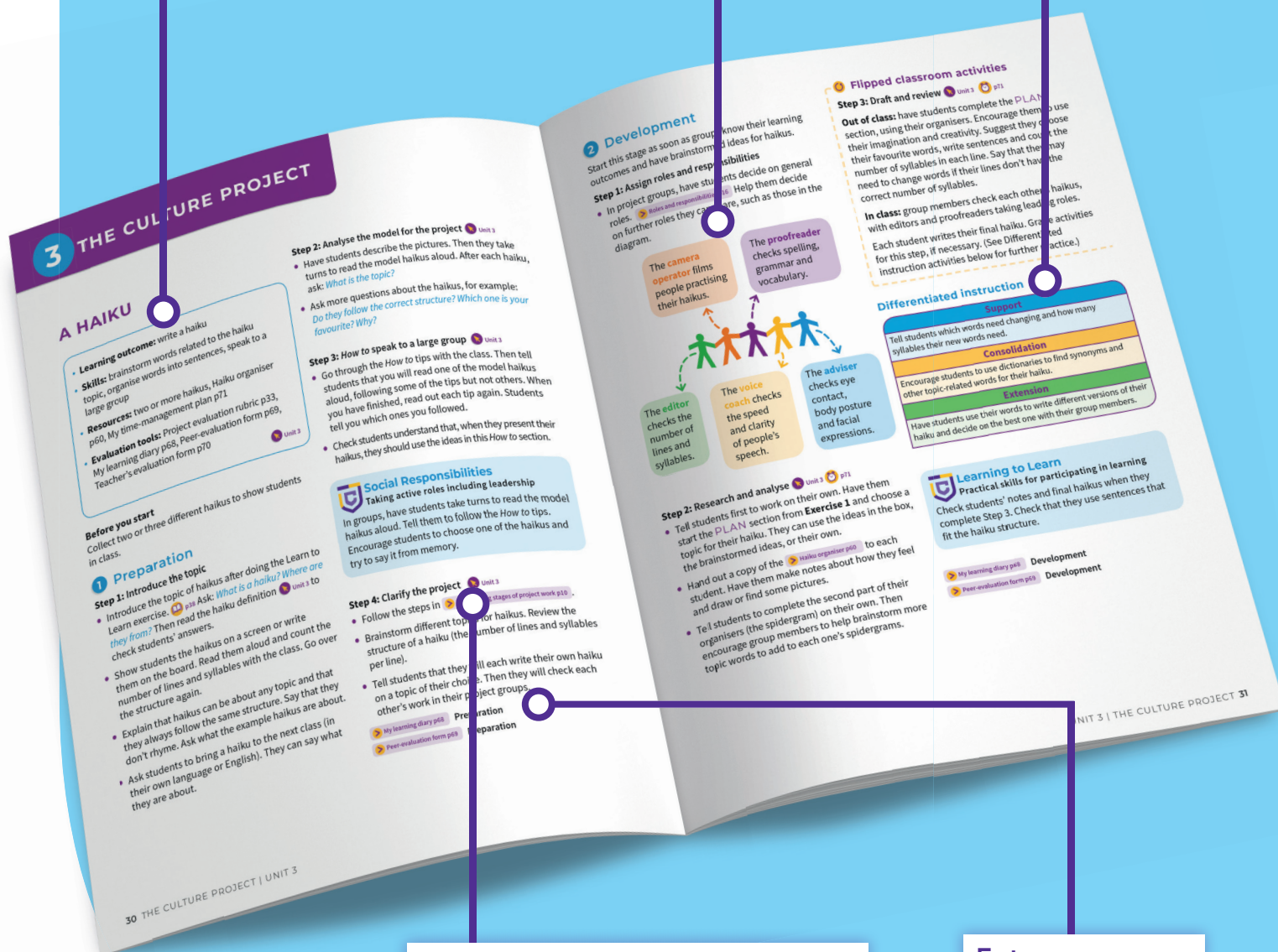
See learning outcomes at a glance, as well as the skills students will develop, and the resources and evaluation tools you may wish to use.

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

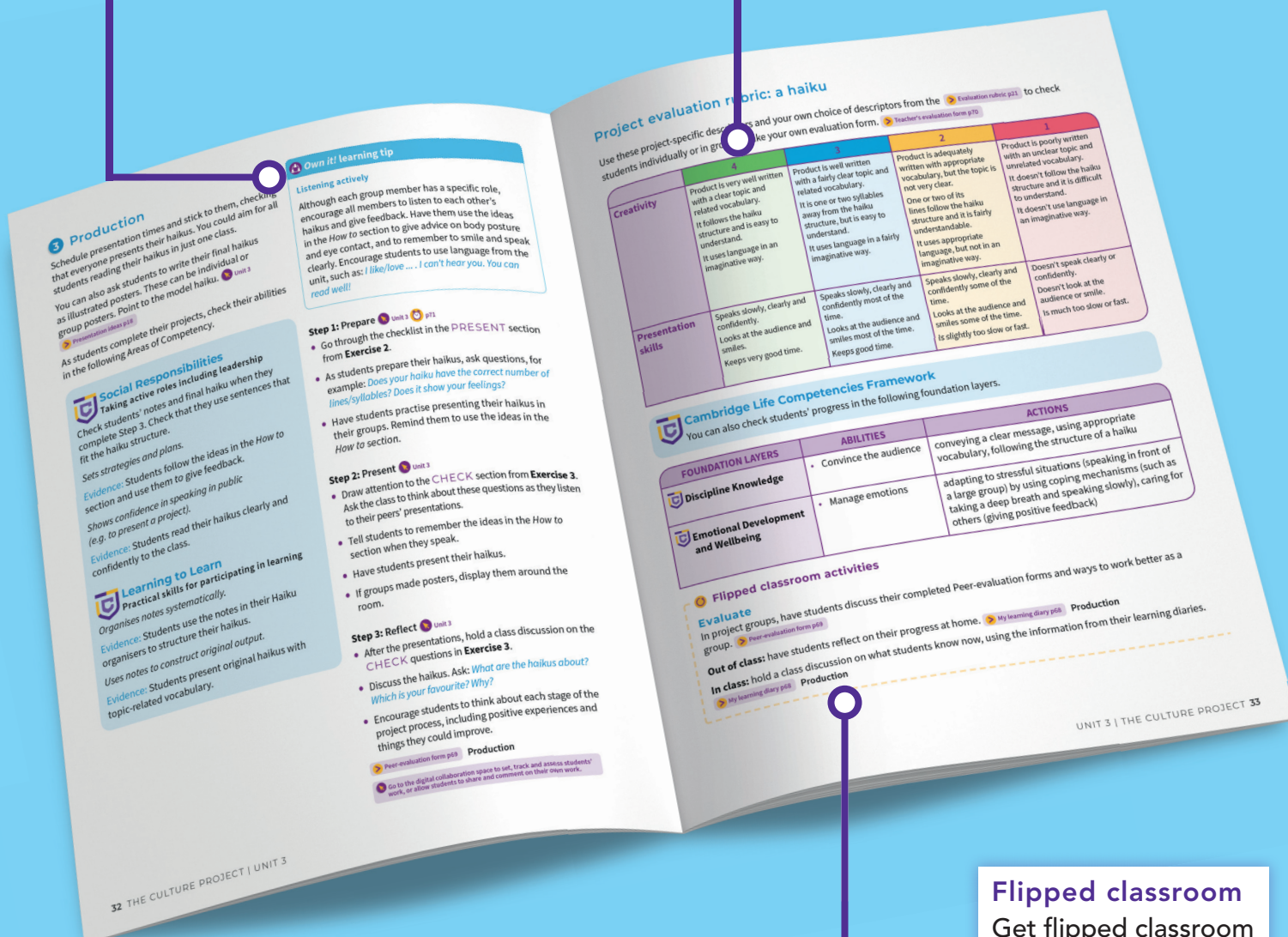
Find useful photocopiable resources.

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.

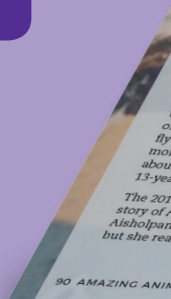
I want my students to feel that they belong to the world; that they are global citizens.
Itana, Brazil

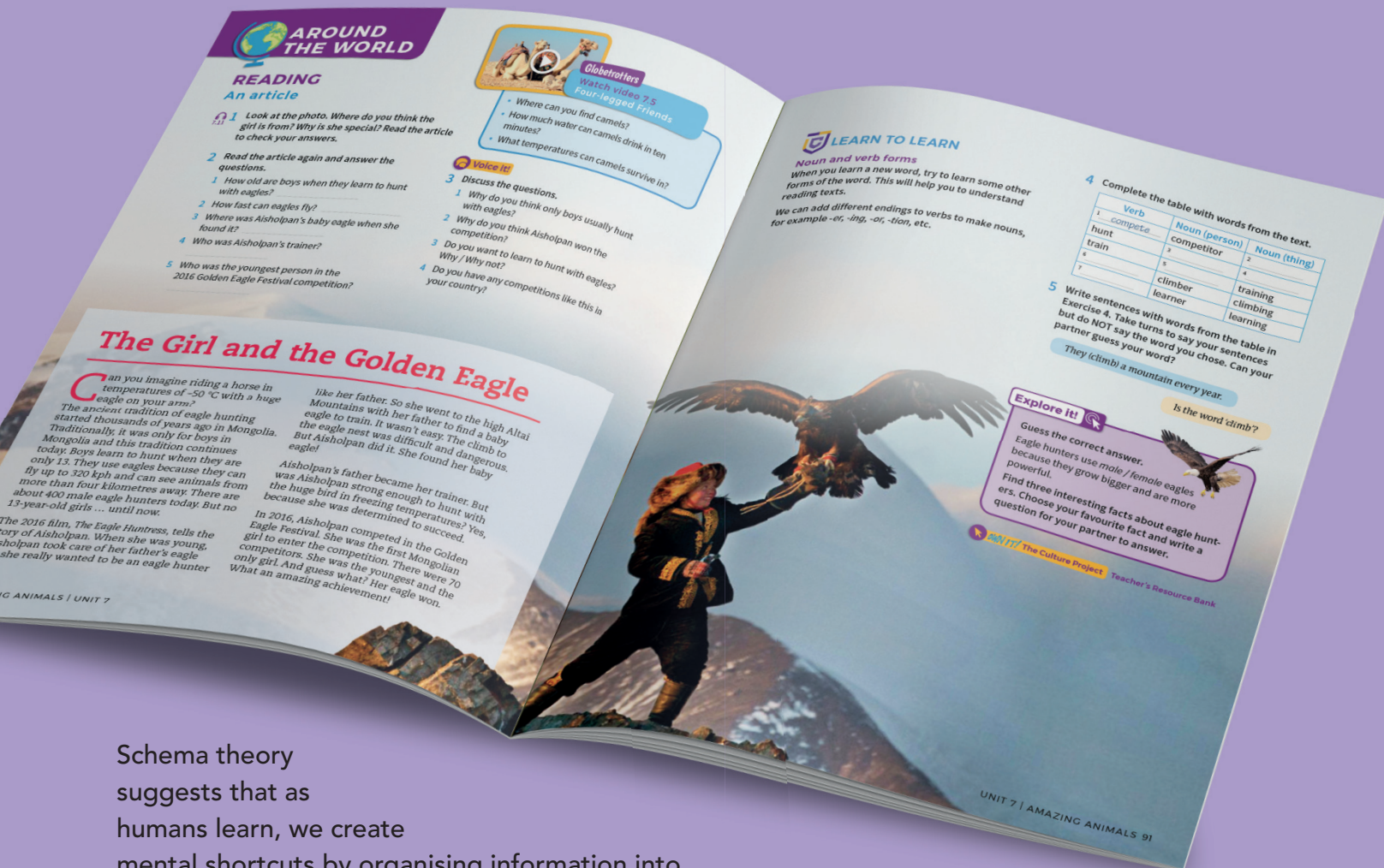
Global cultural topics

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

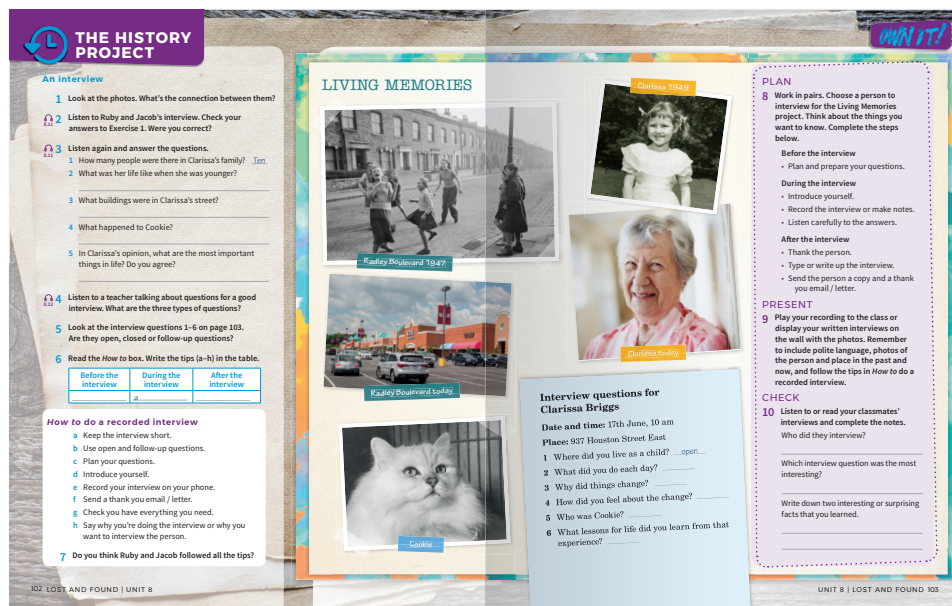
The *Learn to Learn* sections cover three broad areas of learner training:

- practical skills for participating in learning
- taking control of 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.

Globetrotters 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*.

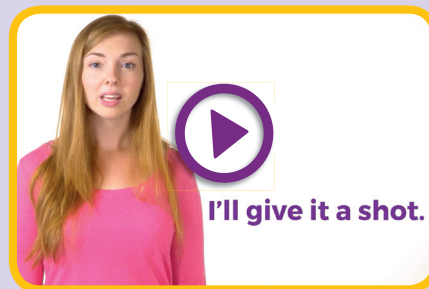
Language in Action videos



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	Excellent	Very good	Good	Developing
Information				
Name				
Type of food				
Food and drinks				
Prices				
Design				
Menu presentation				
Pictures				
Colours				

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

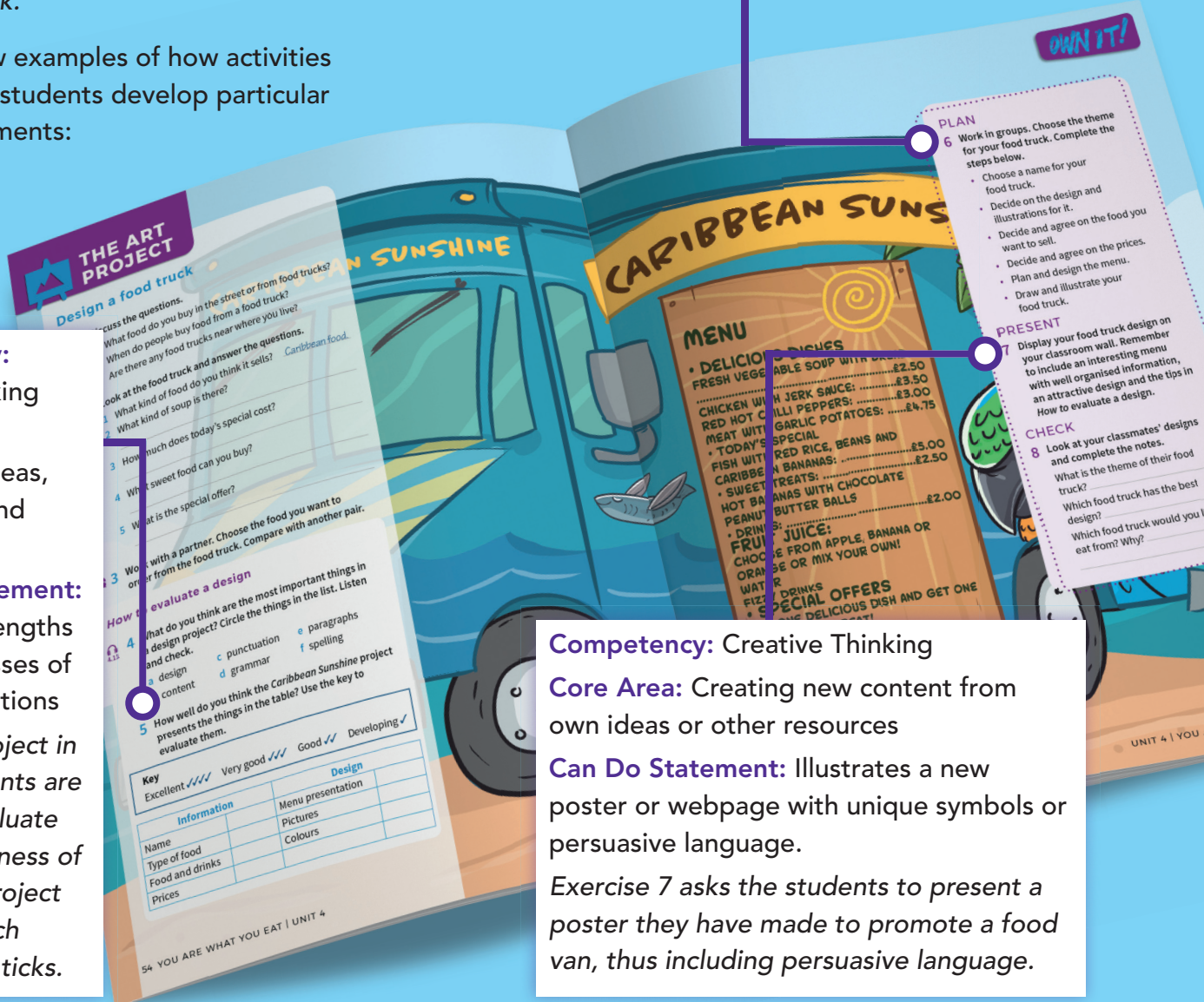
In this exercise, students need to follow steps together to plan, present and reflect on their project.

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.



Competency Area	Competency	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		✓		✓		✓		✓		✓

OWN IT! Level 2

Skills Overview

Skill	Learners will be able to:
Listening	understand phrases and very high frequency vocabulary related to areas of the most immediate personal relevance; catch the main point in short, clear, simple, messages.
Reading	read short simple texts, personal letters and emails; find specific information in simple everyday material such as advertisements, menus and timetables.
Speaking	communicate in simple and routine tasks requiring a simple exchange of information on familiar topics; handle very short social exchanges; use a series of phrases to describe in simple terms people, living conditions, their educational background, and their jobs.
Writing	write short simple notes, messages, and emails relating to matters in areas of immediate need; write a simple personal letter, for example thanking someone.

Skills in detail

How the goals of the CEFR are realised in *Own It!* Level 2

LISTENING

At A2, learners are expected to be able to understand speech that is clearly and slowly articulated, and concerns predictable everyday matters.

OVERALL LISTENING COMPREHENSION

Can understand phrases and expressions related to very familiar topics, e.g. very basic personal and family information, shopping, local geography, employment.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
6 (video)	10 (video)	22 (video)	34 (video)	46 (video)	58 (video)	70 (video)	82 (video)	94 (video)	106 (video)
7	13 (video)	25 (video)	37 (video)	49 (video)	61 (video)	73 (video)	85 (video)	97 (video)	109 (video)
8 (video)	14	26	38	50	62	74	86	98	110
	15 (video)	27 (video)	39 (video)	51 (video)	63 (video)	75 (video)	87 (video)	99 (video)	111 (video)
	16	28	40	52	64	76	88	100	112
	16 (video)	28 (video)	40 (video)	52 (video)	64 (video)	76 (video)	88 (video)		112 (video)
	18 (video)	30	42 (video)	54	66 (video)	79	90 (video)		114 (video)

UNDERSTANDING INTERACTION

Can generally identify the topic of discussion around them that is conducted slowly and clearly.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
7	16	28	40	52	64	76	86	100	110
		30	40 (video)	52 (video)	64 (video)	76 (video)	88		112
				54		79	88 (video)		112 (video)

LISTENING TO ANNOUNCEMENTS & INSTRUCTIONS

Can catch the main point in short, clear, simple messages and announcements.

Can understand simple directions relating to how to get from X to Y, by foot or public transport.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
	15 (video)					73 (video)			
						75 (video)			

LISTENING TO MEDIA & RECORDINGS

Can understand and extract the essential information from short recorded passages.

Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
6 (video)	13 (video)	25 (video)	37 (video)	49 (video)	61 (video)	73 (video)	85 (video)	97 (video)	109 (video)
8 (video)	10 (video)	22 (video)	34 (video)	46 (video)	58 (video)	70 (video)	82 (video)	94 (video)	106 (video)
	15 (video)	26	39 (video)	51 (video)	63 (video)	74	86	98	111 (video)
	16 (video)	27 (video)	40 (video)	52 (video)	64 (video)	75 (video)	87 (video)	99 (video)	112 (video)
	18 (video)	28 (video)	42 (video)		66 (video)	76 (video)	88 (video)		114 (video)
							90 (video)		

READING

At A2, learners can understand short, simple texts on familiar topics which use high frequency vocabulary.

READING CORRESPONDENCE

Can understand basic types of standard routine letters, emails, short simple personal letters etc.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
5	12					77		96	

READING FOR ORIENTATION

Can find specific, predictable information in simple everyday material such as advertisements, websites, prospectuses, menus, reference lists and timetables.

Can understand everyday signs and notices in public places.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
		30		54					108

READING FOR INFORMATION & ARGUMENT

Can identify specific information in simple written material such as letters, brochures and short newspaper or online articles.

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
9	17	29	41	53	65	77	89	101	113
	18	30	42	57	66	78	90	102	114
						81		105	117

SPEAKING

OVERALL SPOKEN INTERACTION

At A2, learners can manage simple, routine exchanges fairly easily, but would struggle with an extended conversation and often need help with understanding.

CONVERSATION

Can use simple everyday polite forms of greeting, address, farewells, introductions, giving thanks.

Can participate in short conversations in routine contexts on topics of interest.

Can express how they feel in simple terms.

Can make and respond to invitations, invitations and apologies.

Can say what they like and dislike.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
4	10	22	34	46	58	70	82	94	106
5	11	23	35	49	60	76	84	95	107
7	14	24	36	50	64		87	96	109
	16	28	40	52			91	100	110
	19		43	57			93	105	112
									115

INFORMAL DISCUSSION (WITH FRIENDS)

Can participate in a discussion about everyday practical issues in a simple way.

Can make and respond to suggestions.

Can agree and disagree with others.

Can discuss what to do, where to go and make arrangements to meet.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
	16					76			117
						81			

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

Can manage simple, routine tasks, e.g.

- asking for and providing things.
- getting simple information.
- discussing what to do next.
- making and responding to suggestions.
- asking for and giving directions.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
		30		54		79		102	
		31		55		80		103	

INFORMATION EXCHANGE

Can ask for and provide personal information e.g. about habits, routines, pastimes and past activities.

Can give and follow simple directions and instructions e.g. explain how to get somewhere.

Can communicate in simple and routine tasks requiring a simple and direct exchange of information.

Can exchange limited information on familiar and routine operational matters.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
6	11	22	35	47	61	71	83	97	109
8	13	25	37	49	62	73	85	98	111
	14	27	38	51	63		86	99	
	15	28					87		
	21						88		

INTERVIEWING AND BEING INTERVIEWED

Can answer simple questions and respond to simple statements in an interview.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
		25		48				100	

OVERALL SPOKEN PRODUCTION

At A2, learners can give simple descriptions or presentations about everyday things as a short series of simple phrases.

SUSTAINED MONOLOGUE: Describing Experience

Can tell a story as a simple list of points.

Can give short, basic descriptions of

- events and activities.
- plans and arrangements, habits and routines, past activities and personal experiences.
- their family, living conditions, educational background, present or most recent job.
- people, places and possessions.

Can use simple descriptive language to make brief statements about and compare objects and possessions.

Can explain what they like or dislike about something.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
7	12	28	38		59	74		98	
			39		64	81			
			40		69				

WRITING

At A2 learners can write a series of simple phrases and sentences linked with simple connectors like *and*, *but* and *because*.

CORRESPONDENCE

Can write very simple personal letters or emails etc.

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

CREATIVE WRITING

Can write very short, basic descriptions of events, past activities and personal experiences.

Can write a series of simple phrases and sentences about everyday/personal matters e.g. family, people, places, a job or study experience, living conditions, educational background, present or most recent job.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
9	17	29	41	53	65	77	89	101	113
		31		55		79		103	

COHERENCE

Can use the most frequently occurring connectors to link simple sentences and phrases in order to tell a story or describe something as a simple list of points.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
	17	29	41		65		89		113
									115

Warmer

Books closed. Ask students to write down as many hobbies and sports as they can in one minute. Check answers and write new or unusual words on the board.

- 1 **S.01** Before doing the activity, point out that some verbs go with more than one item in the box. Audioscript p158

Target vocabulary

chat online /tʃæt 'ɒnlaɪn/
download songs /daʊn'ləʊd sɒŋz/
go shopping /gəʊ 'ʃɒpɪŋ/
go for a bike ride /gəʊ fər ə baɪk raɪd/
hang out with friends /hæŋ aʊt wɪð frendz/
listen to music /'lɪsən tə 'mju:zɪk/
make cakes/videos /meɪk keɪks/'vɪdiəʊz/
play an instrument /pleɪ ən 'ɪnstɾəmənt/
read books/magazines /ri:d buks/mægə'zi:nz/
take photos /teɪk 'fəʊtəʊz/
write a blog /raɪt ə blɒg/

- 2 **S.02** ★ Pause the recording for a few seconds after each phrase to allow students to check their spelling in pairs. Audioscript p158

- 3 **S.03** After drilling the pronunciation, put students into small groups. Ask them to take turns to mime a sport and guess it. Audioscript p158
Vocabulary Bank SB p127

Target vocabulary

athletics /æθ'letɪks/
basketball /'bɑ:skɪtbɔ:l/
gymnastics /dʒɪm'næstɪks/
hockey /'hɒki/
rugby /'rʌɡbi/
sailing /'seɪlɪŋ/
swimming /swɪmɪŋ/
table tennis /'teɪbəl 'tenɪs/

STARTER

WELCOME!

VOCABULARY

Free time and hobbies

- 1 **S.01** Match verbs 1–11 with the words in the box to make phrases. Listen, check and repeat.

a bike ride	a blog	an instrument
books/magazines	cakes/videos	friends
music	online	photos
shopping	songs	

- | | |
|--------------------------------|-------------------------------|
| 1 chat <u>online</u> | 7 make <u>cakes/videos</u> |
| 2 download <u>songs</u> | 8 play <u>an instrument</u> |
| 3 go <u>shopping</u> | 9 read <u>books/magazines</u> |
| 4 go for <u>a bike ride</u> | 10 take <u>photos</u> |
| 5 hang out with <u>friends</u> | 11 write <u>a blog</u> |
| 6 listen to <u>music</u> | |

- 2 **S.02** Listen and write the activities in Exercise 1.

- | | |
|-----------------------------|-------------------------|
| 1 <u>play an instrument</u> | 5 <u>go shopping</u> |
| 2 <u>take photos</u> | 6 <u>make cakes</u> |
| 3 <u>listen to music</u> | 7 <u>read magazines</u> |
| 4 <u>go for a bike ride</u> | |

Sport

- 3 **S.03** Match the words with the pictures 1–8. Circle the two sports that aren't in the pictures. Listen, check and repeat.

athletics	4 basketball	6
gymnastics	1 hockey	8
rugby	2 sailing	3
swimming	5 table tennis	7
volleyball	<input type="checkbox"/> windsurfing	<input type="checkbox"/>



4 STARTER UNIT

volleyball /'vɒl.i.bɔ:l/
windsurfing /'wɪndzɜ:fɪŋ/
Vocabulary Bank SB p127

Extra vocabulary practice

Learn to learn

Encourage students to keep a vocabulary notebook, in which they can record any verb–noun phrases they notice.



LEARN TO LEARN

Verb and noun phrases

We often use verbs and nouns together to make different phrases. Learn them together.

- 4 Complete the list with nouns in Exercises 1 and 3.

Verb	Noun
play	<u>an instrument</u> , basketball, hockey, rugby, table tennis, volleyball
go	shopping, sailing, swimming, windsurfing
make	cakes, videos
write	a blog, books, magazines, music
read	a blog, books, magazines, music

Use it!

- 5 Discuss the questions.

- What is your favourite sport to watch on TV?
- What is your favourite sport to do?
- What isn't a good sport to do on your own?

Explore it!

Is the sentence T (true) or F (false)?

Rugby is popular in many countries, but it is the only sport in Exercise 3 that isn't played at the Summer Olympic Games. **F**

Find another interesting fact about sports and write a question for your partner to answer.



- 4 Encourage students to copy the table into their notebooks after feedback.

- 5 Students make notes on their answers to 1–3 before speaking.


Explore it!

Point out that all the sports in Exercise 3 are played at the Summer Olympics. If appropriate, allow students to use their smartphones to research a fact about sports.

Homework

Workbook p4, Exercises 1–2

Lesson aim: I can read a blog post.

- 1 Elicit the meaning of *blog post* and give students a few minutes of thinking time before discussing the question in pairs. Elicit questions on the board and leave them there, using this as an opportunity to gauge students' existing knowledge of question formation.
- 2  Set a three-minute time limit to encourage faster reading, and tell students not to worry about unknown vocabulary at this stage. Then elicit any answers to the questions on the board, together with questions corresponding to extra information given in the text.
- 3 ★ Tell students where to find the vocabulary (2 – Rosie; 3 – Nora; 4 – Nora; 5 – comments section).
- 4 Encourage students to underline the keywords in the text that helped them find the answers and elicit these during feedback, e.g. *Rosie, I'm always busy!*

Focus on phrases

- 5 ★ Write the following phrases on the board for students to use in their discussion: *I'm a lot like ... because ..., I'm nothing like ... because ..., I'm a bit like ... because ...*

Extend it!

Ask students to work in pairs to write a comment for Rosie's blog post, at the top of an A4 piece of paper. Display the comments around the room, and allow students to read the comments, 'like' them, and respond to them if they wish.

READING A blog post

- 1 Look at the photos in the blog post. What do you want to know about the people?
- 2  Read the blog post. Do you learn the information you wanted to know in Exercise 1?
- 3 Find words in the blog post that mean:
 - 1 doing a lot of things busy
 - 2 difficult tough
 - 3 making you a bit angry annoying
 - 4 very bad terrible
 - 5 very good brilliant
- 4 Read the blog post again and write the names of the people. Who ...
 - 1 is a busy person? Rosie
 - 2 are Rosie's brother and sister? Dan and Nora
 - 3 likes computer magazines and computer games? Dan
 - 4 is not a good singer? Nora
 - 5 are Sara and Fatima? Rosie's best friends
 - 6 thinks Rosie's blog is very good? Jody

Voice it!

- 5 Discuss the questions.
 - 1 Are you like any of the people in Rosie's blog? If so, who and why?
 - 2 Do you read blogs? Why / Why not?
 - 3 What's your favourite blog? What's it about?

THOUGHTS FOR TODAY

Rosie Wilson

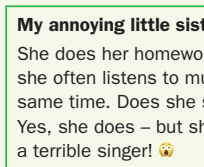
Hi everyone! Today, my blog is all about my hobbies, family and friends. I'm always busy! So, what do I do?

I go swimming three mornings a week. I always get up at 5.30 am 🌞. It's tough, but swimming is my favourite thing (after my blog – obviously!).



My big brother, Dan

He plays computer games and he sometimes reads magazines (computer game ones!). He plays football every day with his friends, but he doesn't leave the house! 🙄



My annoying little sister, Nora

She does her homework and she often listens to music at the same time. Does she sing too? Yes, she does – but she's a terrible singer! 🙄



Best friends forever:

Sara and Fatima ❤️❤️❤️

I don't see them during the week because we don't go to the same school. That isn't a problem because we usually hang out together at the weekend. They love taking selfies and they post Snapchat stories every day!

What about you? Do you often read my blog? How do you spend your free time? **Let me know!**

COMMENTS:

Jody I read your blog in my free time. It's brilliant!

STARTER UNIT 5

Flipped class

- Ask students to watch **Video S.1** and do the **Video worksheet** in the *Teacher's Resource Bank* in preparation for the next lesson.

Homework

Workbook p4, Exercises 3–4

Warmer

► Play **Video S.1** if it was not set for homework and ask students to raise their hands when Zara mentions an activity they also do. Elicit that Zara listens to music and Sophia, the vlogger, usually writes short stories. Students can then discuss their own summer routines.

1 Give students two minutes to discuss what they remember from Rosie's blog before completing the table.

2 Remind students that we use the present simple for actions that happen all the time, or never happen.

3 **S.05** ★★ Ask students to underline the sentences in the blog post that are true for them. Then they can discuss in pairs, asking extra questions to find out more information.

Audioscript p158

4 ★★ Challenge students to fill the gaps before reading the table. Elicit synonyms of *often* (e.g. *frequently, almost always*). Then, write 5% on the board and elicit adverbs like *rarely, hardly ever* or *almost never*.

Extra grammar practice

5 & 6 Focus students' attention on the table and elicit that adverbs of frequency go before verbs (*go, read, buy*, etc.) but after the verb *be*.

LANGUAGE IN ACTION

Present simple

I/you/we/they	he/she/it
I read your blog in my free time.	She ¹ does her homework.
We ² don't go to the same school.	He ³ doesn't leave the house.
⁴ Do you often read my blog?	⁵ Does she sing too?
Yes, I do . / No, I don't .	Yes, she ⁶ does . / No, she doesn't .

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

2 Write present simple sentences.

1 Rosie / get up / at 5.30 am three mornings a week.
Rosie gets up at 5.30 am three mornings a week.

2 Dan / not play / computer games.
Dan doesn't play computer games.

3 Nora / not listen / to music when she / do / her homework. *Nora doesn't listen to music when she does her homework.*

4 Sara and Fatima / not see / Rosie during the week. *Sara and Fatima don't see Rosie during the week.*



S.05 3 Complete the blog post with the present simple form of the verbs. Then listen and check.

I ¹ **like** (like) my new school. I ² **don't know** (not know) all the students in my class yet, but I ³ **sit** (sit) next to a boy called Jorge in my English class. He's sports mad. He ⁴ **plays** (play) basketball every day. On some days he ⁵ **doesn't have** (not have) lunch – he's on the basketball court!
⁶ **Do** you **get** (get) a lot of homework? Our teachers ⁷ **give** (give) us lots! I ⁸ **don't do** (not do) it at home – I ⁹ **go** (go) to homework club on Wednesdays. Some of the older students ¹⁰ **help** (help) us. They're nice. After homework club, I ¹¹ **don't get** (not get) home until about 6.30 pm. I ¹² **listen** (listen) to music and relax before dinner.



6 STARTER UNIT



Watch video S.1
What does Zara do on the bus?
What does the vlogger do in the morning?

Adverbs of frequency

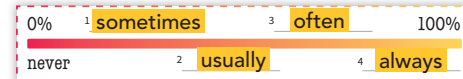
Rosie is **always** busy.

Dan **sometimes** reads magazines.

Nora **often** listens to music when she does her homework.

Rosie **usually** hangs out with friends at the weekend.

4 Complete the timeline with the adverbs of frequency in the table above.



5 Write the sentences with the words in brackets.

1 I'm late for school. (never)
I'm never late for school.

2 I do my homework at the weekend. (always)
I always do my homework at the weekend.

3 Do you go shopping with friends? (sometimes)
Do you sometimes go shopping with your friends?

4 I'm tired after school. (often)
I'm often tired after school.

5 Do you take photos on your phone? (usually)
Do you usually take photos on your phone?



6 Discuss the sentences in Exercise 5. Are they true for you?

Are you always late for school?

No, I'm never late for school!

Grammar game

Students write one extra true sentence about themselves using an adverb of frequency, e.g. *I always eat pizza on Friday*. In groups, or with the whole class, students take turns reading out their sentence, without saying the adverb of frequency. The other students must guess the adverb of frequency they think is missing.

Homework

Workbook p5, Exercises 1–3

Lesson aim: I can talk about personal possessions.

- 1 **S.06** Alternatively, students can cover the pictures and play a game in small groups. Student A chooses an object from the box and draws it. The first student to guess what it is wins a point and takes the next turn.

Audioscript p158

Target vocabulary

bus pass /bʌs pɑ:s/
camera /'kæmrə/
headphones /'hedfəʊnz/
keys /ki:z/
laptop /'læptɒp/
money /'mʌni/
passport /'pɑ:spɔ:t/
phone /fəʊn/
portable charger /'pɔ:təbəl 'tʃɑ:dʒə/
tablet /'tæblət/

- 2 Encourage students to do the activity without looking at the box.

Extra vocabulary practice

Vocabulary Bank SB p127

Learn to learn

Using vocabulary cards has some advantages over writing lists of words: they can be easier to use when testing yourself and you can shuffle them to change the order.

- 3 & 4 Tell students that the drawings do not need to be perfect.

- 5 Allow students two minutes to think and make notes before attempting the activity.

Vocabulary Bank SB p127

- 6 **S.07** Write *coding club* and *photography club* on the board and ask students what vocabulary they might expect to hear, relating to each club

VOCABULARY AND LISTENING

Personal possessions

- 1 **S.06** Match the words with the photos. Listen, check and repeat.

bus pass	4	camera	9
headphones	2	keys	6
laptop	10	money	3
passport	8	phone	7
portable charger	5	tablet	1



- 2 Complete the sentences with words in Exercise 1.

- Where are my keys? I can't open the door.
- Dan is always late. Can I borrow your phone to message him?
- You can't go to the USA without your passport.
- I want to take good photos. I need a nice camera.
- That music is very loud. Use your headphones.

(e.g. *computer, programming, pictures, camera, etc.*).

Audioscript p158

- 7 **S.07** Before playing the recording again, ask students in pairs to discuss the questions based on what they remember from the first listening.

Support weaker students by asking stronger ones to raise their hand when they hear an answer in the recording.

- 8 Elicit different school clubs and write a list on the board before students discuss the questions.

LEARN TO LEARN

Making vocabulary cards

Make vocabulary cards to help you learn new words. Draw a picture on one side and write the word on the other.

- 3 Make your own vocabulary cards for the words in Exercise 1.

- 4 Test a partner. Show your cards. Can your partner say the words in English?

Use it!

- 5 Describe a possession in Exercise 1 for your partner to guess. Think about:

- when you use it
- where you use it
- what you use it for.

I use it every day. I always keep it in my bag. I use it to get to school.

Is it your bus pass?

A conversation

- 6 **S.07** Listen. Circle the club Alex wants to go to.

a coding club b photography club

- 7 **S.07** Listen again and circle the correct answers.

- Emine goes to the ... club.
a coding b photography
- Alex ... taking photos.
a likes b doesn't like
- Alex has got a ...
a tablet b laptop
- Mr Adams ...
a is a good teacher b knows Bill Gates
- In her free time, Libby writes ...
a a blog b computer programs

Voice it!

- 8 Do you go to any school clubs? Which ones? What school club would you like to go to?

STARTER UNIT 7

Flipped class

► Ask students to watch **Video S.2** and do the **Video worksheet** in the *Teacher's Resource Bank* in preparation for the next lesson.

Homework

Workbook p5

Warmer

► Play **Video S.2** and elicit that James hates his phone and going shopping, but loves using his computer, home, hanging out with friends and watching a sci-fi series. Give students in groups a few minutes to discuss the things that they love or hate.

1 & 2 After feedback, say *I love ...* and then mime a number of activities (skiing, reading, playing tennis, etc.) and elicit the *-ing* form of the verb.

3 ★ Elicit that *don't mind* means that you haven't got any strong feelings about something.

4 Tell students that they can tell the truth or a lie. Their partner can ask extra questions to guess if the student is lying.

Extra grammar speaking practice

5 Elicit extra personalised examples, for example, *I ... glasses, You ... an English book, Sera ... a smartphone, etc.*

6 Fast finishers can write down the questions that statements 1–5 answer, e.g. *Has Alex got his own laptop?*

7 Explain that we use any in negative sentences and questions.

Audioscript p159

8 Alternatively, students can write questions in pairs and carry out a class survey, speaking to as many students as possible.

LANGUAGE IN ACTION

love, like, don't mind, hate + -ing



Watch video S.2
What two things does James hate?
What four things does he love?

I **love** ¹*helping* people.

Emine **likes** ²*us* **the** new cameras.

Alex and Libby **like** ³*writing* computer programs.

1 Complete the words in the table above.

2 Write the sentences with the correct form of the verbs.

1 Eminé likes *meeting* (meet) new people.

2 Alex doesn't like *taking* (take) photos.

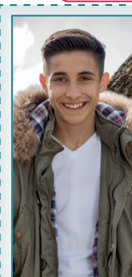
3 Libby doesn't mind *helping* (help) Alex.

4 Mr Adams loves *telling* (tell) stories.

3 Complete the blog post with the correct form of the verbs in the boxes.

love 😊 😊 😊 like 😊 not mind 😊
not like 😊 hate 😊 😊

do get up help listen speak



Jack 😊 ¹*likes listening* to music.
Mic Lowry is his favourite band.

He 😊 😊 😊 ²*hates getting up* early.

He 😊 😊 😊 ³*loves speaking* English, even in our French class!

I 😊 ⁴*don't like doing* my maths homework. Jack 😊

⁵*doesn't mind helping* me.

8 STARTER UNIT

Use it!

4 Think of five sentences using *love, like, don't mind* and *hate*. Say your sentences to your partner. Do you agree?

I don't mind cleaning the kitchen.

I hate doing it!

have got

I/you/we/they	he/she/it
We've got two new cameras.	She ¹ <i>'s got</i> a new camera.
I ² <i>'ve got</i> a plan of the school. have got	Alex hasn't got a plan of the school.
Have you got your own laptop?	⁴ <i>Has</i> he got his own laptop?
Yes, I ³ <i>have</i> . / No, I haven't .	Yes, he has . / No, he ⁵ <i>hasn't</i> .

5 Complete the examples in the table above.

6 Complete the sentences with the correct form of *have got*.

1 Alex *hasn't got* his own laptop. X

2 Alex *has got* a tablet. ✓

3 They *have got* a lot of laptops at coding club. ✓

4 Libby *has got* her own computer. ✓

5 She *hasn't got* much free time. X



7 Complete the text with the correct form of *have got*. Then listen and check.

We've *got* a new student in our class. Her name's Paola.
What ²*have* we *got* in common? A lot! She
³*has got* brown hair and blue eyes – just like me!
⁴*Has* she *got* any brothers and sisters? Yes,
she ⁵*has*. She ⁶*has got* two annoying little
sisters, just like me. She ⁷*hasn't got* any brothers. We
⁸*have got* the same trainers, phones and headphones!
We both love playing table tennis. We ⁹*haven't got*
any classes today because it's a holiday. I ¹⁰*'ve got*
Paola's phone number, and I hope she's free to practise
table tennis with me this afternoon.

Use it!

8 Ask and answer questions using *have got*.

Have you got any brothers or sisters?

Grammar game

Ask students to think about objects they have got in their bags (they can look up any unknown words in a dictionary). In pairs, they take turns asking each other 'Have you got a/any... (sunglasses/keys/phone/diary)?'. When the answer is yes, the student takes the object out of their bag. After three minutes, the student whose partner has the most items out of their bag wins.

Homework

Workbook p6

Lesson aim: I can write a personal profile.

1 Elicit the word *gymnastics* /dʒɪm'næstɪks/ from the photo and that it is a tough sport, to recycle the vocabulary from p5. Then ask students to underline the parts where the text mentions what Ernesto likes.

2 ★ Guide students to find in the text the key words (or their synonyms) from the questions (2 – early = 6am; 3 – on his own = on my own; 4 – weekend = weekend).

3 ★★★ On the board, write *My cat's name's Dora and she is small, black and cute*. Elicit the functions of the two apostrophes and the comma before students attempt the task.

4 After feedback, elicit the different functions of the apostrophes in sentences 1–5.

Useful language practice

5 Allow students to share their plans after completing them, encouraging them to ask each other questions to generate extra interesting ideas and information they could include in their profile.

6 Write the things that students need to remember to do on the board and ask students to copy these in their notebooks, with a box next to each that they can tick as they are writing their profile.

7 After checking their work using the questions in Exercise 5 and the checklist in Exercise 6, ask students to display their profiles around the room and read as many of them as possible. Ask: *Which is the most interesting profile? Why?*

WRITING A personal profile

1 Look at the photo. What does Ernesto like doing? Read his profile and check.



He likes doing gymnastics and going for bike rides. He also likes hanging out with his friends.

1 Hi! My name's Ernesto Mendes and I'm 14 years old. I'm from Vancouver in Canada. I live with my mum and dad, my grandma and my cat. My cat's name is Tiger. My best friends are Joel and Ruby.
2 My favourite free-time activity is gymnastics. I train every day. Training starts at 6am. It's tough, because I hate getting up early, but I love practising.
3 I also like going for bike rides on my own. I've got a new bike and I usually go for a bike ride after school. I haven't got much free time, but I always hang out with my friends at the weekend. We often go to Joel's place because he's got a swimming pool.

2 Read Ernesto's profile again and answer the questions.

1 Where is Ernesto from?
He's from Vancouver in Canada.

2 Why does Ernesto get up early?

3 What does he like doing on his own?

He likes going for bike rides on his own.

4 What does he do at the weekend?

He hangs out with his friends.

3 Look at the *Useful language* box. Find and underline examples of apostrophes and commas in the profile. Match them with the correct use and write them in the box.

Useful language

We use apostrophes:

- for contractions / short forms: *name's*
I'm, It's, I've, haven't, he's
- to show possession: *My cat's name is Tiger.*
Joel's place

We use commas to indicate a pause:

I live with my mum and dad, my grandma and my cat.
It's tough, because I hate getting up early, but ..., I haven't got much free time, but ...

4 Rewrite the sentences with commas and apostrophes in the correct places.

1 Were from South Africa.

We're from South Africa.

2 Whats your history teachers name?

What's your history teacher's name?

3 That isnt my tablet.

That isn't my tablet.

4 Ive got a cat three horses and a parrot!

I've got a cat, three horses and a parrot!

5 My sisters friends very noisy!

My sister's friend's very noisy!

Write your own personal profile.

PLAN

5 Make notes for each paragraph.

You, your family and friends

Your favourite free-time activity

- what it is and where you do it
- how often you do it

Other free-time activities

- what you like doing on your own or with friends
- when and where you do the activities

WRITE

6 Write your profile. Remember to include three paragraphs, the information in Exercise 5, the present simple, adverbs of frequency, *love*, etc. + *-ing* and *have got*.

CHECK

7 Do you ...

- describe you, your family and friends?
- explain your favourite free-time activity?
- say what other things you like doing, and when?

STARTER UNIT 9

Homework

Workbook p7

Students can also write a new profile, this time about their best friend.

Unit 1

What are you watching? Lesson aim: I can talk about TV shows.

Warmer

Give students three minutes to think of a famous TV show and write down a few sentences about it. In groups, they take turns to read their sentences, one at a time. The first student to guess their partners' TV shows wins a point.

► Start it!

✎ Unit quiz

1 & 2 Elicit that the girl is outside watching something on her tablet and then ask students to name a few other ways that people can watch TV shows.

3 ► Elicit possible answers from the class. Play **Video 1.1** and elicit that he built the first television (or 'televisor', as he called it).

4 Give students three minutes, in groups, to discuss the questions. Get feedback from the whole class.

✎ Video comprehension questions

Flipped class

In preparation for **Explore it!** (p11), students research interesting facts about TV.

1

WHAT ARE YOU WATCHING?

LEARNING OUTCOMES

I can ...

- understand Tweets, a guided tour and a text about a Japanese film studio
- talk about TV shows and making movies
- write a description of my favourite internet or TV personality
- understand how to use the present continuous and present simple, and adverbs of manner
- ask for and give opinions
- use real examples, listen for specific information and understand new words.



Start it!

- 1 Look at the photo. What is the girl doing?
- 2 Before you watch, where do you watch TV shows?
- 3 What did John Logie Baird build? Watch and check.
- 4 How do you think TV changed the world?



Watch video 1.1



Language in action 1.2



Language in action 1.3



Everyday English 1.4



Globetrotters 1.5

10 WHAT ARE YOU WATCHING? | UNIT 1

Unit aims

Skills

I can ...

- understand Tweets p12
- ask for and give opinions p16
- write a description of a celebrity p17
- understand a text about animated films p18

Language

I can ...

- talk about TV shows p11
- understand how to use the present continuous p13
- talk about movies and how they are made p14
- understand the difference between the present simple and continuous p15

Learn to Learn

I can ...

- use real examples to help learn vocabulary p11
- listen for specific information p14
- understand new words p19
- organise a notebook p21

Extra Resources

- *Finished?* – Student's Book p118
- *Vocabulary Bank* – Student's Book p128
- *Pronunciation* – Student's Book p141
- *Workbook* p8
- *Teacher's Resource Bank* on Cambridge One for tests package, Cambridge Exam practice, wordlists, differentiated worksheets and many other extra resources.
- *Practice Extra* and *Digital collaboration space*

Lesson aim: I can talk about TV shows.

Warmer

Give students two minutes to think of as many different types of TV programmes as they can, and elicit ideas.

- 1.01 Pause after each word to drill the pronunciation.

Audioscript p159

Target vocabulary

cartoon /kɑː'tuːn/
chat show /'tʃæt ʃəʊ/
comedy /'kɒmədi/
cookery show /'kʊkəri ʃəʊ/
documentary /ˌdɒkjə'mentəri/
drama /'drɑːmə/
game show /geɪm ʃəʊ/
on-demand series /ɒn dɪ'mɑːnd 'siəriːz/
reality show /ri'æləti ʃəʊ/
soap opera /səʊp 'ɒpərə/
sports show /spɔːts ʃəʊ/
the news /ðə njuːz/

Extra vocabulary practice

- 2 Alternatively, act out a sentence, with appropriate intonation and body language (e.g. excitedly, *Can they score in the last minute?!),* and ask the class to guess the type of TV show (e.g. sports show). Students can then work in groups to do the same for each other to guess.

- 3.02 ★ Play the recording once and ask for volunteers to come to the board and write the key words they heard, to support students who are struggling. Then play the recording again.

Audioscript p159
Vocabulary Bank SB p128

VOCABULARY TV shows

- 1.01 1 Match eight of the TV shows in the box with the photos. Circle the four shows that aren't in the photos. Listen, check and repeat.

cartoon	6	chat show	3
comedy	<input type="checkbox"/>	cookery show	<input type="checkbox"/>
documentary	5	drama	2
game show	8	on-demand series	7
reality show	4	soap opera	1
sports show	<input type="checkbox"/>	the news	<input type="checkbox"/>

- 2 Match the sentences with TV shows in Exercise 1.

- 1 'Put your potatoes in a pan and add some salt.'
cookery show
- 2 'They're coming! We need to get out of here.'
drama
- 3 'Giant pandas are in danger. There are only about 1,800 left.'
documentary
- 4 'We've got some really interesting guests on tonight's show.'
chat show
- 5 'Can they score in the last minute?' *sports show*
- 6 'Today: Hurricane hits city.'
the news

- 1.02 3 Listen. Write the shows the people talk about.

- 1 *comedy* 4 *soap opera*
- 2 *game show* 5 *reality show*
- 3 *on-demand series* 6 *cartoon*

LEARN TO LEARN

Using real examples

When you learn vocabulary, think of examples to help you remember it.

- 4 Think of an example of each type of TV show in Exercise 1.
- 5 Ask about your partner's TV shows. Can you guess what they are?

What type of show is it?

A sports show.



Use it!

- 6 Complete the sentences so they are true for you. Tell your partner.

- 1 I love watching
- 2 My family often watches
- 3 My favourite TV show is
- 4 I hate

Explore it!

Guess the correct answer.

Which country in the world watches the most TV?

a Poland b USA c Japan

Find an interesting fact about TV. Then write a question for your partner to answer.



UNIT 1 | WHAT ARE YOU WATCHING? 11

Learn to learn

Examples can create memorable associations, especially if they are personalised (e.g. students could think of their favourite cartoon, soap opera, etc.).

- 4 & 5 Students could do Exercise 4 in pairs and Exercise 5 in a group with another pair, so as to generate more ideas.

TV shows quiz

- 6 If there is time, ask students to walk around the class and talk to as many other people as possible until they find someone they have something in common with.

Explore it!

Students ask each other their questions in groups. After the answers are revealed, they vote the most interesting fact, which they read to the whole class.


Homework

Workbook p8

Lesson aim: I can understand Tweets.

Warmer

Elicit that a Tweet /twi:t/ is a short text posted on Twitter /'twɪt.ər/. Elicit that Twitter is used to share ideas and content online, and that the @ (at) symbol is used to reply or publicly message someone, and the # (hashtag) symbol is used to explain the topic of the Tweet.

1 & 2  Ask students to skim the text quickly to check their guess to the question in 1. Then allow the students to read more slowly to answer the questions in 2.

3 Encourage students to underline the sections of the text where they found the answers.

4 Ask students to find the words from the box in the text and read the whole sentence around them to guess the meaning from context.

Extra vocabulary practice

5 Elicit a few historical events to generate ideas, then allow a few minutes of thinking time before asking students to speak in pairs.


Class challenge

The person with the most Twitter followers is Rihanna / Taylor Swift / Barack Obama.

READING Tweets

What people are watching on TV.

1 Look at the pictures and titles. What do you think the Tweets are about?

2  Read the Tweets. Match the people with the TV shows.

- | | | |
|---------|---|---------------------|
| 1 Jack | a | a comedy |
| 2 Holly | b | the news |
| 3 Rory | c | an on-demand series |

3 Write J (Jack), H (Holly) or R (Rory).

- Who likes different TV shows from his/her friend? **R**
- Who does media studies? **J**
- Who is with his/her friend now? **H**
- Who talks about a friend in a different place? **R**

4 Match the words with the definitions.

average episode
season subscribe

- typical, normal **average**
- one individual show in a series **episode**
- arrange to pay and receive something regularly **subscribe**
- a period in which a show appears regularly on TV **season**

Voice it!

5 Imagine you are watching a famous event from history on the news. Discuss the questions.

- Where are you?
- Who or what can you see?
- How many people are there?
- How do you feel?

12 WHAT ARE YOU WATCHING? | UNIT 1



Mad about TV @madabouttv

Apart from sleeping, the average teenager spends more time in front of a television than doing any other free-time activity! So ... are you watching TV right now? Where are you watching it and who with? We want to know! Tweet us and send us your photos. #madaboutTV



JackLong @JLo-o-o-ng

I'm learning about the history of TV in media studies this week. So for homework, I'm travelling back to 1969 to watch the news about Neil Armstrong, the first person on the moon.



Mad about TV @madabouttv

@JLo-o-o-ng Amazing! Neil Armstrong and Buzz Aldrin are walking on the moon. 530 million people are watching them with you. We're over the moon too! #madaboutTV



Holly Bardsley @HBards

At the moment, I'm sitting in my bedroom with my best friend @superfanz. We're watching our favourite on-demand series, *Stranger Things*, on my new tablet. We're super fans and this episode is sooooo scary! 🤩



Mad About TV @madabouttv

@HBards Here's a cool fact for you. More than 100 million people around the world subscribe to Netflix and you're one of them. Do you want to know about the next season of *Stranger Things*? 🤔 Just ask us! Spoiler alert! #madaboutTV



Rory Green @RoryG

I'm waiting for my favourite comedy to start, so I'm taking a selfie and I'm messaging my friend @laughingbol 🤔 at the same time! He isn't watching TV – he's listening to music. He doesn't like comedies.



Mad about TV @madabouttv

@RoryG Believe it or not, if you're an average American teenager, you probably send about 128 instant messages a day! #madaboutTV

 **Finished? p118 Ex 1**

Extend it!

In pairs, students choose the most interesting idea from Exercise 5 and write a Tweet about it in response to @madabouttv. The Tweet should be a maximum of 280 characters (including spaces and punctuation).

Finished?

Students turn to SB p118 and do Exercise 1.

Flipped class

▶ Ask students to watch **Video 1.2** and do the **Video worksheet** in the *Teacher's Resource Bank* in preparation for the next lesson.

Homework

Workbook p9

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

Warmer

Ask students to talk about a TV show they are watching at the moment, and discuss if they like it or not, and why.

► Play **Video 1.2**. Elicit that Ben and Nick are playing a video game and watching her vlog, and that the vlogger is chatting and vlogging.

1 Encourage students to complete the table and compare answers in pairs before looking at p12.

Pronunciation

Ask students to turn to SB p141 for pronunciation practice of contractions with *be*.

Grammar game

Refer students back to SB p4 and review the phrases for talking about hobbies and sports. Put students into teams. Ask one student to stand in front of the class and mime an action. The first team to guess the action, using the present continuous (e.g. *You are playing tennis*), wins a point and sends a new student to mime another activity.

Get it right!

Point out to students that these verbs usually describe states (or situations), not actions.

2 & 3 Ask students to check their own work by circling all the *be* verbs in their answers in one colour, and underlining the *-ing* in another colour, to promote self-correction.

LANGUAGE IN ACTION

Present continuous

I	he/she/it	we/you/they
I'm sitting in my bedroom.	He's listening to music.	Neil Armstrong and Buzz Aldrin ² are walking on the moon.
I'm not sitting in class.	He's isn't watching TV.	We aren't watching the news.
Am I listening to music? Yes, I am . / No, I'm not .	Is Rory's friend listening to music? Yes, he is . / No, he isn't .	⁴ Are you watching TV right now? Where ⁵ are you watching it?

Pronunciation p141

Get it right!

We don't usually use some verbs with the present continuous. For example, *know*, *understand*, *like*, *love*, *prefer*, *remember*.

Do you understand me? **NOT** Are you understanding me?

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

2 Write sentences with the present continuous.

1 Jack / watch TV / with 530 million other people.

Jack is watching TV with 530 million other people.

2 Holly and her friend / not sit / in the library.

Holly and her friend aren't sitting in the library.

3 Holly and her friend / watch / an on-demand series now.

Holly and her friend are watching an on-demand series now.

4 Rory / not watch / his favourite comedy at the moment.

Rory isn't watching his favourite comedy at the moment.

3 Complete the blog with present continuous verbs.

This week I ¹ **'m researching** (research) my favourite subject – TV! I'm very happy because I ² **(not do)** it on my own. I ³ **(prepare)** a presentation with my friend Saul.

At the moment, Saul ⁴ **(not talk)** to me. He ⁵ **(watch)** a new online series and he ⁶ **'s making** (make) notes. I'm tired right now, so I ⁷ **'m having** (have) a break. But we ⁸ **are** really enjoying (enjoy) this project.

's watching

'm not doing

'm preparing

isn't talking



Watch video 1.2
What are Ben and Nick doing?
What two things is the vlogger doing?

4 Complete the conversation with the present continuous form of the verbs. Then listen and check.

do give interview not do
revise ring talk watch

ROSA What ¹ **are** you **doing** right now, Toni?

TONI I ² **'m talking** to you.

ROSA Ha, ha. Very funny. ³ **Are** you

revising for the maths test? **'m watching**

TONI No, I ⁴ **am** a chat show. Why

⁵ **are** you **ringing** me?

ROSA Well, this maths homework ⁶ **is giving** me problems. If you ⁷ **aren't doing**

anything important, can you help me?

TONI Sorry, Rosa. I can't talk now. They ⁸ **'re**

interviewing Ed Sheeran. I'll call you

back, OK? Bye.

ROSA Great. Thanks a lot, Toni.

Use it!

5 Write questions. Then discuss them with a partner.

1 what / you / wear?

What are you wearing?

2 what / your teacher / do / right now?

What is your teacher doing right now?

3 where / your best friend / sit / today?

Where is your best friend sitting today?

What are you wearing?

I'm wearing ...

Finished? p118 Ex 2

UNIT 1 | WHAT ARE YOU WATCHING? 13

4 Ask fast finishers to write the verbs in the box in the correct order on the board, to support any students who are struggling. Play the audio to check answers.

Audioscript p160

5 Encourage students to write an extra two questions in pairs, then ask these to a different pair in the class.

Extra grammar practice speaking game

Finished?

Students turn to SB p118 and do Exercise 2.

Homework

Workbook p10

Lesson aim: I can talk about movies and how they are made.

- 1 1.07 ★★★ Students cover the box and work in pairs to describe the picture, using the present continuous. After feedback, the students repeat the task with a new partner, using the new vocabulary.

Audioscript p160

Target vocabulary

actor /'æktə/
camera operator /'kæmrə
'ɒpəreɪtə/
(digital) camera /'dɪdʒɪtəl
'kæmrə/
costume /'kɒstjʊ:m/
director /'dɪrektə/
lights /laɪts/
make-up artist /'meɪkʌp
'ɑ:tɪst/
script /skɪpt/
set /set/
sound engineer /saʊnd
endʒɪ'nɪə/

- 2 ★★★ After feedback, students choose one of the words they haven't selected and make a sentence with it.

Extra vocabulary practice

- 3 ★ Allow students to write down their descriptions before speaking.
- 4 Elicit ideas on the board, but don't give answers at this stage as they will be given in the audio.
- 5 1.08 Elicit the exact phrase in the recording: *Avatar's my favourite film!*

Audioscript p160
Vocabulary Bank SB p128

Learn to learn

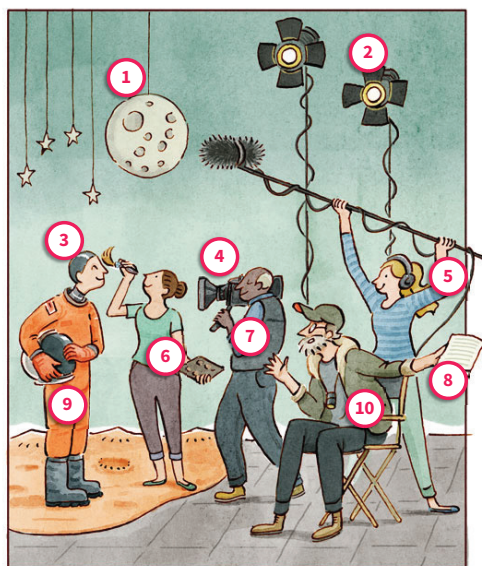
Reflecting on the type of information they need before listening will help students to cope better with longer texts and to understand that they do not need to understand absolutely everything.

VOCABULARY AND LISTENING

Making movies

- 1 1.07 Match the words with the people and things in the picture. Listen, check and repeat.

actor	3	camera operator	7
costume	9	(digital) camera	4
director	10	lights	2
make-up artist	6	script	8
set	1	sound engineer	5



- 2 Circle the correct word in each sentence.

- It's too dark. We need extra lights / cameras.
- They're building the director / set this week.
- We can't start filming – the main operator / actor isn't here.
- Who is writing the script / lights?
- I'm not wearing that costume / camera. No way!
- We can't hear the voices very well. Where's the make-up artist / sound engineer?

14 WHAT ARE YOU WATCHING? | UNIT 1

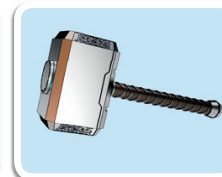
Use it!

- 3 Choose a job in Exercise 1 and describe what you're doing. Can your partner guess the job?

I'm sitting in my chair. I'm talking to the actors and I'm looking at the set.

A guided tour

- 4 Look at the photos. What are they? Where do you think you can see these things?



- 5 1.08 Listen and circle Matt's favourite film.

a *Thor* b *Avatar* c *The Lord of the Rings*

LEARN TO LEARN

Listening for specific information

Check what type of answer you need (a number, a name, a place, a job, etc.) before you listen.

- 6 Read the questions in Exercise 7. Write the type of answer you think you need to listen for.

- | | |
|------------|------------|
| 1 a place | 4 a place |
| 2 a number | 5 a number |
| 3 a job | 6 a job |

- 7 1.08 Listen again and answer the questions.

- Where does Matt live? Wellington
- How many people visit film locations in New Zealand each year? 3 million
- What is Clara's job? guide
- Where do the students go first? costumes
- How tall are some of the bigatures? 9 metres
- What is Martin's job? camera operator

Voice it!

- 8 What is on your dream film studio tour?

- 6 ★ Do this as a whole-class activity and guide students to the correct answers.

- 7 1.08 Before they listen again allow students to discuss the questions in pairs based on what they remember from the first listening.

- 8 Students work in small groups to invent their dream tour, thinking about:
- 1 a film or TV series
 - 2 what they might see on the tour
 - 3 who they might meet.

They then present their ideas to the class, and vote for the best tour they heard about.

Flipped class

► Ask students to watch **Video 1.3** and do the **Video worksheet** in the *Teacher's Resource Bank* in preparation for the next lesson.

Homework

Workbook p11

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


Warmer

Students discuss in pairs whether they would like to start a vlog in English and why.

► Play **Video 1.3** if it was not set for homework. Elicit that the boy is doing a vlog for Media Studies. He gives the following tips:


- You can use a camera with a microphone or your phone.
- Check sound and lights.
- Outline what you want to say (take notes).
- Be yourself – don't speak too quickly.
- Have fun!

1 Point out that we use the present simple for things that always happen. We use the present continuous for things that are happening now, but will finish.

2 & 3  ★ Allow students to compare answers in pairs, before conducting feedback with the whole class.

Audioscript p160

Extra grammar practice speaking game

4  Tell students that we don't use frequency adverbs like *always* or *sometimes* with the present continuous.

5 Explain that adverbs of manner give extra information about how someone does something.

6 Point out that *fast* is both an adjective and an adverb, and that we need to change a final -y to -ily.

LANGUAGE IN ACTION

Present simple and present continuous




Watch video 1.3
What is he doing?
Describe two tips he gives.

Present simple	Present continuous
More than 3 million people ¹ visit locations for films here every year.	Today, I ² am visiting a film workshop with my media studies class.
Time expressions: <i>always, sometimes, never, every day/week, etc.</i>	Time expressions: <i>(right) now, at the moment, today, this morning, etc.</i>

1 Complete the examples in the table above with the correct form of *visit*.

2 Circle the correct verbs.

- Matt (lives) / *is living* in Wellington.
- Matt and his class *wait* / are waiting for their tour guide.
- Martin *works* / is working hard today.
- Martin always uses / *is using* a digital camera.

 3 Complete the text with present simple or continuous verbs. Then listen and check.

Media studies ¹ is (be) my favourite subject at school. I ² love (love) it! This week, we ³ are studying (study) the history of film. We ⁴ are learning (learn) all about talkies, CGI and lots more! I ⁵ don't know (not know) much about it. It ⁶ takes (take) a long time and a lot of people to make a film. Sorry! Time to go! My little brother ⁷ is making (make) a lot of noise downstairs. I think he ⁸ is watching (watch) his favourite comedy with my mum and dad. They all ⁹ love (love) it and they always ¹⁰ laugh (laugh) a lot! What ¹¹ are you doing (do) at school this week?

7 ★★ Students write two extra questions about TV shows or films, one with the present simple and one with the present continuous.

8 Monitor and make notes of any common mistakes, writing them on the board for the class to correct.

Use it!

4 Rewrite the sentences with the verbs and time expressions. Use the correct tense.

do / sometimes drive / now watch / always

- We / sports shows at the weekend.
We always watch sports shows at the weekend.
- They / their homework together.
They sometimes do their homework together.
- My parents / me to sports club.
My parents are driving me to sports club now.

Adverbs of manner

If I'm not explaining things ¹ clearly (clear), shout!

Talk ² quietly (quiet), please.

He's working ³ hard (hard) today.

5 Complete the examples in the table above with the correct form of the word in brackets.

6 Write the adverbs for adjectives 1–6. Circle the ones that don't use -ly.

- nice nicely
- fast fast
- beautiful beautifully
- loud loudly
- happy happily
- good well

Use it!

7 Write questions. Use the present simple or continuous and the adverb form of the word in brackets.

- you always / make / new friends? (easy)
Do you always make friends easily?
- you / speak / English / today? (good)
Are you speaking English well today?
- your maths teacher / explain / everything? (clear)
Does your maths teacher explain everything clearly?
- you / work / this term? (hard)
Are you working hard this term?

8 Discuss the questions in Exercise 7.

 Finished? p118 Ex 3

UNIT 1 | WHAT ARE YOU WATCHING? 15

Grammar game

Students make three sentences about themselves using the present continuous, one of which is false. In groups, their classmates ask extra questions to guess which sentence is false.

Finished?

Students turn to SB p118 and do Exercise 3.

Homework

Workbook p12

Lesson aim: I can ask for and give opinions.

Warmer

Tell students you don't know what TV show to watch at the moment. Elicit a few recommendations from them, drilling the phrase *You should watch ... because it's ...*

- 1.10 ★★★ Students listen and answer the question with their books closed. Elicit that Eva does like the show.

Audioscript p160

- 2 1.10 Clarify the meaning of *I'm not really into* (= I'm not very interested in) and the pronunciation of *awful* /'ɔ:fəl/.

Useful language practice

- 3 ▶ Play **Video 1.4** and drill the pronunciation of the phrases, dealing with any difficulties with meaning.
- 4 After feedback, encourage students to rehearse the conversations in pairs using appropriate intonation. Ask for volunteers to perform the conversations for the whole class.
- 5 Allow students plenty of thinking time and dictionaries, if available. Students can share their ideas with a partner, who should ask extra questions to generate more ideas to write about.
- 6 During rehearsal, encourage one student in each pair to check for correct grammar, and one to check for appropriate vocabulary.

SPEAKING

Asking for and giving opinions

- 1.10 Listen to the conversation.

Does Eva like the show? **Yes, she does.**

EVA What are you doing?
ALEX I'm watching the second episode of this new comedy series.
EVA But it's lunchtime.
ALEX I'm not having lunch today. Lunch can wait.
EVA So what ¹*do you think of* the show?
ALEX I ²*love* it! ³*Do you like* comedies?
EVA No, I don't. I'm not ⁴*really into* them. I ⁵*prefer watching* documentaries and dramas.
ALEX Everyone's watching this one. It's really cool! Why don't you watch it with me?
EVA I'm not sure.
ALEX I think you'll really like it.
EVA OK. Let's see.
ALEX Well? What do you think of it?
EVA Actually, it's ⁶*not bad*!

- 2.10 Complete the conversation with the phrases from the *Useful language* box. Then listen and check.

Useful language

Do you like ... ?
 I like/love/hate/prefer watching ...
 I'm not really into it/them.
 It's great/good/not bad/awful.
 What do you think of ... ?

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



Watch video 1.4 Everyday English

Actually ... It's really cool!
 Let's see. Well?

16 WHAT ARE YOU WATCHING? | UNIT 1

- 4 Complete the conversations with the *Everyday English* phrases.

1 **A** This actor is great, isn't he?
B **Actually**, I don't really like him.
 2 **A** **Well** ... ? Do you like the show?
B Yes, I do. ... **It's really cool**!
 3 **A** Come with us to the gym on Saturday.
B Maybe, but I'm not sure. **Let's see** .

PLAN

- 5 Write about some TV shows you want to talk about. Use the ideas below.

Which shows? _____

What do you think about them? _____

Why? _____

SPEAK

- 6 Practise the conversation with your partner. Remember to use the present simple and present continuous, the vocabulary from this unit, and phrases from the *Useful language* and *Everyday English* boxes.

CHECK

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

Which shows? _____

What do they think about them? _____

Why? _____

- 7 If appropriate, students can record their conversations on their phones, deleting the recording and trying again if they did not like their performance. They then pass their phone to another pair, who listens and answers the relevant questions.

Flipped class

In preparation for the **Writing** lesson (p17), ask students to research facts about their favourite TV or internet celebrity.

Lesson aim: I can write a description of a celebrity.

Warmer

Students share what they learned about a TV or internet celebrity for homework, asking each other extra questions.

1 & 2 Set a time limit of one minute for the first gist task to encourage faster reading, then allow more time for Exercise 2, encouraging students to underline key words in the text that helped them select the correct answers.

3 Ask students to discuss the questions in pairs based on what they remember from the text and guess the answers to 1–4 before reading again.

4 ★★★ Ask students to cover the *Useful language* box and find all the instances of *and*, *but* and *or*. In pairs, they discuss how these words are used, before checking with the box.

5 ★★★ After feedback, ask students to make three extra sentences, one for each useful language word, using the vocabulary on p7, e.g. 'I have a phone but I don't have a tablet', 'Do you take pictures with your phone or with your camera?'

Useful language practice

6 Students write notes about the celebrity they researched for homework and show them to a new partner. Then, they can use the notes to discuss what they will write about.

WRITING

A description of a celebrity

- Look at the photo. What is the woman holding? Read the description and find the answer. **She's holding a cake.**
- Match topics a–c with paragraphs 1–3.
 - Why I like this person
 - An introduction to the person and her show
 - Typical episodes in the show
- Read Lidia's description again. Are the sentences *T* (true) or *F* (false)?
Rosanna Pansino ...
 - is from the USA. **T**
 - has a game show on the Internet. **F**
 - likes trying other people's recipes. **F**
 - makes unusual cakes. **T**
- Find and underline examples of *but*, *and* or *in* Lidia's description. Complete the *Useful language* box.

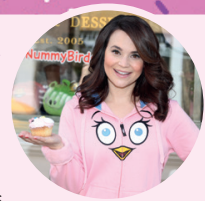
Useful language

We use **and** to add similar information.
We use **but** to show different information.
We use **or** when there is a choice of two or more things.

- Circle the correct word.
 - I don't like making cakes, or / **but** I love eating them!
 - Ryan Higa is my favourite internet star **and** / **but** I often watch his videos.
 - Do you prefer watching comedies **and** / **or** soap operas?
 - Lots of people love chat shows, **and** / **but** I think they're boring.

My favourite internet star

By Lidia Suarez



- b** Rosanna Pansino is my favourite internet star. She's an American actor, **but** she's also got a cookery show – *Nerdy Nummies*. She bakes fantastic cakes. I love the show **and** trying her recipes. She's got more than 10 million subscribers, **and** every month her show gets 75 million views.
- c** In each episode, she explains how to make her cakes. **But** they aren't normal cakes! They're characters **or** objects from TV shows, video games, films **or** books. This week, she's making Batman cakes.
- a** I like her because she's a great cook **and** because she makes the videos herself, too. She uses her own computer, camera **and** lights. She always explains her recipes clearly. They're easy to follow **and** the cakes taste great!

Write a description of your favourite internet or TV personality.

PLAN

6 Make notes about these things.

- Who the person is:
What he/she does:
- What he/she does in each episode:

What he/she is doing in this week's episode:
- Why I like this person and the show:

WRITE

7 Write your description. Remember to include three paragraphs, the correct present tenses and adverbs, **and**, **but** and **or**.

CHECK

8 Do you ...

- use sentences with *and*, *but* and *or*?
- give information about what the person usually does and is doing now?
- explain why you like the person?

Finished? p118 Ex 4

UNIT 1 | WHAT ARE YOU WATCHING? 17

7 & 8 After writing, ask students to highlight the present simple and continuous forms, adverbs and words from the *Useful language* box in a bright colour. This will help them with self-assessment. Students can swap texts with a partner who gives them feedback and then write a new draft if needed.

Finished?

Students turn to SB p118 and do Exercise 4.

Flipped class

Prepare for **Explore it!** (p19). Students research an interesting fact about animated films.

Homework

Workbook p13

Lesson aim: I can understand a text about animated films.

Background information

Studio Ghibli is a Japanese studio which makes animated films. The word *Ghibli* means 'hot desert wind'. The studio's films include *Spirited Away* and *Princess Mononoke*, amongst many others.

Warmer

In groups, students brainstorm any animated films they have seen. Then ask each group to choose the best and the worst ones. Elicit contrasting ideas from the class and encourage students to justify their answers.

► **Video 1.5** develops the theme of cinema around the world. Before you play it, make sure students understand the questions. Put students into small groups to discuss them. Elicit that India produces almost 2,000 films each year, the word *Bollywood* comes from a mixture of 'Bombay' and 'Hollywood', and that actors can film scenes for four films at the same time.

Video comprehension questions

1 Elicit guesses and write relevant vocabulary on the board, such as *drawing*, *characters* and *actor*.

2 1.11 After checking the answer, ask students if they have ever seen a Studio Ghibli film and invite those who have to try and explain the story, helping them with unknown language.

AROUND THE WORLD

READING

An online article

1 Look at the photos. What kind of film can you see? What is happening in each photo?

2 Read the article and check your answers.

The photos show someone drawing a cartoon for the scene of an animated film, and an actress, who is recording her lines.



Globetrotters

Watch video 1.5
Indian cinema

- How many films does India produce a year?
- Where does the name Bollywood come from?
- How many different films can actors film at the same time?

Welcome to Studio Ghibli - the Japanese Disney!

Studio Ghibli is a Japanese animation studio in Tokyo. It produces films, TV adverts and series. The films look a bit like cartoons. They're exciting **fantasy** films and they tell stories about daily life. It can take up to eight years and thousands of hours to produce one film, so there's usually only one film a year. How do they do it?

First, someone thinks of an idea for a film and writers develop a script for the story. Then they think about the characters. What are the characters like? There are good and bad characters, and a lot of them are strong, independent girls. What do they look like? They've all got big eyes and colourful clothes, costumes and hair.

Next the script becomes a **storyboard** with all the drawings and **frames** for the film. In this photo, the artist is **sketching** each **scene** beautifully, frame by frame, on paper with a pencil. In the film *Ponyo*, there are 170,000 frames. Imagine that!



After that, the artists add colour to the characters and they draw the **background** for each frame.

The camera operator shoots each frame individually to show every movement that the characters make.

Next, actors record the dialogue, and the director checks the recording with the **images**. Finally, it's time to record the sound effects, background noises and theme music.

Do you like watching films? Why not try a Studio Ghibli film next time?

18 WHAT ARE YOU WATCHING? | UNIT 1

Class challenge

The first ever animated film was made in 1917 in Japan / the USA / **Argentina**.

Learn to learn

Looking up every unknown word in a dictionary makes reading hard work, so students will be less likely to read in English for pleasure, which is very important. They should instead choose which words are needed for comprehension, and which words can be ignored.

3 After feedback, encourage students in pairs to find one more difficult word in the text and use the strategies to guess its meaning, before checking in a dictionary.

4 After the activity, ask students to choose the best sentences they produced and repeat the exercise in a bigger group, so as to expose each other to as many examples as possible.

Extra vocabulary practice

5 & 6 Allow students to discuss and guess the answers in pairs before reading the article again.

7 Drill the pronunciation of the *patient* /'peɪʃənt/ and the noun *patience* /'peɪʃəns/, and elicit which goes with the verb *be* and which with *have*. Then allow a minute of thinking time before asking students to discuss the questions in pairs or small groups.

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

LEARN TO LEARN

Understanding new words

Don't worry if you don't understand some words. First, try to get a general understanding of the article. Then guess the meaning of the new words.

- 3** Look at the highlighted words in the article. Try to guess their meaning. Then check in a dictionary.
- Look at the words before and after the word.
 - Think of similar words in your language.
 - Look at any pictures to help you understand.
 - Look for other examples of the word in the article.

- 4** Think of your own sentences with the new words. Say each sentence, but don't say the new word. Can your partner guess it?



- 5** Read the article again. Put the steps in order.
- They prepare the storyboard.
 - Actors prepare the words for the pictures.
 - A person thinks of an idea.
 - They record all the sound.
 - Artists add colour.
 - A writer develops a script.

6 Read the article again. Answer the questions.

- Where is Studio Ghibli?
In Tokyo, Japan.
- What does Studio Ghibli make?
Films, TV adverts and series.
- How long does it take to make a film?
It takes up to eight years and thousands of hours.
- What are the characters like? They are good and bad, and a lot of them are strong, independent girls.
- What is special about the way they look?
They've all got big eyes and colourful clothes, costumes and hair.
- What do the artists use to create the storyboards?
Paper and pencil.

Voice it!

7 Discuss the questions.

- The directors, artists and camera operators in Studio Ghibli have a lot of patience. Why do they need patience?
- Are you a patient person or not?

Explore it!

Guess the correct answer.

Spirited Away is a famous Studio Ghibli film. The location for the film is in ...

- a Taiwan. b Tokyo. c Seoul.

Find three more interesting facts about animated films. Choose your favourite fact and write a question for your partner.



OWN IT! The Culture Project Teacher's Resource Bank

UNIT 1 | WHAT ARE YOU WATCHING? 19

Explore it!

Students write their questions based on the facts researched for homework and, in groups, prepare a quiz for the whole class.

Culture project

See Project Book p22 for further information and activities.

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 Divide the class into four or five teams. Ask them to close their books. Read the sentences out loud. The first team to shout *buzz* and then correct the sentence wins a point.
- 2 In groups, students brainstorm vocabulary related to making movies. Write appropriate words and phrases on the board before the students attempt the task.

Language in action

- 3 After feedback, pairs rehearse the conversation, using appropriate intonation. Ask for volunteers to act out the conversation for the class.
- 4 ★★ After feedback, ask students in pairs to write three more sentences, each with a gap, and give them to another pair to complete.
- 5 Before the activity, students in groups have three minutes to brainstorm as many adverbs that end in *-ly* as possible. The team with the most correct adverbs wins.
- 6 Ask students to check their answers in pairs before feedback. If students have different answers, encourage them to discuss their reasons in pairs.

Unit quiz review

1 REVIEW

VOCABULARY

- 1 The TV shows are wrong. Write the correct ones.
 - 1 My little sister loves **soap operas**. Her favourite character is Sponge Bob. **cartoons**
 - 2 That new **documentary** is so exciting, and it's only the second episode! **on-demand series**
 - 3 This **sports show** is about dolphins. **documentary**
 - 4 Which guests are on the **soap opera** tonight? **chat show**
 - 5 Only one person can win the car and the money in this **drama**. **game show**
- 2 Write the TV and film words for the definitions.
 - 1 clothes that actors wear in films **costume(s)**
 - 2 a person who changes the actors' appearance **make-up artist**
 - 3 the words for a film **script**
 - 4 the place where they film a TV show **set**
 - 5 the person who tells actors what to do **director**

LANGUAGE IN ACTION

- 3 Complete the conversation with the present continuous form of the verbs.

HASAN Hey, Yusuf. Are you at home?
YUSUF Yes, I ¹ **am watching** (watch) last night's music show. Where ² **are you calling** (you / call) from?
HASAN I ³ **'m standing** (stand) outside the house. I haven't got my keys.
YUSUF Ring Mum.
HASAN I ⁴ **'m ringing** (ring) you because Mum ⁵ **isn't answering** (not answer) her phone. Where are you?
YUSUF I ⁶ **'m sitting** (sit) in the garden. The sun ⁷ **is shining** (shine), the birds ⁸ **are singing** (sing).
HASAN Yusuf, can you let me in, please? NOW!



- 4 Complete the sentences with the present simple or present continuous. **isn't reading**

- 1 The actor **isn't reading** the script at the moment. (not read)
- 2 **Do** you usually **see** friends after school? (see) **are revising**
- 3 The students **are revising** for their drama exam this week. (revise)
- 4 Simon always **watches** TV after school. (watch)

- 5 Rewrite the sentences with adverbs of manner.

- 1 The children are talking in the library. (quiet)
The children are talking quietly in the library.
- 2 Are you writing in your notebooks? (careful)
Are you writing carefully in your notebooks?
- 3 The teacher is explaining the activity. (clear)
The teacher is explaining the activity clearly.
- 4 We're working for our exams. (hard)
We're working hard for our exams.

- 6 Complete Kim's blog with the present simple, present continuous and adverbs of manner.

My friend Ava often ¹ **comes** (come) to my place on Saturday afternoons and we ² **listen** (listen) to music together. This Saturday is different. My dad ³ **is driving** (drive) us to a film premiere. There's a lot of traffic, so we ⁴ **aren't moving** (not move).
⁵ **quickly** (quick). I usually ⁶ **write** (write) my blog on Saturday evening in my bedroom, but today I ⁷ **am typing** (type) it ⁸ **slowly** (slow) on my phone in the car!



Self-assessment

I can use words to talk about TV shows.



I can use words to talk about making movies.



I can use the present simple and present continuous.



I can use adverbs of manner.



20 WHAT ARE YOU WATCHING? | UNIT 1

Self-assessment

Ask students to look at the exercises on p20 and in the rest of the unit to help them decide how confident they are with each language point. Encourage them to discuss their opinions in pairs before deciding which face to circle. You can then give students additional practice exercises from the Workbook.

Homework

Workbook pp14–15

Lesson aim: I can organise my vocabulary notebook.

Learn to learn

Encourage students to keep their own language notebooks. The notebooks can be paper-based or digital, but they should be organised in a way that is clear and easy to use.

- 1 Put students into small groups. Ask them to compare notebooks and discuss which they think are the best organised and why, then answer the questions. Elicit a few contrasting ideas, as there are no real correct or incorrect answers at this stage.
- 2 After feedback, students discuss which of these things they already do and why. Encourage volunteers to show the class their notebooks, if appropriate.
- 3 After feedback, students in pairs rank the tips from most to least useful, and then compare with a new pair.

OWN IT!

- 4 Supply students with the necessary tools, or ask them to share pens with other students.
- 5 Encourage students to write a 'contract', in which they explain how they will keep their vocabulary organised. Put aside time every week for students to check their partner's notebooks and make sure they are not breaking their contract!

LEARN TO LEARN

LEARN TO ... ORGANISE YOUR NOTEBOOK

When you organise your notebook, it helps you to study better.

1 Ask and answer with a partner.

- 1 What do you usually write in your notebook?
- 2 How often do you use your notebook when you study at home?
- 3 How can you organise your notebook better?

2 Look at Irina's notebook. Match the tips 1-5 with a-e.

- 1 Divide your notebook into sections so that you can find things quickly. **a**
- 2 Use different colour pens for different things (for example, adjectives can be red, numbers can be green). **b**
- 3 Highlight or underline important notes, words and facts. **e**
- 4 When you write something, make a plan on the left and then write on the right. **c**
- 5 Write all your homework notes (what page, what exercise) in the same place so that you don't forget what you have to do. **d**

3 Look at the tips again. Complete the sentences.

- 1 Highlighting and underlining helps you see the **important** information.
- 2 You can use the **plan** on the left when you're writing.
- 3 The **homework** notes help you remember what to do at home.
- 4 You can use different colour pens for **different** things. It's your choice!
- 5 You can find notes quickly when you use different **sections**.

OWN IT!

4 Follow the plan to organise your notebook.

- 1 Divide your notebook into sections.
- 2 Choose different colour pens for your notes.
- 3 Get a highlighter pen for important information (or you can underline it instead).
- 4 Start using your notebook today!

5 Discuss with a partner. How can you keep your notebooks well all year?

Plan

Paragraph 1
El Rubius
Real name: Rubén Doblas Gundersen
The **number 1** internet star in Spain
33 million subscribers

Paragraph 2
each episode: plays games, talks about **funny** things
this episode: He's chatting with some of his subscribers

Paragraph 3
Why I like him: He's **funny**, he always makes **cool** videos
Don't forget to use: **and, or, but**

Vocabulary

My favourite internet star by Irina Volkov
El Rubius is my favourite internet star, and the most popular internet star in Spain. He has more than 33 million subscribers. His real name is ...

Extend it!

Establish a notebook competition, taking place each month. In every first lesson of each month, ask students to show you their notebooks in order to find the 'best notebook' and the 'most improved' notebook.

Warmer

Write *explore* and *explorer* on the board. Ask students to brainstorm in small groups places and people that come to mind. Elicit what explorers can explore today (e.g. outer space and the deep seas).

► Start it!

► Unit quiz

1 Elicit that the photo show early explorers in Antarctica. Elicit how students think the explorers feel (e.g. cold, excited, tired, curious, etc.).

► 2 & 3 Ask students to discuss the questions in pairs, then play ► Video 2.1.

4 Students agree on a list of three places in small groups. Elicit the places on the board and discuss them with the whole class.

► Video comprehension questions

Flipped class

Prepare for **Explore it!** (p23). Students research an interesting fact about the weather.

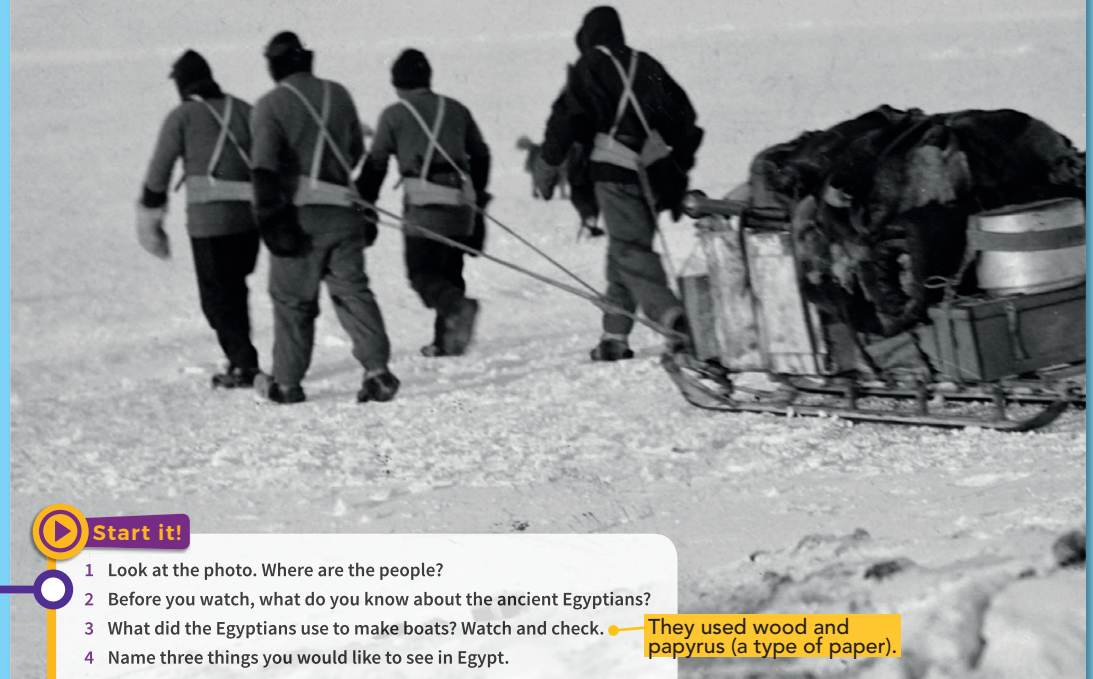
2

OUT OF THE PAST

LEARNING OUTCOMES

I can ...

- understand texts about journeys and lives in the past
- ask and answer about the weekend
- write an account of a journey
- understand how to use the past simple, *there was/there were* and *a, an, some* and *any*
- talk about the weather and useful objects
- use word families and categorise vocabulary
- give feedback and design a museum display.



Start it!

- 1 Look at the photo. Where are the people?
- 2 Before you watch, what do you know about the ancient Egyptians?
- 3 What did the Egyptians use to make boats? Watch and check.
- 4 Name three things you would like to see in Egypt.

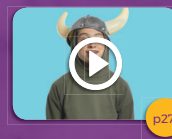
They used wood and papyrus (a type of paper).



Watch video 2.1



Language in action 2.2



Language in action 2.3



Everyday English 2.4

22 OUT OF THE PAST | UNIT 2

Unit aims

Skills

I can ...

- understand a text about lives in the past p24
- talk about my weekend p28
- write an account of a journey p29
- create a museum display pp30–31

Language

I can ...

- talk about the weather p23
- understand how to use the past simple p24
- talk about useful objects p26
- understand how to use *there was/there were* p27

Learn to Learn

I can ...

- recognise what word families are p23
- categorise vocabulary p26
- guess the meaning of new words p33

Extra Resources

- *Finished?* – Student's Book p119
- *Vocabulary Bank* – Student's Book p129
- *CLIL* – Student's Book p137
- *Pronunciation* – Student's Book p141
- *Workbook* p16
- *Teacher's Resource Bank* on Cambridge One for tests package, Cambridge Exam practice, word-lists, differentiated worksheets and many other extra resources.
- *Practice Extra* and *Digital collaboration space*

Warmer

Give students two minutes to write down as many weather words as possible. The ones with the most correct words win.

- 1 Point out that all the pictures, apart from one, show two or more types of weather at the same time.

Audioscript p161

Target vocabulary

cloudy /'klaʊdi/
cold /kəʊld/
dry /draɪ/
foggy /'fɒgi/
hot /hɒt/
icy /'aɪsi/
rainy /'reɪni/
snowy /'snəʊi/
stormy /'stɔːmi/
sunny /'sʌni/
warm /wɜːm/
wet /wet/
windy /'wɪndi/

- 2 ★★ Challenge students to complete the exercise without looking at the box.

Vocabulary Bank SB p129

Extra vocabulary practice

Learn to learn

At this level, students should start developing their understanding of word forms, and be able to recognise and produce different parts of speech coming from the same root word.

- 3 During feedback, elicit that ice loses the e before the y when it becomes an adjective, and that the g and n in fog and sun are doubled, because there is a vowel before them.

Extra vocabulary practice

VOCABULARY

The weather

- 1 What is the weather like in the photos? Circle the weather words that aren't in the photos. Listen, check and repeat.

cloudy cold dry foggy hot
icy rainy snowy stormy
sunny warm wet windy

1 dry, hot and sunny

2 cold and snowy

3 cloudy and windy

4 foggy

5 rainy and wet

- 2 Complete the sentences with adjectives in Exercise 1.

- 1 It's cloudy today.
2 Is it cold all year?
3 August is usually rainy.
4 We love snowy weather!
5 It isn't stormy. It's windy.

LEARN TO LEARN

Word families (1)

Build your vocabulary by learning words from the same family. Many adjectives ending in -y come from a noun.

- 3 Write the adjective forms.

- 1 cloud cloudy
2 fog foggy
3 ice icy
4 rain rainy
5 snow snowy
6 storm stormy
7 sun sunny
8 wind windy



Use it!

- 4 Complete the sentences with your own ideas. Tell your partner.

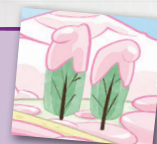
- 1 When it's foggy, it's difficult to _____.
2 In hot, sunny weather, I always wear _____.
3 On wet days, I hate _____.
4 I think cold, snowy weather is _____.

Explore it!

Is the sentence T (true) or F (false)?

Snow isn't always white – sometimes there is pink snow in the Sierra Nevada mountains in the USA. **T**

Find an interesting fact about the weather. Then write a question for your partner to answer.



UNIT 2 | OUT OF THE PAST 23

- 4 Challenge pairs to come up with as many options as possible and elicit these on the board, together with any contrasting opinions.

Explore it!

For an extra challenge, ask students to create questions instead of true/false statements and use this as an opportunity to consolidate question formation.

Extend it!

If appropriate, ask students to use smartphones to find the weather forecast for a destination of their choice over the next few days. In pairs, they write a brief weather forecast using the vocabulary from the lesson and then present it to another pair.

Homework

Workbook p16

Lesson aim: I can understand a text about lives in the past.

Warmer

Ask students to discuss the following questions in small groups, then elicit answers and relevant vocabulary on the board.

- 1 Do you like walking? Why/why not?
- 2 When you travel long distances, what is your favourite means of transport?
- 3 How many kilometres do you think you could walk in a day?

1 & 2 After feedback, allow students in groups to share their reactions to the text and elicit a few opinions about someone walking several kilometres a day for months.

3 Set this activity up as a challenge, with the fastest five students being the winners, to encourage fast scanning.

4 Refer students back to p19 to review strategies for guessing meaning from context. During feedback, ask students to justify their answers.

5 ★ Give students two options for each gap:
1 – explorers / pioneers;
2 – west / east; 3 – wagons / horses; 4 – parents and sisters / parents and two brothers; 5 – violin / piano.

Extra reading comprehension questions

6 Tell students about a challenge you face every day, to demonstrate how personal you expect their answers to be. Then allow a few minutes of thinking time before they discuss in pairs or groups.

READING Diary extracts

She's writing about the American pioneers who travelled across America to California to start a new life.

1 Look at the photos. What do you think the girl is writing about?

2 Read the text. Check your answer to Exercise 1.

3 Read the text again and find these things:

- 1 two American states **Oregon, California**
- 2 two types of furniture **tables, chairs**
- 3 five weather adjectives **warm, dry, cold, rainy, wet**
- 4 two musical instruments **piano, violin**
- 5 two animals **oxen, horses**

4 Match the highlighted words with the definitions.

- 1 long trip to another place **journey**
- 2 wet and dirty after rain **muddy**
- 3 a difficult task **challenge**
- 4 not deep **shallow**
- 5 vehicles with four wheels to transport heavy things **wagons**
- 6 large animals like cows that can pull heavy things **oxen**

5 Complete the sentences with words from the text.

- 1 People on the Oregon Trail were called **pioneers**.
- 2 Oregon is on the **west** coast of the USA.
- 3 The adults and children didn't usually travel in the **wagons**.
- 4 Louisa travelled across the country with her **parents and two brothers**.
- 5 One of Louisa's brothers played the **violin**.

Voice it!

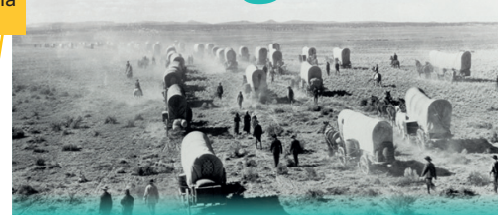
6 Discuss the questions.

- 1 Do you think diaries are important?
- 2 What challenges do you face each day?

Finished? p119 Ex 1

24 OUT OF THE PAST | UNIT 2

The Oregon Trail



Between 1843 and 1869, more than 500,000 pioneers left their homes in the east of the USA to travel more than 3,000 km west to Oregon and California. Some people wanted to find gold and others wanted to start a new life.

The pioneers used **wagons** to cross the country. They took things like tables, chairs, tents and food – and also things they loved, like pianos! **Oxen** pulled the heavy wagons, but the adults and children usually walked or rode horses. The journey took between four and six months.



Louisa Evans made the **journey** with her parents and two brothers, Samuel and Jesse. These are extracts from her diary.

8 April 1850

I got up at 5.30 am with mother and we made Johnny cakes for breakfast. Then we tidied the wagon and we left at 7 am. We didn't stop until 5 pm. After dinner, Samuel played his violin and we sang songs and danced. It was a warm, dry day and we travelled 24 km.

1 May 1850

Last night it was cold and rainy and all the tents got wet. I didn't sleep well and I felt tired all day. It wasn't easy to walk on the **muddy** ground. We didn't travel far today and we faced a new **challenge**: a river. It was high because of the rain and it looked dangerous. Did we manage to cross it? Yes, we did. We found a **shallow** part and walked across. We were lucky, but other people weren't.

Class challenge

The first train line to cross from the east of the USA to the west opened in 1843 / **1869** / 1910.

Finished?

Students turn to SB p119 and do Exercise 1.

Flipped class

► Ask students to watch **Video 2.2** and do the **Video worksheet** in the *Teacher's Resource Bank* in preparation for the next lesson.

Homework

Workbook p17

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

Warmer

► Play **Video 2.2** if it was not set for homework and ask students to raise their hands when the vlogger mentions an activity they like the sound of. Elicit that she travelled by ferry (a type of ship) and the weather was stormy.

- 1 Encourage students to complete the table and compare answers in pairs, before looking at p24.

> Pronunciation

Ask students to turn to SB p141 for pronunciation practice of the sounds /t/, /d/ and /ɪd/.

- 2 ★ Encourage students to use the irregular verbs list on SB p143 for support.

- 3 2.05 Before students attempt the task, elicit what they know about the ship called the *Mayflower*, as this will help their reading comprehension.

Audioscript p161

- 4 ★★★ Books closed. Increase the difficulty of this task by dictating the words and leaving out all the instances of *did*.

Extra grammar practice

- 5 & 6 Students rehearse their interviews in pairs, then perform them for the rest of the class, or a bigger group. The class can vote for the most interesting interview.

LANGUAGE IN ACTION

Past simple

Other verbs	be	
I/you/he/she/it/we/they	I/he/she/it	you/we/they
I got up at 5.30 am.	It was cold and rainy.	We were lucky.
We didn't stop until 5 pm.	It wasn't easy to walk.	Other people weren't lucky.
Did we manage to cross it?	Was it a hot day?	Were all the people lucky?
Yes, we did . / No, we didn't .	Yes, it was . / No, it wasn't .	Yes, they were . / No, they weren't .

Pronunciation p141

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

- 2 Rewrite the sentences in the past simple.

- 1 More than 500,000 people leave the east coast.
More than 500,000 people left the east coast.
- 2 The journey takes between four and six months.
It took
- 3 On 8 April 1850, Louisa doesn't get up late.
She didn't get
- 4 8 April is a warm, dry day.
It was

- 3 2.05 Complete the text with the past simple form of the verbs. Then listen and check.

On 6 September 1620, 102 people ¹*left* (leave) England to travel 4,500 km to the USA. They ² (not agree) *didn't agree* with some of the religious views in Europe at that time, so they ³ (decide) *decided* to start a new life. They ⁴ (travel) in a ship called the *Mayflower* and the journey ⁵ *took* (take) 66 days. The first half of the journey ⁶ *went* (go) well. Then the weather ⁷ (change) and it ⁸ *changed* *was* (be) very cold and stormy. People became ill and some of them ⁹ (not survive) *didn't survive*. In December they ¹⁰ *arrived* (arrive) in Plymouth Bay. They ¹¹ (not know) anything about this new land, but the local Wampanoag people ¹² (help) *helped* them to find food and build houses.



Watch video 2.2
How did she travel?
What happened on the way back?

- 4 Put the words in the correct order to make questions. Then ask and answer.

- 1 last / your friends / you / see / Did / weekend / ?
Did you see your friends last weekend?
- 2 you / did / after school / What / yesterday / do / ?
What did you do after school yesterday?
- 3 night / Were / asleep / at 10.30 pm / last / you / ?
Were you asleep at 10.30 pm last night?
- 4 any homework / your English teacher / Did / last week / give / you / ?
Did your English teacher give you any homework last week?
- 5 Was / hot / yesterday / the weather / ?
Was the weather hot yesterday?

Use it!

- 5 Think of questions to interview Louisa or a person from the *Mayflower* about their journey. Use the ideas below or your own.

the date the weather the food
the other people the challenges new friends

- 6 Take turns to ask and answer your questions.

When did you leave?

I left on 2 April with my family.

Finished? p119 Ex 2

UNIT 2 | OUT OF THE PAST 25

Grammar game

Allow students to review the past simple forms of the irregular verbs on SB p143 for a few minutes, then divide the class into teams. Read out one present simple verb. The first team to shout out the correct past simple form wins a point.

Finished?

Students turn to SB p119 and do Exercise 2.

Extend it!

Give students a few minutes to think about the last time they travelled somewhere. Then ask them to share their information with a partner.

Homework

Workbook p18

Lesson aim: I can talk about useful objects.

- 1 2.06 After feedback, play a game. Divide the class into teams. The teams should form one line each, with one student in front of the board. Read one word from the box (or play the recording). The student closest to the board in each team runs to the board and draws the item he/she has just heard. The fastest student wins a point for their team. Students then change so new students are in front of the board.

Audioscript p161

Target vocabulary

blanket /'blæŋkɪt/
bowl /bəʊl/
comb /kəʊm/
cup /kʌp/
fork /fɔ:k/
hairbrush /'heəbrʌʃ/
knife /naɪf/
lamp /læmp/
mirror /'mɪrə/
pillow /'pɪləʊ/
plate /pleɪt/
scissors /'sɪzəz/
spoon /spu:n/
toothbrush /'tu:θbrʌʃ/

- 2 2.07 Challenge students to cover the box in Exercise 1 while doing the activity.

Audioscript p161

Vocabulary Bank SB p129

Extra vocabulary practice

Learn to learn

Encourage students to use different ways of organising new vocabulary in their notebook, and not just use the same methods.

VOCABULARY AND LISTENING

Useful objects

- 1 2.06 Match the words with the pictures. Listen, check and repeat.

blanket	4	bowl	9	comb	6
cup	14	fork	1	hairbrush	11
knife	3	lamp	13	mirror	7
pillow	10	plate	8	scissors	2
spoon	12	toothbrush	5		



- 2 2.07 Listen. Write the objects the people are using.

- | | |
|--------------|------------------|
| 1 toothbrush | 4 hairbrush |
| 2 scissors | 5 spoon and bowl |
| 3 pillow | 6 knife |

LEARN TO LEARN

Categorising

Recording new words in groups in your notebook can help you remember them.

- 3 Write words in Exercise 1 in the three groups. Can you add any more words?

Appearance	comb, hairbrush, mirror
Bedtime	blanket, lamp, pillow, toothbrush
Meals	bowl, cup, fork, knife, plate, spoon

Use it!

- 4 Choose an object in Exercise 1. Ask questions to guess your partner's object.

Do you use it every day?

Yes, I do.

A radio programme

- 5 2.08 Listen to an interview about a discovery from the Bronze Age. What can you see in the photo?



- 6 2.08 Listen again and correct the sentences.

- 1 Egtved is a small village in southern Germany.
Egtved is a small village in southern Denmark.
- 2 The Egtved girl was 15 years old when she died.

- 3 The girl died in the winter.
The girl died in the summer.
- 4 She wore a shirt and trousers.
She wore a skirt and a top.

The Egtved girl was between 16 and 18 years old when she died.

- 3 Elicit extra words and, if time allows, extra possible categories generated by the students.

- 4 Students win five points if they guess after one question, four if they guess after two, three after three and so on.

- 5 2.08 After listening, elicit that the photo shows a body of a girl from the Bronze Age.

Audioscript p161

- 6 2.08 Allow students in pairs to discuss the sentences before playing the recording again.

Flipped class

▶ Ask students to watch **Video 2.3** and do the **Video worksheet** in the *Teacher's Resource Bank* in preparation for the next lesson.

Homework

Workbook p19

Lesson aim: I can understand how to use *there was / there were*.

Warmer

► Before playing Video 2.3 if it was not set for homework, ask students in groups to brainstorm what they know about Vikings. After playing the video, elicit that the Viking Age wasn't peaceful, and that there were coins in the exhibition.

- 1 Ask students to check their answers in pairs before conducting feedback with the whole class.

Get it right!

Quickly review uncountable nouns. Write *weather*, *homework*, *information* on the board, and elicit that we can't say *weathers*, *homeworks*, *informations*.

- 2 2.08 Play the recording from Exercise 6 in the previous lesson again to check students' answers.
- 3 ★ Give students time to write questions before they ask and answer them in pairs.
- 4 ★ Ask students to underline the nouns after the two options and guide them to decide if they are countable or uncountable, and if the sentence is positive or negative.

Extra grammar practice

- 5 & 6 2.09 After feedback, challenge students in small groups to come up with one extra quiz question. Elicit these and ask the class to guess the answers.

Audioscript p162

LANGUAGE IN ACTION

there was/there were

Singular	Plural
There was an exhibition in Copenhagen.	There were some summer flowers with her body.
There wasn't any information about clothes.	There weren't any plates.
Was there a blanket with her body? Yes, there was . / No, there wasn't .	Were there any other things with her body? Yes, there were . / No, there weren't .

- 1 Complete the examples in the table above with *was*, *wasn't*, *were* or *weren't*.

Get it right!

We use *some* and *any* with plural countable nouns and uncountable nouns.

some/any plates NOT *some plate*
some/any information NOT *an information*

- 2 Correct the sentences about the Egtved girl.

- 1 There wasn't an exhibition about the Egtved girl.
There was an exhibition about the Egtved girl.
- 2 There weren't any flowers with her body.
There were some flowers with her body.
- 3 There weren't any useful objects with her body.
There were some useful objects with her body.
- 4 There was a hairbrush.
There wasn't a hairbrush.
- 5 There weren't a lot of travellers in northern Europe.
There were a lot of travellers in northern Europe.

- 3 Ask and answer about the information in Exercise 2.

Was there an exhibition about the Egtved girl?

Yes, there was.

- 4 Circle the correct words.

- 1 There were some / any students at the talk.
- 2 There was an / some interesting exhibition last week.
- 3 There weren't some / any audio guides.
- 4 Was there some / any snow in the mountains?
- 5 There wasn't a / any documentary on TV last night.



Watch video 2.3
Was the Viking Age peaceful?
Were there any coins in the exhibition?

- 5 Complete the quiz with *was(n't)/were(n't)* and *a, an, some* or *any*. Then circle the correct answer.

DID YOU KNOW ...?

- 1 There **were** some / any humans in 250,000 years ago.
a Portugal b Africa
- 2 There **wasn't** a / an alphabet with letters in 2 times.
a Aztec b Roman
- 3 There **were** some / any university courses for students in 1 in 1095.
a Paris b Oxford
- 4 There **was** some / any 1 for eating food in ancient Greece. **weren't**
a forks b knives
- 5 There **was** a / some famous Roman 1 called Apicius.
a emperor b cook

- 6 2.09 Discuss your answers to the quiz. Then listen and check.

Use it!

- 7 In pairs, choose a photo from Units 1 and 2 and look at it for one minute. Close your books. What can you remember?

Were there any clouds in the sky?

Yes, there were. There were some white clouds.

Finished? p119 Ex 3

UNIT 2 | OUT OF THE PAST 27

- 7 If appropriate, students can choose pictures on their smartphones and show them to their partner briefly, who has to remember as many details as possible.

Grammar game

Students write three sentences about their last holiday using *there was/there were*. One sentence must be false. Students ask each other questions to find out the lie.

Finished?

Students turn to SB p119 and do Exercise 3.

Homework

Workbook p20

Lesson aim: I can talk about my weekend.

Warmer

Students write down three things they did at the weekend, then move around the room looking for another student who did at least two of the things on their list.

- 1 2.10 ★★ Challenge students to listen and answer the question with their books closed. Elicit that Andy was in Wales for his grandad's 70th birthday.

Audioscript p162

- 2 2.10 After feedback, encourage students to read the conversation out loud along with the audio, and then to practise it in pairs.

Useful language practice

- 3 ▶ Play **Video 2.4** and drill the pronunciation of the target phrases.
- 4 After feedback, tell students the following, and ask them to react with an *Everyday English* phrase: *The school is closed tomorrow; It will rain the whole weekend; Did you know Egyptian men used to wear make-up?*
- 5 Elicit possible topics that students could write about, such as 'my last birthday' or 'my holiday' to help generate ideas.
- 6 If appropriate, ask students to record their conversations on their phones, and listen to the recordings, giving them time to repeat the task if they wish. This will help with their self-correction skills.

SPEAKING

Talking about your weekend

- 1 2.10 Listen to the conversation. Why was Andy in Wales?

CARLA Hi Andy. ¹How was your weekend?
 ANDY ²It was OK, thanks.
 CARLA What ³? ⁴did you do?
 ANDY I went to Wales for my grandad's 70th birthday.
 CARLA Cool! What ⁴ like? ⁵was the weather?
 ANDY It was cold, wet and windy.
 CARLA That's a shame. ⁵? ⁶Where did you stay?
 ANDY We stayed in a cottage.
 CARLA What was it like?
 ANDY Well, there wasn't any wi-fi and there were loads of noisy sheep outside.
 CARLA Really?
 ANDY Yes, really. In Wales there are about three million people and nearly ten million sheep.
 CARLA Wow. You learn something new every day!
 ANDY What ⁶ about you? What did you do?
 CARLA Nothing much. I watched TV and made some cakes.
 ANDY Sounds good!

- 2 2.10 Complete the conversation with the phrases from the *Useful language* box. Then listen and check.

Useful language

How was your weekend? What did you do?
 It was (OK/good/great/amazing/awful), thanks. What was the weather like?
 What about you? Where did you stay?

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



Watch video 2.4 Everyday English

Nothing much.
 Sounds good!
 That's a shame.
 You learn something new every day!



You learn something new every day!

- 4 Which *Everyday English* phrase do we use to respond to ...:

1 negative news? **That's a shame.**
 2 interesting facts? **That's a shame.**
 3 positive news? **Sounds good.**
 4 a question? **Nothing much.**

PLAN

- 5 Write about something you did in the past. Use the ideas below.

Where you went: _____
 What you did: _____
 What the weather was like: _____
 Any problems you had: _____

SPEAK

- 6 Practise the conversation with your partner. Remember to use the past simple and *there was/there were*, the vocabulary from this unit, and phrases from the *Useful language* and *Everyday English* boxes.

CHECK

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

Where they went: _____
 What they did: _____
 What the weather was like: _____
 Any problems they had: _____

28 OUT OF THE PAST | UNIT 2

- 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.

Flipped class

Prepare for the **Writing** lesson. Students research a famous journey, real or fictional.

Lesson aim: I can write an account of a journey.

1 Focus students' attention on the sea around the ship in the second photo and elicit relevant vocabulary such as *ice*, *icy*, *iceberg*. Elicit a few difficulties that explorers could encounter. Elicit that the man wanted to go to the North Pole.

2 ★★★ Challenge students to correct each false statement (e.g. 2 He didn't start the journey on his own, because he was with 12 men.) Elicit these during feedback.

3 Turn this into a brief competition to encourage quick scanning. The first five students to circle all the phrases in the text win.

4 Ensure students understand *set off* (to start a journey) by asking a concept-checking question such as *What time did you set off from home this morning?*

Choose the correct word

5 Allow students to work in pairs as this will help generate ideas. They can share any information they researched for homework, then choose the most exciting journey to write about.

6 You may want to allow students to write in pairs. This might be more time-consuming, but can help students focus on form.

7 Students display their texts around the room and read as many as possible. Then, they vote for the most exciting journey.

WRITING

An account of a journey

1 Look at the photos. Where do you think the man wanted to go? Read the account and check your answer. **to the North Pole**

A difficult journey

Fridtjof Nansen was a Norwegian explorer. He wanted to be the first person to reach the North Pole. He set off on 24 June, 1893 from Oslo on a ship with 12 men.

At first, things went well, but by November, the weather was foggy and icy. The ship moved slowly through the ice for a year. Then Nansen and another man, Johansen, decided to cross the ice on skis.

The two men left the ship in March 1895, but there were a lot of problems. They couldn't reach the Pole and turned south. The weather was warm, so the ice melted and it was difficult to travel. They built a shelter and waited there for eight months.

Finally, on 17 June, a British explorer found them. They arrived home safely on 13 August, 1896.



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

- 1 Nansen left Norway in June 1893. **T**
- 2 He started the journey on his own. **F**
- 3 The weather was bad in November. **T**
- 4 Nansen and Johansen didn't have any problems. **F**
- 5 Nansen was the first person to reach the North Pole. **F**
- 6 Nansen returned to Norway one year after he left. **F**

3 Read the phrases in the *Useful language* box. In what order are they in the account?

Useful language

- | | |
|-----------------------|---------------------------------|
| 2 At first, ... | 3 There were a lot of problems. |
| 5 Finally, ... | 4 The weather was ... |
| 1 (He) set off on ... | |

4 Put the sentences in the correct order (1-5).

- a 5 Finally, we arrived back safely at 9 pm.
- b 3 The weather was sunny but cold.
- c 1 We set off from home early one morning.
- d 2 At first, we made good progress.
- e 4 There were a lot of problems that day.

Write an account of a journey.

PLAN

5 Make notes for each paragraph.

- 1 Who made the journey: _____
When it started: _____
- 2 The first part of the journey: _____

The weather: _____
- 3 How the journey continued: _____

Any problems: _____
- 4 The end of the journey: _____

WRITE

6 Write your account. Remember to include the past simple, *there was/there were* and phrases from the *Useful language* box.

CHECK

- 7 Do you ...
 - use the past simple to talk about the past?
 - explain what the journey was like?
 - write your account in the correct order?

Finished? p119 Ex 4

UNIT 2 | OUT OF THE PAST 29

Finished?

Students turn to SB p119 and do Exercise 4.

Flipped class

Prepare for **The History Project** (pp30-31). Students research a local museum (or any museum) and find out about three interesting artefacts there.

Homework

Workbook p21

Lesson aim: I can create a museum display.


Project Book

For more information and activities, see the Project Book, p26.

- 1 In small groups, students discuss the museum they researched for homework. Elicit contrasting ideas about question 3. Ask: *Do you think museums should be interactive, or only display artefacts? Should there be guides or only texts?*
- 2 Ask students to underline key words in the sentences and elicit these before the students read the texts. For example, 2 – *black*, see *things*.
- 3 Give students a minute of thinking time to form an opinion and think of their reason before speaking.

How to give feedback

At this stage, students should be improving their skills in giving constructive feedback to each other, pointing out both the positives and the negatives of each other's work in a way that offers opportunities for improvement.

- 4  2.11 Tell students that they will hear a conversation between a teacher and two students, Sophie and Leo. Sophie and Leo wrote the descriptions of the artefacts that the students have just read. The teacher will help Sophie and Leo give feedback to each other on their work.

Audioscript p162



THE HISTORY PROJECT

A museum display

- 1 Discuss the questions.


- 1 What museums do you know?
- 2 What can you see in them?
- 3 What makes a museum interesting?

- 2 Read the texts. Then read the sentences and write *S* (scissors), *M* (mirror), *L* (lamp) or *B* (bowl).

- 1 The way of making this object is the same today as it was in the 1600s. *S*
- 2 It's black but you can see things in it. *M*
- 3 Only rich people had objects like this. *L*
- 4 This type of object first appeared in Egypt. *S*
- 5 There was probably water in this. *B*
- 6 This object had two uses. *M*
- 7 It took a long time to find this object after a natural disaster. *L*
- 8 This had connections with weather. *B*

- 3 Which object is your favourite? Why?

How to give feedback

- 4  2.11 Read the tips about giving feedback. Then listen. Which objects do Sophie and Leo talk about?

- 1 Read the piece of work.
- 2 Think about any areas that need improvement (the language, facts, organisation, design and photos, etc.).
- 3 Say what you like about the work.
- 4 Point out things that need improvement and make suggestions.

Sophie: *bowl* Leo: *lamp*

Having more information about the lamp (for example, where they found it).



- 5 Listen again. Answer the questions.

- 1 What did Sophie like about the display she read?
The information about Tlaloc.
- 2 What improvement did she suggest?
Changing the final sentence to two sentences.
- 3 What suggestions did Leo make?
- 4 Do you agree with Sophie and Leo?
- 5 What suggestions can you make to improve the displays?


USEFUL OBJECTS DISPLAY

SCISSORS, STEEL AND IRON, 1628
Yi County, Anhui Province, China

This is one of the first pairs of scissors from Zhang Sijia's shop. Zhang Sijia opened the first scissors shop in China in 1628. He made all of the scissors by hand and followed the same 72 steps to make them. There is still a scissors factory in Hangzhou, China, and the workers use the same process as they did in the 1600s. The ancient Egyptians invented scissors, and today scissors are one of the most common objects in a home.



30 OUT OF THE PAST | UNIT 2

- 5  2.11 Ask students to answer 1–4 in pairs, then do feedback. After this, give students a few minutes to work on question 5, focusing on the scissors and mirror displays, and elicit ideas from the whole class.

Class challenge

The largest museum in the world is the **Louvre in Paris** / British museum in London / Uffizi in Florence.

Lesson aim: I can create a museum display.

OWN IT!

6 Students work in small groups and work on as many historical objects as there are students in the group. Students share information they researched about artefacts in their local museum, or any other museum, then choose the most interesting ones. Ask students to brainstorm extra questions about the artefacts, such as *Where was it found?* or *Whose was it?* Students then research the objects individually and work on their display. In groups, they give each other feedback on their displays using the steps in Exercise 4. Then, they can make any changes to their displays and find or draw pictures.

7 & 8 Ensure that students plan their feedback before giving it. If possible, provide students with cards with two columns, one headed with a 😊 face and one with a ☹ face. After reading all the displays, ask students to go back to their group and make notes on each display, focusing on things they liked and things which need improvement. Students then form into new groups with students from different teams and give each other feedback following the steps in Exercise 4.

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

MIRROR, OBSIDIAN, AROUND 4000 BCE Çatalhöyük, south-central Turkey

Archaeologists found this mirror in Çatalhöyük. It was one of the first cities in the world, and 8,000 people lived there. The mirror is made from a special black stone called obsidian, and it was one of the first mirrors in the world. People used these mirrors to look at themselves and also to look at the sun.

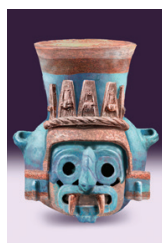


LAMP, BRONZE, CE 79 Pompeii, southern Italy

Archaeologists found this oil lamp in the city of Pompeii in 1752. It is in the shape of a dolphin. Bronze objects were expensive to make, so this lamp probably belonged to a rich family. Clay lamps were cheaper and more common. The city of Pompeii disappeared when the volcano Vesuvius erupted in the year CE 79.



TLALOC BOWL, TERRACOTTA, 3RD-8TH CENTURY Veracruz, Mexico



This bowl probably held water. The face shows one of the faces of the Aztec figure Tlaloc, from ancient Central Mexico. People believed he sent good rain when he was happy to help plants grow, and he sent bad rain and storms when he was unhappy.

PLAN

6 Work in groups. Choose four historical objects. Then complete the steps below.

- Decide on the object that each student will research.
- Research your object and write a short text to use in the display.
- Find a photo or draw a picture of your object.
- Read each other's texts and give feedback.
- Make any changes or improvements.
- Work in your group and make your display.

PRESENT

7 Put your display on your classroom wall. Remember to follow the tips in *How to* to give feedback and include correct facts, photos or pictures, and an attractive design.

CHECK

8 Look at your classmates' displays. Do they explain the four historical objects well? Give feedback to other groups on their displays.

UNIT 2 | OUT OF THE PAST 31

For more work on History, students can turn to SB p137. See p153 for teaching notes.

Extend it!

Ask students to pretend they are archaeologists from the year 2100 and to create a humorous museum display, full of deliberately wrong information about our modern objects today. This could be, for example, a display of some hair straighteners which says that in the past people used this to make pancakes (e.g. Archaeologists found it in a shop called a 'hairedresser' which was the old word for a bakery). Collect and correct language mistakes in the students' work. Then display their work for all the class to read.

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

If you wish to use this page as a whole-class review session, here are some ideas to turn the exercises into games or interactive activities.

Vocabulary

1 & 2 Put students into small groups, with two teams in each group. Team A reads out the sentences in Exercise 1 and team B has five seconds to guess the missing word and win a point. Then, team B does the same with Exercise 2.

Language in action

3 Ask students to check their answers in pairs and discuss any differing answers before feedback.

4 Refer students back to p27 to review this language point before attempting the task in pairs.

5 After feedback, students can work in pairs to continue the conversation, with Max asking Chloe about her weekend.

Unit quiz

Self-assessment

Ask students to write five weather words, five words about objects, five past simple verbs and five sentences with *there was/there were*. Students check each other's work in groups, calling for help when needed, then reflect on their performance and use this to complete the self-assessment box.

2 REVIEW

VOCABULARY

1 Complete the sentences with the adjective form of the nouns in the box.

cloud fog ice rain storm wind

- I don't like it when it's **stormy** because it's dark and noisy.
- It's dangerous to drive when it's **foggy** and you can't see well.
- Take an umbrella. It's very **rainy** today.
- It's **windy** outside. The trees are moving.
- It's **cloudy** today so we can't sunbathe.
- Watch out! It's **icy** outside. Don't slip.

2 Complete the sentences.

- I need a **spoon** to stir my drink.
- I've got a **lamp** so I can read in bed.
- You can use a **comb** or a **hairbrush** to make your hair look better.
- Have you got any **scissors** to cut this paper?
- I slept on my friend's sofa last night without a **blanket** or a **pillow**!

LANGUAGE IN ACTION

3 Complete the text with the past simple.

Meriwether Lewis **wanted** (want) to explore more of the USA in the early 1800s. He and William Clark **left** (leave) on 14 May, 1804 to go to the west of Mississippi. It **wasn't** (not be) an easy journey. They **met** (meet) a lot of people, but they **didn't speak** (not speak) their language. At times, they **didn't have** (not have) enough food and it **was** (be) difficult to survive. After two years and more than 13,000 km, the men finally **completed** (complete) their journey in September 1806.



There was an

There were some

4 Complete the review with *there was(n't)* or *there were(n't)* and *a, an, some* or *any*.

I went to my local museum last week.

- 1 amazing exhibition about Egypt.
- 2 amazing things to see, like bronze mirrors and beautiful necklaces.
- 3 board game called Senet. It was great fun to play.
- 4 Egyptian mummies!
- 5 café. I was hungry.
- 6 good exhibitions in your town last week?

Were there any

5 Complete the conversation with past simple verbs or *there was(n't)/there were(n't)*. Circle *a, an, some* or *any*.

CHLOE What ¹ **did** you **do** (do) at the weekend?

MAX I ² **went** (go) to my grandma's village.

³ **There was** **a/an** outdoor film festival.

CHLOE Cool! ⁴ **Did** you **watch** (watch) ⁵ **some/any** films?

MAX Yes, I ⁶ **did**. ⁷ **There were** ⁸ **some/any** excellent films, but the weather ⁹ **was** (be) rainy.

CHLOE Oh, dear. When ¹⁰ **did** you **get** (get) home?

MAX This morning. ¹¹ **didn't** **message**

CHLOE You ¹² (not message) me.

MAX I know. ¹³ **There wasn't** ¹⁴ **some/any** wi-fi at home.



Self-assessment

I can use words to talk about the weather. 😞 😐 😊

I can use words to talk about useful objects. 😞 😐 😊

I can use the past simple. 😞 😐 😊

I can use *there was/there were*. 😞 😐 😊

32 OUT OF THE PAST | UNIT 2

Homework

Workbook pp22–23

Learn to learn

Understanding word formation (how word beginnings and endings can help change the meaning and grammar of a word), will help the students guess the meaning of any unknown words in a text, as will clues in the context.

- 1 Encourage students to start reflecting on their own practices. Ask them to say *because* when they discuss their answers in pairs, and elicit justifications during feedback.
- 2 Set a time limit of two minutes to encourage faster reading, and to prevent students from checking vocabulary with dictionaries or translation software.

OWN IT!

- 3 & 4 Go through the demonstration of what *unusual* means. Point out that some vocabulary items, e.g. *set off* can have more than one meaning listed in a dictionary. Students need to use the context that the vocabulary appeared in to work out the correct meaning (here, 'to start a journey'). Elicit the meanings of the other words/phrases (tent = something you can sleep in and carry with you; enjoyable = something you like doing; ran away = leave a bad situation quickly by running; unforgettable = something that you can't forget).

LEARN TO LEARN

LEARN TO ... GUESS THE MEANING OF NEW WORDS

When you don't know a word, the beginning of a word, the end of a word and the rest of the sentence can help you guess the meaning.

- 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 from the rest of the sentence.
 - 2 see if I can understand part of the word.
 - 3 ask the teacher what it means.
 - 4 look in a dictionary.
 - 5 write it in my notebook.
- 2 Read the text. Then tell your partner three things that surprise you.



Our incredible school trip!

By David North

Last February I went on a school trip to Wales.

The weather was very **unusual** for that time of year. Normally it's wet and windy, but it didn't rain once! It was a bit cold so we wore hoodies and trainers every day.

We **set off** very early on the first day, at about 5.15 am. The youth hostel in Wales was over 320 km away and it took nearly four hours. We couldn't take phones or tablets with us, so we chatted and played games instead.

When we saw the youth hostel for the first time, we were really happy. There was a small shop, and a room with table tennis and a TV. We hung out there in the evenings.

We did lots of **enjoyable** activities. We went rock climbing and sailing, and I tried windsurfing for the first time. My favourite activity was survival skills. We collected wood in the forest and then we built a small shelter. Clara and Ben saw some spiders and **ran away** – they hate things like spiders and bugs. In the evening, we cooked over a campfire. That night, we didn't sleep in the hostel. We slept in tents, and I shared a **tent** with my best friends.

It was an **unforgettable** experience and I was very sad to leave Wales.

OWN IT!

- 3 Read the text again. Discuss the questions about each of the words in bold with a partner. Make notes in your notebook.
 - 1 Is it a noun, verb or adjective?
 - 2 What clues about the meaning can you find in the text?
 - 3 Does the word have a special beginning or end? What does it mean?
 - 4 What do you think the word means?
- 4 Check the meanings of the words in a dictionary or with your teacher. Did the questions in Exercise 3 help you guess correctly?

I think 'unusual' is an adjective.

'Unusual' describes the weather. The text says 'Normally it's wet and windy, but it didn't rain once!'

Yes. It starts with 'un-' which means 'not'.

I think 'unusual' means 'not usual'.

Extend it!

Ask students to find another word or phrase from a text in the unit, and use the steps they have learned to work out what it means. Then, ask them to explain the word to the rest of the class.

Unit 3 What's the story?

Lesson aim: I can talk about stories.

Warmer

Ask the class to make a list of famous stories and find out if students know what they are called in English. Elicit these on the board.

► Start it!

► Unit quiz

- 1 Elicit relevant vocabulary on the board, such as *reading, story, illustration* etc.
- 2 & 3 Elicit a list of verbs on the board, such as *act, travel, sing, dance*, etc. Ask students to raise their hands if they hear any of the verbs on the board in the documentary.
- 4 Allow students a few minutes of thinking time to form an opinion and a reason why.

► Video comprehension questions

Flipped class

Prepare for **Explore it!** (p35). Students research an interesting fact about unusual phobias, i.e. things some people are scared of (e.g. arachnophobia – the fear of spiders).

3

WHAT'S THE STORY?

LEARNING OUTCOMES

I can ...

- understand a fable and a traditional fairy tale
- tell an anecdote and express interest
- write a story
- understand how to use the past continuous and past simple
- talk about feelings and use prepositions of movement
- personalise sentences to remember new words, use my knowledge and use phrasal verbs.



Start it!

- 1 Look at the photo. What is the boy doing? **He's reading a book.**
- 2 Before you watch, what do you think people did in their free time in the past?
- 3 What did storytellers do? Watch and check.
- 4 What's your favourite story? Do you know where it came from?

They travelled around, shared stories and brought new ones back with them.



Watch video 3.1



Language in action 3.2 p37



Language in action 3.3 p39



Everyday English 3.4 p40



Globetrotters 3.5 p42

34 WHAT'S THE STORY? | UNIT 3

Unit aims

Skills

I can ...

- understand a fable p36
- tell an anecdote p40
- write a story p41
- understand a fairy tale p42

Language

I can ...

- talk about feelings p35
- understand how to use the past continuous p37
- understand how to use prepositions of movement p38
- understand how to ask questions using the past continuous p39

Learn to Learn

I can ...

- personalise sentences to remember new words p35
- use my knowledge to understand a text better p38
- use phrasal verbs p43
- guess the meaning of new words p45

Extra Resources

- *Finished?* – Student's Book p120
- *Vocabulary Bank* – Student's Book p130
- *Pronunciation* – Student's Book p141
- *Workbook* p24
- *Teacher's Resource Bank* on Cambridge One for tests package, Cambridge Exam practice, wordlists, differentiated worksheets and many other extra resources.
- *Practice Extra* and *Digital collaboration space*

Lesson aim: I can talk about feelings.

Warmer

In groups, students brainstorm adjectives to describe feelings (e.g. happy). They then play against another team. Team A mimes one adjective from their list, and team B must guess the word to win a point.

- 1 3.01 Alternatively, read out the words and ask students to mime them using facial expressions.

Pronunciation

Ask students to turn to SB p141 for pronunciation practice of word stress in adjectives.

Audioscript p163

Target vocabulary

afraid /ə'freɪd/
angry /'æŋɡri/
bored /bɔːd/
embarrassed /ɪm'bærəst/
excited /ɪk'saɪtɪd/
lonely /ləʊnli/
nervous /'nɜːvəs/
surprised /sə'praɪzd/
tired /taɪəd/
upset /ʌp'set/
worried /'wɪərɪd/

- 2 ★★ After feedback, put students into pairs to make one extra sentence with a gap and give it to another pair to complete.

Vocabulary Bank SB p130

Extra vocabulary practice

Vocabulary game

Learn to learn

Personalising new vocabulary is a strategy that students should be continuing to use in order to maximise their chance of remembering it.

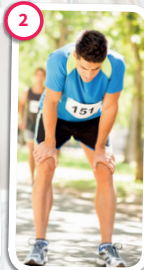
VOCABULARY

Adjectives of feeling

- 1 3.01 Circle the adjectives to describe the people in the photos. Listen, check and repeat.



angry / bored



embarrassed / tired



surprised / worried



lonely / tired



afraid / upset



excited / nervous

Pronunciation p141

- 2 Complete the sentences with adjectives in Exercise 1.

- 1 Sam's afraid of dogs so he doesn't want to walk through the park.
2 Bruno spoke to me today. I felt so embarrassed. My face went red. worried
3 I'm excited about my exams. What should I do?
4 It's Ana's birthday today! She's very excited.
5 I'm bored. This documentary isn't very interesting.

LEARN TO LEARN

Personalising

You can write a sentence that is true for you to help you remember new words.

I often feel tired in the evening.

- 3 Write a personal sentence for six of the adjectives in Exercise 1.

1
2
3
4
5
6

- 4 Read your sentences to your partner, but don't say the adjectives. Can they guess the adjectives?

I feel ... when I forget someone's name.

Embarrassed?

Use it!

- 5 Choose an adjective in Exercise 1 and tell your partner about a time when you felt like that. Ask questions to find out more.

I felt angry when my brother took my bike because he didn't ask me.

When did that happen?

Explore it!

Guess the correct answer.

If you have didaskaleinophobia, you are afraid of ...

a cheese. b spiders. c school.

Find out another unusual thing people are afraid of. Then write a question for your partner to answer.



- 3 & 4 Before the activity, ask students to circle the adjectives in Exercise 1 that were new for them. Then ask the students to include those adjectives in their sentences.

- 5 Allow plenty of thinking time for this activity as it is an opportunity for students to associate the language with a real event, and make it personal.

Explore it!

In groups, students make questions about the phobias they researched for homework. Elicit the most interesting from each group.

Homework

Workbook p24

UNIT 3 | WHAT'S THE STORY? 35

Background information

Aesop's fables, is a collection of fables credited to Aesop, a slave and storyteller believed to have lived in ancient Greece between 620 and 564 BCE. These stories are still told in modern times. The fables were originally kept alive orally and were not written down until about three centuries after Aesop's death. The fables covered ethical, religious, social and political themes.

1 Explain that a *moral* is something which usually teaches the reader about a good way of doing something.

2 & 3 ^{3.04} Instead of asking students to read the story, you could tell it to them, eliciting some of the vocabulary through facial expressions and miming (i.e. monkey). Engage students by frequently asking them what they think will happen next. During the story, elicit the vocabulary in Exercise 3.

Reading comprehension questions

4 If you followed the alternative technique above, ask students to cover the text and answer the questions from memory. They can then check these by reading the text.

5 Allow students a few minutes of thinking time to form opinions and think of relevant vocabulary. Monitor and assist, and encourage students to agree or disagree with each other, if appropriate.

READING

A fable

1 Read the introduction and discuss the questions.

- 1 What is special about fables?
- 2 Why do you think Aesop's stories are still important today?

They usually have a moral message.

Aesop's fables

Aesop was a writer from ancient Greece. He wrote a lot of short stories called fables. Fables usually have a moral message. The main characters are often animals, but they act like humans.

2 Read the fable. Circle the best title.

- a The Fox's Dance b The Monkey as King

One day, all the animals from the jungle were sitting in a circle. They were feeling excited because this was the day to choose their new king.

The animals took turns to give a speech about why they wanted to be king. When the fox was giving his speech, a lot of the other animals were getting bored, and they weren't listening. Then it was the monkey's turn, but he didn't give a speech. He danced, made silly faces and made the other animals laugh. They decided to make the monkey king.

The fox knew it was a bad decision, and he was angry. The monkey didn't have the right qualities to be a good king. He decided to play a trick on the monkey. 'I've got a present for you,' he told the monkey. 'Follow me.' The monkey followed him. All the animals were watching.

As they were walking through the jungle, the fox pointed towards a tree. 'Look at all those bananas!' he said. As the monkey was running to the tree, he fell into a trap. 'Help! Help!' he shouted. He wasn't dancing now.

'How can the monkey look after us and be our king?', asked the fox. 'He can't even look after himself.' The animals realised that they were wrong. 'You are our king now,' they told the fox. 'You are clever and you can protect us.'



36 WHAT'S THE STORY? | UNIT 3

3 Find words in the story that mean:

- 1 a place with a lot of trees **jungle**
- 2 not serious **silly**
- 3 something that people give you on a special occasion **present**
- 4 a hole in the ground to catch animals or people **trap**
- 5 to keep people safe **protect**

4 Answer the questions.

- 1 Why were the animals excited?

Because this was the day to choose their new king.

- 2 How did the other animals feel about the fox's speech?

They felt bored.

- 3 Why did the animals choose the monkey to be their king?

Because he made them laugh.

- 4 What did the fox decide to do?

He decided to play a trick on the monkey.

- 5 What happened in the end?

The animals chose the fox to be their king (because he was clever and he could protect them).

Voice it!

5 Discuss the questions.

- 1 What is the moral of the story?
- 2 What do you think a good leader needs?
- 3 Which other fables do you know?

Finished? p120 Ex 1

Think carefully before you make an important decision. / Being popular and entertaining doesn't make someone a good leader.

Extend it!

Elicit more fables on the board and ask students in groups to discuss the moral of these stories for a few minutes. Monitor and assist where necessary. Encourage discussions during whole-class feedback.

Class challenge

The Little Prince by Antoine de Saint Exupéry is the one of the most translated

books. You can read it in 55 / 150 / **more than 300** languages.

Finished?

Students turn to SB p120 and do Exercise 1.

Flipped class

▶ Ask students to watch **Video 3.2** and do the **Video worksheet** in the *Teacher's Resource Bank* in preparation for the next lesson.

Homework

Workbook p25

Lesson aim: I can understand how to use the past continuous.

Warmer

► Play **Video 3.2** if it was not set for homework. Elicit that in her first vlog, Sophie wasn't speaking clearly or looking at the camera. She has over 300 followers.

1 In groups, students help each other to remember as much as possible about the fable on p36 and retell the story collaboratively. Then they complete the table. Elicit that the past continuous is used to talk about past actions which happened for a period of time.

2 During feedback, drill the pronunciation of *was* /wəz/ and *were* /wə(r)/, and point out that we don't normally stress these words in the past continuous.

Extra grammar practice

3 & 4 **3.05** After completing the activities, encourage students to circle each *was/were* and underline all the *-ing* verbs, to help them self-correct before checking the answers with the whole class

Audioscript p163

5 & 6 **3.05** Alternatively, students make two true sentences and one false one. Students then ask each other extra questions to find the lie.

Grammar game

If possible, find a picture of a group of people doing different activities and display it for 30 seconds. Students in groups then write down sentences about it using the past continuous (e.g. 'a girl was laughing'). The team with the most correct sentences wins.

LANGUAGE IN ACTION

Past continuous: affirmative and negative

I/he/she/it	you/we/they
The fox ¹ <u>was giving</u> his speech.	The animals ² <u>were sitting</u> in a circle.
He ³ <u>was dancing</u> .	They <u>weren't listening</u> .

1 Complete the examples in the table above. Use the story on page 36 to help you.

2 Complete the sentences with *was/were* or *wasn't/weren't*.

1 The animals weren't standing in a circle. They were sitting.

2 The fox wasn't quiet. He was giving a speech. weren't

3 The animals was making watching each other. They were watching the fox and the monkey weren't working

4 The monkey wasn't living walking to the tree. He was running. wasn't living

3.05 **3** Complete the story with the past continuous form of the verbs. Then listen and check.

One day, a hare ¹ was telling (tell) the other animals how fast he could run. At that moment, a tortoise ² was walking (walk) past. He heard the hare and he offered to race him.

The race began. At first, the hare ³ was running (run) very fast and the tortoise ⁴ was going (go) very slowly. The hare was soon near the end of the race. The other animals ⁵ weren't watching (not watch), so he decided to stop for a rest. He soon fell asleep. The tortoise continued to walk slowly while the hare ⁶ was sleeping (sleep). Just as the tortoise ⁷ was finishing (finish) the race, the hare woke up. The other animals ⁸ were shouting (shout) loudly - the tortoise was the winner!

The moral of the story is: don't be too sure that something is easy. Sometimes things are more difficult than you think.



Watch video 3.2
Why was Sophia's first vlog bad?
How many people follow her?

4 Complete the sentences with the past continuous form of the verbs in the box.

make not live not work
read take travel watch

1 At 9 pm last night, I was reading a book.

2 Leo was taking selfies this morning.

3 Esma was making a cake when I called.

4 My parents weren't watching TV at 10 pm last night.

5 Sandra was travelling at home this time last year. She wasn't living round the world!

Use it!

5 Think of true sentences about things you were doing at these times. Use the activities in the box or your own ideas.

at ... o'clock yesterday morning/afternoon/evening

at ... o'clock last Monday/Tuesday

this time two days/months/years ago

this time last week/month/year

chat to friends do my homework get up
go to bed have breakfast/lunch/dinner
play basketball/computer games
walk home/to school sleep

6 Compare your sentences with a partner.

At 8 o'clock yesterday morning, I was walking to school. What about you?

I wasn't walking to school.

I was cleaning my teeth.

Finished? p120 Ex 2

UNIT 3 | WHAT'S THE STORY? 37

Finished?

Students turn to SB p120 and do Exercise 2.

Homework

Workbook p26

Lesson aim: I can use prepositions of movement.

- 1 3.06 After feedback, students work in pairs to come up with gestures to correspond to each preposition.

Audioscript p163

Target vocabulary

across /ə'krɒs/
along /ə'lɒŋ/
between /brɪ'twi:n/
down /daʊn/
into /'ɪntu/
of /ɒv/
out of /aʊt ɒv/
over /'əʊvə/
past /pɑːst/
through /θruː/
under /'ʌndə/
up /ʌp/

- 2 3.07 During feedback, encourage students to use the gestures they came up with in Exercise 1 to reinforce their understanding of the prepositions.

Audioscript p163

Extra vocabulary practice

- 3 Students then delete the prepositions from their description and give it to another student to complete.

Vocabulary Bank SB p130

Learn to learn

Students might already know about a topic, even if they don't fully understand how to talk about it in English. Thinking about the type of things they might hear will help them guess what speakers are talking about.

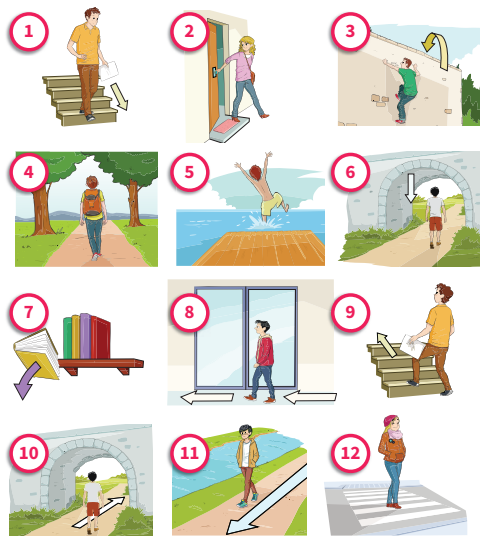
- 4 Put students into teams and give them four minutes to brainstorm as many words as possible. Then elicit the words and write them on the board.

VOCABULARY AND LISTENING

Prepositions of movement

- 1 3.06 Match the prepositions with the pictures. Listen, check and repeat.

across	12	along	11	between	4
down	1	into	5	off	7
out of	2	over	3	past	8
through	10	under	6	up	9



- 2 3.07 Circle the correct prepositions. Then listen and check.

- Be careful! Don't fall over / down the stairs.
- Who is that coming out of / under Bruno's house? Is it Carla?
- Let's jump into / up the water together! Are you ready?
- Don't cross the road through / between those cars. It's dangerous.
- Why don't we swim across / off the lake to the other side? It isn't far.
- Laura walked along / past me without saying hello.

38 WHAT'S THE STORY? | UNIT 3

Use it!

- 3 In your notebook write about your journey to school today using the prepositions in Exercise 1. Compare with a partner.

First, I went out of my house. Then I walked along the road and over the bridge.

A radio phone-in

LEARN TO LEARN

Using your knowledge

Before you listen, think about what you already know on the topic and words you might hear.

- 4 Look at the photos and think about words you might hear.



- 5 3.08 Listen to Melissa's story. How many of your words in Exercise 4 do you hear?

- 6 3.08 Listen again and put the events in the correct order.

- A boy fell into the lake in the park.
- A photographer was taking a photo of Clayton's wife.
- Clayton and his wife were in a park.
- Clayton Cook got married.
- Clayton jumped into the water and rescued the boy.
- Some children started shouting.

- 7 Close your books. Take turns to tell the story. Can you remember the events in order?

- 5 3.08 Ask students to raise their hand when they hear a word on the board.

Audioscript p163

- 6 3.08 Allow students to discuss the events in pairs and guess the order before listening again.

- 7 ★ Write some key vocabulary from the story on the board to support students.

Flipped class

▶ Ask students to watch **Video 3.3** and do the **Video worksheet** in the *Teacher's Resource Bank* in preparation for the next lesson.

Homework

Workbook p27

Lesson aim: I can use the past simple and past continuous.

Warmer

If appropriate, ask students to show one of their own photos on their smartphones and tell each other the story behind it.

▶ Play **Video 3.3** if it was not set for homework. Elicit that the people were walking, and the sister was holding an apple.

1 Point out that we pronounce *was* and *were* more fully in questions and short answers.

2 **3.09** ★★ After feedback, challenge students to write one more short dialogue using a past continuous question.

Audioscript p164

3 Explain that the past simple is one, complete action in the past. We can use the past continuous to give background information about what was happening before and after the past simple action.

Get it right!

Explain that clauses starting with *when* or *while* cannot stand on their own (e.g. *While I was doing my homework*), but always need a main clause (*She called me while I was doing my homework*).

Extra grammar practice

4 **3.10** ★ Before students attempt the task, go through the text with them, eliciting whether each action is one, complete action or background information.

Audioscript p164

LANGUAGE IN ACTION

Past continuous: questions



Watch video 3.3
What were they doing in the country?
What was her sister holding?

I/he/she/it	you/we/they
Was he wearing his wedding clothes? Yes, he ¹ was . / No, he ² wasn't .	³ Were the children standing close to the lake? Yes, they ⁴ were . / No, they weren't .

1 Complete the examples in the table above.

2 **3.09** Complete the dialogues with the past continuous form of the verbs. Then listen and check.

1 A you / TV at 8 pm last night? (watch)
Were you watching TV at 8 pm last night?
B ✓ Yes, I **was** .

2 A What / your friends / at 7 am this morning? (do)
What were your friends doing at 7 am this morning?

B get up
They were getting up. **was carrying**

3 A What / you / yesterday? (wear)
What were you wearing yesterday?

B jeans and a hoodie
I was wearing jeans and a hoodie.

4 A your best friend / at 5 pm yesterday? (chat online)
Was your best friend chatting online at 5 pm yesterday?

B ✗ play basketball
No, he/she wasn't. He/She was playing basketball.

Past simple and past continuous

When Clayton **jumped** into the water, he ¹ **was wearing** (wear) his wedding clothes. **was preparing**
While the photographer ² **was preparing** (prepare) his camera, Clayton **noticed** three children.

past simple
past continuous

3 Complete the examples in the table above with the correct form of the word in brackets.

Get it right!

We can use *when*, *while* and *as* + past continuous for a longer action in progress.
We use *when* + past simple for a shorter action that interrupts a longer one.

4 **3.10** Complete the text with the past simple or past continuous. Then listen and check.

I ¹ **was walking** (walk) to the bus stop one afternoon when I ² **fell** (fall) over on the icy street. I ³ **was carrying** (carry) a heavy bag with all my school things and I ⁴ **broke** (break) my glasses. I ⁵ **felt** (feel) very embarrassed. **was waiting**
A lot of other people ⁶ **were waiting** (wait) for the bus, but they ⁷ **didn't help** (not help) me. However, one woman ⁸ **picked up** (pick up) my bag and glasses and she ⁹ **found** (find) an empty seat for me. While I ¹⁰ **was sitting** (sit) there, she ¹¹ **cleaned** (clean) my face and gave me some water. But when I ¹² **looked** (look) for her a few minutes later, there was no one there.

Use it!

5 Work in pairs. Take turns to say a sentence to continue and finish the story below. Use the past simple and past continuous.

While I was walking to school this morning, I saw ...

Finished? p120 Ex 3

UNIT 3 | WHAT'S THE STORY? 39

5 Allow students to first make up the story as they go, then work on retelling it properly, and finally, if time, write it down.

Grammar game

Students show their photo from the warmer with a different partner. Encourage them to ask each other questions about what was happening, and win a point every time they can use a correct past continuous question.

Finished?

Students turn to SB p120 and do Exercise 3.

Homework

Workbook p28

Lesson aim: I can tell an anecdote.

Warmer

Tell the students a funny story about your life (you can invent one if you want), and elicit reactions and follow-up questions. Explain that an *anecdote* is a short, often funny story, about something someone has done.

- 3.11 ★★☆☆ Books closed. Students listen twice, then work in pairs to retell the story. Elicit the story on the board, together with relevant vocabulary.

Audioscript p164

- 3.11 After feedback, play the recording again and ask students to read the text out loud with the recording.
- Encourage students to use the context of the conversation to guess what the phrases mean.
- ▶ Play Video 3.4 and drill the pronunciation of the phrases.

Everyday English practice

- Ask students to work in small groups to share any funny or unusual stories they have. Then, they can choose the best ones to focus on.
- If appropriate, encourage students to record their conversations on their phones, and listen to the recording, giving them time to repeat the task if they wish.

SPEAKING Telling an anecdote

- 3.11 Listen to the conversation. Who is the story about and what was the person doing?

DAVID ¹ Guess what happened yesterday?

LAURA No idea.

DAVID Well, it didn't happen to me,

² It happened to Adrian.

LAURA Go on.

DAVID He was at the new shopping centre.

LAURA You're kidding! ³ _____ a shopping centre? He hates shopping.

DAVID He was looking for new trainers.

LAURA ⁴ Really?

DAVID Yes, really. Now please stop interrupting. While he was looking at the trainers, someone bumped into him.

LAURA Who was it?

DAVID It was Neymar!

LAURA No way!

⁵ That's amazing!

DAVID I know.

LAURA Did he take a photo?

DAVID No, he didn't. He was too embarrassed. Can you believe it?

LAURA What a great story!

It's about Adrian. He was in the new shopping centre. He was looking for new trainers.

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



Watch video 3.4
Everyday English

Go on. No idea. What a great story! You're kidding!

- Which *Everyday English* phrases do you use when you ...

1 don't know? No idea.

2 hear something surprising? You're kidding!

3 want someone to continue? Go on.

4 liked a story that someone told you?

What a great story!

PLAN

- Write about something funny or unusual that happened. Use the ideas below.

Who did it happen to? _____

What was the person doing when it happened? _____

What happened? _____

SPEAK

- Practise the conversation with your partner. Remember to use the past simple and past continuous, the vocabulary from this unit, and phrases from the *Useful language* and *Everyday English* boxes.

CHECK

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

Who the story happened to: _____

What the person was doing when it happened: _____

What happened: _____

40 WHAT'S THE STORY? | UNIT 3

- Encourage students to use the *Everyday English* phrases to react to each others' stories. Then, they swap pairs and tell their stories again. This task repetition will help to improve students' fluency and confidence.

Extend it!

Students have a new conversation about a story that was not chosen in Exercise 5, ensuring that they use the phrases from the *Everyday English* box.

Lesson aim: I can write a story.

1 ★ Elicit relevant language on the board, such as *night, bed, bedroom, teddy bear and pyjamas*. After feedback, elicit the word *sleepwalking* and ask students if they know anyone who has done this.

2 Students discuss the questions in pairs before checking them against the text.

3 ★★★ Give students two minutes to read the story again and to memorise useful words. They then cover the story and try to complete the exercise without checking the story.

Useful language practice

4 After planning, students share their ideas with a new partner, who can ask follow-up questions to generate more ideas.

5 & 6 Ask students to highlight in different colours the past simple, the past continuous, vocabulary from the unit and any *Useful language* phrases. This will encourage self-assessment. Then, students read each others' stories and vote for the most interesting ones.

Finished?

Students turn to SB p120 and do Exercise 4.

WRITING

A story

It's about Berat's brother who went sleep walking one night.

1 Look at the photo. What do you think Berat's story is about? Read the story and check your answers.



A funny story By Berat Demir

1 One night last summer, I was lying in bed when I heard a noise downstairs. At first, I thought it was our cat. I got up to see, but then I noticed my brother Eymen wasn't in his bedroom. I was worried.
2 I went downstairs. The front door was open, so I went out. I started walking down the road. A few minutes later, I saw Eymen. He was walking along the pavement on the other side of the road. He was wearing his bear pyjamas and he was carrying his teddy bear. Suddenly, he stopped. I ran towards him.
3 In the end, we walked back home together. Eymen was still sleeping. The next morning, he was very tired. When I asked him about the night before, he didn't remember it at all!

2 Read the story again and answer the questions.

1 When did the events happen?

One night last summer.

2 Why did Berat go downstairs?

Because he heard a noise downstairs and he noticed his brother wasn't in his bedroom.

3 What did he do after that?

He went out of the open front door (and he saw Eymen).

4 What was Eymen doing?

He was walking along the pavement.

5 What happened the next morning?

When Berat asked Eymen about the night before, he didn't remember it at all.

3 Complete the sentences in the *Useful language* box with sequencing words and phrases from the story.

Useful language

- 1 One night last summer, I was lying in bed.
- 2 At first, I thought it was our cat.
- 3 A few minutes later, I saw Eymen.
- 4 Suddenly, he stopped.
- 5 In the end, we walked back home together.
- 6 The next morning, he was very tired.

Write a story.

PLAN

4 Think about a time when something interesting, funny or scary happened to you. Make notes about these things.

1 What was happening before the main events started:

What happened first:

2 The main events of the story:

3 What happened in the end:

WRITE

5 Write your story. Remember to include three paragraphs, the past simple and past continuous, and the vocabulary from this unit.

CHECK

6 Do you ...

- use the phrases from the *Useful language* box?
- explain the main events?
- explain what happened in the end?

Finished? p120 Ex 4

UNIT 3 | WHAT'S THE STORY? 41

Flipped class

Prepare for **Explore it! (p43)**. Students research an interesting fact about a fairy tale.

Homework

Workbook p29

Lesson aim: I can understand a fairy tale.

Warmer

► Play **Video 3.5** and elicit the answers.

- In Slovenia.
- To make drinks and food sweet, and for medicine.
- Characters from folk tales and history.

Video comprehension questions

- 1 Focus students on the pictures, and elicit relevant vocabulary before students predict the story's plot: *path, clock tower, doves, storm, ship, danger, etc.*

The story is about a boy's journey to understand what fear is.

- 2 3.12 Encourage students to circle key words in the text which relate to the pictures (e.g. *set off, sea*) and elicit these during feedback.

- 3 In pairs, students discuss where in the text they might find each word before checking the text for the answers.

Matching pictures to sentences

- 4 Allow students a minute of thinking time to form an opinion about question 4. If appropriate, students can discuss this in their own language first, then work together to form their opinion in English, using a dictionary if available.

Class challenge

There is a statue of the Little Mermaid, famous from Hans Christian Anderson's fairy tale, in London / New York / **Copenhagen**.



AROUND THE WORLD

READING

A Turkish fairy tale

- 1 Look at the pictures. What is happening in each picture? What do you think the story is about?



- 2 Read the fairy tale. Put the pictures in the order of the story.

a

1



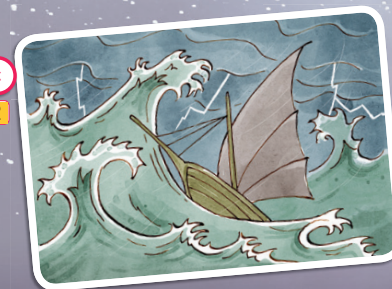
b

3



c

2



- 3 Find words in the fairy tale that mean:

- 1 people who steal things **robber**
- 2 a very big and frightening creature **ogre**
- 3 very afraid **terrified**
- 4 not alive **dead**
- 5 a white bird **dove**
- 6 something that gives information **sign**

Picture a shows a boy who is walking away from a house. He looks happy. Picture b shows the same boy near a clock tower and lots of birds are flying around him. Picture c shows a boat on the sea in a terrible storm.



Globetrotters

Watch video 3.5
A bee's story

- Where are bees very busy?
- What is honey used for?
- Who did artists in the 18th century paint?

- 4 Read the fairy tale again. Answer the questions.

- 1 Why did the boy start his journey?
He wanted to find fear (because he didn't understand what it was).
- 2 How did he feel when he started the journey?
He felt confident.
- 3 What did the ogre try to do?
He tried to attack the boy.
- 4 Why do you think he felt afraid at the end?

The boy who found fear

Once upon a time, a woman and her son lived in a small house in a forest. They didn't have any neighbours, and the lonely boy stayed at home with his mother every day.

One winter's evening, they were having dinner when a storm started. The wind blew the door open and the mother said, 'Close the door. I feel fear.'

'What is fear?' asked the boy.

'Fear is when you feel afraid,' she replied.

'I don't understand. I want to find fear.'

So the next morning, the boy set off confidently. While he was looking for fear, he met a lot of different people and he faced a lot of challenges. First, there was a group of robbers. They made him do dangerous and difficult things, but he wasn't afraid. He continued his journey.

Lesson aim: I can understand a fairy tale.

Learn to learn

Remind students that they shouldn't always record and learn individual words, but also groups of words and phrases. This is particularly true of phrasal verbs, as the word *set* has many meanings, none of which have the meaning of *set off*.

5 Make sure students are clear about the meaning of definitions 1–5 before they look in the text for synonyms.

6 ★ Elicit the answers using less complex vocabulary first (1 – go; 2 – continue; 3 – search for; 4 – arrive to; 5 – found).

7 Monitor carefully, to make sure students are using the correct meaning of the phrasal verbs.

8 Allow students a minute of thinking time to form an opinion, then monitor and assist as needed. During feedback, encourage students to justify their answers and elicit contrasting ideas if possible.

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

Culture Project

See Project Book p30 for further information and activities.



LEARN TO LEARN

Phrasal verbs

A phrasal verb is a verb + a small word like *for* or *on*. They have a special meaning which is different from the verb on its own.

5 Find phrasal verbs in the story that mean:

- 1 to start a journey **set off**
- 2 to try to find **go on**
- 3 to find by accident **look for**
- 4 to arrive or reach **get to**
- 5 to continue **came across**

Next, he came across an angry ogre who tried to attack him, but the boy ran away. After that, he got to the sea. There was a terrible storm and he saw a ship in great danger. The people on the ship were terrified and they were shouting for help, so he jumped into the water and saved them. He wasn't afraid at all.

He went on until finally he got to a city. There were people everywhere and it was very busy. One man told the boy that the people were sad because their king was dead, but today they were choosing a new king. Just then, three beautiful doves flew down from a tower and they sat on the boy's head. The people were excited. 'This is the sign! You are our king!'

At that moment, he saw into the future: he was the king, he was trying to make everyone happy, but the people were angry. And he suddenly realised what fear was, and he was afraid.

6 Complete the sentences with the phrasal verbs in Exercise 5.

- 1 Are we all ready to go? Let's **set off** now before it gets too hot.
- 2 A I don't think it's a good idea to **go on** in the dark.
B OK. Let's camp here for the night.
- 3 Can you help me **look for** my phone?
- 4 A How long did it take you to **get to** the beach?
B Ages! It was quite far away.
- 5 While I was doing some research, I **came across** this photo of our street in 1885.

7 Think of your own sentences with the phrasal verbs in Exercise 5. Say your sentences but don't say the phrasal verb. Can your partner guess it?

Voice it!

8 Answer the questions.

- 1 When does the boy show fear? Why?
- 2 Is fear a positive or a negative quality?
- 3 Is everybody always afraid of the same things?

Explore it!

Is the sentence *T* (true) or *F* (false)?

The story of *Cinderella* first appeared in a Chinese book around the year 850. **T**

Find another interesting fact about a fairy tale. Write a question for your partner to answer.



THE CULTURE PROJECT Teacher's Resource Bank

UNIT 3 | WHAT'S THE STORY? 43

Explore it!

Turn this into a class quiz. Divide students into two groups. Students from different teams take turns to read out a question and the other team wins a point if they guess the correct answer.

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

- Before the activity, brainstorm vocabulary from p35 and elicit example sentences from students. After feedback, students in pairs choose one more adjective and write a sentence with it. They then delete the adjective and give the sentence to another pair to complete.
- After feedback, encourage students to read the story in pairs, using the gestures they associated with each preposition on SB p38.

Language in action

- Before the activity, elicit the form of the past continuous on the board and elicit examples with different verbs. After feedback, students make true sentences about what was happening (to them) two hours ago.
- Ask fast finishers to write questions for sentences 1–4 in Exercise 3 (e.g. *Was it snowing this morning?*)
- Before the activity, elicit the difference in meaning between the past simple and past continuous, drawing a timeline on the board and eliciting examples from the students.

Unit quiz

3 REVIEW

VOCABULARY

- Complete the sentences with the adjectives.

afraid embarrassed surprised tired upset

- Elsa looks **upset** and she's crying. **surprised**
- I can't believe I won! I'm really **embarrassed**.
- My dad is **afraid** of heights. He can't go up tall buildings.
- I forgot my friend's birthday. I was so **tired**!
- I'm really **tired**. I didn't sleep much.

- Complete the story with the prepositions.

across between down into
out of through under up

between Tiger the cat went **1 out of** the front door and walked **2 across** two cars **3 across** the road. He went **4 into** the park and climbed **5 up** a tree. Then a mouse appeared. 'Lunch!' thought Tiger. He climbed **6 down** the tree and followed it. The mouse ran **7 through** the grass and then disappeared **8 under** a stone. 'Maybe I'll have lunch at home today,' said Tiger.



LANGUAGE IN ACTION

- What was happening at 10.30 am yesterday? Write two sentences in the past continuous.

1 it / not snow – rain

It wasn't snowing. It was raining.

2 I / not study – chat / with my friends

I wasn't studying. I was chatting with my friends.

3 Alex / not read / a book – listen / to music

Alex wasn't reading a book. He/She was listening to music.

4 Eva and Helen / not talk – have / a snack

Eva and Helen weren't talking. They were having a snack.

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- Write past continuous questions. Then match them with the answers (a–d).

1 you / wear / jeans / yesterday? **a**

Were you wearing jeans yesterday?

2 Lidia / work / at 10 pm last night? **b**

Was Lidia working at 10 pm last night?

3 where / we / go / last Saturday at 7 pm? **a**

Where were we going last Saturday at 7 pm?

4 what / Ollie and Brad / do / an hour ago? **c**

What were Ollie and Brad doing an hour ago?

a We were going to the cinema.

b Yes, she was.

c They were taking photos.

d Yes, I was.

- Complete the text with the past simple or past continuous form of the verbs.

was studying

Beth ¹ **was studying** (study) at school when she ² **wrote** (write) her first novel. She ³ **posted** (post) her book online while she ⁴ **was sitting** (sit) in her bedroom at home. She soon ⁵ **discovered** (discover) that lots of young people ⁶ **were reading** (read) her story. Two years later, it had 19 million reads on the website and it ⁷ **won** (win) a prize for teen fiction. When Beth ⁸ **left** (leave) school, she ⁹ **went** (go) to university. She ¹⁰ **completed** (complete) two more books while she ¹¹ **was doing** (do) a physics course, and a TV company ¹² **made** (make) her first novel into a film in 2018.



Self-assessment

I can use adjectives to talk about feelings.



I can use prepositions to talk about movement.



I can use the past continuous to make affirmative and negative sentences and questions.



I can use the past simple and the past continuous.



Self-assessment

After students have completed the checklist, assign homework from the Workbook, depending on the areas students need to focus on.

Extend it!

In pairs, students write a conversation with as much language from the unit as possible. They then perform it in groups, with other students raising their hands every time they hear language from the unit.

Homework

Workbook pp30–31

Learn to learn

The act of writing test questions is useful for students, as it focuses them on creating accurate language that other people need to understand.

- 1 Encourage students to discuss what type of word it might be, and the meaning of the whole sentence, rather than just say what they think the missing word is.

OWN IT!

- 2 & 3 Allow plenty of time for this activity. Stress that the sentences should make the meaning of the vocabulary very clear. For example: *In the jungle there are lots of trees and exotic animals is a good sentence, but We were in the jungle isn't, because the answer is not necessarily jungle.*

- 4 Refer students back to SB p42, where they learnt that it's better to learn words in context than in isolation, especially phrasal verbs.

- 5 This exercise will help students focus on how words are used in context.

Extend it!

Ask students to choose a few more vocabulary items from the previous units and create gapped sentences for a partner to work with.

LEARN TO LEARN

LEARN TO ... GUESS THE MEANING OF NEW WORDS

You can help your partner learn vocabulary by writing sentences with missing words for them to guess.

- 1 Elif writes sentences with missing words for a friend to guess. Can you guess what the words are? Discuss with a partner.

OK, the first one. Is it an adjective?

Yes, it is.

Is it 'happy'?

No. Try again!

1 I was excited because my football team were winning.

2 The plane flew over the city.

3 The boy felt embarrassed when he called his teacher 'mum'.

- 2 Choose five words from the box. Write five sentences with missing words like the sentences in Exercise 1.

between bored jungle nervous protect
surprised tired trap under worried

1

2

3

4

5

OWN IT!

- 3 Show your sentences to your partner. Can they guess the missing words?
- 4 Why is it a good idea to learn words in sentences? Discuss with your partner.
- 5 Close your book. Take turns to say the five words you chose in Exercise 2. Can your partner remember your sentences?

The word was 'bored'.
What was the sentence?

'I feel bored when ...'. No, sorry, can you help me?

OK. It starts, 'I was bored because ...'.

I remember! 'I was bored because ...'.

Unit 4

The best things in life are free

Lesson aim: I can talk about helping people.

Warmer

Students in groups brainstorm things that make people happy, but which don't cost any money, such as friendship. Elicit the idea of helping others.

► Start it!

► Unit quiz

1 Use this as an opportunity to revise the adjectives to describe feelings from p35. Elicit ideas about how the girls probably feel and why.

2 & 3 ► Students discuss the questions in groups. Elicit ways of helping people on the board. Play **Video 4.1** and ask students to raise their hands when they hear an idea that's on the board.

4 Allow students one minute of thinking time before discussing in pairs.

► Video comprehension questions

Flipped class

Prepare for **Explore it!** (p47). Students research an interesting fact about money.

4

THE BEST THINGS IN LIFE ARE FREE

LEARNING OUTCOMES

I can ...

- understand texts about money and caring jobs
- make and respond to requests
- write an opinion essay
- understand how to use *could*, comparative and superlative adjectives, *too, too much, too many* and *(not) enough* + noun
- talk about money and caring jobs
- remember words with similar meanings and listen for key words
- reach agreement as a group and make a poster.



Start it!

- 1 Look at the photo. How are the girls feeling? They look happy.
- 2 Before you watch, how do you help other people?
- 3 How do you feel when you help? Watch and check.
- 4 Which of the ways of helping in the video do you like best?

It makes you feel healthier and fitter.



Watch video 4.1



Language in action 4.2



Language in action 4.3



Everyday English 4.4

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Unit aims

Skills

I can ...

- understand an article about money p48
- understand a monologue about caring jobs p50
- make and respond to requests p52
- write an opinion essay p53
- create a poster for a community project pp55–56

Language

I can ...

- talk about money p47
- understand how to use *could* and comparative and superlative adjectives p49
- talk about caring jobs p50
- understand how to use *too, too much, too many* and *(not) enough* p51

Learn to Learn

I can ...

- understand words with similar meanings p47
- identify key information before listening p50
- organise my homework p57

Extra Resources

- *Finished?* – Student's Book p121
- *Vocabulary Bank* – Student's Book p131
- *CLIL* – Student's Book p138
- *Pronunciation* – Student's Book p141
- *Workbook* p32
- *Teacher's Resource Bank* on Cambridge One for tests package, Cambridge Exam practice, wordlists, differentiated worksheets and many other extra resources.
- *Practice Extra* and *Digital collaboration space*

Lesson aim: I can talk about money.

Warmer

Put students into teams to brainstorm vocabulary related to money, e.g. *expensive, banknotes, price*, etc. The team with the most words wins.

- 1 ★★★ After feedback, challenge students to test each other in pairs. Student A reads one of the sentences, replacing the verb in bold with 'beep'. Student B repeats the sentence, adding the correct verb.

Target vocabulary

borrow /'bɒrəʊ/
change /tʃeɪndʒ/
cost /kɒst/
earn /ɜːn/
lend /lend/
owe /əʊ/
pay /peɪ/
save /seɪv/
sell /sel/
spend /spend/

- 2 4.01 ★★★ If students need practice with spelling, ask them to listen and write down the words they hear, then check their spelling with the words in the box.

Audioscript p164

Extra vocabulary practice

- 3 4.02 ★ After feedback, students in pairs write a new conversation and then perform it for another pair, who must guess the correct verb.

Audioscript p164
Vocabulary Bank SB p131

VOCABULARY

Money verbs

- 1 Look at the verbs in the box. Then match the sentences with the photos.

borrow change cost earn lend
owe pay save sell spend

- 1 Don't worry. I can **pay** for you, too. *a*
- 2 Don't **spend** your money on more video games. **Save** it for something you need. *e*
- 3 Friendships don't **cost** money. They're free! *c*
- 4 I want to **earn** money. Can I wash your car? *b*
- 5 I owe my friend £50. I can **sell** my bike. *f*
- 6 **A** Could you **lend** me some money? *d*
B How much do you want to **borrow**? *a*
- 7 I want to **change** this money, please. *a*



- 2 4.01 Listen to the verbs in Exercise 1 and repeat.

- 3 4.02 Listen and write the correct verb from Exercise 1 for each situation. Sometimes there is more than one possible answer.

- 1 pay
- 2 borrow/lend
- 3 save
- 4 change
- 5 sell

LEARN TO LEARN

Similar words

Many words have similar meanings. Think of ways to help you understand the differences.

You lend money to someone (it's yours).
You borrow money from someone (it isn't yours).

- 4 Look at these pairs of verbs. Think of more ways to remember the different meanings.
spend / buy earn / win

- 5 Compare with a partner. How does your partner remember the meanings?

Use it!

- 6 Complete the sentences with your own ideas. Tell your partner.

- 1 A good way to earn money is to _____.
- 2 The last time I borrowed money was _____.
- 3 I spend most of my money on _____.

Explore it!

Is the sentence T (true) or F (false)?

In Zimbabwe, there was a \$100 trillion banknote. At that time, bread cost \$300 billion. **T**

Find another interesting fact about money. Then write a question for your partner.



UNIT 4 | THE BEST THINGS IN LIFE ARE FREE 47

Learn to learn

Encourage students to record easily confused words in their vocabulary notebooks, with full example sentences and an explanation of their differences. Point out that in these cases, translation may not always be appropriate.

- 4 & 5 Elicit that you *buy* something, but you *spend* money, and that you *earn* money by working, but *win* money through luck. Elicit other ideas the students may have had.

Extra vocabulary practice

- 6 After feedback, elicit that writing personalised example sentences, when possible, is an important way to remember vocabulary.

Explore it!

After pair work, students choose the most interesting question they discussed and read it out loud for the rest of the class to answer.

Homework


Workbook p32

Lesson aim: I can understand a text about money.

Warmer

The students in groups talk about what they bought or spent money on in the last 24 hours. Elicit full sentences, revising vocabulary from the previous lesson and the past simple.

1 & 2 Students discuss the question in pairs, looking at the photos and predicting which of the two summaries might fit best. Elicit guesses and give students a time limit to encourage faster skimming.

3  **4.03** Allow students to discuss the questions in pairs before reading the article again. Students then read and underline the sentences in the text where they found the answers. They then check them with a partner.

Reading comprehension questions

4 Elicit a few questions to revise past simple question formation. Then students write questions in pairs about what Mark Boyle did in the past. Monitor and correct mistakes with the past simple.

5 Monitor and make a note of common mistakes with the past simple and question formation. Write these on the board for the whole class to correct, then elicit the most interesting questions that were asked and discuss the possible answers.

READING

A newspaper article

- 1 Look at the photos. What do you think the man did?
- 2 Skim the article and choose the correct summary.
 - a A man sold his home and bought a caravan to travel around the world for three years.
 - b A man lived without money for three years.



3 Read the article and answer the questions.

- 1 Where did Mark live after he sold his own home?
In a caravan on a farm.
- 2 How did he use his laptop without electricity?
He used solar power.
- 3 Which three things were difficult for him at first?
Getting food, washing and travelling.
- 4 What did he buy after his time without money?
A pair of trainers from a charity shop.

Voice it!

- 4** Imagine you can interview Mark Boyle after his three years without money. Write questions to ask him using the ideas below.

Family and friends: _____

Clothes: _____

Food: _____

Work: _____

Travel: _____

- 5** Take turns to be Mark Boyle and the interviewer and do the interview.

How often did you see your family?

When did you see your friends?

A different life

Can you imagine living for a day without money? Mark Boyle, from Ireland, did that for three years.

Mark had a good job and he earned a lot of money. One day, a friend challenged him to live without money. Mark decided he could change his life and do it.

First, he sold his houseboat, and he went to live in a caravan on a farm. He kept his laptop and mobile – he knew he could use solar power to charge them. He couldn't make any calls, but he could receive them.



The first few months were the worst – simple things were more difficult than before. Mark couldn't buy food, have a shower or travel easily. But he soon found his own food – usually vegetables, fruit and other plants. He made a stove to cook outside and he collected wood to use as fuel. He washed in a river and he used plants to clean himself. He even made his own toothpaste! He walked or cycled everywhere, so he was fitter and healthier than he was before.



So, was life without money better for Mark than life with money? Yes, it was. He was happier than before, and the best thing was that he felt more alive. He also discovered that friendship is more important than money.

The biggest and most difficult decision for Mark was returning to a life with money. After three years without money, what was the first thing he bought? A pair of trainers from a charity shop!

 **Finished? p121 Ex 1**

48 THE BEST THINGS IN LIFE ARE FREE | UNIT 4

Class challenge

When he was younger, Mark Boyle studied **Business** / Farming / History at university.

Finished?

Students turn to SB p121 and do Exercise 1.

Flipped class

► Ask students to watch **Video 4.2** and do the **Video worksheet** in the *Teacher's Resource Bank* in preparation for the next lesson.

Homework

Workbook p33

Lesson aim: I can use *could* and comparative and superlative adjectives.

Warmer

► Play **Video 2.2** if it was not set for homework and elicit the answers to the two questions (she couldn't buy a horse, but she could draw them). Elicit that *could* is the past of *can*, and is used to talk about ability in the past.

1 After feedback, drill the pronunciation of *could* /kud/ (or /kəd/ in faster speech) and elicit that there is no /l/ sound present.

2 After feedback, elicit that there is no *to* after *could*.

Extra grammar practice

3 & 4 ★★★★★ After feedback, ask students to repeat the task, this time using their own ideas.

5 ★ Point out that a 'short' adjective has one syllable (or one syllable and another ending in -y). A 'long' adjective has two or more syllables.

Get it right!

Drill the pronunciation of *than* in the example sentence. When pronounced naturally as part of a sentence, it is /ðən/ rather than /ðæn/.

6 After feedback, students in pairs briefly discuss what was the most interesting fact about the text on p48. Elicit ideas and several uses of 'more interesting' and 'most interesting' during feedback.

7 4.04 ★ Remind students that they need to use *the* before superlative adjectives.

Audioscript p165

LANGUAGE IN ACTION

could



Watch video 4.2
Could she buy a horse?
Could she draw horses?

He ¹ *could* change his life.
He ² *couldn't* make any calls.
Could he live without money?
Yes, he ³ *could* / No, he ⁴ *couldn't*.

1 Complete the examples in the table above. Use the article on page 48 to help you.

2 Complete the sentences with *could* or *couldn't* and the verbs in brackets. Check your answers in the article.

- Mark *could receive* calls on his phone. (receive) *couldn't buy*
- He _____ food. (buy)
- He _____ his laptop with solar *could charge* power. (charge)
- He *could have* a shower. (have)

Use it!

3 Complete the sentences. Use *could/couldn't* and the ideas in the box.

buy my own clothes
make my own lunch
ride a bike use a laptop

- When I was five, I _____.
- When my grandparents were young, they _____.
- A year ago, I _____.

4 Ask and answer with a partner.

Could you buy your own clothes when you were five?

Comparative and superlative adjectives

	Adjective	Comparative	Superlative
more important	fit	¹ <i>fitter</i>	the fittest
Short adjective	happy	² <i>happier</i>	the happiest
Long adjective	important	³ _____	the most important
Irregular adjective	difficult	⁴ <i>more difficult</i>	the most difficult
	good	⁵ <i>better</i>	the best
	bad	worse	⁶ <i>the worst</i>

5 Complete the examples in the table above. Use the article on page 48 to help you.

Get it right!

We use *than*, not *that*, to compare two things.

My sister is fitter than me. NOT *My sister is fitter that me.*

6 Complete the sentences with the comparative or superlative form of the adjectives.

- Life for Mark without money was *better* (good) than before.
- The best* (good) thing was that he felt more alive.
- _____ (difficult) decision was to return to a life with money. *The most difficult*

7 Complete the text with the comparative or superlative form of the adjectives. Then listen and check.

It's the fourth Friday in November and it's Black Friday. It's ¹ *the busiest* (busy) shopping day of the year. Things are ² *cheaper* (cheap) than usual today. Shoppers can get ³ *better* (good) prices for ⁴ *the latest* (late) gadgets or ⁵ _____ (stylish) trainers. In my opinion, Black Friday is ⁶ *the worst* (bad) day of the year. People seem to be ⁷ *more interested* (interested) in shopping than anything else! I think we could all be ⁸ *happier* (happy) people without spending money all the time.

Use it!

8 Choose a topic from the box or use your own. Discuss with a partner. Use comparatives and superlatives.

maths / history / science
market / shopping centre / online shopping

History is more difficult than ... but ... is the most difficult.

Finished? p121 Ex 2

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8 Elicit some more adjectives on the board, which students can use, such as *boring*, *easy*, *interesting*, *exciting*, *useful*, etc.

Grammar game

Put students into groups. One student in each group thinks of another student in the class. The others must guess the student but can only ask questions with comparatives or superlatives, e.g. 'Is he taller than you?', 'No, he is shorter than me'. The first student to guess wins and thinks of the next student.

Finished?

Students turn to SB p121 and do Exercise 2.

Homework

Workbook p34

Lesson aim: I can talk about caring jobs.

- 1 4.05 Before the activity, students cover the box and work in pairs to think of the names of the jobs in the pictures.

Audioscript p165

Target vocabulary

carer /keərə/
charity worker /ˈtʃærəti
wɜ:kə/
firefighter /ˈfaɪəfaɪtə/
lawyer /ˈlɔɪ/
lifeguard /ˈlaɪfgɑ:d/
nurse /nɜ:s/
paramedic /pærəˈmedɪk/
police officer /pəˈli:s
ˈɒfɪsə/
refuse collector /ˈrefju:s
kəˈlektə/
surgeon /ˈsɜ:dʒən/
vet /vet/
volunteer /vɒlənˈtɪə/

> Pronunciation

Students turn to the pronunciation exercises on SB p141 for practise of saying the schwa at the end of words.

- 2 ★★★ After feedback, students in pairs make one extra sentence and give it to another pair to guess the person.

Extra vocabulary practice

- 3 Allow a minute of thinking time, then monitor closely and assist when needed.

- 4 & 5 4.08 Before listening, elicit ideas from Exercise 4 and write relevant vocabulary on the board, to support students while they listen. Check with the students if they heard any of the ideas or ideas they discussed, then play the recording again

Audioscript p165
Vocabulary Bank SB p131

VOCABULARY AND LISTENING

Caring jobs

- 1 4.05 Match eight jobs with the photos. Circle the jobs that aren't in the photos. Listen, check and repeat.

carer	<input type="checkbox"/>	charity worker	5
firefighter	3	lawyer	2
lifeguard	<input type="checkbox"/>	nurse	6
paramedic	<input type="checkbox"/>	police officer	7
refuse collector	4	surgeon	8
vet	1	volunteer	<input type="checkbox"/>



Pronunciation p141

- 2 Write which person you need in these situations.

- You're at the swimming pool. Your friend has a problem. lifeguard
- There's a fire at your school. firefighter
- Your grandma needs help at home. carer
- Your cat has a problem with its eye. vet
- Your friend is in hospital. This person is doing an operation on them. surgeon

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Use it!

- 3 Work with a partner. Discuss the questions.

- What do the jobs in Exercise 1 have in common?
- Which people in these jobs do you see every week?
- Which job would you like to do?

Monologues

- 4 What do you think are the best and worst things about doing a caring job? Discuss with a partner.

- 5 4.08 Listen and match the speakers with their jobs. There is one extra job.

Speaker 1 c a lifeguard d nurse
Speaker 2 e b paramedic e vet
Speaker 3 a c volunteer
Speaker 4 b

LEARN TO LEARN

Identifying key information

When you are matching people with information, check key words before you listen. This helps you to focus on the information you need.

- 6 Read the questions in Exercise 7. Circle the key words you need to listen for.

- 7 4.08 Listen again. Write 1, 2, 3 or 4.

Who ...

- studies and works? 3
- doesn't have a job now? 1
- sometimes doesn't have lunch? 2
- was bored in their old job? 4
- sells things that help other people? 1
- enjoys making people feel happier? 2

- 8 Imagine a day in the life of one of the people in the jobs in Exercise 1. Write five sentences about your day in your notebook. Read your sentences but don't say the job. Can your partner guess?

I sometimes work all night.

Is it a nurse?

Learn to learn

Listening is often a demanding skill, so making sure they know what information they need to listen out for, and being clear about what their task is, will help students.

- 6 Point out that key words are often nouns, verbs or adjectives.

- 7 4.08 In pairs, students discuss the questions and what information they remember, before listening again.

- 8 Monitor students' writing closely and make notes of common mistakes.

Before students play, write these on the board and elicit corrections.

Extend it!

Students play the game in Exercise 8 again, but this time choosing any profession they like.

Flipped class

Ask students to watch **Video 4.3** and do the **Video worksheet** in the *Teacher's Resource Bank* in preparation for the next lesson.

Homework

Workbook p35

Lesson aim: I can use too, too much, too many and (not) enough.

Warmer

► Play Video 4.3 and elicit the reasons why people don't volunteer: they are too busy; they have too much homework; they don't have enough time. Also, elicit that volunteering helps the vlogger with his IT class.

1 Point out that we often use *too (many/much)* when we are complaining or not happy about something.

2 & 3 ★ Guide students to underline the words after the options or gaps and identify if they are adjectives, uncountable nouns or nouns.

4 🗣️ Challenge students to turn each question into a conversation with at least two follow-up questions.

5 Point out that *enough* goes before nouns, but after adjectives, e.g. *The chair is not comfortable enough.*

6 🎧 4.09 Fast finishers can retell the story to their partner using only the phrases in the box as prompts.

Audioscript p165

Extra grammar practice

7 🗣️ Encourage students to use *too* and *not enough* when they describe the worst thing about the job.

LANGUAGE IN ACTION

too, too much, too many



Watch video 4.3
Say three reasons why some people don't volunteer.
How does volunteering help at school?

too + adjective	too much + uncountable noun	too many + plural countable noun
I'm too ¹ <u>busy</u> to have lunch.	Lots of people have got too much ² <u>work</u> .	We've all got too many ³ <u>clothes</u> .

1 Complete the examples in the table above with the words in the box.

busy clothes work

2 Read the sentences about the people you listened to on page 50. Circle the correct words.

- The hours were too / too much / too many long in the paramedic's last job.
- The volunteer thinks people own too / too much / too many books.
- Sometimes the pool is too / too much / too many noisy for the lifeguard.
- The vet spends too / too much / too many time at work.

3 Complete the questionnaire with *too, too much* or *too many*.

All about you!

Have you got ...

1 too much homework this week?

2 too many clothes?

Do you ...

3 spend too much money on clothes?

4 buy too many sweets?

Are you ...

5 too busy to listen to your friends?

6 too young to drive a car?

Use it!

4 Work with a partner. Ask and answer the questions in Exercise 3.

(not) enough + noun

enough money

I've got ¹ (time). I don't have ² (money).

enough time

5 Complete the examples in the table above with the words in brackets and *enough*.

6 Complete the text with the words in the box. Then listen and check.

enough chairs enough space enough time
too far too many animals too many people
too much information too noisy too young

I'm ¹ too young to have a full-time job, but every Saturday I'm a volunteer with a local vet. I cycle there because it isn't ² too far from my house. I help the receptionist when she hasn't got ³ enough time to do everything. Last week, there were ⁴ enough chairs in the waiting room – we didn't have ⁵ enough space for them to sit on! Sometimes it gets ⁶ too noisy for me, especially when there are ⁷ too many animals and there isn't ⁸ enough time in the waiting room. The best thing: I love animals and I can spend all day with them! The worst thing: Sometimes there's ⁹ too much information for me and I don't understand it all.

Use it!

7 Imagine a day doing your dream job. Make notes. Then compare with a partner.

- What the job is: _____
- The best thing: _____
- The worst thing: _____

My dream job is to be a firefighter. It's an exciting job, but it can be dangerous.

Finished? p121 Ex 3

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Grammar game

Put students into groups. One student chooses something (e.g. a job, a TV program, a restaurant, a book, etc.) and talks about it, e.g. 'I don't like it because there isn't enough action and there are too many characters, so I find it too boring' (a TV show). The other students in the group guess what the student is talking about.

Finished?

Students turn to SB p121 and do Exercise 3.

Homework

Workbook p36

Lesson aim: I can make and respond to requests.

Warmer

Elicit the difference between *lend* and *borrow*, and write on the board 'you should never lend or borrow money'. Ask students if they agree and why.

- 1 4.10 ★★ Challenge students to listen and answer the question with their books closed.

Audioscript p165

- 2 4.01 After feedback, students practise creating short conversations using the language in the box.

Useful language practice

- 3 ▶ Play **Video 4.4** and drill the pronunciation of the target phrases, focusing students' attention on the stressed words.
- 4 After feedback, encourage students to read the conversation out loud along with the audio, and then to practise it in pairs.
- 5 & 6 Challenge students to take notes and rehearse the conversation as many times as needed to memorise it.
- 7 Encourage groups to give each other feedback on the language used in the conversations.

SPEAKING Making requests

- 1 4.10 Listen to the conversation. Who lends Rita some money? **Greg.**



BILLY Hey, Rita. What's up? You look a bit worried.

RITA I am. ¹ Could you do me a favour?

BILLY ² It depends. What do you need?

RITA ³ Would you mind lending me £10?

BILLY Ah. ⁴ I'm sorry, I can't. I spent too much money at the weekend.

RITA OK, no worries. What about you, Greg?

GREG Maybe. What's it for?

RITA I want to buy a bag for Maisie's birthday. There's a really cute one that I want to get her, but I haven't got enough money.

GREG When's her birthday?

RITA Yesterday! Please, Greg.

GREG ⁵ Sure. since you asked so nicely. There you are.

RITA Thanks, Greg. You're the best! I owe you one.

GREG Actually, you owe me ten!



- 2 4.10 Complete the conversation with the phrases from the *Useful language* box. Then listen and check.

Useful language

Could you do me a favour?
I'm sorry, I can't.
It depends.
Sure.
Would you mind ... + -ing ... ?

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



Watch video 4.4 Everyday English

cute I owe you one.
There you are. What's up?

- 4 Complete the conversations with the *Everyday English* phrases.

1 A What's up, Kate?

B I need a favour. I owe you one

2 A Thanks for paying.

B Any time.

3 A Can I borrow your phone for a second?

B Sure. There you are

4 Look at that little dog! It's so cute.

PLAN

- 5 Work in groups of three. One person wants to borrow something. One friend can't lend it, but the other can. Make notes.

What the person wants to borrow and why:

Why one friend can't lend it:

SPEAK

- 6 Practise the conversation in your groups. Remember to use *(not) enough* and *too, too much, too many*, the vocabulary from this unit, and phrases from the *Useful language* and *Everyday English* boxes.

CHECK

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

What the person wanted to borrow and why:

Why one friend couldn't lend it:

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Extend it!

Students improvise a new conversation using one of the objects on SB p26, but replace the object with a gap. The group listening must guess what *beep* is. For example:

- Can you do me a favour?
- It depends.
- Can I borrow your (mirror). I want to check my make-up.
- Sure.

Flipped class

Prepare for the **Writing** lesson. Students make a list of their ideas about one of the two essay questions in Exercise 5, p53.

Lesson aim: I can write an opinion essay.

Warmer

Students in pairs or small groups share the ideas they brainstormed for homework about one of the two essay questions in Exercise 5.

Class challenge

In 2019, Lionel Messi, the Barcelona FC footballer, was the best paid sportsperson in the world. He earned 12.7 / **127** / 172 million dollars.

1 Before reading, ask students if they agree with the statement and allow one minute of thinking time before eliciting ideas.

2 Allow students to briefly discuss each statement in pairs before rereading the essay.

3 After feedback, elicit that a text without these type of phrases would feel strange, because it wouldn't be a text, but more like a collection of separate sentences.

4 ★★★★★ Books closed. Dictate the jumbled words in each sentence as in the book, but don't say (1) *think*, (2) *my* and (3) *of*. Students in pairs reorder the words and add the missing ones.

Useful language practice

5 Students can use the ideas they discussed in the warmer.

WRITING An opinion essay

1 Read Min-Seo's essay. Does she agree with the statement? **Yes, she does.**

Professional sports stars earn too much money. Do you agree?

By Min-Seo Lim

- Nowadays, sports stars can earn a lot of money. Some basketball players earn more than \$40 million every year. In my opinion, this is too much.
- First of all, sports stars work less than other people. They only entertain people for a short time each week. Also, they have long holidays.
- Personally, I think that other jobs are more important. For example, nurses, like my dad, save lives. I also think it's easier to live without sport or sports stars than to live without nurses and firefighters.
- To sum up, I believe that some sports stars earn too much money and people with important life-saving jobs don't earn enough. We need to find a better and fairer way to pay those people more.



2 Circle the correct words.

- According to Min-Seo, sports stars earn enough / **too much** money.
- Min-Seo thinks sports stars help / **entertain** people.
- In Min-Seo's opinion, sports stars have got more / **less** important jobs than firefighters.
- It is easier / **more difficult** to live without nurses than without sports stars.
- People with life-saving jobs don't **earn enough** / earn too much money.

3 Complete the phrases in the Useful language box.

Useful language

- In my** opinion
- First** of all
- Personally**, I think that
- To **sum** up
- I **believe** that

4 Put the words in the correct order.

- need / less / think / Personally, /we / homework / I / that **Personally, I think that we need less homework.**
- students / homework / In / too much / have / opinion, / my **In my opinion, students have too much homework.**
- work / all, / enough / in class / do / we / of / First **First of all, we do enough work in class.**

Write your own opinion essay.

PLAN

5 Choose one of these topics. Make notes about the information you need for each paragraph.

- Pop stars earn too much money.
- Money can't buy happiness.

- Introduce the topic and give your opinion
- Give a reason for your opinion
- Give a second reason
- Summarise your opinion

WRITE

6 Write your opinion essay. Remember to include (not) enough and too, too much, too many, and phrases from the Useful language box.

CHECK

- Do you ...
 - have four paragraphs?
 - give reasons for your opinions?
 - summarise your opinion at the end?

Finished? p121 Ex 4

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6 & 7 Encourage students to highlight the target grammar in their writing in different colours, to encourage self-assessment. Students then swap essays and discuss ways to improve the writing. Allow time for students to make any necessary corrections before collecting the essays.

Finished?

Students turn to SB p121 and do Exercise 4.

Homework

Workbook p37

Lesson aim: I can create a poster for a community project.

Warmer

Write the following on the board and allow students to discuss in groups for a few minutes before eliciting ideas.

- 1 How can you encourage more people to go to your local park?
- 2 What do you think about how clean your local park is?
- 3 What type of charity events can you think of?


Project Book

For more information and activities see the Project Book p34.

- 1 Allow one minute for students to skim the text and find the answer.
- 2 Allow students to discuss ideas in pairs before checking the text.

How to agree as a group

At this stage, students should be able to work collaboratively in decision-making tasks, inviting others' opinions, expressing their own opinions respectfully, and interrupting and agreeing in appropriate ways.

- 3 Students check in pairs before feedback. Ask students to write ☺, ☹ or ☹ next to each tip, based on how confident they feel about carrying them out.
- 4  4.11 After feedback, show or hand the students the audioscript, if possible. In pairs, students underline each tip from Exercise 3 in the script, and make notes of any useful phrases they want to practise, especially for those tips they wrote ☹ next to.

Audioscript p165




THE SOCIAL STUDIES PROJECT

A poster

- 1 What is the purpose of the poster? Read and check.
 - a to encourage more people to use a local park
 - b to ask for more volunteers to clean the park
 - c to tell people about a charity event
- 2 Read the poster again. Under which heading can you find this information?
 - 1 the place for the activity **Where?**
 - 2 the type of activity **What?**
 - 3 the people organising the activity **Who?**
 - 4 the reasons why it is a useful thing to do **Why?**
 - 5 the time and place to meet **When?**
 - 6 why volunteers enjoy the activity **What are the benefits?**

How to agree as a group

- 3 Read the tips on how to agree as a group. Put them in the best order.
 - a **3** Ask other people for their opinions.
 - b **6** Make a decision as a group. Check everyone agrees.
 - c **1** Introduce the decision you need to make.
 - d **2** Give your own opinion politely.
 - e **4** Interrupt politely if you want to comment.
 - f **5** Sum up all the opinions.
- 4  4.11 Listen to the students. Write Y (Yusuf), L (Lara) or T (Thiago). Who ...
 - 1 suggests ideas (two people)? **L, T**
 - 2 interrupts politely? **T**
 - 3 asks other people for their opinion and sums up the opinions? **Y**

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Could you be a volunteer with us?

Have you got enough time to help us? All ages are welcome.

Don't give us your money - give us your time!



Together we can make our park better!

5 Assign students roles. Suggested roles may be: a chairperson, who introduces the topic, asks for opinions and summarises; someone who writes down everyone's ideas; a graphic designer. Monitor closely and check that students are following the tips from Exercise 3, reminding them if needed. Encourage students to use English as much as possible. Make notes on common language problems and stop the class halfway through the activity to write these on the board and elicit corrections, before letting students resume their work.

6 & 7 Alternatively, each group displays their poster in a corner of the room, four groups at a time. Other groups read the posters and ask follow-up questions. Students then swap and new groups display their poster in the corners of the room. At the end, students write on pieces of paper which volunteering activity they would like to sign up for, and why. Collect the votes and reveal the winner, then discuss the reasons given on the pieces of paper.

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

For more work on Social Studies, students can turn to SB p138. See p154 for teaching notes.

OWN IT!

Your community needs you!



WHAT?

Help us to make the park a cleaner space for the whole community.

WHERE?

Greenhill Park

WHO?

We have a team of five volunteers, but there's too much work for us. We need more volunteers.

WHEN?

10 am every Saturday.
Meet at the park café.

WHY?

It helps your community! There aren't enough people using the park. We want more people to use it.

WHAT ARE THE BENEFITS?

We need only an hour of your time once a week. You can get fitter and have fun.
It's one of the best ways to make new friends and make a difference!

PLAN

5 Work in groups. Plan a poster for a volunteer project. Complete the steps below.

- Choose an idea for a volunteer project. Use the ideas below or your own.
 - Teach older people how to use the latest gadgets.
 - Help at an after-school or local sports club for younger students.
 - Work in an animal shelter.
- Think of phrases to attract volunteers.
- Prepare your poster.
- Add photos.

PRESENT

6 Display your poster on your classroom wall. Remember to include useful information for volunteers, photos and follow the tips in *How to agree* as a group.

CHECK

7 Look at your classmates' posters. Would you like to work on their projects? Vote for the best poster.

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Extend it!

You may want to provide more practice of group decision-making. In groups, students create a radio advert for their charity activity and record it using their smartphones, if appropriate. Play the recordings for the class and discuss which were best and why.

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 Encourage students to refer back to the example sentences they wrote during the lesson on SB p47 before attempting the task.

2 Before the activity, students in groups write a list of all the jobs from SB p50 they can remember. The group with the most jobs wins.

Language in action

3 ★ Before the activity, ask students to identify the adjectives as short, long or irregular, and revise the formation of comparative and superlative adjectives with them.

4 & 5 Ask students to refer back to SB p51 to review how to use the target grammar before attempting the task.

Unit review quiz

Extend it!

Students write a brief text, similar to but shorter than the one in Exercise 5 about themselves or their best friend.

4 REVIEW

VOCABULARY

1 Complete the conversations with the pairs of verbs in the box.

borrow / owe pay / lend spend / save sell / earn

- 1 A Can you **lend** me £2 for a coffee?
B Don't worry. I can **pay** for yours.
- 2 A Those people **sell** hats at the market.
B Yes, but they don't **earn** much money.
- 3 A Shall I **save** my money for the future?
B No! Why don't you **spend** it now? Let's go shopping.
- 4 A Could I **borrow** some money for the bus?
B Sure, but you now **owe** me £5!

2 Read the descriptions and write the correct job.

- 1 I give my free time to help people. I don't earn any money but I love my job. **volunteer**
- 2 I've got a difficult job in a hospital. I'm not a normal doctor or a nurse. **surgeon**
- 3 I keep our community safe. I can arrest people who are breaking the law. **police officer**
- 4 I treat very ill people at home and then take them to hospital. **paramedic**

LANGUAGE IN ACTION

3 Complete the quiz with the comparative or superlative form of the adjectives. Then decide if the sentences are T (true) or F (false).

- 1 Basketball players are usually **taller** than footballers. (tall) **T**
- 2 Finland is **happier** country in the world. (happy) **T**
- 3 Chris Hemsworth is **older** than Chris Evans. (old) **F**
- 4 The Istanbul Cevahir shopping mall is **the biggest** in the world. (big) **F**
- 5 A hippo is **more dangerous** than a lion. (dangerous) **T**
- 6 New York is **the most expensive** city to live in. (expensive) **F**

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4 Put the words in the correct order.

- 1 lifeguard / you're / too / be / young / to / a
You're too young to be a lifeguard.
- 2 a / money / I / drink / to / haven't / got / enough / buy
I haven't got enough money to buy a drink.
- 3 room / there / too / people / were / the / many / in
There were too many people in the room.
- 4 much / night / we / last / spent / too / money
We spent too much money last night.

5 Complete the blog with *too*, *too many*, *too much*, (not) *enough* and the comparative or superlative form of the adjectives. Use *than* if necessary.

All about Holly 

Appearance She's **1 taller than** (tall) me and she's got **2 longer** (long) hair. So, I'm **3 shorter than** (short) her in two ways!

Personality She always makes me laugh. She's **4 the happiest** (funny) and **5 the happiest** (happy) person I know!

Sport Holly's **6 best** (good) sport is basketball. Unfortunately, the school team has got **7 enough** players at the moment, so she only plays for fun.

Jobs She wants to be a firefighter. She's **8 braver than** (brave) me – that job is **9 more dangerous** (dangerous). There are **10 too many** things to say about Holly – I don't have time now. I've got **11 enough** time now. I've got **12 too much** homework.

Self-assessment

- I can use words to talk about money. 😞 😐 😊
- I can use words to talk about caring jobs. 😞 😐 😊
- I can use *could* and *couldn't*. 😞 😐 😊
- I can use comparative and superlative adjectives. 😞 😐 😊
- I can use *too*, *too much*, *too many* and (not) *enough*. 😞 😐 😊

Self-assessment

Encourage students to be honest when circling the appropriate emoji, thinking back to how hard they found each exercise on the page. Encourage them to ask for extra homework from the Workbook, depending on what they need to focus on.

Homework

Workbook pp38–39

Lesson aim: I can organise my homework.

Learn to learn

At this stage, students should be starting to take more responsibility for their learning, organising their work and out-of-class activities and thinking about their learning preferences.

Warmer

If students have a diary in which they write down their homework assignments, ask them to share this in small groups and discuss whose looks the most organised.

1 Put students into groups, and ask them to guess who among them is the biggest 'homework superstar'. Students then complete the quiz and share their results. Elicit a few results from the class.

2 Allow students plenty of time to deal with this individually and then compare their answers with a partner's. After feedback, ask students in pairs to discuss Esma's homework diary and say what they like and don't like about it. Elicit ideas from the whole class.

OWN IT!

3 Students in pairs show each other their diaries and explain their choices, then make any changes necessary.

Extend it!

Challenge students to use this technique for one month. Quickly check their homework diaries once a week. Praise students who keep it going for a whole month.

LEARN TO LEARN

LEARN TO ... ORGANISE YOUR HOMEWORK

When you organise your homework, you study and use your time better.

1 Do the quiz. Find out your score. Do you agree with what it says about you? Discuss the results with a partner.

Homework superstar?

Knowing what to do
 When your teacher gives you homework, do you ...
 a write it in your notebook or homework diary?
 b write it on your hand?
 c listen but then forget?

Organising your time
 When do you do your homework?
 a After school or at the weekend.
 b Sometimes after school, sometimes before.
 c Always while I'm having breakfast!

Deciding what comes first
 You have too much homework and not enough time. Do you ...
 a do the most important things first?
 b do the easiest things first?
 c look at your books but never start?

Concentrating
 While you're doing your homework, do you ...
 a switch off your phone?
 b try not to look at your phone?
 c spend a lot of time checking your phone?

Results

a = 2 points b = 1 points c = 0 point

6-8: You're a superstar! You organise your homework well.

3-5: Not bad! You try to organise your homework, but our advice can help.

0-2: Oh, dear! You really need our advice!

2 Complete Esma's homework diary with the words in the box.

difficult first For when? Homework hours Notes Other things Subject

Date	¹ Subject	² Homework	³ For when?	⁴ Notes
Mon 11 Feb	English	Page 27, Exercise 4	Mon 18 Feb	😊 Nice and easy!
Tues 12 Feb	Science	Label the parts of the plant.	Thurs 14 Feb	This is ⁵ difficult – ask Azra for help.
Wed 13 Feb	History Maths	Page 36 Study for the test.	Thurs 14 Feb Fri 15 Feb	Do maths ⁶ first – there's a LOT to study!
Thurs 14 Feb	English	Write story.	Tues 19 Feb	I need about two ⁷ hours.
Fri 15 Feb		No homework!		
⁸ Remember Zoe's party on Saturday afternoon! 😊				

Other things

OWN IT!

3 Complete your own homework diary for next week.

► Start it!

► Unit quiz

- 1 In pairs, student A opens the book, looks at the picture and describes it to their partner. They then look at the picture together and discuss if they would like to live there and why.
- 2 Describe your home to students. Say if it's a flat or house, how big it is, how many rooms it has, if it's new or old, if you like it and why. Invite questions. Then ask students to describe their own home in pairs.
- 3 & 4 ► Allow students to check in pairs after watching **Video 5.1** the first time, and then play it again. Elicit the answers and show the video a third time, without volume, and elicit vocabulary to describe the houses that they see.

► Video comprehension questions

Flipped class
Prepare for **Explore it!** (p59). Students research an interesting fact about furniture.

5

DREAM HOUSES

LEARNING OUTCOMES

I can ...

- understand texts about different homes and doing household chores
- describe a photograph
- write a description of a house
- understand how to use (not) as + adjective + as, (not) + adjective + enough and have to/don't have to
- talk about furniture and household chores
- make spidergrams to record vocabulary, use techniques to answer multiple-choice questions and use word families.



Start it!

- 1 Look at the photo. Would you like to live in this house?
- 2 Before you watch, where do you live?
- 3 Why did people build homes in mountains? Watch and check.
- 4 What other unusual homes are there?

They felt safe. The caves stayed dry in winter and cold in summer.



Watch video 5.1



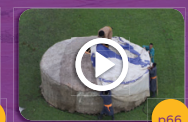
Language in action 5.2



Language in action 5.3



Everyday English 5.4



Globetrotters 5.5

58 DREAM HOUSES | UNIT 5

Unit aims

Skills

I can ...

- understand a magazine article about homes p60
- discuss a photo p64
- write a description of a house p65
- understand a text about living in igloos pp66–7

Language

I can ...

- talk about furniture p59

- understand how to use as + adjective + as and (not) + adjective + enough p61
- talk about household chores p62
- understand how to use have to and don't have to p63

Learn to Learn

I can ...

- use spidergrams p59
- answer multiple-choice questions p62
- understand word families p67
- use a memory journey p69

Extra Resources

- *Finished?* – Student's Book p122
- *Vocabulary Bank* – Student's Book p132
- *Pronunciation* – Student's Book p141
- *Workbook* p40
- *Teacher's Resource Bank on Cambridge One* for tests package, Cambridge Exam practice, wordlists, differentiated worksheets and many other extra resources.
- *Practice Extra and Digital collaboration space*

Lesson aim: I can talk about furniture.

Warmer

In teams, students have two minutes to write down as many furniture words as possible. The team with the most words wins.

- 1 5.01 Alternatively, students cover the pictures and work in teams. One student chooses a word and draws a picture. The first student in the team to guess what the picture is wins a point and is the next person to draw.

Audioscript p166

Target vocabulary

armchair /'ɑ:mtʃeə/
bookcase /'bukkeɪs/
carpet /'kɑ:pɪt/
ceiling /'si:lɪŋ/
chest of drawers /tʃest əv 'drɔ:z/
cupboard /'kʌbəd/
desk /desk/
floor /flɔ:/
fridge /frɪdʒ/
picture /'pɪktʃə/
shelves /ʃelvz/
sink /sɪŋk/
wardrobe /'wɔ:drəʊb/

Extra vocabulary practice

- 2 & 3 5.02 ★★ After feedback, put students into pairs to write one more short text and read it for another pair to guess the room.

Audioscript p166
Vocabulary Bank SB p132

Extra vocabulary practice

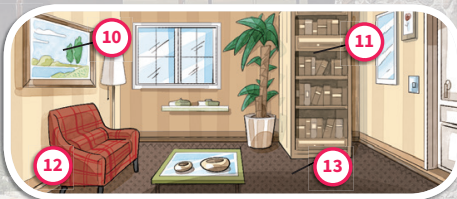
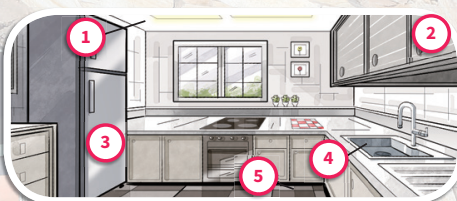
Learn to learn

Spidergrams are visual aids which may help some students remember vocabulary related to one particular topic more efficiently. Students should try out different ways of recording vocabulary to find the ones best suited to them.

VOCABULARY Furniture

- 1 5.01 Match the words in the box with 1–13 in the pictures. Listen, check and repeat.

armchair	12	bookcase	11
carpet	13	ceiling	1
chest of drawers	9	cupboard	2
desk	8	floor	5
fridge	3	picture	10
shelves	6	sink	4
wardrobe	7		



- 2 5.02 Listen and match the speakers (1–4) with the rooms in the box. There is one extra room.

bathroom	2	bedroom	1	kitchen	4
living room		study	3		

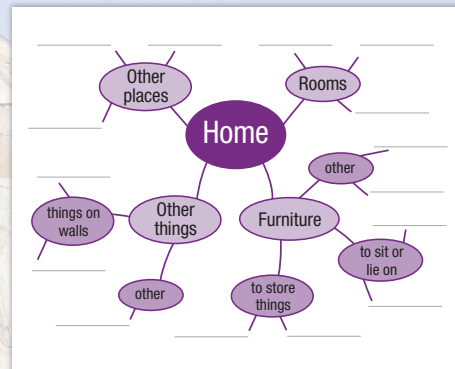
- 3 5.02 Listen again and circle the words in Exercise 1 that you hear.

LEARN TO LEARN

Using spidergrams

Recording words in different ways will help you remember them. One way is to create spidergrams.

- 4 Complete the spidergram using the words in Exercise 1 and your own ideas.



Use it!

- 5 Describe the furniture in a room in your home. Your partner listens and draws the room.

My bedroom has a wardrobe, a chest of drawers, and two pictures on the wall ...

Explore it!

Guess the correct answer.

The oldest bookcases in the world are ... years old.

a 200 b 400 c 600

Find an interesting fact about furniture. Then write a question for your partner.

UNIT 5 | DREAM HOUSES 59

- 4 Copy the spidergram onto the board while students complete it in their books. Ask volunteers to write the vocabulary on the board when conducting feedback.

- 5 ★ Before the activity, you may want to elicit or revise in front of, behind, next to, to the left/right of, opposite, etc.

Explore it!

Monitor closely and choose the most interesting questions you hear. Get students who wrote them to ask them to the whole class to answer.

Flipped class

Prepare for the next lesson. Students research one unusual house on the internet and prepare to describe it to a partner.

Homework

Workbook p40

Lesson aim: I can understand a magazine article about homes.

Warmer

In groups, students describe the unusual houses they have researched for homework, share images of them and discuss which is the most unusual and why.

1 Allow students one minute of thinking time and allow dictionaries and translation software before discussing ideas in pairs. Then elicit relevant vocabulary such as *round, small, thin/narrow*, etc.

2 5.03 Allow two minutes to encourage faster reading.

3 After feedback, students write one more statement with incorrect information and give it to their partner to correct.

4 ★★ Ask students to cover the options in 1–5 and decide what the underlined pronouns refer to in the text. They then check the options and choose the correct ones.

5 Disallow dictionaries and translation software and encourage students to guess the meaning of words 1–6 only by looking at the context in the text.

Extra vocabulary practice

6 Encourage students to justify their answers, saying not only why they like one of the houses, but also what they dislike about the others. For question 3, students can talk about the unusual homes they researched for homework.

READING

A magazine article

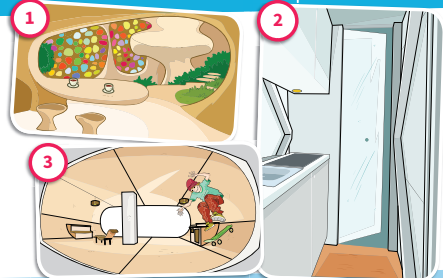
1 Look at the pictures. Discuss the questions.

- 1 What's unusual about these homes?
- 2 Who do you think lives in them?

2 5.03 Read the article. Match the pictures with the houses.

Amazing homes

Everyone's home is special, but some homes are really amazing...



2 Keret House, Poland

A Polish architect designed this house for an Israeli author. It's in a space between two apartment blocks in Warsaw. To enter the house, you climb through a trap door in the floor of the living room. The living room is wide enough for a small sofa, but the back of the house is only as wide as a large armchair! There's a tiny bathroom upstairs, and a tiny kitchen with a sink and a fridge ... but you need to stand in another room to open it!

1 Nautilus House, Mexico

Nautilus House isn't as tiny as Keret House, but it's also very strange. Its owners – a Mexican couple and their two children – thought ordinary houses weren't close enough to nature. They wanted their home to feel like a beautiful, colourful shell. Everything in Nautilus House is curved: the floors, the ceilings and, of course, all the furniture.

3 The PAS House, USA

Lots of kids love skateboarding, but not many kids are as crazy about it as Pierre André Senizergues. Senizergues learned to skateboard at school in France and later became the world champion. He designed the PAS House as a dream home for skateboarders. You can skate in every room. You can even skate on the furniture there, and your mum won't shout at you!

60 DREAM HOUSES | UNIT 5

3 Read the article again and correct the sentences.

- 1 The entrance to Keret House is through the kitchen. The entrance to Keret House is through the living room.
- 2 Five people live in Nautilus House. Four people live in Nautilus House.
- 3 The rooms in Nautilus House have straight walls. The rooms in Nautilus House have curved walls.
- 4 The PAS House is in France. The PAS House is in the USA.
- 5 An architect had the idea for the PAS House. A skateboarder had the idea for the PAS House.

4 Look at the underlined words in the text. What do they refer to? Circle the correct answers.

- 1 a Polish architect / Keret House
- 2 the fridge / the sink
- 3 Ordinary houses / The couple
- 4 the PAS house / skateboarding
- 5 the PAS House / France

5 Match the words with the definitions.

- | | | |
|-------------------|---|--------------------------------|
| 1 architect | a | a home for a sea animal |
| 2 author | b | a door in the floor |
| 3 apartment block | c | a writer |
| 4 trap door | d | not straight |
| 5 shell | e | a building with homes in it |
| 6 curved | f | a person who designs buildings |

Voice it!

6 Discuss the questions.

- 1 Which house do you like most?
- 2 Why do you like it?
- 3 Do you know any other unusual houses? Describe them.

Finished? p122 Ex 1

Class challenge

The thinnest house in the world is in Poland and it is 52 / 152 / 552 cm wide

Finished?

Students turn to SB p122 and do Exercise 1.

Flipped class

▶ Ask students to watch **Video 5.2** and do the **Video worksheet** in the *Teacher's Resource Bank* in preparation for the next lesson.

Homework

Workbook p41

Lesson aim: I can understand how to use (not) as + adjective + as and (not) + adjective + enough.

Warmer

► Play **Video 5.2** if it was not set for homework and ask students to discuss which bedroom they prefer and why. Elicit that bedroom 1 isn't big enough, and the other bedrooms aren't as lovely as bedroom 3.

1 After feedback, point out that we normally pronounce *as* with a schwa /əz/ in full sentences.

2 ★ Point out that students have to read and understand the information on SB p60 in order to get the information they need.

Get it right!

Remind students that nouns can come after *enough* (e.g. *I haven't got enough time*), but not adjectives.

Extra grammar practice

3 & 4 After feedback, students make extra sentences with the target language about their own homes, e.g. *My house isn't large enough for a pool*.

5 **5.04** ★ Students check their answers in pairs and discuss any differences before whole-class feedback.

Audioscript p166

6 & 7 🗣️ You may want to turn this into a group game, with students taking turns to read out their sentences and guessing the correct ones, winning points as they go.

LANGUAGE IN ACTION

(not) *as* + adjective + *as*,
(not) + adjective + *enough*

The back of the house is only ¹ <u>as wide as</u> (wide) a large armchair.	The living room is ² <u>wide enough</u> (wide) for a small sofa.
Nautilus House is ³ <u>not as tiny as</u> (not / tiny) Keret house.	They thought ordinary houses were ⁴ <u>not close enough</u> (not / close) to nature.

1 Complete the examples in the table above with *as* or *enough* and the words in brackets. Use the article on page 60 to help you.

2 Circle the correct words. Check your answers in the article on page 60.

- Keret House is *as wide as* / *isn't as wide as* other houses in Warsaw.
- Keret House is *large enough* / *not large enough* for a kitchen.
- The Mexican couple think that straight walls are *as interesting as* / *not as interesting as* curved walls.

Get it right!

We never put adjectives after *enough*.

I'm not tall enough. NOT *I'm not enough tall.*

3 Complete the sentences with *as ... as* or *enough* and the adjective in brackets.

- My bedroom isn't as big as my sister's. (big)
- I'm not wide enough to reach the top shelf. (tall)
- Is this sofa large enough for us all to sit on it? (wide)
- That car is as expensive as an apartment. (expensive)

4 Complete the second sentence so that it has the same meaning as the first. Use (not) *as ... as* or (not) *enough* and the adjective in brackets.

- We can't put a sofa in this small room.
This room isn't large enough for a sofa. (large)
- My room is tidier than my sister's room.
My sister's room isn't as tidy as my room. (tidy)
- A microwave is quicker than a cooker.
A cooker isn't as quick as a microwave. (quick)
- Enes is 18 now so he can drive a car.
Enes is old enough to drive a car. (old)



Watch video 5.2
What's wrong with bedroom 1? Why does the vlogger prefer bedroom 3?

5 **5.04** Complete the text using (not) *as ... as* or (not) *enough* and the adjectives in brackets. Then listen and check.

Kids' toys aren't cheap these days, but not many toys are as expensive as (expensive) Astolat Dollhouse Castle. It's an American doll's house – but it isn't an ordinary one. It's ² as tall as (tall) a small Christmas tree and ³ as heavy as (heavy) a horse. The castle was the idea of an American artist, Elaine Diehl, and it took her 13 years to build. Of course, it isn't really a toy. It's a work of art, and it's ⁴ perfect enough (perfect) to be in a museum. The furniture is ⁵ small enough (small) to fit in your hand, and it's ⁶ as beautiful as (beautiful) the furniture in a real palace. The tiny sofas and beds are ⁷ as soft as (soft) the real things. The books on the shelves aren't ⁸ large enough (large) to read, but they have real pages. One thing that isn't small is the price – over \$8 million! Are you ⁹ rich enough (rich) to buy it?



Use it!

6 Write one true sentence and one false sentence about places in the world with (not) *as ... as* or (not) *enough*.

The Amazon is as long as the Nile.

7 Say your sentences to a partner. Can you guess which sentences are true?

Finished? p122 Ex 2

UNIT 5 | DREAM HOUSES 61

Grammar game

Students in groups have three minutes to write as many true sentences about themselves as possible, e.g. *Sarah isn't as tall as James*. The group with the most correct sentences wins.

Finished?

Students turn to SB p122 and do Exercise 2.

Homework

Workbook p42

Lesson aim: I can talk about household chores.

Warmer

Elicit the word *chores* /tʃɔːrɪz/ (a job or piece of work that is often boring or unpleasant but needs to be done regularly). Ask students to say a few chores that they do at home.

- 1 5.05 After feedback, drill the pronunciation of the phrases.

Audioscript p166

Target vocabulary

clean (the kitchen) /kliːn (ðə 'kɪtʃɪn)/
do the ironing /duː ðə 'aɪəniŋ/
do the washing /duː ðə 'wɒʃɪŋ/
do the washing-up /duː ðə 'wɒʃɪŋ ʌp/
empty (the washing machine) /'empti (ðə 'wɒʃɪŋ mə'ʃiːn)/
load the dishwasher /ləʊd ðə 'dɪʃwɒʃə/
make your bed /meɪk jə bed/
tidy up (the living room) /'taɪdi ʌp (ðə 'lɪvɪŋ ruːm)/
vacuum (the carpet) /'vækjuːm (ðə 'kɑːpɪt)/

Extra vocabulary practice

- 2 5.06 ★★ Challenge students to cover the box in Exercise 1 to complete the exercise, then play the recording to check answers.

Audioscript p166

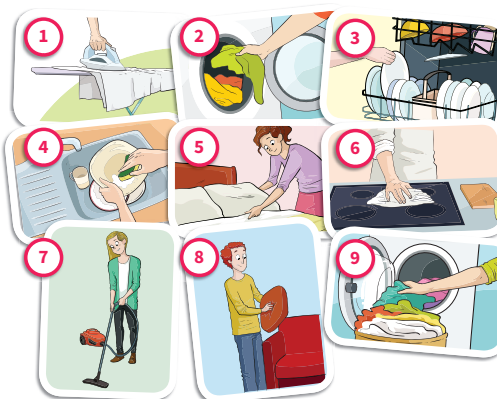
- 3 During feedback, find out what percentage of the class does chores a lot, a little or not at all, and why.
- 4 Discuss any interesting differences between the percentages you got from the last activity and the UK statistics.

VOCABULARY AND LISTENING

Household chores

- 1 5.05 Match the phrases in the box with the pictures. Listen, check and repeat.

clean (the kitchen)	6	do the ironing	1
do the washing	2	do the washing-up	4
empty (the washing machine)	9	load the dishwasher	3
tidy up (the living room)	8	make your bed	5
		vacuum (the carpet)	7



- 2 5.06 Complete the note with verbs in Exercise 1. Then listen and check.

Hi kids, I'm working all day today. Can you please help with some things around the house while I'm out?
Ollie: Please ¹ clean the kitchen and ² load the dishwasher with the plates and cups from breakfast. Can you also ³ tidy up the living room, please, and ⁴ vacuum the carpet?
Mia: Tidy up your bedroom and ⁵ make your bed. Then can you please ⁶ do the ironing for me? The clothes are still in the washing machine, so ⁷ empty that first.
Thanks, kids. I'll see you this evening.
Love, Dad

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Use it!

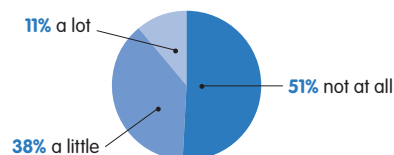
- 3 How often do you do the chores in Exercise 1? Compare with your partner.

I do the washing-up every day!

Street interviews

- 4 Look at the diagram. Does the information surprise you?

Do UK teenagers help with household chores?



LEARN TO LEARN

Answering multiple-choice questions

Before you listen, read the questions and options carefully. Try to guess the answers before you listen.

- 5 Read the questions in Exercise 6. Discuss with a partner which answers are probably wrong.

- 6 5.07 Listen and circle the correct answers.

- 1 In the kitchen, Cindy ...
a cooks every day. b loads the dishwasher.
c does the washing-up.
- 2 Kim and her sister help with the household chores ...
a every morning. b at the weekend.
c during school holidays.
- 3 Kim doesn't like ...
a cleaning the bathroom.
b vacuuming the living room.
c practising the piano.
- 4 When Tim does the ironing, he likes ...
a listening to music. b moving around.
c doing his homework.

Learn to learn

Trying to predict answers prepares the students for both the vocabulary and the ideas that they might hear, and can help make listening less stressful.

- 5 ★ Point out that all the people in the story are teenagers, to support them with the task. Encourage students to justify their guesses during feedback.

- 6 5.07 Play the recording once and allow students to check ideas in pairs before listening again and eliciting answers.

Audioscript p167

Vocabulary Bank SB p132

Flipped class

▶ Ask students to watch **Video 5.3** and do the **Video worksheet** in the *Teacher's Resource Bank* in preparation for the next lesson.

Homework

Workbook p43

Lesson aim: I can use *have to* and *don't have to*.

Warmer

▶ Play **Video 5.3** if it was not set for homework and elicit the answers to the two questions. (Syd has to load the dishwasher, and Harumi has to clean her school.)


- 1 Stress that *have to* means 'must', but *don't have to* doesn't mean 'must not'. It means 'don't need to'.

Pronunciation

Ask students to turn to pages SB 141–142 for pronunciation practice of *have*: /f/ and /v/.

- 2 After feedback, read 1–5 to the students and check their understanding, asking 'is it necessary?' (1, 2, 5 – yes; 3, 4 – no).

Extra grammar and vocabulary practice

- 3 ★★★ Challenge stronger students to cover the options and fill the gaps, then check against the options.
- 4 After feedback, elicit extra example sentences from students, using the vocabulary on p62.
- 5  After feedback, put students into pairs to discuss whether they would like to live on a farm.

Audioscript p167

- 6 ★ Support weaker students by asking them to write down their questions before speaking.

LANGUAGE IN ACTION

have to/don't have to

I/you/we/they	he/she/it
I ¹ have to clean the kitchen.	He has to make his bed.
I don't have to load the dishwasher.	He ² doesn't have to do much.
³ Do you do the washing-up? Yes, I do . / No, I don't . have to	Does Liam have to help your parents? Yes, he does . / No, he doesn't .

> Pronunciation p141–142

- 1 Complete the examples in the table above with the correct form of *have to* / *don't have to*.
- 4 Complete the sentences with the correct form of *have to* and a verb from the box.

doesn't have to help

do help go work

- 2 Complete the sentences with the correct form of *have to*.

- 1 Cindy **has to** (+) tidy up the kitchen.
- 2 Kim and Maisie **have to** (+) do a lot of homework.

don't have to

- 3 They **do** (–) do housework on school days.

doesn't have to

- 4 Liam **do** (–) help a lot.

- 5 Tim **has to** (+) do the ironing.

- 3 Circle the correct answer.

- 1 I ... do the gardening this weekend because my parents are on holiday.
a has to **b have to** has to get up
- 2 ... to do a lot of homework at the weekends?
a Does you have **b Do you have**
c Do you has
- 3 We ... go to school on Monday because it's a national holiday.
a **don't have to**
b doesn't have to
c have to
- 4 Dad ... do the cooking in the evenings because Mum works then.
a **has to** b have to
c doesn't have to

- 5 Complete the text with the correct form of *have to* and the verbs in brackets. Then listen and check.

¹ Do you **have to help** (help) with the housework? ² Do you **have to tidy** (tidy) your bedroom or clean the kitchen? 13-year-old Martha Pinter and her 9-year-old brother, Ben, ³ **have to do** (do) more than most young people of their age. They live on a farm in Queensland, Australia, and all the family ⁴ **have to share** (share) the work. Martha ⁵ **has to** (get up) early to milk the cows. In spring, she also ⁶ **has to** (look after) the new lambs – that's her favourite job. Ben ⁷ **has to** (collect) the hens' eggs before breakfast. However, Martha and Ben ⁸ **don't have to** (not catch) the bus to school every day. There isn't a school near their farm, so they ⁹ **have to** (have) all their lessons at home.

 Use it!

- 6 Think of questions to ask your partner using *have to*. Ask and answer your questions.

Does your dad **have to** do the ironing at the weekend?

No, he **doesn't**. I **have to** do it!

 Finished? p122 Ex 3

UNIT 5 | DREAM HOUSES 63

Grammar game

Say one of the actions below and get students to say if they *have to*, *don't have to* or *must not* do this action at school. The first student to say a correct sentence wins a point.

- wear a tie
- clean the classroom
- wear shorts
- do homework
- arrive late
- raise their hand to speak
- bring a laptop

Finished?

Students turn to SB p122 and do Exercise 3.

Flipped class

If appropriate, ask students to take a photo of their room at home. They will use it in the next lesson.

Homework

Workbook p44

Lesson aim: I can discuss a photo.

Warmer

Put students into pairs. Ask them to describe their room at home, ask each other questions about them and discuss what they like and don't like about the rooms.

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

Audioscript p167

- 5.11 Use one of the pictures on SB p59 to check students' understanding of the phrases, e.g. *What's that at the bottom on the left?* A bin.

Useful language practice

- ▶ Play Video 5.4 and drill the pronunciation of the target phrases, focusing students' attention on the stressed words.
- After feedback, if appropriate, ask students to think of equivalent phrases in their language and test each other using the translations.
- Encourage students to use photos of their own room, if appropriate. Alternatively, students could draw a simple sketch of their room to talk about.
- Allow students to perform the conversation twice. The first time, they should only worry about content. The second time, they focus on language and (if possible) record their conversation to improve self-correcting skills.
- Students look at the other pair's picture for a minute before listening to the recorded conversation (or the pair performing it). Then pairs give each other feedback.

SPEAKING Discussing a photo

- 5.11 Listen to the conversation. Who likes the room more, Oscar or Nina? **Oscar**

OSCAR Hey, Nina. Look at this photo – it's Liam's bedroom in his new house.

NINA Oh! It looks big enough for two people. Does he have to share it?

OSCAR No, it's all his. Actually, it isn't as big as it looks. There's a large mirror in the ¹background, so it looks bigger. **What's that**

NINA Oh yes, I see. ² thing on the wall? It's a clock. What do you think of the colour of the walls?

NINA Hmm. I'm not convinced.

OSCAR Really? I think it looks awesome! I don't think much of those curtains, though.

NINA: Me neither. And what's that ³ at the bottom? Is it a carpet?

OSCAR Yes, I think so. I quite like it. And I love those pictures ⁴ on the left.

NINA Me too. They look great.

- 5.11 Complete the conversation with the phrases from the *Useful language* box. Then listen and check.

Useful language

at the bottom/top in the background
on the left/right What's that ... ?

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



Watch video 5.4 Everyday English

I'm not convinced.
It looks awesome!
Me neither. Me too.

- Match the phrases in the *Everyday English* box with these phrases.

- I feel the same way (after a positive statement). **Me too.**
- I feel the same way (after a negative statement). **Me neither.**
- I don't think I like it. **I'm not convinced.**
- It looks great. **It looks awesome!**

PLAN

- Write about a room. Make notes about the photo below or your own photo.



Who does the room belong to? _____
What is in it? _____

SPEAK

- Practise the conversation with your partner. Remember to use adjectives with (not) as ... as and (not) enough, have to/don't have to, the vocabulary from this unit, and phrases from the *Useful language* and *Everyday English* boxes.

CHECK

- Work with another pair. Listen to their conversation and complete the notes.
Who does the room belong to? _____
What is in it? _____

64 DREAM HOUSES | UNIT 5

Flipped class

In preparation for the **Writing** lesson, ask students to think about their dream house and make notes.

Lesson aim: I can write a description of a house.

Warmer

In pairs, students share their ideas about their dream house, which they thought about for homework.

- 1 Support students by eliciting guesses about the size, the location, the view and the style of the house, and elicit ideas about what might be inside that makes the house special.
- 2 Allow one minute to read the text to encourage faster reading.
- 3 You may want students to do this in pairs to improve collaboration skills. Students then compare drawings with other pairs. Choose the most accurate one to show the class during feedback.
- 4 Elicit more examples of the use of this language by eliciting sentences to describe the classroom from different students.

Useful language practice

- 5 Allow students to share their plans with a partner, to generate more ideas.
- 6 & 7 After writing, students highlight (not) as ... as, (not) enough and have to/don't have to and expressions from the Useful language box in a bright colour. This will help them with their self-assessment.

WRITING

It's a big house near the beach.

A description of a house

- 1 Look at the information about the competition and the photo. What can you guess about Olivia's dream house? Discuss with a partner.
- 2 Read Olivia's description of her dream house. Match headings a–c with paragraphs 1–3.
 - a What has the house got?
 - b Where is the house?
 - c What is the best thing about the house?

Describe your dream house and win a digital camera!



- 1 **b** I'd like to tell you about my dream house. It's near the beach on a sunny island. It has to be near the sea because I love swimming.
- 2 **a** The house has got big windows and a fantastic view of the sea. There's a lovely garden, too. It's large enough for people to play in and it's also got a swimming pool. As well as a pool, there's a skatepark. Inside the house, there's a huge fish tank. It's full of beautiful tropical fish.
- 3 **c** But the really special thing about my house is the technology. There are robots in every room. I think they're as intelligent as humans. They cook the meals and do the washing-up. They make my bed and they tidy the living room as well. I don't have to do any chores.

Olivia Reed (13), Newcastle

- 3 Read the description again. Draw Olivia's house and garden in your notebook.

- 4 Find and underline the Useful language phrases in the description. Answer the questions.

- 1 Which go at the end of a sentence?
as well, too
- 2 Which goes before a thing? as well as

Useful language

also as well as well as too

Write a description of your own dream house.

PLAN

- 5 Imagine your dream house and make notes.

- 1 Where is your house?

Why do you like it? _____
- 2 What rooms, furniture and other things has it got? _____
- 3 Why is this your dream house? _____

WRITE

- 6 Write your description. Remember to include adjectives with (not) as ... as, (not) enough and have to/don't have to and phrases from the Useful language box.

CHECK

- 7 Do you ...
 - have three paragraphs?
 - describe what the house has got?
 - explain why this is your dream house?

Finished? p122 Ex 4

UNIT 5 | DREAM HOUSES 65

Extend it!

Students display their descriptions around the room for other students to read and vote for the most interesting dream home.

Finished?

Students turn to SB p122 and do Exercise 4.

Flipped class

▶ Ask students to watch **Video 5.5** and do the **Video worksheet** in the *Teacher's Resource Bank* in preparation for the next lesson.

Prepare for **Explore it!** (p67). Students research an interesting fact about Inuits.

Homework

Workbook p45

Lesson aim: I can understand a text about living in igloos.

Warmer

In pairs, students discuss how people can live in very cold places. Ask them to make a list of ideas, e.g. wear warm clothes, have a fireplace, eat a lot of fat, etc.

► Play **Video 5.5** if it was not set for homework and ask students to answer the questions in groups. Elicit that 'ger' means 'house' in Mongolian.

Video comprehension questions

1 Elicit relevant vocabulary such as *snow, ice, igloo, tent, frozen, dome*, etc.

2 ★★★ Ask students in pairs to write down an additional question they have about igloos and read the text to see if it mentions an answer.

3 Encourage students to underline language in the text that helped them match the headings with the paragraphs. Elicit this during feedback.

AROUND THE WORLD

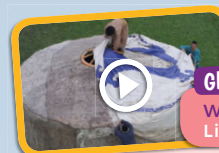
READING

An encyclopaedia entry

1 Look at the photos. Where are these homes? Who lives there? What do you know about the homes?

5.12 2 Read the encyclopaedia entry. Check your answers to Exercise 1.

The homes are in the Arctic Circle. The Inuit live there.



Globetrotters

Watch video 5.5
Living in a ger

- Do you like moving house? Why?
- What does 'ger' mean in Mongolian?
- Would you like to live in a ger?

3 Read the entry again. Match headings a–e with paragraphs 1–5.

- | | |
|----------------------|-------------------------|
| a Why use igloos? | d Life inside |
| b Keeping warm | e How to build an igloo |
| c Who are the Inuit? | |

LIFE IN AN INUIT IGLOO



- c The Inuit are the native people of the Arctic Circle. Today, they usually live in modern houses in small villages. Until recently, however, they still used their famous houses made of snow – igloos.
- a The Arctic isn't warm enough to farm, so the Inuit had a nomadic life. This means they travelled during the year to find food. Every winter and summer, the Inuit travelled thousands of kilometres across the frozen Arctic sea. All nomads have to make temporary homes while they travel, and in summer, the Inuit lived in tents made from animal skins, called tupiqs. Igloos were their traditional winter homes.
- e Snow is a perfect material for building. It's as light as wood and easy to cut. The snow has to be dry and hard enough to make good blocks, because wet snow doesn't have the strength an igloo needs. The Inuit make a dome shape by putting the snow blocks in a spiral. This is quick to build and creates a very strong structure.
- b The heat inside an igloo comes from people's bodies only, but this is warm enough to keep the igloo comfortable. This is because snow is a good insulator. In other words, it keeps the cold out and the warmth in. The entrance is a tunnel that goes under the walls. The heavy, cold air always stays in the tunnel and the light, warm air stays in the igloo.
- d Igloos don't have windows, but there are small holes in the walls. These let in clean air and let out dangerous smoke from the small oil lamps. Traditionally, the Inuit didn't have any furniture, but a platform of snow just below the ceiling provided a simple sofa and bed in the warmest part of the igloo. Inuit families spent all winter in small igloos with no furniture, no bathroom ... and no Internet.

Lesson aim: I can understand a text about living in igloos.

- 4 Refer students back to the strategies they learned on SB p62 to identify key words in the questions. Then ask students to discuss the questions in pairs before reading the text again.

Reading comprehension questions

Learn to learn

Understanding how word families work and how words are formed is an advantage in both comprehension and production skills, because it is a way of quickly expanding vocabulary.

- 5 & 6 After feedback, challenge students to think of extra adjectives ending in *-ful*, *-ic*, and *-ous* and what nouns they come from. The team with the most words wins. Elicit as many as practical on the board.

- 7 Challenge students to also use some of the words on the board.

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

Class challenge

The temperature in Death Valley in the USA, which is the hottest place on Earth, is usually 38 / **47** / 57 degrees.

- 4 Are the sentences *T* (true) or *F* (false)?

- 1 The Inuit live in the Arctic Circle. **T**
- 2 In summer, the Inuit are farmers. **F**
- 3 Dry snow isn't as strong as wet snow. **F**
- 4 An igloo doesn't take long to make. **T**
- 5 There are no heaters in an igloo. **T**
- 6 The tunnel lets smoke escape. **F**



LEARN TO LEARN

Word families (2)

Many nouns have a related adjective. We usually form the related adjective or noun by adding extra letters. We sometimes need to change other letters.

Noun	Adjective	Extra letters
beauty	beautiful	-ful
truth	true	-th

- 5 Complete the table. Use the example to help you.

Noun	Adjective
tradition	1 <u>traditional</u>
2 strength	strong
comfort	3 comfortable
4 warmth	warm
danger	5 dangerous

- 6 Complete the sentences with the correct form of the words in brackets. Use the extra letters in the box.

-ful -ic -ous -ly -th

- 1 My neighbour isn't very friendly. (friend) **famous**
- 2 Andy's bedroom is full of photos of celebrity people. (fame)
- 3 Hassan found a **helpful** website for his homework. (help)
- 4 Ava's garden is the **length** of a football pitch! (long)
- 5 My sister runs a lot. She's really **athletic**. (athlete)

- 7 Ask each other to say sentences with words in Exercises 5 and 6.

Tell me a sentence with the adjective of fame.

Ed Sheeran is a famous singer.

Explore it!

Guess the correct answer.

The Inuit live in Canada, Alaska and ...

a Iceland. b **Greenland**. c Norway.

Find three more interesting facts about the Inuit. Choose your favourite fact and write a question for your partner.



OWN IT! The Culture Project Teacher's Resource Bank

UNIT 5 | DREAM HOUSES 67

Explore it!

Students write their questions on a piece of paper and give it to you. Put students into teams and read out all the questions, awarding points for each correct guess and encouraging the writer of the question to add extra information.

Culture project

See Project Book p38 for further information and activities.

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 Before the task, put students into groups and give them two minutes to brainstorm words related to furniture. The group with the most words wins.

2 Ask students to revise the vocabulary to talk about chores on SB p62 before attempting the task.

Language in action

3 ★ Guide students to identify which gaps are followed by nouns or noun phrases and elicit that these will require as ... as because they will be comparisons.

4 Ask students to revise the meaning of *have to* and *don't have to* on SB p63 before attempting the task. Elicit that *don't have to* means 'it is not necessary'.

Unit quiz review

Self-assessment

Encourage the students to write one sentence with each piece of target language to better decide which face to circle. Give students homework from the Workbook, depending on what they need to focus on.

Homework

Workbook pp46–47

5 REVIEW

VOCABULARY

1 Complete the sentences with words for furniture.

- The **shelves** on my walls are full of books.
- This room needs some nice **pictures** on the walls.
- Can you put this milk back in the **fridge**, please?
- I do all my homework on the kitchen table because I haven't got a **desk** in my room.
- We painted the **ceiling** in my bedroom blue. It looks nice when you look up at it.
- There's a lovely soft **carpet** on the floor.

2 Complete the 'to do' list from John's mum.

John: To do on Saturday morning

- Please tidy your bedroom and make your
 - bed**
 - dishwasher**
- After breakfast, load the **washing machine** and do the **washing-up** in the sink.
- Empty the **ironing** when it finishes, but don't do the **washing machine**! I'll do that when I get home.

LANGUAGE IN ACTION

3 Complete Katy's email with *as ... as* or *enough* and the adjective in brackets.

Hi Livvy,

I'm living in a new house. It isn't **1 as big as** (big) our old one, but it's **2 big enough** (big) for all of us and we like it. We're in the middle of the countryside, but the nearest town is **3 close enough** (close) to go shopping or to the cinema. The best thing is the garden. It isn't **4 as beautiful as** (beautiful) yours, but I like it! Anyway, it's **5 good enough** (good) for our pet rabbit. He's **6 as happy as** (happy) a baby, running about in the sunshine. Write soon with your news. **as**

Katy

4 Complete the conversation. Use the words in brackets with *as ... as*, *enough* or the correct form of *have to*/*don't have to*.

RENA Have you seen Bianca's new house? She told me it isn't **1 as nice as** (nice) her old one.

MIKE Really? The garden's amazing. It's **2 as large as** (large) a football pitch!

RENA Wow!

MIKE Well maybe it's not that big. But it's **big enough** (big) to play football anyway. **as happy as**

RENA So why isn't she **4** (happy) she was in her old house? **has to share**

MIKE Because now she **5** (share) her room with her little sister.

RENA I've got a little sister so I know how she feels! **6 Does** she still **take** (take) the bus to school? **close enough**

MIKE No, her new house is **7** (close) for her to walk. She and her sister are pleased because they **8 don't have to wake up** (wake up) as early as before.

Self-assessment

I can use words to talk about furniture.



I can use words to talk about household chores.



I can use (not) as + adjective + as.



I can use (not) enough + adjective.



I can use have to/don't have to.



Learn to learn

Students should be encouraged to try out different methods of recording and remembering vocabulary, so that they can find methods that are suitable for them.

- 1 ★ Check students understand the words in the box before the activity. Then focus their attention on *those* in a, which will support them in ordering it after c.
- 2 Ask students to read the text and decide which step (a–d) it matches.
- 3 Allow plenty of time for this task. If you think students may struggle with creativity, put them into pairs or small groups to generate more ideas.
- 4 Monitor closely and help where needed. During feedback, elicit the most interesting journeys you heard while monitoring.

OWN IT!

- 5 & 6 Encourage students to try the activity on their own this time, and ask students to give each other feedback or suggestions after listening to their partner's story.
- 7 Elicit as many places on the board as possible. Remind students that the places don't need to be real. They can come from fiction or from their own imagination.

LEARN TO LEARN

LEARN TO ... USE A MEMORY JOURNEY

A memory journey connects images with words. It can help you remember lists of vocabulary.

- 1 Imagine you're going to use a memory journey to learn the words in the box for a test. Put steps a–d in order.

awesome beautiful dangerous
famous traditional warm

- a 3 Imagine walking around your house, looking at those pieces of furniture.
- b 4 Think of an image of each word you need to learn and put it with one of the pieces of furniture. Be creative!
- c 2 Think of six pieces of furniture in your house, for example, the shelves in your bedroom, the living room carpet, the kitchen sink.
- d 1 Think of your house.

- 2 Match these thoughts with one of the steps a–d in Exercise 1. 4

First I walk through the front door and into the living room. My dad and brother are having an awesome game of football on the carpet. Then I go into the kitchen. I see a famous singer cleaning the sink. After that I go up to my bedroom. There's a dangerous snake on one of the shelves. Next ...

- 3 Follow the steps in Exercise 1 to make your own memory journey for the words in the box.
- 4 Describe your memory journey in Exercise 3 to your partner. Who has the strangest or funniest images?



OWN IT!

- 5 Use rooms and objects in your school to make a memory journey for the words in the box.

comfortable curved friendly
helpful nervous strong

- 6 Close your books. Can you remember the words in Exercise 5? Describe your memory journey to your partner.
- 7 What other places could you use for memory journeys? Discuss with a partner.

Extend it!

Students choose another six words from this unit that they want to learn and create a memory journey for.

Warmer

Write the word *danger* on the board and give students two minutes to brainstorm dangerous things, animals and situations. Elicit these on the board.

Start it!

Unit quiz

- After feedback, elicit more examples of dangerous things students can find in the sea.
- Before playing **Video 6.1**, elicit the meaning of *pavement* and encourage students in pairs to guess what *smartphone pavements* might be. Elicit a few ideas for the students to check in the video.
- Encourage students to say why they do or don't do this.

Video comprehension questions

Flipped class

Prepare for **Explore it!** (p71). Students research an interesting fact about an animal that bites or stings.

6

HIDDEN DANGER

LEARNING OUTCOMES

I can ...

- understand texts about dangers at the beach and in the desert
- make suggestions
- write a blog post
- understand how to use *should/shouldn't*, *must/mustn't*, the zero conditional and first conditional
- talk about accidents and injuries and parts of the body
- use places to remember words and use pictures to predict a story
- work in a group and make an information leaflet.



Start it!

- Look at the photo. What dangerous thing can you see?
- Before you watch, when do you not have your phone with you?
- Where are there special smartphone-pavements? Watch and check.
- Do you use your phone while walking in the street?

a jellyfish

There are special smartphone-pavements in China.

Watch video 6.1

Language in action 6.2

Language in action 6.3

Everyday English 6.4

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Unit aims

Skills

I can ...

- understand a text about dangers at the beach p72
- make and respond to suggestions p76
- write a blogpost p77
- create an information leaflet pp78–79

Language

I can ...

- talk about accidents and injuries p71
- understand how to use *should(n't)* and *must(n't)* p73
- talk about parts of the body p74
- understand how to use zero and first conditionals p75

Learn to Learn

I can ...

- use places to remember words p71
- use pictures to predict a story p74
- give useful opinions about my partner's English p81

Extra Resources

- Finished?* – Student's Book p123
- Vocabulary Bank* – Student's Book p133
- CLIL* – Student's Book p139
- Pronunciation* – Student's Book p142
- Workbook* p48
- Teacher's Resource Bank* on Cambridge One for tests package, Cambridge Exam practice, wordlists, differentiated worksheets and many other extra resources.
- Practice Extra* and *Digital collaboration space*

Lesson aim: I can talk about accidents and injuries.

- 1 6.01 ★★★ Students cover the box and look at the pictures. In pairs, they try to fill the gaps, then check with the box.

Audioscript p168

Target vocabulary

be bitten /bi: 'bitən/
be stung /bi: stʌŋ/
break /breɪk/
bruise /bru:z/
burn /bɜ:n/
cut /kʌt/
fall off /fɔ:l ɒf/
hit /hɪt/
scratch /skrætʃ/
slip /slɪp/
sprain /spreɪn/
trip over /trɪp 'əʊvə/

Extra vocabulary practice

Get it right!

Point out that we usually don't say *I hit **the** head* or *Lisa burned **the** hand*, but use possessive adjectives (*my, her, etc.*) instead.

- 2 6.02 After feedback, students in groups play a game. Students take turns to mime a phrase from Exercise 1. The first student to guess the phrase wins a point and mimes the next word.

Audioscript p168
Vocabulary Bank SB p133

Extra vocabulary practice

Learn to learn

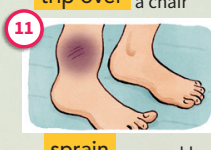
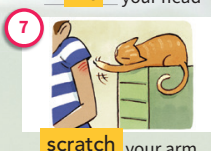
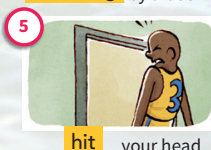
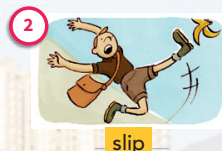
Associating new vocabulary with places, people, times, etc. increases the chances that it will be remembered.

- 3 & 4 Encourage personalisation. Students think of places where these things have happened to them.

VOCABULARY Accidents and injuries

- 1 6.01 Complete the phrases with the words in the box. Listen, check and repeat.

be bitten be stung break bruise burn cut
fall off hit scratch slip sprain trip over



Get it right!

We usually use words like *my, your, his, her* when we talk about parts of the body.

*I hit **my** head. Did Lisa burn **her** hand?*

- 2 6.02 Listen. Write the accidents and injuries in Exercise 1 that you hear.

1 be stung 4 slip
2 fall off 5 burn
3 trip over

LEARN TO LEARN

Using places to remember words

It can help you to remember new words if you think of where they might happen.

- 3 Think of a place where each accident in Exercise 1 might happen.

trip over a chair – in the classroom

- 4 Test your partner. Say a place that you thought of in Exercise 3. Your partner guesses the accident or injury you thought of.

The kitchen. Cut your finger?

Use it!

- 5 Ask and answer these questions about the phrases in Exercise 1.

1 When was the last time one of these things happened to you or someone you know?
2 Where did it happen?
3 What happened?

Explore it!

Is the sentence *T* (true) or *F* (false)?

All bees can sting. **F**

Find an interesting fact about another animal that bites or stings. Then write a question for your partner to answer.



UNIT 6 | HIDDEN DANGER 71

- 5 🗣️ Allow a few minutes of thinking time before asking students to discuss the questions in pairs. For an extra challenge, tell students they may lie, and their partner must ask questions to guess if the story is true or not.

Explore it!

Monitor and correct language mistakes before eliciting the questions for the whole class to answer.

Extend it!

Students in groups make up a story called 'Fred's unlucky day' using the vocabulary from Exercise 1. The story begins with 'Yesterday, Fred had a really bad day. In the morning, he was making breakfast and he ...'.

Homework

Workbook p48

Lesson aim: I can understand a text about dangers at the beach.

Warmer

In groups, students brainstorm all the dangers at the beach they can think of. Elicit ideas and relevant vocabulary on the board.

- 1 Allow dictionaries for this activity, and ask pairs to match the phrases to the pictures.
- 2 Disallow dictionaries and translation software as it would pre-empt the following activity.
- 3 ★ Support students by telling them where the vocabulary can be found in the text (1 – introduction; 2 – Hawaii; 3 – Australia; 4 – UK; 5 – UK).
- 4 Fast finishers can write one more sentence about the text, true or false. Elicit this during feedback for the class to decide if it's true or false.

Reading comprehension questions

- 5 Allow students a minute of thinking time before discussing the questions. Monitor closely and make notes of useful vocabulary the students needed to express their opinions. Elicit this on the board during feedback and ask students to discuss the questions again with a new partner.

Extend it!

Ask students in pairs to underline three or four other unknown vocabulary items in the text. Together they look up the meaning of the words or phrases and write a short exercise like in Exercise 3. Pairs swap their exercises and complete them. Monitor closely and elicit the most useful definitions with the whole class

In the photos you can see: broken glass, a sign saying 'no swimming' because of rip currents, a shark in the water, an animal that can sting (an octopus) and a sign warning of quicksand.

READING

An online article

- 1 Check the meaning of the words in the box. Can you see them in the photos?

animals that sting broken glass large waves
quicksand rip currents shark attack

- 2 Read the article. Which danger in Exercise 1 isn't in the article? **large waves**

- 3 Find words in the article that mean:

- 1 difficult to find **hidden**
- 2 quickly **swiftly**
- 3 something dangerous from an animal **venom**
- 4 move your body to get free **struggle**
- 5 when the sea goes in and out at different times of the day **tide**

- 4 Are the sentences **T** (true) or **F** (false)?

- 1 Some beaches are more dangerous than others. **T**
- 2 Rip currents move away from the beach. **T**
- 3 Crocodiles don't live near the sea. **F**
- 4 The blue-ringed octopus is big and ugly. **F**
- 5 One blue-ringed octopus can kill a lot of people. **T**
- 6 All British beaches are safe. **F**

Voice it!

- 5 Discuss the questions.

- 1 What other dangers at the beach can you think of?
- 2 What other dangerous places do some people like to visit? Why do they go there?

Finished? p123 Ex 1

DANGERS AT THE BEACH

Beaches promise sun, sand and fun and are usually safe places to go, but accidents can happen. You can slip and break your leg, or step on some glass and cut your foot. Ouch! Some beaches around the world have hidden dangers, however, and you should take extra care.



AUSTRALIA

Everyone knows that huge sharks sometimes swim near Australian beaches, and crocodiles can also come very near. You must always be careful. Never swim when there isn't a lifeguard on the beach.

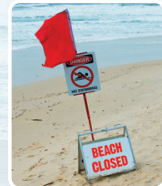


Sharks and crocodiles aren't the only danger on Australia's beaches. The beautiful Australian blue-ringed octopus, for example, is as small as your hand. But you mustn't go near them. They have enough venom to kill ten people!



HAWAII

It's great for surfing, but beaches in Hawaii also have dangerous rip currents. Rip currents happen when water moves swiftly away from the beach. They are difficult to see and can move very fast. They can take people far out to sea, so swimmers mustn't try to swim against them. Instead, they should swim sideways along the beach until they get to safer waters.



UK

The sand can be as unsafe as the sea, and on some British beaches it can kill! Dangerous quicksand is full of water and it's very easy for people to sink in it. You shouldn't kick or struggle. You must move very slowly and carefully to get out ... before the tide comes in!



72 HIDDEN DANGER | UNIT 6

Class challenge

The animal which is responsible for killing the most people is the shark / **mosquito** / crocodile.

Finished?

Students turn to SB p123 and do Exercise 1.

Homework

Workbook p49

Lesson aim: I can understand how to use *should(n't)* and *must(n't)*.

Warmer

▶ Play Video 6.2 and elicit that you *mustn't* put anything on the burn and you *should* hold it under cold water for 20 minutes. For a sprained ankle you *should* put some ice on it to stop the swelling.

- 1 After feedback, point out that we don't use *to* after *must* or *should*. Then elicit that both *must* and *should* can be used to give advice, but *must* is used more for rules.

> Pronunciation

Ask students to turn to SB p142 for pronunciation practice of /ʌ/ and /ʊ/.

- 2 Fast finishers can expand on the sentences, e.g. 1: ... *because there might be some broken glass.*

- 3 ★ Ask students to choose if each sentence is advice, strong advice or a rule.

✦ Extra grammar practice

- 4 6.07 Before the activity, allow students in pairs to discuss one piece of advice and one rule about cycling. Elicit a few on the board.

Audioscript p168

- 5 & 6 🗣️ Encourage students to personalise the activity and write about other activities, especially ones that they do.

LANGUAGE IN ACTION

should/shouldn't and *must/mustn't*

	<i>should</i> for advice	<i>must</i> for strong advice or a rule
<i>shouldn't</i>	You ¹ <i>should</i> take extra care. You ³ <i>shouldn't</i> kick or struggle.	You ² <i>must</i> always be careful. Swimmers ⁴ <i>mustn't</i> try to swim against them.

> Pronunciation p142

- 1 Complete the examples in the table above with *should/shouldn't* or *must/mustn't*. Use the article on page 72 to help you.

- 2 Correct the sentences about the article on page 72.

- 1 You *shouldn't* wear sandals on the beach.
You should wear sandals on the beach.

- 2 In a rip current, you *must* swim towards the beach.

- 3 You *should* swim near the blue-ringed octopus.
You mustn't swim near the blue-ringed octopus.

- 4 In quicksand, you *should* kick and jump.

In quicksand, you mustn't kick and jump / must move very slowly (and carefully).

- 3 Circle the correct words.

- 1 You *should* / *shouldn't* swim here. The water isn't clean.
- 2 You *must* / *mustn't* speak in exams.
- 3 I think everyone *should* / *must* do a sport. Exercise is good for you.
- 4 You *must* / *should* wear a seatbelt in the car. It's the law.
- 5 I think you *should* / *must* learn to speak another language.
- 6 You *shouldn't* / *mustn't* go outside in shorts. It's cold today.

- 4 6.07 Complete the notice with *should, shouldn't, must* or *mustn't*. Then listen and check.

Hi everyone,
Now the spring term is here, I think you ¹ *should* all think about walking or cycling to school if you can.
Cycling is fun and healthy, but you ² *must* be careful. For example, you ³ *shouldn't* ride when the weather is bad, and you ⁴ *must* wear a helmet. That's extremely important.
However, you also ⁵ *mustn't* forget that there are rules on the road for cyclists, and you ⁶ *must* learn these rules. The school website has some good advice, such as which clothes you ⁷ *must* wear to cycle, and I think all cyclists ⁸ *should* read it carefully.
One more thing: we need to know which students are cycling to school, so you ⁹ *must* tell Mrs Jones if you plan to cycle. That's a school rule, so you ¹⁰ *mustn't* forget!

Use it!

- 5 Write rules and advice for staying safe while doing these activities.

ice skating mountain biking rock climbing surfing

- 6 Read your rules and advice to your partner but don't say the activities. Can they guess them?

You should wear a wetsuit to do this. But you mustn't do it in bad weather. What is it?

Surfing?

Finished? p123 Ex 2

UNIT 6 | HIDDEN DANGER 73

Grammar game

Write one of these situations on the board: *at the beach, at a zoo, at the gym, on a plane.*

In groups, students have two minutes to write as many sentences with *should(n't)* or *must(n't)* as possible. They swap ideas with another team, who can challenge the sentences if needed. Encourage discussions if possible, e.g. *You don't have to wear sunscreen at the beach all the time.* Repeat with other situations.

Finished?

Students turn to SB p123 and do Exercise 2.

🏠 Homework

Workbook p50

Lesson aim: I can talk about parts of the body.

Warmer

In groups, students have two minutes to brainstorm all the body vocabulary they know. Elicit these on the board.

- After feedback, play the recording again and ask students to point at the part of their own body they hear.

Audioscript p168

Target vocabulary

cheek /tʃi:k/
chest /tʃest/
chin /tʃɪn/
elbow /'elbəʊ/
forehead /'fɔːhed/
heel /hi:l/
knee /ni:/
neck /nek/
shoulder /'ʃəʊldə/
teeth /ti:θ/
toe /təʊ/
wrist /rɪst/

- Fast finishers can write one more gapped sentence using a different word from Exercise 1. Elicit these during feedback.

Extra vocabulary practice

- Challenge students to name the body part within five seconds, before pointing to another, and then another.

Vocabulary Bank SB p133

Learn to learn

Pictures are another way in which students can predict what a reading or listening text might include. Making guesses about what a text contains may help students feel less anxious about dealing with it.

VOCABULARY AND LISTENING

Parts of the body

- Match the words in the box with 1-12 in the photo. Listen, check and repeat.

cheek	2	chest	7	chin	4
elbow	9	forehead	1	heel	11
knee	10	neck	5	shoulder	6
teeth	3	toe	12	wrist	8



- Complete the sentences with words in Exercise 1.

- Your wrist is between your hand and your arm.
- People have ten fingers and ten toes.
- Children have 20 teeth and adults have 32.
- Your forehead is just above your eyes.
- Your ankle is in the middle of your leg.
- Your shoulder is at the top of your arm.



Use it! shoulder

- Point to a part of the body in Exercise 1. Name the part your partner points to.

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A radio interview



LEARN TO LEARN

Using pictures to predict a story

Before you listen, look carefully at any pictures and use them to imagine a story.

- Look at the pictures in Exercise 6. Choose one picture from each set of three and use them to make a story.

- Listen to the interview. What parts of your story were correct?

- Listen again. Choose the correct options.

- What job does Pam do?



- What was Jamie doing before his accident?



- What did Jamie do?



- What injuries did Jamie get?



- Work with your partner to tell Jamie's story. Use the pictures to help you.

- After students have discussed the pictures for a few minutes, elicit a few different versions of the story, and write any useful vocabulary on the board.

- Allow students to check their ideas in pairs before feedback.

- Change pairs once or twice to allow students to repeat the story. This will help improve their fluency and build confidence.

Audioscript p168

Extend it!

In pairs, students invent a new short story and draw three simple pictures to go with it. They give the drawings to a different pair, who try to guess the story from the pictures.

Flipped class

Ask students to watch **Video 6.3** and do the **Video worksheet** in the *Teacher's Resource Bank* in preparation for the next lesson.

Homework

Workbook p51

Lesson aim: I can understand how to use zero and first conditionals.

Warmer

► Play **Video 6.3** if it was not set for homework. Elicit that you should keep your hands and elbows in and roll onto your shoulder. If you do this, it won't hurt as much, and rolling can protect you when you fall.

- 1 Point out that the *if/when* clause can come either before or after the result clause, but that if it comes before the two clauses need to be separated by a comma.

Extra grammar practice

- 2 ★ Remind students that each sentence will need an *if/when* clause and a result clause. Suggest that students circle each *if* and *when* to help them match the sentence halves.
- 3 6.10 ★★★ Fast finishers work in pairs to discuss why the zero or first conditional is used in each case (i.e. whether the sentence refers to a general truth or a specific situation).

Audioscript p169

- 4 Support students by pointing out that snakes don't run.
- 5 & 6 🎧 Monitor to make sure students are forming correct sentences. Write any errors on the board for the whole class to correct at the end of the activity.

LANGUAGE IN ACTION

Zero conditional and first conditional



Watch video 6.3
How can you fall off a skateboard safely?
Is this a good way to fall?

Zero conditional		First conditional	
Action/Situation	Result	1 Action/Situation	2 Result
When a crocodile gets you,	that's the end!	If you swim in safe places,	you won't be in any danger.
3 Result	4 Action/Situation	5 Result	6 Action/Situation
A croc sometimes opens its mouth	if you hit it in the eye.	You won't see any crocodiles	if you're on holiday in Spain.

- 1 Complete the headings in the table above with *Action/Situation* or *Result*.

- 2 Match 1–5 with a–e. Then complete the result with the correct form of the verb in brackets.

- 1 Accidents **happen** (happen) **e**.
- 2 If you see a crocodile, **c**.
- 3 If a crocodile bites you, **a**.
- 4 When a crocodile wants to cool down, **d**.
- 5 If a crocodile loses a tooth, **b**.
- a it **will try** (try) to pull you under the water.
- b another one **grows** (grow).
- c it **will** probably **ignore** (ignore) you.
- d it **will** (open) its mouth.
- e when you aren't careful.

will open

- 3 Complete the email with the correct form of the verbs in brackets. Then listen and check.

So you're going to visit Queensland. Great idea! If you ¹like (like) beaches and forests, you ²will love (love) Port Douglas. It's amazing. It usually ³takes (take) about an hour to get there if you ⁴get (get) a bus from the airport. Buses are quite frequent, so if you ⁵miss (miss) one, you ⁶won't have (not have) a long wait. Of course, if you ⁷are (be) always taxis at the airport, too! If you ⁸visit (visit) Four Mile Beach, you ⁹will have (have) a great time surfing. But be careful! If you ¹⁰don't see (not see) anyone else in the water, it probably ¹¹means (mean) there are sharks or jellyfish in the sea! Have fun and take care!

won't have
don't mind

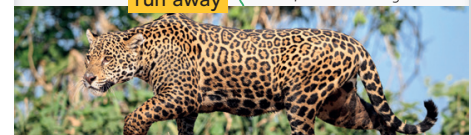
don't see

- 4 Complete the information about the Amazon jungle. Use the words in the box.

go have hide run away

Snakes
Snakes ¹hide if they hear people coming. Most snake venom isn't fatal if you ²go straight to hospital.

Bigger animals
You probably won't see any jaguars because they ³run away when they feel threatened. However, if a jaguar ⁴has young cubs, it is more dangerous.



- 5 Imagine you're planning a jungle holiday. Write what you will do if the following things happen.

- 1 If I see a snake on the path, I'll wait for it to go away.
- 2 If I'm very hot and I find a river, _____.
- 3 If I'm bitten by a spider, _____.
- 4 If I get lost, _____.

Use it!

- 6 Say the second half of your sentences in Exercise 5. Can your partner guess the first half?

I'll look for a river to follow.

If I get lost?

Finished? p123 Ex 3

UNIT 6 | HIDDEN DANGER 75

Grammar game

Put students into groups. On the board, write: *If school is closed next week, I ...*. One student finishes the sentence, e.g. *I'll stay home*. The next student repeats this last idea, and continues: *If I stay home I will watch TV*. The next student continues with *If I watch TV, ...*. The group continues like this for three minutes. Elicit the final stories from teams and ask for the best ones to be repeated for the whole class.

Finished?

Students turn to SB p123 and do Exercise 3.

Homework

Workbook p52

Lesson aim: I can give and respond to suggestions.

Warmer

Tell students you want to try a new sport, but don't know which one yet. In pairs, students discuss which sport they'd recommend and why. Elicit a few ideas.

- 1 **6.11** ★★★ Play the recording without focusing students on the photo and ask them to discuss what they heard. Elicit that Hailey is giving Dan suggestions about buying a bike.

Audioscript p169

- 2 Books closed. In pairs, students try to remember the exact complete phrases in the text (e.g. *How about joining my bike club?*) and write them down.

Useful language practice

- 3 ▶ Play Video 6.4 and drill pronunciation of the phrases, especially of *awesome* /'ɔːsəm/.

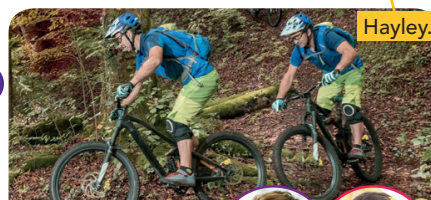
- 4 ★★★ Challenge students to create a short conversation using all the phrases, e.g.
– *My buddies recommended an awesome beach for surfing, so I'll give it a go.*
– *Nice one!*

- 5 & 6 In pairs, students develop their ideas from the warmer. They then rehearse the conversation, repeating it again if necessary to make sure they include the language from the unit.

- 7 After students have performed their conversation in pairs, ask them to change partners and repeat the conversations, in order to promote fluency.

SPEAKING Making suggestions

- 1 **6.11** Listen to the conversation. Who knows more about mountain bikes, Dan or Hayley?



DAN Awesome mountain bike, Hayley. Thanks, Dan.

HAYLEY I'd like to get one, too. Do you think I should buy one online?

HAYLEY Not really. Some online shops aren't very reliable. Their bikes aren't very safe. Anyway, *'make sure you don't'* buy one without trying it first.

DAN Why don't you try The Bike Shack in town? They're really good.

HAYLEY OK. I'll give them a go.

DAN And *'you should definitely'* buy a good helmet, too. You can really hurt yourself if you fall off, so you mustn't ride without one.

DAN Good idea. I think I should find some buddies to ride with, too. What do you think?

HAYLEY Sure. *'How about'* joining my bike club? We go out every weekend.

DAN Yeah! *'Nice one'*, Hayley. I'll do that.

- 2 **6.11** Complete the conversation with the phrases from the *Useful language* box. Then listen and check.

Useful language

How about + -ing ... ? Make sure you don't ...
Why don't you ... ? You should definitely ...

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



Watch video 6.4 Everyday English

Awesome buddies
I'll give it/them a go. Nice one

- 4 Complete the sentences with the *Everyday English* phrases.

- 1 **Awesome** snowboard, Maya!
- 2 Ava said that *Hunts* is a good shop for camping gear. **I'll give them a go.**
- 3 You remembered your camera! **Nice one**, Beth!
- 4 That's Alfie. He's one of my surfing **buddies**...

PLAN

- 5 Think of advice for someone who wants to try a new sport. Make notes.

What you should or must do: _____

What you shouldn't or mustn't do: _____

SPEAK

- 6 Practise the conversation with your partner. Ask for and give advice about the sport. Remember to use *should/shouldn't* and *must/mustn't*, the vocabulary from this unit, and phrases from the *Useful language* and *Everyday English* boxes.

CHECK

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

What you should or must do: _____

What you shouldn't or mustn't do: _____

What is the best suggestion: _____

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Homework

Ask students to write a paragraph of about 100 words, giving advice about the sport they talked about in this lesson.

Lesson aim: I can write a blog post.

Warmer

In small groups, students read each other's paragraphs they wrote for homework and ask each other follow-up questions about them.

1 & 2 ★★★ Elicit that the blog post is about skateboarding and ask students to discuss two questions they'd like to find out the answer to about this subject. After students read the blog, ask if any of the students' questions were answered by the text, and where the answers were found.

3 Encourage students to underline the sentences in the text where they found the answers and elicit these during feedback, focusing their attention on how the ideas in the questions were paraphrased in the text (e.g. *aren't very good – it's best to avoid them*).

4 & 5 Point out that in blogs, we often use *I* and *you* to write in a more personal, friendly style.

Useful language practice

6 & 7 Brainstorm possible activities with the whole class, and allow students to choose one they want to write about.

8 Encourage students to read each other's texts and to say if they agree with the advice or not, giving reasons.

WRITING A blog post

- 1** Look at the photo. What do you think the blog post is about? Read it and check. **Skateboarding.**

MATT'S BLOG

Thanks for all your comments on my posts. Here are my answers to your questions.

1 b
There are cheap boards, but it's best to avoid them. If you want a good board, you need to spend more. I'd say at least £50. Also, make sure you get the right size deck. If you have small feet, you'll need a narrow deck. If it's too wide, you won't be able to control the board.

2 c
Yes! When you're a beginner, accidents happen. That's why you need a helmet. It must be a proper skateboarder's helmet, and it must be the right size. If it moves when you shake your head, it's too big.

3 a
If you ask me, the street is too dangerous. A skatepark is the best place, but if there isn't one near you, any park will be good.
That's all for now. Have fun, but stay safe!



- 2** Match questions a–c with paragraphs 1–3.
- a Can I skate in the street?
 - b What board should I buy?
 - c Should I wear a helmet?

- 3** Read the blog post again. Which of these opinions does Matt have?

- 1 Cheap skateboards aren't very good. ☒
- 2 You can't get a good skateboard for less than £50. ☒
- 3 For some people, narrow skateboards are best. ☒
- 4 Your helmet shouldn't move when you wear it. ☒
- 5 The only safe place for skateboarding is a skatepark. ☐

- 4** Complete the phrases in the *Useful language* box with words that Matt uses for giving advice.

Useful language

- 1 **I'd** say 2 **Make** sure
3 **That's** why If you 4 **ask** me

- 5** Complete the sentences with the *Useful language* phrases.

- 1 If you fall off a board, you can really hurt your head. **That's why** skateboarders wear helmets.
- 2 If **you ask me**, all skateboarders should wear knee and elbow pads as well.
- 3 **Make sure** you keep your board in good condition.
- 4 Many people skate on their own, but **I'd say** it's more fun, and safer, to skate with friends.

Write a blog post to give safety advice.

PLAN

- 6** Choose an activity. Think of three questions about doing it safely. Make notes for the answers.

- 1 _____
- 2 _____
- 3 _____

WRITE

- 7** Write your blog post. Remember to include an introduction, three questions and answers, an ending and phrases from the *Useful language* box.

CHECK

- 8** Do you ...
- answer each question?
 - use *should/shouldn't* and *must/mustn't*?
 - use vocabulary from this unit?

Finished? p123 Ex 4

UNIT 6 | HIDDEN DANGER 77

Finished?

Students turn to SB p123 and do Exercise 4.

Flipped class

In preparation for **The Science Project** (pp78–79), ask students to research a remote and dangerous place, such as Death Valley in the USA, and find out at least four dangerous things about it.

Homework

Workbook p53

Warmer

In groups, students share information about the remote places they researched for homework.

Project Book

For more information and activities see the Project Book p42.

1 Encourage students to look quickly at the leaflet, without reading it in detail, as they can predict a lot about the text from the visual information and how it is organised.

2 Display the text, if possible and ask volunteers to come and underline or point to the parts of the text where the answers can be found.

3 After feedback, ask students to find and underline examples of conditional sentences in the text.

How to work in groups

At this stage, students should be able to reflect on how they wish to organise themselves while working in groups, making conscious decisions about the process and the allocation of responsibilities. You may want to elicit from students what the consequences are in real life when one or more people in a group don't do their fair share of a project.



THE SCIENCE PROJECT

An information leaflet

- Look at the information leaflet. What is it about?
 - The dangers of the desert
 - How animals live in the desert
- Read the leaflet again. Are the sentences *T* (true) or *F* (false)?
 - All deserts are hot and dry. *F*
 - Birds can help you in the desert. *T*
 - If you drink water, you won't get heat cramps. *F*
 - A haboob is a desert animal. *F*
 - You shouldn't wear sandals in the desert. *T*
 - Scorpions live in dark places. *T*
- Complete the table. Put the five dangers in the desert in the correct group.

Our bodies in the desert	Desert weather	Desert animals
thirst	sandstorms	snakes, scorpions
heat cramps		

How to work in groups

- Listen and decide which student worked in these ways. Write *J* (John), *I* (Isla) or *P* (Poppy).
 - The group decided what the different jobs were for the project. Each person did a different job. *I*
 - The group shared the writing on the project. Each person wrote a different section. *J*
 - Each person worked alone first. Then they chose different sections of each person's work to make their poster. *P*
- Which of the ways of working do you think is best? Why? Share your ideas with a partner.

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- 4 & 5 6.12 After doing Exercise 4, allow students two minutes of thinking time to form an opinion before they discuss the ways of working with a partner. If appropriate, divide the class into different groups, according to which ways of working they liked best.

Audioscript p169

Desert survival

Fact file

- A desert is a place with less than 250 mm of rain per year.
- Around 30% of the land on the Earth is desert.
- Only 20% of deserts are sandy. Some have snow.
- Highest temperature in a desert: 56.7 °C (Death Valley, USA)
- Lowest temperature in a desert: -89.2 °C (Antarctica)

Deserts are extremely big, extremely dry and extremely dangerous! If you are lost in one, here are some of the dangers you should know about.



Thirst

What's the danger?

You can't live without water for more than three days.

What should you do?

Walk slowly and rest often. If you don't, you'll lose a lot of water as sweat.

Drink a little and often.

If you see birds, follow them. They'll take you to the nearest water.

Heat cramps

What's the danger?

As well as water, your body needs salt. When you sweat, you lose a lot of salt. If you lose too much, your legs and arms will begin to hurt. This is called heat cramp and in the desert it can be dangerous.

What should you do?

Make sure you carry salt tablets with you. They can save your life!

Lesson aim: I can create an information leaflet.

6 Ask students to share the information they researched for homework about a remote place, and choose the most interesting. Stress that no matter which strategy from Exercise 4 the students want to try, they still must make decisions together at the beginning regarding content, structure and visuals.

7 One student in each group stands next to their leaflet and answers questions about it, while the others walk around looking at other posters and asking extra questions.

8 Before this activity, ask students individually to write a number between 1 and 5 on a piece of paper, where 1 means 'We worked very well together' and 5 means 'We didn't work well together at all'. Each group puts all the pieces of paper together, shuffles them and reveals the numbers, for everyone to get an idea of how the others felt about their collaboration.

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

For more work on Science, students can turn to SB p139. See p155 for teaching notes.

Class challenge

The largest desert in the world is the Sahara desert / the Gobi desert / **Antarctica.**



Sandstorms

What's the danger?

When it gets windy in the desert,

sandstorms happen. In Arabic, these huge walls of sand are called *haboob*. They are sometimes more than a kilometre high and can move at 40 kilometres per hour.

What should you do?

If a haboob is coming, you must hide. Sandstorms usually last for a few minutes, but sometimes they last three hours!



Snakes

What's the danger?

If you're in the Arizona Desert and you hear a rattle, it's probably a

rattlesnake, and its bite can kill.

What should you do?

Wear strong boots, not sandals. If you see a snake, move away quickly. If it bites you, you must find a doctor as soon as you can.



Scorpions

What's the danger?

There are 2,000 different types of scorpions and 30 of them can kill.

What should you do?

Scorpions live under rocks, so you should be careful where you put your hands!

OWN IT!

PLAN

6 Work in groups. Choose a remote place. Then complete the steps below.

- Decide how your group will work together.
- Decide on the sections your information leaflet will include.
- Decide what images and diagrams you could include.
- Make a first draft of your leaflet.
- Share your first draft with another group to get their feedback.

PRESENT

7 Display your information leaflet on your classroom wall. Remember to include different sections, interesting facts and pictures, and the tips in *How to work in groups*.

CHECK

8 Ask different groups how they worked. Did they work in the same way as you? Who worked in a group best?

UNIT 6 | HIDDEN DANGER 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.

Vocabulary

1 You could turn this into a game in teams. Give students one minute to review the vocabulary on p71, then close their books. Read out each sentence, replacing the options with a beep. The first team to shout out the correct answer wins a point.

2 Before the exercise, review the vocabulary. In small teams, students challenge each other in pairs. A student from one team points at a part of the body and the other team wins a point if they can name it. Teams take turns. The team with the most points after three minutes wins.

Language in action

3 During feedback, encourage students to say if they agree or disagree with the statements.

4 Ask students to review p75 before doing this exercise.

5 Students can work in pairs to compare answers. Allow them to discuss any answers which are different, before checking as a class.

Unit quiz review

6 REVIEW

VOCABULARY

1 Circle the correct words.

- Sue touched a hot pan and burned / sprained her fingers.
- Juan slipped / scratched on some ice.
- Jane bruised / fell off her bike.
- Andy was bitten / was stung by a bee.
- Masha fell off / tripped over a plant in the garden.
- I cut / broke my finger with a knife.

2 Match the words in the box with the descriptions. You can use the words more than once.

cheek chin elbow
forehead heel knee
shoulder toe wrist

- We have two of these. cheek, elbow, heel, knee, shoulder, wrist
- These are parts of your arm. elbow, shoulder, wrist
- These are parts of your leg. heel, knee, toe
- These are parts of your face. cheek, chin, forehead, tooth

LANGUAGE IN ACTION

3 Complete the sentences with *must/mustn't* or *should/shouldn't* and the verbs in the box.

- must wear** sleep stay talk wear
- You must wear a seatbelt in the car.
 - You shouldn't stay in the sun too long.
 - You should sleep for eight hours at night.
 - You mustn't talk on your phone while you're riding a bike.

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4 Complete the sentences with the zero or first conditional.

- If you don't take (not take) more care, you will have (have) an accident.
- When Gina goes (go) skateboarding, she always wears (wear) a helmet.
- If someone breaks (break) a leg, it hurts (hurt) a lot.
- If the weather gets (get) worse, the climbers will be (be) stuck on the mountain.
- Snakes don't usually bite (not bite) you if don't disturb you (not disturb) them.

5 Circle the best words to complete the notes.

Stay safe in the forest

Before you go, you should / shouldn't tell someone where you're going. If you get lost, it is / will be easier to find you.

You must / mustn't take a map. If you don't / won't follow a map, you'll probably get lost.

You shouldn't / mustn't eat mushrooms. Some are very dangerous. If you eat / will eat them, you can get extremely ill.

You should / shouldn't run away from a bear. If you stay calm and walk away slowly, you will be / are OK.



Self-assessment

I can use words to talk about accidents and injuries.

I can use words to talk about parts of the body.

I can use *should/shouldn't* and *must/mustn't*.

I can use the zero conditional and first conditional.



Self-assessment

Allow students a few minutes to look back at the page and the whole unit. On the board, write *I need more practice in ...* and encourage students to tell you what they need. Give them additional homework from the Workbook, as necessary.

Homework

Workbook pp54–55

Learn to learn

Peer-feedback is a useful classroom tool and it strengthens students' self-assessment and self-correction skills as well. Students at this stage should be able to give each other constructive feedback, and should see this as an opportunity to improve.

- After feedback, elicit why options a–c are not advisable, guiding students to say what the consequences of these comments might be.
- Point out that intonation is important when giving an opinion. If someone's intonation is very flat, the opinion could sound negative, even if the words are positive.
- 3 & 4** You may want to give students some areas to think about when listening to their partner. For example,
 - pronunciation (How well could you understand your partner?)
 - language (Was their message clear? Was your partner's grammar full of mistakes?)
 - vocabulary (Did your partner use interesting vocabulary?)



LEARN TO LEARN

LEARN TO ... GIVE USEFUL OPINIONS ABOUT YOUR PARTNER'S ENGLISH

Be polite when you give opinions about your partner's English. You can help each other improve.

- Read the advice about how to give useful opinions. Complete the advice with *should* or *shouldn't*.

What you ¹ should do to help your partner improve their English.

You ² shouldn't ...

- a say what you think in a horrible way.
- b talk about your partner's personality.
- c say that something is better or worse than it is.

You ³ should always ...

- d say what you think, but also be nice.
- e say positive things.
- f give ideas for how your partner can improve.



- Invent a story about an accident. Use one word or phrase from each box and think about the answers to the questions below.

crocodile knife mirror scissors snake

be bitten break cut hit slip

- What were you doing when the accident happened?
- What happened?
- How did you feel?
- Did anybody help you?
- What happened then?
- What should people do to avoid a similar accident?

- Match 1–6 with a–f in Exercise 1.

- 1** b Well done! You're a really interesting person.
- 2** d That wasn't your best English, but I know you can do better.
- 3** c That was the worst presentation ever!
- 4** f You made some mistakes with the first conditional. Why don't you study the grammar from the unit again?
- 5** e You used lots of adjectives to describe things. That was really nice!
- 6** a Your English was awful!

- Take turns to tell your stories. While your partner is speaking, think about what they do well and how they can improve.

OWN IT!

- Give three helpful opinions about your partner's English. Use the phrases in the box.

I liked the way you ...
Why don't you ...?
You made some mistakes with ...
You used ... That was nice!

OWN IT!

- Make sure that students have at least two minutes of thinking time to organise their ideas and plan how they are going to give each other feedback. Remind students that their feedback should be helpful and positive. Monitor and help as needed, and make notes of sentences you hear that you think might be too direct or impolite. Write these examples on the board, and during feedback, ask the class how to change them.

Warmer

In groups, students have two minutes to brainstorm all the technological devices they can think of. The group with the most wins.

Start it!

Unit quiz

- 1 After eliciting that it seems to be a self-driving car, elicit students' opinions about whether they would like to ride in one and what the benefits may be (e.g. it's safer, more relaxing, etc.).
- 2 Write on the board *Today I have used ...* and invite students to discuss ways of finishing the sentence in groups. This will prepare them for the language focus on p85.
- 3 Ask students to guess what year this happened in as well, before playing **Video 7.1**.
- 4 Allow students a minute of thinking time to choose one piece of technology they couldn't live without, and reasons why. Then students discuss in groups. Elicit contrasting ideas during feedback if possible.

Video comprehension questions

Flipped class

Prepare for **Explore it!** (p83). Students research an interesting fact about technology.

Unit aims

Skills

I can ...

- understand a magazine article about technology p84
- give instructions p88
- write an article about technology p89
- understand an article about technology in Seoul pp90–91

7

GET CONNECTED

LEARNING OUTCOMES

I can ...

- understand texts about technology
- give instructions to explain how to use something
- write an article
- understand how to use the present perfect affirmative and negative, *will/won't*, *may* and *might*, and the infinitive of purpose
- talk about and describe technology and transport
- use collocations, recognise opinions and use words that describe sounds.

Start it!

- 1 Look at the photo. What type of car is it? **a driverless car**
- 2 Before you watch, what technology have you used today?
- 3 Who planned the first programmable computer? Watch and check. **Charles Babbage in 1837.**
- 4 Which technology would be most difficult to live without?

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Language

I can ...

- talk about communication and technology p83
- understand how to use the present perfect p85
- talk about getting around on transport p86
- understand how to use *will/won't*, *may* and *might* p87

Learn to Learn

I can ...

- learn collocations p83
- recognise opinions p86
- understand words that describe sounds p91
- make and use flashcards p93

Extra Resources

- *Finished?* – Student's Book p124
- *Vocabulary Bank* – Student's Book p134
- *Pronunciation* – Student's Book p142
- *Workbook* p56
- **Teacher's Resource Bank** on *Cambridge One* for tests package, Cambridge Exam practice, wordlists, differentiated worksheets and many other extra resources.
- **Practice Extra** and *Digital collaboration space*

Lesson aim: I can talk about communication and technology.

- 1 7.01 ★★★ Student A chooses one word and describes it as much as possible, without saying the word, and student B guesses the word.

Audioscript p169

Target vocabulary

app /æp/
chip /tʃɪp/
device /dɪ'vaɪs/
download /daʊn'ləʊd/
emoji /i'məʊdʒi/
message /'mesɪdʒ/
screen /skri:n/
social media /səʊʃəl 'mi:diə/
software /'sɒftweə/
upload /ʌp'ləʊd/
video chat /'vɪdiəʊ tʃæt/

Extra vocabulary practice

- 2 7.02 Fast finishers can make one extra gapped sentence using another word from Exercise 1. Elicit this during feedback.

Audioscript p169
Vocabulary Bank SB p134

Pronunciation

Students can turn to SB p142 for pronunciation practice of the letter *i*.

Learn to learn

Point out that it isn't only verbs and nouns that go together to make collocations. We can also have adjective-noun and noun-noun collocations.

- 3 & 4 During feedback, elicit all the possible answers together with extra collocations that students might know, e.g. *send an email*.

Extra vocabulary practice

VOCABULARY

Communication and technology

- 7.01 1 Match the words in the box with 1–11 in the picture. Listen, check and repeat.

app	4	chip	5	device	6
download	2	emoji	11	message	9
screen	3	social media	8	software	10
upload	1	video chat	7		

- 7.02 2 Complete the sentences with words in Exercise 1. Then listen and check.

- My phone fell out of my pocket this morning and the screen broke. video chat
- I can't do a video chat with you right now. I haven't got a camera on my laptop.
- Most of my friends upload photos to social media sites like Instagram.
- Look at this app – it's great for practising new English words. Why don't you download it too?

Pronunciation p142



LEARN TO LEARN

Collocations

Some words are often used together – we call these collocations. Learn them as phrases.

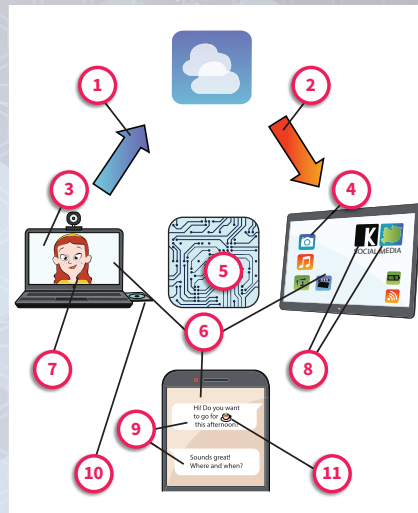
- 3 Complete these collocations with words in Exercise 1. There is sometimes more than one possible answer. download

- software
- use a messaging app
- electronic device
- send a message
- computer chip / screen / software
- upload / download photos

- 4 Take turns to start and finish the collocations you made in Exercise 3.

Send a ...

Send a message?



Use it!

- 5 Write three sentences about you or people you know using the words in Exercise 1.

My brother has got a lot of apps on his phone.

1

2

3

- 6 Compare your sentences.

I spend about three hours a day in front of a screen.

I only spend about two hours.

Explore it!

Is the sentence T (true) or F (false)?

People with nomophobia feel scared when they don't have their phone with them. **T**

Find an interesting fact about technology. Then write a question for your partner to answer.



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- 5 & 6 Remind students to personalise new vocabulary, when possible, to help them remember it more easily.

Explore it!

Monitor closely and elicit the most interesting questions for the whole class to answer.

Extend it!

In groups, students write five personal questions using the target vocabulary, e.g. 'What app do you use every day?' and carry out a class survey, walking around and interviewing as many students as possible in five minutes. They then organise and present their findings to the class.

Homework

Workbook p56

Lesson aim: I can read a magazine article about technology.

1 Elicit that the object in the picture on the left is an early mobile phone. Take the opportunity to practise comparatives if there is time, eliciting that it was *bigger, slower, heavier*, etc. than modern smartphones.

2 7.06 Alternatively, students read the introduction and answer the question. Then student A reads the *Communication* paragraph, student B *Entertainment* and student C *Sharing*. Students then tell each other what they read in their paragraph.

3 ★ Before students attempt the task, elicit that all the answers will be numbers. Ask the students to circle all the numbers in the text and match them to 1–6.

4 Inform students that at this level, the answers to the questions won't always be clearly stated in the text, but will sometimes have to be inferred from whole paragraphs.

Reading comprehension questions

5 7.07 Encourage students to check their spelling of *billion*, *million* and *thousand*.

6 Allow students a few minutes of thinking time to form opinions and think of reasons. Then ask students to work in pairs or small groups. Elicit contrasting ideas during feedback if possible.

Finished?

Students turn to SB p124 and do Exercise 1.

READING A magazine article

1 Look at the photos. What do you think the article is about?

7.06 Read the article. Check your answer to Exercise 1.



Smartphones and us

Noah Smith investigates how smartphones have changed our lives.

In 1994, the IBM Simon arrived. It was a small computer that made calls! OK, it weighed half a kilo and it didn't have a camera, but it was technically a smartphone. Today's devices are smaller, faster and more fun. Nearly 3 billion people own one, and they have transformed our lives.

3 Read the article again. Complete the sentences.

- Smartphones first appeared in 1994.
- 3.3 billion The first smartphone weighed 0.5 kg.
- 3 people in the world have a smartphone.
- Users of one well-known messaging app send 60 billion messages every day.
- In the UK, about 34 million people play games on their mobile devices.
- 2.5 billion people around the world have got social media profiles.

4 Answer the questions.

- What couldn't computers do before 1994?
They couldn't make phone calls.
- Does Noah think the IBM Simon was a very good device? No, he doesn't.
- Do Noah's grandparents have video chats?
No, they don't.
- What does Noah's sister enjoy doing?
Playing games on her phone.
- Does Noah often play games on his phone?
No, he doesn't.

84 GET CONNECTED | UNIT 7

Communication

Smartphone technology has given us many ways to communicate, but the most popular is messaging. Users of one very well-known app, for example, send 60 billion messages every day!

And then there's video. Once, video calls were science fiction – they still are for my grandparents – but for my generation, video chats have become completely normal.

Entertainment

Gaming apps let us play our favourite games anywhere, anytime on our phones – and that's usually the real reason why my sister hasn't done her homework! She isn't alone. About 34 million people in the UK play online games, and globally the industry is worth billions of dollars. Personally, I'd rather listen to my favourite bands. Smartphones are great for that, too!

Sharing

Smartphones haven't made us nicer people, but together with social media, they've made it easier for us to have hundreds of 'friends'. 2.5 billion of us have created social media profiles. We post status updates, upload our photos and share videos. Many of us have shared our whole lives online. Which reminds me – I haven't updated my status today!

7.07 Complete the words for the numbers. Then listen and check.

- 1,000,000,000,000 = one trillion
- 1,000,000,000 = one billion
- 1,000,000 = one million
- 1,000 = one thousand
- 100 = one hundred

Voice it!

6 Do you agree with the statements below? Discuss with your partner, using the expressions in the box.

I strongly agree. I agree. I'm not sure.
I disagree. I strongly disagree.

- People use their smartphones too much.
- Children under ten shouldn't have a smartphone.
- There should be no smartphones in schools.
- I couldn't live without a smartphone.

Finished? p124 Ex 1

Class challenge

Ray Tomlinson sent the first email in history in 1971. The email read 'Can you read this?' / 'Hello.' / 'qwertyuiop'.

Extend it!

In groups, students choose a technological device, e.g. a TV, a tablet or smart watch. They then collaboratively think of three ways this device is useful to us and prepare to tell the class about it.

Flipped class

▶ Ask students to watch **Video 7.2** and do the **Video worksheet** in the *Teacher's Resource Bank* in preparation for the next lesson.

Homework

Workbook p57


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

Warmer

► Play **Video 7.2** if it was not set for homework and elicit that Sophia has learned how to create a vlog, how to use a camera, how to do sound and lighting and how to edit. The vlog has given her many friends.

1 Elicit that the present perfect focuses on the present results of a past action, not the details of an event in the past. For example, in 1, the focus is on the fact that our lives are different now, not on when or how the transformation happened.


2 Ask students to think of how other technological devices have changed over the years, eliciting sentences with the present perfect.

3  **7.08** Ask students to practise the conversation in pairs, using contractions. Monitor closely and ask for a volunteer pair to perform it for the class.

Audioscript p169

Extra grammar practice

4 Remind students that they can check the list of irregular verbs on SB p143.

5 & 6  Encourage students to extend the activity using other activities (not only the ones in the box).

LANGUAGE IN ACTION


Present perfect: affirmative and negative

I/you/we/they	he/she/it
Smartphones ¹ have transformed our lives.	Smartphone technology ² has given us many ways to communicate.
Smartphones ³ have made us nicer people.	My sister ⁴ hasn't done her homework.

1 Complete the examples in the table above with the correct form of *have* (*not*). Use the article on page 84 to help you.

2 Complete the sentences with the present perfect form of the verbs in brackets.

- Smartphones **have changed** our lives. (change)
- They **have become** easier to carry. (become)
- Smartphone technology **has become** more interesting. (become)
- Smartphones **have helped** us to communicate. (help)
- Noah **hasn't updated** his online status. (not update)

 **7.08** 3 Complete the conversation with the present perfect form of the verbs. Then listen and check.

ask find leave look lose
not charge not hear not see put

- JACK** What's wrong, Kim? **haven't heard**
- KIM** I **'ve lost** my phone. Do you know where it is?
- JACK** No, I don't. I **'ve** it ring, either. Perhaps it's in your coat pocket?
- KIM** I **'ve looked** in all my pockets. It's not there.
- JACK** Perhaps you **'ve left** it in Mum's car.
- KIM** No, I don't think so. I used it this afternoon, but I can't remember where I left it.
- JACK** Maybe Mum **'s put** it somewhere.
- KIM** No, I **'ve asked** her and she says she **hasn't seen** it. Jack, can you call me?
- JACK** I think so. I **'ve** my phone, but I think it's got enough power left. Hang on ... **haven't charged**
- KIM** Here, look! I **'ve found** it. It was in my bag all the time.



Watch video 7.2
Name two things Sophia has learned?
What's the best thing that the vlog has given her?

4 Answer the questions with present perfect sentences. Use the words in the boxes.

break buy forget

password screen tablet



- Why can't Orla use her laptop?
She's forgotten her password.
- Why are Elena and Ruby so happy?
They've bought new tablets.
- Why is Andrey upset?
He's broken the screen.

Use it!

5 Write three sentences about what you have or haven't done today. Use the ideas in the box.

chat / on social media check / my emails
upload / a photo watch / TV

I've watched breakfast TV.

-
-
-

6 Tell your partner about the things you've done.

I haven't uploaded a photo, but I've played my favourite computer game.

 **Finished? p124 Ex 2**

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Grammar game

Write *Today Billy is feeling ... because ...* on the board, then fill the first gap with a feeling (e.g. *angry*). Teams have two minutes to write down as many reasons as possible (e.g. *his mother has asked him to stop playing video games*). The team with the most reasons wins. Repeat with other vocabulary.

Finished?

Students turn to SB p124 and do Exercise 2.

Homework

Workbook p58

Lesson aim: I can talk about means of transport.

Warmer

Ask: *What is the longest journey you have made?*
Students discuss the question in pairs. Monitor closely to gauge what the students already know of the target vocabulary of the lesson.

- 1 7.09 After feedback, students test each other. Student A says a noun and student B says the corresponding verb.

Audioscript p170

Target vocabulary

catch /kætʃ/
get /get/
take /teɪk/
get into /get 'ɪntuː/
get off /get ɒf/
get on /get ɒn/
get out of /get aʊt əv/
go by /gəʊ baɪ/
go on /gəʊ ɒn/

Get it right!

Encourage students to create a spidergram in their notebooks using the target language and ask two volunteers to draw their diagrams on the board if time allows.

Extra vocabulary practice

- 2 ★★★ Fast finishers can write an extra gapped sentence for the whole class. Elicit this after feedback.
- 3 Monitor closely and collect mistakes to be corrected on the board.
- 4 & 5 7.10 Tell students that a *hyperloop* is a proposed idea for a network of underground tunnels where cars or pods can travel at very high speeds across huge distances, avoiding traffic.
- Audioscript p170
Vocabulary Bank SB p134

VOCABULARY AND LISTENING

Getting around

- 1 7.09 Complete the expressions with the verbs in the box. Listen, check and repeat.

catch/get/take get into get off get on
get out of go by go on



go on
foot

get on
a train

go by
tram



catch / get / take
a plane

get out of
a car

get into / take
a taxi

get off
a bus

Get it right!

We use *take*, *get* and *catch* with planes and with public transport. But we can't say *catch a taxi*.
We *get on* and *off* public transport or a bike.
But we *get into* and *out of* a car.
We use *go by* with all transport except *go on foot* and *go on the underground*.

- 2 Complete the sentences with the verbs in Exercise 1. Sometimes there is more than one possible answer.

- 1 I'm getting off this bus at the next stop.
2 My parents have taken a taxi to the airport because the bus takes too long.
3 I'm late. I want to go the train to Ely.
4 I missed the tram so I went to work on foot.
5 We went to the island by ferry.

catch / get / take

Use it!

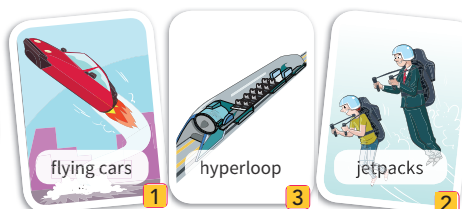
- 3 Tell your partner about two different ways to get to these places from your home.

your school a town in your country New York

To get to school, I can go on foot to the bus stop and then catch a bus. Or I can go by bike.

A radio interview

- 4 Look at the forms of transport in Exercise 5. Will we use them in the future? Discuss with a partner.
- 5 7.10 Listen to the radio interview. In which order do they discuss the transport in the pictures?



LEARN TO LEARN

Recognising opinions

It's important to understand the difference between facts and opinions. When people give an opinion, they often begin with phrases like these:

in my view ... in my opinion ... I (don't) think ...

- 6 7.10 Listen again. Which of these opinions does the professor have?

- 1 Flying cars aren't the answer to traffic jams. ☒
2 There will be a lot of flying cars soon. ☐
3 People won't use jetpacks to get to work. ☒
4 The hyperloop is just science fiction. ☐
5 The hyperloop will change our lives. ☒

Learn to learn

Understanding the difference between facts and opinions is an important critical-thinking skill which enables students to make sense of what they hear or read in their everyday lives, on TV and in the news, for example.

- 6 7.10 In pairs, students discuss the statements before listening again. Challenge stronger students to write down phrases which indicate that the speakers are expressing an opinion (e.g. *I think*).

Extend it!

In groups, students discuss their opinions about the predictions in Exercise 6, using the phrases given to express opinions.

Flipped class

▶ Ask students to watch **Video 7.3** and do the **Video worksheet** in the *Teacher's Resource Bank* in preparation for the next lesson.

Homework

Workbook p59

Lesson aim: I can understand how to use *will/won't*, *may* and *might*.


Warmer

► Play **Video 7.3** if it was not set for homework. Elicit that James won't be an actor. He'll learn about special effects and may interview people on the street.


1 Point out that *may/might* have the same meaning, and we can use either when we are not sure.

2 ★ Before students attempt the task, consolidate the meaning of the verbs using facial expressions and gestures. Say *will* with a serious face and a gesture which means certainty in the students' culture, and *might* with an unsure face and a culturally appropriate gesture, such as a shrug.


Extra grammar practice

3  7.11 After feedback, play the audio again and ask students to use facial expressions and gestures when they hear *will/won't* and *might*.

Audioscript p170

4  During feedback, encourage students to justify their answers and elicit contrasting ideas if possible.

5 & 6 Make sure students understand that we use *to + a reason* when we want to explain why something is happening.

7  Encourage students to make the sentences true for them and as memorable as possible.

LANGUAGE IN ACTION


will/won't, may and might

¹ Certain / Uncertain predictions	² Certain / Uncertain predictions
It will really change our lives.	We may have jetpacks one day just for fun. We might see hyperloops between big cities.
We won't see a lot of flying cars in the sky.	They may not be useful for getting to work. We might not need to wait much longer.

1 Circle the correct words in the headings in the table above.

2 Are these predictions C (certain) or U (uncertain)?

- Cars might be less noisy. **U**
- Every family will have a flying car. **C**
- In fifty years from now, children may go to school by jetpack. **U**
- Jetpacks won't be very useful for most people. **C**
- Everyone will travel by hyperloop. **C**
- Some people might not want to travel on a hyperloop. **U**

 3 Listen to Danielle talking about transport in the future. Which of the predictions in Exercise 2 does she make?



1, 2, 4, 6

 Use it!

4 Complete the sentences about the future with *will/won't* or *may/might (not)*. Then compare your opinions in pairs.

- People _____ have their own aeroplanes.
- People _____ go to work by bike.
- We _____ need smartphones.
- We _____ use paper.
- There _____ be books and magazines.



Watch video 7.3
What won't James be in ten years' time?
How will he make the vlog look better?

Infinitive of purpose

to + infinitive

A lot of us catch a bus ¹ **to go** (go) to work.
² **To solve** (solve) the problem, we should invent flying cars.
It takes a lot of energy ³ **to lift** (lift) a person off the ground.

5 Complete the examples in the table above with the correct form of the words in brackets.

6 Match 1–5 with a–e. **1 c 2 e 3 b 4 a 5 d**

- Can I borrow your phone **a** to have lunch?
- Is there a printer **b** to check your email.
- You can use my laptop **c** to make a call?
- Shall we stop **d** we decided to fly.
- To get there sooner, **e** to print these photos?

 Use it!

7 Complete the sentences with your own ideas and tell your partner.

- I went to _____ to _____.
- I bought a _____ to _____.
- I stopped at/in _____ to _____.

I went to London to visit my cousin last summer.

 Finished? p124 Ex 3

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Grammar game

Write on the board: 'Today I bought a newspaper to ...'. Students in teams have three minutes to brainstorm all the possible uses of a newspaper (e.g. read it, make a paper plane, cover the floor while I paint my room, etc.). Elicit the students' ideas, using *to + infinitive*. The class votes for the most creative uses of the newspaper.

Finished?

Students turn to SB p124 and do Exercise 3.

Homework

Workbook p60

Lesson aim: I can give instructions.

Warmer

In groups, students discuss their experiences of trying to explain to their older relatives how to use technological devices. This might generate some funny stories. Monitor and elicit these from the whole class.

- 1 7.12 ★★ Students listen and answer the question with their books closed.

Audioscript p170

- 2 Elicit that these phrases are used to soften the instructions. In some languages, including English, imperatives can be quite strong and direct, so we can use phrases like these instead.

- 3 Play Video 7.4 and drill the students' pronunciation.

- 4 Encourage students to think of how these phrases translate into their own language, if appropriate.

Everyday English practice

- 5 Brainstorm with the class different types of technology on the board and invite students to choose one of them to write about. They should explain this to someone who has never used the technology before.

- 6 If possible, encourage students to have the type of technology with them, and demonstrate using it. Student A can give instructions while student B follows the instructions.

SPEAKING Giving instructions

- 1 7.12 Listen to the conversation. What is Tom explaining to his dad?

- a How to take a photo
- b How to record a video



TOM So, Dad, before ¹*you start*, switch the camera to record mode. Have you done that?

DAD Like this?

TOM Yes, that's right. It needs to be on record mode to film a video. Now, look at this little screen.

DAD I can't see anything.

TOM Ah. Remember ² *to check* that your hand isn't in front of the camera!

DAD Is this better?

TOM Not quite. Look, you need to keep your fingers here. *That's it*. Now, do you see this button?

DAD This one?

TOM No, not that one. This one here. It's ³ *really important* that it's turned on if you want to record sound. Oh, and ⁴ *make* sure that the light is red. That means you're recording. Got that?

DAD Yes, I think so. Thanks, Tom!

- 2 7.12 Complete the conversation with the phrases from the Useful language box. Then listen and check.

Useful language

Before you start, ...
It's really important that ...
Make sure that ...
Remember to check that ...

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



Watch video 7.4
Everyday English

Got that? Like this?
Not quite. That's it.

- 4 Match the phrases in the Everyday English box with their meanings.

- 1 That's right. *That's it.*
- 2 Do you understand? *Got that?*
- 3 This way? *Like this?*
- 4 Not exactly. *Not quite.*

PLAN

- 5 Give instructions for using a type of technology. Use the ideas below.

What type of technology you want to talk about: _____

How it works: _____

What words you need to describe it: _____

SPEAK

- 6 Practise the conversation with your partner. Remember to use infinitives of purpose, the vocabulary from this unit, and phrases from the Useful language and Everyday English boxes.

CHECK

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

What was the technology? _____

How does it work? _____

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- 7 Pairs listen to each other's instructions, then give each other feedback, e.g. *Were the instructions clear? Could you use the technology now? How can you make the instructions better?*

Flipped class

In preparation for the next lesson, ask students to look around their homes and make notes on what technology they use (e.g. for cooking, cleaning and entertainment).

Lesson aim: I can write an article about technology.

Warmer

In groups, students compare the technology they use in their homes.

- 1 If your school does not use much technology, ask students to brainstorm technology they'd like to see in the classroom.
- 2 Set a strict time limit to encourage skimming.
- 3 ★★★ After feedback, allow students a few minutes in pairs to discuss whether they think robots will ever replace teachers and why.
- 4 & 5 Elicit what is different about *such as* (it cannot be used at the beginning of the sentence like all the other phrases).

Useful language practice

- 6 Ask the class what times in the past and future they would like to write about (e.g. 30 years ago, 30 years into the future). Make sure that the whole class is focusing on the same time periods.
- 7 You may want students to use three different colour pens, like in the text in Exercise 2, to focus their attention on text structure and tense usage. The green paragraph, for stronger students, could also feature the present perfect.
- 8 After students have checked their own work, they give it to another student to read and comment on. Ask them to say what predictions they agree and disagree with, and why.

WRITING An article

You can see a teacher writing on a blackboard, using chalk and a student using a pen on a whiteboard.

- 1 What can you see in the two photos? Can you think of other changes that technology has made at school?



- 2 Read the article. Does it mention any of your ideas in Exercise 1?

School technology

- 1 Teaching has changed a lot. **For instance**, in the past, teachers used blackboards and children wrote everything with pen and paper. **What's more**, the only technology in classrooms was a TV or perhaps a cassette player.
- 2 Today, in contrast, teachers use lots of technology. **For example**, most classrooms have wi-fi. **In addition**, teachers use interactive whiteboards and children use tablets to do exercises or play games. With technology **such as** video chat, classes can work with children in another country. All this makes learning easier and more fun.
- 3 Some people think that robots might teach children one day. However, I don't think that will happen. Teachers help us learn things, but they take care of us, too. Robots can't do that. The technology may change over time, but the best teachers will always be real people.

- 3 Read the article again. Are the sentences T (true) or F (false)?

- 1 In the past, there was a lot of technology in the classroom. **F**
- 2 Children chat to their classmates using video chat. **F**
- 3 It's normal today for classrooms to be connected to the Internet. **T**
- 4 Technology helps children to learn. **T**
- 5 Robots will replace teachers. **F**

- 4 Complete the *Useful language* box with the phrases in **bold** in the article.

Useful language

Giving examples: ¹ **For instance**, ² **For example**

³ **such as**

Adding more information: ⁴ **What's more**, ⁵ **In addition**

- 5 Circle the correct words.

- 1 Tablets are often cheaper than laptops.
What's more, / **For example**, they're easier to carry.
- 2 The first mobile phones could only make calls.
In addition, / **For instance**, they were huge.
- 3 In the future, schools might use technology
such as / **what's more** 3D-printing.

Write an article about technology in the home.

PLAN

- 6 Make notes about technology at home. Think about cooking, cleaning and entertainment. Make notes for your three paragraphs.

- 1 Technology at home in the past: _____
- 2 Technology at home today: _____
- 3 Predictions for the future: _____

WRITE

- 7 Write your article. Remember to include three paragraphs, past and present tenses, predictions with *will/won't* and *may/might (not)* and phrases from the *Useful language* box.

CHECK

- 8 Do you ...
 - describe technology in the past
 - describe technology in the present
 - make certain and uncertain predictions for the future?

Finished? p124 Ex 4

UNIT 7 | GET CONNECTED 89

Finished?

Students turn to SB p124 and do Exercise 4.

Flipped class

In preparation for **Explore it!** (p91), students research an interesting fact about South Korea.

Homework

Workbook p61

Lesson aim: I can read an article about technology in Seoul.

Warmer

In groups, students discuss types of voice-activated technology, whether they use it and why they like it or dislike it.

► Play **Video 7.5** and ask students to answer the questions. Elicit that an *android* is a type of robot that looks like a person. Then ask the students in pairs to discuss which of the robot functions in the video they think is most important in society and why.

Video comprehension questions

- 1 Ask students in pairs to guess how technology fits into each photo, e.g. 'Perhaps a robot prepared the children's food'.
- 2 7.13 Set a strict time limit to encourage faster skimming. During feedback, elicit the key words in the texts that indicated the picture they correspond to.
 - 1 wake up / Seoul
 - 2 breakfast / sister
 - 3 bus / glued to their screens
 - 4 train
 - 5 school / robot helper

Class challenge

The word 'robot' means 'something which has to work' and comes from the Russian / Chinese / **Czech** language.

AROUND THE WORLD

READING An article

- 1 Look at the photos. Where do you think this is? **Seoul**
What is happening in each photo?



- 2 Read the article. Match photos a-e with paragraphs 1-5.



We use robots for doing usually repetitive or dangerous jobs.

Globetrotters

Watch video 7.5
Hello, robots!

a type of robot that looks like a person

- What things do you use robots for?
- What is an android?
- What do you think the future of robots will be?

One morning in the high-tech capital of the world

1 6.30 am

An alarm buzzes and Seo-yun's phone wakes her up for another day in Seoul, the world's 'tech capital'. In the bathroom, she tells the voice-activated shower to start. Water gushes from the shower but it's too cold. 'Warmer please,' Seo-yun calls out.

2 7.20 am

In the kitchen, Dad makes breakfast. While they wait, Seo-yun and her sister, Ji-woo, watch cartoons on the 'family hub' – a huge tablet screen built into the fridge door. They hear a 'ping' – one of Seo-yun's friends has sent a message. Will she go to school on foot or take the bus? Seo-yun asks the family's voice-activated device to check for rain while she checks her travel app to see what the traffic is like.

Lesson aim: I can read an article about technology in Seoul.

- 3 Allow students in pairs to discuss where they might find the answers in the text, before reading it again. During feedback, elicit the key words in the text that indicate where the answers are.

Reading comprehension questions

Learn to learn

Understanding onomatopoeic words (i.e. words that sound like the sound they refer to) will help to increase students' comprehension of texts, especially fiction, so that they may find it easier to read for pleasure.

- 4 Point out to students that the words sound like the sounds they refer to. Ask: *Are there any words like this in your language?*

- 5 & 6 Encourage students to practise saying the words out loud, so as to guess their meaning.

- 7 Allow students a minute of thinking time to form an opinion and think about examples they can discuss. Monitor and elicit relevant ideas with the whole class.

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

3 Answer the questions.

- Where does Seo-yun keep her smartphone at night? *Next to her bed.*
- What doesn't Seo-yun's shower have? *Taps.*
- What is Seo-yun's dad doing while she's watching TV? *He's making breakfast.*
- Which two ways of getting to school does Seo-yun think about?
Going on foot or taking the bus.
- How does Seo-yun pay for her bus journey?
With her (smart)phone.
- What are the other passengers doing on the bus?
They're looking at the screens on their devices.
- Why is Seo-yun's mum going to Busan?
For work / For business.
- Does Ji-woo do gymnastics with Genibo every day? *No.*

3 d 8.00 am

Seo-yun has decided to take the bus. There's a beep as she swipes her phone over a sensor when she gets on, and then she takes a seat. On the way, she reads an online comic, and then puts in earphones to enjoy all the bangs, crashes and other sound effects without disturbing other passengers. She doesn't need to worry, though. They're all glued to their screens, too!

4 c 8.10 am

Seo-yun's mum has taken the KTX bullet train to meet colleagues in Busan. The train roars between the two cities at nearly 300 kph. During the journey, she has a video chat with her boss. The journey may soon be much quicker. The government wants to build a new kind of train line called a hyperloop, with trains that zoom along at 1,000 kph.

5 a 8.20 am

Ji-woo has arrived at primary school and the teacher's robot helper, iRobi, comes to Ji-woo with a whir of electric wheels. iRobi marks Ji-woo's attendance and uses face recognition to check her mood. 'Excited?' asks iRobi. Of course. Today Ji-woo might have a gymnastics class with Genibo ... the school's robot dog. That's education – Korean style!



LEARN TO LEARN

Words that describe sounds

There are many English words that sound similar to the sounds they describe.

- 4 Find and underline words in the article for these sounds.

- sounds that a smartphone makes (x 3)
buzz, *ping*, *beep*
- sound effects from a film or cartoon (x 2)
bang, *crash*
- the sound that a very fast train or other vehicle makes *roar*
- the sound of something turning very quickly, for example a robot's wheels
whir
- the sound of water moving fast *gush*

- 5 Look at more words to describe sounds in the box. With a partner, say the words and discuss what sounds you think they describe.

crack hiccup hiss
miaow pop splash woof

- 6 Use a dictionary to check the meaning of the words in Exercise 5.

Voice it!

- 7 Discuss the questions.

- Does Seo-yun think about other people's feelings? What does she do?
- Give an example of when you thought about other people's feelings.

Yes, she does. She puts in her earphones to enjoy all the sound effects of her comic without disturbing other passengers

Explore it!

Guess the correct answer.

South Korea has the world's fastest ...

a *internet speeds* b trains c underground.

Find another interesting fact about South Korea. Then write a question for your partner to answer.



OWN IT! The Culture Project Teacher's Resource Bank

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Explore it!

Alternatively, ask the students to work in groups to make a short 'South Korea quiz'. The groups then swap questions, or read the questions out loud for the whole class.

Culture project

See Project Book p30 for further information and activities.

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 In groups, students brainstorm vocabulary related to technology and communication before completing the exercise. Write appropriate words on the board to help students.

2 ★★ Alternatively, ask students to close their books. Read each sentence out loud to the class, replacing the options with a *beep*. The first team to shout *Buzz!* and give the correct answer wins a point.

Language in action

3 ★ Before students attempt the task, review with them the form of the present perfect, (*have/has + past participle*), and the past participle of the verbs in brackets if needed.

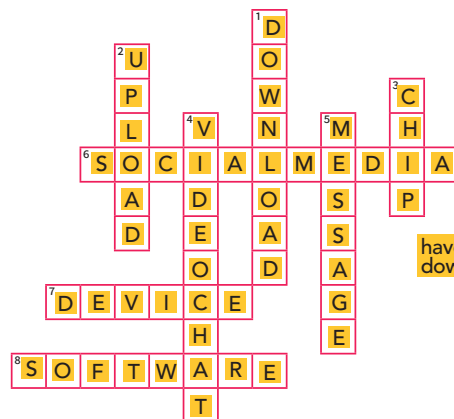
4 Challenge fast finishers to prepare an extra sentence with three options. Elicit this after feedback for the whole class to complete.

Unit quiz review

7 REVIEW

VOCABULARY

1 Complete the crossword.



Across

- 6 Facebook and Instagram are examples of this.
- 7 A piece of electronic equipment that can connect you to the Internet.
- 8 You can't touch or see this, but computers can't work without it.

Down

- 1 Take a file, photo, video, etc. from the Internet and put it onto your device.
- 2 Put a file from your device onto the Internet.
- 3 The 'brain' inside your computer or phone.
- 4 This is when you see and talk to someone using your computer or phone.
- 5 A short text that you send to someone.

2 Circle the correct words.

- 1 Eva caught / went by the bus outside the bank.
- 2 Jo travelled from Rome to Pisa on / by train.
- 3 Nina went by / on the underground.
- 4 Zehra got off / out the tram at the last stop.
- 5 Luke took / caught a taxi from home and got out / off at the airport.

LANGUAGE IN ACTION

3 Complete the sentences with the present perfect form of the verbs in brackets.

- 1 How annoying! My phone is on silent and I have missed five calls. (miss)
- 2 You don't need to call a taxi. I have booked one with this app. (book)
- 3 I don't know what Dina's brother looks like. She hasn't shared any photos of him. (not share)
- 4 I haven't downloaded their new album. I heard it isn't very good. (not download)

4 Circle the correct answers.

- 1 The bus ... leave at 10.02 exactly. It's never late.
a may b will c won't
- 2 They ... be able to do it, but they're trying.
a can't b might c may not
- 3 Hamza bought some tools ... his bike.
a fix b to fix c for fix
- 4 We haven't got enough ink ... the photos.
a to print b for to print c for print



Self-assessment

I can use words to talk about communication and technology.



I can use words to talk about getting around.



I can use the present perfect to make affirmative and negative sentences.



I can use *will/won't*, *may* and *might* to make predictions.



I can use *to + infinitive* to talk about purpose.



Self-assessment

Encourage students to ask you for extra homework for each language area they weren't completely happy with.

Homework

Workbook pp62-63

Lesson aim: I can make and use flashcards.

Learn to learn

One drawback of flashcards is that they can be more difficult to store and they can be lost. If appropriate, you may want to adapt this page to train students to use online flashcard apps, which have the advantage of being easily accessible, especially if students have smartphones.

Warmer

Start by showing the students a flashcard (or, if appropriate, a flashcard app), and elicit how the students feel about using them instead of other ways of recording vocabulary.

- 1 Ask students to cover the green cards and guess in pairs what the other side might say before matching the cards' fronts and backs.
- 2 Allow students time to do this individually and then check in pairs.
- 3 If the students are using flashcard software, introduce them to extra features and options, such as adding pictures, translations, automatic definitions and so on.

OWN IT!

- 4 As students guess the information on each other's cards, reassure them that a good card will be memorable but doesn't necessarily need to have an obvious answer for everyone. Some guessing is to be expected, like in the example.
- 5 During feedback, elicit students' feelings about using flashcards, and point out that different learners will prefer different ways of recording vocabulary.

LEARN TO LEARN

LEARN TO ... MAKE AND USE FLASHCARDS

You can use flashcards to learn collocations and phrases with prepositions.

- 1 Match the front and back of the flashcards.
1 b 2 d 3 e 4 a 5 c
- 2 Match the flashcards in Exercise 1 with the different types of flashcard a–c.
a a phrase with the preposition missing 3 5
b a collocation with one word missing 1
c opposite collocations with one of them missing 2 4
- 3 Choose five collocations or phrases with prepositions from Unit 7. Use them to make the different types of flashcards in Exercise 2.

OWN IT!

- 4 Show the front of your flashcards from Exercise 3 to your partner. Can they guess what is on the back of each flashcard?
Mobile ... Voice-activated ...
Electronic device? No, it begins with the letter 'e'.
Yes! That's right!
- 5 Discuss the questions with your partner. Which are ...
1 easier to make, flashcards with phrases with prepositions or flashcards with collocations?
2 easier to remember with flashcards, phrases with prepositions or collocations?

BACK TO SCHOOL!!

UNIT 7 | GET CONNECTED 93

Unit 8 High flyers

Lesson aim: I can talk about achievements.

Warmer

In groups, students look at the picture and brainstorm adjectives that might describe how the boy is feeling.

► Start it!

► Unit quiz

- 1 & 2 Use the picture to elicit the meaning of *achievement* /ə'tʃi:vmənt/ (something very good and difficult that someone has succeeded in doing).
- 3 ► Brainstorm why fire has changed human society with the whole class before playing **Video 8.1**.
- 4 Give students a minute of thinking time, then allow group discussions before eliciting ideas with the whole class.

► Video comprehension questions

Flipped class

Prepare for **Explore it!** (p95). Students research an interesting fact about an amazing achievement.

8

HIGH-FLYERS

LEARNING OUTCOMES

I can ...

- understand comments on a web page and a talk about a young inventor
- answer questions in a job interview
- write a competition entry
- understand how to use present perfect for experience, and reflexive and indefinite pronouns
- talk about exceptional jobs and qualities, and achievements
- form people words and make notes
- manage my time and create a timeline.



Start it!

- 1 Look at the photo. What is the boy learning to do? **He's learning to fly (a plane).**
- 2 Before you watch, think of three great human achievements.
- 3 Why do people say fire is a great human achievement? Watch and check. **Fire changed how people live.**
- 4 Think of three personal achievements for you.



Watch video 8.1



Language in action 8.2 p97



Language in action 8.3 p99



Everyday English 8.4 p100

94 HIGH-FLYERS | UNIT 8

Unit aims

Skills

I can ...

- understand online comments p96
- take part in an interview p100
- write a competition entry p101
- make an invention timeline p102–103

Language

I can ...

- talk about exceptional jobs and qualities p95
- understand how to use the present perfect to talk about experiences p97
- use phrasal verbs to talk about achievement p98
- understand how to use reflexive pronouns p99

Learn to Learn

I can ...

- understand word formation p95
- make notes p98
- make a vocabulary study plan p105

Extra Resources

- *Finished?* – Student's Book p125
- *Vocabulary Bank* – Student's Book p135
- CLIL – Student's Book p140
- Pronunciation – Student's Book p142
- *Workbook* p64
- *Teacher's Resource Bank* on Cambridge One for tests package, Cambridge Exam practice, wordlists, differentiated worksheets and many other extra resources.
- *Practice Extra* and *Digital* collaboration space

Lesson aim: I can talk about exceptional jobs and qualities.

- 1 8.01 ★★★ Alternatively, student A chooses a job from the box and mimes it. The first student to guess the word wins a point and mimes the next one.

Audioscript p171

Target vocabulary

athlete /'æθli:t/
businessman/
businesswoman
/'biznismən/'bizniswumən/
composer /kəm'pəʊzə/
inventor /ɪn'ventə/
mathematician
/mæθmə'tɪʃən/
scientist /'saɪəntɪst/
surgeon /'sɜ:dʒən/
writer /'raɪtə/

Extra vocabulary practice

- 2 8.02 ★ Before the activity, write the target vocabulary on the board. Students in small groups discuss the meaning of the words they know and split the ones they don't know for different students to look up in a dictionary and teach to the group.

Audioscript p171
Vocabulary Bank SB p135

Learn to learn

Point out that there is no difference in pronunciation between -er and -or, which are pronounced as /ə/. You could also mention that -person can also be used with some jobs when we don't want to say if it's a man's or a woman's job (e.g. *businessperson*).

VOCABULARY

Exceptional jobs and qualities

- 1 8.01 Match the jobs with the photos. Listen, check and repeat.

athlete	6	businessman/ businesswoman	7
composer	3	inventor	8
mathematician	5	scientist	2
surgeon	1	writer	4



- 2 8.02 Circle the correct words. Then listen and check.

- Olympic athletes like javelin and discus throwers have incredible *creativity* / *strength*.
- The scientist Albert Einstein was famous for his great *intelligence* / *strength*.
- At just four years old, Mozart showed a lot of *skill* / *determination* as a composer.
- J.K. Rowling's *creativity* / *intelligence* as a writer made her famous around the world.
- Ada Lovelace was an English mathematician. Her *talent* / *creativity* for maths helped to make the modern computer possible.
- The inventor Thomas Edison worked with a lot of *determination* / *talent* over many years to make his light bulb work.



LEARN TO LEARN

Word formation: people words

To form nouns describing people, we often add extra letters to a verb or a noun. We sometimes need to change other letters.

- 3 Complete the table with words in Exercise 1.

Verb / Noun	Extra letters	People word
invent	-or	1 <i>inventor</i>
compose	-er	2 <i>composer</i>
write		3 <i>writer</i>
music	-ian	4 <i>musician</i>
mathematics		5 <i>mathematician</i>
science	-ist	6 <i>scientist</i>
business	-man -woman	7 <i>businessman</i> 8 <i>businesswoman</i>

- 4 Test your partner. Ask who ... ?

Who writes music. A composer.

Use it!

- 5 Choose three jobs in Exercise 1. Make notes on the special qualities the jobs need.

1 _____
2 _____
3 _____

- 6 Discuss your ideas.

I think a writer needs a lot of talent and creativity.

Explore it!

Guess the correct answer.

How old was Louis Braille when he invented his famous alphabet for the blind?

a 10 b 15 c 25

Find an interesting fact about an amazing achievement. Then write a question for your partner to answer.



UNIT 8 | HIGH-FLYERS 95

- 3 & 4 ★★★ Students test each other's spelling in pairs. Student A asks a question, e.g. *Who writes music?* Student B writes down the answer, and student A checks the spelling.

Famous people job quiz

- 5 & 6 Remind students to think of reasons why a job needs particular qualities. Encourage them to discuss each other's ideas, saying if they agree or disagree.

Explore it!


After feedback, ask students in groups to discuss the achievements they talked about and choose the most amazing one, justifying their answer during feedback.

Homework

Workbook p64

Lesson aim: I can understand online comments.

1 Encourage students to use the qualities from SB p95 when they discuss the questions.

2  8.03 Give students two minutes to read the text to encourage faster reading.

3 Encourage students to tell each other in pairs where they found the information to answer the questions.

Reordering sentences

4 After feedback, students test each other in pairs. Student A says an expression from one of the columns, and student B says *make* or *do*.

5 Allow some thinking time for students to form an opinion and research teenagers' achievements online if possible.

Extend it!

Ask students to copy the table from Exercise 4 in their notebooks. Brainstorm other expressions with *do* (e.g. *your homework*) and *make* (e.g. *a mistake*) and get students to add these to their notebook.

Class challenge

Blaise Pascal was **16 / 22 / 35** when he invented his first calculator.

Finished?


Students turn to SB p125 and do Exercise 1.

READING Online comments

1 Look at the photos and discuss the questions.

1 Are the people successful? **They all look successful.**

2 What do you need to be successful in these areas?

2  8.03 Read the online comments. In which area is each person successful?

Teenagers taking the world by storm

Yesterday's article about teenagers' achievements has made a big impression. We've never had so many comments!



1 Krtin Nithiyandam is only 17, but the intelligence and creativity of this British schoolboy is amazing. He hasn't studied at university, but he's done laboratory research into Alzheimer's disease and is the inventor of a new test for it. He's worked with Cambridge University scientists and has won awards. Genius! **smartypants 11 m ago Science**



2 Have you ever heard of Mikaila Ulmer? This Texan kid has won one of the USA's most famous game shows, has made a fortune as a businesswoman and has even met the president. She started a lemonade business and entered a TV competition for entrepreneurs. She won and **made a deal** worth millions of dollars. I haven't tried her lemonade, but it's called BeeSweet. Mikaila gives money to charities that protect bees and she's even written a book. For a 13-year-old, she's doing pretty well! **Marion_T 56 m ago Business**



3 We've heard about some incredible prodigies, but how about Alma Deutscher? She's an incredible 12-year-old musician from England. Home-schooled, Alma started playing the piano at two and showed talent even then. She's given concerts all over the world and she's also a composer. She's composed pieces for whole orchestras and has even written an opera. I'm **doing my best** to learn the violin, so when I saw Alma on television, I was amazed. With all that skill, I wonder ... has she ever played a wrong note? I doubt it! **Bowfrog 1h 10 m ago Music**

96 HIGH-FLYERS | UNIT 8



3 **Underline** the key word(s) or phrase(s) in the questions. Then write K (Krtin), M (Mikaila) or A (Alma).

Who ...

1 is under the age of 18? **K, M, A**

2 is from the UK? **K, A**

3 wants to help other people? **K**

4 wants to help animals? **M**

5 was on TV? **M, A**

6 doesn't go to school? **A**

7 met someone famous? **M**

4 Find and **underline** expressions in the comments with *do* or *make*. Complete the table with two more examples for each.

<i>do</i>	<i>make</i>
laboratory research	a big impression
pretty well, my best	a fortune, a deal

Voice it!

5 Discuss the questions.

1 Who do you think has had the most effect on people's lives: Krtin, Mikaila or Alma? Why?

2 Do you know of another young person who has achieved a lot?

 **Finished? p125 Ex 1**

Flipped class

▶ Ask students to watch **Video 8.2** and do the **Video worksheet** in the *Teacher's Resource Bank* in preparation for the next lesson.

Homework

Workbook p65

Lesson aim: I can understand how to use the present perfect to talk about experiences.

Warmer

► Play **Video 8.2** if it was not set for homework and ask students to raise their hands when the vlogger mentions an activity they have also done. Elicit that Joann has never lost an art competition, and that she's been to the UK, Spain and Portugal.

- 1 Point out that **ever** has the meaning of 'at any time up to now'. Then elicit that **never** has the meaning of 'not at any time'.

Get it right!

Explain that **ever** is not used in affirmative statements, but only in negative ones and questions.

Pronunciation

Students can turn to SB p142 for practice of intonation in questions.

- 2 **8.06** Before the activity, tell students that a woman called Maya is cycling around the world for charity, and elicit a few questions they would ask her.

Audioscript p171

- 3 Fast finishers can write extra questions about other high-achieving teenagers that were mentioned in the last lesson. Elicit these during feedback and ask the class for the answers.

Extra grammar speaking practice

- 4 Tell students that they can make more questions using their own ideas, as well as those in the box.
- 5 Encourage students to ask follow-up questions to find out more about each other's experiences.

LANGUAGE IN ACTION

Present perfect for experience

I/we/you/they	he/she/it
We've heard about some incredible prodigies.	He's worked with Cambridge University scientists.
I haven't tried her lemonade.	He hasn't studied at university.
We've ¹ never had so many comments.	
Have you ² ever heard of Mikaila Ulmer?	Has she ³ ever played a wrong note?
Yes, I have. / No, I haven't.	Yes, she has. / No, she hasn't.

Pronunciation p142

- 1 Complete the examples in the table above with **ever** or **never**. Use the online comments on page 96 to help you.

Get it right!

We use an affirmative verb with **never**.

I've never played golf. NOT I haven't never played golf.

- 2 **8.06** Maya Flynn is cycling around the world for charity. Complete the interview with the present perfect form of the verbs. Then listen and check.

PAUL How far ¹ **have you cycled** (you / cycle), Maya?
MAYA ² **I've ridden** (I / ride) 10,000 miles so far. **have you crossed**
 I've got another 8,000 to go!
PAUL How many countries ³ _____ (you / cross)?
MAYA ⁴ **I've been** (I / be) through three continents so far, and ⁵ **I've visited** (I / visit) 12 countries.
PAUL ⁶ **Have you had** (you / have) any funny experiences along the way?
MAYA Well, an emu chased me in the Australian outback.
⁷ _____ (I / never experience) that before! **I've never experienced**
PAUL No, not many people have! And how ⁸ **has your bicycle been** (your bicycle / be)?
MAYA ⁹ **It hasn't had** (it / not have) any problems at all. It's a great bike.
PAUL So how much money ¹⁰ **have you made** (you / make)?
MAYA ¹¹ _____ (I / not reach) my target, but
¹² **I've made** (I / make) £30,000 so far.
PAUL That's amazing! Good luck with the rest of your journey.

I haven't reached

- 3 Write questions and short answers about the people in the online comments on page 96.

1 Krtin / work / in a laboratory?
Has Krtin worked in a laboratory?
Yes, he has.

2 Mikaila and Alma / be / to university?

Have Mikaila and Alma been to university?
No, they haven't.

3 Marion_T / try / BeeSweet lemonade?

Has Marion_T tried BeeSweet lemonade?
No, she hasn't.

4 Bowfrog / hear / Alma play?

Has Bowfrog heard Alma play?
Yes, he/she has.

Use it!

- 4 Think of questions with the present perfect and **ever**. Use the words in the box.

be on TV climb a mountain
 perform in a concert raise money for charity
 win a competition win a race

- 5 Ask and answer your questions.

Have you ever won a competition?

Yes, I have. I won an art competition at primary school.

Finished? p125 Ex 2

UNIT 8 | HIGH-FLYERS 97

Grammar game

Students write down three experiences they have had, using the present perfect. One of them should be a lie. Students say their three experiences and their group asks questions to guess which one is the lie. Monitor closely to check students are switching to the past simple when discussing the details of the events.

Finished?

Students turn to SB p125 and do Exercise 2.

Homework

Workbook p66

Lesson aim: I can use phrasal verbs to talk about achievement.

- 1 8.07 After feedback, if appropriate, ask students to make flashcards (see SB p93) to test each other on the phrasal verbs.

Audioscript p171

Target vocabulary

carry on /kæri ɒn/
come up with /kʌm ʌp wið/
give up /ɡɪv ʌp/
keep up with /ki:p ʌp wið/
look up to /lʊk ʌp tu:/
set off /set ɒf/
set up /set ʌp/
show off /ʃəʊ ɒf/
take part in /teɪk pɑ:t ɪn/
work out /wɜ:k aʊt/

Extra vocabulary practice

- 2 You could put students into small groups, and encourage them to ask follow-up questions to find out more about each other.

- 3 ★ Write these prompts on the board to help students guess the situation: *homework, no electricity, candle, dark, no batteries, torch.*

- 4 8.08 Remind students that they are listening for the general idea, and they should not worry if they don't understand all the details at this point.

Audioscript p171
Vocabulary Bank SB p135

Learn to learn

At this stage students should be learning to write concise and clear notes, omitting articles and other small 'grammar' words.

VOCABULARY AND LISTENING

Phrasal verbs: achievement

- 1 8.07 Listen and repeat the verbs in the box. Complete the sentences with the correct form of the verbs. Then match them with the pictures.

carry on come up with give up
keep up with look up to set off set up
show off take part in work out

- The professor was so happy when he finally came up with the answer! h
- Marcus loves to take part in charity races. e
- Martha is nearly at the top. She isn't going to give up now! d keep up with
- The others can't show off Grandma. g
- My brother set up his own business. j
- Thalia really looks up to her mum. She wants to be just like her one day. a
- We've got everything. Let's set off. i
- The maths problem is hard to work out. c
- I don't think I can carry on. Let's rest. f
- Aiden likes showing off on the court! b



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Use it!

- 2 Write three examples from your own life using phrasal verbs in Exercise 1. Compare with a partner.

- _____
- _____
- _____

I wasn't very good at the piano, but I carried on with lessons until I was ten.

A talk

- 3 Discuss the questions.

- 1 What is the girl doing?
- 2 What is difficult for her?



The girl is doing her homework. She's having problems because she doesn't have electricity and can't afford batteries for her torch.

- 4 8.08 Listen to a talk. Were your ideas right?

LEARN TO LEARN

Making notes

Write key words when you listen. Then use your notes to remember the ideas that you heard.

- 5 8.08 Listen again and make notes for each heading.

Personal details
1 Ann Makosinski – Canadian – 20
Her torch – how it works
2 heat from hand – energy – no battery – simple, clever
Why she thought of the idea
3 friend – Philippines – no electricity at home – couldn't afford batteries
Her achievements
4 Google Science Fair – 1st prize \$25,000 – TV, newspapers
Her E-Drink – how it works
5 mug – heat from coffee – charge phone – kind to environment

- 6 Explain how Ann's inventions work. Use your notes in Exercise 5.

- 5 8.08 Allow students in pairs to discuss what they remember under each heading, taking notes on the side so that they may check their ideas when they listen again.

- 6 Allow students time to rehearse alone and ask you questions if necessary. Students then work in pairs, taking turns to explain the inventions.

Flipped class

▶ Ask students to watch **Video 8.3** and do the **Video worksheet** in the *Teacher's Resource Bank* in preparation for the next lesson.

Homework

Workbook p67

Lesson aim: I can understand how to use reflexive pronouns.

Warmer

► Play **Video 8.3** if it was not set for homework and elicit that (according to the vlogger) everyone should learn to speak English, and everyone should know or understand himself or herself.

1 Explain that we often use reflexive pronouns when the subject and the object of the verb are talking about the same person (*I hurt myself, not I hurt me*).

2 For question 3, elicit that the reflexive pronoun is used to mean *on her own* or *without anyone's help*.

3 **8.09** ★ Guide students to circle the subjects of each sentence before they attempt the tasks.

Audioscript p172

4 Allow students a minute of thinking time to form opinions and make notes before speaking.

5 After feedback, Point out that we use *someone/something/somewhere* and *anyone/anything/anywhere* to mean 'one person', 'one thing', 'one place'. However, we use *some-* in positive statements, and *any-* in negative statements and questions.

6 **8.10** Point out that *no-* means 'not one', and *every-* means 'all'. Ask students to compare answers in pairs, and explain all their choices during feedback.

Audioscript p172

Extra grammar practice

7 Explain that after these pronouns, we use the verbs in the third person singular, e.g. *everyone is*. Change pairs often to allow students to practise the task more than once.

LANGUAGE IN ACTION

Reflexive pronouns

Singular	I → myself	you → yourself	he → himself	she → herself	it → itself
Plural	we → ourselves	you → yourselves	they → themselves		

1 Complete the examples in the table above.

2 Complete the sentences about the talk on page 98 with reflexive pronouns.

1 Ann taught **herself** the science that she needed.

2 Ann's torch switches **itself** off.

3 Ann made the torch **herself**.

4 Her inventions don't need batteries. They power **themselves** in other ways.

5 If we believe in **ourselves**, we can achieve anything.

8.09 3 Match 1–6 with a–f. Then listen and check.

1 I surprised **c**.

2 John and I introduced **a**.

3 Jane, make sure that you look after **f**.

4 Mike has taught **e**.

5 You and Vicky should make **d**.

6 Stan and Ollie prepared **b**.

a ourselves to the new neighbours.

b themselves well for the match.

c myself when I did so well in my exams.

d yourselves some sandwiches for lunch.

e himself Spanish and French.

f yourself while I'm away.

Use it!

4 Discuss the questions.

1 Have you taught yourself a skill? What?

2 How do you reward yourself when you've done something good?

3 Where do you imagine yourself in ten years from now?

I taught myself to swim when I was eight.



Watch video 8.3
What skill should everyone learn?
Who does the vlogger say that everyone should know?

Indefinite pronouns

People	Things	Places
someone (somebody)	1 something	somewhere
everyone (everybody)	everything	3 everywhere
no one (nobody)	2 nothing	nowhere
anyone (anybody)	anything	4 anywhere

Ann Makosinski is **someone** I really look up to.
Everything is possible.
No one has thought of these ideas before.

5 Complete the examples in the table above.

8.10 6 Circle the correct words to complete the article. Then listen and check.

TEENAGER SAILS INTO RECORD BOOKS

Dutch teenager Laura Dekker has become the youngest person ever to sail solo around the world. Laura is only 16 years old. **No one** / **Anyone** so young has achieved this before. Sailing is **something** / **nothing** all her family are crazy about, and Laura learned **anything** / **everything** she knows about it from her parents. By the time she was 13, there wasn't **anywhere** / **nowhere** she couldn't sail by herself. She is now writing a book about her amazing voyage. **Everyone** / **Someone** has a dream, and Laura's achievement shows that **something** / **nothing** is impossible if you want it enough.



Use it!

7 Complete the sentences. Then compare with your partner.

Everyone in my family likes _____.

I don't know anyone who has _____.

Something I really want to do is _____.

_____ is somewhere I want to visit one day.

Finished? p125 Ex 3

UNIT 8 | HIGH-FLYERS 99

Grammar game

Divide the class into two teams. On the board, write *Does anyone in the other team ...?* Read one of the phrases below. The teams must guess if *someone* / *no one* / *everyone* in the other group does that activity. They win a point if they guess correctly.

know how to swim

go horse riding

cycle to school

watch football

have family in another country

speak Spanish

play guitar

dislike ice-cream

Finished?

Students turn to SB p125 and do Exercise 3.

Homework

Workbook p68

Lesson aim: I can take part in an interview.

Warmer

In small groups, students share what jobs they might have in the future. Elicit different ideas from the whole class.

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

Audioscript p172

- 8.11 After feedback, review the use of the present perfect by eliciting that it is used to talk about past actions with a clear consequence in the present.
- ▶ Play Video 2.4 and drill the pronunciation of the target phrases, focusing students' attention on sentence stress.
- If appropriate, encourage students to think of equivalent phrases in their own language.

Everyday English practice

- Encourage personalisation here by allowing students to choose a job they mentioned in the warmer as well as those in the box. Monitor closely to correct mistakes with grammar, and assist with vocabulary when needed.
- If appropriate, encourage students to record their conversations on their smartphones and listen to the recording, giving them time to repeat the task if necessary.
- In groups of four, two students perform the conversation. Another student makes notes on content and the other is responsible for noticing any language mistakes.

SPEAKING An interview

- 8.11 Listen to the conversation. What does Angie want to do?

- a learn to cook very well
- b organise a team



- JO So, Angie, why do you want a place on our training scheme?
- ANGIE Well, ¹I'm passionate about food. I've taught myself a lot about it, but the training will give me the chance to learn new skills.
- JO So have you ever worked in a kitchen?
- ANGIE Yes, ²I've had plenty of experience working in a restaurant. My grandparents run a restaurant, and I help them at weekends.
- JO Oh really? And what skills have you developed?
- ANGIE ³I've learned the basics of cooking. But the main thing is ⁴I've learned how to be a good team player.
- JO That's interesting. Tell me more.
- ANGIE Well, I also help the waiting staff, you see. We take orders from customers and that sort of thing.

- 8.11 Complete the conversation with the phrases from the Useful language box. Then listen and check.

Useful language

- I'm passionate about ...
- I've had plenty of experience of ...
- I've learned how to ...
- I've learned the basics of ...

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



Watch video 8.4 Everyday English

- Tell me more. that sort of thing
- the main thing is you see

- Match the Everyday English phrases with their uses. You want to ...

- get more information. Tell me more
- refer to similar examples. that sort of thing
- say your most important point. the main thing is
- check the person understands. you see

PLAN

- Work with a partner. Make notes on questions to ask in a job interview for one of these jobs.

fashion designer zoo keeper gardener

SPEAK

- Practise the interview with your partner. Remember to use the present perfect to talk about experience, the vocabulary from this unit, and phrases from the Useful language and Everyday English boxes.

CHECK

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

What questions did the interviewer ask? _____

What experience does the interviewee have? _____

Should the person get the job? _____

100 HIGH-FLYERS | UNIT 8

Flipped class

In preparation for the next class, ask students to make notes on their greatest achievement.

Lesson aim: I can write a competition entry.

Warmer

In groups, students discuss the achievements they thought about for homework. Monitoring this will give you an indication of whether the students will have enough ideas to write about later on, or whether the activity will need to be adapted.

- 1 Write the question on the board, then ask students to look at the advert for five seconds, before closing their books. Students check in pairs before feedback.
- 2 Give students two minutes for this, to encourage faster reading and disallow the use of dictionaries.
- 3 Ask students to underline the parts of the text where the answers can be found and check their answers in pairs before feedback.
- 4 ★★★ Alternatively, books closed. Dictate the full phrases to the class and ask students to check their spelling against the text.
- 5 If possible, elicit further ways of expressing the same ideas, e.g.
1 *I recommend getting a teacher; You could get a teacher.*

Useful language practice

- 6 If, during the warmer activity, students seemed to lack ideas, allow them to invent an achievement. They can be creative, as long as they take the task seriously.

It's a writing competition. The prize is 10 lessons in gliding, rock climbing or scuba diving.

WRITING A competition entry

- 1 Read the advert. What sort of competition is this? What is the prize?

CALLING ALL HIGH-FLYERS!

Write to us about your greatest achievement and you might win this month's incredible prize:

10 LESSONS in gliding, rock climbing or scuba diving.

Tell us:

- what you have achieved
- how you achieved it
- what advice you have for others.

- 2 Read Ajani's competition entry. What has he achieved? **He's learned English. He's won a national story writing competition.**

My name is Ajani. My family came from Afghanistan to live in the UK when I was seven.

My greatest achievement is learning English. When I first came to the UK, I couldn't understand anyone. At school, I couldn't read or write and everything was very difficult. However, after a lot of effort, I've managed to learn English. I've even won a national story writing competition.

How did I manage it? First of all, I had a wonderful teacher called Mrs Connor. She helped me to develop my writing skills. But I also taught myself. I've read plenty of books in English, I've watched lots of lessons on the Internet, and I've practised speaking with friends.

If you want to learn a language, my advice to you is to believe in yourself and never give up.



- 3 Read Ajani's entry again. Are the sentences T (true) or F (false)?

- 1 Ajani is not from England. **T**
- 2 He came to the UK by himself. **F**
- 3 His English is still bad. **F**
- 4 He speaks English when he's with friends. **T**
- 5 He thinks that you need determination to succeed. **T**

- 4 Complete the phrases in the *Useful language* box with words from the competition entry.

Useful language

achievement

My greatest ¹ is ... after a lot of ² effort.

How did I ³ manage it? My ⁴ advice to you is ...

- 5 Rewrite the sentences using the phrases in the *Useful language* box. You might need to write two sentences.

- 1 I think you should get a teacher. **My advice to you is to get a teacher.**
- 2 The team worked hard and won the prize. **After a lot of effort, the team won the competition.**
- 3 I don't know how I learned to fly when I was 15!

I went to university when I was just 15. How did I manage it?

- 4 Learning French was the best thing I have done.

Learning French was my greatest achievement.

Write a competition entry.

PLAN

- 6 Make notes about one of your achievements.

- 1 Introduce yourself: _____
- 2 Explain the achievement: _____
- 3 Explain how you achieved it: _____
- 4 Give advice for other people: _____

WRITE

- 7 Write your competition entry. Remember to include the present perfect, reflexive pronouns, vocabulary from this unit and phrases from the *Useful language* box.

CHECK

- 8 Do you ...
 - have four paragraphs?
 - explain your achievement clearly?
 - give useful advice?

Finished? p125 Ex 4

UNIT 8 | HIGH-FLYERS 101

- 7 & 8 Make sure students include the language from the unit, giving them time to re-draft their text if needed. Then ask students to display their texts around the room and read as many as possible. The classes then vote for the three greatest achievements.

Finished?

Students turn to SB p125 and do Exercise 4.

Homework

Workbook p69

Lesson aim: I can create a timeline of an invention.

Warmer

Give students a minute to think about an important invention from the last 20 years and then ask them to share their ideas in groups. Elicit contrasting ideas and encourage students to give reasons.

Project Book

For more information and activities see the Project Book p50.


1 Disallow the use of dictionaries and translation software and encourage students to guess the meaning of unknown words from context.

2 Ask students to discuss the questions in pairs before rereading the text.

How to manage your time

At this stage, students should start reflecting on their time-management skills, making decisions about how they are going to manage their time effectively and in collaboration with other people.

3 After feedback, ask students to brainstorm real-life tasks where time management skills are important (e.g. essay writing for school, projects at work, etc.). Elicit these with the whole class, together with the potential consequences of not following steps a–h in the box.

4  8.12 After the first listening, hand the audio script to students if possible and play the recording again.

Audioscript p172

THE DESIGN AND TECHNOLOGY PROJECT

A timeline

1 Read texts 1–6 on the timeline quickly. Then match them with the pictures A–F.

1 C 2 B 3 E 4 D 5 A 6 F

2 For each question, choose the correct inventor. Some questions have more than one answer.


Which inventor or inventors ...

- | | |
|--|-----------------------------|
| 1 worked with a brother? <u>d, f</u> | a Eilmer of Malmesbury |
| 2 studied how birds fly? <u>b</u> | b Leonardo da Vinci |
| 3 had an accident? <u>a, c</u> | c Denis Bolor |
| 4 wasn't European? <u>f</u> | d Joseph-Michel Montgolfier |
| 5 didn't fly the machine himself? <u>b, d</u> | e Jules Giffard |
| 6 designed an aircraft with an engine? <u>e, f</u> | f Orville Wright |

How to manage your time

3 Look at some ideas to think about before you start a project. Tick (✓) the ideas connected to planning your time.

- | | |
|--|-------------------------------------|
| a Decide on a topic for the project. | <input type="checkbox"/> |
| b Think about all the tasks you need to do in the time available. | <input checked="" type="checkbox"/> |
| c Prioritise tasks – decide what's most and least important. | <input checked="" type="checkbox"/> |
| d Include some extra time. | <input checked="" type="checkbox"/> |
| e Decide who will do what. | <input type="checkbox"/> |
| f Set long-term deadlines. | <input checked="" type="checkbox"/> |
| g Set short-term deadlines. | <input checked="" type="checkbox"/> |
| h Review your project regularly to see if you are keeping to your deadlines. | <input type="checkbox"/> |

 4 8.12 Listen to two students planning a project. Which ideas in Exercise 3 do they talk about?

b, c, d, f, g

102 HIGH-FLYERS | UNIT 8

Class challenge

The first ever passenger flight took off in St Petersburg and landed in Tampa, USA in 1841 / **1914** / 1941.

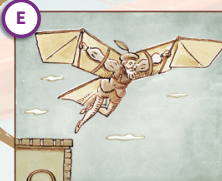
1

Eilmer of Malmesbury, England, has had a great idea. He ties himself to a pair of wings and jumps off the top of a tower. Eilmer flies for 200 metres. No one has ever flown so far. However, Eilmer hasn't thought about the landing! He hurts himself badly, but also gets himself a place in the history books.

5

French engineer Jules Giffard connects a steam engine to a huge balloon. It's the first 'airship'. People have never seen anything like it before. It's the first aircraft that someone can steer. However, the first time Giffard sets off in his airship, it flies round in circles. He can't steer it against the strong Paris winds!

E



6

It's 10.35 am on 17 December. American engineer Orville Wright has lifted himself into the air. He's flying the Wright Flyer, a motor-powered aeroplane he designed with his brother Wilbur. Orville keeps the Flyer in the air for 12 seconds and travels 37 metres. It isn't a long-distance flight, but it has changed the world forever.

OWN IT!

5 Given the scope of the project, you may want to give students time to make decisions and discuss the time-management aspect of the project, and then allow them to carry out their tasks at home, giving time for project updates during the following sessions until the groups are ready to present their work.

6 & 7 Ask groups to double-check their work before displaying it, and then have one student from each group stand next to their display, answering questions, while all the others walk around the room looking at other displays and asking questions.

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

For more work on Design and Technology, students can turn to SB p140. See p156 for teaching notes.

Extend it!

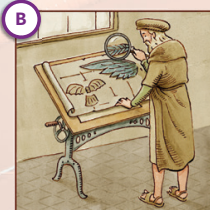
Encourage students to reflect critically on their time-management and collaboration skills. Shuffle the groups and ask students to share how they managed their time in their groups, what worked well and what they should change next time. Elicit positive and less positive experiences from the whole class.

HIGH (AND NOT SO HIGH) ACHIEVERS THE EARLY HISTORY OF FLIGHT



2

The brilliant Italian scientist and inventor Leonardo da Vinci has looked into how birds fly. Using his discoveries, he designs the world's first flying machine – the Ornithopter. But he has the intelligence not to try it himself! Later, other people try out similar designs, but no one gets very far.



3

Frenchman Denis Bolor has come up with his own flying machine that uses wings with springs. Poor Bolor tries to show off his idea, but kills himself when the springs break.



4

French businessman Joseph-Michel Montgolfier and his brother, Jacques-Étienne, have invented the world's first hot-air balloon. Now they make a second flight with passengers. But they don't put themselves on board. The three lucky passengers are a hen, a duck and a sheep!



F



PLAN

5 Work in groups. Choose one of the inventions in the box or choose your own. Then complete the steps below.

the bicycle the computer
the Internet the skyscraper

- Decide what tasks you need to do to complete your timeline and how long each will take.
- Set long-term and short-term deadlines and include some extra time.
- Decide who will do each task.
- Research the information you need.
- Find or make pictures for your timeline.

PRESENT

6 Display your timeline on your classroom wall. Remember to include important dates, people and events, interesting pictures and the tips in *How to manage your time*.

CHECK

7 Look at your classmates' timelines. Which ones have interesting facts?

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 ★ Invite students to review the vocabulary on SB p95 before attempting this task. Elicit the vocabulary on the board for the students to use as they complete sentences 1–7.

2 Before students attempt the task, give them one minute in pairs to combine words in the two boxes to make phrasal verbs. Elicit what each phrasal verb means (e.g. *give up* = stop doing something).

Language in action

3 ★★★ Challenge students to explain why the verb changes to the past simple in 1, 3, 4 and 5 (the focus turns to the details of the past event, not the result in the present).

4 Ask students to review reflexive pronouns and indefinite pronouns on p99 before the task.

Unit quiz review

8 REVIEW

VOCABULARY

1 Complete the sentences with the words for jobs and qualities.

1 She's going to succeed. She's got plenty of d. *etermination*

2 You need a lot of s. *kill* to be a concert pianist.

3 *creativity* is important if you want to be a good designer.

4 I'm so tired. I don't have the s. *trenth* to stand up.

5 Nick has written some brilliant songs. I think he'll be a professional c. *omposer*

6 I am terrible at maths. I could never be a m. *athematician*

7 I could be an *inventor*. I have lots of ideas for new machines.

2 Complete the sentences with words from both boxes. Use the correct form of the verbs. Use some words more than once.

come give keep set work

off out up with

1 I did ballet for three years, but I *gave* it *up* because I wasn't good at it.

2 Mira is running too fast for me. I can't *keep up* *with* her.

3 Next week, I'm going to *set off* on a journey across Europe.

4 Do you know the answer? I can't *work* it *out*. *come up with*

5 Amol has *come up with* a brilliant idea for our team project.

LANGUAGE IN ACTION

3 Complete the questions with *ever* and the verbs in the box. Then write the short answers.

have ride see try visit

1 A *Have* you *ever seen* a snake?

B *Yes, I have*. We saw one in our garden.

2 A *Has* your brother *ever had* an accident in his car?

B *No, he hasn't*. He's a very careful driver.

3 A *Have* your parents *ever visited* the USA?

B *Yes, they have*. They went there six years ago.

4 A *Have* you *ever tried* to invent something?

B *Yes, I have*. But it wasn't successful!

5 A *Has* Fiona *ever ridden* a horse?

B *Yes, she has*. Unfortunately, she fell off!

4 Circle the correct words.

1 Dan set up a business *themselves* / *himself*.

2 We built our house *myself* / *ourselves*.

3 You won't achieve *anything* / *anywhere* if you don't try.

4 This computer has taught *itself* / *myself* to play chess.

5 Is there *no one* / *anyone* who knows Patrick's address?

Self-assessment

I can use words to talk about exceptional jobs and qualities.



I can use phrasal verbs to talk about achievement.



I can use the present perfect to talk about experience.



I can use reflexive pronouns.



I can use indefinite pronouns.



Self-assessment

Ask students to look back at the Review page and the rest of the unit to decide how confident they feel about each topic. Encourage students to ask for extra practice materials on any topics they don't feel comfortable with.

Homework

Workbook p70

Lesson aim: I can make a vocabulary study plan.

Learn to learn

Students should be starting to reflect on their learning practices outside the classroom, taking steps towards becoming responsible for their own learning routines.

Warmer

With the whole class, discuss how students usually learn vocabulary and what techniques they are using.

- 1 Allow students time to complete the quiz, but ask them to cover the results at the bottom.
- 2 Students work with a different partner. Encourage students to add relevant information and develop the quiz into a conversation.
- 3 Encourage students to discuss the results in pairs or small groups, and elicit a few reactions.
- 4 Discuss the ideas as a whole class and elicit some opinions.
- 5 Refer students back to p93 for instructions and ideas on making flashcards.

OWN IT!

- 6 Give students a vocabulary test after ten days have passed. After feedback, encourage them to compare their results and their study plans in groups.

LEARN TO LEARN

LEARN TO ... MAKE A VOCABULARY STUDY PLAN

You can learn vocabulary better by studying it more than once. A study plan can help you do this.

- 1 Do the quiz. Circle your answers.

Do you need a vocabulary study plan?

FIND OUT!

Do you ...

- 1 write new vocabulary in your notebook?
always / sometimes / never
- 2 use flashcards to learn vocabulary?
always / sometimes / never
- 3 look at your vocabulary notes when you do your homework?
always / sometimes / never
- 4 study your vocabulary notes before a test?
always / sometimes / never
- 5 study your vocabulary notes more than three times a week?
always / sometimes / never

Results

always = 2 points *sometimes* = 1 point *never* = 0 point

8-10: Well done! You study vocabulary well, but why not try a new study plan?

4-7: Not bad, but a study plan can help you.

0-3: Oh, dear! You really need a study plan!

- 2 Ask your partner the quiz questions. Underline their answers.
- 3 Find out your score. Do you agree with what it says about you? Discuss the results with a partner.
- 4 Match 1-3 with a-c. Which sentence surprises you most? Discuss with your partner.
 - 1 We remember vocabulary better when we study it once and **b**
 - 2 When you use flashcards to learn vocabulary, **c**
 - 3 It's necessary to see, hear or say a word **a**
 - a 17 times before we remember it well.
 - b then a few days later (but not the next day).
 - c you remember it better.
- 5 Make a list of eight words from this unit that you want to learn. Make flashcards.

OWN IT!

- 6 Follow steps 1-5 to make a ten-day vocabulary study plan.
 - 1 Write the dates on the plan, starting with tomorrow's date.
 - 2 On the days in yellow, test yourself with your flashcards.
 - 3 On the other days, study the list of words in Exercise 5 for at least five minutes.
 - 4 When you finish studying each day, write 'Yes!' in the 'Done?' box.
 - 5 On day 11, answer the question and circle 'a lot' or 'a bit'.

Day	1	2	3	4	5	6	7	8	9	10	How much has the plan helped me learn vocabulary? a lot / a bit
Date											
Done?											

Back To School!!

UNIT 8 | HIGH-FLYERS 105

Unit 9

Show your moves Lesson aim: I can talk about music and dance.

Warmer

Students look at the picture. Students make a list of all the dance styles they know, e.g. *hip hop, ballet, waltz*. Elicit a few ideas from the class.

► Start it!

► Unit quiz

1 & 2 Ask students to discuss how the man feels.

3 ► Ask students: *Is it possible to enjoy music if you can't hear it?* Elicit ideas before playing Video 9.1.

4 Use this as an opportunity to find out students' existing knowledge of vocabulary to talk about musical instruments, which will be covered in the next lesson.

► Video comprehension questions

Flipped class

Prepare for **Explore it!** (p107) Students research an interesting fact about music.

9

SHOW YOUR MOVES

LEARNING OUTCOMES

I can ...

- understand texts about music
- make polite refusals
- write a review
- understand how to use *going to, will*, the present continuous for the future and the present simple for the future
- talk about and describe musical instruments and genres, and dance styles
- recognise stress patterns, distinguish between speakers and use referencing.



Start it!

- 1 Look at the photo. What do you think the man is doing? **He's dancing (possibly breakdancing).**
- 2 Before you watch, how does music make you feel?
- 3 How do people who can't hear enjoy music? Watch and check. **They feel the music.**
- 4 What instruments do you play or do you want to play?



Watch video 9.1



Language in Action 9.2



Language in Action 9.3



Everyday English 9.4



Globetrotters 9.5

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Unit aims

Skills

I can ...

- understand an events guide p108
- make polite refusals p112
- write a review p113
- understand a travel article about a festival pp114–115

Language

I can ...

- talk about musical instruments and genres p106
- understand how to use *going to* and *will* to talk about the future p109
- talk about dance styles p110
- understand how to use the present continuous and present simple to talk about the future p111

Learn to Learn

I can ...

- understand and record word stress p106
- distinguish between speakers p110
- understand how to recognise referencing in texts p115
- practise my English during the holidays p117

Extra Resources

- *Finished?* – Student's Book p126
- *Vocabulary Bank* – Student's Book p136
- *Pronunciation* – Student's Book p142
- *Workbook* p72
- ► *Teacher's Resource Bank* on Cambridge One for tests package, Cambridge Exam practice, wordlists, differentiated worksheets and many other extra resources.
- ► *Practice Extra* and *Digital collaboration space*

Lesson aim: I can talk about musical instruments and genres.

Warmer

In groups, students discuss what type of music and which bands/singers they like. Write appropriate vocabulary on the board.

- 1 9.01 ★★ Alternately, students cover the box and work in pairs to think of the appropriate vocabulary for each genre and instrument.

Audioscript p173

Target vocabulary

Genres

classical /ˈklæsɪkəl/
folk /fɔːk/
hip-hop /ˈhɪpˌhɒp/
jazz /dʒæz/
reggae /ˈreɪɡeɪ/
rock /rɒk/

Instruments

bass /beɪs/
drums /drʌmz/
guitar /ɡɪˈtɑː/
keyboard /ˈkiːbɔːd/
microphone /ˈmaɪkrəfəʊn/
saxophone /ˈsæksəfəʊn/
trumpet /ˈtrʌmpɪt/
violin /vaɪəˈlɪn/

Extra vocabulary practice

Famous musicians quiz

- 2 Give students three minutes to brainstorm as many genres and instruments as possible and write them on the board.

Vocabulary Bank SB p136

Get it right!

Explain that *the* is always used with an instrument after *play*.

VOCABULARY

Musical instruments and genres

- 1 9.01 Match the words in the boxes with the musical instruments and genres (1–14) in the pictures. Listen, check and repeat.

classical	1	folk	6	hip-hop	4
jazz	2	reggae	3	rock	5
bass	12	drums	9		
guitar	14	keyboard	10		
microphone	11	saxophone	8		
trumpet	7	violin	13		



- 2 How many other musical instruments and genres can you think of?

Get it right!

We say *play* football, tennis, golf, etc.
But we say *play the* piano, *the* guitar, *the* trumpet, etc.



LEARN TO LEARN

Stress patterns

It's important to learn which syllable is stressed when you learn a new word.

- 3 9.02 Complete the table with words in Exercise 1. Then listen and check. Can you add one more word to each group?

o	folk, rock, jazz, bass, drums
oo	hip-hop, reggae, keyboard, trumpet
o	guitar
ooo	classical, microphone, saxophone
oo	violin

- 4 Take turns to clap the rhythm of a word in Exercise 1. Your partner guesses the word.

Use it!

- 5 Discuss the questions.

- What kind of music do you like listening to?
- Can you or your friends or family play a musical instrument? Which one?
- Which instruments do you like the sound of?

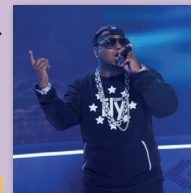
Explore it!

Guess the correct answer.

Chicago rapper, Twista, is one of the fastest rappers in the world. What's the fastest he can rap?

- 10 syllables per second
- 20 syllables per second
- 30 syllables per second

Find an interesting fact about music. Then write a question for your partner to answer.



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Learn to learn

Point out that, unlike some other languages, stress in English words can go in different places, and not just on the first syllable. If you don't pronounce an English word with the stress on the correct syllable, it can make you difficult to understand.

- 3 9.02 ★ Play the recording once and drill each word, asking students to raise both hands (or jump, if appropriate) when pronouncing the stressed syllable.

Audioscript p173

- 4 If you wish to make the activity quieter, you can ask students to hum the word instead.

- 5 Allow students a few minutes of thinking time to prepare their answers.

Explore it!

Ask students to use information they found out for homework.

Homework

Workbook p72

Lesson aim: I can understand an events guide.

Warmer

In small groups, students discuss whether they have ever been to a concert or live music event, recycling the vocabulary from SB p107, if possible.

1 ★ Ask students to look at the box in Exercise 2 to predict the genres being shown in the pictures.

2 9.03 Give students two minutes to read the text to encourage faster skimming, and disallow the use of dictionaries at this stage.

3 After feedback, ask students to underline the other words in the text that they do not know. In pairs, they check if their partner can explain the words.

4 ★★★ Fast finishers find another unknown word in the text and look up the meaning. Elicit these during feedback.

Extra vocabulary practice

5 Allow time for students to form an opinion. You may want to take this opportunity to quickly revise comparative and superlative adjectives.

Extend it!

Ask students to walk around the class, speaking to as many classmates as possible, to find someone who has put the four events in the same order. Students then work with this new partner to discuss their favourite music and bands.

READING An events guide

1 Look at the photos of four musicians. What sort of music do you think they play?

2 9.03 Read the events guide. Match musicians 1–4 with the genres that they are going to perform.

pop 4 blues 2 raga 1
country and western 3

3 Match concerts A–D with these features. Sometimes there is more than one concert.

- 1 A only one performer
- 2 B includes an electronic instrument
- 3 B free for some people
- 4 B, C has more than two performers
- 5 C, D includes a violin
- 6 B, C starts before eight o'clock
- 7 A, C cheaper for people at university
- 8 D starts the latest

4 Find adjectives in the guide that mean:

- 1 alone solo
- 2 very excited thrilled
- 3 famous well-known
- 4 very unusual unique
- 5 surprising unexpected
- 6 talented gifted

Voice it!

5 Put the concerts in the events guide in order, from most interesting to least interesting. Explain your choices to your partner.

1 ANGUS 'THE BEARD' BEARDSLEY

2 BUNNY SCRAGGS

3 DR JAY

4 JANET GLYNDEBOURNE

WATERSIDE ARTS CENTRE **What's on at the Waterside**

A Tuesday 8 pm
Bunny Scraggs
£8.00, £3.00 (student discount)
We think this show will surprise reggae fans. The Dubster Brothers' bassist also plays blues piano, and he's going to share that talent tonight. In this solo performance, Bunny's going to play and sing his favourite blues classics. However, if you want to hear some of the Dubster Brothers' hits, we're sure Bunny won't disappoint!

B Thursday 7 pm
Janet Glyndebourne and the Donuts
£5, no charge for under 16s
We're thrilled to welcome Janet Glyndebourne to Waterside. However, the well-known opera star isn't going to sing Mozart. Instead, she's going to join Kim Green on synthesiser and Bod on percussion, and they're going to play a concert of pure pop. We're sure it will be a great evening!

C Saturday 7.30 pm
Dr Jay and the Rodeo Band
£10.00, £4.00 (student discount)
For one night only, hip-hop artist Dr Jay is going to lead country and western favourites the Rodeo Band (Helen Smith on banjo and vocals, Liam Jones on double bass, Lucy-Anne Flynn on violin). Are you really going to miss this unique event? We're sure you won't want to!

D Sunday 9.30 pm
Angus Beardsley plays raga
£15.00, £7.00
Rock legends Axel Heads have announced that they aren't going to tour again. Their fans will miss them, but we have some unexpected news! The band's bass player, Angus 'The Beard' Beardsley, is also a gifted violinist. On Saturday he's going to team up with sitar player Jagjit Rakha to perform Indian raga. But is 'The Beard' going to sing in Hindi, too? Come and find out!

Finished? p126 Ex1

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Finished?

Students turn to SB p126 and do Exercise 1.

Flipped class

▶ Ask students to watch **Video 9.2** and do the **Video worksheet** in the *Teacher's Resource Bank* in preparation for the next lesson.

Homework

Workbook p73

Lesson aim: I can understand how to use *going to* for the future.

Warmer

► Play **Video 9.2** if it was not set for homework. Elicit that Fiona is going to the All-Stars Festival (featuring hip-hop and electronic dance music). Evita is going to listen to rock music. Ask students to discuss in pairs which music they would prefer to listen to.

1 Challenge students to complete the table before checking on p108.

2 ★ Guide students to decide if the subjects of the sentences are singular or plural, and choose if they need *is* or *are going to*.

3 9.04 Ask students to work in pairs and complete the exercise orally before filling the gaps in writing.

Audioscript p173

4 Remind students that we use *will* when we are sure about what will happen. An *intention* is a plan we have made, for something in the future.

Extra grammar practice

5 & 6 Ask students to compare answers in pairs before checking with the whole class.

7 ★ Draw a table with two columns, headed *prediction* and *intention*. Write *go to the cinema* under *intention* and elicit *I am going to go to the cinema*. Then allow time for students to make their own table before discussing it in pairs.

LANGUAGE IN ACTION

going to

I/he/she/it	're going to you/we/they
He's <i>going to</i> share that talent tonight.	They're <i>going to</i> play a concert of pure pop.
Janet <i>isn't going to</i> sing Mozart.	Axel Heads <i>are</i> <i>going to</i> tour again. <i>aren't going to</i>
⁴ <i>Is</i> 'The Beard' <i>going to</i> sing in Hindi?	Are you really <i>going to</i> miss this unique event?

1 Complete the examples in the table above with the correct form of *going to*. Use the events guide on page 108 to help you.

2 Complete the sentences about the events guide with the correct form of *going to*.

- The concerts *aren't going to start* (not start) before 7 pm.
- Two concerts *are going to take* (take) place at the weekend.
- Bunny Scraggs *is going to play* (play) blues piano.
- Janet Glyndebourne *isn't going to perform* (not perform) classical music.

9.04 3 Complete the conversation with the correct form of *going to*. Then listen and check.

AVA Hi, Josh. ¹ *Are you going to go* (you / go) out tomorrow evening?

JOSH No, I'm not in the mood. ² *I'm going to stay* (I / stay) at home and watch TV instead. What about you?

AVA Yeah, Dr Jay is at the Waterside.

³ *I'm not going to miss* (I / not miss) that.

JOSH Wow! Really?

AVA Yeah, really. ⁴ *I'm going to buy* (I / buy) my ticket this morning.

JOSH Hmm. Sounds interesting. ⁵ *Is Aneta going to join* (Aneta / join) you?

AVA Aneta? ⁶ *She's not going to come* (she / not come).

JOSH She can't stand Dr Jay. Why don't you come?

OK, you've convinced me. But how

⁷ *are we going to get* (we / get) there?

⁸ *are we going to walk* (we / not walk), are we?

AVA ⁹ *My dad is going to give* (my dad / give) us a lift.

She's not going to come

We're not going to walk



Watch video 9.2
Which music festival is Fiona going to?
What music is Evita going to listen to?

will and *going to*

<i>will</i> for ¹ predictions	<i>going to</i> for ² intentions
We're sure it <i>will be</i> a great evening!	Bunny's <i>going to play</i> his favourite blues classics.

4 Complete the headings in the table above with *intentions* or *predictions*.

5 Decide if these sentences are *P* (predictions) or *I* (intentions). Then complete the sentences and check your answers on page 108.

1 We think this show *will* surprise reggae fans. *P*

2 We're sure Bunny *won't* disappoint! *P*

3 She *'s going to* join Kim Green. *I*

4 Dr Jay *'s going to* lead the Rodeo Band. *I*

6 Complete Lia's message to Max. Use the verbs in the box with *going to* or *will*.

be buy fail go like not be able play

are going to play

Hey Max. ¹ *Are you* and Mo *going to go* to Jo's party? I think it ² *will be* fun. Jo's brother has a band and they ³ *are going to* at the party. I'm sure you ⁴ *will like* them. *going to buy* ⁵ *Are* you *going to* tickets for the Z Men concert? I probably ⁶ *will fail* to go. We've got a test that week, and I ⁷ *won't be able* if I don't study.

Use it!

7 Tell your partner about your intentions and predictions for the weekend.

Finished? p126 Ex 2

UNIT 9 | SHOW YOUR MOVES 109

Grammar game

Put students in pairs. They take turns to write down an activity they are going to do at the weekend. Their partner can ask up to 10 questions to guess the activity, e.g. *Are you going to do this at home or outside?*, etc. They win a point if they guess correctly.

Finished?

Students turn to SB p126 and do Exercise 2.

Homework

Workbook p74

Lesson aim: I can talk about dance styles.

Warmer

In groups, students discuss whether they can dance, which types of dance they have tried and which they'd like to.

- 1 9.05 After feedback, if some students feel confident, ask for volunteers to mime a type of dance for the rest of the class to guess.

Audioscript p173

Target vocabulary

ballet dancing /'bæleɪ 'dɑːnsɪŋ/
ballroom dancing /'bɔːlruːm 'dɑːnsɪŋ/
breakdance /'breɪkdɑːns/
country dancing /'kʌntri 'dɑːnsɪŋ/
disco /'diskəʊ/
modern dance /'mɒdən dɑːns/
salsa dancing /'sælsə 'dɑːnsɪŋ/
swing /swɪŋ/
tap dancing /tæp 'dɑːnsɪŋ/
zumba /'zʌmbə/

- 2 Put students into groups. Encourage them to discuss different possibilities or make guesses if they are not sure about something.

Extra vocabulary practice

- 3 9.06 Remind students that to listen for the general idea, they shouldn't worry too much about understanding all the details and focus mainly on key words.

Audioscript p173
Vocabulary Bank SB p136

VOCABULARY AND LISTENING

Dance styles

- 1 9.05 Match the words in the box with the photos. Listen, check and repeat.

ballet dancing	5	ballroom dancing	1
breakdance	7	country dancing	4
disco dancing	10	modern dance	6
salsa dancing	8	swing	2
tap dancing	3	zumba	9

Use it!

- 2 Discuss the dance styles in Exercise 1.
- 1 What type of music accompanies the styles?
 - 2 What do people usually wear for these styles?
 - 3 Which dance style do you think looks best? Why?

A discussion

- 3 9.06 Listen to a conversation between four students. What are they talking about?

- a A show they have seen
b A show they are planning

LEARN TO LEARN

Distinguishing between speakers

When you listen to a group of people speaking, it can be difficult to understand who says what. Listen for names and note them down. For each person, consider these things:

- Are they male or female?
- Are they old or young?
- Can you hear an accent? Are they a native speaker or a non-native speaker?

- 4 9.06 Listen again and match the people with the tasks.

- 1 Imogen a recording the show
2 Marta b writing the programme
3 Adam c organising the music
4 Jack d putting out the seats



Voice it!

- 5 Discuss the questions.
- 1 Have you ever helped organise a school show or a similar event?
 - 2 What do you think is the most difficult part of organising a show?

Learn to learn

Listening to a conversation between a group of speakers is one of the most difficult challenges for listeners, so students shouldn't feel demotivated if they have trouble with this. They should instead use these techniques to support them.

- 4 9.06 ★ Write the four names on the board and play the recording again. Point to the names on the board as the speakers talk and pause the recording after each answer is mentioned.

- 5 ★★★ Ask students to discuss how difficult it might be to become a professional dancer.

Flipped class

▶ Ask students to watch **Video 9.3** and do the **Video worksheet** in the *Teacher's Resource Bank* in preparation for the next lesson.

Homework

Workbook p75

Lesson aim: I can use the present continuous for the future.

Warmer

► Play **Video 9.3** if it was not set for homework. Elicit that Paulo is going to a family party on Saturday night. The movie begins at 7.30 pm (and also 9.30 pm).

- 1 Elicit that the actions in the table refer to the future and that we use the present continuous for arrangements in the future. Elicit a few examples from the students.

> Pronunciation

Students turn to SB p142 for practice of sentence stress.

- 2 During feedback, encourage students to use the contracted forms where possible (*aren't*, etc.) which are more common in speaking.
- 3 ★ Ask students to decide if the subjects of the sentences are singular or plural, and to decide if they need *is* or *are*.

Audioscript p174

- 4 & 5 Explain that the present simple is used to talk about future events that are fixed and scheduled, such as train departures, show times or shop opening times.

Extra grammar practice

- 6 Extend this activity by allowing students to talk about other events that might be planned, such as a school trip or exam.

LANGUAGE IN ACTION

Present continuous for future



Watch video 9.3
What is Paulo doing on Saturday night?
What time does the movie begin?

Present continuous for future plans

- 1 I **'m** **writing** the programme.
- 2 I **'m** **not doing** anything on Friday afternoon.
- 3 **Are** you **recording** the show, Adam?

Pronunciation p142

- 1 Complete the examples in the table above.
- 2 Correct the sentences about the conversation between Imogen and her friends.
 - 1 The teachers are having a party on Friday afternoon.
They aren't having a party. They're having a meeting.
 - 2 The show is taking place in a theatre. *It isn't taking place in a theatre. It's taking place in the sports hall.*
 - 3 Jack is recording the show on his phone.
He isn't recording the show on his phone. He's recording the show on his sister's video camera.
 - 4 They're using a live band for the show.
They aren't using a live band for the show. They're using downloaded tracks/music.

- 3 Complete Lilia's post with the present continuous form of the verbs in the box. Then listen and check.

bring come leave meet not do perform play return

're performing Thank you, Oxford! You were a fabulous audience last night! We **'re returning** in September, so I hope we'll see some of you again. Later today, we **'re** for **'re leaving** Edinburgh. We **'re** a new play there, called **'m playing** *The Bell*, and I **'s coming** a girl who has the power to see the future. Hey, Edinburgh! If you **'s bringing** anything on Friday night, come along. Guess who **'s coming** to see us on our first night – Emma Watson! She **'s bringing** her friends, and we **'re meeting** them backstage after the performance. Wow!

Present simple for future

Present simple for scheduled events

It **begins** (begin) at seven thirty. **don't open** (not open) until 7 o'clock.
The doors **do** the show **start** (start)?

- 4 Complete the examples in the table above with the correct form of the verbs in brackets.
- 5 Complete sentences 1–4 using the present simple for the future.

DANCE-FEST

Barnsley Dance Festival Saturday 21 June

12.30–2.00: African Beat Workshop
Learn traditional African dances.

3.00–4.00: The Langley Dance School
Watch the world's favourite ballet, *Swan Lake*.

6.15–7.00: Tarantella Talk
Gianna Romano gives a talk about one of Italy's most famous dances.

7.30–9.00: The Bronx River Combo
See this New York street dance group doing hip-hop, krumping and more.

end last start take

- 1 The festival **starts** at lunchtime.
 - 2 African Beat **takes** place first.
 - 3 The ballet performance **doesn't last** for more than an hour.
 - 4 The Bronx River Combo's performance **doesn't end** until 9 pm.
- 6 Ask and answer the questions about each event at Dance-Fest.
 - 1 What time does it start and finish?
 - 2 What is happening in the event?

Finished? p126 Ex 3

UNIT 9 | SHOW YOUR MOVES 111

Grammar game

Students write a future plan on a piece of paper (e.g. *I'm travelling to Rome*). It doesn't need to be a true plan. They give it to another student who must not read it, but shows it to the rest of the group. Then, that student has to guess what their plan is by asking questions (e.g. *Am I going somewhere?*)

Finished?

Students turn to SB p126 and do Exercise 3.

Homework

Workbook p76

Lesson aim: I can make polite refusals.

Warmer

In groups, students make a list of reasons why they might want to refuse (i.e. say that you will not accept) an invitation to an event (e.g. *I think it's boring, I'm tired*), and a list of excuses (e.g. *I have to do homework, My mum doesn't want me to, etc.*).

- 1 9.09 ★★ Challenge students to listen and answer the question with their books closed.

Audioscript p174

- 2 Go through the phrases with students and elicit that *fancy* means *want*. Explain that *I'm afraid* in this context doesn't mean *scared*, it means that you are about to give bad news, or disagree.

Useful language practice

- 3 ▶ Play Video 9.4 and drill the pronunciation of the target phrases, focusing students' attention on which words are stressed.
- 4 Encourage students, if appropriate, to think of equivalent phrases in their own language.
- 5 ★★ Tell students that they can make the conversation humorous, as this might make the language more memorable. For example, the event could run over many days and one person finds an excuse for every day.

- 6 Ask students to repeat the conversation at least twice, in order to promote fluency as well as accuracy of the target language.

SPEAKING Making polite refusals

- 1 9.09 Listen to the conversation. What event is Harry going to? Why can't Jess go?



HARRY Hi, Jess. I'm going to book tickets for the jazz festival this Saturday afternoon.

¹ *Do you fancy* coming along?

JESS ² *I'd love to, but* my cousin Helen's visiting me and I'll be with her all day long.

HARRY ³ _____ join us if she wants.

JESS That's really kind of you, Harry, but

⁴ *I'm afraid* Helen can't stand jazz!

HARRY Oh, that's a pity. Look, they're playing for two nights. What are you up to on Friday?

JESS ⁵ _____ come then instead?

HARRY Hmm. What time does it start?

JESS 7.30.

HARRY Oh, that's no good either, Harry. I've got a guitar lesson and it starts at 7.15.

JESS OK. Never mind, Jess. Maybe another time.

HARRY Sure. ⁶ _____ I'm sure it'll be a great concert.

JESS Thanks for asking, though

- 2 9.09 Complete the conversation with phrases from the Useful language box. Then listen and check.

Useful Language

Do you fancy ...?	I'd love to, but ...
I'm afraid ...	(She's) welcome to ...
Thanks for asking, though	Would you like to ...?

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



Watch video 9.4
Everyday English

all day long Never mind. That's a pity.
That's no good What are you up to?

- 4 Match the phrases in the *Everyday English* box with their meanings.

- 1 That isn't convenient. That's no good.
- 2 It doesn't matter. Never mind.
- 3 for the whole day all day long
- 4 That's sad. That's a pity.
- 5 What plans have you got? What are you up to?

PLAN

- 5 Work with a partner. Think of an event to go to and reasons why one of you can't go.

SPEAK

- 6 Practise the conversation with your partner. Remember to include *going to, will*, the present simple and present continuous, the vocabulary from this unit, and phrases 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 decide on? _____

Why can't one of them go? _____

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- 7 Monitor and choose one or two conversations that include examples of good language, and ask students to perform these for the whole class.

Flipped class

In preparation for the next lesson, ask students to find out about music events happening soon in their area.

Lesson aim: I can write a review.

Warmer

In groups, students share the information they researched for homework about music events happening in their area.

- 1 Set a strict time limit to encourage faster reading.
- 2 Allow students to discuss the sentences in pairs before reading again and checking their ideas.
- 3 ★★★ During feedback, brainstorm extra adjectives and synonyms that students could use, such as *hilarious, wonderful or disappointing*.
- 4 Point out that reviews are more successful when they use interesting and engaging language like the phrases in the *Useful language box*.

Useful language practice

- 5 Put students into pairs and give them up to five minutes to discuss concerts or shows they have been to, and what they thought about them. Then ask students to decide alone what they are going to write about.
- 6 After writing their reviews, students can swap reviews with a partner and discuss their strengths and things that could be improved. Allow students to write a second draft, if there is time.

WRITING

A review

- 1 Read the review quickly. Which dance styles can you see in this show? **hip-hop and ballet**



'Hipler' – a new dance experience!

Crash Dance Crew are a dance group from Chicago. Their show, *City Dreams*, tells the story of three teenagers who have come to the city to make a new life for themselves. The show is a unique mix of hip-hop and ballet called hipler. Three musicians on keyboards, vocals and turntable play a mix of rap and electro funk.

It's an action-packed story, but there are some funny moments, too.

The costumes are beautiful and I was impressed by the music. However, the highlight of the show is the dancing. The mix of styles works well. On the downside, tickets are expensive and there's no student discount.

Crash Dance Crew play at the Nottingham Malthouse Theatre next week. After that, they're touring other cities in the UK. All in all, if you love dance, **this superb show is a must-see.**

- 2 Read the review again and correct these sentences.

- 1 The performers are from Nottingham.
— The performers are from Chicago.
- 2 An orchestra plays the music for the show.
Three musicians play the music for the show.
- 3 The writer liked the music most.
The writer liked the dancing most.
- 4 Tickets are cheaper for students.
Tickets aren't cheaper for students. / There's no student discount.
- 5 The show is only happening in Nottingham.
The show is happening in cities around the UK.

new – dance experience, new – life, unique – the mix of music, action-packed – the story, funny – moments in the story, beautiful – the costumes, expensive – the tickets, superb – the show

- 3 In a review, it's a good idea to use lots of adjectives. Find and underline all the adjectives in the dance show review. Discuss with a partner what they describe.
- 4 Find and underline the *Useful language* phrases in the review. Match 1–5 with the phrases.
 - 1 The best part was
 - 2 I loved
 - 3 It was disappointing that
 - 4 In summary
 - 5 Fans of (dance) will love this

Useful Language

All in all **4**
If you love (dance), this (show) is a must-see. **5**
I was impressed by ... **2**
On the downside **3**
The highlight of the show is ... **1**

Write a review of a concert or show.

PLAN

- 5 Think about a concert or a show you have seen. Make notes about these things.
 - 1 A general description of the show
 - 2 Details about the dancing, music, costumes, etc. and what you liked/didn't like
 - 3 A summary of your opinion

WRITE

- 6 Write your review. Remember to use adjectives, the present simple to describe the show, the past simple for your opinion and phrases from the *Useful language box*.

CHECK

Do you ...

- use three paragraphs?
- say what you liked and didn't like?
- summarise your opinions at the end?

 **Finished? p126 Ex 4**

UNIT 9 | SHOW YOUR MOVES 113

Extend it!

Students display their reviews around the classroom, and then read each other's reviews. Elicit from the class which event sounds most interesting and why.

Finished?

Students turn to SB p126 and do Exercise 4.

Flipped class

In preparation for **Explore it!** (p115), students research three interesting facts about Spanish traditions.

Homework

Workbook p78

Lesson aim: I can understand a travel article about Spanish traditions.

Warmer

► Play **Video 9.5** and ask students to discuss the questions in groups. Elicit that the dance comes from Bavaria, a region of Germany.

Video comprehension questions

Class challenge

In Spain, there is a festival every August, where people throw oranges / **tomatoes** / money at each other.

Warmer

Put students into groups. Give them two minutes to list all the facts they know about Spain. They should not use the ones they researched for homework, as these will be used later. Elicit any interesting facts and share them with the class.

1 Draw a table with two columns on the board, *what we know* and *what we would like to know*. Elicit ideas from students and add them to the table.

2 **9.10** Ask students to read the text, using the table on the board as a guide to what to find. Elicit how much information from the board is actually in the text.

3 Allow students in pairs to discuss where they might find the answers to questions 1–7 in the text before rereading.



AROUND THE WORLD

READING

A travel article

1 Look at the photos and discuss the questions.

- 1 What sort of dance do they show? **flamenco**
- 2 What else do you know about this dance?
- 3 What more would you like to know about it?

2 **9.10** Read the article. Does it mention any of your ideas in Exercise 1?

3 Read the article again and answer the questions.

- 1 How long does the *Festival De Jerez* last? **Two weeks**
- 2 Who goes to the festival?

People from over 30 different countries.

3 What can you do at the festival?

Watch flamenco and have flamenco lessons.

4 What traditions does flamenco come from?

The Roma, Spanish, Jewish and North African traditions.

5 When did flamenco performers start using guitars?

In the 19th century.

6 What mistake do people often make about flamenco?

They think it's only about dancing.

7 What part of a flamenco performance can the audience take part in?

The shouting.



Globetrotters

Watch video 9.5
The Schuhplattler

- Which dances from other countries do you know?
- Where is the *Schuhplattler* dance from?
- Which traditional dances from your own country do you know?

Festival de Jerez: a flamenco heaven

by Dan Philips



Every year the Spanish city of Jerez puts on a festival of flamenco dance. This year's festival begins tomorrow and lasts for two wonderful weeks. For me, and flamenco fans around the world, 'it's the highlight of the year. People from over 30 different countries will turn up here, all crazy about flamenco.

Every day, there are performances of flamenco. ²*Some* take place in the beautiful Villamarta Theatre, but most happen in the small flamenco clubs all around Jerez, known as *peñas*. And if you're keen to take it up yourself, the greatest flamenco teachers from around the world are going to give classes.

The festival begins on 23 February and ends on 10 March. Don't miss out!

SOME HISTORY

Flamenco is typically Spanish, but it has a long international history. Over five centuries ago, the Roma came to Europe from India and brought their traditional music. ³*Their* traditions mixed with local traditions from the south of Spain and ⁴*those* of Jewish and North African immigrants, and the result was flamenco.

The 19th century was the 'golden age' of flamenco. The first flamenco schools opened ⁵*then*, in Seville, Cadiz and Jerez. Performers began to use guitars, and dance became more important. Flamenco became the art we know today.

Lesson aim: I can understand a travel article about Spanish traditions.

Learn to learn

At this level, students should be able to read longer texts which have more complex sentences, and understand how information is organised. Part of this involves recognising cohesive devices such as pronouns and determiners to refer to people, things and actions mentioned earlier in the text.

4 If possible, display the text on the board and ask strong students to draw arrows on the text to help other students better visualise the references.

5 ★ Ask students to try and infer the meaning of the phrasal verbs from context, but then allow them to use a dictionary to check their guesses. Remind them to check the whole phrasal verb, and not just part of it.

Focus on phrasal verbs

6 Allow students plenty of thinking time to form an opinion, encouraging them to think of at least two cultures and three reasons why it is important to understand these. Elicit ideas from the class.

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



A GUIDE FOR BEGINNERS

Instruments: The two most important of these are the guitar and the castanets, but you might also see performances with trumpets, violins or even a whole orchestra.

Songs: People often think that flamenco is only dancing. In fact, the songs, called *cante*, are the real heart of it. The words are often by Spain's most famous poets.

Dance: *Zapateado* is the special dance that flamenco dancers do. They stamp their feet and click their castanets in fast, complicated rhythms. Nobody nods off during a flamenco concert!

Jaleo: This is the hand-clapping and shouting that make flamenco so exciting. The clapping, called *palmas*, is much more difficult to do than it looks. But anyone can join in the shouting, so don't be shy!

LEARN TO LEARN

Referencing

Writers often use words such as *this* and *that* to refer back to something they have already mentioned in the text.

4 What do underlined words 1–6 in the article refer to?

- | | |
|-----------------------|------------------------------|
| 1 <u>the festival</u> | 4 <u>traditions</u> |
| 2 <u>performances</u> | 5 <u>in the 19th century</u> |
| 3 <u>the Roma's</u> | 6 <u>instruments</u> |

5 Find and underline six phrasal verbs in the article with the verbs below. Complete the sentences using the correct form.

join miss nod put take turn

- Buy tickets early so you don't miss out.
- My mum took up flamenco guitar last year.
- They put on the biggest concerts in the Villamarta Theatre.
- This music is so boring – it's making me nod off.
- We turned up late and couldn't get into the concert.
- Would you like to join in the dance with us?

Voice it!

6 Discuss the questions.

- What different cultures are there where you live?
- Why is it important to understand other cultures?

Explore it!

Guess the correct answer.

Jerez is also home to a world-famous ... school.

a rock-climbing b film **c horse-riding**

Find three more interesting facts about Spanish traditions. Choose your favourite fact and write a question for your partner to answer.

OWN IT! The Culture Project Teacher's Resource Bank

UNIT 9 | SHOW YOUR MOVES 115

Explore it!

Monitor closely and pick the most interesting facts. Ask the students who wrote these questions to pose them for the whole class.

Culture project

See Project Book p54 for further information and activities.

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 After feedback, ask students to look back at SB p107. In groups, one student chooses an instrument and mimes playing it. The first student to guess wins a point and mimes the next instrument.

2 Alternatively, play the game of hangman with the whole class to complete the phrases.

Language in action

3 ★ Guide students to decide which actions are predictions and which are intentions before getting them to do the task.

4 ★ Ask students to decide which actions are plans and which are scheduled events before they complete the sentences.

Unit quiz review

Extend it!

In pairs, students make two gapped sentences that require *will*, *going to*, the present continuous or the present simple to talk about the future. Pairs swap sentences and complete them, then check their answers in groups. Elicit the best ones for the whole class to attempt.

9 REVIEW

VOCABULARY

1 Write the names of the musical instruments.



2 Complete the dance styles.

- 1 .br ea kd a .nc e
- 2 s a .ls .a d a .nc i ng
- 3 sw i ng
- 4 b a .ll r .o o m d a .nc i ng
- 5 b a .ll e t d a .nc i ng
- 6 d i .sc o d a .nc i ng

LANGUAGE IN ACTION

3 Complete the sentences with the verbs in the box. Use the correct form of *going to* or *will*.

be enjoy learn meet not be
not visit show tour

- 1 My favourite band are going to tour the UK, but it probably won't visit my town.
- 2 Elif thinks we won't be able to learn these dance steps, but we 're going to show her that we can.
- 3 James has decided he 's going to learn the piano, and I think he 'll enjoy it.
- 4 I 'm going to meet Rosie at the salsa class, but I'm sure she 'll be late, as usual!

4 Complete the sentences with the present simple or present continuous form of the verbs.

- 1 Adriana is bringing (bring) her guitar to the party on Saturday.
- 2 We need to hurry. The show starts (start) in five minutes.
- 3 Sara and Jez aren't coming (not come) to the theatre tomorrow. They've got too much homework.
- 4 There's a bus that gets (get) to the concert hall at 7.15.
- 5 The concert doesn't end (not end) until 11 o'clock. That's quite late.
- 6 What are you doing (do) tomorrow night? Do you want to come to my concert?



Self-assessment

I can use words to talk about musical instruments and genres.



I can use words to talk about dance styles.



I can use *will* and *going to* to talk about predictions and intentions.



I can use the present continuous and the present simple for the future.



116 SHOW YOUR MOVES | UNIT 9

Self-assessment

Encourage students to think about how difficult the activities on this page were for them in order to circle the appropriate emoji. Supply extra homework from the Workbook to students who circled some sad emojis.

Homework

Workbook pp79–80

Lesson aim: I can practise my English during the holidays.

Learn to learn

It is important at this stage that students work towards becoming more independent and autonomous in their learning. This lesson will help raise awareness of different strategies they can try to continue developing their English during the holidays.

Warmer

In groups, students brainstorm ideas about what they could do to continue practising English during the holidays. Elicit relevant ideas from the class.

- 1 After feedback, explain the phrase *Use it or lose it!* which means that if any skill is not practised, it can easily be forgotten.
- 2 Monitor closely and assist where necessary. After feedback, ask students in groups to say which ideas they would like to try, and why / why not.
- 3 Elicit ideas from the whole class, and write them on the board. Again ask students to say which ideas they would like to try, and why / why not.

OWN IT!

- 4 & 5** You may want to add a reward element. Ask students to add in their plan a reward for each of the activities they plan to do, e.g. *Every time I record a voice message for my Aunt, I will ask my mum if I can play video games for half an hour.*

LEARN TO LEARN

LEARN TO ... PRACTISE YOUR ENGLISH DURING THE HOLIDAYS

It's important to practise English during the holidays, especially when the holidays are long.

- 1 Read the conversation between Egor and Polina. Then circle the correct answers.

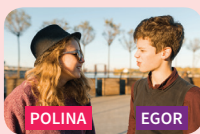
EGOR Two months without English classes!

POLINA But if we don't practise, we'll forget everything.

EGOR I don't want that! We've learned a lot this year.

POLINA Well, why don't we make a list of things we can do in English during the holidays.

EGOR That's a great idea!



- 1 They're speaking ... the school year.
a during b at the end of
- 2 They don't want to ... their English.
a forget b use
- 3 They're going to ...
a ask for help. b think of ways to practise.
- 2 Egor and Polina begin their list. What do ideas 1-6 practise? Write S (speaking), L (listening), R (reading) or W (writing).

Things to do in English over the summer

- 1 Podcasts (easy ones on English online) L
- 2 Keep a scrapbook of places we visit. R, W
- 3 Change the language of our phone apps to English. R
- 4 Pay attention to station and airport announcements in English when we travel. L
- 5 Send messages to each other in English! R, W
- 6 Help a tourist who speaks English. S, L
- 7
- 8
- 9
- 10

- 3 Work in pairs. Think of four more ways to practise English during the holidays – one each for speaking, listening, reading and writing. Write them in Egor and Polina's list (7-10).

OWN IT!

- 4 Make a plan for practising English during the holidays.

- 1 Choose four of the ten ideas from the list and write them in the table (1-4).
- 2 Decide when or how often you are going to do them. Complete 5-8.

	Idea	When? / How often?
Speaking	Record a voice message for my aunt in English.	Once a week.
Listening	Listen to airport announcements.	When I fly to see my cousin.
Speaking	1 _____	5 _____
Listening	2 _____	6 _____
Reading	3 _____	7 _____
Writing	4 _____	8 _____

- 5 Tell your partner what you're going to do. Are there any things you can do together?

For speaking, I'm going to record a voice message for my aunt once a week.

Why don't you record one for me too? Then I can send you one back!

Great idea! That will help our listening as well!

BACK TO SCHOOL!!

UNIT 9 | SHOW YOUR MOVES 117

FINISHED? ANSWER KEY

The aim of these pages is to allow students who have already finished the lesson to practise the target language for the corresponding Student's Book page in a game-like way.

Unit 1 SB p118

- 1 1 sports shows 4 the news
2 soap operas 5 cartoons
3 cookery shows

2 Possible answers:

In A, David is reading. In B he's playing the guitar.
In A, Julie and Sandro are drinking coffee/tea. In B they're watching TV.
In A, Azra is sleeping. In B she's eating a banana.
In A, Kerem and George are laughing. In B they're shouting/arguing.

- 3 2 slowly 4 hard
3 well 5 clearly

- 4 1 costume
2 director
3 artist
4 engineer
5 operator
6 lights
Hidden word: script

Unit 2 SB p119

1

				W	A	R	M	C
S			C	E				L
N		H	O	T			I	O
O			L				C	U
W	I	N	D	Y			E	D
				S	U	N	N	Y

- 2 2 ate – eat 5 heard – hear
3 swam – swim 6 took – take
4 drank – drink

3 Possible answers:

There weren't any students in the classroom.
There wasn't any money in the wallet.
There were some children in the park.
There was a sofa in the living room.
Other possible answers:
There weren't any students in the living room.
There was a nice park.

- 4 fork, comb, cup, spoon, knife, hairbrush, bowl, scissors, toothbrush, plate

Unit 3 SB p120

1 2

e	o	l
r	n	o
l	e	r
y	s	v

lonely

3

u	s	u
n	e	o
t	r	v
i	d	e

nervous

4

e	d	r
y	i	f
r	g	a
o	n	s

angry

5

e	l	u
u	s	p
m	e	r
t	b	a

upset

2 Possible answers:

They were texting / playing games on their phones.
Theo was coming out of the shower.
Mr and Mrs Lopez were sitting on the sofa. They were sleeping.
Grandma was walking/coming into the room. She was listening to music.

- 3 Were you revising for an exam two days ago?
How many selfies did you take yesterday?
Who were you sitting next to in your last class?
Did you go shopping with friends last Saturday?
Students' own answers

- 4 2 along 6 over
3 past 7 down
4 across 8 into
5 up 9 orange

Unit 4 SB p121

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

2 2 490,000 m² 3 15 million 4 1,200

3 Possible answers:

- 1 There are too many seats.
 - 2 There's too much food. / There aren't enough plates.
 - 3 She is too short/young.
 - 4 It's too noisy.
- 4 2 Belinda is a surgeon but today she's working as a refuse collector.
- 3 Sam is a lifeguard but today he's working as a police officer.
- 4 Jessica is a nurse but today she's working as a lawyer.

Unit 5 SB p122

1 Across

- 5 fridge
- 6 shelves
- 7 armchair

Down

- 1 drawers
- 3 carpet
- 4 sink
- 5 floor

- 2 2 as comfortable as; large enough – an armchair
- 3 as soft as; big enough – a carpet
- 4 as long and wide as; tall enough – the ceiling

3 Possible answers:

I don't have to eat lots of chocolate.
 I don't have to watch TV shows for five hours.
 I have to work hard at school.
 I have to sleep for eight hours every night.

- 4 loading the dishwasher
 doing the washing-up
 making your bed
 cleaning the bathroom
 vacuuming the stairs

Unit 6 SB p123

- 1 2 hit
 3 tripped
 4 fell
 5 sprained
 6 burned
 The boy's name is Stefan.

- 2 2 a cinema/theatre
 3 (security at) an airport
 4 a forest

- 3 2 two 3 Mary 4 a towel 5 an egg

- 4 2 teeth 3 forehead 4 toes 5 elbow 6 cheek

Unit 7 SB p124

1	2	d	o	b
		f	w	f
		l	n	l
		d	a	o

download

3	t	d	m
	a	e	v
	s	c	i
	j	e	p

device

4	h	d	a
	n	u	o
	l	p	l
	w	v	q

upload

5	h	m	e
	v	j	s
	n	a	s
	e	g	p

message

- 2 2 charged 4 smashed
 3 lost 5 has had

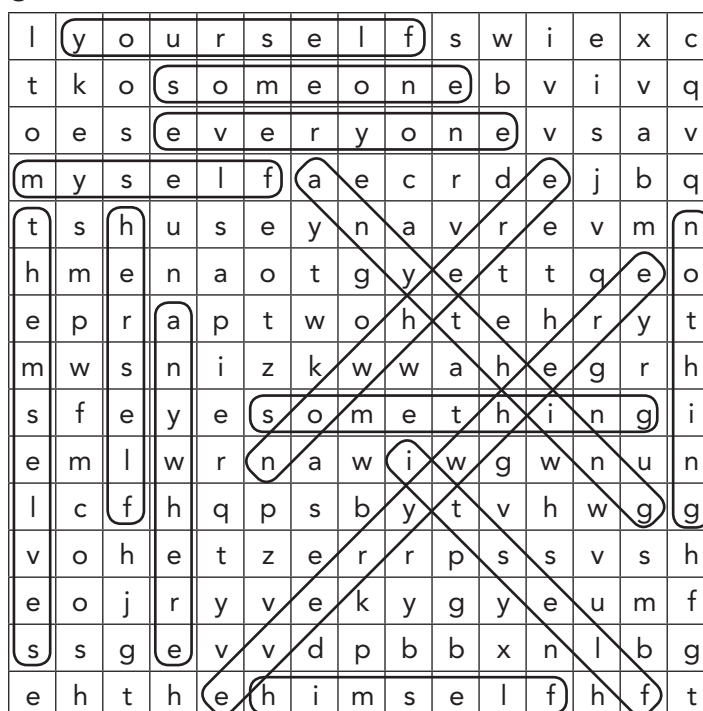
- 3 2 We will/won't/might/may have 3D-printers to make furniture at home.
 3 We will/won't/might/may have hoverboards to get around town.
 4 We will/won't/might/may have hologram teachers to teach us at home.
 5 We will/won't/might/may have translator headsets to understand and speak any language.
- 4 ferry, bus, train, plane, taxi, tram, catch, take, get into, go by

Unit 8 SB p125

- 1 1 writer
2 scientist
3 athlete
4 businessman
5 mathematician
6 surgeon
7 composer
Hidden word: inventor

- 2 1 visited the UK?
2 written a book?
3 seen an elephant?
4 met anyone famous?

3



- 4 2 look 3 part 4 with 5 off 6 work 7 give
8 set 9 keep 10 show

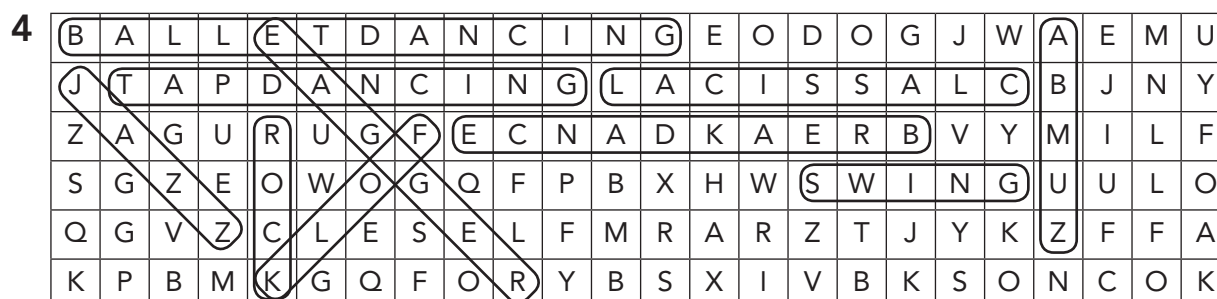
Unit 9 SB p126

- 1 2 bass guitar
3 keyboard
4 trumpet
5 violin
6 drums

Possible genres:

- 2 folk, rock
3 hip-hop
4 jazz
5 classical
6 reggae

- 2 Chloe isn't going to play the guitar. She's going to play the keyboard.
Pablo isn't going to take up ballroom dancing. He's going to take up tap dancing.
Olivia and Leo aren't going to learn tap dancing. They're going to learn ballroom dancing.
- 3 1 (I'm meeting my friends on Saturday) evening and we're going to see a film at the cinema.
2 Ben and I are going to a rock concert in Liverpool. Our train leaves at three o'clock.



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 1 go
2 goes
3 play
4 take
5 do
- 2 1 F 2 F 3 T 4 F 5 T 6 T
- 3 Students' own answers

Unit 1 SB p128

- 1 Students' own answers
- 2 1 make-up artist
2 costume(s)
3 script
4 sound engineer
5 director
- 3 Students' own answers

Unit 2 SB p129

- 1 1 snowy
2 rain
3 sunny
4 cloud
5 dry
Mystery word: windy
- 2 1 knife
2 pillow
3 plate
4 toothbrush
5 mirror
- 3 Possible answers:
1 bedroom: blanket, lamp, mirror, pillow
2 kitchen: bowl, cup, fork, knife, plate, scissors, spoon
3 bathroom: comb, hairbrush, mirror, toothbrush

Unit 3 SB p130

- 1 1 tired
2 bored
3 upset
4 lonely
5 surprised
- 2 1 c 2 e 3 b 4 a 5 d
- 3 Students' own answers

Unit 4 SB p131

- 1 1 pays
2 spend/save
3 earn
4 borrow
5 cost
- 2 1 T 2 F 3 F 4 T 5 F
- 3 1 Ooo
2 ooOo
3 oOooo
4 ooO
5 Ooooo

Unit 5 SB p132

- 1 sink, picture, floor, cupboard, ceiling, carpet, bookcase, wardrobe
- 2 1 washing-up
2 dishwasher
3 bed
4 kitchen
5 carpet
- 3 Students' own answers

Unit 6 SB p133

- 1 1 My dad burned his hand on the cooker.
2 Lena fell off her horse and broke her leg.
3 Sara tripped over and sprained her ankle.
4 Dan hit his head on a cupboard door.
5 I was stung on my neck by a bee.

- 2 1 cheek
2 forehead
3 teeth
4 neck
5 knee
6 neck

- 3 Students' own answers

Unit 7 SB p134

- 1 1 c 2 e 3 b 4 a 5 d

- 2 Students' own answers

- 3 1 You should get **off** the bus near the castle.
2 Dad goes to work on **foot**. / Dad goes to work **by** train.
3 We got **into** a taxi and went to the airport.
4 They **caught** / **got** / **took** a plane to Japan. /
They went **by plane** to Japan.
5 Get **on** the train at Portland station.

Unit 8 SB p135

- 1 Students' own answers

- 2 1 looks up to
2 give up
3 came up with
4 keep up with
5 set up

- 3 Students' own answers

Unit 9 SB p136

- 1 1 drum
2 microphone
3 keyboard
4 trumpet
5 violin

- 2 1 T 2 F 3 F 4 T 5 T

- 3 Students' own answers

Warmer

Write on the board *legend* and elicit the meaning (a very old story about famous people or places). Invite students in groups to discuss any legends they know about their country. Elicit their ideas, assisting with unknown relevant vocabulary, and point out to students that using English to talk about history is a useful way of developing their ability to use past tenses and to explain events.

1 If students have never heard of this, ask them what language it comes from (Spanish), and tell them that it refers to a place made of gold. Ask students to make further guesses.

2 2.12 ★★ Give students four minutes to read the text and disallow the use of dictionaries and translation software at this point. Instead, encourage students to guess the meaning of any unknown words. Elicit that El Dorado is a mythical city made of gold, which people believed was somewhere in the Amazon jungle.

3 Suggest that students quickly scan the text again and circle all the dates they can find, as this will help them complete the exercise.

4 Allow students a few minutes of thinking time to form an opinion and look up relevant vocabulary in a dictionary. Monitor the discussions closely and elicit opinions, writing appropriate ideas on the board for the rest of the class to see.

2



HISTORY

- 1 Look at the title and picture and discuss the questions.
 - 1 Have you heard of El Dorado?
 - 2 What and where do you think it is?
- 2 Read the text. Check your answers to Exercise 1.
- 3 Complete the sentences with years.
 - 1 1520s – Spanish conquistadors first heard about the Muisca people.
 - 2 1537 – They first went to look for El Dorado.
 - 3 1545 – They searched Lake Guatavita for gold.
 - 4 1617 – Sir Walter Raleigh failed to find El Dorado.
 - 5 1803 – Alexander von Humboldt proved the site at Lake Parime did not exist.
- 4 Why did the Europeans want to explore and control the Americas? Discuss with a partner.
- 5 Match the words in **bold** with the definitions.
 - 1 a long search for something that may not exist or is difficult to find **quest**
 - 2 a small flat boat, often made of wood **raft**
 - 3 an old story **myth**
 - 4 a fight during a war, usually to take control of a place **battle**

Explore it!

Guess the correct answer.

People once believed there was gold worth ... in Lake Guatavita.

a \$1 million b \$50 million c \$300 million

Find another interesting fact about a legend. Then write a question for your partner to answer.



The legend of El Dorado



In the 1500s, Europeans were discovering and trying to take control of the Americas. In the 1520s, Spanish conquistadors heard about the Muisca people, who lived in what is now Colombia.

The stories suggested that the Muisca had a huge amount of gold. When they chose a new chief, they covered him in gold and sailed him on a **raft** into the middle of Lake Guatavita. The chief put all the gold into the lake as a gift for the gods.

In 1537, the Spanish decided to look for the chief, who they named 'El Dorado', but without success. Then in 1545, they looked for gold in Lake Guatavita. They discovered a few objects, and they became sure that there was a whole city of gold somewhere in the Amazon jungle. People started to refer to the golden city as El Dorado.

Many people looked for El Dorado over the centuries. These included the British explorer Sir Walter Raleigh. In 1617, on his second expedition to South America, he fought a **battle** with the Spanish on the Orinoco River, as both the British and the Spanish searched for El Dorado. The British king was unhappy about this conflict and executed Raleigh on his return.

The **myth** of El Dorado continued to grow. Maps in the seventeenth and eighteenth centuries even showed the city next to a legendary lake, Lake Parime. But nobody ever found it, and in 1803 the German explorer Alexander von Humboldt disproved the existence of this site.

After hundreds of failed expeditions, people finally realised that El Dorado never existed. The phrase 'looking for El Dorado' means to go on a hopeless **quest**.

UNIT 2 | CLIL 137

5 After feedback, ask students in pairs to find another unknown word in the text and find its definition. They then teach this word to another pair.

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


Explore it!

If appropriate, allow students to search for information online. If this isn't possible, ask students to work in groups to share ideas and create questions.

Warmer

Ask students in pairs to discuss what they remember spending money on in the last week, and whether they're happy with what they bought. Elicit some ideas, along with relevant vocabulary such as 'unnecessary', 'a must', 'regret', 'good value', etc.

1 Allow students a minute of thinking time to think of ideas individually before speaking in pairs, then elicit relevant ideas on the board.

2  4.12 Allow three minutes to read the text, to encourage faster reading.

3 Students discuss the statements in pairs according to what they remember of the text before reading again and checking their answers in pairs.

4 After feedback, students in pairs find another unknown word in the text, find its meaning and write an example sentence with it. Elicit a few from different pairs.

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

Explore it!

Alternatively, students in pairs or groups can write a question about teen spending, and then find the answer for homework. Elicit the information in the following session.

4



SOCIAL STUDIES



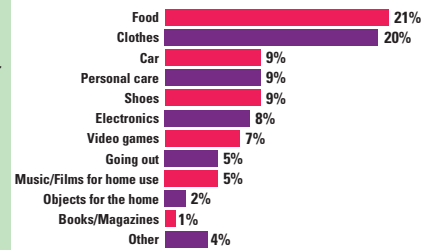
The best things in life are (nearly) free

There is no doubt that money is **essential** to daily life. People earn money to buy food, pay the **bills** or save for something special like a holiday or present. Life becomes extremely difficult for people when there isn't enough money for their basic needs.

However, many people spend too much money on items they do not need. Marketing and advertising **encourage** people to buy an enormous range of products and services, and these days, with 24-hour internet access, it is easier than ever to spend money at the touch of a button.




How American teenagers spend their money according to a recent survey




Some people believe that consuming so much is unhealthy and we should make an effort to find interests do not cost anything at all. If you want to do this, there are a number of options, and a good way to start is by looking at local websites. There are many free events for local communities and you just need to select an activity that interests you. You could choose from music, dance, sport, art, tourism, walking and many, many more.

Of course, you need access to a computer or phone to check a website. This costs money, but if it helps you to save money in the longer term, then it is a good **investment**. Why not have a look today? It may be the first step in reducing your spending and starting a new low-cost life.

 1 Discuss the questions.

- 1 Why do we need money?
- 2 What kinds of things can we do in our free time without money?

 2 4.12 Read the article. Are your ideas in Exercise 1 mentioned?

3 Are the sentences **T** (true) or **F** (false)?

- 1 People need money for their basic needs. **T**
- 2 Teenagers don't need holidays or presents. **F**
- 3 US teenagers spend less than a quarter of their money on clothes. **T**
- 4 We can use technology to find free events. **T**
- 5 If you want to save money, you sometimes have to spend a bit first. **T**

4 Complete the sentences with the words in **bold**.

- 1 I bought a cheap phone to save money, but it was a bad **investment** because it broke and I had to buy a new one.
- 2 That video game isn't an **essential** item. I think you should save your money.
- 3 Please don't **encourage** Ben to buy any more trainers. He's already got plenty of pairs.
- 4 Lisa has almost no money left each month after she pays the **bills**.

Explore it!

Guess the correct answer.

In the UK, girls aged 13 to 15 spend on average £1.70 per week on personal care. Boys spend ...

- a £1.60. b 10 pence. c £4.00.

Find another interesting fact about teen spending. Then write a question for your partner to answer.




Extend it!

Students look at the graph and discuss in groups whether the data is similar to the way they spend money.

Warmer

In groups, give students two minutes to brainstorm animals which can poison people. If necessary, explain that *poison* is something that can make people extremely ill if they eat or drink it, or if it gets into their blood. The team with the most animals wins.

1 Point out that being able to read scientific texts in English is very useful, as a large amount of research is published in this language. Elicit students' ideas about the article title and photo, and write them on the board, so that they can use them as a reference while reading the text later.

2  6.13 Give students three minutes to read the text and encourage them to circle keywords which helped them check their ideas from Exercise 1. Elicit these during feedback.

3 Encourage students to discuss the missing information with a partner before reading again to check their answers.

4 ★★★ Fast finishers work together to write an extra half sentence using information from the text. Elicit these after feedback and ask the rest of the class to complete the sentence.

5 After feedback, students in pairs find another unknown word in the text, find its meaning and write an example sentence with it. Elicit a few from different pairs.

6



SCIENCE

SMALL BUT DEADLY

Imagine you are trekking through a rainforest. You're amazed at the rich variety of wildlife, although you're nervous about meeting a jaguar or a boa constrictor. Suddenly, you see something bright and yellow on a plant. You move closer and realise that it's a tiny frog. 'Frogs aren't dangerous,' you think, and you hold out your hand ...

Stop! The animal in front of you is *Phyllobates terribilis*, or the golden poison frog. It is the most poisonous land animal in the world.


The golden poison frog is an amphibian that lives in the rainforests of Colombia. It is only about 5 cm long and weighs less than 25 grams. It is a **carnivore**, and it eats ants, beetles and centipedes that only live in the rainforest. Scientists believe this specific diet produces the poison that the frogs secrete from their backs. If a human touches a golden poison frog, it can cause **swelling**, nausea, paralysis or even death.



Incredibly, these frogs may also be good for humans. Scientists are investigating how they can use frog poisons in medicines to treat heart conditions. However, **deforestation** and pollution mean the golden poison frog is in danger. If we do not protect the tropical rainforests, this beautiful but **deadly** animal will soon disappear.

So, if you see one of these creatures in the jungle, keep your distance and leave it alone. Then you will both stay safe.

1 Look at the title and photo. What information can you guess about this frog?

 2 Read the article. Were your ideas correct?

3 Complete the fact file about the golden poison frog.

SCIENTIFIC NAME: 1 Phyllobates terribilis
TYPE OF ANIMAL: 2 amphibian
SIZE: 3 5 cm
WEIGHT: 4 less than 25 grams
DIET: 5 ants, beetles, centipedes
HOME: 6 rainforests of Columbia

4 Complete the sentences.

- 1 The golden poison frog can hurt people if they touch it
- 2 It can help people because its poison might be used to treat heart conditions in the future

5 Complete the sentences with the words in bold.

- 1 This snake has a **deadly** bite. It can kill you.
- 2 There was **swelling** on his toe where he was stung. His toe was bigger than usual.
- 3 Because of **deforestation**, a lot of animals have lost their homes.
- 4 An animal that eats meat, like a cat, is a **carnivore**.

Explore it!

Guess the correct answer.

The golden poison frog has enough poison to kill ...

- a a cat. b 20,000 mice. c an elephant.

Find another interesting fact about a dangerous animal. Then write a question for your partner to answer.



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

Explore it!

Allow students to work in groups to create a question. Collect and read out the questions and ask groups to discuss and write down their answers together. To check answers, ask each group to stand up and explain the answer to the question they wrote.

Warmer

In groups, students brainstorm famous inventions for two minutes. Elicit a few on the board, and any extra information about them that the students might know. Point out that reading technology-themed texts in English is a good way to pick up vocabulary which can be useful for describing projects, results and ideas.

- 1 If students don't know what the object is, invite them to read the title and subheading of the text, and elicit what 'small screen' means.
- 2 ^{8.13} Allow students three minutes to read the text to encourage faster skimming. Disallow the use of dictionaries and translation software.
- 3 Encourage students to discuss the order of the events with a partner before rereading the text to check.
- 4 Allow a few minutes of thinking time for students to form an opinion and search for relevant vocabulary in a dictionary if available. Then monitor closely and make notes of useful vocabulary and language, to point out during feedback.
- 5 Challenge students to explain how they were able to guess the meaning of the words in bold. e.g. with 'crops', the clue in the text is 'farm'.

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

8

DESIGN AND TECHNOLOGY

The photos show the first television and it was invented by Philo Farnsworth.

- 1 Look at the photos. Do you know what the invention is and who invented it?
- 2 ^{8.13} Read the article. Check your answers to Exercise 1.
- 3 Put the events in order.
 - a **1** Farnsworth entered invention competitions.
 - b **4** He went to university.
 - c **2** He had an idea while he was working on his family's farm.
 - d **6** Businesses took up his ideas.
 - e **5** He presented a prototype.
 - f **3** He worked out a process for making a fully electronic television.
- 4 Imagine you're going to spend 24 hours without looking at any type of screen. How can you spend your time? Discuss your ideas with a partner.

5 Match the words in bold with the definitions.

- 1 plants that farmers grow **crops**
- 2 change slowly over a period of time **evolve**
- 3 stop doing something before you have completely finished **drop out**
- 4 first example of an invention **prototype**

Explore it!

Guess the correct statement.

- a After his invention, Philo Farnsworth had a television in every room of his house.
- b Philo Farnsworth became one of the first television news presenters.
- c Philo Farnsworth didn't like television and didn't allow his family to watch it.

Find another interesting fact about television. Then write a question for your partner to answer.



Philo Farnsworth:

a big influence on the small screen

The television is probably the world's most popular form of entertainment. On average, people around the world watch three hours of television per day, and in Europe and North America, this is closer to four hours. But who is responsible for this amazing invention?



It isn't an easy question to answer, because over the years, different people developed different types of televisions. One of these was Philo Farnsworth, a farmer's son from Utah in the USA, who built the first all-electronic TV set. This young man's creativity and determination made a big difference in the development of the small screen.



Farnsworth was always interested in inventions. As a young teenager, he took part in invention competitions and made mechanical gadgets that helped with household chores. In 1921, at the age of 15, he came up with the basic idea for a totally electronic television. He was looking at the parallel lines of **crops** on his family's farm when he realised that he could separate images into parallel lines of light, which he could transform into images.

Farnsworth was a brilliant student, and entered university, but he was forced to **drop out** and work after his father died. However, he continued to work on his invention. Finally, in 1928, he finalised his **prototype** TV. His invention continued to **evolve** and improve, and throughout his career, different companies produced different versions of it. The television continues to evolve quickly – today's flat-screen smart TVs will surely look old-fashioned to future generations.

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Explore it!

If appropriate, ask students to search for the information online using their smartphones or tablet. If this is not possible, students can work in small groups to create a question.

Extend it!

Students research an inventor from their country and what he or she invented. They then prepare a short presentation about the inventor in groups.

PRONUNCIATION ANSWER KEY

Unit 1 SB p141

- 1** Students' own answers
- 2** 2 She's 4 You're
3 He is 5 It is

Unit 2 SB p141

- 1 Students' own answers
2 Students' own answers
3 1 /t/ or /d/
arrived
changed
cooked
helped
looked
survived
travelled
2 /ɪd/
decided
wanted

Unit 3 SB p141

- 1** Students' own answers
- 2** nervous (2) upset (2) angry (2) excited (3)
surprised (2) bored (1) lonely (2) tired (1)
- 3** 1 upset, surprised 3 excited
2 nervous, angry, lonely 4 bored, tired
- 4** Students' own answers

Unit 4 SB p141

- 1 Students' own answers
- 2 Students' own answers

Unit 5 SB p141

- 1 2 v 3 f 4 f 5 v 6 f
- 2 Students' own answers

Unit 6 SB p142

- 1** Students' own answers
- 2** Students' own answers
- 3** 1 /ʌ/
cousin
cut
stung
- 2** /ʊ/
could
foot
put
- 4** Students' own answers

Unit 7 SB p142

- | | |
|--|---|
| 1 Students' own answers | |
| 2 1 /ɪ/
printer
video
will | 2 /aɪ/
bike
device
online
wi-fi
write |
| 3 Students' own answers | |
| 4 Students' own answers | |

Unit 8 SB p142

- 1 Students' own answers
- 2 **Voice goes up:**
Do you like it?
Do you think you'll be a teacher for the next 20 years?
Voice goes down:
What do you like best about it?
- 3 Students' own answers


Unit 9 SB p142


- 1 2 We'll buy a new guitar. (6)
- 3 Is Jake playing the drums? (6)
- 4 We're going to a rap concert. (8)
- 2 2 We'll buy a new guitar.
- 3 Is Jake playing the drums?
- 4 We're going to a rap concert.
- 3 Students' own answers


STUDENT'S BOOK

AUDIOSCRIPTS


Starter Unit


-  **S.01** chat online make cakes, make videos
download songs play an instrument
go shopping read books, read magazines
go for a bike ride take photos
hang out with friends write a blog
listen to music


-  **S.02** **1** [sound effect of a musical instrument]
2 A Ready? Say cheese!
B Cheeeeeese!
3 A Alfie ... Alfie ...
B Sorry! I can't hear you. Hang on a minute.
4 A OK, are we ready?
B Yes, we are! Let's go!
5 A Let's go to the sports shop now.
B Good idea. We can look at the trainers.
6 This is my favourite recipe: chocolate and mango muffins. They're delicious! Now, let's see. What's next?
7 This is a film one. There are a lot of reviews and interviews in it. I buy it every week. But I also get a sports one that comes out every month.

-  **S.03** **1** gymnastics
2 rugby
3 sailing
4 athletics
5 swimming
6 basketball
7 table tennis
8 hockey

Not in the pictures: volleyball, windsurfing

 **S.05** I like my new school. I don't know all the students in my class yet, but I sit next to a boy called Jorge in my English class. He's sports mad. He plays basketball every day. On some days he doesn't have lunch – he's on the basketball court! Do you get a lot of homework? Our teachers give us lots! I don't do it at home – I go to homework club on Wednesdays. Some of the older students help us. They're nice. After homework club, I don't get home until about 6.30 pm. I listen to music and relax before dinner.

-  **S.06** **1** tablet **6** keys
2 headphones **7** phone
3 money **8** passport
4 bus pass **9** camera
5 portable charger **10** laptop

-  **S.07** **ALEX** Hi there. Is this the coding club?
EMINE Sorry. This is photography club in here. I'm Emine, by the way.
ALEX Hi, I'm Alex.
EMINE Are you new here?
ALEX Yes, I am, but I'm lost. I haven't got a plan of the school.
EMINE Don't worry! I love helping people. Do you want to come to photography club? Look ... we've got two new cameras this term. I hate using my phone for photos, but these cameras are really cool.
ALEX No, thanks. I want the coding club. I don't like taking photos.
EMINE Oh, that's a shame.
ALEX Do you like taking photos?
EMINE I love it, so this is the club for me. Right ... coding club ... let me see ... Ah, there's Libby. She goes to coding club every week. Libby! Libby, this is Alex. He's new here. Alex, meet Libby.

ALEX Hi.

EMINE Right, Libby. Alex wants to go to coding club.

LIBBY No problem. Follow me. So, have you got your own laptop?

ALEX Eh ... no ... I haven't, but I've got a tablet and a portable charger for it. Is that any good?

LIBBY Don't worry! You don't need a laptop or a tablet. They've got loads of laptops there. You can borrow one.

ALEX So, what's the teacher like?

LIBBY Mr Adams? He's great. He sometimes thinks he's Bill Gates and he loves telling stories.

ALEX Have you got your own computer?

LIBBY Yes, I have. I like writing computer programs for it.


ALEX Wow! That's cool.

LIBBY Yes, it is, but I'm quite busy and I haven't got much free time. I want to write more! I don't mind helping you write some programs.


ALEX Really? Thanks, Libby. What's the club like?


LIBBY It's fun! Right, here we are ...

Unit 1

-  1 soap opera 4 reality show 7 on-demand series
2 drama 5 documentary 8 game show
3 chat show 6 cartoon

Not in the photos: comedy, cookery show, sports show, the news

-  1 **A** So, what do you think of *Laugh a Minute*?
B I love it! I can't stop laughing. Look ...
- 2 Oh, I hope she can win the money but I'm not sure she can do it ... Oh, come on! ...
- 3 **A** So, have you watched the latest episode yet?
B No, not yet.
A Oh ... well, guess what happens. I can tell you. It's so exciting!
B No, be quiet. Don't tell me now. I want to watch it tonight.
- A** OK, well be prepared for a surprise ... a BIG surprise.
- 4 **A** OK, so what's happening now? Can you explain?
B Well, Tito is meeting Rita but Nacho doesn't know. Nacho isn't happy with Tito so they aren't speaking to each other and ...
- A** OK, OK, stop! I think I get it now.
- 5 **A** Oh no ... now those bugs are moving all over him. No! Now he's eating them ... that's disgusting!
B I bet they taste delicious with some salt!
- 6 **A** So, do you like that show?
B No way! That's for little kids.
A True, but it's really funny and it makes me laugh.


 5.08 We've got a new student in our class. Her name's Paola. What have we got in common? A lot!

She's got brown hair and blue eyes – just like me!

Has she got any brothers and sisters? Yes, she has. She's got two annoying little sisters, just like me. She hasn't got any brothers.

We've got the same trainers, phones and headphones! We both love playing table tennis.

We haven't got any classes today because it's a holiday. I've got Paola's phone number, and I hope she's free to practise table tennis with me this afternoon.

-  1.05 1 They are listening to music.
2 She's reading a blog.
3 He is skiing in France.
4 You're watching TV.
5 It is eating.

ROSA What are you doing right now, Toni?

TONI I'm talking to you.

ROSA Ha, ha. Very funny! Are you revising for the maths test?

TONI No, I'm watching a chat show. Why are you ringing me?

ROSA Well, this maths homework is giving me problems. If you aren't doing anything important, can you help me?

TONI Sorry, Rosa. I can't talk now. They're interviewing Ed Sheeran. I'll call you back, OK? Bye.

ROSA Great. Thanks a lot, Toni.

1 set	6 make-up artist
2 lights	7 camera operator
3 actor	8 script
4 camera	9 costume
5 sound engineer	10 director

MATT Hi! I'm Matt and I'm from New Zealand. I live in the capital – Wellington – on the North Island. More than three million people visit the locations for films like *The Lord of the Rings* here every year. Today, I'm visiting a film workshop with my media studies class. We're waiting for our guide. Ah, here she is now.

CLARA Hi. I'm Clara, your guide. If you've got any questions or I'm not explaining things clearly, shout! Listen carefully – there's a quiz at the end and a prize! Yes ...

GIRL What do you do here?

CLARA We make costumes, we design and build models and we design film sets.
First stop, costumes. Do you recognise any of these?

MATT There's Thor's helmet from *Thor* and Frodo's shirt from *Lord of the Rings* – wow!

CLARA Do you want to hold it?

MATT Yes, please! I can't believe I'm touching this. It's very light.

CLARA Yes, it is. It's because it isn't metal – it's plastic.

GIRL The bigatures? What are they?

CLARA They're models of things that are very big and don't exist, like castles. Some of them are nine metres high.

GIRL: Why do you use bigatures?

CLARA Because we want to create something that you can't take a photo of in real life. We make a scene with the bigatures, take a photo of it and then we put those together with the actors.

OK, let's move on. There's Martin. He's one of our camera operators and he's working hard today. Shh ... talk quietly, please. Martin is working.

MATT What is he doing?

CLARA He's taking a photo of a model for one of the new *Avatar* films.

MATT No way! *Avatar's* my favourite film!

CLARA OK, follow me ... Next, I'm taking you to see ...

Media studies is my favourite subject at school. I love it! This week, we are studying the history of film. We are learning all about talkies, CGI and lots more! I don't know much about it. It takes a long time and a lot of people to make a film. Sorry! Time to go. My little brother is making a lot of noise downstairs. I think he is watching his favourite comedy with my mum and dad. They all love it and they always laugh a lot. What are you doing at school this week?

EVA What are you doing?

ALEX I'm watching the second episode of this new comedy series.

EVA But it's lunchtime.

ALEX I'm not having lunch today. Lunch can wait.

EVA So what do you think of the show?

ALEX I love it! Do you like comedies?

EVA No, I don't. I'm not really into them. I prefer watching documentaries and dramas.

ALEX Everyone's watching this one. It's really cool! Why don't you watch it with me?

EVA I'm not sure.


ALEX I think you'll really like it.

EVA OK. Let's see.

ALEX Well? What do you think of it?

EVA Actually, it's not bad!

Unit 2

 2.01 1 dry, hot and sunny


2 cold and snowy

3 cloudy and windy

4 foggy

5 rainy and wet

The words not in the photos are: icy, stormy and warm.

 2.05 On 6th September 1620, 102 people left England to travel 4,500 km to the USA. They didn't agree with some of the religious views in Europe at that time, so they decided to start a new life.

They travelled in a ship called the *Mayflower* and the journey took 66 days. The first half of the journey went well. Then the weather changed and it was very cold and stormy. People became ill and some of them didn't survive.

In December they arrived in Plymouth Bay. They didn't know anything about this new land, but the local Wampanoag people helped them to find food and build houses.

 2.06 1 fork

2 scissors

3 knife

4 blanket

5 toothbrush

6 comb

7 mirror

8 plate

9 bowl

10 pillow

11 hairbrush

12 spoon

13 lamp

14 cup

 2.07 1 [Sound of a person brushing his or her teeth.]

2 Be careful. Try to cut the paper neatly.


3 Stop it! Hey! Ouch ...

4 **A** Stand still, please.

B Ow! That hurts.

5 Mmmm. That's nice soup.

6 [Sound of someone chopping vegetables.]

 2.08 **PRESENTER** Good afternoon and welcome to *The History Hour*. Last week, there was an exhibition in Copenhagen about a special teenager, and I went along to

find out more from Ingrid Noren – a Danish historian. Wow! So here she is.

INGRID

Yes. This is the Egtved Girl – she's 3,000 years old! Archaeologists found her body in 1921 in Egtved, a small village in southern Denmark.

PRESENTER

What's special about her?

INGRID

Before we found her, there wasn't really any information about clothes that people wore at that time.

PRESENTER

Really? What did you learn about her?

INGRID

We know she was between 16 and 18 years old and she died in 1370 BC. And we know she died in the summer because there were some summer flowers with her body.

PRESENTER

Aaah! Were there any other things from the Bronze Age with her body?

INGRID

Yes, there were. There was a blanket, a comb, a belt, some jewellery and a cup.

PRESENTER

Why did she have those things?

INGRID

We're not sure – we're working on that.

PRESENTER

I can imagine. So, what about her clothes?

INGRID

Until we found the Egtved girl, there weren't any Bronze Age clothes to examine and we didn't know much about Bronze Age fashion! When scientists examined her skirt and top, they discovered the wool didn't come from Danish sheep – there weren't any sheep in Denmark with that type of wool.

PRESENTER

Was she Danish?

INGRID

No, she wasn't. She probably came from southern Germany – about 800 km from Egtved.

PRESENTER

Wow! That's a long way from home. Why was she in Denmark?

INGRID

At that time, people travelled a lot, and there were a lot of people in northern Europe from different countries. Germany and Denmark were two very powerful countries, so we think she was there to marry.

PRESENTER Well Ingrid, it was fascinating to talk to you today, now I'd like to ...



- 1 There were some humans in Africa 250,000 years ago. But they started to leave Africa in small groups about 120,000 years ago.
- 2 There wasn't an alphabet with letters in Aztec times. But there was an alphabet – it had pictures instead of letters. Amazing!
- 3 There were some university courses for students in Oxford in 1095.
The courses were expensive so they were mainly for rich people.
- 4 There weren't any forks for eating food in ancient Greece. People used knives, spoons and their hands! The first fork probably appeared in the eighth or ninth century in rich homes in Persia.
- 5 There was a famous Roman cook called Apicius. He wrote one of the first recipe books in the first century AD. You can still make his recipes today!



- CARLA** Hi, Andy. How was your weekend?
- ANDY** It was OK, thanks.
- CARLA** What did you do?
- ANDY** I went to Wales for my grandad's 70th birthday.
- CARLA** Cool! What was the weather like?
- ANDY** It was cold, wet and windy.
- CARLA** That's a shame. Where did you stay?
- ANDY** We stayed in a cottage
- CARLA** What was it like?
- ANDY** Well, there wasn't any wi-fi and there were loads of noisy sheep outside.
- CARLA** Really?
- ANDY** Yes, really. In Wales there are about three million people and nearly ten million sheep.
- CARLA** Wow. You learn something new every day!
- ANDY** What about you? What did you do?
- CARLA** Nothing much. I watched TV and made some cakes.
- ANDY** Sounds good!



- TEACHER** So, when you give feedback it's important to be constructive. You're trying to help

improve the work, but you're also trying not to criticise the person. Right, Sophie ... which text did you choose and what do you think?

SOPHIE I chose the Mexican bowl and my favourite part was the information about the god Tlaloc.

TEACHER Why that was your favourite part?

SOPHIE Well, because it's interesting. I didn't know that before I saw the display and I learned something new.

TEACHER Great. So, was there anything you want to improve?

SOPHIE Yes, I think the final sentence is very long.

TEACHER OK, so what do you suggest?

SOPHIE I think it can be two sentences. So, it can say: 'People believed he sent good rain to help plants grow when he was happy. When he was unhappy, he sent bad rain and storms.'

TEACHER Sophie, that's good constructive feedback. You made a compliment, you said something you thought was weak, and you made a suggestion on how to improve it. Now, Leo ... which display did you read?

LEO I read the one about the lamp.

TEACHER Have you got any feedback?

LEO Yes, I have. I liked the extra information about the lamps, you know, bronze lamps were more expensive than clay ones.

TEACHER OK. What about any improvements? Have you got any suggestions?

LEO Well, actually, it's a shame there wasn't any more information about the lamp. The display text is a bit short. You know, there were some questions I wanted to know the answer to.

TEACHER What questions?

LEO Where did the archaeologists find the lamp? For example, did they find it in a house? Whose house was it?


TEACHER OK, so you think this needs a bit more

research and then some more information in the text.

LEO Exactly.

TEACHER That's good. So again, Leo, you followed the feedback structure: make a compliment, say something you think is weak, suggest an improvement.

Unit 3

 3.01 1 He isn't bored. He's angry.


2 He isn't embarrassed. He's tired.

3 She isn't worried. She's surprised.

4 He isn't tired. He's lonely.

5 He isn't afraid. He's upset.

6 They aren't excited. They're nervous.

 3.05 One day, a hare was telling the other animals how fast he could run. At that moment, a tortoise was walking past. He heard the hare and he offered to race him.

The race began. At first, the hare was running very fast and the tortoise was going very slowly. The hare was soon near the end of the race. The other animals weren't watching, so he decided to stop for a rest. He soon fell asleep. The tortoise continued to walk slowly while the hare was sleeping. Just as the tortoise was finishing the race, the hare woke up. The other animals were shouting loudly – the tortoise was the winner!

The moral of the story is: don't be too sure that something is easy. Sometimes things are more difficult than you think.

 3.06 1 down

7 off

2 out of

8 past

3 over

9 up

4 between


10 through

5 into

11 along

6 under

12 across

 3.07 1 Be careful! Don't fall down the stairs.


2 Who is that coming out of Bruno's house? Is it Carla?

3 Let's jump into the water together! Are you ready?

4 Don't cross the road between those cars. It's dangerous.

5 Why don't we swim across the lake to the other side? It isn't far.

6 Laura walked past me without saying hello.

 3.08 **PRESENTER** Good evening and welcome to this week's edition of *What's Your Story?* Today is *Local Heroes' Day*, so we want you to call us and share your stories. Have you got a story about a local hero? What did they do? So, first let's talk to Melissa. Hi there!

MELISSA Hi.

PRESENTER So, Melissa, what's your story?

MELISSA It's not my story because it didn't happen to me, but I read about it and I think it's great. A man saved a boy's life on his wedding day in a park near my house.

PRESENTER No way! What were the bride and groom doing in a park?

MELISSA Well, a photographer was taking photos of Clayton and Brittany Cook after their wedding. While the photographer was preparing his camera, Clayton noticed three children, two boys and a girl, behind them.

PRESENTER What were the children doing?

MELISSA They were playing in the park, but they were bored. Clayton was watching them because they were standing close to the lake.

PRESENTER Uh-oh ... What happened next?

MELISSA Well, while the photographer was taking photos of Brittany on her own, one of the children pushed another one into the water. There was a loud splash! The children were shouting because one of the boys was in the lake. When Clayton saw the boy, it was obvious that he couldn't swim and was having problems.


PRESENTER What did Clayton do?


MELISSA He immediately jumped into the water and pulled the boy out. The boy was upset, but he was OK.

PRESENTER Thank heavens! And was Clayton wearing his wedding clothes when he jumped into the water?


MELISSA Yes, he was. They got very wet!

PRESENTER I'm sure he didn't mind. What an amazing story, and what a hero Clayton was! A real-life superman! Thanks for sharing. Now, next ...

-  **1 A** Were you watching TV at 8 pm last night?
B Yes, I was.
- 2 A** What were your friends doing at 7 am this morning?
B They were getting up.
- 3 A** What were you wearing yesterday?
B I was wearing jeans and a hoodie.
- 4 A** Was your best friend chatting online at 5 pm yesterday?
B No, he wasn't. He was playing basketball.


 I was walking to the bus stop one afternoon when I fell over on the icy street. I was carrying a heavy bag with all my school things and I broke my glasses. I felt very embarrassed.


A lot of other people were waiting for the bus, but they didn't help me. However, one woman picked up my bag and glasses and she found an empty seat for me. While I was sitting there, she cleaned my face and gave me some water. But when I looked for her a few minutes later, there was no one there.


 **DAVID** Guess what happened yesterday?
LAURA No idea.
DAVID Well, it didn't happen to me, it happened to Adrian.
LAURA Go on.
DAVID He was at the new shopping centre.
LAURA You're kidding! What was he doing in a shopping centre? He hates shopping.
DAVID He was looking for new trainers.

LAURA Really?
DAVID Yes, really. Now please stop interrupting. While he was looking at the trainers, someone bumped into him.
LAURA Who was it?
DAVID It was Neymar!
LAURA No way! That's amazing!
DAVID I know.
LAURA Did he take a photo?
DAVID No, he didn't. He was too embarrassed. Can you believe it?
LAURA What a great story!

Unit 4


 4.01	borrow	owe
	change	pay
	cost	save
	earn	sell
	lend	spend

-  **1** OK, so that's £14.40 in total. Just let me get the card machine. OK, that's ready for you now ... put your card here ...
- 2 A** Dad, I haven't got enough money to go to the cinema with Jack later. Have you got £5?
B Yes, I have. You can have it, but I want it back at the weekend.
A Of course!
- 3 A** Wow! Look at those trainers. They're really cool and they aren't very expensive. Why don't you get them?
B No, I can't. I want to have enough money for my trip to Greece in the summer.
- 4 A** Hi, can I help you?
B Yes, I've got some American dollars, but I need Polish zloty.
A Sure, let's just see how much you can get today ...
- 5** Come on! Delicious fresh fruit, it's a bargain! We've got apples, bananas, pears, pineapples ... go on, you know you want to ...


 4.04 It's the fourth Friday in November and it's Black Friday. It's the busiest shopping day of the year. Things are cheaper than usual today. Shoppers can get the best prices for the latest gadgets or the most stylish trainers. In my opinion, Black Friday is the worst day of the year. People seem to be more interested in shopping than anything else! I think we could all be happier people without spending money all the time.


-  4.05
- | | |
|--------------------|------------------|
| 1 vet | 5 charity worker |
| 2 lawyer | 6 nurse |
| 3 firefighter | 7 police officer |
| 4 refuse collector | 8 surgeon |

Not in the photos: carer, lifeguard, paramedic, volunteer

-  4.08
- 1 I don't work now – I'm retired – so I've got enough time to do something useful. You're never too old to help in a place like this. Charity shops are a great place to find amazing things that people don't want any more. I think we've all got too many clothes and books. The best thing: All the things we sell here help other people. The worst thing: Sometimes the shop is very quiet and it's a bit boring.
 - 2 I love my job, but I think I spend too much time at work. Some days I'm too busy to have lunch ... but lots of people have got too much work – that's normal. The best thing: Watching the owners' faces when their pets are better. It's just magic! I love it. The worst thing: I often have to work at weekends. Luckily my family doesn't mind!
 - 3 I'm 15. I didn't have enough money to buy things, so I decided to get a job to earn some! I work at the sports centre. I don't spend too much time there, so I still have a lot of time to see friends and study. The best thing: I've got the skills to save someone's life, and I can save money to buy things I need. The worst thing: When there are too many people and they're all screaming and shouting. Sometimes it's too noisy for me.
 - 4 I'm not a doctor or a nurse, but sometimes people think I am. Sometimes I drive an ambulance and I wear a special uniform. This is only my second week in the job. In my old job, the hours were too long and I was bored. This job is never too quiet. The best thing: Every day is different! The worst thing:

There's too much paperwork, and some days I feel like there aren't enough hours in the day!

 4.09 I'm too young to have a full-time job, but every Saturday I'm a volunteer with a local vet. I cycle there because it isn't too far from my house. I help the receptionist when she hasn't got enough time to do everything. Last week, there were too many people in the waiting room – we didn't have enough chairs for them to sit on! Sometimes it gets too noisy for me, especially when there are too many animals and there isn't enough space in the waiting room. The best thing: I love animals and I can spend all day with them! The worst thing: Sometimes there's too much information for me and I don't understand it all.

 4.10 **BILLY** Hey, Rita. What's up? You look a bit worried.

RITA I am. Could you do me a favour?

BILLY It depends. What do you need?

RITA Would you mind lending me ten pounds?

BILLY Ah. I'm sorry, I can't. I spent too much money at the weekend.

RITA OK, no worries. What about you, Greg?

GREG Maybe. What's it for?

RITA I want to buy a bag for Maisie's birthday. There's a really cute one that I want to get her, but I haven't got enough money.


GREG: When's her birthday?

RITA Yesterday! Please, Greg.

GREG Sure, since you asked so nicely. There you are.

RITA Thanks, Greg. You're the best! I owe you one.

GREG Actually, you owe me ten!

 4.11 **YUSUF** OK, so we've got enough time and we all want to volunteer. What's the best way for us to volunteer in our community? Lara?

LARA Let's go to the after-school sports club – that's the easiest thing to do. We could watch the younger students and look after them. That isn't too much work for us.

YUSUF That's an interesting idea. But I think we can do something that isn't at school. Also ...

THIAGO Excuse me, Yusuf, can I make a suggestion?

YUSUF Sure, go ahead, Thiago.

THIAGO What about going to the care home and teaching the older people how to use computers and tablets?

YUSUF That's not a bad idea. Lara, what do you think?

LARA I'm not sure. We need permission to do that, and I don't know who to ask. I think it needs too much organisation.

YUSUF Do you have any other ideas, Thiago?

THIAGO Yes, how about cleaning the park?

YUSUF I think that's a brilliant idea. We all know the park isn't very clean and so people aren't using it. It's too dirty to play football or basketball there. What do you think, Lara?

LARA Yes, I like that idea too. How about doing it on Saturday mornings? I think we've all got enough time then. We can make a poster and ask other people to help us too.


THIAGO OK, so we don't want to work with the younger students, and we aren't keen on the care home idea. Do we think the park is the best idea? Are there any more ideas? Right, so we all agree: we clean the park and make it a better place for the whole community?


YUSUF Yes! That's good enough for me! Let's get started and make a poster!

2 This was a nice room. It had a lovely wooden ceiling and a big mirror on the wall. There was a nice big bath, but the sink was tiny and the toilet didn't work very well. So we built a new one!

3 I've got a lot of pictures of my family on the wall, and there's a nice warm carpet on the floor. I've got a large wooden desk and lots of shelves with books and papers. I work from home, so I spend lots of time in this room.

4 This room is quite small, but all my family like spending time in here. There isn't a table or chairs, but there's a new fridge – it's really tall. And there are lots of cupboards. Above the sink, there's a window with a view of the garden.

 **5.04** Kids' toys aren't cheap these days, but not many toys are as expensive as Astolat Dollhouse Castle. It's an American doll's house – but it isn't an ordinary one. It's as tall as a small Christmas tree and as heavy as a horse. The castle was the idea of an American artist, Elaine Diehl, and it took her 13 years to build. Of course, it isn't really a toy. It's a work of art, and it's perfect enough to be in a museum. The furniture is small enough to fit in your hand, and it's as beautiful as the furniture in a real palace. The tiny sofas and beds are as soft as the real things. The books on the shelves aren't large enough to read, but they have real pages. One thing that isn't small is the price – over \$8 million! Are you rich enough to buy it?

 **5.05** **1** do the ironing

2 do the washing

3 load the dishwasher

4 do the washing-up


5 make your bed

6 clean the kitchen

7 vacuum the carpet


8 tidy up the living room

9 empty the washing machine

 **5.06** Hi, kids. I'm working all day today. Can you please help with some things around the house while I'm out?

Ollie, please clean the kitchen and load the dishwasher with the plates and cups from breakfast. Can you also tidy up the living room, please, and vacuum the carpet?

Unit 5

 **5.01** **1** ceiling

2 cupboard

3 fridge

4 sink

5 floor

6 shelves

7 wardrobe

8 desk


9 chest of drawers


10 picture

11 bookcase

12 armchair

13 carpet


 **5.02** **1** This is a bright, sunny room and my sister and I spend a lot of time here. My sister sleeps above me. We have a big chest of drawers and a big wardrobe for our clothes, which we share.

 **5.06** Hi, kids. I'm working all day today. Can you please help with some things around the house while I'm out?
Ollie, please clean the kitchen and load the dishwasher with the plates and cups from breakfast. Can you also tidy up the living room, please, and vacuum the carpet?

Mia, tidy up your bedroom and make your bed. Then can you please do the ironing for me? The clothes are still in the washing machine, so empty that first.

Thanks, kids. I'll see you this evening.

Love, Dad

 **5.07 PRESENTER** Yesterday, I read that only half of British children help at home with household chores. Can this be true? Do British children have to help at home? To find out, I asked some teenagers in Manchester.

Hello. We're doing a survey about how much teenagers help at home. Can we ask you a few questions?

CINDY Sure.

PRESENTER Thanks. What's your name, by the way?

CINDY I'm Cindy.

PRESENTER OK, Cindy. So, do you help out with household chores?

CINDY Er ... yes, I do, but not much. I have to help in the kitchen, for example.

PRESENTER Cooking?

CINDY No, I can't cook! I have to clean the kitchen after dinner, that's all.

PRESENTER And do you have to do the washing-up?

CINDY Yes, but I don't have to load the dishwasher because we haven't got one.

PRESENTER Hi there. What are your names, and do you have to help much at home?

KIM Hi, I'm Kim and this is my sister, Maisie. Well, we don't have to help on school days because we have to do a lot of homework for school and also I have to practise the piano. But on Saturday morning we help with the housework. I do quite a lot, actually.

PRESENTER Really?

KIM Yeah! For example, I have to vacuum the living room. I hate that!

PRESENTER Hello, what's your name?

TIM I'm Tim, and this is my little brother, Liam.

PRESENTER And does Liam have to help your parents at home?


TIM Well, Liam doesn't have to do much. He's only five, you see. He has to tidy his room and make his bed, but that's all.


PRESENTER What about you, Tim?

TIM Yes, I have to do some other chores around the house, but it isn't a problem. I quite like it.

PRESENTER Have you got a favourite job?

TIM Well, yes. I prefer doing the ironing because you don't have to move around. So I can listen to music or watch TV at the same time. Yeah, ironing is cool!

 **5.10** Do you have to help with the housework? Do you have to tidy your bedroom or clean the kitchen? 13-year-old Martha Pinter and her nine-year-old brother, Ben, have to do more than most young people of their age. They live on a farm in Queensland, Australia, and all the family have to share the work. Martha has to get up early to milk the cows. In spring, she also has to look after the new lambs – that's her favourite job. Ben has to collect the hens' eggs before breakfast. However, Martha and Ben don't have to catch the bus to school every day. There isn't a school near their farm, so they have to have all their lessons at home.

 **5.11 OSCAR** Hey, Nina. Look at this photo – it's Liam's bedroom in his new house.

NINA Oh! It looks big enough for two people. Does he have to share it?

OSCAR No, it's all his. Actually, it isn't as big as it looks. There's a large mirror in the background, so it looks bigger.

NINA Oh yes, I see. What's that thing on the wall?

OSCAR It's a clock. What do you think of the colour of the walls?

NINA Hmm. I'm not convinced.


OSCAR Really? I think it looks awesome! I don't think much of those curtains, though.


NINA Me neither. And what's that at the bottom? Is it a carpet?


OSCAR Yes, I think so. I quite like it. And I love those pictures on the left.


NINA Me too. They look great.


Unit 6

-  1 cut your finger 7 scratch your arm
2 slip 8 break your leg
3 be stung by a bee 9 trip over a chair
4 be bitten by a mosquito 10 fall off your horse
5 hit your head 11 sprain your ankle
6 burn your hand 12 bruise your leg

-  1 [Sound of a bee buzzing.]
2 [Sound of someone riding a bike.]
3 [Sound of a cat meowing and then someone calling out before hitting the ground.]
4 [Sound of ice skates moving on ice, then someone slipping over.]
5 [Sound of a match striking.]

 Hi, everyone. Now the spring term is here, I think you should all think about walking or cycling to school if you can. Cycling is fun and healthy, but you must be careful. For example, you shouldn't ride when the weather is bad, and you must wear a helmet. That's extremely important. However, you also mustn't forget that there are rules on the road for cyclists and you must learn these rules. The school website has some good advice, such as which clothes you should wear to cycle, and I think all cyclists should read it carefully. One more thing: we need to know which students are cycling to school, so you must tell Mrs Jones if you plan to cycle. That's a school rule, so you mustn't forget!

-  1 forehead 7 chest
2 cheek 8 wrist
3 teeth 9 elbow
4 chin 10 knee
5 neck 11 heel
6 shoulder 12 toe

 **PRESENTER** Hi and welcome back. Today we are talking about dangerous animals. A lot of dangerous animals live near or in the water, so you should always be careful when you're near the sea or a

river or a lake. Today we're going to talk about crocodiles! OK, you won't see any crocodiles if you're on holiday in Spain. But Australia is different. That's dangerous crocodile country. Photographer, Pam Krommer, works in Queensland and knows a lot about crocodiles. Welcome, Pam.

PRESENTER Hello, Steve.

STEVE So, Pam. How often do crocodiles hurt people?

PRESENTER Well, it happens, but not very often. There are usually fewer than three crocodile attacks per year in Australia. If you swim in safe places, you won't be in any danger from crocodiles. But you mustn't swim if there are warning signs.

STEVE And when a crocodile gets you, that's the end, right?

PRESENTER Not always. For example, a few years ago, a man called Jamie Verdi was fishing in Queensland and suddenly a crocodile appeared and grabbed his leg in its mouth.

STEVE That's scary. All of his leg?

PRESENTER As far as his knee.


STEVE So what did Jamie do?


PRESENTER Well, he used his hands to hold onto a tree, but crocodiles are very strong. After a few minutes, the crocodile pulled Jamie into the water, right up to his neck.


STEVE And if that happens, you're in trouble!

PRESENTER Oh yes! But Jamie knew this: a croc sometimes opens its mouth if you hit it in the eye. It's your only chance, and it might not work, but you have to try it. So he hit the croc in the eye, it opened its mouth and it swam away. The crocodile's teeth hurt Jamie's leg and it also bit his arm badly, but he was alive!

STEVE Wow – what a story!


 **6.10** So you're going to visit Queensland. Great idea! If you like beaches and forests, you'll love Port Douglas. It's amazing. It usually takes about an hour to get there if you get a bus from the airport. Buses are quite frequent, so if you miss one, you won't have a long wait. Of course, if you don't mind spending more money, there are always taxis at the airport, too! If you visit Four Mile Beach, you'll have a great time surfing. But be careful! If you don't see anyone else in the water, it probably means there are sharks or jellyfish in the sea! Have fun and take care!


 **6.11** **DAN** Awesome mountain bike, Hayley.
HAYLEY Thanks, Dan.
DAN I'd like to get one, too. Do you think I should buy one online?
HAYLEY Not really. Some online shops aren't very reliable. Their bikes aren't very safe. Anyway, make sure you don't buy one without trying it first. Why don't you try The Bike Shack in town? They're really good.
DAN OK. I'll give them a go.
HAYLEY And you should definitely buy a good helmet, too. You can really hurt yourself if you fall off, so you mustn't ride without one.
DAN Good idea. I think I should find some buddies to ride with, too. What do you think?
HAYLEY Sure. How about joining my bike club? We go out every weekend.
DAN Yeah! Nice one, Hayley. I'll do that.


 **6.12** **JOHN** Hi. My name's John, and my group worked like this: each person in our group wrote about a different topic. I wrote about desert animals. Josh wrote about the weather. Vicky wrote about the problems people have in the desert, and Sophie wrote all the other facts about deserts. Then we put it all together.
ISLA Hello, I'm Isla. My group worked like this: I looked on the Internet to get all the information, Zara found all the pictures and Martin wrote the texts. Then Harry checked the texts for mistakes and put everything together into a poster.


POPPY Hi, I'm Poppy and I was in a group with Leo, Daisy and Max. This is how my group worked: first, we all made our own posters and showed them to the group. We read everyone's work and then used the best parts of all the posters to make our final group poster.

Unit 7

- | | | |
|---|------------|----------------|
|  7.01 | 1 upload | 7 video chat |
| | 2 download | 8 social media |
| | 3 screen | 9 message |
| | 4 app | 10 software |
| | 5 chip | 11 emoji |
| | 6 device | |

-  **7.02** 1 My phone fell out of my pocket this morning and the screen broke.
 2 I can't do a video chat with you right now. I haven't got a camera on my laptop.
 3 Most of my friends upload photos to social media sites like Instagram.
 4 Look at this app – it's great for practising new English words. Why don't you download it too?

 **7.08** **JACK** What's wrong, Kim?
KIM I've lost my phone. Do you know where it is?
JACK No, I don't. I haven't heard it ring, either. Perhaps it's in your coat pocket?
KIM I've looked in all my pockets. It's not there.
JACK Perhaps you've left it in Mum's car.
KIM No, I don't think so. I used it this afternoon, but I can't remember where I left it.
JACK Maybe Mum's put it somewhere.
KIM No, I've asked her and she says she hasn't seen it. Jack, can you call me?
JACK I think so. I haven't charged my phone, but I think it's got enough power left. Hang on ... OK, I'm calling you ...
KIM Here, look! I've found it. It was in my bag all the time.

 **1** go on foot

2 get on a train


3 go by tram

4 catch a plane, get a plane, take a plane

5 get out of a car

6 get into a taxi

7 get off a bus

 **JIM** Welcome to *The Science Show*. Today's programme is all about the future of transport and with me in the studio is Professor Annie Walker from the University of Newcastle. Hello, Annie.

ANNIE Hello, Jim.

JIM Annie, a lot of us catch a bus to go to work, but our journeys take hours because of the traffic. To solve the problem, some people think we should invent flying cars. Should we?

ANNIE No, I don't think so, Jim. Believe it or not, the first flying cars do actually exist. But you can't just get in your car and fly away. They need a runway to take off.

JIM So in your view, we won't see a lot of flying cars in the sky soon?

ANNIE No. Also, it won't be very safe if everyone is flying around in their own car.

JIM OK. So what about jetpacks? Scientists haven't created those for us yet, but perhaps we might not need to wait much longer.

ANNIE In my opinion, that won't ever happen, Jim. You see, it takes a lot of energy to lift a person off the ground, and the rockets on your back will be very heavy. I don't think we'll be able to stay in the air for more than a few minutes.

JIM So we may have them one day just for fun, but they may not be useful for getting to work.

ANNIE No, you won't take a jetpack to work, I'm afraid.

JIM Well, I think the future sounds quite disappointing, Annie. What's the good news?

ANNIE The good news is the hyperloop. It's a completely new kind of transport and in my opinion, it will really change our lives.


JIM What is it?


ANNIE It's similar to the underground in London, but much, much faster. The trains don't have wheels. Instead they travel on something that is similar to skis, on a cushion of air. In a hyperloop, trains can travel at more than a thousand kilometres per hour.

JIM That's amazing. But is this just science fiction?

ANNIE No, scientists have made a lot of progress. I think we might see hyperloops between big cities in the next twenty years.

JIM I can't wait! Professor Walker, many thanks.

 What will transport be like in the future? I think some things will change, but some things won't change. For example, I'm sure we'll have cars in the future, but they might be less noisy and dirty than they are now. But I also think every family will have a flying car. That will be fun. I'm not so sure about jetpacks, though. We might have jetpacks just for fun, but they won't be useful for most people. I mean, children won't go to school with a jet pack. I think there will be hyperloops, but I don't think everyone will travel on them. Some people might not want to travel on a hyperloop. They may be too scared. But I'll want to. I'm sure of that!

 **TOM** So, Dad, before you start, switch the camera to record mode. Have you done that?

DAD Like this?

TOM Yes, that's right. It needs to be on record mode to film a video. Now, look at this little screen.

DAD I can't see anything.

TOM Ah. Remember to check that your hand isn't in front of the camera!

DAD Is this better?


TOM Not quite. Look, you need to keep your fingers here. That's it. Now, do you see this button?


DAD This one?


TOM No, not that one. This one here. It's really important that it's turned on if you want to record sound. Oh, and make sure that the light is red. That means you're recording. Got that?

DAD Yes, I think so. Thanks, Tom!

Unit 8

- | | |
|--|-----------------|
|  1 surgeon | 5 mathematician |
| 2 scientist | 6 athlete |
| 3 composer | 7 businesswoman |
| 4 writer | 8 inventor |

-  1 Olympic athletes like javelin and discus throwers have incredible strength.
- 2 The scientist Albert Einstein was famous for his great intelligence.
- 3 At just four years old, Mozart showed a lot of skill as a composer.
- 4 J.K. Rowling's creativity as a writer made her famous around the world.
- 5 Ada Lovelace was an English mathematician. Her talent for maths helped to make the modern computer possible.
- 6 The inventor Thomas Edison worked with a lot of determination over many years to make his light bulb work.

 **PAUL** How far have you cycled, Maya?

MAYA I've ridden 10,000 miles so far. I've got another 8,000 to go!

PAUL How many countries have you crossed?

MAYA I've been through three continents so far, and I've visited 12 countries.

PAUL Have you had any funny experiences along the way?

MAYA Well, an emu chased me in the Australian outback. I've never experienced that before!

PAUL No, not many people have! And how has your bicycle been?

MAYA It hasn't had any problems at all. It's a great bike.

PAUL So how much money have you made?

MAYA I haven't reached my target, but I've made £30,000 so far.

PAUL That's amazing! Good luck with the rest of your journey.


 carry on set off

come up with set up

give up show off


keep up with take part in

look up to work out

 Ann Makosinski is a brilliant young inventor and she's someone I really look up to. When I think about myself in five or ten years from now, I hope I will be as successful as she is. Ann's dad is Polish and her mum is Filipino, but she's Canadian and grew up in Victoria. Today she's a 20-year-old university student, but she came up with her first invention when she was only 15. Her idea was a torch that uses the heat from your hand for energy instead of batteries. The torch switches itself on when you hold it, and it switches itself off when you put it down. It doesn't need a battery, so it can carry on working for years and never runs out of energy. It's really simple, but also really clever.

How did Ann come up with this idea? Well, she's got a friend who lives in the Philippines. This friend was having problems doing her homework because she didn't have electricity at home and she couldn't afford batteries for her torch. So Ann looked into ways of making a torch that uses human body heat for power. She taught herself all the science behind the idea and worked out how to build it. Soon she had a working prototype and she decided to take part in an international science competition called the Google Science Fair. She won first prize, worth \$25,000!

This great achievement has changed her life. She's been on TV and in newspapers around the world. She's also come up with another invention. She calls it the E-Drink, and it's a mug that uses the heat from your coffee to charge your phone. It's simple, clever and kind to the environment. It's amazing that no one has thought of these ideas before. And that's why I look up to her so much. But can anyone be like Ann Makosinski? Yes, if we believe in ourselves, everything is possible. However, you can't achieve anything without hard work.

 **1** I surprised myself when I did so well in my exams.


2 John and I introduced ourselves to the new neighbours.

3 Jane, make sure that you look after yourself while I'm away.


4 Mike has taught himself Spanish and French.

5 You and Vicky should make yourselves some sandwiches for lunch.

6 Stan and Ollie prepared themselves well for the match.

 **8.10** Teenager sails into record books

Dutch teenager Laura Dekker has become the youngest person ever to sail solo around the world. Laura is only 16 years old. No one so young has achieved this before. Sailing is something all her family are crazy about, and Laura learned everything she knows about it from her parents. By the time she was 13, there wasn't anywhere she couldn't sail by herself. She is now writing a book about her amazing voyage. Everyone has a dream, and Laura's achievement shows that nothing is impossible if you want it enough.

 **8.11** **JO** So, Angie, why do you want a place on our training scheme?

ANGIE Well, I'm passionate about food. I've taught myself a lot about it, but the training will give me the chance to learn new skills.

JO So have you ever worked in a kitchen?


ANGIE Yes, I've had plenty of experience of working in a restaurant. My grandparents run a restaurant, and I help them at weekends.

JO Oh really? And what skills have you developed?

ANGIE I've learned the basics of cooking. But the main thing is, I've learned how to be a good team player.

JO That's interesting. Tell me more.

ANGIE Well, I also help the waiting staff, you see. We take orders from customers and that sort of thing.

 **8.12** **BOY** It's the 7th of June today. When do we need to get the whole project finished?

GIRL Let's give ourselves two weeks. So that's the 21st of June.

BOY There's a lot to do. We need to research the topic, find pictures ...

GIRL Or draw them ourselves,

BOY Yes, or draw them ourselves. We also need to write the text, of course.

GIRL And check it for mistakes.

BOY Right. And if we're making a web page, someone needs to do the technical bit!

GIRL That's a lot of things to do, and we don't have a lot of time.

BOY So what's the most important?

GIRL Well, doing research is really important because we need good ideas.

BOY Right. What about getting pictures?

GIRL Well, I think we can leave that to the end. It's not so important.

BOY Don't you think so? Hmm, I don't agree. Don't forget that if we want to make a web page ...

GIRL How long do you think it will take us to write the text?


BOY Oh, I don't know. Perhaps two days?

GIRL Two days? Hmm ... You're probably right, but let's say three, just in case something goes wrong. I mean, if we get lots of other homework, for example, we might need more time for the project text.

GIRL OK, so let's start with research. We can do that today and tomorrow.

BOY Right. Let's finish all our research by the end of tomorrow. What next?

Unit 9

 9.01 1 classical

2 jazz

3 reggae

4 hip-hop

5 rock

6 folk

7 trumpet

8 saxophone

9 drums

10 keyboard

11 microphone

12 bass


13 violin

14 guitar

 9.02 folk rock jazz bass drums

hip-hop reggae keyboard trumpet guitar

classical microphone saxophone violin

 9.04 **AVA** Hi, Josh. Are you going to go out tomorrow evening?

JOSH No, I'm not in the mood. I'm going to stay at home and watch TV instead. What about you?

AVA Yeah. Dr Jay is at the Waterside. I'm not going to miss that.

JOSH Wow! Really?

AVA Yeah, really. I'm going to buy my ticket this morning.

JOSH Hmm. Sounds interesting. Is Aneta going to join you?

AVA Aneta? She's not going to come. She can't stand Dr Jay. Why don't you come?

JOSH OK, you've convinced me. But how are we going to get there? We're not going to walk, are we?

AVA My dad is going to give us a lift.

 9.05 1 ballroom dancing 6 modern dance

2 swing

7 breakdance

3 tap dancing


8 salsa dancing

4 country dancing

9 zumba

5 ballet dancing

10 disco dancing

 9.06 **IMOGEN** OK, everyone, so the dance show is this Friday night. You all know that, don't you?

ADAM Yes, we know that.

IMOGEN Good. So we've only got a few days to get ready.

JACK What time does the show start, Imogen?

IMOGEN It begins at seven thirty. The teachers are having a meeting at five o'clock. That finishes at six, and our show begins at seven thirty. Everyone is performing in the sports hall.

MARTA How many different dance groups are performing?

ADAM I think there are six groups. Ballroom, breakdance, modern dance, tap dance, salsa ... What's the last one?

JACK Irish dancing!

ADAM Ah yes, that's right.

IMOGEN Great! Now, the doors open to let the audience in at seven o'clock, so we need all the seats ready before then. Marta, can you put out the seats?

MARTA Sure, I'm not doing anything on Friday afternoon. I can come in early and put the seats out.

IMOGEN That's great, thanks, Marta.

MARTA Is anyone recording the show?

IMOGEN Oh, yes, good point. Are you recording the show, Adam?

ADAM No, I'm not good with cameras. You're doing that, aren't you, Jack?

JACK Yep, that's me. I'm going to borrow my sister's video camera. She's got a really good one.


IMOGEN Great. Now, what else? Oh, the music. Adam, you're organising that, right?


ADAM Yes. I haven't started yet. I'm going to download all the tracks for the different groups tonight. It won't take me long.

IMOGEN Good. Thanks, Adam. So, that's almost everything, isn't it? No, wait! What about programmes? Who's writing the programme? I've forgotten.

ADAM You are!

IMOGEN I am? Oh, yes. *I'm* writing the programme!

 **9.08** Thank you, Oxford! You were a fabulous audience last night! We're returning in September, so I hope we'll see some of you again. Later today we're leaving for Edinburgh. We're performing a new play there, called *The Bell*, and I'm playing a girl who has the power to see the future. Hey, Edinburgh! If you're not doing anything on Friday night, come along. Guess who's coming to see us on our first night – Emma Watson! She's bringing her friends, and we're meeting them backstage after the performance. Wow!

 **9.09** **HARRY** Hi, Jess. I'm going to book tickets for the jazz festival this Saturday afternoon. Do you fancy coming along?

JESS I'd love to, but my cousin Helen's visiting me and I'll be with her all day long.

HARRY She's welcome to join us if she wants.

JESS That's really kind of you, Harry, but I'm afraid Helen can't stand jazz!

HARRY Oh, that's a pity. Look, they're playing for two nights. What are you up to on Friday? Would you like to come then instead?

JESS Hmm. What time does it start?

HARRY 7.30.

JESS Oh, that's no good either, Harry. I've got a guitar lesson and it starts at 7.15.

HARRY OK. Never mind, Jess. Maybe another time.

JESS Sure. Thanks for asking, though. I'm sure it'll be a great concert.

WORKBOOK ANSWER KEY

Starter Unit pp4-7

VOCABULARY AND READING

1 b 6 c 11 d 8 e 9 f 4

- 2 2 rugby
3 athletics
4 sailing
5 hockey
6 gymnastics
7 volleyball
8 basketball
9 swimming
10 windsurfing

3 making pizzas

- 4 2 doesn't cycle
3 good
4 speaks
5 eating

EXPLORE IT!

1 cm

LANGUAGE IN ACTION AND VOCABULARY

- 1 2 goes
3 don't see
4 write
5 makes
- 2 2 What sports does Carla do? Carla plays hockey and does gymnastics.
3 Where does Nico's father work? Nico's father works in a pizzeria.
4 What does Nico know a lot about? Nico knows a lot about pizzas.
- 3 2 Iris is never late for her hockey class.
3 Paul always takes great photos.
4 Molly sometimes sits next to her friend.
5 Do you usually listen to loud music?

4

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

LISTENING AND LANGUAGE IN ACTION

1 bus stop

2

	gymnastics class	athletics club	photography club	video games
Hannah	✓	✗	✓	✗
Joe	✗	✓	✗	✓

3 2 F 3 T 4 F 5 T 6 F

4 2 playing 3 speaking 4 using 5 writing
6 helping

5 2 Has, got; he has 3 Have, got; they haven't
4 Have, got; you haven't 5 Have, got; we have
6 Has, got; she has

6 2 've got 3 Have we got 4 have 5 's got
6 listening 7 's got 8 hasn't got 9 sharing
10 love

WRITING

1 on Sundays

2 2 T 3 F 4 F 5 F

3 Possible answers:

- 1 Victor's favourite free-time activity ... (paragraph 2)
2 He's got a great coach ... (paragraph 2)
3 My name's ...; ... Victor's 12; ... he's 16 (paragraph 1)
4 He trains on Mondays, Wednesdays, Fridays and Saturdays! (paragraph 2)
- 4 My friend Mason's got a big family. He's got two brothers, two sisters and 35 cousins. They all live in the same street! In Mason's house there are a lot of pets. They've got two dogs, three cats, four rabbits and a parrot! They've got a big house and a big garden, so there's lots of space!

5, 6 and 7 Students' own answers

Unit 1 pp8-15

VOCABULARY

- 1 2 sports show 3 documentary 4 drama
5 game show 6 chat show 7 soap opera
8 the news 9 comedy 10 cookery show
11 cartoon 12 reality show
- 2 2 cookery 3 chat show 4 comedy 5 the news
6 cartoons
- 3 2 the news 3 sports show 4 cartoon
5 game show 6 reality show
- 4 2 cookery shows 3 comedies 4 chat shows
5 soap operas 6 on-demand series

EXPLORE IT!

60

READING

- 1 Mehmet Ersoy
- 2 2 fact 3 billion 4 live 5 support
- 3 2 a comedy show 3 at her friend's house
4 football 5 a documentary about the Olympics
6 at the side of the road / at the *Vuelta a España*
- 4 Students' own answers

LANGUAGE IN ACTION

- 1 2 is making 3 are watching 4 is sitting

5 isn't eating 6 Are you waiting

- 2 2 is/'s preparing 3 are/'re waiting 4 is/'s making 5 are not/aren't crying; are/'re laughing
6 am not/'m not watching; am/'m working

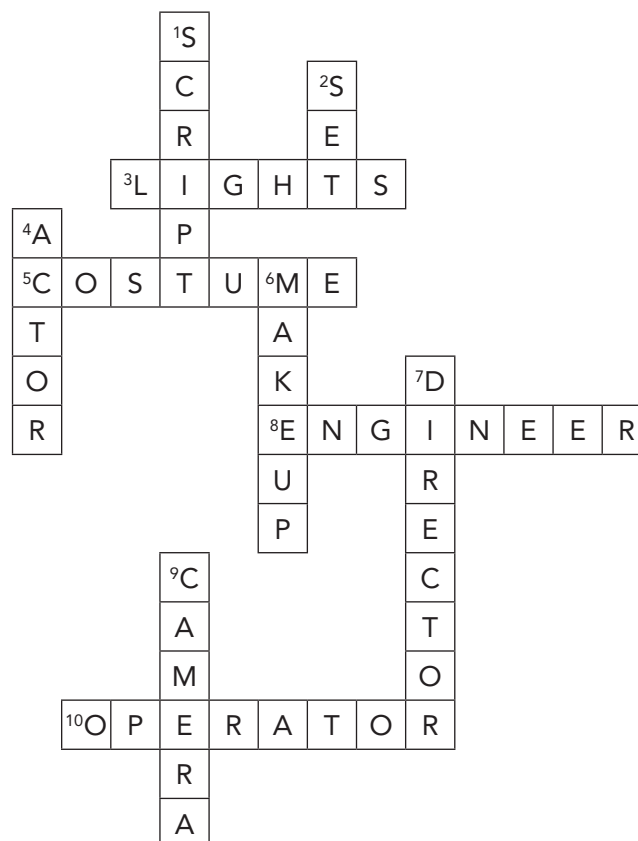
- 3 b What is Anita doing on the computer? 1
c Why are you all standing there? 3
d What is Amir doing in the park? 4
e Why is Paul working late tonight? 2
f What are you watching on TV? 6

- 4 2 Are we listening to the instructor? No, we aren't.
3 Is she waiting for the next episode? Yes, she is.
4 Are they enjoying the programme? No, they aren't.
5 Are you sending a message to a friend? No, I'm not.
6 Am I helping you? Yes, you are.

- 5 2 'm using 3 'm writing 4 Are, taking
5 'm preparing 6 're learning 7 're working
8 'm looking forward to

VOCABULARY AND LISTENING

1



2 2 e 3 d 4 a 5 c

3 1 Sydney, Australia 2 four 3 New Road

4 2 b 3 a 4 b 5 c

5 Students' own answers

LANGUAGE IN ACTION

1	Present simple	Present continuous
	always every day every week never	at the moment right now this afternoon today

2 2 love 3 takes 4 're watching 5 don't come
6 make

3 2 I'm watching a good TV drama at the moment.
3 We sometimes eat our lunch outside in the summer.
4 The sound engineer never talks to the actors.
5 Are you listening to your teacher right now?
6 My sister is taking a guided tour of Sydney now.

4 2 Their little brothers are playing happily. happily
3 Our parents teach us to say thank you nice. nicely
4 Be carefully! That camera is very expensive! careful
5 You're doing your homework very good at the
moment. well
6 She's playing the guitar beautiful now. beautifully

5 2 quietly 3 slowly 4 loudly 5 hard 6 badly

WRITING

1 because his stories are funny, but they are never
horrible or offensive

2 1 He's from Australia. 2 15 million people
3 He laughs and cries.

3 a 2 b 3 c 1

4 1 and; c 2 but; a 3 or; b

5, 6 and 7 Students' own answers

REVIEW

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

2 1 camera operator 2 script 3 costume
4 director 5 lights 6 set 7 make-up artist

8 sound engineer 9 actor 10 digital camera

3 1 are you doing 2 am/'m writing 3 is/'s working
4 Is he filming 5 is/'s travelling 6 is/'s cooking
7 are you sending 8 am/'m hoping

4 1 am/'m writing; email 2 watch; are/'re listening
3 is/'s saving; needs 4 Are, looking; sits 5 doesn't
go; is/'s working 6 are swimming; prefer 7 Are,
waiting; doesn't, arrive 8 am/'m cooking; make

5 1 quiet 2 nice 3 happily 4 loudly 5 quickly
6 well 7 beautifully 8 pretty

6 1 b 2 c 3 a 4 a 5 b 6 c 7 c 8 a 9 b
10 c 11 a 12 c

Unit 2 pp16-23

VOCABULARY

1 foggy cold windy hot icy cloudy rainy
warm sunny wet stormy dry

2 2 icy 3 rainy 4 foggy 5 cloudy 6 windy

3 2 wet; a 3 foggy; d 4 snowy; b 5 windy; c
6 sunny; e

4 2 dry 3 warm 4 hot 5 rainy 6 snowy

5 2 cloud 3 ice 4 sun 5 wind 6 snow 7 fog
8 storm

EXPLORE IT!

180

READING

1 nothing

2 2 bury 3 hides 4 secret 5 treasure 6 clues

3 2 F 3 F 4 T 5 T 6 F

4 Students' own answers

LANGUAGE IN ACTION

1 2 took 3 enjoyed 4 read 5 wrote 6 were

2 b hike; 1 c Were; 6 d enjoy; 3 e did; 2 f write; 5

3 2 Did you swim in the sea? No, I didn't.
3 Did you all go in the pool? Yes, we did.
4 Did your friends like the food? Yes, they did.
5 Did Tomas take lots of photos? Yes, he did.
6 Did Susie want to come home? No, she didn't.

- 4 2 We didn't enjoyed the bus journey. enjoy
 3 Did you found a good tour guide last week? find
 4 I did went out in the stormy weather. went didn't go
 5 They stoped for food and drink. stopped
 6 Did she be late for class yesterday? Was she

- 5 2 decided 3 didn't have 4 Did, ride 5 stayed
 6 looked after 7 returned 8 wrote 9 became
 10 travelled

VOCABULARY AND LISTENING

- 1 2 lamp 3 blanket 4 spoon 5 knife 6 pillow
 7 bowl 8 fork 9 comb 10 plate 11 scissors
 12 cup 13 hairbrush 14 toothbrush

- 2 b 12 c 5 d 11 e 2 f 4

- 3 Possible answers:

Kitchen	Bathroom	Bedroom
bowl cup fork plate scissors spoon	comb mirror scissors toothbrush	blanket comb hairbrush lamp mirror pillow

- 4 comb, jewellery, museum, mirror
 5 2 (just) 24 3 1930s 4 bed 5 head 6 (house) key
 6 Students' own answers

LANGUAGE IN ACTION

- 1 2 There was 3 Were there 4 There wasn't
 5 Was there 6 There were 7 There weren't
 2 2 There weren't any interesting things in the display.
 3 Were there many people at the exhibition?
 4 There was an old woman with a baby.
 5 Was there any jewellery in the box?
 6 There were hundreds of tourists in Naples.
 3 2 f 3 d 4 a 5 b 6 c
 4 2 a 3 a 4 an 5 some 6 some 7 any 8 an

- 5 2 There were 3 some 4 any 5 a 6 some
 7 an 8 some 9 an 10 There was
 11 there weren't 12 some

WRITING

- 1 c
 2 2 At first, 3 The weather was 4 there were a lot of
 problems 5 Finally,
 3 1 England to Scotland 2 weeks 3 good 4 Sven
 4 2 d 3 f 4 c 5 a 6 e
 5, 6 and 7 Students' own answers

REVIEW

- 1 1 foggy 2 rainy 3 cold 4 icy 5 warm
 6 stormy 7 cloudy 8 dry 9 hot 10 snowy
 11 wet; windy 12 sunny
 2 1 scissors 2 lamp 3 comb; hairbrush
 4 toothbrush 5 fork; spoon 6 blanket 7 bowl;
 plate 8 cup 9 pillow 10 mirror
 3 2 set 3 wanted 4 travelled 5 was 6 was
 7 took 8 arrived
 4 2 Was there any information about Egyptian
 mummies?
 3 There were some interesting books in the museum
 shop.
 4 There was an article about dinosaurs in the
 newspaper.
 5 Were there any good exhibitions in Berlin?
 6 There wasn't a clear answer to my question.
 7 There weren't any bowls in the kitchen.
 8 There were some visitors from Portugal in our
 school.
 5 1 c 2 b 3 c 4 a 5 b 6 a 7 c 8 c 9 b
 10 a 11 c 12 b

Unit 3 pp24–31

VOCABULARY

1

1	L	O	N	11	E	L	Y						
				M									
				2	B	O	R	E	D				
				3	A	F	R	A	I	D			
	4	N	E	R	V	O	U	S					
	5	W	O	R	R	I	E	D					
				6	A	N	G	R	Y				
				7	S	U	R	P	R	I	S	E	D
	8	U	P	S	E	T							
				9	E	X	C	I	T	E	D		
10	T	I	R	E	D								

- 2 2 angry 3 lonely 4 bored 5 embarrassed
 3 2 nervous 3 tired 4 upset 5 excited
 4 Students' own answers

EXPLORE IT!

horses

READING

- 1 1c 2a 3b
 2 2 chief 3 melt 4 rescue 5 beat 6 giant
 3 2 T 3 F 4 F 5 T 6 T
 4 Students' own answers

LANGUAGE IN ACTION

- 1 2 was making 3 wasn't sleeping 4 were sitting
 5 was looking 6 weren't shopping
 2 2 They weren't texting. They were talking.
 3 He wasn't sleeping. He was watching TV.
 4 We weren't sitting on the bus. We were waiting for the bus.
 3 2 was playing 3 was listening 4 wasn't dancing
 5 was feeling 6 were jumping 7 were sleeping
 4 2 was snowing 3 wasn't wearing 4 was standing
 5 wasn't feeling 6 was talking/speaking
 7 wasn't listening/speaking 8 was playing

VOCABULARY AND LISTENING

- 1 2 up 3 across 4 past 5 out of 6 through
 7 into 8 between 9 down 10 along
 11 over 12 off
 2 2 under 3 over 4 through 5 off 6 into
 3 2 into 3 between 4 under 5 over 6 across
 4 Students' own answers
 5 Students' own answers
 6 2 c 3 c 4 b 5 b 6 c
 7 Students' own answers

LANGUAGE IN ACTION

- 1 2 Was the woman wearing a long coat?
 3 Were your friends skating along the road?
 4 How many people were walking through the park?
 5 Where were the children jumping into the river?
 6 Why were the passengers getting off the bus?
 2 2 Was he carrying a black bag? Yes, he was.
 3 Were alarm bells ringing in the bank?
 Yes, they were.
 4 Was the policeman riding a motorbike?
 No, he wasn't.
 5 Were the people helping the policeman?
 No, they weren't.
 6 Were the dogs running after the man?
 No, they weren't.
 3 2 was looking; found 3 didn't hear; was standing
 4 were cycling; started 5 had; was doing
 6 Were they sitting; hit
 4 2 My friend was looking at her phone as the teacher saw her. when
 3 While we were eating dinner, the cat was jumping onto the table and surprised us! jumped
 4 He was playing rugby when he was breaking his leg. broke
 5 Weren't you answering the phone when it rang? Didn't you answer
 5 2 was standing 3 didn't see 4 walked
 5 was playing 6 stole 7 wasn't looking
 8 was leaving 9 took

WRITING

- 1 Students' own answers
2 2 F 3 T 4 T 5 F
3 a 7 b 1 c 3 d 5 e 4 f 2 g 6
4 a 3 b 5 c 4 d 2 e 6 f 1
5, 6 and 7 Students' own answers

REVIEW

- 1 1 worried 2 embarrassed 3 bored 4 nervous
5 afraid 6 surprised 7 lonely 8 angry 9 excited
10 tired 11 upset
2 1 f 2 c 3 e 4 b 5 a 6 d
3 1 under 2 along 3 over 4 through
5 out of 6 up
4 1 were talking 2 were singing 3 were laughing
4 were discussing 5 were thinking
5 1 was she feeling nervous?
2 were they talking about?
3 was he visiting?
4 were you camping?
5 were you running?
6 was she waiting (for)?
6 1 were waiting; started 2 heard; was sitting
3 called; were having 4 returned; was playing
5 finished; was crying/cried 6 was looking; found
7 1 c 2 b 3 a 4 c 5 a 6 c 7 a 8 b 9 a
10 c 11 a 12 c

Unit 4 pp32–39

VOCABULARY

- 1 2 change 3 earn 4 borrow 5 spend 6 sell
7 pay 8 lend 9 save 10 owe
2 2 lend 3 cost 4 earns 5 owing 6 sold
3 2 cost 3 pay 4 sell 5 change 6 spend
4 2 borrow 3 owe 4 lend 5 save 6 sell 7 cost
5 1 borrows 2 sells; buy 3 save; spend 4 earn; win

EXPLORE IT!

True. They print approximately \$974 million of real money and \$30 billion of Monopoly money.

READING

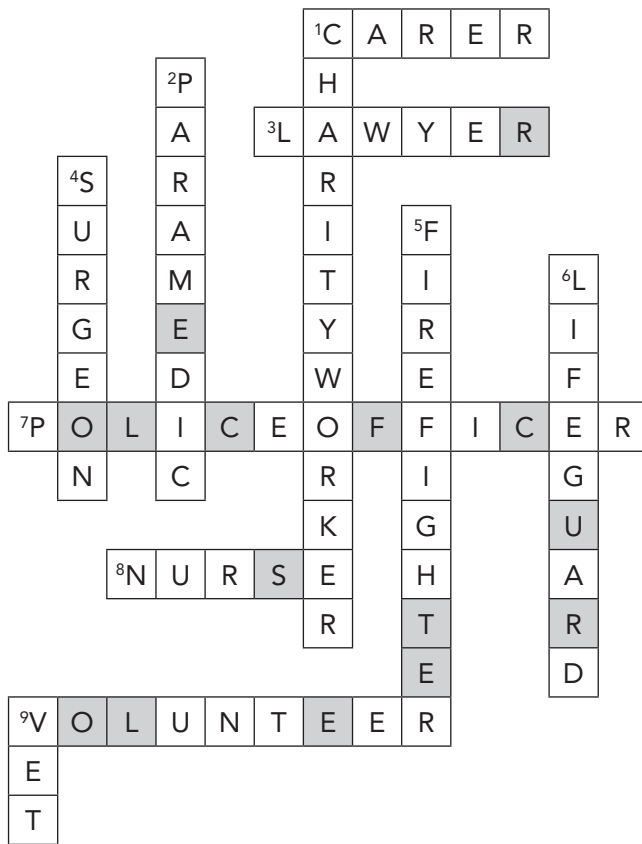
- 1 Students' own answers
2 2 pressure 3 part-time; common 4 employer
5 permit
3 2 T 3 T 4 F 5 F 6 T
4 Students' own answers

LANGUAGE IN ACTION

- 1 2 a 3 d 4 c 5 f 6 b
2 Possible answers:
2 When I was six, I could/couldn't count to ten in English.
3 When I was six, I could/couldn't ride a skateboard/skateboard/go skateboarding.
4 When I was six, I could/couldn't swim (100 metres).
5 When I was six, I could/couldn't make a cake.
6 When I was six, I could/couldn't use a mobile phone/smartphone.
3 2 happier 3 the most important
4 the most difficult 5 shorter 6 more helpful
4 2 Was your phone more expensive than mine?
3 What's worse than losing your wallet?
4 Monday is the quietest day in town.
5 These are the cheapest jeans in the shop. /
These jeans are the cheapest in the shop.
6 Yesterday was the best day of my life.
5 2 older 3 the richest 4 more exciting
5 the most successful 6 the most expensive

VOCABULARY AND LISTENING

1



The grey letters make the word 'refuse collector'.

2 2 vet 3 police officer 4 firefighter 5 carer

3 a hospital

4 2 a 3 c 4 a 5 c

5 Students' own answers

LANGUAGE IN ACTION

1 2 too expensive 3 too young 4 too hot
5 too busy 6 too hard

2 2 many 3 much 4 much 5 many 6 much

3 2 too much 3 too 4 too much 5 too 6 too many

4 2 There is enough food in the world for everyone. /
There is enough food for everyone in the world.
3 Are there enough volunteers in your organisation?
4 We haven't got enough information at the moment.
5 Is there enough space in this classroom?

5 2 It's too noise in here for me; please be quiet. noisy

3 The teacher gave us too much options to think about. many

4 There wasn't information enough on the poster.
enough information

5 She was much young to volunteer for a caring job. too

6 2 too many 3 too much 4 too many 5 too
6 enough

WRITING

1 No, he doesn't.

2 2 First of all 3 Personally, I think 4 To sum up
5 I believe that

3 1 working in a supermarket or a café
2 because if teens are doing these jobs, adults can't do them, and they need money more than teens
3 sleep longer and get up later
4 enjoying free-time activities

4 a 2 b 4 c 1 d 3

5, 6 and 7 Students' own answers

REVIEW

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

2 1 paramedic 2 carer 3 lifeguard 4 surgeon
5 volunteer 6 lawyer

3 1 couldn't 2 could 3 couldn't 4 couldn't
5 could 6 couldn't

4 1 worse 2 angrier 3 more worried 4 most upset
5 most hard-working 6 harder 7 more difficult
8 easiest

5 1 too 2 enough 3 too much 4 too many
5 enough 6 too

6 1 b 2 b 3 c 4 c 5 a 6 c 7 b 8 a 9 c
10 c 11 a 12 c

Unit 5 pp40-47

VOCABULARY

1 2 chest of drawers 3 ceiling 4 shelves 5 picture
6 bookcase 7 desk 8 floor 9 cupboard
10 wardrobe 11 carpet 12 fridge 13 sink

2 2 floor 3 armchair 4 desk 5 pictures
6 wardrobe

- 3** 2 picture 3 chest of drawers 4 floor
5 cupboard 6 sink

EXPLORE IT!

7,500

READING

- 1** Students' own answers
2 2 row 3 canal 4 barge 5 path 6 crowd
3 2 a 3 a 4 b 5 b 6 c
4 Students' own answers

LANGUAGE IN ACTION

- 1** 2 n't as noisy as 3 n't as slow as 4 as old as
5 n't as tall as 6 n't as colourful as
2 2 is as big as 3 is as good as 4 isn't as busy as
5 isn't as fast as 6 is as old as
3 2 safe 3 hot 4 old 5 well
4 2 e 3 b 4 c 5 f 6 a
5 2 as tall as 3 soft enough 4 as comfortable as
5 as expensive as 6 as nice as

VOCABULARY AND LISTENING

- 1** 2 do 3 make 4 empty 5 load 6 do 7 tidy up
8 vacuum 9 do
2 2 vacuum the carpet 3 do the washing-up
4 do the washing 5 load the dishwasher
6 make your bed
3 Milo
4 2 washing 3 pay 4 some 5 likes
6 their homework
5 Students' own answers

LANGUAGE IN ACTION

- 1** 2 has to 3 don't have to 4 don't have to
5 have to
2 2 have to make 3 don't have to shop
4 doesn't have to do 5 don't have to wash
6 has to help

- 3** 2 Do you have to help in the house?
3 Does the dog have to sleep outside?
4 Do you have to vacuum your bedroom carpet?
5 Do the children have to be in bed by nine?
6 Does Owen have to leave before breakfast?
4 2 don't have to wash 3 doesn't have to help/do
4 has to make 5 has to tidy up; doesn't have to do
6 has to make
5 2 have to tidy up 3 have to put
4 don't have to wash 5 has to do
6 doesn't have to carry 7 has to take

WRITING

- 1** House b
2 2 too 3 as well 4 too 5 as well as
3 2 F 3 T 4 T
4 a 2 b 3 c 1
5, 6 and 7 Students' own answers

REVIEW

- 1** 1 armchair 2 cupboard 3 wardrobe 4 shelves
5 sink 6 floor 7 chest of drawers 8 carpet
9 fridge 10 desk
2 1 make your bed 2 clean the kitchen
3 do the washing 4 empty the washing machine
5 do the washing-up 6 load the dishwasher
7 do the ironing 8 tidy up the living room
9 vacuum the carpet
3 2 isn't as cold as (the weather/it was) yesterday
3 isn't as relaxed as Jack
4 isn't old enough to watch that film
5 is big enough (for me)
6 isn't as strong as Frank (/as he is)
7 sweet enough
8 is as tall as her mother
4 1 don't have to 2 have to 3 doesn't have to
4 don't have to 5 don't have to 6 has to
7 don't have to 8 have to
5 1 b 2 c 3 b 4 a 5 b 6 a 7 c 8 c 9 b
10 c 11 c 12 c

Unit 6 pp48–55

VOCABULARY

- 1** 2 hit 3 bruise 4 sprain 5 cut 6 be stung
7 burn 8 fall off 9 slip 10 scratch 11 break
12 trip over
- 2** 2 sprain 3 be cut 4 burn 5 break
- 3** 2 f 3 b 4 a 5 c 6 d
- 4** 2 scratched 3 burn 4 be bitten 5 cut 6 hit
- 5** 2 sprained 3 didn't break 4 tripped over
5 hit 6 bruised

EXPLORE IT!

Only female

READING

- 1** 1 Burns 2 Do not eat or drink!
3 Things up noses 4 Falls
- 2** 2 candles 3 poison 4 risky 5 ladder 6 stuck
- 3** 2 A candle near a curtain can start a fire.
3 a top bathroom cupboard
4 They think it's funny.
5 people over 65 and kids under 15
6 A young child can fall from it.
- 4** Students' own answers

LANGUAGE IN ACTION

- 1** 2 shouldn't 3 should 4 should 5 shouldn't
6 should
- 2** 2 should send 3 should be 4 shouldn't laugh
5 should do 6 shouldn't drink
- 3** 2 shouldn't drink 3 should listen 4 shouldn't watch
5 should leave/put 6 should turn/switch
- 4** 2 mustn't take photos 3 mustn't use your mobile
phone/must switch/turn off your mobile phone
4 must wear a hat/helmet 5 mustn't cycle here
6 must wash your hands
- 5** 2 should 3 must 4 mustn't 5 must 6 must

VOCABULARY AND LISTENING

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

- 2** 2 cheeks 3 heel 4 neck 5 chests 6 knee
7 toes 8 wrist

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

- 4** 2 F 3 T 4 T 5 F 6 T

- 5** Students' own answers

LANGUAGE IN ACTION

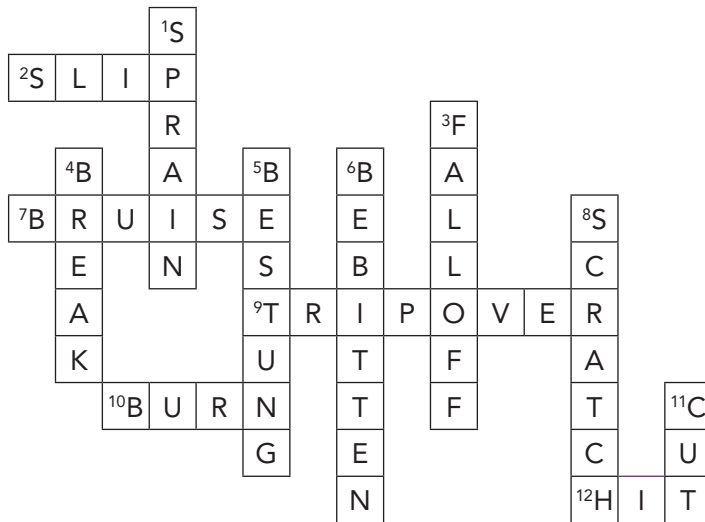
- 1** 2 get; are 3 cuts; don't wear 4 get; stay
5 falls; turns 6 stings; hurts
- 2** 2 If we study hard, we do well in our tests.
3 When Helena feels ill, she doesn't come to school.
4 My little brother falls over if he runs too fast.
5 I feel really bad when I forget my friend's birthday.
6 If you ring the doctor after nine, nobody answers.
- 3** 2 get; eat 3 doesn't rain; die 4 fall; walk
5 go; break
- 4** 2 hurt 3 won't be 4 snows 5 aren't 6 runs
- 5** 2 'll get 3 feel 4 'll think 5 make 6 will, know
7 look 8 will, recognise 9 will be 10 pack

WRITING

- 1** Students' own answers
- 2** 1 make sure 2 If you ask me, 3 I'd say
4 That's why
- 3** 1 B 2 S 3 K
- 4** 2 b 3 b 4 c 5 c
- 5, 6 and 7** Students' own answers

REVIEW

1



- 2 1 forehead 2 heel 3 elbow 4 knee
5 chin 6 neck 7 chest 8 shoulder
9 cheek 10 teeth 11 wrist 12 toe
- 3 2 ✓ 3 ✓ 4 must 5 ✓ 6 must 7 mustn't
- 4 1 If you are bitten by a mosquito, it hurts.
2 We won't get cold if we wear warm clothes.
3 If I see a red flag, I won't go swimming.
4 Nikita won't be happy if you wake him up.
5 When it rains, we usually play football indoors.
6 It is sensible to wear a helmet when you go cycling.
- 5 1 c 2 a 3 b 4 c 5 b 6 c 7 b 8 a 9 b
10 c 11 a 12 c

Unit 7 pp56-63

VOCABULARY

- 1 upload, download, app, chip, social media, device, video chat, emoji, screen, software
- 2 2 video chat 3 device 4 software
5 social media 6 screen
- 3 2 download 3 app 4 emoji 5 screen 6 chip
- 4 send a message/photos, electronic devices/media, computer software/screen, upload photos/software, social media
- 5 2 screen 3 download 4 apps 5 message
6 video chat

EXPLORE IT!

False. It's 110 times.

READING

- 1 The article is about a school in California where they don't use any technology at all in the classroom.
- 2 2 expert 3 properly 4 innovation 5 major
6 minds
- 3 2 F 3 T 4 T 5 T 6 F
- 4 Students' own answers

LANGUAGE IN ACTION

- 1 2 changed 3 chosen 4 done 5 heard
6 learned/learnt 7 designed 8 seen
- 2 2 has changed 3 has been 4 've seen
5 have chosen 6 've done 7 've designed
8 has heard
- 3 2 Sergey hasn't forgotten his password.
3 Wanda hasn't broken her watch.
4 We haven't bought a new computer.
5 They haven't turned on the TV.
6 I haven't asked for more information.
- 4 2 Gerrie hasn't read anything about Silicon Valley.
3 We've looked for some better information.
4 They've bought a new computer online.
5 He's used the latest software.
6 The boys haven't rung their parents.
- 5 2 have bought 3 've downloaded 4 've decided
5 've started 6 have written 7 's chosen
8 haven't recorded

VOCABULARY AND LISTENING

- 1 2 get on a train 3 get off a bus 4 get out of a car
5 get into a taxi 6 go by tram 7 take a plane
- 2 2 e 3 a 4 b 5 f 6 c
- 3 2 by 3 on 4 taken 5 on 6 on 7 catch 8 of
- 4 No
- 5 2 c 3 b 4 c 5 c 6 a
- 6 Students' own answers

LANGUAGE IN ACTION

- 1 2 will 3 won't 4 won't 5 will
 2 2 won't 3 may 4 may 5 will
 3 2 c 3 c 4 a 5 b 6 c
 4 2 First Maddie went online to check the train times.
 3 We walked to the station to buy the tickets (there).
 4 I left the house at 6 am to catch the first train.
 5 Maddie wanted to stop at a shop to buy some sandwiches.
 6 We got on the train quickly to get the best seats.
 5 2 to go 3 may buy 4 will travel 5 to drive
 6 might fly

WRITING

- 1 a
 2 2 more 3 example 4 as 5 addition
 3 2 e 3 b 4 a 5 c
 4 a 3 b 1 c 2
 5, 6 and 7 Students' own answers

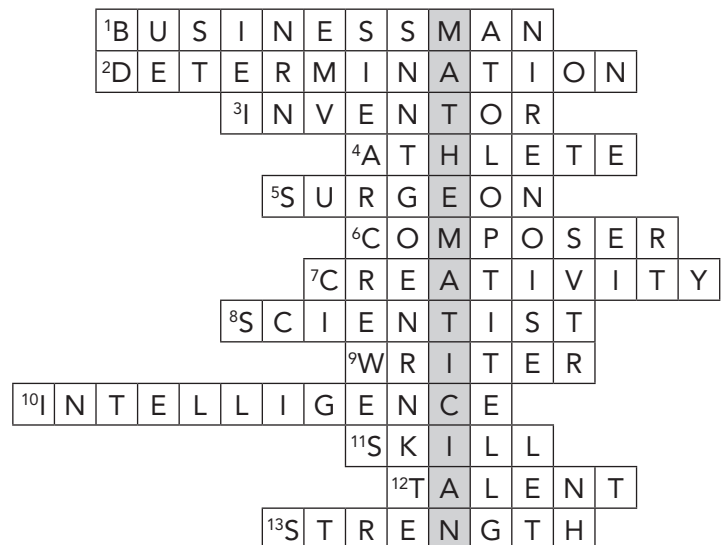
REVIEW

- 1 1 app 2 video chat 3 emoji 4 upload
 5 social media 6 software 7 screen 8 chip
 9 download 10 device 11 message
 2 2 getting on a train 3 taking/getting/catching a plane
 4 getting out of a/the car
 5 getting into a taxi 6 getting off a bus
 3 1 haven't played 2 've finished 3 've made
 4 've sent 5 hasn't replied 6 's flown
 7 've checked 8 haven't heard
 4 1 to print 2 might/may not have 3 will have
 4 to get 5 won't take 6 to play
 7 might/may be able to 8 to edit 9 'll be
 5 1 a 2 a 3 c 4 a 5 c 6 c 7 b 8 a 9 c
 10 a 11 a 12 b

Unit 8 pp64-71

VOCABULARY

1



- 2 2 creativity 3 determination 4 intelligence
 5 strength
 3 2 inventor; Tim Berners-Lee 3 Adele; composer
 4 Marie Curie; scientist 5 Usain Bolt; athlete
 6 writer; Suzanne Collins

EXPLORE IT!

200

READING

- 1 cre8tiv
 2 2 wheelchair 3 face 4 extreme 5 tricks
 3 2 DS 3 F 4 DS 5 T 6 F
 4 Students' own answers

LANGUAGE IN ACTION

- 1 2 has won 3 have had 4 hasn't visited
 5 've raised 6 has ridden
 2 2 c 3 f 4 e 5 b 6 a
 3 2 A: Have they ever swum in the sea?
 B: No, they haven't, but they've swum in a swimming pool.
 3 A: Has your dad ever made a cake?
 B: No, he hasn't, but he's made bread.

- 4 2 They never have been to England. have never
 3 Never you have ridden a horse. You have never
 4 Have she ever broken her phone? Has
 5 Stayed you ever in a five-star hotel? Have you ever stayed
 6 I'm happy to say I have ever lost my house keys. never
- 5 2 've never explored 3 have been
 4 've never surfed 5 have, ever tried 8 's done

VOCABULARY AND LISTENING

- 1 2 f 3 g 4 a 5 j 6 c 7 h 8 e 9 b 10 i
- 2 2 give up; b 3 looks up to; f 4 shows off; d
 5 keep up with; c 6 taking part in; a
- 3 a shine, reflect b mould, Petri dish, bacteria
- 4 They were both accidents.
- 5 2 the middle of the road 3 an animal 4 bacteria
 5 on holiday 6 killing
- 6 Students' own answers

LANGUAGE IN ACTION

- 1 2 yourselves 3 yourself 4 itself 5 ourselves
 6 themselves
- 2 2 look after themselves 3 taught ourselves
 4 entered/has entered himself 5 made herself
 6 imagine ourselves
- 3 2 She's looked everywhere for her phone. /
 She's looked for her phone everywhere.
 3 Nobody knows what will happen tonight.
 4 There was nowhere to sit on the bus.
 5 Someone has broken my new torch.
 6 Is there anything I can do to help?
- 4 2 e 3 f 4 a 5 c 6 d
- 5 2 everyone 3 somewhere 4 himself
 5 something 6 Nobody 7 everywhere
 8 themselves

WRITING

- 1 You have to describe how you have helped someone who has faced a challenge.
- 2 He's made friends and is a drummer in their band.

- 3 1 greatest achievements 2 a lot of effort 3 did I manage 4 advice to you

- 4 1 He has learning difficulties. 2 He became angry. 3 a drum 4 three

5, 6 and 7 Students' own answers

REVIEW

- 1 1 athlete 2 inventor 3 surgeon
 4 mathematician 5 scientist 6 composer
 7 writer 8 businesswoman
- 2 1 creativity 2 talent 3 strength 4 intelligence
 5 determination
- 3 1 set off 2 look up to 3 take part in 4 work out
 5 carry on 6 come up with; give up
- 4 1 Have, heard 2 've, read 3 's, broken
 4 Has, seen 5 Have, been
- 5 1 itself/himself/herself
 2 somebody
 3 herself
 4 everywhere
 5 yourself
 6 something
 7 himself
 8 nobody
- 6 1 b 2 c 3 a 4 b 5 b 6 c 7 a 8 b 9 a
 10 c 11 a 12 b

Unit 9 pp72-79

VOCABULARY

1	Instruments	Genres
	violin bass guitar saxophone drums trumpet keyboard	folk classical rock hip-hop jazz

- 2 2 bass 3 guitar 4 trumpet 5 saxophone
 6 violin 7 keyboard 8 microphone
- 3 2 hip-hop 3 folk 4 classical 5 jazz 6 reggae
- 4 1 reggae 2 guitar 3 violin
- 5 Students' own answers

EXPLORE IT!

13

READING

- 1 Students' own answers
- 2 2 set 3 provide 4 available 5 latest 6 mix
- 3 1 £4 2 indoors 3 fruit juice 4 They can ask him to play a song. 5 because he's the geography teacher 6 They play a lot of musical instruments.
- 4 Students' own answers

LANGUAGE IN ACTION

- 1 2 She's going to watch TV.
3 He isn't going to answer the phone.
4 Faye's going to play the piano.
5 They're going to record a song.
- 2 2 aren't going to tell 3 's going to bring
4 're going to see 5 's going to be
- 3 2 I'm going to study singing.
3 Lily's/She's going to enter a talent competition.
4 Finn and Livvy/They're going to run a marathon.
5 Max and I/We're going to get free concert tickets.
- 4 2 won't 3 will 4 Will 5 won't
- 5 1 'm going to 2 are you going to; 'll
3 's going to; 'll 4 aren't going to; won't
- 6 2 'm going to meet 3 'm going to ask 4 'll get
5 'm going to try 6 'll learn

VOCABULARY AND LISTENING

- 1 2 tap dancing 3 ballroom dancing 4 breakdance
5 country dancing
- 2 2 Salsa dancing 3 Swing 4 modern dance
5 Zumba
- 3 1 four 2 two males and two females
3 two are native speakers (Jessica and Ralf), and two are non-native speakers (Enzo and Camilla)
- 4 2 F 3 T 4 F 5 T 6 F
- 5 Students' own answers

LANGUAGE IN ACTION

- 1 2 is helping 3 is teaching 4 is writing
5 'm not playing 6 Are, coming
- 2 2 They're performing three evening concerts in July.
3 A journalist is interviewing the lead singer later.
4 A TV camera operator is recording tomorrow's show.
5 The drummer isn't playing with the band tonight.
6 He's flying to New York next week to study music.
- 3 2 are watching 3 'm cooking 4 isn't coming
5 are, arriving 6 aren't doing
- 4 2 arrive 3 leaves 4 doesn't finish
- 5 2 do the singers arrive?
3 does our train leave the next morning?
4 does tomorrow's rehearsal finish?
- 6 2 are meeting 3 's coming 4 Aren't you watching
5 're getting 6 does the show finish 7 ends
8 're going 9 're buying

WRITING

- 1 in the main hall
- 2 2 if you love 3 highlight 4 a must-see
5 downside 6 All in all
- 3 2 the story 3 the costumes 4 the make-up
5 Chris Randall 6 Chris' voice 7 the dancers' songs
8 the set
- 4, 5 and 6 Students' own answers

REVIEW

- 1 1 violin; classical 2 folk; guitar
3 hip-hop; microphone 4 drums; trumpet
5 bass; keyboard 6 saxophone; jazz
- 2 disco, salsa, tap, ballroom, breakdance,
Zumba, swing, country, ballet, modern
- 3 1 are going to go 2 're going to meet
3 'm going to finish 4 's going to bring
5 will cost 6 won't rain 7 will be 8 'll have
- 4 1 'm not doing 2 starts 3 are arriving
4 Are you using 5 's writing
6 opens 7 is happening 8 doesn't end

5 1 b 2 a 3 c 4 b 5 c 6 a 7 b 8 a 9 b
10 b 11 c 12 c

EXAM PRACTICE pp80–85

READING SKILLS pp80–81

- 1 1 What day does Tom prefer playing tennis with his brother?
2 Why does Mason think art classes are difficult?
3 Who prefers studying alone to studying with other people?
4 How did Eva feel on the morning of her exam?
5 What, according to Josh, is the best thing about eating lunch at home?
- 2 1 What's Ben doing with his friends now?
2 What did Ben do last weekend with his aunt?
3 Where did Ben arrange to see his friend last week?
4 What does Ben do Monday to Friday after school?
5 Where does Ben go on Saturdays?
1 C 2 E 3 A 4 B 5 D
- 3 1 B; was nervous – felt worried 2 A; were tired – didn't have much energy 3 C; are upset – aren't very happy
- 4 1 with no difficulty 2 with care 3 show
4 right 5 scared

READING SKILLS pp82–83

- 1 1 preposition 2 possessive adjective 3 verb
4 determiner 5 question word 6 conjunction
- 2 0 a 1 off 2 his 3 have/need 4 much 5 Where
6 because
- 3 1 an 2 won 3 his 4 run 5 at/in 6 better
7 as 8 in
- 4 1 a 2 c 3 b 4 c 5 a
- 5 1 very; really 2 What; Which 3 need; have
4 Can; Could 5 on; off

LISTENING SKILLS pp84–85

- 1 Josh is playing the keyboard, Stella is playing the trumpet and Kristie is playing bass guitar.
1 because they are both in the band/because they're happy to be in the band
2 musical instruments, types of music
3 at school/in a classroom

2 2 c 3 a 4 c 5 b

3 2 (caring) jobs 3 accidents and injuries
4 transport 5 furniture

4 1 a; d 2 b; d 3 a; d 4 b; d 5 b; d

LANGUAGE REFERENCE & PRACTICE

Starter Unit p87

- 1 2 gets up 3 goes 4 watches 5 flies 6 tries
- 2 2 does 3 play 4 studies 5 catches
- 3 2 Harry reads the school magazine every week.
3 My sister doesn't hang out with friends in the evening.
4 My friends love my new blog.
5 Laura and Dan don't play hockey on Saturdays.
6 We do homework at the homework club.
- 4 2 Does Dan read your blog? No, he doesn't.
3 Do you play computer games with your friends? Yes, I/we do.
4 Does your sister write good stories? No, she doesn't.
5 Do Rabia and Fatima go to the same school? Yes, they do.
- 5 2 are often 3 usually go 4 sometimes get
5 is never 6 usually listens
- 6 2 Molly doesn't mind getting up early.
3 We like going to the cinema.
4 My dad hates listening to the radio.
5 Rosie doesn't mind doing homework.
- 7 2 's got 3 hasn't got 4 's got 5 have got
6 've got 7 Have, got 8 Has, got

Unit 1 p89

- 1 2 walking 3 taking 4 writing 5 running
6 travelling
- 2 2 'm looking 3 's sitting 4 isn't drinking
5 's making 6 aren't chatting
- 3 2 Are Rory and Holly watching a film? Yes, they are.
3 Is Alba watching a film? No, she isn't.
4 Is Jack studying grammar? Yes, he is.

- 5 Are Rory and Holly studying grammar? No, they aren't.
 6 Is Alba studying grammar? Yes, she is.
- 4 2 My mum always makes the costumes for the show.
 3 We aren't studying English today.
 4 My best friend doesn't want to go to the cinema.
 5 I chat online to my friends at the weekend. / At the weekend I chat online to my friends.
 6 I'm helping my mum at the moment.
- 5 2 'm not doing 3 visit 4 listens 5 makes
 6 isn't talking
- 6 2 quickly 3 slowly 4 badly 5 well 6 carefully

Unit 2 p91

- 1 2 stayed 3 smiled 4 liked 5 cried 6 tidied
 7 stopped 8 planned
- 2 2 Joanna didn't go to school last week.
 3 Rosie and Sarah didn't feel tired after the journey.
 4 The journey took ten hours!
 5 I bought some new shoes.
- 3 2 Did Maria and Sam go to the cinema? Yes, they did.
 3 Did Ivan go to the cinema? Yes, he did.
 4 Did Holly eat pizza? Yes, she did.
 5 Did Maria and Sam eat pizza? No, they didn't.
 6 Did Ivan eat pizza? No, he didn't.
- 4 2 did he go? 3 did they start school? 4 did she meet? 5 did he eat? 6 did they stay at home?
- 5 2 there weren't 3 there were 4 there wasn't
 5 There were 6 there was 7 There weren't
- 6 2 an 3 any 4 a 5 a 6 some
- 7 2 Were there 3 Was there 4 Was there
 5 Were there

Unit 3 p93

- 1 2 was having 3 were chatting 4 were watching 5 was getting 6 were hiding
- 2 2 wasn't writing 3 weren't sitting
 4 weren't riding 5 wasn't eating 6 weren't making

- 3 2 Where were they going last night?
 3 Who was she talking to?
 4 Why was he laughing at me?
 5 Where were you and your mum staying?
 6 What were your friends saying?
- 4 2 weren't 3 wasn't 4 was 5 were 6 was
- 5 2 was going; rang 3 fell; was walking
 4 arrived; was dancing 5 was stealing; arrived
 6 chatting; came
- 6 2 saw 3 was going 4 heard 5 was trying
 6 shouted

Unit 4 p95

- 1 2 couldn't have 3 couldn't buy 4 could answer
 5 couldn't hear 6 could ride
- 2 2 Could his brother speak Spanish?
 3 Could Maria and David understand his accent?
 4 Could Mason skate when he was six?
 5 Could you understand the science class yesterday?
- 3 2 better 3 bigger 4 worse 5 more intelligent
- 4 1 B more dangerous 2 A best B better
 3 A the easiest B easier
- 5 2 My dad has too much work.
 3 I've got too many clothes in my wardrobe.
 4 I haven't got enough money to buy myself a new laptop.
 5 She hasn't got enough time to study.
- 6 2 too many 3 not enough 4 too 5 too much
 6 enough

Unit 5 p97

- 1 2 as big as 3 isn't as beautiful as 4 are as expensive as 5 isn't as light as 6 aren't as wide as
- 2 2 b 3 e 4 a 5 c
- 3 2 big enough 3 as big as 4 as comfortable as
 5 as small as
- 4 2 have to 3 doesn't have to 4 don't have to
 5 have to 6 don't have to
- 5 2 Do 3 has to 4 doesn't have to 5 don't have to
 6 Does; does

Unit 6 p99

- 1 2 shouldn't go 3 should open 4 shouldn't stay
5 should go 6 shouldn't wear
- 2 2 must get up 3 mustn't eat 4 mustn't talk
5 mustn't stand 6 must clean
- 3 2 must wear 3 must look 4 mustn't walk
5 must take 6 mustn't climb
- 4 2 d 3 a 4 f 5 b 6 e
- 5 2 We'll; we go 3 they swim; they'll be
4 don't come; I won't be 5 he sees; he'll be
- 6 2 hasn't got 3 'll call 4 won't go 5 eat

Unit 7 p101

- 1 2 changed 3 tried 4 studied 5 planned
6 dropped
- 2 2 done 3 ridden 4 written 5 forgotten 6 seen
- 3 2 has/'s 3 has/'s 4 have/'ve 5 has/'s 6 have/'ve
- 4 2 've forgotten 3 hasn't made 4 has broken
5 has bought 6 have changed
- 5 2 I'll study 3 will be 4 will be 5 will do 6 'll work
- 6 2 might 3 will 4 may 5 may not 6 will
- 7 2 to change 3 to have 4 to speak 5 to take
6 to show

Unit 8 p103

- 1 2 never 3 Have; haven't 4 ever; has
- 2 2 Has Christina ever sprained her ankle?; has
3 Has Tony ever eaten Japanese food?; hasn't
4 Have your parents ever travelled to a different
country?; haven't
5 Has your sister ever learned a new language?; has
6 Have you ever spent too much money?; have
- 3 2 I've never invent anything! invented
3 Has your brother ever win a prize? won
4 She haven't been to a different country. hasn't
5 I haven't never seen a waterfall. have never

- 4 2 himself 3 themselves 4 ourselves 5 myself
6 itself
- 5 2 herself 3 myself 4 themselves 5 himself
6 ourselves
- 6 2 nothing 3 everywhere 4 Someone
5 nothing 6 anywhere

Unit 9 p105

- 1 2 isn't going to work 3 's going to perform
4 are going to buy 5 aren't going to go
- 2 2 is Tina going to work
3 are your parents going to start
4 is your brother going to do
5 Are you going to learn
6 Is your sister going to buy
- 3 2 are going to 3 are going to 4 will 5 will
- 4 2 Marta and Adam are going for a pizza with their
friends tonight.
3 Jess is watching ballet this weekend.
4 Marta and Adam are going to a concert this
weekend.
- 5 2 'm having 3 are going 4 are, going
5 'm meeting 6 's making
- 6 2 does, begin 3 lasts 4 has 5 finishes
6 does, open

NOTES

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[illegible]